



2013 Self-Evaluation

Columbia Gorge Community College

building dreams, transforming lives



Columbia Gorge Community College in 2013

building dreams, transforming lives



Self Evaluation Report
prepared for the
Northwest Commission on Colleges and Universities
Accreditation Visit April 22-24, 2013

The Dalles and Hood River, Oregon

February 26, 2013



COLUMBIA
GORGE
COMMUNITY
COLLEGE

*building dreams,
transforming lives*

Dear Visiting Accreditation Team Members,

On behalf of the Board of Education, the faculty, staff, and students of Columbia Gorge Community College, I would like to welcome you to the Mid-Columbia region, an area that we have proudly served for 36 years. The college service area represents a diverse population of 84,000 people located over a 10,000 square mile area rich in history who look to us for quality post-secondary education opportunities.

The core themes of Opportunities, Education, and Community Partnerships exemplify the difference the college makes for our students and constituencies. The short version of the college's mission statement (building dreams and transforming lives) is well-known throughout the service area and is fundamental to the work that is done throughout the college.

In 1977 CGCC began as a store front operation in downtown The Dalles. Today the college has two campuses, the main campus overlooking the beautiful Columbia River Gorge. The college is vibrant with the hopes and dreams of students, the engaged faculty, and staff who pride themselves on personal attention. And all facets of the college community and the regional communities are excited that we are now in the final stage of the independent accreditation process.

But growth has been more than in the physical attributes of the college. The culture of CGCC is now one of planning integrated with the budgeting process, using data for decision making. There now exists the infrastructure necessary to be a 21st century center of excellence for education in our region. Independent accreditation is the next step in the rich history of CGCC that includes successfully serving our communities, partnering with local and state entities to provide the best educational opportunities to our constituents, and continuing to the progressive rural community college that has earned national recognition for quality and innovation.

I want to thank the entire campus community who has been involved in this journey. Specifically, I would like to thank Portland Community College for their guidance and support during this process. It has been a lot of hard work, but we are eager to demonstrate to you that we are truly poised to move forward with this new chapter in the history of the college.

Sincerely,

Dr. Frank Toda, President

**2012-13
Board of Education**

Dr. Ernest Keller, Chair

Dave Fenwick, Vice-Chair

M.D. Van Valkenburgh

Stu Watson

Charleen Cobb

Charlotte Arnold

Dr. James Willcox



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Institutional Overview

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's district is the majority of Wasco and Hood River counties, but also serves residents in five other rural counties: Sherman, Wheeler and Gilliam in Oregon; and Klickitat and Skamania in Washington. The college serves about 10,000 square miles with a population of just over 84,000. Of that population 30.3% were under the age of 24, 23.1% were 25 to 44, 30.3% were 45 to 64, and 16.3% were over the age of 65.

For students reporting their ethnicity in 2011-12, 77.6% were Caucasian, 18.0% Hispanic, 1.3% Native American, 1.1% Asian, 0.6% African American, 0.36% and Pacific Islander. The 2011-12 Student Profile indicates that the diversity of CGCC's students closely matches regional demographics. Among all students attending the college in 2011-12, 60% were female; among just those taking credit classes, the percentage was 63% female.

CGCC's service area is largely agricultural. The largest job sectors are trade, transportation and utilities. Leisure and hospitality ranked second among private-sector industries, and education and health services highest in the government-sector. 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.

Since its formation in 1977, Columbia Gorge Community College has had a contractual agreement to operate under the accreditation of Portland Community College (PCC), which is accredited through the Northwest Commission on Colleges and Universities (NWCCU). CGCC has always had its own locally elected Board of Education; it has hired its own president, staff, and faculty; it has set most of its own policies; and it has prepared its own budget, which is independently audited.

In 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.

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. CGCC adopted the commission's new standards for its 2011

self-study. By the end of 2010, CGCC established the majority of the necessary infrastructure to assume all functions of a community college.

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 currently appear on PCC transcripts and are transferable to four-year institutions, subject to the policies of those institutions. The breakdown in enrollment categories for 2011-12 was: 52.2% lower division collegiate, 28.3% professional/technical education, 18.7% pre-college, 0.8% adult continuing education.

In the 36 years since its opening, CGCC has grown considerably, with an average full-time equivalency (FTE) growth of 4.5% each year. In fall term 2011, CGCC offered 204 credit and 168 non-credit course sections, and 2,055 students attended classes, for a total of 412 FTE. Enrollment leveled off during 2011-12, which is consistent with community college enrollment throughout the state of Oregon.

CGCC has had a stable budget with sufficient reserves to project ability to fund current levels of programs and services for the next three years. Through thoughtful planning and a conservative approach to use of funds, CGCC has survived challenging times with no staff layoffs. Staffing has also remained stable. For fall 2011, 17 faculty members were full-time and 107 were part-time. For staff, 63 were full-time and 22 were part-time.

The college also has numerous partners who not only assist in the fulfillment of its mission but also ensure that the college is providing a leadership role in the community. 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. There is also a strong history of businesses working with the college by providing financial support for programs and input into curriculum so that students are current on the necessary skills they need to compete in a competitive workplace.

As a small, rural community college doing great things, CGCC has received national recognition in a variety of ways: congressional recognition of the Renewable Energy Technology program, invitation to the first-ever White House Summit on Community Colleges, and recognition by the Department of Labor as a model for rural nursing care. CGCC taught the first wind technician training program on the west coast. The college also has received a Department of Education Title III grant, as well as other DOL and DOE funding for specific workforce training programs.



Preface

Institutional Changes and Recommendation Updates

Institutional Changes

Columbia Gorge Community College has made significant progress in establishing infrastructure, institutionalizing new processes, and addressing its own and the commission's recommendations in preparation for independent accreditation. Continued development of 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. Thoughtful conversations among staff, faculty, administrators, board members, students, and community members have led to the review of Core Theme objectives, measures, and targets to ensure that they accurately reflect the mission statement and provide for evidence to support that CGCC is truly "building dreams, transforming lives."

The annual planning process has been redesigned to be fully integrated with budget building. In addition, the new process is broadly inclusive and ensures that data is used in decision-making. The integration of Core Themes, strategic planning, and budgeting is carried out through an electronic system of Charters.

There have been several significant personnel changes since the April 2011 Northwest Commission on Colleges and Universities (NWCCU) visit. As a result of a retirement, a promotion to a presidency at another college, and a resignation in 2012, there is now a new chief student services officer, an interim chief academic officer, and an interim chief financial officer. In addition, a financial aid director and a registrar were hired as well as a dedicated institutional researcher. All are well qualified to function in their new roles and the transitions have been successful.

Other noteworthy changes since April 2011:

- ◆ In 2011-12, CGCC completed its first year of independently awarding federal and state financial aid (grants and loans) and submitted all year-end reconciliation reports in a timely manner.
- ◆ The new Basic Healthcare Informatics Assistant certificate successfully completed the curriculum approval process at CGCC and is in the final stages of state approval prior to its scheduled offering in spring 2013.
- ◆ Payroll functions have moved from the Business Office to the Human Resources Office.
- ◆ CGCC is participating in several new initiatives including: Achievement Compacts, Achieving the Dream, Foundations of Excellence, and Win-Win. These initiatives have the goal of increasing student retention and completion, and will align with state achievement compacts.
- ◆ CGCC is in the process of completely redesigning the architecture and content of the college's website. As of mid-February, the project is about 50% complete with total completion targeted for winter 2014.
- ◆ Construction funded by a combination of federal and state resources has begun on the Workforce Innovation Center which is an integral part of the Oregon National Guard Readiness and Training Center to be completed by winter 2014. The workforce center will have classrooms, informal learning areas, and high bay industrial space, allowing the consolidation of renewable energy training classrooms and labs while providing flexible space for long-term training needs.

2011 NWCCU Recommendations

CGCC has made substantial progress in addressing the four recommendations identified during the 2011 NWCCU visit. A response to each follows.

Recommendation 1: Core Themes

While acknowledging that Columbia Gorge Community College has been proactive in developing core themes that directly reflect its mission, the evaluation committee recommends that the college move ahead with its plans to refine its core theme objectives, develop meaningful and relevant measures for those objectives, and integrate the core theme assessment process with the college's overall planning and evaluation mechanisms (Standard 1.B.2, 3.B.1, 3.B.3., 4.A.1, 4.A.4 and ER 3 and 23).

CGCC began the process of developing Core Themes that reflect its mission statement in mid-2009. The process to finalize them took longer than expected mainly because of the desire to have input from a broad set of constituencies both internal and external to the college. While the college did have Core Themes and Objectives that were well-developed prior to the NWCCU visit in 2011, it did not have all measures or targets clearly articulated, nor had one cycle of data gathering, analysis, and planning input been completed at that time.

Since then, CGCC staff has made considerable progress and the first year of the planning cycle has been completed. It has been a year of thoughtful conversation across the college. Each Core Theme committee has been meeting to finalize measures and targets. It has been challenging to narrow down the number of measures so as not to overwhelm data gathering efforts while providing meaningful indicators that clearly demonstrate that the college is meeting its mission statement. Using information based on research of

comparable community colleges and CGCC's historical data, Core Theme committees identified and set targets for each measure. The chosen targets were then compiled for each Core Theme, the measures were presented to the Executive Leadership Team (ELT), and Institutional Assessment Committee (IAC) for feedback. After refinements were made, the final document for 2011-12 was adopted by the Board of Education (see EV Rec 1.1).

Subsequently, the IAC also determined that to meet its mission, the targets must have an 80% rate of "Meets or Exceeds" in each Core Theme.

In some instances, processes were developed to collect data on a consistent and routine basis. Data were gathered throughout the year, with committee analysis due by the end of June (see EV Rec 1.2). In July 2012, subcommittees of the IAC reviewed the Core Theme data, scored, and summarized the results and analysis, which was reviewed by ELT and the Quality Council during the August off-site meeting. This data-based approach to planning was very well received and offered new insight into specific topics at the college. The summary provided a status update on where the college is in regards to mission fulfillment.

The Core Theme document was revised for data collection in 2012-13, based on an updated timeline (see EV Rec 1.3). Core Theme data, along with the outcomes of the instructional and non-instructional program reviews, were revisited at the November meeting of ELT and Quality Council, kicking off the 2013-14 budget process.

Mission fulfillment was initially defined with absolute targets that did not allow for a range in scoring or recognize varying degrees of fulfillment. By this rigid measure, mission fulfillment was not apparent in the Core Theme data results. Despite this, there is broad consensus that the college does meet its mission. As a result, conversations

are being conducted across the college to determine whether: 1) Core Theme measures are truly indicative of the scope of the mission; 2) the scoring rubric has sufficient latitude to reflect the complexity of the institution; and 3) the timing of the process aligns with overall institutional planning.

Furthermore in the case of some unmet measures, Core Theme committees reiterated the college's commitment to aspirational targets the college should be reaching for. Ultimately, recommendations were made to delete, revise, or add other measures and targets as to better reflect mission fulfillment.

As the college enters a new cycle of Core Theme assessment, work-plans to close the gaps are in process and related actions are being considered in budget proposals. In addition, discussions are being held at ELT and Quality Council regarding supplemental information that supports the belief that the college is meeting its mission despite initial Core Theme data to the contrary. The challenge now is to revise measures and targets to better reflect the entirety of the college's mission in order that the institution as a whole may embrace Core Theme achievement as the gauge of mission fulfillment. The conversations being held throughout the college community have been very enlightening with broad engagement—very much a thoughtful learning opportunity for faculty, staff, and administration.

Evidence

- EV Rec 1.1 2011-12 Core Theme Summary
- EV Rec 1.2 2011-12 Core Theme Working Document
- EV Rec 1.3 2012-13 Core Theme Working Document

Recommendation 2: Outcomes Assessment

Noting that Columbia Gorge Community College has made progress in its educational assessment efforts, the evaluation committee nonetheless recommends that it take urgent and immediate action to assess learning outcomes at the course, program, and degree levels, with careful attention to the systematic collection and analysis of relevant data and the use of assessment results to improve teaching and learning (ER 11 and Standard 2.C.3).

In 2011, the Instructional Council adopted a three year-plan to address recommendation two by assessing student learning outcomes at all levels: year one (2011-12) initiated degree, certificate, and program outcomes assessment; year two (2012-13) initiated documentation of course outcomes assessment; finally, year three (2013-14) initiates analysis, which will then integrate into program planning and development (see EV Rec 2.1). It is important to note that while outcomes assessment has a three-year implementation plan, once started the work is ongoing. Degree, certificate, and program outcomes data collection is occurring every year, as is process improvement. Analyzing data in the third year will provide faculty with three years' worth of data on which to base ongoing curricular planning.

Degree, Certificate and Program Outcomes Assessment

Three different assessment models were used by programs to assess degree, certificate, and program outcomes. One approach looked at grades for specific course assignments that had been mapped to given outcomes (see EV Rec 2.2). A second approach had external evaluators from the healthcare professions assess student performance using a rubric that aligned with outcomes (see EV Rec 2.3).

The third approach, which was used by most programs, looked at course grades for a wide range of courses that had been mapped to specific program outcomes (see EV Rec 2.4-11).

Preliminary results for each method were presented and discussed at the July 2012 Instructional Council (IC) meeting (see EV Rec 2.12). Subsequently, a subgroup was tasked with making process improvement recommendations that the IC considered adopting for future iterations (see EV Rec 2.13). Based on these recommendations, assessment plans using course grades were reviewed by faculty at the 2012 fall in-service. For the four general/transfer degrees (AAOT, ASOT-BUS, AS, AGS), faculty were required to reevaluate the inclusion of their course in the outcomes assessment plan based on the following question: Can a student pass your course with a C or better if he/she is not able to successfully perform the outcome? If the answer was yes, the class was not included in the assessment of the degree, certificate, or program outcome. If the answer was no, it was included.

As an example, the Medical Assisting (MA) program, working in collaboration with the MA advisory board and external evaluators, made revisions in the rubric and the rating scale using more current and practical language in order to provide greater clarity, particularly in the critical thinking areas. As a result, the revisions improved not only the new outcomes assessment process but also the established tool for evaluating student competence. (See EV Rec 2.14-15)

The three-year plan calls for results to be analyzed in the third year (2013-14) when departments will have two years' worth of data to review. However, some initial analysis has taken place with completion of the first year. The Computer Applications/Office Systems faculty included outcomes assessment data in their program review, completed June 31, 2012 (see EV Rec

2.16). MA faculty also reviewed first year data as they begin to consider potential revisions to the program upon independent accreditation. Assessment plans and results are posted to the college website (see EV Rec 2.17).

Course Outcomes Assessment

Informal course level assessment of student learning outcomes is conducted by each instructor for each course taught. In fall term 2012, a formal documentation process of this assessment was initiated and titled, simply, "Course Assessment." Course Assessment is scheduled so that each instructor participates at least once each year and all regularly taught courses are assessed at least once every three years. (See EV Rec 2.18)

Course Assessment requires that each term selected faculty submit a plan of how student achievement of course learning outcomes will be assessed followed by an end-of-the-term report describing and analyzing their results. In addition, student course evaluation has been tied to this process, and faculty are asked to compare and analyze their results with student perception of outcome achievement. The purpose of Course Assessment is:

1. to provide a structure for the assessment practices that faculty regularly perform;
2. to help enable the sharing of relevant assessment information between faculty;
3. to encourage reflection by faculty and departments based on meaningful data;
4. to improve on our existing Student Course Evaluation process by integrating it more fully with outcome assessment; and
5. to document assessment efforts at CGCC in accordance with accreditation standards.

The analysis of achievement of student learning outcomes at the course level is an integral part of the Course Assessment

process itself and is conducted by each instructor for each course being assessed. The assessment requires that faculty report their results and how those results will influence or change how they teach. In addition, faculty are encouraged to review assessments of courses other than their own, especially within their own discipline. The intent is that faculty may glean information on assessment practices, best practices, and potential pitfalls when developing new courses or retooling existing courses. Course Assessment plans and results are posted and available to faculty on the college website. (See EV Rec 2.19)

Results for the first full term of Course Assessment were available in January 2013. Over 95% of scheduled instructors wrote an assessment plan and conducted a post-assessment analysis of their results. Results included: instructor assessment data on student achievement of course learning outcomes; student course evaluation data that highlighted student understanding of learning outcomes at the start and end of the term; instructor analysis of overall student learning of course outcomes; and potential course improvements. An example of one instructor's analysis and plans for improvement was:

"I know that my students have an understanding of how to work out the problems I give them. However I am not sure that they always know which outcome they are currently learning, and I know that they struggle with real world problems. I know that as an instructor I am confident when it comes to teaching them how to solve problems. I also know that I do not work enough real world problems into the activities and homework. I am working this term to make that a priority. One of the things I am doing is giving the students several graded homework problems that will require them to apply the information we are learning in a real world situation." (See EV Rec 2.20)

Course Assessment also has the potential to assist departments in course sequencing and alignment; it provides important feedback for program/department review and ongoing course/curriculum review. In sync with outcomes assessment and program review, Initial Independent Course Approval and Ongoing Course Review processes were approved by CGCC's Curriculum Committee.

Initial Independent Course Approval

- ◆ Upon independent accreditation, all courses must be initially approved by the Curriculum Committee.* Initial independent course approval will be completed over three years, 2013-2016, with scheduling to be determined by the department in collaboration with the Curriculum Office. In building a schedule, the department should consider evenly distributing courses over each of the 3 years. The Curriculum Committee accepts submissions October through June. A draft three-year schedule for each department's initial independent course approval is due to the Curriculum Office no later than February 15, 2013.

* While all courses are required to go through "initial independent course approval," based on prior approval by the PCC Curriculum Committee, all courses listed as a CGCC course in the 2012-13 catalog or approved by the CGCC Curriculum Committee within the 2012-13 academic year will be rolled over and eligible to offer through spring term, 2016. Courses that do not comply with the "initial independent course approval" process within the 2013-2016 time schedule will be inactivated and have to be resubmitted as a new course before offering.

Ongoing Course Review

- ◆ As part of their regularly scheduled Department Review, departments will

review, evaluate, and validate all courses as to their authenticity, currency, and relevancy.

- ◆ Documentation of such review is to include evidence of faculty participation in the review process (department meeting minutes, signed reviews). Relevant data to consider: Course Assessment results and analysis, including student course evaluations; frequency of offering and fill rate; degree, certificate, and program outcomes assessment.

Onward

Looking to the future, the college has engaged in the Degree Qualifications Profile (DQP) initiative with the intention to support outcomes assessment and the linking of course outcomes to degree, certificate, and program outcomes. For 2012-13, CGCC outlined the following DQP goals:

- ◆ Review core educational outcomes as they are used in the ASOT-BUS, AS and AGS degrees
- ◆ Map all course outcomes to degree, certificate, and/or program outcomes as part of the Initial Independent Course Approval process
- ◆ Integrate with Western Interstate Commission on Higher Education initiative work

As outcomes assessment work progresses, there is a growing recognition among faculty, staff and administration of the demand for – and benefits of – a systematic outcomes assessment that fosters a culture of evidence and data driven decision making. Like other institutions, CGCC continues to struggle with philosophical differences of opinion as to the strengths and weaknesses of this cultural shift towards outcomes assessment. The ability to debate the merits of this shift, while continuing to make much needed progress, is one indication of CGCC's maturation as an institution of higher education.

Evidence

- EV Rec 2.1 3-Year Outcomes Assessment Plan
- EV Rec 2.2 Computer Applications/Office Systems report
- EV Rec 2.3 Medical Assisting report
- EV Rec 2.4 Associate of Arts Oregon Transfer outcomes assessment plan
- EV Rec 2.5 Associate of Science Oregon Transfer in Business outcomes assessment plan
- EV Rec 2.6 Associate of General Studies outcomes assessment plan
- EV Rec 2.7 Associate of Science outcomes assessment plan
- EV Rec 2.8 Associate of Arts Oregon Transfer outcomes assessment report
- EV Rec 2.9 Associate of Science Oregon Transfer in Business outcomes assessment report
- EV Rec 2.10 Associate of General Studies outcomes assessment report
- EV Rec 2.11 Associate of Science outcomes assessment report
- EV Rec 2.12 Instructional Council minutes July 2012
- EV Rec 2.13 subcommittee recommendation
- EV Rec 2.14 revised Medical Assisting assessment rubric
- EV Rec 2.15 Medical Assisting advisory board minutes, June 13, 2012
- EV Rec 2.16 Computer Applications/Office Systems program review
- EV Rec 2.17 Degree, Certificate and Program Outcomes Assessment url: <http://cgcc.us/institutional-assessment/academic>
- EV Rec 2.18 Course Assessment directions
- EV Rec 2.19 Course Assessment url: <http://cgcc.us/institutional-assessment/academic>
- EV Rec 2.20 Course Assessment example

Recommendation 3: Faculty Evaluations

Columbia Gorge Community College has moved closer to a comprehensive faculty evaluation system that includes post-probationary and adjunct faculty, as evidenced by the adoption of evaluation systems for these groups in the most recent collective bargaining agreement. The evaluators recommend that the college takes the appropriate, immediate next steps toward full implementation of these evaluation processes for all faculty groups (Standard 2.B.6, ER 10).

The recommendation regarding faculty evaluations has been substantially addressed. In September 2012, the college and the faculty bargaining unit adopted a new contract that includes updates to our comprehensive evaluation system for all faculty groups. The system provides for multiple indices of assessment:

- ◆ both peer and supervisor observations
- ◆ self-evaluations
- ◆ portfolios of relevant work and accomplishments (e.g. course syllabi, course assessment, quality matters assessments, professional certifications, assessment tools)

These components are applicable in all faculty evaluations; however, they are defined differently as they relate to probationary full-time, post-probationary full-time, and part-time faculty.

Probationary Full-time

New full-time faculty are considered probationary for the first three to five years of employment with the college. During that period each faculty member is evaluated annually. Annual evaluation includes:

- ◆ a classroom observation conducted by the chief academic officer or instructional director

- ◆ preparation of a portfolio by March 1 to include: representative syllabi; analysis of student course evaluation; evidence of special classroom projects, assignments, or innovative teaching methods; description of teaching style and description of strengths and areas of improvement; evidence and analysis of institutional service; evidence and analysis of professionalism; progress on professional goals from professional development plan; and other faculty selected samples of their or their students work, if they so choose.
- ◆ Evaluation and review conference on portfolio and goals for the coming year (arranged by the CAO or instructional director)

Regular Full-time

Following the probationary period, faculty attain regular status and are evaluated every five years using the same process as the probationary faculty. The evaluation process takes place and is completed in a single academic year. In addition, each year regular full-time faculty maintain an annual professional development plan and provide a written report that includes an assessment achievement of the previous year's professional goals and a statement of goals and activities to be taken for the next year.

Part-time

Part-time faculty are employed on a term-by-term basis and are not considered probationary or having regular status. Within the first nine terms of employment, part-time faculty complete five evaluative components, including:

- ◆ An informal peer observation conducted by a fellow faculty member
- ◆ Two formal evaluations by a supervisor or designee using a CGCC Classroom Observation Form (see EV Rec 3.1). The observation is discussed with the faculty member and a written copy given

to the faculty member and another placed in their file.

- ◆ A self-evaluation by the faculty with responses to the previous evaluation(s). In addition, a portfolio is established (course syllabus, assessment tool(s), Quality Matters reviews, professional certifications and anything else the instructor wants to include). Either the instructional director or the appropriate department chair provides a written response or, at the request of the faculty member, meets with the faculty member to discuss their self-evaluation. (See EV Rec 3.2)
- ◆ A requirement to select a class taught by a fellow faculty member and observe it.

Subsequent to the initial nine-term evaluation period, like regular full-time faculty, part-time faculty are scheduled to be formally evaluated at least every 15 terms.

Monitoring Adherence and Concerns

The instructional directors and chief academic officer use a tracking spreadsheet to monitor adherence to the evaluation process (see EV Rec 3.3). The spreadsheet includes all faculty, the date each component was completed and the date the next component is due. As of winter 2013, approximately 91% of all faculty are current as defined by our updated schedule. It is projected that between 95-100% will be current by the end of the academic year.

The official process for handling performance concerns is included in the 2012-15 Collective Bargaining Agreement - Faculty. While evaluations are for constructive employee development and not considered discipline, an unsatisfactory evaluation may result in disciplinary action when appropriate, i.e. the required development of a performance improvement plan or the nonrenewal of probationary faculty. In practice, department chairs and administrators work collaboratively with all faculty to preemptively address concerns

through professional development and mentoring opportunities. However, if mitigating efforts do not resolve an issue, the official process is followed. Full- and part-time faculty may be evaluated at any time there is a clear indication of professional performance problems. In addition, they may be evaluated at other times upon the request of the faculty member or as determined by management. (See EV Rec 3.4)

Evidence

- EV Rec 3.1 Observation forms
- EV Rec 3.2 Faculty self-evaluation guidelines
- EV Rec 3.3 Faculty evaluation tracking spreadsheet
- EV Rec 3.4 2012-15 Collective Bargaining Agreement - Faculty, Article XI

Recommendation 4: Administrative Rules and Procedures

While recognizing that Columbia Gorge Community College remains in the process of becoming independent of Portland Community College and its policies and procedures, the evaluators recommend that CGCC develop and approve its own set of self-governing policies and procedures that would take effect if and when it becomes fully self-reliant. The evaluators further recommend that the college determine how its official policies and procedures will be made consistently available as appropriate to the college's constituents (Standards 2.A.12 through 2.A.30).

In July 2011, the college established the Office of Administrative Rules and Procedures, led by the executive assistant to the president and Board of Education (EA). Activities conducted by the office include:

- ◆ September 2011: An independent contractor was hired in to assist the college with the temporary heavy workload of developing, recording, and publishing existing and newly developed administrative rules (ARs) and operating procedures (OPs) (see EV Rec 4.1).
- ◆ Winter 2011: ELT members were required to submit a timeline for the development of anticipated rules and procedures for their departments.
- ◆ October 2011: The Administrative Rules Handbook was presented to staff at the All Staff Training (see EV Rec 4.2-3).
- ◆ Fall 2011 – present: As needed, meetings have been held to establish priorities between the EA and independent contractor and individuals responsible for the development of ARs and OPs. The contractor and EA have worked with departments and relevant committees to develop ARs and OPs. Progress updates are on the ELT agenda as needed and the president receives regular updates regarding the development of ARs and OPs (see EV Rec 4.4).
- ◆ July 2012 - present: Information regarding ARs and OPs is broadly distributed to college employees and made available to the public. Approved Administrative Rules are posted on the CGCC website monthly (see EV Rec 4.5). An email is sent to staff and faculty to notify them of the new administrative rules.

In addition to staff-wide informational sessions, all departments and relevant committees have been involved in discussions and training regarding the development of ARs and OPs. In some departments the chief officer has taken the lead in researching and developing drafts, while department leads and committees have been assigned responsibility in others. Additionally, departments have reviewed their current board policies to determine if updates or modifications are warranted. Departments and committees use various

resources in the development of ARs and OPs: existing CGCC policies, data from an Oregon School Boards Association audit of board policies, and policies from other Oregon community colleges, especially Portland Community College.

Of particular importance in implementing this process, the Academic Standards and Practices Committee is charged with researching and drafting academic ARs and OPs. Committee membership includes representatives from Instructional Services and Student Services departments in order to provide interdepartmental perspective regarding academic policies.

Drafts are sent to the Office of Administrative Rules and Procedures for review and formatting. As part of the review, legal counsel is consulted as needed. At that point, the president formally considers and adopts the AR or OP. Finally, the EA enters each AR into the Charter system to facilitate tracking and subsequent review and revision.

A beta web page is being created to show the structure of Board policies, administrative rules, and operating procedures as approved. The current website does not show policies, rules, and procedures that do not go into effect until independent accreditation.

As of January, 2013, 66 ARs and 16 OPs have been approved and published, with approximately 30 more in the drafting process. ARs and OPs covering a variety of areas have been approved, including:

- ◆ Enrollment management
- ◆ Disability resources
- ◆ Evaluation of credit
- ◆ Student Rights, responsibilities, and conduct
- ◆ Student activities, leadership, and community engagement
- ◆ Student records and confidentiality
- ◆ Financial transactions

- ◆ Travel
- ◆ Records retention
- ◆ Military issues
- ◆ Public records requests
- ◆ Personnel
- ◆ Curriculum and program development
- ◆ Technology usage
- ◆ Copyright
- ◆ Grants

Evidence

- EV Rec 4.1 Personal Services Contract
- EV Rec 4.2 Administrative Rules Handbook
- EV Rec 4.3 All Staff Training agenda, October 2011
- EV Rec 4.4 AR-OP Status Report, October 2, 2012
- EV Rec 4.5 Policy webpage url: <http://cgcc.us/policies>

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 have been operational under The Northwest Commission on Colleges and Universities (NWCCU) Policy A.6 with Portland Community College (PCC) since 1977. Over time, in cooperation with PCC, additional certificate and degree programs have been added or deleted in response to district workforce and student needs. 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 11 associate degree programs and 10 certificate programs as well as five less than one year Career Pathways certificates. In June 2012 CGCC awarded 250 associate degrees, 81 one-year certificates, and eight Career Pathways 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 and the name was changed from Treaty Oak Community College to the current name. In 2001, citizens in Wasco and Hood River counties voted to be annexed into the college service district.

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.

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. The core themes are:

- ◆ Building Dreams – Opportunities
- ◆ Transforming Lives – Education
- ◆ Strengthening Our Communities – Partnerships

CGCC devotes almost all of its gross income to support its educational mission and goals. For 2011-12, instruction accounted for 33.8% of the budget, Academic Support for 9.2%, Student Services for 8.6%, Institutional Support for 24.6%, Student Financial Aid for 0.6%, Plant Operations and Maintenance for 9.8%, Contingency for 5.0%, Transfers to Special Funds for less than 8.4% , 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 as evidenced by its Mission Statement and Core Themes. CGCC has sufficient organizational and operational infrastructure in place including its own Board of Education, taxing district, staffing, and operational independence to be held accountable to the standards of NWCCU and to meet the responsibilities that go with those standards.

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 continues efforts to have the college employees and 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.

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 Human Resources department developed an Employee Code of Conduct that was distributed to staff and faculty in the fall of 2012. 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.

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.

The CGCC Board of Education is comprised of seven publicly-elected officials charged with setting operational policy and acting as a general agent of the state in carrying out the will of the district in the matter of public education. Four board positions are elected by citizens of Wasco County and three by citizens of Hood River County who reside in the college district.

