Columbia Gorge Community College
in 2011

building dreams, transforming lives

Self Evaluation Report
prepared for the
Northwest Commission on Colleges and Universities

Accreditation Visit April 27-29, 2011

The Dalles and Hood River, Oregon

COLUMBIA GORGE COMMUNITY COLLEGE

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THE DALLES, OREGON 97058
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February 28, 2011

Dear Visiting Accreditation Team Members,

On behalf of Columbia Gorge Community College, I would like to welcome you to the Columbia Gorge region, an area that we have proudly served for 34 years. The history of the region as a central gathering and trading hub continues to this day, as residents across a 10,000 square mile area have access to quality learning, training, and service.

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

In addition, with the development of our core themes – access, education, and partnerships – and the alignment to planning and budgeting, we now have the infrastructure in place to fully meet the standards for independent accreditation.

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

Sincerely,

Dr. Frank K. Toda
President

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Introduction

Located on the Columbia River and in the Columbia Gorge National Scenic Area, Columbia Gorge Community College (CGCC) is one of 17 community colleges in Oregon. CGCC serves residents in five rural counties: Wasco, Hood River, and Sherman in Oregon; and Klickitat and Skamania in Washington. The college serves about 10,000 square miles with a population of 82,199. Of that population, 24.1% were 17 or under, 24.5% were 18 to 39, 36.3% were 40 to 64, and 15% were 65 or older.

The area is largely agricultural, providing 6,500 jobs in 2009. According to the most current data available in 2008, agricultural income totaled $402.1 million. However, private industry represented about three out of four jobs in 2009. The largest job sectors were: trade, transportation and utilities, with 5,050 jobs; which was about 32% of the private sector's total. Leisure and hospitality ranked second among private-sector industries, with 4,110 jobs; and education and health services, with 3,870. Small businesses represented most of the 3,601 firms located in the region, with 74.6% of the workforce employed at businesses with from one to nine people. Government jobs totaled 6,790, compared to 21,380 for private jobs. Per capita income from 2008, the most recent report, was $33,203.

CGCC began as Oregon's first Area Education District, bringing post-secondary education to Wasco County in 1976 and offering its first classes in 1977. In 1988 the college formed a contracted out-of-district agreement with Hood River County to provide college courses in that county. In its early years, the college operated in several leased facilities in downtown The Dalles and used classrooms in local high schools.

In 1993 Wasco County voters approved a bond measure to establish a permanent campus in The Dalles, and in 2001 voters in Wasco and Hood River counties approved annexing Hood River County into the college district. Three years later, Wasco and Hood River voters passed a capital construction bond measure to match funds designated by the Oregon Legislature for capital improvements. These funds were used at The Dalles campus to build a new health sciences building, deconstruct several older buildings, renovate remaining buildings, and create a small amphitheater in the center of the campus. The measure also provided funds to purchase property in Hood River to build a campus and move out of leased space. All of these new facilities were completed in 2008.

Education, government, economic and workforce development agencies in Oregon and Washington have strong collaborative working relationships to enhance the livability and economy in north central Oregon and south central Washington.

Institutional Context

Since 1977, Columbia Gorge Community College has achieved accreditation by contracting with Portland Community College (PCC), which is accredited through the Northwest Commission on Colleges and Universities (NWCCU). CGCC is one of a few established institutions seeking independent accreditation. It has its own locally elected Board of Education; it hires its own president, staff, and faculty; it sets many of its own policies; it prepares its budget, which is independently audited; and it performs most functions of a college. Currently, PCC provides financial aid services, maintains official student records, and grants certificates and degrees earned by CGCC students. CGCC follows PCC's faculty hiring qualification guidelines, curriculum approval processes, catalog format, and academic standards.

In 2006 the Board of Education passed a resolution for CGCC to seek candidacy status for independent accreditation, and that status was granted by the commission in July 2008. A second self-study was conducted, and it was followed by a November 2009 commission visit. CGCC adopted the commission's new standards for its 2011 self-study; it will be the second college in the commission's region to report on all five standards. By the end of 2010, CGCC established the majority of the necessary infrastructure to assume all functions of a community college. The 2011-12 academic year is the target for implementation under the guidance and approval of PCC.

In the 35 years since its opening, CGCC has grown considerably, with an average Full-Time Equivalency (FTE) growth of 4.5% each year. In Fall Term 2009, CGCC offered 206 credit and 195 non-credit course sections, and 2,103 students attended classes, for a total of 394 FTE. The headcount decreased from the previous year, but more students enrolled full-time, resulting in FTE growth. CGCC had an 11.1% enrollment increase in 2008-09 year and a 16.5% increase in 2009-10.

The college offers a full range of courses, including collegiate transfer, career and technical education, pre-college, community education, and customized training. Credits, certificates and degrees earned at CGCC appear on PCC transcripts and are transferable to four-year institutions, subject to the policies of those institutions. The breakdown in enrollment categories for 2009-10 was: 48.4% lower division collegiate, 34.1% career and technical education, 16.0% pre-college, 0.9% adult continuing education, and 0.7% non-reimbursable.

For students reporting their ethnicity in 2009-10, 78.1% were Caucasian, 18.3% Hispanic, 1.3% Asian, 1.3% Native American, 0.4% African American, 0.6% Pacific Islander. The 2009-10 Student Profile indicates that the diversity of CGCC's students closely matches regional demographics. The average age of all students was 36.8; for full-time students, it was 28.3. Among all students attending the college in 2009-10, 58.4% were female; among just those taking credit classes, the percentage was 61.9 female.

For Fall 2009, 19 faculty members were full-time and 104 were part-time. For staff, 66 were full-time and 23 were part-time.

Preface

With the support of its Board of Education, the college has made significant progress in establishing infrastructure, institutionalizing new processes, and addressing its own and the commission's recommendations to prepare for independent accreditation. The administration, faculty, and staff of PCC have continued to be highly supportive of CGCC, as outlined in the contract between the two colleges and their CGCC–PCC Accreditation Plan. The plan is reviewed annually or as needed by PCC and CGCC administrators. Interim meetings are held when necessary to address specific topics.

Moving to the new accreditation standards and developing core themes has brought measurable depth to the college mission and has served as an institutional mechanism and structure for college planning, budgeting, and assessment. Much time was spent developing, reviewing, and approving the core themes with staff, faculty, executives, board members, and community members. Subsequently, a diagram was designed that illustrates how planning components support the mission. Also, a revised planning cycle diagram was created, a plan-to-plan process was written, and the college's strategic master plan was updated.

Since the October 2009 visit, the college has hired a full-time financial aid specialist to assist the financial aid adviser. The chief student services officer will continue to serve as the financial aid director. She and the chief financial officer attended national financial aid training conferences in preparation for processing the college's own financial aid applications and awards effective January 2011. A recently awarded Title III grant will fund a registrar, an institutional researcher, and a dedicated gifts officer; it will also purchase document-imaging equipment and software and complete the installation of smart podiums in all classrooms.

CGCC curriculum and academic standards committees, chaired by faculty, have become fully functional since the last visit. Forming these committees before becoming independently accredited allowed time for committee members to visit other college committees and observe committee structure and the submission and approval of materials. Activating the committees has also provided time to implement committee charters, draft and approve processes, and conduct business to determine needed changes. An instructional administrator was assigned to coordinate all curriculum functions. PCC curricular and academic standards policies and processes will be followed until CGCC is granted independent accreditation or approved by PCC to move forward under its guidance. Also, an institutional assessment committee has been formed; it meets on a regular basis to address institution-wide assessment. The committee is led by the chief student services officer, who at this time also is the college's institutional researcher.

Instructional department chairs have reviewed and developed faculty hiring guidelines that will be followed once the college is independently accredited. Currently, the college follows the faculty hiring guidelines developed by PCC, and it will continue to do so until approved to use its own guidelines.

Response to Topics Previously Identified by the Commission

Recommendations from 2009 Visit

1. The Committee recommends that the College communicate the results of its planning and assessment processes to the campus community and the residents of its service area (Standards 1.A.3, 1.B.9, and 6.C.7, ER 17)

The college president prepared an annual report for the 2009-10 year. It was placed on the college website, and 1,000 print copies were given to community partners. The chief student services officer produced Annual Student Profile and Institutional Effectiveness Indicators reports that were distributed to the Executive Leadership Team, Board of Education, instructional directors, department chairs, and are posted on the college website. The data is used in annual planning processes.

The following are other examples of improvement in communicating the results of planning and assessment processes:

- The chief student services officer manages the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) and distributes the analysis and reports to the Board of Education and faculty. Results are posted to the college's shared drive.

- The budget message and the management discussion and analysis segment of the annual audit report, prepared by the chief financial officer, both serve as financial assessment documents. Both of these documents are placed on the college website.

- Program review results conducted by external agencies or professional associations are reported to the program department, faculty and staff, the Board of Education, the college community, and external partners through advisory committees.

- The college foundation prepares an annual report that is distributed to the campus and external communities.

2. The committee recommends that the college establish a clear and consistent process for assessing student learning outcomes for its general education core outcomes and degree and certificate programs (Standard 2B).

The chief academic officer (CAO) outlined a process to address student learning outcomes and assessment strategies. With the CGCC faculty following PCC core, course, and certificate and degree program outcomes for so many years, the CAO, with concurrence by the department chairs and instructional directors, recommended that the CGCC faculty begin reviewing course outcomes before addressing outcomes and assessment at the certificate and degree program level. At a January 2010 faculty in-service, CGCC faculty mapped CGCC core outcomes to PCC course outcomes and newly approved Associate of Arts Oregon Transfer (AAOT) degree outcomes. Faculty also reviewed PCC course outcomes to determine changes for when the

CGCC faculty can use their own course learning outcomes. This work continued during the April 2010 faculty in-service. At the September 2010 faculty in-service, the focus shifted to developing assessment strategies for the core learning outcomes, AAOT outcomes, and course outcomes.

In the past, some of CGCC's faculty have been involved with program reviews at PCC. CGCC department chairs have reviewed and approved a process for conducting their own program reviews and a timeline for completing those (EV xxx). The Early Childhood and Family Studies Program conducted a program review in 2009, the Pre-College and ESOL programs were reviewed by the Oregon Department of Community Colleges and Workforce Development (ODCCWD) in Fall 2009, and the Emergency Medical Services (EMS) program was also reviewed by the ODCCWD in March 2010. The Oregon Health Division and the Oregon Department of Human Services also accredit the EMS program. The General Education department chairs (math; science; writing, literature, and foreign languages; arts and humanities; and social sciences and business) are finishing a review of CGCC's general education program during the 2010-11 academic year.

3. *The committee recommends that the college use the results of its assessment activities to improve teaching and student learning and to influence planning (Standard 2B, Policy 2.2, ER 12).*

The CAO and instructional directors review all course evaluations each term, monitor the mentoring and evaluation process of adjunct faculty, and seek data from the chief student services officer that show student progression in math and writing courses. The results of the Early Childhood and Family Studies program review resulted in changes to the sequencing of courses to better manage the program and provide a cohesive education path for its students.

The career and technical education director hired a consultant to develop a five-year plan for the college's Renewable Energy Technology (RET) Program. That program was one of four pilot colleges to apply to the American Wind Energy Association for its Seal of Approval. The application reviewed the program's curriculum, learning outcomes, and assessment strategies. CGCC was one of the first three colleges to receive the Seal of Approval in January 2011.

Based on evaluation feedback from faculty in-services and input from department chairs, workshops related to teaching/learning processes are offered to faculty at subsequent in-services.

4. *The committee recommends that the college evaluate faculty who have completed their probationary period in a regular and systematic manner at least once within each five-year period and using multiple indices. (Standard 4.A.5, Policy 4.1, ER 7)*

A sub-committee of the instructional department chairs wrote language and proposed a process for the evaluation of post-probationary faculty to address this recommendation. The language and process was submitted to the full department-chair body, instructional directors, and to the CAO, who submitted the proposal to the management and union bargaining teams as part of the

current faculty collective bargaining negotiations. The new process was ratified by the faculty union and the Board of Education.

5. *The committee recommends that the college provide for the regular and systematic evaluation of adjunct faculty in all instructional programs and using multiple indices. (Standard 4.A.5, Policy 4.1)*

An assigned task force of the instructional department chairs has developed a plan to more fully implement the college process for mentoring and evaluating adjunct faculty each year. The plan was reviewed and approved by the department chairs at the November 2010 meeting. The plan will be implemented to the extent current resources will allow for the remainder of the 2010-11 year and is budgeted to be fully implemented in the 2011-12 year.

6. *The committee recommends that the college regularly evaluate the need for and revise as necessary its procedures to ensure continuing integrity throughout the institution. (Standard 9.A.2)*

The president's office is compiling a list of existing departmental procedures. Many departments are producing procedure handbooks that will be put into a college-wide procedures handbook. Additionally, an analysis is being performed to identify areas in which procedures need to be developed and to identify existing procedures that need to be modified. It is anticipated that the college-wide procedures handbook will be developed during 2011-12. This will be a living document, and each department will be responsible for revising its procedures as necessary.

Recommendations from 2008 Visit

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

As a contracting college with PCC, Columbia Gorge Community College adheres to PCC's core, program, and course outcomes and follows its policies and practices. In preparation for becoming independently accredited, CGCC faculty are analyzing retention of PCC program and course outcomes and/or developing new outcomes. Faculty are also developing infrastructure to address assessment of program and course outcomes.

Program Review

All CGCC programs follow PCC policy and practice for program review; these typically occur on a three- or four-year cycle. CGCC faculty participate in those reviews and bring resulting changes to CGCC programs. Two programs at CGCC, Nursing and Renewable Energy Technology (RET), were developed as independent programs with approval by PCC. Decisions for the programs were based on local business and industry need. The Nursing Program underwent an extensive review by the Oregon State Board of Nursing (OSBN) in 2006 and was granted OSBN accreditation for eight years. The RET Program is in its fourth year. Due to

receipt of U.S. Department of Labor funds for the program, its outcomes are reported on a quarterly basis. The Pre-College programs underwent a state program review in October 2009. A faculty committee to develop policies, procedures, and timelines for internal program reviews was formed during Spring 2009 and began its work in Fall 2009. General Education department chairs have also begun a program assessment.

Other important components of CGCC program reviews are mid-term check-ins with students enrolled in the college's two newest programs (Medical Assisting and Renewable Energy Technology) and advisory-committee input for other career and technical programs. These two activities, plus course evaluations completed by students for each class each term, provide frequent input that affirms relevancy and currency of these programs.

Learning Outcomes

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

Outcomes and assessment, including invited presentations by faculty from Lane and Portland Community Colleges to describe their assessment processes, were the primary focus of faculty in-services in 2008-09. The CAO and the director of transfer and pre-college programs participated with a statewide group related to outcomes and assessment to guide CGCC faculty in the development of CGCC's program and course outcomes. The Fall 2009 faculty in-service reinforced the importance of well-prepared outcomes that can be measured in several ways to determine instructional effectiveness and support in helping students achieve their learning goals.

Assessment of Learning Outcomes

As part of the plan to develop rubrics for the assessment of program and learning outcomes, two CGCC faculty members participated on PCC's Assessment Advisory Council during the 2008-09 academic year. The council's goal was to learn assessment methodologies and chart a course for PCC assessment activities. Taking what was learned from the activities described in the previous section, CGCC faculty in-services in 2009-10 continued the emphasis on understanding authentic and diverse assessment activities. Department chairs and faculty are driving the development of CGCC program and course outcome guidelines, rubrics for assessment and will begin reviewing syllabi. The planning document to guide this work is the CGCC-PCC Independent Accreditation Planning Timeline, developed in Spring 2009.

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

During the Fall 2008 Executive Leadership Team (ELT) Off-Site meeting, the nine college-wide goals were reviewed and renamed as "key focus areas." ELT members then identified goals and action items for their area of responsibility for the 2008-09 year. To support this work, an electronic charter system was designed, developed, and adopted. Each of the college departments were trained in its use during 2009-10, with implementation occurring in stages.

The college president prepared a work plan to address four recommendations given by the Northwest Commission on Colleges and Universities (NWCCU) as they relate to Standards 1, 6, and 9. The strategic plan has been approved by the board and is regularly updated. The updating of the Academic Master Plan was moved from 2008-09 to 2011. The process used to update the plan involves updating demographic and workforce data for the region, conducting individual interviews with local and regional business and industry leaders, holding focus-group sessions with currently served populations and those identified as underserved, compiling and analyzing the results, and holding a review and consensus session with a larger, regional-based group of leaders. The results of this work will guide the update of the Facilities Master Plan.

Concurrently, the college continues its routine assessment activities, including the annual Student Profile, the Institutional Effectiveness Indicators Report, the Community College Survey of Student Engagement. It also provides data for the Oregon Community College Unified Reporting System, the Campus Crime Report, the Integrated Postsecondary Education Data System, and for grant and other reports. This data is also used by ELT members for planning, assessment, and budgeting.

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

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

Each college department is authorized to develop its own policies and procedures that are reviewed by the ELT and presented to the Board of Education for review and action. Each year, policy revisions and a statement of continuing policies are filed with the Oregon Department of Community Colleges and Workforce Development. Currently the administrative assistant to the president, members of the ELT, and the Board of Education continue to process the development of new policies and implementation and documentation of existing policies. An outcome of the Oregon Department of Education's Perkins Civil Rights review was the development of a consistent procedure to ensure that appropriate Affirmative Action and Equal Opportunity statements are placed in the college's printed, web, and media publications.

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

As part of its strategic planning process and in preparation for being independently accredited, the college has developed the necessary infrastructure and staffing across the district.

The CAO has developed an instructional governance model that includes department chairs for its academic program areas, a Curriculum Committee, and an Academic Standards Committee. The Curriculum Committee has primary responsibility to: review the appropriateness and integrity of course and program offerings; approve initial course/program development, changes, and deletions; and approve new and revised certificates and degrees. The purpose of the Academic Standards Committee is to make recommendations for academic standards policy and procedures.

Student Services offers an array of support at both campuses. Staffing is in place for financial aid and student records with an institutional researcher scheduled to be hired in the summer of 2011.

Representatives from the Small Business Development Center, Child Care Partners, and coordinators of Adult Continuing Education and Distance Learning and Information Technology conduct business on both campuses. A full-time Facilities Services person is assigned to the Hood River Campus, and the CGCC Student Council and Phi Theta Kappa hold events at both campuses.

An integrated email and voice communications system links the two campuses, and the college's RogueNet integrated administrative software ensures that all budget and business information, registration, and course data transactions provide just-in-time data at both campuses.

Date of Most Recent Review of Mission and Core Themes

The college's mission statement, *"Columbia Gorge Community College builds dreams and transforms lives by providing lifelong educational programs that strengthen our community,"* was reaffirmed by the Board of Education at its Fall 2009 retreat and again by staff, faculty, administrators, and community members during the development of the core themes in late 2009 and early 2010.

The initial development of the core themes occurred in two meetings by a broad-based committee invited by the college president. Subsequent conversations and meetings tested the meaning of the initial themes and how they support the mission and planning processes of the college. The Board of Education approved the final version of Columbia Gorge Community College's core themes at its June 2010 meeting. The themes are:

Core Theme A: Building Dreams – *Access*
Planning Statement:
CGCC offers multiple environments and opportunities for people to grow
personal and intellectual skills.
Core Theme B: Transforming Lives – *Education*
Planning Statement:
CGCC provides learning resources for a sustainable future for individuals.

Core Theme C: Strengthening our Communities – *Partnerships*
Planning Statement:
CGCC links people and community resources.

Each of the themes is closely aligned with the college's Mission Statement, followed by the college's interpretation *(in italics)* and planning statements of how the theme manifests itself in college planning, processes, actions, and assessments.

In the complete core theme documents, the planning statements are followed by the word "by" and the objectives, measures, data source, results, targets, and actions for improvement.

Chapter One
Mission, Core Themes, and Expectations

Mission

The mission of CGCC directs the goals and activities of the college. It also reflects the college's commitment to providing educational and growth opportunities for individuals and businesses in the Mid-Columbia region. CGCC's mission is further elaborated by its vision statement, core values, and key focus areas.

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

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

Values:
Respect for the Individual
Community Focus
Integrity
Excellence
Commitment to Learning
Service

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

Since 2008, the ELT has annually reviewed the college mission, vision, and key focus areas during an off-site planning retreat. A broader review by all of the college's stakeholders is conducted during the academic master planning process, when community focus groups are gathered and consulted on the viability, relevance, and feasibility of the mission and its supporting goals. Ultimately, any modifications in the mission require approval by the Board of Education.

KEY FOCUS AREAS

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

2. CGCC will focus on student development services that enhance lifelong learning by facilitating access to college programs, supporting and recognizing student progress, providing opportunities for students to participate in the growth of the college, celebrating diversity, and promoting achievement of educational goals.

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

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

5. CGCC will provide governance and administrative structures through innovative leadership and ongoing planning and evaluation.

6. CGCC will build the institution's financial capability through sound planning and effective use of fiscal resources.

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

8. CGCC will provide the technology and support to optimize the college's teaching, learning, communication and productivity.

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

The college's current Mission Statement was developed and approved by the board in 2003 and has guided college planning and the setting of institutional priorities (see EV 1.A.1). When the Mission Statement and goals were reviewed during academic master planning sessions in spring of 2005, the overwhelming consensus of the planning group was that the mission was an accurate description of CGCC's purpose as a small institution committed to providing personalized, quality learning, and support to its community. The Mission Statement was retained without modification (see EV 1.A.2). Building dreams, transforming lives has emerged as an abbreviated version used in college promotional materials and is recognizable throughout the community.

Publication and Dissemination of the College Mission

The Mission Statement, vision and values are published and disseminated through the college catalog, website, and quarterly Schedule of Classes, the latter of which is mailed to 38,000 households in the college's service area. In addition, the college mission, in its entirety or in a shortened version, is printed in the Student Handbook, Faculty Handbook, brochures, advising materials, departmental information, and stated in public service announcements. The mission, vision, values, core themes and key focus areas are posted in all campus classrooms (see EV 1.A.3).

A 2010 survey of college staff and faculty reveals that of 80 respondents, 95% feel they understand the college's mission and 96.3% understand how their work contributes to the mission. Of the respondents, 86.3% have a clear understanding of CGCC's vision, values and goals, and 73.8% feel the vision is realistic and achievable. The survey also shows that 65% feel that decisions made by CGCC's governing bodies are true to the college's mission (see EV 1.A.4).

Defining Mission Fulfillment and Acceptable Threshold of Achievement

In determining whether mission fulfillment has been achieved, the college administration has routinely looked to the nine Key Focus Areas (KFAs) that are the backbone of CGCC's Strategic Master Plan (see EV 1.A.5). Each KFA, and its subsequent Key Performance Measures and Goals, is the responsibility of one or more members of the ELT. The Strategic Master Plan documents progress toward completion of each goal. Monthly updates are made, and an evaluation of yearly progress occurs at the ELT's annual planning retreat. However, delineated acceptable thresholds of achievement have not been pre-determined, and evaluation of mission fulfillment is based on an at-the-moment review of KFA status. The college's administration recognizes this is an area that needs improvement.

As CGCC has developed its core themes, discussion has begun on how to establish thresholds of achievement for core theme objectives and KFAs. With the new standards, this work has just begun and will be a priority in the coming year.

Evidence:

EV 1.A.1   Board Minutes, August 2003

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EV 1.A.2   2005-08 Academic Master Plan
EV 1.A.3   Vision, Mission, Values, Core Themes and Key Focus Areas
EV 1.A.4   2010 CGCC Faculty and Staff Surveys, Narrative Summaries
EV 1.A.5   Strategic Master Plan, February 2011

Strengths:

1. The college has a well-established mission, vision, and values that are recognized and supported by college staff, faculty, administration, and the community.

Recommendations:

1. Establish thresholds of achievement related to core theme and key performance area objectives.

Core Themes

The Columbia Gorge Community College Board of Education has adopted the following core themes:

- Core Theme A: Building Dreams – Access
- Core Theme B: Transforming Lives – Education
- Core Theme C: Strengthening Our Community – Partnerships

These core themes and their objectives collectively encompass the college's mission and will be used to guide planning and resource allocation. They align directly with institutional Key Focus Areas and goals. (See Figure 1.1, next page.)

Core Theme Development

Initial core theme planning for CGCC began in mid-2009. An invitation to participate was sent from the college president in November, eliciting individuals to make up a committee that would determine the college's guiding core themes. The committee included management and administration, staff, faculty, members of the Board of Education and the CGCC Foundation, and individuals representing the community (see EV 1.B.1).

Core theme development proceeded more slowly than anticipated, and finalized core themes were taken to the Board of Education and approved on June 8, 2010 (see EV 1.B.2). While the process was lengthy, it was recognized as necessary and positive. The core theme Development Committee met four times in December 2009 and January 2010. Following the NWCCU Conference in February 2010, a smaller group worked on developing objectives and indicators, which were then taken back to the larger committee.

As the themes, objectives, and indicators began to coalesce, it was important to bring other individuals and committees into the development process. For example, the ELT reviewed the

Figure 1.1

Mission

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

Building Dreams (Access)

Objective A1: Offering a broad array of education and training programs

- A1.1 – Number and type of programs, degrees and certificates being offered
- A1.2 – Number and type of education and training courses linked to regional workforce need and personal enrichment

Objective A2: Using multiple modes of effective teaching, learning, and service strategies.

- A2.1 – Current instruction delivery modalities (including library services)
- A2.2 – Current Student services advising and delivery modalities
- A2.3 – Quantitative and qualitative data on student learning

Objective A3: Serving the diversity of students in the district

- A3.1 – Demographics of students
- A3.2 – Demographics of graduates

Transforming Lives (Education)

Objective B1: Adapting curriculum and programs for careers

- B1.1 – Number of programs revised to meet community and industry needs
- B1.2 – Communication of changes and trends in education and careers to faculty, students, and community partners.

Objective B2: Forming partnerships to provide a seamless K-12 education

- B2.1 – Number of students enrolling in articulation and degree partnership programs
- B2.2 – Percentage of students who transfer and are successful
- B2.3 – Enrollment of current high school students and graduates

Objective B3: Fostering Student Success

- B3.1 – Appropriateness of support services available
- B3.2 – Number or percentage of students utilizing support services
- B3.3 – Percent of students engaged in student organizations and events
- B3.4 – Retention and satisfactory progress of students in educational programs

Strengthen Our Community (Partnerships)

Objective C1: Supporting business and industry with a quality workforce

- C1.1 – Assessment of workforce need, skills, and knowledge
- C1.2 – Number of students served in workforce training classes
- C1.3 – Employer satisfaction

Objective C2: Creating effective external relations

- C2.1 – Number and type of federal relationships
- C2.2 – Number and type of state relationships
- C2.3 – Number and type of local relationships

Objective C3: Demonstrating responsibility to community

- C3.1 – Number and type of general college activities
- C3.2 – Number and type of CGCC organization activities
- C3.3 – Number and type of individual activities

Core Themes — Standards 1, 3, 4, 5

Stand 2

CGCC Key Focus Areas

- # 1 Governance
- # 2 Human Resources
- # 3 Educational Resources
- # 4 Student Support
- # 5 Library Information
- # 6 Financial Resources
- # 7 Physical & Technological Infrastructure

- KFA # 5 Leadership, Planning, and Evaluation Lead: Dr. Toda
- KFA # 7 Operations and Sustainability Lead: Dr. Toda
- KFA # 3 Faculty & Staff Lead: Robb Van Cleave
- KFA # 1 Educational Programs & Services Lead: Susan Wolff
- KFA # 4 Community Lead: Dan Spatz
- KFA # 2 Students Lead: Karen Carter
- KFA # 6 Finance Lead: Saundra Buchanan
- KFA # 8 Technology Lead: Bill Bohn
- KFA # 9 Facilities Lead: RobbVan Cleave

Legend: Theme Objectives | Measures

CGCC-Core Themes& Standards, 7/20/2010

4

themes to ensure that they aligned with the college's strategic planning model and nine Key Focus Areas (see EV 1.B.3). The Institutional Assessment Committee reviewed objectives and indicators, providing input on feasibility and adequacy of potential supporting data collection (see EV 1.B.4). The ultimate document that went to the board on June 8, 2010, was better prepared and more representative of CGCC than could have been possible in January (see EV 1.B.5). The investment of time was valuable.

<div align="center">

Core Theme A: Building Dreams – Access

</div>

The building of a dream is the starting point for all great achievement, and providing access is the starting point for CGCC in its effort to support its students and the community in the pursuit of their dreams. Access is a critical component of the college's mission, for it allows students to pursue a wide variety of educational opportunities and receive services close to their home or work site, at times that fit their schedules, and at an affordable cost. Core Theme A's Planning Statement (CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills) is supported by three objectives.

Objective A1 – Offering a broad array of education and training programs

Students are able to earn degrees and certificates in a variety of transfer and career/technical programs; receive training for regional employment; attain basic education and language skills; earn a GED; and receive customized training, small business development assistance, and personal/cultural enrichment.

> *Building Dreams - Access*
> *Objective 1*
>
> *Planning Statement: CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by:*
>
> *Objective A1: Offering a broad array of education and training programs*
>
> * - A1.1 Number and type of programs, degrees and certificates being offered*
> * - A1.2 Number and type of education and training courses linked to regional workforce need and personal enrichment*

CGCC is committed to developing and offering programs, courses, and services that are relevant, timely, and consistent with the needs of its service district and area. When the college decided to move forward for independent accreditation, this dedication to local realities was a driving motivation. It is important that the college provides programs that fit the needs of a small, rural constituency.

Measurable indicators for this objective include inventories of programs and courses offered by the institution. These inventories are compared with regional needs for pre-college preparation, lower division transfer, workforce preparedness, and continuing education. The comparing of local need with college offerings provides guidance in the revision of current programming and courses and the development of new programs.

Objective A2 – Using multiple modes of effective teaching, learning, and service strategies

CGCC faculty and staff use a variety of teaching, learning, and service delivery modes in order to appeal to the diverse needs of its student body. Students have varied educational experience

and preparation and thus respond differently to the education process. In addition, student lives are complicated by multiple responsibilities that cause scheduling and time-commitment issues. CGCC strives to provide educational opportunities via multiple platforms, schedules, and teaching modalities within which all students may thrive.

Instructional departments measure accessibility by reviewing class scheduling (time and location), delivery modes, and teaching styles and strategies. On an as-needed basis, service departments review and adjust hours of operation, geographic availability, delivery modes, and information content. Each department collects data that assist in the fine-tuning of its operations. Research is conducted on best practices, local demographics, and needs.

> *Building Dreams - Access*
> *Objective 2*
>
> *Planning Statement: CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by:*
>
> *Objective A2: Using multiple modes of effective teaching, learning, and service strategies*
>
> *   - A2.1 Current instruction delivery modalities (including library services)*
> *   - A2.2 Current Student services advising and delivery modalities*
> *   - A2.3 Quantitative and qualitative data on student learning*

Objective A3 – Serving the diversity of students in the district

The purpose of objective A3 is to ensure that the college is responsive and accessible to all demographic groups within its service district. While the Mid-Columbia is not as diverse as Oregon's more densely populated urban centers, a rich mixture of people call it home. With its roots as an economic and cultural trading center, the region has a diverse ethnic and economic base layered with cultural, professional, and educational overtones. To achieve its objectives, a college must know and understand the demographics of the region it serves.

