



# Policies, Regulations & Finances Review

March 1, 2026



COLUMBIA GORGE  
COMMUNITY COLLEGE

# INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



## Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

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(Name of Institution)

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(Name of Chief Executive Officer)



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(Signature of Chief Executive Officer)

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(Date)



## TABLE OF CONTENTS

<b>Institutional Report Certification Form</b>	<i>i</i>
<b>Eligibility Requirements</b>	1
<b>Mission Fulfillment Executive Summary</b>	12
<b>Standard Two   Governance, Resources, and Capacity</b>	
2A   Governance	14
2B   Academic Freedom	17
2C   Policies and Procedures	21
2D   Institutional Integrity	26
2E   Financial Resources	31
2F   Human Resources	36
2G   Student Support Resources	40
2H   Library and Information Resources	51
2I   Physical and Technology Infrastructure	54

# Eligibility Requirements

*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 17 associate degree programs and 19 certificate programs. Since becoming independent in 2013, CGCC has graduated degree and certificate seeking students annually. For academic year 2024-25, CGCC awarded 124 associate degrees and 100 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 and Strategic Priorities. 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 2024-25, instruction accounted for 31% of the budget, Academic Support for 6%, Student Services including Financial Aid for 10%, Institutional Support for 27%, Facilities for 9%, Contingency for 11%, and Transfers for 6%.

**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 tracks institutional effectiveness and overall mission fulfillment via the college's three strategic priorities that each represent a segment of the mission.

- Priority 1: Ensure equitable access to education
- Priority 2: Advancing equitable student learning and educational outcomes
- Priority 3: Fostering economic growth, inclusive prosperity, and a thriving community

Each priority and its relevant objectives are evaluated systematically via assessable indicators of achievement. CGCC regularly reviews these indicators and reports on progress towards their achievement to the Board of Education and to the college community. Key indicators of mission fulfillment are published on the college's website.

CGCC operationalizes its assessment findings through targeted initiatives that translate insight into measurable improvement. Guided by data trends and indicator analysis, the college develops frameworks such as the Strategic Enrollment Management and Tactical Enrollment Management plans to prioritize recruitment, retention, and completion outcomes. Regular Progress and Completion reviews ensure that each academic area uses data to refine goals and strategies. Data-informed discussions turn into action through an annual operational planning process that drives budgeting and resource allocation. Further, with CGCC's Institutional Equity Plan, the college processes hiring, budgeting, and planning decisions through an equity framework. Together, these efforts create an ongoing cycle of improvement that links evidence, planning, and action across all institutional levels, with particular focus on areas not yet meeting institutional targets.

**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's educational philosophy is supported by the college's five Institutional 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. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Intercultural Knowledge and Competence*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

In addition to the Institutional 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 and results are posted on the college's Academic Assessment webpages.

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 the college's three Strategic Priorities and their associated Objectives: 1) equitable access (enrollment, diversity, completion of gateway math and writing, and support for equity and inclusion); 2) advancing equitable learning and educational outcomes (retention, completion, transfer, and achievement of student learning outcomes), and 3) fostering economic growth, inclusive prosperity and a thriving community (sense of belonging, industry and community partnerships, community satisfaction, employment rate for workforce students). Strategic Objective attainment reports are provided to the Board of Education in public meetings.

Related data is provided on the Oregon Community College Student Success Dashboard for Columbia Gorge Community College, highlighting retention, completion, completion of gateway

courses, and attainment of momentum and milestone points. Each data point is compared to a set of comparable peer colleges within Oregon. Data is also disaggregated by gender, race/ethnicity, age, first generation college, and Pell eligibility

**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.

As is stated in Board Policy 1300 Equity Statement, "Columbia Gorge Community College is dedicated to promoting an academic and social environment that serves the evolving needs of the vibrant and diverse communities across its district and beyond.

Columbia Gorge Community College is a student-centered, teaching and learning, socially and economically just organization that is committed to being a critical resource for underserved and marginalized communities. Columbia Gorge Community College commits to fostering an inclusive and equitable climate with programming, instruction, employment practices, community partnerships, and decision-making processes that value individual and group differences.

Columbia Gorge Community College is dedicated to the continuous work to eliminate the barriers that perpetuate inequity, oppression, and injustice."

In addition to Board Policy, the college outlines its commitment to diversity, equity, and inclusion (DEI) in its Mission, Vision and Guiding Principles. In 2022, CGCC hired its first executive director of diversity, equity and inclusion, demonstrating a commitment to further developing DEI as an integral part of college philosophy and operations. In 2025, the college joined the *Excelencia* initiative to improve, not only, its engagement with latino/a/x/e students, a growing population at CGCC, but also to address achievement gaps for all historically underserved populations.

**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 Guiding Principles 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 academic programs, educational services, administrative business processes, and financial data. Codes and guides for what represents ethical conduct can be found in Board Policy, Administrative Rules, Operating Procedures, Collective Bargaining Agreements, and employee 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. Four board positions are elected by citizens of Wasco County and three by citizens of Hood River County who reside in the college district. Board members have no contractual or employment relationship or financial interest with the college.

CGCC is not part of a multi-institution governance system.

**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.

CGCC employs a qualified chief executive officer who serves in a full-time capacity with full responsibility for the institution's operations, strategic leadership, and institutional effectiveness. The president is appointed by the Board of Education and is responsible for implementing Board policy and advancing institutional priorities.

As per Board policy, the president may serve as an ex officio, non-voting member of the Board but may not serve as Board chair. This governance arrangement ensures appropriate distinction between Board oversight and executive leadership while promoting accountability, shared understanding of institutional goals, and alignment with accreditation and statutory requirements.

**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.

CGCC maintains an effective system of leadership staffed by appropriately qualified administrators with clearly defined authority, responsibility, and accountability. The college's leadership structure is documented through its organizational chart and role descriptions. Administrative leaders possess the appropriate credentials and experience aligned with their

functional areas, including academic affairs, student services, administrative services, and college advancement.

Leadership responsibilities for planning, organizing, and managing the institution are supported by documented institutional processes that integrate program review, operational planning, budget development, and assessment of institutional effectiveness. College administrators work collaboratively across departments to ensure continuous evaluation of achievements and systemic improvement, contributing directly to the college's capacity to meet strategic priorities and respond to community needs.

**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 described in Administrative Rule 070.022.000. Both full- and part-time faculty are hired according to established policies and procedures. Following state standards, instructors have master's degrees, equivalent graduate level course work, or demonstrated experience working in a specific career and technical field. Once hired, all faculty are regularly evaluated through a robust process that is defined in the collective bargaining agreement.

CGCC faculty have a primary role in establishing and overseeing academic policies, and ensuring the integrity and sustainability of its academic programs. They provide leadership through their participation in two essential bodies:

1. The Instructional Council – a deliberative and lead advisory group on instructional matters
2. The Curriculum Committee – provides primary oversight of course, certificate, degree, and program integrity.

With the proposed implementation of a new shared governance model (College Council) in spring, 2026, all faculty will have an even greater opportunity to be direct participants in monitoring the achievement of strategic priorities and formulating strategies for continuous improvement.

**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 forty degrees and certificates, all of which are consistent with its mission and values. As stated in the Administrative Rule outlining Degree Requirements, degrees and certificates adhere to the criteria established by the Oregon Department of Education and 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.

**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, 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 Gale and EBSCO. It also includes subject-specific resources such as PsycARTICLES and Newsbank's America's News resource.

The majority of the library's physical materials such as books and movies are located on The Dalles campus. The Hood River Center 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, sufficient resources (bonds, grants, and general funds) have been invested in both The Dalles and Hood River locations. These improvements, partially funded by a Department of Education Title III grant, include equipping all classrooms with state-of-the-art technology to enhance learning experiences and teaching versatility. Upgrades have been implemented that align current technology capabilities with campus safety and security systems and practices. Improvement of environmental controls and addition of acoustical enhancements foster productive learning and working environments throughout both locations.

Further, CGCC maintains a technology infrastructure that is safe, secure, and sufficient to support the academic mission, following best practices aligned with the cybersecurity principles of confidentiality, integrity, and availability. This commitment is formalized in the Information Technology Services 2-Year Master Plan, which emphasizes resilient network design to help bridge the digital divide present in rural areas where reliable internet access can be challenging. Through a redundant, multi-path network connection to the broader internet and a checkout program that provides personal computers for student use during academic terms, the college works to ensure consistent access to online learning resources regardless of students' geographic location.

**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.

As an institute of higher education, Columbia Gorge Community College adheres to, protects and encourages the principles of academic freedom and independence, as vital to institutional purpose and action, and to the teaching and learning process. The college's Board of Education, identifies in its Board Policy 4030 that academic freedom is "built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth upon which a free and democratic society depend," further obliging CGCC faculty "to raise difficult and meaningful questions in the educational development of students."

CGCC recognizes that academic freedom and independent thought must be actively promoted as a living practice across all levels of the institution. Building upon the foundational protections woven throughout the core of the college's institutional mission, Strategic Plan, and Institutional Learning Outcomes, CGCC fosters an environment in which independent thought is protected within college operations. By fostering a safe, productive environment for teaching, learning, and working, the college ensures that faculty, staff, and students are empowered to engage in the pursuit and dissemination of knowledge without fear of inappropriate influence or harassment.

**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 time lines for limited entry programs, such as Nursing, 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.

Columbia Gorge Community College publishes current and accurate information for students and other stakeholders through the publicly posted college catalog and aligned web content, providing clear guidance on: 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. 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.

CGCC has a history of financial stability. In establishing an adequate level of fund balance, consideration is given to the amount needed to support operating cash flows as well as the timing of cash receipts from State appropriations, contracts, grants, property tax and tuition and fees.

The college budget provides contingency funds for uncertainties in the level of state funding and unanticipated operational and program expenditures. The current fiscal year's operating fund for contingency, unappropriated ending fund balance, and reserves are \$4,815,199. Any remaining contingency funds are retained and become available resources in the following year's budget.

The college maintains Debt Service Funds to account for property tax revenues and other financing sources to pay for the maturing principal and interest of its obligations. The debt service payments are included as part of the budget process.

**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. The college has received unqualified opinions on its annual audits. 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 regarding the 2020 standards adopted by NWCCU. CGCC provides any information required by the commission. The accreditation statement can be found in the CGCC catalog and on the college 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 understands and accepts the 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. The college also 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.

**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 a period of declining enrollment following the COVID pandemic. Over the past two years, the college has carefully and judiciously hired faculty and staff who are committed to enrollment growth and student success. The college has ensured that new career and technical programming 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.

## Mission Fulfillment Executive Summary

As stated in its mission, “*Columbia Gorge Community College prioritizes equitable access to education, empowers all students through learning, and drives inclusive prosperity throughout our community.*” In order to track overall mission fulfillment, the college has set three priorities that each represent a segment of the mission. Each priority has relevant objectives with assessable indicators of achievement.

- Priority 1: Ensure equitable access to education
  - Objectives:
    - The College will sustain a healthy rate of student enrollment growth (1 indicator)
    - The College serves diverse communities in the region by removing barriers and extending educational opportunities (4 indicators)
- Priority 2: Advancing equitable student learning and educational outcomes
  - Objectives:
    - a. Transfer, Workforce, and Adult Basic Education students will progress toward their educational objectives (4 indicators)
    - b. Students will complete their educational goals (3 indicators)
    - c. Students will demonstrate proficiency in institutional learning outcomes (1 indicator)
- Priority 3: Fostering economic growth, inclusive prosperity, and a thriving community
  - Objectives:
    - a. Students and staff will experience a diverse college community where everyone belongs (1 indicator)
    - b. The College engages actively in mutually beneficial industry and community partnerships that promote economic growth, inclusive prosperity, and a thriving community (2 indicators)

CGCC regularly reviews these indicators to evaluate mission fulfillment. Reports on progress are presented to the Board of Education and shared with the college community through presidential forums. The most recent reports, delivered between November 2024 and June 2025, showed that of 16 indicators, the college met threshold on eleven, approached threshold on two, and did not meet threshold on three. ([EV MFES.1](#))([EV MFES.2](#))

CGCC operationalizes its assessment findings through targeted initiatives that translate insight into measurable improvement. Guided by data trends and indicator analysis, the college develops frameworks such as the Strategic Enrollment Management (SEM) and Tactical Enrollment Management (TEM) models to prioritize recruitment, retention, and completion outcomes. ([EV MFES.3](#)) Regular Progress and Completion reviews ensure that each academic area uses data to refine goals and strategies. ([EV MFES.4](#)) Data-informed discussions turn into action through an annual operational planning process that drives budgeting and resource allocation. ([EV MFES.5](#)) Further, with CGCC’s Institutional Equity Plan, the college processes

hiring, budgeting, and planning decisions through an equity framework. ([EV MFES.6](#)) Together, these efforts create an ongoing cycle of improvement that links evidence, planning, and action across all institutional levels, with particular focus on areas not yet meeting institutional targets.

Mission fulfillment is a collective responsibility across the CGCC community. Under the new shared governance model, all members of the college community will share responsibility in monitoring progress on institutional priorities and driving improvement. ([EV MFES.7](#)) Working collaboratively across all constituencies, CGCC strengthens its opportunity to achieve its vision:

*“As an institution of higher education, CGCC innovates and excels, champions equity and inclusion, and nurtures belonging among our students, employees, and the community.”*

**Supporting Documentation:**

- EV MFES.1 [2024-25 Objectives and Indicators Scorecard](#)
- EV MFES.2 [Priority Objective Reports to the Board of Education](#)
- EV MFES.3 [Strategic Enrollment Management Priorities 2024-27](#)
- EV MFES.4 [Progress and Completion Plan](#)
- EV MFES.5 [2-Year Planning Graphic](#)
- EV MFES.6 [CGCC Institutional Equity Plan](#)
- EV MFES.7 [College Council Charter + Model](#) (draft)

## Standard Two | Governance, Resources, and Capacity

### 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.*

Columbia Gorge Community College (CGCC) is governed by seven locally elected members of the Board of Education, four representing Wasco County and three from Hood River County.