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

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's organizational chart outlines the structure of its administrative and support services personnel. Achievement of the mission and core theme objectives occurs through collaboration across institutional functions and through such committees as the Executive Leadership Team, Quality Council, Institutional Assessment Committee, and Core Theme Committees.

In 2012 the chief academic officer and the chief financial officer resigned. The

president has appointed two qualified individuals to serve as interim chief officers in these areas. The president is considering all options and will make a determination in the spring of 2013 regarding regular replacements. It is the intent of the College to have regular replacements onboard no later than August 1, 2013.

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 recruits and employs full- and part-time faculty that meet the qualifications for their discipline as laid out in Board Policy I1301. Both full- and part-time faculty are hired according to established policies and procedures. Following state standards, instructors have master's degrees or equivalent graduate level course work. Once hired, all faculty are regularly evaluated through a robust process that is defined in the collective bargaining agreement.

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

1. The Instructional Council is the deliberative and lead advisory group on instructional matters;
2. The Curriculum Committee has primary oversight of course and degree, program and certificate integrity;
3. The Academic Standards and Practices Committee is charged with establishing policies and procedures pertaining to instruction.

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.

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

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

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.

The college follows the Associate of Arts Oregon Transfer (AAOT) requirements that mandate coursework in arts and humanities, social science, and math and science, as well as health, speech and cultural diversity. This degree is accepted at every public institution in Oregon and many of those in Washington. In addition, the Associate of Science transfer degree and the Associate of Applied Science degree require significant general education coursework. Certificates of 45 credits or more conferred by the college include related instruction in computation, human relations and communication.

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.

In accordance with its mission and Board policy, the library provides “quality library and information resources and services to students, faculty and staff in support of the

curricular mission of the College.” Relevant library resources are available in a variety of formats to the entire campus community. Library instruction is regularly conducted on both campuses and is also available to distance education courses. Online tutorials available through the library’s website supplement face-to-face library instruction.

Dozens of research databases make thousands of periodicals and other electronic resources available to students, faculty and staff both on and off-campus via the EZ Proxy authentication system. These databases include respected multi-disciplinary resources provided by Gale and EBSCO. It also includes subject-specific resources such as PsycARTICLES and Newsbank’s America’s News resource.

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

14. Physical and Technological Infrastructure

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

CGCC has appropriate facilities and readily available technology for the employees, students and community. This is pivotal to staying aligned with the college goals and mission and student success. To ensure that the physical and technological infrastructure at CGCC keeps pace with current trends, plans and needs, considerable resources (bonds, grants, stimulus dollars, and general funds) have

been invested in both The Dalles and Hood River campuses. These improvements, partially funded by a Department of Education Title III grant, include equipping all classrooms with state-of-the-art technology to enhance learning experiences and teaching versatility (e.g. smart podiums). Upgrades have been implemented that align current technology capabilities with campus safety and security systems and practices. Improvement of environmental controls and addition of acoustical enhancements foster productive learning and working environments throughout both of the campuses.

Technical infrastructure is outlined in detail in the Information Technology Services department review. In summary, CGCC maintains a state of the art data center, provides technology linkages to both campuses and all buildings & classrooms, a robust Internet link, redundant backup & archive services, utilizes a state of the art IP phone system, provides centrally managed core software (for email, office productivity, & system security), follows a five-year desktop rotation cycle, provides support Monday-Friday 8-5, and is staffed with seven full time employees.

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.

Academic freedoms are acknowledged and respected throughout the campus community. The practice of academic freedom for instructors is established and protected through the Faculty Collective Bargaining Agreement. It is further protected through the Board's Freedom of Expression policy. Students' rights regarding academic

freedom are documented in the Student Rights, Freedoms and Responsibilities Board Policy.

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 requirements and time lines for limited entry programs such as Nursing, Medical Assisting 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 requirement by publishing pertinent information in the college catalog and on the college website. Much of this information (such as tuition, fees, refund policies and procedures, and opportunities

for financial aid) is also printed in the quarterly Schedule of Classes which is mailed to every household in the college's service area.

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.

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

The college budget provides contingency funds for uncertainties in the level of state funding and unanticipated operational and program expenditures. The college is reviewing the appropriate level for the contingency and reserve funds. Any remaining contingency funds are retained and become available resources in the following year's budget.

Budgeting is tied to the college's strategic planning model utilizing a computer based chartering system and includes a minimum three-year projection of major income categories, specific plans for major expenditure categories, and plans for capital revenue and expenditures in order to provide students and the community long-term access to education and the partnerships that are available through the college.

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.

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 presented to the Board of Education and are available for inspection in the college Business Office, and the most recent audit reports are available on the college website.

20. Disclosure

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

CGCC has provided appropriate written documentation per standards adopted by NWCCU throughout the initial candidacy process. Also, 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.

All CGCC degrees and certificates have identified student learning outcomes which are published in the college catalog and on the CGCC website. Outcome assessment is conducted for degrees and certificates according to the Outcomes Assessment 3 Year Plan. (See response to recommendation #2 for description of outcomes assessment.)

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.

In the last two years, CGCC has made substantial progress in using data for providing input into planning and budgeting, as well as integrating the planning processes across the college. The climate at CGCC is now one of using data to make informed decisions. The Core Theme document is recognized as a critical foundation for helping to prioritize work that has been identified as key to demonstrating that the college is achieving the tenets of its mission statement. Additionally, instructional and non-instructional department reviews are completed annually and are used for program improvement. Currently the college is working to align all the planning processes and this activity is leading to thoughtful conversations across the institution.

Internal and external input is achieved in a variety of ways. College committees are broad-based and are comprised of faculty, staff, administrators, and students. Input from the greater community is provided by representatives from local agencies and businesses that are engaged in work that is related to the academic programs offered.

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 the college has demonstrated sound fiscal practices that enable it to focus on the needs of its constituents and specifically students. Strong leadership by the Board of Education and college administration has been especially apparent during the recent recession and nascent recovery which the college has thus far weathered relatively well compared to its peers. Beyond traditional local and state tax support, the college has shown initiative and competency in obtaining substantial, multi-year grants that enable it to expand capacity.

In addition to fiscal stability, sustainability is evident in other key aspects of college operations. Over the last ten years, enrollment has trended upward to record highs, though at the time of this report it appears that it may be declining in 2012-13, consistent with current state trends. At the same time, CGCC is able to maintain consistency of service because of a low employee turn-over rate. Finally, the college's demonstrated commitment to maintaining an updated physical infrastructure and state of the art technology provides a sound foundation for years to come.

Standard One

Mission, Core Themes, and Expectations

Mission

The mission statement of Columbia Gorge Community College was adopted by the Board of Education in 2003. College Board members, elected representatives of the community, crafted the mission in a participatory process that included broad college and community involvement. The mission statement is widely published and distributed through such media as the college's catalog, website, class schedules, annual report, social media, and press releases. The mission statement

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

emphasizes the intrinsic connection between lifelong learning and the fulfillment of personal goals. The mission directs the institution to ensure that its educational programs are pertinent to the community it serves. Widely understood by college students, staff, faculty and the community at large, the mission drives college action and purpose.

Mission Fulfillment

The context for mission fulfillment is established through three Core Themes. The Core Themes are defined by planning statements that clarify specific elements of the mission.

Core Theme A: Building Dreams (Opportunities) – CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills;

Core Theme B: Transforming Lives (Education) – CGCC provides learning resources and tools for a sustainable future for individuals;

Core Theme C: Strengthening Our Community (Partnerships) – CGCC links people and community resources.

In 2011-12, the first complete Core Theme assessment cycle, mission fulfillment was assessed by the extent to which the institution met its specific objectives, measures, and targets for each core theme. A scoring system was applied to each target, an acceptable threshold score identified, and the average score across all core themes collectively determined whether the institution had achieved its mission.

Core Theme committees reviewed the results for each measure, compared these results with the appropriate target, and conducted an analysis, which was compiled in a core theme narrative. As part of this analysis, each core theme committee assigned a score for each measure: Meets or Exceeds, Needs Improvement, and Unsatisfactory. These scores were compiled and reported to the Institutional Assessment Committee (IAC), which represents cross-departmental staff and faculty. The IAC reviewed progress toward core theme objectives and assigned the overall institutional score, which is the college's indicator of yearly mission fulfillment. Mission fulfillment was determined to have been achieved when a minimum of eighty percent of results compiled from all three core themes met or exceeded their target.

Mission fulfillment was initially defined with absolute targets that did not allow for a range in scoring or recognize varying degrees of fulfillment. As a result, conversations are being conducted across the college to determine whether: 1) Core Theme measures are truly indicative of the scope of the mission; 2) the Core Theme scoring rubric has sufficient latitude to reflect the complexity of the institution; and 3) the timing of the process aligns with overall institutional planning.

Core Themes

Throughout the summer of 2012, Core Theme committees reviewed the three core themes and revised objectives, measures, and targets based on the analysis of the 2011-12 cycle. Subsequently, revisions were adopted by the Board of Education for the 2012-13 cycle. The narrative here speaks to the most current version. (See EV 1.1-2)

Core Theme A: Building Dreams (Opportunities)

Core Theme A began as the concept of "Access," but was changed to "Opportunities." This subtle change represents the belief that for CGCC to actually "build dreams and transform lives," a student must be successful in his or her academic pursuit. In addition, there is an expectation that the college will provide support services as appropriate to help that student be successful. At the same time, two objectives were added regarding employment opportunities available at the college. The measures, targets, and data sources were designed to encompass all aspects of CGCC offerings: degree and certificate programs, non-credit life-long learning, Pre-College and English for Speakers of Other Languages, and workforce training. Core Theme A's Planning Statement (CGCC offers multiple

Core Theme A Building Dreams (Opportunities)

Planning Statement: CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by:

Objective A1: Offering a broad array of educational programs to meet current regional needs

Measures:

A1.1 Number and type of programs, degrees and certificates being offered

Objective A2: Offering diverse course delivery modes and service opportunities

Measures:

A2.1 Course delivery methods
A2.2 Course scheduling
A2.3 Service delivery methods (and looking at trends)

Objective A3: Serving the diversity of the service area

Measures:

A3.1 Demographics of students
A3.2 Demographics of faculty
A3.3 Demographics of staff
A3.4 Demographics of graduates

Objective A4: Applying consistent hiring practices

Measures:

A4.1 Standardize notification, application, and selection process

Objective A5: Applying processes that lead to retention (of faculty, staff, student)

Measures:

A5.1 Percent retention (faculty, staff, student)
A5.2 Level of morale

environments and opportunities for people to grow personal and intellectual skills) is supported by three objectives.

Objective A1 – Offering a broad array of educational programs to meet current regional needs

Objective A1 looks at the both the scope of the college's education programs as well as the needs in its seven county service area. CGCC needs to ensure that it has programs that meet the needs of its constituents in both content and delivery mode as well as an appropriate mix of educational programs to be consistent with the fundamental mission of a community college. As currently written, the targets are actually specific statements of what to measure to ensure that the appropriate programs are being offered.

Therefore, the first measure is to compile the number and type of programs, degrees and certificates being offered. Recognizing that students can take both credit and non-credit options for workforce training, one measure is the number of adult community education students taking workforce-related classes. This is an area that the college has been fostering both with students and local business, with the hope that students will continue taking credit coursework to improve their employment opportunities. The number of students enrolling at CGCC immediately after high school graduation speaks to the education continuum and is aligned with the statewide goal of 40-40-20 (40% bachelor degrees, 40% associate degrees, 20% high school completion) by 2025. It also is an indirect measure of the types of programs offered—are they meeting the training and/or transfer needs of first-time college students.

Objective A2 – Offering diverse course delivery modes and service opportunities

Objective A2 examines the modalities of both courses and services to ensure the college is meeting the needs of the

community in regards to format and time. Responsive scheduling and multiple modalities provide an opportunity for students with work and family obligations to take a variety of courses and access support services. This is particularly important in a rural setting and at a small college that cannot easily offer multiple sections of courses.

To measure this objective, the college identified several indicators, including: delivery methods of classes and services, and course scheduling. The first measure assesses the use of online course scheduling. Another looks at the appropriateness of all credit course scheduling by examining course offerings, enrollments, wait lists, and course cancellations. With small waitlists, CGCC can be assured that courses are being offered in a time and format that work for its students. The final measure uses student services and library data to evaluate satisfaction with online services such as financial aid, admissions, registration, interlibrary loan, and library reference. While services may be readily available online, it is critical that they reflect the same quality as in-person services.

Objective A3 – Serving the diversity of the service area

The college is committed to the concept that its demographics should closely approximate the diversity of the region. A diverse student body, both currently enrolled and graduated, provides verification that the college is accessible and being used by all of its potential constituents. In addition, it is known that student engagement increases when college faculty and staff reflect the student populations being served. Objective A3 assesses these concepts through four measures, each examining a target population: students, faculty, staff, and graduates. Demographic data are gathered for both the college district and the larger service area.

Objective A4 – Applying consistent hiring practices

As a major regional employer, the college hires dozens of employees in myriad capacities. As such, the college is committed to using consistent hiring practices throughout all of its departments. Objective A4 tracks the implementation and adherence to standardized job posting, application, and selection processes. This ensures that all candidates have equal opportunity in the hiring process. Measure A4.1 looks at the percentage of positions filled following hiring procedures as documented by the use of approved hiring checklists.

Objective A5 – Applying processes that lead to retention (of faculty, staff and students) and high morale

Retention of not only students but faculty and staff is important to the college. Due to the rural nature of the region that is served, students have limited higher education options. A student who persists is more likely to complete their goal of a degree or certificate. At the same time, the college has a limited local population from which to attract qualified faculty and staff. Employees who are retained develop a broader understanding of students served and their role in student success. Measure A5.1 and A5.2 examine the retention of these populations as well as their satisfaction with CGCC.

**Core Theme B:
Transforming Lives (Education)**

Core Theme B: Transforming Lives (Education), seeks to capture the college’s purpose to transform lives through its educational programs. Quality instruction requires a highly trained faculty as well as ongoing, continuous skill development through professional development work aligned with recognized best practices. Core

Theme B’s Planning Statement (CGCC provides learning resources and tools for a sustainable future for individuals) is supported by four objectives.

Objective B1 – Ensuring alignment of programs with careers, industry standards and educational transfer requirements

Stakeholders demand and deserve high quality educational programs that prepare students for a career or continued educational opportunities. A key method for assuring the college’s academic programs are relevant and of high quality is through the Instructional Program Review process. Instructional Program Reviews are carried out by program faculty under the direction of an instructional director. Faculty use an approved template that helps to ensure key components, such as program relevancy and alignment with industry and professional standards, are addressed. For example, career and technical education programs evaluate the impact advisory committees have on curriculum and instructional methods.

Given the primary role Instructional Program Reviews have in ensuring the alignment of

**Core Theme B
Transforming Lives (Education)**

Planning Statement: CGCC provides learning resources and tools for a sustainable future for individuals by:

Objective B1: Ensuring alignment of programs with careers, industry standards and educational transfer requirements

Measures:

- B1.1 Percentage of programs reviewed using review process and schedule
- B1.2 Percentage of program review recommendations that were implemented
- B1.3 Percentage of program review recommended implementations that were analyzed for effectiveness

CGCC's academic programs with careers, industry standards and educational transfer requirements, three measures were identified to capture the core components of the program review cycle. The first measure looks at the percentage of reviews conducted per the schedule. The second goes a step further and looks at the percentage of recommendations identified in program reviews that have been implemented. Finally, the third measure completes the cycle by looking at the percentage of implemented recommendations that have been subsequently analyzed for their effectiveness. By monitoring these three measures, CGCC ensures that its programs remain current and relevant.

Objective B2 – Ensuring alignment of classes and services to meet student goals and needs

Completion rates – as measured by the percentage of degree or certificate-seeking students who graduate within 150% of the time requirement – is a critical indicator for CGCC. While acknowledging that completion means different things for different students and that community colleges continue to provide opportunities for all students regardless of educational goals, CGCC is committed to helping all degree-seeking students to graduate. In addition to being an important indicator in its own right, completion is a component in Oregon's new Achievement Compacts between schools and the state. This is an additional reason to include such a metric as an indicator of Core Theme fulfillment.

The second measure of Objective 2 looks at the top five reasons why students drop or withdraw from classes. Many of the reasons are largely outside of the college's control. For example, family obligations and health reasons are the two most common reasons given for withdrawals. With that in mind, the college strives to reduce student drops and withdrawals for reasons that can be controlled, such as scheduling conflicts.

**Core Theme B (continued)
Transforming Lives (Education)**

Planning Statement: CGCC provides learning resources and tools for a sustainable future for individuals by:

Objective B2: Ensuring alignment of classes and services to meet student goals and needs

Measures:

- B2.1 % of 2-year degree or 1-year certificate seeking students who graduated within 150% of time requirement
- B2.2 Identify top 5 reasons for student drops and withdrawals
- B2.3 % of students satisfied with CGCC experience
- B2.4 % of 1-year certificate and 2-year degree-seeking students who attend for 3 consecutive terms

Objective B3: Assessing attainment of course, program and degree outcomes on an annual basis

Measures:

- B3.1 Percentage of instructors who completed the course assessment cycle per the annual course assessment schedule
- B3.2 Percentage of students who meet course outcomes
- B3.3 Percentage of students who meet degree/certificate/program outcomes
- B3.4 Demographics of graduates

Objective B4: Encouraging the acquisition and use of high quality teaching and support practices

Measures:

- B4.1 Percentage of faculty attending professional development opportunities
- B4.2 Percentage of students who feel engaged with faculty
- B4.3 Percentage of faculty and staff indicating satisfaction with their jobs
- B4.4 Percentage of faculty demonstrating best instructional practices
- B4.5 Percentage of new faculty involved in orientation or mentoring relationships

The third measure for Objective 2 looks at student satisfaction with their experience at CGCC regardless of whether they are continuously enrolled or on track to completion. As such, student satisfaction complements the other measures of how well CGCC is providing classes and services to meet students' goals.

Lastly, the fourth measure for Objective 2 is based upon continuous enrollment. Research strongly suggests that students who are continuously enrolled in school for three consecutive terms are substantially more likely to meet their educational goals. As such, the measure looks at the percentage of students that meet or exceed this threshold of continuous enrollment.

Objective B3 – Assessing attainment of course, program and degree outcomes on an annual basis

CGCC actively assesses student achievement of learning outcomes at the degree, program, certificate, and course levels. Three measures have been identified as signaling CGCC's success in this area. The first measure captures the percentage of instructors completing the Course Assessment process, which is composed of student course evaluations and outcomes assessment at the course level. As the principal method for obtaining feedback directly from students on specific courses, course evaluations are an important avenue for discerning student perceptions of outcomes attainment. The comparison of student perceptions with instructor assessment provides multiple data points with which to determine student outcome achievement.

More important than measures that reflect CGCC's efforts to collect information on outcomes assessment efforts are measures that capture student attainment of stated outcomes. Towards that end, separate measures look at the percentage of students meeting course outcomes as well as

degree, program, or certificate outcomes. However, the current Course Assessment process does not track aggregate percentages for course outcome achievement. This reality is in contradiction to the Core Theme measure, which was adopted prior to the creation and establishment of the Course Assessment process. After this nascent process completes a full year cycle, an evaluation of the measure's efficacy may prompt revision.

Objective B4 – Encouraging the acquisition and use of high quality teaching and support practices

CGCC is committed to having highly qualified faculty that use the best teaching strategies and support practices available. One method of ensuring that faculty are familiar with best practices is through widespread participation in professional development opportunities. Towards that end, the first measure of success for Objective B4 captures the percentage of faculty attending professional development opportunities. The second measure approaches high-quality teaching and support practices from the students' perspective and focuses on student engagement. Student engagement is widely regarded as critical to develop and is likely to be an indicator of how well faculty are employing high quality teaching and support practices. The third measure for Objective B4 tracks faculty job satisfaction, acknowledging that satisfied faculty are likely to be better instructors.

The fourth measure surveys faculty in order to determine the percentage demonstrating use of best instructional practices. This information is used to identify best practices that are infrequently used or not understood. These are then considered as topics for future professional development opportunities. The fifth and final measure in this area takes into account the importance of faculty development through mentoring opportunities by quantifying the percentage

of new faculty being mentored. New faculty are defined as those with probationary status (i.e. up to three years of service). Mentoring gives senior faculty an opportunity to guide new faculty as they hone their teaching skills and learn about the college's culture.

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. The college cultivates, maintains, and grows partnerships in four areas: business and industry, academic institutions, governmental entities, and local communities. Core Theme C's Planning Statement (CGCC links people and community resources) is supported by four objectives.

Objective C1 – Cultivating productive business and industry relationships

CGCC is committed to working side-by-side with local and regional business and industry in the ongoing development of a quality workforce that can successfully take the Mid-Columbia into and through the 21st century. In addition, the college seeks to promote and aid growth within the local economy by supporting small business development. Four measurements provide a snapshot of CGCC's relationships in these areas.

In Measure C1.1, the college tracks the effectiveness of grants, funding, and in-kind donations received from local and regional business and industry partners. Investment in CGCC programs and infrastructure

Core Theme C Strengthening Our Communities (Partnerships)

Planning Statement: CGCC links people and community resources by:

Objective C1: Cultivating productive business and industry relationships

Measures:

- C1.1 Effectiveness of grants, funding, and in-kind donations
- C1.2 Number of businesses and industries assisted by CGCC
- C1.3 Effectiveness of processes to assess business and industry needs
- C1.4 Number and effectiveness of workforce training activities

Objective C2: Creating, maintaining, and growing academic partnerships

Measures:

- C2.1 Percentage change of high school students attending CGCC (including College Now, EO/RS, Early College)
- C2.2 Number, type and results of activities supporting community college, university and career tech relationships—student enrollment in these programs

Objective C3: Cultivating relationships with governmental entities to promote economic growth and community development

Measures:

- C3.1 Number of CGCC advocacy and collaborative efforts
- C3.2 Effectiveness of grants, funding, and in-kind donations

Objective C4: Creating, maintaining and growing community relationships

Measures:

- C4.1 Direct and indirect investments in the community
- C4.2 Number and type of educational, cultural, environmental, non-profit and civic partnerships
- C4.3 Community awareness and perception of CGCC

demonstrates a level of confidence in the college's purpose and goals. Effectiveness is rated on a one to five scale determined by a rubric measuring eleven criteria. The rubric is administered by the college's Grant Committee.

Next in C1.2, the college measures the number of business and industries assisted by CGCC, as reflected by: jobs created; private investment support leveraged; business clients assisted by the Small Business Development Center (SBDC); and the number of child care providers established or served by Child Care Partners. This measure demonstrates how CGCC is investing in and encouraging outside investment in local business.

In Measure C1.3, CGCC monitors its ongoing assessment of the shifting realities of workforce needs. College programming requires a certain adaptability and nimbleness to stay current. CGCC's ability to stay relevant in providing career and technical training opportunities will have significant impact on ongoing community support and institutional sustainability. Measure C1.3 provides data on number of needs assessments completed annually, number of required advisory boards actively meeting, and number of regional business and industry site visits.

Finally in C1.4, the number and effectiveness of workforce training activities are evaluated by counting the number of workforce trainings offered and number of employees trained, as well as the number of career and technical education students obtaining employment. These numbers reflect the college's direct impact on job attainment and enhancement; however, the tracking of employment of current students and graduates is problematic at this time.

Objective C2 – Creating, maintaining, and growing academic partnerships

Objective C2 addresses the reality that

CGCC and its students do not exist in an educational vacuum, but rather are part of a continuum of education which includes K-12 schools, community colleges, and universities. In the middle position of this progression, CGCC has a responsibility to develop and maintain horizontal and vertical relationships with feeder schools, peer colleges, and next step institutions. Two measurements address the adequacy and strength of CGCC's academic partnerships.

Measure C2.1, percent change of high school students attending CGCC, is tracked by gathering annual enrollment data from College Now, Expanded Options, Running Start, and Early College, programs in which high school students are co-enrolled at CGCC. A 3% growth in enrollment in these programs, the target for this measure, is considered to be an indicator of overall growth in the relationship with CGCC's feeder high schools. In addition, the college's commitment to state Achievement Compacts includes a reporting of dual enrollment numbers that this indicator can provide.

In Measure C2.2, the horizontal and vertical relationships with other community colleges and universities are assessed by tracking the number of articulation agreements, degree partnerships, and dual-enrolled students. These measurements reflect CGCC's willingness to work with colleges and universities to ensure that students' reasonable expectations for transfer may be fulfilled.

Objective C.3 – Cultivating relationships with governmental entities to promote economic growth and community development

As part of its commitment to promoting regional economic growth and community development, CGCC pursues financial and collaborative partnerships with local, state, and federal governmental agencies. Working together with community partners

to attract outside dollars and support benefits the college and its service area and are not limited to projects that solely fund college programs or activities. The college willingly lends its name to promote regional projects that build the local economy, promote job creation, and encourage cultural development.

The same grant rubric and process described in Measure C.1.1 is applied here in order to track the effectiveness of grants, funding, and in-kind donations received from governmental entities. The target is to earn, upon completion of the award period, a 4-5 rating on 75% of the awards received.

Measure C.3.2 gauges CGCC's advocacy and collaborative efforts by gathering the number of: 1) collaborative partnerships per year that result in financial or other tangible benefits to both parties; and 2) college presentations and updates given to local groups. These numbers show how the college may help leverage governmental funding and resources.

Objective C.4 – Creating, maintaining and growing community relationships

In objective C.4, the college focusses on being an integral part of the community, being a good neighbor. The college's predominantly rural service area is diverse both ethnically and socioeconomically. The population is civically minded with strong support for the arts, culture, and environmental issues.

Measure C4.1 evaluates the college's direct and indirect investments in its communities. The college co-sponsors community events (e.g. Gravity Games, Music in the Park), hosts service activities (e.g. blood drives, food drive), and provides space for meetings and events (e.g. Toastmasters, Indian Creek Stewards). College employees represent the college and lend their expertise to community organizations through their general participation and by serving as

board members. College faculty create opportunities for students to participate in service learning projects that provide real-life training for the student and make a positive community impact. The college has set targets to capture these types of interactions.

In C4.2, the college looks particularly at the non-profit and civic partnerships it maintains in order to promote educational, cultural, and environmental awareness and growth. As the only institution of higher learning in the Mid-Columbia region, CGCC strives to be a leader in these arenas. The college determines fulfillment of this measure by tracking several data points, including the number of events and workshops hosted on or off campus as well as progress toward climate commitment milestones.

C4.3 measures community's awareness and perception of CGCC. It is important to gauge the institution's relevance in a changing media environment. Success is determined by the use of press releases, engagement through social media, and community feedback.

Evidence

- EV 1.1 2012-13 Core Theme Summary
- EV 1.2 2012-13 Core Theme Working Document

Strengths

1. Core Theme Process: CGCC has completed a full cycle of assessment and analysis of Core Themes.
2. Decision making: Through the Core Theme process with engagement from faculty, staff, and students, CGCC has grown as an institution to become a data-based decision-making organization.

Recommendations

1. Mission fulfillment: Continue with process to refine the definition of mission fulfillment.
2. Core Themes: Review Core Theme objectives and measures to ensure that they reflect the college mission.

Standard Two Resources and Capacity

2A Governance

Governance System

The governance system of Columbia Gorge Community College (CGCC) is clearly understood, with the board setting policy and the college president implementing that policy. These clearly defined roles and responsibilities facilitate the achievement of the institution's mission, vision, goals, and core themes. The president has an open-door policy and also provides an online resource for faculty, staff, students, and the community to confidentially submit feedback, recommendations, and questions. Faculty have input into the decision-making process through their department chairs and the chief academic officer's participation on the Executive Leadership Team. Staff and faculty are expected to make decisions within the scope of their respective position and make recommendations for operational/programmatic improvements as appropriate. Students have input into decision-making processes via their elected student body

officials and by their participation in institutional groups/committees. (See EV 2.A.1-2)

Throughout its 35 years, the division of authority and responsibility between the college district and the State of Oregon has been expressed through board policy, administrative rules, and operating procedures. Documentation of these lines of authority and responsibility allow for the equitable administration of policies, regulations, and procedures. (See EV 2.A.3)

The accreditation liaison officer monitors CGCC's compliance with the Commission's Standards for Accreditation and works in conjunction with the chief talent and operations officer and president on matters impacting collective bargaining agreements, legislative actions, and external mandates. (See EV 2.A.4)

Columbia Gorge Community College Board of Education (2012-13)

Position	Name	County	Elected	Term Expires
1	M.D. Van Valkenburgh	Wasco	July 1, 2001	June 30, 2013
2	Dr. James R. Willcox	Wasco	July 1, 1977	June 30, 2013
3	Dave Fenwick	Hood River	July 1, 2003	June 30, 2015
4	Charlotte Arnold	Hood River	July 1, 2011	June 30, 2015
5	Dr. Ernest Keller	Wasco	July 1, 2001	June 30, 2013
6	Stu Watson	Hood River	July 1, 2007	June 30, 2015
7	Charleen Cobb	Wasco	July 1, 2001	June 30, 2013

Governing Board

The governing board consists of seven elected members (four from Wasco County and three from Hood River County) who reside within the college district. Board members have no contractual, employment, or financial interest in the institution, as detailed in Board Policy BBFA: Board Member Conflicts of Interest (see EV 2.A.5).

The board acts only as a committee of the whole. Any individual board member acting on behalf of the board does so by formal delegation of authority by the governing board as a whole (see EV 2.A.6).

The board establishes policy and authorizes the president to carry out the day-to-day operations of the college (see EV 2.A.7). Board organization is outlined in Board Policy BBBA: Board Member Qualifications (see EV 2.A.8). Policy changes and/or review of new policies are recommended by the president to the board for their approval. Through the establishment of the Office of Administrative Rules and Operating Procedures and an analysis of the results of a 2010 Oregon School Boards Association policy review, the NWCCU accreditation standards, and an inventory of administrative rules, each key function area champion has reviewed the policies within his/her respective key function area (KFA). It was discovered that many administrative-level policies reside within the broader board policies, and a proposal will be made to the board in the spring of 2013 to pull out some of these policies and make them into administrative rules. (See EV 2.A.9)

As stated in Board Policy BFCA: Administrative Procedures, the board has delegated operational authority of the institution to the president (see EV 2.A.10). Annually, typically in executive session of the January board meeting, the board evaluates the performance of the president. The evaluation is based on five performance areas: leadership, administration and

educational excellence, communications, honesty and integrity, and long-term perspective. The results of each evaluation are used as a basis for future goal-setting and monitoring of the president's performance.

