2008 Self Study

Columbia Gorge Community College

Building Dreams, Transforming Lives

2008 Comprehensive Self Study Report

Columbia Gorge Community College
The Dalles, Oregon

building dreams, transforming lives

Prepared for the
Northwest Commission on Colleges and Universities

Accreditation Visit April 30 - May 2, 2008

COLUMBIA GORGE COMMUNITY COLLEGE

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2007-08
Board of Education

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February 21, 2008

Dear Visiting Accreditation Team Members:

On behalf of Columbia Gorge Community College, I would like to welcome you to the beautiful Columbia River Gorge. We are proud to be the place that represents growth and learning for a geographic area of over 10,000 square miles. Through many collaborative partnerships with our local schools, businesses, community agencies, and governmental entities, we are able to touch the lives of approximately 10% of the region's population. In this regard, we just celebrated our 30th year of delivering quality learning and training opportunities to the communities we serve.

When you arrive, you will see new construction at The Dalles Campus and our brand new Hood River-Indian Creek Campus, clear evidence of our community's support for the services we provide. Here, you will find progressive technologies along with a commitment to our communities to provide affordable world-class course offerings to facilitate and support life-long learning. Our programs and courses reflect the broad needs and expectations of our region. With our relentless pursuit of excellence in all we do, our "service before self" attitude and our focus on the mission to build dreams and transform lives, we have a vision to create a regional center of learning and workforce training. Through applied innovation, we will continue to create value in our programs and, as learners, we will see clear pathways to the future.

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

We look forward to your arrival.

Sincerely,

Dr. Frank K. Toda
President

Preface

After approximately thirty years of contracting with Portland Community College, Columbia Gorge Community College began work towards independent accreditation in the fall of 2006 with a resolution passed by the Board of Education. President Dr. Frank K. Toda appointed Dr. Susan Wolff (Chief Academic Officer) and Karen Carter (Chief Student Services Officer) as the accreditation co-chairs for the process. In addition, the Executive Leadership Team agreed to assist with the process to ensure that work was done in a timely manner.

The Steering Committee consists of Tim Schell, Writing, English and Language Department Chair; Dan Ropek, Biology faculty; Susan Lewis, Instructional Coordinator; and Linda Quackenbush, Health Occupations Coordinator. It was decided that each standard would be chaired by a faculty member and a staff member.

At the All-Staff Training in February 2007, the college staff was made aware of this work to be done and was invited to participate on the committees for each standard. Buttons with the theme of "Independence & Excellence" were distributed to every person in attendance.

Eight CGCC staff and faculty attended the Self-Study workshop in February 2007 including the President. This training provided information on how to assess the College, to respond to each of the standards, and to format the report. With this knowledge, the Steering Committee met with the co-chairs to give direction to their work of analyzing each area of responsibility. The goal was to have a comprehensive study of the major functions of CGCC that included strengths, challenges, and recommendations. Data needs were to be identified by June 2007 so that the work could be completed over the summer.

Accreditation at CGCC has truly been a college-wide activity. It has been the focus of faculty in-services, staff meetings, and Department Chairs meetings. Students have also been involved as participants on the standard committees or as part of a focus group. Individual departments have begun work on their own self studies, defining mission statements and identifying outcomes.

Work began on the self-study in March 2007 with the first integrated draft being completed by November. The draft reports of each standard report were to be completed November 1 when they were then read by the Steering Committee. After this initial read, the reports were sent back to the co-chairs to respond to questions that arose. Once these responses were completed, the editor began the work of integrating the individual standards into one document. In January, the steering committee reviewed the document as a team to ensure that the standards were addressed thoroughly. Final drafts were sent to the Executive Leadership Team for their review.

The self-study documents were posted to the College web site and placed in the library early March 2008.

Self Study Committee Structure

Accreditation Liaison Officer
Dr. Susan Wolff

Co-Chairs
Karen Carter – Oversight of Standards 1, 3, 6, 7, & 8
Dr. Susan Wolff – Oversight of Standards 2, 4, 5, & 9

Steering Committee – Makes recommendation of decisions and products to the Executive Leadership Team. Final decisions made by Dr. Toda and the CGCC Board of Education. Members of this team are:

Karen Carter – Co-Chair	Dr. Susan Wolff – Co-Chair
Tim Schell – Self-Study Writer and Editor	Dan Ropek – Full-time Faculty
Susan Lewis – Adjunct Faculty	Linda Quackenbush – Staff

Self Study Writer and Editor
Tim Schell

Document Designer	**Documents Manager**
Susan Lewis	Jenifer Halter

Meeting Coordinators

Charlotte Lavender – Faculty and staff	Mary Martin – Students

Standard Teams

Standard 1 – Missions and Goals, Planning, and Effectiveness
Standard Co-Chairs

Susan Lewis – Adjunct Faculty	Linda Quackenbush – Staff

Committee Members
Maggie Johnson

Contributors
Robb Van Cleave, Dr. Susan Wolff, Karen Carter

Standard 2 – Educational Programs and Effectiveness
Standard Co-Chairs

Mike Taphouse – Staff	John Evans – Full-time Faculty

Committee Members
Brook Maurer, Suzanne Burd, Paula Ascher, Tracy Scharn

Contributors
Karen Carter, Lori Ufford, Dr. Susan Wolff, Mary Martin, Rob Kovacich, Jenifer Halter, Saundra Buchanan, Rosemary Ross, Ken Leibham, Linda Quackenbush, Marilyn McGuire Sessions, Susan Lewis, Dave Mason

Standard 3 – Students
Standard Co-Chairs
Lori Ufford – Staff   Susan Lewis – Adjunct Faculty

Committee Members
Richard Parker, Andrea Lepinski, Kevin Wilson

Contributors
Jean Ewald, Ruth Lusk, Dave Lutgens, PTK, Student Council, Shayna Dahl,
Kathleen McFarlane

Standard 4 – Faculty
Standard Co-Chairs
Dave Mason – Staff   Dr. David Wild – Adjunct Faculty

Committee Members
Annette Byers, Mayrie Cox, Tom Kaser, Dan Ropek, Loren Delaney

Standard 5 – Library and Information Resources
Standard Chair
Rosemary Ross – Staff

Committee Members
Tony Dunne, P. K. Hoffman, Diane Uto, Wilanna Kiefer

Contributors
Bill Bohn, Tess Fegel, Katie Wallis, Tracy Scharn

Standard 6 – Governance and Administration
Standard Co-Chairs
Dr. Bill Noonan – Adjunct Faculty   Susan Lewis – Adjunct Faculty
Dan Spatz – Staff

Committee Members
Maggie Johnson, Dorothy Van Kessel

Contributors
Robb Van Cleave, Martha Dell, Linda Rae Lorenzen, Karen Carter, Dr. Susan Wolff

Standard 7 – Finance
Standard Co-Chairs
Saundra Buchanan – Staff   Dr. John Copp – Full-time Faculty

Committee Members
Suzanne Burd, Jean Ewald, Jenny Jesch

Standard 8 – Physical Resources
Standard Co-Chairs
Dennis Whitehouse (previous Executive Director of Facilities)
Dorothy Van Kessel – Staff   Linda Quackenbush – Staff

Committee Members
Kella Helyer, Mary Martin, Ken Leibham

Contributor
Bill Bohn

Standard 9 – Institutional Integrity
Standard Co-Chairs
Dan Spatz – Staff   Dan Ropek – Full-time Faculty

Committee Members
Terry Armentrout, Darlene Marick, Andrew Burke

Contributors
Karen Carter, Dr. Susan Wolff, Tim Schell, Maggie Johnson

<u>Other Self-Study Support</u>

Lynne Davidson – Glossary Preparation

<u>Other Accreditation Visit Support</u>

Dan Spatz – Transportation and logistics coordinator

Darlene Marick – Hospitality
Sharyn Anderson

Bill Bohn – Information Technology
Chris McQuade, Steve Wadsworth

Jim Austin – Facilities
Christie Roy, Ino Olivan, Joe Garcia, Joseph Whitmore, Richard Dunlop, Debra Kochis,
Pamela Hill, Brian Fix, Donald Knapp, Mitchell Murray

Glossary of Terms

Acronym	Definition
AACC	American Association of Community Colleges
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science
ABE	Adult Basic Education
ACRL	Association of College Research Libraries
ACT	American College Testing
ADA	Americans with Disabilities Act
ADAAG	ADA Accessibility Guidelines
AED	Automatic External Defibrillator
AGS	Associate of General Studies
AHSD	Adult High School Diploma
ALA	American Library Association
AMP	Academic Master Plan
AS	Associate of Science
ASCGCC	Associated Students of Columbia George Community College
ASOT	Associate of Science Oregon Transfer Degree
ASOT-BUS	Associate of Science Oregon Transfer in Business
ASSET	Student Placement Test
BANNER	Portland Community College Student Information System
BS	Bachelor of Science
CAMP	College Assistance Migrant Program
CAO	Chief Academic Officer
CAS/OS	Computer Applications and Office Systems
CBA	Collective Bargaining Agreement
CC	Curriculum Committee
CCOG	Course Content and Outcome Guide
CCR&R	Child Care Partners-Resource and Referral
CCSSE	Community College Student Survey of Engagement
CED	Community Education
CEU	Continuing Education Unit
CFO	Chief Financial Officer
CGCC	Columbia Gorge Community College
CINAHL	Cumulative Index to Nursing & Allied Health Literature.
CIS	Computer Information Systems
CIS	Career Information System
CMMS	Computerized Maintenance Management System
CNA	Certified Nursing Assistant
CSSO	Chief Student Services Officer
CTC	Certified Training Center
CTE	Career and Technical Education
DD214	Certificate of Release or Discharge from Active Duty
DL	Distance Learning

DLITC	Distance Learning and Instructional Technology Coordinator
DLS	Director of Library Services
DOE	Department of Education
DOL	Department of Labor
DSHS	Department of Social and Human Services
EAC	Educational Advisory Council
ECE	Early Childhood Education
ECS	Electronic Communications System
ED	Education
EET	Electronic Engineering Technology
EIR	Electronic Information Resources
ELT	Executive Leadership Team
EMS	Emergency Medical Services
EMT	Emergency Medical Technician
EOE	Equal Opportunity Employer
ESD	Educational Services District
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FAR	Federal Acquisition Regulation
FERPA	Federal Family Education Rights and Privacy Act
FTE	Full-Time Equivalency
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GASB	Government Accounting Standards Board
GED	General Education Diploma
GO	General Obligation
GPA	Grade Point Average
GSPC	Government Standards and Practices
HR	Human Resources
HR-ICC	Hood River-Indian Creek Campus
IC	Instructional Council
IC	Information Commons
IL-SAC	Information Literacy Subject Area Committee
IPEDS	Integrated Postsecondary Education Data System
ITS	Information Technology Services
JBAC	Joint-Boards Articulation Committee
LBCC	Linn-Benton Community College
LPN	Licensed Practical Nurse
MCMC	Mid-Columbia Medical Center
MD & A	Management's Discussion & Analysis
MSDS	Material Safety Data Sheets
NEA	National Education Association

NLN	National League of Nursing
NOTA	Notice of Teaching Assignment
NSO	New Student Orientation
NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rules
OCCA	Oregon Community College Association
OCCLA	Oregon Community College Library Association
OCCURS	Oregon Community College Unified Reporting System
OCCWD	Office of Community Colleges and Workforce Development
OCLC	Online Computer Library Center
ODE	Oregon Department of Education
OEA	Oregon Education Association
OIT	Oregon Institute of Technology
OMB	Office of Management and Budget
ORS	Oregon Revised Statutes
OSBA	Oregon School Boards Association
OSU	Oregon State University
OUS	Oregon University System
PASS	Promoting Access to Student Success
PCC	Portland Community College
PSL	Public Services Librarian
PSU	Portland State University
PTE	Professional Technical Education
PTK	Phi Theta Kappa
QM	Quality Matters
RET	Renewable Energy Technology
RFOC	Revised Fundamentals of Caregiving
RN	Registered Nurse
StRUT	Students Recycling Used Technology
SAC	Subject Area Committee
SACC	Subject Area Curriculum Committee
SAN	Storage Area Network
SBDC	Small Business Development Center
SBE	State Board of Education
SME	Subject Matter Expert
SNA	Student Nursing Association
STEM	Science, Technology, Engineering, Mathematics
SWOT	Strength, Weaknesses, Opportunities and Threats

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Executive Summary

Introduction

Columbia Gorge Community College (CGCC) is one of seventeen comprehensive community colleges in the State of Oregon. It began in 1976 as Oregon's first Area Education District, bringing post-secondary education to Wasco County. Classes were first offered in 1977. The College went through several name changes, and in 1989 its current name was established by a resolution of the State Board of Education. The College has contracted with Portland Community College, an accredited community college through the Northwest Commission on Colleges and Universities, to provide college credit instruction, certificates, degrees, and select services during the last thirty years.

In 1988, the College established a Contracted Out-of-District agreement with Hood River County to bring college learning opportunities to all residents with the exception of the city of Cascade Locks, which is located in the service district of Mt. Hood Community College in Gresham. In 2001, the voters of Wasco and Hood River counties approved to annex Hood River County, with the exception of Cascade Locks, into the College's taxing district. Residents from Sherman, Gilliam, Wheeler counties in Oregon and Klickitat and Skamania counties in Washington also take classes at CGCC. The service region is approximately 10,000 square miles with a total population of 81,000.

Growing from a store-front, rented operation, the College now owns and is located on a former state hospital campus on a bluff overlooking the city of The Dalles and the Columbia River. This property was purchased in 1993 through a local bond levy. College administrative functions operate primarily from this location. In 2004, the residents of Wasco and Hood River counties passed a construction bond that has funded a new classroom building on The Dalles Campus and allowed the College to purchase property for a campus in the city of Hood River and to construct the first building. This will move the Hood River operations from a leased facility to its own campus.

The data year used for this self-study was 2006-07. In that year, the unduplicated head count served by the College was 5048 with a full-time equivalency (FTE) of 921.21. Enrollment and FTE numbers adjust with regional employment activities and state policy for reimbursement. The College has an average 2% growth rate since moving to its current location in 1994. For the 2006-07 year, 46.1% of the annual FTE was earned in the Lower Division Collegiate category, 32.5% in Career and Technical Education programs, and 18.4% in the area of Development/Pre-College Education, with the remainder being earned in Adult Continuing Education.

The average age of the College's students is 38 years old with the average age for full-time students being almost 28 years old. Of students reporting ethnicity, 12.8% of all students are Hispanic with 84.9% being Caucasian and the remaining representing Native American, Asian, and African American. Gender distribution is 62.8% female for all students taking classes and 69.7% of credit seeking students.

Independent Accreditation Decision Process

In 2006, the Board of Education passed a resolution for CGCC to seek candidacy status for independent accreditation after being a contracting college with Portland Community College (PCC) for twenty-nine years. The recommendation taken to the Board was based on the research and evaluation done by the College's Instructional Council while addressing the twenty Eligibility Criteria of the Northwest Commission on Colleges and Universities. At the January 2007 Commission meeting, CGCC was approved to move forward with a self-study to address its ability to be considered a candidate. The administration, faculty, and staff of Portland Community College continue to support CGCC as outlined in the contract between the two colleges and in seeking independent status.

Accreditation Co-Chairs, a Steering Committee, and Standard Co-Chairs were appointed, and work on this self-study began in February 2007 at the NWCCU Self-Study Workshop. The Standard Co-Chairs and their committee members identified strengths, challenges, and recommendations as part of their findings from the analysis and synthesis work done when addressing each of the nine standards. The complete findings are included in each of the standard sections in the self-study document.

Overview of Findings

An analysis across the strengths, challenges, and recommendations of the nine standards identified the following key strengths and areas of priority and recommendation that will lead to improvement.

<u>Key Strengths</u>

- A strong foundation for the mission and goals of CGCC has been developed through the thirty year history as a contracting college with PCC.

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

- Strong community and business support for the College as evidenced by the passage of a bond levy for the College to move to a permanent campus in The Dalles in 1993 and again in 2004 for capital improvements. A survey prior to the 2004 election indicated an 84% level of support of the College by the community at a time of a weak economy in the region.

- Targeted industries have been instrumental in program development and support. The Nursing Program, including the Rural Clinical Simulation Center, receives monetary, faculty in-kind, and clinical support from regional health care partners. The Renewable Energy Technology (RET) program development was led by industry members who continue to provide monetary, equipment, and personnel support. A local agriculture organization provided monetary support to develop a Hispanic Orchardist Program, and

the local wine grape growers and vintners support one-day seminars designed to assist this growing economic sector in the region.

- Receipt of grant funding from the U. S. Department of Labor, U. S. Department of Education, Meyer Memorial Trust, the State of Oregon, and agency grants enhanced the development of the above programs as well as for the provision for Smart Classroom technology, Career Pathways, and curricular activities such as the Spring Humanities Series and the Fall Science Summit.

- The Nursing Program is a designated model of rural health care training by the U. S. Department of Labor and the RET program is the first congressionally recognized wind turbine technician training program on the west coast. This program is one of six in the United States.

- An instructional governance model exists that includes academic departments and chairs, charters for the implementation of a curriculum committee and an academic standards committee, and increases faculty participation in leadership and decision-making.

- Faculty, both full-time and adjunct, are highly qualified and focused on student success.

- The purchase and implementation of an integrated administrative software program (RogueNet) now provides "real-time" financial and student data and support processes.

- The college supports the use of technology for teaching/learning and administrative processes through staffing and budget allocations. This includes the purchase of Smart Classroom podiums, implementation of Quality Matters Standards for distance learning, and addition of electronic databases and other resources to more closely align with student information resource activities.

- Library and information resources continue to evolve with technology advancements and staff who use these resources to develop video training modules, online-resources, and an Information Literacy course to support faculty and students.

- A proactive Student Services Department leads the development of Career Pathways in the region, strengthens working relationships with local high schools, supports the development of degree partnerships with four-year universities, and provides personalized student support services.

- A high degree of fiscal prudence and accountability is evidenced by thirty years of being a successful community college serving its constituents during times of economic change, state funding formula adjustments, and new reimbursement rules.

- College facilities are expanding with new construction of a classroom building on The Dalles Campus and the purchase of property in Hood River on which a new building is being constructed. Planned renovations for existing buildings on The Dalles Campus will begin Summer 2008.

- Board policies ensure practices to safeguard institutional integrity. Implementation of Board policies occurs through everyday practice by college employees working in an ethical manner and respectful of public monies.

Priority Challenges and Recommendations

1. Applying consistent planning and assessment processes is a challenge across college departments and activities. There have been several planning processes that have produced targeted documents and results. Examples of those processes include the Strategic Plan, Facilities Master Plan, and the Academic Master Plan. However, there is no systematic process for assessing the results of the plans to inform future direction or determine impact toward reaching college goals. The sequencing of the various planning processes with one another and with the budget development process needs improvement.

Three recommendations for the area of planning and assessment are the following:

- Create a culture that makes decisions based on data in meeting the College's mission, vision, values, and goals.

- Integrate action and evaluation as part of the planning process.

- Develop and adhere to an annual planning timeline that ensures that the College's goals drive budget decisions.

2. As the College moves toward independent accreditation and expands its operations in Hood River, staffing levels (faculty, staff, and administrative) will need adjustment.

Five recommendations for staffing levels are the following:

- Review and make adjustments to administrative staffing levels and governance models to ensure that day-to-day operations do not overshadow the importance and integration of planning and assessment.

- Hire additional faculty to ensure that each academic department has at least one full-time faculty member, and hire additional library staff to deliver services at a distance through the use of technology.

- Develop and implement a staffing plan for additional student support services as CGCC takes responsibility for financial aid, student records, and degree audits from PCC.

- Develop and implement a staffing plan to support new facilities and college operations across all support areas of the College.

- Designate or hire a dedicated institutional researcher to lead collection of data and determine appropriate assessment activities that will link operations to planning and improvement.

3. The transition to independent accreditation necessitates CGCC develop its own college-wide, program, and course outcomes and assessment activities that reflect the region it serves.

The following four recommendations will support this transition:

- Form an ad-hoc committee made up of personnel across the College, including students, to develop core outcomes for CGCC that reflect the college mission, vision, values, and goals.

- Activate the charter for a Curriculum Committee that will work with Department Chairs to evaluate current course outcomes as established by PCC faculty. The committee will adopt or revise the outcomes, and develop relevant, meaningful assessment of student achievement. Results of assessment will inform desired curricular and program adjustments.

- Activate the charter for an Academic Standards Committee that will develop and recommend policies and processes to the Chief Academic Officer and Chief Student Services Officer to support excellence in teaching/learning, and student achievement and retention.

- Develop an institutional research and assessment plan.

Conclusion

The long-standing collaborative and supportive relationship with Portland Community College has prepared CGCC to move forward to candidacy status. The full-time faculty and/or Department Chairs participate in faculty governance and curriculum committee meetings at PCC and several have served on state-wide committees related to establishing general education outcomes. CGCC administrators are frequently invited to lead state-wide and professional activities and work closely with their PCC peers for course and program approval by PCC and the State of Oregon.

The College is seen as a leader in the Mid-Columbia region for economic and workforce development by providing the Associate of Arts Oregon Transfer degree for students continuing their education; by giving high school students options for dual credit through Expanded Options, Project Advance, and Running Start; and by offering additional opportunities for students to reach their goals when previous learning opportunities were not successful.

The College looks forward to this candidacy visit and to the direction given for becoming independently accredited.

Standard 1

building dreams, transforming lives

Institutional Mission & Goals, Planning & Effectiveness

Standard One:
Institutional Mission and Goals, Planning and Effectiveness

Introduction

Located at the east end of the Columbia Gorge National Scenic Area, the Columbia Gorge Community College (CGCC) official district includes Wasco and most of Hood River Counties. In addition, CGCC serves five surrounding counties: Wheeler, Gilliam, Sherman in Oregon, and Klickitat and Skamania in Washington, an area of approximately 10,000 square miles. The service area is primarily rural with a total population of just over 81,000. CGCC provides services from two primary campuses located in The Dalles and Hood River, Oregon, with additional off-campus classes.

CGCC's documented history began April 17, 1974, when a public hearing was held at the State Department of Education in Salem, Oregon, to hear a petition for the formation of a Mid-Columbia community college. This hearing was precipitated by a feasibility study undertaken at the request of the State Board of Education on behalf of the citizens of Wasco County. The purpose of the study was to investigate the formation of an Area Education District in Wasco County with the subsequent establishment of a community college. The findings of the study concluded that the Wasco County area would not effectively support a traditional college with the existing population patterns. It was therefore suggested that the district, if it should be formed, embark upon a program of unstructured development. This notion was supported by a model that a community college in Oregon should be situated on a campus, a model designed for densely populated areas and not always applicable to the geography of Oregon. The study further suggested the establishment of a new model for post secondary education in Oregon, a model that would not depend upon a designated campus with a designated set of buildings. This latter model for post secondary education service had to have several characteristics uniquely designed to serve a sparsely settled area.

In accordance with this new model, the Wasco Area Education District was formed November 11, 1976, and in the fall of 1977 the College opened its doors in a rented downtown store-front building offering seventeen community college credit evening courses and nineteen non-credit classes held at the local high schools and in other county buildings. A total of 115 students enrolled the first term, and there were thirty-two adjunct faculty and two full-time staff/administrators.

The original name change from Wasco Area Education District was made as a result of a community contest in August of 1977 to find a name that would represent educational opportunities for all citizens of the county. The name Treaty Oak Education Center, recognizing the Treaties of 1855 which established Native American reservations in Oregon and Washington, was chosen. The College's name officially changed again to Treaty Oak Community College Service District in the fall of 1983 and then to the current name of Columbia Gorge Community College on November 1, 1989, by a resolution of the State Board of Education.

In 1988, a Contracted Out of District Agreement was funded by the Oregon Legislature to provide college credit offerings in Hood River. In 2001, Wasco and Hood River Counties voted to approve the annexation of a majority of Hood River County to the CGCC district resulting in an additional tax base for the college district. Because of the annexation, CGCC was able to expand its offerings within the CGCC service area.

CGCC currently offers a full range of courses, including collegiate transfer, Career and Technical Education, adult basic education, community education, degree completion, customized training, and certificate programs. It delivers college credit instruction, certificates and degrees through its contract with Portland Community College (PCC) which 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, financial aid and student record services.

In the thirty years since its opening term in 1977, CGCC has grown considerably. Spring term, 2007, CGCC offered 175 credit and 195 non-credit course sections. During that same term, 2001 students attended classes for a total of 241.6 FTE. For that same term, CGCC employed 18 full-time and 100 adjunct faculty. To ensure smooth operation, the College employed 87 administrators, staff and students during spring term 2007.

1.A Mission and Goals

The mission of CGCC serves as a directive for the goals and activities of the College. The College's mission reflects its commitment to providing educational and growth opportunities for individuals and businesses located in the Mid-Columbia region.

Mission Statement:

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

Vision:

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

Values:

- Respect for the Individual
- Community Focus
- Integrity
- Excellence
- Commitment to Learning

Goals:

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

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

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

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

5. CGCC will provide governance and administrative structures which assure institutional effectiveness through innovative leadership and ongoing planning and evaluation.

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

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

8. CGCC will utilize technology to improve services and workplace effectiveness.

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

1.A.1 Formation of Mission and Goals

The college mission statement has been periodically reviewed and approved by the CGCC Board of Directors and guides college planning and the setting of institutional priorities. The current mission statement was developed and approved by the Board in 2003.

The date for the creation of the original mission statement is not known at this time; however, it is believed to have been created around 1980. A planning document dated December 1, 1981 included what appears to be the College's first mission statement (See EV 1.A.1.1).

Administrators participating in a retreat in 1990 revised the mission statement and goals, and both were approved by the Board of Directors that same year:

"To provide quality instructional programs and services which are community-based, responsive and accessible, offering individuals the opportunity to achieve their educational goals."

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In response to community needs and within available resources, Columbia Gorge Community College's goals are to:

> *Provide Lower Division Collegiate Programs;*
> *Provide Professional/Technical Entry Preparation, upgrading and retraining programs;*
> *Provide community educational programs and services for personal enrichment and growth;*
> *Provide Developmental/Literacy Educational Programs;*
> *Provide programs and services for business and industry;*
> *Provide student support services.*

Objectives were also written at this time to guide activities that support these goals (See EV 1.A.1.2).

During the 1992-93 school year, faculty in-services were used to present and conduct a periodical review of the College's mission statement, goals, and objectives. Faculty and administrators were encouraged to examine and make comments about their areas of involvement as they related to the College mission. The mission was not modified at this time (See EV 1.A.1.3).

In 2001, college staff began a process of developing a long range plan to match tenets of the mission and vision with strategies and goals. To summarize, those involved recognized the mission as "people focused" and that it stressed "Teaching, Learning, and Community Support" (TLCS). During this long range planning process, five specific strategies were developed that addressed: 1) teaching; 2) learning; 3) community support; 4) technology innovation and information; and, 5) continuous improvement and a focus on the future. Seven goals were identified with objectives written for each (See EV 1.A.1.4).

Beginning in April of 2003, focus groups worked on revising the mission statement and prioritizing institutional values. An update of this process showing Board comments regarding the criteria for the revisions was distributed to faculty, staff and focus group members. According to these comments, the Board emphasized keeping the mission "short and memorable," using language that expressed the College's desire to "strengthen our communities" and "lifelong learning," and working in "economic development concepts" (See EV 1.A.1.5).

From the 2003 focus group activities, the current mission statement was developed and approved by the Board (See EV 1.A.1.6). The Mission Statement and goals were reviewed once again at the Academic Master Planning sessions in spring of 2005. The overwhelming consensus of the planning group was that the mission of "building dreams and transforming lives" best described CGCC as a small college that provides personalized learning. The Mission Statement was retained without modification (See EV 1.A.1.7). *Building dreams, transforming lives* has emerged as an abbreviated version of the Mission Statement that is used in college promotional materials and is recognizable throughout the community.

A 2007 survey of college staff and faculty revealed that out of 88 respondents, 78% felt that

they understood the College's mission, vision, values and goals, that their supervisors showed a commitment to strategic goals, and that their respective departments knew their goals and objectives (See EV 1.A.1.8).

1.A.2 Publication and Dissemination of the College Mission

The college mission statement, vision and values are published and disseminated through the College Catalog, web site, and Schedule of Classes, the latter of which is mailed to 38,000 households in the College's service area. In addition, the college mission, in its entirety or its shortened version, is printed in the Student Handbook, Faculty Handbook, brochures, advising materials, departmental information, and stated in public service announcements. The mission, vision, values and goals are posted in all campus classrooms. During the 2004 bond measure campaign, CGCC purchased space on freeway billboards in Hood River and The Dalles, promoting the College and its mission of *building dreams, transforming lives* (See EV 1.A.2.1-7).

In the past few years, the inclusion of the mission on documents has become more consistent; however, because the College lacks a single department responsible for all marketing, the publication of materials is carried out by individual departments resulting in some inconsistency.

1.A.3 Public Documentation of Accomplishment of Mission and Goals

Currently, CGCC does not create an annual report for the CGCC Board of Education and the community that specifically addresses the accomplishment of the mission and each individual goal; however, there are public documents that show the mission and goals in action as well as reports that address different aspects of the mission and goals.

The College Catalog and Schedule of Classes provide information on degrees and programs, course offerings and descriptions, special instructional programs and services, student services, and admissions and registration. The Student Handbook introduces students to the services available to them upon entry to the College and throughout their enrollment (See EV 1.A.2.3).

Each August, the Chief Student Services Officer compiles and presents to the CGCC Board of Directors the annual Student Profile, describing student enrollment, demographics, financial aid statistics, and number of degrees and certificates awarded for the previous academic year (See EV 1.A.3.1 and EV 1.A.3.2). Board meetings are open to the public, and, as a public document, this information is available upon request through Student Services.

Annually, the Chief Financial Officer (CFO) provides the Board of Education with the Report on Audit of Financial Statements and Supplementary Information outlining the College's fiscal status for the previous and coming year. In addition to the overall reporting on college finances, under Management's Discussion and Analysis, the CFO includes sections on "Financial and Enrollment Highlights" and "Economic Factors and Next Year's Budget." This report, as well as monthly financial reports, is posted to the College web site providing accountability to the district's constituents (See EV 1.A.3.3 and EV 1.A.3.4)

In addition, department/program managers give periodic reports to the Board of Directors on activities and accomplishments within their specific department or program: Pre-College and Transfer Programs, Library, Student Council, Workforce Training, Health Occupations, and Small Business Development (See EV 1.A.3.5 and EV 1.A.3.6).

The College President's office also prepares packets of information that highlight the College's current activities, instructional direction, new programs, campus development and accomplishments. These packets are customized according to whom the College President will be meeting. They are shared with managers, faculty and staff, community partners, state and federal legislators, and Board members through email, personal presentations, local newspapers, and staff meetings (See EV 1.A.3.7).

1.A.4 Goals Derived from Institutional Mission and Its Resources

The goals of the College are aligned with CGCC's mission and vision and are consistent with college resources. In strategic planning cycles, goals were developed from source documents such as the Academic Master Plan, Facilities Master Plan, department planning themes and the adopted budget, each of which specifically links projects and available resources to goals. Current budget realities and future budget projections are disseminated yearly by the Chief Financial Officer in the CGCC Report on Audit of Financial Statements and Supplementary Information (See EV 1.A.4.1). For example, this information is reviewed by Instructional Services and impacts course offerings and the adoption of new instructional programs designed to meet the criteria of goals one and three.

Previous to the 2001 annexation of Hood River County, a Contract Out of District Agreement funded by the Oregon Legislature allowed CGCC to offer basic skills courses and a limited number of college credit courses in Hood River County. CGCC is in a period of general expansion following the 2001 annexation of Hood River County and the 2004 bond measure passage. These successes have provided the opportunity and resources to extend the College's mission and goals to a greater number of constituents. Current capital construction projects (See Standard Eight) will make it possible for CGCC to further address all nine institutional goals throughout its service area.

Industry partners have supported the development and growth of instructional programs such as Nursing and Renewable Energy Technology. For example, healthcare provider industry partners (Mid Columbia Medical Center in The Dalles; Providence Hood River Memorial Hospital in Hood River; and, Skyline Hospital in White Salmon, Washington) have contributed cash and in-kind faculty to support the Nursing Program (See EV 1.A.4.2). Industry partners for the Renewable Energy Program have contributed assistance with curriculum development, donated equipment or provided access to industry training equipment, provided faculty training, donated time as guest lecturers and filming for an Oregon Public Broadcasting special, supported students with paid internships, and one company has provided a three-year commitment of a $50,000 donation per year (See EV 1.A.4.3). <http://www.opb.org/programs/ofg/videos/view/25-Wind-Turbines>

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1.A.5 Institutional Goals as Driving Force Behind all Institutional Activities

The College's goals serve as a basis for its strategic planning. These nine goals give direction to educational activities, admission policies, selection of faculty, allocation of resources, and planning.

Educational Activities
CGCC's educational curriculum is designed to address the College's mission of "providing lifelong educational programs that strengthen our community" as well as the institution's Goal 1 which states that "CGCC will provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve."

CGCC provides a breadth of coursework that includes pre-college language and basic skills programs, early college entry for high school juniors and seniors, Career and Technical Education programs leading to degrees and certificates, lower division transfer disciplines, and community education programs.

In addition, over the years CGCC has responded to local workforce needs and designed and implemented specialty programs. In fall of 2000, CGCC introduced the Electronic Engineering Technology Program (EET) which trained participants for work in the engineering and electronics field. Graduates were placed in positions with Bonneville Power Administration, the Army Corps of Engineers, and Intel Corporation. In 2001, the College launched its Nursing Program in response to regional healthcare staffing shortages. In 2006, the College and the Mid -Columbia Council of Governments conducted a needs assessment to determine the workforce need for wind turbine technicians. The outcome of the needs assessment was the development of a six-month, non-credit pilot program for wind turbine technicians that was offered January-June 2007 while a credit, one-year certificate and two-year AAS degree were being developed and approved.

The College also provides customized, contracted training and educational services to private and public organizations through its Customized & Workforce Training program. Content for training courses is determined by the needs of the workforce and business and industry. All training is directly related to workplace and economic development needs.

Finally, in its effort to support community enrichment and development, the College's Community Education Program offers over 400 courses per year in areas such as computers, foreign languages, creative arts and Elderhostel. Throughout the college district, courses are scheduled according to community needs and serve over 3,800 students per year.

Admission Policies
CGCC has an open admissions policy, clearly stated in both its annual catalog and quarterly schedule of classes which fits the overall college mission to provide "lifelong educational programs that strengthen our community." Anyone who is sixteen years of age or older who can benefit from the instructional programs offered is admitted. In some cases, it may be appropriate for younger students to enroll at CGCC. Columbia Gorge Community College welcomes students under sixteen years of age with college level academic ability and maturity

to handle the discipline and have the personal skills required for successful completion of college work. Students under the age of sixteen are subject to the rules and regulations of CGCC, as stated in the catalog and the Student Handbook (EV 1.A.2.1 and 3).

Limited entry programs (Medical Assisting, Nursing, and Renewable Energy Technology) have specified prerequisites and/or placement requirements to ensure that students entering these programs have the prerequisite skills and knowledge to successfully begin study. Each of these programs requires a program specific application and is subject to a selection process specific for each program (See EV 1.A.5.1).

In 2006, a new administrative software system (RogueNet) was chosen and installed that integrates business, student services, and instructional processes. As a result, admissions and registration procedures were modified. To assist students with this change, advisors were available on campuses in The Dalles and Hood River to specifically walk students through the new process. Academic advisors continue to be available to assist students, and they keep regular hours at local high schools to assist high schools students with college planning and registration. In June, 2007, the College instituted early fall enrollment by providing an early edition of the fall Schedule of Classes and opening fall registration in June, 2007. Early registration ensures student commitment and allows administration time to plan for the appropriate number of sections to be offered. High school students can meet with their high school counselors prior to the end of the school year in order to plan their college classes and/or get appropriate approval (See EV 1.A.5.2).

Selection of Faculty
In accordance with the Policy A-6 contractual agreement with PCC, CGCC follows the same criteria for hiring all credit faculty. At PCC, the Subject Area Committees (SAC) comprised of department faculty recommend criteria for selection of all faculty in accordance with college-wide practices. Those recommendations are forwarded to the Deans of Instruction and the Vice President of Academic and Student Affairs for approval. These criteria include a Master's Degree in subject area or a Master's Degree in related area or thirty graduate hours in the subject area for college transfer courses. Career and Technical Education positions vary in the requirements depending upon the subject being taught. All credit faculty hired at PCC and CGCC follow these criteria. Each year, the PCC liaison to its contracting colleges reviews faculty files at CGCC to ensure compliance.

Full-time faculty positions at CGCC are advertised through the College's Human Resources Department. As part of the instructor recruitment process, hiring committees (comprised of Instructional Directors, the appropriate Department Chair, faculty, and staff) are formed for full -time faculty hires and follow guidelines as set by the Human Resources Department. Guidelines and forms used to plan for and conduct hiring for these positions are available on CGCC's Intranet (See EV 1.A.5.3-6).

A screening committee composed of selected administrators, support staff and/or faculty will review applications and recommend candidates to be interviewed, and an interview team comprised of a combination of administrators, support staff and/or faculty will conduct the interviews. Interview questions are crafted to match the overall mission and goals as well as

department instructional needs. The interview team will tally candidate scores and recommend the top candidate(s) to the Chief Academic Officer for hire or for a possible second interview.

Adjunct faculty hiring is administered through the Office of Instruction. These positions are advertised through local and regional media sources. Department Chairs and Instructional Directors determine the need for additional adjunct faculty to fill scheduled courses. The hiring criteria follow the same guidelines as stated in paragraph one under the section titled "Selection of Faculty" found above. Non-credit faculty selection is based upon educational qualifications as well as work-place or life experience related to the course being offered.

Allocation of Resources and Planning
Currently, each college department does its own analysis and prepares its budget requests which are then taken to the Executive Leadership Team for discussion. The ELT prioritizes these requests into one list. Based on resource expectations for the coming year, funds are allocated for those requests with the highest priority. Departmental requests that are not funded may be resubmitted the next year or other funding options may be explored.

The Executive Leadership Team recognizes that a more formal analysis of previous spending and resources needs to occur and that the process should be more formally guided by the College's Strategic Plan. There have also been discussions about the need to start the budget planning process earlier in the year so that there is adequate time to prioritize institutional requests according to mission and goals.

1.A.6 Public Service

CGCC plays an essential role in the cultural and community life of The Dalles and surrounding communities. The College provides access to conference rooms, theatrical spaces, classrooms, and other facilities for an extensive range of community and public service activities, most of which are provided at no charge. A sampling of agencies availing themselves of the facilities at CGCC include The Dalles Theater Company; the American Red Cross; the United Way; 4-H; and, the Latino Providers Advocacy Network. In addition, CGCC leases space to various agencies and businesses: Region 9 Educational Service District; Oregon Department of Environmental Quality; Oregon State University Extension; Gorge Networks; KYYT radio station; and, T-Mobile. CGCC also contributes to the annual Community Thanksgiving Dinner by providing kitchen facilities to prepare free Thanksgiving meals for 1500 citizens of the local community, approximately 300 of whom are "shut ins" requiring meal delivery to their homes. The campus facilities have also been available for use by Cycle Oregon as one of their feed stops, supporting approximately 1,000 cyclists. A new outdoor amphitheatre central to The Dalles Campus will be available for community and college events beginning in winter term, 2008.

The Hood River Center, while limited in space, is also available for public use when room is available. When the new Hood River-Indian Creek Campus (HRICC) is complete in fall 2008, it will be available for public events. For example, as a way of introducing the new campus to the community, the Hood River Chamber of Commerce's *Business after Hours* has been scheduled for Friday, September 4, 2008, which coincides with the building ribbon cutting. In

collaboration with the Hood River Watershed Group (comprised of farmers, irrigators, conservationists, scientists and tribal representatives) and the Hood River Valley Parks and Recreation District, CGCC has incorporated expansion of the Indian Creek Trail system in the landscaping development of the new Hood River-Indian Creek Campus. In October 2007, an intense work party was organized involving all of the organizations mentioned above, as well as the Farmers Irrigation District and Bonneville Power Administration. Eventually, community members will have access to the campus creek trail sections while the College continues to investigate creation of riparian areas along the creek in the hopes of reintroducing fish habitat (See EV 1.A.6.1).

Staff and faculty of the College serve the community by volunteering for local school Boards, foundations, city councils, various cultural groups, wellness groups, book groups, church groups and charitable agencies that are a part of the college constituency (See EV 1.A.6.2). CGCC staff along with community members also volunteer to serve in a variety of functions at the CGCC Foundation Annual Founders Cup Golf Tournament, the Foundation's largest fundraising activity (See EV 1.A.6.3). Finally, employees contribute financially to the Foundation through voluntary monthly payroll deductions. For 2006/07, total employee contributions were $8,090, up from $6,325 the previous year, a 28% increase. Foundation funds support student scholarships, library development, Gorge Literacy, faculty/staff development, and emergency student loans (See EV 1.A.6.4).