Position #	District	Name	Term Expiration
1	Wasco County	Nathanael Stice, Chair	6.30.2029
2	Wasco County	Darcy Long	6.30.2029
3	Hood River County	Timothy Arbogast	6.30.2027
4	Hood River County	Laura De La Torre	6.30.2027
5	Wasco County	Kim Morgan	6.30.2029
6	Hood River County	OraLee Branch, Vice Chair	6.30.2027
7	Wasco County	Lucille Begay	6.30.2029

Members of the board have no contractual, employment, or personal financial interest with the College. The Board's authority, roles, and responsibilities are clearly defined in Oregon statute and articulated in CGCC Board policies, which are readily accessible on the College's website.

[\(EV 2.A.1.1\)](#)

Authority and responsibility between the Board and the institution are clearly delineated in Board policy. Board policies define the Board's strategic oversight role and delegate operational responsibility and authority to the president, ensuring institutional autonomy to fulfill the

college's mission and maintain academic quality. ([EV 2.A.1.2](#)) The delineation of roles and responsibilities, documented in public Board policies and bylaws, reflects effective governance practices and supports institutional effectiveness and integrity.

CGCC is not part of a multi-institution governance 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**

- EV 2.A.1.1 [BP 2010 Board of Education Membership; BP 2200 Board of Education Duties and Responsibilities; BP 2210 Board of Education Officers; BP 2710 Conflicts of Interest; BP 2715 Code of Ethics / Standards of Practice; BP 2717 Personal Use of Public Resources – Board of Education](#)
- EV 2.A.1.2 [BP 2430 Delegation of Authority to the President](#)

## **2.A.2 Institutional Leadership and Administration**

*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.*

CGCC maintains an effective system of leadership staffed by appropriately qualified administrators with clearly defined authority, responsibility, and accountability. ([EV 2.A.2.1](#)) The college's leadership structure is documented through its organizational chart and role descriptions. ([EV 2.A.2.2](#))([EV 2.A.2.3](#)) Administrative leaders possess the appropriate credentials and experience aligned with their functional areas, including academic affairs, student services, administrative services, and college advancement. ([EV 2.A.2.4](#))

Leadership responsibilities for planning, organizing, and managing the institution are supported by documented institutional processes that integrate program review, operational planning, budget development, and assessment of institutional effectiveness. ([EV 2.A.2.5](#)) These processes ensure continuous evaluation of achievements and systemic improvement, contributing directly to the college's capacity to meet strategic priorities and respond to community needs.

### **Supporting Documentation**

- EV 2.A.2.1 [BP 3100 Organizational Structure](#)
- EV 2.A.2.2 [CGCC Leadership Organizational Chart](#)
- EV 2.A.2.3 [Executive Leadership Job Descriptions](#)
- EV 2.A.2.4 [Executive Leadership Resumes](#)
- EV 2.A.2.5 [BP 3250 Institutional Planning; BP 3225 Institutional Effectiveness](#)

### 2.A.3 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.*

CGCC employs a qualified chief executive officer — the college president, Dr. Kenneth Lawson — who serves in a full-time capacity with full responsibility for the institution’s operations, strategic leadership, and institutional effectiveness. Dr. Lawson has served in this role since August, 2023. Before coming to CGCC, Dr. Lawson was the vice president for Instruction at Skagit Valley College for just over a decade, and began his work in community colleges as a faculty member in Political Science at Shoreline Community College. He was named an Aspen Presidential Fellow in 2019. ([EV 2.A.3.1](#)) The president is appointed by the Board of Education and is responsible for implementing Board policy and advancing institutional priorities. ([EV 2.A.3.2](#))

The president may serve as an ex officio, non-voting member of the Board but may not serve as Board chair. ([EV 2.A.3.3](#)) This governance arrangement ensures appropriate distinction between Board oversight and executive leadership while promoting accountability, shared understanding of institutional goals, and alignment with accreditation and statutory requirements.

#### Supporting Documentation

- EV 2.A.3.1 [President Lawson Resume](#)
- EV 2.A.3.2 [BP 2431 Selection of the President](#)
- EV 2.A.3.3 [BP 2430 Delegation of Authority to the President](#)

### 2.A.4 Decision-Making and Shared Governance

*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.*

Columbia Gorge Community College’s decision-making structures and processes are documented, publicly available, and designed to ensure meaningful participation of faculty, staff, administrators, and students in matters in which they have a direct and reasonable interest. ([EV 2.A.4.1](#))

In recent years, CGCC has intentionally moved from more fragmented and informal practices toward a clearly defined, open, and participatory governance model aligned with its mission, strategic plan, and guiding principles. In 2024, the president convened a cross-functional working group to redesign shared governance in order to strengthen institutional trust and embed collaboration more consistently into decision-making processes. This work resulted in the creation of a unified College Council, expected to convene in spring 2026, which includes representation from faculty, classified staff, administrators, and students. The Council shall serve as a collaborative body to provide input on institutional policy development, strategic priorities,

and initiatives that affect multiple constituencies. Its charter defines the scope, authority, and decision pathways, ensuring that input is inclusive, structured, and visible. ([EV 2.A.4.2](#))

Leadership Council, which had served as the college-wide shared governance body, has been intentionally redefined as a management body responsible for operational implementation of Board policy, the Collective Bargaining Agreement, and institutional procedures. Clarifying the distinction between participatory governance and administrative execution has been designed to reduce ambiguity, strengthen accountability, and improve the college’s capacity to act with discipline and consistency.

Faculty maintain primary responsibility for academic quality and curriculum through the Instructional Council—consisting of department chairs—and the faculty led Curriculum Committee. ([EV 2.A.4.3](#))([EV 2.A.4.4](#)) Student perspectives inform institutional decisions through student government participation and institutional surveys, including the Higher Education Data Sharing Consortium (HEDS) and the Community College Survey of Student Engagement (CCSSE). Annual departmental operational planning processes further ensure that faculty and staff contribute to college-wide priorities in a structured and data-informed manner.

Through these intentional reforms, CGCC is moving to strengthened governance not simply as a compliance mechanism, but as a core institutional practice that supports agility, continuous improvement, and sustainable mission fulfillment.

### **Supporting Documentation**

- EV 2.A.4.1 [College Boards, Councils, Committees Structure](#)
- EV 2.A.4.2 [College Council Charter and Model Draft](#)
- EV 2.A.4.3 [Instructional Council Charter](#) (under revision)
- EV 2.A.4.4 [Curriculum Committee Charter](#)

## **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.*

As an institute of higher education, Columbia Gorge Community College adheres to, protects and encourages the principles of academic freedom and independence, as vital to institutional purpose and action, and to the teaching and learning process. The elected Board of Education, representing our service district across Hood River and Wasco counties, set policy for the institution, which directs and informs the operations of the college. The Board identifies in its Board Policy 4030 that academic freedom is “built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth upon which a free and democratic

society depend,” further obliging CGCC faculty “to raise difficult and meaningful questions in the educational development of students.” ([EV 2.B.1.1](#))

At CGCC, the principles of academic freedom are central to mission fulfillment, as evidenced in the components of the college’s Strategic Plan. The Mission expresses the college’s purpose; the Vision its aspiration; the Priorities represent the game plan; and the Guiding Principles are how staff, faculty and administration are meant to treat each other and the community in achieving the Mission. ([EV 2.B.1.2](#)) The Mission and Priorities are very clearly derived from the Vision, which reads: “*As an institution of higher education, CGCC innovates and excels, champions equity and inclusion, and nurtures belonging among our students, employees, and the community.*” As much a purpose statement as one of identity, the Vision declares CGCC’s commitment to creating a safe environment for the facilitation of teaching, learning, research and inquiry. The Guiding Principles articulate how the college cultivates that environment: through honest, open communication, respect based in empathy and understanding, integrity, collaboration, and ensuring equity and inclusion - that all students have access to the resources they need to achieve their self-identified goals.

Through the college’s Institutional Learning Outcomes (ILOs), CGCC transcends its roles of protector and exemplar of academic freedom and independence, into one of catalyst. The ILOs are five skills or qualities that are embedded across the curriculum, regardless of discipline or program: communication, critical thinking and problem-solving, quantitative literacy, intercultural knowledge and competence, and community and environmental responsibility. ([EV 2.B.1.3](#)) As such, each CGCC graduate, whether of an applied or transfer award, has been exposed to and grown in these skills, as well as the Guiding Principles modeled by college employees. In this way, CGCC catalyzes community change with each successful student completion, extending the principles of academic freedom beyond the CGCC campus.

By integrating the principles of academic freedom into the college’s Vision, Mission, Guiding Principles, and ILOs, CGCC ensures that its educational environment remains autonomous and resilient. This alignment of institutional values provides a clear framework for protecting faculty and students from inappropriate internal and external influences. Ultimately, CGCC demonstrates that academic independence is not a passive state, but an active commitment – one that safeguards the integrity of the institution while fostering the independent, critical-thinking skills and inclusive understanding essential for success in a democratic society.

### **Supporting Documentation**

- EV 2.B.1.1     [BP 4030 Academic Freedom](#)
- EV 2.B.1.2     [Mission & Strategic Plan](#) (webpage)
- EV 2.B.1.3     [Institutional Learning Outcomes](#) (webpage)

### **2.B.2 Supporting 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.*

CGCC recognizes that academic freedom and independent thought must be actively promoted as a living practice across all levels of the institution. Building upon the foundational protections established in Standard 2.B.1, and weaved throughout the core of the college's institutional mission, Strategic Plan, and Institutional Learning Outcomes, CGCC fosters an environment in which independent thought is protected within college operations. By fostering a safe, productive environment for teaching, learning, and working, the college ensures that faculty, staff, and students are empowered to engage in the pursuit and dissemination of knowledge without fear of inappropriate influence or harassment.

An environment that actively promotes independent thought requires a foundation of safety and mutual respect. CGCC's Board of Education has set a number of policies which, in tandem with BP 4030 on Academic Freedom, strives to cultivate such an environment. In BP 3410 - Nondiscrimination, the Board sets a baseline for the college as "committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities [...] without regard to the individual's legally protected status." ([EV 2.B.2.1](#)) Through BP 3430 - Prohibition of Harassment, harassment and retaliation is expressly prohibited by all college members, and supervisors are mandated to report all incidents across the "academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity." ([EV 2.B.2.2](#)) So significant are the circumstances requisite for intellectual freedom that they are called out in Article 19 Health and Safety of the 2025-28 Collective Bargaining Agreements (CBAs) for Classified (pp. 30-32) and for Academic Professionals and Faculty (pp. 47-50). ([EV 2.B.2.3](#))([EV 2.B.2.4](#)) Finally, as it pertains to expression, BP 3900 - Speech: Time, Place and Manner affirms that "students, employees, and members of the public shall be free to exercise their rights of free expression," provided such speech does not incite "clear and present danger" or "substantial disruption of the orderly operation" of the college. ([EV 2.B.2.5](#)) By codifying these broad protections against harassment and censorship, the college creates the necessary security for all employees to engage in professional and creative inquiry.

Academic freedom at CGCC also extends to the professional and creative output of all employees and students, exemplified through the protection of intellectual property rights as codified in Board policy, Collective Bargaining Agreements, and Administrative Rules. BP 3715 - Intellectual Property provides for the foundation of procedures that "... define the rights, interests, protections, and transfer of intellectual property ..." for both faculty and students. ([EV 2.B.2.6](#)) In the 2025-28 Academic Professionals and Faculty CBA (Article 20, p. 50), sole and joint property between the college and employees are clearly defined for all types of instructional materials. This allows instructors to innovate and maintain control over their work, but also practically fosters strong collaboration between faculty within and between academic

disciplines. CGCC also protects the spirit of inquiry through Administrative Rule 040.004.000 - Library and Media Challenge, which articulates that while content may be challenged by members of the college or public, the college will not act arbitrarily to remove content. Rather, CGCC sets a procedure through which consideration is made with “a balance of properly executed library policy, understanding of intellectual freedom principles, sensitivity to community needs and concerns, and effective communication.” ([EV 2.B.2.7](#)) While these policies and administrative rules safeguard the intellectual contributions of the entire community, the institution further articulates specific rights and responsibilities unique to the faculty’s role in the classroom.

For CGCC faculty, academic freedom is a negotiated right and a professional responsibility. The 2025-2028 Academic Professionals and Faculty CBA (Article 28, pp. 55-56) affirms that "faculty are free to engage in research, scholarly, and creative work, and to publish or otherwise disseminate the results of such work [...] free from institutional censorship." ([EV 2.B.2.8](#)) The CBA further safeguards faculty rights to criticize the college and seek revision of policies without retaliation. One specific area where faculty possess both right and responsibility is in the assessment of student learning - and the obligation to provide timely, substantive feedback. The standards of “rigorous, culturally-responsive scholarship” are set in BP 4220 - Standards of Scholarship and informed by BP 4230 - Grading and Academic Records. ([EV 2.B.2.9](#))([EV 2.B.2.10](#))

CGCC is proud of the diverse student body who take advantage of the college's open access and welcoming policies, and who bring their own unique contexts, experiences, challenges, and goals. The college is committed to helping students achieve their goals, and to prepare them with skills that will serve them personally and professionally, catalyzing potential change within their communities. The CGCC Student Handbook acknowledges that students are active participants in the pursuit of knowledge, declaring that 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.” ([EV 2.B.2.11](#)) As such, student rights and responsibilities are established in the handbook, including the right to free inquiry, expression and assembly, their right to complaint and grievance processes that protect them against retaliation, and their rights to appeal academic conduct processes. Grade appeal processes, informed by BP 4231 - Grade Changes, create a formal, defined path for students to challenge assignment and course grades they believe resulted from "discrimination or arbitrary or capricious action, [...] extenuating circumstances (e.g., emergencies), or other reasons not related to academic performance.” ([EV 2.B.2.12](#))([EV 2.B.2.13](#)) Through these multifaceted student protections, the college ensures that the pursuit of knowledge remains a shared, reciprocal, and transparent process for the entire campus community.