The board implemented a process of annual self-assessment in October, 2008. The process is coordinated by the president, presiding board chair, and the executive assistant to the president and the board. In 2010, the board self-assessment was aligned with the college's institutional planning cycle. Goals established as an outcome of the self-assessment activity are tracked by the executive assistant to the president and Board of Education and reflected at the following year's self-assessment workshop. (See EV 2.A.11-12)

Leadership and Management

The college is led by a team of administrators that has the qualifications, education, and experience necessary to be experts in their own areas; additionally, this team possesses the leadership skills to work cross-departmentally with each other. The administrators are responsible for the day-to-day management of the institution, including planning and assessment. Their respective job descriptions reflect these responsibilities (see EV 2.A.13-14).

The college president has full-time responsibility to the institution and has been the president for more than eleven years. Aside from leading a prominent and distinguished 30-year career in the United States Air Force, the president holds the following degrees: Doctor of Philosophy in Education, Master of Science in Systems Engineering, Master of Business Administration in Behavioral Sciences, and Bachelor of Arts in Industrial Management. The president has been nationally recognized for his work with the Baldrige National Quality Program and American

Society for Quality. He is recognized as the senior community college president in Oregon, and is well-regarded at the national level for his work with both the college and the community.

The Executive Leadership Team is an advisory body to the president and represents each KFA of the college. The team (comprised of the chief academic officer, chief financial officer, chief student services officer, chief talent and operations officer, chief institutional advancement officer, chief technology and planning officer, special assistant to the president, and executive assistant to the president and board of education) meets weekly with the president to discuss the operations of the college, planning, and assessment.

The college's Quality Council is a group composed of directors, coordinators, managers, and the institutional researcher who meet monthly to discuss cross-

departmental topics with the Executive Leadership Team and the president. The council was formed as a planning group, helping to shape the college's future by participating in discussions and activities related to institutional issues and initiatives. The council has direct input into the strategic direction of the college. (See EV 2.A.15-17)

In addition, each core theme has its own committee, led by an Executive Leadership Team member and composed of cross-departmental staff and faculty and some community members. These groups are responsible for tracking the data and providing the analysis on each core theme objective and measure. These committees, in turn, work with the Institutional Assessment Committee and Executive Leadership Team to foster mission fulfillment and accomplishment of the college's core theme objectives.



Policies and Procedures

Academic Policies

Academic policies, including board policies and administrative rules, are made available on the college's policy page (see EV 2.A.18). Development and revision of academic policies are primarily under the purview of the Academic Standards and Practices Committee. This committee is chaired by a faculty member and includes representatives from the Instructional Services and Student Services departments. Committee proposals are submitted to both the chief academic officer and the chief student services officer prior to being presented to the president and/or Board of Education for approval.

In addition to the policy page on the college website, references to academic policies as well as faculty and student rights are found in the Faculty and Student Handbooks, as well as the college catalog and quarterly class schedules (see EV 2.A.19-20).

Library Policy

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. 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 Credit

CGCC has an established transfer credit policy. The policy addresses transfer credit, credit for prior learning, transfer of credit from unaccredited colleges and universities, and military credits. Transfer credits earned at another regionally-accredited institution generally will be accepted if they apply to CGCC degree requirements. Policies are published on the college's policy webpage (see EV 2.A.21).

Students

Student Rights and Responsibilities

The Student Services office maintains and administers the policies and procedures regarding students' rights and responsibilities. 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. Information about academic honesty, student conduct, grievances and appeals processes are also available on the Student Services webpage (see EV 2.A.22).

The chief student services officer (CSSO) administers all conduct cases based on the student grievance procedure and collects and tracks complaints and concerns. All processes are clearly stated, readily available, and administered fairly and consistently (see EV 2.A.23-24). The CSSO also acts as the student's advocate when a student brings an issue or concern against the College or its staff and faculty.

CGCC maintains an Office of Services for Students with Disabilities and abides by all appropriate laws and regulations for students with disabilities. A link to Disability Services is found on the website and detailed information regarding services, policies, and related information is located there as well as in Student Services.

Admission and Placement Policies

Admission and placement policies that guide student enrollment are articulated in CGCC's catalog and on the college website. Students intending to take credit classes and who are attending classes for the first time, or are transferring with fewer than 24 credits earned from another accredited institution, are required to complete



placement testing in writing, reading, and math prior to registration. Admissions, matriculation, and placement test information (including placement test exemptions) is available beginning on page nine of the CGCC catalog.

CGCC developed a policy and procedure for satisfactory academic progress which will go into effect fall 2013. This will ensure students who are not in good academic standing with the institution receive the resources they need in order to be successful. An academic advisor has been charged with the enforcement of this policy and is currently testing the established procedures to ensure they are fair, equitable and benefit the student as intended. The Satisfactory Academic Progress Policy, including academic suspension and

reinstatement, will be included in the 2013-14 CGCC catalog, Student Handbook and on the college website (see EV 2.A.25).

Information about continuation in and termination from limited entry programs is available in the program description pages of the CGCC catalog, program application packets, and program handbooks (see EV 2.A.26-27).

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 on page 24 (see EV 2.A.28).

Human Resources

Consistent, Fair, and Equitably Administered Personnel Practices

The college's employment practices are equitable, consistent, and agreed to within each collective bargaining agreement. CGCC maintains and publishes policies and rules concerning employment practices in Board Policy G, Personnel and administrative rules under section 07. These policies are reviewed annually by the Human Resources Department.

Communication of Personnel Matters

Employee matters such as work responsibilities, employee rights, conditions of employment, and procedures for evaluation, retention, promotion, and termination are addressed in multiple documents. These include CGCC Administrative Rules & Procedures, Management and Confidential Employee Handbook, Faculty Handbook, collective bargaining agreements, position descriptions, and performance evaluations.

Maintaining Confidentiality

Staff employee records are appropriately stored and locked for confidentiality as mandated by state law. The chief talent and operations officer is the custodian of the

staff employee records. Files are maintained in locked 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

Columbia Gorge Community College presents itself in an accurate and consistent manner in all announcements, statements, and publications. The college catalog, quarterly class schedule, college website, and other publications are some of the tools utilized to provide this information to the public. Publications are routinely reviewed for accuracy and consistency prior to publication (see EV 2.A.29-30). Integrity is one of the college's core values, and presenting the institution in a fair and accurate manner is highly valued by staff and faculty.

High Ethical Standards

Columbia Gorge Community College is committed to the highest standards of ethics, integrity, and fairness and is committed to providing the public with confidence in its organization, educational services, administrative business processes, and financial data. An employee code of conduct was approved by the Board of Education in September 2012. Grievance procedures are clearly defined 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 within the timeframe specified in each of these documents (see EV 2.A.31-32).

Conflict of Interest

Board members and college employees are required to adhere to strict standards regarding conflict of interest, as stated in board policies BBFA and GBCA (see EV 2.A.33).

Policies Governing Copyright and Intellectual Property

Board Policy GCQBA, Copyrights and Patents, outlines the college's policies with regard to intellectual property. An administrative rule addressing copyright was developed and approved by the president in October 2012 that further interprets the board policy (see EV 2.A.34-35).

Accurate Representation of Accreditation Status

Columbia Gorge Community College has been granted Candidate for Accreditation status by the Northwest Commission on Colleges and Universities (NWCCU). Candidacy is not accreditation, nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

CGCC, until separate accreditation, if granted, 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. CGCC contracts with PCC for many instructional and student records services.

This statement is published in the college catalog, quarterly class schedule, and on the college website.

Contractual Agreements

The college is in the process of creating a contract review function managed by the chief talent and operations officer and the purchasing and procurement coordinator to ensure institutional consistency and accountability in regards to all contracts. The creation of the office will include a systematic process for review of contractual

agreements with external entities, including alignment with the institution's mission and goals, policies and procedures, and accreditation standards. All contractual agreements that bind the college in any way are subject to final review and approval by the president. Contractual agreements will be kept on file by the Contract Review Office.

Academic Freedom and Responsibility

Policy IB: Freedom of Expression is CGCC's primary policy regarding academic freedom (see EV 2.A.36). 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 are required to identify material that is of personal view or opinion. 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.37).

The college's Academic Integrity Policy describes how students and faculty have a responsibility to be honest and ethical in their academic work. The Student Handbook

includes guidelines for academic integrity and gives examples of academic dishonesty. It also affirms that students assume full responsibility for the content and integrity of the coursework submitted.

Finance

CGCC has policies and processes regarding oversight and management of financial resources. The current policies and procedures are approved by the board and listed on the website. The college is evaluating its policies and procedures to ensure that ending balances for operating funds, budgeting for contingencies, and establishment and use of reserve funds are appropriate for the current economic environment as well as the financial plan for the institution.

Evidence

- | | | | |
|-----------|--|-----------|--|
| EV 2.A.1 | 2012-12 Instructional Governance Model | EV 2.A.15 | ELT and Quality Council October 10, 2012 |
| EV 2.A.2 | Decision Making Matrix | EV 2.A.16 | Quality Council Charter |
| EV 2.A.3 | Board Policy BB: Authority of the Board of Education | EV 2.A.17 | Director job descriptions url: http://www.cgcc.cc.or.us/HumanResources/documents/HRJobDescrip.cfm |
| EV 2.A.4 | Special assistant to the president work plan | EV 2.A.18 | Academic policies url: http://cgcc.us/policies |
| EV 2.A.5 | Board Policy BBFA: Board Member Conflicts of Interest | EV 2.A.19 | 2012-13 Faculty Handbook |
| EV 2.A.6 | Evidence: Board Policy BBAA: Authority of Individual Board Members | EV 2.A.20 | Student Handbook |
| EV 2.A.7 | Board Policy BBA: Duties of the Board of Education | EV 2.A.21 | Student Services administrative rules |
| EV 2.A.8 | Board Policy BBBA: Board Member Qualifications | EV 2.A.22 | Student Services webpage url: http://www.cgcc.cc.or.us/StudentServices/StulInfo.cfm |
| EV 2.A.9 | AR-OP Policy Matrix. | EV 2.A.23 | Board Policy: Student Code of Conduct JFCA |
| EV 2.A.10 | Board Policy BFCA: Administrative Procedures | EV 2.A.24 | Board Policy: Student Grievance JFH-AP |
| EV 2.A.11 | AR 020.001.000 Board of Education Self-Assessment | EV 2.A.25 | Satisfactory Academic Progress policy |
| EV 2.A.12 | Board Self-Assessment results 2011-12 | EV 2.A.26 | Nursing Student Handbook |
| EV 2.A.13 | CGCC Organizational Chart | EV 2.A.27 | Medical Assisting Student Handbook |
| EV 2.A.14 | ELT member job descriptions | EV 2.A.28 | Student organization administrative rules |
| | | EV 2.A.29 | Catalog Production Timeline |
| | | EV 2.A.30 | Schedule Production Timeline |
| | | EV 2.A.31 | Ethics policies |
| | | EV 2.A.32 | Management and Confidential Employee Handbook |
| | | EV 2.A.33 | Conflict of Interest policies |
| | | EV 2.A.34 | Board Policy GCQBA: Copyrights and Patents |
| | | EV 2.A.35 | Administrative Rule: 010.002.000 – Copyright Guidelines for Specific Media |
| | | EV 2.A.36 | Board Policy IB: Freedom of Expression |
| | | EV 2.A.37 | Responsibility policies |

Strengths

1. Governance: Well-defined governance system.
2. Policies: Core policies, administrative rules, and operating procedures have been established in all areas.

Recommendations

1. Board involvement: Encourage ongoing Board of Education engagement in the alignment of Core Themes with the college's Mission.
2. Policies and procedures: Better communicate the college processes for oversight and development of Board policies, administrative rules, and operating procedures.

2B Human Resources

Personnel

To carry out the mission and instructional needs of the institution in 2011-12 CGCC employed 67 full-time and 20 part-time staff, 10 students, 16 full-time and 127 part-time faculty.

Employees' qualifications are reviewed and verified during the selection and hiring process. The administrative/exempt staff, faculty, and classified staff are selected based on stated qualifications for each position and have the requisite educational background, experience, and skills to perform the primary responsibilities of their positions.

In addition to supporting operational functions, CGCC is focused on long-range staffing to achieve college-wide goals while balancing current economic challenges. In 2011 a hiring freeze was lifted and currently all new positions or position openings are carefully reviewed by the appropriate supervisor, chief officer, Human Resources, Business Office and the president using a revised format developed during the hiring freeze prior to posting (see EV 2.B.1).

The criteria, qualifications and procedures the college uses for the selection of personnel are stated clearly on position announcements that are available in printed

form and on the college website (see EV 2.B.2).

The complete hiring procedure is also outlined on the CGCC Intranet. The procedure documents approvals for salary, budget, and other key information and is required for all full-time faculty hires and all staff hires (see EV 2.B.3).

All CGCC staff positions have written job descriptions that accurately reflect duties, responsibility, and authority. The immediate supervisor, with support from Human Resources personnel, is responsible to maintain and ensure the accuracy and consistency in meeting the current needs and requirements of each position. Job descriptions are also reviewed and updated when a vacancy occurs, a new position is created, and/or once every year. Employees are provided copies of their job descriptions when they start their employment and if modifications are made to an incumbent's workload or scope of duties. The most current job description for all staff positions is posted on the Human Resources page of the CGCC website (see EV 2.B.4).

Administrator and Staff Evaluations

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.5).

Supervisors of non-faculty personnel are charged with the responsibility of evaluating their employees with regard to performance of work, work duties, and responsibilities on an annual basis. The human resources office tracks the progress of compliance. In 2012, all eligible staff received their annual evaluations for the previous twelve months

with the exception of some staff who did not receive evaluations prior to the departure of the chief academic officer (CAO) (see EV 2.B.6).

Two evaluation forms are being used to provide descriptive and numerical ratings of employee performance (see EV 2.B.7). In addition, job descriptions are reviewed during this process and updated as necessary. The Human Resources department is developing a uniform, comprehensive non-faculty staff evaluation procedure that is expected to be completed by 2013.

Professional Development

The college embraces the concept of lifelong learning; supports professional growth and development of faculty, staff, and administrators; and annually budgets funds for professional development and tuition waivers. 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.

Staff Development

Internally, staff receive professional development through their attendance at half-day All Staff Training (AST) meetings for classified, confidential, and management employees. AST meetings are held three times per year and are designed to inform, update, and educate staff on pertinent issues related to the college. In addition, each department identifies external professional development opportunities and budgets accordingly. (See EV 2.B.8)

A third option for professional development enables all full time staff (classified, confidential, management) to apply for tuition waivers (see EV 2.B.9). In 2011-2012 there were ten waivers granted representing \$8,796 in tuition.

Faculty Development

Full-time faculty are required to complete professional development plans that are reviewed with instructional directors and updated annually (see EV 2.B.10-11). Additionally, all faculty are eligible for an annual professional development stipend (\$500 for full-time, \$350 for part-time) to encourage participation in professional development activities.

Faculty submit requests for professional development to the appropriate instructional director and department chair, who forward the request to the CAO (see EV 2.B.12). 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. In 2011-12, funds expended for professional development activities included: full-time faculty - \$3,690 and part-time faculty - \$12,473 (see EV 2.B.13).

Faculty are encouraged to participate in other activities that do not qualify as reimbursed professional development, such as serving on community agency and professional association boards or volunteering in the community.

Sufficient Qualified 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. Each faculty file contains an approval form

indicating how the person meets the hiring requirements.

CGCC employs sufficient faculty to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs. For the 2011-12 academic year, the college earned 1,249 FTE through courses taught by sixteen full-time and 127 adjunct faculty.

In previous self-studies, an increase in the ratio of full-time to adjunct faculty was a CGCC recommendation. CGCC employs qualified faculty, all of whom bring a wealth of experience and knowledge to their teaching. At the same time, the institution recognizes that full-time faculty provide additional consistency and continuity in regards to its academic programs and overall educational objectives. As the institution moves towards independence from PCC, there is an increase in the number of activities that require faculty



involvement and input (standing committees, assessment practices, initiative research and development, etc.). The current full-time faculty are stretched to cover these responsibilities. In addition to teaching, full-time faculty benefit the institution through their roles in leadership, program advocacy, and fostering student engagement.

In 2004, the chief academic officer, with the Instructional Council, established a long-range goal 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. At the time, there were twelve full-time positions in the following areas: biology, chemistry, mathematics, business, nursing, and Electronics Engineering Technology. From 2004 to 2008, additional full-time faculty were hired for the following general education areas: writing/English, Pre-College, biology, and social sciences/arts & humanities. With the expansion and development of new programs in the Career and Technical Education department, additional full-time positions were created and filled in the following programs: Renewable Energy Technology (through a combination of general funds and temporary grants), Medical Assisting, and Certified Nursing Assistant. By 2008, there was a core of eighteen full-time faculty, eight in general studies and ten in career and technical education.

Since 2008, full-time representation in the general studies departments has remained constant. Funding changes and shifts in program needs/demands have resulted in fewer full-time faculty in some career and technical programs. Currently, CGCC has 16 full-time faculty, 8 in general studies and 8 in career and technical education. CGCC continues to have two departments without full-time faculty: Arts & Humanities and English for Speakers of Other Languages (ESOL). (The previously mentioned faculty member that was hired for the split social sciences/arts & humanities position now

teaches exclusively in and is the department chair of the Social Science/Business Administration department.) Limitations in funding resulted in these positions remaining unfilled.

In 2012, the Instructional Council revisited its goals for the hiring of full-time faculty. The revised goals are based on the following criteria: sufficient coverage (i.e. availability of qualified instructors) for high-demand courses; full-time faculty representation in each instructional department; and the identified needs documented in instructional program reviews and the Academic Master Plan. From these criteria, proposed full-time positions were prioritized into two tiers, the first of which will be included in the CAO's instructional budget proposal for 2013-14 (see EV 2.B.14-15):

Tier 1

- ◆ Computer Applications and Office Systems
- ◆ Developmental Education
- ◆ ESOL
- ◆ Math
- ◆ English/Writing

Tier 2

- ◆ Arts & Humanities
- ◆ Embedded Technology
- ◆ Psychology

The current goals for the hiring of full-time faculty differs from the 2004 plan in that while the college still recognizes the importance of having full-time faculty representation in all instructional departments, the need for additional qualified instructors in core areas is determined to be of a higher priority. The reliance on adjunct faculty causes scheduling challenges that can reduce offerings that are in high demand by students. Furthermore, finding qualified instructors interested in teaching part-time is especially challenging in rural areas. Full-time positions will be added as funding permits.

Faculty Responsibilities and Workloads

The faculty collective bargaining agreement details faculty responsibilities and workloads. As institutional capacity demands have increased, the college is mindful of its reliance on part-time faculty to carry out critical functions such as the Curriculum Committee and the Institutional Assessment Committee. In the past year, the college has refocused its efforts to monitor part-time faculty to assure their workloads are commensurate with their positions.

Faculty Evaluation

In September 2012, the college and the faculty bargaining unit adopted a new contract that includes updates to its comprehensive evaluation system for all faculty groups. The new system provides for multiple indices of assessment, specifically: both peer and supervisor observations, self-evaluations, and portfolios of relevant work and accomplishments. In addition, all new faculty are required to observe another faculty member teaching a class. Furthermore, the evaluation timeline has been extended to explicitly include regular (post-probationary) faculty. As such, all faculty are scheduled to be evaluated at least every fifteen terms (i.e. five years).

The instructional directors and CAO use a tracking spreadsheet to monitor adherence to the evaluation process (see EV 2.B.16). The spreadsheet includes all faculty, the date each component was completed, and the date the next component is due. As of winter 2013, approximately 91% of all faculty are current as defined by the updated schedule. It is projected that between 95-100% will be current by the end of the academic year.

The official process for handling performance concerns is included in the 2012-15 faculty contract. While evaluations

are for constructive employee development and not considered discipline, an unsatisfactory evaluation may result in disciplinary action when appropriate, i.e. the required development of a performance improvement plan or the nonrenewal of probationary faculty. In practice, department chairs and administrators work collaboratively with all faculty to preemptively address concerns through professional development and mentoring opportunities. However, if mitigating efforts do not resolve an issue, the official process is followed. Full- and part-time faculty may be evaluated at any time there is a clear indication of professional performance problems. In addition, they may be evaluated at other times upon the request of the faculty member or as determined by management. (See EV 2.B.17)

Faculty evaluations are kept in individual faculty files, stored in a secure filing cabinet in the Instruction Office, and are accessible to administrators involved in the evaluation process.

Evidence

- EV 2.B.1 Personnel Action Worksheet
- EV 2.B.2 Human Resources webpage url: <http://www.cgcc.cc.or.us/PresidentsOffice/humanRes.cfm>
- EV 2.B.3 Hiring Checklist for Staff and Full-time Faculty
- EV 2.B.4 Online job descriptions: <http://www.cgcc.cc.or.us/HumanResources/documents/HRJobDescrip.cfm>
- EV 2.B.5 2012-15 Collective Bargaining Agreement - Classified, Article XII
- EV 2.B.6 Performance Evaluation Compliance
- EV 2.B.7 Employee performance evaluation forms
- EV 2.B.8 Professional Development Funds Request – Staff
- EV 2.B.9 Tuition Waiver Request
- EV 2.B.10 2012-15 Collective Bargaining Agreement - Faculty

- EV 2.B.11 sample faculty professional development plan
- EV 2.B.12 Professional Development Funds Request – Faculty
- EV 2.B.13 2011-12 Professional development expenditures report
- EV 2.B.14 Instructional Council minutes, October 12, 2012
- EV 2.B.15 Instructional Council minutes, November 9, 2012
- EV 2.B.16 Faculty Evaluation Tracking spreadsheet
- EV 2.B.17 2012-15 Collective Bargaining Agreement - Faculty, Article XI

Strengths

1. Staffing: CGCC has the necessary staffing in place for all functions that will meet the needs of an accredited college.
2. Process improvement: Human Resources developed forms and processes to formalize and streamline operations.
3. Employee participation: 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. Institutionalize annual evaluations: The Human Resources department should complete a comprehensive and consistent evaluation process for all staff.
2. Budget planning for proposed personnel: The HR director will meet annually with each chief early in the budget cycle to review recommendations for hiring of faculty and staff for inclusion in the budget requests that each chief will bring forward.

2C Education Resources

CGCC's educational philosophy: 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.

In support of these statements, the college has 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

Programs and Accountability

Under the contractual agreement with PCC, Columbia Gorge Community College provides associate transfer degrees, career/technical education associate of applied science degrees, certificate programs, non-credit pre-college and English for Speakers of Other Languages (ESOL), adult education, and community education classes. In support of the college mission, the college communicates regularly with stakeholders (e.g. through the academic master planning process) to ensure that programs are responsive to the needs of the communities and constituencies it serves

(see EV 2.C.1). The Academic Master Plan went through a complete revision in early 2012 that involved substantial input from the broader community and included a thorough review of the demographic and economic landscape of the community. 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 offers programs that facilitate a student's entry into college, a career, or to another school.

Currently, PCC awards certificates and degrees based on guidelines established by the Oregon legislature, the Oregon State Board of Higher Education, as well as CGCC and program-specific requirements. Upon independent accreditation, CGCC is prepared to award certificates and degrees based on these guidelines. Prior to conferring a degree or certificate, the registrar completes and verifies that student achievement meets all relevant requirements based on student transcripts.

Publication of Learning Outcomes

All course, program, degree, and certificate level outcomes are posted on the college website (See EV 2.C.2). Additionally, degree and certificate outcomes are listed in the catalog. 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.

Degree and Certificate Design

All degrees and certificates include appropriate general education and/or related instruction to ensure breadth. Sequencing of courses is carefully considered to ensure optimum progression of learning and

development for students. New degrees and certificates are vetted by CGCC's Curriculum Committee, which reviews each submission for the appropriate breadth, depth, sequencing of courses and synthesis of learning.

Programs are also designed to meet regional needs. For example, the Renewable Energy Technology program was developed to address the burgeoning demand for wind energy technicians throughout the northwest. The program subsequently expanded to include other forms of alternative energy as well as other related technology fields.

Program quality, relevancy, and currency are monitored regularly by department faculty. Career and technical education faculty carry out this oversight in collaboration with advisory committees comprised of professionals in related fields. In addition, CGCC formally evaluates its various instructional programs through a systematic program review process (see EV 2.C.3-4). All programs are scheduled to be reviewed at set intervals (see EV 2.C.5). In 2011-12, six program reviews were conducted: General Education, Business Administration, Computer Applications/Office Systems, Nursing Assistant, Medical Assisting and Emergency Medical Services. The health occupations reviews were guided by outside accrediting bodies.

Program Reviews are carried out by faculty in the program using the college's approved template. Some departments conduct program reviews based on external requirements (e.g. Nursing, Pre-College, etc.) and submit supplemental information to address any areas of CGCC's process that weren't covered in an external review. Administrators and the college's Institutional Assessment Committee receive the reviews and provide feedback. Next steps are identified to address recommendations, which are then integrated into planning and budgeting processes. Completed reviews are then presented to the college's

Executive Leadership Team, college president, and Board of Education (see EV 2.C.6-11).

In 2012, a timeline was adopted that provided touch points throughout the year for instructional directors and program faculty to discuss progress, as well as a deadline for submitting data requests to the institutional researcher (see EV 2.C.12).

Faculty Involvement

Curriculum

CGCC's Curriculum Committee (CC) is comprised of nine faculty (one from each academic department), a library representative, and an instructional director. The CC Charter requires that faculty representation on the committee include a minimum of one each of the following: full-time faculty, adjunct faculty, and department chair (see EV 2.C.13). Every effort is made to fulfill all representational requirements; however, due to the small size of the college's departments and conflicts with teaching or outside schedules, it is sometimes not possible to have full departmental representation. For example, during the 2012-13 academic year, the Pre-College CC member is representing both the Pre-College and the English for Speakers of Other Languages (ESOL) departments. These two departments share common concerns and were comfortable with the Pre-College member representing both departments.



The CC reviews all curricular additions, revisions, and/or deletions initiated at CGCC and then forwards its decisions to the chief academic officer. New degrees and certificates or substantive revisions in existing degrees and/or certificates are brought to the president and the Board of Education for final approval. Currently and until independent accreditation, curriculum/program changes initiated at PCC are monitored by curriculum staff and forwarded to appropriate department chairs and instructional directors. A spreadsheet of the curriculum webpage tracks all changes initiated at PCC or CGCC and is accessible to anyone (see EV 2.C.14). Department chairs have the responsibility for ensuring that their faculty are informed of any changes pertinent to their teaching assignments.

Initial Independent Course Approval

Upon independent accreditation, all courses must be initially approved by the Curriculum Committee. Initial independent course approval will be completed over three years, 2013-2016, with scheduling to be determined by the department in collaboration with the Curriculum Office. A three-year schedule for each department's initial independent course approval is being drafted in February of 2013.

While all courses are required to go through "initial independent course approval," based on prior approval by the PCC Curriculum Committee, all courses listed as a CGCC course in the 2012-13 catalog or approved by the CGCC Curriculum Committee within the 2012-13 academic year will be rolled over and eligible to offer through spring term, 2016. Courses that do not comply with the "initial independent course approval" process within the 2013-2016 time schedule will be inactivated and have to be resubmitted as a new course before offering.

After 2016, ongoing course review will proceed as part of regularly scheduled department reviews. Departments will

review, evaluate, and validate all courses as to their authenticity, currency, and relevancy. Documentation of such review is to include evidence of faculty participation in the review process (department meeting minutes, signed reviews).

Fostering and Assessing Student Learning Outcomes

Student learning outcomes are developed by faculty members in collaboration with their department chairs. Outcomes for new or revised courses, degrees, certificates, or programs are reviewed for approval by the CC using the published guidelines for the writing of outcomes as a reference (see EV 2.C.15).

Informal course level assessment of student learning outcomes is conducted by each instructor for each course taught. In fall term 2012, a formal documentation process of this assessment was initiated and titled, simply, "Course Assessment." Course Assessment requires that each term selected faculty submit a plan of how student achievement of course learning outcomes will be assessed followed by an end-of-the-term report describing and analyzing their results. In addition, student course evaluation has been tied to this process, and faculty are asked to compare and analyze their results with student perception of outcome achievement. The purpose of Course Assessment is several-fold:

- ◆ to provide a structure for the assessment practices that faculty regularly perform;
- ◆ to help enable the sharing of relevant assessment information between faculty;
- ◆ to encourage reflection by faculty and departments based on meaningful data;
- ◆ to document assessment efforts at CGCC in accordance with accreditation standards; and
- ◆ to improve on our existing Student Course Evaluation process by integrating it more fully with outcome assessment.

Course Assessment plans and results are posted to the college website (see EV 2.C.16). Faculty are encouraged to review entries from courses other than their own, especially within their own discipline. The intent is that faculty may glean information on assessment practices, best practices, and potential pitfalls when developing new courses or retooling existing courses. Course Assessment also has the potential to assist departments in course sequencing and alignment and may be an integral component of program/department review.

Course Assessment is scheduled so that each instructor participates at least once each year and all regularly taught courses are assessed at least once every three years (see EV 2.C.17-18).

Processes for assessing student achievement of degree, certificate, or program level outcomes were designed with significant faculty involvement. Career and Technical Education departments worked together with curriculum staff to develop assessment plans based on gathering data from course assignments, professional testing, or external evaluators (see EV 2.C.19). For the AAOT, ASOT-BUS, AS and AGS, department chairs designed an assessment plan using course grades (see EV 2.C.20). Their faculty were asked to identify courses in which achievement of the identified degree level outcome was required for the student to pass the course. Grades from these courses were then compiled by outcome and averaged to obtain an institutional achievement average. Analysis of outcomes achievement data will take place in year 2013-14 when two years of data is available for review. Analysis will be conducted by department chairs and their faculty. Results, conclusions, and subsequent recommendations will be based, in part, on this analysis.