> *Building Dreams - Access*
> *Objective 3*
>
> *Planning Statement: CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by:*
>
> *Objective A3: Serving the diversity of students in the district*
>
> *   - A3.1 Demographics of students*
> *   - A3.2 Demographics of graduates*

The second component of Objective A3 is determining the yearly demographics related to CGCC's student body and graduates, including: full-time enrollment; ratio of full-time to part-time students; number of graduates, age, gender and residency; financial aid statistics; and number of degrees and certificates awarded. With both internal and regional demographics compiled, a comparative analysis can be attempted to identify underserved groups, potentially supporting the review of course and program offerings, schedule and location of classes, modes of delivery, budgeting, etc.

Core Theme B: Transforming Lives – Education

The transformative nature of education is at the heart of CGCC's mission. Education is the focus of the college's activities and provides opportunities for members of the community to transform their options into new realities. Opportunities and resources provided by CGCC

support the needs of the individual and the community by providing career training, addressing personal enrichment, and developing well-educated citizens. Core Theme B's Planning Statement (CGCC provides learning resources for a sustainable future for individuals) is supported by three objectives.

Objective B1 – Adapting curriculum and programs for careers

In the past ten years, the Mid-Columbia has witnessed the closure of aluminum plants, lumber mills, and manufacturing/assembly production. On the other hand, the region has seen the growth of wind industry and viticulture and has welcomed Google, Insitu, and Home Depot. As a result, workforce need/opportunity is an ever-shifting landscape, and CGCC, as a significant player in workforce training, has a responsibility to offer and maintain a curriculum and programs that address the developing realities of regional business and industry.

> *Transforming Lives - Education Objective 1*
>
> ***Planning Statement***: *CGCC provides learning resources for a sustainable future for individuals by:*
>
> ***Objective B1****: Adapting curriculum and programs for careers*
>
>   *- B1.1 Number of programs revised to meet community and industry needs*
>   *- B1.2 Communication of changes and trends in education and careers to faculty, students and community partners*

Based on information obtained from advisory boards, local employment and economic development agencies, industry partners, governmental bodies, and citizens, CGCC regularly revises its curriculum and programs. Fine-tuning programs to the needs of the community can be a powerful method of achieving sustainable success for students and the communities in which they are employed. Communication is essential in all segments of the review and revision process, such as by generating a needs analysis, by working with faculty to adapt programming, and by advising and marketing to potential and existing students.

Objective B2 – Forming partnerships to provide a seamless K-16 education

Education does not begin and end at CGCC's doors. The college is a part of an educational continuum that includes the K-12 system, community colleges, and public and private universities. Facilitating students along their educational pathways fosters greater likelihood of ultimate completion of goals, whether it is the realization of a high school diploma or GED, the completion of a career or technical certificate, or the eventual acquisition of a Ph.D. Forming strong partnerships with other institutions within the continuum is fundamental to providing a seamless educational experience.

> *Transforming Lives - Education Objective 2*
>
> ***Planning Statement***: *CGCC provides learning resources for a sustainable future for individuals by:*
>
> ***Objective B2:*** *Forming partnerships to provide a seamless K-16 education*
>
>   *- B2.1 Number of students enrolling in articulation and degree partnership programs*
>   *- B2.2 Percentage of students who transfer and are successful*
>   *- B2.3 Enrollment of current high school students and graduates*

To facilitate entry into CGCC, the college partners with regional high schools, providing advising, campus tours, registration assistance, dual enrollment opportunities, and college credit

for specific high school courses. High schools are natural feeders to CGCC, and the college is always looking to enhance those relationships and ease student transition.

To provide greater opportunity for its students, the college has developed articulation agreements and degree partnership programs with several Oregon community colleges and universities. Within these agreements, students have the confidence that designated coursework completed at CGCC will transfer and apply toward specific degrees and/or certificates sought at the partner institution. As a result, both institutions are able to serve more students, and CGCC is able to offer more potential certificate and degree options.

Essential to CGCC's mission of transforming lives is the transfer degree; however, CGCC evaluates its success in this area on more than just the awarding of transfer degrees. The college recognizes the importance of students transferring and being ready to handle upper division coursework. Transfer-student success reflects on the educational foundation provided at CGCC.

Objective B3 – Fostering student success

Colleges are accountable for students making satisfactory progress in the realization of course, program, and institutional outcomes. The achievement of a student's personal educational goals is a collaborative effort by the student and the college. Both experience success when a student passes a course, earns a degree or certificate, and realizes a dream.

Fostering student success is the responsibility of all college departments and not limited to what goes on inside the classroom. Facilities ensures that the learning environment is safe and healthy; the Business Office maintains the fiscal integrity of the college and student financial records; Human Resources hires qualified staff and faculty; Resource Development works with the CGCC Foundation to provide scholarships; Instructional Technology works with students, faculty and staff to provide the most current and effective technological resources; Instruction provides library support and tutoring assistance; and the President's Office provides the leadership that holds it all together.

> *Transforming Lives - Education Objective 3*
>
> *Planning Statement: CGCC provides learning resources for a sustainable future for individuals by:*
>
> *Objective B3: Fostering student success*
>
> *- B3.1 Appropriateness of support service available*
> *- B3.2 Number or percentage of students utilizing support services*
> *- B3.3 Percent of students engaged in student organizations and events*
> *- B3.4 Retention and satisfactory progress of students in educational programs*

However, the department most associated with providing support services to students throughout their college career is Student Services. Key Focus Area 2 of the Strategic Plan, championed by the chief student services officer, states that "CGCC will focus on student development services that enhance lifelong learning by facilitating access to college programs, supporting and recognizing student progress, providing opportunities for students to participate in the growth of the college, celebrating diversity, and promoting achievement of educational goals." From registration to graduation, Student Services works with students to foster learning, achieve student goals, and maintain a positive college experience. Indicators showing the appropriateness of services offered include: number of students using the services, percentage of students engaged in student organizations and activities, and retention and satisfactory progress of students in educational programs.

Core Theme C: Strengthening Our Communities – Partnerships

Finally, CGCC has a fundamental responsibility to the community it serves. One of the college's core values is community focus. The college perceives its purpose to include not only serving the educational needs of its district but also being a responsible partner and neighbor. Thus CGCC takes an active role in city, county and regional development. It partners with local business and industry to provide a quality workforce, and it strives to be a leader in promoting cultural enrichment throughout the Mid-Columbia. A solid relationship between community and college benefits and strengthens both. Core Theme C's Planning Statement (CGCC links people and community resources) is supported by three objectives.

Objective C1 – Supporting business and industry with a quality workforce

CGCC is committed to working side-by-side with regional businesses and industries in the ongoing development of a quality workforce that can successfully take the Mid-Columbia into and through the 21st century. As mentioned in Objective B1, workforce needs are a shifting reality, and college programming requires a certain adaptability and nimbleness to stay in tune. CGCC's ability to stay relevant in providing career and technical training opportunities will have significant impact on ongoing community support and institutional sustainability.

> *Strengthening Our Communities - Partnerships*
> *Objective 1*
>
> *Planning Statement: CGCC links people and community resources by:*
>
> *Objective C1: Supporting business and industry with a quality workforce*
>
>   *- C1.1 Assessment of workforce needs, skills and knowledge*
>   *- C1.2 Number of students served in workforce training classes*
>   *- C1.3 Employer satisfaction*

In addition, CGCC recognizes its responsibility to help students develop the soft skills required to be successful in today's employment arena. The college's five Core Outcomes (communication, critical thinking and problem solving, professional development, cultural awareness, and community and environmental responsibility) are linked to program and course outcomes to ensure that all graduates have some level of competency in these five areas.

Ultimately, employment and employer satisfaction are the means by which CGCC will know if it is being successful in supplying a quality workforce. As a result, Objective C1 begins and ends with the assessment of local and regional workforce needs. To this end, CGCC personnel work closely with regional professionals, employers, and community members in monitoring workforce needs and cooperatively building and enhancing economic development and educational programs.

Objective C2 – Creating effective external relations

External relations or partnerships occur at three primary levels: national, state/regional, and local. They include governmental departments and agencies, economic development boards, business and industry, education providers and associations, philanthropic and cultural organizations, clubs, and many more. In addition, these partnerships exist throughout all segments of the institution: administration, staff, faculty and students. Fostering these

relationships is valuable because of their reciprocal nature. Partnerships may provide both parties with access to information, financial and in-kind resources, opportunity, and exposure. The college does not exist in a vacuum and relies on multiple partners to support its key functions and provide uninterrupted services.

By serving on community agency boards and being active members within their community, CGCC personnel and students link the college to groups and agencies whose missions are often similar to CGCC's. As a result, the college is able to gain a more intimate understanding of local trends, needs, and activities within the college service area.

> *Strengthening Our Communities - Partnerships*
> *Objective 2*
>
> *Planning Statement: CGCC links people and community resources by:*
>
> *Objective C2: Creating effective external relations*
>
>   *- C2.1 Number and type of federal relationships*
>   *- C2.2 Number and type of state relationships*
>   *- C2.3 Number and type of local relationships*

Objective C3 – Demonstrating responsibility to the community

Objective C3 defines how CGCC, in its effort to be a good neighbor, strives to be more than just an education provider. Communities are organic entities that live and develop based on the contributions of their internal components. CGCC recognizes an obligation to its surrounding communities to promote economic development, renewable and sustainable practices, cultural enrichment, and philanthropy.

The college is a significant employer and contractor within its service district. To promote economic and environmental sustainability, it attempts as much as possible to contract locally and to incorporate green technologies in its operations.

> *Strengthening Our Communities - Partnerships*
> *Objective 3*
>
> *Planning Statement: CGCC links people and community resources by:*
>
> *Objective C3: Demonstrating responsibility to community*
>
>   *- C3.1 Number and type of general college activities*
>   *- C3.2 Number and type of CGCC organization activities*
>   *- C3.3 Number and type of individual activities*

CGCC has identified cultural enrichment as one of its goals. Both on its own and in collaboration with local organizations, the college seeks to sponsor events and activities that reflect local interests and trends, are affordably priced, and are accessible to all. Students and faculty are integral in this objective, individually or as part of organized college groups.

Evidence:

    EV 1.B.1   Core Theme Development Committee
    EV 1.B.2   Board Minutes June 8, 2010
    EV 1.B.3   ELT Minutes May 11, 2010
    EV 1.B.4   IAC Minutes June 4, 2010
    EV 1.B.5   CGCC Core Themes and Measures

Strengths:

1. Core theme development was a collaborative effort among administration, staff, faculty, students, the Board of Education, and community partners.

Recommendations:

1. Review core theme objectives and indicators for clarity and relevance.

Chapter 2
Resources and Capacity

Governance

Governance System

The governance system and administration of Columbia Gorge Community College (CGCC) facilitate achievement of the institution's mission and goals through clearly-defined lines of authority that are recognized and understood by the Board of Education, administrators, faculty, staff and students. As developed over 33 years of successful operating history, this system provides for the consideration of views and judgments of the institution's constituencies. The division of authority and responsibility between the college district and the state of Oregon is clearly expressed through policies, regulations, and procedures. (See governance organizational chart on pages 4 and 5.)

The responsibilities and relationships among the Board of Education, administrators, faculty, staff and students of CGCC are described in the college's board policies, Section A/B, which are compiled and placed on the college's web site and in corresponding written format (see EV 2.A.1).

The Associated Student Council of Columbia Gorge Community College (ASCGCC) is the organized body from which students engage in college activities and decisions related to the student body. Faculty input reflecting instructional issues flows through the department chairs, Curriculum Committee, Academic Standards Committee, and Institutional Assessment Committee to the instructional directors, chief academic officer, chief student services officer, and the Executive Leadership Team (ELT). College staff communicate with, and understand their relationship with, the ELT by their participation on committees and through their supervisors. The ELT meets weekly with the college president, following an agenda to which all members of this team contribute freely. The president meets with board members individually and, through board meetings, collectively. Board members respect and accept their role as defined by board policy (see EV 2.A.2). Students, faculty, and staff regularly provide presentations to the board.

Compliance with the Commission's Standards for Accreditation

The chief academic officer serves as the accreditation liaison officer (ALO) and is responsible for ensuring compliance with the commission's standards. Additionally, the ALO and appropriate college staff monitor the alignment of federal and state laws, legislative and other external agency mandates, collective bargaining language, and other regulations that relate to the standards.

Governing Board

Functioning Governing Board

As set forth by state law and CGCC Board Policy BB, the Board of Education consists of seven members (four from Wasco County and three from Hood River County) who reside in the college district and are elected by the citizens of Wasco and Hood River counties. Board members are elected by registered voters of the district on a rotating basis for four-year terms. Board members have no contractual, employment, or financial interest in the institution. No employees of the college sit on the board, and the college president is an *ex officio* member.

Columbia Gorge Community College
Board of Education
2010-11

Position	Name	Occupation	County	Date Elected	Term Expires
1	M.D. Van Valkenburgh	Attorney	Wasco	Elected 2001	June 30, 2013
2	Dr. James R. Willcox	Orthodontist	Wasco	Elected 1977	June 30, 2013
3	David Fenwick	CEO of vLetter, Inc	Hood River	Elected 2003	June 30, 2011
4	Christie Reed, Chair	Farm Owner	Hood River	Elected 2003	June 30, 2011
5	Dr. Ernest Keller	Small Business Owner	Wasco	Elected 2001	June 30, 2013
6	Stuart Watson, Chair	Small Business Owner	Hood River	Elected 2007	June 30, 2011
7	Charleen Cobb, Vice Chair	Retired	Wasco	Elected 2001	June 30, 2013

Acting as a Committee of the Whole

No member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole (see EV 2.A.3).

Board Oversight and Policy Development

The board establishes policies regarding its own organization and operation as well as issues related to the entire college. Policies regarding board organization are found primarily in Policy BBA, Duties of the Board of Education. The board's policy-making authority is established in Policy BF, Policy Development. Institutional policy changes and/or new policies are dictated by the state of Oregon and relevant court decisions and are brought forward by the college

administration for board consideration and adoption. As part of its review of current college policies, the Board of Education requested a policy analysis by the Oregon School Boards Association. The results of the analysis were received in the fall of 2010, and the administration will be updating policies as needed (see EV 2.A.4).

Evaluation of the Chief Executive Officer

As stated in Policy BBA, it is the responsibility of the Board of Education to "select a president and support him/her in the discharge of his/her duties." The board holds the president responsible for carrying out its policies within established guidelines and for keeping the board informed about college operations (see EV 2.A.2).

The president is evaluated annually by the board during an executive session at the January board meeting. The foci of the evaluation are five goals and corresponding performance objectives set by the board and addressed by the president in his self-assessment. The goals are: leadership, administration and educational excellence, communications, honesty and integrity, and long-term perspective.

Board Self-Assessment

Starting in October 2008, the board adopted an annual self-assessment process to evaluate its performance and effectiveness. The process is coordinated by the president, board chair, and executive assistant to the president and the board. More recently, as a result of the 2010 college strategic planning process, the board self-assessment is aligned with the college's planning cycle. In 2011, the assessment process followed Association of Community College Trustees guidelines and focused on three areas: accreditation, assessment/results of key strategic initiatives and core themes, and financial sustainability (see EV 2.A.5-6).
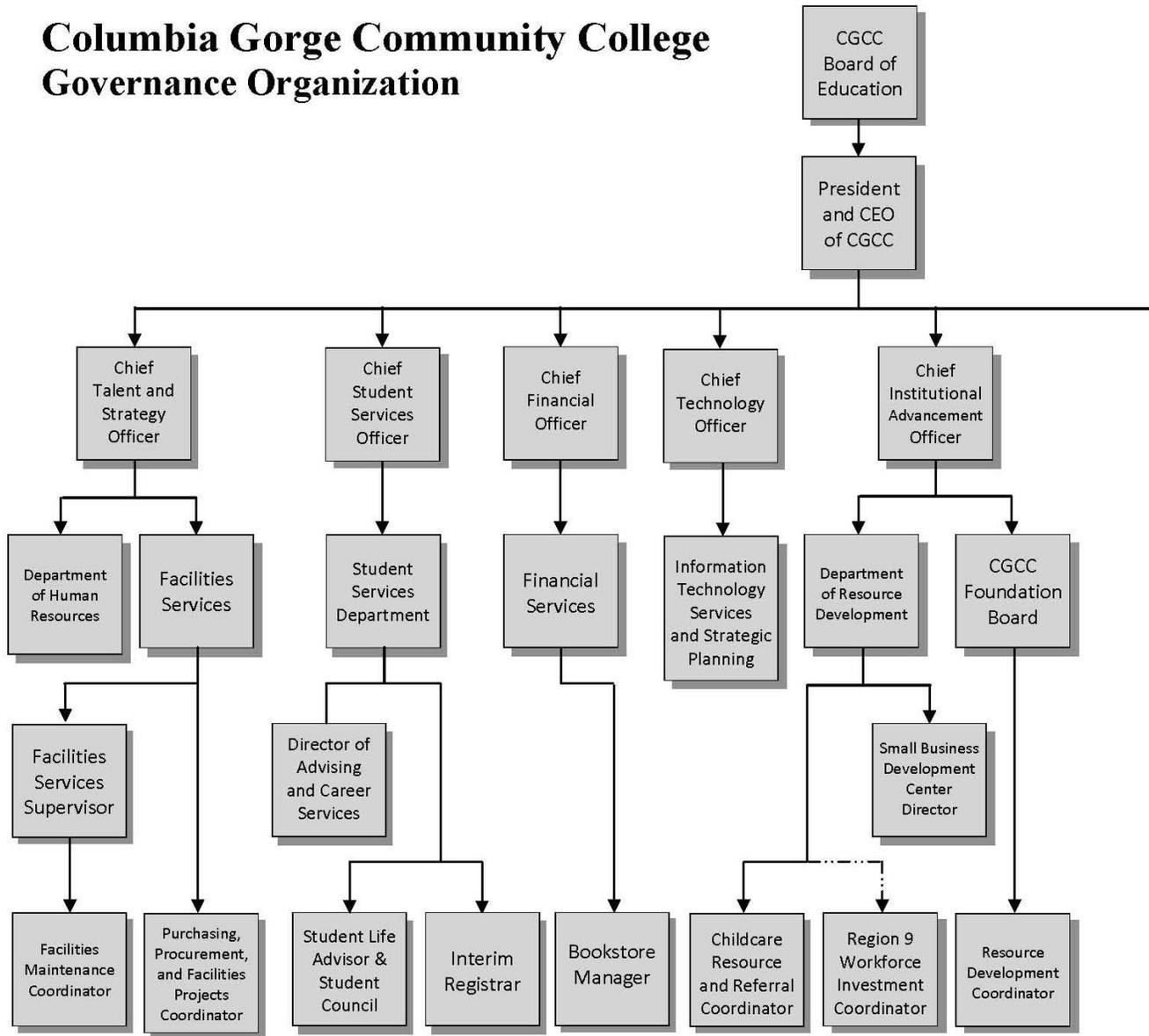
Leadership and Management

Effective Leadership

The Executive Leadership Team meets weekly or as needed to plan, organize, and manage the affairs of the college and assess its achievements and effectiveness. The college president, chief financial officer, chief academic officer, chief student services officer, chief institutional advancement officer, chief talent and strategy officer, chief planning and information technology officer, and executive assistant to the president and board represent the functional areas of the college and serve as a core group, with other college leaders involved in meetings as appropriate. Minutes of these meetings are kept on the CGCC Intranet (see EV 2.A.7). The board and president rely on the ELT to provide expert advice in their respective areas and view the college as an entire system rather than individual, disconnected parts. Each person has appropriate levels of education, experience, responsibility, and accountability.

The executive assistant to the president and board records all decisions and discussions of the ELT. The assistant also ensures that published board policies accurately reflect board policy revisions and additions, maintains the president's appointment schedule and correspondence, acts as general assistant to the board, and fulfills other duties as published or assigned.

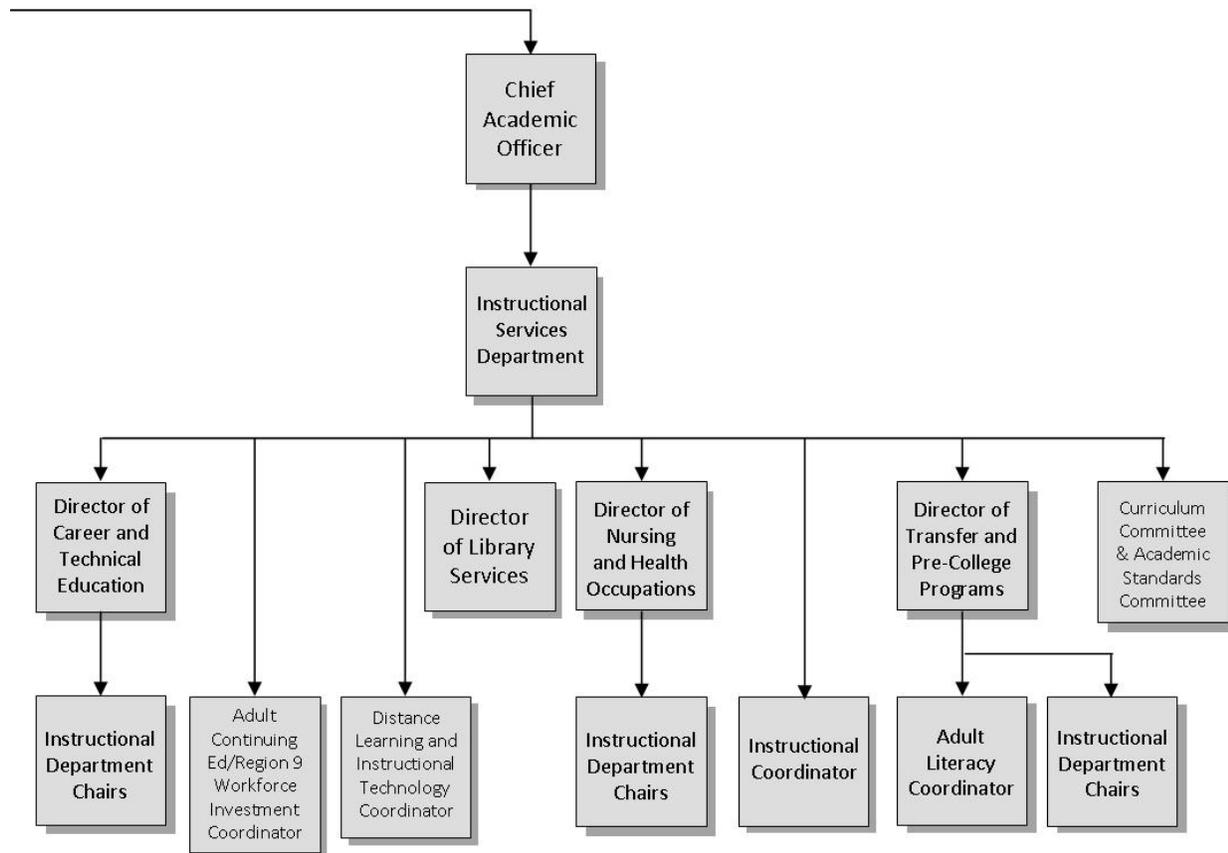# Columbia Gorge Community College
Governance Organization

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CGCC Board of Education
        │
        ▼
President and CEO of CGCC
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Chief Talent and Strategy Officer
- Department of Human Resources
  - Facilities Services Supervisor
    - Facilities Maintenance Coordinator
- Facilities Services
  - Purchasing, Procurement, and Facilities Projects Coordinator

Chief Student Services Officer
- Student Services Department
  - Director of Advising and Career Services
    - Student Life Advisor & Student Council
    - Interim Registrar

Chief Financial Officer
- Financial Services
  - Bookstore Manager

Chief Technology Officer
- Information Technology Services and Strategic Planning

Chief Institutional Advancement Officer
- Department of Resource Development
  - Small Business Development Center Director
    - Childcare Resource and Referral Coordinator
    - Region 9 Workforce Investment Coordinator
- CGCC Foundation Board
  - Resource Development Coordinator

The college administration is also composed of directors and coordinators who exercise responsibility and significant autonomy to conduct important day-to-day operations that are crucial to the success of the college mission. They assist in shaping the college's strategic direction by communicating ideas and initiatives to the ELT.

The duties and responsibilities of these administrators are clearly defined and published as part of their job descriptions on the college intranet at (see EV 2.A.8).

Qualified Chief Executive Officer

The college president (chief executive officer) has full-time responsibility to the institution. Aside from a prominent and distinguished 30-year career in the United States Air Force, where

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                                                    │    Chief     │
                                                    │   Academic   │
                                                    │   Officer    │
                                                    └──────────────┘
                                                           │
                                                    ┌──────────────┐
                                                    │ Instructional│
                                                    │   Services   │
                                                    │  Department  │
                                                    └──────────────┘
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| Director of Career and Technical Education | | Director of Library Services | Director of Nursing and Health Occupations | Director of Transfer and Pre-College Programs | Curriculum Committee & Academic Standards Committee |

| Instructional Department Chairs | Adult Continuing Ed/Region 9 Workforce Investment Coordinator | Distance Learning and Instructional Technology Coordinator | Instructional Department Chairs | Instructional Coordinator | Adult Literacy Coordinator | Instructional Department Chairs |

he attained the rank of colonel, the president has a BA in Industrial Management and an MBA with a focus in behavioral sciences from the University of Portland, Oregon. In addition, he has earned an MS in Systems Engineering and PhD in Education from the University of Southern California. As the chief administrator and in accordance with board policies KA/KAA and KAA, the president serves in various capacities at the local and state levels and in several professional organizations (see EV 2.A.9-10). The president has national recognition for his work in the following two national professional organizations:

The Baldrige National Quality Program: The current CGCC president served ten consecutive terms on the Baldrige Board of Examiners, a review board for the Malcolm Baldrige National Quality Award, and he reported directly to the president of the United States. This experience has provided him an opportunity to study first-hand the management structures and strategies of

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successful organizations, giving him tools and concepts that may be applicable to the college. Although he no longer sits on the Board of Examiners, his expertise in this area is still recognized. He has presented to numerous groups and organizations in this capacity. Most recently, he has been contacted by the Performance Excellence Committee of the Department of Administrative Services for counsel relating to influencing decision and policy-makers on the adoption of Baldrige criteria as a guideline for Oregon's performance management efforts.

The American Society for Quality: The president has been a member of the American Society for Quality since 1992. In 2006 he was designated a Fellow of the society. A fellow has an established record of contributions both to the quality profession and to society. In this capacity, he is also known as the American Society for Quality's "Face of Quality," as can be seen on the society's website (see EV 2.A.11).

During fall 2010, the president was invited to participate in the first White House Community College Summit led by Dr. Jill Biden. His invitation came as a result of the national recognition of the college's Renewable Energy Technology program and rural health care training model.

Collaborative Leadership and Management

The president and ELT look throughout the organization for leadership and management to fulfill the mission of the college and achieve core theme measures. Examples of this inclusive, collaborative management are: 1) established cross-representative committees to advise and support college functions; 2) included broad representation of the college administration, faculty, staff, students, board members, and the community in the development of the core themes (see Chapter 4); 3) invited broader representation of managers to provide input and potential solutions for managing the college with fewer resources; 4) invited broader participation in the college's strategic planning monitoring process; and 5) developed and continued cross-departmental committees to address marketing, grants, new program and service initiatives and infrastructure necessary to support independent accreditation (see EV 2.A.12).

Policies and Procedures

Academics

Clearly Communicated Academic Policies

Current academic policies mirror those of PCC, guiding teaching, service, scholarship, research, and artistic creation and underlying CGCC academic procedures and processes. Academic policies are outlined primarily in Board Policy I: Instruction and Board Policy J: Students. CGCC's Academic Standards Committee is reviewing current policies, developing new policies as required by policy changes at PCC, and drafting policies to put into place once independent accreditation is achieved. Revisions and new policies, as per PCC action, are sent to the chief academic officer and chief student services officer before being presented to the Board of Education for approval (see EV 2.A.13-14). The Academic Standards Committee is developing a college webpage for communication and reference. Selected changes in policies are reviewed at faculty in-services and communicated in the college's "Campus View" newsletter.

References to academic policies as well as faculty and student rights are found in the Board Policies section of the college website and in the Faculty Handbook, the Student Handbook, and the college catalog. Academic policies are scheduled to be reviewed on a three-year rotating basis.

Library and Information Resources

Policy IIBB, Library Policy, and Policy IIBGA, Electronic Communications System: Electronic Information Resources and Internet Acceptable Use Policy regulate the use of library and information services (see EV 2.A.15). The information is publicized in the college catalog, quarterly class schedules, and the college website. Library and Information Technology Services staff monitor compliance of the policies.

Transfer-of-Credit Policy

The CGCC catalog states policies regarding transfer credits from other accredited institutions as well as non-traditional credit. Currently CGCC is following PCC guidelines, as PCC is the official recipient of transfer credits. The Academic Standards Committee is working on the transfer-of-credit policy and will present recommendations regarding transfer credit to the Board of Education in early 2012. Once approved, that policy will be reviewed within the three-year rotation of policy review and revised as necessary, consistent with NWCCU policies.

Students
Student Rights and Responsibilities

Student rights and responsibilities, including accommodations and access for students with physical or learning disabilities, appeal and grievance procedures, and expectations of academic progress, are clearly stated, readily available, implemented, and administered fairly and consistently. Included in these policies are expectations for student activities, organizations, and publications. Information is available on the website and in the college catalog, the Student Handbook, and the class schedule. Student advisors and administrative offices have copies for reference as well (see EV 2.A.16-18).

Student rights and responsibilities are delineated in Policy JF/JFA: Student Rights, Freedoms and Responsibilities; Policy JB: Equal Educational Opportunities; Policy JFAA: Academic Integrity Policy; and Policy JFH-AP: Student Grievance Procedure (see EV 2.A.19-22).

Admission and Placement Policies

Admission and placement policies that guide student enrollment are articulated in CGCC's catalog, particularly in catalog sections on admissions and registration. While CGCC currently follows PCC's policies for satisfactory academic progress, the Academic Standards Committee completed work on the development of CGCC's own policy and presented it to the Board of Education for approval in 2010. It is in place, ready to be implemented when independent accreditation has been granted (see EV 2.A.13).

Co-curricular Activities

Information concerning student organizations and co-curricular activities is available on the college website and in the Schedule of Classes, the Student Handbook, and the college catalog. The relationship of student organizations to the college as a whole is directly addressed in Policy IGDA (see EV 2.A.23).

Human Resources

Consistent, Fair, and Equitably Administered Personnel Practices

The college's personnel practices are equitable, consistent, and agreed to within each collective bargaining agreement. CGCC maintains and publishes policies and rules concerning human resources in Board Policy G, Personnel. These policies are reviewed annually by the Human Resources Department.

Communication of Personnel Matters

Personnel matters such as work responsibilities, employee rights, conditions of employment, procedures for evaluation, retention, promotion, and termination are addressed in the CGCC Management and Confidential Employee Handbook, the Faculty Handbook, most-recent collective bargaining agreements, position descriptions, and performance evaluations. In addition, each college department is in the process of creating a Processes and Procedures Manual that more specifically addresses the responsibilities of individual positions and identifies procedures for specific activities.

Maintaining Confidentiality

Staff personnel records are appropriately stored and locked for confidentiality as mandated by state law. The chief talent and strategy officer is the custodian of the staff personnel records. Files are maintained in locked, fireproof file cabinets within the chief's office, and the cabinets are locked when the office is unoccupied. The Instructional Services Office keeps the personnel files for credit and non-credit faculty.

Institutional Integrity

Accurate Representation of the Institution

CGCC seeks to provide accurate, consistent information to all its constituencies, primarily using the college catalog, quarterly class schedules, the college website, and other publications published by departments. Draft contents of major publications and advertising is routinely reviewed by the president, chief student services officer, chief academic officer, chief institutional advancement officer, and/or the college's Marketing Committee before final publication.