CGCC provides assistance for small business development, child care referrals, and adult literacy instruction through the Small Business Development Center (SBDC), Child Care Partners, and Gorge Literacy. The SBDC is one of nineteen centers within the State of Oregon supporting emerging businesses by providing management assistance and training. In addition, the SBDC supports local small businesses by making available, at reduced rates, the College's commercial and teaching kitchens to test and perfect products for the market. The Director of the SBDC is bilingual, providing greater accessibility for the large Hispanic community.

Child Care Partners serves college students, employees, and families (parents, grandparents, foster parents, non-custodial caregivers) by directing them to local child care service agencies. Current data for available child care spaces, cost of care, types of care (including preschools), etc. are maintained for collaboration and/or use by local agencies/programs, employers and guide recruitment and program design. Gorge Literacy trains community volunteers to work with adult learners who want to improve their basic reading, writing, math and/or English conversation skills. Services provided by these programs are free.

CGCC is also responsive to community business needs and provides fee-based, contracted training when requested. The Community Education courses provide non-credit education and training to different populations that desire accelerated instruction at a reasonable cost; e.g. computer training, language skills, CPR/first aid, etc. Recently, the Wasco County Fruit and Produce League identified a need for training of their orchard employees so they are able to pass the state pesticide exam. The League partnered with OSU extension and CGCC and developed a program specific to the trade. The curriculum involves math coursework, exam prep and horticultural practices specific to the needs of the agricultural community.

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Finally, the College strives to be a cultural center for the community by providing a variety of events focusing on the arts, humanities, and sciences. The Spring Humanities Series provides an opportunity for students and the community at large to interact with authors, historians, artists, poets, journalists and activists. The Science Summit brings working scientists to The Dalles to share their knowledge and insights regarding current scientific questions. In addition to these two events, the College hosts individual presentations throughout the year, including literary readings, musical groups, and dance troupes. These activities are announced to the community who are invited to participate at a minimal or no charge.

1.A.7 Changes Altering Institutional Mission
Not applicable.

1.A Evidence:

EV 1.A.1.1   Long Range Plan, 1980
EV 1.A.1.2   1990 Retreat notes
EV 1.A.1.3   1995 Standard 1 Report for PCC's Accreditation
EV 1.A.1.4   Long Range Plan, 2001
EV 1.A.1.5   Strategic Planning Update, April 9, 2003
EV 1.A.1.6   Board Minutes August 2003
EV 1.A.1.7   Academic Master Plan 2005-2008
EV 1.A.1.8   2007 Employee Survey Results
EV 1.A.2.1   College Catalog
EV 1.A.2.2   Class Schedules (set of 4)
EV 1.A.2.3   Student Handbook
EV 1.A.2.4   Faculty Handbook
EV 1.A.2.5   Building A Career: Educational Pathways for the Future
EV 1.A.2.6   Health Occupations Promotional Video
EV 1.A.2.7   PSA example
EV 1.A.3.1   2006-07 Student Profile
EV 1.A.3.2   CGCC Board of Directors minutes, September 2007
EV 1.A.3.3   Report on Audit of Financial Statements and Supplementary Information for the Year Ended June 30, 2007
EV 1.A.3.4   CGCC Board of Directors minutes, February 6, 2007
EV 1.A.3.5   Board of Education Historical Report: Presentations March 06 – October 07
EV 1.A.3.6   Health Occupations Power Point Report to Board of Directors (2007)
EV 1.A.3.7   President's Information
EV 1.A.4.1   Report on Audit of Financial Statements and Supplementary Information for the Year Ended June 30, 2006
EV 1.A.4.2   Revised Clinical Site Contract Template
EV 1.A.4.3   Renewable Energy Technology Support Packet <http://www.opb.org/programs/ofg/videos/view/25-Wind-Turbines>
EV 1.A.5.1   Application Packets
EV 1.A.5.2   Summer Term Schedule
EV 1.A.5.3   Human Resources FAQs from <http://Intranet.cgcc.cc.or.us/HumanResources/HumResFAQs.htm>

EV 1.A.5.4   Hiring Requisition Form
EV 1.A.5.5   Hiring Checklist for Staff and Full-time Faculty
EV 1.A.5.6   Screening Committee Pledge Form
EV 1.A.6.1   Hood River News Articles on Indian Creek Cleanup
EV 1.A.6.2   Committee List
EV 1.A.6.3   Golf Tournament Report
EV 1.A.6.4   CGCC Staff and Faculty Contributions to Foundation

1.A Strengths

1. A thirty year contractual relationship with Portland Community College provides oversight in curricula, student services including financial aid, and faculty hiring processes as part of Policy A-6. This relationship forms a strong foundation for the mission and goals of CGCC.

2. Strong community support of the College and its mission and goals by district patrons is evidenced by the community request that the College move to its current location, the passing of a facilities bond to assist with that move, and more recently a capital construction bond that was passed in 2004. A survey by Portland Group prior to the 2004 bond passage showed an 84% level of constituent support.

3. The President of CGCC has successfully lobbied for federal grant dollars from the Departments of Labor and Education to strengthen and improve programs that support the College mission and vision. The College has also received other grant funds, such as the Meyer Memorial Trust Fund to provide Smart Classroom technology (see Standard 8.A.3) in each of the learning areas of the new Health Sciences building being constructed on The Dalles Campus.

4. The U. S. Department of Labor recognized the CGCC Nursing program as a model rural health care training program as a result of its planning and its effective use of resources.

5. Wind industry partners and Science, Technology, Engineering and Mathematics (STEM) advisory committee members have recognized CGCC for its newly developed Renewable Energy Technology training program and the quality of the graduates.

1.A Challenges

1. The mission and goals of a large metropolitan college (PCC) may not reflect the mission and goals of a small, rural college.

2. Current staffing levels keep college employees primarily focused on day-to-day operations rather than long range vision.

3. There has been a lack of consistency regarding the inclusion of the CGCC mission in published materials.

1. Research other small, rural colleges for planning processes and procedures that align quality and responsiveness to community needs.

2. Review current college staffing levels and governance models to determine what is needed to fully implement a strategic planning process that links long range planning and day-to-day operations.

3. Develop guidelines for inclusion of mission statement in promotional and informative materials.

1. B Planning and Effectiveness

CGCC has engaged in three primary institutional planning processes: Strategic Planning, Facilities Master Planning, and Academic Master Planning. Each has been pursued with the College's mission and goals giving direction. These processes have varied histories and levels of accomplishment. Over the years, progress on these documents reveals an organization seeking to build on internal strengths while minimizing internal weaknesses. Each successive attempt at long range planning shows institutional growth in developing priorities which are then translated into operational planning and budget decisions. The College has been successful implementing new program possibilities which are considered through strategic planning and demand analysis. Institutional importance is placed on program review to determine which programs should be enhanced, maintained or dropped; however, in reality program review has been difficult to accomplish.

1.B.1, 1.B.2 and 1.B.3 Planning Strategies: Definition, History & Constituencies

Strategic Plan
The Strategic Plan addresses the College's overall institutional issues and gives direction and meaning to day to day activities by examining the College's values, current status, and environment, and relating those factors to the College's future goals. During its thirty year history, strategic planning efforts have been called the Self Study, the Long Range Plan, the Master Plan and now the Strategic Plan.

It appears that the first Self Study was created in 1980 and was considered a planning proposal for the ensuing five years. While it included departmental analysis and planning, it was a very rudimentary report indicative of the institution's early inexperience with formal planning (See EV 1.B.1.1). A second and more comprehensive long range plan was created in 1984 which included representatives from the College Board of Education, faculty, staff, advisory members, business, industry and governmental agencies. Assistance of an outside facilitator helped to guide this planning process (See EV 1.B.1.2).

In 1986, an organizational analysis of Treaty Oak Community College Service District was completed by a consulting team that analyzed the historical background, methodology, purposes, structure, relationships, mechanisms, rewards, leadership and environment. A

summary of the team's findings revealed the College needed to do more to market itself to the community; that administrators worked in a "culture" where there was too much to do and not enough time to consider what other things needed to be done; and that the organization tried to be all things to all people in terms of education, without an overall "vision" to guide day-to-day, or year-to-year, planning or decision-making (See EV 1.B.1.3).

In 1988, a consultant was retained to begin a year-long process of long range planning sessions with representation from within and outside the college community which culminated in the document "Goals/Objectives/Strategies/Expected Outcomes for Treaty Oak Five Year Plan" (See EV 1.B.1.4).

In July of 1990, the next Long Range Plan was developed at an administrative retreat involving a cross section of college administration, staff and faculty. It was facilitated by the Deputy Commissioner of Community Colleges. At that time, a new mission statement was developed, as well as a series of goals, strategies and activities. Later that year, small groups looked at the timeline and the responsible agent section and made staff assignments. This information was assimilated into the original plan and was reviewed again in the spring of 1992 where some goals were revised and some objectives were added to provide additional direction (See EV 1.B.1.5).

A more comprehensive Long Range Plan was drafted in September 2001 resulting in further revisions to the mission statement, vision, strategies and goals. The goals were then followed by activities, tasks, outcomes, timeframes, and the creation of teams (See EV 1.B.1.6).

Throughout 2002, a Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis was conducted, led by the Dean of Instruction. Focus groups provided input from a large cross section of constituents: students, staff, faculty, Instructional Council, administration, the CGCC Foundation, the Board of Directors, secondary and high school administrators, local governmental representatives, and Latino citizens. The purpose of the SWOT was to identify what were the College's salient strengths and what its opportunities to build upon were, as well as its weaknesses to be addressed. The synthesis of this analysis was to give direction to the planning process for the next three to four years and be included in the development of the 2003 -2007 Master Plan.

The 2003-2007 Master Plan was approved by the College Board on February 10, 2004. Within each of the nine college goals, objectives were identified, major activities were proposed, and accountability measures were listed. Representatives from all the departments participated in the process in which an emphasis was placed on designing objectives that reached for the ideal; however, implementation was limited by actual fiscal and human resources. Ultimately, the process was stalled as staff became caught up in day to day operations. One particular outcome from this planning effort was the development of the Strategic Planning Model that links the three to five year strategic planning process to the annual operational planning. (This model is discussed further in 1.B.4 and 1.B.5.)

In 2006 and early 2007, a five-year review of the strategic plan was begun. In October, 2006, a consultant met with the Executive Leadership Team to explore the strategic planning process as

well as obstacles and barriers that may impede that process (See EV 1.B.1.7). Following this meeting, teams were formed and began the process of updating objectives. Goal Teams included administration, faculty, staff, students, and community members (See EV 1.B.1.8). Teams moved forward at different paces with different results. Work began on creating a structure, timelines, and terminology for the Goal Teams (See EV 1.B.1.9). It was at that time that the College was moving forward with its application for accreditation candidacy, which resulted in a shift of human resources from strategic planning to accreditation. The President and ELT recognize that strategic planning is critical to the success of the College. When the process is restarted in 2008, it will begin with the creation of an activity timeline based on the Strategic Planning Model.

Facilities Master Plan (FMP)
A Facilities Master Plan is intended to help guide the College and its future consultants in providing an optimal physical setting for achieving its mission and academic goals. It identifies a framework for projected campus land uses including existing and new buildings and their associated open space. A comprehensive plan addresses and refines visible campus systems which include Identity and Welcome; Parking and Service Environment; Pedestrian Pathways; and Graphics and Signage.

An early Facilities Space Requirements plan was developed in July 1989 by Paul Franks Architects. This early document, created eleven years prior to the current plan being used, represented a dream of owning separate facilities and acted as a stepping stone to the acquisition of the current campus in 1993 (See EV 1.B.1.10). SRG Partnership, P.C. crafted a second master plan report in March 1994 (See EV 1.B.1.11).

Work began for the College's current Facilities Master Plan in 1998 with activities designed to create a long lasting document that would accurately reflect physical requirements designed to address the College mission and goals. A Space Utilization Study was conducted in September 2000 by the architectural firm, DLR Group. The Space Utilization Study analyzed existing space allocation, assignable square footage, current space requirements for classroom and lab instruction, a community planning process and conclusions to the Space Utilization Study (See EV 1.B.1.12).

With information provided by the Space Utilization Study, a six phase Facilities Master Plan was developed. A number of principles were defined to give direction to the CGCC Master Plan process. One such principle was the importance of a design that would provide the maximum amount of flexibility to accommodate fluctuations in enrollment and also to focus on student interaction, preparation, and growth. The Master Plan is also intended to be of value for the community with the development of the campus reflecting the community's needs. The impact of the Hood River Center was also incorporated in the Master Plan.

Several goals helped shape the Master Plan process. These included taking into consideration short and long-term affordability, expanding the service area, making intelligent decisions regarding land use, and avoiding unnecessary duplication of services and programs between campuses.

Ongoing facilities planning has taken place throughout the College's history with work produced by a facilities committee designed to coincide with and assist bond election activities (See EV 1.B.1.12). The CGCC Master Plan was developed based on the participation and input of a variety of internal and external members of the community. Their involvement included individual interviews, interactive workshops, and information meetings (See EV 1.B.1.13).

Academic Master Plan (AMP)
In the winter and spring of 2005, CGCC engaged in a five-month planning process that resulted in the development of the Academic Master Plan. Fifty-five community members committed to participating in at least three of five sessions with scores of others taking part in focus group sessions held throughout the College district and a membership survey conducted by the Hood River Chamber of Commerce. The AMP was developed to guide instructional programming, hiring decisions, and ultimately facilities decisions. This plan was and is intended to be a "living" document in that the College will continue to engage regional residents to determine and confirm new programs and classes that will drive and support economic and community vitality. The College has used the document in its administrative planning retreats, will use it throughout the renovation and construction period, and in instructional planning and delivery. In addition to providing guidance to the College, a secondary intent for development of the document is its availability for other agencies to use in their planning processes.

Results from prior planning processes and documents (the Strategic Plan, the Facilities Master Plan, and environmental scans) were used as a base from which to begin the process to develop the AMP. The following learning and planning elements were used to update regional information and inform the Planning Group members: (1) Learning Context (Planning Criteria); (2) Learning Audience; (3) Learning Signature (special and unique characteristics of the College); (4) Learning Expectations; (5) Learning Process; (6) Learning Organization; (7) Learning Partnerships; (8) Learning Services; and, (9) Learning Environment (facilities and technology).

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

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

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

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

- Serve patrons across the region.

The focus of the planning process for the AMP was to be inclusive of all constituency groups in the region served by the College. This was accomplished by inviting key community members from both Wasco and Hood River counties and the college staff, faculty, students, and Board to

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participate as The Planning Group. The members represented business, city and county government, workforce and economic development agencies, chambers of commerce, education providers, social agencies, and rural enterprises (See EV 1.A.1.7).

1.B.4 and 1.B.5 Utilization of Findings for Institutional Improvement

The College has had varying degrees of success in putting into action the planning objectives. An institutional model has been created to guide the planning process (See figure 1.B.4.1 - Strategic Planning Model). This circular road map has been adopted philosophically by the College but has yet to be applied consistently.

Figure 1.B.4.1

Columbia Gorge Community College
Strategic Planning Model
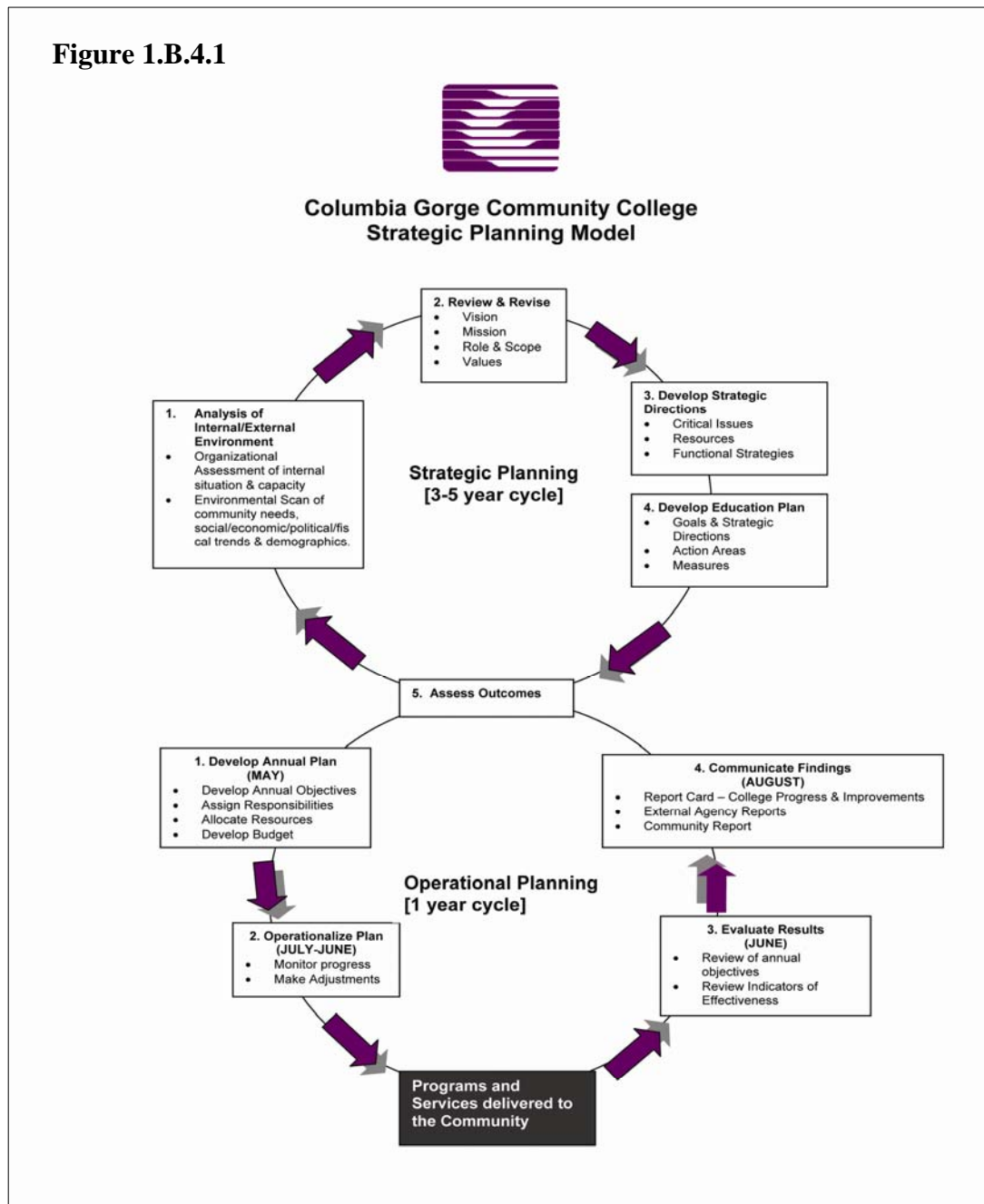
CGCC has followed through on several of the elements of its three major planning processes. The most visual demonstration to date is the capital construction in process that was outlined in the Facilities Master Plan. Two new buildings are currently under construction with plans to remodel and renovate existing buildings in order to fulfill the space requirements needed to meet CGCC's educational goals. Instructional Services utilizes the Academic Master Plan as a guide when determining class offerings, new programs and hiring of faculty. Planning criteria in the Academic Master Plan state that the College will "be responsive to local and regional needs." For example, when the need for the Electronic Engineering Program declined, CGCC was able to retool pieces of the coursework and utilize the same faculty to create a new program, Renewable Energy Technology. Human and financial resources were preserved by conducting a planned, thoughtful reallocation of these resources to meet changing local workforce realities.

Individual departments monitor program purpose and viability and make recommendations to directors and administrators. In addition, department reports may be presented to the Executive Leadership Team who takes the information and applies it to ongoing achievement of mission and goals. For example, the Director of Library Services and the Distance Learning and Instructional Technology Coordinator produce and present annual reports on their departments and activities and accomplishments (See EV 1.B.3.1-2). The success of distance learning opportunities for students outlined in the Distance Learning Report resulted in the allocation of more resources for the development of additional online courses. In addition, the newly developed organizational structure of Department Chairs has created a scheduled forum for intermediary leadership to assist higher level administration to accomplish program evaluations on a more regular basis.

1.B.6 Resources for Planning and Evaluation

Prior to 2006, CGCC's Executive Director of Resource and Economic Development was responsible for resource development, economic development for Wasco County, Foundation oversight, human resources, and strategic planning. Reorganization resulted in these responsibilities being split between two new positions: the Chief Talent and Strategy Officer (human resources and strategic planning) and the Chief Institutional Advancement Officer (resource development, economic development, and Foundation oversight). This action required a significant reallocation of financial resources to support a long recognized need to strengthen these critical areas.

Significant allocation of financial resources had to be made in order to support the current level of faculty participation. Full-time faculty have been given release time or overload pay to participate in Strategic Planning meetings and accreditation work, as well as be active on the Instructional Council and to serve as Department Chairs. Adjunct faculty who serve on standing committees, as Department Chairs or on the former Instructional Council are reimbursed the equivalent of a 4-credit course teaching load. Other ad hoc committee work is compensated at the special project rate. The disparity between teaching wages and special project wages results in a lack of participation of some adjunct faculty in these planning activities. Wages are not always the issue, however. Some faculty are unwilling to make the additional time commitment due to other employment needs. The result is the planning process

can suffer from a lack of full and diverse participation (See EV 1.B.6.1).

Over the course of the College's history, external consultants have been utilized for expertise not available within college staff. Architects, mechanical engineers, arborists, communications specialists, and leadership consultants are just a few examples.

1.B.7 and 1.B.8 Integration and Review of Institutional Research

As a small college, CGCC does not have a designated institutional research department. Currently the majority of institutional research is conducted by the Chief Student Services Officer (CSSO) who prepares the annual Student Profile, the Institutional Effectiveness Indicator Report, the Student Opinion Survey Summary, Oregon Community College Unified Reporting System (OCCURS), the Campus Crime Reporting, the Integrated Postsecondary Education Data System (IPEDS), other data required for grant reporting, and miscellaneous requests for data (See EV 1.A.3.1 and 1.B.7.1-5).

The data collected by the CSSO is consistently used by the Chief Academic Officer (CAO) in development of the college schedule and allocation of resources for new and ongoing programs. Department Chairs, instructional directors, college advisers, the CAO, and the CSSO meet to develop the annual schedule of classes and jointly assess need for classes and programs each quarter. The assessment includes enrollment data, students' education plans, and the Institutional Effectiveness Indicators.

Tracking of students post graduation is done on a limited and informal basis. Tracking would assist the College in evaluating the success of its educational programs and determine whether students are prepared with the necessary skills for the workplace. For example, employment data of graduates would provide valuable information toward program planning.

While the College has a variety of reports available, there is no systematic review of such reports.

1.B.9 Public Dissemination of Planning and Evaluation Results

The inclusion of community members in planning and evaluation processes is one way CGCC disseminates information on institutional effectiveness. In addition, public representation on advisory boards and committees is utilized in planning and evaluating current and proposed programs. The public also receives information about institutional effectiveness through membership on various college advisory boards and committees: Nursing Advisory Committee; Emergency Medical Technology Advisory Committee; Science, Technology, Engineering, Mathematics (STEM) Advisory Committee; ECE Advisory Committee; Budget Committee; and, the Facilities Committee.   Finally, the College reports on its planning activities through local newspapers, radio broadcasts and presentations to business groups and service organizations.

The 2005-08 Academic Master Planning process included community members from education, business and the general public. In order to make informed recommendations, the planning

group was advised on regional demographics and CGCC's Student Profile. From that, they learned about college history, mission and goals, programs and activities, and financial resources. The final planning document was published and distributed to all planning members and posted on the College web site for public information.

Legal notices inviting public comment are placed in local newspapers to announce meetings of: the Board of Education, the Budget Committee, and facilities planning in both The Dalles and Hood River. A member of the press is present at all Board of Education meetings. The College is much better at reporting program successes, grant award notifications, and student achievement than at reporting planning activities.

1.B Evidence

EV 1.B.1.1   Self-Study 1980
EV 1.B.1.2   Long Range Plan 1984
EV 1.B.1.3   An Organizational Analysis of Treaty Oak Community College Service District, April 9, 1986
EV 1.B.1.4   Goals/Objectives/Strategies/Expected Outcomes for Treaty Oak Five Year Plan, February 1989
EV 1.B.1.5   CGCC Retreat July 30-31, 1990, A Look at the "Long Range Plan"
EV 1.B.1.6   CGCC Long Range Plan Draft Template, September 12, 2001
EV 1.B.1.7   ELT Planning Session, October 12-13, 2006
EV 1.B.1.8   Strategic Planning Groups – Master List
EV 1.B.1.9   Current Status of Strategic Plan
EV 1.B.1.10   Treaty Oak Community College Service District Projected Space Requirements for New Facilities
EV 1.B.1.11   Master Plan Report March, 1994
EV 1.B.1.12   Facilities Committee Notebook, Space Utilization Study Volume 1 & 2
EV 1.B.1.13   Facilities Master Plan Volume 1 & 2
EV 1.A.1.7   Academic Master Plan
EV 1.B.3.1   CGCC Library Annual Report, 2005-2006
EV 1.B.3.2   Distance Education and Instructional Technology Plan, 2007-2008
EV 1.B.6.1   College Budget for Faculty
EV 1.A.3.1   2006-07 Student Profile
EV 1.B.7.1   2005 Institutional Effectiveness Indicators Report
EV 1.B.7.2   2006 Student Opinion Survey
EV 1.B.7.3   Oregon Community College Unified Reporting System (OCCURS)
EV 1.B.7.4   Campus Crime Reporting
EV 1.B.7.5   Integrated Postsecondary Education Data System (IPEDS)

1.B Strengths

1. Several planning processes such as Strategic Plan, Facilities Master Plan, Academic Master Plan are in place.

2. Several statistical reports such as the Student Profile, Institutional Effectiveness Indicator

Report and the Annual Library Report providing relevant planning data are in place.

3. The implementation of the Instructional Governance Model provides more opportunity for faculty input into college planning.

4. The inclusion of broad participation in the planning process ensures a variety of viewpoints.

1.B Challenges

1. CGCC currently does not have a system in place to evaluate institutional goals.

2. Adjunct faculty are less inclined to participate in planning processes due to a disparity in rates between teaching and special projects wages, and because of other commitments.

3. The College lacks a systematic implementation and review of strategic plans that incorporates the data in available reports. It has been difficult to integrate action and evaluation within the planning process. Evaluation has been accomplished in bits and pieces without a structured schedule, designated leadership and/or a defined process.

4. College planning activities are not widely disseminated.

5. There is a lack of integration between departments in respect to the College's nine goals.

1.B Recommendations

1. Create and implement an evaluation plan to measure institutional goals.

2. Address the disparity in pay for teaching and pay for special projects to encourage adjunct faculty involvement in the planning process.

3. Develop a strategic planning timeline and make it a college priority in action as well as words. The plan should be reviewed annually to make budget recommendations and changes. College administration must make a commitment to follow the Strategic Planning Model more consistently.

4. Improve communications so that both public and internal constituencies are aware of planning activities.

5. Create a culture that makes decisions based on mission, vision, values, and goals.

Standard 2

Educational Program
and its Effectiveness

Standard Two:
Educational Program and Its Effectiveness

Introduction

Columbia Gorge Community College (CGCC) is a comprehensive community college offering a variety of credit and non-credit programs and courses. Administration of these falls under the Chief Academic Officer (CAO). The current organizational structure is in a state of transition as the Instructional Governance Model is being implemented, with new positions added recently (Department Chair positions added in January, 2007), and new curriculum-focused committees being formed, including Academic Standards and Curriculum Committees. These committees have gone through the design and approval stages, and will be formed in a time frame to be worked out with Portland Community College (PCC) and the Northwest Commission on Colleges and Universities (NWCCU). The goal of these changes is to put faculty in charge of the design, maintenance, and review of courses and programs and to strengthen existing collaboration with Student Services in determining the annual schedule of classes. Oversight of these committees will remain with the Chief Academic Officer.

2.A General Requirements

Currently, CGCC is accredited through its contract with PCC; therefore, the educational program is developed and maintained according to PCC's guidelines and procedures. PCC does this primarily through Subject Area Committees (SAC's), which include all faculty teaching within a particular discipline and are designed to address discipline level issues (such as course creation and revision), and the Educational Advisory Council (EAC) and its committees, which assures consistency across all disciplines, providing planning and direction. While programs and courses used at CGCC are the responsibility of PCC, faculty and administrators at CGCC have a long history of participation. For example, CGCC faculty regularly attend SAC (formerly SACC for Subject Area Curriculum Committee, but changed to acknowledge the broader role they now play) meetings; they also participate in course content revision and textbook selection. Administrators at CGCC also regularly attend EAC meetings. CGCC is just beginning to develop the structure that will allow it to design and maintain its own programs and courses. Within the past few years, CGCC has developed two complete programs, including most of the courses contained within these programs. These are the Nursing Program and the Renewable Energy Technology (RET) program.

2.A.1 Resources of Support

All credit programs and most non-credit courses are delivered at either the campus in The Dalles, or at the Hood River Center. The campus in The Dalles houses all administrative services, student services, and the library. The Hood River Center offers academic advising, registration, cashiering, and has electronic access to the College Library. Faculty are not restricted to a single location, and many teach at both sites. A wide variety of non-credit

courses are also offered at other locations in the different counties that CGCC serves, for example in Maupin, Oregon.

Finding space to offer these programs and courses is an ongoing challenge, especially in Hood River. The communities that CGCC serves, however, have supported bond measures to finance new buildings at both campuses. Both buildings are in the construction phase and will be ready for use Fall Term 2008. This will allow the continued expansion of offerings in Hood River, including a science lab. In The Dalles, the new building will mean new lab space, more classroom space, and the expansion of the tutoring center when renovations to Building 1 are complete.

Staffing presents even greater challenges. Current full-time faculty are called upon to fulfill a number of roles and serve on committees. Additional committees being formed to fulfill curriculum and academic standards oversight will place even a greater demand on those faculty. Adjunct faculty are invited to participate, but these requests are difficult for adjunct faculty to fill due to other employment and life requirements. Additionally, there are two instructional departments where there are no permanent full-time faculty. Those areas are arts/humanities and social sciences. The area served by CGCC is rural, and there is not a large pool of qualified instructors to draw from. While this has not hampered efforts to recruit exceptional full-time faculty, it does create difficulties when trying to find the necessary adjunct faculty to teach scheduled classes, particularly in math, science, Spanish, and English to Speakers of Other Languages (ESOL).

Financial resources are sufficient and stable to support the educational program.

2.A.2 Instruction Goals as Compatible with College Mission

With the exception of the Nursing Program and the RET Program, all programs and courses currently offered at CGCC were designed by PCC. Yet this was said of CGCC in its Academic Master Plan: "*building dreams, transforming lives* was the overwhelming consensus of the Planning Group to best describe CGCC as a small college that provides personalized learning" (See EV 1.A.1.7, page 31). As CGCC develops its own policies and procedures for establishing, maintaining, and assessing courses and programs, this will remain true. These policies and procedures will be developed through two committees, the Academic Standards Committee and the Curriculum Committee. These committees will develop the approval, assessment, and revision process for all programs and courses offered at CGCC. Their first task will be to develop a plan of action to address the creation of programs and courses at CGCC that are compatible with the mission of the College. The scope, purpose, and operating procedures of these committees were developed by faculty working through the Instructional Council. This developmental work will continue throughout the accreditation process; final development and activation will be coordinated with PCC and NWCCU.

Academic Standards Committee
The Academic Standards Committee will be responsible for high level policies affecting instruction and support services for students and faculty. Below are pertinent details from the working document (See EV 2.A.2.1).

The purpose of this committee is to make recommendations to the Chief Academic Officer regarding academic standards policies and procedures. The CAO will move the recommendations forward to the Executive Leadership Team and President as appropriate.

Scope:
- Grade or grading policy;
- Policy on grade categories of incomplete, pass/no-pass, or audit;
- Admission Standards (such as minimum age requirement, test score minimums, residency, current or prior high school status);
- Joint enrollment with high schools;
- Policy on articulation agreement(s) with other post secondary institutions;
- Standards, prerequisites, or minimum qualifications for admission to credit classes;
- Degree and Certificate standards; and,
- Faculty qualifications to teach credit courses.

This committee will be comprised of faculty (full-time and adjunct) and possibly students. Because this committee has not been formed as of the time of this writing, some details remain to be determined. It is the recommendation of the Chief Academic Officer that this committee include personnel from student services. The Department Chairs will continue to work on forming these committees during the 2007-08 academic year.

Curriculum Committee
The Curriculum Committee (CC) will be responsible for details pertaining to specific programs and courses. From its charter:

"The Curriculum Committee shall have the primary responsibility to review the appropriateness and integrity of course and program offerings. The CC will approve course/program initial development, changes, and deletions. The CC will analyze congruence between content and credits, rigor, and the overall effect of the course/program. Recommendations of the CC will be submitted to the Chief Academic Officer. This committee will be comprised of faculty, including Department Chairs and adjunct faculty, the Chief Academic Officer and an instructional director" (See EV 2.A.2.2-3).

2.A.3 Coherent Design of Degrees and Certificates

Degree and certificate programs in the state of Oregon must be approved by the State Board of Education. Currently, under the Policy A-6 contract with PCC, all degrees and certificates that CGCC offers have been developed by PCC faculty and have gone through PCC's approval process before being forwarded to the Oregon Department of Community Colleges and Workforce Development, the Oregon Department of Education, and ultimately the State Board. CGCC has developed two programs with PCC approval. One is the Nursing Program that is a ladder program and more appropriate for CGCC's rural area. The curriculum was developed using curriculum from Chemeketa Community College. Once developed, it went through the PCC approval process. The second program is the Renewable Energy Technology Program. Although PCC does not offer this program, it gave approval for CGCC to develop it.

The RET certificate and AAS degree programs were approved by PCC prior to being forwarded to the State Department of Education for approval. For this, the College had to meet five standards set by the State of Oregon. These are:

Standard A: Need The community college must provide clear evidence of the need for the program.

Standard B: Collaboration The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Standard C: Alignment The program is aligned with appropriate education, workforce development, and economic development activities.

Standard D: Design The program leads to student achievement of academic and technical knowledge, skills and related proficiencies.

Standard E: Capacity The community college identifies and has the resources to develop, implement, and sustain the program.

(From Career and Technical Education, New Program Application, Planning Guide and Application Worksheet Attachments Part 3.)   (See EV 2.A.3.1-4.)

As CGCC gains independent accreditation, it will need to be prepared to provide evidence that programs will have coherent design, appropriate breadth, depth, and synthesis of learning. The committees mentioned above will be developed to assure the assessment of learning outcomes and the requirement of library and other information sources. Current programs meet these guidelines by virtue of the fact that PCC is an accredited institution.

2.A.4 Coherence of Degree Objectives

Degrees offered by community colleges in the state of Oregon are to some extent standardized and must meet these criteria to be accepted across the state. This is outlined more in several sections of this standard. Both PCC and the State of Oregon have a process for degree authorization.

2.A.5 Concentrated Programs

Although the College offers a few concentrated courses, it currently offers no programs in a concentrated or an abbreviated format.

2.A.6 Program Duration

Currently, credits are assigned to particular courses and program length determined by PCC in accordance with state policies and in keeping with higher education degree requirements. Degree content in terms of general education courses is continually reviewed by the Joint Boards Articulation Committee with members from community colleges and four-year

universities in Oregon. This review is in keeping with the desire to develop a more fully seamless education system and assures that programs and degrees are not inflated with courses or credits that will not transfer to other state community colleges and four-year institutions. When CGCC becomes independently accredited, program duration discussion and review will occur through the aforementioned Academic Standards and Curriculum Committees.

Regarding program specific tuition, CGCC does not charge differential tuition for high cost programs. Additional fees are charged for science classes with embedded labs, for some of the nursing classes, art and welding classes that require materials and supplies, and there are nominal fees for hybrid and on-line courses to cover the licensing fees for the online platform. All of these fees are related to extra costs to the College. In the case of chemistry, the added fee charged to students doesn't fully cover the cost of supplies (See EV 2.A.6.1).

2.A.7 Implementation of Curriculum

Currently, PCC is responsible for the design, approval, and implementation of the curriculum. The committees mentioned above were designed for that purpose so at the appropriate time, CGCC will have the infrastructure to take over this responsibility.

2.A.8 Faculty Partnerships with Library

Faculty and librarians at CGCC collaborate on a number of levels to ensure that library use is an integral part of the learning process. Examples of such collaboration include working together on course-specific information literacy instruction; identifying new instruction-related opportunities; creating research-related assignments; and, offering purchasing suggestions and ensuring that the Library has the materials necessary for students to conduct the work faculty expect of them.

In September 2006, CGCC created a new Public Services Librarian position that focuses, in large part, on all types of library instruction and reference services. The Library engages in proactive outreach to encourage faculty members to arrange for library instruction so their students can learn how to do research and use research-related tools. For instance, the Public Services Librarian looks at the course schedule, identifies courses that are likely to have a research component in them, and emails the instructors of these courses to suggest incorporating a library instruction component. Librarians work with faculty to ensure that library instruction is tailored to meet course-specific needs. During the last year, the strongest users of this service have been classes in the following disciplines: Writing, Career Guidance, Psychology, Literature, Reading and Biology. Library instruction is underutilized by some departments that assign research-related work to students. This may be due to the higher number of adjunct faculty in those departments, which makes it more difficult to form partnerships.

To promote information literacy, CGCC will begin offering LIB 199 Spring Term of 2008. Because CGCC is still accredited through PCC, the Public Services Librarian is working in collaboration with PCC's Information Literacy Subject Area Committee (IL SAC) to develop this course. CGCC's Public Services Librarian, participating in the IL SAC, is working

collaboratively with CGCC's faculty Department Chairs to gather input as this course develops. The IL SAC submitted this course through an abbreviated curricular process. The course was approved to be taught for two terms as an experimental course. If successful, the course could be submitted through the normal curricular process to become a regular course.

The Library solicits and welcomes purchasing suggestions from faculty. Faculty may submit requests in person, by email or by telephone. In the last year, a few faculty have met with librarians to specifically discuss collection needs of particular departments, including Anthropology, Criminal Justice, Psychology and Gerontology.

Overall, the Library has much greater communication and collaboration with faculty teaching at The Dalles Campus than it does with faculty teaching at Hood River Center or through distance education. In recognition of this, the Library performed targeted outreach to faculty in Hood River during the 2006-07 academic year to encourage utilization of library instruction and participation in collection development. The Library also created several online research guides for courses taught in Hood River and online to facilitate students finding appropriate library resources to complete their assignments. However, some faculty are not aware that library services are available to them and to students taking courses in Hood River or through distance education.

Currently statewide conversations are happening regarding the place of information literacy in the curriculum of higher education institutions. For instance, a proposal is being drafted for the Joint Boards Articulation Committee which would require that lower-division transfer students meet certain information literacy proficiency standards. If these and other information literacy standards being considered in different venues move forward, curriculum at CGCC will need to reflect those standards, and librarians should be key partners in developing information literacy components in the curriculum. The Curriculum Committee charter does not currently include representation from the Library. However, all faculty committee meetings are open to the public and library staff is welcome to attend as non-voting members to ensure the sharing of information related to library and information standards and to strengthen use of library information resources by faculty and students. As an example, the Director of Library Services attends faculty Department Chair meetings.

2.A.9 Optimal Learning

Because of CGCC's relatively small size, it is unusual to have enough students to offer specialized classes more than once a year. This makes program design a challenge and specific course scheduling difficult. For most specialized programs, this means students must be prepared to enter the program as full-time students (ECE and ED are two exceptions, but the assumption is still that ECE and ED students will be half-time), have all the prerequisites completed, and begin attending classes fall term at the program's inception. To ensure their most expedient completion of the program, students should follow the prescribed schedule.

2.A.10 Prior Experiential Learning

Currently, CGCC does not offer credit for prior experiential learning although PCC is currently exploring this.

2.A.11 Periodic Review of Course Additions and Deletions

CGCC has a strong tradition of offering programs tailored to the needs of the communities which it serves. Shining examples of this include the Nursing Program and the Renewable Energy Technology (RET) Program. As the College moves forward in developing its own policies regarding the creation of programs, this strength must be maintained.

Policy regarding the addition or deletion of programs or courses will fall under the Academic Standards and Curriculum Committees detailed above. As these committees are still in formation, issues regarding review of policy will be built into their operating procedures. At PCC, course additions and deletions are handled by the SAC for the specific discipline. Any impetus for change comes from within the SAC, and possibly from external forces related to what universities within the state are doing. Policy review is done regularly through the EAC.