By integrating the principles of academic freedom and independence into the college’s Mission, Guiding Principles, and ILOs, CGCC ensures that its educational environment remains resilient, and that the entire campus community benefits. This commitment is an active, ongoing process, and, as such, CGCC continues to serve its community as a model for the free pursuit of knowledge, lifelong learning, and adaptation while maintaining a strong, principled purpose.

## Supporting Documentation

- EV 2.B.2.1 [BP 3410 Nondiscrimination](#)
- EV 2.B.2.2 [BP 3430 Prohibition of Harassment](#)
- EV 2.B.2.3 [2025-28 Classified Collective Bargaining Agreement, Article 19 - Health and Safety, \(pp. 30-32\)](#)
- EV 2.B.2.4 [2025-28 Academic Professionals and Faculty Collective Bargaining Agreement, Article 19 Health and Safety \(pp. 47-50\)](#)
- EV 2.B.2.5 [BP 3900 Speech: Time, Place, and Manner](#)
- EV 2.B.2.6 [BP 3715 Intellectual Property](#)
- EV 2.B.2.7 [AR 040.004.000 and OP 0.04.001 Library and Media Challenge](#)
- EV 2.B.2.8 [2025-2028 Academic Professionals and Faculty CBA, Article 28 \(pp. 55-56\)](#)
- EV 2.B.2.9 [BP 4220 Standards of Scholarship](#)
- EV 2.B.2.10 [BP 4230 Grading and Academic Records](#)
- EV 2.B.2.11 [CGCC Student Handbook, pg 19](#)
- EV 2.B.2.12 [CGCC Student Handbook, pg 8](#)
- EV 2.B.2.13 [BP 4231 Grade Changes](#)

## 2C | Policies and Procedures

### 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.*

Through its administrative rules and operating procedures, CGCC maintains a clearly published transfer-of-credit policy that supports academic integrity while facilitating efficient student mobility toward credential and degree completion. ([EV 2.C.1.1](#)) Transfer credit policies and procedures are publicly available on the CGCC website and in the College Catalog (pp. 134-135), and they are applied consistently through standardized workflows managed by Enrollment Services, led by the registrar. ([EV 2.C.1.2](#))

Official transcripts are logged and securely stored until official evaluation occurs. After a student completes their first term at CGCC, the registrar initiates the evaluation process. This process can be initiated earlier upon request from an advisor or faculty member. For example, it is common for students in the Nursing and Aviation Maintenance Technology programs to have their previous college transcripts evaluated prior to enrollment.

During the evaluation, the registrar and transcript evaluator use established tools, including online course descriptions and/or current equivalency tables, Transfer Evaluation System (TES), college or university catalogs, accreditation checks, and degree-audit systems. Coursework without clear equivalency is routed to faculty subject-matter experts to ensure alignment with CGCC learning outcomes and program rigor.

With grant funding from the Higher Education Coordinating Commission (HECC) in 2022-2023, Credit for Prior Learning (CPL) became an area of focus for CGCC. The grant allowed CGCC to build infrastructure and capacity to expand students' opportunities to earn credit. The addition of CPL credit opportunities has been codified under Board Policy 4235 - Credit for Prior Learning, further developed through administrative rules and operating procedures, and is outlined on the CPL website maintained by the registrar in collaboration with Instructional Services. ([EV 2.C.1.3](#))([EV 2.C.1.4](#)) CGCC recognizes six forms of CPL, including:

- Credit for Prior Learning Portfolio
- Course Challenge Exams
- College Level Examination Program (CLEP) Exams
- Advanced Placement (AP) and International Baccalaureate (IB) Scores
- American Council on Education (ACE) guidelines for military service
- Articulation of Professional and Industry Licensures

Requirements and guidelines for CPL are laid out in administrative rules and associated operating procedures, addressing: maximum number of CPL credits allowable, applicability and restrictions, fees, evaluations, and transcription. ([EV 2.C.1.5](#)) At time of printing, the CPL ARs and OPs were in draft status and expected to be approved and posted by April, 2026.

Starting in spring 2026, CGCC will begin automatically awarding degrees and/or certificates to students. While this process is still under development; however, early pilots have been successful. The registrar will use CGCC's degree audit system to receive a report when a student has completed their degree. When the degree is complete, the registrar will confer the degree in our Student Information System (SIS), contact the student to confirm the correct mailing address for their diploma(s), and invite them to participate in commencement. ([EV2.C.1.6](#)) Career Pathway Certificates and Related Certificates that are wholly contained within a degree will be similarly processed, providing students with intermediary acknowledgement of successful progress toward their degree.

To ensure the transfer-of-credit policies are implemented with integrity, FERPA training and secure record-handling procedures are reviewed and completed annually. Additionally, periodic review of processes, including task-tracking systems, supports timely, confidential, and consistent evaluation methods completed by Student Services leadership to ensure internal systems support students' educational goals.

### **Supporting Documentation**

- EV 2.C.1.1 [AR 050.015.000 and OP 050.015.001 Transfer of College-Level Credit](#)
- EV 2.C.1.2 [CGCC 2025-26 Catalog](#) (pp. 134-135) (webpage)
- EV 2.C.1.3 [BP 4235 and AR 040.020.000 Credit for Prior Learning](#)
- EV 2.C.1.4 [Credit for Prior Learning](#) (webpage)
- EV 2.C.1.5 [AR 040.021.000 and OP 040.021.001 Credit for Prior Learning - Portfolio; AR 040.022.000 Credit for Prior Learning - Challenge Exam; AR 040.023.000 and OP 040.023.001 Credit for Prior Learning - Acceptance of Licensure/Certification for](#)

## [Credit](#)

EV 2.C.1.6 [Graduation Website](#) (webpage)

## **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.*

To ensure fairness, consistency, and due process, CGCC maintains clearly documented, publicly accessible policies and procedures that outline student rights and responsibilities, including: academic honesty, conduct, appeals, grievances, and disability accommodations. ([EV 2.C.2.1](#)) These expectations are published on the CGCC website, in the Student Handbook, and communicated to students through required syllabus statements and institutional materials. ([EV 2.C.2.2](#))

Due to the COVID pandemic, leadership transition, and Collective Bargaining Agreement negotiations (concluded December 2025), the Student Handbook has not been updated since 2019. While the content and procedures in the Student Handbook are accurate, some names, titles, and terminology are outdated. The Student Service leadership team will update the Student Handbook in spring 2026 and have it ready for the 2026-27 academic year.

CGCC has a trained student support services specialist (SSSS) who works with students on accommodations. ([EV. 2.C.2.3](#)) Students who self-identify on their enrollment application as having a documented disability are provided with contact information for the SSSS. Students are also referred to the SSSS by their academic advisor or faculty members. Each student meets with the SSSS one-on-one to review their documentation. During that meeting, the student and the SSSS collaborate to determine the support needed for the student to be successful at CGCC. The SSSS ensures the student's accommodation is compliant with ADA and Section 504.

Once accommodations are established, the SSSS sends a letter to the student's instructors at the start of each term or upon establishment of the accommodations. Instructors receive a letter outlining the required accommodations, a handbook on best practices, and are asked to have a conversation with the student. Students are also advised to speak with their instructor.

Students must request accommodation at the start of each term. The student support services specialist is available for consultation with the student and all CGCC faculty, and resources for all are available on the Disabilities Resources website. ([EV 2.C.2.4](#)) Additionally, professional development for faculty around best practices on supporting students with disabilities is part of the regular professional development cycle.

### **Supporting Documentation**

EV 2.C.2.1 [BP 5500 Standards of Student Conduct; AR 050.037.000 Student Conduct and Complaints; OP 050.037.001 Student Conduct Disciplinary Due Process Hearing Procedures; AR 005.036.000 Grievance](#)

- EV 2.C.2.2 [Student Handbook](#)
- EV.2.C.2.3 [BP 5140 Disabled Student Programs and Services](#)
- EV 2.C.2.4 [Disabilities Resources](#)

## 2.C.3 Admissions and 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.*

Columbia Gorge Community College maintains several academic and administrative policies that address student admission, placement, and academic standing to ensure student success and institutional expectations are met.

CGCC operates under an Open Admissions policy, meaning most students are accepted upon application. ([EV 2.C.3.1](#)) However, to ensure a reasonable probability of student success, the college does have clear guidelines on eligibility for Admissions and Concurrent Enrollment. ([EV 2.C.3.2](#)) Additionally, the college has established prioritized-enrollment for veterans and maintains some limited entry programs. ([EV 2.C.3.3](#))

All credit-seeking students must meet with an academic advisor to receive a "Clear to Register." ([EV 2.C.3.4](#)) This ensures that students are guided toward courses that match their skills and goals. During their first advising appointment, a multiple-measure placement is conducted in collaboration with the student. ([EV 2.C.3.5](#)) This evaluation establishes preparedness in writing and mathematics and determines eligibility for placement. Placement is informed by an established rubric. The rubric was developed in collaboration with faculty and advisors to ensure placement in the gateway course is appropriate, including recommended co-requisites. ([EV 2.C.3.6](#))

The college monitors student progress through its Satisfactory Academic Progress (SAP) policy. ([EV 2.C.3.7](#)) If a student fails to meet the standards for continuation, the college follows a structured intervention process. This process is led by the registrar in collaboration with advising and financial aid.

CGCC provides formal mechanisms for students to contest academic or administrative decisions. There are specific processes outlined in the Student Handbook, including the grievance and readmissions processes. ([EV 2.C.3.8](#))([EV 2.C.3.9](#)) The primary tool for students to request exceptions to college policies, such as late withdrawals or changes to their academic history due to extenuating circumstances, is the Student Record Petition. ([EV 2.C.3.10](#))

### Supporting Documentation

- EV 2.C.3.1 [BP 5052 - Open Enrollment](#)

- EV 2.C.3.2 [BP 5010 – Admissions and Concurrent Enrollment](#)
- EV 2.C.3.3 [BP 5055 Enrollment Priorities; AR 050.010.000 Enrollment Standards](#)
- EV 2.C.3.4 [AR 050.020.000 Student Advising](#)
- EV 2.C.3.5 [Multiple Measures Placement](#) (webpage)
- EV 2.C.3.6 [AR 040.016.000 Requisite Requirements](#)
- EV 2.C.3.7 [AR 050.001.000 Satisfactory Academic Progress](#)
- EV 2.C.3.8 [Student Handbook](#)
- EV 2.C.3.9 [AR 040.036.000 – Academic Misconduct; OP 050.037.002 Readmission After Suspension](#)
- EV 2.C.3.10 [Student Record Petition](#) (webform)

## 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.*

CGCC maintains policies and procedures governing the confidentiality, release, and retention of student records in compliance with the Family Educational Rights and Privacy Act (FERPA). Enrollment Services, led by the registrar, ensures secure handling of records through established access protocols, including: student records standards, confidentiality, release, and record retention. ([EV 2.C.4.1](#)) Any currently enrolled or former student of the Columbia Gorge Community College has a right of access to any and all student records relating to them and are maintained by the college. ([EV 2.C.4.2](#)) To minimize risk, CGCC mandates that academic and disciplinary records remain separate. Transcripts contain only academic status, while disciplinary or counseling files are restricted to authorized persons. ([EV 2.C.4.3](#))

In accordance with FERPA, personally-identifiable information (PII) is kept confidential and is not released without the student's prior written consent, except under lawful subpoena or specific legal exemptions (e.g., to school officials with a legitimate educational interest).

Student records are maintained in the institutional Student Information System (SIS), which is regularly backed up across on-site and cloud-based storage to ensure retrievability in the event of an emergency. Cybersecurity protections, including multi-factor authentication, safeguard student data and limit unauthorized access. ([EV 2.C.4.4](#))

Student Records retention is governed by the records retention process and procedure, which ensures that documents are kept for the duration required by Oregon State Archives and federal regulations before being securely destroyed. ([EV 2.C.4.5](#))

### Supporting Documentation

- EV 2.C.4.1 [AR 050.004.000 Educational Records](#)
- EV 2.C.4.2 [BP 5040 Education Records, Directory Information, and Privacy](#)
- EV 2.C.4.3 [AR 050.024.000 Transcripts](#)
- EV 2.C.4.4 [AR 080.002.000 Cybersecurity Policy](#)

## 2D | 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 represents itself clearly, accurately, and consistently through a coordinated marketing and communications approach that manages catalogs, websites, print collateral, and digital channels. ([EV 2.D.1.1](#))([EV 2.D.1.2](#))([EV 2.D.1.3](#)) Reporting to the Advancement Office, the Marketing and Communications Office maintains brand and editorial standards, oversees review and approval workflows, and partners with Instructional Services, Student Services, and the President's Office to ensure that academic programs, timelines to completion, and student services are communicated accurately to internal and external audiences. Publications and web content follow defined update cycles, with documented processes for content verification, correction of errors, and archival of superseded materials to safeguard institutional integrity, including: the annual online catalog; the quarterly schedule of classes, and other term-specific enrollment materials; web-based program pages, degree and certificate pathways and course descriptions; and recruitment and informational print pieces such as program one-sheets, flyers, and posters. The office also oversees news releases, email campaigns, and official social media channels to ensure consistent, accurate representation of academic offerings, timelines to completion, and student services.

#### **Standards, Review, and Approval Processes**

The college maintains a style guide and brand standards that address language, visual identity, and accessibility, and these standards are applied across publications and digital content. ([EV 2.D.1.4](#)) Defined content owners in Instructional Services, Student Services, and Administrative Services collaborate with the Marketing and Communications Office through formal review and sign-off workflows for high-visibility and high-risk content, including procedures for fact-checking program requirements, timelines, and admissions language. Documentation of corrections and version control practices are used for key materials to ensure transparency and accuracy over time. Web analytics and user feedback inform ongoing refinements to navigation, language clarity, and content organization.