Preliminary data suggests some difficulty in assessing certain institutional outcomes related to the AGS, ASOT-BUS, and AS

degrees. To address this, the college is organizing faculty workshops in which the college's core educational outcomes will be reviewed and revised as needed. In addition, the college has identified the statewide Degree Qualifications Profile (DQP) initiative as an opportunity to conduct this work. The DQP initiative is focused on assisting colleges with the further development of outcomes assessment and the linking of course outcomes to degree, certificate and program outcomes. In 2012-13, CGCC outlined the following DQP goals, which faculty will have an integral role in achieving over the next three years:

- ◆ Review core educational outcomes as they are used in the ASOT-BUS, AS and AGS degrees
- ◆ Map all course outcomes to degree, certificate and/or program outcomes as part of the Initial Independent Course Approval process
- ◆ Integrate with Western Interstate Commission on Higher Education initiative work

Faculty Hiring

Faculty, and in particular department chairs (elected by their respective academic departments), have an active role in the faculty hiring process. Full-time faculty are hired following the college's employee hiring process, which allows for faculty representation on hiring committees and the inclusion of a teaching demonstration (see EV 2.C.21).

Part-time faculty are hired primarily through a combined effort between department chairs and instructional directors. Instructional directors review applications received and forward applications on to department chairs when appropriate. Department chairs typically perform the interview and make a recommendation to the instructional director or chief academic officer. However, some departments convene faculty interview committees as part of the hiring process.

Information Literacy Instruction

Library and information literacy is an important focus area for CGCC. The college has two professional librarians on staff, one of which is library director who is currently serving as interim chief academic officer. The second is the college's digital access librarian. Both positions emphasize instruction in their job descriptions and both provide instruction to the campus community. In 2011-2012, the library reached more than 800 students (duplicated count) through more than fifty orientations or library tours (see EV 2.C.22). This was significantly more students than had library instruction the previous academic year, when the library was going through a staffing transition. However the numbers were in line with other recent years when the library was fully staffed. In addition, faculty throughout the college recognize the important of information literacy and incorporate it into their courses as appropriate. In particular, writing faculty are working with the library to coordinate efforts to ensure all writing students receive core information literacy instruction regardless of the course sequence they take or instructors they have.



Credit for Prior Learning

In general, CGCC does not offer credit for life experience; however, some courses may be challenged. Course challenge details can

be found in the catalog. Some professional/technical programs may grant credit or waivers for specific courses on a case-by-case basis. If a waiver is granted, the student will still need to meet the required credit totals for the certificate or degree. CGCC accepts the following credit for prior learning in the form of non-traditional credit using the following standards:

- ◆ The student must have an established transcript (one college credit) at CGCC before non-traditional credit can be awarded.
- ◆ A maximum of 45 credits of non-traditional credit (e.g. Advanced Placement (AP), College Level Examination Program (CLEP), and military, non-accredited coursework) may be granted.
- ◆ Non-traditional credit may not be used to meet CGCC's residency requirement.
- ◆ Only those subject areas taught by CGCC will be considered.
- ◆ Not submitting the required fee prior to request, or not submitting required documents and transcripts/scores simultaneously, will cause a significant delay in the processing of non-traditional credit.

Transfer of Credit

CGCC has developed a transfer credit policy (see EV 2.C.23). The policy addresses transfer credit, credit for prior learning, transfer of credit from unaccredited colleges and universities, and military credits. Transfer credits earned at another regionally-accredited institution generally will be accepted if they apply to CGCC degree requirements. Students who wish to use previous college credits toward a CGCC degree must order official transcripts from the previous college. CGCC will evaluate the transcript toward the declared major listed in the student record.

The evaluation will be placed in the student's permanent file for use when a

degree audit is requested, and a copy will be emailed to the student.

Limits on college credit transfer are:

- ◆ Subject matter may not duplicate that for which credit has previously been awarded in transfer or at CGCC.
- ◆ Credit awarded by another institution for life experience is not transferable to CGCC.
- ◆ Courses which espouse a particular religious view normally do not equate to CGCC courses.
- ◆ Transfer credit is only considered for courses where a grade of A, B, C, pass, or satisfactory and credit have been awarded.

Undergraduate Programs

CGCC offers five categories of 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, and the ASOT-BUS is for students wishing to transfer to any business program within Oregon University System. The AGS is a terminal degree designed for students seeking a broad education but not planning to transfer credits to a baccalaureate program. Lastly, the AAS is for students in career and technical education programs.

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.

As required by state regulations, advisory committees exist and meet for each of the career and technical programs. They ensure consistency and currency regarding industry standards.

All degrees are reviewed and approved by the Oregon Department of Community Colleges and Workforce Development (ODCCWD), the Office of Degree Authorizations, and the Oregon State Board of Education. Transfer degrees are developed in coordination with the Oregon University System.

General Education

The general education components of CGCC's AAOT transfer degree are conducted in accordance with state-prepared guidelines and outcomes (see EV 2.C.24). CGCC is actively assessing the outcomes identified by the state. The college's AS, ASOT-BUS and AGS degrees, on the other hand, use CGCC's five institutional outcomes plus one degree specific outcome.

In 2011, the Instructional Council adopted a three-year plan to assess student learning outcomes at all levels: year one (2011-12) initiated degree, certificate, and program outcomes assessment; year two (2012-13) initiated course outcomes assessment; finally, year three (2013-14) initiates analysis, which will then integrate into program planning and development. Once initiated, data collection will proceed each year with analysis and reporting occurring in the third year. (See EV 2.C.25)

Three different assessment models were used by different programs to assess degree, program and certificate outcomes. One approach looked at grades for specific assignments that had been mapped to a given outcomes (see EV 2.C.26). A second approach had external evaluators assess student performance using a rubric that aligned with outcomes (see EV 2.C.27). The

third approach, which was used by most programs, looked at course grades for a wide range of courses that had been mapped to specific program outcomes (see EV 2.C.28-31). Results for each method were presented and discussed at the July, 2012 Instructional Council meeting (see EV 2.C.32). Subsequently, a subgroup was tasked with making process improvement recommendations that the Instructional Council would consider adopting for future iterations (see EV 2.C.33).

Related Instruction

All certificates with credit loads of 45 or higher include related instruction (RI) with identifiable and assessable learning outcomes for communication, computation and human relations. RI may be provided in stand-alone courses or embedded in applied coursework. Faculty qualifications for courses with embedded RI include qualifications to the specific RI area. (See EV 2.C.34)

Continuing Education and Non-Credit Programs

CGCC has a variety of non-credit offerings that support the college's mission and goals. Records are maintained by the responsible department and/or in the RogueNet system.

Pre-College Programs

In the spirit of its mission and core themes, CGCC prioritizes access to education in order to transform lives and strengthen our community. 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 with a variety of goals at both campuses. Students working toward a high school diploma can take high school credit completion courses or study and test for the GED. Students who do not place into college-level courses can enroll in college prep reading, writing, and

math courses. 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. These categories provide logical areas from which to extrapolate program strengths and goals year to year (see EV 2.C.35).

For example, in 2010 ODCCWD adopted new learning standards for Adult Basic Education classes. The Pre-College program made implementation of these standards a priority goal and began participating in the state-wide trainings in 2010 and is systematically instituting the new learning standards in all classes.

In response to recommendations from the 2009 ODCCWD program review, the CGCC Pre-College department recognized 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. Prior to the review, the primary mode of instruction in Hood River was a self-paced lab. Now the program offers direct instruction classes in all subject areas with a reduced number of lab hours that supplement the classroom instruction. Also in response to the ODCCWD program review, managed enrollment at the Hood River Campus began in fall 2011. Allowing for more sequenced and in-depth instruction, students enter classes at the beginning and middle of term instead of following the previous open enrollment policy.

English for Speakers of Other Languages (ESOL)

Students who come to CGCC whose first language is not English are directed to the ESOL program for assessment in written and oral language proficiency. Following the assessment and orientation process, ESOL works closely with the Pre-College

department to address the goals of each student in language, academics, computer skills, and citizenship based on recommendations by the ODCCWD.

CGCC offers morning and evening classes in both The Dalles and Hood River, alternating the days to allow those students who want to study more often the chance to attend both locations. Currently, all classes are held on campus. In the past, classes have been scheduled off-campus in an effort to provide more accessible locations for those students who have transportation barriers; however, routinely these classes have been under-attended, forcing their cancellation. Evening classes in Hood River, where a higher number of students attend, are divided by language ability: beginner (level A), low intermediate (level B), high intermediate (level C), and advanced (level D). Other classes are multilevel (A, B, C, and D all together) or A/B, and C/D combined.

In the two upper levels, C and D, focus is on academic English, particularly reading and writing skills. Once a student's test scores are high enough (CASAS 215), he or she meets with an advisor to discuss enrolling in Pre-College classes. Often, at this level, students transition into College Prep Reading I or Writing I while they continue to attend level C and D in ESOL. This can take several terms.

In compliance with the requirements in grant funding, all ESOL classes include language acquisition based on integrated skills (reading, writing, listening and speaking). Each week, part of each class is held in a computer lab to allow for English language instruction to be delivered along with computer technology skills. EL Civics objectives are included into the curriculum for students in the upper levels, with the goal of assisting them in taking a more active role in the community.

Since the adoption of Learning Standards

for Adult Basic Education in 2010, the ESOL department has placed a priority on providing ESOL instructors with training on how to implement the standards into the language classroom. Learning Standards are posted in several classrooms.

Adult Continuing Education

In 2011-12, CGCC's community and continuing education programs offered 550 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. The purpose 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 developed and offered a non-credit Electrical Basics Safety and Troubleshooting course for incumbent workers in the region's manufacturing and energy production industries. This course started in November 2011 (see EV 2.C.36). While many of CGCC's community education courses offer professional training, many others are taken for personal enrichment.

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 (see EV 2.C.37-40). 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.



College staff is seeking ways to become more collaborative in offering community education programs in the college's service district. Discussions with Oregon State University (OSU) extension staff regarding OSU's Open Campus initiative are occurring, including discussions with regional community education program providers. Open Campus provides learning opportunities developed specifically for the community, complimenting the online courses already available through the OSU Extension Service (see EV 2.C.41).

Continuing Education Units

CGCC has a limited number of courses in which Continuing Education Units (CEUs) are awarded (Phlebotomy and Certified Nursing Assistant 2); however, each serves an important role in meeting workforce training needs. CEUs for certain workforce-related courses are available upon request from a student or organization. The college has the capacity to increase CEU programs and classes as necessary.

Gorge Literacy

CGCC also provides basic literacy instruction through its Gorge Literacy program that is funded by a Title II Comprehensive Grant. Gorge Literacy trains volunteers from the community to tutor adult learners who wish to improve their reading, writing, math, and/or English conversation

skills (see EV 2.C.42). In 2011-12, the program used 24 volunteers, trained 12 new volunteers, and served approximately 44 students. 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, and Writing 90 (see EV 2.C.43).

Small Business Development

In order to serve community business owners, CGCC co-sponsors the Small Business Development Center (SBDC) with the U.S. Small Business Administration and the State of Oregon Economic Development Department.

The SBDC helps existing local businesses become financially stronger and better positioned for growth. Services to businesses from the SBDC include one-on-one management coaching and assistance in the following areas: access to capital through loan application assistance, business planning, international trade, government contracting, and technology deployment assistance.

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. Every term SBDC offers a series of economical non-credit courses in subjects such as: the use of computers in business, management, social media marketing, and understanding your business financial statements.

In 2011, SBDC helped local businesses create 24 new businesses, 44 new jobs, and retain 7 jobs. The SBDC assisted local businesses in obtaining \$478,288 in loans,

helped increase sales \$881,954, and helped businesses obtain \$65,000 in government contracts. (See EV 2.C.44)

In 2012, the SBDC director was promoted to the statewide leadership role as a regional SBDC field coordinator. In that capacity the director mentors other SBDC directors and provides her problem-solving skills in the field.

Child Care Partners

In 2011-12, Child Care Partners provided 49 trainings to 365 participants (see EV 2.C.45-46). These trainings were provided by 15 instructors. Training and assistance were delivered to 27 providers in starting their child care program. The program also assisted 194 parents with referrals to enrolled child care programs.

Child Care Partners is a member of Child Care Aware of America (formerly NACCRRRA) and the Oregon Child Care Resource and Referral Network. As a child care resource and referral program, Child Care Partners provides training for early care and education providers in a five county region.

Child Care Partners assists existing local providers with licensing, business management, and by referring parents seeking child care to their programs. The program also assists new providers in getting their business started.

Not only does Child Care Partners offer trainings required by the licensing division, trainings are offered in the ten core knowledge categories set by Oregon's early learning system in both the beginning and intermediate levels. By completing trainings in these categories, early care and education providers can register and advance in the state-wide professional development system.

Child Care Partners provides training and support to those students who are working

toward a Child Development Associate credential (CDA). This nationally-recognized credential is often a first step for providers on the path to an Associate degree in Early Education and Family Studies.

Oregon's Governor has brought the importance of quality early childhood experiences to the forefront in our state. In recognizing the importance of children's early experiences to school readiness and success, he has made many changes to Oregon's early childhood system. Through training, technical assistance, and coaching, the program partners with providers to improve the quality of care available to all children. This will include supporting the implementation of the new Quality Rating Improvement System.

Evidence

- EV 2.C.1 2012 Academic Master Plan
- EV 2.C.2 Curriculum Office website: course, certificate, degree, and program outcomes url: <http://www.cgcc.cc.or.us/Academics/FacultyResources/curriculumoffice.cfm>
- EV 2.C.3 Administrative Rule: Program Review
- EV 2.C.4 2011-12 Instructional Program Review Template
- EV 2.C.5 Instructional program review schedule
- EV 2.C.6 2011-12 General Education Program Review
- EV 2.C.7 2011-12 Computer Applications and Office Systems Program Review
- EV 2.C.8 2011-12 Business Administration Program Review
- EV 2.C.9 2011-12 Emergency Medical Services Program Review
- EV 2.C.10 2011-12 Medical Assisting Program Review
- EV 2.C.11 2011-12 Nursing Assistant Program Review

- EV 2.C.12 2012-13 Instructional Program Review Template
- EV 2.C.13 Curriculum Committee Charter
- EV 2.C.14 Curriculum Changes Spreadsheet url: <http://www.cgcc.cc.or.us/Academics/FacultyResources/curriculumchanges.cfm>
- EV 2.C.15 Guidelines for Writing Outcomes
- EV 2.C.16 Course Assessment results url: <http://cgcc.us/institutional-assessment/academic>
- EV 2.C.17 Course Assessment directions
- EV 2.C.18 Course Assessment schedule url: <http://cgcc.us/institutional-assessment/academic>
- EV 2.C.19 Medical Assisting Assessment Plan
- EV 2.C.20 AAOT Outcomes Assessment Plan
- EV 2.C.21 Hiring Checklist for Staff and Full-time Faculty
- EV 2.C.22 Library Instruction Statistics
- EV 2.C.23 Transfer of Credit Administrative Rule
- EV 2.C.24 Joint Boards' Articulation Committee Guidelines for AAOT
- EV 2.C.25 3-Year Outcomes Assessment Plan
- EV 2.C.26 Computer Applications/Office Systems Outcomes Assessment report
- EV 2.C.27 Medical Assisting Outcomes Assessment report
- EV 2.C.28 AAOT Outcomes Assessment Report
- EV 2.C.29 ASOT-BUS Outcomes Assessment report
- EV 2.C.30 AS Outcomes Assessment report
- EV 2.C.31 AGS Outcomes Assessment report
- EV 2.C.32 Instructional Council minutes, July 12, 2012
- EV 2.C.33 IC Subcommittee Recommendation for Outcomes Assessment Revision
- EV 2.C.34 Related Instruction url: <http://www.cgcc.cc.or.us/Academics/FacultyResources/RItemp.cfm>
- EV 2.C.35 2011-12 Pre-College Annual Report
- EV 2.C.36 Basic Electricity for Maintenance Technicians course syllabus
- EV 2.C.37 Oregon Green Technician Certificate labor market survey
- EV 2.C.38 Cardinal Glass needs assessment
- EV 2.C.39 STEM advisory committee minutes, November 9, 2011 and March 12, 2012
- EV 2.C.40 Hood River Juice Company needs assessment
- EV 2.C.41 Open Campus Description
- EV 2.C.42 Gorge Literacy website url: <http://cgcc.us/literacy>
- EV 2.C.43 Shared Voices url: <http://cgcc.us/literacy/writings>
- EV 2.C.44 2011 SBDC Score Card
- EV 2.C.45 Child Care Partners 2011-12 Client Report
- EV 2.C.46 Child Care Partners 2011-12 Providers Report

Strengths

1. Outcomes assessment: Processes for outcomes assessment at the degree, program and certificate level as well as the course level are operational.
2. Initial Independent Course Approval: The college has a well-designed, functional plan for the initial adoption of courses upon independent accreditation.
3. Information literacy instruction: Information literacy instruction guided by professional librarians reaches a high percentage of on-ground students.

Recommendations

1. Revision of core educational outcomes: Review and revise as needed CGCC's core educational outcomes especially in regards to their use in the AGS, ASOT-BUS, and AS degrees.

2D Student Support Resources

CGCC offers a variety of student services that support students and their learning, all of which are accessible to students taking classes on both CGCC campuses. These support services include:

- ◆ **CGCC Library** – main library located on The Dalles Campus (TDC). HR-ICC maintains a small collection in the Information Commons area. Online access, books and media, articles, eBooks and reference. Options for chat, email and call are available.
- ◆ **Tutoring** – free tutoring (e.g. science, writing, math, and renewable energy technology) to all currently enrolled students
- ◆ **Academic Advising** – one-on-one or group advising for all new and currently enrolled students.
- ◆ **Pathfinder Center** – career counseling and transfer advising for currently enrolled students and community members.
- ◆ **Disability Services** – appropriate assistance to students with disabilities, both in the classroom environment and with out-of-class academic needs.
- ◆ **CGCC Bookstore** – traditional bookstore services on The Dalles campus with limited services at HR-ICC.
- ◆ **Computer Labs** – located in The Dalles Campus library and the Information Commons area at HR-ICC.
- ◆ **Study Areas** – located throughout both campuses.
- ◆ **Online Services** – online registration, educational planning, payment, financial aid and distance learning platform.
- ◆ **Distance Learning** – comprehensive online learning management system – Moodle.
- ◆ **Child Care Partners** – child care referral services and resources in CGCC's Oregon service area.
- ◆ **Small Business Development Center** – information and classes for students and community members interested in starting a business.
- ◆ **Gorge Literacy** – Gorge Literacy provides free tutoring services to adult learners within the college's service area.
- ◆ **Clubs and Associations** – Student Council, Phi Theta Kappa, Student Nurses Association and Delta Energy Club.



Safety and Security

CGCC complies with all state and federal regulations to provide for the safety and security of its students. Policies, crime statistics, and other information are available on CGCC's website. Data is reported annually to the Integrated Postsecondary Educational Data System (IPEDS) regarding campus safety. This information is shared locally in an annual campus safety report, on the college website and in the quarterly schedule of classes (see EV 2.D.1).

CGCC takes all 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 2012-13 Student Handbook and is posted in several locations across campus.

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. (See EV 2.D.2) All classrooms contain telephones that can be used to dial 911 and to receive safety announcements. Emergency phones are located in common areas throughout the classroom buildings and are accessible at all times for a free call to 911.

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 implemented Flash Alert and the Cistera Networks Rapid Broadcast System for campus-wide emergency paging. 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 prerecorded messages that play through the speakers on all school phones, which are located in classrooms, offices, and major hallways. In November 2010, wall speakers were placed in areas where phones were not 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 department 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 is committed to ensuring that prospective students receive clear and detailed information about the opportunities provided to them at CGCC.

CGCC welcomes students at least eighteen years old who can apply for admissions in person, by mail or by emailing the admissions form available online (see EV 2.D.3). Work is underway to provide students an electronic admissions form, thereby facilitating ease of application for students.

Students sixteen or seventeen 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 sixteen 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 sixteen or seventeen years old and want to obtain their GED must have been released from their high schools. (See EV 2.D.4)

CGCC's Student Services department is responsible for the admission, registration, and orientation of new and continuing

students. Recruitment is primarily carried out by student services staff often in conjunction with departmental faculty and instructional services staff. For the last two years, recruitment has targeted the following populations: high school students, members of the Latino community, and the unemployed/underemployed.

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 new students are scheduled to attend a mandatory group advising session prior to being able to register. Group advising sessions are facilitated by two academic advisors and limited to twenty students. Students are presented with college success tips, a tour of the website, an email account, a review of placement scores, creation of a one term course plan, and are assisted with the registration process. This ensures that students have received some guidance on appropriate course selection and understand the resources available to them. (See EV 2.D.5)



Students are given a Navigator, a workbook that contains essential information they can easily reference throughout the term (see EV 2.D.6). A follow up "North Star" appointment is then scheduled in the third or fourth 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, and Medical Assisting (see EV 2.D.7-9).

Program Revision or Discontinuation

Occasionally, a program becomes obsolete or its need is significantly diminished, resulting in the program being discontinued or restructured. CGCC follows the process established by the Oregon Department of Community Colleges and Workforce Development (ODCCWD) when suspending or deleting a program as outlined in the Oregon Community Colleges Handbook & Planning Guide (see EV 2.D.10). 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 Instructional Services 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

The College publishes a yearly catalog and regularly updates its website with information pertinent to students and other constituents. These include, but are not

limited to:

- ◆ Institutional mission/Core Themes, page 2
- ◆ Entrance requirements and procedures, page 9
- ◆ Grading policy, pages 14-15
- ◆ Information on academic programs and courses, pages 33-113
- ◆ Staff directory (Names, titles, degrees held and conferring institutions for administrators and faculty), pages 115-121
- ◆ Rules, regulations for conduct, rights and responsibilities, pages 26-27
- ◆ Tuition, fees and other program costs, page 19
- ◆ Refund policies and procedures for students who withdraw, page 20
- ◆ Financial aid opportunities and requirements, page 21
- ◆ Academic calendar, page 128 and on the CGCC website

In 2010, CGCC redesigned its catalog to integrate the core concepts of the Career Pathways initiative. Educational maps are provided for degrees and certificates and serve as visual tools to help students navigate the courses and number of credits necessary each term to complete their degree or certificate within the designated timeframe (less than one year, one-year, two years).

Publication of Licensure and Employment Information

CGCC's catalog includes information on national and state eligibility requirements for licensure or entry for the careers related to CGCC degrees and certificates. Career descriptions are included for each career and technical degree and certificate. Information can be found on pages 33-113 of the current catalog. Programs are outlined using visual maps which indicate starting points, degree and certificate options, as well as key words and website

information related to career research for each career pathway.

Additionally, information packets for limited-entry programs (Nursing, Medical Assisting, Renewable Energy Technology) are available in Student Services and on the CGCC website. These packets also contain applicable eligibility and licensure requirements. (See EV 2.D.7-9)

Student Records Policies and Procedures

In regards to record retention, CGCC follows state of Oregon requirements and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

CGCC uses RogueNet, which is a secure, integrated information system that houses student academic records, financial aid records, and course details. Access to student records is limited to staff and faculty with a need to know and is password protected. Students can access their records using their personal password.

Paper documents (official transcripts, financial aid documentation, etc.) are scanned and then stored in RogueNet. RogueNet data is located on CGCC's Storage Area Network (SAN) and backed up nightly. Hard copies are retained per Oregon requirements and stored in a locked fireproof safe in a secure location.

CGCC follows established policies for confidentiality and the release of student records (see EV 2.D.11). Policies can be found on page 25 of the college catalog.

Financial Aid

CGCC has been independently awarding federal financial aid since June 2011. CGCC offers a variety of federal and state financial

assistance totaling \$5,751,965 in 2011-2012 academic year. In addition, other forms of private scholarships, grants, and educational assistance are available to assist with educational costs. Information related to acquiring financial aid at CGCC is located on page 20 of the college catalog and on the website (see EV 2.D.12).

The primary application for all of these programs is the Free Application for Federal Student Aid (FAFSA). Students are encouraged via emails, website, posters, banners, and promotional brochures to apply for the FAFSA. Financial aid specialists provide information to students on options for financing their education on its web page, on a walk-in basis, and by appointment. When a student has been awarded aid, the awards are posted to the student's secure online account, where she/he can accept or decline the awards electronically. (Students who wish to have a paper award letter can request one from the Financial Aid Office.)

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 2011-12 academic year, the foundation received 161 applications for tuition scholarships and awarded \$134,496 in tuition scholarships to 114 students (see EV 2.D.13).

Students are required to submit an application, an essay, and two letters of recommendation (see EV 2.D.14). 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.

Notice of Repayment Obligation and Loan Default Rate

When a student receiving aid has done either an official or unofficial withdrawal from all classes, the college will calculate the amount of earned and unearned financial aid based on the federal formula. The college performs the calculation promptly upon learning of the complete withdrawals. Students are notified in writing with a letter sent to their financial aid account stating the amount of their repayment obligation with reference to the website where the student can review the complete policy. Hard copies of the Withdrawal and Return to Title IV Funds policy can be found online and in Student Services. (See EV 2.D.15-18)

The Financial Aid Office follows federal guidelines in providing entrance and exit loan counseling when required, as well as contacting students who have been identified as being at risk of default. Currently, CGCC's default rate is locked in with Portland Community College's. CGCC will have its first independent cohort default rate in 2015. In preparation, the college is taking proactive measures by researching effective practices and cutting edge tools to provide financial literacy and repayment services to its borrowers. Implementation of a default management program will take place in the 2013-14 academic year.

Academic Advising

The purpose of CGCC's system of academic advising is to guide students toward achieving their educational goals and to help students become self-reliant in understanding academic policies and practices. CGCC offers a comprehensive system of advising, incorporating intrusive advising practices, mandatory meetings, and case management of specialized populations of students. The hallmark of the CGCC advising program is to provide students with the tools they need to be

successful. Specific attention is paid to providing personalized and intentional service.

Academic advising at CGCC is provided by professional advisors in Student Services as well as in the Pathfinder Center. The Pathfinder Center is available to students who are seeking resources for career and job information, transfer information, as well as academic advising.

Advisors participate in biweekly meetings which provide curriculum and policy updates. Advisors have opportunities for professional development through conferences, presentations, and participation on committees implementing initiatives such as Achieving the Dream and Foundations of Excellence.

In 2011-12, CGCC conducted a Foundations of Excellence institutional assessment, under the guidance of the Gardner Institute. The assessment looked at how well the college addresses the needs of first year students, based on nine foundational dimensions. Each dimension committee used performance indicators to evaluate how CGCC supports first year students. Advisors participated in a committee, either as chair, or committee member and conducted surveys and focus groups to gather evidence. (See EV 2.D.19)

CGCC implemented mandatory advising in 2010. New credit students, with the exception of those with other recent college course work, are required to attend a group advising session. This is conducted by two academic advisors and includes general information about the college and its programs, assistance in navigating the website, setting up email and distance learning accounts, basic educational planning for one term, and help registering online for the first time.

Students are given a Navigator workbook that contains essential information they can easily reference throughout the term (see

EV 2.D.6). A follow up Northstar appointment is then scheduled in the third or fourth 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 has shifted the conversation from scheduling and finances to goal setting and academic planning.

Advisors are currently utilizing research related to student success and persistence to identify credit momentum points, at which additional advising interventions may be warranted to support persistence. Currently, advisors are developing a series of mandatory check-in points where advisors will connect with students throughout their first and second years to revisit the student's educational plan, discuss pathways to completion, and develop a plan for career search or transfer to another institution. The intent is to keep students on track for completion and clearly informed of their progress toward completion. Implementation of this advising requirement will occur in spring of 2013.

Information about advising is presented in group advising sessions, during the new student orientation, the quarterly schedule of classes, the Navigator, CGCC catalog, and on the website. In addition, advising staff engages in a variety of activities every term in order to make students aware of upcoming advising and registration events, including emails, postings, and signs displayed throughout both campuses. Individual program requirements are outlined in program brochures and advising guides, as well as on individual program websites.

In spring 2011, CGCC purchased the Conclusive degree audit system, to assist advisors and students in tracking their progress toward graduation. The system is currently being customized and tested. Full implementation of the degree audit system including student access is slated for fall 2013. This tool will empower advisors and students to compare degree options and

focus on strategies for progress and completion.

The 2009 Survey of Entering Student Engagement (SENSE) showed that CGCC ranked number one in the state as related to having a “clear academic plan and pathway.” This was based on results for three specific measures: the ability to meet with an academic advisor at convenient times; assistance with selection of a course of study, program, or major; and help with identifying courses needed to take during the first quarter. (See EV 2.D.20)

Student Organizations and Co-curricular Activities

The Student Life Office offers programs and services that enhance and enrich the educational experience of diverse CGCC students by fostering respect, promoting responsible citizenship, and developing an active, enjoyable and inclusive campus community. The college supports various student organizations, clubs and associations. A clear process for development and approval of new clubs exists.



Student Government

The CGCC Student Council operates under a constitution designed to promote student activities that stimulate the social, physical, moral, and intellectual growth of students (see EV 2.D.21). The Student Council

provides an important link between students, college staff, and the public through a variety of activities. A half-time Student Life advisor is responsible for oversight of the council.

The Student Council consists of five to six officers who are compensated for their duties. Officers are selected or elected from both The Dalles and Hood River campuses, and council events are held at both campuses.

2011-12 Student Council goals are delineated by the following statement:

“CGCC Student Government has a passion for community. Our involvement in the community is very important to the success of our group. A positive image of CGCC is of great importance. Our goal is to bring compassion to our campus by listening and responding to the needs of the students. We want to give opportunities for students to be involved in our projects. As student leaders we strive to be motivational by communicating effectively with our students. By uniting and coming together we can make campus life fun and rewarding for all involved. We want to bring knowledge to our positions by being involved in leadership and professional development. We strive to provide a nurturing and caring environment in Student Life. We are encouraging students to involve their families in all that we do. At CGCC we want to keep the feeling of family alive.”

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. They have also participated in different community events, such as local parades and Relay for Life.

CGCC's Student Council has received certification from the Oregon Council of Student Services Administrators since 2008. The Associated Student Government certification model has been developed with four primary goals:

- ◆ To provide some consistency related to best practices among student government groups at Oregon Community Colleges.
- ◆ To provide a reference for incoming student government members and advisors.
- ◆ To promote institutional policy development and support for student government leaders and advisors.
- ◆ To reward student government groups for reaching a standard certification level of excellence (see EV 2.D.22)

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. This chapter has been recognized as a five-star chapter and has received several awards for its work on campus and within the community (see EV 2.D.23).