High Standards of Ethics

The college values integrity as one of its core values and considers it a foundation for all college-related activity. CGCC is committed to working toward the highest standards of ethics, integrity, and fairness and to providing the public with confidence in the organization and its educational services, administrative business processes, and financial data. The Department of Human Resources is developing a Statement of Core Values and an Employee Code of Conduct that was distributed to staff and faculty in the spring of 2011. Grievance procedures are outlined in Board Policy G: Personnel and Board Policy J: Students and in the Management and Confidential Handbook, latest collective bargaining agreements, and the faculty and student handbooks. Grievances are addressed as agreed to in each collective bargaining agreement.

Conflict of Interest

All members of the Board of Education and all college employees are required by policy to adhere to strict standards regarding conflict of interest. Policies BBFA and GBCA address this issue (see EV 2.A.24-25).

Copyright and Intellectual Property

The board asserts the college's proprietary rights to publications, instructional materials, and other devices prepared by college personnel during their paid work time, as stated in Board Policy GCQBA, Copyrights and Patents (see EV 2.A.26).

Accurate Representation of Current Accreditation Status

The college accurately represents its current accreditation status through its current accreditation statement:

Columbia Gorge Community College has been granted Candidate for Accreditation status by the Northwest Commission on Colleges and Universities. Candidacy is not accreditation nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission; it indicates that the institution has achieved initial recognition and is progressing toward accreditation. Until separate accreditation is granted, CGCC will continue to deliver college credit instruction, certificates and degrees through its contract with Portland Community College (PCC). PCC is accredited through The Northwest Commission on Colleges and Universities (NWCCU). Credits, certificates and degrees earned at CGCC appear on PCC transcripts and are transferable to four-year institutions, subject to the specific policies of those institutions. This statement is published in the college catalog, quarterly class schedule, and on the college website.

Contractual Agreements

Contractual agreements with external entities-- including scope of work and consistency with CGCC's policies and procedures, mission and goals, and accreditation standards--are subject to final review and approval by the college president. If appropriate, the purchasing and

procurement coordinator reviews and indicates that appropriate contracting and procurement steps have been taken before the contract or purchase is sent back to the requesting employee and forwarded on to the department chief and college president. All contractual agreements are kept on file in the Business Office.

Academic Freedom

Academic Freedom and Responsibility

Policy IB: Freedom of Expression is CGCC's primary policy regarding academic freedom and faculty responsibilities. It establishes that the college seeks to foster recognition of individual freedom and social responsibility. Instructors are entitled to freedom in their presentation and discussion of subject matter within course guidelines but required to identify material that is of personal view or opinion (see EV 2.A.27). Similarly, students are entitled to freedom in learning. Policy JBA and Policy JF/JFA deal with student rights regarding freedom from harassment and discrimination, freedom of expression, protection from improper academic evaluation, and improper disclosure of students' views, beliefs, and associations (see EV 2.A.28 and 2.A.19).

Course syllabi state the necessity of appropriate citation for work not original to the writer or presenter. The Student Handbook supports this by stating, "To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education. Students assume full responsibility for the content and integrity of the coursework submitted."

Finance

Fiscal Management

The institution has clearly defined, board-approved policies regarding finances. The president and chief financial officer provide oversight and management of financial resources, financial planning, reserves, investments, fundraising, cash management, debt management, transfers and borrowings between funds, and board approval and monitoring of operating and capital budgets. Regular reports to the Board of Education regarding the institution's financial status are given by the chief financial officer (see EV 2.A.29).

Evidence:

EV 2.A.1	Online Board Policy Manual url: www.cgcc.cc.or.us/PresidentsOffice/Policies/BoardPolicies.cfm
EV 2.A.2	Board Policy BBA
EV 2.A.3	Board Policy BBAA
EV 2.A.4	OSBA Board Policy Analysis
EV 2.A.5	CGCC Board Self-Assessment Agenda, October 13, 2009
EV 2.A.6	Board Self-Assessment–Accreditation 2008
EV 2.A.7	ELT Meeting Minutes url: http://intranet.cgcc.cc.or.us/ELTMeetingNotes/ELTNotesIndex.htm

EV 2.A.8   CGCC Job Descriptions url:
               http://intranet.cgcc.cc.or.us/HumanResources/Jobdescriptions.htm
EV 2.A.9   Board Policy KA/KAA
EV 2.A.10   Board Policy KAA
EV 2.A.11   American Society for Quality Website url:
               http://www.asq.org/learn-about-quality/quality-tools.html.
EV 2.A.12   Charter–CGCC Planning Leadership
EV 2.A.13   Board Minutes, April 13, 2010
EV 2.A.14   ASC Minutes, May 6, 2010
EV 2.A.15   Board Policies IIBB and IIBGA
EV 2.A.16   2010-11 Catalog
EV 2.A.17   2010-11 Student Handbook
EV 2.A.18   2010-11 Schedules
EV 2.A.19   Board Policy JF/JFA
EV 2.A.20   Board Policy JB
EV 2.A.21   Board Policy JFAA
EV 2.A.22   Board Policy JFH-AP
EV 2.A.23   Board Policy IGDA
EV 2.A.24   Board Policy BBFA
EV 2.A.25   Board Policy GBCA
EV 2.A.26   Board Policy GCQBA
EV 2.A.27   Board Policy IB
EV 2.A.28   Board Policy JBA
EV 2.A.29   Board Minutes, September 7, 2010

Strengths:

1. The system of governance is well-defined through a comprehensive set of policies and
   procedures that are periodically revised and updated. These describe the authority,
   responsibilities, and relationships among college constituencies.

Recommendations:

1. It is recommended that the Board of Education complete the analysis of the review of its
   policies by the Oregon School Boards Association and revise its policies accordingly.

2.B Human Resources

Personnel

CGCC in 2009-10 employed 66 full- and 23 part-time staff, 8 students, 19 full- and 104 part-
time faculty.

A three-year proposed budget is focused on re-engineering the college and improving efficiency
while still maintaining a high level of service and meeting independent accreditation

requirements. To complete the staffing infrastructure for independent accreditation, the college has hired a registrar in the winter of 2011 and a dedicated institutional researcher in the spring/summer of 2011. Funding for these positions will come from a recently received Title III grant.

In addition to supporting operational functions, CGCC is focused on long-range staffing to achieve college-wide goals while balancing current economic challenges. Due to two years of reductions in state revenue, a hiring freeze was implemented in May 2010 (see EV 2.B.1).

Evaluation of Administrators and Staff

Board Policy G, Evaluation of Staff, places responsibility for staff evaluation on the president or designee. According to Article XII of the Classified Collective Bargaining Agreement, classified staff are to be evaluated by July 1 of each year, and such evaluations "are for constructive employee development and are not considered discipline" (see EV 2.B.2).

Staff evaluations are conducted regularly at the discretion of each ELT department chief. In 2009, nearly half of CGCC non-faculty employees reported they had received an annual evaluation (see EV 2.B.3). Two evaluation forms are being used to provide descriptive and numerical ratings of employee performance. In addition, job descriptions are reviewed during this process and updated as necessary. The Human Resources Department is developing a uniform, comprehensive staff evaluation procedure that is expected to be implemented in winter 2011.

Professional Growth and Staff Development

The college embraces the concept of lifelong learning and supports professional growth and development of faculty, staff, and administrators. Requests for professional development funds can be submitted to the Human Resources Department after receiving approval from supervisors and the appropriate department chief (see EV 2.B.4). Three factors considered in approval are: available budget (funds dedicated for professional training differ from department to department); the ability to adjust staffing when the employee is absent; and how the training is relevant to the employee's current position.

Faculty submit requests for professional development to the appropriate instructional director and department chair, who forward the request to the chief academic officer (CAO) (see EV 2.B.5). Upon completion of the professional development activity, the faculty member is asked to submit a short written description of the activity to his/her department chair and instructional director, describing its relationship to the faculty member's professional development plan.

College employees may have access to departmental professional development funds to support their request to attend professional development activities related to their jobs and/or annual goals. Staff and faculty are encouraged to participate in other professional development activities that do not require the use of professional development funds, such as serving on community agency and professional association boards, a college committee, or volunteering in the community. The CGCC Administrative Procedures for Volunteer Leave policy outlines a newly created employee benefit for volunteering in the community (see EV 2.B.6).

Qualifications of Faculty

Oregon Administrative Rule (OAR) 589-008-0100 delineates faculty hiring standards as: "Teachers of lower division collegiate courses must include a master's degree in a subject area closely related to that in which the instructor will be teaching; however in subject areas in which individuals have demonstrated their competencies and served in professional fields and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived at the discretion of the college president." CGCC Board Policy GCA follows the OAR (see EV 2.B.7). Each faculty file contains an approval form indicating how the person meets the hiring requirements (see EV 2.B.8). Currently all Oregon community colleges are developing or revising provisional approval policies for College Now (dual credit) high school teachers and for potential faculty who may not meet the OAR regulations. CGCC faculty have also developed a set of standards for hiring guidelines once independent accreditation is attained. Until then, CGCC follows the faculty hiring practices of PCC.

The size of the faculty is sufficient for CGCC to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs. For the 2009-10 academic year, the college earned 1,260 FTE taught by19 full-time and 104 adjunct faculty, enabling the instructional program to meet the needs of its community by offering lower division collegiate, career and technical education, adult continuing education, pre-college, and English Speakers of Other Languages (ESOL) classes.

In previous self-studies, an increase in the ratio of full-time to adjunct faculty was a CGCC recommendation. The chief academic officer developed a plan to have a full-time faculty member for each discipline or program area that has sufficient numbers of courses or enrollment to support a full-time position. Before 2004, there were full-time faculty for biology, chemistry, mathematics, business, nursing, and Electronics Engineering Technology. In 2004, full-time faculty were hired for Writing/English and for Pre-College. In 2005, an additional biology full-time instructor was hired. With the development of the Renewable Energy Technology program in 2007, three additional full-time faculty were hired for that program in addition to one full-time faculty already on staff (the total has since been reduced to three positions); a full-time faculty for Medical Assisting was hired when the program was developed in 2007; and in that same year a full-time faculty member was hired for the Certified Nursing Assistant program. Also in 2007, a combination social sciences/arts & humanities full-time faculty position was developed and filled. When asked by the commission about not having full-time faculty for all of the college's career and technical education programs, the chief academic officer responded there was insufficient course load for full-time positions in programs that do not have full-time faculty currently. Also, she said that with the decline in state resources, she is not free to hire additional full-time faculty.

In response to declining state resources, the number of faculty retaining teaching assignments has been impacted due to scheduling fewer class sections and not filling or re-filling full-time faculty vacancies. When three full-time faculty retired or left their positions, the positions were not re-filled with full-time faculty, either because there were other full-time faculty for the programs or funding for the position was no longer available. When adequate resources are

restored, the filling of faculty positions will be dependent upon enrollment in program areas, development of new programs, and addressing program areas that do not have full-time faculty positions. CGCC is able to attract highly qualified adjunct faculty, allowing students the opportunity to learn from and experience several different teaching styles and gain real-time insight from working professionals.

As part of the planning and work to seek independent accreditation status for CGCC, an Instructional Governance Model was formed in 2007. The model originally consisted of nine faculty department chairs but currently has eight; they have responsibility for recommending adjunct faculty hires and teaching assignments, mentoring and evaluating adjunct faculty, scheduling of classes, reviewing course/certificate/degree information in the catalog, and working with the instructional directors and chief academic officer for instructional processes and procedures. The chairs developed the college's Core Outcomes, General Education Philosophy Statement, the CGCC Education Philosophy Statement, and the review of all the course outcome guides and course outcomes. In addition, the chairs are leading the development of assessment strategies for student learning outcomes. The model also established the Academic Standards and Curriculum committees that are led by and comprised of faculty and staff from a variety of college departments.

Faculty Responsibilities and Workloads

Article VI–Work Year and Workload, of the Faculty Collective Bargaining Agreement, defines the number of contract days, hours worked per week, and faculty assignments (see EV 2.B.9).

In summer 2010, new class enrollment limits and minimum class sizes were implemented to address the college's explosive enrollment growth and growing budget constraints. With input from department chairs, the class enrollment limit went from 25 to 30, where classroom size, the Fire Marshall Code, safety, and instructional integrity will allow. Several faculty accepted more students above the new limits if the above allowances permitted. The minimum class size went from 10 to 12 after the Office of Instruction conducted a cost-benefit analysis. These changes made it possible to serve a record number of students without an increase in resources (see EV 2.B.10). In addition, faculty have chosen to take on additional committee work in preparation for independent accreditation.

Evaluation of Faculty
Probationary, Full-Time Faculty
The Full-Time Faculty Development & Evaluation Plan Agreement details the specific aspects of full-time, probationary faculty evaluation (see EV 2.B.11). By March 31 of each year, an Evaluation Review Conference is arranged by the chief academic officer or designee to share a written report on the evaluation results and to discuss the evaluation summary with the faculty member. After the review, a copy of the evaluation report is given to the faculty member and the president and placed in the personnel file.

In response to a recommendation given by the commission to develop an evaluation process for post-probationary faculty, a sub-committee of the department chairs developed an evaluation process. The proposal was part of the recent faculty collective bargaining negotiations (see Ev 2.B.12).

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Adjunct Faculty
The current process for adjunct faculty evaluation includes the following steps:

- First term: The first evaluation for an adjunct instructor will be a faculty/peer observation (an informal observation, which will not go in his/her faculty file).

- Second term: A formal evaluation (classroom observation) by supervisor or designee which will go in his/her faculty file.

- Third term: Self-evaluation, including a response to previous evaluations and a minimal portfolio (course syllabus, assessment tool(s), and anything else the instructor wants to include). Formal evaluation (based on a classroom visitation) by a peer of faculty member's choice that will go in his/her faculty file.

- The next three terms are observation-free.

- The next observation will take place at a minimum of one formal evaluation (by supervisor or designee) every seven to nine terms of the faculty member's active teaching terms.

- A follow-up meeting with a peer or supervisor is required to discuss the written classroom observation summary report.

In response to a recommendation given by the commission on colleges and universities related to adjunct faculty evaluation, a sub-committee of department chairs is currently developing a plan for more fully implementing the above evaluation process for adjunct faculty as a means of formative improvement or recognition of meeting the expectations for quality teaching at CGCC (see EV 2.B.13).

Evidence:

EV 2.B.1   Freeze Exemption Form
EV 2.B.2   Classified Collective Bargaining Agreement, Article XII
EV 2.B.3   2010 Staff Survey Summary
EV 2.B.4   Professional Development Funds Request Form - Staff
EV 2.B.5   Professional Development Funds Request Form - Faculty
EV 2.B.6   CGCC Administrative Procedures for Volunteer Leave
EV 2.B.7   Board Policy GCA
EV 2.B.8   Instructor Approval Form
EV 2.B.9   Faculty Collective Bargaining Agreement, Article VI
EV 2.B.10   Class Size Procedure
EV 2.B.11   Probationary Full-Time Faculty Evaluation Plan
EV 2.B.12   Post-probationary Full-Time Faculty Evaluation Plan
EV 2.B.13   Adjunct Faculty Evaluation Plan

Strengths:

1. By summer 2011, CGCC will have the necessary staffing in place for all functions that will meet the needs of an independent college.

2. Human Resources developed forms and processes to formalize and streamline operations in preparation for independent accreditation.

3. College faculty and staff are committed to the mission and core themes of the college as shown by active participation on college committees, willingly accepting to continue additional work in seeking independent accreditation, and actively participating in college activities.

Recommendations:

1. The Department of Human Resources should continue working on a comprehensive and consistent evaluation process for all staff.

2. Continue to monitor the need and resources for adding full-time faculty as appropriate.

2.C Education Resources

Instructional Services

Instructional Services holds responsibility for the development and integrity of the following: credit certificate and degree, pre-college and ESOL, and adult continuing education programs; curriculum development and approval, certificate and degree catalog content; faculty hiring, mentoring, and evaluation; grant-writing and management activities; equipment and other donations to support programs; tutoring, literacy, distance learning and instructional technology; library and information technology; and some co-curricular activities and services. The above areas of responsibility require that instructional staff be heavily involved with community, business and industry, public agency, and other education providers on a regular basis, often serving on statewide councils, legislative taskforces, and community boards.

The Strategic Master Plan and Instruction Action Item List (IAIL) are primary planning documents to support the diversity of the above responsibilities. To facilitate communication and shape future direction, the chief academic officer convened two planning meetings with Instructional Services staff during the summer and early fall of 2010. Using the college vision, mission, and values statements, instructional staff developed their own guiding documents (see inserted box next page). Major tasks for the next two years were also identified (see EV 2.C.1-2). Examples of outputs and outcomes from this planning are: the development of a monthly update of current activities, sent to all instructional staff and the president; a revised agenda template for the department chair meetings, which lists recommendations and due dates from the IAIL; and faculty flexibility in accepting new minimum and maximum class sizes as part of addressing current state resource reductions.

Two all-day faculty in-services are held annually. For the past three years, the primary foci of these meetings have been: developing the necessary infrastructure for faculty oversight of curricular and faculty hiring guidelines, learning outcomes, assessment of outcomes; Quality Matters Standards for distance-delivered courses; use of technologies; and successful teaching/learning/classroom management strategies. An additional focus has been on student success and retention, including the reporting of the data outcomes of the Community College Survey of Student Engagement (CCSSE) survey. Officers from the Student Council and the Phi Theta Kappa honorary society are invited to give presentations of their planned activities and to make requests for faculty support and involvement (see EV 2.C.3).

Instructional Services

Vision
Inspire innovative and responsive education.

Mission
Provide and support excellence and quality in current, cutting-edge, life-long learning for the educational environment and community.

Values
Respect for the Individual
Integrity First
Community Focus
Commitment to Learning
Excellence
Service
Listening/Hearing with Purpose
Communication
Flexibility/Willingness to Change and Accepting Change

To fully utilize available decision-making tools for the directors, coordinators, and staff, the chief academic officer scheduled training sessions using RogueNet course management and financial systems and reports.

Programs and Accountability

Columbia Gorge Community College provides associate transfer degrees, career/technical education associate of applied science degrees, certificate programs, and non-credit pre-college and ESOL, adult education, and community education classes. In support of the college mission, the college communicates regularly with stakeholders to ensure that programs are responsive to the needs of the communities and constituencies it serves. Consistent with its three core themes, CGCC has strong working relationships with local high schools, degree partnership institutions, state agencies and local industry to extend its offering of for-credit educational programs. The college continues to strengthen the programs that facilitate a student's entry into college and exit point to a career or to another school. It also ensures—through participation in state and national groups and program review processes—that programs adhere to accepted standards.

Program Outcomes and Requirements

CGCC publishes an annual catalog detailing requirements for: admission; degree, certificate, and program completion; and graduation. Core learning outcomes and outcomes for degrees, programs and certificates are clearly stated and include minimum grade point averages, credits required, and required courses and pre-requisites. To aid students in selecting appropriate courses to meet their career goals, the catalog also includes career pathways information. Course descriptions are published in the catalog for each course offered. To assist with degree

planning, the catalog refers students to online degree planning worksheets (see EV 2.C.4).

Course-level outcomes are required on all syllabi, which are provided to enrolled students at the beginning of the term. Additionally, Instructional Services maintains a file of syllabi for every course, and copies are available to students who are considering enrollment in a course.

CGCC faculty are in the process of reviewing course outcomes, mapping those to the college core outcomes and newly approved Associate of Arts Oregon Transfer Degree outcomes. Starting in the fall of 2010, faculty began identifying assessment strategies for the core outcomes. The next step will be to identify assessment strategies of course outcomes. Once this work is nearing completion, the focus will shift to the review of program or degree outcomes and development of assessment strategies for this higher level of outcomes. Meanwhile, faculty department chairs are finalizing components of program reviews and a timeline for when each program will be reviewed. An Institutional Assessment Committee is providing input in the development of assessment language and strategies.

Proposed course outcome guides will ultimately be sent to the CGCC Curriculum Committee for review. With the committee's approval, the revised course outcome guides will be held in waiting for inclusion into syllabi and other related publications once independent accreditation is granted.

Starting Fall Term 2010, the new AAOT outcomes embed information literacy in the writing course sequence. The public services librarian worked with faculty in other departments to integrate information literacy and library resources in their courses.

Curriculum Processes and Procedures

CGCC's Curriculum Committee was formed in 2008. Its charter specifies its composition and responsibilities (see EV 2.C.5). Comprised of eight full- and part-time faculty members, a library representative, and an instructional director, the committee is responsible for reviewing courses, degrees, certificates and programs. Its charter requires representation from all academic departments to ensure that curriculum is evaluated in a holistic way. The committee is supported by curriculum and student services staff.

While all curricular changes still require approval by PCC, CGCC's Curriculum Committee is already performing the tasks that will be required of it upon independent accreditation. The committee reviews all curriculum additions, deletions, or revisions initiated at CGCC and makes a recommendation to the chief academic officer and ultimately the president. New programs or substantive revisions in existing programs require board approval.

Curriculum/program changes initiated at PCC are monitored by curriculum staff and forwarded to appropriate department chairs and instructional directors. A spreadsheet on the curriculum webpage tracks all changes initiated at PCC or CGCC and is accessible to anyone (see EV 2.C.6). Department chairs have the responsibility for ensuring that their faculty are informed of any changes pertinent to their teaching assignments.

The Curriculum Committee's administrative staff continues to use PCC procedures for curriculum review and implementation. To prepare for carrying out these functions independently in the future, the staff has been researching curriculum processes at similar- sized community colleges in Oregon. A curriculum procedures handbook specifically for CGCC will be developed in 2011. A process is also being formulated to handle the rollover, upon independent accreditation, of existing curriculum and a plan for the ongoing periodic review of curriculum.

Academic Standards

CGCC's Academic Standards Committee has been working on the development of consistent, clearly defined standards. Its charter specifies a composition that includes part-time and full-time faculty, an instructional services director, representation from Student Services, and a student representative (see EV 2.C.7). The committee focuses on academic policies, including but not limited to:

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

Once the committee develops a policy, it is referred to the chief academic officer and chief student services officer, who take the recommendation to the Executive Leadership Team for review. All policies must ultimately be approved by the Board of Education. Thus far, the committee has produced and garnered board approval for the following policies (see EV 2.C.8):

- Satisfactory Academic and Student Progress Policy
- Credit Course Challenge Policy
- Course Challenge for Competency Policy
- Student Enrollment in Concurrent or Overlapping Courses Policy

In the 2010-11 academic year, the committee is moving forward with its development of policies. It is also in the process of reviewing and creating a list of priorities to shape its work in the coming year.

Faculty Hiring Practices

Department chairs, who are elected by the members of their respective academic departments, have an active role in recommending new faculty in their department. The job description for department chairs outlines this responsibility, and it directs department chairs to include other faculty in the screening and interviewing of candidates (see EV 2.C.9).

The inclusion of faculty in the hiring process of adjunct faculty is inconsistent and not listed as

a requirement on hiring checklists (see EV 2.C.10-11). A significant number of faculty are adjunct and hired to fill an immediate need. Department chairs usually perform the interview and review application materials. Chairs then make a recommendation to the instructional director or chief academic officer. However, some departments do convene faculty interview committees as part of the hiring process.

A sub-committee of department chairs recently reviewed state and PCC faculty hiring guidelines and recommended minor changes for faculty without a master's degree in the content area upon independent accreditation. The sub-committee has also recommended that consistent interviewing processes be developed. This work was completed in December 2010 (see EV 2.C.12).

Experiential Learning

Based on PCC policies, CGCC does not offer credit for experiential learning. However, with independent accreditation, the CGCC Academic Standards Committee may address policy for the awarding of credit for prior experiential learning.

Transfer Credit

Currently, PCC makes final determination of transfer credits. To receive transfer credits, students must provide an official transcript and be enrolled at CGCC to have an official evaluation completed by PCC. Historically, this has been a slow process, but PCC recently made it a priority to improve the transfer credit process for its students, resulting in an improvement in the timeline for evaluation of CGCC students' transfer credit requests. Only credits for programs that PCC offers can be transferred. PCC posts transfer credits on a student's transcript when a degree or certificate is completed.

CGCC academic advisors provide an unofficial evaluation of transfer credits. Since most transfer credits are similar to courses offered by the college and other colleges and universities in the region, the determination of transfer credit is relatively easy. When advisors have questions about a transfer credit, they may consult the chief student services officer. Non-traditional transfer-credit requests are referred to PCC.

It is anticipated that CGCC will adopt a credit transfer process similar to PCC's once CGCC is independently accredited. Issues to be addressed include when the college will perform an official evaluation and when to post transfer credits to a transcript. The timeline for addressing these and other credit-transfer issues will hinge in part on the implementation status of a degree audit system that has been requested under a Title III grant. Currently CGCC has articulation agreements with OIT for students transferring from CGCC's RET program to OIT and for two business degrees. CGCC also has: articulation agreements with Clackamas Community College, Chemeketa Community College, and Linn-Benton Community College to allow students to transfer into CGCC's RET program; an articulation agreement with Chemeketa for three viticulture degrees; and a partnership agreement with Linn-Benton for a Diagnostic Imaging Program (see EV 2.C.13).

Undergraduate Programs

General Education

Through its contract with PCC, CGCC offers five general studies degrees: an Associate of Arts Oregon Transfer (AAOT), an Associate of Science (AS), an Associate of General Studies (AGS), an Associate of Applied Science (AAS), and an Associate of Science Oregon Transfer in Business (ASOT-BUS). The AAOT and AS are designed for students intending to transfer credits to a baccalaureate degree program, the AAS is for students in career and technical education programs, and the ASOT is for students wishing to transfer to any Oregon university system school business program. The AGS is a terminal degree designed for students seeking a broad education but not planning to transfer credits to a baccalaureate program. All degrees are reviewed and approved by the ODCCWD, the Office of Degree Authorizations, and the Oregon State Board of Education. Transfer degrees are developed in coordination with the Oregon university system.

All degrees have a core of general education courses prescribed by the state. These courses are distributed across the major general education divisions, including the humanities and fine arts, natural and social sciences, and mathematics. All CGCC programs of one year or longer have a nucleus of general education and/or related instruction courses that address communication, computation, and human relations.

The Degrees and Certificates Committee of PCC's Education Advisory Committee is presently responsible for general oversight and specific requirements of all degrees and certificates offered at CGCC. Meanwhile, CGCC, through its department chair structure and Academic Standards and Curriculum Committees, is implementing procedures and structures to assume responsibility for the general education program once CGCC is independently accredited.

One of CGCC's initial products of the process toward independent accreditation was the development of a CGCC educational philosophy statement:

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

This now appears in the CGCC college catalog along with the following general-education philosophy statement:

> *Through a broad and well balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence with our students.*

In support of these statements, the college has also developed the following core outcomes:
- Communication: Students will communicate effectively orally and in writing, using appropriate language and modality.

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

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

- Cultural Awareness: Students will cultivate a respect for diverse cultural perspectives.

- Community and Environmental Responsibility: Students will address the consequences of human activity upon our social and natural world through their respective discipline.

Stated Learning Outcomes

CGCC is a contracting college of PCC and uses course and program outcomes developed by PCC faculty. In anticipation of independent accreditation, CGCC faculty have begun reviewing PCC course outcomes for classes taught at CGCC. Assessment strategies for these core and course outcomes are being addressed at the department level. Once this work is completed, the faculty will begin development of CGCC program outcomes and assessments. The faculty have drafted a program review process and timeline that were reviewed by department chairs and approved for recommencation to the chief academic officer. CGCC faculty and instructional staff hav adopted an action item list for this work to ensure adequate infrastructure, resources, and processes are in place once CGCC is independently accredited (see EV 2.C.14-15 and 2.C.2).

Continuing Education and Non-Credit Programs

Adult Continuing Education Programs

In 2009-10, CGCC's community and continuing education programs offered over 600 course sections in areas such as health and safety, recreational and outdoor sports, child care, vocational or work-related, computer science, business, foreign languages, creative arts and Road Scholar (formerly Elderhostel) (see EV 2.C.16). The mission of the Community Education Program is consistent with the college's core theme of *Transforming Lives (Education)* and *Strengthening Our Community (Partnerships)*. Specifically, the program addresses Objectives B1 and C1, which prioritize students' preparation for the workforce and strengthen the college's relationships with local industry and community agencies. For example, the college will be offering a new program called Healthcare Interpreter Training, which trains language interpreters for healthcare providers and patients. This course started in November 2010 (see EV 2.C.17). While many of CGCC's community education courses offer professional training, many others are taken for personal enrichment.

The Revised Fundamentals of Caregiving program provides hands-on, basic training to home-care aides living in rural counties of Washington state. Since January 2011 the college has contracted with Washington state to provide this training and 10 hours of annual continuing education. Beginning in January 2011, and as a result of the election, the college contracted with the newly formed Service Employees International Union's Northwest Training Partnership to deliver home care aide instructor-led basic training and required annual continuing education (see EV 2.C.18-19). All the classes are held on the CGCC campus.

With the goal of strengthening community businesses (Objective C1), CGCC co-sponsors, with

the U.S. Small Business Administration, the Small Business Development Center (SBDC), which helps existing local businesses become stronger and expand their potential. The SBDC guides start-up businesses through the process of starting a company, with assistance including business name registry, licensing, and creating effective business plans. Also, every term SBDC offers a series of inexpensive courses in subjects like the use of computers in business, management, and marketing (see EV 2.C.20). In 2010 SBDC helped local businesses create 52 jobs, 17 more than the projected goal. Also, SBDC assisted in creating $1.3 million in capital and helped increase local business sales by over $1.5 million—eight times the center's projected goal (see EV 2.C.21). In 2009, the SBDC director won the U.S. Small Business Association Excellence and Innovation Award for Oregon and was appointed in 2008 to the Oregon Small Business Advisory Council by Oregon's governor (see EV 2.C.22).

Non-credit, continuing education, and customized workforce training courses are developed, evaluated, and, if necessary, eliminated, based on the needs of the community and local industry. Instructors are directly involved in course development and must draw up a course outline to submit to Instructional Services for approval. Non-credit education program managers collaborate as needed to avoid duplicating course offerings. The content of customized and workforce training courses is related directly to workplace needs, but instructors and CGCC management staff are responsible for the design and delivery of all courses.

Pre-College Programs

In order to *Transform Lives* and *Strengthen Our Community*, CGCC prioritizes *access* to education. Providing a strong and supportive entry point to college is one of the aims of the college's Pre-College Program. Pre-College serves students at both campuses, and they have a variety of goals. Students working toward a high school diploma can take high school credit completion courses or study and test for the GED in either English or Spanish. Students who do not place into college-level courses can enroll in developmental reading, writing, and math courses (see EV 2.C.23). As required by ODCCWD, CGCC's Pre-College Program prepares an annual report based on eight program areas: Program Administration, Recruitment, Orientation, Assessment for Accountability and Instruction, Retention, Transition and Completion, Support Services, and Instruction (see EV 2.C.24). These categories provide logical areas from which to extrapolate program strengths and goals year to year.

For example, as a result of the college's participation in the Oregon Pathways for Adult Basic Skills pilot study, during 2010-2011 a pre-college instructor and a Student Services advisor will begin customization of the Pre-College Career and College Awareness class. The goal for the year is to establish a process for identifying career content to be taught by a career advisor and to identify a workable team-teaching schedule (see EV 2.C.25).

Also, in response to recommendations from the 2009 ODCCWD program review, the CGCC Pre-College Department recognizes the need to restructure the department's offerings at the Hood River campus to align better with pre-college courses offered at The Dalles campus. However, budgetary constraints may prevent this from happening in the 2010-11 academic year, as originally planned.