The director of Marketing and Communications also serves as the college's public information officer (PIO), with responsibility for media relations, emergency and crisis communications, and official institutional statements on behalf of the President's Office. In this role, the PIO coordinates timely, accurate, and consistent messaging to the public and news media, supports

adherence to approved policies and factual information, and helps ensure that CGCC’s public communications protect the accuracy and integrity of the college’s narratives about its mission, programs, and services.

### **Supporting Documentation**

- EV 2.D.1.1 [CGCC 2025-26 Catalog](#) (webpage)
- EV 2.D.1.2 [CGCC Quarterly Printed Schedule](#)
- EV 2.D.1.3 [Technology & Trades Pathway Page](#) (webpage)
- EV 2.D.1.4 [CGCC Style Guide](#) (webpage)

### **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.*

Columbia Gorge Community College advocates for, subscribes to, and exemplifies high ethical standards across all aspects of its management and operations. These standards guide the college’s interactions with students, faculty, administrators, staff, the public, external organizations, and regulatory bodies. CGCC’s ethical framework ensures fair and equitable treatment for all and provides clear, transparent, and timely processes for addressing complaints and grievances.

#### **Definition of Ethical Standards as Recognized at CGCC**

CGCC defines ethical standards in binding statements and publicly documented guidelines that inform institutional behavior, decision-making, and interactions across the college community. These standards are rooted in formal Board policies, a Code of Conduct, external legal requirements, institution-wide guiding principles, and activities reflecting CGCC’s commitment to integrity, transparency, and equity. ([EV 2.D.2.1](#))

The CGCC Board of Education establishes and oversees policies that define expected conduct for the Board itself, leadership, faculty, staff, and students. These policies provide guidance on ethical behavior related to conflicts of interest, nondiscrimination, financial integrity, accountability, and governance. ([EV 2.D.2.2](#)) Policies specific to Board ethics are referenced in 2.A.1. Board meeting minutes document the adoption, implementation, and ongoing oversight of these ethical expectations. New and existing Board policies are reviewed with the Policy Equity Screening Tool developed by the college’s executive director of diversity, equity, and inclusion. ([EV 2.D.2.3](#))

Ethical conduct is further described in the college’s Code of Conduct, which applies to all employees. ([EV 2.D.2.4](#)) The code defines professional, academic, and personal behavior that aligns with CGCC’s guiding principles ([EV 2.D.2.5](#)):

- **Open Communication:** Engaging in honest communication
- **Respect:** Celebrating diversity of lived experience based in empathy and understanding
- **Integrity:** Committing to continuous ethical conduct and accountability
- **Collaboration:** Cooperating to solve shared challenges while leveraging the richness of diverse experiences and perspectives
- **Equity and Inclusion:** Ensuring access to resources, providing people what they need to achieve their goals, and creating an inclusive learning environment that welcomes diverse backgrounds

Through these expectations, the college reinforces a shared understanding of ethical responsibility across the institution.

CGCC's ethical standards are not only articulated through these guiding principles but are also embedded in the college's vision and mission. Together, they guide decision-making, shape both internal and external interactions, and foster an inclusive learning and working environment that supports equity, access, fairness, and student success.

In addition to internal policies, CGCC recognizes and complies with all applicable federal and state laws and regulations governing higher education, including those related to labor practices, accessibility, privacy, and student rights. These external legal requirements reinforce institutional ethical standards and ensure that college operations align with broader regulatory and societal expectations.

### **Application of Ethical Standards**

CGCC applies its ethical standards consistently across internal management and operations, community engagement and communication, and relationships with external regulatory agencies.

Throughout internal management and operations, the college demonstrates ethical treatment of students by ensuring equitable access to programs and services, equitable opportunities for academic success and co-curricular participation, and transparent communication regarding policies, expectations, and institutional changes. These practices support student success while reinforcing fairness and trust within the learning environment. Standards and expectations are communicated in aggregate through the Student Handbook. ([EV 2.D.2.6](#)) In addition, the college's recently developed First-Year Experience course communicates these standards and expectations to new students in an interpersonally facilitated manner based on best pedagogical practices. ([EV 2.D.2.7](#))

Ethical standards also guide the treatment of faculty and staff. CGCC employs transparent and equitable hiring practices, honors contractual and collective bargaining agreements, and provides clear avenues for professional advancement. ([EV 2.D.2.8](#)) CGCC policies prohibit nepotism and promote equitable hiring practices that ensure the selection of qualified administrators, faculty, and staff who are committed to student success and to fostering an

inclusive, anti-racist campus culture. ([EV 2.D.2.9](#))([EV 2.D.2.10](#)) Open and honest communication regarding performance expectations, institutional decisions, and policy changes supports an environment of mutual respect and accountability. To support equitable employment practices, the college established a new collective bargaining unit for Academic Professionals. This agreement, in conjunction with the faculty and classified agreements, emphasizes high ethical standards and consistent expectations for all employees. ([EV 2.D.2.11](#))([EV 2.D.2.12](#))

In addition, ethical principles govern leadership practices at CGCC. Leadership hiring and advancement follow consistent, transparent procedures, and institutional decisions are communicated clearly to faculty, staff, and external stakeholders. These practices reinforce trust, accountability, and ethical governance throughout the college.

Beyond internal operations, CGCC applies ethical standards in its engagement with the broader community. The college meets public notification requirements and ensures the integrity and accuracy of external publications, including catalogs, schedules, reports, and institutional data. Through newsletters, the college website, and outreach activities, CGCC demonstrates a commitment to transparency and open communication with the public and community partners. As part of its ethical community engagement and outreach efforts, CGCC maintains the Latinx\* Advisory Council, a presidential advisory body that facilitates communication with the Latino/a/x/e community and supports institutional servingness under the college's Hispanic Serving Institution designation.

CGCC also maintains ethical and compliant relationships with external regulatory agencies and organizations. This includes:

- fulfilling accreditation reporting and self-study requirements with NWCCU
- complying with state-level oversight through the Higher Education Coordinating Commission
- adhering to Oregon Department of Education requirements for K–12 partnerships
- meeting U.S. Department of Education regulations related to federal funding and Title IV
- managing grant funding with transparency and accountability

### **Resolving Inquiries, Complaints, and Grievances**

CGCC ensures that inquiries, complaints, and grievances are addressed in a fair, equitable, and timely manner through clearly defined and publicly available processes.

Student grievances are addressed through formal procedures that identify points of contact, outline resolution steps, and ensure the integrity of outcomes. Because CGCC serves geographically dispersed rural communities, grievance procedures are available through telecommuting and remote modalities to ensure equitable and timely access. These processes also account for distance education and state authorization requirements, ensuring that all students have access to appropriate grievance mechanisms regardless of delivery modality. ([EV 2.D.2.6](#))([EV 2.D.2.13](#))

Employees are provided with formal grievance procedures that allow concerns to be raised and resolved through equitable review, mediation, and appeal processes. These procedures support

ethical treatment, due process, and transparency within the workplace. ([EV 2.D.2.14](#))([EV 2.D.2.15](#))([EV 2.D.2.16](#))

In addition, CGCC provides mechanisms for community members to submit complaints related to college operations or programs. For example, the Library and Learning Commons allows for community members to challenge the library's collection and/or media choices. ([EV 2.D.2.17](#)) All concerns are addressed through established channels that promote fair consideration and timely response, reinforcing the college's accountability to the broader community. ([EV 2.D.2.18](#))

Through the integration of Board policies, Codes of Conduct, guiding principles, compliance with external regulations, and clearly defined grievance processes, Columbia Gorge Community College demonstrates a consistent, institution-wide commitment to ethical standards. These practices ensure integrity, fairness, transparency, equity, and accountability in all areas of operation.

### **Supporting Documentation**

- EV 2.D.2.1 [BP 1300 Equity Statement](#)
- EV 2.D.2.2 [Board Policies, Administrative Rules, and Operating Procedures](#) (website)
- EV 2.D.2.3 [Policy Review Equity Screening Tool](#)
- EV 2.D.2.4 [BP 7115 Employee Code of Conduct](#)
- EV 2.D.2.5 [CGCC's Mission & Strategic Plan – Guiding Principles](#) (webpage)
- EV 2.D.2.6 [CGCC Student Handbook](#) (webpage)
- EV 2.D.2.7 FYE 100 College Planning and Survival Skills – [Course Content & Outcome Guide](#)
- EV 2.D.2.8 [Accommodations and Civil Rights](#) (webpage)
- EV 2.D.2.9 [BP 7310 Nepotism; BP 3420 Equal Employment Opportunity; BP 7100 Commitment to Diversity](#)
- EV 2.D.2.10 [AR 070.022.000 Minimum Qualifications and Equivalencies; AR 070.024.000 Recruitment and Hiring](#)
- EV 2.D.2.11 [2025-2028 Classified Collective Bargaining Agreement](#)
- EV 2.D.2.12 [2025-2028 Academic Professionals and Faculty Collective Bargaining Agreement](#)
- EV 2.D.2.13 [State Authorization Complaint Resolution](#) (webpage)
- EV 2.D.2.14 [AR 070.009.000 – Harassment](#)
- EV 2.D.2.15 [AR 070.010.000 – Employee Complaints](#)
- EV 2.D.2.16 [OP 070.010.001 – Employee Complaints](#)
- EV 2.D.2.17 [AR 040.004.000 Library and Media Challenge](#)
- EV 2.D.2.18 [Contact the President](#) (webform)

## 2.D.3 Conflicts 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.*

CGCC adheres to clearly defined and publicly available policies that prohibit conflicts of interest for the governing board, administration, faculty, and staff.

Conflict of interest expectations and ethical standards are articulated in Board policy, which are accessible on the college's policy page. ([EV 2.D.3.1](#)) These policies require disclosure and appropriate action when actual or potential conflicts arise.

Compliance with conflict of interest provisions is supported through formal processes and oversight by the Board and college administration. These policies are integrated into institutional governance and promote ethical conduct, accountability, and public trust. The college also adheres to applicable state ethics laws that govern public institutions, further strengthening its commitment to integrity and responsible decision-making. ([EV 2.D.3.2](#))

### Supporting Documentation

EV 2.D.3.1 [BP 2710 Conflicts of Interest](#)

EV 2.D.3.2 [BP 2715 Code of Ethics / Standards of Practice](#)

## 2E | 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.*

Columbia Gorge Community College employs rigorous internal and external audit processes, along with structured regular financial reporting, to ensure ongoing financial stability and alignment with institutional mission and priorities. These mechanisms provide continuous oversight of fiscal performance, strengthen accountability, and demonstrate compliance with applicable standards.

#### Audit Processes and Internal Controls

As per Board of Education policy, the college undergoes a comprehensive annual audit conducted by an independent certified public accounting firm. ([EV 2.E.1.1](#)) For FY2024, the auditors issued an unmodified opinion, confirming that the financial statements present fairly the financial position and activities of the College in accordance with U.S. GAAP. ([EV 2.E.1.2](#))

In addition to the basic financial audit, the college is reviewed under Government Auditing Standards, compliance with Oregon municipal audit requirements, and Uniform Guidance for federal programs, as reflected in the FY2024 audit package. These audits evaluate

internal controls, financial reporting reliability, and compliance with federal and state regulations.

The Business Office maintains strong internal control processes designed to safeguard assets and ensure accurate and timely financial reporting. Standard practices include monthly closing procedures; ongoing monitoring of operating effectiveness, financial reporting reliability, and adherence to laws and regulations; and corrective action procedures, including supervisory review and training, when discrepancies or control gaps are identified. ([EV 2.E.1.3](#))

Despite staff turnover that contributed to certain FY2024 audit findings in budgeting, financial aid, and grant compliance, the college has strengthened financial management by hiring a new vice president for Administrative Services and additional accountants, and by updating financial processes and software.

### **Regular Reporting that Supports Financial Stability and Decision-Making**

Financial reporting occurs on a scheduled and systematic basis: the President's Council reviews monthly financial reports, including budget-to-actual performance, fund balances, cash flow, and upcoming financial commitments, ensuring timely information for planning and operational decisions. The Board of Education receives monthly reports comparing current-year budget-to-actual results with prior-year data for the same period, enabling ongoing fiscal oversight. ([EV 2.E.1.4](#)) Regular reporting also informs the Budget Committee during the budget development and monitoring cycle.

### **Demonstrated Financial Stability**

Audit results and financial statements indicate that the college is financially stable and capable of fulfilling its mission. FY2024 ended with an increase in total net position to \$27.36 million, an improvement of 13.9% over the prior year; a \$1.7 million decrease in total liabilities; and growth in net investment in capital assets due to timely debt repayment and continued stewardship of facilities.

The college maintains sufficient liquidity and operational cash flow. Cash and cash equivalents increased by \$2.04 million, rising to \$7.17 million at year-end. Current assets totaled \$9.59 million, compared to \$6.47 million in current liabilities, resulting in a current ratio of 1.48 (up from 1.31). Non-capital financing activities (state support, property taxes, grants) generated \$12.58 million in positive cash flow, more than covering operating outflows.

The college continues to maintain responsible debt practices: total debt decreased to \$11.06 million, with all payments made on time. The college's liquidity position comfortably supports its \$2.45 million in current-year principal obligations. Voter approval of \$13 million in general obligation bonds, paired with an Aa3 Moody's rating, demonstrates community trust and strong creditworthiness.

By maintaining robust audit processes, internal controls, and regular financial reporting, along with stable cash flow, adequate reserves, and prudent debt management, Columbia Gorge Community College meets the requirements of Standard 2.E.1. These practices collectively demonstrate financial stability and the capacity to support and sustain the college’s mission.