2.A.12 Program Deletions and Student Accommodations

Policy regarding program termination will be created as the Curriculum Committee is organized during coming years. The current practice, as well as the state requirement, is to stop accepting students into the program scheduled for termination while allowing those in the program to finish. While this is the current practice, there really isn't a formal process. There has been one program closure recently (the EET program). This program was closed primarily due to declining enrollment, and was done in such a way that affected faculty would be released in accordance with the faculty contract. In the final year, second year students finished, but no first year students were admitted to the program. In this way, all students enrolled in the program were able to complete the program.

2.A Evidence

  EV 2.A.1.1   2003 CGCC Self-Study
  EV 2.A.1.2   Instructional Governance Model
  EV 1.A.1.7   Academic Master Plan
  EV 2.A.2.1   Academic Standards Committee Charter
  EV 2.A.2.2   Minutes of IC for February and March 2007
  EV 2.A.2.3   Curriculum Committee Charter
  EV 2.A.3.1   Planning Guide for PTE New Program Applications
  EV 2.A.3.2   Final RET Application
  EV 2.A.3.3   Labor Market Information (required RET application material)
  EV 2.A.3.4   Notice of Intent (required RET application material)
  EV 2.A.6.1   Fee Schedule

2.A Strengths

1. When new programs are created, qualified faculty are hired if needed, during the creation phase.

2. The Curriculum Committee and the Academic Standards Committee, described in section 2.A.2 (See EV 2.A.2.1-3), were designed by faculty to be carried out by faculty. The two programs recently developed by CGCC, Nursing and RET, were also developed by faculty. This level of faculty and industry involvement needs to continue as CGCC moves forward through the accreditation process when CGCC begins to design, maintain, and assess its own programs and courses.

3. Faculty have the opportunity to collaborate with the library on a number of levels, including suggesting new materials for the collection, working together on successful research assignments, arranging for library instruction for their courses, and learning about what the library offers and how to use these resources. The Writing, Literature and Foreign Language Department's relationship with the Library is an example of a strong library/academic department relationship, having collaborated with library in all of these areas in the last year.

4. Faculty receive inservice training on using the Library's electronic resources.

5. The Director of Library Services attends the faculty Department Chair meetings to promote communication and collaboration.

6. Because of the small number of students within a program, students often take the same classes together and proceed through the program as a cohort, providing them with built-in study groups and support networks.

7. The College is very sensitive to the needs of the communities that it serves, and quite flexible in its ability to quickly respond to these needs as evidenced by the creation of the RET, Nursing and Medical Assisting Programs.

2.A Challenges

1. While the College has made tremendous progress recently, hiring several full-time faculty in the past couple years, there are still areas needing full-time faculty. The current ratio of adjunct to full-time faculty is about 6.5 to 1, and there is not a full-time faculty member in every major discipline.

2. For a variety of reasons, not all instructors participate in library and information literacy instruction. This means that if there are multiple sections of the same course, students in one section may receive library instruction while students in a different section may not.

3. There are not enough students to offer specialized classes more than once a year. While these classes are scheduled with the current cohort of students in mind, this leaves little or no flexibility for students.

4. Currently no formal process exists for the proposal of a new program and/or the termination of an existing program.

2.A Recommendations

1. Two new full-time faculty should be hired for program areas currently without full-time faculty, and this should be done within the next two years.

2. All students in degree or certification programs should receive basic library and information literacy instruction early in the course of their studies. Faculty and librarians need to work together on a plan that ensures this.

3. New student recruitment strategies should be considered.

4. Through the Curriculum Committee, create a formal process for the proposal of new courses and new programs and a formal process for the termination of existing programs.

2.B Educational Program Planning and Assessment

Most educational program planning for existing programs and disciplines within the College has been included within PCC's triennial program review process since CGCC is one of PCC's contracting colleges. However, some CGCC Career and Technical Education (CTE) programs, such as Nursing, have program-specific accreditations and undergo periodic review by external professional and governmental accrediting agencies. Once given approval by PCC and the NWCCU, the CGCC Curriculum Committee (CC) will be responsible for reviewing the appropriateness and integrity of course and program offerings. The CC will approve initial development, changes, and deletions of courses and programs. The CC will analyze congruence between content and credits, rigor, and the overall effect of the course/program. Once the CGCC program review process is in place, it will serve as the primary opportunity for faculty to come together and address the prescribed outcomes of the review process. Recommendations of the CC will be submitted to the Chief Academic Officer for approval.

From 2001-03 the focus of several faculty in-services was assessment. Program advisory committees meet regularly with membership consisting of college faculty and staff, local members of the professional community, and employers in the field (See EV 1.A.6.2). Additionally, both transfer programs and CTE programs are assessed using specific data to measure institutional effectiveness which is compiled by the Student Services office and published in the Institutional Effectiveness Indicators Report (See EV 1.B.7.1). The results of all the assessments described above (program review, feedback from advisory committees, institutional research) are shared with faculty and administrators responsible for the programs involved, and they help determine the future direction of each program.

CGCC's Chief Academic Officer created and facilitated an Academic Master Plan (AMP) Committee that consisted of CGCC staff, faculty, students, and members of the local business community. The committee's purpose was to explore the future direction of CGCC programs, and to determine the College's signature program(s). The AMP Committee met on several occasions throughout an extended time frame and provided the CAO with suggestions for CGCC's future focus (See Standard 1.B.1.3).

In December 2006, CGCC created a Career Pathways advisory position whose purpose is to work with local high schools in creating an academic path for high school students to follow from their freshman year through graduation. Students who follow their chosen paths take selective coursework that will prepare them for their transition into their career/college major of choice. The advisor works directly with school administrators in targeting high school curriculum that fits into the students' choice of career paths. The Career Pathways advisor has a set schedule for visiting the local high schools and meeting students who may qualify for the program. Once students are accepted into the program, the Career Pathways advisor will follow their progress from high school through their eventual degree or certificate completion.

2.B.1 Assessment of Educational Programs

CGCC is a contracting college with PCC with the former's programs being reviewed as a part of PCC 's review. All PCC programs engage in a three or four year program review cycle. CGCC's involvement in the review process is primarily at the SAC level at PCC in which CGCC faculty actively participate. Most programs and disciplines at CGCC are not reviewed separately from PCC's.

The basic steps of PCC's review process are outlined below:

- Notification of need to undertake program review;

- Meeting with SAC chairs and administrative support staff to review the process and make sure programs know how to access online data profiles provided by the Institutional Research office;

- SACs name a program review chair and undertake the program review;

- Upon completion of the program review, SACs present a report to the Vice President for Academic and Student Affairs, the Campus President, Deans of Instruction and Student Development, and the division dean responsible for the program or discipline. When programs involve multiple campuses, all affected administrators are invited to participate in the program review presentation; and,

- An administrative response addresses issues and recommendations presented in the program review.

As an example, listed below are the outcomes that are applicable to all programs/disciplines on which PCC program reviews focus:

- Improve the quality of teaching and learning by asking faculty, staff and administrators to reflect upon and examine teaching methodologies, learning outcomes and curriculum;

- Maintain instructional quality consistent with the standards of excellence within the program/discipline;

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- Respond to changing needs of students and the community;

- Ensure that curriculum keeps pace with changing industry demand and continues to successfully prepare students to enter a career field; and,

- Develop recommendations for improvement to the program/discipline.

Educational Programs and Effectiveness

CGCC/PCC Department Review

Department Reviewed	Year Reviewed
Library—Annual Report	2003-2004
Library—Program Review	2002-2003
Nursing Program—Self-Study Report of Compliance	2002-2003 (Submitted Oct '03)
Nursing Student Focus Group—Program Assessment	Year unknown – not on document
Skill Center—Program Review, Annual Report	2002-2003 (Submitted June 2003)
Professional Technical—Program Review Professional Technical Programs—Program Review	1997-1998 1996
Lower Division Collegiate and Developmental Education—Program Review	1998-1999
Electronic Engineering Technology—Program Review Plan	2002-2003 Submitted April 2003
Mathematics Program—Program Review	2003-2004 Includes Review from 2001-2003
Business Survey—Office of Professional Technical Education	August 2001
Computer Application Systems, Office Systems, & Business Accounting—Program Review	2001-2002
Biology—Program Review	2003
Writing Assessment for Learning	2002-2003
Instructional Programs—Annual Report	2000-2001

Several Career and Technical Education programs have program-specific accreditation and undergo periodic review by external professional and governmental accrediting agencies. The schedule is different for each program. These efforts involve a self-study, typically a site visit by external reviewers, and a process resulting in commendations and recommendations. The

results of the accreditation reviews are examined by the program faculty, appropriate instructional director, Chief Academic Officer, ELT, and the Board of Education. Fully addressing accreditation recommendations is expected. Program accreditation self-study reports and agency responses are available in the instructional services office or the office of the program director for each of the specific programs (See EV 2.B.1.1). Program specific accreditation, the accrediting or review agency, and the date of the last review are listed below:

Program Specific Accreditation Schedule

Program	Accrediting or Review Agency	Date of Last Review (Next scheduled review)
Nursing (RN program)	Oregon State Board of Nursing	2006 (2014)
Nursing Assistant (CNA)	Oregon State Board of Nursing	2006 (2008)
EMT	Oregon Health Division Trauma and EMS Section	2005 (2010)
ABE/GED/ESL	Oregon Department of Community College and Workforce Development	2002-03 (2008-09)
Small Business	U.S. Small Business Administration & Development Center; Oregon Small Business Development Center Network	2006 (annually)
Child Care Partners	Child Care Aware Quality Assurance Program (national accreditation program)	2006
Medical Assisting	American Association of Medical Assistants	2009

2.B.2 Publication of Expected Learning Outcomes

Program outcomes that have been developed by PCC are listed in the College Catalog. Achievement of program-level outcomes is generally assessed on the basis of completion of degree requirements. Some CTE degree students also take specialized licensure or certification exams and the results are used by the CTE faculty and director for program improvement.

Data provided by the Oregon University System (OUS) serve as a general measure of transfer success for CGCC students who enroll at four-year public institutions in Oregon. Reports compare average GPA for CGCC students with all Oregon community college transfers and OUS continuing students.

CGCC's Chief Academic Officer and Chief Student Services Officer have been working with the Oregon Council of Instructional Administrators and the Oregon Council of Student Services Administrators respectively in collaboration with the Joint-Boards Articulation Committee

(JBAC) to align the General Education outcomes and course criteria to improve the effectiveness of the AAOT degree (See EV 2.B.2.1). In addition, as members of these councils, they are involved in developing a community college strategic work plan for 2007-2013 that will address Oregon's 40-40-20 educational goal (See EV 2.B.2.2).

The CTE programs also review their curriculum according to the needs of business and industry. An example of this is the Renewable Energy Technology program in which a need for trained technicians was identified within the local business community. With the help of the Wind Energy Consortium and the Science, Technology, Engineering, and Math (STEM) Advisory Committee, a program that fulfills the industry needs and provides family wage jobs for the members of the community was created. Some CTE programs use a variety of methods to measure student success, including standardized and locally developed tests, student surveys, pre and post tests, classroom observations, performance on national licensure tests, course-embedded assessment, exit interviews, and job placement statistics. For CTE programs, advisory committees continue to be an integral part of the assessment cycle. Advisory committee involvement can contribute to a more meaningful and relevant assessment activity

The expected learning outcomes for the Nursing Program is evidenced by successfully passing clinical, skills lab, and theory tests each term—these are linked with each other and have objective tools and tests to assess if that learning has been accomplished. Ultimately, after the first and second year of the program, the students have a national licensure test they must pass to be either a Licensed Practical Nurse (LPN) or a licensed Registered Nurse (RN). CGCC uses the national licensure pass rate of its graduates as a measure of success, as does the Oregon State Board of Nursing which has a requirement of 85% or higher pass rate (CGCC has a 100% pass rate) over a two year period requirement for nursing education programs in the state. The Nursing Advisory Committee advises the program to the needs of the community partners.

The Nursing Program also employs two surveys related to employer and student satisfaction that is fashioned after the National League of Nursing (NLN) criteria for competencies of nurses. Findings from these are used for development, maintenance and revision of the program, and/or program outcomes (See EV 2.B.2.3).

Each year the Student Services Office publishes an Institutional Effectiveness Indicators Report (See EV 1.B.7.1) which includes such student success indicators as Progress toward Educational Goals, Completion of Educational Goals, and Transfer to Oregon University System. This report is presented to the Board of Directors, faculty and the general college community for review each year.

2.B.3 Institutional Evidence of Assessment Activities

Assessment activities at CGCC that lead to the improvement of teaching and learning occur both formally and informally. The informal method includes conversation among faculty and between faculty and students about teaching methods that work and that do not work. Some of the venues for faculty exchanges are: faculty brown bag sessions that occur three times per term; faculty in-services that occur twice per year; and, department meetings that occur at least twice per year. Faculty also use student course evaluations and student performance in courses

to evaluate the effectiveness of their instruction. These methods can help determine changes regarding curriculum, course delivery methods, and types of student assessments.

In addition, some faculty have been involved in professional development opportunities in which they are learning how to write course outcomes that describe what they want their students to be able to do with the knowledge in their course and then how to assess those outcomes. This is a change from course outcomes that are focused on content knowledge only. Those participating include:

- Three instructors (Psychology, RET, and Business) participated in a Course and Outcomes Training at PCC in 06-07;

- The full-time chemistry instructor participated in the General Education Outcomes Workshop at the Student Success and Retention Conference in February 2006;

- The full-time biology instructor attended a two-day institute focused on student learning outcomes for the Anatomy & Physiology (A&P) sequence in July 2004;

- Many instructors participated in professional development activities that have improved teaching techniques (See EV 2.B.3.1);

- Two instructors (Pre-College program) completed Masters degrees (2003 and 2007) in Adult Education from OSU in which outcomes-based course design (Instructional Systems Design) was a major focus; and,

- One faculty member has been participating in a training workshop for Quality Matters, a quality assurance program for online classes, which looks at outcomes and assessments.

2.B Evidence

EV 1.A.6.2   Committee Lists
EV 1.B.7.1   2005 Institutional Effectiveness Indicators Report
EV 2.B.1.1   Self-Study Reports
EV 2.B.2.1   AAOT Degree General Outcomes Revision
EV 2.B.2.2   SBE and CCWD Community College Strategic Work Plan
EV 2.B.2.3   Nursing Program Satisfaction Surveys
EV 2.B.3.1   Examples of Faculty Professional Development Promoting Changes in
             Outcomes/Assessment in Course Design

2.B Strengths

1. Several CGCC faculty members have been actively involved in PCC's program assessment committees. As a result, these members could aid in the development of similar committees at CGCC. CGCC has established connections with specific program review committees (Nursing and RET, for example) and are familiar with processes involved in creating such committees.

2. CGCC has created strong ties with local business and industry by providing skilled employees from our established academic programs. One of CGCC's strengths is that it is flexible and can react quickly to the employers' needs/requests.

3. CGCC has a good working relationship with local high schools.

4. To date CGCC has invited not only the campus community, but the community in general, to provide input into the direction it should be taking with regard to the programs being offered.

5. CGCC has adopted a new instructional governance model and the use of "trial" periods to test new processes or structures with process reviews after a period of time that allow for revisions if necessary.

2.B Challenges

1. CGCC does not have its own identified core outcomes.

2. CGCC does not have policies and procedures, independent of PCC, to assess whether course offerings and course and program outcomes are appropriate.

3. Authentic assessment activities that lead to the improvement of teaching and learning are inconsistent across disciplines and are not always performed.

2.B Recommendations

1. Form a committee to study and recommend institutional core outcomes. A timeline will be established to include newly established program and course outcomes. This is to be followed by its implementation.

2. Provide professional development opportunities to assure that faculty understand how to write program and course outcomes that describe what students will know and be able to do with the knowledge gained in their courses and program.

3. Provide professional development opportunities to assure that faculty understand how to create authentic assessment which includes meaningful tasks drawn from real-world contexts when possible and how to link assessments to outcomes. Require examples of authentic and linked assessments as described above from all faculty.

2.C Undergraduate Program

CGCC offers three transfer degrees through its contract with PCC. All degrees are reviewed and approved by the OCCWD, the Office of Degree Authorizations, and the State Board of Education. Transfer degrees are developed in coordination with the Oregon University System (OUS). The Associate of Arts-Oregon Transfer (AAOT) and the Associate of Science degrees have a core of general education courses prescribed by the state, and they are distributed across the major general education divisions. The AAOT degree is currently under review by a

committee comprised of community college faculty from across the state with the goal of standardizing the degree statewide. Career and Technical Education degrees and certificates are also offered. All of these that are of one-year or longer duration have a core of general education courses, or have identified that this core is embedded within program-specific courses.

2.C.1, 2.C.2 and 2.C.3 Oversight of General Education Requirements

The 2007-2008 College Catalog has a long and detailed section describing its various degrees and programs entitled "Degrees and Programs" (See EV 1.A.2.1). Included are general program requirements, CGCC's philosophy statement, core outcomes, recent perquisite changes, specific degree requirements and options, and the conversion from three to four credits for some of the lower division collegiate course work. From these descriptions, it is clear that not only are offerings included from the humanities and fine arts, the natural sciences, mathematics, and the social sciences, but also that a broad selection from each is required for degree or certificate completion. The Degrees and Certificates Committee of PCC's Education Advisory Committee is primarily responsible for the oversight of the general philosophy and specific requirements for all degrees and certificates offered.

2.C.4 Institutional Articulation for Transfer and Acceptance of Credit

As a contracting college, CGCC is bound by the policies of PCC. Questions of transfer are dealt with through PCC's structures, and degree partnerships used at CGCC are agreements made by PCC. CGCC has begun the process of forming its own degree partnerships. (See 2.G below.)

2.C.5 Academic Advising

CGCC provides academic advising services for new and returning students at both The Dalles and Hood River campuses. Advisors also facilitate new student orientations which are offered each term in person. New students are required to meet with an advisor prior to their first term registration, and then periodically, depending on the development and length of the students' education plans, throughout the length of their academic programs. The education plan reflects the curriculum required within the student's chosen academic program and is developed in a collaborative effort between the academic advisor and the student. The education plan can be set up for as little as one term, or as long as one year, depending on the academic program and the student's level of academic proficiency. Education plans can be accessed by the student via the CGCC web site. CGCC has also developed a link on its web site for students to ask advisors questions. In some cases, depending on location or work schedule, CGCC advisors arrange telephone advising sessions with returning students; however, such a service is not generally available for new students. During the initial advising session, new students review their placement scores and establish an educational path; therefore, telephone advising sessions are not recommended. Students wishing to alter their education plan can do so by meeting with an advisor and updating their academic information.

CGCC academic advisors have developed work sheets for each degree and certificate program

offered at the institution (EV 2.C.5.1). The worksheets provide an outline of the required coursework, and a list of the restricted electives for each program. The advising work sheets are available on the web site for students to access and print if desired.

CGCC provides advisors for specific degree programs (Nursing, RET, ECE, etc.); however, all advisors can facilitate basic advising on all programs offered. All advisors are trained in advising transfer students and facilitate and advertise opportunities for students to meet with representatives from other institutions.

The Career Pathways advisor schedules weekly visits during the school year at The Dalles-Wahtonka, Hood River Valley, and Dufur high schools. The advisor meets with individual high school students who wish to explore a chosen career path and assists them in determining the education required in order to find employment in their field of choice.

An Academic Advisor visits Washington state middle schools and high schools on a yearly basis, by invitation. During such visits, the advisor provides students and school administrators with information regarding program offerings, the admissions process, and facilitates the ASSET test to potential students of Running Start, the state of Washington program for dual credit for juniors and seniors.

In September of 2007, the CGCC Student Services Department hosted a New Student Orientation in which 170-180 participants (new students and their families, faculty, and staff members) attended. The orientation consisted of a picnic, a tour of the facilities, a department information forum, and prize raffles.

2.C.6 Developmental and Remedial Course Work

All entering students are required to take placement tests for reading, writing and mathematics. For students not ready for college level work, CGCC offers extensive pre-college coursework in reading, writing, and mathematics in Adult Basic Skills Development, as well as General Education Development (GED), Adult High School Diploma (AHSD), High School Credit Completion programs, and English Speakers of Other Languages (ESOL) classes (See EV 1.A.2.1).

2.C.7 Adequacy of Faculty

The ratio of adjunct to full-time faculty is high, but, adjunct faculty must meet the same requirements as full-time faculty, and these adjunct faculty have a wide variety of highly desirable skills. For example, in the Mathematics Department there are faculty with backgrounds in education, government, industry, and physical sciences. However, CGCC does not have full-time faculty representing each major field of study in which it offers courses (See EV 2.C.7.1). (See section 2.A for a complete discussion of this issue, and for related challenges and recommendations.)

2.C.8 Testing and State Licensure

Students successfully completing all course requirements for the Practical Nursing Program can apply for testing through the National Certification Licensure Examination to hold a national and state Practical Nurse license. Students completing the Associate of Applied Science program are eligible to sit for the National Certification Licensure Examination to hold a national and state Registered Nurse license.

Students completing course requirements for Emergency Medical Technician Basic are eligible to test for National and State certification through the National Registry of Emergency Medical Technicians and through the Oregon State Human Services EMS Certification and Training. The Emergency Medical Technician Intermediate course leads to an Oregon State licensure. Students must pass both written and skills exams in order to acquire these certifications. A forty-four hour First Responder course qualifies students for a written and skills examination for Oregon State Human Services EMS Certification and Training First Responder certification.

Successful completion of Nursing Assistant 1 qualifies a student to take a written and skills exam to achieve state licensure through the Oregon State Board of Nursing. Students completing Nursing Assistant 2 and Medication Aide training can receive state licensure through the Oregon State Board of Nursing by taking a written examination.

A one-year certificate program in Medical Assisting can qualify students to sit for a written test and become nationally certified through the American Association of Medical Assistants.

The following table shows the results of all exams mentioned (See EV 2.C.8.1):

a) Percentage of participant certification or licensure exam takers who have passed:

Health Occupations Training (July 1, 2004 to Sept. 30, 2007)	# Eligible for exam	# Took exams*	# Passed exams	% Passed exams
Nursing	70	56	56	100%*
Practical Nurse	92	49	49	100%
Nursing Assistant	242	191	186	97%
Nursing Assistant 2 (Restorative Aide)	12	12	12	100%
Medications Aide	15	11	11	100%
Emergency Medical Technician	50	38	34	89%
First Responder	172	109	109	100%
Total	653	466	457	98%

2.C Evidence

EV 1.A.2.1   College Catalog pg 38-74
EV 2.C.5.1   Degree and Certificate Program Worksheets
EV 1.A.2.1   College Catalog pg. 34
EV 2.C.7.1   Faculty by Discipline 2007-2008
EV 2.C.8.1   Department of Labor (DOL) Report October 31, 2007

2.C Strengths

1. Through recent increased presence on the local high school campuses, CGCC has built a stronger working relationship with each school. As a result, the academic advisors have been asked to participate in a greater number of recruitment-oriented activities, and to provide advising services for students wishing to explore career/education options.

2. The guidelines surrounding academic advising still allow for face-to-face contact with students; however, they empower the student to take more responsibility for furthering their education. Examples of this paradigm include online access to the education plan that they helped develop; online registration; and, required periodic contact, either in person, or via the telephone or Internet, with an academic advisor.

3. New student orientations allow students to connect with peers, as well as with members of the faculty and staff, and become oriented with the college campus. The student's family members are also encouraged to attend, which can lead to increased support in the home environment.

4. CGCC recently developed an articulation agreement with OIT in which the two colleges agreed to accept specific curriculum included in both AAS Business Management and AAS Accounting degrees that fulfill specific major requirements for OIT's BS degree in Operations Management.

5. Through CGCC's affiliation with PCC, degree partnerships are already in place at six Oregon four-year institutions (OSU, PSU, OIT, Marylhurst University, Linfield College, and Concordia University).

6. Core outcomes and specific degree/certificate requirements are already in place, and these will provide practical guidelines for establishing CGCC's own standards.

7. Information is provided to pre-college students in the form of in-class presentations regarding the transition into taking college level course work. Information includes programs being offered and available funding resources (financial aid/scholarships/third party).

8. CGCC recently established faculty Department Chairs to oversee the different disciplines represented in the College's course offerings.

9. Developmental mathematic course preparation at CGCC is particularly effective. Typically, at least half of the College's calculus students started in Math 60, and some started in Math 20.

2.C Challenges

1. As CGCC moves forward through the accreditation process, policies for the acceptance of transfer credit from other community colleges, private colleges and universities, and credit for prior learning will have to be formed. CGCC will also have to form its own degree partnership agreements with universities.

2. Students feel disempowered with their over-reliance on advisors, and some require constant assistance and guidance.

3. The General Eduction philosophy statement found in CGCC's catalog is taken from PCC's catalog and may not adequately represent the CGCC service area.

4. The 2007-2008 College Catalog does not provide a clear explanation of the fact that remedial and developmental classes cannot be applied toward any degree or certificate.

2.C Recommendations

1. That CGCC either train a current Student Services employee, or hire someone specifically to develop policies for the acceptance of credit and maintain partnership agreements with current institutions. Current PCC policies and institutional partnerships could serve as guidelines for our own policy development.

2. Implement the procedures listed in the Advising Handbook that promote student empowerment and responsibility for their own success. CGCC should strive to provide students with access to tools, resources, and opportunities for skill development that they can utilize with regard to academics, and in other aspects of their lives.

3. Recruit campus-wide for individuals to sit on a committee that will assist in developing CGCC's philosophy statement with regard to programs being offered and their outcomes.

4. Provide more clarification in the College Catalog with regard to the non-applicability of developmental and remedial courses toward CGCC degrees and certificates.

2.D, 2.E and 2.F Graduate Work

Not Applicable.

2.G Continuing Education and Special Learning Activities

CGCC offers a variety of opportunities for individuals to accumulate college credits while maintaining their current status within the community. High school students who meet established academic standards are provided the opportunity to enroll in college coursework and receive both high school and college credit for successful completion of the course either through Project Advance or Expanded Options. Project Advance instructors are provided program-specific curriculum. Students who are planning to transfer on to a participating

Oregon four-year college or university are provided the opportunity to take classes at both institutions and combine their credits from each school to maintain their full-time status. Individuals working in the area of Emergency Medical Services can take classes that keep their skills and certifications current with the state of Oregon's requirements

CGCC is a Certified Training Center (CTC) for the American Heart Association. The coordinator for the CTC supervises the eighty-six faculty who are aligned with this training center. During the 2006-07 academic year, 2,121 students were trained in one or more of the courses included within the scope of the CTC. The courses taught are:

- Healthcare Provider CPR
- Heartsaver CPR and AED (Automatic External Defibrillator)
- First Aid for Adults, Infants and Children
- Advanced Cardiac Life Support

Dual Credit

Expanded Options: In accordance with the State of Oregon, and in cooperation with local area high schools, CGCC provides advising and registration assistance to Oregon high school students included in their respective schools' Expanded Options program. This program allows high school students (Juniors and Seniors) to enroll in college courses, and upon successful completion of a course, receive both college and high school credit for the class. The students' tuition, books, and fee expenses are paid by the State of Oregon, through their respective high school.

Project Advance: High School teachers who have credentials that match college faculty hiring requirements may collaborate with the College to use the College Course Outcome Guide and offer college courses that provide both high school and college credit. The classes are a part of the high school course offerings and are taught at the high school. Students are charged a transcripting fee. Direct costs of instruction are borne by the high school.

Running Start: The State of Washington has a program similar to the Expanded Options program in which the state covers the tuition cost of students (Juniors and Seniors) in the Running Start program. These students are also able to receive both college and high school credit for specific courses taken at CGCC.

Career Pathways: In spring 2006, CGCC created a steering committee led by the Chief Student Services Officer to begin the work of developing career pathways within the Career and Technical Education (CTE) programs. The goal of this work is to make college accessible to all by easing student transitions along the education continuum and to focus on demand occupations in the local labor market to meet employer needs.

CGCC has identified four separate career pathways: Science, Technology, Engineering and Mathematics (STEM), Business, Health Occupations, and Early Childhood Education (ECE). Through a series of grants provided by the state of Oregon, CGCC has been able to hire a Career Pathways advisor to work specifically with students in regional high schools to identify

common links between secondary and post-secondary coursework, advise high school students regarding appropriate preparation for college coursework in an effort to reduce remediation, and expose students to various careers within each pathway. Additionally, CGCC staff and faculty, along with business partners, are working together to develop multiple entry and exit points within each pathway to address the needs of the adult learner.

Degree Partnership: CGCC, through its relationship with PCC, has established agreements with five Oregon universities (OSU, PSU, OIT, Marylhurst University, Linfield College, and Concordia University) in which students can be enrolled at both schools during the same term and receive student benefits at both schools. Some of the benefits include utilizing financial aid at both institutions and access to library and tutoring services at both schools. Students can attend both schools on an adjunct basis, and combine credits to be considered full-time students.

Course and Program Articulation: CGCC recently developed an articulation agreement with OIT in which they agreed to accept specific curriculum included in both CGCC's AAS Business Management and AAS Accounting degrees that fulfill specific major requirements for OIT's BS degree in Operations Management. CGCC and OIT are currently developing an articulation agreement for CGCC RET graduates to enter OIT's Renewable Energy degree program (See EV 2.G.1).

CGCC offers continuing education coursework in education for teachers wanting to become re-licensed. Examples of these courses include, but are not limited to, ED 102 Displays and Graphics for Educators; ED 217 Classroom Management; and, ED 258 Multicultural Education (See EV 1.A.2.1).

CGCC does not currently have a Study Abroad program in place. However, CGCC students do have access to the PCC Study Abroad program, which includes academic term programs in London, England; Florence, Italy; Barcelona, Spain; Nagaski, Japan; and, Oaxaca, Mexico. Students can learn about the program on the PCC Study Abroad web site (See EV 2.G.2-3).

All CGCC instructors who teach credit courses, on or off campus, are subject to the same credential requirements as outlined in the PCC accreditation policies.

2.G Evidence

EV 2.G.1   OIT Articulation Agreement Document
EV 1.A.2.1   College Catalog
EV 2.G.2   PCC Web Site <http://www.pcc.edu/about/international/study-abroad/>
EV 2.G.3   PCC College Catalog   <http://www.pcc.edu/about/catalog/>

2.G Strengths

1. CGCC has established a good working relationship with local high schools with regard to advising students participating in the Running Start, Expanded Options, and Career Pathways programs.

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2. CGCC has an established relationship with current Degree Partnership institutions. As such, the current agreements CGCC has with PCC are tenable and can be updated as needed.

3. CGCC maintains a positive presence within the community with regard to supplying instructors and classroom space for community-based agencies/businesses to keep their employees current.

2.G Challenges

1. CGCC does not have Degree Partnership agreements with other institutions separate from PCC.

2. CGCC has not conducted an analysis of the effectiveness of the Project Advance, Running Start, Career Pathways, and Expanded Options programs.

2.G Recommendations

1. CGCC will need to create new Degree Partnership agreements with those universities it currently has agreements with through PCC.

2. Create a database for Dual Credit students so that the effectiveness of the program can be analyzed.

2.H Non-Credit Programs and Courses

The importance of learning in the 21st century will continue to grow. Lifelong learning will be critical in order to stay current in jobs, and to grow personally and be better citizens. Non-credit programs and courses fulfill a need of adult learners engaged in lifelong learning in an ever-evolving world.

Community Education

Program Description
The Community Education Program offers over 400 courses per year in areas such as recreational and outdoor sports, vocational or work-related courses, computer science, foreign languages, creative arts and Elderhostel.

Courses are continuously evaluated for their relevancy and eliminated if necessary. New programs are developed once or twice each year. There are currently two new programs in various stages of development. With the growing number of vineyards and wineries in the area, there has been a need to offer viticulture and enology courses, featuring pruning techniques, vineyard tours, and winery sanitation. Students of these classes range from vineyard and winery owners to hobby grape growers.

The development of the Hispanic Orchard Employee Education Program began as a response to local orchard owners need for staff development of non-English speaking orchard workers.

This program was rolled out in fall 2007, offering courses in three areas: basic math, pesticide applicators exam prep class, and horticulture. All classes are taught in Spanish.

Some non-credit programs are bridges to credit programs and AAS degrees. For example, the Power Plant Trainee Training Program was delivered as a contracted customized training to the US Army Corps of Engineers employees. After four years, it transformed to an AAS in Electronics Engineering Technology. In January of 2007, Wind Turbine Maintenance Technician was a six-month pilot program that led to a one-year certificate and AAS in Renewable Energy Technology.

Throughout the college district, courses are scheduled according to community needs, and they are administered by four managers (the Adult Continuing Education Coordinator; the Health Occupations Coordinator; the Child Care Partners Coordinator; and, the SBDC Director) and serve over 3,800 students per year. The Instructional Services Department is responsible for the administration of Community Education. Over the past four years, the state has redefined which Community Education classes are reimbursable. This has resulted in changes in course pricing and in the number and type of courses offered. Community Education lost nearly 60% of its enrollment over this time period. The goal of the Community Education Program is to be a self-supporting department that would establish an equitable fee structure based on real department expenses, including salaries, benefits, instructor costs, and direct program costs. This structure would allow the department to meet expenses, both direct and indirect. Currently, Community Education is self-supporting only in direct costs.

Customized and Workforce Training

Program Description
Customized & Workforce Training provides customized contracted training and educational services to private and public organizations. Content for training courses is determined by the needs of the workforce and business and industry. All training is directly related to workplace needs. Customized workforce training instructors have qualifying backgrounds either in education or have work experience in the appropriate subject area. These instructors are adjunct, non-credit faculty and are selected for specific assignments by the coordinator. Instructors and management staff are responsible for the design and delivery of all Customized & Workforce Training courses. Employees of businesses receive training in leadership and supervisory skills, computer software applications, manufacturing principles, and job site safety.

Revised Fundamentals of Caregiving (RFOC) is a state of Washington-approved curriculum designed to train Department of Social and Human Services (DSHS)-contracted Individual Providers and home care agency providers who provide in-home personal care services to DSHS clients. RFOC is a 28-hour class. Competency testing is required for this class, and Continuing Education Units are awarded to those who successfully complete the course.

Policy 2.1 General Education/Related Instruction Requirements

General Education
As stated in the PCC explanation for Standard 2.1, the Oregon Joint Boards Articulation Committee has outlined requirements necessary for transferring students to meet their lower-division general education requirement for a baccalaureate degree. CGCC, through its relationship with PCC, offers the Associate of Arts Oregon Transfer degree, which requires at least ninety credits including a distribution from Arts and Letters, Social Science, and Science and Mathematics courses. An outline of the requirements is provided in the College Catalog and on the CGCC web site under Programs/Classes, and then under Degrees & Certificates. <http://www.cgcc.cc.or.us/Academics/degreesCertificates.cfm>

Students who are pursuing a bachelor's degree in Science or Engineering can choose to complete the Associate of Science transfer degree, which offers more flexibility than the AAOT and has fewer, less restrictive distribution requirements. This allows the student to add more courses in the intended major field of study. An outline of the requirements is provided in the CGCC College Catalog (page 38) and on its web site under Programs/Classes, and then under Degrees and Certificates.

A similar degree, the Associate of Science Oregon Transfer-Business degree, is designed for students who plan to transfer credits to any OUS school and to seek entry into that institution's business school program. All of these degrees result in the student meeting the lower division general education requirements. An outline of the requirements is provided in the College Catalog (page 44) and on its web site under Programs/Classes, and then under Degrees Certificates.

Most of the Associate of Applied Science degrees were developed and are under the guidelines and policies established by PCC. The exceptions include the AAS degrees in Nursing and Renewable Energy Technology which went through PCC's approval process even though the programs were developed by CGCC. The Nursing degree, which is described in the CGCC College Catalog and on its web site under Programs/Classes, and then under Degrees & Certificates, was developed by the nursing faculty. The Oregon State Board of Nursing has granted accreditation to CGCC's Nursing Program. A description of the RET program and admissions policies can be found in the CGCC 2007-2008 Catalog. The accreditation is through PCC and is subject to its policies and requirements.

Under PCC guidelines, all degrees require a general education component and competency requirements in math and composition that meet the standards for related instruction in applied programs. Degree requirements are listed on pages 40-51 of the 2007-08 CGCC College Catalog and on the CGCC web site under Programs/Classes and then under Degrees and Certificates.

Certificates of one year or more are required to either include course work in the three related instructional disciplines (writing, math, and human relations).

The CGCC Core Learning Outcomes are those established by PCC and followed by CGCC.

These outcomes can be found in the 2007-08 CGCC College Catalog (pages 41-42) and on the CGCC web site under Instructional Services and then under Catalog (See EV 1.A.2.1). <http://www.cgcc.cc.or.us/StudentServices/documents/StudentCatalog.pdf >

The Core Learning Outcomes reflect CGCC's philosophy that graduates should be able to competently convey themselves in the following areas upon completing their degree and/or certificate: effective communication; problem solving; critical thinking; cultural awareness; community and environmental responsibility; professional competence; and, self-reflection.

2.1 Evidence

 EV 1.A.2.1   College Catalog

2.1 Challenges

1. Though some CGCC administrators and/or faculty sit on some of the aforementioned PCC committees (Curriculum Committee, Degree and Certificates Committee, and SACs for each discipline), there are no such active committees at CGCC, committees that would establish core learning outcomes and assessment activities.

2.1 Recommendations

1. Activate the committees described above as planned in order to ensure that program outcomes are met.

Policy 2.2 Educational Assessment

Through its involvement with PCC, CGCC has been utilizing PCC's framework for educational assessment that includes four major components: institutional effectiveness, program review, learner outcomes, and core outcomes. This is accomplished, in part, through faculty participation with PCC's SAC committees, as well as through a review of CGCC specific programs. Further assessment data is provided in the Institutional Effectiveness Indicators Report which was last updated in April 2005. This document provides information in regard to student retention rates, degree and certificate completion rates, pre-college student transition indicators, students who transfer on to participating Oregon University System (OUS) schools, and CGCC's connection to businesses located within its service district.

College Wide
CGCC Chief Student Services Officer was a member of PCC's Assessment Committee since its inception and having participated as part of the PCC team at a national training, the CSSO has used PCC's existing assessment model to implement CGCC's model, and has shared assessment information and practices with CGCC instructional staff.

2.2.a Student Information

Annually, the Student Services Department publishes the Student Profile (See EV 1.A.3.1)

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which shows demographic information about CGCC students, FTE information about programs, and information concerning financial aid awards. Student information includes age distribution, ethnicity, gender, residency, the number of full and part-time students, and the number of graduates by degree type. Average placement scores of incoming students are also included in the report. Retention and successful course completion information is included in the bi-annual Institutional Effectiveness Indicators Report (See EV 1.B.7.1).

2.2.b Mid-Program Assessment

For the Wind Energy Pilot Program that took place from January through June of 2007, members from the Instruction Department facilitated an informal meeting with participating students half way through the program. Students were asked questions such as how they felt the program was going and what improvements could be made for the next cohort. This event was valuable in that it gave the instruction team an idea of which format was more conducive to learning with regard to the required technical coursework. As a result of this meeting, the instruction team adjusted the curriculum in the program.

In fall of 2007, CGCC began the Renewable Technology Program. The academic advisor working with the RET cohort hosted an informal luncheon for RET faculty and students currently in the RET program to discuss their experiences in the program. The students were able to provide useful feedback for both the faculty and program developers with regard to future learning formats for the required curriculum. An interim assessment also occurred with the Medical Assisting students regarding this program being offered at CGCC for the first time.

2.2.c End of Program Assessment

CGCC tracks the "Completion of Educational Goal" for students seeking to complete a certificate or degree as part of the end-of-program data it compiles. According to data compiled in 2004, the range of time for students to complete a degree is from approximately 8.5 to 9.6 terms (an average of 9 terms), and for a certificate, the range is approximately from 6.4 to 8.7 terms (an average of 8 terms). Factors contributing to this data include largely adjunct enrollment of students, their need for post-secondary remedial and prerequisite coursework, and choices to pursue a certificate and a degree simultaneously.

One measure of CGCC's lower division transfer programs is the GPA of the students who transfer to one of the OUS schools as it compares to native students of the that school, and to other community college transfers to that school. According to the 2006-07 Student Profile, approximately 24% of CGCC credit students come from Washington and transfer to the Washington University System. There is no mechanism in place for students transferring out of state; therefore, transfer numbers do not accurately reflect the entire scope of CGCC's efforts (See EV 1.A.3.1).

A third reference for program assessment is a Student Outcome Survey which will be conducted by the Student Service Department following the students' program completion in 2009.

2.2.d Program Review and Specialized Accreditation

PCC has SAC committees that regularly review each program for its effectiveness and coursework relevancy. A number of CGCC faculty are active members of these committees and provide input into what changes, if deemed necessary, should be implemented to keep a given program current with employment requirements.

CGCC's Nursing Program just completed its own accreditation by the State Board of Nursing and received an eight-year accreditation certification. The eight-year time frame is the longest time period allowed for a Nursing Program accredited under this governing body. This accreditation applies only to CGCC and is separate from PCC.