In addition to the organization's ongoing goals, Alpha Sigma Xi officers designate a focus area for improvement each academic year. This year's focus is to build greater connections with PTK members, CGCC faculty and staff, and the community by providing exceptional service and professional development. 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 (see EV 2.D.24).

In 2011-12, ten students actively participated in the club, carrying out the following projects/activities:

- ◆ Renewable Energy Film Festival
- ◆ round table discussion on renewable energy
- ◆ Community Solar Project - continues in 2012-13
- ◆ Cherry Festival Parade - renewable energy float and an auction of a green house
- ◆ help with the High School Wind Challenge
- ◆ participation in the American Wind Energy Association conference in Atlanta

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

Student Nurse Association (SNA)

The CGCC Student Nurse Association is a fellowship of nursing students involved in the college and community (see EV 2.D.25). 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. The goals of the group are to:

- ◆ Foster self-improvement, academic excellence, and leadership within the nursing profession.
- ◆ Provide opportunities to mentor for the exchange of information and incorporation of ideas.

- ◆ Provide a means of interaction between students, faculty, and the College.
- ◆ Facilitate interaction and association between all CGCC nursing and pre-nursing students.

The group is open to all currently enrolled nursing students, students preparing for the program and faculty, staff, or administrative personnel. This organization is overseen by two members of the nursing faculty. Typically 20-30 students participate in the SNA each year.

Co-curricular Events/Programs

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

The Spring Humanities Series, an annual CGCC event, embraces the overarching theme of building understanding and balance within the community and is founded on the belief that engaging in thematic discussions rooted in the humanities is critical to this effort. Speakers share their specific talents, cultural perspectives, and philosophical purposes through a series of lectures and discussions in both Hood River and The Dalles. Completing its ninth year in April 2012, the series explored the topic of “Voices Less Heard,” seeking to foster greater communication and understanding. Presenters included individuals that could speak to the local realities, perceptions and misperceptions, and shared messages of migrant farm workers, the hearing impaired, ethnic minorities, and those living in poverty (see EV 2.D.26). The series will celebrate its 10th anniversary in April, 2013 with a retrospective theme, bringing back favorite presenters from the previous decade to share what progress has been made on their topics. The series is a collaborative effort with funding from a variety of state, local, business, and individual sources.

In addition to the Spring Humanities Series, the college hosts published poets and authors who conduct public readings, discuss their writing processes, provide professional insights, and teach workshops. For example, in fall 2012, the college hosted a writing workshop conducted by Paulann Petersen, Oregon's Poet Laureate (see EV 2.D.27).

CGCC also seeks to promote appreciation for the sciences by sponsoring events on regional topics in collaboration with local organizations. In 2011-12, the college turned its attention to the plight of bees and bats, co-hosting a three day summit on each. Experts from Oregon State University, state and local agencies, and local businesses provided lectures, walking tours, and hands-on workshops. (See EV 2.D.28-29)

Finally, CGCC promotes the arts by displaying student artwork from various CGCC art classes. Artwork is displayed on both campuses and rotated three to four times per year as it comes available. In April 2012, the college hosted its first employee art show, providing an opportunity for college staff and faculty to show hidden talents. Exhibits from external sources have also been displayed. For example, as part of the Spring Humanities Series in April 2012, the college sponsored the 20th anniversary showing of the We Speak mural and displayed five of the fifteen panels on its campuses (see EV 2.D.30). In November 2012, the college hosted the Columbia Gorge Refuge Stewards' Youth Photography Contest on the Hood River – Indian Creek Campus. Funds have been designated to expand the college's capabilities for showing various types of artwork in multiple locations.

Auxiliary Services

Food Service

Food service on The Dalles campus is contracted 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 (see EV 2.D.31). Surveys of customer satisfaction are conducted annually in order to evaluate the quality of service, product, and content (see EV 2.D.32). Food service is provided in the Class Act Café. In 2008, a major renovation of the café space was launched. The end result is a “coffee shop” atmosphere which provides access to internet, television and clustered seating areas to accommodate larger groups of students.

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

The CGCC 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. A clerk-service bookstore at the Hood River campus facilitates 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.

Bookstore operations are overseen on both campuses by the bookstore manager who is located on The Dalles campus. In addition, two part-time bookstore specialists and federal work-study students staff The Dalles store. Service is provided at HR-ICC by Student Services personnel.

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 (see EV 2.D.33)

Bookstore hours of operation are posted at the bookstore entrance, in the course catalog, college schedule, and on the bookstore webpage. (see EV 2.D.34)

Identity Verification for Distance Education

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.

CGCC provides students with clear direction regarding academic integrity. Policies on plagiarism, cheating, and misrepresentation are included in the Student’s Rights and Responsibility document. Faculty are required to include the following honesty and ethics statement on all syllabi.

Students are expected to be honest and ethical in their academic work. Academic dishonesty includes cheating and plagiarism. All work submitted in this course is to be your own new, original work written in response to the assignments. Consciously or unknowingly presenting the ideas or writings of others as your own will result in academic sanctions that may include a grade of F for the assignment or for the class and possible institutional sanctions including suspension or expulsion. See

the Code of Student Conduct and the Student Rights and Responsibilities policy for further information.

Evidence

- EV 2.D.1 Campus Safety Report url: <http://www.cgcc.cc.or.us/StudentServices/StuRight.cfm>
- EV 2.D.2 Emergency Response Manuals
- EV 2.D.3 admissions form
- EV 2.D.4 Under 16 admissions form
- EV 2.D.5 New Student Checklist
- EV 2.D.6 NSO Navigator
- EV 2.D.7 2012 Medical Assisting admissions packet
- EV 2.D.8 Nursing admissions and reentry packets
- EV 2.D.9 Renewable Energy Technology admissions packet
- EV 2.D.10 Oregon Community College Handbook and Planning Guide
- EV 2.D.11 Student Records and Confidentiality Policy
- EV 2.D.12 Financial Aid webpage url: <http://cgcc/financialaid/>
- EV 2.D.13 2011-12 Student Profile
- EV 2.D.14 Scholarship Application
- EV 2.D.15 Return to Title IV form
- EV 2.D.16 Satisfactory Academic Progress Appeal form
- EV 2.D.17 Satisfactory Academic Progress policy
- EV 2.D.18 Financial Aid and Total Withdrawal implications
- EV 2.D.19 Foundations of Excellence final report
- EV 2.D.20 2009 Survey of Entering Student Engagement
- EV 2.D.21 Student Government Constitution and By-Laws
- EV 2.D.22 2012-13 Student Government Certification Process
- EV 2.D.23 PTK Five Star Chapter Report
- EV 2.D.24 Delta Energy Charter
- EV 2.D.25 Student Nurse Association Charter
- EV 2.D.26 2012 Spring Humanities Series: Voices Less Heard

- EV 2.D.27 Oregon Poet Laureate flyer
- EV 2.D.28 Wild Pollinators: Native Bee Ecology & Diversity
- EV 2.D.29 Indian Creek Stewards: Education Series
- EV 2.D.30 We Speak mural brochure
- EV 2.D.31 Food Service Contract
- EV 2.D.32 2012 Food Service Satisfaction Survey
- EV 2.D.33 Fall 2012 Booklist
- EV 2.D.34 Bookstore webpage url: <http://www.cgcc.cc.or.us/BusinessOffice/bookstore.cfm>

Strengths

1. Student Support Infrastructure: CGCC has a well-developed student support infrastructure including academic advising, student records, publications which include policies and procedures, and student life activities.
2. Federal Financial Aid: CGCC has demonstrated that it can successfully award federal financial aid to students who qualify while adhering to federal guidelines.

Recommendations

1. Student involvement: Increase participation in student life and co-curricular activities.
2. Advising Plans: Develop advising plans to address second year students consistent with Foundations of Excellence recommendations.

2E Library and Information Resources

CGCC library successfully meets the needs of its students, faculty, staff, and community through physical and electronic resources. It is staffed by two professional librarians (the library director and the digital access librarian), 1.5 library assistants, a shared computer support technician, and one to three work study students. For 2012-13, the library director is the interim CAO. At the same time, he continues to perform library related duties, including library instruction and budget oversight. However, the intent is to fill the library director's position. Day-to-day library activities are being overseen by the digital access librarian.

Information Resources

The library follows its collection development policy to build a strong collection reflective of student, faculty, staff, and academic program needs (see EV 2.E.1). The collection is monitored to ensure that it has sufficient depth and breadth and remains current.

The physical collection currently includes more than 20,000 books, 1,500 movies, 500 music CDs and audiobooks, and 40 periodical subscriptions (see EV 2.E.2). Starting with the hiring of a part-time library assistant for the Hood River campus in fall 2012, the library has started keeping a small physical collection at that campus.

Electronic resources include: more than a dozen databases that provide access to thousands of journal subscriptions across all subjects; an interdisciplinary eBook inventory that uses a patron-driven acquisitions model to provide access to current, high-quality eBooks that can be downloaded to many devices; a music database, with access to more than 500,000 tracks across multiple genres; two pro/con resources; and test preparation databases

that includes training modules for basic reading, writing, and math skills (see EV 2.E.3). All of these resources are available to students, faculty, and staff from off-campus, primarily via the industry standard EZ Proxy authentication system.

As a member of the Sage Library System, CGCC uses a shared, open-source Integrated Library System (ILS) that is included with the membership contract (see EV 2.E.4). This arrangement provides patrons with access to a library catalog shared with nearly 80 other libraries and connected via a network of local couriers. Five libraries in the system are academic libraries, including Eastern Oregon University's Pierce Library. There are also some special libraries with unique holdings that may be of interest to our academic community, including the Planetree Medical Library and the Tamastlikt Cultural Institute Library, which focuses on Native American resources. Through Sage's resource sharing



agreement (see EV 2.E.5), most materials available in the catalog can be borrowed by CGCC patrons and delivered to the Sage library of their choice (including either CGCC campus or any branch of the Hood River and Wasco County Library districts).

In addition to the Sage system, CGCC participates in OCLC's Interlibrary Loan (ILL) service, which is enhanced by CGCC being a drop-site on the Orbis-Cascade courier system that connects libraries throughout Oregon, Washington and Idaho (see EV 2.E.6). As such, library patrons have timely access to materials from all of the major research institutions in the Pacific Northwest. Combining these two networks – Sage and Orbis-Cascade – has had a dramatic impact on interlibrary loan traffic. In 2011-12, nearly twice as many packages as previous years were shipped (see EV 2.E.7). This measure includes items loaned as well as items borrowed and returned. In addition, this probably underrepresents the ILL traffic for the simple reason that multiple items are generally grouped into one package, especially for Inter-Sage loans.

Library Planning

The library regularly uses data to inform planning and acquisitions decisions. Two types of data are used heavily: 1) feedback from students, faculty, staff, and community patrons, and 2) usage statistics. Based on this data, goals and actions are developed in monthly library staff meetings. In 2011-12, long-term goals and plans were incorporated into the Instructional Services annual department review (see EV 2.E.8). Upon a recommendation from the Institutional Assessment Committee, in 2012-13, the library is conducting a separate department review (see EV 2.E.9).

One method by which the library obtains feedback is an annual patron survey (see EV 2.E.10). The most recent survey, conducted in the fall of 2011, was completed by 121 people, more than half of them self-

identified as students. Library staff reviewed the results and wrote a response that was published on the library's website and posted within the library (see EV 2.E.11). The review identified two themes that stood out from the survey: 1) costs to print; and 2) library hours. The library was previously aware of these concerns, but the data helped to focus attention on them and ensure support from the institution to address them. As a result, the library has subsequently taken substantial steps towards mitigating the concerns.

As can be gleaned from the survey responses, printing in the library was problematic. This appears to have been caused largely by a reliance on the honor system to charge for printing. Patrons were frustrated because some paid for everything while others did not. The system was also wasteful in that, intentionally or not, scores of print jobs were left uncollected each day. In early 2012, the library researched, tested, and eventually purchased a print management system. This system was implemented on The Dalles campus library over the summer of 2012 and will be implemented in Hood River after a waiting period to ensure staff are prepared to oversee it. This system provides all registered students with a \$5 print credit per term (equivalent to 50 black and white pages). Unused balances carry over to subsequent terms. In addition to being more equitable, the system reduces waste by ensuring that all patrons are aware of the number of pages and their cost prior to printing. While still in the early stages of implementation, initial feedback suggests patrons – especially students with the \$5 credit – are satisfied with the changes.

The second area of concern identified by students and faculty in the most recent survey involved library hours. Specifically, respondents wanted the library in The Dalles to stay open later than 6 pm and to be open on Saturdays. They also wanted library staff in Hood River. Starting fall 2012, the library added a part-time position

dedicated to the Hood River campus. This addition enables the library to provide improved service to students based in Hood River, including everything from help with library resources to an actual (albeit small) physical collection. In addition, whereas in the past items were checked out to patrons in The Dalles and then sent to Hood River (which caused some patrons to receive items literally days before they were due), the library is now able to provide a far more accurate circulation and interlibrary loan service.

At the same time as the part-time position was added in Hood River, staff schedules at the library in The Dalles were reorganized in such a way to pilot the addition of Saturday hours. This has been accomplished despite the library director's temporary appointment as interim chief academic officer. Additional hours – including additional evening hours – are still desired but are difficult to envision logistically with the existing numbers of staff.

Usage statistics are another source of data that the library relies on to make decisions. For example, in the past year library staff switched eBook vendors because an analysis of cost, quality, and usage statistics suggested the eBook collection quality could be improved, which would likely increase usage while decreasing overall cost. Nursing journals are an area that the library has focused on recently as they typically involve high cost subscriptions. Working with nursing faculty, library staff have tried to increase access to the number of titles on the approved list for nursing students while balancing cost and other restrictions. For example, four electronic subscriptions for nursing journals are limited to single simultaneous access. Library staff continue to work with the nursing department to review and balance usage statistics (including turn-aways, in this case) with budget implications.

Library Instruction and Support

Library and information literacy is an important focus area for CGCC. The college has two professional librarians on staff, one of whom is library director who is currently serving as interim chief academic officer. The second is the college's digital access librarian. Both positions emphasize instruction in their job descriptions and both provide instruction to the campus community. In 2011-12 the library reached more than 800 students (duplicated count) through more than fifty orientations or library tours (see EV 2.E.12). This was significantly more students than had library instruction in the 2010-11 academic year when the library was going through a staffing transition. However the numbers were in line with other recent years when the library was fully staffed.

Library instruction takes a variety of forms depending on the audience and modality. Librarians work with faculty to develop and provide instruction targeting the needs of the class. Pre-College courses tend to utilize traditional library tours that show specific resources and services available in the library, how to access those resources, and ensure that students have a library card. On the other end of the spectrum, higher level classes focus on using subject-specific research databases that demonstrate the importance of using authoritative resources for academic work.

Instruction is available on both campuses and can be scheduled for anytime classes are taught. In cases that fall outside the library's hours, library staff make an effort to adjust their schedules to accommodate the class. Tutorials are available from the library's website to assist patrons with their information needs. In addition, librarians are available to work with distance classes; however, thus far that service has been under-utilized.

In addition to library instruction, support

services include: reference assistance, both in person and virtually; course reserves; and access to technology. The library website has tools and/or tutorials regarding the research process, such as choosing, evaluating, and documenting sources.

Library Evaluation

The library staff are constantly working to provide the best possible resources and services to the campus community. This happens through systematic processes and in response to feedback from patrons. Examples of systematic efforts include a weeding project that is taking place alongside a shelf reorganization (see EV 2.E.13); reviews of subject area holdings; and library representation on the college's Curriculum Committee, which ensures that new courses and programs have adequate library resources (see EV 2.E.14). Library staff use professional journals (CHOICE and Library Journal, primarily) to guide collection development. In 2011-2012, the library director distributed subject-specific sections from CHOICE to department chairs to increase faculty participation in collection development efforts. Participation was minimal and the effort was discontinued in the summer of 2012.

The library provides security for its resources through an agreement with 3M for one of their industry standard security systems (see EV 2.E.15). Service requests to 3M have been infrequent; however, when incidents have occurred, they have responded promptly and always within the period outlined in our service agreement. Because of its small size, the new collection in Hood River will not be protected with a security system. Instead, valuable items will be locked when the library assistant is unavailable. With the current website, CGCC is unable to guarantee security of form submissions; however, with the development of the new CGCC website, this will be possible.

A thorough inventory in the library was last conducted in 2008-2009. Another thorough inventory will take place as soon as an inventory module is developed for the integrated library system currently in use.

Evidence

- EV 2.E.1 Collection Development Policy
- EV 2.E.2 Collection Statistics
- EV 2.E.3 Databases by subject url: <http://www.cgcc.cc.or.us/library/guides.cfm>
- EV 2.E.4 Sage Library System Memorandum of Understanding
- EV 2.E.5 Sage Library System Circulation policies
- EV 2.E.6 Orbis Courier Service Contract
- EV 2.E.7 Orbis Courier Statistics
- EV 2.E.8 2011-12 Instructional Services Department Review
- EV 2.E.9 IAC Department Review Feedback
- EV 2.E.10 2011 Fall Patron Survey Results
- EV 2.E.11 2011 Library Survey Response
- EV 2.E.12 Library instruction Statistics
- EV 2.E.13 Board Minutes August 11, 2011 and August 5, 2012
- EV 2.E.14 Curriculum Committee Charter
- EV 2.E.15 3M Service Agreement

Strengths

1. Responsiveness: The library's acquisition practices have been streamlined and now frequently take less than one week. This includes requests for specific titles, as well as requests general subjects, such as for a new class.
2. Flexibility/Adaptiveness: During the 2011-2012 academic year, the library created a highly visible display area for new materials and promoted a growing DVD collection amongst college staff with a popular "Libflix" program.
3. Sage Library Consortium: The move to join the library consortium Sage has proven to be positive. Sage is made up

of about 80 libraries in Eastern Oregon, which means patrons have access to the collections of all these libraries; patrons request items through the online catalog and select which library they wish to pick items up at. In addition, Sage has multiple listservs wherein staff can ask questions and communicate with each other.

Recommendations

1. Online library instruction: Library instruction is available to online classes, but currently distance learning instructors are not making use of this opportunity.

2F Financial Resources

Columbia Gorge Community College (CGCC) supports the mission and goals of the college through management of its financial resources.

The financial stability and three-year budgeting projection of the college ensures the college can continue to offer the courses and other services both the students and community require to access education and partnerships in order to build dreams, transform lives, and strengthen the communities we serve.

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

To ensure the Business Office is operating efficiently and effectively while meeting the needs of the institution, a business consulting firm has been asked to accomplish a detailed process improvement assessment. The primary focus of this assessment is to evaluate the completeness and accuracy of financial projections and budget information provided by the Business Office. Additionally, the consulting firm was asked to review and assess the current Business Office organizational structure in relation to its ability to effectively and efficiently meet the needs of the college. Finally, the process improvement assessment includes the evaluation of the Business Office from the perspective of the college accreditation standards. In this regard, the study was also designed to focus on: fiscal policies; practices and procedures; technological applications for efficiency and effectiveness; and, the process to develop the annual budget (including the roles, responsibilities, and expectations of all key parties).

Financial Stability and Planning

CGCC has a history of financial stability. In establishing an adequate level of fund balance, consideration is given to the amount needed to support operating cash flows as well as the timing of cash receipts from state appropriations, contracts, grants, property tax, and tuition and fees. (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. Any remaining contingency funds are retained and become available resources in the following year's budget. The college is reviewing the appropriate level for the contingency and reserve funds.

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 in order 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).

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 (see EV 2.F.4). The debt service payments are included as part of the budget process (see EV 2.F.5).

Resource Planning and Development

CGCC has implemented a budget development process that includes a series of management budget forums with the president, department directors, as well as cost center and fund managers to provide input on reasonable revenue sources as well as expenses needed to fulfill the mission and maintain long-term financial stability (see EV 2.F.6-7). During the forums, Student Services reports on enrollment trends, the Chief Financial Officer (CFO) and president report on funding projections at the local and state levels, the department managers are responsible for estimating grant funding and/or donations. The CFO is responsible for estimating the non-tuition revenue and sources. The forums compare current year forecasts against past data, as well as data from other colleges to ensure CGCC is on target with the projections. For the 2012-13 budget process the college began using the Charter system (in house planning tool) to plan, monitor, and receive budget information. This process worked well for the college and improvements continue to be made. (See EV 2.F.8)

Policies for Financial Planning and Budget

CGCC has policies, guidelines, and processes that are followed for financial planning and budget development (see EV 2.F.9). The policies are set at the board level, as well as at the Business Office. The college is evaluating its policies and procedures to ensure that ending balances for operating funds, budgeting for contingencies, and establishment and use of reserve funds are appropriate for the current economic environment, as well as the financial plan for the institution. The president and/or members of the CGCC executive team attend state and local government meetings to obtain and exchange the latest information on funding issues that impact higher education. The board and budget committees consist of community members (see EV 2.F.10). The budgeting and financial planning processes comply with all aspects of Oregon Local Budget Law. The budgeting process as mentioned in the previous section is tied to the Charter system, which allows a direct connection between institutional plans and budgeting. Revenue forecasts from the state, local, and institutional levels are communicated to the president as updates are available. The chief financial officer also reports this information to the board. All board and budget committee meetings are open to the public, and agendas and notifications are posted in the newspapers. Any supplemental budget notices are published, and the public is invited to comment. (See EV 2.F.11)

Timely and Accurate Financial Information and Systems

The college's accounting system, RogueNet, is managed and designed on a budgetary basis model and meets all legal requirements (see EV 2.F.12). The system is fully integrated and maintains data integrity and appropriate internal controls.

RogueNet interfaces with the payroll software (Fundware), as well as the bookstore software (RMS). RogueNet generates reports that provide the leadership team and managers the data they need to manage their budgets and make timely decisions. Monthly budgetary statements are compiled and distributed as well as posted to the college's website, where constituents can view the information (see EV 2.F.13). RogueNet administrators and college staff meet regularly to discuss system improvements. The Business Office produces the budgetary statements that are presented to the board at their monthly meeting. All subsidiary ledgers are reconciled, as well as the cash accounts and investment accounts before the monthly budgetary statements can be finalized (see EV 2.F.14). These statements show the year-to-date actual revenue and expenditures, as well as the current budget numbers with the variance. Cost center managers can analyze if they are on track with the current budget numbers and make adjustments if necessary.

Systems security for each position is set at the user account level by the chief financial officer. Each position is evaluated as to the duties needed to complete their job and the appropriate level of access is provided.

At present, there are no financial aid or Business Office processes that run through Portland Community College. CGCC handles all of these processes independently although CGCC has modeled these processes after their proven history.

Capital Budgets Reflect the Institution's Mission

The Facilities Master Plan (FMP) keeps the mission at the forefront as the college plans long term capital improvements that would integrate or provide facilities and equipment for expanded educational opportunities and expanded access to education. CGCC

evaluates the college's internal priority list against the state's priority list so that the college can utilize any available state funds needed for capital improvements. The college's nursing program has capital equipment that needs replacement as soon as possible. The equipment is very expensive and would be a strain for the college's budget for the current fiscal year. The state passed HB 5202, and with lottery bond proceeds has awarded the college \$297,193 for nursing equipment replacement in spring of 2013. The college is currently developing a workforce training building in conjunction with the new National Guard Readiness Center. This building will be available for the college's sole use, providing increased access to in-demand training as well as shared spaces that may be utilized for community events. The college was able to maximize state dollars through the Oregon Military Department to expanded opportunities for new education programs. (See EV 2.F.15)

Auxiliary Enterprises.

The bookstore enterprise fund is a self-supporting auxiliary enterprise. The bookstore recently expanded into a full retail service at The Dalles campus and established a counter service at the Hood River campus to better serve students. The bookstore offers day and evening hours on both campuses, including expanded hours during peak times. The bookstore transfers funds to the general fund to assist with covering the administrative costs associated with running the bookstore. The institution is evaluating the cost allocation for the bookstore as well as the business office.

The college has two non-operating funds, the building lease fund and food service fund, both of which provide administrative cost recovery for the college. By leasing out extra space that is not easily utilized, the college is able to offset some of the necessary administrative costs (see EV

2.F.1). Having food service on campus allows students and staff access to affordable, nutritious meals.

External Financial Audits

The college is required by Oregon Revised Statutes Chapter 297 (Oregon Municipal Audit Law) to obtain an annual audit of its financial statements and complies with that requirement through a contract with an independent audit firm licensed in the State of Oregon to perform municipal audits. The college has received an unqualified opinion on its annual audits. In addition to the audit of the college's financial statements, an audit of the federal programs in accordance with OMB Circular A-133 is performed and the audit firm provides an opinion on the college's Federal Awards Compliance allowing the college to continue to receive federal grants and offer improvements to curriculum and access to other educational services and partnerships (see EV 2.F.16). The fieldwork for the audit is conducted in October with reports issued in December. The report is then presented to the board for their approval. After the audit reports are approved, they are posted to the college's website.

Institutional Fundraising

The college's Foundation was incorporated on May 9, 1979. The Foundation bylaws and articles of incorporation specify the purpose of the Foundation related to the college (see EV 2.F.17-19). The college is currently drafting a memorandum of understanding between the college and the Foundation. Fundraising activities are governed by institutional and Foundation policies, as well as federal and state requirements. Fundraising activities, whether initiated by the college or the Foundation, must be approved by the chief institutional advancement officer (CIAO). The CIAO ensures interactions with donors, potential

donors, Foundation board members, and the public are handled in a professional and ethical manner. The Foundation hosts an annual golf tournament to raise funds for scholarships for CGCC students. A raffle is held at the tournament, and the Foundation adheres to the regulations for nonprofits in regards to raffles. The Foundation accepts gifts on behalf of the college, according to criteria established in the Foundation's gift policy.

Evidence

- EV 2.F.1 Budget Messages 2012-13
- EV 2.F.2 Three year Budget Projection
- EV 2.F.3 Strategic Master Plan url: <http://cgcc.us/strategic-planning>
- EV 2.F.4 Debt Service Schedules
- EV 2.F.5 Adopted Budget 2012-13
- EV 2.F.6 Budget Preparation Schedule 2012-13
- EV 2.F.7 Budget Calendar 2012-13
- EV 2.F.8 Budget Charter 2012-13
- EV 2.F.9 Policies url: <http://cgcc.us/policies>
- EV 2.F.10 Budget Committee 2013-14
- EV 2.F.11 Board of Education Budget Minutes May 5, 2012
- EV 2.F.12 RogueNet System Module Descriptions
- EV 2.F.13 Financial Statements on website url: <http://cgcc.us/business-office/financial-statements>
- EV 2.F.14 Monthly Financial Statement December 31, 2012
- EV 2.F.15 House Bill 5202
- EV 2.F.16 Audited Financial Statements YE June 30, 2012
- EV 2.F.17 Foundation Articles of Incorporation
- EV 2.F.18 Foundation Bylaws
- EV 2.F.19 Foundation webpage url: <http://www.cgcc.cc.or.us/SBDC/Foundation.cfm>

Strengths

1. Financial stability: The college has a history of financial stability, with its foundation on solid planning and management of resources.
2. Accounting system: The college's integrated accounting and reporting system provides real-time financial reporting access to managers and support staff for better expense control and decision making.

Recommendations

1. Policies and procedures: Continue to evaluate policies and procedures for financial and budget planning and link to the college's strategic plan.
2. Financial training: The college should continue financial management and budget training for all managers.
3. Reserve accounts: Determine appropriate reserve and contingency balances.
4. CGCC/Foundation relations: Adopt a Memorandum of Understanding between CGCC and the Foundation.

2G Physical and Technical Infrastructure

Physical Infrastructure

The Dalles campus overlooks the City of The Dalles on a 65 acre parcel of land with six active buildings. An additional 13,000 square feet of learning space is currently under construction on the campus with a proposed completion date of winter 2014.

The Hood River-Indian Creek Campus is housed in one building on 13 acres of native landscape.

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/learning environment provided to the students, staff, and the community. Guiding these changes has been a Facilities Master Plan and the college's commitment to ensuring an accessible and healthy work and learning environment. Not only aesthetic changes, but many acoustic, energy efficiency/sustainability, and safety investments have been made to the existing structures to support the institution's programs, services, and mission. (See EV 2.G.1)

In The Dalles,

- ◆ Building 1 (constructed in 1963) houses classrooms, computer labs, health occupations classrooms and simulation labs, the library, Pre-College services, electronics labs, student organizations, a 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 Career Pathways center, and science faculty offices.
- ◆ Building 4 (constructed in 1938) houses the Art Department and a Renewable Energy Technology electronics lab.
- ◆ Building 11 (completed in 2009) is the location of the Renewable Energy Lab and 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 aesthetic improvements. The freight elevator was commissioned to reduce student wait times and improve operations efficiency. Bathroom areas were remodeled and plumbing fixtures replaced, a dedicated tutoring center was created, and café customer facilities were upgraded. Building 2 had several improvements, including: upgrades to the elevator and the building's fire safety components, new carpeting and paint, and new plumbing

fixtures in the restrooms. Building 4 had a complete window replacement with new energy efficient units. A fire suppression system was added along with additional air filtration components. All three of these buildings had extensive revisions of their environmental controls and mechanical equipment to assure year-round comfort and long-term efficiency and sustainability.

A combination of federal and state funding enables the college to construct a Workforce Innovation Center as an integral part of the Oregon National Guard Readiness and Training Center to be completed by winter 2014. The workforce center will have classrooms, informal learning areas, and high bay industrial space, allowing the consolidation of renewable energy training classrooms and labs while providing flexible space for long-term training needs.

The Hood River-Indian Creek Campus, constructed in 2008, includes one large



science lab, two PC Labs, and 12 multi-purpose classrooms. There is an information commons with computers for individual student research; tables and chairs for both individual or 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.

The college is partnering with Hood River County, the City of Hood River, Hood River Valley Parks & Recreation District, Trust for Public Land, Indian Creek Stewards and others to expand its Hood River campus. This will support construction of the Columbia Gorge Advanced Technology Center, the subject of a capital funding request to the Oregon Legislature.

Safety Policies and Procedures

Columbia Gorge Community College is committed to providing a safe and secure yet accessible 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 Plan, Emergency Response Manuals, and chemical MSDS/Right-To-Know ensure safety and complete OSHA compliance (see EV 2.G.2-3).