### **Supporting Documentation**

- EV 2.E.1.1 [BP 6400 Financial Audits](#)
- EV 2.E.1.2 [CGCC Financial Statements: ending June 30, 2024](#)
- EV 2.E.1.3 [BP 6300 Fiscal Management](#)
- EV 2.E.1.4 [BP 6100 Delegation of Authority, Business, and Fiscal Affairs](#)

### **Standard 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 develops the annual budget through an integrated process that connects institutional priorities, enrollment and revenue assumptions, and long-range needs of the mission (“to ensure equitable access, advance student learning and success, and foster inclusive prosperity”). The FY2025–26 Budget Message (pp. 5-7 of the 2025-2026 CGCC Adopted Budget) documents the specific drivers and choices (tuition/enrollment stability, flat CCSF expectations, inflation, workforce needs) and ties planned investments to instructional capacity, student services, and facilities. ([EV 2.E.2.1](#))

#### **Transparent Structure and Participatory Adoption**

CGCC uses fund accounting (General, Grants, Capital Projects, Debt Service, Enterprise, Reserves, Student/Scholarship/Financial Aid), enabling resources to be planned and tracked by purpose. The adopted budget includes the Budget Committee roster, public notices/hearings, and Board resolutions that appropriate spending and set the tax levy—demonstrating a participatory, public process and clear lines from plan → budget → authorization.

#### **Resource Allocation That Supports Priorities and Financial Stability and Sustainability**

Within the FY2025–26 General Fund (\$14.57M appropriated), core functions are funded as follows: Instruction \$4.49M, Academic Support \$0.79M, Student Services \$1.48M, College Support \$3.98M, Facilities \$1.36M, Financial Aid \$0.048M, plus Transfers \$0.822M and Contingency \$1.60M. This mix supports classroom delivery, student success services, institutional effectiveness, and campus operations. An Ending Fund Balance of \$2.396M is planned to maintain stability.

To manage volatility while delivering on priorities, the budget includes a \$1.6M General Fund contingency and a \$750k General Reserve Fund. These reserves complement an Ending Fund

Balance strategy and allow the college to address cost spikes (e.g., personnel/PERS, inflation) without undermining mission-critical services.

\$12.29M in resources (GO Bonds Series 2025A proceeds plus \$5.5M state capital match) will fund near-term capital projects across The Dalles Campus and Hood River Center, aligning facilities with instructional and student support needs, expending ~85% within three years.

In addition, the FY2025–26 budget appropriates ~\$2.26M for debt service (GO, POB, FFC), supported by Board-adopted tax levies (ED-50 filings for Hood River & Wasco) and the permanent rate (\$0.2703 per \$1,000 AV). Retirement of the Skills Center FFC debt returns roughly \$500k annually to operations, improving operating flexibility to sustain people, programs, and inflationary pressures.

### **Evidence Base for Planning and Mid-Course Correction.**

CGCC’s financial planning is based upon an operational plan, with financial issues addressed in emergent needs planning. The FY2024 independent audit provides a reliable baseline of improved financial capacity (net position \$27.36M, +13.9%), strong liquidity (\$7.17M cash; current ratio 1.48), and reduced liabilities. Findings related to budgeting/aid/grants are being addressed through staffing and process/system updates; those improvements are reflected in FY2026 capacity investments and controls.

CGCC’s planning and budgeting are mission-driven, participatory, structurally transparent, and resourced with adequate contingency/reserves. The FY2026 adopted budget and FY2024 audit evidenced the college’s capacity to allocate resources prudently, meet long-range obligations, and sustain student learning and institutional effectiveness.

### **Supporting Documentation**

EV 2.E.2.1     [2025-2026 CGCC Adopted Budget - Budget Message \(pp. 5-7\)](#)

## **Standard 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.*

Columbia Gorge Community College maintains a clearly defined fiscal governance structure supported by Board policy, administrative practice, and regular reporting. These structures ensure that responsibility for financial oversight, budget management, and institutional accountability is understood and consistently implemented across the college.

### **Policy Framework and Board Direction**

- BP 6200 – Budget Preparation requires that the annual budget support the college’s master and educational plans; that budget assumptions be presented to the Board; that a state-law-compliant public schedule (presentations, hearings, study sessions, adoption) be followed; that changes in assumptions be reported promptly; and that projections address long-term goals and commitments. ([EV 2.E.3.1](#))

- BP 6300 – Fiscal Management directs the college to maintain fiscal practices that comply with Oregon Local Budget Law, communicate fiscal objectives and constraints to the Board and employees, and make timely adjustments to the budget when necessary. ([EV 2.E.3.2](#))
- BP 6320 – Investments assigns responsibility to the president to ensure surplus funds are invested pursuant to state law, prioritizing preservation of principal, sufficient liquidity for operations, and avoidance of transactions that could impair public confidence. ([EV 2.E.3.3](#))
- BP 6400 – Financial Audits requires an annual outside audit of all funds, books, and accounts; the Board selects the CPA firm, and the college ensures compliance with Oregon Municipal Audit Law. ([EV 2.E.3.4](#))

### **Roles, Responsibilities, and Day-to-Day Accountability**

Under Board direction, the vice president of Administrative Services (the college’s chief business and budget officer) manages the budget development process, monitors monthly financial statements, and maintains the operating line-item budgets, ensuring consistent application of policy and law across the institution.

The Business Office facilitates the annual budget process and oversees budget management throughout the year, ensuring that fiscal objectives and expectations are communicated to constituents and that budget managers understand their responsibility for managing within approved appropriations.

Departmental budget managers are accountable for favorable budget variance where possible, continuous monitoring of allocations, and adherence to approved budgets, reinforcing distributed ownership of fiscal outcomes. ([EV 2.E.3.5](#))

### **Regular Reporting and Board Oversight**

Financial reports are produced monthly—and as needed—to monitor budget-to-actual variances, and are reviewed by the President’s Council and the Board of Education. This includes year-to-year comparative financial reports and budget performance, which provide a longitudinal view of the College’s fiscal health by functional area and in aggregate. These routines support timely decision-making, mid-course corrections, and ongoing compliance with Oregon Local Budget Law and College policy.

### **Annual External Audit and Public Transparency**

Each year, an independent CPA firm conducts the College’s financial and compliance audit. ([EV 2.E.3.6](#)) Results are presented to the Board of Education, sent to the Wasco and Hood River County Assessors and the Oregon Higher Education Coordinating Commission, and posted on the Business Office website, ensuring public transparency and accountability. ([EV 2.E.3.7](#)) The most recent FY2024 audit issued an unmodified opinion on the financial statements, providing assurance about the accuracy and reliability of the information used in fiscal oversight.

CGCC meets Standard 2.E.3 by sustaining a coherent policy framework, clearly defining roles, maintaining monthly reporting to executive leadership and the Board, and obtaining independent audit verification of fiscal integrity and compliance—with results shared publicly to reinforce transparency.

### Supporting Documentation

- EV 2.E.3.1 [BP 6200 Budget Preparation](#)
- EV 2.E.3.2 [BP 6300 Fiscal Management](#)
- EV 2.E.3.3 [BP 6320 Investments](#)
- EV 2.E.3.4 [BP 6400 Financial Audits](#)
- EV 2.E.3.5 [2025-2026 Adopted Budget](#)
- EV 2.E.3.6 [CGCC Financial Statements, ending June 30, 2024](#)
- EV 2.E.3.7 [CGCC Budget and Finance Audit](#) (webpage)

## 2F | 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 at CGCC are apprised of their conditions of employment, work assignments, rights and responsibilities, and the criteria and procedures for evaluation, retention, promotion, and termination through multiple ways.

Conditions of employment and work assignments are communicated during recruitment through up-to-date job descriptions included in all job postings. Job descriptions are reviewed prior to recruitment and updated as needed by immediate supervisors with support from Human Resources to ensure accuracy of duties and responsibilities. Staff and administrators receive a copy of their job description with their official offer letter, including any updates to existing positions. Ongoing review and update of an employee's job description takes place during the employee's annual evaluation.

For full-time faculty, conditions of employment are communicated through published job descriptions, the 2025-2028 Academic Administrators and Faculty Collective Bargaining Agreement (CBA), and an annual renewal contract that outlines contract terms for each academic year. The CBA specifies expectations related to teaching load, assignments, evaluation, and retention. ([EV 2.F.1.1](#)) Part-time faculty receive a Notice of Teaching Assignment prior to each academic term that identifies course assignments and the applicable pay rate as defined in the CBA. Rights, responsibilities, and evaluation and retention procedures for both faculty groups are further defined in the CBA and supported through onboarding materials and ongoing communication from Instructional Services.

Similarly, for classified personnel, conditions of employment are laid out in the 2025-2028 Classified Collective Bargaining Agreement. The Classified CBA includes specifics regarding grievance and arbitration, employment status, hours and workload, layoff and recall, evaluation, compensation, benefits, etc. ([EV 2.F.1.2](#))

For non-represented employees, these expectations are established through Human Resources policies and Administrative Rules, which are publicly accessible and provided at the time of hire. ([EV 2.F.1.3](#)) Administrative Rule 070.023.000 outlines evaluation requirements for all employees. ([EV 2.F.1.4](#)) Payroll and benefits information, including the CBAs, salary schedules, benefit plans, health insurance, retirement resources, and employee tuition waivers, can all be found on the college's Human Resources website. ([EV 2.F.1.5](#))

Job descriptions, collective bargaining agreements, and applicable policies are reviewed with employees through a centralized onboarding process. Onboarding is standardized for all employees with content tailored to each employee group. As part of ongoing continuous improvement, the Human Resources team is reviewing onboarding processes to incorporate newly ratified collective bargaining agreement provisions and any updated policy requirements to ensure continued transparency and alignment with institutional expectations.

### **Supporting Documentation**

- EV 2.F.1.1 [2025-2028 Academic Professionals and Faculty Collective Bargaining Agreement](#)
- EV 2.F.1.2 [2025-2028 Classified Collective Bargaining Agreement](#)
- EV 2.F.1.3 [Human Resources Policies and Administrative Rules](#)
- EV 2.F.1.4 [AR 070.023.000 Evaluations](#)
- EV 2.F.1.5 [Payroll](#) (webpage)

### **Standard 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 ongoing growth of faculty, staff, and administrators as part of its commitment to institutional effectiveness and employee success. ([EV 2.F.2.1](#)) Professional development opportunities are offered through multiple avenues, including tuition waivers, in-service activities, staff meetings, and external learning opportunities such as conferences, webinars, and coursework. ([EV 2.F.2.2](#))

Professional development activities and individual plans are evaluated and approved at the departmental level based on factors such as relevance to the employee's position, alignment with institutional needs, available budget, and staffing considerations. As a result, participation and opportunities may vary by department. For Classified employees,

professional development is outlined in the Classified Collective Bargaining Agreement, Article 10, p. 18. ([EV 2.F.2.3](#))

Professional development for faculty is supported through structured in-service activities, external learning opportunities, and coordinated faculty-focused programming. Faculty in-service sessions are held multiple times each academic year and include participation from both full-time and part-time faculty. ([EV 2.F.2.4](#)) Recent in-service and faculty professional development offerings have included sessions on instructional best practices, assessment and curriculum alignment, equity-minded teaching strategies, and the effective use of instructional technology. Faculty professional development is coordinated by the faculty professional development coordinator who organizes workshops, schedules faculty-led sessions, and supports the dissemination of learning across departments. ([EV 2.F.2.5](#)) Revisions to Article 10 (pp. 26-28) of the collective bargaining agreement ratified in 2025 clarified expectations and support related to faculty professional development, including eligibility and participation considerations. ([EV 2.F.2.6](#)) Faculty who participate in external professional development activities are encouraged to share what they have learned with colleagues through in-service workshops or scheduled professional development sessions, helping to extend the benefits of professional learning across the institution.

The college continues to assess the effectiveness and accessibility of its professional development offerings and to explore strategies for increasing participation and alignment with institutional priorities.

### **Supporting Documentation**

- EV 2.F.2.1 [BP 7160 Professional Development](#)
- EV 2.F.2.2 [AR 070.021.000 Professional Development](#)
- EV 2.F.2.3 [2025-2028 Classified Collective Bargaining Agreement](#)
- EV 2.F.2.4 [Faculty Fall Inservice Agendas 2023-2025](#)
- EV 2.F.2.5 [Faculty Professional Development Workshops 2022-2025](#)
- EV 2.F.2.6 [2025-2028 Academic Professional and Faculty Collective Bargaining Agreement](#)

### **Standard 2.F.3 Employment of Sufficient 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 2025-26 academic year, CGCC employed 63 full-time and 10 part-time staff, 27 full-time faculty, 65 adjunct faculty, and 14 community education instructors. Since the 2020 self-study, the college has increased its number of full-time

faculty by 6, which has improved CGCC's ability to carry out its mission, achieve educational objectives, and ensure the success of academic programs. ([EV 2.F.3.1](#))

Qualifications for faculty are set forth in the faculty collective bargaining agreement and in college policy. ([EV 2.F.3.2](#)) Classified, academic professionals, and non-represented staff qualifications are set by the job description for each position. Qualifications are screened during the recruitment process to verify the candidate has the necessary qualifications to perform the functions of the position. ([EV 2.F.3.3](#))

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

### **Supporting Documentation**

- EV 2.F.3.1 [CGCC Leadership Organizational Chart](#)
- EV 2.F.3.2 [2025-2028 Academic Professionals and Faculty Collective Bargaining Agreement](#)
- EV 2.F.3.3 [AR 040.005.000 Faculty Minimum Qualifications; AR 070.022.000 Minimum Qualifications and Equivalencies](#)

### **Standard 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 evaluated annually based on hire date, with an additional six-month evaluation conducted for new employees and a mid-year review conducted following the annual evaluation cycle. Supervisors of non-faculty employees are responsible for conducting evaluations in an equitable and timely manner. The evaluation process includes a self-evaluation completed by the employee and a supervisor evaluation, with annual evaluations incorporating goal-setting and identification of professional development opportunities. Evaluations for managers also include anonymous feedback from direct reports. ([EV 2.F.4.1](#))

CGCC uses Paylocity as its centralized, web-based platform for conducting staff and administrator evaluations. The Paylocity evaluation module supports standardized documentation, consistent completion of evaluations, and efficient sharing and tracking of feedback, contributing to increased transparency and consistency in the evaluation process.