(See Table Educational Programs and Effectiveness – Department Review in Standard 2.B.1)

2.2.e Alumni Satisfaction and Loyalty

Historically, alumni surveys have not been conducted by CGCC. However, during the winter term of 2004, CGCC's first RN graduating class (2003) was surveyed for satisfaction with Nursing Program outcomes. The survey return rate was 42%. The nursing graduate survey also includes demographic information that can be used for data reference. Student Services and Instructional administrators are in discussion regarding expanding end-of-program assessments to include solicitation of alumni and employer satisfaction. A similar survey will be sent to those who complete the Renewable Energy Technology pilot program and subsequently to those who complete the certificate and degree programs.

2.2.f Dropouts/Non-completers

A project to determine why students do not re-enroll at CGCC began in 2004. Credit students who were registered for the previous spring term and who did not re-enroll for the following fall term are being called to determine the reasons for not enrolling. The current data indicates that students report stopping out for a term or two due to lack of finances or problematic personal situations, yet plan on re-enrolling winter or spring terms. Related retention information can be found in the Institutional Effectiveness Indicators Report (See EV 1.B.7.1).

Currently the Student Services Department is developing an early alert system, Promoting Access to Student Success (PASS), in which faculty members will refer students who they believe to be at risk to a designated academic advisor for intervention assistance. CGCC faculty will be encouraged to refer students who are at risk of failing their class, exhibiting disruptive or concerning behavior or have multiple absences and/or tardies. The PASS advisor will have available information on such topics as accessing CGCC resources, developing family/community support, time management, and contact information for off-campus counseling services. Once the student meets with the advisor, there will be a series of follow-up meetings scheduled to monitor the student's progress. This approach is seen as being beneficial for both the student and CGCC in that it helps the students attain their educational goals while at the same time improving or maintaining acceptable retention rates.

2.2.g Employment and/or Employer Satisfaction Measures

Historically, employer satisfaction surveys have not been conducted by CGCC. CGCC's Chief Student Services Officer, who conducts institutional research, cites the low number of annual program graduates as the problem. It is difficult to conduct a formal survey and maintain confidentiality for the student in a small community with few employers. Survey results would quickly identify particular students when the sample sizes may be fewer than five to seven students, and the data is also not statistically significant. Instructional Services and Student Services administrators are in discussion about how to appropriately gather employer feedback.

The Nursing Program has created a process for surveying employers of CGCC's nursing graduates. Nursing Satisfaction Surveys are collected from several employers, and they have expressed the need to infuse more critical thinking experiences into the curriculum. The incorporation of simulation into the nursing curriculum has addressed this problem (See EV 2.B.2.3).

With the successful completion of the Wind Energy Pilot Program, 22 of the 24 original students were offered employment within the wind energy field. Through CGCC's involvement with the STEM Advisory Committee and regular contact with RET industry representatives, an employer satisfaction measurement could be developed which would allow CGCC to obtain feedback on its graduates and their readiness for employment in this highly technical field.

2.2 Evidence

 EV 1.A.3.1   2006-07 Student Profile
 EV 1.B.7.1   2005 Institutional Effectiveness Indicators Report
 EV 2.B.2.3   Nursing Satisfaction Surveys

2.2 Strengths

1. A small number of current CGCC faculty actively participate in PCC's SAC committees, which will help in the development of CGCC's own program review committees.

2. Data exists and survey components are in place to gather student information.

3. CGCC currently has a good working relationship and contact information for many local businesses and industry representatives which will expedite the compilation of expanded employer satisfaction measurements.

2.2 Challenges

1. There is no program review process specific to CGCC programs.

2. There is no formal expanded employer measurement system.

3. Data on alumni satisfaction is anecdotal.

2.2 Recommendations

1. Develop a program review process for all CGCC programs.

2. Expand measurements for information relevant to the review of CGCC programs.

3. Expand ways to collect alumni satisfaction.

Policy 2.3 Credit for Prior Experiential Learning

The current policy established by PCC states that it does not award credit for prior experiential learning. PCC does have a process by which courses taken as CEUs or from non-accredited institutions may be awarded by the faculty for credit. In 2007, PCC began discussions of this through their Education Advisory Committee.

One exception to this policy is that PCC offers two credits of Physical Education for anyone who is honorably discharged from the military and provides evidence of a DD214. Evidence will be provided on the student's official transcript.

2.3 Strengths

1. CGCC has a good working relationship with PCC and could develop its own process for awarding these credits using the guidelines established by PCC.

2.3 Challenges

1. CGCC will need to determine if it will award experiential learning credits.

2.3 Recommendations

1. The proposed Academics Standards Committee will determine whether or not CGCC will award experiential credits.

Policy 2.4 Study Abroad Programs

CGCC currently does not have a Study Abroad Program in place. The advising department in Student Services provides brochures for students who may be interested in studying abroad through other universities or community colleges. With CGCC's connection to PCC, students have access to their Study Abroad programs through the Office of International Education.

Policy 2.5 Transfer and Award of Academic Credit

All decisions regarding the transfer and awarding of academic credit are currently subject to the guidelines of the PCC Graduation Department. All student transcripts are sent to the

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Graduation Department at PCC for evaluation and awarding of transfer credit. Currently, CGCC advisors provide unofficial evaluations for students; however, final decisions are the responsibility of PCC.

To date, PCC has been the institution that officially awards CGCC students their degrees and/or certificates. PCC is the institution that evaluates and transcripts all coursework that will be applied toward their degrees and certificates.

2.5 Strengths

1. All CGCC academic advisors have access to evaluators in the PCC Graduation Department and are familiar with the criteria required for evaluating and accepting transfer credit. Currently CGCC academic advisors perform unofficial evaluations of transfer credits for students and are familiar with the evaluation process.

2.5 Challenges

1. CGCC does not have its own formal process for the evaluation or awarding of transfer credits.

2.5 Recommendations

1. The Student Services Department should establish an evaluation process in regard to transfer credits.

Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs

CGCC delivers distance learning credit classes in three forms: online, hybrid, and teleweb. Online classes do not require students to attend on-campus meetings. Hybrid classes may provide up to 75% of course work online but require some face-to-face student attendance. Teleweb classes combine video lessons with online course assignments. By fall of 2008, students will be able to complete the majority of the Associate of Arts Oregon Transfer degree via distance learning classes. On-campus requirements for this degree will be limited to some science labs, orientation, health and fitness, and speech class presentations. In 2006-07, 1700 duplicated students enrolled in Distance Learning.

Distance Education is supported by the Distance Learning and Instructional Technology Coordinator (DLITC), a faculty member who serves as the Moodle Administrator, and the Library Lab Aide. The DLITC provides logistical support to the process of developing and delivering distance learning classes and reviews online courses for Quality Matters standards and serves as the institutional representative for Quality Matters Standards. The DLITC also manages curriculum development contracts for distance learning, co-teaches the online training class, proposes policy changes in distance learning, writes the Distance Learning Plan, and organizes training.

The Moodle Administrator is responsible for course management system operations, including
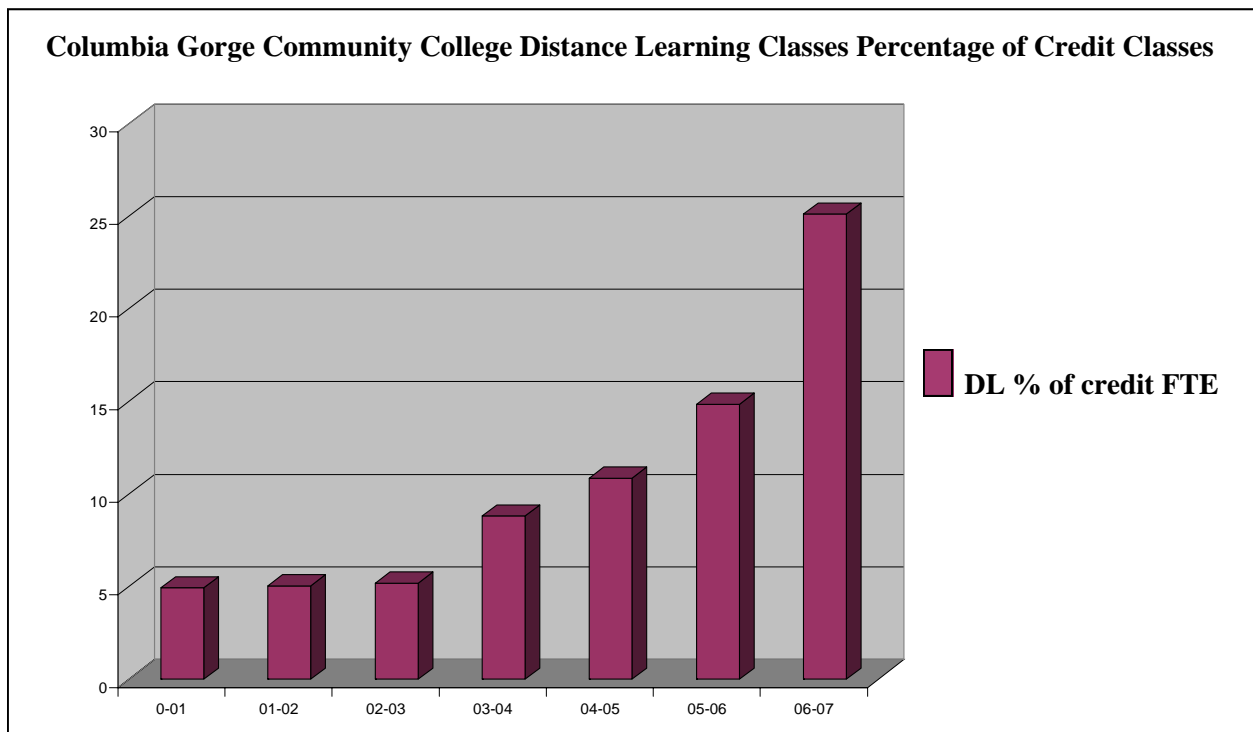
coordination with the hosting service, Moodle version updates, course shell issuance, troubleshooting, and technical research. This administrator is also a technical trainer for faculty and co-teaches the online training class. The Library Lab Aide is the student and faculty helpdesk resource, assisting distance learning students and faculty by phone, email or via technical tutoring in the library lab, and also providing technical assistance with other applications used with online classes.
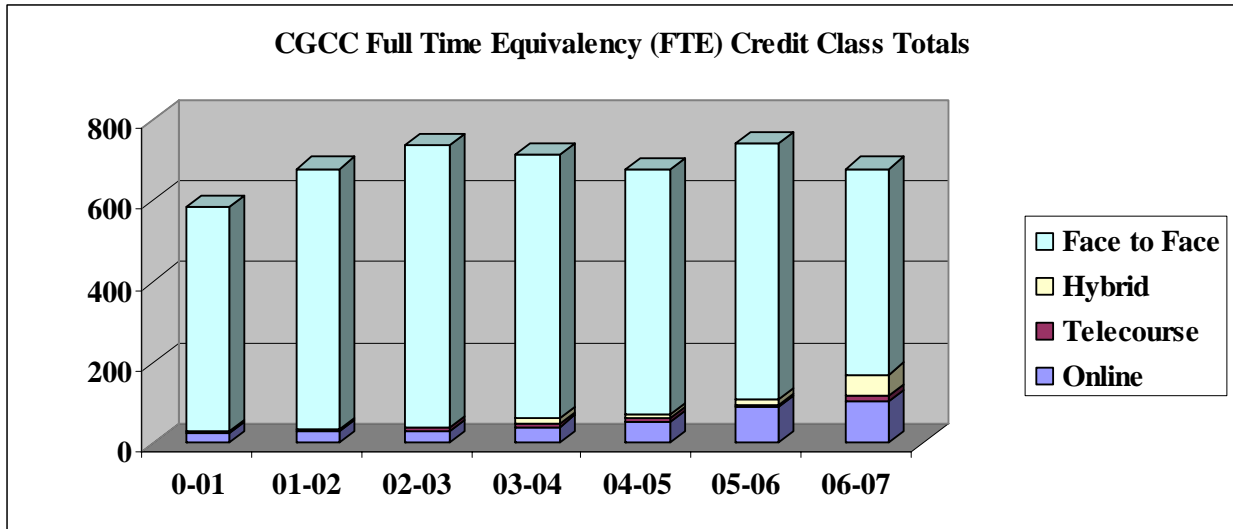
Quality Matters standards were adopted in 2004 by CGCC for use as a rubric for developing distance learning classes.   The Quality Matters program has generated widespread interest and received national recognition for its peer-based approach to quality assurance and continuous improvement in online education. It created a set of review criteria based on the research literature and national standards, incorporated these criteria into an interactive web-based rubric with annotations, and developed training and a process for conducting team course reviews. CGCC currently subscribes to the program as a member of a state-wide consortium.

Approval and Purpose

2.6.a Clearly Defined Purpose of Institutional Delivery Programs

The Distance Education Department provides leadership and support for the effective use of technology in instruction. The department contributes to the vision of the institution by providing a flexible modality for education and training services in the communities CGCC serves. As shown in the following two tables, distance learning classes rose to represent 25% of the credit classes at CGCC by the 2006-2007 academic year. According to Online Learning at Columbia Gorge Community College 2007, an annual student poll, 90% of distance learners at CGCC would like the College to add more online classes to the curriculum.

Columbia Gorge Community College Distance Learning Classes Percentage of Credit Classes

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CGCC Full Time Equivalency (FTE) Credit Class Totals

Legend:
- Face to Face
- Hybrid
- Telecourse
- Online

X-axis: 0-01, 01-02, 02-03, 03-04, 04-05, 05-06, 06-07
Y-axis: 0, 200, 400, 600, 800

2.6.a Evidence

EV 2.6.a.1   Online Learning at Columbia Gorge Community College 2007 Student Poll <http://www.surveymonkey.com>

2.6.b Program Approval through Established Institutional Program Approval Mechanisms

All distance learning classes and degrees are approved for development by PCC. Before CGCC develops such a class or degree, the distance learning coordinator ascertains that the class and/or degree has been approved by PCC. Faculty contracts for developing distance learning classes are proposed by Department Chairs and signed by the Instructional Director and Chief Academic Officer.

When CGCC achieves independent accreditation, new courses will be approved for distance delivery by the appropriate Department Chair and Instructional Director. New distance learning degrees will be approved by the Curriculum Committee.

2.6.b Evidence

EV 1.B.3.2   CGCC Distance Learning Plan 07-08 <http://www.cgcc.cc.or.us/DistanceLearning/documents/DLPlan07-08.doc>

Curriculum and Instruction

2.6.c Timely and Appropriate Interaction between Students and Faculty

Online, hybrid and teleweb classes are developed and reviewed using the nationally recognized Quality Matters Standards. Standard V.2 states that "Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction."

Currently, curriculum development contracts for creating an online class are not completed/paid until this standard is met. A gap exists in the classes that do not fall under these contracts, i.e., classes developed before the implementation of Quality Matters standards and hybrid classes, which have not been covered by union contract. Although most instructors volunteer for a review, because it is not mandatory, it is possible for instructors to offer classes without a quality review.

Currently, Quality Matters reviews happen only after the initial development of the class. There are no mandatory subsequent reviews, as with face-to-face classes.

2.6.c Evidence

EV 2.6.c.1   Annotated Quality Matters Standards <http://www.cgcc.cc.or.us/ DistanceLearning/documents/Rubric FY0607_Final SAX_07_18_06.doc>

2.6.d Faculty Oversight of Distance Education

Members of the faculty develop all distance learning classes, which are approved for delivery by the appropriate Department Chair, after it is ascertained that the course was approved by PCC for distance delivery. The Distance Learning and Instructional Technology Coordinator reviews new courses using the Quality Matters (QM) Standards per curriculum development contract.

The distance learning classes are evaluated via student evaluations in the same manner as face-to-face classes. To provide for constructive feedback from peers and supervisors, there is also a faculty/peer observation and evaluation process in place. Because of the differences in the media, a more effective tool for the evaluation of distance learning instruction needs to be developed. The Distance Learning Department recommends implementing an evaluation process using the Quality Matters standards and protocols.

To implement this process, CGCC needs more certified QM peer reviewers among the faculty since QM procedures require that the faculty developer must complete the peer reviewer training prior to his/her course undergoing QM review. To increase the number of certified peer reviewers among faculty, the Distance Learning Department plans to conduct the following activities:

Winter 2008   QM trainer and institutional representative complete training
Spring 2008   QM peer reviewer training conducted at CGCC

2.6.d Evidence

EV 2.6.d.1   Quality Matters Standards Checklist <http://www.cgcc.cc.or.us/ DistanceLearning/documents/Rubric_FY0607 Final SAX_07_18_06.doc>

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2.6.e Appropriate Use of technology

The Distance Education Department regularly assesses the appropriateness of the technology through quarterly meetings with the Oregon Community College Distance Learning Association, national instructional technology conferences and online research.

Examples of new technology that have been used at CGCC as a result of these contacts include Moodle (open source course management system recommended by Lane Community College); Camtasia (screencasting software recommended by a number of presenters at the 2007 League for Innovations Information Technology Conference); and, vodcasting (recommended in *Campus Technology* and other periodicals). Smart Classrooms (See Standard 8.a.3) at CGCC have been designed to assist both online and face-to-face instructors. New Smart Classrooms facilitate the use of live digital whiteboarding and screencasting for online science and math.

Quality Matters Standard VI.I states that "the tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course" and is a mandatory standard for distance learning classes.

2.6.e Evidence

  EV 2.6.c.1   Annotated Quality Matters Standards <http://www.cgcc.cc.or.us/
                 DistanceLearning/documents/Rubric_FY0607 Final SAX_07_18_06.doc>

2.6.f Currency of Materials, Programs, and Courses

Quality Matters Standard IV.2 states that instructional materials are to have "sufficient breadth, depth, and currency for the student to learn the subject." See EV 2.6.d for details about how courses are reviewed for this and other standards.

Annotations for this standard are as follows:

"Breadth: The course materials are robust and create a rich learning environment for students. Instructors should provide meaningful content in a variety of ways, including the textbook, PowerPoint presentations, web sites, lecture notes, outlines, and multimedia.

"Depth: The level of detail in supporting materials is appropriate for the level of the course, and provides sufficient depth for students to achieve the learning objectives. For example, an upper -level capstone course should include significantly deeper materials than those required for an introductory general education course.

"Currency: The materials represent up-to-date thinking and practice in the discipline. Some examples: an introductory computer course should include recent trends such as podcasting; an English writing course should discuss the purpose of Internet research; a chemistry course should include computerized models to demonstrate chemical structures and reactions.

"Decisions on this standard may be particularly difficult for individual reviewers whose

expertise is not in the course discipline. Reviewers should consult with the subject matter expert (SME) and use common sense to determine if the content is robust enough to support the course.

"The distribution of textbooks to reviewers is typically not done due to cost and logistical limitations. Many publishers provide web links to their textbooks – reviewers may wish to consult these links."

2.6.f Evidence

EV 2.6.c.1   Annotated Quality Matters Standards <http://www.cgcc.cc.or.us/DistanceLearning/documents/Rubric_FY0607___Final___SAX_07_18_06.doc>

2.6.g Distance Education Policies

These policies are established via the union contract. Further, faculty enter into a specific agreement with the College when they contract to develop a distance learning class. Via this contract, members of the faculty agree that the content of the class is owned by the College and that it will meet Quality Matters standards before the contract is concluded. All materials developed using College property or by a faculty being paid by the College belong to the College.

2.6.g Evidence

EV 2.6.g.1   Sample contract for distance learning curriculum development <http://www.cgcc.cc.or.us/DistanceLearning/documents/contracttemplate.doc>

2.6.h Appropriate Faculty Support Services Related to Distance Education

Faculty support services are provided by two technical trainers (the Moodle Administrator and the Library Lab Aide), as well as the Distance Learning and Instructional Technology Coordinator. Each quarter an online class is offered along with technical tutoring and Quality Matters reviews. According to the CGCC Faculty Training and Innovation Survey, 87.5% of respondents had participated in instructional technology training, including web-based training during the 2006-2007 school year.

2.6.h Evidence

EV 2.6.h.1   Faculty Training and Innovation Survey <http://www.surveymonkey.com>

2.6.i Distance Education Training

Training is provided through a four-week online course called Teaching with Moodle, as well as face-to-face tutorials and/or group seminars each term. Instructors are paid to take this training via union specified curriculum development contracts. The training is not mandatory but almost all instructors participate. The Quality Matters review process (outlined in 2.6.d) is

used to make sure that the developed online class meets national standards even if faculty choose not to participate in college training classes.

An innovative program to foster instructor-led production of rich media, called "Video Camp" is available. At camp, faculty write video scripts, act in, and produce short instructional videos for delivery via the web site or mobile technology. This program was recognized in *The Community College Times, The Dalles Chronicle* and the *Eugene Register Guard*, as well as *Fox News*, *KATU* and *OPB*.

Library and Information Resources

2.6.j Student Access to Appropriate Library Resources

Using their library barcode, students taking courses online can access library services via the Library's web site. If they do not have a library barcode, they can request one online. With their barcode, they can access the Library's electronic subscription services, such as dictionaries, encyclopedias, ebooks and research databases. Patrons can access their library account to check the status of checked-out items, holds and fines. They can also look up items in the online catalog, and request that items be mailed to them or held in the Library. Because CGCC shares its catalog with PCC, students can also search for and request items from PCC. Under the contract with PCC, students have access to all the electronic resources that PCC subscribes to, in addition to the resources that CGCC subscribes to independently. See Standard 5 of this self-study for in-depth treatment of this subject.

Distance learning students can obtain research assistance by using the Library's online request form, calling the Library or visiting the Library at The Dalles Campus. They can submit interlibrary loan requests online using the online request forms or using the request feature in the FirstSearch database. They can also submit requests in person if they wish.

Within Moodle, the course management system, there are standard navigational links available to instructors. Among these standard options is a link to information about the Library. This link takes students to a web page within the library web site that discusses library services for distance students.

Currently, distance education students have limited opportunities to receive training on using library-related tools and conducting research unless they come to The Dalles Campus to get individualize instruction from a librarian. Recognizing this, in spring 2007, CGCC invested in software (Camtasia) that will allow the Library to produce online tutorials. These tutorials will be used to teach students about library services and how to use particular tools, such as the catalog or particular research databases.

2.6.k Institutional Monitoring of Students' Appropriate Use of Learning Resources

Distance learning students annually complete an online survey with questions related to the use of library resources. A link to the results is sent to faculty and staff involved in distance learning, including library staff. Students are asked what types of library resources they used

(article databases, online catalog, library web site, interlibrary loan, online research help service or none of the above). If they did not use library resources, students are asked why this was the case. In general, instructors monitor whether the resources students use are appropriate for the work required of them.

2.6.l Provision of Laboratories, Facilities, and Equipment Appropriate to Courses and Programs

The Library has thirteen research computers and a Computer Lab with twenty-two computers all connected to the Internet and to a print station. All students have access to this technology.

Faculty Support

2.6.m Training for Faculty Teaching via Electronic Delivery

Training for teaching online has three parts: online training, technical tutoring and Quality Matters reviews. The four-week online training takes place each term and is available to all faculty and staff. At fall and spring faculty in-services, there are face-to-face workshops on teaching with Moodle. Technical tutoring is provided by the Moodle Administrator, the Library Lab Aide, and the Distance Learning and Instructional Technology Coordinator. Quality Matters reviews take place when the instructor has finished course design. This training is an iterative process designed to assist the instructor to fine-tune the class and assure that it meet QM standards.

2.6.n Faculty Support Services Related to Teaching via Electronic Delivery

The distance learning staff are the support team for faculty specifically related to teaching via electronic delivery.

Student Services

2.6.o Access to the Range of Student Services

Distance education students have access to services at any CGCC campus and through the distance learning web pages. They can take the online student orientation to familiarize themselves with distance learning and to check on their own skills and computer equipment. Through the web site, they can view the schedule of classes and find information about degrees. Students can apply for admission and register for classes online, and access academic plans, grades, and they can contact an advisor.

2.6.p Adequate Means for Student Complaint Resolution

Students can resolve complaints through the same procedure as do on-campus students.

2.6.q Student Access to Accurate Recruiting and Admissions Information

The distance learning pages on the College web site contain information about courses offered, student resources, login procedures and frequently asked questions. Information is also available in the printed schedule of classes. According to Online Learning at Columbia Gorge Community College 2007, 63.4% of students first learned about their online class through the printed class schedule, 16.9% through the College web site, 9.9% through an advisor or instructor, 5.6% through a friend, and 1.4% through a media announcement.

2.6.q Evidence

  EV 2.6.a.1   Online Learning at Columbia Gorge Community College 2007 Student Poll
                 <http://www.surveymonkey.com>

2.6.r Institutional Technological Support for Admitted Students

The online student orientation describes the online learning environment. It notes that students need to be self-disciplined, skilled in learning through reading and writing, and willing to ask for assistance. Also the orientation describes the work habits and skills of successful online students. Students fill out a questionnaire, plan a schedule, take technical tutorials, and complete an inventory of their equipment to make sure that it will meet their needs. The Student Help Desk is open on workdays and some evenings so that students can receive help in person, on the phone, or by email.

According to Online Learning at Columbia Gorge Community College 2007, a student poll, 56.1% of students get technical help from their instructor, 16.7% from the College helpdesk, 1.5% from student services, 9.1% from a friend or other student, and 9.1% from the online student orientation.

2.6.r Evidence

  EV 2.6.a.1   Online Learning at Columbia Gorge Community College 2007 Student Poll
                 <http://www.surveymonkey.com>

Facilities and Finances

2.6.s Equipment and Technical Expertise Required for Distance Education

Distance Education Department technical trainers maintain operations support at The Dalles Campus. The distance learning coordinator has an office on The Dalles Campus and also works in a shared office at the Hood River Center. Information Technologies Services is the department which maintains instructional computing services. Remote Learner hosts the course management system.

2.6.t Institutional Planning, Budgeting, and Policy Development in Terms of Program Viability

Distance learning supports College Goal 8 which states that CGCC will utilize technology to improve teaching and learning, delivery of student service, delivery of administrative services, and workplace effectiveness. The distance education budget adequately provides for staffing, equipment and other resources through the general fund. The Distance Learning and Instructional Technology Coordinator writes an annual plan to reflect on current practices and project future improvements.

Commitment to Support

2.6.u Commitment to Program Support

CGCC offers selected online courses but does not offer online certificates, degrees, or programs.

Evaluation and Assessment

2.6.v Assessment of Student Capability to Succeed in Distance Education Programs

The CGCC distance learning web pages invite students to take the online learning orientation and to learn more about distance education. As noted above, the orientation asks students to inventory the skills, equipment and learning styles necessary for success. The College does not require this orientation; students who enter distance classes meet the same prerequisite and test score requirements as those on campus.

2.6.w Evaluation of the Educational Effectiveness of Distance Education Programs

Quality Matters standards are used to develop online, hybrid and teleweb classes. For each school year, a student satisfaction survey is emailed to distance learning students and the Chief Student Services Officer, who does institutional research, conducts a comparison of completion rates. Results from this information are reported in the annual distance learning and instructional technology plan.

For the 2006-07 school year completion rates of online vs. face-to-face classes were reported as follows:

	Delivery Mode	Successful Completers
Total for 2006-07 School Year	On-line classes	78.1%
	Hybrid classes	82.4%
	Teleweb classes	91.2%
	Face-to-Face classes	84.4%
	All classes	**83.6%**

2.6.x Integrity of Student Work and Credibility of Degrees and Credits

Moodle offers various safeguards to ensure the integrity of student work. Instructors can set the release date and time allotted for an exam, make correct answers available after the exam has closed, design exams to draw randomly from a test bank, and designate a specific Internal Protocol address for an exam.

2.6 Strengths

1. The College leadership is committed to supporting technology in instructional programs through budget and staffing decisions.

2. The college provides faculty training for the use of technology in teaching online.

3. The Quality Matters program, which has received national recognition for its peer-based approach to quality assurance and continuous improvement in online education, has been implemented.

4. Library staff focus on improving services to distance learners and training in electronic resources for faculty.

5. There is an excellent online orientation available for students.

6. There is a strong use of local distance learning classes.

2.6 Challenges

1. There is no ongoing online course evaluation that parallels the face-to-face procedures.

2. There is an insufficient number of peer reviewers for Quality Matters.

3. Assessment of the technology infrastructure for quality distance learning is continuous.

4. Distance students have limited opportunities to receive library instruction unless they come to The Dalles Campus or contact the Library by telephone or email.

2.6 Recommendations

1. Review, adopt and implement an online course review process.

2. Identify, train and provide resources for additional Quality Matters reviewers.

3. Create a rubric for continuous assessment of technology infrastructure for quality distance learning.

4. The Library will create online tutorials for library instruction.

Standard 3

Students

Standard Three:
Students

Introduction

Columbia Gorge Community College (CGCC) has a comprehensive student services program that includes the Student Services Department and supporting satellite programs. A professional, well-trained staff is committed to providing services that enhance students' educational experiences and success. A key element is a student-centered approach to providing services. Staff approaches service from the students' perspective, focusing on accessibility and convenience.

The Student Services office is located in Building 2 on the The Dalles Campus and services are integrated such that students can apply for admissions, schedule placement testing, seek academic and career advising, meet with a financial aid representative, register online for credit classes and pay their bills. Student Services in Hood River applies this same one-stop approach to provide the above services and continue to evolve as Hood River enrollment increases.

In the summer of 2005, CGCC purchased a new information management system, RogueNet, which allowed the integration of student, academic and business functions, provided Internet registration for students and was implemented as an important step toward independent accreditation. Additionally, RogueNet has enabled the College to facilitate access and convenience for students. Credit students are able to access their education plans, email their advisor, select courses, register, add/drop classes and pay their bills within one online system, saving students time and offering the convenience of 24-hour-a-day service. Student records are backed up daily in RogueNet and data is transferred to PCC's Banner system nightly to ensure accurate and up-to-date official records which continue to be under PCC's purview.

In spring of 2008, Student Services will move out of its existing building into a newly built Health Sciences Building. At this time, Student Services will become the physical gateway to the College. Student Services will continue the philosophy of "one stop" service by expanding services to include computerized placement testing available in Student Services without appointment, a dedicated university transfer center, a dedicated Career Center, and a Testing Center available for GED testing, test proctoring for students and the community as well as cashiering services.

The CGCC expansion project is also underway with construction of a 25,000 square foot building in Hood River. With the addition of the Hood River Campus, all essential services will be consistently available to students in Hood River.

3.A Purposes and Organization

Goal 2 of the CGCC Mission statement states that "CGCC will focus on student development services that enhance lifelong learning by facilitating access to college programs, supporting

and recognizing student progress, providing opportunities for students to participate in the growth of the College, celebrating diversity, and promoting achievement of educational goals." With that in mind, CGCC provides services to all segments of the student population in an attempt to build their knowledge about the educational process as well as encouraging them to learn how to seek information and to advocate for themselves when needed.

3.A.1 Organization of Student Services

Student Services at CGCC has gone through several changes and continual growth since moving onto the current campus in 1994. At that time, Student Services was comprised of a Coordinator of Enrollment Services, Admissions/Financial Aid worker, and an Admissions/ Registration worker. Currently, Student Services is staffed to provide essential services and programs to achieve the College's mission and goals at two campuses with a total number of eleven employees. The Chief Student Services Officer is responsible for the overall Student Services operations of both the Hood River Center and The Dalles Campus, including admissions, registration, financial aid, advising and career services, as well as schedule and catalog development. In the summer of 2006, a new position, Director of Advising and Career Services, was created to provide support to the Chief Student Services Officer and to oversee advising and career services. Collectively, the department is staffed with four classified staff who provide admissions and registration support, one confidential staff, 3.5 FTE academic advisors and one financial aid specialist who is also a classified staff member (See EV 3.A.1.1).

Funding for Student Services has also grown since moving to the present campus in The Dalles. Student Services currently receives 7.6% of the general fund budget. Student financial aid accounts for 1% of the budget. State Incentive grants of $46,000.00 for 2006-2008, and $79,146.00 for 2007-2009, have supplemented the Student Services budget allowing for the addition of a .75 Career Pathways Advisor in December 2006 as well as outreach activities for transitioning high school students (See EV 3.A.1.2).

In 1994, CGCC moved from a store-front campus to the present location. At that time, the College set the goal of an annual FTE increase of 3%. The largest growth years were from 2001 to 2003. During these years, regional unemployment was high due to aluminum plant closures. In the past four years, FTE has declined but continues to exceed 1994 levels. From 1994-2006, CGCC saw an average increase of just over 2% per year in total FTE, from 677.18 to 921.21, with the largest increase in lower division collegiate FTE (See EV 3.A.1.2).

Current services to students include:

- Advising
  1. Academic (professional advisors)
  2. Career counseling
  3. Transition from High School to CGCC
  4. Adult Basic Education/GED transition workshops

- Orientation
  1. New college level student

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2. Adult Basic Education and GED
3. Specialized programs (Nursing, Renewable Energy Technology, Diagnostic Imaging, Medical Assisting)

- Disability services

- Test proctoring
    1. ASSET testing for college entry
    2. GED official testing center
    3. Distance learning courses (CGCC and other schools and universities)
    4. Oregon Department of Agriculture Pesticide Certification

- Tutoring Services
    1. Gorge Literacy – basic literacy
    2. Tutoring Lab – college level support

- Child Care Partners – child care referrals

- Student Organizations
    1. Student Council (ASCGCC)
    2. Phi Theta Kappa (PTK)
    3. Student Nurse Association (SNA)

- CAMP – College Assistance Migrants Program

Student Services is organized in such a way that knowledgeable staff can provide information to students in a timely manner. The department also understands how it fits into the overall scope of the College. It works closely with other departments on campus, most often with the Instructional Services office regarding recommendations for course offerings, both credit and non-credit. It is also involved in trouble shooting potential issues between students and faculty as appropriate, and it is actively involved in recruitment and marketing for specialized programs. It also works with the Resource Development Office regarding awarding and tracking of CGCC Foundation scholarships.

Services to students *not* under the purview of the Student Services Department include: tutoring (Instruction hires the tutors and arranges the hours, etc.); child care referrals (Child Care Partners); basic literacy instruction (Gorge Literacy); and, GED testing. Services for these programs are divided between Student Services, Instructional Services, and Resource Development to determine and provide for student and community needs.

Professional and support staff is trained in specific topics related to their job functions helping them develop an expertise which serves the students well. The staff knows who to refer students to for assistance with a specific question, and students also get to know which staff to approach for help. The staff is also cross-trained on the basics of registration, financial aid, and academic advising so that there should always be someone available to help a student.

Services are provided to students consistent with their goals while attending CGCC. Academic advising is available to credit students for assistance with planning their educational program. New student orientations are available to both credit students as well as those on a pre-college track for their GED or high school diploma. Non-credit students can take advantage of any and all services provided to credit students and often see an academic advisor for advice on which course to take, particularly in the area of computer classes.

3.A.2 Staff Qualifications

Student services and programs are staffed by individuals whose academic preparation and/or experience are appropriate to their positions. Job descriptions clearly identify the major responsibilities and tasks for each individual, and these are reviewed annually with each staff member during personnel evaluations (See EV 3.A.2.1). Evaluations are collaborative in that both the employee and the supervisor complete the evaluation form and then together review both documents. The resultant summary evaluation is placed in the employee's personnel file.

In order to maintain a high standard of qualifications, the Student Services Department is committed to the ongoing development of its staff. All staff persons are expected to participate in some training or professional development activities during each year to increase their working knowledge. This is accomplished via workshops, all-college staff trainings, participation in PCC staff trainings, and/or participation at the regional, state and national level in professional organizations.

In addition, CGCC has supported ongoing staff development by providing some tuition assistance to staff members working to complete a Master's degree program in a relevant field. A year ago, the College's Director of Advising completed a Master's degree, and currently one of the academic advisors is working on a Masters degree in adult education and counseling at Portland State University and will complete this degree in June 2008.

3.A.3 Student Development Policies and Procedures

Student development policies and procedures are developed and adhered to in keeping with CGCC's overall mission and goals, striving to ensure a consistent level of quality education for all students whatever their entry level or ultimate goal.

Student development policies are outlined in the Board Policy Book, including: Student Rights and Responsibilities (Code of Student Conduct and the Academic Integrity Policy), and the Student Grievance Policy and Procedures last updated in July 2007. In 2004, CGCC updated all of its Board policies with the help of an Oregon School Boards Association consultant. A new policy and set of procedures for students with disabilities was also developed at that time. A Perkins Civil Rights Review was completed in spring, 2007. Recommendations were made based on the review, and a plan to address these is currently being developed (EV 3.A.3.1 and 3.A.3.2).

Policies and procedures related to federal financial aid follow PCC guidelines. PCC currently does the processing and awarding of all federal financial aid for CGCC students with CGCC

doing the disbursement.

Before new or changed policies are presented to the Board of Education for approval, input from staff and students is sought. Student response may be gathered through conducting focus groups or by presenting the proposed policy to the Student Council, the recognized representative of the student body.

3.A.4 Allocation of Human, Physical, and Financial Resources

Student Services staffing has continued to grow, keeping pace with the growth in enrollment, the increase in the number of financial aid students, and the shifting of some schedule entry tasks from Instructional Services to Student Services. The latest major change to affect Student Services was the implementation of RogueNet in summer 2005. This technology has helped in the management of the enrollment process and has enabled the integration of business, academic and instructional records within one system. Although implementation of RogueNet has streamlined processes at CGCC, it has presented challenges. Because PCC utilizes the Banner system, all academic information related to credit students is automatically transferred daily from RogueNet to Banner. Financial aid information is downloaded manually to RogueNet on a daily basis. The intricacies of ensuring accurate data have caused a shift in responsibilities in the department, calling for a staff member to troubleshoot discrepancies in data between Banner and RogueNet.

Academic advising has also been impacted by the implementation of RogueNet as well as the addition of the Hood River Center in 2004. Currently, there are 3.5 FTE academic advisors to serve both Hood River and The Dalles campuses. Academic advisors are available to serve students by appointment and with drop-in hours. Advisors are available in Hood River two days a week, with more days added during peak times. To help manage the demand for advising during peak times, advisors utilize the Educational Planner of RogueNet as a tool to develop an educational plan with students. This plan is available to the student to access online and serves as a guide to choosing classes which are appropriate to their desired educational goal. Advisors can enable the student's ability to register for a period of time ranging from one term to one year. This proactive approach has allowed the department to keep up with student demand; however, as demand continues to grow, departmental staff is stretched so that additional staff will be necessary as services to encompass both campuses are expanded.

State grant monies available for Career Pathways' activities have supplemented college resources for student services enabling the addition of a .75 Career Pathways Advisor in December, 2006, through January, 2008. Additional Incentive Grant monies awarded in November, 2007, will fund this position through April, 2009, at which time general funds will need to be allocated for the position. This position has allowed the department to focus on high school students and helps to supplement CGCC recruiting and advising efforts. Recent budget approval for a .5 time Student Life Advisor will also benefit the department, allowing oversight of student organizations to move from academic advising to this new position.

As staffing and duties have increased, Student Services has expanded into the wing adjacent to the main office, allowing for "one-stop" service for students. This expansion provided adequate

work space for current staff allowing for greater confidentiality. Test proctoring remains a challenge—sometimes it is done in Student Services or Instructional Services; however, there are times when there is no space where the person can be proctored adequately. Growth of the department and the commitment to simplified and clustered services will increase with Student Services' move to the new building in the summer, 2008. This move will afford the department additional space to house records, provide adequate office space, testing space and expand services to students while still maintaining commitment to the "one-stop" philosophy (See EV 3.A.4.1).

3.A Evidence

EV 3.A.1.1   Student Affairs Staff Profile
EV 3.A.1.2   2006-2007 Adopted Budget
EV 3.A.2.1   Student Services Job Descriptions
EV 3.A.3.1   Oregon Department of Education Civil Rights Inspection Results
EV 3.A.3.2   Board Policy Manual <www.cgcc.cc.or.us/PresidentsOffice/Policies/
                   BoardPolicies.cfm.>
EV 3.A.4.1   Student Services Organizational Chart

3.A Strengths

1. Collaboration with Instructional Services to address student needs is widespread.

2. Implementation of RogueNet has increased efficiency and services to students in advising, planning and registration.

3. One-stop service and personal attention is available for students.

4. Staff consists of a cohesive unit that is accessible and cross-trained to meet the needs of students.

5. Collaborative efforts are conducted with local high schools for bridging transition of high school students into career pathways.

3.A Challenges

1. Access to comprehensive student services in Hood River is not readily available to students during all hours of operation.

2. Communication with students through a variety of modalities is limited.

3.A Recommendations

1. Develop a detailed action plan for the delivery of student services in Hood River.

2. Create an assessment tool to evaluate current communication strategies and identify

additional ways students would like to receive information.

3.B General Responsibilities

Student Services supports the achievement of the College mission through a commitment to providing appropriate resources to help students succeed in their self-determined goals. The objectives of the student services program is to support the educational program by reducing barriers to college, educating students in collegiate matters, and providing support systems that affect students' potential for success.