CGCC also provides basic literacy instruction through its Title II Comprehensive Grant-funded Gorge Literacy program. Gorge Literacy trains volunteers from the community to tutor adult learners who wish to improve their reading, writing, math, and/or English conversation skills. In 2009-10, the program used 22 volunteers, trained 20 new volunteers, and served approximately 122 students (see EV 2.C.26). Each June, Gorge Literacy publishes a book of student writings, *Shared Voices: A New Writers' Collection*. *Shared Voices* provides an opportunity for often-unheard voices to be heard. Submissions are accepted from students enrolled within the previous year in any of the CGCC pre-college programs, including College-Prep, English for Speakers of Other Languages, GED Preparation, Gorge Literacy, High School Credit Completion, Spanish GED Preparation, and Writing 90 (see EV 2.C.27).

Continuing Education Credits

The granting of continuing education units (CEUs) is provided by PCC. A CEU request web form is completed by the CGCC program manager and submitted to the CGCC Curriculum Committee and the PCC Curriculum Committee (see EV 2.C.28). CGCC offers a number of CEU classes, including flagger certification training, Fundamentals of Caregiving, and Medication Aide. CGCC will need to develop its own policy and process for granting CEUs.

Non-Credit Records/Course Offerings

Non-credit course offerings are provided by various areas of Instructional Services, the Small Business Development Center, and Child Care Partners. Descriptions of the courses are published in the quarterly schedule of classes.

Registration for the classes is now available online through the college's RogueNet system (see EV 2.C.29), ensuring consistency in tracking, reporting, and archiving course data.

Evidence:

EV 2.C.1	Strategic Master Plan, February 2011
EV 2.C.2	Instructional Action Item List
EV 2.C.3	Fall Faculty In-service Agenda
EV 2.C.4	Online Degree Planning Worksheets url:
	http://www.cgcc.cc.or.us/StudentServices/Careerservice/DegreeWorksheets.cfm
EV 2.C.5	Curriculum Committee Charter
EV 2.C.6	Curriculum Changes url:
	http://www.cgcc.cc.or.us/Academics/FacultyResources/curriculumoffice.cfm
EV 2.C.7	Academic Standards Committee Charter
EV 2.C.8	ASC Minutes, May 6, 2010
EV 2.C.9	Department Chair Job Description
EV 2.C.10	Adjunct Hiring Checklist
EV 2.C.11	Updated Hiring Checklist for Staff/Faculty
EV 2.C.12	Department Chair Minutes, December 3, 2010
EV 2.C.13	Articulation and Dual Enrollment Agreements
EV 2.C.14	Program Review Process Steps

EV 2.C.15   Program Reviews for Departments Update, March 1, 2010
EV 2.C.16   2009-10 Schedules
EV 2.C.17   Healthcare Interpreter Application Packet
EV 2.C.18   Caregiver Training Agreement
EV 2.C.19   Caregiver Training Graphic
EV 2.C.20   SBDC Website url: http://www.cgcc.cc.or.us/sbdc/
EV 2.C.21   SBDC Annual Scorecard
EV 2.C.22   SBA Award Press Release
EV 2.C.23   Pre-College Website url:
                    http://www.cgcc.cc.or.us/Academics/dept/precollege/skill_center_landing.cfm
EV 2.C.24   Title II Strategic Framework 2008-2012
EV 2.C.25   Pre-College Strategic Plan – Summary
EV 2.C.26   Gorge Literacy Self-Report Data
EV 2.C.27   *Shared Voices*
EV 2.C.28   CEU Request Form
EV 2.C.29   Non-Credit Online Registration Website url:
                    https://webreg1.cgcc.cc.or.us/CE/instructions.asp

Strengths:

1. CGCC's Curriculum and Academic Standards Committees have two years of experience conducting their respective work.

2. Department chairs and faculty have taken ownership of the curriculum and the preparation to assume total oversight once independent accreditation is achieved.

3. The growing priority of curriculum assessment has empowered faculty to develop more meaningful and effective teaching and learning strategies.

4. Faculty and staff are partners in serving the highest enrollment the college has had, while addressing how to "do more with less" as state resources have declined.

5. Six college programs already undergo regular program review processes required by the state and/or professional associations. The programs are Pre-College, ESOL, Nursing, Medical Assisting, Emergency Medical Services, and Renewable Energy Technology.

6. Collaboration between advising and pre-college staff and administrators continues to be productive.

Recommendations:

1. Develop consistent program review processes.

2. Address consistency in faculty interview processes.

3. Research granting credit for prior learning experience.

2.D Student Support Services

Create Effective Learning Environments

Columbia Gorge Community College is committed to providing an exceptional level of student support. The college seeks to empower students and community members to begin the transformative process of educational discovery and set them on the path of lifelong learning.

This journey begins in the Student Services department, which is typically the first point of contact a potential student has with the college. Many student support resources are directly connected to the Student Services department, although all of the institution's departments play at least some role in student support and success.

Student support resources not under the purview of the Student Services department include tutoring, Gorge Literacy, GED testing, child care referrals through Child Care Partners (Resource Development), and the college's bookstore (administered by the Business Office).

CGCC provides student support services at both campuses to create and support effective learning environments. The Student Services department on each campus is set up as a "One-Stop Shop" where students can get general or specific information on programs and services, take placement tests, receive advising and career counseling, register for classes, troubleshoot registration problems, apply for financial aid, and pay tuition and fees.

CGCC uses current technology to ensure multiple points of access to student support services and information. Most student resources are accessible in four ways: in-person support on both campuses, phone, printed publications, and the college website. CGCC is also exploring the use of social media such as Facebook and Twitter to provide information and resources to students and the community. CGCC's official Facebook page and Twitter feed are administrated by the president's office. The CGCC bookstore maintains a separate Facebook page that disseminates information about bookstore activities, hours of operation, and other opportunities of interest to students.

Student Services is also involved, as appropriate, in troubleshooting potential issues between students and faculty, and it is actively involved in recruitment and marketing for specialized programs such as Renewable Energy Technology and the College Assistance Migrant Program. It also works with the Resource Development Office regarding awarding and tracking of CGCC Foundation scholarships.

CGCC provides the following programs and services for student support:

- Admissions and Registration
    ◊ Trained staff assist students in admissions and registration
    ◊ Admissions and Registration are available online
    ◊ Students have 24-hour access to admissions and registration through online system.

- Advising

- ◊ Academic Advisors—professional advisors
  - ♦ Degree planning and appropriate course selection
  - ♦ Course load balancing assistance
  - ♦ 4-year college transition
  - ♦ Coordination of 4-year college and university site visits
  - ♦ High School-to-college transition assistance
- ◊ Career Counseling
  - ♦ Job search
  - ♦ Resume services
  - ♦ Job interview workshops
  - ♦ Career decision making assistance
  - ♦ Occupational research
  - ♦ Interest, skills, and personality assessments
  - ♦ Career workshops
- ◊ PASS (Promoting Access to Student Success) program
- ◊ Student Success workshops

- Orientation Programs
  - ◊ New students
  - ◊ GED
  - ◊ Pre-College programs
  - ◊ Specialized programs—Nursing, Renewable Energy Technology, Medical Assisting , Diagnostic Imaging (in partnership with Linn-Benton Community College)

- Financial Aid Services
  - ◊ Federal financial aid, including Pell grants, Supplemental Education Opportunity Grants (SEOG), Direct subsidized and unsubsidized loans, and work study
  - ◊ State grants, including the Oregon Opportunity Grant (OOG)
  - ◊ Tuition scholarships awarded through the CGCC Foundation

- Disability services

- Test proctoring
  - ◊ CAS 133 course challenge through Cengage SAM 2007
  - ◊ CASAS (Comprehensive Adult Student Assessment Systems) testing for Pre-College program assessment
  - ◊ COMPASS placement/basic skills assessment test
  - ◊ Distance learning courses (for CGCC and other schools)
  - ◊ GED official testing center
  - ◊ National Registry of Emergency Medical Technicians exams through Pearson VUE
  - ◊ Oregon Department of Agriculture Pesticide Certification

- Tutoring Services
  - ◊ Gorge Literacy (adult literacy program)
  - ◊ Tutoring Labs (college-level support)

- Child Care Partners (child care referrals and training)

- Student Organizations
  ◊ ASCGCC—Associated Student Council of Columbia Gorge Community College (Student Council)
  ◊ Alpha Sigma Xi—CGCC chapter of Phi Theta Kappa, International Honor Society of Two-Year Colleges
  ◊ Delta Energy Club
  ◊ Japanese Visual Culture Club
  ◊ Multicultural Club
  ◊ Student Nurse Association
  ◊ Environmental Club

- College Assistance Migrant Program (CAMP) student monitoring liaison

Tools for Assessment of Effectiveness of Student Support Resources

The Student Services Mission Statement is: "*Student Services will provide information and tools for students to help them become more self-reliant and successfully navigate enrollment services in order to accomplish their academic goals.*"

To assess the effectiveness of student support resources, CGCC has implemented several assessment tools. In the 2008-09 academic year, a Student Services Assessment Committee was formed and meets each term. The goal of this committee initially was to develop an assessment tool that integrates evaluation criteria. The assessment tool is being revised in accordance with the NWCCU's newly-adopted guidelines.

The annual Student Profile document provides student demographics and characteristics. This information not only serves as a demographic study of CGCC students for a particular year; it also aids class scheduling by identifying which programs are in highest demand, helps with recruitment activities by focusing on a particular program or region of the college's service area, and examines emerging demands for services.

The annual Institutional Effectiveness Indicators Report also identifies characteristics of students, and this is useful for planning and budgeting. Student retention rates and continued success in subsequent courses impact scheduling of classes and organizing new student support services such as orientations and college survival coursework.

In spring 2008, CGCC administered the Community College Survey of Student Engagement to students. Information from this survey serves as baseline data and is being compared to future data as one way to assess the success of programs related to Student Services. The survey will be conducted again in spring 2011.

In Fall 2009, CGCC administered the Survey of Entering Student Engagement, which assesses students' first impressions of the school in six key benchmark areas. The survey was given to students in classes randomly selected from the total population of all English composition,

mathematics, and pre-college developmental courses. CGCC ranked in the top four community colleges in the state in all measured areas except one. Fifteen of seventeen Oregon community colleges participated in the survey. CGCC scored first in the state in the benchmark "Clear Academic Plan and Pathway," third in "Early Connections" and "High Expectations and Aspirations," fourth in "Effective Track to College Readiness" and "Academic and Social Support Network," and eighth in "Engaged Learning" (see EV 2.D.1).

Safety and Security

While the college does not have an Office of Campus Security, several policies, procedures, safety equipment and technological communication devices have been installed to provide a safe teaching/learning/working environment. Safety policies are in place and are reviewed annually at faculty and staff in-services. The chief student services officer annually reports campus safety data to the Integrated Post Secondary Educational Data System (IPEDS), and this information is shared locally in an annual campus safety report. This local report is available on the college website (see EV 2.D.2).

CGCC takes all and reasonable precautions to provide for the safety and security of its students, staff, and faculty. The CGCC Safety Committee, consisting of staff, faculty, and students, meets monthly to address issues related to campus safety. All staff and faculty are advised to call for immediate assistance from 911 emergency services as soon as any crisis situation arises. Students and staff may call the Facilities department and arrange for an escort to their vehicle between 4:00 p.m. and 10:00 p.m. This information is included in the 2010-11 Student Handbook and is posted in several locations across campus (see EV 2.D.3).

CGCC has an Emergency Response Manual that addresses student safety and emergency response during a crisis. The Safety Committee is responsible for ensuring that the college adheres to safety guidelines outlined in this manual and the development of new guidelines. Though the gathering areas and fire escape routes used during emergencies are unique to each campus, the guidelines outlined in the Emergency Response Manual are designed to be used at either campus. All classrooms contain telephones that can be used to dial 911 and to receive safety announcements. At The Dalles Campus, emergency phones are located in common areas throughout the classroom buildings and are accessible at all times for a free call to 911. An emergency phone is available within the commons area of the Hood River-Indian Creek Campus. Automatic External Defibrillators (AEDs) are placed in key locations on both campuses. At least one staff member from each department has been trained on how to use these devices in an emergency.

CGCC has recently implemented Flash Alert and the Cistera Networks Rapid Broadcast System for campus-wide emergency paging. This service is available across both campuses. The system is integrated with the campus phone system and allows the phones to be used as an emergency public address system. Authorized personnel can send out live emergency notifications or pre-recorded messages that play through the speakers on all school phones, which are located in classrooms, offices, and major hallways. As of November 2010, wall speakers have been placed in areas where phones are not currently available. In addition, the system can transmit text-style messages to all phones across both campuses or to targeted locations if needed. The system also

reports to key locations when any phone in the system dials 911, thereby alerting facilities staff.

Automatic locks have been installed on all interior and exterior doors to prohibit unauthorized access. These doors are controlled by a keycard entry system. The system is individualized so that specific access can be provided or denied to each cardholder on an individual basis, by specific times of access and non-access and by area. The keycard system is administrated by the Facilities supervisor from a centralized location. In case of emergency, locks are equipped with a manual key override. All locks are designed to be disengaged without a key from the inside, in accordance with fire regulations.

Admissions and Registration, Orientation, Recruitment

CGCC's Student Services department is responsible for the admission, registration, and orientation of new and continuing students. Recruitment is carried out by a college cross-departmental and programmatic Marketing Committee and designated advising staff. The areas of focus for the last two years have been high school students, members of the Latino community, and the unemployed/underemployed.

CGCC welcomes students at least 18 years old who can apply for admissions in person, by mail or by emailing the admissions form available online. Students 16 or 17 years old may be admitted if they have completed the GED, have been released from their high school, are in Expanded Options or Running Start programs, or are home schooled. Students under 16 years old with college-level academic ability and who can demonstrate the maturity to successfully complete college work may also be admitted following an interview with the chief student services officer. Students who are 16 or 17 years old and want to obtain their GED must have been released from their high schools.

Unless a student has had recent college course work at another institution, all new students are required to take the COMPASS test to determine appropriate course placement in math, reading, and writing. All students are scheduled to meet with an academic advisor who will lay out a plan of projected courses to meet the student's educational goal, approve the on-line registration process for up to one year, and for first- term students make a follow up appointment with the advisor to monitor progress. This ensures that students have received some guidance on appropriate course selection and understand the resources available to them.

New credit students, with the exception of those with other recent college course work, are required to attend a New Student Orientation. This is conducted by an academic advisor and includes general information about the college and its programs, an opportunity for specific questions, and help registering for the first time online.

Students are given an advising folder that contains essential information they can easily reference throughout the term. A follow up "North Star" appointment is then scheduled in the 3rd or 4th week of the student's first term to assess the student's progress, give the student an opportunity to ask questions, and identify potential issues. This connection between the student and the advisor is critical for the success of the student in meeting his/her academic goals.

There are also pre-application information/orientation sessions for several limited-entry programs such as Nursing, Renewable Energy Technology, Diagnostic Imaging, and Medical Assisting.

High School Partnership Programs Admission, Enrollment, and Orientation

Columbia Gorge Community College participates in three programs that allow students still attending high school access to college-level classes. These three programs are College Now, Expanded Options, and Running Start.

College Now (formerly Project Advance) is designed to award dual credit (high school and postsecondary) for courses taken at local high schools. To be eligible, high school instructors must meet college faculty qualifications, and students' skills must be appropriate to the college-level work. Participating students pay a reduced tuition for CGCC classes, complete a CGCC admissions form, and submit a registration form to CGCC for their College Now classes.

The Expanded Options Program (EOP) was established by the Oregon Legislature in 2005 with the enactment of Senate Bill 300. It provides the opportunity for Oregon high school juniors and seniors who are at least 16 and currently enrolled in high school to take CGCC classes that relate to the career and educational plan of the student at the expense of his/her local school district. The student must first consult with his/her high school counselor and meet the high school's criteria for EOP participation. After approval and referral by the authorized high school contact, the student applies to CGCC through the Student Services Office and enrolls in regular CGCC courses. Most tuition, textbook costs, and class fees are paid by the student's school district. Transportation costs and any other tuition and fees that are ineligible for reimbursement are paid by the student.

Running Start was established in 1992 by the Washington State Legislature. The program allows high school juniors and seniors an opportunity to take college classes at local community colleges; successful completion of the classes will fulfill high school diploma requirements and earn college credit. Washington students must consult with an advisor at their high school for entry into the Running Start program, and they will be referred to an academic advisor at CGCC for course selection. The student then applies to CGCC through its Student Services Office and enrolls in CGCC courses. The student's high school will pay for tuition; fees, books, and transportation costs are paid by the student.

Program Reduction, Discontinuation, and Review

Occasionally a program becomes obsolete or its need is significantly diminished, resulting in the program being discontinued or restructured. In the event of a program's discontinuation, advisors individually evaluate all students with a declared major in that program and work closely with students and with the Instructional Services department to ensure that those students who wish to continue with the program are able to access the necessary courses to complete the degree. Students graduating from any program may follow the degree requirements for any catalog year up to six years prior to the current year, provided they have earned at least one credit in each of those academic years. In the case of programs that have

been restructured, this provides a transitional period for students to complete a degree using the same requirements under which they started the program.

Publication of Information

Columbia Gorge Community College makes pertinent institutional information available to the public via several media. Policies, procedures, fee schedules, and most other documents are made available through traditional printed means, but CGCC also strives to make as much information as possible accessible through electronic means. Printed information is published in the college catalog, Student Handbook, Schedule of Classes, and printed copies of these documents are available upon request through the Student Services Offices at The Dalles and Hood River-Indian Creek campuses (see EV 2.D.3-5). Much of this information is also published digitally through the college website and is updated as necessary. Recently, CGCC has begun publishing news updates, security alerts, and policy changes through its Facebook page and Twitter account in addition to the website.

Documents published regularly are reviewed prior to publication to ensure accuracy. Documents not published regularly are updated when policy changes are implemented.

The following list details locations in printed or online media where institutional information is available:

- *Institutional mission:* Catalog 2010-11 page 2, Schedule Fall 2010 page 2, website http://www.cgcc.cc.or.us/PresidentsOffice/mission.cfm, or from any Student Services office, and posted in classrooms. The Core Themes will be published in the Spring 2011 Schedule of Classes.
- *Entrance requirements and procedures:* Catalog 2010-11 pages 9-11, Schedule Fall 2010 pages 4-5, website http://www.cgcc.cc.or.us/StudentServices/admissions.cfm, or from any Student Services office.
- *Grading policy:* Catalog 2010-11 pages 13-16, Schedule Fall 2010 page 7, or from any Student Services office.
- *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:* Catalog 2010-11 pages 39-138, website http://www.cgcc.cc.or.us/ StudentServices/documents/ StudentCatalog.pdf or from any Student Services office.
- *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty:* Catalog 2010-11 pages 141-145, website http://www.cgcc.cc.or.us/Academics/ faculty.cfm, or from any Student Services office.
- *Rules, regulations for conduct, rights, and responsibilities:* Student Handbook, pgs. 129 -138, website http://www.cgcc.cc.or.us/StudentServices/StuRight.cfm, or from any Student Services office.
- *Tuition, fees, and other program costs:* Catalog 2010-11 pages 141-145, Schedule Fall 2010 pages 5-7, website http://www.cgcc.cc.or.us/Academics/faculty.cfm, or from any Student Services office.
- *Refund policies and procedures for students who withdraw from enrollment:* Catalog

2010-11 page 20, Schedule Fall 2010 pages 5-7, website http://www.cgcc.cc.or.us/BusinessOffice/FinancialFAQ.cfm, or at any Student Services office.

- *Opportunities and requirements for financial aid:* Catalog 2010-11 pages 19-24, Schedule Fall 2010 pages 6-7, website http://www.cgcc.cc.or.us/BusinessOffice/financialmatters.cfm, or from any Student Services office.
- *Academic calendar:* Catalog 2010-11 page 2, Schedule Fall 2010 page 3, website http://www.cgcc.cc.or.us/Academics/Calendar_of_Instruction.cfm, or from any Student Services office.

Publications

The CGCC catalog and/or quarterly class schedule, and/or admissions packets, and/or website provide information and links to national and state legal requirements for licensure or entry into occupations and professions, as well as descriptions of unique requirements for employment and advancement.

Student Records Policies and Procedures

Student records are officially maintained at PCC. CGCC has been using the RogueNet integrated information management system for all student information as well as financial records since fall 2005. Nightly, all registration activity is uploaded to PCC's Banner system. This includes enrollment changes and student information such as address and grades. Students request official transcripts from PCC. CGCC Student Services staff have access to Banner. This process will continue until CGCC is granted independent accreditation, at which time the RogueNet system will be used independently.

Hard copies of student records are maintained in locked file cabinets in Student Services. Archived records are stored in a locked location. The office is open only when Student Services staff are present, so records are secure. Access to RogueNet databases is limited to appropriate staff. Students are given a random student identification number to be identified as CGCC students within the PCC system. There is also a code in Banner for CGCC classes. RogueNet data is located on CGCC's Storage Area Network (SAN) which performs a "snapshot" of the data hourly, daily, weekly and monthly. Data is also backed up onto tape using a fourteen-tape rotation schedule, with a different tape used nightly in a two- and four-week rotation. This back-up process protects RogueNet data, ensuring that accurate transfer of data with PCC's Banner system nightly.

A fire-safe storage is located within office space to be used for financial aid records in the Student Services area of the Health and Sciences Building. This measure ensures the safety, integrity, and confidentiality of student records.

CGCC has a full-time registrar position budgeted in the 2011-12 fiscal year, with a proposed hire date of February 1, 2011. This will allow time for all processes, procedures, and systems to be put into place and evaluated and to ensure they meet generally accepted practices for maintenance of student records. A job description has been drafted. The work will involve implementing systems such as Electronic Data Interchange (EDI) for the electronic transfer of

transcripts in and out and for uploading student records to the National Student Clearinghouse.

CGCC is working with PCC to make a smooth transition for students and their records, and PCC's staff has been an excellent resource. With a target date of fall 2012, course work currently in RogueNet will be labeled as "transfer" course work from PCC.

Students will be notified in January 2012 that the goal is for CGCC to be independently accredited by the fall of that year and that this will impact their student records. (Subsequently they will have official records at both PCC and CGCC.) Policies will also be put in place so that students graduating at the end of the fall and winter terms will be grandfathered for degree and certificate residency requirements.

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

Financial Aid

Types of Aid Offered

CGCC offers a variety of federal, state, and local financial assistance to students. In addition, other forms of private scholarships, grants, and educational assistance are available to assist with educational costs. PCC has been doing all the processing and awarding of federal and state financial aid for CGCC students. CGCC has a full-time financial aid specialist who assists students with questions upon completion of the Free Application for Federal Student Aid (FAFSA), acts as a liaison with PCC to troubleshoot processing questions, and assists students with satisfactory academic progress issues.

Personnel and Training

In October 2009, the college hired a full-time financial aid advisor to begin implementing financial aid policies and procedures to meet federal guidelines, shadowing awards issued by PCC in the new RogueNet Fin Aid module, developing financial aid forms, and setting up the financial aid website pages for CGCC. The chief student services officer has taken on the role of financial aid director.

The financial aid specialist enters data regarding CGCC students into PCC's Banner System, assists students who have questions regarding financial aid or whose application process is not progressing, and generates letters to students requesting additional information to complete their files. After PCC has awarded financial aid to a CGCC student, the financial aid specialist completes the process by providing information on the award, debt counseling, and disqualification and reinstatement. Back-up for the financial aid specialist is provided by the financial aid advisor and Student Services staff. Financial aid services in Hood River are provided by staff who have been trained in financial aid procedures and work closely with the financial aid specialist and advisor at The Dalles campus.

The process of creating a comprehensive financial aid department began in tandem with PCC

and the Department of Education, both of which have been extremely helpful with this process. The rollout with PCC coordination began with the issuance of a temporary identification number (Office of Postsecondary Education Identification, or OPE ID) to establish electronic connections with the U.S. Department of Education, with access granted to federal systems for processing the FAFSA and disbursing funds (ED Connect, ED Express, ELM Net and FAA Access to CPS Online). The financial aid advisor began training online through the Information for Financial Aid Professionals website. The financial aid advisor also participated in the Department of Education Fundamentals of Title IV Administration's week-long-- training in Seattle with the chief student services officer. Training continues through staff meetings held at PCC, email correspondence with PCC advisors (on an as-needed basis), training with Rogue Community College's (RogueNet) Fin Aid module, online webinars, and national and local conferences. The chief financial officer and the chief student services officer attended the Department of Education's annual conference in December 2009 and December 2010, along with staff. Professional association memberships have been established with the Oregon Association of Student Financial Aid Administrators and the Western Association of Student Financial Aid Administrators. Other professional links have been established with Information for Financial Aid Professionals website, NELA Learning Services, USA Funds and Finaid-Listserv.

The Financial Aid Office is working closely with the Business Office for the submittal of the e-App and the Fiscal Operations Report and Application to Participate and to establish the financial aid programs the college will offer to students. The Financial Aid Office will work to establish connections with the Department of Veterans Affairs, Oregon Student Assistance Commission for Oregon Opportunity Grants, and the U.S. Department of Health and Human Services for the implementation of nursing loans.

Secure Records Keeping

Fireproof filing cabinets have been purchased for records storage, and the college recently received a U.S. Department of Education Title III Strengthening Institutions Grant for the acquisition of a document imaging program that will, in part, help support the Business Office and financial aid functions. Institutional student information records are currently downloading to the RogueNet Fin Aid module for the shadow/test award year 2010-11. Financial aid policies and procedures are in process, forms are being created, and website pages are in development as a transition is being made from mailing information to students in 2010-11 to students receiving information online by the 2011-12 award year. In December 2010, students received information about CGCC's permanent OPE ID number for CGCC to begin awarding by fall of the 2011-12 year.

Total Aid Granted 2008-10

Federal financial aid in the form of grants, loans, and work study funds were awarded during 2008-09 for $3,555,958 and preliminary amounts for 2009-10 of $5,773,648, a 38% increase of financial aid in one year. CGCC Foundation and other college scholarships and grants were awarded during 2008-09 for $158,840 and declined in 2009-10 to $103,752. These numbers include resources from the CGCC general fund to support institutional scholarships (see EV

2.D.6-7). In Fall Term 2009, 42% of credit students enrolled for 6 credits or more were receiving some sort of federal, state, or local financial aid.

Foundation Scholarships

The CGCC Foundation raises money to address the college's mission of providing access to all of its constituents. Various types of scholarships are available through the CGCC Foundation: full-year, single term, full-year high school, and for dedicated special programs such as Nursing or Renewable Energy Technology. In the 2008-09 school year, $102,801 in CGCC Foundation scholarships were awarded, and in 2009-10 the total was $90,662.

The financial aid specialist oversees the application process prior to making allocation recommendations to the foundation board. Students are required to submit an application, an essay, and two letters of recommendation. Selected applicants participate in an interview with a committee typically comprised of a Student Services staff person, a community member, and a member of the foundation board (see EV 2.D.8). Plans to make the awarding of foundation scholarship part of the financial aid processing were reviewed in 2009, and it was determined that the current process of students applying, interviewing with a panel, and being award a scholarship based on select criteria allows the foundation to have "touch points" with the students and report to donors that their contributions do make a difference.

College Assistance Migrant Program (CAMP)

The College Assistance Migrant Program is a federally-funded scholarship and mentorship program through the U.S. Department of Education under PCC. It provides support for first-year college students from migrant/seasonal farm worker backgrounds. Two scholarships are available through the CAMP program each year for students who plan to complete a 2-year associate's degree at the community college level and transfer to a 4-year college or university to complete a bachelor's degree. Each scholarship includes money to help pay tuition, books, and a $50 monthly stipend.

In addition to receiving financial assistance, students have a mandatory monthly meeting with the college's CAMP liaison during their first year. The liaison monitors the student's progress and helps troubleshoot issues. The financial support is for students' first year only. The personal support is available as needed in their second year, but it is no longer mandatory.

Students are also allowed to participate in CAMP activities with a larger group of CAMP students at Portland Community College's Rock Creek campus.

CAMP will be ending June 2011, as grant funding runs out at that time.

Availability of Financial Aid Information

Information on financial assistance is posted in the annual college catalog, in the quarterly Schedule of Classes, on the CGCC website, in the Student Handbook, and on college bulletin boards. Letters are sent annually to scholarship counselors at area high schools with information about the full-year scholarships available to their graduating seniors.

Notice of Repayment Obligations

Currently student loan programs are administered through PCC; therefore, the monitoring and auditing of these programs is under PCC's oversight. Currently, information regarding CGCC student loan default rates is not available through PCC. All students who receive loans must participate in debt counseling sessions, available online. Information sessions for graduating students regarding loan repayment are usually conducted online but may also be done through printed materials or in video format, both available in Student Services. Each year PCC's financial aid office also provides exit counseling for graduating students in CGCC's Nursing Program on The Dalles campus. Students are given information regarding a loan forgiveness program allowing their total loan package to be forgiven after five years while working full-time as a nurse in a rural area. CGCC is in the process of developing policies and procedures necessary to comply with federal and state requirements for the awarding of financial aid. These will be completed by Summer Term 2011, when CGCC will begin its own awarding.

Academic Advising

Academic advising at CGCC is designed to provide multiple levels of support for all new and continuing students at both campuses. To maintain flexibility and provide faster service, CGCC does not assign a specific advisor to students, although they may request a specific advisor. All advisors are able to provide general advising in all programs, and each advisor has detailed information on certain programs.

Currently there are three full-time academic advisors and one half-time advisor, one full-time career and technical education advisor, and one full-time career services advisor. In summer 2008 a full-time Renewable Energy Technology recruiter/advisor was added to the department to support the increased interest in the RET program. This position is funded through the award of a $1.6 million Department of Labor grant designed to increase capacity in the program.

The new student advising process was revised in the fall of 2010. After students take the COMPASS placement test, they are scheduled for a New Student Orientation. This two-hour session addresses success tips and support services including financial aid, plus the registration process for the students' first term at the college. Students are provided with tools they need to begin classes, to keep them connected to an advisor during the first few weeks of the term, and to allow them time to think about their educational goals and to come to advising prepared.

Each student then attends a "North Star" appointment between the third and fifth weeks of the term, and an educational plan is developed for the student's goal. The plan can be accessed online. This period has been shown to be critical in student retention, according to student surveys such as the 2009 Community College Survey of Student Engagement. As a result of the New Student Orientation, students come to advising more prepared, and advisors are better able to develop a relationship with them and guide them to their goal. Students are strongly encouraged to meet with an advisor once a term to ensure they are on track.

Disabilities Services

Columbia Gorge Community College provides support to students with disabilities, in compliance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and associated amendments thereof. Students who request accommodations meet with the director of advising and career services, who acts as the coordinator for disabilities services. The director of advising and career services manages the intake process for all students who seek accommodations, reviews documentation, and provides to the student an "accommodation plan," a letter that outlines the appropriate accommodations to be provided. The student then presents the plan to his/her instructor(s) and discusses the approved accommodations. The document is then signed by the student and faculty, and a copy is returned to the director of advising and placed in the student's file.

In December 2010, a new disabilities module was implemented within the Roguenet Student Management System. The module allows students with disabilities to coordinate their accommodations requests online through the registration system. Students continue to meet with the director of advising to submit documentation and complete the requisite paperwork. Thereafter, the student is prompted to request accommodations at the end of registering for classes. The accommodations plan is emailed to the student to expedite discussion with instructors early in the term.

Student Organizations and Co-curricular Activities

The college understands the value of student participation in building a robust campus culture and encourages this participation by providing a dedicated campus space for student activities and allocating general fund dollars to help fund the work of the Student Council and the Phi Theta Kappa Honor Society. Co-curricular events and activities are offered each term and are planned and organized by college students groups and staff. These activities are consistent with the college's mission and core themes in that they offer students opportunities for personal growth, help foster student participation, and connect students to their community.