Faculty are evaluated in accordance with the Faculty Collective Bargaining Agreement. ([EV 2.F.4.2](#)) As outlined in Article 12, the purpose of faculty evaluation is constructive employee

development and the assurance of excellence in service delivery in support of student success. Evaluation processes are systematic, based on written and published criteria, and differ by faculty status to reflect scope of responsibility and length of appointment. Probationary full-time faculty participate in a structured, multi-term evaluation process that includes peer observation, supervisor observation, self-evaluation, and reflective documentation designed to support instructional development and continuous improvement. Upon completion of the probationary period, full-time faculty are evaluated on a regular five-year cycle that incorporates peer-informed self-reflection and formal supervisory observation. Part-time faculty are evaluated in alignment with assigned instructional duties and appointment terms, with evaluation processes defined in the collective bargaining agreement and applied when performance concerns are identified or when otherwise warranted. Evaluation records are documented and maintained by the Office of Instructional Services to support consistency, transparency, and timely completion of evaluation requirements.

Evaluation processes for faculty, staff, and administrators are intended to be collaborative and developmental in nature, supporting alignment between individual responsibilities and the college's mission, goals, and educational objectives. While evaluations are not intended to be disciplinary, unsatisfactory performance may result in the development of a performance improvement plan or other corrective action, and may lead to non-renewal for probationary employees, consistent with applicable policies and agreements.

### **Supporting Documentation**

EV 2.F.4.1 [AR 070.3.023.000 Evaluations](#)

EV 2.F.4.2 [2025-2028 Academic Professionals and Faculty Collective Bargaining Agreement](#)

## **2G | Student Support Resources**

### **2.G.1 Effective Learning Environment**

*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.*

CGCC's mission and Strategic Plan emphasize equitable access to education, equitable student learning outcomes, and a thriving community, and BP 1300 identifies CGCC as a "student-centered, teaching and learning, socially and economically just organization." ([EV 2.G.1.1](#))([EV 2.G.1.2](#)) To move these values from theory into practice, the college connects infrastructure, planning, and evidence-based interventions to support student success.

## **Identifying Equity Gaps and Building Data Literacy**

CGCC recognized the need for a shared understanding of equity gaps in persistence, completion, and key gateway outcomes.

The college has fostered a culture of data literacy, transparency, and use across the institution. The Strategic Plan relies on clear success indicators for mission fulfillment (e.g., persistence, completion, Institutional Learning Outcomes proficiency, and gateway math and writing completion in the first year), and these data are made public, benchmarked on the Oregon Community College Student Success Dashboard, and displayed longitudinally on the CGCC ILO assessment webpage. ([EV 2.G.1.3](#))([EV 2.G.1.4](#))

To deepen shared understanding, equity-focused data are discussed regularly in forums such as Board of Education meetings, President’s Town Halls, Leadership Council, and Instructional Council. The Fall 2024 Data Summit, for example, brought the campus community together to examine data on gateway courses, post-completion employment, and campus climate and to identify areas where planning should focus. ([EV 2.G.1.5](#))

## **Translating Data into Operational Planning and Resource Allocation**

Data discussions revealed specific barriers to student success that required coordinated, resourced responses at the divisional and institutional levels.

CGCC uses a systematic annual operational planning process that directly informs budgeting and resource allocation. A biennial plan, aligned with the state funding cycle and supplemented in odd years by an emergent-needs process, enables the college to adjust to new data and compliance requirements. Instructional Council reviews disaggregated student grades and assessment data, pathways and departments submit their top three priorities, and IC synthesizes these into an Instructional Services Operational Plan. ([EV 2.G.1.6](#))([EV 2.G.1.7](#)) In the 2023–25 cycle, this process elevated priorities such as classroom technology for multimodal learning, faculty professional development in diversity, equity, and inclusion, and expanded tutoring support. ([EV 2.G.1.8](#))

Instructional Services (IS) collaborated with Information Technology Services (ITS) to convene faculty and staff to identify the desirable components for new classroom technology. ([EV 2.G.1.9](#)) The technology had to be reliable, affordable, easy-to-use, and easy to scale, to meet the college’s modern in-person and remote-synchronous teaching and learning needs. Based on consecutive operational plans, grant funding was identified and applied to install and test a pilot system. After positive feedback, the classroom technology was further scaled to another ten classrooms across two campus locations by the end of December 2025. Early feedback from faculty and ITS staff validate this decision.

Regarding faculty professional development, identified equity gaps in student achievement had supported the IS inclusion of an equity-minded, culturally-responsive approach to professional development. To measure the extent to which this approach has been effective – and to help inform the professional development agenda itself – IS collaborated with the Office of Diversity, Equity and Inclusion to embed this approach into its formal

faculty observation forms. ([EV 2.G.1.10](#)) This faculty and staff effort occurred over 2024-25, and was implemented in fall 2025.

### **Implementing and Scaling High-Impact Practices**

CGCC identified the need for more coherent pathways and targeted support for low-income and first-generation students.

Since 2021, the college has applied the Guided Pathways framework to redesign the student experience so that students can choose, learn in, and complete programs efficiently. ([EV 2.G.1.11](#)) In 2025, CGCC joined the Rural Guided Pathways Initiative to deepen this work. ([EV 2.G.1.12](#)) The Title III Building Equitable Access, Success and Experience (EASE) project further targeted improvements for low-income and first-generation students, refining the PASS early-alert program to include student self-referral and establishing The Cove, a dedicated tutoring and mentoring space in the Library and Learning Commons. ([EV 2.G.1.13](#)) To further this work, CGCC adopted corequisite models for math and writing. This approach to accelerating student pathways to college level math and writing in their first year is supported by Guided Pathways evidence, and referred to as early momentum metrics.

Over the period of 2021-23, the college began to implement corequisites, and to introduce ALEKS keys in math, which seven of ten students identified as helpful to their learning in Math corequisite lab courses. ([EV 2.G.1.14](#)) During this time period, CGCC data in the Oregon Community College Student Success Dashboard indicates that CGCC students completed gateway writing courses at a 7% higher rate than our peer benchmark, and, although the math rate was 4% below the peer benchmark, CGCC math improved between 2022 and 2023. ([EV 2.G.1.3](#)) These achievement data are even more impressive for students in the Title III data cohort (low-income, First Generation college students), whose early momentum metrics achievement rates increased each year from 2021-2023. ([EV 2.G.1.15](#))

### **Ensuring Data Integrity for Equity Work**

A transition between Student Information Systems created challenges in disaggregating race, ethnicity, and gender data, limiting the college's ability to accurately identify gaps.

CGCC contracted external experts to clean and validate historical data, culminating in the 2025 Title III Data Clean-Up Review, which confirmed improved accuracy and usability of student data for equity analyses. ([EV 2.G.1.16](#))

As a Hispanic-Serving Institution, CGCC has to be able to confidently identify equity gaps in achievement of our Hispanic-identifying students against those of our largest race/ethnicity group, White-identifying students. With accurate data, CGCC can identify evidence-based interventions where they are most needed, i.e., Spanish-bilingual tutoring in writing. Unfortunately, due to an error in data migration between student information systems, CGCC's ability to determine the extent of equity gaps was frustrated by delayed data migration that required resource allocation to address. As the 2025 Title III Data Clean-Up

Review demonstrates, the “Unknown” race/ethnicity category of data ballooned from 16% in 2021-22, to 39% in 2022-23, but through focused effort, early data returns indicate that that same category reduced to around 8%.

### **Ongoing Improvement of Learning Environments**

Through this systematic, data-driven cycle, cultivating data literacy, evaluating outcomes, and adopting and adapting interventions, CGCC maintains safe, effective, and productive learning environments for its diverse student body. Participation in national and regional initiatives and implementation of innovative models has enabled the college to continue improving its learning environments, programs, and services in support of equitable student learning outcomes.

### **Supporting Documentation**

- EV 2.G.1.1 [CGCC Strategic Plan](#) (webpage)
- EV 2.G.1.2 [BP 1300 Equity Statement](#)
- EV 2.G.1.3 [Oregon Community College Student Success Dashboard](#) (webpage)
- EV 2.G.1.4 [CGCC ILO assessment](#) (webpage)
- EV 2.G.1.5 [Fall 2024 Data Summit presentation](#)
- EV 2.G.1.6 [2023.10.20 Instructional Council Meeting Agenda](#)
- EV 2.G.1.7 [2025-27 Instructional Services Operational Planning](#)
- EV 2.G.1.8 [2023-25 CGCC Emergent Needs Plan](#)
- EV 2.G.1.9 [2025 Classroom Technology Survey](#)
- EV 2.G.1.10 [Formal Faculty Observation](#)
- EV 2.G.1.11 [Guided Pathways](#) (webpage)
- EV 2.G.1.12 [Rural Guided Pathways Initiative](#) (webpage)
- EV 2.G.1.13 [Title III "Building Equitable Access, Success and Experience" \(EASE\)](#) (webpage)
- EV 2.G.1.14 [Title III Fall 2024 Progress Report on Corequisites & ALEKS](#)
- EV 2.G.1.15 [Title III EASE Project 2021-2025](#)
- EV 2.G.1.16 [2025 Title III Data Clean Up Review](#)

### **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.*

Columbia Gorge Community College publishes current and accurate information for students and other stakeholders through the college catalog and aligned web content, providing clear guidance on mission, policies, academic programs, and requirements. ([EV 2.G.2.1](#)) The Marketing and Communications Office coordinates the presentation and maintenance of this information, partnering with Instructional Services, Student Services, the Business Office, Financial Aid, Human Resources, and the President’s Office to validate content prior to publication. Catalog and web content follow defined production and update cycles with version control and cross-departmental review to maintain accuracy, transparency, and compliance with accreditation and regulatory expectations.

CGCC maintains a publicly accessible, PDF-based catalog that serves as the primary source of official information for students, employees, and external stakeholders. Prior-year catalogs are archived and available for reference to provide transparency and a historical record of programs, policies, and costs, and version tracking is used to document significant changes to programs, degree requirements, institutional policies, or tuition and fees. ([EV 2.G.2.2](#))

Starting in 2027, catalogs will be HTML-based in order to meet federal requirements for accessibility.

The catalog follows a defined update cycle, including an annual comprehensive revision and mid-year updates as needed to reflect approved changes in programs, policies, or regulatory requirements. Departments have clear mechanisms to request catalog revisions and report discrepancies, and requested changes are routed through Marketing and Communications for coordination, review, and incorporation into both the catalog and aligned web content. ([EV 2.G.2.3](#))([EV 2.G.2.4](#))

Marketing and Communications collaborates with content owners and the President’s Office to ensure that catalog language and related web content meet accreditation expectations and applicable regulatory requirements, including clear disclosures of program requirements, timelines to completion, and financial responsibilities. Version control practices and documented approval workflows support institutional integrity by ensuring that changes are authorized, consistently applied across platforms, and communicated to affected stakeholders in a timely manner.

### **Supporting Documentation**

- EV 2.G.2.1 [CGCC 2025-26 Catalog](#) (webpage)
- EV 2.G.2.2 [Archived Prior-Year Catalogs](#) (webpage)
- EV 2.G.2.3 [Catalog Production Schedule](#)
- EV 2.G.2.4 [Mid-Year Catalog Revision Process](#)

### **Standard 2.G.3 Accuracy of Representation of Licensure in 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 programs leading to licensure at CGCC are available through the catalog, website, and application materials for specific programs. CGCC cooperates fully with the Department of Education and State agencies to comply with required authorizations so that the college may continue to provide educational access to students within Oregon and across all US states and territories.

### **State Authorization and Licensure Disclosures under NC-SARA**

CGCC is an approved member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). ([EV 2.G.3.1](#)) As a member of NC-SARA, CGCC has agreed to abide by national standards for the interstate offering of post-secondary distance education courses and programs. As an NC-SARA member institution, CGCC is authorized to offer courses and programs within 49 of the 50 U.S. States, the District of Columbia, and the U.S. Territories (American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands) via online, distance and/or out-of-state learning placements. While California is not currently a member of the NC-SARA agreement, based on California regulatory requirements, CGCC is exempt from obtaining authorization from California to offer courses and programs via online, distance or out-of-state learning placements in California. ([EV 2.G.3.2](#))

In compliance with the U.S. Department of Education and the Oregon Higher Education Coordinating Commission (HECC) for participation in NC-SARA, CGCC posts on its website information pertaining to professional licensure as it applies to specific CGCC programs, including confirmation that its licensure programs meet or do not meet the educational requirements for licensure in the student's state of residence, and contact information for each state's licensing agency. Information by state can be found on the college's state authorization webpages. ([EV 2.G.3.3](#))

Students seeking to enroll in CGCC programs that have been confirmed as not meeting the educational requirements of the student's home state are notified and advised of what may be missing from the program. The student may choose to enter the program anyway; however, they are required to make a formal attestation that they understand the program's limitations and why they have chosen to proceed in enrolling.

### **Complaint Process for Out-of-State Students**

Columbia Gorge Community College strives to resolve all student complaints in a fair and expedient manner. CGCC distance education students wishing to file a formal complaint must first seek resolution through CGCC's internal General Complaint Procedures for Students found in the Student Handbook, pp. 23-24. ([EV 2.G.3.4](#)) Students may also contact Student Services for more information.

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 HECC. 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.