3.B.1 Identifying Student Needs

In order to identify the characteristics of CGCC's student population and students' learning and special needs, the Chief Student Services Officer annually produces a Student Profile document (See EV 1.A.3.1). This information is used not only as a summary of information about who CGCC students are for a particular year, but also to help with class scheduling (which programs are in high demand, impacting course offerings), to help with recruitment activities (either focusing on a particular program or a particular region of our service area), and to look at demand for services (a large increase in financial aid awards translates into a need for additional staff to process financial aid paperwork related to awards).

The annual Institutional Effectiveness Indicators Report also identifies characteristics of students which are useful in planning and budgeting (See EV1.B.7.1). Student persistence rates, average age and continued success in subsequent courses all impact work that is done on a daily basis. For example, the report is referred to when determining scheduling of classes and organizing new student services such as orientations and college survival coursework. Student satisfaction data from the bi-annual Student Opinion Survey is also included in this report which identifies which service areas need focus for improvement (See EV 1.B.7.2). When addressing the implementation of new programs/services or when addressing areas for improvement, attention to program assessment and data collection is embedded within the model for service. This goal toward a culture of evidence is manifest in the recent update of the departmental goals and objectives.

3.B.2 Students and College Governance

At CGCC, students participate in institutional governance in a variety of ways. Student Council and Phi Theta Kappa have as part of their missions to be a conduit from the student to the administration (EV 3.B.2.1 and EV 3.B.2.2). The College President has an open door policy and encourages direct dialogue with both student organizations as well as the general student population. Students can directly ask questions regarding policy and procedures on the campus. However, this opportunity has not fully been taken advantage of. In addition, students have participated on and contributed to the safety committee, accreditation standard committees, and program advisory committees as well as in master planning deliberations and architectural design charrettes.

Faculty has worked closely with Student Services on the development of the admissions criteria

for specialized programs such as Nursing, Medical Assisting, Diagnostic Imaging, Early Childhood Education, and Renewable Energy Technology (See EV 3.B.2.3-6). The new Department Chair structure, implemented in winter 2007, has resulted in greater faculty involvement in policy and procedure development. For example, the Student Grievance Policy was revised in summer 2007 with input from Department Chairs and students (See EV 3.B.2.7).

3.B.3 Student Rights and Responsibilities

The Student Rights and Responsibilities Policy and grievance procedures are available in Student Services, Instructional Services, the Library, campus displays, and on CGCC's web site. Statements telling students where to obtain this information are printed in the Student Handbook, College Catalog, and quarterly class schedule.

To ensure fair and consistent treatment of all student rights and responsibilities including grievance issues, the Chief Student Services Officer assists in the process of helping students advocate for themselves when an issue arises such as problem solving with an individual (a faculty member or another student, for example) or with a formal grievance if the situation warrants.

3.B.4 Student Safety and Security

A primary concern and emphasis of CGCC is to provide for the safety and security of its students (See EV 3.B.4.1). Automatic External Defibrillators (AEDs) are placed in key locations. Plans are in place to install telephones in every classroom for use in emergency situations.

The CGCC Safety Committee, consisting of staff and faculty, meets monthly to address issues related to campus safety. A position on this committee is reserved for a member of the Student Council. Currently, Hood River is not represented on the committee. CGCC has an Emergency Response Manual that addresses the issue of student safety and emergency response during times of crisis (See EV 3.B.4.2). The committee is responsible for ensuring that the College adheres to safety guidelines outlined in this manual and the development of new guidelines.

On The Dalles Campus, emergency phones are located on each floor in the main hallways of classroom buildings and are accessible at all times for a free call to 9-1-1. Students may call Campus Facilities and arrange for an escort to their vehicle between 4:00 p.m. and 12:00 midnight but this service is not posted across campus. In Hood River, these services are not currently available. While some policies are in place and are reviewed annually in faculty and staff in-service trainings, work needs to be done to ensure that they are widely publicized on both campuses.

The Chief Student Services Officer annually reports data to the Integrated Post Secondary Educational Data System (IPEDS) regarding campus safety. This information is shared locally in an annual campus safety report. All credit students are sent a postcard telling them where they can find this local report on the College web site.
<http://www.cgcc.cc.or.us/StudentServices/StuRight.cfm>

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3.B.5 Catalog and Handbook

The College publishes a yearly catalog that describes its mission, all degree programs, admission requirements and procedures, academic regulations, degree completion requirements, credit courses and their descriptions, student rights and responsibilities, tuition and fee information, refund policy, enrollment information and procedures, college policies, student support services, and a listing of administrators, faculty, and support staff (See EV 1.A.2.1). The catalog is available in hard copy in Student Services and on the CGCC web site. It is also distributed at new student orientation. In addition, a schedule of classes for each academic term is published one to two months prior to each term (See EV 1.A.2.2). This schedule is available on the web site and in print, and 35,000 copies are bulk mailed to all residents in the CGCC Service District including five counties in Oregon and parts of two counties in Washington. The College also publishes the Student Handbook which contains information on advising and career services, financial aid, registration and online services, CGCC policies and procedures, grievance policy and procedures, student rights and responsibilities, student organizations, and community resources. The Student Handbook is available in Student Services, at New Student Orientation, and on the web site (See EV 1.A.2.3).

3.B.6 Evaluation Processes

CGCC has participated bi-annually in the statewide ACT Student Opinion Survey during spring term. The student satisfaction data provided in this report is used to assess CGCC services and provide comparison to services at other community colleges in the state. With this data, the department is able to develop related goals and objectives. In the spring of 2008, CGCC will administer the Community College Student Survey of Engagement (CCSSE) and will use this data to compliment the ACT survey to further identify related departmental goals and objectives.

3.B Evidence

EV 1.A.3.1 2006-07 Student Profile
EV 1.B.7.1 2005 Institutional Effectiveness Indicators Report
EV 1.B.7.2 2006 Student Opinion Survey
EV 3.B.2.1 Student Council By-Laws
EV 3.B.2.2 Phi Theta Kappa Bylaws
EV 3.B.2.3 Nursing Admissions Packet
EV 3.B.2.4 Diagnostic Imaging Admissions Packet
EV 3.B.2.5 RET Admissions Packet
EV 3.B.2.6 Medical Assisting Admissions Packet
EV 3.B.2.7 Board Policy Manual, Code: JF/JFA and JFH-AP
EV 3.B.4.1 Campus View articles on Safety and Health
EV 3.B.4.2 Emergency Response Manual
EV 1.A.2.1 College Catalog
EV 1.A.2.2 Class Schedules (set of 4)
EV 1.A.2.3 Student Handbook

3.B Strengths

1. The College administration continues to fund student life organizations (Student Council and PTK).

2. Data collected from assessment tools such as the ACT Student Opinion Survey and the CCSSE is used to support the need for additional financial resources.

3. Policies have been developed regarding the insurance of confidential student records (FERPA).

3.B Challenges

1. The Hood River Center and the new Hood River-Indian Creek Campus lack safety procedures.

2. There is a limited visibility of student life activities on campus and in the community.

3. There are limited services for non-traditional students (e.g. distance learners).

3.B Recommendations

1. Develop safety policies and procedures for the Hood River-Indian Creek Campus.

2. The Student Life Advisor will coordinate the marketing of student life organizations and activities.

3. Research current practices for delivery of online student services. Develop a plan to provide appropriate services online.

3.C Academic Credit and Records

Evaluation of student learning and the award of credit are based on clearly stated and distinguishable criteria in compliance with those terms set by Portland Community College. Criteria are listed in the College Catalog and on the College web site. Academic records are accurate, secure and comprehensive. Comprehensive records include records for each term of attendance, course numbers and titles, grades earned, and indication of credit or non-credit classes.

3.C.1 Awarding of Credit

Credit courses at CGCC strictly adhere to all the parameters as those at PCC in terms of the number of hours, credits, course content, etc. Currently, PCC maintains the Course Master. This information is entered into PCC's Banner system and downloaded into RogueNet overnight. Through an error report, CGCC staff is notified of any discrepancy which is then corrected in RogueNet. Since the implementation of RogueNet, CGCC has been self-

monitoring errors in student and course information to ensure the integrity of our own data in preparation of future independence from the PCC system.

All transfer transcript evaluation is done by PCC's graduation office for all degrees and certificates with the exception of the CGCC Practical Nurse certificate, Nursing Associate of Applied Science degree, and Renewable Energy Technology certificate and degree. The Chief Student Services Officer does the initial evaluation for these specialized programs. Then all records are forwarded to PCC for final approval. For all degrees and certificates, official transcripts are opened by CGCC staff and then forwarded to PCC when the graduation petitions are completed by the student.

3.C.2 Criteria Used for Evaluating Student Performance

Student performance evaluation is provided by the issuance of grades. Criteria for the granting of grades is defined in the College Catalog (See EV 1.A.2.1). Part of the grading process addresses CGCC Core Outcomes which include: communication, community and environmental responsibility, critical thinking and problem solving, cultural awareness, professional competence, and self-reflection. Specific evaluation criteria and guidelines must appear on each instructor's course syllabus as required by the syllabus guidelines stated in the Faculty Handbook and in Board Policy IS704 (See EV 1.A.2.4 and 3.C.2.1).

3.C.3 Degree and Non-Degree Credit

In the quarterly Schedule of Classes, there are separate sections for credit and non-credit courses. For all credit courses, the number of credits is listed with the description and the meeting time and date information. Only credit and continuing education credits appear on transcripts. In the College Catalog, only credit courses are listed. There is also a statement in the catalog stating that non-credit courses do not meet requirements for federal financial aid, nor can they be used for degrees or certificates.

The following statement is printed in the College Catalog and Course Schedules and various other admissions materials:

"CGCC delivers 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."

Official diplomas are issued by PCC.

3.C.4 Transfer Credit

All official evaluation of transfer transcripts is done by PCC's graduation office for all degrees and certificates with the exception of those programs that are unique to CGCC. The Chief Student Services Officer does the initial evaluation for these credentials, but all records are

forwarded to PCC for their approval. Official transcripts are opened by CGCC staff and then forwarded to PCC when the graduation petitions are completed by the student.

Academic advisors at CGCC do unofficial evaluations of transcripts for students when needed to help with class scheduling; however, advisors inform students that this is unofficial and that the official evaluation will be done when the petition for graduation is submitted.

3.C.5 Student Records

Admissions and registration forms are completed by the student, entered directly into RogueNet which transfers the data to PCC's Banner system overnight. Hard copies of student records are maintained in locked file cabinets in Student Services. Archived records are stored in a locked location. The office is open only when Student Services staff is present so records are secure. Access to RogueNet data bases is limited to appropriate staff. Students are given a random student identification number so as to be identified as CGCC students within the PCC system. There is also a separate code in Banner for CGCC classes.

RogueNet data is located on CGCC's Storage Area Network (SAN). The SAN performs a "snapshot" of the data on an hourly, daily, weekly and monthly basis. Data is also backed up onto tape using a 14 tape rotation schedule with a different tape used nightly in a two and four week rotation. This back-up process protects RogueNet data ensuring that accurate transfer of data can occur with PCC's Banner system on a nightly basis.

Measures to ensure the integrity and confidentiality of student records have been considered when designing a fire-safe storage in the Student Services area of the new Health Sciences Building.

All staff and faculty receive Family Educational Rights and Privacy Act (FERPA) training on a yearly basis. Supervisors ensure that privacy laws are observed. FERPA guidelines are published in the College Catalog, and are available on the College's public web site and on the College Intranet.

3.C Evidence

  EV 1.A.2.1   College Catalog
  EV 1A.2.4   Faculty Handbook
  EV 3.C.2.1   Board Policy Manual, Code: IS704

3.C Strengths

1. CGCC maintains a strong working relationship with Portland Community College.

2. CGCC provides degree audit services for some degrees and certificates.

3. Through the implementation of RogueNet, CGCC has begun managing its own records.

3.C Challenges

1. Non-credit course registration is not available online.

2. There is no student records department, and there are no policies regarding the handling of official records related to storage, document imaging, transcripting and degree audit etc.

3.C Recommendations

1. Develop a process for collecting payment at the time of registration for non-credit classes.

2. Develop a timeline for the implementation of a student records department and develop policies and procedures related to the handling of official records.

3.D Students Services

CGCC has an open and non-discriminatory admissions policy and does not factor ethnic, socioeconomic, sexual orientation, marital status or religious choice in its admissions process. Once admitted, students have access to support, success, and retention services. The Student Services staff promotes a climate of accessibility, with friendly and convenient service in all areas of the College. The staff believes they can make a difference between success and failure, between a mediocre educational experience and an enhanced experience.

3.D.1 Admissions Policies

CGCC has an open admissions policy, clearly stated in both its annual catalog and quarterly Schedule of Classes which fits the overall college mission to provide "lifelong educational programs that strengthen our community." Anyone who is sixteen years of age or older who can benefit from the instructional programs offered is admitted. CGCC welcomes students under sixteen years of age with college level academic ability and maturity to handle the discipline and personal skills required for successful completion of college work. Students under the age of sixteen are subject to the rules and regulations of CGCC as stated in the catalog and the Student Handbook (See EV 1.A.2.1 and 1.A.2.3).

The CGCC Nursing, Medical Assisting and Renewable Energy Technology programs are limited entry and have specific admissions and technical requirements which are detailed in the catalog and on the College web site. Specialized information packets for each program are compiled and updated each year. These are available in Student Services, at several campus locations and on the College web site Application to these programs occurs once a year. Students who have met the program prerequisite requirements are evaluated for admissions using objective criteria which may include grade point average, an interview, a proctored essay and previous work experience. In the spring of 2006, CGCC, through a partnership with Linn-Benton Community College (LBCC), began to offer a distance-delivery diagnostic imaging program. Admissions for this program are limited to two students per year and follow the same admissions criteria as CGCC's other limited-entry programs. Upon acceptance into the diagnostic imaging program, students become a student of LBCC. CGCC continues to provide

appropriate services to these students. Monthly conference calls between LBCC, CGCC and local clinical sites are attended so that all parties are aware of student progress and needs, as well as programmatic updates (See EV 3.D.1.1-3 and 3.B.2.4-5).

3.D.2 Student Diversity

Most of the College recruitment is aimed at the district residents as a whole. In its annual Student Profile document, CGCC looks at the demographics of its students as compared to the demographics of its district. However, the student population is less diverse than the college district, so staff is looking at ways to recruit more high school and under-served students (specifically Latino and financial-need students).   In 2007, CGCC is participating for the first time in PCC's College Assistance Migrants Program (CAMP) which supports two Latino students in their transition to CGCC with funding and wrap-around services such as career exploration, study skills classes and bi-weekly meetings with the Pathways advisor (See EV 3.D.2.1).

State Incentive Grant funding allowed CGCC to hire a Career Pathways Advisor in December, 2006. The focus of this position is to identify high school students who are not on a college track, provide pre-college advising, and transition these students into career pathways programs at CGCC. Students are grouped into cohorts and provided with wrap-around services while their progress is monitored through a case-management model. The Career Pathways Advisor spends a minimum of two days per month advising students at each area high school. Over the past six months the advisor has grouped forty-seven high school juniors into Career Pathways cohorts and is working with thirty-six high school seniors to help smooth their transition from high school to college (See EV 3.D.2.2).

In an effort to address the economic diversity that exists in the CGCC service district, Federal financial aid and scholarships awarded by the CGCC Foundation are aimed towards meeting the requirements of those students with financial need (See EV 3.D.2.3-6).

3.D.3 Placement, Continued Enrollment, and Graduation

All degree-seeking students are required to take the ACT ASSET placement test in basic skills (covering writing, reading, and numerical skills) and advanced mathematics (elementary algebra, intermediate algebra, or college algebra) to determine appropriate placement. CGCC follows PCC "cut" score guidelines for course placement. This placement helps to ensure a reasonable probability of success for each student. Since PCC does the actual awarding of federal financial aid, CGCC uses the same Ability to Benefit test results as PCC for those students who do not have a high school diploma or GED (See EV 3.D.3.1). Accommodations are made for students with disabilities when they take ASSET. A move to Compass, a computerized placement test, is planned for the 2008 academic year. Compass will provide students with greater flexibility allowing them the opportunity to take a placement test at their convenience. Computers loaded with Compass will be available in the testing center located in the new Health Sciences Building.

3.D.4 Continuation, Termination, and Re-Admission Policies

CGCC publicizes Student Rights and Responsibilities including those that relate to educational programs, terminations, and all appeals in the Student Handbook (See EV 1.A.2.3). Financial aid students must adhere to standards of academic progress and may be placed on warning, probation, or disqualification status if they fail to meet these standards. There is a well-defined appeals process which PCC sends directly to the student when disqualified (See EV 3.D.4.1).

The Nursing Program has well-defined academic requirements for continuation in the program; if the student is terminated from the program, re-admission is determined on a case-by-case basis in consultation with the nursing faculty. Re-admission criteria are outlined in the Re-entry Application (See EV 3.D.1.3), and the process is overseen by the Nursing Admissions Committee in consultation with appropriate nursing faculty.

Students meet regularly with their academic advisors to review their Educational Plan. If an advisor notices that the student is not being successful in his/her coursework, recommendations are made to the student on ways to achieve success: reduction of the credit load, reduction of the work load, etc. However, CGCC has no formal academic disqualification based on grades. In winter 2008, Student Services will pilot an early warning system for students in academic distress. Students referred by faculty members will be contacted and case-managed by an academic advisor. The implementation of this program is designed to help with student retention.

3.D.5 Graduation Requirements

Degree and certificate requirements are listed in the College Catalog and on the CGCC web site (See EV 1.A.2.1). Evaluation for graduation is officially done by PCC and degree requirements are consistently adhered to. Rarely, a request for an exception is made. Typically this is for a substitution of one course for another because the course is not available when the student needs it (many of CGCC's classes are only offered once a year). This request is sent to PCC who forwards it to the appropriate department for consideration.

The entire Student Right-to-Know policy is in the Student Handbook and on the College web site (See EV 1.A.2.3). Instructions on where and how to access the policy are mailed annually to all credit students and are printed in the College Catalog and the quarterly Schedule of Classes.

3.D.6 Financial Aid

CGCC offers a variety of federal and state financial assistance. In addition, other forms of private scholarships, grants and educational assistance are available to assist with educational costs. The Financial Aid Specialist and Student Services personnel disseminate information at area high schools and community events regarding federal financial aid and foundation scholarship opportunities.

During the 2006-2007 academic year, $2,512,694 was awarded in federal financial aid in the

form of grants, loans and work study funds and CGCC Foundation scholarships (See EV 3.D.6.1 and EV 3.D.2.3). The CGCC Financial Aid Specialist is the liaison between CGCC and PCC for financial aid students. The Financial Aid Specialist enters data regarding CGCC students into PCC's Banner System, assists students whose applications appear to have "stalled" in the process, and generates letters to students requesting additional information to complete their files. After PCC has awarded financial aid to a CGCC student, the Financial Aid Specialist completes the process by providing direct information on financial aid, debt counseling, and disqualification and reinstatement. Back-up for the Financial Aid Specialist is provided by Student Services staff. Financial Aid services in Hood River are provided by a staff member who has been trained in financial aid procedures and works closely with the Financial Aid Specialist on The Dalles Campus.

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: full year, single terms, full year high school, and for dedicated special programs. In the 2006/07 school year, $88,895.00 in scholarships was awarded to 123 students. The Student Services Administrative Assistant/ Scholarship Coordinator oversees the application process prior to making allocation recommendations to the Foundation Board. Students are required to submit an application, an essay, and two letters of recommendation. All applicants participate in an interview with a committee typically comprised of a Student Services staff person, a community member, and a member of the Foundation Board (See EV 3.D.6.2).

3.D.7 Scholarship and Grant Information

Information on financial assistance is posted in the annual College Catalog, in the quarterly Schedule of Classes, on the CGCC web site, in the Student Handbook, and on college bulletin boards (See EV 1.A.2.1 and 1.A.2.3).

3.D.8 Student Loan Monitoring

Currently student loan programs are administered through PCC; therefore, the monitoring and auditing of these programs is under their oversight. Currently, information regarding CGCC student loan default rates is not available through PCC.

All students who receive loans must participate in debt counseling sessions. Information sessions with graduating students regarding loan repayment obligations are held by the PCC Loan Officer on the CGCC campus. PCC's financial aid office also provides exit counseling for graduating students in CGCC's Nursing Program each year on The Dalles Campus. Students are given information regarding a loan forgiveness program allowing their total loan package to be forgiven after five years while working full-time as a nurse in a rural area.

3.D.9 Orientation of New Students

CGCC provides for the orientation of new students on both of its campuses. Orientations are available for students entering college credit classes, GED, Renewable Energy Technology, Nursing, and Medical Assisting programs. Orientation schedules are published and available to

students on the web site, in the quarterly schedule of classes, and at Student Services. Orientations for students with disabilities are available in individual or group settings

Historically, attendance at new student orientation has been low. In an effort to address this gap, the new student orientation program was revised to include students and their families, CGCC faculty and staff, and student organizations, providing students the opportunity to interact with faculty and staff in an informal setting. September 2007 was the first orientation to be held on The Dalles Campus in this new format. Participation by students and their parents, and college faculty and staff in this event far exceeded expectations and feedback from students has been very positive. Student Services intends to continue this type of orientation and will expand to include informational sessions for parents, greater faculty participation and an orientation at the Hood River-Indian Creek Campus in the fall of 2008 (See EV 3.D.9.1).

3.D.10 Advisement

Academic advising is available to all CGCC students. Currently there are 3.5 FTE academic advisors available to serve students. Any student enrolled in a program of study is assigned an academic advisor based on the student's major. Academic advising is required for all new credit students. Advisors, with the student, will review ASSET placement scores, make an educational plan for the term, discuss, topics related to enrollment and clear their ability to register online. Advisors then meet with the student at least one more time during the term to outline a complete educational plan to meet the student's desired educational goal. At this time, the advisor can clear the student's ability to register for up to one year. The student can access his/her educational planner at any time utilizing the web registration system. Students are strongly encouraged to meet with an advisor once a term to ensure they connect with support services.

Academic advising is extended to and includes students enrolled in degree partnership programs. CGCC has degree partnership agreements with five universities in the state of Oregon. The student's pursuit of an advanced degree is facilitated by collaborative advising between the community college and university partner.

Information about the availability of academic advisors is published in the College Catalog, quarterly Schedule of Classes and in the Student Handbook (See EV 1.A.2.1-3).

3.D.11 Career Counseling and Placement Services

Career counseling at CGCC support the institutional mission by offering ongoing career development courses, workshops and advising. The career advisor is located in Student Services, supporting the "one-stop" philosophy of providing services. Students and community members have access to a library of career resources including job announcements in the lobby of Student Services. Resources include a variety of computerized resources including Career Information System, Myers-Briggs, and the CGCC web site. The .75 time Career Counselor assists students and faculty by providing workshops and classes related to job search and preparation. The career advisor also sits on the Career Pathways committee to ensure the connection between the college and its communities.

The following career services resources are available to CGCC students:

PERSONAL ASSISTANCE
- Counselor availability to students with an appointment
- Use of self-assessment computer resources
- Resume writing, interviewing, and job search strategies

COMPUTERIZED CAREER RESOURCES
- Career Information System (CIS)
- Career Services web site with career and employment-related Internet sites
- Myers-Briggs Type Indicator
- Computers and printers available for writing resumes and cover letters

CAREER LIBRARY
- Career related books, videos and handouts
- Vocational biographies
- Job Search Information: resumes, cover letters & interviews
- Computers available for career research and career assessment

WORKSHOPS & CLASSES
- CG-140B Career Development (2 credits)
- CG-140B Career Dev. Independent Study.
- CG-209 Job Finding Skills
- Workshops on career related subjects by request

JOB LISTINGS
- Web page providing job referral service
- Postings on campus bulletin Boards

3.D.12 Health Care and Counseling Services

Professional health care services are not available on the CGCC campus. Students in need of health care, including mental health and relevant health education, are referred to a local mental health center or to a local clinic/hospital. Contact information is available at Student Services and can also be found in the Student Handbook. In the case of emergency health issues, 911 is called.

The Chief Student Services Officer works together with faculty and staff when a student is identified as potentially in need of health care services, particularly psychological health services. Involved faculty and staff meet with the Chief Student Services Officer to prepare an immediate plan for evaluation and action. The Chief Student Services Officer follows up with the student and faculty to provide support and monitor implementation of any action plan.

Student health insurance is available through the Student Accident & Sickness Insurance Plan serviced by Insurance Benefits, LLC. Brochures and application forms are available in Student Services (See EV 3.D.12.1). The insurance coverage is voluntary.

3.D.13 Student Housing

CGCC-operated student housing was discontinued in 2003. Dormitory buildings were not ADA accessible, and the needed retrofit was not financially feasible. Since their closure, these buildings have been demolished. In addition, demand for on-campus student housing has not been significant, and there is no current plan to provide it in the future. If the demographics of CGCC students change with the addition of programs that pull in students from out of the area (specialized programs like Renewable Energy Technology or an athletic program), the possibility of on-campus student housing will be revisited. Currently, students in need of local housing are referred by Student Services to local realtors.

3.D.14 Food Services Programs

CGCC contracts on an exclusive rights basis for a cafeteria-style food and vending service with a contractor on a profit-and-loss basis: the contractor pays the College two percent of the gross receipts on the first $150,000 and five percent (5%) thereafter. A new five-year contract went into effect July 1, 2007 (See EV 3.D.14.1).

When school is in session, food service is provided Monday through Thursday from 7am to 6pm and Fridays from 7am to 1:30pm. During term breaks, the daily schedule is 7am to 1:30pm. In addition, the cafe provides food service for CGCC activities when required. Services range from cafeteria-style service with disposable utensils, to full service catering for dinners with china and flatware. In addition, the operator provides service and responsibility for food and beverage vendors located on campus.

Surveys of customer satisfaction are conducted regularly in order to evaluate the quality of service, product, and content (See EV 3.D.14.2).

The delivery of food services at the new Hood River-Indian Creek Campus is under discussion, including the option of vending machines. In addition, the Hood River-Indian Creek Campus is located within walking distance of several restaurants and a major grocery store making access to food more convenient than at The Dalles Campus.

3.D.15 Student Co-curricular Activities

CGCC understands the value of student participation in building a robust campus culture. In support of this, CGCC has consistently allocated general fund monies for both Student Council and PTK to support student life activities. In the 2007 budget, the position of Student Life Advisor was established, and it was filled in the fall of 2007. The role of this position is to oversee and coordinate student life, activities and functions encouraging a broader cross section of student engagement (See EV 3.D.15.1).

Student Government (ASGCGCC)
The mission of the Student Council is to facilitate communication between the students and administration/faculty of CGCC and to complement the College's academic programs and enhance the overall educational experiences of students through the development of, exposure

to, and participation in social, cultural, multi-cultural, intellectual, recreational, community service, and campus governance programs. The Student Council consists of six elected officers who receive compensation for time dedicated to their elected duties. CGCC provides office space and equipment. CGCC continues to support Student Government by allocating general budget funding to support their efforts.

Student Government's Central Aims:
1. Provide environments in which students and student organizations are afforded opportunities and are offered assistance to:
    A. Participate in co-curricular activities.
    B. Participate in campus government.
    C. Gain leadership skills.
    D. Improve interpersonal skills.
    E. Learn about varied cultures and experiences, ideas, issues and styles of life.
    F. Design and implement programs to enhance social, cultural, multi-cultural, intellectual, recreational, community service, and campus government involvement.
    G. Comprehend institutional and group interests and activities.
    H. Learn of and use campus facilities and other resources.
2. Collaborate with students, professional staff and faculty to plan and implement programs that reflect the institution's mission and achieve its goals.
3. Enhance recruitment and retention.
4. Strengthen campus-community relations and enhance accurate images of the institution.
5. Support comprehensive programs that reflect and promote the diversity of student interests and needs, and student achievement and self-worth.
6. Develop and distribute activities calendars, student handbooks, and other materials on public events.
7. Foster meaningful interactions between students and members of the faculty, staff, and administration.
8. Raise awareness about and address the needs of women, persons with disabilities, and other special populations.
9. Collaborate with other offices to maintain a positive environment for student activities within the campus; ensure effective use of space, publicizing of events, implementation of student and community programs, safe and positive interactions.
10. Record, disseminate, and review goals and activities, and use of data to improve delivery of services (See EV 3.B.2.1).

Clubs, Associations and Societies
Currently active at CGCC are the Phi Theta Kappa Honor Society and the Student Nursing Association. These organizations are open to the general student population and have either a staff person or a faculty person as the advisor.

Phi Theta Kappa Honor Society – Alpha Sigma Xi Chapter (PTK)
PTK's central aims are to support the academic and personal development of students through opportunities in leadership, scholarship and service. Alpha Sigma Xi would like to accomplish academic recognition, opportunities for service and leadership while promoting an environment

of fellowship as per the aim of Phi Theta Kappa International (See EV 3.D.15.2). Alpha Sigma Xi contributes to the mission of the College by supporting strong academic and community leadership. CGCC transforms lives with opportunities for leadership and encourages lifelong learning by providing scholarship opportunities. The CGCC chapter of Phi Theta Kappa has been recognized as a five star chapter and has received several awards for its work on campus and within the community.

PTK Outcomes and Goals:
    a. Membership enhancement—10% gain in membership from academic year to academic year.
    b. Promote a sense of community through college events. Hold six campus events per year.
    c. Work to achieve Five Star and Hallmark Recognition through Phi Theta Kappa. International—Submit Hallmark Entries and document Five Star Events on a yearly basis.
    d. Raise funds for community services and the CGCC Foundation Scholarship. Hold two fundraising events per year.

Student Nursing Association (SNA)
The CGCC Student Nursing Association is a fellowship of nursing students involved in the College and community. SNA assists in the development of professional identity, provides a means of interaction between students and the College, addresses issues specific to community-based nursing, and provides a link to state and national nursing organizations (See EV 3.D.15.3).

SNA Goals
- 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 interaction between students, faculty, and the College; and,

- Facilitate interaction and association between all CGCC nursing and pre-nursing students.

Co-curricular Events/Programs
In order to broaden and enhance the intellectual and cultural experience offered to students and the community as a whole, CGCC provides co-curricular events/programs that address topics and issues ranging from literature and art to politics and science.

In cooperation with the Portland, Oregon, based non-profit organization Mountain Writers Series, CGCC hosts published poets and authors who give public readings, discuss their writing processes with personal insights, and conduct writing workshops (See EV 3.D.15.4). The College has also hosted various lecturers, music, dance, and cultural groups. In addition,

CGCC sponsors the Spring Humanities Series and the Science Summit. The Spring Humanities Series has become an annual event and completed its fourth year in April 2007. The Science Summit had its first appearance in October 2006 and is scheduled to repeat in October 2007.

Spring Humanities Series: During the month of April, CGCC invites humanities scholars (novelists, poets, sculptors, painters, political analysts, editorial cartoonists, screenwriters, and filmmakers) to give presentations on their work and lives. Each year focuses on a particular theme. The 2007 Series brought Middle Eastern scholars and experts to The Dalles and Hood River, striving to bring context and better understanding in regards to current realities, cultural and political, in the Middle East. The series also strives to support and encourage emerging writers and artists throughout the Columbia Gorge. Guest speakers participate in informal Writer-to-Writer or Artist-to-Artist Chats prior to formal presentations as well as meet with students in writing, art, and pre-college classes during the day (See EV 3.D.15.5).

Science Summit: October 2006, CGCC hosted a science summit focusing on human impact specifically within the Columbia River Gorge but also globally. CGCC collaborated with Oregon State University, the Columbia Gorge Discovery Center, Wasco and Hood River County Soil and Water Conservation Districts, the Oregon Department of Fish and Wildlife, and local OSU extension offices. The three-day summit was a success and was determined to be worth repeating. Another summit focusing on energy, its creation, consumption and alternative resources was held in October 2007 (See EV 3.D.15.6).

In August 2007, CGCC created a new position (Instructional Coordinator) to organize and ensure the quality of the growing number of co-curricular events taking place in conjunction with the College. The Instructional Coordinator works with faculty, staff, students, and community members to identify presentations and activities that fit within the mission of the College to provide lifelong educational opportunities that strengthen the community.

3.D.16 Policies Regarding Co-curricular Activities

Students have the freedom to organize and join associations to promote their common interests. If students wish to have their group recognized by the College, the students are required to submit a statement of purpose, criteria for membership, rules and procedures, a current list of officers, and a list of active members and name(s) of possible advisor(s). The Chief Student Services Officer facilitates and oversees the organizational process. Criteria for establishing a new club is available in the Student Handbook.

Instructional co-curricular activities are facilitated by the newly created position of Instructional Coordinator in collaboration with the Chief Academic Officer. With the creation of this new position, future efforts will be placed on integrating co-curricular activities that will maximize student participation through a more cohesive and organized approach.

3.D.17 Student Athletics

No student recreational or athletic programs are available at CGCC.

3.D.18 Bookstore Services

The CGCC bookstore serves the college community by providing required textbooks approved by PCC Subject Area Curriculum Committees, as well as recommended books, study guides and workbooks, supplies and media solutions, and practical office and academic products for use by students, staff and faculty members. In addition, as of Fall 2006, the bookstore has provided a textbook buy-back feature for the students. The bookstore endeavors to be the "one-stop shop," providing the necessary tools that aid in the success of CGCC students, faculty and staff.

The bookstore is currently housed in approximately 350 square feet and, and all products are kept behind the counter. Service is provided over-the-counter meaning that students do not have the opportunity to personally select their items. The store is managed by one full-time bookstore specialist except during peak times (the first two weeks of the term) when one additional staff member from the Business Office is utilized on an as-needed basis.

The Student Opinion Survey is administered each spring in even numbered years. It provides feedback on student satisfaction with the college instruction and services. The spring 2006 survey results show that 6.8 % of students were very satisfied with the bookstore, 39.7 % were satisfied, 35.2 % were neutral, 12.5 % were dissatisfied and 5.6 % were very dissatisfied. The Student Opinion Survey also collected information on services that students would like to see. Of those surveyed, 93% stated that they would like to see a walk-in bookstore on campus (See EV 1.B.7.2).

Financial aid students who have received an award letter are provided the opportunity to charge their text books while waiting for their financial aid disbursement.

3.D.19 Student Media

CGCC does not have any student run/produced media.

3.D.20 Other Support Services

Child Care Partners - Resource and Referral
CGCC does not provide on-site child care services; however, it does provide child care referrals through Child Care Partners, a state-designated child care resource and referral program for Wasco and Hood River counties. CGCC is the lead agency, housing the Wasco County office. The Hood River County office is located at the Mid-Columbia Council of Governments offices at present. The program enrolls child care and education businesses (preschools, family child care and certified centers, school age program) in a confidential web database. The program serves CGCC students, employees, and families (parents, grandparents, foster parents, non-custodial caregivers) with referrals for child care referral services.

Services for students include but are not limited to the following:
- Referrals for child care while students are in class and/or completing out-of-class studies;

- Identifying payment sources available for students;

- Identifying resources for students: Examples include information on child abuse and neglect through CCR&R resource books and community agencies (psychology classes); state and local system information on data for community child care and education (early childhood education classes); presentations on local and state supply/demand of child care and education (early childhood education classes); and,

- Presentations in Early Childhood Education classes regarding local and state licensing information, data, Oregon and/or Washington's child care and education system, and elements of quality child care.

Child Care Partners extends the CGCC student base into the community, reaching early childhood workers who contribute to young children's development (social, emotional, intellectual) in preparation to be successful in school. The program offers approximately forty to fifty non-credit classes per year enabling child care workers to meet state licensing requirements and professional development.

Current data for available child care spaces, cost of care, types of care (including preschools), etc. are maintained for collaboration and/or use by local agencies/programs and employers to guide recruitment and program design. The availability of affordable/quality childcare for all age groups remains a challenge for the community. Child care Partners continues to work with other community agencies to develop strategies to positively impact the quality and availability of child care for students and community families.

Gorge Literacy
The Gorge Literacy mission states that: *Gorge Literacy, a program of Columbia Gorge Community College, exists to provide free, basic literacy instruction and support to all adults in the CGCC service area enabling them to reach their goals and realize their potential within their family, work and community lives. We are committed to providing the highest quality, volunteer-based literacy services.*

Gorge Literacy trains volunteers from the community to tutor adult learners who wish to improve their reading, writing, math, and/or English conversation skills. In 2006-07, the program utilized 19 volunteers to tutor 127 learners individually and in classroom and lab settings. Tutors volunteered a total of 2,184 hours, providing 1,450 hours of one-on-one and group instruction to learners (See EV 3.D.20.1-2).

Each June, in order to provide a forum in which emerging writers may express themselves, Gorge Literacy publishes a book of student writings, *Shared Voices: A New Writers' Collection*. *Shared Voices* is an opportunity for often unheard voices to be heard. Submissions are accepted from students enrolled within the previous year in any of the CGCC adult education programs, including: Adult Basic Education, Adult High School Diploma, English for Speakers of Other Languages, GED Preparation, Gorge Literacy, High School Credit Completion, and Spanish GED Preparation. In June 2007, Gorge Literacy released volume VI (See EV 3.D.20.3).

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3.D Evidence

EV 1.A.2.1   College Catalog
EV 1.A.2.3   Student Handbook
EV 3.D.1.1   Admissions Packet Nursing
EV 3.D.1.2   Advance Placement Application Nursing
EV 3.D.1.3   Re-entry Application Nursing
EV 3.B.2.4   Diagnostic Imaging Admissions Packet
EV 3.B.2.5   RET Admissions Packet
EV 3.D.2.1   CAMP Brochure
EV 3.D.2.2   Career Pathways Model
EV 3.D.2.3   CGCC Foundation Annual Scholarship Report
EV 3.D.2.4   Federal Financial Aid Application
EV 3.D.2.5   Student Loan Packet
EV 3.D.2.6   Nursing Student Loan Packet
EV 3.D.3.1   Financial Aid Ability to Benefit forms
EV 3.D.4.1   Financial Aid Appeals Form
EV 3.D.6.1   Financial Aid Reports
EV 3.D.6.2   2007-2008 Full Year Scholarship Application and Instructions
EV 3.D.9.1   New Student Orientation Agenda
EV 3.D.12.1 Student Accident & Sickness Insurance Plan brochure
EV 3.D.14.1 Café Contract
EV 3.D.14.2 2007 Café Survey and Summary
EV 3.D.15.1 Student Life Advisor Job Description
EV 3.B.2.1   Student Council By-Laws
EV 3.D.15.2 PTK International Charter <http://www.ptk.org/about/>
EV 3.D.15.3 Student Nursing Association Bylaws
EV 3.D.15.4 2006/07 Fliers for Literary Readings
EV 3.D.15.5 Spring Humanities Publicity Materials
EV 3.D.15.6 Science Summit Publicity Materials
EV 1.B.7.2   2006 Student Opinion Survey
EV 3.D.20.1 Outreach Tutoring Grant: 2006-07 End-of-Year Report
EV 3.D.20.2 Gorge Literacy Tutor and Learner Hour Reports 2006-07
EV 3.D.20.3 *Shared Voices: A New Writers' Collection, Volume V*

3.D Strengths

1. Assigned staff provides outreach to high school students and administrations.

2. Faculty participates in the development of policy and procedures as related to limited entry programs.

3. General budget funding exists for Diversity Committee activities.

4. The Foundation is committed to continue to provide scholarships to students in need.

5. Continuity in staff and experience in various types of food service has made for a comfortable working relationship with staff and faculty and the café.

6. The small size of operation of the cafe allows for personalized service, and ability to adapt quickly to meet college needs.

7. CGCC continues to support Student Life by allocating general budget funding to support these efforts.

3.D Challenges

1. Campus diversity does not reflect community demographics.

2. There is no follow up communication with students after submission of admissions applications.

3. CGCC lacks academic progress, continuation, termination and re-admission procedures.

4. Currently, CGCC lacks the ability to process, manage and award federal and state financial aid.

5. Degree partnership programs have low enrollment

6. The café facility is antiquated.

7. The communication of student life activities to the student body is weak.

8. There is no designated space such as a Student Union for students to gather.

9. The bookstore is not currently a "walk-in" facility.

10. There are no online book sales.

11. Finding quality, affordable childcare is difficult for students.

3.D Recommendations

1. Form a committee of college staff, students, community agencies, and interested individuals to identify recruitment strategies specific to minority students.

2. Student Services will complete the development of a formal admissions process.

3. Student Services and Instructional Services need to jointly determine criteria for academic progress and develop policies regarding continuation, termination and readmission procedures. The proposed Academics Standards Committee will be involved in this endeavor.

4. CGCC, with the assistance of PCC, will identify and put into place the necessary institutional infrastructure to implement a financial aid department.