Students have the freedom to organize and/or join co-curricular programs/associations to promote their common interests. Students who wish to have their group recognized by the college are required to submit a statement of purpose, criteria for membership, rules and procedures, a current list of officers, and a list of active members and name(s) of possible advisor(s). The chief student services officer facilitates and oversees the organizational process. Criteria for establishing a new co-curricular program or club are available in the Student Handbook.

The CGCC Student Council operates under a constitution designed to promote student activities that stimulate the social, physical, moral and intellectual growth of students. The Student Council provides an important link to other students, college staff, and the public through a variety of activities.

The Student Council consists of five to six officers who are compensated for their duties. The council's elections policy changed in the 2010 Winter Term from consistently conducting

officer elections for all positions each spring to having the option of using a selection process for choosing officers. Officers are selected or elected from both The Dalles and Hood River campuses, and council events are held at both campuses.

Council members participate in management and supervision development courses during their terms in office. The council hosts several events during the academic year, including voter registration drives and blood drives, the latter in cooperation with the American Red Cross. The council is overseen by a half-time student life advisor.

Clubs, Associations and Societies
The following are currently active at CGCC and have either a member of the staff or faculty as the advisor.

Phi Theta Kappa Honor Society–Alpha Sigma Xi Chapter

Phi Theta Kappa is the International Honor Society of two-year colleges to support the academic and personal development of students through opportunities in leadership, scholarship, and service. The CGCC chapter contributes to the mission and core themes of the college by supporting strong academic and community leadership, academic recognition, opportunities for service and leadership, and an environment of fellowship, as stated by Phi Theta Kappa International (see EV 2.D.9). This chapter has been recognized as a five-star chapter and has received several awards for its work on campus and within the community.

In addition to the organization's ongoing goals, Alpha Sigma Xi officers designate a focus area for improvement each academic year. The chapter is overseen by the student life advisor.

Delta Energy Club

The Delta Energy Club provides a forum for students enrolled in the Renewable Energy Technology (RET) program to advocate for learning and growth opportunities in the field of renewable energies, to promote public awareness of renewable technologies, and to be student liaisons between RET staff, faculty, and students.

This program is overseen jointly by the RET advisor and the career and technical education advisor. Membership is limited to students enrolled in CGCC's RET program.

Student Nursing Association (SNA)

The CGCC Student Nursing Association is a fellowship of nursing students involved in the college and community. It assists in the development of professional identity, provides a means of interaction between students and the college, addresses issues specific to community-based nursing, and provides a link to state and national nursing organizations (see EV 2.D.10). The group meets twice a quarter during the regular term and often has guest speakers. Speakers in 2010 included: a representative of mPower Rehab from the Mid-Columbia Medical Center, a diabetes educator, a licensed pharmacist, and a wound-care nurse.

This organization is overseen by two members of the nursing faculty. Membership is limited to students enrolled in CGCC's Nursing Program.

Japanese Visual Culture Club

The Japanese Visual Culture Club examines all forms of Japanese culture and art but specifically concentrates on visual and performing arts. The club's goal is to promote cultural understanding and an appreciation for Japanese arts. Club events have included a trip to a regional Manga convention and sponsorship of Taiko drummers from Portland to perform at the college's Back to School Party.

This organization is overseen by a faculty member. Membership is open to any student, staff, or faculty member interested in Japanese culture.

Multicultural Club

The Multicultural Club provides students, faculty, and staff with an opportunity to share their experience and cultural backgrounds while learning about others and aims to raise cultural awareness and promote diversity on CGCC's campuses (see EV 2.D.11). The club sponsored the screening of "Papers, The Movie" in May 2010, focusing on the educational and career challenges faced by undocumented youth after they graduate from high school. It was attended by 60 residents of the CGCC region.

This organization is overseen by the career counselor. Membership is open to all students.

Environmental Club

The CGCC Environmental Club's purpose is to educate CGCC students on environmental issues and create opportunities to participate in projects that protect or restore the Columbia Gorge.

This organization is overseen by a faculty and a staff member and is open to all students.

Co-curricular Events/Programs

To broaden and enhance the intellectual and cultural experiences offered to students and to the community, CGCC provides co-curricular events/programs that address a variety of topics and issues, including literature, art, politics, and science.

In cooperation with the non-profit organization Mountain Writers Series, based in Portland, CGCC will host a four-day event in the summer of 2011 to bring in published poets and authors who will provide public readings and discuss their writing processes, insights, and teach workshops. The college has hosted lecturers, music, dance, and cultural groups, and this year it sponsored a film night at which locally produced films were shown (see EV 2.D.12).

The Spring Humanities Series has become an annual event at CGCC, completing its seventh

year in April 2010. This year's theme explored the healing qualities of writing, music, and theater and how these disciplines seek to address the suffering associated with Post Traumatic Stress Disorder (see EV 2.D.13).

In collaboration with CGCC's art department, student art shows were displayed on both campuses. During 2009-10, each campus had two rotations of artwork.

Auxiliary Services

Student Housing

CGCC does not currently offer student housing. However, if the demographics of CGCC students change with the addition of programs that pull in students from out of the area, the possibility of on-campus student housing will be revisited. Currently, CGCC's Renewable Energy Technology (RET) program draws many students from out of the area. To address their need for housing, the college ran a press release in 2009 asking members of the community if they could offer housing options for RET students (i.e., room rentals, house-sitting, etc.). Ten community members responded, and their contact information was made available to interested RET students. Other students in need of local housing are referred by Student Services to local rental agencies.

Food Services Programs

At The Dalles Campus, CGCC contracts on an exclusive rights basis for a cafeteria-style food and vending service with a contractor on a profit-and-loss basis: the contractor pays the college 2% of the gross receipts on the first $150,000 and 5% thereafter. Surveys of customer satisfaction are conducted annually in order to evaluate the quality of service, product, and content.

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

Bookstore Services

The Columbia Gorge Community College Bookstore is operated as a service to students, faculty, staff, and the community at large. The bookstore is housed in an approximately 1,200 square-foot dedicated retail space located in Building One at The Dalles campus. In 2009, a clerk-service bookstore opened at the Hood River campus, facilitating student access to textbooks and supplies. Students registered for online classes are able to purchase books over the phone or via email. Additionally, eligible students may use their financial aid to pay for books and supplies at both bookstore locations.

At The Dalles campus, the bookstore is operated by a bookstore manager with the assistance of a bookstore specialist and federal work-study students, when available, under the direction of the chief financial officer. The clerk-service bookstore on the Hood River-Indian Creek Campus

is operated by Student Services personnel.

The major purpose of the bookstore is to offer textbooks, supplies, and supplemental items related to instruction. The bookstore also offers a variety of apparel, gifts, and art supplies.

The bookstore webpage is considered the primary source for disseminating information to students. The booklist for each term, any changes in hours of operation, buyback information, or other information will be posted on the webpage as soon as that information becomes available.

Bookstore hours of operation are posted at the bookstore entrance, in the course catalog, and on the bookstore webpage (see EV 2.D.14).

Testing

CGCC provides free test proctoring for its students. Proctoring is also offered at a fee for students enrolled in non-CGCC classes and for area residents who require proctoring for other colleges or for state- or industry-regulated exams. The fee for all tests is $25, with the exception of pesticide certification testing, which is $30.

Tutoring

CGCC provides free tutoring services to students and the community. These include college-level academic tutoring for biology, chemistry, math, writing, and for classes in the Renewable Energy Technology program. CGCC also administers Gorge Literacy. Tutoring is offered at both campuses. The schedule for tutoring hours is posted online and on campus each term.

Child Care Partners—Resource and Referral

CGCC does not provide on-site child care services; however, it does provide child care referrals through Child Care Partners (CCP), a state-designated child care resource and referral program.

Child Care Partners provides child care referrals and other assistance with child care concerns to students and the public in Hood River, Gilliam, Sherman, Wasco and Wheeler counties through a database of child care settings, preschools, and school-age programs. Services include but are not limited to:

Referrals for child care while students are in class and/or completing out-of-class studies;
Assistance identifying payment sources available for students;
Access to information/resources for college classes (i.e. psychology, early childhood education.)

Identity Verification for Distance Education

Currently, CGCC students are required to have a username and password to access classes via Moodle, the college's distance learning course management system. As new identification

technologies are developed and become more sophisticated, less expensive, and more mainstream, CGCC will consider their use. Student privacy and adherence to FERPA will be high-priority concerns.

Evidence:

EV 2.D.1	2009 Survey of Entering Student Engagement (SENSE)
EV 2.D.2	Campus Safety Report url: http://www.cgcc.cc.or.us/StudentServices/StuRight.cfm
EV 2.D.3	2010-11 Student Handbook
EV 2.D.4	2010-11 College Catalog
EV 2.D.5	Schedule of Classes
EV 2.D.6	2009-10 Student Profile
EV 2.D.7	2009-10 CGCC Foundation Annual Scholarship Report
EV 2.D.8	Full-Year Scholarship Application and Instructions
EV 2.D.9	PTK International Charter url: http://www.ptk.org/about/
EV 2.D.10	SNA Charter & Officer Responsibilities
EV 2.D.11	Multi-cultural Constitution & Bylaws
EV 2.D.12	Event Flyers
EV 2.D.13	2008-10 Humanities Series
EV 2.D.14	Bookstore Website url: http://www.cgcc.cc.or.us/BusinessOffice/bookstore.cfm

Strengths:

1. CGCC has a well-functioning array of student support services to meet the needs of students and the necessary infrastructure requirements.

2. CGCC has several student organizations that reflect the college's mission and programs.

3. The Survey of Entering Student Engagement (SENSE) results for the fall of 2009 placed CGCC first in the benchmark for "Clear Academic Plan and Pathway" and in the top four in five of the six measured areas out of 15 participating Oregon community colleges.

4. The CGCC catalog is an exemplar of clear information and direction for students. The career pathways and mapping format lets students understand and visualize precisely what is expected of them.

Recommendations:

1. Continue work with regional high schools for a more seamless approach to providing dual credit through Expanded Options, Running Start, and other agreements.

2. Complete the development of policies and procedure for financial aid awarding.

3. Research need for a campus security office.

2.E Library and Information Resources

Under the purview of the American Library Association's Library Bill of Rights, the mission of the CGCC library is to "provide quality library and information resources and services to students, faculty and staff in support of the curricular mission of the college. The library is an essential facet of the education process including student success." This mission parallels the college's core themes of *Building Dreams (Access), Transforming Lives (Education) and Strengthening Our Communities (Partnerships)* by providing a core collection of resources and services, including research assistance, library instruction, access to titles in other libraries, use of audio-visual and electronic equipment, technology for learning and teaching, and opportunities for input from users.

Resources

The CGCC library has approximately 22,000 print and media items and a growing e-book collection – of 50,000 titles in all disciplines (see EV 2.E.1-2). The library also provides access to hundreds of thousands of articles through online research databases representing a broad coverage of disciplines. Books, serials and electronic materials are selected to ensure representation of all subjects taught at CGCC, and requests from faculty, students, and staff are prioritized for purchasing decisions (see EV 2.E.3).

In preparation for the college becoming independently accredited, the library director began purchasing its own database subscriptions independent of PCC and changed purchasing strategies to be in alignment with current and future fiscal resources. The print reference collection was reduced with the purchase of the *Oxford Reference Online,* the EBSCO suite of databases was replaced with a state-funded suite from Gale, and more ebook titles have been added to the collection. Collection use and request data will guide restoration of some electronic subscriptions when adequate financial resources are available.

In 2009, CGCC joined the Sage Library System, a consortium of 63 eastern Oregon libraries that share an integrated library system (ILS) and online catalog (see EV 2.E.4). Participation in Sage allows CGCC users easy access to the collections of its member libraries. Management of the Sage ILS is handled by a systems manager at Eastern Oregon University (EOU), thus eliminating the need to hire a technical librarian. The CGCC library recently completed an eight-month project to migrate patron and collection data from the ILS (currently shared with PCC) to the new Sage system. This was a coordinated effort among CGCC, PCC, and Sage staff and continues as the new system is being brought up.

The library is committed to providing flexible access to resources, with online access available anywhere with a library card (which can also be requested online). To support distance delivered classes, a library section with links to key resources is automatically included in all Moodle course pages.

Library staffing has been reduced as the result of budget reductions. The founding director of the library retired at the end of November 2010, but is continuing to work 20 hours per week to continue the migration to Sage. Because of a hiring freeze, the public services librarian position

was eliminated as part of receiving approval by the college president to hire a new library director. That hiring process is currently underway as this document is being finalized. Prior to these staffing changes, a librarian attended the Curriculum Committee and Department Chair meetings as a means of being aware of new and evolving academic programs and to participate in information literacy related discussions. Once the new director is hired, that person will determine how best their time will be used as well as that of the library assistants.

Planning and Evaluation

The CGCC library has a user-centered philosophy and uses feedback from its constituents to guide its work and identify areas of improvement. To elicit and encourage feedback, the library provides several points of contact for patrons. There is a feedback form on the library website, patrons can call or visit the library directly, and the staff keeps a notebook for recording verbal comments. A recent example of its responsiveness to requests was the installation of several new computers in the Information Commons at the Hood River-Indian Creek Campus.

The library annually surveys users to determine their satisfaction with library services and their suggestions for improvement (see EV 2.E.5). Library staff review the survey each year to determine if questions need to be adjusted or added to measure current services. For instance, in 2009-10 new questions asked faculty to give feedback on resources pertaining to their disciplines. The library consistently garners positive feedback from patrons on surveys and is proactive in addressing concerns raised in surveys. After data is collected, library staff examine the results. Improvements will be made as staffing and resources allow.

In regard to the security of the collection, the library conducted a full inventory for the first time in several years and found minimal loss of materials in 2008-09. A new security gate was installed as part of the remodeling of the library. Besides providing security, the gate automatically counts traffic in the library. The library used this data to adjust operating hours appropriately when library staffing was reduced. Since the least-busy times were on Saturdays and in the evening, the library closed on Saturdays and slightly reduced evening hours.

In 2009-10, the library developed and tested a new reference assessment process in which both patron and staff are surveyed for their perceptions of the staff person's assistance to, and interaction with, the patron (see EV 2.E.6). The assessment also includes questions that help the library determine the adequacy of the collection meet research needs. The library hopes to launch this new process in the coming year.

In order to track usage of one of the library's most important access points, the library implemented Google Analytics statistical software for its web pages in September 2009 (see EV 2.E.7). The library uses this data to prioritize the updating and maintenance of high-traffic pages and the removal of pages that are less used and no longer useful. The data also shows how users access the library website; many of these accesses come from Moodle, the course management system, used by distance learning and hybrid courses.

The library uses database usage statistics in its collection development for electronic resources. In the past year, data was used to select and deselect databases, based on usage and budget

considerations. Other assessments and data that guide library services include: circulation statistics (for materials and equipment), interlibrary loan statistics, and library instruction evaluations (addressed below).

To better manage people, equipment, software license requirements, and materials/supplies resources, the library and Information Technology Services staff continue to research login and print management systems.

Instruction and Support

The library provides instruction and support to students, faculty, and staff. The major avenues for this service are hands-on library instruction sessions and one-on-one assistance to individuals.

In advance of each library instruction session, the public services librarian worked with the instructor of the class to tailor the session to the students' research needs. The writing faculty are the greatest users of this service. As a result of changes to AAOT outcomes, which embed information literacy in the writing sequence, most writing classes receive library instruction. Instruction is standardized to the level of the course but is flexible and responsive to instructors' inputs. The new library director will determine how best to meet the needs for library and information literacy instruction.

In response to CGCC's Core themes objective, using current instruction delivery modalities, the library develops new instruction techniques and resources as needed. For example, online tutorials and research guides are available on the college website for distance learners and others. The public services librarian also worked with faculty to develop new methods of providing research instruction. In the past year, one new technique involves students in WR 115 analyzing both sides of an issue, identifying key words associated with that issue, and finding a resource to support an assigned side of the issue. This new activity has been well received by students and faculty.

After instruction, students and the instructor are surveyed for satisfaction. The library consistently receives very high satisfaction rates for library instruction, both from faculty and students. Feedback from these surveys is used to adjust instruction in the future (see EV 2.E.8).

Evidence:

EV 2.E.1	Key Library Statistics
EV 2.E.2	Ebrary Subject List
EV 2.E.3	Library Collection Development Guidelines
EV 2.E.4	Sage Memorandum of Understanding
EV 2.E.5	Library Annual Survey
EV 2.E.6	Patron-Staff Assessment Forms
EV 2.E.7	Web Statistics 2009-10 – Top 25 Pages
EV 2.E.8	Library Instruction Statistics

Strengths

1. The library has a patron-centered philosophy and uses multiple forms of assessment to gather feedback from constituents to guide its decision-making and determine priorities.

2. In 2010, the library joined the Sage Library Consortium and implemented the integrated library system used by that consortium.

Recommendations

1. Acquire patron login and print management software.

2. Monitor staffing needs to provide high level of service to students, faculty, and staff.

3. Increase budget for books, media and electronic subscriptions.

2.F Financial Resources

Columbia Gorge Community College demonstrates the support of the college mission and goals through management of its financial resources. The sources of operating revenue for the college include tuition and fees, bookstore sales and other operating revenue. The largest non-operating revenue source is the State of Oregon which appropriates funding through the Community College Support Fund. Property taxes provide General Fund operating resources and provide funding for debt service through approved bond levies. Contracts and grants provide dedicated funding for programs and services.

The college's financial stability and three-year budgeting projection process ensure the continued offering of courses and other services that students and the community require to access education and partnerships to build their dreams, transform their lives and strengthen our community.

The college uses integrated accounting software to assist in the internal and external reporting needs of the college. The software allows authorized users to access up-to-date information and reports for managing funds. The college's reporting and compliance procedures meet external local, state, and federal contract and grant requirements. These activities are essential in supporting the financial stability and budgeting of the college.

The support of our students and community is among the highest priorities at CGCC; that support is at the top of the list with every decision point of the college. Financial decisions are based upon the impact to students and their educational journey.

Financial Stability and Planning

CGCC has a history of financial stability. In establishing an adequate level of un-appropriated ending fund balance, consideration is given to the amount needed to support operating cash

flows and to the timing of cash receipts from state appropriations, contracts, grants, property tax and tuition and fees. In fiscal year 2010-11 a Reserve Fund for General Operations was established to be transferred in future years as the General Fund need resources to balance current revenue and expense (See EV 2.F.1).

The college budget provides contingency funds for uncertainties in the level of state funding and unanticipated operational and program expenditures. The college targets a 5% contingency budget. Any unspent contingency funds are retained and become available resources in the following year's budget. The college will use $288,980 in contingency funds for the current fiscal year due to reductions in state funding.

Budgeting is tied to the college's strategic planning model and includes a minimum three-year projection of major income categories, specific plans for major expenditure categories, and plans for capital revenue and expenditures to provide students and the community long-term access to education and the partnerships that are available through the college (see EV 2.F.2-3). Input from departmental directors, coordinators, faculty, and support staff ensures that realistic resources and expenditures are projected.

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. CGCC has sufficient funds and resources to meet the demands of its debt service schedules (see EV 2.F.4).

Resource Planning and Development

CGCC has implemented a budget development process that includes a series of management budget forums of the president, department directors, cost center and fund managers to provide input on reasonable revenue sources and ways of reducing cost to maintain long-term financial stability (see EV 2.F.5). By continuing to build working relationships with the community, the college can potentially increase funding levels through grants, donations, and entrepreneurial work such as customized training (see EV 2.F.6). As a result of the management budget forum, Instructional Services implemented a break-even point for classes beginning with the 2010 Fall Term (see EV 2.F.7). The college continues to look at its staffing requirements; in 2010-11 it implemented a hiring freeze process to ensure all vacant position are closely reviewed (see EV 2.F.8).

Policies for Financial Planning and Budget

CGCC is organized as a local government entity and its budget publications and processes are subject to Oregon Budget Law, which has established standards for community involvement (see EV 2.F.9-11). To give the community ample opportunity to participate, the required publications are made available in two area newspapers and the college web page. Community members participate on the budget committee and have an opportunity to speak to the committee during the budget process (see EV 2.F.12-13).

Timely and Accurate Financial Information and Systems

The college's standardized uniform accounting system is managed and designed on a fund accounting budgetary basis and meets legal requirements of state and federal regulations. The system provides computerized processes that support internal controls, integrity of the data and real-time data for managers (see EV 2.F.14-15).

Process improvements are planned for the Business Office. Implementation of enhanced banking services will provide increased fraud prevention. Business Office processes for implementation of federal student aid are being developed. The Business Office is preparing to establish the college's federal indirect cost rate to seek indirect cost reimbursement from grants.

Monthly budgetary statements are compiled, showing summary of year-to-date financial activity for each fund and cost center, including budget variances and prior-year data. These statements are provided on the college website in a timely manner, providing accountability to the college district's constituents (see EV 2.F.16).

Web access to accounting and financial information on the college website provides current data to students, employees, managers, college district constituents, and bond holders.

Capital Budgets Reflect the Institution's Mission

Regarding capital projects, the Board of Education discusses proposals brought forth by college staff and works together as a board to gather additional data (see EV 2.F.17).

CGCC can access separate funding sources for capital investments separate from college operations; therefore, capital projects do not negatively impact resources to be used for students and community access to education. The college uses general obligation bonds fully-financed by the taxing authority of the district; the college is well below the statutory allowance for bonded debt. Debt service payments are included as part of the budget process.

Proposed capital projects funded by the state are prioritized by the State Board of Education (see EV 2.F.18). The 2009 Oregon Legislature allocated $8 million for a Workforce Innovation Center at CGCC that would have supported the expanding renewable energy training program and other career and technical education programs by providing highly flexible space and infrastructure to support new and changing programs into the future (see EV 2.F.19-20). The CGCC Board of Education placed an $8.2 million general obligation bond on the November 2010 Wasco County ballot to provide bonding authority as local match, however, the proposed bond was not successful. The Hood River campus capital project remains on the priority list for future funding by the state.

Auxiliary Enterprises

The Bookstore Enterprise fund is generally self-supporting, with excess revenue transferring to the general fund. The bookstore has recently expanded into a full retail service at The Dalles campus and has established counter service at the Hood River campus to better serve students

(see EV 2.F.2 and 2.F.16). The recent expansion of bookstore operations offer day and evening hours to both campuses, including expanded hours during peak times.

The college has two non-operating funds. The Building Lease fund and Food Service fund provide regular transfers to the general fund. The Building Lease fund is for state and local leases of college facilities, providing students and the community with easy access to services. The Food Service fund is for revenues and expenditures of the campus food service contract, which provides quick, convenient, and nutritious meals to college staff, students, and community members on campus. Funds transferred to the general fund support access, education, and the partnerships of the college (see EV 2.F.1).

External Financial Audits

The college has a received an unqualified opinion on its annual audits for more than seventeen consecutive years. The annual audit is conducted in a timely manner by the firm Friend & Reagan, PC, working under a three-year contract through the fiscal year ending June 30, 2012. Part of the annual audit includes an opinion on federal awards compliance which meets A-133 audit requirements for the college to continue to receive federal grants which offer improvements to curriculum and access to other educational services and partnerships (see EV 2.F.21-22).

Institutional Fundraising

Resource development activities include friend and fundraising through the CGCC Foundation, seeking and writing grants to support college programs and services, and securing contracts and direct donations from industry partners in terms of dollars, equipment, and expertise. These contributions come to the Foundation or directly the college (see EV 2.F.23). A large portion of the Foundation's receipts are directed toward student scholarships with other support going toward professional staff and faculty development, library collection, and to meet other requests.

The CGCC Foundation is a charitable, non-profit organization, separate from the college. The treasurer, a certified public accountant, provides the financial records and processes for the foundation. Resource development staff receive annual professional development training that provides the guidelines for their ethical conduct.

The foundation's bylaws and articles of incorporation specify the purpose of the foundation and its relationship to the college (see EV 2.F.24-25). The foundation files the necessary IRS form 990 annually and complies with all necessary 501 c(3) foundation requirements.

Evidence:

EV 2.F.1   2010-11 Budget Messages
EV 2.F.2   2010-11 Adopted Budget
EV 2.F.3   Strategic Master Plan, February 2011

EV 2.F.4   Debt Service Schedules
EV 2.F.5   2010-11 Budget Preparation Schedule
EV 2.F.6   2010-11 Budget Calendar
EV 2.F.7   Class Size Procedure
EV 2.F.8   Hiring Freeze & Exemption Process
EV 2.F.9   Local Budgeting Manual
EV 2.F.10   Local Budgeting in Oregon
EV 2.F.11   Basic Budgeting Book
EV 2.F.12   2010-11 Budget Committee
EV 2.F.13   Board of Education Budget Minutes May 10, 2010
EV 2.F.14   Chart of Accounts
EV 2.F.15   RogueNet System Module Descriptions
EV 2.F.16   Monthly Financial Statement
EV 2.F.17   Board Policy FB
EV 2.F.18   State Capital Projects List
EV 2.F.19   Due Diligence Review Workforce Center
EV 2.F.20   Senate Bill 5506
EV 2.F.21   Friend & Reagan, PC Contract
EV 2.F.22   Audited Financial Statements YE June 30, 2009
EV 2.F.23   Grant Receipts
EV 2.F.24   Foundation Articles of Incorporation
EV 2.F.25   Foundation Bylaws

Strengths:

1. The College has a history of financial stability.

2. The College has established a reserve fund for general operations to be transferred in future years as the General Fund needs resources to balance current revenue and expense.

3. The college's debt is supported by separate funding streams that do not impact resources for educational purposes; the debt is well within the legal limits.

4. CGCC's budget process includes a series of forums of the president, department directors, cost center and fund managers to assist in maintaining the college's long-term financial stability.

5. CGCC's integrated administrative system provides real-time financial reporting access to managers and support staff for better expense control.

6. The college does not rely on auxiliary enterprises to support the general fund operations.

7. The college has been successful in seeking and obtaining public and industry support of specific programs and awarding of grants to fulfill the college mission.

1. The Business Office should implement enhanced banking services to provide increased fraud prevention.

2. The Business Office must implement new fiscal processes for federal student aid implementation.

3. The College needs to apply for a federal indirect cost rate to seek indirect cost reimbursement from grants.

2.G Physical and Technical Infrastructure

Physical Infrastructure

The Dalles campus occupies 65 acres with five buildings. The Hood River-Indian Creek Campus is housed in one building on 13 acres.

Building and Maintaining Facilities

Since the commissioning of two new buildings in 2008 and 2009, the existing facilities at The Dalles campus have seen extensive remodeling and refinement to enhance the working and learning environment provided to the students, staff, and the community. Guiding these changes is a Facilities Master Plan and the college's commitment to ensuring an accessible and healthy work and learning environment. Not just aesthetic changes, but many acoustic, energy/ sustainability, and safety investments have been made to the existing structures to support the institution's programs, services, and mission.

In The Dalles, Building 1 (constructed in 1963) houses classrooms, computer labs, health occupations classrooms and labs, the library, pre-college services, student organizations, a new bookstore, food services, faculty offices, and the Board of Education room. Building 2 (constructed in 1928) contains administrative offices, faculty offices, and a lecture hall. The college also leases out space in Building 2 to the Columbia Gorge Educational Service District, the Oregon Department of Environmental Quality, Oregon State University, and the Eastern Oregon Center for Independent Living. Building 3, completed in the summer of 2008, contains computer labs, science labs, general classrooms, health occupation programs, Student Services, Information Technology, a new Career Pathways center, and science faculty offices. The Art Department and a Renewable Energy Technology electronics lab are located in Building 4 (constructed in 1938). Building 11, which was completed in 2009, is the location of the hands-on Renewable Energy Lab and teaching tools.

During 2007-08 construction, significant infrastructure upgrades were made across The Dalles campus to allow for the addition of future buildings that dovetail with the Facilities Master Plan. These upgrades included power, high-speed data connections, and a looped domestic water system that incorporates capabilities for future planned expansion. Following this

infrastructure construction, additional improvements in Building 1 included new, more efficient lighting, acoustic ceilings for classrooms and common areas, and carpeting and paint improvements. The freight elevator was commissioned to improve student service and reduce wait times. Bathroom plumbing fixtures were replaced, a tutoring center was created, and café customer areas were upgraded. Building 2 received many new plumbing fixtures, new paint, new carpeting, and upgrades to the elevator and building's fire safety. Building 4 had a complete efficient-windows retrofit and the addition of comprehensive fire-suppression and air-filtration systems. All three of these buildings had extensive revisions of their environmental controls and mechanical equipment to assure year-round comfort and long-term efficiency and sustainability.

The Hood River-Indian Creek Campus, constructed in 2008, includes one science lab, one Macintosh Lab, one PC Lab, and 12 multi-purpose classrooms. There is an information commons with computers for student research; tables and chairs for both individual and group study; and DVD and VHS viewing areas. There are five offices for college staff and one large shared faculty office. Funding limited the ability to incorporate food service at the Indian Creek Campus, so two vending machines on the main floor offer a variety of beverages and snacks. Many restaurants and convenience stores are within walking distance.

Safety Policies and Procedures

Columbia Gorge Community College is committed to providing a safe and secure campus environment for its students and staff. Science labs are designed to assure the proper storage, handling, and disposal of hazardous materials. In addition, an annual review of the chemical hygiene policy, Emergency Action Plan, and chemical MSDS assure safety and OSHA compliance. Both campuses have telephone and text broadcast to assure emergency broadcast capability if desired, and AED equipment is available in most buildings. Installation of an electronic key/lock system has recently been completed with lock-down capability and access logging functions for most doors on both campuses. A commissioned security study was recently completed and is under review for suggested changes, including comprehensive video monitoring for both campuses and direct interface with the electronic lock system. Monthly safety committee meetings include review of existing procedures, policies, and incidents for updating to assure a safe and OSHA-compliant campus and continual improvement of environmental safety factors. An annual comprehensive building inspection is conducted to ensure that all building deficiencies are noted and corrected in a timely manner. Additional surveys of custodial performance and staff feedback are performed and evaluated for benchmarking. (See EV 2.G.1-6)

Facilities Planning

CGCC's commitment to maintaining healthy and safe facilities and to providing access for persons with disabilities is reflected in key planning documents: a comprehensive Needs List; an ADA Transitional Plan (1998); a Space Utilization Study (2001); a Facilities Master Plan (2003); an Academic Master Plan (2006); and a successful civil rights audit. All of these documents are used to guide renovations and mapping of new construction of college facilities. Once the update to the Academic Master Plan is completed, the college's Facilities Master Plan

will be updated. (See EV 2.G.7-12)

Equipment

CGCC is committed to acquiring, upgrading and replacing equipment to ensure excellence in the devices that enhance the student learning experience. Guided by a Facilities Life-Cycle Report, the Facilities Master Plan, and Executive Leadership Team oversight, equipment is replaced to assure continued efficiency and leadership in functionality and technological advances (See EV 2.G.13).

Appropriate and Adequate Technology

The Information Technology Services (ITS) department maintains and supports the college's telecommunication systems, computer network systems and devices, and classroom teaching technologies on all desktop computers. This key technology role in support of the college's learning mission has responded to the institution's needs as evident by the college's growth and the fulfillment of information technology requests. In 1995 the college's technology consisted of 200 computers, 2 servers, 10Mb LAN, and no Internet. Today ITS supports over 490 computers, 70 servers, 1Gb+ LAN, and access to up to 50Mb Internet bandwidth. The ITS department also provides users with the ability to make requests online. This system tracks requests and the completion of requests. Based on the completion of requests and feedback by "Road Show" focus meetings, the department offers an outstanding level of services and support. The service hub of the information network is housed in a climate-controlled server room that has redundant climate and power functions to assure continuous operational status. These systems are controlled and closely monitored with fail-safe technology built into their functions.