Both campuses have telephone and text broadcast to provide emergency broadcast capability if desired, and AED equipment is available in most buildings. Installation of an electronic key/lock system across both campuses allows lock-down capability and access logging functions for most doors on the campuses. A commissioned independent security study was completed in April 2010 and recommended the addition of video surveillance capacity for both

campuses (see EV 2.G.4). This was accomplished by May 2011 and allows for remote video monitoring of both campuses and direct interface with the electronic lock system. Additionally, students, faculty, and staff may request an escort to their vehicle at any time by contacting facilities services.

Monthly safety committee meetings include review of existing procedures, policies, and incidents to ensure a safe and OSHA-compliant campus and continual improvement of environmental safety factors. An annual comprehensive building inspection is conducted to verify 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 and continuous improvement.

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: 1998 ADA Transition Plan; 2001 Space Utilization Study; Facilities Asset Life-Cycle report; 2012 Facilities Master Plan; 2012 Academic Master Plan; 2009 Civil Rights Audit; and the 2011-12 Facilities Department Review. All of these documents are used by a variety of constituents to guide renovations and mapping of new construction of college facilities. (See EV 2.G.1 and 2.G.5-10)

The development of the 2012 FMP update was an intense four-month assessment of the current facilities at both of the Columbia Gorge Community College campuses. This assessment included walking all buildings at both sites with facilities personnel and construction/architectural specialists for a complete visual assessment of current conditions and needs. The space utilization data was compiled and inserted into the FAC Plan database, a tool developed by DLR Architecture specifically for facility

assessment and budget projections. This was followed up with a review of the initial assessment, previous Facility Master Plan, academic visioning and goals exercise, Academic Master Plan, potential site expansion, and facility needs at both campuses. The next step was input from the project team, the Board of Education, and finally, the Executive Leadership Team. All of this data was then reviewed, tested, and adjusted by the project team, which included staff from Facilities Services, Human Resources, Instructional Services, and DLR Architecture for presentation to the Board of Education for their review, comment, and approval.

The college retains a deferred maintenance fund for continual update and upkeep of current facilities to assure a safe, productive, and healthy learning environment at both campuses. As our facilities move along their lifecycles, this fund allows for some flexibility in targeting of funds for expected and unexpected expenses that are a part of comprehensive building maintenance plan.

Equipment

CGCC is committed to acquiring, upgrading, and replacing equipment to ensure excellence, enhance the student learning experience, and foster a sustainable path aligned with the college mission. 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, accessibility, and technological advances (see EV 2.G.7).

Starting in 2011-12 the Science department began collecting data regarding instructional equipment needs, inventory and costs, and it used that information to develop an equipment replacement schedule (see EV2.G.11). This process is being expanded to other departments using specialized equipment and by 2013-14 will include Science, Nursing, and Art.

Sustainability and Green Practices

On December 1, 2009, CGCC's president committed to reducing and eventually eliminating all of the college's global warming emissions, and accelerating educational efforts to equip society to re-stabilize the earth's climate. To this end, he joined the leaders of 677 other institutions across the country by signing the American College & University President's Climate Commitment. The President's Climate Commitment is the first such effort by any major sector of society to set climate neutrality – not just a reduction – as its target. (See EV 2.G.12)

Signatories to the Commitment pledge to eliminate their campuses' net greenhouse gas emissions in a reasonable period of time as determined by each institution. This involves:

- ◆ Setting up a mechanism (committee, task force, office, etc.) within two months to guide the process
- ◆ Completing an inventory of greenhouse gas emissions within one year. Creating and implementing a climate action plan (that includes a target date and interim milestones for achieving campus climate neutrality) within two years
- ◆ Taking two of seven tangible steps specified in the commitment to reduce greenhouse gas emissions while the more comprehensive plan is being developed; integrating sustainability into the curriculum and making it part of the educational experience
- ◆ Making the action plan, inventory and periodic progress reports publicly available

These efforts build on CGCC's ongoing commitment to sustainability. The college has put into action a number of green practices, including:

- ◆ Green Team – established to coordinate sustainability efforts throughout the college
- ◆ Establishing its Renewable Energy

Technology (RET) workforce training program in January 2007

- ◆ Switching from virgin to 30% post-consumer content paper
- ◆ Installing energy-efficient windows in Buildings 1 and 4
- ◆ Upgrading the HVAC systems
- ◆ IT improvements in server functions
- ◆ Enhancing the recycling program on campus
- ◆ Establishing the Environmental Club
- ◆ Creating a half-time position of Sustainability Coordinator

On May 10, 2011, the Board of Education approved the Green Purchasing and Green Building policies. These policies represent completion of the two of seven tangible steps selected by CGCC for implementation.

◆ **Green Purchasing Policy**

An energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist. To achieve this option, signatories must adopt a written policy stating the institution's intention to purchase ENERGY STAR certified products in all areas for which such ratings exist. The policy included a qualifier limiting application of the policy to "whenever financially possible...when the extra cost is less than or equal to the resulting energy savings," or "wherever practical."

◆ **Sustainable Building Policy**

A policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent. To achieve this option, signatories must adopt and implement a written policy stating the institution's intention to meet or exceed LEED Silver standards or equivalent for all new buildings and major renovations.

Technological Infrastructure

Appropriate and Adequate Technology

The Information Technology Services (ITS) department maintains and supports the college's telecommunication systems, computer network systems and infrastructure, classroom teaching technologies, all desktop computers, and desktop peripherals. Technology's key role in support of the college's learning mission is 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 a state of the art data center including over 490 computers, 70 servers, 1Gb+ LAN, and access to up to 100Mb Internet bandwidth.

ITS maintains multiple wireless access points across both campuses to ensure Internet connectivity and productivity at both campuses. Additionally, the ITS staff supports eleven 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 sufficient on The Dalles campus, and plans are being developed to expand the number of workstations in Hood River.

Seven additional labs are program specific: two 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 and faculty for the performance of administrative and support functions that support the college mission.

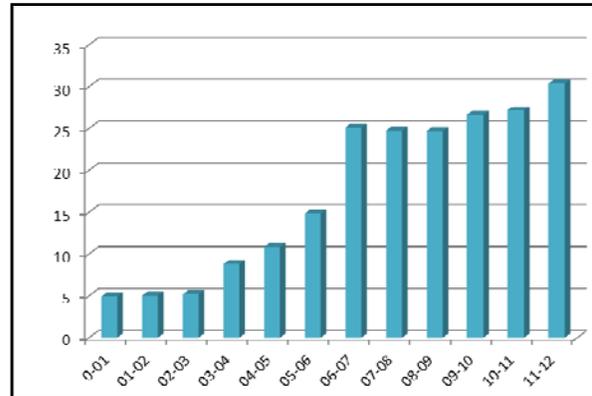
To support the use of instructional technology by faculty, 31 classrooms are equipped with "smart podiums." A Title III grant in late 2010 provided the funds to

place the podium technology in all appropriate classrooms, the board room, and the lecture hall.

Providing adequate technology also includes online services. As online services improve and become more available, CGCC utilizes these services to achieve its Mission. CGCC utilizes Moodle for online learning infrastructure, Elluminate for online collaboration, Google's gmail for student email, eFax for online fax services, RogueNet for online registration, and BaseCamp for large project collaboration.

The ITS department provides support in person, over the phone, and also provides users with the ability to make requests online. The online system tracks requests, the completion of requests, and notifies the requestor along the way. Based on the completion of requests and feedback, the department offers an outstanding level of services and support. The network infrastructure hub of the information system is housed in a climate-controlled data center room that has redundant climate and power functions to assure continuous operational status. These systems are controlled and closely monitored with fail-safe technology built into their functions.

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



Credit FTE % of online, hybrid and teleweb classes

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

In 2012, Information Technology Services finalized the multi-year development of an extensive ITS Disaster Procedures and Recovery Manual. The manual covers everything from emergency contact phone numbers to detailed system restart procedures. (See EV 2.G.13)

Technology Support and Instruction

Distance Learning Classes Overview

Students are able to complete the majority of the Associate of Arts Oregon Transfer Degree via online and hybrid classes. On-campus requirements for this degree are limited to some science labs and speech class presentations. According to an annual poll of students enrolled in distance education classes, "Online Learning at Columbia Gorge Community College 2012," 91% of distance learners are from the mid-Columbia area, and 85% have taken a traditional class at CGCC. A significant number, 40%, have taken four or more

online or hybrid classes at the college. 38% of students have taken an online class from other colleges or universities. (See EV 2.G.14)

Data for the percentage of credit FTE earned through distance delivered classes, both online and hybrid, and duplicated headcount data are evidence of the use of technologies to deliver instruction.

Quality Matters Training

In 2004, CGCC adopted Quality Matters (QM) standards, providing a rubric that has been integrated into course development procedures (see EV 2.G.15-16) Faculty develop all distance learning classes and have completed over 70 successful QM certification activities since 2006 (see EV 2.G.17).

Technology Training

The ITS staff provides technical support at all levels, ensuring timely and effective solutions. Technical support includes hardware and software installations and upgrades, general usage support assistance, software licensing, and technology tips and tricks at the monthly staff meeting. Support is offered 8 am to 5 pm, Monday through Friday, with extended hours offered with prior notification. Workshops for new technology on campus are held for faculty and staff if software changes significantly.

The following trainings are available to faculty and staff through tutoring and in small-group sessions led by the distance learning and instructional technology coordinator: Moodle, smart classroom technology, multi-media production, and virtual reality in Second Life. Technical training for faculty is offered in workshop formats at faculty in-services and via training videos (see EV 2.G.18).

Moodle

The college uses Moodle as its learning management system. Faculty receive Moodle training through a series of modules

that cover both technical skills and pedagogical issues particular to online instruction. This course also gives faculty a chance to be online students so they can better understand what their students will experience. Technical training for distance learning students is available via the online student orientation (see EV 2.G.19) . Online faculty and students are supported by the helpdesk, the distance learning and instructional technology coordinator (DLITC), and the Moodle administrator (see EV 2.G.20).

Moodle shells are also used by CGCC committees and departments for communication, coordination, and collaboration.

Smart classroom technology

Smart podiums have been installed in all classrooms on both campuses with funding from a U.S. Department of Education Title III grant. The technology is also available in the board room on The Dalles campus. Plans are in place to install smart technology in the lecture hall, the sole instructional space without this capability. Faculty use the technology to enhance teaching in the classroom. Staff and administrators use it for meeting presentations and training. A YouTube video is available that provides an introduction to the use of smart technology in the classroom (see EV 2.G.21).

Multi-media production

More than 500 short videos have been produced by the faculty to enhance their online and onground classes (see EV 2.G.22). Most instructional videos are screen capture videos made with the software Camtasia, which is available in all smart classrooms. There is technical tutoring by the DLITC and a webpage for resources available to faculty (see EV 2.G.23).

Most of the videos that are made with a camera are filmed in August at the annual faculty video camp. Faculty members are invited to write scripts and join the crew. In

the summer of 2012, 18 general science lab videos, four theatre appreciation, and one philosophy video were produced. (See EV 2.G.24)

Second Life

A “philosophy garden” was created on the Oregon Community College Island in Second Life during the fall term in 2010 to give CGCC students a way to learn about some of history’s most famous philosophers in an experiential way. In 2013, the philosophy garden will move to Oregon State University’s Beaver Island for integration with other institutions. PHL 201 students, the primary CGCC visitors to Second Life, will continue to meet there in fall term as a part of the curriculum. The DLITC trains students and faculty to use this technology, in person and via avatar, by giving a short classroom orientation followed by a computer lab practice session. (See EV 2.G.25)

Technology 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. The ITS yearly department review serves as the ITS operational and master plan (see EV 2.G.26). ITS staff meet weekly to discuss current technology issues and review and update charters.

The entire ITS staff is actively involved in problem solving, new idea generation, and collecting ideas from those they support. Regular software or hardware vendor support visits also provide input for planning system upgrades.

For input and feedback outside of the ITS department, ITS schedules “Road Shows” that visit 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 (see EV 2.G.27). External feedback

is also acquired by weekly ELT meetings, (attended by the chief technology and planning officer), monthly staff meetings (attended by all of the ITS staff), and monthly Quality Council meetings (attended by the chief technology and planning officer and the ITS network specialist). Each of these meetings allow for a technology update as well as feedback and technology requests.

All of these ideas contribute to the technology planning and the budgeting process.

Technology Update and Replacement

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. ITS constantly evaluates and assesses systems to assure the highest quality of electronic services. Plans and budget exist to support regular equipment rotations, upgrades, and vendor visits to help assure optimal equipment performance. (See EV 2.G.28)

Evidence

- EV 2.G.1 Facilities Master Plan
- EV 2.G.2 Chemical Hygiene Plan
- EV 2.G.3 2013 Emergency Response Manuals
- EV 2.G.4 2010 Security Survey
- EV 2.G.5 1998 ADA Transition Plan
- EV 2.G.6 2001 Space Utilization Study
- EV 2.G.7 Facilities Asset Life-Cycle report
- EV 2.G.8 2012 Academic Master Plan
- EV 2.G.9 2009 Civil Rights Audit
- EV 2.G.10 2011-12 Facilities Department Review
- EV 2.G.11 2012-15 Capital Expenditures
- EV 2.G.12 American College & University President’s Climate Commitment
- EV 2.G.13 ITS Disaster Procedures and Recovery Manual

- EV 2.G.14 Online Learning at CGCC 2012
- EV 2.G.15 2011-13 Quality Matters Rubric
- EV 2.G.16 Guidelines for Teaching Distance Learning Classes
- EV 2.G.17 QM Certification and Activities January, 2013
- EV 2.G.18 Training videos url: <http://youtube.com/cgcclive>
- EV 2.G.19 Distance Learning Student Orientation video url: <http://www.cgcc.cc.or.us/DistanceLearning/Orientation/intro/intro.cfm>
- EV 2.G.20 Distance Learning online support for faculty and students url: <http://www.cgcc.cc.or.us/DistanceLearning/webctstutech.cfm>
- EV 2.G.21 Smart Classroom Training video url: <http://www.youtube.com/watch?v=0hLnzR2CZqU&list=PLX7ZPgPJWZNfbTL9Dh1hsqA4KvEmKlSKk&index=8>
- EV 2.G.22 Instructional videos url: <http://www.youtube.com/cgcclive>
- EV 2.G.23 Camtasia tutorial url: <http://www.cgcc.cc.or.us/Academics/FacultyResources/Camtasia.cfm>
- EV 2.G.24 Theatre Appreciation instructional videos url: http://www.youtube.com/course?list=ECX7ZPgPJWZNdJ-5tXPubZ_mFqWfpsOuvl
- EV 2.G.25 PHL 201 Second Life Training
- EV 2.G.26 2011-12 ITS Department Review
- EV 2.G.27 2012 ITS Road Show notes
- EV 2.G.28 ITS Equipment Rotation Charter

Recommendations

1. Deferred Maintenance: Prioritize deferred maintenance projects identified in the Facilities Master Plan.

Strengths

1. Infrastructure: The college has well maintained buildings and equipment.
2. Technology: Information Technology Services is committed to maintaining state-of-the-art technology with appropriate backup for students and employees.

Standard Three

Planning and Implementation

Introduction

CGCC utilizes continuous communications and cycles of improvement as an engine for Institutional planning. CGCC continues to improve its planning process with the foundation of the process based in scheduled communications with appropriate constituencies and referencing data for decisions. Recent improvements include the addition of a monthly Quality Council meeting, broader participation in planning events, increased usage of data, integration of Core Theme analysis, and the incorporation of instructional and non-instructional department reviews. To bring these multiple processes together, the budget-planning schedule has been revised to allow for thorough development, discussion, and prioritization.

College leadership, informed by a variety of primary sources, develops a Strategic Master Plan, which is the road map for the institution's actions. For example, the Quality Council and Executive Leadership Team use the following primary sources: the Academic Master Plan, Facilities Master Plan, Core Theme analysis, accreditation recommendations, state and federal initiatives, and departmental review data.

Planning Processes

CGCC engages in multiple, integrated-planning processes. Planning is not a single event, but rather an ongoing process of data analysis, idea generation, communication, collaboration, improvement, and implementation. CGCC's Plan-To-Plan (P2P) documents the planning process in detail including roles and responsibilities, time lines, planning meetings, and milestone events (see EV 3.1). The chief technology

and planning officer oversees the implementation of the integrated planning process. The Strategic Planning Model illustrates 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 planning process, a Charter system was designed and developed. The system is an electronic 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 on-going planning process includes three milestone events. These events are the summer offsite, the fall mission fulfillment offsite, culminating in the Board of Education budget adoption in June.

The summer offsite provides an opportunity to bring together data from all aspects of the college and brainstorm new solutions to add to future plans. To broaden input, the 2012 summer planning event included the Quality Council. To enhance data distribution, relevant reports were compiled into a single source (the "Yellow Binder") that was provided to all attendees (see EV 3.2). The areas of focus of this year's summer planning event included the following topics and how each is impacted by the individual Key Function Areas (KFA):

1. increasing new student enrollment
2. increasing retention rates
3. increasing completion rates
4. overall quality improvement

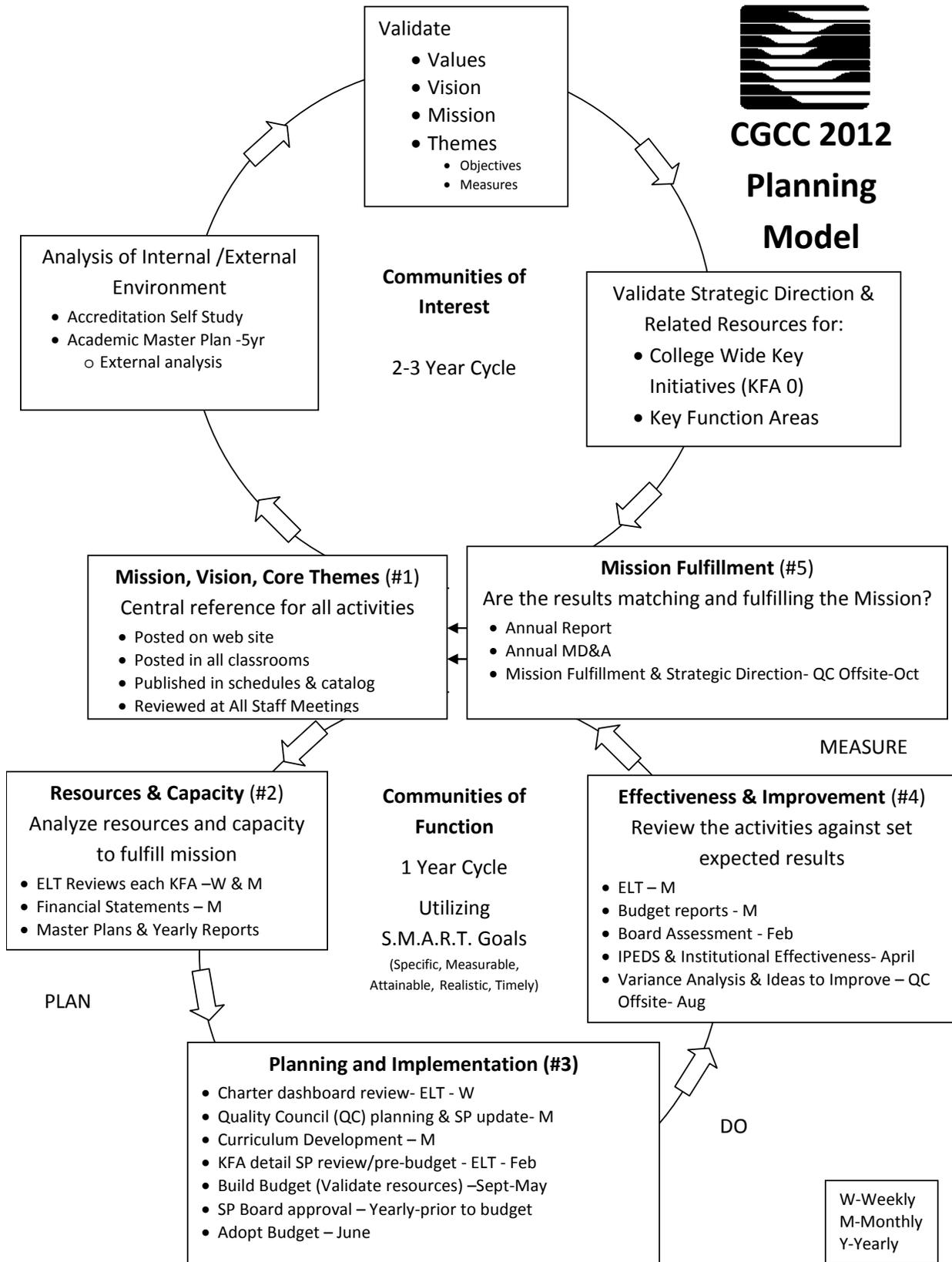


Figure 3.1 Strategic Planning Model

Ideas were generated during the summer planning event, voted on, reviewed, and discussed at subsequent QC meetings (see EV 3.3). For ideas related to specific KFAs, appropriate KFA leads made the final determinations of what ideas to pursue in future plans. Ideas related to college-wide issues, on the other hand, were further prioritized by the QC. These results were summarized and distributed back to the QC, and then used by ELT and the president as input to help determine new Institutional Strategic Goals (see EV 3.4).

The fall onsite/offsite focuses on mission fulfillment as defined in the Core Theme objectives and measures. Core Theme champions presented the complete results with gap analysis. The second day focused on reviewing and updating planning roles and responsibilities, the planning calendar, and Institutional Strategic Goals.

Budget preparation, informed by earlier planning events, proceeds at the department level throughout the fall and winter. KFA leads ensure that the institutional priorities identified during the planning process are incorporated. The Budget Committee and Board of Education review and approve the annual budget in May and June. After the budget is approved, the Strategic Master Plan will be officially revised to reflect the approved budget, completing the planning cycle.

2011-12 was the college's first data collection period to include the newly developed Core Theme data and analysis and the instructional and non-instructional department reviews. As a result, the college is conducting its first complete planning cycle in 2012-13. Based on this experience as well as part of the improvement component of the planning cycle, the planning timeline was reworked, a roles and responsibility matrix was developed, and channels of communication improved (see EV 3.5).

Planning Documents

Strategic Master Plan

The 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 SMP serves as the bridge between college goals and who, how, and what is done to accomplish those goals. The document focuses on strategic goals, which in this context are defined as new, changing, or stopping priorities/actions. The goals in the strategic plan 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 SMP reflects the college's intention to promote a culture of evidence with ongoing cycles of assessment, review, and improvement.

The SMP is divided into ten sections, KFA 0-9. KFA 1 – 9 reflect top-level goals of the college's functional areas. An ELT member is assigned as "Lead" to each KFA and is responsible for its direction and implementation. KFA 0 includes goals that do not fit in a single KFA, but are college-wide in nature. KFA 0 is also titled "Institutional Strategic Goals".

Institutional Strategic Goals (KFA 0) are developed by the ELT based on internal and external data with input from the Quality Council during the mission fulfillment offsite and the analysis of Core Theme achievement, and are formalized by the president and approved by the Board of Education. The corresponding KFA leads or Institutional Strategic Goal lead guides the actual implementation.

The SMP is revised (goals officially added) yearly after the budget is approved, and it is

updated monthly with status information. Other revisions may occur based on direction from the president.

Ongoing activities that support the everyday functions of the college are referred to as operational and are not included in the SMP. The SMP incorporates end dates for action items and measurement tools for monitoring overall progress. As directed in the Plan-to-Plan, the SMP is reviewed by the ELT holistically on a yearly basis and functionally on a monthly basis. Monthly updates to the SMP are available on the college website to show its latest status. (See EV 3.6)

Academic Master Plan

The college Academic Master Plan (AMP) was updated during the 2011-12 academic year, and it is scheduled to be updated every three to five years. The AMP is integral to the overall planning of the future direction of the college including the college's strategic plan, the strategic enrollment management plan being developed in the next two years, and was used in the updated Facilities Master Plan. It is important to note that while the chief academic officer leads this work, the term "academic" references the nature of the college as a whole and not just the instructional department or programs of the institution.

The purpose of the plan is fourfold to:

1. provide academic direction for the 2012-16 timeframe, inclusive of instructional programs and college services;
2. guide other planning, budgeting, and facilities' use and design processes;
3. reflect an extensive environmental scan;
4. use new and existing data.

The 2012 plan includes external scans that reflect national, regional, and state research, legislation, and initiatives. These scans provide information regarding economic,

business, workforce, and educational trends related to the college's mission. Quantitative and qualitative data collected through research, phone and internet surveys, 2010 census data, K-12 demographic information, and from regional and Oregon State University Extension economists, focus group sessions, and other college data reports provide an updated context of the region.



Data was also collected through a bi-state regional project, Stronger Economies Together, managed by the Mid-Columbia Economic Development District (MCEEDD) and funded by the United States Rural Development Administration. Participants in this six-month process were representative of all economic, workforce, government, and agency constituents in the Mid-Columbia region of Oregon and Washington.

The plan reflects work in which the college has engaged since 2006 to seek independent accreditation status with the Northwest Commission on Colleges and Universities. Building from CGCC's Core Themes, the AMP identified college assets, opportunities, challenges, aspirations, value of the college to regional residents, community vision for the college, constituencies to serve, emerging programs, desired services, and facilities' needs.

The Executive Summary defines three categories of recommendations for future development. They are potential new

programs, desired services, and new learning spaces. New program suggestions include a focus on disciplines related to science, technology, engineering and mathematics (STEM), as well as health occupations. The most requested services from students were campus childcare, counseling, and athletic opportunities. Finally, the college requires flexible facilities that can provide the proper environment for current and new educational programming. A strong recommendation was made that the Hood River – Indian Creek Campus become the primary site for STEM and advanced technology courses, programs, and services. (See EV 3.7)

Facilities Master Plan

The Facilities Master Plan (FMP) is intended to help guide the college 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. The FMP is a comprehensive plan that 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, including: consideration of 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 development of the 2012 FMP update was an intense, four-month assessment of the current facilities at both of the Columbia Gorge Community College campuses. This assessment included walking all buildings at both sites with facilities personnel and construction/architectural specialists for a complete visual assessment of current conditions and needs. The space utilization data was compiled and inserted into the FAC Plan database, a tool developed by

DLR Architecture specifically for facility assessment and budget projections. This was followed up with a review of the initial assessment, previous Facility Master Plan, academic visioning and goals exercise, Academic Master Plan, potential site expansion, and facility needs at both campuses. The next step was input from the project team, the Board of Education, and finally the Executive Leadership Team. All of this data was then reviewed, tested, and adjusted by the project team, which included staff from Facilities Services, Human Resources, Instructional Services, and DLR Architecture for presentation to the Board of Education for their review, comment, and approval. (See EV 3.8)

Instructional and Non-Instructional Reviews

In 2012-13, CGCC completed its first cycle of institution-wide program and departmental reviews. Both non-instructional and instructional departments participated following independent schedules and employing templates that outlined minimum review requirements for each. The review process is an assessment and planning activity. It is primarily an internal activity meant to foster self-reflection, support thoughtful, evidence-based planning, and result in effective action. While the review process provides external accountability, first and foremost, it is a function that is supposed to be useful and beneficial to the department itself. The results of these reviews are key inputs into the Strategic Master Plan.

Non-instructional departments are scheduled to complete annual reviews. The review provides an opportunity for departmental personnel to conduct a thorough analysis of the department's operations and progress toward yearly goal achievement (see EV 3.9). Based on this analysis, new goals are established for the coming year. The Institutional Assessment Committee examines all departmental

reviews and creates a summary document highlighting general trends as seen across departmental data, recommendations, and “big dreams.” The summary and original documents are forwarded to the Quality Council (executive leadership team and all managers) to be considered in their annual strategic planning work and college-wide budget development. (See EV 3.2)

Instructional programs are reviewed by department faculty on a regular cycle to ensure relevancy and alignment with regulations, professional standards, and workforce needs. Program Reviews are carried out using the college’s approved template, which outlines minimum review requirements including: course review, enrollment trends, resource capacity, workforce demand, and future goals and actions. Some departments conduct program reviews based on external requirements (e.g. Nursing, Pre-College, etc.) and submit supplemental information to address any areas of CGCC’s process that weren’t covered in an external review. Program faculty and instructional administrators identify next steps to address recommendations. Administrators and the college’s Institutional Assessment Committee receive all reviews and provide feedback. Recommendations are then integrated into planning and budgeting processes. Completed reviews are then presented to the college’s Executive Leadership Team, the president, and Board of Education.

All programs are scheduled to be reviewed at set intervals (see EV 3.10). In 2011-12 six program reviews were conducted: General Education, Business Administration, Computer Applications/Office Systems, Nursing Assistant, Medical Assisting, and Emergency Medical Services (see EV 3.11-16). In 2012, a timeline was adopted that provides touch points throughout the year for instructional directors and program faculty to discuss progress, as well as a deadline for submitting data requests to the institutional researcher (see EV 3.17).

Strategic Enrollment Management

Led by the chief student services officer, the college is in the beginning stages of developing a Strategic Enrollment Management (SEM) plan that will be integral to and complementary of other planning, research, and assessment processes at the college. Data sectors used to guide and influence the plan include the college’s Student Profile, Institutional Effectiveness Report, Community College Survey of Student Engagement (CCSSE), Community College Survey of Faculty Engagement (CCSFE), Survey of Entering Student Engagement (SENSE), full-time student equivalency (FTE) reports, Foundations of Excellence Assessment of the First Year, and college surveys of community need.

Areas of action will include: identifying potential student populations, recommending frequency of developing new instructional programs to maintain or grow FTE, guiding currency and relevancy of services for students, aligning budget assignment with enrollment outcomes, and providing input to the college’s marketing team and its plans.

The information and recommendations provided in the SEM Plan will inform and be included in the Academic Master Plan, college Strategic Master Plan, Facilities Master Plan, and the coordination of initiatives related to student success. (See EV 3.18)

Planning is Inclusive and Broad-based

The CGCC administration purposefully works to be inclusive in its planning processes. The Strategic Master Plan is developed and monitored by the Executive Leadership Team and the Quality Council; however, all departments provide the knowledge and expertise to determine the goals and measures that support the Key Function Areas.

To enhance communication of established plans, the Academic Master Plan, Facilities Master Plan, as well as the Strategic Master Plan are all available on the college's website. Since the Strategic Master Plan is updated regularly, each past month of the SMP is also available on the web.