5. Develop and implement a degree partnership recruitment strategy.

6. Complete the café renovations.

7. The Student Life Advisor will research and implement varied techniques for communicating with the student body.

8. Form a committee to address the feasibility of appropriating space for a student union.

9. Complete the renovations to Building 1 to accommodate a walk-in bookstore.

10. Provide online book sales.

11. Research the feasibility of providing on-site childcare.

Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

3.1.A Advertising, Publications and Promotional Literature

The College Catalog and college schedules are developed, reviewed, and published under the supervision of the Chief Student Services Officer. The College Catalog contains all the information listed in section 3.1.A.3, with the exception of frequency of course offerings (which are projected in the quarterly schedule of classes) and the length of time to attain a degree.

The responsibility for marketing the College and its programs falls to individual departments and staff members. The result is a lack of consistency in college publications. As the College continues to expand, there is a need for the inclusion of a dedicated marketing specialist to oversee and guide marketing and recruitment publications.

3.1 Evidence

EV 1.A.2.2   Class Schedules (set of 4)
EV 1.A.2.1   College Catalog

3.1.B Student Recruitment for Admissions

General student recruitment is conducted by CGCC admissions personnel. For specialized programs, faculty and administrators also participate in the recruitment of students.

3.1.C Representation of Accredited Status

Currently, CGCC representation of its accredited status complies with PCC/NWCCU guidelines. The College's accreditation information is described in the College Catalog, and in every class schedule and on the College web site.   Certain specialized programs list their accreditation information with their program descriptions.

Standard 4

Faculty

Standard Four:
Faculty

Introduction

CGCC faculty members are extremely well qualified individuals who teach and advance the learning process. Dedicated to their students' education, they help determine course content and learning outcomes in a joint effort with PCC, and they participate in instructional planning and curriculum development. The faculty are also involved in many aspects of institutional governance.

4.A Faculty Selection, Evaluation, Roles, Welfare and Development

The CGCC faculty is an essential component in the delivery of CGCC's mission of *building dreams, transforming lives*.

4.A.1 and 4.A.8 Professionally Qualified Full-Time and Adjunct Faculty

CGCC's commitment to academic excellence is evidenced in the employment of high quality faculty. CGGC has the same standards for both full-time instructors and adjunct instructors. Initially, hiring standards were those adopted by PCC and set forth in ORS 341.535 Qualifications of Faculty, and in OAR 589-008-0100 Guidelines for Formation of Community College Personnel Policies. As a contract college of PCC, CGCC adheres to these administrative rules. These standards state that the Lower Division Credit instructors must have a Masters degree in the subject of instruction or the equivalent in graduate course work hours. The Career and Technical Education instructors must meet the minimum education and work experience qualifications for their specific areas of instruction. The following is an example of a Career and Professional Education instructor's qualifications for a full-time instructor in the Criminal Justice Department:

> *JD or PH.D in law and two years full-time work experience in related field.*
> *Or,*
> *MA or MS in Criminal Justice, Administration of Justice or related field and three years full-time work experience in related field.*
> *Or,*
> *BA or BS in Criminal Justice, Administration of Justice or related field and four years of full-time work experience in related field.*
> *Or,*
> *Ten years of full-time work experience in Criminal Justice, Administration of Justice or related field.*

The current instructor qualifications for faculty, including transfer credit, PTE, CTE, ABE and ESOL, can be found in the Instructor Qualifications document (See EV 4.A.1.1).

For the start of the 2007-08 school year, CGCC employed 18 full-time faculty (including one- and two- year appointments), 76 credit adjunct faculty, and 17 ABE/GED/ESOL adjunct faculty. In addition, two administrators and staff teach a limited number of courses each term. In the past three years, CGCC developed a strategic plan to increase the ratio of full-time to adjunct faculty and has added 6 new full-time faculty positions. The Chief Academic Officer will be seeking a full-time faculty for the arts and humanities area and one for the social sciences area as budget permits over the next two years (See EV 4.A.1.2). Table 1 provides an institutional profile of all faculty showing data about terminal degrees and years at CGCC (See EV 4.A.1.3).

The Community Education Department faculty hiring criteria include expertise and experience in the subject matter, and prior experience teaching adults. Recruiting also occurs through outreach to other community colleges.

4.A.2 Faculty Participation in Academic Planning and Curriculum Development

Many faculty, both full-time and adjunct, are involved in academic planning, curriculum development and review, informal academic advising, and in institutional governance.

Administrators and faculty from all disciplines informally meet during the academic year. This network is effective due to the relatively limited numbers of faculty, administrators and the size of the College.

Academic Planning

Faculty members are essential in providing input and review of current academic policy. Their involvement occurs in several ways. Faculty members are formally surveyed by their respective Department Chairs at regularly scheduled meetings including fall and spring in-services. The Chairs lead discussions with their respective faculty as to: what classes to offer, what terms to offer them, and which classes to offer in a distance learning or hybrid format. It is also a forum by which information from the respective advisory committees, Subject Area Committees, and Student Services is disseminated and reviewed.

Institutional Governance

Faculty members serve on a variety of campus-wide committees that review and implement policy (see EV 4.A.2.1) Full-time and adjunct faculty are all encouraged with financial compensation and/or release time to participate in committee work. Ten faculty members participated in the Academic Master Planning process. The request to participate in the development of the plan was met with eagerness and dedication. In the spring of 2005, Planning Group members met over a span of five months to shape the future direction for educational excellence and vitality at the College and for the local communities.

Instructional Council (IC)

The Instructional Council was formed in 2001 and disbanded as of June 2007. The

Instructional Council met on a monthly basis throughout the academic year. It has been replaced by an expanded instructional governance model that includes Department Chairs. The IC was formed as an advisory body to the Dean of Instruction. Council membership included faculty (full-time and adjunct) who represented all the program areas in instruction; instructional directors and coordinators; and other administrative staff who provided faculty and instructional support.

Faculty participate in the institutional governance, including participation in the 2005-08 Academic Master Plan process, the Instructional Council, the review of the Strategic Plan 2003-07 and development of new or updated goals for 2007-10, and in the newly formed Department Chair structure, and less formally through the monthly "brown bag" meetings with faculty and administrators.

Roles of Instructional Council included:

- Provided a forum dedicated to improvement of teaching and learning at CGCC;

- Provided a critical nexus of communication between faculty, instructional staff, and administration;

- Addressed issues and proposals, sparked ideas and discussion, developed solutions, and assisted with planning and implementing changes;

- Advanced discussion of administrative decisions affecting the educational experience; and,

- Facilitated communication and professional development among the faculty at large.

The Instructional Council created goals and assessed achievement each year. Examples of the work the Instructional Council was involved in include the following: (a) reviewing all course syllabi against PCC's Course Content and Outcomes Guides; (b) developing the College's Academic Policies; (c) recommending action related to student computer skill competency; (d) developing and presenting topics for faculty in-service; and, (e) developing the Department Chair structure and the description of Department Chair duties (See EV 4.A.2.3). The Instructional Council established the framework for two new committees, the Academic Standards Committee and the Curriculum Standards Committee, both of which will be formed in the fall of 2008.

Department Chairs

The Department Chairs and their respective departments were established in the fall of 2006 and became operational in winter of 2007. The Department Chairs work closely with their faculty, Student Services, and Instructional Services to develop the annual and quarterly class schedules. The annual class schedule includes courses to be taught, number of sections, recommended times/days, format (face-to-face, hybrid, on-line), and faculty assignments. The

Department Chairs will also continue to assist with the development of instructional procedures (See EV 4.A.2.3).

The current structure of the departments is as follows:

Instructional Governance Model: 2007-2008 Academic Year

Chief Academic Officer
Dr. Susan Wolff

Director of Transfer and Pre-College Programs
Dave Mason

Distance Learning
Paula Ascher

Adult Continuing Education & Work Force Training
Suzanne Burd

Director of Career & Technical Education (CTE)
(will also manage the PST program)
Mary Kramer

Director of Nursing & Health Occupations
Marilyn McGuire-Sessions

Director of Library Services
Rosemary Ross

Departments

Science
(Includes Nutrition, HPE, & PE)
Dept Chair - Rob Kovacich
18 Faculty

Renewable Energy Technology *

Art & Theatre/Humanities
Dept Chair - Bill Noonan
15 Faculty

Welding *

Business
Dept Chair - Ken Leibham
10 Faculty

Computer Applications & Office Skills *

Social Science
(includes Career Guidance & Economics)
Dept Chair - John Copp
24 Faculty

Early Childhood Education, Criminal Justice, & Human Services *

Math **
Dept Chair - John Evans
12 Faculty

Writing, Literature, Foreign Language **
Dept Chair - Tim Schell
16 Faculty

Basic Skills **
(includes Reading)
Dept Chair - Brook Maurer
10 Faculty + 4 Instructional Assistants

English as a Second Language (ESL) **
Dept Chair - Lynne Lewis
12 Faculty + 2 Instructional Assistants

Nursing
Dept Chair - Lorie Saito
10 Faculty

CNA
2 Faculty

EMT
2 Faculty

Health
1 Faculty

Medical Assisting
1 Faculty

Medical Terminology
1 Faculty

KEY
* These Programs report to the Director of Career and Technical Education. Curriculum in these program areas reside in the department indicated on the left.
** Developmental Education courses will be incorporated in the appropriate curriculum department.

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"Brown Bag"

The less formal, but also effective, mode for faculty communication between faculty and administrators is through a series of "brown bag" meetings. In 2006-07, there were seven brown bag meetings. These were hosted by faculty member and Pre-College Department Chair Brook Maurer. Comments and suggestions from these "brown bag" meetings were then reviewed with the Instructional Council and the Chief Academic Officer. The topics of these meetings were established through the use of a Brown Bag Discussion Survey (See EV 4.A.2.4-5).

Curriculum Development and Review

The faculty plays a significant role in curriculum development and review. This work occurs at two levels: at PCC and at CGCC. At PCC, Department Chairs and other faculty from CGCC attend the SAC meetings where decisions are made regarding textbooks, course outcome goals, degree and certificate requirements, transfer issues, and program assessment.

On the CGCC campus, faculty members serve on committees which develop contacts within their discipline, establish internships and employment, and, as part of a larger admissions committee, select students who apply for limited admission programs. Individual faculty members have sole responsibility for teaching strategies.

Academic Advising

In general, the faculty does not have a major role in direct academic advising. Their role has been more informal, such as working with advisors in Student Services to assist students as they select courses. Many of the adjunct faculty are currently employed in their respective areas of specialty, and they bring this "real world" and timely perspective regarding required workforce skills as well as specific best practices to the student.

4.A.3 Faculty Workload and Professional Development

The faculty workload is comparable to other institutions and has been agreed upon in the Faculty Collective Bargaining Agreement (CBA) in Article XIV (See EV 4.A.3.1). The faculty workload is monitored carefully in an effort to achieve equity across disciplines, and among adjunct faculty members. This monitoring is now conducted by the Chief Academic Officer, the respective Instructional Services Director, and the respective Department Chair. The workload allows for professional growth and participation in committees and workgroups.

The institution strongly encourages faculty to seek professional growth which in turn promotes the College mission statement. The opportunities for professional development include attending conferences, participating in state-wide advisory meetings, and participating in professional organizations or associations. Instructional Council developed and recommended procedures for professional growth (included in the Collective Bargaining Agreement under Article IX), and increased funding for these activities has been included in the last two budget cycles. These opportunities are encouraged for both full-time and adjunct faculty. This

procedure is now incorporated in the Faculty Handbook 2007-08 which states:

<u>Conferences and Workshops/Skill Upgrading</u>

The College supports faculty professional development such as presenting at or attending workshops and/or conferences related to your field, teaching and learning strategies, and incorporating instructional technology into your teaching. Submit a written request for funding to the appropriate Instructional Director for approval in advance of any workshop/conference. (See Appendix A: Advance Travel Authorization.)

Instructors are encouraged to take advantage of the following in-service opportunities during the year:

1. College faculty in-services scheduled prior to the beginning of fall term and the first Saturday of spring term. (Required)

2. Regional/state instructor and the PCC Subject Area Committee meetings. If not notified of these meetings, instructors should request this information.

3. Great Teachers Seminar. One teacher may be chosen each year to attend this rewarding, week-long conference held in June.

Funding is allocated to make these opportunities happen. In general, full-time faculty may request up to $500/year for professional development activities, and adjunct may request up to $350. As CGCC seeks to improve utilization of this resource and further encourage faculty to pursue professional development opportunities, policies and procedures are evolving. Currently applications for professional development are made to the respective Department Chair and Instructional Director for review. If the application is approved and funds are allocated, the applicant is informed. Following completion of the professional development activity, the applicant submits a brief written summary of the activity and professional development goal accomplished. This will then be kept in their personnel file.

In 2003-04, the Instructional Council developed and adopted a Faculty Development Training Policy (See EV 4.A.3.2).

4.A.4 Faculty Compensation

Policies on faculty salaries and benefits are published in the Faculty Collective Bargaining Agreement (See EV 4.A.3.1) and are provided to each new faculty member. This information is also available on the CGCC web site. The Business Office provides regular notices and arranges meetings on insurance and retirement benefits. The minimum, median, and maximum faculty salaries are shown in Table 1 (See EV 4.A.1.2).

The College compensates full-time faculty according to the salary schedule in article XIV Compensation in the Collective Bargaining Agreement (pages 24-25). Adjunct faculty are

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compensated according to their work assignments as shown on the Adjunct Faculty Schedule of the Collective Bargaining Agreement (page 27), article XIV.

4.A.5 Faculty Evaluation

Information regarding faculty evaluation is found in the following two documents:

1) Collective Bargaining Agreement between Local 4754 United Employees of Columbia Gorge Community College AFT, AFL, CIO and Columbia Gorge Community College for July 1, 2007 through June 30, 2010 and

2) the Faculty Handbook 2007-8. (See EV 1.A.2.4)

The Collective Bargaining Agreement Article XI – Evaluation states:

"A. Evaluations are for constructive employee development and are not considered discipline. However, deficiencies identified in the evaluation can also be addressed by disciplinary action when appropriate. An unsatisfactory evaluation may be cause for development of a performance improvement plan or non-renewal of probationary faculty. The Chief Academic Officer and/or Instructional Director may conduct a management evaluation. In doing so, he or she may use data from any sources the Chief Academic Officer and/or Instructional Director determines appropriate, including work area or classroom visitation, input from students, other faculty, and the faculty being evaluated.

"B. Probationary Full-time faculty shall be evaluated annually. All other faculty, both full-time and part-time [adjunct], shall be evaluated at any time there is a clear indication of professional performance problems, and they may be evaluated at other times upon the request of the faculty member or as determined by management. Full-time temporary faculty may choose to follow the evaluation steps of a probationary full-time faculty. If the temporary full-time faculty attains probation status, any completed evaluation steps shall be counted towards fulfillment of their probation status.

C. Part-time [adjunct] faculty evaluations will consist of the following steps:

      1. First term: The first term evaluation will be a faculty peer observation and will not be placed in the faculty member's file.

      2. Second term: A formal evaluation by supervisor or designee using the CGCC Classroom Observation Form is conducted. The observation is discussed with the faculty member and placed in their file.

      3. Third term: A self-evaluation by the faculty is conducted including responses to the previous evaluation(s) and a minimal portfolio (course syllabus, assessment tool (s), and anything else the instructor wants to include). Additionally, a formal evaluation by a peer of the faculty member's choice is conducted and the observation is discussed with the faculty. The form and additional comments go in the faculty file.

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

Columbia Gorge Community College Faculty Handbook, 2007-08 (See EV 1.A.2.4) states:

Evaluations

- Faculty and courses are evaluated in several ways at the College. In addition to standard student and administrative evaluations, faculty are encouraged to participate in peer and self evaluations.

- The purpose of evaluations is to improve the teaching/learning process. The College will assist with professional development activities to help you further improve your teaching. (See "Conferences and Workshops/Skills Upgrading.")

- Student Course Evaluations: Student course evaluations are done for credit and noncredit classes each term. When a student evaluation is completed for you, it will not become a part of your official personnel file. All evaluations are conducted online and typically take about 15 minutes for students to complete. Results are not made available until after the end of the term to avoid any appearance that the grades students receive might be influenced by their responses to these surveys.

- Evaluations will be done for all adjunct faculty.

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

The full-time faculty development and evaluation plan can be found at:

<http://www.cgcc.cc.or.us/Academics/FacultyResources/ FacultyPoliciesProceduresFoms_000.cfm> and Classroom Observation Form (See EV 4.A.5.1-2)

In addition to the policies and procedures described above, CGCC celebrates the contributions of its faculty through the annual Faculty Excellence Award (see EV 4.A.5.3). This honor includes a $500 award from the College Foundation to be used either for a professional development activity of the recipient's choice or as a one-time cash award, and a plaque on display by the Class Act Café at CGCC. The award is presented during the spring graduation ceremony. <http://www.cgcc.cc.or.us/Academics/facultyaward/FacultyExcellenceAward.cfm>

The Community Education Department faculty evaluation is accomplished through student evaluations (See EV 4.A.5.4).

4.A.6 Recruitment of Full-Time Faculty

CGCC has a formal and faculty-inclusive process for the recruitment and hiring of full-time faculty. With the development of the newly formed Department Chair structure, this has increased the formal role of faculty in the process. Currently, the Department Chairs meet on a monthly basis with the Chief Academic Officer, and the Instructional Directors. One purpose of these meetings is to jointly develop the Annual Class Schedule, with input to the annual budget planning process. This forum makes recommendations to CGCC's Executive Leadership Team (ELT) regarding the addition of new full-time faculty positions. If the new position is supported by the ELT, the formal recruitment process is initiated (See EV 1.A.5.4-5).

The job description is reviewed, updated, and/or created by the Chief Academic Officer, Instructional Services Director and the Department Chair.

- The revised job description is reviewed by Human Resources Department.

- Recruitment strategies are determined and conducted.

- A "paper screening" committee is established by the CAO and/or Instructional Director and Department Chair. This committee includes current faculty, Director, Department Chair, and/or community partners.

- Paper screenings are conducted, and recommendations for interview are made to the Department Chair and Director.

- Interview committee is established by the Director and Department Chair, to include current faculty, Director, Department Chair, student, and/or community partners.

- Interview committee conducts interviews and makes recommendations for hire to the Department Chair and Director.

- CAO/Director conduct reference checks, and makes recommendation for hire to Human Resources.

4.A.7 Academic Freedom

The College firmly supports the philosophy of academic freedom expressed in the CBA, Article XIX and in the Faculty Handbook. Academic freedom is essential to fulfill the ultimate of objectives of an educational institution—the free search for the exposition of truth— and applies to both teaching and research (See EV 4.A.7.1).

Article XIX of the Collective Bargaining Agreement describes the rights and responsibilities afforded all academic employees by virtue of their position:

"Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject taught. Each faculty member is also a citizen of the nation, state and community, and when speaking, writing or acting as such shall be free from institution censorship. The faculty should avoid, however, creating the impression of speaking or acting for the College when speaking or acting as a private person. It is recognized that the personal life of a faculty member is not an appropriate concern of the College except as it limits the faculty member's effectiveness in his /her position."

4.A.9 Conditions of Employment for Adjunct Faculty

Upon employment, all adjunct and full-time faculty are given a copy of the faculty contract by the Business Office, the Faculty Handbook by Instructional Services, and orientation to the facility resources by the Department Chair, Director, and/or Instructional Services staff.

Course assignments are made by the Department Chair, in consultation with the Instructional Services Director. Faculty members are contacted by phone and/or e-mail to discuss these prospective course assignments. After initial agreements are made, a formal Notice of Teaching Assignment is generated by the Business Office, reviewed and signed off by the CAO and Instructional Director and mailed to the faculty for their approval.

A current challenge, however, is that there is no Notification of Teaching Assignment (NOTA) process for the ABE/GED or ESOL faculty. For the adjunct faculty in these departments, a payroll authorization form is completed and authorized by the respective director, Chief Academic Officer and the Business office that specifies the number of hours to be worked and the revenue source. These faculty then submit timesheets on a monthly basis.

Regarding the dissemination of information, the faculty are strongly encouraged to utilize their CGCC e-mail accounts as this is the primary mode for communication. The CGCC web site is another vehicle for communication. During the current new building construction projects, this site is used to convey the latest information, including changes in facility/parking access. It also includes a self-directed web cam to allow web visitors to see the current status of the grounds.

Other methods used to convey information include the campus newsletter (available in both electronic and paper forms). Announcements are posted via e-mail, flyers, brown bag sessions, staff meetings, department meetings, and at faculty in-service meetings.

4.A.10 Recruitment of Adjunct Faculty

CGCC employs over one hundred adjunct faculty each school year and all meet the Instructor Qualification Standards and the respective OAR's. The table below shows the number of Adjunct Faculty employed by department in the 2006-07 school year:

Number of Adjunct Faculty by Department

Department	
Art/Theater/Humanities	14
Writing/Literature/Foreign Language/ Reading	17
Science	9
Math	12
Business/Computer Applications & Office Systems	10
Social Science	22
Nursing/Health Occupations	15
ESOL	11
ABE/GED	6
Total	116

Adjunct faculty are actively recruited when the respective Instructional Director and Department Chair review the schedule of classes and note gaps in instructors available to teach the listed classes. They then place advertisements in local newspapers, on the CGCC web site, Craig's List, and Joe Board to invite applications.

The Instructional Director and appropriate Department Chair examine the applications and transcripts and then interview qualified candidates. A verbal agreement between a successful applicant and the director is then reached. Most faculty are required to sign a NOTA, which is a term by term agreement, regarding teaching assignments.

In some instances, individuals independently call CGCC seeking employment as instructors. The Instructional Director and appropriate Department Chair invite them to submit an application and transcripts, and if they meet the qualifications criteria, they are interviewed. If no openings are immediately available, the Instructional Director places their names and credentials in the potential faculty file. These instructors' applications are then reviewed again by the appropriate Department Chair and Instructional Director when an opening appears.

4.A Evidence

EV 4.A.1.1   Instructor Qualifications
EV 4.A.1.2   Table 1
EV 4.A.1.3   Table 2
EV 4.A.2.1   Faculty Committees and Membership
EV 4.A.2.2   Goal One, Strategic Plan
EV 4.A.2.3   Department Chair Job Description
EV 4.A.2.4   Brown Bag Topics
EV 4.A.2.5   Brown Bag Discussion Survey
EV 4.A.3.1   Faculty Collective Bargaining Agreement
EV 4.A.3.2   Faculty Development Training Policy
EV 1.A.2.4   Faculty Handbook <http://www.cgcc.cc.or.us/Academics/FacultyResources/documents/FacultyHandbook2007-08_000.pdf>
EV 4.A.5.1   Classroom Observation Form

EV 4.A.5.2   Full-time Faculty Development & Evaluation Plan
EV 4.A.5.3   Faculty Excellence Award
EV 4.A.5.4   Non-Credit Class Evaluation Form
EV 1.A.5.4   Hiring Requisition Form
EV 1.A.5.5   Hiring Checklist for Staff and Full-time Faculty
EV 4.A.7.1   Board Policy Manual, Code: IB

4.A Strengths

1. CGCC follows a defined hiring process.

2. Faculty members are well qualified and trained to ensure a positive learning environment for their students.

3. CGCC helps and encourages faculty to develop and improve as instructors.

4. CGCC provides fair compensation, supplies technical support, and delivers a positive, secure environment.

5. Faculty members are encouraged to participate in Academic Planning and Curriculum Development.

6. CGCC has a formal professional development procedure for the faculty and funding has been budgeted.

7. Faculty and administration negotiate and develop agreements for three-year contracts. The process is open, fair, and cordial.

8. The evaluation policy is extensive, fair, and welcomed by the faculty as a tool to improve their classroom techniques and add to their professional development.

9. CGCC has an inclusive process for recruitment.

10. Many adjunct faculty have been employed by the College for numerous years.

4.A Challenges

1. CGCC employs more adjunct than full-time instructors. The ratio of adjunct to full-time is 117 to 17 (approximately 13% of all faculty are full-time).

2. Due to geography and time constraints, many adjunct faculty tend to be excluded from the process of ongoing planning and curriculum review/development. This is particularly the case with the "informal" discussions regarding these topics.

3. Few faculty have chosen to utilize professional development resources.

4. A possible contributing factor to the recruitment and retention challenges for adjunct faculty is the disparity between the per-class pay rate for full-time and adjunct instructors.

5. Full-time faculty are not reviewed after attaining regular status.

6. Adjunct faculty work loads range from one class per year to two/three every term. Due to this wide range, a comprehensive evaluation for each instructor has not been achieved.

7. There is no NOTA process for the ABE/GED or ESOL faculty.

4.A Recommendations

1. Continue efforts to increase the number of full-time faculty.

2. Use the In-Service gathering as a means for adjunct faculty to provide input in Academic Planning and Curriculum Development, and support more consistent participation of adjunct faculty.

3. Increase marketing efforts to encourage use of resources available for professional development and formalize documentation of the application process as well as the outcomes of professional development activities.

4. Assess the impact of salary on the success of recruitment and retention of adjunct faculty, making adjustments to compensation as necessary.

5. A policy/procedure that includes a more extensive review of full-time faculty after attaining regular status needs to be developed. The evaluation tools that currently are being used for full-time faculty should be considered for evaluation of adjunct faculty.

6. Instructional administrative staff need to increase the number of adjunct faculty being evaluated each year.

7. Create a NOTA-like document that provides for a more formal agreement between the ABE/GED and ESOL adjunct faculty and the College as this relates to teaching load, etc.

4.B Scholarship, Research, and Artistic Creation

4.B.1 Faculty Engagement

CGCC supports the scholarship, research and artistic efforts of its faculty—both Lower Division Transfer and Career and Technical Education as well as the ABE/GED/ESOL—through various funding processes such as stipends and tuition waivers. The outcomes of these funding investments are informally recorded in communication between Department Chairs, the Chief Academic Officer, the Instructional Director and the faculty. Also, faculty accomplishments are informally noted at the fall and spring in-services, staff meetings, email notices, and in the college newsletter, Campus View. Faculty members have written and

published a number of literary publications and textbooks and scholarly pieces in peer-reviewed publications (See EV 4.B.1.1). Faculty have been supported by funds to present papers at professional conferences. Faculty members have also completed advanced degrees and certificates with the support of college funds. Others have completed various professional-technical upgrades through industry workshops and training programs.

In the spring of 2007, the faculty was electronically surveyed with the following questions posed: name current degree/certificates; teaching experience; research, scholarship, and creative activities; and, public service. Of the 115 surveys emailed out, fifty people responded. The questions posed were:

1. Current degree/certificates
   Results: (This information is covered in greater detail in Table 2)
2. Teaching Experience
   Results: The range of responses was from one year to 41 years; the average was
            12.5 years of experience teaching at the post-secondary level (45
            respondents)
3. Research, Scholarship, & Creative Activities
   Results: Eleven respondents (22%) indicated recent involvement in research,
            scholarship or creative activities. Note: The low response rate and
            "range" of responses may indicate some confusion regarding how this
            query was worded.
4. Public Service
   Results: Twenty-four respondents (48%) indicated recent involvement in
            public service. Activities ranged from serving as elected officials, to
            working with community groups such as Habitat for Humanity and other
            service groups/organizations.

 The results can be found electronically: <http://www.surveymonkey.com/sr.aspx? sm=PO1_2bO3V9Any1A285HV8_2fGezFD_2f3YJCItLsYHVEpNNX8_3d>

4.B Evidence

 EV 4.B.1.1   Books by Faculty Members

4.B Strengths

1. Recognizing that scholarship, research, and artistic creation are an integral aspect to providing quality education, CGCC provides opportunities for faculty members to pursue their pedagogical and disciplinary interests through professional development.

2. CGCC honors the faculty through the annual Faculty Excellence Award. The nomination process is described at the CGCC web site: <http://www.cgcc.cc.or.us/Academics/ facultyaward/FacultyExcellenceAward.cfm>

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3. The CGCC faculty have initiated, developed and marketed a number of new courses and services. These include: An introductory first year Japanese course; Anthropology courses that include field trips to the John Day fossil beds and other areas; a Bio-Medical ethics course in the Philosophy Department; a combination Sociology/Philosophy class on religions; Psychology Practicum; Spanish Literature; and service learning opportunities. Faculty have recruited nationally acclaimed writers, poets, and artists to the campus and communities, and have brought musical/cultural events on campus such as the Brazilian drummers.

4.B Challenges

1. CGCC does not have an established mechanism for encouraging faculty to share their accomplishments and ongoing research with the institution.

4.B Recommendations

1. Establish a more formal process to encourage and recognize faculty creativity.

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Standard 5

Library & Information Resources

Standard Five:
Library and Information Resources

Introduction

Columbia Gorge Community College's (CGCC) Library, located on The Dalles Campus, provides students and faculty the information sources, technology and assistance they need to do research for the courses offered on two campuses and online. The collection of resources, in a variety of formats, reflects the courses offered by CGCC. The print and media collection and the Library staff are located on The Dalles Campus. Many resources are accessible on the Library's web site.

5.A Purpose and Scope

5.A.1 Library and Information Resources

Beginning in 1984, CGCC provided library services through the local public library with a part-time librarian providing information and reference services to college students and faculty.

In 1994, a librarian was hired to develop a college library which opened in March 1995 at the newly acquired campus on Scenic Drive. Since that date, the Library has continued to grow and improve its resources and services. In June 1995, the Library had a collection of 9,477 titles, four research computers, a staff of two part-time library assistants and a professional librarian. The second year the Library was open, a few older computers were installed to create a computer lab. Now the Library staff is comprised of two professional librarians and 2.5 FTE library assistants. The Information Technology Services Department (ITS Dept.) supplies one FTE Computer Support Technician who assists students and faculty in the Library, Computer Lab and Faculty Resource Room. There are thirty-four computers available for use in the Library.

In response to student comments in the Annual Library Survey, a gradual transition of the Library to the Library Information Commons began in 2005. The Library IC is a commons for the College, a gathering place for discovery, sharing and creating information and knowledge. The IC integrates the resources and services of a traditional college library with digital resources and electronic equipment in a common physical space with access to the virtual resources and library services on the Library web site. In the Library IC, students and faculty access information and use electronic equipment for research and create information with support from library and technology staff. It supports students working in groups.

Quiet talking is permitted throughout the Library IC, and two rooms are for silent study. Food and drink are allowed. By vetting older issues of periodicals, some magazine shelving was removed, and the remaining issues were rearranged, the result of which was new space for two new group-study tables with computers. A portable whiteboard for students was added next to one of these group-study tables. In January 2005, the Writing Desk moved into the Library

where writing faculty tutor students with their writing assignments. The Computer Support Technician's workstation is in the Library Computer Lab.

Mission
The mission of the Library is to provide quality library and information resources and services to students, faculty and staff in support of the curricular mission of the College (See 5.A.1.1). The Library is an essential facet of the educational process including student success.

Students learn to recognize the critical value of additional information as well as the importance of the evaluation of such information. Opportunities for group dynamics, synergism and community building arise in and throughout the Library. CGCC students, faculty and staff are welcome to use and contribute in improving these resources and services.

The top priority of the Library is focused on students, faculty and staff; however, community constituents are welcome to use the Library.

Goals
- Provide access to quality library and information resources and services for credit courses and programs;

- Provide students, faculty and staff with the knowledge and skills required to access, evaluate and use information resources through library instruction and individual assistance;

- Provide appropriate space for the collection, study areas, electronic workstations and the staff;

- Provide access to local and distant information for all of the college community wherever courses are offered;

- Employ qualified personnel to provide quality resources, services, instruction and library management; and,

- Plan and evaluate library resources and services within the framework of overall college planning and assessment.

5.A.2 Collection and Information Resources

The collection includes books, e-books, periodicals, newspapers, maps, DVDs/videos, CDs, audio books, and a variety of online databases. The collection is adequate in most disciplines, and most items are current. Parts of the collection that need updating include some videos and selected biology and environmental studies books.

In every annual library survey since 2000-01, students asked for more books and videos. New materials are added annually. The 2006 subscription to ebrary with 30,000+ e-books provides more online resources for students at all locations; this acquisition expanded the book collection in curricular subjects without the need for more shelving.

The following table shows the continuing development of library resources in four year intervals:

Development of the CGCC Library Collection

(volumes / units)	1995	1999	2003	2007
Books	9,468	15,560	22,133	24,379
e-books	n/a	n/a	n/a	30,188
Media (film, sound)	148	1,877	2,044	2,375
Periodicals (print)	127	128	157	132

Print periodical subscriptions have decreased as more full-text e-journals are available in subscription databases; for example, 4,512 full-text journals are accessible in EbscoHost.

Use of Library Resources and Services

	1995	1999	2003	2007
Circulation (books, media, equipment)	721	5,013	7,562	8,632
Searches in research databases	n/a	n/a	27,471	115,173
Patrons visits in the Library	450	13,103	15,096	17,059

As shown in the rise of patron visits between 1995 and 1999 in the table above, an early challenge for the Library was publicizing the Library's existence, but once patrons became aware of this, visits grew dramatically.

Use of research databases increased as the Library purchased its own subscriptions to more databases, improved access to them on the Library's web site, promoting them to faculty and demonstrating them in library instruction classes.

CGCC students, faculty and staff have access to Portland Community College (PCC) Libraries' research databases as a result of the contract between the colleges. The research databases CGCC subscribes to plus PCC's databases provide access to an excellent collection of electronic resources. In 2006, CGCC began purchasing subscriptions to additional research databases looking to the future when CGCC will be independently accredited and not accessing PCC research databases. CGCC and PCC databases are accessible on the Library's web site. <http://www.cgcc.cc.or.us/Library/articles/ArticlesandOtherDatabases.cfm>

With the continually evolving curriculum and new course and program offerings, it is a challenge to purchase and make resources available of the breadth and depth required for students and faculty in all courses. The librarians contact new faculty and faculty teaching new courses asking for their recommendations of titles to add to the collection. It takes over two years to assemble a basic collection of resources for new courses due to the limited funds for materials, and the limited staff to select, purchase and catalog such materials, or to set up and maintain electronic resources.

When the Nursing Program was created, money in its budget was earmarked for the Library nursing book and journal collection. The Nursing Program used grant money for the first year's subscription to the Cumulative Index to Nursing and Allied Health Literature (CINAHL), a database including some full-text articles. The nursing faculty selects print nursing journals, and subscriptions are paid for from their budget. The Library received a commendation for its support of the Nursing Program by the Oregon State Board of Nursing in its 2006 Nursing Survey.

The Director of Library Services (DLS) develops the annual budget proposal based on current needs. When the DLS knows about forthcoming new courses or programs, funds are requested to buy materials in those subjects. When new courses and programs start at other times of the year, additional funds may not be available to buy resources for them.

Interlibrary Loan
InterLibrary loan service provides items from other libraries at no charge. Books and articles can be borrowed by all CGCC patrons. The Library uses the Online Computer Library Center (OCLC) for interlibrary loan and is a member of the Orbis Cascade Alliance daily courier service. CGCC faculty and staff doing research or studying for advanced degrees receive research assistance and interlibrary loan services.

During the 2007 Winter Term, the turn-around time for interlibrary loan for books was 7.9 days and 4.4 days for articles. Staff processes all interlibrary loan requests received on weekdays within 24 hours of receipt. Of the 336 interlibrary loans requested during 2006-2007, 333 were filled for a 99% fill rate.

Interlibrary Loan Items Borrowed and Lent by CGCC

	1995	1999	2003	2007
CGCC borrowed	354	550	453	336
CGCC lent to others	0	15	201	145
CGCC lent to PCC with local system	n/a	n/a	677	677
PCC lent to CGCC with local system	n/a	n/a	239	148

As more e-books and e-journals are available, the number of interlibrary loan requests has decreased. Due to limited staff, CGCC periodical holdings have not been added to OCLC so CGCC does not lend articles on interlibrary loan.

5.A.3 Library Resources and Services

The subject analysis of the books, periodicals, and the research databases demonstrate that library resources correspond to the instructional classes and programs (See EV 5.A.3.1-3).

Accessibility
Students and faculty at The Dalles and Hood River-Indian Creek campuses, and distance learning students, access information about the Library, request services, receive assistance, and use the majority of resources through the Library web site. <http://www.cgcc.cc.or.us/Library/>

The Library shares the integrated library system, Millennium, with PCC. Students can borrow books from either library while faculty can borrow books and media from any PCC library.

Technology
Students frequently use the research computers and the computer lab in the Library as well as printers, scanners and the photocopy machine. Rarely do students have to wait to use a computer except when more than one class comes to the Library at the same time to do research. Patrons with wireless-capable laptops use the College's wireless network to access the Internet in the Library. Other available technologies include camcorders, cameras, projectors, and laptops (See EV 5.A.3.4-5).

5.A Evidence

EV 5.A.1.1   Board Policy Manual, Code IIBB
EV 5.A.2.1   Subscription Databases with Current & Future Costs
EV 5.A.2.2   PCC Databases that CGCC Patrons Access <http://www.pcc.edu/Library/journals/title.htm>
EV 5.A.3.1   Book and e-book Collection by Subject
EV 5.A.3.2   Magazines and Journal Subscriptions by Subject
EV 5.A.3.3   Articles and Other Database web page <http://www.cgcc.cc.or.us/Library/articles/ArticlesandOtherDatabases.cfm>
EV 5.A.3.4   A-V Equipment in Classrooms: The Dalles, Hood River
EV 5.A.3.5   A-V Equipment in Library: The Dalles, Hood River

5.A Strengths

1. The Library has a strong commitment to supporting the instructional mission of the College.

2. The combined research databases CGCC and PCC subscribe to provide a good collection for CGCC students, faculty and staff. The Library is developing its online resources to provide better service to students and faculty in Hood River and for distance learning classes and for home use.

3. The book, e-book, periodical and media collections reflect the subjects taught in CGCC classes.

5.A Challenges

1. Some goals need reevaluation in the context of CGCC's core outcomes for teaching and learning.

2. There is insufficient funding to maintain subscriptions to research databases needed once the College is independently accredited.

3. The Director of Library Services is not always kept informed of new courses and programs developed.

5.A Recommendations

1**.** Train Library Team to write outcomes that correspond with college core outcomes for teaching and learning after they are established.

2. Find additional funds to be added to purchase research databases to support curriculum development.

3. Ensure the Director of Library Services is informed of plans for all new courses and programs so that associated funds can be requested to purchase required Library resources.

5.B Information Resources and Services

The Library offers students and faculty a core collection of resources. It provides them research assistance, library instruction, access to titles in other libraries, use of audio-visual and electronic equipment, technology appropriate for learning and teaching, and opportunities for giving input into evaluating and planning library services and resources.

5.B.1 Collection Development Policy

Materials for the collection are selected in accordance with the Collection Development Policy (See EV 5.B.1.1) that was created in 1995 by the Director of Library Services after reviewing similar policies in other community college libraries. Details in the policy regarding electronic resources were updated in 2004. Materials are purchased supporting the curriculum for student learning, faculty teaching and the work performed by college staff.

The CGCC Board's Library Policy (See EV 5.A.1.1) includes the "Library Bill of Rights" and the "Intellectual Freedom Principles for Academic Libraries, an Interpretation for the Library Bill of Rights." Both support intellectual freedom, a collection of resources representing a broad variety of viewpoints, the confidentiality of reference questions, and open access to the Internet and equal service to all students, faculty and staff without discrimination. These principles are the foundation of the resources and services provided to the patrons of the Library.

Collection Development
The Library budget has accounts for various types of materials such as print subscriptions, research database subscriptions, and audiovisual and electronic materials. In fall 2006, responsibilities and money for collection development were divided by subjects between the two librarians. Faculty members are encouraged to recommend titles to be purchased. Their requests receive priority for purchasing.

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When a new electronic resource or library service is available for purchase, the Director of Library Services emails faculty in that particular discipline asking for their evaluation of the resource. Their assessment weighs heavily in the decision whether to purchase the resource.

Culling the collection is done by the librarians with faculty input following the Collection Development Policy. A librarian selects items to be removed from the collection, and then notifies faculty in that discipline asking that they review the items within the next two weeks; afterwards the items are withdrawn unless an instructor decides items should be kept.

To facilitate the timely cataloging of new materials, in 2007 the Library signed up for the OCLC PromptCat service. This saves several steps in the cataloging process.

Faculty may have books, articles, media and equipment such as microscopes with slides placed on reserve shelves in the Library for their students.

Equipment
In the Library and the adjoining lab, students frequently use the twelve research and twenty lab computers, two multimedia workstations, printers, scanners, two 10-key calculators and a typewriter. One computer is reserved for Renewal Energy Technology (RET) students. Students with their own laptops can connect to the Internet using wireless technology in the Library.

Laptops with computer projectors on carts, digital cameras, camcorders, slide projectors, document cameras, individual laptops, LCD projectors and iPods are available for check out. As additional smart podiums are installed in classrooms at The Dalles, it is anticipated that check-out of some equipment for classroom use may decrease (See EV 5.A.3.4 and 5).

Library staff provides minimal assistance with equipment. The Computer Support Technician provides the next level of support; if the problem is unresolved, it is forwarded to the Information Technology Services Department (ITS Dept.). The Distance Learning and Instructional Technology Coordinator works with faculty on integrating technology into their teaching, and selecting and training faculty on new technologies such as video iPods and Moodle.