ITS supports multiple wireless access points across both campuses to ensure Internet connectivity and productivity at both campuses. Additionally, the ITS staff supports ten computer labs; four of these labs (one lab in the library, two labs in Building 3, and one lab in Hood River) are used for general purposes. The number of library workstations has been expanded to forty-two to assure no-wait access, but currently there is limited availability and access to computer workstations at the Hood River Campus. Four additional labs are program-specific: one for Renewable Energy, one for Nursing, and two for Pre-College coursework. Two more computer labs—one at each campus—are dedicated to testing functions. The remaining computer workstations are deployed to staff for the performance of administrative and support functions that support the college mission.

To support the use of instructional technology by faculty, 29 classrooms are equipped with "smart podiums." With the receipt of a Title III grant in late 2010, an additional 13 smart podiums will be installed over the next three years to complete the plan to have technology installed in all appropriate classrooms on both campuses.

Technology Support and Instruction

The Distance Education and Instructional Technology Department supports the mission and

core themes by developing new modalities with which to deliver education and training to increase access and by training and supporting faculty in the successful use of the technologies. According to an annual poll, Online Learning at Columbia Gorge Community College 2010, 100% of those who replied to the survey at CGCC are residents of the region (see EV 2.G.14). Distance delivered classes are offered either as hybrid or online (see EV 2.G.15). Students are able to complete the majority of the Associate of Arts Oregon Transfer Degree via distance learning classes. Currently, the two areas that require some presence in face-to-face classes are lab science and speech classes. The speech instructor requires that the speeches be given in person but the content is delivered online. The science department is exploring the development of a 100% online BI 112 (cell biology) class.

Quality Matters (QM) standards were adopted in 2004 by CGCC for use as a rubric for developing distance learning classes (see EV 2.G.16). Members of the faculty develop distance learning classes. Twenty-three faculty have engaged in QM rubric training, 12 have completed peer reviewer certification, and nine have completed a formal review, qualifying them as CGCC "in-house" peer reviewers. The distance learning and instructional technology coordinator (DLITC) completed these steps in addition to training as the institutional representative. One faculty member is also qualified as a master reviewer and QM training instructor.

The DLITC coordinated the implementation of the Distance Learning Course Design Review process in the 2009-2010 academic year. To prepare for this implementation, the coordinator pilot-tested the online review coordination site (see EV 2.G.17) and prepared a database of online/hybrid/teleweb classes that have received Quality Matters reviews. The pilot test of the online review management system was successfully used in assessing courses for curriculum development contracts.

The following faculty QM training activities have been completed for this implementation process:

Winter 2008   QM trainer and institutional representative completed training
Spring 2008   QM peer reviewer training conducted at CGCC with 14 attendees
Spring 2009   QM peer reviewer training conducted online at CGCC with 7 participants
Winter 2010   QM peer reviewer training "Applying the QM Rubric" conducted online at CGCC with 9 participants

As a result of the above training opportunities, eight faculty are now qualified to do peer reviews at CGCC. A pilot project for in-house peer reviews was conducted in the spring of 2010 for three courses that had not been evaluated for course design in over three years. As a result of this pilot test, the Quality Matters subcommittee of the department chairs group developed procedures for conducting peer reviews of the course design of online/hybrid courses (see EV 2.G.18).

The college recognizes the importance of addressing previous recommendations to use results of assessments to influence teaching, learning, and planning. The college also strives to evaluate adjunct faculty in a more systematic manner, using multiple indices to track results and ensure improvement over time. To accomplish these goals, a faculty committee has developed

guidelines for teaching online (see EV 2.G.19).

The following training is available to faculty through tutoring and small-group sessions led by the DLITC: instructional technologies, smart classroom technology, multi-media production (video capture and production, 2nd Life, augmented reality), synchronous and asynchronous systems, and management systems. Technical training for faculty is offered in workshop formats at faculty in-services. The DLITC also makes training videos available to faculty and staff via http://youtube.com/cgcclive.

An outline of the training procedures for online and hybrid classes is available in the Distance Learning and Instructional Technology Annual Plan (see EV 2.G.20), including the online Moodle training class, technical tutoring, and Quality Matters review. Technical training for distance learning students is available via the online student orientation (see EV 2.G.21). Online faculty and students are supported by the helpdesk (see EV 2.G.22).

The ITS staff provides technical support at all levels, ensuring timely and effective solutions involving licenses, installations, upgrades, and software questions. Support is offered 7:30 am to 5:00 p.m., Monday through Friday, with extended hours offered with prior notification via telephone, help desk email, and an online help ticket system. Workshops for new technology on campus are held for faculty and staff if software changes significantly.

Infrastructure Planning and Input

The ITS department uses the charter system to organize and document its ongoing planning and budgeting process. Some items from ITS charters are included in the college's Strategic Master Plan. ITS staff meet weekly to discuss current technology issues and review and update charters. The entire ITS staff is actively involved in the technology planning and the budgeting process.

For input and feedback outside of the ITS department, the department fosters communication via an annual "Road Show" that visits one-on-one with each of the college's departments to gather ideas and address individual needs. Each Road Show is followed up with an ITS performance survey.

Everyone on the ITS staff is open to and collects ideas from everyone at the college. Input comes from office visits, participation in the Executive Leadership Team, ideas via the help ticket system, and web input from a variety of web input forms.

Technology Update and Replacement

Technology has become the electronic backbone of student successes and the college's goals. To support these essential tools, the ITS department works diligently to anticipate and ensure that the proper tools for enhancing productivity are accessible to all and that end user support is readily available. This means that a process of constant evaluation and assessment must be adhered to by the ITS staff and that systems must be regularly upgraded or replaced to ensure currency, capability, and availability.

Evidence:

EV 2.G.1   Chemical Hygiene Policy
EV 2.G.2   Emergency Action Plan
EV 2.G.3   MSDS Notebook
EV 2.G.4   Security Survey
EV 2.G.5   Safety Committee Meeting Minutes
EV 2.G.6   Annual Comprehensive Building Inspection
EV 2.G.7   Facilities Needs List
EV 2.G.8   ADA Transitional Plan
EV 2.G.9   2001 Space Utilization Study
EV 2.G.10   2003 Facilities Master Plan
EV 2.G.11   2005-08 Academic Master Plan
EV 2.G.12   2009 Perkins Civil Rights Review
EV 2.G.13   Facilities Life-Cycle Report
EV 2.G.14   Online Learning and CGCC 2010
EV 2.G.15   Distance Learning FTE
EV 2.G.16   Quality Matters Rubric 2008-10
EV 2.G.17   Quality Matters Rubric url: http://www.qmrubric.org/
EV 2.G.18   Course Design Review for Hybrid and Online Classes at CGCC
EV 2.G.19   Guidelines for Teaching Distance Learning Classes
EV 2.G.20   Distance Learning and Instructional Technology Plans url:
                       http://www.cgcc.cc.or.us/DistanceLearning/webctfactech.cfm)
EV 2.G.21   Distance Learning Orientation Module url:
                       http://www.cgcc.cc.or.us/DistanceLearning/Orientation/intro/intro.cfm)
EV 2.G.22   Helpdesk url: http://www.cgcc.cc.or.us/DistanceLearning/webctstutech.cfm

Strengths:

1. The new construction and renovations of the physical infrastructure, systems, and grounds of both campuses support, and will sustain for a number of years, quality teaching, learning, services, and activities.

2. The college is committed to safety of its students, faculty, staff, tenants, and campus visitors.

3. The telecommunications, computer network system and devices, data security systems, and instructional technologies are at "best practices" standards.

4. The use of distance learning and instructional technologies is embraced by the faculty and students of the college.

5. The Information Technology Services department fully utilizes the locally developed charter system for planning, budgeting, and implementation purposes.

Recommendations:

1. Explore the expansion of available computer work stations for student use at the Hood River Indian Creek Campus.

Chapter Three
Institutional Planning

Institutional planning at CGCC has been pursued with the college's mission and goals, giving the college direction and purpose. Planning processes show institutional growth in developing priorities that are translated into operational planning and budget decisions.

CGCC Planning Processes

CGCC engages in two overarching institutional planning processes: strategic and academic. Additional support planning takes place within and across departments.

Strategic Master Plan (SMP)

The 2010 Strategic Master Plan (SMP) outlines a road map for the success and focus of CGCC. It builds on successes and emphasizes goals that will enable the college to better serve its students, community, and staff. Driven by the college's mission and supported by the core themes, the Strategic Master Plan serves as the bridge between "what we do" and "how we do it." The goals in the strategic plan are cross-cutting and reflect the work the institution is doing to meet its mission of building dreams and transforming lives by maintaining open access for students, providing a quality education, and cultivating relationships with the community.

The plan is divided into ten sections. The first section reflects the college-wide objectives of student success, independent accreditation, financial sustainability, and capital infrastructure. These objectives require the understanding and contribution from all areas of the college. The next nine sections reflect the college's Key Focus Areas (KFA). An Executive Leadership Team (ELT) member is assigned as "champion" to each KFA and is responsible for its direction and realization (see EV 3.1).

In addition, each KFA includes strategic goals intended, in part, to prepare CGCC for independent accreditation. Strategic goals are defined as new or changing priorities/actions. Ongoing activities that support the everyday functions of the college are referred to as operational and are not included in the SMP goals. The SMP format incorporates end dates for each goal and measurement tools for monitoring overall progress. Each section notes when the section was last updated. The SMP reflects the ELT's paradigm that the college will always be in a state of assessment, review, and improvement. The SMP is to be reviewed by the ELT holistically on a yearly basis and functionally on a monthly basis.

The Strategic Planning Model is a graphic illustration of how strategic planning and other institutional planning processes interrelate and are connected to the college's mission, vision and core themes. The model shows the cyclical nature of planning, communication, implementation, evaluation, and improvement (see Figure 3.1, next page).

To support the strategic planning process, a charter system was designed and developed. The system is an electronic data tool that provides communication and organization at the goal level

of the college strategic plan. A charter defines a goal's purpose, cost, measurable activity, responsibility, and expected outcome. The college introduced a paper-based charter system in the spring of 2007. The first electronic version of the charter system was released for use in late fall, 2008. Training was to be provided to each department on the usage of the system, as well as charter terminology in 2009-10; however, not all departments have received the training, and full charter implementation has not occurred. Some departments, more than others, have found it to be a better fit.

Figure 3.1
Strategic Planning Model
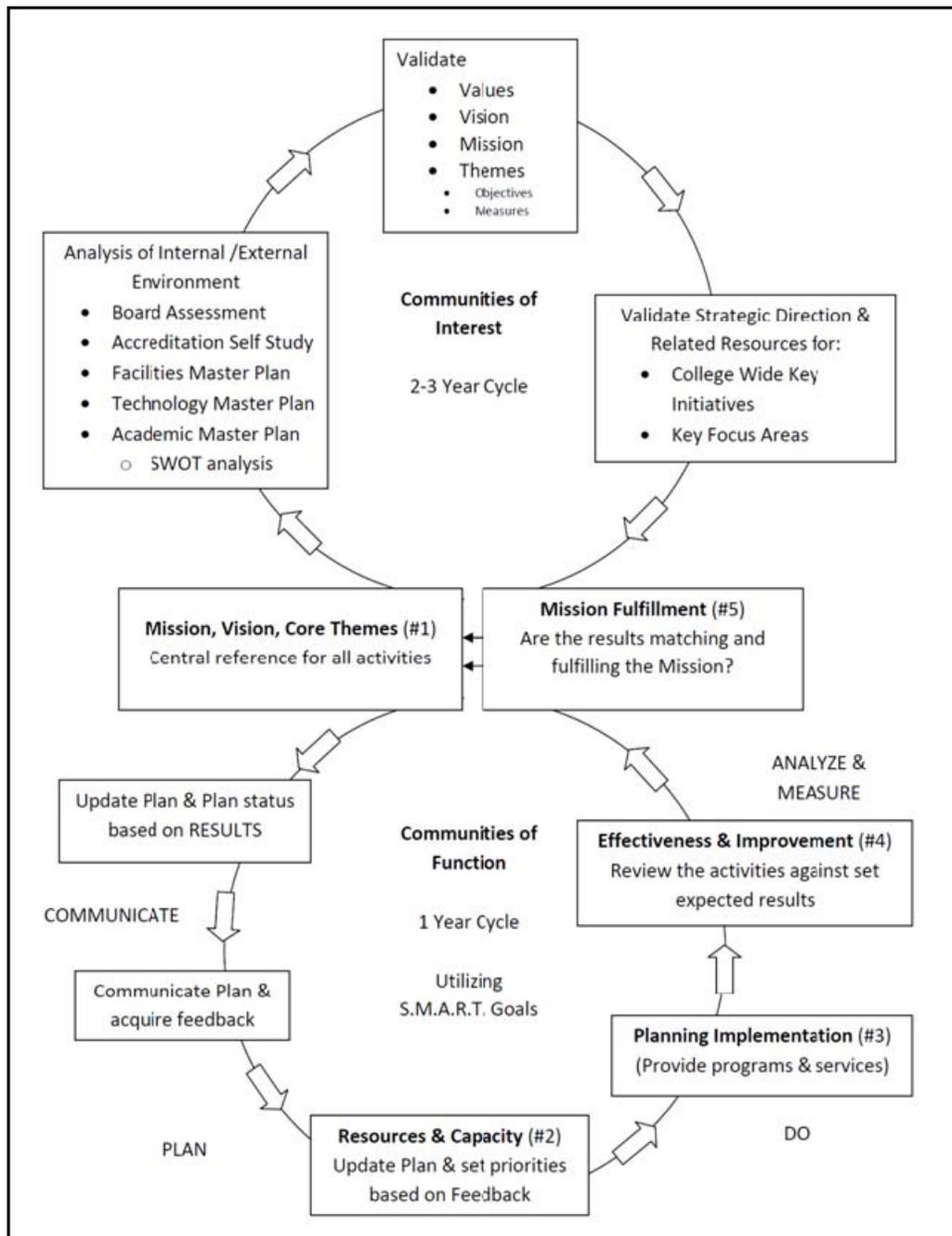
Although implementation of the charter system has stalled while issues of functionality are worked out, the strategic planning process has found new life. The SMP was placed under new leadership in 2010, and a directive document, the Plan-to-Plan, was written regarding strategic planning processes, including: definition of purpose, outcomes and expectations, a process model, responsibilities, planning organization and decision structure, calendar and milestones, alignment, tools, and usage (see EV 3.2). Priorities of the Plan-to-Plan include ensuring that the SMP is a living document that is referred to and reviewed on a regular basis. The plan also stresses the importance of communication with and integration of all departments as well as involvement by a broad cross-section of college staff and faculty in all levels of the institutional planning process.

Steps have been taken to make planning processes more inclusive, timely, and communicative. The SMP is now available on the college website, progress toward goals is reviewed monthly by the ELT, and the document is regularly updated to show its latest status. In December 2010, an institutional planning focus group representing college administration, faculty and staff met to discuss the SMP model and planning processes, planning and its relationship to accreditation, involvement of and communication with appropriate constituencies, and the balance of strategic vs. operational planning (see EV 3.3). The Plan-to-Plan outlines how similar focus groups will be convened throughout the year to support planning activities.

Academic Master Plan (AMP)

While the SMP is a roadmap of the college's goals, the Academic Master Plan (AMP) provides definition for what those goals represent, and it validates their relevance internally and externally. Based on a collective review of the college's mission, vision, and values, the AMP was developed to guide instructional programming, hiring decisions, and facilities decisions. The plan is intended to be a "living" document in that the college will continue to engage regional residents to determine and confirm new programs and classes that will drive and support economic and community vitality. The college has used the document in its administrative planning retreats, throughout the renovation and construction period, and in instructional planning and delivery. In addition to providing guidance to the college, a secondary intent for development of the document is its availability for other agencies to use in their planning processes (see EV 3.4).

In the winter and spring of 2005, CGCC engaged in a five-month planning process that resulted in the development of the current AMP. Fifty-five community members committed to participating in at least three of five sessions; scores of others took part in focus group sessions held throughout the college district; and a membership survey was conducted by the Hood River Chamber of Commerce.

Results from prior planning processes and documents (the Strategic Master Plan, the Facilities Master Plan, and environmental scans) were used as a base from which to begin the process to develop the AMP. The following learning and planning elements were used to update regional information and inform the Planning Group members: (1) Learning Context (Planning Criteria); (2) Learning Audience; (3) Learning Signature (special and unique characteristics of the College); (4) Learning Expectations; (5) Learning Process; (6) Learning Organization; (7)

Learning Partnerships; (8) Learning Services; and, (9) Learning Environment (facilities and technology).

During the planning process, members of the Planning Group emphasized the following values to guide current and possible new instructional programs:

- Create programs using a coherent career ladder and pathway model with multiple "stop-in and stop-out" points that allow people to progress in their learning and achieve higher degrees and certificates;

- Continue and strengthen health sciences programs including front-end careers such as medical office skills;

- Ensure a strong general studies (core knowledge) program; and,

- Serve patrons across the region.

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

The AMP was intended to be a three-year document, and it was scheduled to be updated in 2009; however, the update has been delayed because of competing needs for staff time. In 2009 -10, focus was diverted to addressing the new accreditation standards and developing the college's Core themes, pulling key individuals away from the academic master planning process. At the same time, in order to proceed with the AMP, it was necessary to have determined the Core Themes. Therefore, it was logical for the AMP review and update to be placed on hold, but now it is time for it to move forward again.

To begin the update process, the Chief Academic Officer (CAO) made a 2010 assessment of the primary outcomes identified in the existing AMP (see EV 3.5). In addition, work has begun on updating local and regional demographic information, and preliminary conversations with community groups have taken place. A charter is being written for how the plan will be reviewed and formulated.

Next steps will include: 1) The CAO and other instructional staff will conduct community focus groups to elicit broad input on college offerings and services. Focus groups will include key employment, community, and other educational groups to reflect the broadest constituency possible. To supplement, an on-line survey will be conducted for those individuals unable to participate in a focus group; 2) The CAO will look for emerging themes expressed in the focus groups and survey to prepare a draft of the Academic Master Plan; 3) The draft will be shared with a single, larger group of college staff, faculty, students, and community, educational, and workforce leaders to review the results of the focus groups and have the opportunity to provide

further guidance and input; and 4) A synthesis of these conversations will be carried out and a final document created.

Additional Institutional Planning

Independent Accreditation Planning Timeline (IAPT)

The Independent Accreditation Planning Timeline (IAPT) delineates the necessary steps that CGCC must fulfill to function separately from Portland Community College (PCC) by the 2013 independent-accreditation deadline (see EV 3.6). The IAPT is a working document subject to change, and it includes the following three goals:

1) Seek full accreditation by spring 2012. This timeframe allows for unforeseen recommendations by NWCCU that may require full accreditation request being moved to spring 2013;
2) Develop policies, procedures, service, and staffing levels to a necessary level to meet all federal, state, and NWCCU guidelines during the 09-11 timeframe. CGCC has or will put in place during 2011 shadow systems for financial aid, student records, curriculum and academic standards review and approval, learning outcomes and assessment, and hiring criteria for faculty. These shadow systems serve as pilot processes to make necessary adjustments prior to being granted independent accreditation status. In the fall of 2010, library services migrated its integrated library system from a system used by PCC to the Sage system. After a meeting with PCC and CGCC staff, the Accreditation Liaison Officer (ALO) from PCC indicated that the CGCC library can now be removed from the Memorandum of Understanding and function on its own. PCC will maintain oversight for accreditation purposes;
3) Target the 2011-12 timeframe as putting all policies, procedures, and services into place with minimal oversight by PCC staff.

The IAPT timeline was developed and is updated by the CGCC ALO, with primary input from department leaders in Student Services, the Business Office, Library Services, and Instructional Services. Based on the IAPT timeline, each department develops a procedural outline for achieving IAPT objectives. For example, Student Services created a "What Student Services will Look Like in 2012" planning document that incorporated future staffing needs, important timelines, increased departmental responsibilities (awarding of financial aid, records management and security, the development of a registrar position), and resulting increased budgetary requirements (see EV 3.7). Appropriate PCC administrators and staff are regularly consulted and provide guidance regarding IAPT content and progress.

Facilities Master Plan (FMP)

The Facilities Master Plan (FMP) is intended to help guide the college and its future consultants in providing an optimal physical setting for achieving its mission and academic goals. It identifies a framework for projected campus land uses, including existing and new buildings and their associated open space. A comprehensive plan addresses and refines visible campus systems, including identity and welcome, parking and service environment, pedestrian pathways, and graphics and signage.

Several goals help shape the FMP process. These include taking into consideration short and long-term affordability, expanding the service area, making informed decisions regarding land use, and avoiding unnecessary duplication of services and programs between campuses. The Facilities Master Plan was developed based on the participation and input of a variety of internal and external members of the community. Their involvement included individual interviews, interactive workshops, and information meetings. The FMP will be reviewed and updated in 2011-12 following the update of the Academic Master Plan. This will require significant allocation of resources to hire professionals with the appropriate technical expertise (see EV 3.8).

Technology Master Plan (TMP)

Developed by the Information Technology Services (ITS) department, the Technology Master Plan (TMP) provides a strategic and operational overview of the college's information technology services. Details of the ITS department are broken down into five different categories, which are outlined in separate sections of the document: telecommunications, network services, end user device services, end user application services, and electronic communication support services (see EV 3.9).

ITS provides analysis, specifications, acquisition, installation, maintenance, and support of all the college's electronic communications systems, all of which are designed to enhance productivity and access to needed electronic resources.

Planning is Inclusive and Broad-based

The CGCC administration has purposefully worked to be inclusive in its planning processes. The Strategic Master Plan is developed and monitored by the Executive Leadership Team; however, departments provide the knowledge and expertise to determine the goals and measures that support the Key Focus Areas. In addition, under the new Plan-to-Plan, the ELT will consult two to three times a year with a planning focus group made up of faculty and staff. The Academic Master Plan and the Facilities Master Plan processes have brought together administration, students, faculty, and staff and have engaged individuals from the community who represent business, city and county government, workforce and economic development agencies, chambers of commerce, education providers, social agencies, and rural enterprises. While some plans may be instigated primarily by one department, consultation with other departments takes place in order to ensure workability and integration of new and ongoing activities. For example, the Technology Master Plan is designed primarily by the ITS department; however, the ITS team gathers information regarding technology needs from other departments during its annual "Road Show." This information becomes the foundation for determining ITS projects for the year. Finally, CGCC continues to collaborate with and seek guidance from PCC, particularly as CGCC plans and prepares for independent accreditation. Active participation in all levels of planning by multiple constituencies has been and continues to be a positive practice. The college is committed to engaging all relevant parties in determining its future.

Data Collection, Analysis, and Use in Planning

Effective planning relies on the collection and analysis of accurate data. In each of the planning processes described above, data is gathered and used to drive the activity.

During strategic planning, the ELT refers to several sources to carry out informed planning. Institutional data is compiled by the chief student services officer, including the CGCC Student Profile, the Institutional Effectiveness Indicators Reports, the Community College Survey of Student Engagement, and the Survey of Entering New Student Engagement. These reports provide information regarding student demographics, transfer and completion, retention, financial aid usage, and student satisfaction. The chief financial officer and other department heads and middle management provide internal and external budget data, Oregon state budget estimations, and CGCC revenues and expenditures. In addition, each ELT member brings specific department data that support and define activity related to the department. For example, the chief academic officer supplies data related to distance learning, library services, and faculty workload and FTE comparisons. Finally, the Academic Master Plan and the Facilities Master Plan provide information and analysis that is significant in the strategic planning process.

To support the SMP and other planning processes, the Academic Master Plan gathers data regarding regional demographics, labor market statistics, and business and industry trends. Through its focus groups and surveys, a body of information is assembled to define external and internal expectations concerning the college's mission, including programming, services, and partnership role. This information, along with the data described in the strategic planning process, is analyzed and synthesized into a three-year plan that helps to identify the fundamental purpose of the college and guide institutional activity.

In 2009, the Institutional Assessment Committee (IAC), was established and has worked with the CSSO to integrate assessment, planning, and research to encourage the continuous improvement of academic programs, academic and student support services, and administrative services. The IAC Flow Chart illustrates the role of the IAC to better integrate assessment and data collection into the planning process (see Figure 3.2, next page). This process is still in development, but progress is being made. Further description of the IAC and the integration of assessment into institutional and departmental functions can be found in chapter 4.

Prioritization and Resource Allocation

Institutional priorities have been organized generally within the nine KFAs and four college-wide goals. Priority is not given to any one KFA over another, as it is recognized that all the pieces are required to make a successful whole. Therefore, the order of their numbering bears no relevance. Within each KFA of the Strategic Master Plan, specific strategic goals are listed. Currently, the only prioritization applied to each goal in the plan is a targeted completion term or year; however, a completion target does not necessarily give an accurate indication of importance or priority of any given action or project. In addition, since strategic goals are defined as activities that are new or changing, ongoing operational activities are not included in the Strategic Master Plan. As a result, the SMP is unable to show the prioritization of college activities.

Figure 3.2
Institutional Assessment Committee Flow Chart
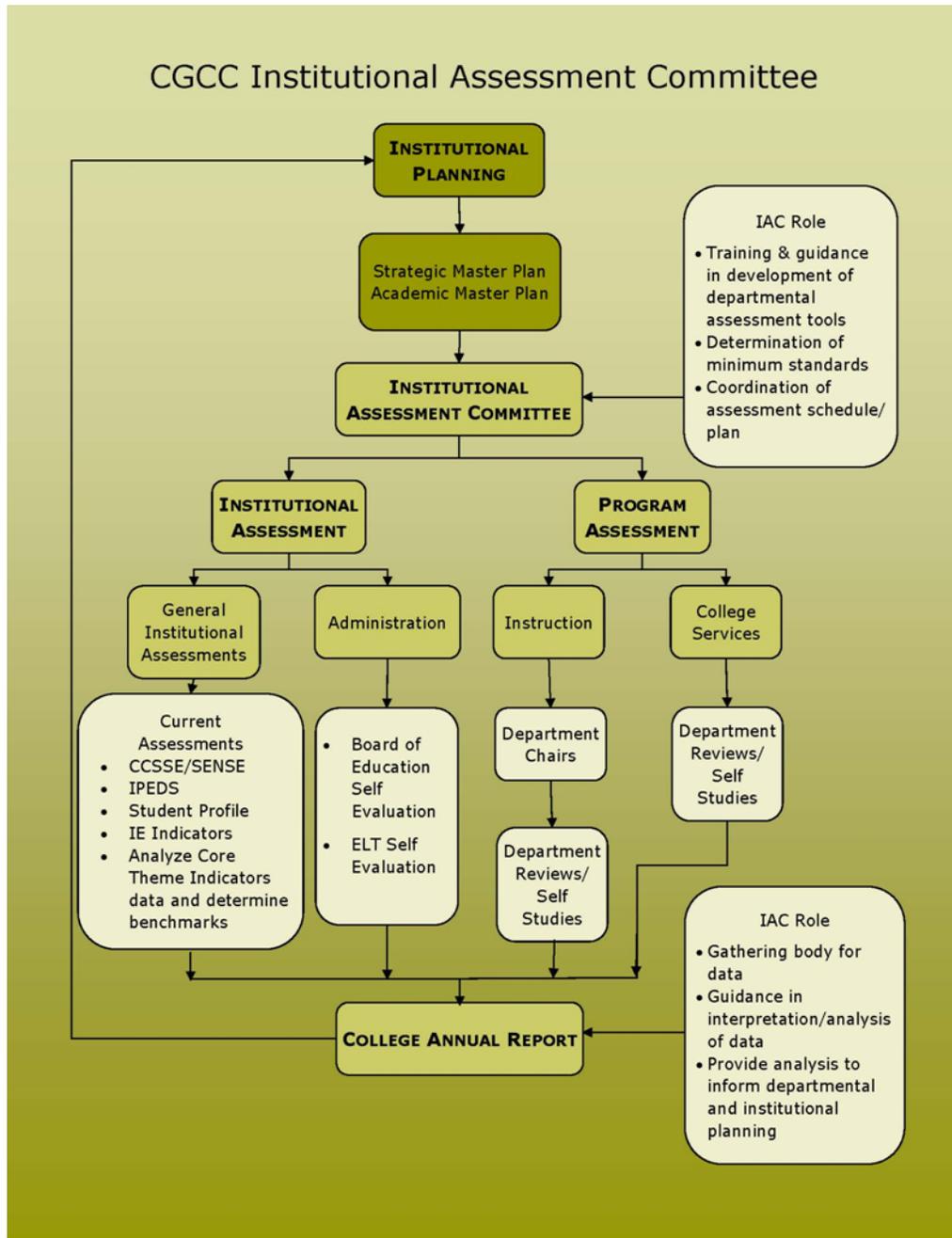
Initial prioritization on new/strategic actions is tied significantly to annual budget preparation. Strategic goals can be placed on the SMP only after sufficient resources have been allocated. Thus the budget process acts as an initial filter for proposed actions. Historically, budget allocation is determined primarily by the ELT with input, via their ELT representative, from mid-level administrators responsible for specific cost centers and budgets. In the 2009-10 budget process, these directors and coordinators were invited to participate directly in three

institutional budget planning sessions. The intention was to make the budget preparation process more inclusive and transparent.

If an action/activity proceeds successfully through the budget allocation process, it is placed on the SMP under a specific KFA. At that point, the action's priority is determined by the ELT champion responsible for the KFA under which the action resides. The ELT as a whole may provide a recommendation on the priority level; it also monitors progress towards completion.

Emergency Preparedness and Contingency Planning

CGCC developed and implemented an Emergency Action Plan (EAP) that reflects its commitment to the well being of the college community and the community at large. The college's EAP provides definitions of emergency-related phrases, emergency telephone listings, procedures surrounding emergency situations, and an explanation of the motivation behind the creation of the document. The EAP was designed to be flexible to accommodate emergency situations of all "types, magnitudes, and durations," with congruent levels of response outlined for each situation (see EV 3.10).

In addition, CGCC created an Emergency Response Manual, which provides college employees with detailed response procedures for specific emergency situations and/or perceived threats. The document is reviewed and updated every year to maintain continuity between the personal safety needs of the college community and periodic renovations to the college environment as they occur (see EV 3.11).

In November 2009, the college implemented a FlashAlert emergency notification system as a way of notifying students, staff and faculty, via their home computers and/or personal cell phones, of such things as school closures and emergency situations taking place on campus and within the service district. The system is used to fill a gap between radio-station announcements and phone-system alert notifications.

Evidence:

EV 3.1	Strategic Master Plan, February 2011
EV 3.2	2010 Plan to Plan
EV 3.3	Focus Planning Team minutes
EV 3.4	2005-2008 Academic Master Plan
EV 3.5	Academic Master Plan – Assessment of Outcomes, 2010
EV 3.6	Independent Accreditation Planning Time Line
EV 3.7	What Student Services will Look Like in 2012
EV 3.8	2003 Facilities Master Plan
EV 3.9	Technology Master Plan
EV 3.10	Emergency Action Plan
EV 3.11	Emergency Response Manual

1. As a result of the new strategic planning process, the college has documented the relationship between planning, core themes, and budget.

2. The Plan-to-Plan and Strategic Planning Model documents, approved in October 2010, provide a structured comprehensive planning process that will encourage continuous program, departmental, and institutional review and thoughtful, progressive policy development.

3. The Institutional Assessment Committee is moving forward in its effort to provide organized institutional data that informs planning processes.