Distance students residing outside of Oregon may file a formal complaint with their home state authorizing agency after exhausting internal avenues described above. Complaint resolution contacts by state are provided on CGCC's state authorization webpages. ([EV 2.G.3.2](#))

### **Supporting Documentation**

EV 2.G.3.1 [National Council for State Authorization Reciprocity Agreements](#) (webpage)

EV 2.G.3.2 [State Authorization and Out-of-State Complaint Resolution](#) (webpage)

EV 2.G.3.3 [CGCC Professional Licensure Disclosures](#) (webpage)

EV 2.G.3.4 [Student Handbook](#), pp. 23-24

## **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 (CGCC) maintains an effective and accountable financial aid program that is deeply integrated with its mission to provide equitable access and remove educational barriers. To ensure transparency, the college publishes detailed information regarding all categories of financial assistance. Students and their families have accurate and reliable information about Federal Pell Grants, Direct Loans, Federal Work-Study, and institutional/foundation scholarships on the public Financial Aid website and in the College Catalog, ([EV 2.G.4.1](#))([EV 2.G.4.2](#))

Accountability is maintained through a rigorous framework of Board Policies ([EV 2.G.4.3](#)) and Administrative Rules (AR), which are designed to ensure strict compliance with federal and state regulations. These include specific rules for awarding aid and determining eligibility, which are periodically reviewed and updated to reflect evolving legislative requirements. ([EV 2.G.4.4](#))

Financial Aid staff rigorously monitor student eligibility in accordance with federal requirements, specifically through the Satisfactory Academic Progress (SAP) policies and published on a SAP website for students to access. ([EV 2.G.4.5](#))([EV 2.G.4.6](#)) This process involves term-by-term reviews of cumulative GPA (minimum 2.0) and pace of completion (66.67%) to ensure students remain on track to graduate within the 150% maximum timeframe.

Columbia Gorge Community College ensures that information about the financial assistance application process is readily accessible to both prospective and enrolled students through a variety of public-facing channels. The Applying for Aid webpage ([EV 2.G.4.7](#)) provides a clear,

step-by-step guide for completing the Free Application for Federal Student Aid (FAFSA) and accessing the Global Financial Portal (CGCC's third-party financial aid processor).

To facilitate informed financial planning before enrollment, the college provides a Net Price Calculator. (EV 2.G.4.8) This tool allows students to input their financial data and receive an early estimate of their "net price"—the total cost of attendance minus potential grants and scholarships. Comprehensive disclosures, including the institution's Cohort Default Rate, are centralized on the Consumer Information and Disclosures page (EV 2.G.4.9), meeting federal transparency requirements and enabling all stakeholders to evaluate the effectiveness and accountability of the college's financial aid program.

### Supporting Documentation

- EV 2.G.4.1 [Financial Aid](#) (webpage)
- EV 2.G.4.2 [CGCC 2025-26 College Catalog](#) (webpage)
- EV 2.G.4.3 [BP 5130 Financial Aid](#)
- EV 2.G.4.4 [AR 050.035.000 and OP 050.035.001 Awarding Financial Aid](#)
- EV 2.G.4.5 [AR 050.039.000 Determining Financial Aid Eligibility; AR 050.034.000 Financial Aid Satisfactory Academic Progress; OP 050.034.001 Financial Aid Satisfactory Academic Progress](#)
- EV 2.G.4.6 [Satisfactory Academic Progress](#) (webpage)
- EV 2.G.4.7 [Applying for Aid](#) (webpage)
- EV 2.G.4.8 [Net Price Calculator](#) (webpage)
- EV 2.G.4.9 [Consumer Information](#) (webpage)

## 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 (CGCC) ensures institutional transparency by publishing comprehensive financial aid information, including grants, loans, scholarships, and work-study, on its primary Financial Aid webpage and in the annual college catalog (pp. 144-145). (EV 2.G.5.1)(EV 2.G.5.2) To fulfill federal consumer disclosure requirements, the college maintains a Consumer Information and Disclosures page (EV 2.G.5.3) where it publicly reports its Cohort Default Rate (currently 0.00), ensuring stakeholders have direct access to loan performance metrics.

In alignment with federal mandates, students receiving assistance are systematically informed of their repayment obligations. This is achieved through required entrance and exit counseling sessions, and the college provides specialized resources through partnerships with Solutions at ECMC to assist students with financial literacy and loan management. (EV 2.G.5.4) Furthermore, the college clearly communicates the financial repercussions of early withdrawal through its Return to Title IV (R2T4) policy, which outlines potential repayment obligations for unearned

aid. The Withdrawals and Return of Title IV Funds website communicates these policies to students. ([EV 2.G.5.5](#))([EV 2.G.5.6](#))

To support loan administration accuracy, CGCC uses Student Information System (SIS) configurations and Global Process portals to automate tracking and reporting to federally mandated systems. These technical workflows, combined with ongoing process improvements, ensure that loan data is monitored and reported with high integrity.

The Financial Aid office maintains a collaborative relationship with the Advising and Student Support Services to provide holistic support. This partnership ensures that students receive consistent guidance regarding how their academic decisions—such as course withdrawals or enrollment level changes—impact their aid eligibility and long-term financial obligations.

### **Supporting Documentation**

- EV 2.G.5.1 [Financial Aid](#) (webpage)
- EV 2.G.5.2 [CGCC 2025-26 College Catalog](#) (pp. 144-145) (webpage)
- EV 2.G.5.3 [Consumer Information](#) (webpage)
- EV 2.G.5.4 [Loan Counseling & Repayment](#) (website)
- EV 2.G.5.5 [AR 050.033.000 and OP 050.033.001 Financial Aid Withdrawal and Return of Title IV Funds](#)
- EV 2.G.5.6 [Withdrawals and Return of Title IV Funds](#) (webpage)

## **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.*

Columbia Gorge Community College (CGCC) operates a career pathways model of academic advising program. It is designed as a core student support service to promote persistence, development, and successful program completion. By providing individualized academic planning, the advising department directly contributes to institutional equity goals, ensuring that every student has a clear pathway tailored to their specific educational goals and career aspirations.

The institution ensures that advising requirements and student responsibilities are clearly defined and made available to both prospective and enrolled students. These expectations are published across multiple institutional platforms, including the Academic Advising webpage, the College Catalog (p. 139), and the Student Handbook. ([EV 2.G.6.1](#))([EV 2.G.6.2](#))([EV 2.G.6.3](#)) These publications outline the advisor's role in interpreting placement results, supporting course selection, and conducting degree progress reviews, while also defining the student's responsibility to engage actively in the planning process.

Advising personnel are adequately prepared to fulfill their responsibilities through ongoing professional development and structured institutional training. To maintain an accurate understanding of evolving curriculum, prerequisites, and graduation requirements, advisors collaborate closely with Enrollment Services and Instructional Services ([EV 2.G.6.4](#)). This cross-departmental communication ensures that advisors remain knowledgeable about program changes and can provide students with reliable, up-to-date guidance.

To support accuracy and accountability, CGCC utilizes CGCC Advising Guides, Student Information System (SIS), and the degree audit system, Conclusive Advisor platform. ([EV 2.G.6.5](#)) These tools allow advisors to use multiple checkpoints to ensure that placement data, academic transcripts, and specific program requirements are being met in support of student progress and completion. This systematic approach allows for early intervention and ensures students remain on the most efficient path toward their degrees or certificates. By spring 2026, CGCC will implement auto-awarding of all degrees and certificates.

Recognizing that academic success is often tied to external factors, the advising program is integrated with the college's broader support network. Advisors are trained to identify student needs beyond academics and provide timely referrals to Disability Services, Mental Health Support, and other essential academic resources. ([EV 2.G.6.6](#)) This holistic model ensures that the advising program not only supports academic development but also the overall well-being and success of the student body.

### **Supporting Documentation**

- EV 2.G.6.1 [Advising Contacts](#) (webpage)
- EV 2.G.6.2 [CGCC 2025-26 Catalog](#), p. 139 (webpage)
- EV 2.G.6.3 [Student Handbook](#)
- EV 2.G.6.4 [AR 050.020.000 Student Advising](#)
- EV 2.G.6.5 [Advising Guides](#) (webpage)
- EV 2.G.6.6 [Student Support Services](#) (webpage)

### **Standard 2.G.7 Student Identity Verification for Distance Education**

*The institution maintains an effective identity verification process for students, including those 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.*

Columbia Gorge Community College employs a robust digital and manual screening process to verify student identity at the point of entry. The institution utilizes digital tools to vet all incoming applications for fraudulent "bot" activity; specifically, applications originating from overseas IP addresses or displaying anomalous data patterns are automatically flagged for investigation. ([EV 2.G.7.1](#)) Following this digital screen, Enrollment Services staff perform a

manual review of application information to ensure authenticity before any data is entered to the Student Information System (SIS).

When an application triggers a fraud alert or displays inconsistencies, the college requires secondary documentation to establish identity. This may include government-issued identification (e.g., a driver's license), official high school or previous college transcripts, or other verifiable credentials. ([EV 2.G.7.2](#)) This data is securely stored within the SIS to protect student privacy in accordance with FERPA and institutional data security policies.

As a secondary layer of identity verification, all students must meet with an academic advisor before registering. During these appointments, advisors are trained to remain vigilant for discrepancies between the student's self-presentation and the data stored in the SIS. Any inconsistencies regarding a student's identity or background are immediately reported to the Registrar's Office for further formal investigation. ([EV 2.G.7.3](#))

For students enrolled in distance education, identity verification continues through the Learning Management System (LMS), Moodle. Faculty members are responsible for monitoring student activity and engagement within the digital classroom. If a student ceases active participation, faculty must notify the Registrar to initiate the withdrawal process and establish the Last Date of Attendance (LDA). This ensures that the institution can verify the continuous presence of the enrolled student throughout the course. ([EV 2.G.7.4](#))

CGCC is committed to protecting student privacy throughout the verification process by restricting access to sensitive identity documents to authorized personnel only. Furthermore, the college informs students in writing at the time of enrollment regarding any costs associated with identity verification. Currently, CGCC does not pass on additional proctoring or identity-verification-specific charges to students; however, any potential future charges would be clearly published in the tuition and fee schedule within the College Catalog. ([EV 2.G.7.5](#))

### **Supporting Documentation**

- EV 2.G.7.1 [Application Verification Process](#)
- EV 2.G.7.2 [Admission Policy/Requirements](#) (webpage)
- EV 2.G.7.3 [AR 050.020.000 Student Advising](#)
- EV 2.G.7.4 [AR 050.042.000 Student Attendance](#)
- EV 2.G.7.5 [Tuition and Fees](#) (webpage)

## 2H | Library and Information Resources

### 2.H.1 Library and Learning Commons

*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.*

Authorized under Board Policy 4040, CGCC's Library and Learning Commons (LLC) is a public-facing library and center for learning that offers resources for students, staff, faculty, and community members. ([EV 2.H.1.1](#))([EV 2.H.1.2](#)) Situated organizationally within the college's Instructional Services Department, the LLC's mission states that

*The CGCC Library breaks down systemic barriers to foster inclusivity and provide equitable access to resources that fulfill the curricular mission of the college.*

#### Facilities and Personnel

Located on The Dalles Campus, the LLC space includes an open commons area, five individual and small group study rooms, staff offices, and storage, as well as the print, audio, and video resource stacks. The commons area has computer stations, rotating thematic displays, and the Zine library, a do-it-yourself mini-magazine percolator. In addition, the LLC is the home of The Cove, the college's tutoring and mentoring center with test proctoring facilities attached.

The Hood River Center houses in its commons area a small collection of print materials, computer stations, and comfortable seating areas for individual or small group study. Many of the services available on The Dalles Campus but not in Hood River may be accessed online.

The LLC is staffed by qualified personnel and includes the following positions:

- Director of Library & Learning Commons (full-time)
- Library Specialist (32 hours / week)
- Bilingual Tutor and Mentor Coordinator (full-time)
- Math Tutor (24 hours / week)
- Student Workers (library assistants and peer tutors – varied hours)

Since January 2025, the director of the LLC position has been vacant while a talent search has been conducted. In the meantime, the dean of teaching and learning foundations has been acting as interim director. This has resulted in some limits to services, particularly in regards to providing research support to faculty and students; however, the majority of library functions have continued without interruption.

#### Collection Development and Maintenance

To fulfill its mission and that of the college, the LLC collection is developed using the following guidelines. Resources and materials are:

- Relevant to current and projected class assignments;
- Representative of the many different sides of a particular debate or topic;

- Suggested by faculty and other experts as being relevant to the field and/or their students' learning and favorably reviewed by sources well-regarded in the industry;
- Chosen to strengthen the breadth and depth of the college collection;
- Of local interest because of geography, history or other close connections with community partners;
- Meant to promote and encourage reading by all patron populations;
- Typical of small academic libraries, especially those that serve rural areas;
- Reflective of the complex nature of topics on local, national and international levels; and
- That allows the college to maximize available funds.

The LLC has also established guidelines for ongoing maintenance of the collection that include weeding procedures for removing outdated, superseded, no longer needed, and/or deteriorated materials. ([EV 2.H.1.3](#))

The LLC's current collection includes over 16,000 physical books, thousands of eBooks, 71 databases (63 with full text access), 2,830 visual and auditory media offerings (DVDs, CDs, and audio books), and a variety of technology-based learning tools available for checkout (laptops, video, and audio listening and recording devices).

In addition, the library is a member of multiple consortia and organizations that help expand student access to collections that are not located on campus. Regional consortia 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.

To be responsive to the CGCC community, LLC materials may be challenged by individuals and groups concerned about the appropriateness of certain content in a public collection. All challenges of library or media items will be taken seriously and are addressed through application of the Library and Media Challenge Procedure, which provides a formal process by which challenged items can be reviewed. ([EV 2.H.1.4](#))

### **Library and Learning Commons Services**

CGCC's Library and Learning Commons celebrates the fact that it is more than a repository of reading materials and audio-visual resources. As called out in its name, the LLC provides and supports a variety of learning opportunities and services. It is a hub for student achievement, professional development, and community service.

#### Tutoring Services

The LLC offers access to tutoring and mentoring services in person, via Zoom and email, and online. ([EV 2.H.1.5](#)) Tutoring services include:

- **General tutoring and mentoring** (bilingual – Spanish / English): assistance in all CGCC subject areas, helping students to understand assignments, locating relevant resources, and developing study and research strategies.
- **Subject specific tutoring** (math and writing): in-person professional tutors that are familiar with math and writing coursework and assignments at CGCC.
- **NetTutor** (most subject areas): Online (live) tutoring or access to drop boxes 24/7.