Equipment Usage

	1995	**1999**	**2003**	**2007**
Equipment Checked Out by Faculty	0	284	543	965
Student Uses of Library/lab Computers	0	9,169	15,842	10,713

With fluctuating enrollment, and with more students owning laptops, use of library computers has declined.

Faculty use the equipment in the Faculty Resource Room: a computer, scanner, color printer, copier and Scantron machine. The Computer Support Technician assists faculty with

computing equipment and library assistants help them with the copier and Scantron.

5.B.2 Library Instruction / Information Literacy, Reference Assistance

CGCC adheres to the Information Literacy Competency Standards for Higher Education (See EV 5.B.2.1), the national standard. The goals for information literacy at CGCC, based on the national standard, were developed in 2001 by the Director of Library Services and approved by the Dean of Instruction. They can be found on the Library web site (See EV 5.B.2.2). <http://www.cgcc.cc.or.us/Library/mission-policies/info-lit.htm>

The librarians teach basic library instruction/information literacy classes. Most of these classes meet only once. The Public Services Librarian contacts individual instructors inviting them to have library instruction for their classes. In the spring of 2007, the Department Chairs established a committee to investigate the possibility of offering a one-credit information literacy class in 2007-08. The Public Services Librarian is on this committee and is collaborating with PCC librarians regarding the development of an experimental, one-credit information literacy class for two quarters in 2008. The goal of this course is to have all students become proficient in basic research skills and information literacy to ensure they are successful with class assignments, and to develop life-long learning skills.

Library Instruction Classes & Student Participants

	1995	1999	2003	2007
Library Instruction Classes Taught	14	53	43	53
Students in Library Classes	166	591	495	600

Since the Library opened in 1995, outreach to faculty has increased the number of requests for library instruction classes. The number of requests fluctuates annually depending on the courses being taught.

Students complete an evaluation form at the end of each library instruction class (See EV 5.B.2.3). Combined results for classes taught by the Public Services Librarian and the Director of Library Services are found in the following table.

Results of Student Evaluations of Library Instruction Classes 2006–07

(443 student responses)	Very Useful	Useful	Somewhat Useful	Not Useful	No answer
Overall the class was	232	187	22	0	2

During 2007, faculty were asked for feedback on the library instruction classes their students attended and the impact the classes had on their students' assignments. Faculty filled out the questionnaire for sixteen classes taught by the Public Services Librarian. The question, "As a

result of the Library instruction session, my students were better able to conduct research using Library resources," had an average score of 4.8 (on a scale of 1-5 with 5 = strongly agree and 1 = strongly disagree).

A student-response system (clickers) was purchased for the Public Services Librarian (PSL) to use in Library classes in 2008. The PSL plans to start creating online information literacy tutorials using Camtasia, screen capture, video and voice recording software in 2008. The PSL began making the instruction portions of the web site more user-friendly.

The Public Services Librarian began creating online research guides for individual classes giving students a path to find reliable and scholarly information. Faculty teaching distance learning classes can add a link in their Moodle class to the online research guide for that subject and to the web page for Hood River and distance learning students (See EV 5.B.2.4-8). <http://www.cgcc.cc.or.us/Library/Library-distance.cfm>

Reference
Reference assistance is available in person at the Library on The Dalles Campus. For patrons not in The Dalles, assistance is available through the Ask a Librarian Your Question form on the Library web site <http://www.cgcc.cc.or.us/Library/forms/contactus.htm> and by phone (See EV 5.B.2.9). The Public Services Librarian plans to look for software to use for online communication between library staff and students or faculty off campus. In the summer of 2006, the Research Help Desk was installed at the end of the Library Service Desk to make staff more approachable for patrons.

Reference Questions Answered

	1995	1999	2003	2007
Questions answered	462	1440	723	930

The fluctuation of statistics in the table above mirrors the national trend of fewer reference questions being asked, and as more administrative responsibilities were assigned to the Director of Library Services, she was less available for reference work. In 2007, the addition of the Public Services Librarian and the Research Help Desk increased patron access for research assistance, with the resulting increase in reference questions answered.

5.B.3 Policies and Procedures for Development and Management of Resources

The Library Manual (See EV 5.B.3.1), begun in 1995, is on a shared network drive that all Library Team members access. All procedures are updated as services, staff and technology change. Many procedures were revised during 2006-07 with the addition of the second professional librarian. The Library Team discusses a proposed procedure, an assistant writes the draft gathering everyone's input, then the Director of Library Services reviews and adds it to the Library Manual.

The Library's mission and goals, circulation rules, hours of operation, Electronic Communications System (ECS), Electronic Information Resources (EIR) and Internet Policy and contact information can be found in printed Library brochures and on the Library web site. <http://www.cgcc.cc.or.us/Library/libguide.htm>

5.B.4 Students, Faculty and Staff Participation in Library Planning

Every spring quarter the Library conducts the Annual Library Survey to find how successful students and faculty are in using library resources and services, what they like, and what changes they would like in the Library and Computer Lab. Three other questions change annually, focusing on different services, facilities or resources. Survey questions are discussed and created by the Library Team. Patron responses from the previous year influence the questions for the next year's three variable questions. Occasionally the Chief Academic Officer or Chief Student Services Officer asks that a question be included. The printed survey is distributed in the Library and café, to faculty for distribution in their classes, and an online version is on the Library homepage.

Of the 139 responses to the 2007 question, "Would you recommend the CGCC Library to other students," 96.4% replied yes, and 3.6% replied no.

2007 Library Annual Survey Student Results

(150 student responses)	Completely Successful	Quite Successful
Looked for books	52.5%	36.6%
Looked for articles	51.2%	28.6%
Searched database(s)	53.1%	27.1%
Asked Library staff question(s)	73.2%	20.5%
Asked Computer Support Technician question(s)	67.0%	20.5%
Used Library web site	64.3%	24.1%

The results of the survey are evaluated by the Library Team, and changes to improve the resources and services are implemented according to available resources. Patron responses over several years about the hours open were used to garner administrative support for additional staff so the Library could be open earlier in the morning, later at night, and on Saturdays.

Items requested in past surveys, to which the Library Team responded, include: a change from checking out computers to using sign-in sheets for computer use; allowing magazines to be checked out; an increase in staff; an implementation of rules regarding cell phone use to limit noise; allowing food and drink; controlling temperature in the Computer Lab with air conditioning; and, improving TVs for viewing videos/DVDs. In response to requests in various surveys, specific resources in a variety of formats were added. Survey comments about the Library facilities such as those regarding silence, group study tables and food influenced the

decision to move from a traditional college library to a Library Information Commons. Survey responses also strongly influenced what was requested for the 2008-09 remodeling of the Library (See EV 5.B.4.1).

The last few years very few faculty replied to the Annual Survey, so in 2007 the Library Team decided to send faculty a separate survey. The online anonymous Library Faculty Survey was sent to 117 faculty, both full and part-time, in April 2007. Of that number, 26 instructors replied. Nineteen of the 26 respondents had used the CGCC Library during the preceding 12 months, and 24 had referred their students to the CGCC Library during the year (See EV 5.B.4.2).

2007 Faculty Survey Results

(26 faculty responses)	Excellent 5	4	3	2	Poor 1
Overall I would rank the Library	9	12	5	0	0

Two student focus groups were conducted in April 2007 as part of collecting patrons' experiences and opinions of the library services and resources for this Self-Study. Sixteen students participated (See EV 5.B.4.3).

Most of the students had used the CGCC Library within the preceding four weeks. They knew about the available services and most types of resources. They described the Library web site as "user friendly" and the Library as a place to complete homework. They asked for more help and workshops on searching in research databases. Nearly all of the suggestions students made in the focus groups were the same as or similar to comments in recent Annual Library Surveys. Detailed comments covered many aspects of the Library (See EV 5.B.4.4).

A focus group of regional librarians from public, school and medical libraries was conducted in 2007. Services most often provided to CGCC students by these libraries include access to the Internet when the CGCC Library is closed and assistance in searching for resources. Compared to results from the same focus group in 2003, CGCC students requested services in regional libraries less often than in the past. The increases in print, media and online sources the Library provides has lowered the amount of sources students need from other local libraries.

Students and faculty can access the Library through its web page where they can ask questions through the Ask a Librarian link. <http://www.cgcc.cc.or.us/Library/>

Outreach
The Library regularly contributes articles to the Campus View newsletter about its services, resources and tips on finding information. Periodically, the Director of Library Services sends email to faculty describing new resources, web sites or library services that could be useful to them and their students, or questions are posed regarding what other library resources or services faculty and their students might find useful. News on information literacy options are emailed to faculty by the Public Services Librarian. Information about the Library can be found

in the College Catalog, the Class Schedule, the Student Handbook and Faculty Handbook.

Student Services distributes the Welcome to the Library flyer to students at The Dalles and Hood River-Indian Creek campuses. The Library hosts a variety of displays to attract people to the Library and to broaden students' horizons.

The Director of Library Services and the Library Team make a variety of presentations at faculty in-services. Since the agenda for these events is very full, approximately once a year the Library is on the agenda. A library handout on various topics is distributed at every faculty in-service (See EV 5.B.4.5-6).

When a major new service has been added in the Library, such as acquiring the new integrated Library system in 2000, or if there has been a major donation of books, an article is often published in *The Dalles Chronicle,* the local newspaper.

The Director of Library Services maintains contact with the local public libraries in The Dalles and Hood River, the school librarians in the local school districts and the librarians in the local public-school online library system, GorgeLINK. The DLS participates in monthly team meetings for the integrated library system at Portland Community College (PCC) with one of these meetings being held in the CGCC Library. Meetings include such topics as loading e-book records into the online catalog. The DLS is an active member of the Oregon Community College Library Association (OCCLA), and the Oregon Community College Library Directors Group

The Public Services Librarian participates in PCC's reference and information literacy Subject Area Committees meetings and in the statewide Information Literacy Summit meetings.

5.B.5 Computing and Communication Services

The ITS Department maintains the campus network, standard computing hardware and software, Internet access, email and the phone system. The Library web site is coordinated by the Director of Library Services with the Public Services Librarian responsible for the instruction and reference sections of the site. The Computer Support Technician gives technical assistance as needed.

5.B Evidence

EV 5.B.1.1   Collection Development Policy
EV 5.B.2.1   Information Literacy Competency Standards for Higher Education <http://www.ala.org/ala/acrl/acrlstandards/standards.pdf>
EV 5.B.2.2   Information Literacy at CGCC
EV 5.B.2.3   Evaluation of Library Instruction Form
EV 5.B.2.4   How to Find Myth & Folklore Resources
EV 5.B.2.5   How to Find Psychology Resources – HRC (Hood River Center) version
EV 5.B.2.6   How to Find Information- summer term

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EV 5.B.2.7   How to Find and Use Information <http://www.cgcc.cc.or.us/Library/lib-instruction/LibraryInstructionTOC.cfm>
EV 5.B.2.8   Research Guides by Course Number <http://www.cgcc.cc.or.us/Library/lib-instruction/subjectguides.cfm>
EV 5.B.2.9   Welcome to the Library Sheets: The Dalles, Hood River
EV 5.B.2.10 Library's Resources & Services for Hood River & Distance Learners <http://www.cgcc.cc.or.us/library/library-distance.cfm>
EV 5.B.2.11 Ask a Librarian Your Question form <http://www.cgcc.cc.or.us/library/forms/contactus.htm>
EV 5.B.3.1   Library Manual
EV 5.B.3.2   CGCC Library IC Brochure
EV 5.B.3.3   Circulation Brochure
EV 5.B.3.4   Interlibrary Loan Brochure
EV 5.B.3.5   Guide to the Library IC <http://www.cgcc.cc.or.us/library/libguide.htm>
EV 5.B.4.1   Student Results of Annual Survey 2007
EV 5.B.4.2   Library Survey of Faculty Results 2007
EV 5.B.4.3   Flyer for Student Focus Group
EV 5.B.4.4   Student Focus Groups Suggestions-2007
EV 5.B.4.5   Faculty In-Service Handout 9-23-06
EV 5.B.4.6   Library Team Presentation at Faculty In-Service

5.B Strengths

1. The Library Information Commons is adequately equipped with information technology resources.

2. Library instruction and reference services have improved with the addition of the Public Services Librarian.

3. All library staff have input into the revision of procedures and have the opportunity for training to improve their skills.

4. Library staff consistently ranks among the top services for student satisfaction based on results from the Annual Library Survey and the bi-annual Student Opinion Survey. Several student and faculty surveys are conducted to improve library services.

5.B Challenges

1. Presently, network software monitors activities on all computers, and occasionally students and faculty are unable to access legitimate web sites due to filtering system.

2. Due to limited bandwidth, students and faculty have been unable to access streaming media sources needed for classes, or when accessible, it was limited to fifteen minutes.

3.   Library services are limited at the Hood River Center.

4. The CGCC web server does not process its own web forms. Forms submitted by patrons on the Library web site are processed by a PCC server. It forwards them to CGCC. When PCC makes changes to that server, CGCC is not notified. CGCC staff discover that the forms are problematic when patrons complain they have not received library service they requested.

5. Personal information is required when patrons submit forms on the library web site. These forms are not secure. The student, faculty or staff's personal information is sent over the open Internet to the CGCC library staff.

5.B Recommendations

1. Have the College provide open access to the Internet in accord with the College's policy on Internet use.

2. The ITS Department, in collaboration with Instructional Services, should evaluate the need for more bandwidth to resolve the streaming media issue.

3. Coordinate assistance from the ITS Department to help the library staff identify, purchase, install and use virtual reference software to assist students needing research assistance from Hood River or home.

4. Enable the CGCC web server to handle all web forms.

5. The Library and ITS Department should investigate security issues for forms on the Library web site.

5.C Facilities and Access

The Library is in an excellent location as it is near classrooms and the cafeteria. After being remodeled in 1995 into a traditional college Library, the Library had sufficient space, furniture and study rooms. Many facilities challenges will be resolved when the Library is remodeled in 2008-09.

5.C.1 Accessibility to Library Resources and Information

Facilities
The location of the CGCC Library in Building 1 makes it convenient to access because the majority of classes meet in Building 1. When the new Health and Sciences Building opens in 2008, the impact on patrons coming into the Library will be monitored. The Library has 8,410 square feet in the Library and a 906-square foot computer lab. In 1999, the Library Computer Lab was designated as the main drop-in lab on campus, and a Computer Support Technician was assigned there.

Seating is available for 71 people at tables, study carrels, group work areas and casual seating arrangements. There are 12 research computer workstations and 22 additional computer workstations in the Library Computer Lab for a total of 104 available seats in the Library and lab. There are 2 silent study rooms.

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Hours
The Library is open 64 hours per week, Monday through Saturday, during the academic year. During summer term it is open 56 hours Monday through Saturday

Access in Hood River and for Distance Learning Classes
Students and faculty at the Hood River Center and distance learning students can request a library card with a barcode, access the online catalog and research databases, ask for reference assistance and request items on interLibrary loan through the Library web site (See EV 5.C.1.1). They can also request materials be mailed to their home. Students and faculty can drop off library materials at the Hood River Center office for staff to bring to the Library in The Dalles. Installing a book return box is planned for the new Hood River building. The Hood River Center has two computers and a printer for student use outside the classrooms and Tech Center.

In the Moodle shell <http://cgccmoodle.com/> there is a link to the distance learning page on the Library's web site <http://www.cgcc.cc.or.us/Library/Library-distance.cfm>

Access for Students with Disabilities
Students needing accommodation are assisted through the Disability Services Office working with the ITS Department and the Director of Library Services. Workstations are available to meet the needs of individual students. In the Library Computer Lab there is an ergonomic workstation. Examples of accommodations include a one-hand keyboard, voice recognition software, computer tables with varying heights, and a workstation for both sitting and standing. Staff also assist students who need help in accessing stacks.

5.C.2 Cooperative Agreements

In 1999, CGCC and PCC combined resources to purchase and share Millennium, Innovative Interfaces Inc.'s integrated library system. A Memorandum of Agreement was written as a separate agreement. It has been renewed annually (See EV 5.C.2.1). When the Intergovernmental Service Agreement between PCC and CGCC was signed in 2007, the Library Memorandum of Agreement was added as an appendix as a convenience so both documents could be found in one place.

Sharing Millennium has been and continues to be a benefit to both colleges in terms of financial savings and providing resources to our patrons. CGCC needs to acquire its own integrated library system that is operational by the time CGCC is independently accredited, or develop a long-term library consortial agreement with PCC to continue sharing the Millennium Library system with a guarantee that CGCC can fully use all the functions for which it paid.

Orbis Cascade Alliance (Orbis)
The Orbis Cascade Alliance, a library consortium of higher education institutions in Oregon and Washington, has a library-shared online catalog known as Summit. When PCC became a member of Orbis in 2004, CGCC was not able to join as Orbis expects CGCC to join independently of PCC. Currently, to join Orbis a library's integrated library system must be Millennium.

Nationally, developments are rapidly occurring in library technology focusing on transforming library systems into more user-friendly interfaces that allow searching multiple resources at once. Orbis anticipates migrating to such a new search interface in the future.

As CGCC is not currently a member of Orbis, CGCC's resources are not catalogued in Summit, and CGCC patrons cannot place holds directly in Summit. Instead, patrons need to use the CGCC interLibrary loan process which requires more effort from staff and patrons alike. These requests take longer to arrive at CGCC.

CGCC has signed and complies with the InterLibrary Loan Code for Oregon Libraries (See EV 5.C.2.2).

5.C Evidence

EV 5.C.1.1   Online Catalog <http://Library.pcc.edu/search~S5/X>
EV 5.C.2.1   PCC CGCC ISA Contract 6-16-2007, Memorandum of Agreement between Portland Community College Libraries and Columbia Gorge Community College Library
EV 5.C.2.2   Interlibrary Loan Code for Oregon Libraries

5.C Strengths

1. Student Services' Disability Services Office, Information Technology Services and the Facilities Services departments respond promptly when a patron needs accommodation to use the Library or Computer Lab.

2. The Library has expanded days and hours of operation based on student and faculty input.

3. All students and faculty have access to all library services and most resources through the web site.

5. CGCC and PCC both benefit from the sharing of library resources.

5.C Challenges

1. Current space and furnishings and HVAC do not meet student and staff needs.

2. Students and faculty at the Hood River Center (HRC) may not know how to access library services and may need additional technology resources.

3. CGCC does not own the Millennium integrated library system and is not a member of Orbis.

5.C Recommendations

1. Complete plans for a remodeled library.

2. Schedule hours at Hood River Center when library staff will conduct research workshops, and give reference assistance to students and faculty. Provide adequate technology support.

3. Ensure that the Library continues using the Millennium integrated library system and subscribe to Orbis.

5.D Personnel and Management

The Library Team works together as a cohesive unit, providing quality services to the students, faculty, staff and community patrons.

5.D.1 and 5.D.2 Adequate Professional and Technical Staff

The Library Assistants, Public Services Librarian, and Director of Library Services make up the Library Team of 4.5 FTE. The Computer Support Technician, a member of the ITS Department, is assigned to the Library Computer Lab and participates in Library Team meetings (See EV 5.D.1.1-6).

Library Assistant	Tony Dunne	BS	1 FTE
Library Assistant	Katie Wallis	BA	1 FTE
Library Assistant	Laurie Dawkins		.5 FTE
Public Service Librarian	Tracy Scharn	MLIS	1 FTE
Director of Library Services	Rosemary Ross	MA, MLS	1 FTE
Computer Support Technician	Ron Watrus	AA	1 FTE
Work study student worker			.07 FTE

In June 2007, the Director of Library Services began reorganizing the Library Team to a self-managed team. Tasks were grouped into specialty clusters. The Library assistants and the Public Services Librarian chose which specialties they wanted under their purview regardless of previously held responsibilities. Current levels of staffing in ratio to hours open is problematic.

Management of Library
The team developed the Library Team Compact (See EV 5.D.1.7), Guidelines for Making Decisions (See EV 5.D.1.8), and a Responsibilities Chart (See EV 5.D.1.9). Team members are responsible for being the experts in their specialties, requesting training for themselves, providing training, bringing issues to team meetings and asking librarians when more expertise is required. This empowers staff to learn more, have less supervision and solve problems independently.

In weekly meetings, the team discusses a wide array of items which any team member can add to the agenda. Facilitating meetings and taking minutes rotates among the Library staff. Everyone helps solve challenges, asks questions and points out ways to improve service.

All employees have job descriptions which are periodically reviewed by the employee and Director of Library Services during the annual evaluation process (See EV 5.D.1.3-6). Team

members are evaluated annually by the Director of Library Services. The most recent team evaluation of all major functions of the Library was in 2004-05. The team evaluates all facets of the Library's operation (See EV 5.D.1.10).

5.D.3 Professional Development

The Library budget includes funds for conference fees and travel. Staff are encouraged to participate in continuing education activities, workshops and conferences. On-the-job training is provided for new technology, resources and services (See EV 5.D.3.1). The college administration is supportive of all staff receiving training and continuing education.

The librarians are members of several professional organizations including the American Library Association; the Oregon Library Association; the Association of College and Research Libraries; and, the Library Instruction Round Table.

5.D.4 Linkage between Library and Information Technology Services Department and Instructional Technology

The Director of Library Services works closely with the Executive Director of ITS regarding current technology challenges, coming trends in library technology, and new technology to be implemented in the Library. Their relationship is positive and effective. The ITS Department provides support to library hardware, standard software, the network, Internet and telecommunications. Standard library and lab hardware and software are periodically updated by the ITS Department.

Updating Library-specific software is coordinated by the Director of Library Services. Millennium software is maintained by PCC, while some Millennium administrative functions are preformed by the CGCC Director of Library Services.

The Director of Library Services maintains all of the Library's electronic resources and services, adds new features, and keeps up on new electronic library products and other library applications. The DLS coordinates and maintains the Library web site, except for reference and library instruction pages which are maintained by the Public Services Librarian. With input from the Library Team and Executive Director of ITS, the director plans, selects, budgets, secures approval from the administration, purchases and has library technology installed and maintained. The DLS coordinates and trains library staff on all library technology except research databases and library instruction technology. The DLS maintains or solicits, and coordinates technical support for all library applications and hardware.

The Distance Learning and Instructional Technology Coordinator works with the DLS regarding new instructional technology house in the Library.

5.D.5 Curriculum Development and Library Resources

The Director of Library Services was an active member of the Instructional Council (IC) until it was replaced by the Department Chair structure. The DSL is part of the Instructional

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Leadership Team (ILT). Since the development of academic departments, she attends Department Chairs meetings to keep abreast of instructional developments. When the new Curriculum Committee starts meeting, the Director of Library Services will keep informed of its proceedings regarding new courses and programs and changes to the curriculum so the Library can meet student and faculty information and research needs.

5.D.6 Budget

The budget for the Library has continued to develop since 1995. Bond money was used to develop the collection the first years, 1995-1999. Gradually the budget has increased to support the Library at an operational level.

Growth of Library Budget
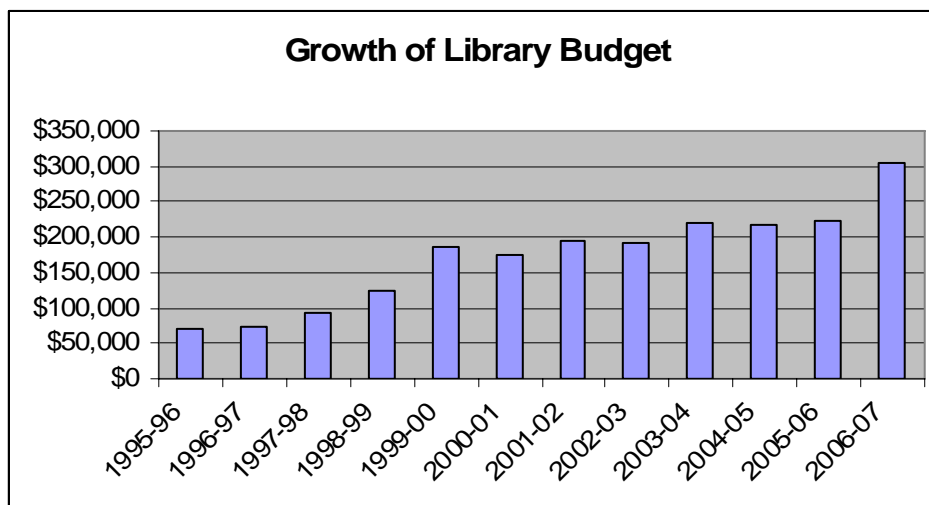
After the bond money was used, funds for print, media and electronic resources have increased so a core collection is available to students and faculty. As noted in 5.A.2, funds are increasing annually which will allow CGCC to have its own subscriptions to research databases when the college becomes independently accredited. Requests for increases for periodicals due to inflation are also funded**.**

The Library budget for 2006-07 was $304,345 or 4.52% of the college's general fund expenditures (See EV 5.D.6.1-2).

5.D Evidence

EV 5.D.1.1   Library Organization Chart
EV 5.D.1.2   Vitae of Librarians
EV 5.D.1.3-6 Job Descriptions of Library Staff
EV 5.D.1.7   Library Team Compact
EV 5.D.1.8   Guidelines for Making Decisions within Specialty Areas
EV 5.D.1.9   Specialist's Responsibilities Chart
EV 5.D.1.10 Library Team Evaluation-2005

EV 5.D.3.1   Library Team Continuing Education Activities, 2006-2007
EV 5.D.6.1   Library Budget 2006-2007
EV 5.D.6.2   Library Budget Comparison 1995, 1999, 2003, 2007

5.D Strengths

1. Each Annual Library Survey confirms good service and a welcoming, friendly atmosphere.

2. Continuing education opportunities are available to all staff.

3. As members of Instructional Services, the Library Team participates in committees to keep abreast of changes in instruction.

4. The College sees the Library as an integral part of its mission and supports the library budget.

5.D Challenges

1. Due to current staffing levels, interLibrary loan, reserves service, cataloging, Research Help Desk service and library technology, tasks are not always performed in a timely manner.

2. With the new Instructional Governance Model, the DLS faces new challenges coordinating with faculty.

5.D Recommendations

1. As budget allows, hire additional staff.

2. Work with the CAO to ensure library inclusion in instructional decisions that impact library resources when new courses and programs are designed.

5.E Planning and Evaluation

When the Library moved to its current location, plans were created to ensure its services, staffing and technology would meet the instructional mission of the College. Building on that foundation, the Library has a history of planning, seeking input from students and faculty, and making improvements to meet student and faculty instructional information needs.

5.E.1 Institutional Planning Process

Library Team members participated in developing the Academic Master Plan and the College's Strategic Plan. In the updated 2007-2010 Strategic Plan, Library activities are identified (See EV 5.E.1.1). The team also participated in the planning of an Information Commons at the Hood River-Indian Creek Campus.

5.E.2 Planning and Linkages among Departments

The Director of Library Services plans technology developments with the Library Team, the Executive Director of ITS and the Chief Academic Officer. The Distance Learning and Instructional Technology Coordinator shares the draft of the annual Distance Learning and Instructional Technology Plan with the Director of Library Services and asks for her input on library services for distance learning students and faculty (See EV 1.B.3.2). When the plan impacts library services, the Director of Library Services works with the Distance Learning and Instructional Technology Coordinator on how to best address such impact.

Information Technology Services Department
The ITS Department supports the College's telecommunications system, computer network system, network devices, and desktop computers. In 1995, the department consisted of one person, two servers (with four gigabytes of network storage), no Internet, and about 100 computers. The ITS Department slowly grew as technology continued to play an ever-increasing role at the College. In 2006, ITS's communication with instruction departments was enhanced by adding the Instructional Technology and Distance Learning Coordinator to the ITS team.

Currently the ITS Department operates with six employees. The staff provides support for over fourteen servers (over two terabytes of network storage), a robotic tape backup system, over 300 workstations, wireless Internet access, multiple web cameras, multiple methods for off site remote access, and distance learning development, quality control, and support.

Telecommunications
In 2006, CGCC installed a new Cisco IP Telephone system. Support includes scheduled system maintenance, phone unit and user management and user support services for 138 digital extensions and 24 analog extensions servicing 128 phones and 117 voice mail boxes.

Maintenance is scheduled in six-month intervals. This action includes installing all system patches and updates, as well as having the installing vendor review the system for optimal performance. Any actions that affect the usage of the system are scheduled during low usage times, or after hours.

ITS manages the phone system's user database and phone devices. The phone system technician adds, modifies and removes phone system users as needed. When the new system was installed, phone extensions were renumbered. The extensions are department-based, with the trailing digit signifying a certain position within the department. When adding and moving users, this extension plan is followed as much as possible. With an IP phone system, the phones reflect the user in the database. Thus, the ITS technician also manages the relationship between the phone device and the user.

The ITS phone technician also provides daily user support which includes, but is not limited to, answering usage questions and assisting with special phone needs such as setting up conference phones.

Network Services

Network Services are the shared infrastructure that provide users access to data and electronic productivity tools.   Network Services can be further broken down to: Access Infrastructure, Shared Network Attached Devices, Network Operation Services, and Data Integrity Practices.

- *Access Infrastructure* allows users to connect to the network. Network connection consists of network cabling, switches, routers, and wireless access devices.
  - ♦ CAT6 is CGCC's current cable standard. Desktop connectivity at 100 Mb per connection, and 1 Gb between our file servers if offered. Phones connect via Power Over Ethernet (POE) capable switches.   Connections not requiring POE are connected to non-POE switches.
  - ♦ The local ESD provides Wide Area Network (WAN) infrastructure and Internet services to a group called NineNet. The College is a member of this group and thus, the ESD manages and maintains the main edge router (Citrix PIX system with automatic failover recover) for the College. Participating in the NineNet group allows the College access to excellent WAN technology and Internet services without the WAN management staff costs.
  - ♦ To offer mobile connectivity to the Internet while on campus, wireless connectivity is available in most areas of the College. This service is provided to the most populated areas at the College. Continued expansion of this service, with the goal of providing wireless service to the entire campus, is underway.

- *Shared Network Attached Devices* are devices attached to the *Access Infrastructure* and shared by network users. Sharing devices provides for greater cost efficiency, additional security, additional data integrity, and more flexible access (mobility). Shared devices consist of servers, networked printers, and networked cameras.

- *Network Operation Services* work with the *Access Infrastructure* and the *Shared Network Attached Devices* to allow the network to operate. These shared devices include: network operating systems, DHCP, DNS, NAT, network directory security, and remote access.
  - ♦ CGCC utilizes both Novell's eDirectory and Microsoft's Active Directory for network security, and user access management.
  - ♦ ITS contracts with ESD for external DNS, NAT and Firewall services.
  - ♦ ITS offers Citrix as a flexible option for Remote Access.
    - ◊ Citrix provides a complete virtual desktop to give the user access to all of the network data available from their office desktop.

- *Data Integrity Practices* assures data accuracy, security, protection and reliability. These practices run across all of the above categories. Some practices focus on equipment standards, and others on scheduled proactive activities. An example of each practice is as follows:
  - ♦ *Access Infrastructure*
    - ◊ Cable specifications of CAT6 or above
    - ◊ Quality, consistent switch manufacturers
      - ∗ Cisco POE for phone switches

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- ∗ HP Procurve for non-phone switches
  - ◊ Uninterruptible Power Supply (UPS) usage
  - ◊ Physically secure data closets and server rooms
- ♦ *Shared Network Attached Device*
  - ◊ Redundant Arrays of Independent Disks (RAID) Level 5 on servers
  - ◊ Standardized equipment (Standardized on Dell servers)
- ♦ *Network Operation Services*
  - ◊ Data backup and recovery systems
    - ∗ Automated nightly backup using a fourteen tape rotation schedule with a different tape used nightly in a two and four week rotation.
    - ∗ The Storage Area Network (SAN) performs a "snapshot" of the data on a hourly, daily, weekly and monthly basis.
  - ◊ Redundant servers providing base services
  - ◊ Minimum length network account passwords
  - ◊ User access definitions following clearly defined groups
  - ◊ Network data stored in clearly defined areas, with exclusive access by related security groups

End User Device Services

ITS provides the equipment and support services for End User Devices. These Devices consist of computers, projectors, PDA's, smart podiums, laptops and scanners.

To ensure optimal services, the College established a standard manufacturer for each category. This provides consistent performance, fewer vendors to filter through with problems, and due to standardized equipment, less technical support time.

The College follows a four-year replacement strategy. Roughly one quarter of the total computers are purchased yearly. ITS installs the new computers in the student computer labs and in the Smart Podiums located in classrooms. The existing lab computers get redistributed to staff and faculty. Other replacement plans depend on the performance of the equipment in question, and are budgeted for accordingly.

Any equipment no longer applicable to college usage becomes declared as surplus equipment by the Board of Education. Recently, the College started an annual surplus equipment sale to students and the public. ITS donates the remainder of our surplus equipment to the local S.T.R.U.T (K-12) program.

End User Application Services

Application Services are the tools that provide the users with electronic enhanced productivity. ITS licenses, installs, upgrades, and provides end user support for the following application services:

- GroupWise (Email)
  - ♦ Access from any computer on campus
  - ♦ Access from any web browser with Internet access
  - ♦ Automatic PDA synchronizing

- Standardized Productivity Suite (Microsoft Office)
- Phone services
- Web services (Web site & Intranet site)
- Lab stability
  - ♦ Workstation refresh on reboot
  - ♦ New computer equipment goes to labs first
- Security cameras
- Anti-virus (running on the workstation and the servers)
- Spy-ware detection
  - ♦ Via network traffic monitoring
  - ♦ Workstation monitored (Microsoft Defender)
- Fax to email services
- College Administrative System (RogueNet)
- Miscellaneous software tools
  - ♦ Web tools (Dreamweaver, Contribute)
  - ♦ FireFox browser
  - ♦ Microsoft Project

Due to the integration of various applications and curriculum, applications are updated as requested by the Instructional Services Department, or as needed to assure system integrity.

Electronic Communication Support Services
ITS strives to offer timely, effective technical support to enhance the productivity of the College's stakeholders. ITS provides assistance with all aspects of the college's system previously described.

- *Access Infrastructure*
- *Shared Network Attached Device*
- *Network Operation*
- End User Devices
- End User Applications

ITS offers computer support Monday through Friday 7:30 AM to 5:00 PM. Support is provided via phone, help desk email, and/or our web based support ticket system.

The entire department is involved in technical support at one level or another. The computer support technician is the primary contact for technical support. If the issue cannot be solved, the technician will route the issue to the most appropriate ITS staff person.

5.E.3 Evaluation of Library Services and Resources

The Annual Library Survey, the periodic Library Survey of Faculty, the Evaluation of Library Instruction classes by students, the Faculty Evaluation of Library Instruction, the Library-related questions in the Student Distance Learning Survey, and the Student Opinion Survey conducted by Student Services all provide data for assessing the quality, adequacy and utilization of the Library, its resources and services. The Library team reviews each survey

and implements reasonable suggestions as available funding permits.

Following the Director of Library Services' participation in CGCC's Master Plan of 2003-2007, the Library conducted a program review in 2003.

After this review, using input from the Annual Library Surveys and focus groups of students, faculty and the public, school and medical librarians in the Mid-Columbia region and a Portland Community College librarian, the Library Team developed the Library's Mission-Goals-Activities-Results document (See EV 5.E.3.1). Subsequently, the three year plan to implement those goals was created. The Library Team reviews the Mission-Goals-Activities-Results annually to assess progress in achieving the goals and activities and to make needed adjustments.

Nearly all activities on the 2003-06 Plan were completed (See EV 5.E.3.2).

In 2006, the Library Team created a new activities plan for 2006-2009 (See EV 5.E.3.3). The team develops new objectives every year as a result of the Strategic Plan, from information on forthcoming new courses and programs, from the Annual Library Survey, and after reviewing the Library's overall mission, goals and objectives (See EV 5.E.3.4-5).

The Library Plan 2009-2013 identifies actions to be taken to meet the Standard 5 Challenges that require additional funds within the next five years. Proposed budgets with descriptions of new funding requests are itemized in library budgets 2009-2013 (See EV 5.E.3.6-7).

5.E Evidence

EV 5.E.1.1   Strategic Plan Goal #1-2007-2010
EV 1.B.3.2   Distance Education and Instructional Technology Plan, July 1, 2006 – June 30, 2007 <http://www.cgcc.cc.or.us/DistanceLearning/documents/ InstructionalTechnologyPlan06-07.pdf>
EV 5.E.3.1   Mission, Goals, Major Activities and Results, CGCC College Library, 2003
EV 5.E.3.2   Library-Plan 03-06—2007sep8
EV 5.E.3.3   Library-Plan 06-09—2007sep08
EV 5.E.3.4   Library Objectives-06-07
EV 5.E.3.5   Library Objectives-07-08
EV 5.E.3.6   Plan for Meeting Self-Study Challenges during 2009-2013
EV 5.E.3.7   Library Budget Projections 2009-2013

5.E Strengths

1. The Library Team welcomes opportunities to collaborate with other departments to advance student learning and success to fulfill the mission of the College.

2. The Library has consistent history of planning, assessing and implementing improvements.

3. In 2007, a new form was implemented for faculty feedback for library instruction classes.

5.E Challenges

1. Reference help given to individuals has never been assessed.

5.E Recommendations

1. Create and implement an effective tool to evaluate research help given to individuals.

Standard 6

Governance & Administration

Standard 6:
Governance and Administration

Introduction

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

6.A Governance System

6.A.1 Authority, Responsibilities and Relationships Clearly Defined

Operational authority for CGCC is granted by the State of Oregon through a formal charter, signed December 1, 1986, by Governor Victor G. Atiyeh (See EV 6.A.1.1).