4. Planning processes are clearly linked to the core themes.

5. More college staff and faculty are involved with planning processes.

Recommendations:

1. Develop procedures for including operational planning within the Strategic Master Plan.

2. Update Academic Master Plan.

Chapter Four
Core Theme Planning, Assessment and Improvement

Introduction

Core theme planning, assessment and improvement at CGCC is a developing process as the college seeks to incorporate its new core themes into all aspects of college functions. However, CGCC is not starting from scratch in these areas and has many planning, assessment and improvement processes already in place. College staff and leadership are working together to realign existing procedures while developing new ones in order to ensure a systematic, thoughtful, and responsible approach to mission fulfillment.

The new standards and themes serve as the scaffolding for continuous assessment and improvement. Ongoing evaluation and validation of the themes will occur annually as part of the review of the college's mission, vision, and values. Revision to any of these areas will result in a realignment of the college's strategic plan, which is reviewed holistically on a yearly basis and functionally on a monthly basis. The self study process provides the opportunity for an inclusive assessment of themes and viability of the objectives and indicators.

College-wide Assessment Practices Overview

The institutional researcher collects quantitative and qualitative data, which is used to create the following reports: Student Profile, Institutional Effectiveness Indicators, Integrated Postsecondary Education Data System (IPEDS), and the Oregon Community College Unified Reporting System (OCCURS). The college also participated in the Community College Survey of Student Engagement (CCSSE) in Spring 2009 and the Survey of Entering Student Engagement (SENSE) in Fall 2009. (See EV 4.1-6.) These reports are now available in a shared data location.

Departmental review/assessment is carried out in various ways. Departments or programs that receive funding from sources outside the college general fund or who must meet licensure requirements regularly have data collection and program assessment requirements dictated by the funding source. Examples include: nursing, medical assisting, emergency medical services, renewable energy technology, pre-college and English for Speakers of Other Languages, the Small Business Development Center, Child Care Partners, Gorge Literacy, and co-curricular activities. Departments may do additional assessment if the process required by external funders or reviewers is considered insufficient to the needs of the department or college. College departments not engaged in any type of regular review process are developing internal assessment practices. Overall, data collection and assessment at the department/program level have been inconsistent, and there is often a lack of awareness of what data is available and where data reports may be found.

In an effort to provide more systematic and relevant assessment data that can be used in department and college reporting and planning processes, the Institutional Assessment Committee (IAC) is developing a comprehensive plan to help guide departments, instructional and non-instructional, in assessment data collection and use. Current assessment practices will

continue with some augmentation. The 2010-11 IAC goals include: creating departmental guidelines that include minimal assessment requirements; assisting departments in developing relevant assessment tools; coordinating department review schedules; acting as a repository of assessment data; and creating an annual report to support departmental and college strategic planning (see EV 4.7-8).

As of writing, the IAC has documented current CGCC assessment practices and researched other similar sized institutions for information on assessment practices and reporting. The committee has begun work on developing minimal standards guidelines and is working with the Chief Academic Officer and Department Chairs on course evaluations and determining what instructional department review entails. For non-instructional departments, a minimal standards guideline is being developed based on eight key performance measures. The committee also began work in October, 2010 on data collection addressing the indicators listed under the college's Core Themes and objectives. (See EV 4.9-11.)

With funding from a Title III grant to hire a dedicated institutional researcher, the college will have a more focused approach to assessment, additional collection and analysis of data, and a centralized approach to and access of data. As college staff and faculty have become more informed and involved in assessment and through the work of the IAC, there is more active engagement in assessment.

Evidence:

EV 4.1   2009-10 Student Profile
EV 4.2   2010 Institutional Effectiveness Indicators
EV 4.3   2009-10 Integrated Postsecondary Education Data System (IPEDS)
EV 4.4   Oregon Community College Unified Reporting System (OCCURS)
EV 4.5   2009 Community College Survey of Student Engagement (CCSSE)
EV 4.6   2009 Survey of Entering Student Engagement (SENSE)
EV 4.7   IAC Mission & Goals
EV 4.8   IAC Flow Chart
EV 4.9   IAC Current Assessments
EV 4.10   IAC Indicators Details
EV 4.11   IAC Proposed KPMs, Non-Instructional Departments

Strengths:

1. A schedule for the regular evaluation of the mission, vision, values and core themes has been determined, and a method for carrying out the evaluation is being developed.

2. The college is committed to developing an assessment and evaluation process based on data that is relevant, measurable, and comparable.

3. Institutional data reports are now available on a shared computer drive.

4. The college will be hiring a dedicated institutional researcher in 2011.

1. Develop a comprehensive institutional assessment plan to help guide departments, instructional and non-instructional, in data collection, reporting, use, and college-wide integration.

Core Theme A: Building Dreams (Access)

Introduction

Columbia Gorge Community College provides access to education and services to the residents of its service area, thus being an environment that inspires and supports personal dreams and achievement of goals. All departments of the college are responsible for providing appropriate access. Facility services provide safe and comfortable learning, sharing, and working spaces; information technology services provide access to the Internet and other technology resources to students, faculty, and staff; the business office provides necessary fiscal resources; student services admit, advise, provide financial aid assistance, and support students in achieving their goals; instructional services schedules appropriate classes at days and times to meet the needs of a diverse student body; library services provide access to information resources; the foundation provides scholarships; the small business development center supports entrepreneurship and business owners; child care partners provides links to child care; and the marketing team communicates what is available and possible.

Assessment

The three objectives for Core Theme A are: (A1) offering a broad array of education and training programs; (A2) using multiple modes of effective teaching, learning, and service strategies; and (A3) serving the diversity of students in the district.

Data Collection

To fulfill objective A1 (offering a broad array of education and training programs), CGCC assesses the needs of the communities it serves by reviewing enrollment statistics; researching local and regional employment and workforce needs; partnering with economic and workforce agencies; being aware of market trends; holding focus groups with employers, community leaders, staff, and students; and conducting surveys with various constituencies. Within the career and technical education, nursing and health occupations, and small business development programs, associated advisory boards provide additional data on workforce and employer needs. This data is used for program reviews and development of the Academic Master Plan (AMP). When new or revised courses, certificates, or degrees are proposed, they first are submitted to the Curriculum Committee prior to being forwarded to ELT and the board of education for approval. Non-credit courses are developed and offered based on survey results, requests, and historical attendance data. Breadth of course and program offerings can be found in the annual catalog and quarterly schedules.

Data addressing objective A2 (using multiple modes of effective teaching, learning, and service strategies) is gathered through course evaluations, specific department or program assessment tools, CCSSE and SENSE surveys, and occasional student and faculty surveys. Courses are evaluated by students every term. While these evaluations focus more on the instructor than the course, they do include one or more question(s) related to delivery of instruction. Some faculty who use a variety of instructional technology or who have taken Quality Matters Standards training often add additional questions to the course evaluation to ask questions specific to online teaching and delivery elements. Additionally, online students are surveyed annually in spring term. Survey results are analyzed and reported in the annual distance learning plan. Pre-college programs, an entry point for many CGCC students, track entry assessment scores, progress, retention, goal completion, and transition to college credit programs. Gorge Literacy monitors and reports on numbers of tutors placed in classrooms or matched individually with learners, as well as learner progress, retention and transition. Library assessments include: gate counts, circulation statistics, database usage, and customer satisfaction surveys done annually related to adequacy of services and materials. All library instruction classes are evaluated by students after the class and later in the term faculty fill out an evaluation form to assess the effectiveness of the library instruction session. Some faculty give a library related assignment, which is evaluated by the faculty who often provide specific feedback to the public services librarian. Student Services relies on CCSSE and SENSE surveys for monitoring modes of delivery for advising, financial aid, records, and student life activities. Instructional services also use the data related to teaching/learning strategies. CCSSE and SENSE were last conducted in 2009; The Institutional Effectiveness Indicators Report is done yearly along with the Student Profile. In September, 2008, instructional services conducted a brief delivery of instruction survey. 783 CGCC students, on-ground, on-line and hybrid, responded to a survey regarding on-line vs. in-person, preferred days and times, and location. (See EV 4.A.1-10.)

Data collection for objective A3 (serving the diversity of students in the district) is carried out primarily by the institutional researcher, the office of instruction, and the marketing committee. The institutional researcher (IR) tracks student age, ethnicity, gender and residency and compiles this data for the annual Student Profile. In addition, the IR collects data on scholarship recipients, awards, and generates an annual scholarship report. In January 2009, 634 CGCC students responded to a survey conducted regarding childcare needs and resultant barriers on access/attendance. In 2007, the State Department of Education conducted a civil rights review, for which the college gathered data regarding access and services provided a culminating report in 2009. This review is updated each biennium with a supplemental compliance report. The AMP includes demographic data of CGCC's service district, including ethnicity and income levels. In preparation for updating the AMP, the chief academic officer has collected current demographic data from the regional economist. In 2008, the marketing committee conducted two surveys: 1) to the general community and 2) to the district's Latino community on how to communicate with and provide information. (See EV 4.A.11-15.)

To summarize, data collection for Core Theme A occurs through internal and external data collection processes. Keeping abreast of service area realities and needs is a large, ever-changing, and time consuming task. Two current data needs are 1) effectively evaluate the results of the college's varied marketing/recruitment strategies and 2) determine how best to gather data regarding adequate access from residents not currently engaging with the college.

Evaluation of Programs and Services

Evaluation of access provided by CGCC programs and services hinges on the comparison of external needs assessments with internal enrollment, retention, and student satisfaction assessments. Currently, internal student data is tracked primarily at the course and institutional level rather than the programmatic level. Course enrollments are reviewed each term by department chairs and instructional directors for quarterly schedule development (with input from academic advisors and student education plans) and to develop an annual schedule of classes supported by appropriate resources. These planning activities guide decisions if classes are offered annually, biannually, or inactivated.

Administrators and staff responsible for managing limited entry programs or those requiring specialized testing for entry and exiting requirements (nursing, health occupations, renewable energy technology, pre-college, English for Speakers of Other Languages) gather student enrollment data. For example, pre-college tracks enrollment, retention, level increases, and goal completion. The data is analyzed by department staff, faculty and administration to assist in determining program effectiveness and priorities. Continuation of state funding is tied to learning level increases and completion rates. The nursing and medical assisting programs use graduate and employer satisfaction surveys as a tool when evaluating course and program content. The renewable energy technology (RET) staff track the number of students entering at each of the two program entry points and the number of completers. Formal and informal student check-ins and surveys provide information on program satisfaction. With this information, RET faculty and administrators work together to address programmatic concerns. Advisory committees provide program feedback that may result in revisions.

Tracking student retention and completion rates for the general student population is complicated by students frequently entering and reentering studies, changing majors one or more times, or not declaring a major until they petition to graduate. As a partial means of assessing the provision of access, the number of certificate and degrees awarded, course enrollment, and community needs assessment results provide information related to the breadth of course and program offerings. When hired during the 2011-12 year, the dedicated institutional researcher will fine tune program data collection as part of college assessment and planning.

Aligning with Other Programs and Resources

As the college takes on the new responsibilities related to independent accreditation, there has been a growing need for developing improved communication around the alignment of programs and resources. For example, under the objective of offering a broad array of education and training programs, departments are working together to ensure that the college has the means and authority to offer the courses listed and award the degrees and certificates outlined in its catalog. Instructional services and student services have begun work on developing policies and procedures around curriculum and academic standards, and both the academic standards and curriculum committees include members from both departments. The curriculum committee and its support staff are currently working with student services to develop a communication plan and a road map for approval of new curriculum and curriculum revisions

to ensure that the issues surrounding admissions, financial aid, veteran's benefits, degree audit, etc. are addressed and that all information is communicated to the appropriate people. The curriculum committee has also agreed to include and take into consideration language on submission forms specifically asking about library resources required by any new or revised course.

Similar collaboration is taking place regarding the college's objective to serve the diversity of students in the district. The marketing committee, a cross-departmental committee, will be working together and combining resources with instructional services in the development of the latest version of the (AMP). Both of these entities require data on service area demographics, and a combined effort will save financial resources and provide a unified snapshot of the region's needs and expectations. Another example is the work taking place between the CGCC foundation and student services in regards to the awarding of scholarships and the generation of scholarship funding. With a record number of scholarship applicants, foundation resources are stretched. In response, the foundation is looking for new ways to secure unrestricted dollars as well as dedicated scholarship funding, including the increase of the foundation endowment fund. Determining scholarship recipients is primarily the responsibility of Student Services with final authorization coming from the foundation board. Through a collaborative process, Student Services and the CGCC Foundation Board developed granting guidelines and reporting procedures.

Evaluation of Assessment Process

Evaluation of assessment processes is ongoing. Departments may review internally collected data to determine if it is relevant and statistically accurate. For example, the marketing committee reviewed marketing surveys post delivery to determine if the results provided accurate information that could assist in determining college communication strategies and be applied to future marketing plans. Survey questions that were found to provide imprecise data will be revised in future surveys. Course evaluations are currently being reviewed to determine if they can be revised to provide quantitative data to be used in institutional assessment as well as qualitative data informing individual instructors. When assessment gaps are identified, a department may develop its own revised assessment plan or work with the institutional researcher and the IAC to create new assessment strategies to address the gap. The IR has traditionally filled this role, but the IAC is developing mechanisms to be a leader in this review and development process.

Improvement

Assessment Results Used in Planning

Assessment results are tied into the college's planning processes at the departmental and institutional levels. For example, on a departmental level, instructional services reviews institutional and service district data to determine courses and programs to be offered and to develop the annual schedule. The marketing committee reviews enrollment data as well as district demographics and needs to determine a yearly marketing message and target audience. Student services, the college's front door, reviews data quarterly when evaluating wrap around support services, including: orientation, advising, and financial aid. The CCSSE and SENSE

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reports are their primary source. CCSSE results are used to review how satisfied students are with the services they receive, how often they use these services, and how important they feel these services are. SENSE results are used to assess how students feel about early connections and academic planning. The results of both these surveys have been used in the evaluation of services, departmental planning, and in identifying critical areas of service.

Annual strategic planning for the institution, conducted by the ELT, includes use of the college-wide assessments related to access in order to determine annual goals and objectives within the college's nine key focus areas. In the next planning cycle, core themes objectives and indicators will play a significant role in the development of the strategic plan.

Assessment Results made Available to Appropriate Constituencies

Results of the various institutional assessments used in the measurement of success of core theme A are available internally to all college employees on the college's shared drive. Departmental assessments are made available upon request; however, data needs to be accessible by being saved in a dedicated data folder on the shared drive. The IAC's work to develop a comprehensive list of CGCC assessment strategies is an effort to resolve some of this issue. Assessment results are also shared externally. Those departments or programs that receive outside funding are often required to provide regular reporting to their funders. In addition, some programs must meet the reporting requirements of a monitoring body in order to maintain outside accreditation and/or retain membership in relevant associations (i.e. health occupations, Child Care Partners.) The civil rights review is conducted and made public by the Oregon Department of Education in conjunction with the ODCCWD and the Office of Educational Improvement and Innovation. In 2010, the president's office began publishing an annual report to the community that lists college demographics, graduation numbers, program highlights, scholarship awards, and year accomplishments (see EV 4.A.16). Finally, CGCC's accreditation self-studies are available to the public, and the results of the college's accreditation status are shared broadly through notices in the local print media.

Evidence:

EV 4.A.1   Course Evaluation Examples
EV 4.A.2   2010-11 Distance Learning and Instructional Technology Plan
EV 4.A.3   Pre-College TOPS Report
EV 4.A.4   Gorge Literacy Annual Report and TOPS Report
EV 4.A.5   Library Assessments
EV 4.A.6   2009 Community College Survey of Student Engagement (CCSSE)
EV 4.A.7   2009 Survey of Entering Student Engagement (SENSE)
EV 4.A.8   2010 Institutional Effectiveness Indicators
EV 4.A.9   2009-10 Student Profile
EV 4.A.10   2008 Delivery of Instruction Survey, English & Spanish
EV 4.A.11   2009-10 CGCC Foundation Annual Scholarship Report
EV 4.A.12   2009 Student Involvement, Childcare & Tobacco Survey
EV 4.A.13   2009 Perkins Civil Rights Review
EV 4.A.14   2005-08 Academic Master Plan

EV 4.A.15   2008 Marketing Postcards
EV 4.A.16   CGCC Report to the Community: 2010

Strengths:

1. A broad array of institutional assessments are conducted by the chief student services officer and made available for college-wide evaluation and planning.

2. Greater emphasis is being placed on cross-departmental communication and sharing of data.

Recommendations:

1. Increase the number of programs in which the college tracks data related to student retention and completion rates, using existing models as a starting point.

2. Develop assessment methods for gauging effectiveness of marketing/recruitment strategies.

Core Theme B: Transforming Lives (Education)

Introduction

By providing credit courses leading to career pathways certificates, one-year certificates, and two-year degrees; non-credit courses for customized and contracted training, adult continuing education, community education and small business development; student life organizations and activities; and training for faculty and staff, CGCC provides opportunities to transform personal, work, and community lives. Support services, such as student, library and information resources, tutoring, financial, book store, information technology, and facilities enhance teaching and learning processes and serve to document educational progress. These services are available on both campuses and through the college website. CGCC provides early college options to high school students through College Now, Expanded Options, and Running Start. For students seeking a higher degree, the college has six degree partnerships for dual enrollment, and has developed articulation agreements with other community colleges and university partners for seamless transfer of credits for specific programs.

Assessment

Three objectives have been identified for Core Theme B. They are: (B1) adapting curriculum and programs for careers, (B2) forming partnerships to provide a seamless K-16 education, and (B3) fostering student success.

Data Collection

Data sources to fulfill objective B1 (adapting curriculum and programs for careers) include: business sector needs assessments, reports on industry trends, and student interest in career and technical education programs. This data is gathered through local and regional employment,

economic and workforce agencies, associated advisory boards, academic master planning, educational program reviews, and student enrollment reports. Resultant curriculum additions and changes are processed and evaluated through CGCC's curriculum committee and the respective committees at PCC. Curricular changes are tracked in a spreadsheet housed on the Curriculum Office web page, accessible to students, staff, faculty, and the community (see EV 4.B.1). Communication with community partners regarding education trends and curricular adaptations can be found in CGCC's career and technical advisory board meeting minutes, local employment and economic agency meeting minutes, and the academic master planning process including community focus groups. Communication with faculty and students regarding curricular changes is evidenced in course syllabi that are updated each term, reviewed by related department chairs, and kept on file in the instructional services office. Another more informal means of collecting and communicating business and industry trend information is the participation of college personnel in community, regional, state, and national organizations and committees; participating in and responding to legislative requests; and serving on elected or appointed boards. (see EV 4.B.2).

The measures for achieving objective B2 (forming partnerships to provide a seamless K-16 education) include: enrollment data of recent high school graduates and of students in dual high school/college credit programs (College Now, Expanded Options, and Running Start), the number of students enrolled in degree partnership programs with universities, and students entering or exiting CGCC through articulation agreements. Limited data is also collected and reported for students who transfer to Oregon universities and colleges. Currently, it is difficult to track transfer students to institutions in other states because CGCC student data is reported as PCC data as certificates and degrees are transcripted and granted by PCC. Once independently accredited, CGCC will have access to additional transfer data through the National Clearinghouse.

Objective B3 (fostering student success) requires continual collection of data because of the diversity of community college students and their differing needs to reach their educational goals. Data regarding appropriateness and usage of student support services is gathered primarily through two nationally normed and reported surveys: 1) Community College Student Survey of Engagement (CCSSE) and 2) Survey of Entering Student Engagement (SENSE). The CCSSE will be taken again in spring 2011. In addition, the student services department tracks the number of students using support services through a variety of reports prepared from internally collected data (see EV 4.B.3). Data regarding participation in student organizations and events is collected and reported formally and informally. Student Council and Phi Theta Kappa (PTK) membership and activities are recorded by the student life coordinator. Student Council and PTK officers track and record student participation in their sponsored events. This information is reported in their annual reports to either the Council of Student Services Administrators or PTK International (see EV 4.B.4-5). CGCC student organized clubs are required to submit a roster of current officers and members. Students are also engaged in service learning activities as part of some courses; however, this data is not being collected. To have a more complete picture of student engagement, this data should be incorporated into other student engagement reports. Finally, student grades, degree and certificate completion, and retention rates are primary indicators of satisfactory progress and of student success. The Student Profile and the Institutional Effectiveness Indicators Report provide data in these areas.

Pre-College and English for Speakers of Other Languages departments collect and track retention and satisfactory progress data for state reporting requirements (see EV 4.B.6). While tracking retention data for all students is more complex, this type of data for some programs is currently being gathered for use in program reviews. For instance, for the General Education program review, the IR has provided progress data for math, writing, and anatomy and physiology (see EV 4.B.7). Future program reviews will include retention and satisfactory progress data.

Evaluation of Programs and Services

Since virtually every department at CGCC is involved in furthering the Transforming Lives (Education) Core theme, there is also a developing recognition of the need for all departments to conduct self-assessments or program reviews on a regular basis. The department chairs, in conjunction with the IAC, adopted a program review process and timeline for instructional department review in December 2010 (see EV 4.B.8). Programs receiving funding from external sources or that have state regulations and standards to maintain follow the requirements and timelines of those agencies. Finally, the process to update the Academic Master Plan will include a new section addressing enrollment management that will require collection and use of data that reflects and informs Core Theme B and its three objectives. Updated demographic information and workforce and economic development data will also be included in the report. The award of the Title III grant with funds to hire a dedicated institutional researcher is timely with the current national and state emphasis on student retention and success.

Evaluation of Student Achievement

Student achievement may be evaluated primarily through the grades that students receive for their coursework; however, with the establishment of CGCC course outcomes, assessment will soon be able to be tied directly to the course learning outcomes so that both students and faculty will be more informed about how student will be evaluated. During 2008-09, faculty attended training about writing student focused course learning outcomes. The next step was to begin reviewing current course outcomes as written by PCC faculty to identify linkages to core outcomes and to make desired adjustments to the course outcomes. This work started in 2009-10. As part of the current contract with PCC, all courses offered at CGCC will reflect PCC course outcomes. Revisions will be implemented when independent accreditation is achieved (see EV 4.B.9-10). At the fall 2010 in-service, 70 faculty worked on identifying assessment strategies that link to the core and course outcomes. The instructional action item list provides a timeline for completing this work (see EV 4.B.11).

As a further extension of assessing student learning, another sub-committee of the department chairs is currently rewriting the course evaluation form. The IAC has provided recommendations for keeping the questions focused on evaluating achievement of core and course learning outcomes (see EV 4.B.12-13).

The Academic Standards Committee is undertaking a survey of the current grading system of the college. Currently, there are five grades available to assign, as per the standards set by PCC. The survey is to gather data from faculty regarding the possible implementation of a plus/minus

grading system to allow a more refined assessment of student achievement (see EV 4.B.14-15).

Aligning with Other Programs and Resources

When identifying the core themes, those involved with the process spoke to how education is a primary mechanism for transforming lives throughout the lifespan and the need for lifelong learning (Core Theme B). By fall 2011, the college will have the necessary infrastructure to lead and manage being independently accredited. The work leading to this milestone has moved the college staff from thinking in terms of individual departments to a unified entity that supports learners. Three current examples are the writing of and receipt of the Title III grant that supports several departments, discussions between the department chairs and director of advising on expanding the first year experience for students, and the pilot program being developed for high school students in the more rural regions of counties east of the college district (see EV 4.B.16-18).

Evaluation of Assessment Process

As the college continues to examine itself against the new standards, it is anticipated that greater clarity will be achieved in determining quality data that meets the SMART criteria (Specific, Measurable, Attainable, Relevant, Time-Based) as described in the college's Plan-to-Plan. When the college achieves independent accreditation status and the CGCC faculty have responsibility for curriculum and academic standards, they may implement a plus/minus grading system to better assess student learning. This is an exciting time for the college to clearly establish and evaluate assessment processes that better address a small, rural college and the communities it serves.

Improvement

Assessment Results Used in Planning

College staff with primary responsibility for curriculum, programs, seamless education systems, and fostering student success will use the results of assessment to guide future planning, revise current policies and procedures, and implement strategies that foster attainment of education goals. The IAC has begun to compile data that corresponds with the measures of the objectives for Core Theme B. Closing the circle between planning, assessment, and improvement is the goal of the Executive Leadership Team as well as the IAC. The data will be incorporated into the IAC annual report, as a key reference source for the ELT as they make decisions regarding how to improve our existing educational programs.

Assessment Results Made Available to Appropriate Constituencies

Results of assessments are saved to the IAC Moodle site and to the college's shared drive, thus ensuring access to the data and reports by college staff and faculty. Information will be shared with advisory committees, education partners, business and industry, and community partners through written reports or presentations. The data and results will enable all involved parties to consider specific areas that require further investigation and recommendations for improvement. The president's annual report provides highlights on the college's educational offerings, in particular its signature programs (see EV 4.B.19).

Evidence:

EV 4.B.1   Curriculum Changes url:
              (http://www.cgcc.cc.or.us/Academics/FacultyResources/curriculumoffice.cfm)
EV 4.B.2   Committee List
EV 4.B.3   Student Services Reports
EV 4.B.4   2010 Student Government Certification
EV 4.B.5   PTK 2009-10 Chapter Activities
EV 4.B.6   Pre-College and ESOL TOPS Reports
EV 4.B.7   General Education Program Review Data
EV 4.B.8   Department Chair Program Review Process and Timeline
EV 4.B.9   2010-11 Faculty In-service Agendas
EV 4.B.10   Department Chair Moodle Site
EV 4.B.11   Instructional Action Item List
EV 4.B.12   Department Chair Minutes, Course Evaluations
EV 4.B.13   Course Evaluation Proposals
EV 4.B.14   ASC Minutes, Grading Policy
EV 4.B.15   Review of CGCC Grade Policy
EV 4.B.16   Title III Meeting Minutes
EV 4.B.17   Department Chair Meeting Minutes, December 3, 2010 and January 14, 2011
EV 4.B.18   Gilliam County and Beyond, K-14
EV 4.B.19   CGCC Report to the Community: 2010

Strengths:

1. Gathering of industry trends is ongoing through a variety of means. This information keeps
    CGCC programs current and relevant.

2. CGCC faculty have reviewed core and course learning outcomes and are linking them to
    assessment strategies.

3. Use of national student surveys provides comparative data related to student success
    strategies.

Recommendations:

1. Collect data on service learning activities to include in student engagement reports.

2. Track student retention and satisfactory progress on a more consistent basis.

3. Link course evaluation questions to assessment of core and course learning outcomes.

Core Theme C: Strengthen our Communities (Partnerships)

Introduction

CGCC's Core Theme C: Strengthen our Communities (Partnerships), focuses on the college's external relationships and its function as an integral member of the Mid-Columbia Gorge community. The college interacts with local business, workforce, service organizations, and cultural groups, as well as individual community members. Through its administration, staff and faculty, the college provides workforce training, small business development, personal and cultural enrichment, childcare referrals, and meeting and event space. In addition, CGCC takes an active role in city, county and regional development.

Assessment

Three objectives are listed under this Core theme: (C1) supporting business and industry with a quality workforce; (C2) creating effective external relations; and (C3) demonstrating responsibility to community. These objectives are supported by various departments and activities within the college, including, but not limited to, Career and Technical Education, Community Education, Workforce Training, Small Business Development Center, Co-Curricular activities, Student Life, Child Care Partners, Facilities, Resource Development, CGCC Foundation, and the President's Office. Historically, each department has carried out its own assessment and evaluation and applied results to future planning. As the college moves forward in its effort to ensure that overall planning is based on informative and reliable data, departmental assessment will become more interconnected and formalized.

Data Collection

In regards to Objective C1 (Supporting business and industry with a quality workforce), the college looks to outside resources as well as internally generated studies. External resources referred to for data concerning state and regional employment rates, hiring trends, knowledge and skill needs, and emerging industry include: the Oregon Employment Department, regional economists, the Mid-Columbia Council of Governments, and the Mid-Columbia Economic Development District. For example, when the college submits a Notice of Intent (NOI) for a new CTE degree or certificate, programmatic outcomes delineating student skills and abilities are matched to an Oregon Labor Market Information System job description and the most current data regarding regional labor market needs for that description is cited in the NOI. In addition to tapping into published or on-line information, college administration and staff stay current on employment and industry trends by attending meetings or serving on local and state boards related to workforce and industry (see EV 4.C.1). For data specific to local workforce realities and needs, the college relies on advisory groups linked to programmatic areas within the Career and Technical Education department and Health Occupations, as well as the Small Business Development Center (SBDC) and Child Care Partners (CCP). In addition, the Chief Academic Officer conducts focus groups that include representatives from the local business community, city and county agencies, and college staff, faculty, administrators and students. Data from these focus groups is compiled and used in the development of the Academic Master Plan (AMP).

Quantitative data is available regarding number of students receiving degrees and certificates awarded in CTE and Health Occupation programs. Data on employment of students and employer satisfaction is less available. CGCC's Nursing program has conducted surveys of local employers regarding program graduates employed by local industry partners. Informal qualitative data, general satisfaction with CGCC RET graduates, has been gathered from wind industry partners. Pre-College students who indicate employment as a goal upon entry are tracked by the state via social security number, and yearly completion or non-completion of this goal is tallied by college. The CCP program audit, conducted every two to three years, assesses number and efficacy of trainings offered to childcare service providers as well as the support provided to new start-ups and existing providers. The SBDC annual Scorecard provides data on not only number of clients served, but also on jobs created and retained, capital formation, increased sales, and business starts. In order to report key performance measures to Community College and Workforce Development (OCCWD), the Workforce Training program has collected data through the Business and Industry Customized Training Systems (BITS) on employer satisfaction related to customized training programs. The college does not currently have the means for tracking post-graduation employment of students outside these specific programs; however, it is researching how it might be able to do this in the future. (See EV 4.C.2 -6.)

Defining assessment strategies and collecting data related to Objective C2 (Creating effective external relations) is an area that needs development. While it is possible to make a list and count the number of relationships entered into with federal, state and local entities, gauging their "effectiveness" is less concrete. A method for determining when a relationship is "effective" has not been developed. Currently, qualitative data may be found in department email strings, a collection of newspaper clippings related to college activities, and departmental reports on project evolution and achievement. In addition to this primarily anecdotal evidence, the Resource Development office does track the number of grants and total dollars awarded to the college by agencies, industry partners, and individuals. A matrix was developed by the Grant Committee for recording funding activity, including: purpose, dollars requested, dollars awarded, grant requirements and reporting schedules, and status. Use of the matrix has lapsed in the last year and the Grant Committee is meeting sporadically. As a result, this support and assessment tool has become mostly unavailable. The CGCC Foundation tracks scholarship and designated fund contributions made by community organizations and businesses, individual community members, and college employees (see EV 4.C.7). At the time of writing, CGCC is in the process of developing a matrix to track number and type of external relationships across all college functions. To do this, it was necessary to first establish definitions for "relationship" as well as "federal," "state," and "local." To begin to wrestle with the complexity of this objective and its indicator, a pilot run of the matrix is underway. A spreadsheet has been designed and sent to all departments requesting an initial attempt to respond to the categories of the document (see EV 4.C.8). Following this pilot run, feedback will be gathered and revisions made as needed. The revised matrix will then be circulated for a complete documentation of relationships. Currently, it is thought that the matrix would be maintained by the Resource Development department.