### Faculty Support and Professional Development

LLC staff provides faculty support in the following areas:

- **Integration of Open Education Resources (OER)**: LLC staff help CGCC faculty in locating high quality, low-cost learning materials for use in their courses. In addition to finding existing OERs, they also introduce faculty to professional development and funding opportunities, as well as online resources that can guide faculty through the steps of creating their own OERs.
- **Faculty Professional Development**: The LLC provides an office for the faculty professional development coordinator, and the director of the LLC collaborates with the coordinator to develop workshops for faculty in-service and throughout the year.
- **Curriculum Design for Distance Education**: The director of the LLC is available to faculty to assist with online course design and development, including: Moodle Shell creation, assignment development, assessment techniques, and access to relevant materials.

### Test Proctoring

Limited internal and external test proctoring services are offered through the LLC. CGCC faculty / departments may request testing times for students that need to retake a missed exam or need to make use of approved test accommodations such as extra time or private space. In addition, the LLC accommodates students from other colleges and universities or employees in need of a proctored test.

### College and Community Events

The LLC aspires to be a center for college and community events and collaborates with college departments and community organizations, for example: Open Mic Night – Creative Writing Club; Donor Reception – CGCC Foundation; Veteran’s Day Celebration – Student Life; Black History 101 Mobile Museum – DEI Office; Colegio César Chávez – DEI Office.

CGCC’s Library and Learning Commons is comparatively small to other college and public libraries; however, it maintains a strong tradition of serving the college’s students, faculty and staff while reaching out and making itself available to the community it serves.

### **Supporting Documentation**

- EV 2.H.1.1 [BP 4040 Library and Learning Support Services](#)
- EV 2.H.1.2 [CGCC Library and Learning Commons](#) (webpage)

- EV 2.H.1.3 [AR 040.014.000 Collection Development](#)  
EV 2.H.1.4 [AR 040.004.000 and OP 040.004.001 Library and Media Challenge](#)  
EV 2.H.1.5 [The Cove](#) (webpage)

## 2I | Physical and Technology Infrastructure

### 2.I.1 Physical 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

Columbia Gorge Community College (CGCC) owns and maintains two sites within its service District. The main campus is located at 400 E Scenic Drive, The Dalles, and a secondary site is located at 1730 College Way, Hood River. A third warehouse building located at 3600 Crates Way, The Dalles, is leased from Crestline Construction Company, and hosts CGCC's Aviation Maintenance courses.

The Dalles Campus (TDC) is approximately 62 acres and includes seven 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 owned and maintained by the Oregon Military Department (OMD). Five paved lots with ADA accessibility serve as parking for all buildings.

Campus buildings in The Dalles are identified by number, and range from 5-98 years in age.

- Building 1 (77,135 sq/ft & constructed in 1963) houses general classrooms, health occupations classrooms and simulation labs, food services (Café), faculty offices, the Library & Learning Commons, Student Life, and Facilities.
- Building 2 (48,896 sq/ft & constructed in 1928) houses administrative offices, faculty offices, business office, Lecture Hall (auditorium), Small Business Development Center (SBDC), Child Care Partners (CCP), CGCC Bookstore, and storage space. Office and conference room spaces in the building are also leased to four tenants: Columbia Gorge Educational Service District (ESD), the Oregon Department of Environmental Quality (DEQ), Oregon State University Extension offices, and the Eastern Oregon Center for Independent Living (EOCIL).
- Building 3 (18,300 sq/ft & constructed in 2008) houses Student Services, Information Technology Services (IT) & server/data storage area, computer labs, general classrooms, Instructional Services, health occupations administration and faculty offices, and science labs.

- Building 4 (7,014 sq/ft & constructed in 1938) houses the art and ceramics studio, two small classrooms, and the Chinook Food Pantry. The building was upgraded in 2019 to improve ventilation and easier maintenance.
- Building 5 (16,400 sq/ft & constructed in 2021) houses tech and trade labs, including metal fabrication, construction, 3D printing, and additive manufacturing. The building also has classrooms and a faculty office. In 2025, a grant from the Department of Energy was given to CGCC to convert a classroom into an additive manufacturing lab. This project was completed in January of 2026.
- Building 6 (11,850 sq/ft & constructed in 2021) is CGCC's Chinook Residence Hall. The residence hall is two levels, has two single rooms (with bathrooms), one of which is ADA accessible on the first floor, & twelve double rooms (each with maximum capacity of 8 persons), each room having a bathroom, with one double room on the first floor being ADA accessible. There are two laundry rooms, one on each floor, a kitchen area on the first floor with refrigerator, stove/range, microwave, and seating area, & one large common area on the second floor with two small study rooms.
- During the construction of Buildings 5 & 6, paved walking paths connecting the new buildings to the rest of campus were added, as well as new exterior lighting and landscaping.
- Building 10, the Fort Dalles Readiness and CGCC Workforce Center, (constructed in 2014) houses CTE classrooms and labs. The majority of the building is occupied by the Oregon National Guard and serves as the region's armory.
- Building 11 (2,100 sq/ft & constructed in 2009) houses a high bay lab space for CTE programs. This building is also equipped with bathrooms and storage space.

CGCC's Hood River Center (18,301 sq/ft & constructed in 2008) is situated on 13.5 acres of land bisected by Indian Creek, a public waterway, and the Indian Creek trail. This location has a single building and parking lot. The building includes one large science lab, two PC labs, and 12 multi-purpose classrooms. An Information Commons with computers and tables for student use is situated on the main floor. There are five offices for college staff, a small conference room, and one large shared faculty office. Funding and space limited the ability to incorporate food service at this location. Several restaurants and grocery stores are within walking distance. Efficiency upgrades to the HVAC systems (in partnership with Energy Trust of Oregon) were completed in 2025.

### **Bond Projects**

In November of 2024, CGCC successfully passed a bond to fund projects on The Dalles campus and at the Hood River Center, with a focus on safety, security, and accessibility for students, staff, faculty, and visitors. The following projects were identified as high priority: Fire panel replacements in Buildings 1, 2, & 4 in The Dalles, security camera and access control upgrades to all buildings (The Dalles & Hood River), ADA compliance to buildings 1, 4, and 5, bilingual wayfinding & signage, elevator replacement in building 2, additional parking and ADA path to

the Skills Center, as well as HVAC replacements in Buildings 1 & 2. Network infrastructure upgrades will also take place to support these projects.

### **Accessibility**

CGCC is committed to providing access for persons with disabilities and maintaining safe facilities. ([EV 2.I.1.1](#)) Annual assessments of all buildings and properties are conducted by the Facilities department to ensure ADA compliance, including accessible signage, doors, ramps, and bathrooms. Students and community members may request ADA accommodations for classes and campus events through the support services coordinator in the Student Services department.

### **Safety, Security, and Training**

CGCC is committed to maintaining a safe, secure learning and working environment for all students, employees, and visitors. CGCC policies prohibit the use or possession of drugs, alcohol, tobacco products, vapes, weapons, and non-service animals on college campuses and properties. ([EV 2.I.1.2](#))

CGCC does not employ campus police or security guards. Local law enforcement agencies coordinate with college administrators to support rapid response and ongoing safety planning. The Director of Facilities serves on local school safety subcommittees in both Wasco and Hood River counties, which meet regularly to plan for emergencies and strengthen relationships with law enforcement and first responders.

Campus safety is supported by several designated teams. An Emergency On-Call team provides 24-hour coverage for the Chinook Residence Hall. An Incident Command Team—including the president; vice presidents of Instructional Services, Student Services, and Administrative Services; the facilities director (safety officer); and the public information officer—coordinates the institutional response to campus emergencies. A Behavioral Assessment Team and the Safety Committee meet regularly, and as needed, to address specialized incidents and ongoing safety concerns.

Physical security of college facilities is managed through an electronic key-badge system. The director of facilities and select senior staff control the automated door-locking system, electronic keycard access permissions, and security monitoring equipment. Fire and safety drills are conducted at least biennially with all internal departments and tenant agencies, and all fire-suppression equipment is inspected and maintained annually in accordance with applicable state and federal standards.

Safety and security training is held to keep faculty and staff current on emergency response procedures. Evacuation routes are posted throughout college buildings and are also available on the CGCC website. CGCC publishes an Annual Safety and Security Report (ASSR) and an Annual Fire Safety Report (AFSR) to comply with the Clery Act; these reports provide yearly campus crime and fire statistics and function as an updated emergency response reference for college facilities and properties. ([EV 2.I.1.3](#)) Safety and security-related maintenance requests from students, staff, and faculty are prioritized.

During inclement weather, the safety of students, employees, and visitors is the primary factor in determining whether the college will modify operations or close. When campuses remain open, Facilities staff arrive early to clear snow and ice from walkways and parking areas to support safe travel to and from campus.

## **Technology Infrastructure**

CGCC maintains a technology infrastructure that is safe, secure, and sufficient to support the academic mission, following best practices aligned with the cybersecurity principles of confidentiality, integrity, and availability. This commitment is formalized in the Information Technology Services 2-Year Master Plan, which emphasizes resilient network design to help bridge the digital divide present in rural areas where reliable internet access can be challenging. ([EV 2.I.1.4](#)) Through a redundant, multi-path network connection to the broader internet and a checkout program that provides personal computers for student use during academic terms, the college works to ensure consistent access to online learning resources regardless of students' geographic location.

The security of the college's digital environment is supported by a multilayered suite of technical controls and enterprise planning that follows practices promoted by the Cybersecurity and Infrastructure Security Agency, the National Institute of Standards and Technology, and the Oregon Cybersecurity Center of Excellence. To meet modern security standards, CGCC uses Palo Alto next-generation security appliances through a partnership with the local education service district; these devices incorporate intrusion detection and intrusion prevention capabilities that identify and automatically block malicious traffic to protect sensitive student, employee, and financial data. This proactive approach reduces the likelihood that cyber threats will disrupt critical services or compromise privacy.

CGCC also recognizes staff and faculty cybersecurity awareness as a key component of institutional security and equitable access for students. To reinforce this, the college requires ongoing simulations and training delivered through the KnowBe4 platform so employees can recognize common cyber risks and identify tactics, techniques, and procedures used by threat actors attempting to exploit institutional resources.

Beyond perimeter defenses, the college has invested in high-density, seamless connectivity using Meraki wireless access point solutions that provide cloud-managed visibility and control across the wireless environment. This modernization helps ensure reliable uptime and access for hybrid and online learning modalities tailored to student needs. Operational resilience is further supported by a fully backed-up, virtualized server environment that separates software from physical hardware, enabling structured, regularly tested recovery processes that minimize downtime for critical applications such as the Student Information System.

CGCC has recently completed more than \$250,000 in instructional technology upgrades in classrooms on both The Dalles Campus and the Hood River Center, ensuring that faculty and students have access to current tools that support a healthy, modern learning environment aligned with the college's educational goals. To promote ongoing compliance and safety, the

college conducts both internal and external security reviews on at least an annual basis and evaluates factors such as password practices and vulnerability to social engineering. In addition, onboarding procedures require all personnel to review and acknowledge the Electronic Communications Systems policy before receiving account access, reinforcing a shared culture of security awareness and responsibility.

### **Supporting Administrative Rules**

The following administrative rules (AR) provide the regulatory framework for the college's technology operations (for security reasons the following documents are not posted for public viewing):

- AR 080.006.000 Electronic Communications Systems Policy: Requires formal acknowledgement of rules before account access is granted.
- AR 080.007.000 Student Information System Security: Manages access to information systems through tightly controlled security groups.
- AR 080.008.000 Username Creation: Standardizes the creation and management model for all user accounts.
- AR 080.009.000 Network Account Passwords: Sets robust requirements for password length, complexity, and rotation.
- AR 080.011.000 Computer Security Duties: Defines the security responsibilities for college personnel based on the principle of least privilege.
- AR 080.012.000 Software Security Controls: Mandates audit functions and end-point tracking to detect misuse.
- AR 080.013.000 System and Data Backup: Outlines redundancy methods and disaster recovery procedures.
- AR 080.014.000 Network Security Access Testing: Establishes the requirement for annual internal and external security audits.
- AR 080.015.000 Physical Computer Security: Details controls for data centers, including locked wiring closets and video surveillance.
- AR 080.016.000 Email Appropriate Usage: Ensures compliance with FERPA and FOIA for official communications.

### **Supporting Documentation**

- EV 2.I.1.1 [BP 3501 Campus Security and Access](#)
- EV 2.I.1.2 [BP 3550 Campus Safety; BP 3560 Alcoholic Beverages; BP 3570 Smoking and Tobacco on Campus](#)
- EV 2.I.1.3 [2025-26 Annual Safety & Security Report and Annual Fire Safety Report](#)
- EV 2.I.1.4 [Information Technology Services 2-Year Master Plan](#)

## Moving Forward

Columbia Gorge Community College is navigating a pivotal era of evolution, moving from a period of reactive problem-solving toward a culture that intentionally embraces change in service to our mission. We recognize that the current external landscape—marked by shifting policy requirements, regulatory uncertainties, and fiscal constraints—no longer supports a "business as usual" approach. In response, we are meeting these challenges with innovative, data-informed strategies and a disciplined commitment to continuous improvement. Through the 2023 update of our Strategic Plan and the codification of new guiding principles, we have moved beyond simply weathering difficulty; we are systematically aligning our resources, technology, and human capital to ensure the college remains a relevant and equitable engine of opportunity for the Mid-Columbia region.

Central to this transformation is a commitment to restoring institutional trust through open, inclusive, and consistent processes. By replacing fragmented, legacy systems with a unified College Council and a rigorous review of administrative rules, we are fostering a culture of participatory governance where collaboration is embedded into the decision-making framework. This shift ensures that our operational actions are not merely isolated fixes, but are evidence-based steps toward a sustainable future. We are building a CGCC that is agile by design—resilient enough to overcome historical hurdles and focused enough to deliver measurable, lasting impact for our students and the communities we serve.