To increase involvement in planning, brainstorming, and problem solving, the Quality Council was established in 2011 and meets monthly (see EV 3.19). The QC's charge is to provide a forum to disseminate information as well as to acquire input from a broad contingent of the college on a regular basis. In addition, the Quality Council also participates in two special planning events. QC membership is intended to include the broadest base of input for regular communications, representing all departments.

The Academic Master Plan provides the primary extensive external scan information to CGCC. AMP activities have included college administration, students, faculty, staff, 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, ITS's department review is carried out primarily by ITS staff; however, the ITS team gathers information regarding technology needs from other departments during its scheduled "Road Shows." This information becomes one of the inputs for determining ITS projects for the future. Similarly, advisory committees – which include employers and agency personnel representative of the field – are involved in career and technical education program planning, and their input is reflected in program reviews.

Data Collection, Analysis, and Use in Planning

Effective planning relies on the collection and analysis of accurate data. Over the past several years, the college has moved towards a decision-making model grounded in the use of data. Data is collected from numerous internal (enrollment, surveys of students and employees) and external sources (employment statistics, needs assessments), which is then analyzed and used in planning.

Primary data is used in the analysis of Core Themes and the development of instructional and non-instructional reviews. Data collection and analyses, much of which is facilitated by the Institutional Assessment Committee (IAC), filter up through college-wide planning processes including the Strategic Master Plan, Academic Master Plan, and Facilities Master Plan. Ultimately, data collection and analysis informs resource allocation. In 2012, to ensure that managers were working from the same information, data was compiled into a single source and disseminated to the Quality Council and ELT (see EV 3.2).

In addition to institutional data and reports, data is provided to the planning process from various sources. For example, the chief financial officer provides internal and external budget data, Oregon state budget

estimations, and status of college revenue and expenditures.

In facilitating data collection and analysis, the IAC assists in 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. According to a provision in its charter, the IAC provides “institutional data and findings from research and assessment to support institutional planning processes and decision-making.”

Prioritization and Resource Allocation

Initial prioritization of resource requests occurs through the planning process at the department level and is informed by department reviews and core theme gap analysis. Departments use the Charter system to capture their budget recommendations and proposed changes to the Strategic Master Plan. The Charter system is then used to support college-wide prioritization discussions at ELT and Quality Council.

The Charter system provides many benefits in regards to prioritization and resource allocation:

- ◆ Linkage of requests to core theme objectives and accreditation standards
- ◆ Consistent reporting capabilities
- ◆ Ability to identify changes to base budget by percent and/or dollar amounts at the line-item level
- ◆ Greater budget transparency across college departments and cost centers

Charter Priority Codes are:

- 001 = Mandated or previously approved and funded (already being done/need to continue)
- 002 = Mission critical, time sensitive issues, closing important gaps

- 003 = Significant Mission impact
- 004 = Beneficial to do now, but can be postponed
- 005 = Can be postponed

With input from the Budget Committee, final allocation decisions are made by the president and the Board of Education. Subsequently, the Strategic Master Plan is updated.

Emergency Preparedness and Contingency Planning

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, updated techniques and tactics, and periodic renovations to the college environment as they occur (see EV 3.20). In addition, CGCC has a Disaster Recovery Plan (DRP) that reflects its commitment to the wellbeing of the college community and the community at large. The college’s DRP 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 DRP 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 3.21).

The college has various mechanisms for communicating emergency information with students, faculty, and staff. For example, FlashAlert delivers notifications regarding emergency situations and school closures via email and text messages. The system is used to fill augment radio-station, phone-system, and web-page announcements.

In 2012, Information Technology Services finalized the multi-year development of an extensive Disaster Procedures and Recovery Manual. The manual covers everything from emergency contact phone numbers to detailed system restart procedures. (See EV 3.22)

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

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

Evidence

- EV 3.1 Plan-To-Plan
- EV 3.2 The Yellow Binder – August 2012
Offsite data source
- EV 3.3 August 2012 Ideas
- EV 3.4 KFA0—Institutional Strategic Goal ideas from Aug 2012 Offsite
- EV 3.5 Responsibilities Matrix
- EV 3.6 Strategic Master Plan url: <http://cgcc.us/strategic-planning>
- EV 3.7 2012 Academic Master Plan

- EV 3.8 2012 Facilities Master Plan
- EV 3.9 2011-12 Non-instructional Department Review template
- EV 3.10 Instructional Program Review schedule
- EV 3.11 2011-12 General Education Program Review
- EV 3.12 2011-12 Computer Applications/ Office Systems Program Review
- EV 3.13 2011-12 Business Administration Program Review
- EV 3.14 2011-12 Emergency Medical Services Program Review
- EV 3.15 2011-12 Medical Assisting Program Review
- EV 3.16 2011-12 Nursing Assistant Program Review
- EV 3.17 2012-13 Instructional Program Review Template
- EV 3.18 SEM Charter
- EV 3.19 2012 QC agendas
- EV 3.20 2013 Emergency Response Manuals
- EV 3.21 Disaster Recovery Plan
- EV 3.22 ITS Disaster Procedures and Recovery Manual

Strengths

1. Planning cycle: A continuous and integrated cycle of planning and improvement has been implemented.
2. Quality Council: Established the Quality Council to expand and enhance CGCC's planning activities and communications.
3. Institutional Assessment Committee: The IAC provides analysis and summaries of institutional data for planning purposes.

Recommendations

1. Operational planning: Develop procedures for including operational planning within the Strategic Master Plan.
2. Data collection: Evaluate the timing of data collection as it supports planning throughout the institution and revise if appropriate.

Standard Four

Effectiveness and Improvement

Overview and Introduction

The college recently completed the first full cycle of assessment – collection, evaluation, and documentation – of its core theme objectives (see EV 4.1). While this document was used as a rubric for mission fulfillment, the college believes that the core themes document offers a snapshot of the college's efforts to self-assess and meet its mission and does not represent all assessment activity throughout the institution. The college has, and will continue to incorporate both qualitative (e.g. CGCC surveys, SENSE/CCSSE survey) and quantitative (e.g. number of articulation agreements, graduation rate) data elements where appropriate in Core Theme measures. Some measures and targets will continue to be modified in each Core Theme cycle because the data were not available, satisfactorily verifiable, or indicative of the objective.

Core Theme Planning

CGCC began the process of developing Core Themes that reflect its mission statement in mid-2009. The process to finalize them took longer than expected mainly because of the desire to have input from a broad set of constituencies both internal and external to the college. While the college did have Core Themes and Objectives that were well developed prior to the NWCCU visit in 2011, it did not have all measures or targets clearly articulated, nor had one cycle of data gathering, analysis and planning input been completed at that time.

Since then, CGCC staff has made considerable progress and the first year of the planning cycle has been completed. It

has been a year of thoughtful conversation and learning across the college. Each Core Theme committee has been meeting to finalize measures and targets. It has been challenging to narrow down the number of measures so as not to overwhelm data gathering efforts while providing meaningful indicators that clearly demonstrate that the college is meeting its mission statement.

Using information based on research of comparable community colleges and CGCC's historical data, Core Theme committees identified and set appropriate targets for each measure. The chosen targets were then compiled for each Core Theme, the measures were presented to the Executive Leadership Team (ELT) and the Institutional Assessment Committee (IAC) for feedback. After refinements were made, the final document for 2011-12 was adopted. Subsequently, IAC also determined that to meet the college's mission, the targets must have an 80% rate of "Meets or Exceeds" in each Core Theme.

Mission fulfillment was initially defined with absolute targets that did not allow for a range in scoring or recognize varying degrees of fulfillment. By this rigid measure, mission fulfillment was not apparent in the Core Theme data results. Despite this, there is broad consensus that the college did – and does – meet its mission. As a result, conversations are being conducted across the college to determine whether: 1) Core Theme measures are truly indicative of the scope of the mission; 2) the scoring rubric has sufficient latitude to reflect the complexity of the institution; and 3) the timing of the process aligns with overall institutional planning.

Furthermore, in the case of some unmet measures, Core Theme committees

reiterated the college's commitment to aspirational targets the college should be reaching for. Ultimately, recommendations were made to delete, revise, or add other measures and targets as to better reflect mission fulfillment.

As the college enters a new cycle of Core Theme assessment, work-plans to close the gaps are in process and related actions are being considered in budget proposals. In addition, discussions are being held at ELT and Quality Council regarding supplemental information that supports the belief that the college is meeting its mission despite initial Core Theme data to the contrary. The challenge now is to revise measures and targets to better reflect the entirety of the college's mission in order that the institution as a whole may embrace Core Theme achievement as the gauge of mission fulfillment.

Core Theme A: Building Dreams— Opportunities

Assessment and Improvement

There were five objectives with thirteen measures in Core Theme A: Building Dreams--Opportunities. Of these, data were available for twelve of the measures, with one target requiring data that is unavailable at this time.

The first objective, "offering a broad array of educational programs to meet current regional needs," has three measures. Overall, the Core Theme A committee believes that the assessment tools seemed appropriate for this objective, but that the measures and targets should be revisited with clarifications such as defining "broad array" and "regional needs." In addition there is a need for work to set targets that support the "What to Measure" column.

Measure A1.1 targets the number of adult community education students who enroll in

career or job related courses—an important component of work force training and preparation for businesses in the community. The target was 30% and the results fell just short of that at 28% (see EV 4.2).

The college aims to measure the percent of regional high school completers who enroll in CGCC in the September immediately following high school completion (A1.2) – to capture the penetration rate with this important demographic (see EV 4.3). For 2011-12, data was not available for this measure. However, with the recent focus at the state level on the educational continuum and student retention, Oregon Community College Unified Reporting System (OCCURS) now provides a summary of this information to community colleges one year after the high school graduation year. This data will be more accurate than CGCC can track internally because many students start at the college before they have completed high school and then they do not go back into their record and update their graduation information.



The final measure in this objective, A1.3, specifically focusing on regional educational needs, takes a state-level initiative into account. Oregon's 40-40-20 Goal means that by the year 2025, 40% of Oregonians will have bachelor's degrees, 40% will have associate degrees, and 20 percent will have at least a high school diploma. From 2010 census data, 8.5% of the population over the age of 18 in the college's two-county tax

district and 8.4% of the seven-county service area have an associate degree. To reach the goals estimated by the state institutional researcher, by 2025, CGCC needs to increase the number of associate degrees awarded annually from an average of 140 to 240, and to increase the number of certificates awarded annually from an average of 58 to 178 (see EV 4.4). While this represents a challenging goal, CGCC is committed to supporting this state initiative.



The second objective in Core Theme A is “offering diverse course delivery modes and service opportunities.” The target for measure A2.1, “course delivery methods,” was to have at least 20 percent of students taking distance learning courses (see EV 4.5). Exceeding the target, 23 percent of CGCC credit students enrolled in distance learning courses in 2011-12 (see EV 4.6). The college found that there is a higher fill rate for distance learning courses, which would seem to indicate that there is increasing demand for these courses. However, some caution should be taken because although students in hybrid classes are most successful, students in online-only courses are slightly less successful than their face-to-face peers (see EV 4.7). This concern warrants further discussion and possible revision of the target.

Measure A2.2 is looking at how well course scheduling is working. With a target of 87% of enrollment demand satisfied, this would

show that the great majority of students are getting into the classes they want in a format desired or at a day and time they want (see EV 4.8). However, the results looked at fill rates rather than at wait lists, and therefore did not accurately represent the measure. This will be corrected in the next cycle.

As the college continues to deliver quality courses online it becomes necessary to offer online services to students. Measure A2.3, service delivery methods, set a benchmark of half of all in-person services also being available online. While it is recognized that the college strives to offer more of its services online, for this round of assessment a benchmark of 50% was created by comparing the services available at the 16 other community colleges in Oregon and setting a target based on the average. This process – looking at other community college websites as a student would as opposed to conducting a survey or emailing a listserv – was not scientific but still representative of what services are offered. Based on the established criteria, CGCC found that it offered 80% of its services online.

The third objective in Core Theme A is “serving the diversity of the service area.” Each of the four measures in this objective is very similar: does the demographic composition of each group - students, faculty, staff, and graduates - reflect the demographics of the region? It was found that student and graduate demographics closely mirror the ethnic diversity of the region, however, faculty and staff do not (see EV 4.9-10). In particular, findings show that the college is not representative of the service area’s Hispanic population.

Objective A4 addresses the application of “consistent hiring practices.” The Human Resources department created a series of checklists that cover all aspects of the hiring process to assure a standard process is in place at the college (see EV 4.11). From

these checklists, twenty key data points are tracked to assure compliance with all new applicant/new hire situations and evaluate compliance. The Human Resources Department reported that there was 28% compliance, falling significantly short of the 100% target.

The final objective of Core Theme A, “applying processes that lead to retention (of faculty, staff and students) and high morale,” includes two measures. Measure A5.1 addresses retention of faculty, staff, and students. The college’s target for student retention was based on all-student retention in 2008, which was 28.7% of students who returned the following academic year (see EV 4.12). The college exceeded this goal with 29.5% of all students returning in 2010-11. Additionally, 40.2% of credit students were retained. Although a target was not originally set for credit students, the college feels that capturing this data point is crucial to accurately reflect retention. Retention of students will be a point of special emphasis over the coming years as the college participates in initiatives such as Foundations of Excellence, the Governor’s 40-40-20 goal, and Achieving the Dream. Faculty and staff retention was measured by the college’s quit rate. A target of 1.2% average quit rate was set based on national statistics. The college’s rate was 10% but this percentage is strongly influenced by the small numbers of faculty and staff that the college has. Both of these targets are currently under review by the Core Theme A committee to ensure that they are accurate indicators of the measure.

The college views higher morale as leading to higher retention of students, faculty, and staff. As such, in measure A5.2, the college attempted to gauge the morale of each group. For students the college assumed that if they were satisfied with the college, then they must have reasonably high morale. As a proxy for satisfaction, the college used the percent of students who would recommend CGCC to a friend or

family member from our 2011 CCSSE data (see EV 4.13). The data showed that more than 94% of students were satisfied with CGCC and therefore had high morale; this was echoed by a survey completed in 2012 for the Academic Master Plan which asked the same question with similar results. These results were much higher than the benchmark of 78% which was taken from the survey in the previous CCSSE cycle. The benchmark for faculty and staff morale was based on the 2009-10 Human Resources annual employee surveys, and set at 83.4% and 75% respectively. Because there was a significant decrease (83.4% to 61.9% faculty morale and 75% to 36.4% staff morale) the Core Theme A committee recommended reviewing both the raw data and methodology before recommending next steps. (See EV 4.14)

Core Theme B: Transforming Lives – Education

Assessment and Improvement

There were four objectives with seventeen measures in Core Theme B: Transforming Lives – Education. Of these, data were available for eleven of the measures, with six targets requiring data that is unavailable at this time.

The first objective in Core Theme B, ensuring alignment of programs with careers, industry standards, and educational transfer requirements, has three measures which are all rooted in program review. For B1.1, the college set a target of 100% of programs reviewed according to the college’s review process and that target was met (see EV 4.15). For 2011-12, six programs were scheduled and reviewed: General Education, Computer Applications and Office Systems, Business Administration, Emergency Medical Services, Nursing Assistant, and Medical Assisting. In addition, three of these programs conducted reviews for external

entities, providing the foundation for their internal review. The Core Theme B committee found that the schedule and process was adhered to; however, some improvements can be made, especially in regards to feedback. The college believes that the cycle of assessment benefits from direct feedback from instructional administrators and the IAC regarding department reviews. However, feedback for instructional department reviews was slow this year as the college initially developed its review system.

For B1.2, the target was to implement 50% of the instructional program review recommendations per year over a three year cycle. The Adult Basic Education/English for Speakers of Other Languages programs are scheduled for review every seven years. The last review was completed in March 2009 with five recommendations; as of May 2012 three have been implemented and progress has been made on a fourth (see EV 4.16). The Early Education and Family Studies program is reviewed every five years and was last completed in December 2009 with six recommendations; four were implemented by the end of the 2010-11 academic year. The Computer Applications and Office Systems program review, on a five year cycle, was completed in July 2012 with eight recommendations in this review. Of these one has already been implemented; however it is early in the review cycle. The Emergency Medical Services, Nursing Assistant, Medical Assisting programs all fall into the Health Occupations category, and each were reviewed. All of the program review recommendations have been implemented. The college is on track with the percent of recommendations implemented, but given that the review cycle for this measure is three years, the target has been revised to implementation of one-third of the recommendations each year. (See EV 4.17)

Taking the process of program reviews into their final step and truly completing the process means analyzing the implemented

recommendations for effectiveness (B1.3). All of the recommendations of the ABE/ESOL review have been analyzed for effectiveness as this is part of the annual reporting process (see EV 4.16). Likewise, all of the implemented recommendations from the Health Occupations program reviews have been analyzed for effectiveness (see EV 4.18-20). However, as of this writing, neither the Early Education and Family Studies nor the Computer Applications and Office Systems program review recommendations have been analyzed for effectiveness because not enough time has elapsed since their completion.

Objective B2, "ensuring alignment of classes and services to meet student goals and needs," focusses on keeping the institution student-centered. Measure B2.1 had a target that 39% of students would graduate within 150% of normal time. It was found that 15% of degree-seeking students from fall 2007 finished their degree within three years and 14% of certificate-seeking students from fall 2008 finished their (one year or less) certificate within two years. The results fall short of the college's benchmark. It is possible that the benchmark selected was not appropriate because the comparative data that it was based on included private and public 4-year institutions.

Measure B2.2 required identifying the top five reasons a student drops or withdrawals, with a target of CGCC not being responsible for any of these reasons. This target may have been overly optimistic. Still, this measure generated interesting analysis and discussion at the college. The top reason a student drops is "Adjustment of Schedule" with 42.9% of drops falling into this category. Anecdotally the college knows that students tend to "over-register" for courses and select which ones best fit their schedule. Another explanation that was offered is that "Adjustment of Schedule" is the first option listed on the drop form and is socially acceptable, so perhaps it does not

accurately reflect a student's intentions. As the college conducts focus groups as an element of its participation in Achieving the Dream, the topic of drops and withdrawals will most likely be analyzed with qualitative data. As a result of these college-wide discussions, the college acknowledges that it cannot reasonably expect to be without responsibility where student drops and withdrawals are concerned; therefore, the target was revised to 80%, and the college continues to effect change in those areas where it has some measure of influence, such as course scheduling and course cancellations.

In measure B2.3, the college considers student satisfaction and determined the target to be 78% satisfaction. The 2011 CCSSE report indicated that more than 94% of CGCC students were satisfied with their experience at the college, well exceeding the target. No changes were made to this measure for the current cycle (see EV 4.13).

The percent of degree-seeking students who attend for three consecutive terms is a recognized measure of persistence and is captured in measure B2.4. The target of 60% was set using the US Department of Education's six-year tables. Additional research showed that nationally for two-year institutions the rate is roughly 51%. CGCC's data for the fall of 2010 to the spring of 2011 showed that 59.3% of degree-seeking students were continuously enrolled, missing the college's more ambitious target by only 0.7%. Work with several initiatives, such as Foundations of Excellence and Achieving the Dream, should yield suggestions for improving numbers in this area.

Objective B3 is "assessing attainment of course, program, and degree outcomes on an annual basis." The college is currently using a three-year assessment cycle to evaluate outcome achievement at the course, program, degree and certificate levels. In measure B3.1, the target was that

95% of instructors would implement student course evaluations. Course evaluations are routinely conducted and analyzed with an average of 98.3% of courses having administered course evaluations (see EV 4.21).

Measures B3.2-4 looked to assess outcomes achievement at various levels. For the initial cycle, targets were not set and data was unavailable. For the current cycle, targets have been set and data are expected to be available; however, initial data collection for B3.3 indicates that more work is needed to reconcile the measure with data collection realities.



The final objective in Core Theme B is "encouraging the acquisition and use of high quality teaching and support practices." Measure B4.1 attempts to capture the percentage of faculty and staff

participating in professional development activities. Results were based on in-service participation as well as external opportunities and fell short of the targets (see EV 4.22). This fostered a conversation that initial data collection methods may be under-reporting the actual level of professional development throughout the institution. For example, activities not funded by the college were not initially captured even though free or self-funded opportunities are regularly taken advantage of. As a result, data collection methods have been revised to include surveys that attempt to more accurately reflect actual professional development (see EV 4.23). In addition, steps are being taken to address gaps in this measure, including improved tracking, communicating definitions better and the addition of more professional development offerings.

The percentage of students engaged with faculty is measured in B4.2. The college set a target that 85% of students would report feeling engaged with faculty. This target was surpassed with a total of 89.1%, as documented in the CCSSE (see EV 4.13).

The percent of faculty and staff indicating satisfaction with their jobs is measured in B4.3. The data in this assessment came from the 2010-2011 survey of faculty and staff which is conducted annually by Human Resources (see EV 4.14). The Core Theme B committee intended to only focus on one question, "Taking everything into account, how would you rate your overall satisfaction with working at CGCC?" but the responses indicated a very low satisfaction rate. Only 51.5% of staff and 57.1% of faculty were satisfied, well below the 85% satisfied target set for this measure. The committee delved into the data in order to understand why the levels of satisfaction were so low. They analyzed other questions included in the survey, opting to focus on the top three statements with the highest "Disagree" or "Strongly Disagree" responses. The most common responses were related to

compensation, accomplishments, and promotion. In the end, the Core Theme B committee found that the inclusion and analysis of additional survey questions more fully reflects the complex reality of job satisfaction.

The next measure, "the percentage of faculty and staff demonstrating evidence-based practices" (B4.4), was difficult to assess; in response, starting in 2012-13 the measure was reworded and a faculty survey was developed to collect data on the inclusion of instructional best practices. The next measure, B4.5, "the percentage of faculty and staff involved in orientation or mentoring programs," was also revised. In May 2012, a survey was sent to faculty and staff asking if they had been involved in a mentoring relationship during the 2011-12 academic year (see EV 4.23). The committee felt that "mentoring relationship" better captured the mentoring that exists at CGCC than "mentoring program" as stated in the measure because the college does not have a formal mentorship program for faculty and staff. Of the 82 responses, 48 were from faculty and 34 from staff with 51.1% of faculty and 14.7% of staff self-reporting that they participate in a mentoring relationship at the college.

Core Theme C: Strengthen Our Communities – Partnerships

Assessment and Improvement

There were four objectives with eleven measures in Core Theme C: Strengthen Our Communities – Partnerships. Of these, data were available for ten of the measures, with one target requiring data that is unavailable at this time.

The first objective in Core Theme C was "cultivating productive business and industry relationships." Measure, C1.1, sought to evaluate the effectiveness of grants, funding, and in-kind donations. In order to

evaluate grants for effectiveness, a rubric was developed and a target was established that 75% of applicable grants would earn a rating of 4-5 (see EV 4.24). The grants rubric was designed for two purposes: 1) to assess, in advance, the advisability of applying for a grant opportunity, and 2) to assess, after the fact, whether a grant obtained was worth the effort. In this first cycle of analysis, the college did not have the opportunity to assess any grant at both stages – prior to application and post-completion. Instead, the rubric was tested on two grants post-completion, and three different grant opportunities underwent prior application review (see EV 4.25). If awarded, these grants will complete the post-completion portion of the rubric. These initial efforts provided incomplete results but did bring to light some process issues in applying the rubric.

Measure C1.2 speaks directly to partnerships, capturing the number of businesses and industries assisted by the college. The benchmarks and data for this measure are primarily derived from the Small Business Development Center (SBDC) and Child Care Partners (CCP) where the relevant data are part of required statewide reporting. Targets were: 1) 35 jobs created; 2) \$1 million private investment leveraged to support local business and industry; 3) 200 business clients assisted by SBDC; and 4) 130 child-care providers served including 25 established. The jobs target was exceeded with 36 jobs created. The one million dollar private investment target was not met with the college achieving \$693,788. Nevertheless, the \$1 million target should be maintained since this is based upon operational experience over many years and should serve as a long-term baseline reference. The SBDC reported that 248 business clients were assisted, exceeding the target by nearly 25%. Finally, the college did not meet its target for providers served (130) or established (25) by CCP. Instead, 67 providers were served and 11

established. These targets reflected the recent expansion of the CCP service delivery area to include Sherman, Gilliam, and Wheeler counties and were an extrapolation based upon population and area. While results fell short of target in this initial analysis year, targets were maintained and the college continues efforts to serve and establish providers over the expanded service area. (See EV 4.26-27)

The college endeavors to serve the needs of business and industry in the community, and measure C1.3 considered the effectiveness of processes to determine business and industry needs through three measures: needs assessments, advisory committees, and industry site visits. In collaboration with local businesses, four needs assessments were completed, surpassing the target of one (see EV 4.A.28-31). The target number of advisory committees (eight) is based on having one committee for each career and technical program area as well as additional committees when it is of benefit. CGCC reported that it had seven active committees in 2011-12, with three more in development. At that time, some programs were operating under the guidance of advisory committees established by PCC. Finally, the college exceeded its site visit target, visiting four businesses, one more than the target.

Another key element to the partnerships Core Theme is the number and effectiveness of workforce training activities (C1.4) the college conducts. The target was to provide customized training for nine businesses, serving a minimum of 89 employees. In actuality five businesses held trainings and 167 employees participated (see EV 4.32). It was noted that the economy has shown some improvement for some businesses within the college service area. As a result, these businesses are more likely to be seeking training opportunities for their employees.

The final target of C1.4 sought to track employment placements of CTE students;

however the college is unable to monitor employment placements at this time. State and federal limitations based on confidentiality and availability exist for the collection of employment records. In addition, records for students who become employed outside of Oregon are not available. Informal tracking is attempted within the RET, Nursing, and Medical Assisting programs via surveys of employers regarding graduates and feedback from students, but the data is inexact and the numbers are small. There is no tracking of Business Administration, Early Education and Family Studies, or Computer Applications and Office Systems graduates. Although tracking this data is problematic, the Core Theme C committee recommends retaining this as an assessment goal.



Objective C2, “creating, maintaining, and growing academic partnerships,” is about how CGCC is integrated into the educational continuum. The first measure (C2.1) is the percent change of high school students in the region attending CGCC, as reflected in College Now, Early College, Expanded Options, and Running Start programs. Targets anticipated a three percent growth over the historic average using the previous four years of data (see EV 4.7). Results showed there was a 48% growth in Running Start, 56% decline for Expanded Options, and a 13% decline for College Now. As 2010-11 was the first year

for Early College, a comparison was unavailable. Overall, the college missed its target. The Core Theme C committee is pursuing additional information to identify factors that influence enrollment in these programs.

In measure C2.2 activities supporting community college, university, and career tech relationships were monitored through the number of articulation agreements and degree partnerships as well as the number of students enrolled in these programs. The targets were set at eight, eight and ten, respectively. The college narrowly missed its goals (five articulation agreements, six degree partnerships, and seven dual-enrolled students) and was scored as “Needs Improvement” for this measure. It was noted that while these data sources provide a glimpse of the types of partnerships that exist with community colleges and universities, they do not capture the partnerships that are in place through grants and initiatives nor do they address advisory committee activities that support career tech relationships. The measure will be kept the same for 2012-13 cycle while other sources of data will be explored.

Objective C3 is “cultivating productive relationships between governmental entities and community.” In measure, C3.1, the college exceeded its goals of participating in two collaborative partnerships and conducting 150 presentations and/or updates to local groups. The target for collaborative partnerships, broadly defined as “resulting in financial or other tangible benefits to both parties,” is currently two and should be revised upward to align with an anticipated regional emphasis upon inter-governmental partnerships leading to further collaboration. The other target in C3.1 was 150 college presentations and updates to local groups; 175 such presentations were made. The number of college presentations is very large and indicates that the definition of “presentations” needs to be further

refined. The current definition includes routine updates as well as more in depth presentations. A new target of 75 presentations was adopted.

Using business recruitment activities and conferences as targets (C3.2) the college intends to capture business recruitment efforts in which CGCC participated. The College did not participate in any business recruitment activities during the 2010-11 academic year, falling short of the target to assist with three recruitments. The Core Theme C committee noted that successful business recruitments depend upon a variety of factors, many of which are beyond the control of the College. For example, access to capital, quality of the K-12 educational system, and a lack of affordable workforce housing are all factors cited in recent, unsuccessful recruitment efforts. Similarly, the second benchmark in C3.2 (participating in 25 conferences) was also problematic. It is believed that the current "results" of twenty conferences indicates conferences attended, and not conferences in which CGCC played a key role as either a vendor or by providing a speaker. As a result of these issues, C3.2 was deleted for the next cycle of assessment.

Objective C4 is "creating, maintaining, and growing community relationships." For C4.1 the college measured direct and indirect investments in the community three ways: 1) sponsoring or participating in community events, 2) providing space to organizations, and 3) faculty and staff participation in the community. The college sponsored and participated in 32 community events. This met the college's target of thirty events. In regards to providing space in 2010-11, the college provided space on a recurring basis to 22 organizations in The Dalles and Hood River surpassing our goal of 16. The college also provided space for seven on-campus special events. Regarding faculty and staff participation in the community, three data points were referenced: 92 staff and faculty members at the college served on 83 unique

community, state, and national committees; the college hosted seven college-wide service activities; and five faculty members included service learning projects in their course work totaling 700 hours of service. All targets for this measure were met or exceeded and no changes were recommended for this objective. (See EV 4.32)

Measure C4.2 considered the college's involvement in "... educational, cultural, environmental, non-profit and civic partnerships." C4.2 is distinct from C4.1 in that C4.2 looks at events in which the college has a significant leadership role in developing and coordinating (e.g. Spring Humanities Series, theatre productions) whereas C4.1 reflects when the college is in a supporting role to an external event/activity. To address the environmental component of the measure, the college rated its performance on the identified green initiative milestones (see EV 4.33). The college meets or exceeds the environmental initiatives component of this objective, but the college needs improvement related to the educational/cultural events and non-profit/civic partnerships components of this objective. The college had a set a target to host at least twenty educational/cultural events and only hosted eleven such events (see EV 4.32). While the college is currently not meeting this target, twenty public events seem achievable in the near future, and it was not suggested to revise the target for the next cycle.