Objective C3 (Demonstrating responsibility to community) refers to the college being a good neighbor within its service area above and beyond its educational programs. CGCC provides

cultural enrichment activities, works with local partners on community projects, makes space available for community meetings and activities, employs one of the larger local workforces, contracts with local businesses for services, and supports personal volunteerism by its employees. Here again, a list of activities and projects could be gathered from the various departments and campus organizations; however, currently a comprehensive list is not maintained. At Co-Curricular events (Humanities Series, Science Summit, guest lecturers), attendance is recorded and audience feedback evaluations are collected. Student Life organizations evaluate anecdotally the success/impact of their community events and activities (i.e. Relay for Life, Community Meals, voter registration, blood drives) immediately after the event and again in their quarterly leadership class at the end of the term. In addition, Student Council, in their report to the Council of Student Services Administrators, must provide a list of programs and events (with sample flyers or promotional information and assessment) which demonstrates a balanced approach in terms of education, cultural competency, and community building. The Facilities Department maintains a cumulative list of groups and organizations requesting space for meetings and events, and the Business Office can generate data on services contracted for locally, including the number of individual contractors and total dollars invested. Community volunteer activities performed by employees are tracked by the Human Resource Department. (See EV 4.C.1, and 4.C.9-11.)

In summary, CGCC's data collection for Core Theme C is adequate in some areas but needs development in others. Departments or programs that rely on external funding sources are more likely to have more comprehensive data collection strategies in order to satisfy the external driver. Internally motivated data collection is becoming a higher priority and should result in a more consistent approach. Currently, the college is able to list and describe the many activities that provide anecdotal evidence that CGCC is building and supporting community partnerships; however, comprehensive and systematic assessment data is limited for Objectives C.2 and C.3. In particular, assessing the qualitative value "effective" in Objective C2 is challenging.

Evaluation of Programs and Services

Making use of available data, departments evaluate their programs and services. Much of this evaluation has been informal and determined by the individual department. Mid-management, staff, and faculty are consulted and provide analysis regarding the status and success of individual and departmental projects. Departments may meet weekly, monthly or by term. Guidance is provided by the college's Strategic Master Plan and its nine Key Focus Areas (KFAs). Supporting goals for each KFA are developed by the department(s) within that KFA. Designated ELT members, KFA Champions, are responsible for evaluating the fulfillment of goals in their assigned KFA(s).

Aligning with Other Programs and Resources

Strengthening our communities and building partnerships is a theme embraced by the entire college. Communication and coordination between departments with similar or supporting goals within this theme are conducted through inter-departmental meetings, cross-departmental committees (IAC, Marketing Committee), and ELT oversight. Allocation of resources/budgeting is a collaborative process between departments and has included a cross section of management and staff.

Evaluation of Assessment Process

Evaluation of assessment processes is conducted similarly for all Core themes.

Improvement

Assessment Results Used in Planning

Assessment results are tied into the college's planning processes at a departmental level and at an institutional level. For example, on a departmental level, the Small Business Development Center reviews its annual "Scorecard" to determine goals and objectives for the following year. The Co-Curricular Activities Coordinator reviews attendance and funding numbers to determine the upcoming schedule of annual events. Annual strategic planning for the institution, conducted by the Executive Leadership Team, includes use of college-wide assessments related to community partnerships in order to determine annual goals and objectives within the college's nine Key Focus Areas, specifically KFA 4 (Community). In the next planning cycle, Core theme objectives and indicators will play a significant role in developing the strategic plan.

Assessment Results made Available to Appropriate Constituencies

Results of the various institutional assessments used in the measurement of Core Theme C are available to all college employees on the college's shared drive. Departmental assessments are made available upon request. The Columbia Gorge Community College Report to the Community was prepared by the president's office and mailed or given to approximately 1,000 business, industry, and other community leaders in Summer 2010. The college's self study documents are made available on-line and in hard copy at local libraries. (See EV 4.C.12-13.)

Evidence:

EV 4.C.1   Committee List
EV 4.C.2   Nursing Surveys and Data
EV 4.C.3   TOPS Report on Employment Goal
EV 4.C.4   Child Care Partners audit
EV 4.C.5   SBDC 2009 Scorecard
EV 4.C.6   Customized Training Data
EV 4.C.7   Foundation Reports
EV 4.C.8   External Relationships Spreadsheet Pilot
EV 4.C.9   Humanities Series Event Evaluation Forms
EV 4.C.10   2010 Student Government Certification
EV 4.C.11   PTK 2009-10 Chapter Activities
EV 4.C.12   CGCC Report to the Community: 2010
EV 4.C.13   2008 & 2009 CGCC Self Studies

Strengths:

1. Pre-College, Nursing, Health Occupations, the Small Business Development Center, Gorge Literacy, and Child Care Partners have mechanisms for reporting some level of program influence post program contact: i.e. graduate satisfaction, employment, employer satisfaction, business creation.
2. The college has a strong sense of its role in the community and can provide significant anecdotal evidence to its efforts to strengthen the community and build partnerships.

Recommendations:

1. Reinvigorate the Grant Committee and its associated tracking of funding sources and resource acquisition.

2. Research strategies for assessing students post-graduation, including: student satisfaction, transfer, employment, and employer satisfaction.

3. Develop assessment strategies to gauge/evaluate effectiveness of external relationships and the community's perception of the college.

Chapter Five
Mission Fulfillment, Adaptation, and Sustainability

By using the new standard structure, developing the core themes, and linking the themes with planning processes and areas of responsibility Columbia Gorge Community College has more clearly defined how it approaches continuous assessment to fulfill its mission. Over the last four years, CGCC began to build the necessary infrastructure to administer an independently accredited institution. By the end of 2011, all required staff and functions will be in place. This has been accomplished at a time of record-setting enrollment and state support reductions.

Mission Fulfillment

Prior to the new standards, the mission was understood and supported by faculty, staff, students, and the communities the college serves. However, it was difficult to quantify how the mission was being fulfilled. The core themes with objectives and measures make it possible to collect quantitative and qualitative data that is strategic, accessible, measurable, relevant, and timely (SMART). The development of this approach occurred through a process that included administrators, staff, faculty, board members, and community members. As the process was refined, additional people were involved, and the Institutional Assessment Committee (IAC) provided necessary clarity (see EV 5.1).

Executive-level administrators and college departments spent considerable time refining, planning, and assessing. Student Services staff developed a plan for hiring new staff to administer financial aid, student records, and collect and analyze student data each year. Faculty and instructional services staff developed a process and timeline for consistent program review; they also revised course and faculty evaluation processes for collecting data that fosters improvement. Budget development and analysis is systematic each year, using data from previous years to project a three-year budget. The library collects data monthly and annually for reporting and planning purposes.

Moving toward a culture of evidence-based decision-making is gaining stronger support from administrators, staff, and faculty, resulting in greater emphasis on inquiry and data analysis. Data is currently used to prepare reports for tracking goal attainment. Reports are given to the CGCC Board of Education on an annual or a cyclical basis. With the identification of themes, objectives, and measures in 2010, the college will analyze the data related to each measure in 2011-12 and define thresholds of relevant evidence that indicates to the public, students, faculty, and staff that the mission is being fulfilled.

The college increased the dissemination of its data analysis and reports in 2010 by creating a data folder on the college shared drive of its computing system. The Institutional Assessment Committee was instrumental in collecting college reports and posting the information. Internal analysis of staff and faculty surveys is available on the Intranet. Each year, the Management Discussion and Analysis portion of the annual audit report is posted to the college website as part of the complete audit report. The president's office prepared and sent its first annual report to the community in 2010.

Adaptation and Sustainability

Using results of its planning, assessment, and fiscal processes, CGCC establishes a three-year cycle as a foundation for its operations. Subsequently, operations, services, budgets, and educational offerings are reviewed annually or as scheduled. Revisions are made, based upon external and internal input, data analysis, and outcomes of previous and current goal attainment. These processes occur consistently.

As a result of pro-active budgeting and analysis of its staffing, programs, and services, the college has managed its resources wisely to meet record-level demand at a time of declining resources. By using cost-cutting methods and aggressiveness in pursuing outside state and federal funding, the college is well placed to maintain fiscal health. Service levels and processes have been adapted to meet these challenges. The college president and institutional advancement officer are active in sharing accomplishments and challenges with local, state, and federal people. Partnership groups are engaged in problem solving and looking to the future.

The receipt of several federal and state grants enhanced the college's ability to meet its mission and sustain its operations. These resources are being used to: 1) enhance educational programs by sustaining the nursing program and expanding other health occupations programs, constructing a new building to house industry scale equipment for the Renewable Energy Technology (RET) lab, providing state-of-the-art computing technology for instruction, and creating a campus gathering place with a new outdoor amphitheater; 2) expand access by establishing a campus in Hood River County, constructing a new classroom and office building in The Dalles, and creating a second cohort of students for the RET program; 3) fund Student Services personnel to support independent accreditation operations, instructional technology and web resources, and a major gifts infrastructure; and 4) develop and strengthen partnerships with community agencies, businesses, educational partners, and government entities.

These partnerships are a valued mechanism for determining program and process development and adaptability. As described in previous self-study documents, the college's Nursing Program was developed in response to local healthcare providers' requests. The same holds true for other health occupations programs. A bi-state-funded and -conducted needs assessment with wind industry partners produced data that ensured the need for continuing the RET Program. The college engages in collaborative partnerships with other education providers to provide additional educational opportunities for residents of the region served by the college. Several early-college-credit opportunities are available for high schools in the region. Articulation agreements with other community colleges and universities, plus participation in statewide certificates and degrees, expand access and educational opportunities.

In 2010, CGCC reviewed its cycle of and processes for planning. The review was structured to strengthen planning, resource management, and assessment processes and to tie functional goals to the core themes. An invitation was sent to faculty and staff to participate in this process. Those who responded are invited at least twice annually to provide input and advise the Executive Leadership Team (ELT). The IAC and instructional department chairs are working together to improve learning outcome assessment and program reviews. Faculty and instructional staff have improved consistency in the evaluation of courses and faculty. The

budget process now includes broader participation through the addition of input sessions with all budget managers. Student Services staff, advisers, and instructional directors work together in recruitment, admissions, tracking student data, and planning of the annual and quarterly schedules of classes. With the designation of a curriculum coordinator, Student Services and instruction staff work together to prepare the annual catalog. It has been recognized that having the appropriate data available and the appropriate staff working together in a timely manner is critical for effectiveness, quality production and assessment, planning, and resource management.

During the life of the college, new certificate and degree programs have been established, and other programs have been suspended or eliminated. More recently, the Juvenile Corrections and Education programs were suspended due to lack of available jobs or declining enrollment. The updating of the Academic Master Plan will establish the future of these programs. A one-year Medical Assisting Certificate Program was created three years ago, and its advisory committee is exploring potential revisions to help incumbent workers obtain the certificate. Meanwhile, at the request of its industry partners, the RET Program has undergone four curricular revisions since its inception in 2007.

Evidence of physical and technical infrastructure sustainability is apparent in the transformation of The Dalles campus, which has transformed from a healthcare institution to a college. Community members and college staff, faculty, students, and board members are proud of the results of the capital construction bond and state match activities that began in 2005. The physical environment is inviting, clean, and safe, and water- and maintenance-efficient landscaping has been installed. The building and technology infrastructure is at a level that will meet and support needs for decades without major expense.

CGCC regularly reviews programs of study, services to students, format of delivery of programs and services, ands functions necessary for the college to be effective. Being small is an advantage in that the college can be responsive, flexible, and ready to listen to constituents and make necessary changes. CGCC's governance structure provides avenues of input and communication throughout the organization. Committees, faculty chairs/departments, and student organizations provide multiple opportunities for making decisions that become advisory to the president. Staff and faculty surveys and trainings provide other avenues for communication and information to and from the administration. There are also avenues for anonymous questions and suggestions by faculty and staff to the president, who will respond or research as necessary.

Moving to the new accreditation standards in the middle of its quest for independent accreditation was a deliberate decision by the college. The identification of core themes clearly defines the college mission. The establishment of theme objectives and measures supports the college's desire for continuous improvement in serving the region. CGCC is nationally recognized for its excellence, commitment to being responsive, and support for students. Establishing infrastructure for being independently accredited demonstrates adapting the institution and the foresight to ensure sustainability of operations.

Evidence:

EV 5.1   CGCC Core Themes and Measures

Conclusion

As Columbia Gorge Community College completes its third self-study as part of its candidacy for independent accreditation, it is exciting to see the progress the college has made. In 2011 the college will demonstrate that it is organized, staffed, and supported to offer educational programs and services to meet the definition of a comprehensive community college, as published in the college catalog, and to meet the criteria of NWCCU to be independently accredited.

The college has exceeded its expected enrollment projections for the last two years and is now seeing a leveling effect that more closely aligns with state funding received. It is the philosophy of the Board of Education and college staff to be fiscally conservative. Through those efforts and that of the Institutional Advancement Office in securing local, state, and federal grants, plus industry support for its more expensive programs, the college has historically demonstrated stability in funding and staffing. The college board, president, and staff plan for institutional sustainability in its operations by preparing three-year budget projections.

The college's faculty and staff have addressed the commission's previous recommendations and have moved forward with self-identified improvements. Being an early adopter of the commission's new standards has been beneficial for establishing a clear and concise framework for quantitative and qualitative measures for mission fulfillment.

In conclusion, the following is a listing of the strengths and recommendations identified by faculty, staff, students, and administrators for continuous improvement:

As part of its annual self evaluation and reporting of the five standards, the following themes were identified as areas of strength of which the college takes great pride, and gives and receives recognition.

Strengths:

- Leadership: College administrators, staff, faculty, and students see themselves as and are recognized by partners, community members and businesses, governmental agencies, and political entities as bold leaders in establishing excellence in educational programs, providing quality services, building a skilled workforce, and being key players in the region's economic development.

- Focus: The college president established three areas of focus and priorities for decision-making – achieving independent accreditation, increasing student retention and success, and looking ahead to the sustainability of the college, especially, when resources are limited, taking care of college personnel.

- Planning Integration: The college mission, core themes, planning and assessment activities, and fiscal and resource management are integrated. The SMART criteria (strategic, measurable, attainable, relevant, and time-based) are used for supporting the integration.

- Infrastructure and Operations for Independent Accreditation: The college governance model, committee structure, staffing, regulatory agency approval, and policies and procedures are all in place to support being independently accredited.

- Fiscal and Resource Management: The college has historically and continues to be fiscally sound in its management to ensure adequate resources to support its operations.

- Data-driven Decisions: The college engages in nationally normed surveys, prepares required reports and self-directed reports, and responds to data requests to assess itself for process improvement. These results are communicated to internal and external constituencies as appropriate.

- Cross-Functional Communication: The college invites participation from all departments in planning, budgeting, and accreditation processes; encourages cross-departmental communication, work projects, and activities; and uses technological resources for fast and stable information use.

- Attractive, Functional and Safe Campus Spaces: The college places high priority in providing attractive, functional, and safe buildings; learning, work, and socializing areas; and campus grounds that support diverse activities.

The college has embraced the new standards and policies of the NWCCU to set high standards for analysis and achievement. In doing so, it has identified the following recommendations to continue to develop this year and in 2011-12.

Recommendations:

- Complete the data gathering and analysis of Core Theme indicators to establish thresholds of achievement and for planning using the SMART criteria (strategic, measurable, attainable, relevant, and time-based.

- Complete comprehensive institutional assessment plan to guide departmental data collection, reporting, use, and college-wide integration.

- Research strategies for assessing students post-graduation in relation to student satisfaction, transfer success, employment, and employer satisfaction.

- Develop assessment strategies to evaluate effectiveness of external partnerships and community perceptions of the college.

Eligibility Requirements

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 the commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the commission's evaluation for initial accreditation.

Columbia Gorge Community College's educational programs, under The Northwest Commission on Colleges and Universities (NWCCU) Policy A.6 with PCC, have been established since 1977 with additional certificate and degree programs being added or deleted in response to district need. There are no plans for CGCC to change its core programs or its contract with PCC until NWCCU determines it is appropriate. CGCC will adhere to the policies and guidelines in place and follow NWCCU policies and state of Oregon guidelines for postsecondary education.

CGCC offers 14 associate degree programs and 11 certificate programs. In June 2010 CGCC awarded 173 degrees and 73 certificates.

2. **Authority**
   The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, 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. In 2001, citizens in Hood River County voted to be annexed into the college service district.

CGCC delivers college credit instruction, certificates, and degrees through its contract with PCC, which is accredited through NWCCU. Credits, certificates, and degrees earned at CGCC appear on PCC transcripts and are transferable to four-year institutions, subject to the specific policies of those institutions. CGCC agrees to comply with all applicable federal and state laws, PCC board policies, NWCCU accreditation standards, and PCC's academic policies and procedures.

Columbia Gorge Community College was granted Candidate for Accreditation status by NWCCU in July, 2008.

CGCC must consult with PCC regarding all contracts that have been, or are being, developed to provide instruction or other services related to instruction or instructional support services.

3. **Mission and Core Themes**
    The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Columbia Gorge Community College's Mission Statement is clearly defined as to the purpose of offering diverse educational opportunities and has been adopted by its Board of Education. The Mission Statement reads: *"Columbia Gorge Community College builds dreams and transforms lives by providing lifelong educational programs that strengthen our community"*.

CGCC core themes are clearly defined and each of the themes is closely aligned with the college Mission Statement, followed by the college's interpretation of how the themes manifest themselves in college planning, processes, action, and assessment. Each core theme has three objectives. The core themes are:

- *Building Dreams—Access*
- *Transforming Lives—Education*
- *Strengthening Our Communities--Partnerships*

CGCC devotes almost all of its gross income to support its educational mission and goals. For 2009-10, instruction accounted for 37.8% of the budget, Academic Support for 10.7%, Student Services for 8.7%, Institutional Support for 27.1%, Student Financial Aid for 0.5%, Plant Operations and Maintenance for 10.5%, Contingency for 4.7%, Transfers to Special Funds for less than 0.1% , and Debt Service Accounts for 0.1%.

4. **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 the Commission's standards and eligibility requirements.

The primary focus of Columbia Gorge Community College is its educational programs (degrees and certificates) and student success. With its own Board of Education and taxing district, CGCC has the sufficient infrastructure, staffing, and operational independence to be held accountable to the standards of NWCCU.

5. **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 charter, its mission, and its core themes.

CGCC has as one of its value statements "Respect for the Individual" and has been making progress to have the college student population represent the demographics of its district. Through policies such as equal educational opportunities and non-discrimination, as well as a successful civil rights review by the Oregon Department of Education, CGCC demonstrates non-discrimination.

6. Institutional Integrity
The institution establishes and adheres to ethical standards in all of its operations and relationships.

CGCC is governed and administered by a well-developed set of board policies ensuring that its operations and relationships are conducted to the highest level of ethical standards. State ethics laws are followed by all college constituents.

7. Governing Board
The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

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, and acts as a general agent of the state in carrying out the will of the district in the matter of public education.

The CGCC Board of Education consists of seven members: four from Wasco County and three from Hood River County, elected by citizens of Wasco County and Hood River counties who reside in the Columbia Gorge Community College District.

8. Chief Executive Officer
The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The president of CGCC is the college's chief executive officer and has, under the Board of Education's direction, general supervision of all programs, personnel and activities of the college and is accountable to the board for that management. The president may delegate to other personnel the exercise of any powers and the discharge of any duties imposed upon the president by these policies. Delegation of power or duty, however, will not relieve the president of responsibility for action taken under such delegation.

9. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who 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 and achievement of its core themes.

Columbia Gorge Community College provides an outline of its administrative and support services personnel via an organizational chart. The chart addresses all administrative and support services that are required of like institutions. Through collaboration between all departments, CGCC is able to foster fulfillment of its Mission Statement and achievement of its core themes.

10. Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The college's instructors are of the highest quality. Full-time faculty have passed through a rigorous hiring procedure and are subjected to a three-year probationary period of observation and learning. The instructors must have a master's degree, or the equivalent in graduate course work hours, in the subject of instruction. This level of qualification is a community college standard for instructors across the nation. Part-time faculty must also meet this same academic background. Faculty are evaluated, as stated in the collective bargaining agreement.

During 2006-07, the chief academic officer, with faculty involvement, developed an instructional governance model of department chairs. Curriculum and academic standards committees have also been formed and are functioning. The Curriculum Committee has the primary responsibility to review the appropriateness and integrity of course and program offerings. It has begun to approve course/program initial development, changes, and deletions and to analyze congruence between content and credits, rigor, and overall effect of the course/ program. The Academic Standards Committee has begun to develop policy and procedure recommendations that impact academic standards, academic degrees, programs and certificates, and other academic issues pertaining to or related to a credit granting institution of learning.

The faculty workload is comparable to other institutions, has been agreed upon in the Faculty Collective Bargaining Agreement, and allows for professional growth. The college strongly encourages faculty to seek professional growth opportunities such as by attending conferences, participating in state-wide issue meetings, and participating in professional organizations or associations. The college provides funding to make these opportunities happen. These opportunities are encouraged for both full-time and adjunct faculty.

11. Educational Program

The institution provides one or more educational programs that include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

CGCC offers several educational programs leading to either a one-year certificate or an associate degree that is congruent with the college mission. The Oregon Department of Education has criteria to which all degrees must adhere. The department identifies the number of credits required for a degree and the number of contact hours required per credit. Columbia Gorge Community College follows these criteria and the same practices required of other Oregon community colleges. Since CGCC degrees and certificates are offered under the contract with Portland Community College, they must also meet PCC criteria.

12. General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g. applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Columbia Gorge Community College currently follows the Associate of Arts Oregon transfer degree requirement guidelines of its contracting college, Portland Community College. Requirements for this degree include coursework in arts and humanities, social science, and math and science, as well as health, speech and cultural diversity. The Associate of Arts Oregon Transfer degree is accepted at every public institution in Oregon and at most in Washington. The Associate of Science transfer degree and the Associate of Applied Science degrees also require general education coursework in arts and humanities, social science, and math and science. Certificates require related instruction in computation, human relations and communication.

Courses are generally transferable on a course-by-course basis subject to review by the accepting institution.

13. Library and Information Resources
Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

The mission of the college library states that the library is to "provide quality library and information resources and services to students, faculty, and staff in support of the curricular mission of the college. The library is an essential facet of the educational process."

Print and media resources are available in CGCC's library, and online resources are accessible on the library's website. Online resources include Gale research databases and Ebrary's 50,000 ebooks. CGCC is a member of the Sage Library System, a consortium of libraries in eastern Oregon, and it participates in Sage's integrated library system and resource sharing. Faculty and students can also request material from libraries throughout the country with the Online Computer Library Center interlibrary loan service.

CGCC students and faculty can access library services and resources from any location through the use of the library website. Library instruction is taught to students whose instructor makes the request. Such instruction is offered at both The Dalles and Hood River campuses. The remodeled library integrates the library with an information commons for a more active learning environment.

Computers for student and faculty use are provided in the library at The Dalles campus and in the Information Commons at the Hood River campus. Laptops with projectors on carts, plus other audio-visual equipment, are checked out for use in classrooms.

14. Physical and Technological Infrastructure
The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Appropriate facilities and technology are crucial to providing educational programs and support services needed for students at CGCC. As the result of a bond approved by district constituents, CGCC renovated its remaining original buildings on The Dalles campus and built a new Health Sciences Building. To meet the needs of the Hood River communities, the college purchased property and constructed and opened a new building. The facilities more than adequately provide sufficient classroom, laboratory, and office space needed for instructional and administrative functions.

CGCC also has state-of-the-art-technology in its classroom and computer labs for students and in administrative and faculty offices. This technology also allows students the ability to access records, register for classes, and obtain financial aid information online.

15. Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

The practice of academic freedom, as stated in Article XIX of the Faculty Collective Bargaining Agreement is accepted by the college and faculty. Documentation of students' right to academic freedom can be found in the Student Rights and Responsibilities document.

Academic freedom is realized in instruction. Faculty members teach each course based on agreed upon content guidelines, but the actual instruction is accomplished as the instructor chooses.

16. Admissions

The institution publishes its student admission policy, which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its 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 limited entry programs such as Nursing and Renewal Energy Technology can be found in the current catalog, the quarterly class schedule, and on the CGCC website.

17. Public Information

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

CGCC meets this criterion by publishing the required information in the college catalog, quarterly class schedules, the Student Handbook, and on the college website.

18. Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

The financial planning and budget development process includes a review of CGCC's mission, vision, and goals so that resources can be allocated to address program needs. The proposed annual budget is prepared by CGCC administrators with assistance from cost center and fund managers who administer the budget. The budget includes contingency funds for unplanned expenditures, activities in the early planning stages, and contingency for uncertainties in revenue. Mid-year adjustments to budgets are approved by the Board of Education, which may shift funding between budgets or allocate the use of contingency funds. The CGCC administration prepares an internal two-year budget that matches the two-year state of Oregon budget cycle.

Management's annual Discussion and Analysis Report, included in year-end financial statements, provides information about new accounting standards, financial and enrollment highlights, analysis of the financial statements (demonstrating improving financial performance with comparative prior year data), information on the capital assets and debt administration, and a discussion of economic factors and the next year's budget. CGCC has a manageable level of debt that is addressed in the Capital Assets and Debt Administration section of the report.

19. Financial Accountability

For each year of operation, the institution undergoes an external financial audit in a reasonable timeframe by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and 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 available for inspection in the college Business Office, and the most recent audit reports are available on the College website.

20. Disclosure

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

As evidenced by past reporting under Portland Community College, CGCC provides any information required by the commission. The accreditation statement can be found in the CGCC catalog, the quarterly schedule of classes, and on the CGCC website.

21. Relationship with the Accreditation Commission
  The institution accepts the standards and related policies of the commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with commission policy. Further, the institution agrees that the commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the commission to any agency or members of the public requesting such information.

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

22. Student Achievement
  The college identifies and publishes the expected learning outcomes for each of its degree and certificate programs. It also engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

CGCC identifies and publishes the expected learning outcomes for most of its degree and certificate programs of at least 30 semester or 45 quarter credits. For each course, PCC provides a Course Content Outcome Guide that includes the intended outcomes for the courses.

CGCC annually tracks the grades and placement of graduates of some of its programs, such as Renewable Energy Technology and Nursing. In a more informal manner, student outcome achievement is assessed through feedback from advisory committees that report whether students have the skills that employers need.

23. Institutional Effectiveness
  The college systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the college and its ability to ensure its viability and sustainability.

The document "CGCC Vision, Mission, Values and Key Focus Areas" clearly defines both the college's mission statement and key focus areas, and the CGCC Strategic Plan clearly defines the goals and objectives of these focus areas. The core themes document details objectives for each of the three themes as well as what to measure. The data collection for these themes is underway during the current year, but analysis of the results will most likely not be completed until next year.

CGCC publishes three reports relating to assessment. First is the annual Student Profile which contains information such as enrollment statistics and graduation numbers. Second, The Institutional Effectiveness Indicators Report is published periodically and includes such data as

retention rates, students transitioning from pre-college work to credit work, and grade information. Every two years from 1994 to 2006 CGCC published the results of the Student Opinion Survey, which responds to satisfaction with the college, faculty, environment, and the rigor of the programs. When the state moved from this assessment to the Community College Survey of Student Engagement (CCSSE) in 2008, CGCC became a member of that consortium and published the first summary report in 2008. This survey is scheduled to be offered again in Spring Term 2011.

The CGCC Assessment Committee was formed in the 2008-09 academic year. Its mission statement is to foster the integration of assessment, planning, and research in order to encourage the continuous improvement of academic programs, academic and student support services, and administrative services at CGCC. It is comprised of staff and faculty from across the college, is instrumental in gathering data to support the core themes, and will be heavily involved in the analysis of the data gathered.

24. Scale and Sustainability

The college demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Throughout its history, CGCC has been responsive to the constituents in its district, has been fiscally prudent to build resources to help it through challenging budget times, has received several federal and regional grants that have helped with program development, and has maintained the student at its focus. This will not change in the future. The Board of Education is committed to the college's mission statement, the president is committed to ensuring that funding is available for strong educational programs and student support services, and staff are committed meeting the needs of the students. With a Title III grant in place to complete student services infrastructure, and with committees in place to provide academic infrastructure, CGCC is committed to fulfill its mission and achieve its core themes now and in the foreseeable future.

2011 Comprehensive Annual Self-Evaluation Report
Committee and Support Structure

Steering Committee: Dr. Susan Wolff, Karen Carter, Susan Lewis, Dan Ropek
Editor: Tom Kaser

Core Theme Development Committee (facilitated by Dave Mason)

ELT	Staff	Faculty	Students
Bill Bohn	Megan Callow	Richard Parker	Michelle Cochran-PTK President
Karen Carter	Adam Gietl	Jules Burton	Kyle Davis-Student Council President
Dr. Susan Wolff	Kella Helyer	Kristen Kane	
Dr. Frank Toda	Martha Dell	Brook Maurer	
	Susan Lewis	Jo An Henricks	
	Jessica Griffin-Conner	Bruce Krause	
	Doris Jepson		
	Richard Dunlop		

NWCCU Self-Study Workshop Team (attended February 2010 Self-Study Workshop

Staff	Faculty
Dr. Toda, Dr. Wolff, Tria Bullard, Mary Kramer, Mike Taphouse	Jules Burton and Grace Windsheimer
After attending the Self-Study Workshop, this group reviewed the Core Themes and Objectives developed in December and edited the objective language in preparation for the Indicators work.	

Core Theme Indicators and Measures Ad-Hoc Committee – Comprised of members of the Institutional Assessment Committee (IAC), Core Theme Team (CTT), Faculty (F), Staff (SF), Students (ST), Community Member (CM), Partner Agency (PA), Executive Leadership Team (ELT), and Board Member (BRD). Four of the people listed below also attended the Self-Study Workshop in Seattle. Some members also represent other categories listed (e.g. Stu Watson is also a Community Member representing Hood River, Julie Belmore and Grace Windsheimer are also faculty, etc.) The student representative was unable to attend.
Karen Carter and Dr. Wolff served as guides to the discussion. Dave Mason facilitated the meetings.

IAC	CTT	F	SF	ST	CM	PA	BRD	ELT
Julie Belmore	Jules Burton	Dan Ropek	Tracy Scharn,	Michelle Cochran	Lori Fadness	Marty Miller	Stu Watson	Bill Bohn
Grace Windsheimer			Tria Bullard					Dr. Toda
			Mike Taphouse					
			Mary Kramer					
			Doris Jepson					
			Susan Lewis					
			Dawn Justesen					
			Ann Harris					

2011 Self-Study Committees

Standards 1, 3, 4, 5		Standard 2	
Jules Burton/Grace Windsheimer	Co-Chairs	Mary Kramer/Suzanne Burd	Co-Chairs
Mike Taphouse	Staff	Jessica Griffin-Conner	Staff
Susan Lewis	Staff	Tracy Scharn	Staff
Julie Belmore	Adjunct Faculty	Jim Austin	Staff
Diane Uto	Adjunct Faculty	Regina Sampson	Staff
John Evans	Full-time Faculty	Mary Merrill	Staff
		Tria Bullard	Staff
		Richard Parker	Adjunct Faculty
		Abel Wolman	Adjunct Faculty
		Megan Callow	Adjunct Faculty

Support Teams

Activities	People
Transportation and Logistics	Dan Spatz
Hospitality	Darlene Marick, Cindy Crampton, Lori Ufford
Information Technology	Bill Bohn, Chris McQuade, Adam Gietl, Ron Watrus
Facilities	Jim Austin, Ino Olivan, Richard Dunlop, Jorge Basilio, Russell Erlenbush, Debra Kochis, Pamela Hill, Brian Fix, Donald Knapp. Rosina Loera
Team Liaisons	Tria Bullard, Suzanne Burd, Mary Kramer, Dave Mason, Mike Taphouse, Lori Ufford
Document Preparation and Design	Susan Lewis
Documents Manager	Jenifer Halter
Visit Logistics	Jessica Griffin-Conner, Charlotte Lavender, Mary Martin

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