Measuring community awareness and perception of CGCC (C4.3) is challenging, but vital. The college attempted to assess community awareness and perception of the institution by analyzing the publication of press releases and news articles, visits to the college website, the reach of college social media, and implementation of a community-based survey. The college meets or exceeds two of the four targets in this measure, but the college fell short in the number of monthly website visits to the

college website and had not yet implemented the community survey. The college had 31,000 unique website visitors compared to the suggested 60,000 unique website visitors. Overall, while the available data points were informative, the inclusion of the more qualitative feedback of a survey would enhance understanding regarding community awareness and perception of CGCC.

Additional Assessments

Department Review

Systematic department review was put into place in 2011-12, marking a significant addition to the college's assessment efforts. Department review was divided into two categories: non-instructional and instructional, with each following independent schedules and employing templates that outlined minimum review requirements for each (see EV 4.34-35). This assessment process is primarily an internal activity meant to foster self-reflection, support thoughtful, evidence-based planning, and result in effective action. While the review process provides external accountability, first and foremost, it is a function that is supposed to be useful and a benefit to the department itself.

Ten non-instructional department annual reviews were completed in 2011-12 (see EV 4.36-45). The review provided an opportunity for departmental personnel to gather relevant data and conduct a thorough analysis of the department's operations and progress toward yearly goal achievement. Based on this analysis new goals were established for the coming year. For example, Student Services found that 34% of phone calls are for other departments. An additional 32% are for a specific person or function within Student Services. It was recommended that an improved phone system with automation that directs the caller to the correct department would

streamline phone services. Completed reviews were submitted to the Institutional Assessment Committee which examined them from an institutional perspective. IAC then created a summary document which highlighted general trends across departments, compiled representative recommendations, and evaluated assessment methodology (see EV 4.46). The summary was used to inform the 2012-13 planning activities.

The summary document noted that the concept of efficiency appeared frequently in nearly every department review. This is positive because CGCC employees are looking for ways to do what they do better, a testament to their quality and dedication. Some examples include SBDC modifying the approach to startup inquiries, IT and Facilities closely examining their workflow, Student Services recommending improvements to the phone system, and the Business Office improving the procurement process. The reviews also offered low-to-no cost solutions as recommendations when possible. For example, during times of peak demand for the computers in the information commons at the Hood River campus a computer lab could be opened to improve access.

Instructional programs are reviewed by department faculty on a regular cycle to ensure relevancy and alignment with regulations, professional standards and workforce needs. Six instructional reviews were carried out in 2011-12 using the college's approved template which outlines minimum review requirements including: course review, enrollment trends, resource capacity, workforce demand, and future goals and actions. Some departments conduct program reviews based on external requirements (e.g. Medical Assistant) and submit supplemental information to address any areas of CGCC's process that were not covered in the external review. Program faculty and instructional administrators identified next steps to address

recommendations. Administrators and the college's Institutional Assessment Committee received all reviews and provided feedback. Recommendations were then integrated into planning and budgeting processes. Completed reviews were then presented to the college's Executive Leadership Team, the president, and Board of Education. (See EV 4.18-20 and 4.47-49)

Instructional reviews provided data for program improvements. For example, the Computer Applications and Office Systems review identified several areas for improvement, including: Add a web design certificate and degree; and hire a full time CAS instructor to teach web design degree and certificates and to provide cohesion, leadership, and consistency within the department. Likewise, the Emergency Medical Services review resulted in a recommendation to review the viability of expanding paramedic offerings to allow students to earn a two year degree at CGCC. Following review by instructional directors and the CAO, departmental budget proposals for 2013-14 included funding to move these concepts forward.

Finally, the IAC noted that in both non-instructional and instructional reviews some topics or recommendations that reviewers had knowledge of were sometimes not included or reflected in the reviews. For example, the IAC was surprised that while some departments described high workloads, very few departments put in recommendations for additional staffing. Perceived funding barriers may have resulted in departments not referencing such needs in their reports. To mitigate this in the future, the IAC revised the non-instructional department review template giving more explicit directions and guidance and added a "Dream Big" component for 2012-13 (see EV 4.50). As part of revising the instructional review process, a timeline was adopted that provided touch points throughout the year for instructional

directors and program faculty to discuss progress, as well as a deadline for submitting data requests to the institutional researcher (see EV 4.51).

Assessment of Student Learning

In 2011 the Instructional Council adopted a three-year plan to address recommendation two by assessing student learning outcomes at all levels: year one (2011-12) initiated degree, certificate and program outcomes assessment; year two (2012-13) initiated documentation of course outcomes assessment; finally, year three (2013-14) initiates analysis, which will then integrate into program planning and development (see EV 4.52). It is important to note that while outcomes assessment has a three year implementation plan, once started the work is ongoing. Degree, certificate and program outcomes data collection is occurring every year, as is process improvement. Analyzing data in the third year will provide faculty with three years' worth of data on which to base ongoing curricular planning.

Preliminary results for each method of degree, certificate and program outcomes assessment were presented and discussed at the July 2012 Instructional Council (IC) meeting (see EV 4.53). Subsequently, a subgroup was tasked with making process improvement recommendations that the IC considered adopting for future iterations (see EV 4.54). Based on these recommendations, assessment plans using course grades were reviewed by faculty at the 2012 fall in-service. For the four general/transfer degrees (AAOT, ASOT-BUS, AS, AGS), faculty were required to reevaluate the inclusion of their course in the outcomes assessment plan based on the following question: Can a student pass your course with a grade of "C" or better if he/she is not able to successfully perform the outcome? If the answer was yes, the class was not included in the assessment of the degree, certificate, or program outcome. If the

answer was no, it was included.

Results for the first full term of Course Assessment were available in January 2013 (see EV 4.21). Over 90% of scheduled instructors wrote an assessment plan and conducted a post assessment analysis of their results. Both portions were posted on the Academic Assessment section of the college website. Results included: instructor assessment data on student achievement of course learning outcomes; student course evaluations data that highlighted student understanding of learning outcomes at the start and end of the term; instructor analysis of overall student learning of course outcomes; and potential course improvements. An example of one instructor's analysis and plans for improvement was:

"I know that my students have an understanding of how to work out the problems I give them. However I am not sure that they always know which outcome they are currently learning, and I know that they struggle with real world problems. I know that as a instructor I am confident when it comes to teaching them how to solve problems. I also know that I do not work enough real world problems into the activities and homework. I am working this term to make that a priority. One of the things I am doing is giving the students several graded homework problems that will require them to apply the information we are learning in a real world situation." (See EV 4.55)

Evidence

EV 4.1	2011-12 Core Theme Document	EV 4.5	The Condition of Education 2011 – Table A-43-1 url : http://nces.ed.gov/programs/coe/tables/table-dhe-1.asp
EV 4.2	Digest of Educational Statistics url: http://nces.ed.gov/programs/digest/d10/tables/dt10_434.asp	EV 4.6	2011-12 Distance Education and Instructional Technology Plan
EV 4.3	The Condition of Education 2011 – Indicator 34	EV 4.7	2011-12 Institutional Effectiveness Indicators
EV 4.4	2025 Completion Projections	EV 4.8	University of Washington 2005 Accountability Report
		EV 4.9	2010-11 Student Profile
		EV 4.10	Faculty and Staff Demographics
		EV 4.11	Hiring Checklist for Staff and Full-time Faculty
		EV 4.12	2010 Institutional Effectiveness Indicators
		EV 4.13	2011 Community College Survey of Student Engagement Report
		EV 4.14	2010-11 Employee Surveys
		EV 4.15	Instructional program review schedule
		EV 4.16	Title II Strategic Framework
		EV 4.17	Survey of recommendation status
		EV 4.18	2011-12 Emergency Medical Services Program Review
		EV 4.19	2011-12 Medical Assisting Program Review
		EV 4.20	2011-12 Nursing Assistant Program Review
		EV 4.21	2011-12 Course Evaluation Summary
		EV 4.22	2011-12 Professional development expenditures report
		EV 4.23	2012 Professional development and mentoring survey
		EV 4.24	2012 Grant Review Rubric
		EV 4.25	2012 Grant Review Rubric applied
		EV 4.26	2011 SBDC Score Card
		EV 4.27	Child Care Partners Quarterly Report
		EV 4.28	Oregon Green Technician Certificate labor market survey
		EV 4.29	Cardinal Glass needs assessment
		EV 4.30	STEM advisory committee minutes, November 9, 2011 and March 12, 2012
		EV 4.31	Hood River Juice Company needs assessment
		EV 4.32	2011-12 Core Theme C Analysis

- EV 4.33 Green Team meeting minutes url: <http://cgcc.us/sustainability/green-team>
- EV 4.34 2011-12 Non-instructional Department Review Template
- EV 4.35 2011-12 Instructional Program Review Template
- EV 4.36 2011-12 Instructional Services Department Review
- EV 4.37 2011-12 Student Services Department Review
- EV 4.38 2011-12 Business Office Department Review
- EV 4.39 2011-12 Human Resources Department Review
- EV 4.40 2011-12 Resource Development Department Review
- EV 4.41 2011-12 Facilities Services Department Review
- EV 4.42 2011-12 Instructional Technology Services Department Review
- EV 4.43 2011-12 Child Care Partners Department Review
- EV 4.44 2011-12 Small Business Development Center Department Review
- EV 4.45 2011-12 President's Office Department Review
- EV 4.46 Non-instructional Department Review Summary
- EV 4.47 2011-12 General Education Program Review
- EV 4.48 2011-12 Computer Applications and Office Systems Program Review
- EV 4.49 2011-12 Business Administration Program Review
- EV 4.50 2012-13 Non-instructional Department Review Template
- EV 4.51 2012-13 Instructional Program Review Template
- EV 4.52 3-Year Outcomes Assessment Plan
- EV 4.53 Instructional Council minutes July 12, 2012
- EV 4.54 IC Subcommittee recommendation for outcomes assessment revision
- EV 4.55 Course Assessment example

Strengths

1. Data and analysis: Data was collected and analysis completed for Core Theme measures and used in institutional planning and budgeting.
2. Data integrity: Core Theme committees and IAC worked to ensure the accuracy and integrity of reported data.
3. Process improvement: Having completed a full cycle of assessment, the Core Theme document and the department review templates were revised to be more meaningful and useful.
4. Program reviews: 100% of non-instructional and instructional department reviews were completed as scheduled.

Recommendations

1. Core Theme refinement: Review Core Theme measures and targets to ensure that they reflect the objectives.
2. Core Theme collaboration: Improve collaboration and alignment between the three Core Theme committees.
3. Program reviews: Incorporate mapping to Core Themes in instructional and non-instructional program reviews.
4. Data compilation and storage: Devise a consistent and accessible system to store Core Theme data.



Standard Five

Mission Fulfillment, Adaptation, and Sustainability

CGCC has made significant progress over the past five years in initiating systematic assessments throughout the institution to measure accomplishments and mission fulfillment. Data are no longer gathered solely as a response to outside requirements but in order that the college is able to respond to the questions: How do we know we are fulfilling the promise of the mission statement, and how do we know we are meeting the expectations of students? Near the end of its first full year of the new planning process, the college has integrated data into planning and budgeting. Evaluation of this process will take place through the summer of 2013.

Mission Fulfillment

Mission fulfillment was initially defined as 80% of measures would meet or exceed their targets. However, this strict definition did not allow for a range in scoring nor recognize varying degrees of fulfillment.

Because this was the first full year for setting targets and analyzing the data, it became clear that more work needs to be done to ensure that the measures are an accurate reflection of the objectives for each core theme and that the objectives are truly reflective of the mission statement.

While CGCC did not meet the absolute goals of the Core Theme document, the campus community is confident that the college is indeed building dreams for its constituents, changing the lives of its students and employees, and promoting partnerships within the community served. The college recognizes that neither a single document nor a single measure can capture the broad scope of the college's mission. Additional data exists that inform the college's understanding of mission fulfillment, including: instructional and non-instructional department reviews, student and community surveys, completion and retention rates, Oregon Community College Unified Reporting System (OCCURS) data,



awarding of grants, and economic impact statistics. As a result, conversations are being conducted across the college to determine whether: 1) Core Theme measures are truly indicative of the scope of the mission; 2) the scoring rubric has sufficient latitude to reflect the complexity of the institution; and 3) the timing of the process aligns with overall institutional planning.

Instructional and non-instructional department reviews utilized data to evaluate adequacy of department functions, establish annual goals, and reflect and address previous recommendations. Results reflected a process with varying degrees of depth and complexity, but all programs and departments were shown to be essentially successful. Community surveys conducted during the Academic Master Plan process confirmed that the college is viewed positively by the community with a 98% affirmative response rate indicating the college is an asset to the region. OCCURS data show that CGCC students transfer to Oregon University System schools with grade point averages that compare favorably with native and other transfer students. Additionally, a state sponsored survey found that CGCC has had significant impact on the district economy, totaling over \$43 million per year.

CGCC has established a number of processes to communicate its accomplishments regularly and consistently with its constituents and the public. The President's Office publishes the college's annual report that provides an overview of the year's accomplishments and includes relevant data. Reports are presented to CGCC's Board of Directors and Foundation Board, provided to the college's community partners, and posted to the website for general public access. In addition, the college releases regular news updates to the media, college staff speak monthly on local radio programs, and the institution makes efficient use of social media. Staff participates on local community and

organization boards and committees, providing further opportunity to communicate how the college is working together with the community to fulfill its mission.

Adaptation and Sustainability

Physical Infrastructure

Over the past five years, CGCC has made significant development in its physical campuses with the renovation of existing buildings and the addition of new buildings in both The Dalles and Hood River. Original buildings on The Dalles campus have been retrofitted and upgraded, with investments made in acoustics, energy efficiency and sustainability, safety, and aesthetics. A new 35,000 square foot building was completed in 2008, providing additional classroom, lab, and administrative space. In 2009, an industrial work space was constructed to provide large hydraulic and mechanical lab space for the Renewable Energy Technology program. Equally significant, in 2008, the college moved its Hood River operations from rented facilities to a newly built, single building campus. As it stands today, CGCC has over 42,000 square feet of educational space (classrooms, labs, and library) and 17,000 square feet of administrative space (support and faculty offices) between the two campuses.

Overall, the college has sufficient classroom and lab space for all of its existing programs and can accommodate modest enrollment growth. However, the college has identified needs in some specific types of spaces including: lab space (especially storage and prep areas), a large meeting area in Hood River, and high-bay industrial space and larger capacity classrooms in The Dalles. Scheduled to be completed in fall 2013, the Fort Dalles Readiness Center and Workforce Training Center will include high-bay industrial space and welding labs, as well as additional classrooms and a 1000 seat lecture hall.

One consequence of the construction of new buildings and the retrofitting of existing buildings within a short time frame is that future maintenance could become necessary at the same time. In order to prepare for this possibility, the Facilities department has gathered relevant life-span data and uses it to budget and schedule proactive maintenance and improvements.

The college has made a commitment to developing its web presence as its third campus. The newly improved website serves as a key communication and marketing tool designed to meet the needs of the institution. An overall skeleton has been constructed with several key sections having gone live as of February 2013. All college functions will have transitioned to the new site as of summer 2014, with fully functional academic and student support services increasingly available online.

Fiscal

CGCC maintains sufficient capital reserves that put the institution in a strong financial position. This has enabled the college to weather the economic downturn, continuing to fulfill its mission while serving students and the community, and maintaining infrastructure. This focus on sustainability will ensure the mission focus on opportunities, education and partnerships.

The president participates in local, state, and federal meetings to be informed on funding levels, educational goals, and to position the college to receive any additional funding that may become available.

CGCC also leverages grants to help achieve goals. The college has been awarded several large federal grants to advance programs as well as improve infrastructure. 2012-13 is the third year of Department of Education Title III funding, which provides funds for additional staff to fill critical new positions, process improvements, document imaging, as well as the installation of smart

classrooms. During the five year cycle of the grant, positions originally funded by the grant will be transitioned to CGCC's general fund. Department of Energy and Department of Labor grants have been utilized to obtain Renewable Energy Technology program equipment and a climbing tower for workforce training.

Limited available resources and increased costs of operation will continue to challenge the college in providing high-quality and comprehensive academic and support services to the district. The college expects to continue its successful fund-raising efforts to attract unrestricted and restricted gifts from industry partners and to seek state and federal grants that meet local and regional needs. With continued prudent fiscal management and budgeting that links funding to strategic planning and core theme objectives, the college will sustain its mission while facing the realities of tough economic times when demand for services is at near record levels.

Operations

Currently, CGCC operations are in three stages of development. Operations in stage one includes those functions that have been under local control for many years prior to the college's independent accreditation candidacy. Stage two includes operations that have fully transitioned since the pursuit of accreditation began. Finally, the remaining systems and operations in stage three, which are currently under the auspices of PCC, are positioned to fully transfer to CGCC oversight. In all cases, staff have developed the skills necessary to take on the responsibilities that come with being an independently accredited college.

Examples of operational systems in stage one can be found in the Business Office. Payroll and benefits management and oversight are well-established and have been locally controlled for over 25 years. Under the supervision of the chief talent and

operations officer, payroll and benefits personnel carry out essential functions and ensure compliance with applicable rules and regulations. Similarly, financial systems, such as purchase order authorization and bookkeeping, are administered by the Business Office. The college has handled financial functions independently since its founding in 1977.

Financial aid administration and library services exemplify operations in stage two, having transitioned to local control during the independent accreditation process. Essential financial aid positions were established and personnel were hired. This is the second year that CGCC has directly overseen financial aid to students. In 2011-12, federal and state aid totaled \$5,751,965. In addition, Student Services and the CGCC Foundation have established processes for distributing Foundation scholarships. The college library has also transitioned entirely to local control, providing information literacy instruction and facilitating access to authoritative resources for students, faculty, staff, and community patrons.

Finally, for systems in stage three, plans are in place to transfer, upon independent accreditation, authority over remaining operations. The position of registrar was created and hired early in the transition. Training regarding recording, transcribing, and degree conferring has been completed, and appropriate staff are prepared to take control of these functions as well as the management of all student records. Similarly, CGCC is in the process of working with the state veteran services personnel so that the college is ready to take on the responsibility of providing full services to veterans for fall term, 2013. Finally, curriculum support positions have been established, filled, and work in conjunction with PCC curriculum staff in order to ensure a smooth transitioning of these functions.

Governance

The college has a defined set of policies and procedures in place to run the institution. The Office of Administrative Rules and Procedures, led by the executive assistant to the president and Board of Education, coordinates the development and adoption of administrative rules (AR) and operating procedures (OP). All departments and relevant committees have received training regarding the development of ARs and OPs. Of particular importance in researching and drafting academic ARs and OPs, the Academic Standards and Practices Committee membership includes representatives from faculty, Instructional Services, and Student Services in order to provide interdepartmental perspective.

CGCC has an effective governance model that will lead the college through the challenges facing higher education. The CGCC Board of Education approves policy and sets the direction of the college. Under the supervision of the president, board policies and direction are operationalized and implemented by the college's Executive Leadership Team, which oversees the Key Function Areas of the institution. Numerous standing and ad hoc committees actively contribute to college governance and decision-making. In particular, the Instructional Council coordinates academic and professional matters, the Quality Council represents administrators, and the Institutional Assessment Committee (IAC) provides guidance on many college assessment activities.

The president and college administrators participate on state committees that keep them apprised of important initiatives and changes being enacted that may impact the college in the future.

Student Support Services

After completion of non-instructional department reviews, several recommendations for improvement of services for students were proposed.

Examples of changes that are being implemented as a result of these reviews include: intrusive advising for students nearing completion to include degree completion planning, transfer planning and/or career preparation coaching; and the addition of part-time library support staff in Hood River. In addition, funding to continue work on student success initiatives, as recommended in the Foundations of Excellence assessment of first year students, has been included in the 2013-14 budget. These recommendations emphasize the implementation of a first-year experience program directed at entering students. It is expected that these actions will improve student retention and completion, moving CGCC forward in meeting the needs of students while addressing the Governor's 40-40-20 initiative.

Academics

CGCC provides its service area with a comprehensive array of credit and non-credit educational programs that support community and workforce needs. Such needs are identified through the institution's planning process to ensure continued relevance. Of primary importance in guiding the future of the college's academic offerings is the college's Academic Master Plan (AMP). The academic master planning process is scheduled to be completed every three to five years, with the most current version of the AMP having been published in 2012.

The AMP makes several recommendations regarding new academic programs and expanding existing ones. In regards to new programs, the AMP highlighted two areas of focus: 1) embedded technologies/engineering; and 2) health care/health information management. Subsequently, the college has taken concrete steps to refine and implement the recommendations, such as hiring a part-time faculty member with a background in engineering to flesh out the details of an embedded technologies program and assess its viability. In regards

to health occupations, the college is currently seeking state approval to offer a Basic Healthcare Informatics Assistant certificate. This certificate responds to the growing demand for entry level healthcare workers to possess technology skills. In addition, it provides a pathway towards CGCC's Medical Assisting certificate.

In regards to expanding existing programs, the AMP identified advanced computing as an area with demonstrated need. The college currently offers numerous basic computing classes through its Computer Applications/Office Systems (CA/OS) programs as well as non-credit offerings, but does not offer advanced classes. Through constituency surveys conducted as part of the AMP process, computing was the only discipline identified by all three groups (students, faculty and community members) as a top priority. At the same time, a similar recommendation to expand computer offerings came from the instructional program review conducted in 2012 by CA/OS department faculty. As a result, Instructional Services has included a recommendation to hire a full-time Computer/IT faculty in its 2013-14 year budget. If filled, this position would greatly expand the college's ability to offer advanced computer training.

Community needs assessments guide the college in its offering of community education and workforce training. Currently CGCC offers over 500 non-credit course sections as well as providing workforce training at multiple worksites. The college will continue to develop such offerings as need is demonstrated.

Curriculum Continuity

CGCC's Curriculum Committee (CC) is a fully functioning committee ready to continue its work uninterrupted post-independent accreditation. The committee is comprised of 11 voting members (nine faculty – one from each academic department, a library representative, and an instructional director) and two non-voting members representing

the Curriculum Office and Student Services. The CC reviews all curricular additions, revisions, and/or deletions initiated at CGCC and forwards its decisions to the chief academic officer. New degrees and certificates or substantive revisions in existing degrees and/or certificates are brought to the president and the Board of Education for final approval.

Upon notification of independent accreditation, all courses previously offered under the auspices of PCC will be rolled over and accepted as CGCC courses. All courses will then be required to go through CGCC's established initial independent course approval process by 2016. Courses that do not comply with the initial independent course approval process within the 2013-2016 time frame will be inactivated and have to be resubmitted as a new course before offering. After 2016, ongoing course review will proceed as part of regularly scheduled instructional program reviews. Departments will review, evaluate, and validate all courses as to their authenticity, currency, and relevancy.

State and national trends in higher education currently focus on areas such as reforming developmental education, the importance of the first year to student success, strengthening the output of science, technology, engineering and math (STEM) graduates, and increasing graduation rates. CGCC is actively engaged in these discussions, as exemplified by its participation in initiatives like Achieving the Dream, Win-Win, Foundations of Excellence, and state-wide efforts to improve STEM education.

Qualified Faculty

For the 2011-12 academic year, the college employed 16 full-time and 127 adjunct faculty. CGCC employs sufficient faculty to achieve its educational objectives and to ensure the integrity and continuity of its academic programs. Going forward, the

institution recognizes the need to build capacity with regards to committee work, assessment practices, and initiative research, development and implementation, all of which require faculty participation. Proposals are in place to address this shortage, contingent on budget constraints. In the interim, existing full- and part-time faculty are meeting the challenge.

To ensure faculty have the tools and skills they need to best serve students and meet the demands of higher education today and into the future, the college provides continued opportunities for development of high quality teaching and support services. Professional development plans are encouraged for all faculty, as is participation in a wide-variety of internal and external professional development opportunities that focus on best instructional practices.

Partnerships

College employees actively participate in relevant professional and coordinating organizations, such as Oregon Community College Association, Council of Instructional Administrators, and Council of Student Services Administrators. As an integral component of the education continuum, the college works closely with local school districts and other colleges and universities to streamline integration in support of Oregon's 40-40-20 educational goals and Achievement Compact requirements.



As reported in the Academic Master Plan, community members see the college in very positive terms with a 98% affirmative response rate indicating the college is an asset to the region. In addition, participants expressed a pride in the signature programs of the college and many requested the college to partner with several higher education institutions to provide four-year and graduate degrees in the region.

CGCC maintains strong relations with community partners in the public and private sectors. The college is a member of local chambers of commerce and is formally represented on economic development boards serving the state and region, as well as individual counties and communities. CGCC works closely with private sector employers, who provide curriculum guidance, sit on advisory committees, and contribute financial and instructional support for college programs and initiatives. CGCC is recognized as a community leader, and is frequently called upon to offer guidance and assistance on behalf of its community partners. In turn, the college calls upon these partners to assist in college initiatives. This reciprocal relationship benefits the region's economic and social vitality.

Conclusion

As Columbia Gorge Community College completes its final self-evaluation report as part of its candidacy for independent accreditation, it is exciting to see the progress the college has made, especially since the last visit in April 2011. Through the application and assessment of Core Themes, CGCC demonstrates that it is “building dreams and transforming lives” for the communities and constituencies it serves. In fulfilling its mission as a comprehensive community college, CGCC embraces the Commission’s accreditation standards and is organized, staffed, and supported to offer high-quality educational programs and services.

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. The process has led to conversations across the campus on assessment at all levels and has resulted in the integration of the results of assessment into planning and budgeting as part of the strategic planning process.

The following strengths and recommendations demonstrate that CGCC is ready for the future in its role as an independently accredited community college. The strengths reflect the pride and hard work of college employees; support of local communities; recognition from state and national entities; partnerships in workforce development; and collaborations with educational institutions. With its self-recommendations, the college acknowledges the need for continuous improvement and growth as an institution.

Strengths

- ◆ Leadership: The Board of Education and college president set a clear vision for the college and foster a culture of excellence and integrity. Student leaders participate at the local and state levels to serve as the voice of the student body.
- ◆ Employee engagement: College administrators, staff, and faculty are committed to the principles of the college’s mission statement, being responsive to local education and workforce needs.
- ◆ Planning and Budgeting Integration: The college has developed and implemented a system that ensures that assessment, planning, and budget building are linked and based on data.
- ◆ Infrastructure and Operations: College governance, committee structure, staffing, and policies are in place to support an independently accredited community college.
- ◆ Fiscal and Resource Management: The college continues to be fiscally sound, ensuring adequate resources to support its operations.
- ◆ Culture of Evidence: The college engages in nationally normed surveys, prepares required and self-directed reports, and assesses itself for process improvement. These results are communicated to internal and external constituencies as appropriate.
- ◆ Student Success: The college has a long history of providing quality education to its students as demonstrated by their transition from pre-college to credit completion, transfer to

universities, success as they enter the workforce, and/or interest in life-long learning.

- ◆ Partnerships: Collaboration with local K-12 providers, other community colleges, and universities affirms CGCC's role in the education continuum. In addition, nationally recognized programs provide training to local industry and business start-ups leading to economic development for the college's rural service area.
- ◆ Strong Support: Community support for the college has been demonstrated over the years by the passage of bond levies for improvement and expansion of CGCC's two campuses.
- ◆ National Recognition: CGCC has received congressional recognition for its Renewable Energy Technology program, participated in the 2011 White House Summit on Community Colleges, and were awarded Department of Education Title III and Department of Labor grants. In addition, the Department of Labor recognized CGCC's Nursing program as a model for rural nursing care.
- ◆ Campus Spaces and Technology: The college places high priority in providing attractive, functional, and safe buildings. Buildings have been either recently renovated or constructed, and technology on both campuses is state of the art.

Recommendations

- ◆ Core Theme Development: Proceed with the refinement of Core Themes to determine whether: 1) the Core Theme measures are truly indicative of the scope of the mission; 2) the Core Theme scoring rubric has sufficient latitude to reflect the complexity of the institution; and 3) the timing of the process aligns

with overall institutional planning.

- ◆ Outcomes Assessment: Complete three-year cycle of course, program, degree, and certificate learning outcome assessment and evaluate the process.
- ◆ Evaluation of Planning Process: Institutionalize the annual review/evaluation of the college's planning process.
- ◆ Department Reviews: Maintain the momentum established for instructional and non-instructional department reviews.

Thank you!

2013 Self-evaluation Steering Committee

Karen Carter:
Special Assistant to the President/
Accreditation Liaison Officer

Lisa Deswert
Interim Chief Financial Officer

Andrea Golts
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Brian Greene
Interim Chief Academic Officer

Susan Lewis
Instructional Coordinator

Dan Ropek
Biology Instructor
and Science Department Chair

Lori Ufford
Chief Student Services Officer

The accreditation journey at CGCC would not have been completed without participation across the institution and externally from all of the following constituencies:

Faculty: who implemented new processes as they relate to outcomes assessment and curriculum development, who never shied away from asking difficult questions, and who work diligently to assist students to achieve their educational goals.

Staff: who provide daily support across the institution, who put students first, and who recommend ways to improve efficiency and services offered.

Administrators: who set high expectations for their staff, who communicate the values and ethical standards of CGCC, and who collaborate cross-departmentally for the benefit of the institution.

Students: who strive to achieve educational excellence, who persist despite personal

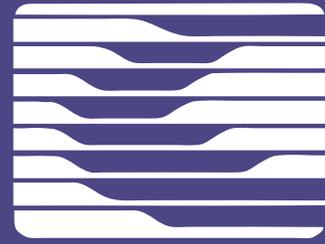
challenges, and who see themselves as CGCC representatives.

Board of Education: who provide leadership, insisting that CGCC be a center of excellence, who believe that employees have the skills to perform the complex functions needed to meet CGCC and NWCCU standards, and who have the vision to see what CGCC can be.

Rogue Community College: who provided the integrated administrative system, who were responsive to technical needs that come from moving from being a contracting college to an independent college, and who offered mentoring and support as new processes have been implemented.

The Community: who believe in the college's mission statement and what it means for area residents, who have been partners in the development of new programs and services, and who have consistently supported the college throughout its 36 year history.

Portland Community College: Finally, Columbia Gorge Community College must extend a hearty thank you to the administration and staff of Portland Community College. They have supported students by providing academic records and awarding federal financial aid; faculty by providing curriculum and being responsive for the development of programs that meet the needs of the Mid-Columbia region; staff by being mentors as CGCC policies and procedures were being developed; and the administration by providing guidance and wisdom not only throughout the contractual relationship but, most recently, as CGCC moved forward along the path to independent accreditation. The collaboration between the two colleges has brought out the best of both and is a relationship to celebrate.



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