The responsibilities and relationships among and between the Board of Education, administrators, faculty, staff and students of CGCC are clearly described in the College's official policies and procedures, which are compiled and placed on the College's web site and in corresponding written format (See EV 3.A.3.2). Policies and procedures have evolved through the years.
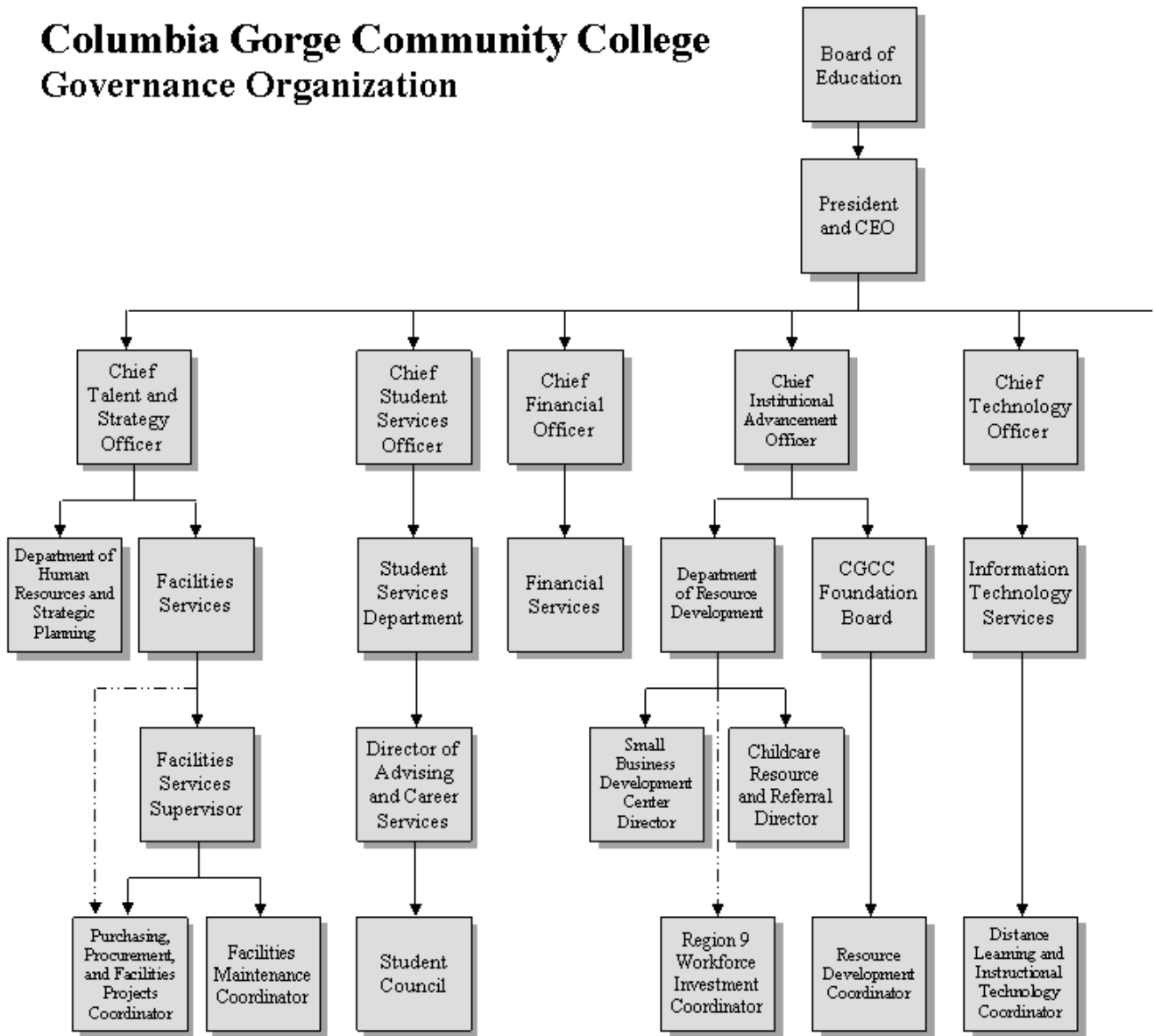
6.A.2 Board of Education, Administrators, Faculty and Students Understand Roles

Working experience demonstrates that the governing Board, administrators, faculty, staff and students of CGCC understand and fulfill their respective roles as set forth in college policies and procedures. These relationships have developed and matured over the past three decades, as the College steadily grew into its current role as a regional center of post-secondary instruction. (See Governance Organizational Chart, next page.)
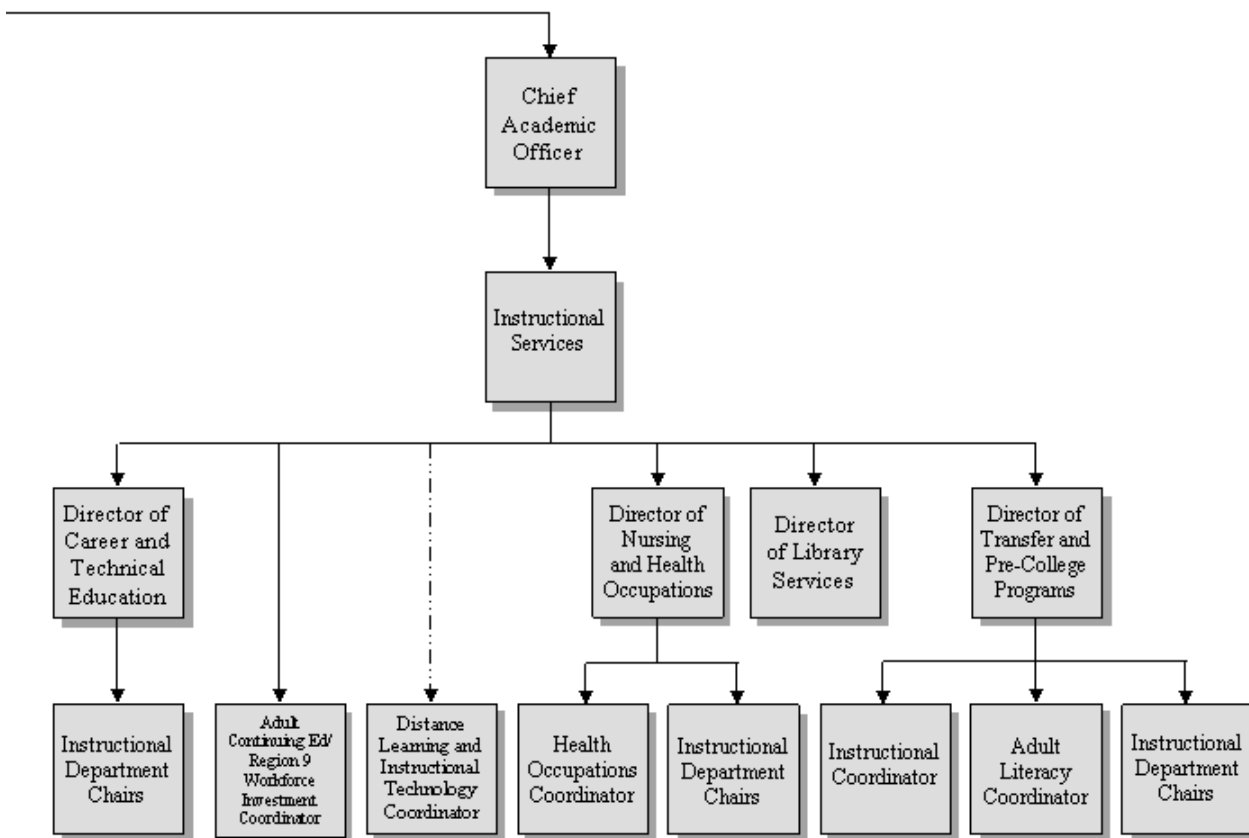
Originally, decision-making and strategic planning existed solely within the domain of the President's office and the Board of Education which was suitable for a small storefront operation.

Steady growth, first to a central campus in The Dalles and then to a second campus in Hood River, required a corresponding growth in organizational structure and maturity. This is reflected in Board policies and procedures, and is further demonstrated by the continuing expansion of enrollment and the College's proven capacity to manage this growth efficiently. Accordingly, the College governance model shifted to include a greater voice and level of participation from faculty and staff.

Columbia Gorge Community College
Governance Organization

Board of Education

President and CEO

- **Chief Talent and Strategy Officer**
  - Department of Human Resources and Strategic Planning
  - Facilities Services
    - Facilities Services Supervisor
      - Purchasing, Procurement, and Facilities Projects Coordinator
      - Facilities Maintenance Coordinator

- **Chief Student Services Officer**
  - Student Services Department
    - Director of Advising and Career Services
      - Student Council

- **Chief Financial Officer**
  - Financial Services

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

- **Chief Technology Officer**
  - Information Technology Services
    - Distance Learning and Instructional Technology Coordinator

The Board of Education directs the President to establish a clear understanding of working relationships within the College (See EV 6.A.2.1 Code CCB). The authority of individual Board members is expressly defined in Board Policy BBAA, which states that "the authority of individual Board members is the same as that of any other patron of the district and will receive the same consideration as any other patron of the district in matters of individual concern." This same policy further establishes that "The individual Board member shall not speak for the Board unless authorized to do so by the Board at a regular or special meeting" (See EV 6.A.2.2 Code BBAA).

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                              ┌──────────────┐
                              │    Chief     │
                              │   Academic   │
                              │   Officer    │
                              └──────┬───────┘
                                     │
                              ┌──────▼───────┐
                              │ Instructional│
                              │   Services   │
                              └──────┬───────┘
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Chief Academic Officer
→ Instructional Services
  → Director of Career and Technical Education
    → Instructional Department Chairs
  → Adult Continuing Ed/ Region 9 Workforce Investment Coordinator
  → Distance Learning and Instructional Technology Coordinator
  → Director of Nursing and Health Occupations
    → Health Occupations Coordinator
    → Instructional Department Chairs
  → Director of Library Services
  → Director of Transfer and Pre-College Programs
    → Instructional Coordinator
    → Adult Literacy Coordinator
    → Instructional Department Chairs

The strength and execution of these lines of authority are borne out in practice. Students are given voice through the Student Council and the council's representative to the Executive Leadership Team (ELT) and the Board of Education. Previously, the Instructional Council provided a clear channel of communication between faculty and administration. That role has now been taken on by the Department Chairs. The ELT meets weekly with the College President, following an agenda to which all members of this team contribute freely. The College President meets with Board members individually and, through College Board meetings, collectively. College Board members respect and accept their role as defined by Board policy (See EV 6.A.2.3 Code BBA).

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6.A.3 Provision for the Consideration of Views and Judgments

The system of governance at CGCC provides for the due consideration of faculty, student and staff views and judgments in matters for which these constituencies have a direct and reasonable interest. This principle is established in Board policies, which provide for open communications between the Board, staff and faculty via the Office of the President (See EV 6.A.3.1 Code GBD). This policy also provides an avenue for direct appeal to the Board by any college employee. Staff involvement in decision-making occurs through two-way communication provided by Board policy (See EV 6.A.3.2 Code GBB), which directs the College President to "develop channels for the communication of ideas among staff, administrators and Board members." Students and student organizations are guaranteed freedom of inquiry and expression by Board Policy JF/JFA, which states, in part: "Students and student organizations shall be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. Students shall be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution … It should be clear to the community that in their public expressions, students or organizations speak only for themselves, not the College" (See EV 6.A.3.3 Code JF/JFA).

Specific avenues for the consideration of views and judgments by these constituencies are established through the roles established by Board policy and collective bargaining agreements.

6.A.4 Division of Authority and Responsibility in Multi-unit Governance System

CGCC was established and operates under the authority granted by the Oregon Legislature as contained in the ORSs, a relationship clearly delineated by Board Policy BB. This policy states, in part: "The Board is subject to the provisions of the Constitution of the State of Oregon, the ORSs, the rules and regulations of the State Board of Education, its own policies and procedures, and the expressed will of the electorate" (See EV 6.A.4.1 Code BB).

As one of seventeen community colleges in Oregon, CGCC operates under the authority and guidance of the Oregon Department of Community Colleges and Workforce Development. The mission of this agency is to "Contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians." The agency, with local education and workforce partners, manages resources from the State of Oregon supporting Oregon's community colleges; federal resources supporting one-stop career centers, adult basic skills and English Speakers of Other Languages (ESOL) programs; and lottery funds supporting the Oregon Youth Conservation Corps.

Board policies and procedures of CGCC derive their authority from ORSs, and each policy or procedure expressly references one or more pertinent ORS citations. Through its thirty years of operation, CGCC has functioned via the auspices of Portland Community College (PCC), a formal relationship expressed in Board Policy IA (See EV 6.A.4.2 Code IA). Both CGCC and PCC, along with all other community colleges in Oregon, derive their authority and operate within the legal framework established by ORS 341 (See EV 6.A.4.3). The formal relationship between CGCC and PCC is described in an Intergovernmental Service Agreement, as authorized by ORS 090.010, and subject to annual review and approval each fiscal year by the

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Presidents of these respective institutions. The current agreement was signed June 16, 2007 (See EV 6.A.4.4).

6. A Evidence

EV 6.A.1.1   College Charter
EV 3.A.3.2   Board Policy Manual/ URL: <www.cgcc.cc.or.us/PresidentsOffice/Policies/BoardPolicies.cfm.>
EV 6.A.2.1   Board Policy Manual, Code: CCB
EV 6.A.2.2   Board Policy Manual, Code: BBAA
EV 6.A.2.3   Board Policy Manual, Code: BBA
EV 6.A.3.1   Board Policy Manual, Code: GBD
EV 6.A.3.2   Board Policy Manual, Code: GBB
EV 6.A.3.3   Board Policy Manual, Code: JF/JFA
EV 6.A.4.1   Board Policy Manual, Code: BB
EV 6.A.4.2   Board Policy Manual, Code: IA
EV 6.A.4.3   Oregon Revised Statutes: Chapter 341
EV 6.A.4.4   Intergovernmental Service Agreement, June 16, 2007

6.A Strengths

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

2. Steady growth of the College both in terms of full-time enrollment increases and physical expansion speaks to a fundamental, mutual understanding of the respective roles of College Board members, administrators, faculty, staff and students. The fact that the College has operated smoothly may be seen as evidence of the institution's underlying organizational vitality and resilience.

3. College Board members seek and are elected to their positions on the College Board in large part because of the passion and commitment they bring to the cause of public education.

6.A Challenges

1. Expansion of the College Service District to include Hood River County, and the creation of a second permanent campus in Hood River, underscores the importance of constant communication and close coordination among administrators, faculty, staff and students between two campuses.

2. The same passion that leads community college Board members to serve the institution in an elected capacity occasionally leads Board members to advance individual goals for the institution in anticipation of general support from other Board members. This may result in the perception that a given course of action has the approval of the College Board, when in fact the Board has not yet granted such approval.

1. Appropriate management and technology tools should be established to ensure efficient coordination of the two campuses.

2. It is recommended that Board members should participate in annual training.

6.B Governing Board

The CGCC Board of Education is responsible to the citizens of the college district for the operation of the College in accordance with the requirements of Oregon law and the rules and regulations set by the State Board of Education. The Board administers general policies for the operation of CGCC and for those within the established collective bargaining agreements. They act as a general agent of the State in carrying out the will of the district in the matter of public education.

6.B.1 Representation

The CGCC Board of Education consists of seven members, four from Wasco County and three from Hood River County, elected by the citizens of the respective counties. The allocation of three Board positions to Hood River County came in 2004 when Hood River citizens voted for annexation into the Columbia Gorge District. The ratio of four to three reflects the difference in population between the counties at the time of annexation, thus ensuring a fair representation of the institution's constituencies. No employees of the College sit on the Board and the College President is an *ex officio* member.

Members of the Board are elected by registered voters of the district on a rotating basis for four year terms. Table 1 provides a roster of current members.

Position	Name	Occupation	County	Date Elected	Term Expires
1	M.D. VanValkenburgh Chair	Attorney	Wasco	Elected 2001	June 30, 2009
2	Dr. James R. Willcox	Orthodontist	Wasco	Elected 1977	June 30, 2009
3	Dave Fenwick (Alternate OCCA Rep)	CEO of vLetter, Inc	Hood River	Elected 2003	June 30, 2011
4	Christie Reed, Vice Chair	Farm Owner	Hood River	Elected 2003	June 30, 2011
5	Dr. Ernie Keller (OCCA Rep)	Small Business Owner	Wasco	Elected 2001	June 30, 2009
6	Stu Watson	Small Business Owner	Hood River	Elected 2007	June 30, 2011
7	Charleen Cobb	Retired	Wasco	Elected 2001	June 30, 2009

6.B.2 The Board May Act Only As a Committee of the Whole

Board members receive no salary and have no vested personal, financial, or contractual interest in the College (See EV 6.B.2.1 Code BBF-AP and BHD). No member or subcommittee acts in place of the Board except by formal delegation of authority.

An annual workshop is offered through the Oregon Community College Association (OCCA). Legal requirements, obligations and restrictions are reviewed for existing members, and the workshop serves as an orientation for new members. This training directs the Board to act only as a committee of the whole.

Periodically the College President invites the college attorney to a work session to discuss Board responsibilities, role and ethical standards (See EV 6.B.2.2).

6.B.3 Duties of the Board of Education

In carrying out their duties as described in Code BBA (See EV 6.B.3.1 Code BBA), the Board of Education fulfills the following responsibilities:

1. To select a President, and support him/her in the discharge of his/her duties.
2. To set salaries of the President and administrative personnel.
3. To consider and act upon policies for the Columbia Gorge program as presented to them by the President or an appropriate agent designated by him/her.
4. To require and evaluate reports from the President or appropriate agents designated by him/her, regarding both the educational program and financial status of the district.
5. To assist in presenting to the public the needs and the progress of CGCC.
6. To provide, by the exercise of its legal powers, the funds it deems necessary to finance the operation of the district.
7. To perform the specific duties imposed upon the Board of Education by statutes of the state of Oregon.
8. Any duty imposed upon the Board of Education as a body must be performed at a regular or special meeting, and must be a matter of record.

Board members have routinely attended college events, in particular those related to student recognition: graduation, honors ceremony, and the nursing pinning ceremony. In addition, Board members have testified to the legislature on behalf of CGCC and community colleges in Oregon. Last year, the current Board Chairman attended the National Association of Community College Trustees Legislative Summit in Washington, D.C. to learn more about current issues facing community colleges.

Responsibilities of Designated Officers and Support
The Board has two designated officers: the Chair and the Vice-Chair. They are elected by the Board at its July meeting and hold office for one year. The Chair of the Board of Education presides at all meetings of the Board and performs all other duties prescribed by law or by the Board. No member of the Board of Education serves as Chair for more than two years in

succession. The Vice-Chair of the Board of Education, in the absence of the Chair, exercises all of the powers and bears all of the responsibilities of the Chair (See EV 6.B.3.2 Code BCB).

The Board also designates one of its members as the Oregon Community College Association Representative with an additional member designated as an alternate. The OCCA Representative, along with the College President, represents CGCC at Oregon Community College Association regular meetings three times per year, the annual convention, and special emergency meetings when required. It is the duty of the representative to report on the activities of the OCCA Board and gather feedback from their District Board on issues of statewide impact.

The position of Assistant to the Board is held by the CGCC President's Assistant (See EV 6.B.3.3 Code BCBA). The Assistant to the Board keeps full and accurate records of the proceedings of the Board Meetings and updates the Board Policy Book as needed. A record of all transactions of the Board of Education and the Budget Committee are located in the President's Office as a permanent, official record of college action and are open to inspection by the staff and public. Public notifications of monthly Board meetings and annual budget meetings (date, time and location) are placed in *The Dalles Chronicle* and *Hood River News*, providing at least twenty-four hours notice to the Board members and the general public. When appropriate, the Wasco County Clerk provides district election information to the President for review and confirmation.

6.B.4 Board-President Relationship

According to Board Policy:
The President will be the chief executive officer and will be responsible for the professional leadership and skill necessary to translate the will of the Board into administrative action.

The President will be responsible for all aspects of college operation and for such duties and powers pertaining thereto as the Board may direct or delegate and to develop such procedures as he or she considers necessary to ensure efficient operation of the College.

The Board assumes that the President is professionally able and possesses outstanding qualities of leadership, vision, and administrative skill, and that the President will implement all policies of the Board in good faith.

The President can assume that the Board will respect the President's professional competence and extend to him or her full responsibility for implementation of Board policy decisions.

The Board holds the President responsible for carrying out its policies within established guidelines and for keeping the Board informed about college operation.
(From Code BCD, Board Policy Manual)

Currently, the President does not provide the Board with an annual report on the status of the College; however, his annual self-assessment does reflect on many aspects related to college status. The President's self-assessment is presented to the Board for their review in the

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Executive Session of the January Board meeting. The assessment is based on the five goals (leadership, administration and educational excellence, communications, honesty/integrity, and long term perspective) and twenty-three performance objectives that were used in the selection of the President. The Board discusses the evaluation, comments and makes recommendations for any salary adjustments and/or performance issues (See EV 6.B.4.1).

6.B.5 Review and Approval of College Mission, Policies, and Programs

The level of Board involvement in college decision making varies. Day-to-day operations are entrusted to the President and his administrative staff. College policy is under the purview of the Board. Program and policy changes are developed and proposed by college administration and then reviewed and discussed by the Board. Board members may, and regularly do, request additional information be provided or research be done on a particular proposal. Following this deliberative process, the Board will vote to authorize or not. The Board has also been involved in the development of the College's vision, mission, values and goals. During Board working sessions and as participants in college planning activities, Board members have taken an active role in developing and determining the language that best represents and guides the College (See EV 1.A.1.6-7).

6.B.6 Board Self Evaluation

Currently, there is no Board self-evaluation policy in place. The Board has acknowledged that this is a process that will need to be initiated. Some research has been done and materials gathered to present to the Board for their recommendations.

6.B.7 Approval of College Structures and Delegation of Responsibility

Similar to its role in the review and approval of the college mission, policies and programs, the Board approves the College's academic and administrative structures and delegates the responsibility of effective and efficient management to the College President and his administrators. While the organizational design is entrusted to the administration, the Board is responsible for approving the allocation of the necessary funds.

For example, the agenda of the December, 2006 Board Meeting included a presentation by the Chief Academic Officer on the newly proposed Instructional Governance Model. The CAO walked the Board through the design and purpose of the new organizational structure and explained the budgetary implications (See EV 6.B.7.1).   Board members posed questions and concerns and asked for greater clarification regarding the use of the word "governance" in connection with faculty. Follow-up discussions adequately resolved any concerns, and the Board approved the necessary budget to move forward with the formation of the College's instructional departments and the election of Department Chairs.

6.B.8 Approval of Budget

The Board establishes all financial policies (See EV 6.B.8.1 Code DBJ) and has final approval of the budget and all student tuition and fees (See EV 6.B.8.2 Code DMA). The Board is part

of the CGCC Budget Committee (See EV 6.B.8.3 Code DBEA) along with seven community members appointed by the Board with four representatives from Wasco County and three representatives from Hood River County. The committee receives the proposed budget prior to convening for the annual budget meeting.

The committee hears the budget proposal prepared by the Chief Financial Officer (CFO) and presented by ELT members prior to discussion of and voting for the adoption of the fiscal budget. Per Oregon law, the budget meetings are published in advance and open to the public. Opportunities for public comments are provided during these meetings.

At the monthly Board meetings, there are regular placeholders to discuss budget/finance, and to present the monthly financial statements and cash disbursements. Any budget adjustment motions are presented at that time and are generally provided to the Board prior to the scheduled Board meeting. These motions require the approval of the Board. The CFO regularly updates the Board of the status of the annual audits and anticipated completion dates or delays. The CFO also alerts the Board to any items that may be of financial concern, and, if necessary, will place issues as agenda items for Board discussion.

6.B.9 Board Involvement in Accreditation Process

As a contracting college with PCC for its regional accreditation, CGCC has been actively involved in PCC's self-studies and visits, including site visits to CGCC. The CGCC Board of Education has discussed CGCC's seeking independent accreditation as evidenced by Board minutes (See EV 6.B.9.1). At the August 8, 2006 Board meeting, the Board unanimously approved a motion to ". . . move forward with the process to seek independent accreditation from the Northwest Commission on Colleges and Universities (NWCCU)." The Board has been apprised of their involvement and support required during this process. There are periodic updates presented to notify them of attendance at NWCCU meetings, correspondence submitted and status of the process. The Board realizes this is a high priority for CGCC and is a significant commitment for faculty, administration and staff.

6.B Evidence

EV 6.B.2.1   Board Policy Manual, Code: BBF-AP and BHD
EV 6.B.2.2   Board Agenda August 7, 2007
EV 6.B.3.1   Board Policy Manual, Code: BBA
EV 6.B.3.2   Board Policy Manual, Code: BCB
EV 6.B.3.3   Board Policy Manual, Code: BCBA
EV 6.B.4.1   President's Performance Assessment Feedback for Calendar Year 2006
EV 1.A.1.5   Strategic Planning Update, April 9, 2003
EV 1.A.1.6   Board Minutes August, 2003
EV 1.A.1.7   Academic Master Plan
EV 6.B.7.1   Board Minutes December 12, 2006
EV 6.B.8.1   Board Policy Manual, Code: DBJ
EV 6.B.8.2   Board Policy Manual, Code:DMA
EV 6.B.8.3   Board Policy Manual, Code: DBEA

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6.B Strengths

1. Since 1974, there has been a functioning, active Board of Directors.

2. Representation reflects the two county districts.

3. Board members attend Board training sessions sponsored by OCCA, and they participate as appropriate at legislative hearings.

6.B Challenges

1. Currently an annual report on the status of the College is not created.

2. There is no Board evaluation process in place.

6.B Recommendations

1. The President's office is developing an annual report that will be presented to the Board and made available to the public.

2. The Board will choose an evaluation process for themselves.

6.C Leadership and Management

The President of CGCC provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration and staff are organized to support the teaching and learning environment, which results in the achievement of the institution's mission and goals.

6.C.1 Office of the President

The President is the College's chief executive, and devotes his responsibilities to the College on a full-time basis. In keeping with guidance from the Oregon Secretary of State's Elections Division, he is considered to serve in this role at all times, regardless of daily working schedule, and as such may not publicly express personal political viewpoints or endorsements at any time.

As the chief administrator and in accordance with Board policies KA/KAA and KAA, the President serves in various capacities at the local and state levels, as well as in several professional organizations (See EV 6.C.1.1 Code KA/KAA and KAA). These roles, and their relevance to the college mission, may be summarized as follows:

Local
- The Dalles Area Chamber of Commerce Governmental Affairs Committee and Economic Development Committee: The President attends regular meetings of these

chamber committees, which track legislation and economic initiatives relevant to the area. As a member, he reports regularly on college activities affecting the larger community.

- Hood River County Chamber of Commerce: This organization currently has no public committee meetings. These are anticipated, at which time the President shall attend.

- Mid-Columbia Health Foundation: The President is a board member, providing the College close communications with an important community healthcare partner.

- The Dalles-Wasco County Community Outreach Team: The President leads this team, which is an informal coalition of local governments that identify community development priorities (city, county, college, port, chamber and workforce) and seek federal funding support through twice-annual visits to Washington, DC. Team activities have benefited numerous community projects, including college initiatives.

State/regional
- Oregon Presidents' Council: Attends statewide meetings of community college presidents to keep informed of relevant legislation and other issues affecting Oregon's 17 community colleges. CGCC's President has served as President of this council on several occasions.

- Oregon State Board of Education: the President stays informed of statewide activities affecting community colleges and gains an avenue to affect relevant policy decisions.

National
- Baldrige National Quality Program Board of Examiners and American Association for Quality: the current CGCC President sits on the Board of Examiners, providing him an opportunity to study first-hand the management structures and strategies of successful organizations. This experience gives him tools and concepts which may be applicable to the college.

6.C.2 Duties of College Administration

The duties of the College President are established in two Board policies. Policy CB states: "The President is the College's chief executive officer and has, under the Board of Education's direction, general supervision of all programs, personnel and activities of the College. The President is responsible for managing the College under the Board's policies and is accountable to the Board for that management." Policy BCD, which defines the Board-President Relationship, further states: "The President will be responsible for all aspects of college operation and for such duties and powers pertaining thereto as the Board may direct or delegate and to develop such [policies] and procedures as he or she considers necessary to ensure efficient operation of the College."

The Executive Leadership Team (ELT) is composed of the President; Chief Academic Officer; Chief Financial Officer; Chief Student Services Officer; Chief Talent and Strategic Planning Officer; Chief Institutional Advancement Officer; Chief of Information Technology Services; and, Executive Assistant to the President. The duties and responsibilities of these administrators are clearly defined and published as part of their job descriptions (See EV 6.C.2.1). College policy addresses ethical conduct pertaining to conflicts of interest (See EV 6.C.2.2 Code GBCA).

The members of the Executive Leadership Team have individual accountability and responsibility for, and to, their assigned areas and are collectively accountable and responsible for viewing the College as a whole and making or recommending decisions that align the best interests of their departments and the College. The Board and President rely on the ELT to provide expert advice in their respective areas and view the College as an entire system rather than as individual, disconnected parts. The ELT is accountable and responsible for:

- Initiating and executing major college-wide initiatives in conjunction with the governance system;

- Implementing plans and policies;

- Advising the President on matters relevant to their areas of responsibility;

- Assisting the President in formulating final recommendations to the Board of Education;

- Providing day-to-day leadership and management; and,

- Coordinating implementation of plans, projects and operations.

The Executive Assistant to the President records all decisions and discussions of the ELT (See EV 6.C.2.3). In addition, the assistant ensures that published Board policies accurately reflect Board policy revisions and additions, maintains the President's appointment schedule and correspondence, acts as general assistant to the College Board, and fulfills other duties as published or assigned. All members of the ELT report on their activities at weekly meetings. Each member may place discussion items on the weekly agenda, in order to seek advice of other members and communicate key issues that affect multiple college departments. ELT members comment freely on each others' actions and decisions, providing continuing feedback and helping ensure that all members act in a manner consistent with their duties, responsibilities and standards of ethical conduct.

Additional college administration is composed of the directors and coordinators whose duties and responsibilities are established in their job descriptions (See EV 6.C.2.4). These administrators are crucial to the success of the college mission as they exercise responsibility and significant autonomy to conduct important day-to-day operations. They are also responsible for helping shape the College's strategic direction by communicating ideas and initiatives to the ELT.

Requirements pertaining to standards of ethical conduct for administrators are discussed in the job descriptions of the Executive Leadership Team members in reference to core values: "Demonstrate core values of Respect for the Individual, Community Focus, Integrity, Excellence, and Commitment to Learning." However, there is no published college policy pertaining to the general ethical conduct of administrators other than specific issues related to conflicts of interest. (For a detailed discussion of this issue, see Standard 9.A.4.)

6.C.3 Administrators Qualifications and Evaluations

Administrators must meet the requirements and standards expected of them as defined in their job descriptions. When an administrative vacancy occurs, regional or national searches are instituted to identify qualified candidates. The College President has implemented an evaluation tool for ELT members, incorporating performance review criteria accepted by nationally-recognized organizations (See EV 6.C.3.1). ELT members, in turn, are expected to evaluate their department directors using a comparable process now under development by the Chief Talent and Strategic Planning Officer.

The ELT team as a whole has not completed a performance review of itself. However, the ELT took a preliminary step toward this review during December 2007 and January 2008 by developing performance charters describing specific areas of responsibility and budgetary implications of current initiatives (See EV 6.C.3.2). The next step will be to develop operational charters. Together with other criteria, these documents can serve as measurement standards for an ELT self-performance review.

The recruitment and hiring process for administrators follows a process comparable to that of faculty, as discussed in Standard 1.A.5. Administrative staff recommends criteria based upon best practices, which are used in developing or revising a job description. The position is advertised through the Human Resources Department, and hiring committees (composed of appropriate directors, coordinators and ELT members) which review and select applications for interviews. This committee recommends the selection to the President. Guidelines set by the Human Resources Department are available on the College's Intranet (See EV 1.A.5.3-6).

6.C.4 Institutional Advancement Activities

Through civic leadership and outreach to the community as discussed in 6.C.1, the President leads institutional advancement initiatives in the community and at the state and national levels, delegating authority as appropriate to the Chief Institutional Advancement Officer.

Relevant activities include:

- Grant-writing – The Chief Institutional Advancement Officer chairs the College's Grants Committee, which meets monthly to review current grants and assess potential new grant applications. This administrator coordinates efforts closely with the Chief Academic Officer, Chief Financial Officer and other members of the ELT to match grant sources with institutional priorities as linked to the college mission and goals (See EV 6.C.4.1).

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- Industry support – The Chief Institutional Advancement Officer, along with other members of the ELT and in coordination with the Chief Academic Officer, is responsible for cultivating relationships with private industry partners including healthcare, renewable energy and other industries. These relationships often include securing direct and continuing financial support for the institution from private industries (See EV 6.C.4.2-3).

- CGCC Foundation **--** The Foundation was established in 1979. It is an Oregon non-profit 501(c)(3) organization dedicated to the mutual goals of fund-raising and friend-raising. Donations to the Foundation are tax-deductible as allowed by law. The Foundation supports a General Scholarship Fund, Nursing Scholarships, the Student Emergency Loan Program, College Library Development, faculty/staff development awards, and Gorge Literacy. The College's Chief Institutional Advancement Officer currently serves in the dual capacity of Foundation Director. A volunteer Board of Directors governs the CGCC Foundation (See EV 6.C.4.4). The foundation's biggest annual fundraiser is a golf tournament held each August.

- CGCC Compass Club – This is an initiative of the College Foundation, designed as a friend-raising and fund-raising regional network to build awareness of the College throughout the institution's 10,000-square-mile service area. The Compass Club is in its formative stages, having been established by the College Foundation in 2007. The College President is co-chair of the Compass Club (See EV 6.C.4.5).

6.C.5 Institutional Decision-Making Process

Senior administrators are empowered by the College President with a high degree of autonomy in the decision-making process, while collaboration and coordination are achieved through frequent communication among administrators. The most important regular forum for this communication is the Executive Leadership Team's weekly meeting schedule. The agenda for these meetings is posted on the College's shared computer network, and all ELT members have access to add or delete topics from consideration (See EV 6.C.5.1). Agenda items are identified as "action," "report" and "discussion" items, and each meeting begins with a roundtable update on current activities of each ELT member, representing instructional services, student services, finance, resource development, facilities and information technology.

The timeliness of this process is demonstrated most recently by the College's development of a Renewable Energy Technology training program, the first program of its kind on the West Coast and, as of late 2007, one of only four such programs offered by community colleges in the United States. The College's Chief Academic Officer identified the need for trained renewable energy technicians and developed, with assistance from the College's workforce investment agency partner and the State of Oregon, a six-month, non-credit pilot program. Renewable energy industries in the region helped design the course curriculum, and approval for the program was requested and received from PCC. All of this was accomplished within nine months, and 23 of 24 of those who completed the program soon gained employment in the renewable energy industry. The program has since been replaced with a permanent credit one-year certificate and two-year AA degree that also receive industry support.

Significant autonomy is vested in the two administrative levels below that of the Executive Leadership Team: directors and coordinators. Program directors are vested with appropriate authority to maintain daily program operations and also make strategic decisions in consultation with ELT members. Program coordinators have the flexibility to conduct daily operations with a minimum of direct supervision. It is important to note that key decisions, including those with potential implications for policy, financial commitments, staffing assignments and external relations, require communication and approval from the ELT, College President or College Board as appropriate to the circumstance. However, directors and coordinators are encouraged to initiate ideas which may lead to such decisions, developing these through ongoing communications with senior administrators.

A Strategic Planning Model adopted by college administrators in 2002 guides institutional decision-making related to programs, services, budget development and allocation of resources. In keeping with the plan's three to five-year review cycle, the model was revisited in late 2006 at which time ELT members were assigned specific institutional goals. The planning model then entered a period of hiatus through most of 2007 as administrators focused on preparation of the College's candidacy application for independent accreditation. Administrators returned to the planning model in late 2007, at which time each administrator was assigned to complete management charters. One of the purposes of these documents is to align special and ongoing administrative activities with planning goals and accreditation standards. Strategic planning oversight is assigned to the Chief Talent and Strategic Planning Officer, a position created in the fall of 2006.

6.C.6 Communication and Coordination

In the 2007 CGCC employee survey, a solid majority of respondents (82.5%) reported that their department works well together and that their supervisors are fair, seek input and listen to their suggestions (See EV 1.A.1.8). There was an 89% agreement with the statement: "I have a chance to make daily use of my abilities and skills."

College administrators facilitate cooperative working relationships among staff, full-time and adjunct faculty through committee work. Through these committees, the College's institutional, educational and community goals are attained. Their existence keeps the channels of communication open between the various departments and administrative offices. The committees' compositions are representative of the college's staff and full-time faculty. The ratio of full-time faculty to adjunct faculty is not reflected in the membership of committees. This is typically due to adjunct faculty having work or other commitments external to the College.

Cooperation and coordination among organizational units, including open communication and the facilitation of goal attainment, is also a guiding premise of the weekly Executive Leadership Team meetings, as discussed above in 6.C.5.

Communication is also encouraged by an informal "open door" policy, with staff encouraged to exchange ideas with their supervisors on a continuing basis. College Policy CCB establishes the formal scope of line and staff relations, noting that "personnel will be expected to refer

matters requiring administrative action to the administrator to whom they are responsible." Yet this same policy also notes that "lines of authority should not restrict the cooperative working relationship of all staff members in developing the best possible college programs and services. The established lines of authority represent direction of authority and responsibility. When the staff and faculty are working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the College" (See EV 6.C.6.1 Code CCB). Faculty and staff have indicated a desire for greater visibility of the President on campus.

However, there is room for improvement. In the 2007 Employee Survey, 88 employees out of 205 responded. Thirty-one of employees responding disagreed or strongly disagreed with the statement "New and existing organizational policies are clear, timely and easily available." An additional 26.4 % responded that they were not sure. Important to any governance model is its effectiveness in implementing policies, procedures and decisions. This survey indicator reveals a continuing challenge for the college administration.

Physical location of the office of the Chief Talent and Strategic Planning Officer, whose responsibilities include human resources, in the same office suite as that of the College President also poses a communications barrier. Some employees have expressed reticence about bringing issues to the attention of the Human Resources Department since they perceive that their visit may (by chance rather than design) lead the College President to become involved in an issue where confidentiality is desired.

6.C.7 Dissemination and Use of Institutional Research

CGCC does not have a designated institutional research department. As discussed in Standard One, most institutional research is conducted by the Chief Student Services Officer (CSSO), whose office routinely publishes three reports which are instrumental to the planning process and shape how decisions contribute to the improvement of instruction:

- The annual Student Profile provides a comprehensive summary of student demographics for a given year. The report measures enrollment (FTE); ratio of full-time to part time students; number of graduates, age, gender and residency, financial aid statistics, and number of degrees and certificates awarded for the previous academic year. This information is helpful to scheduling, determination of course offerings, budgeting and location (See EV 1.A.3.1).

- A Student Opinion Survey has been conducted on even-numbered years since 1994. The survey asks students to rank their satisfaction of the College's quality of education and services. Other measurements include questions like "Would you choose this college again?" and reasons for choosing CGCC. This survey provides broad feedback directly from the student population on how well the College is meeting its mission in terms of overall satisfaction (See EV 1.B.7.2).

- The periodic Institutional Effectiveness Indicators Report also identifies such characteristics of students which are useful in planning: student persistence rates, average age, continued success in subsequent coursework, etc (See EV 1.B.7.1).

The Chief Academic Officer (CAO) uses these data to develop the college schedule and allocate resources. As discussed in Standard 1.B.7-9, assessment of class schedules and programs is based in part on enrollment data, students' education plans, and the Institutional Effectiveness Indicators.

The Chief Financial Officer (CFO) annually provides the Board of Education with the Report on Audit of Financial Statements and Supplementary Information for the Year. This includes sections on finance, enrollment and economic factors, and is published along with monthly financial reports on the College web site, and is used to help determine the institution's fiscal capacity to support new and ongoing programs.

6.C.8 Policies and Procedures Regarding Administrative and Staff Employment

All Board policies relating to administration and staff are available on the College web site, in employee handbooks, and in the Collective Bargaining Agreement.

Administrative and Staff Appointment
Board policies outline the Board of Education's general personnel policy goals as well as a process for developing position descriptions and requirements for job announcements (See EV 6.C.8.1 Code GA & GAB, GCCA). Position descriptions are used to help determine the qualifications needed to fill a position and recommend a candidate for appointment. The responsibility for selection or termination of employees is assigned to the President or his/her designee (See EV 6.C.8.2 Code GCC).

The Human Resources Department (HR) has developed a procedure for the posting of job vacancies to recruit prospective employees (See EV 1.A.5.4). Article VII of the Classified Collective Bargaining Agreement (Posting of Vacancies) outlines additional rules for posting new and vacant positions (See EV 6.C.8.3). In addition to advertising in appropriate local or professional publications, an application packet is available via the HR Department's web page, to be picked up in the HR Department, or by mail (See EV 6.C.8.4).

An additional procedure was developed to assist staff with conducting an effective interviewing process and is outlined on the Hiring Checklist. The process may include multiple interviews of varying types, if appropriate, based on the position to be filled.

Evaluation
Board Policy states that the President or designee shall be responsible for developing and maintaining procedures for staff evaluation (See EV 6.C.8.5 Code GCN/GDN). Article XII of the Classified Collective Bargaining Agreement (Evaluations and Personnel Files) states that "Employees may be evaluated by the Employer annually prior to July 1…Employees will be given a copy of an evaluation and may append their own comments to it and/or discuss it with their supervisor" (See EV 6.C.8.6).

Members of the Executive Leadership Team are evaluated yearly by the President. Currently, ELT members make decisions as to who should conduct the evaluation and how the evaluation should be conducted. The current system of evaluation provides flexibility for variances

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between departments; however, it can result in an inconsistent approach to evaluation. The Human Resources Department intends to develop a comprehensive evaluation system during the 2008-2009 fiscal year.

Retention
Currently, CGCC does not have specific policies that address the retention of professional or classified staff. The Human Resources Department is in the process of developing a comprehensive compensation plan, a promotion policy, and rewards and recognition program to assist in the retention of employees. When approved, this policy will be shared with staff, and related documents will be posted on the Internet through the HR web page. Exit interviews are conducted by the Chief Talent and Strategy Officer to determine the reasons for an employee leaving (See EV 6.C.8.7).

Promotion
Currently, CGCC does not have specific policies that address the promotion of professional or classified staff. The Human Resources Department is currently working on the second draft of a promotion policy. When approved, this policy will be shared with staff and related documents will be posted on the Internet through the HR web page.

Termination
Board policy regarding the discipline and dismissal of personnel states that the College will use due process to comply with college procedures and collective bargaining agreements when applicable (See EV 6.C.8.8 Code GCPD).

Article IV of the Classified Collective Bargaining Agreement outlines the grievance procedure, which outlines the steps a classified employee should follow if he/she feels a termination was issued in violation of Board policy or the Bargaining Agreement (See EV 6.C.8.9).

Board policy places the responsibility for selection or termination of employees on the President or his/her designee (See EV 6.C.8.10 Code GCC).

6.C.9 Administrative and Staff Compensation

The College participates in The Mountain States Survey and Oregon Education Association/ National Education Association Almanac data collection each year to compare administrative salary levels with similarly-sized institutions in rural areas (See EV 6.C.9.1-2). CGCC's administration positions do not fare well against the median for comparable positions. In 2007, it was noted that, with the exception of only three administration positions, CGCC consistently falls within the bottom third of the ranking. This data indicates that the College may struggle to attract adequate applicant pools in certain disciplines. As of January 2008, salary increases were approved for these positions to help reduce any possible retention issues. The salaries still remain below the median, but the goal of the Human Resources Department is to reach the median salary range for those positions within the next three years.

Research is currently being conducted for Management staff on pay scale Level C (Coordinators, Specialists, and Advisors) to determine how their pay compares to the median level.

Classified staff positions are covered by a collective bargaining agreement and their salaries are established, on a regular basis, through collective bargaining. Salary survey data is used in this process. Experience indicates these salaries need to be assessed for competitiveness.

6.C Evidence

EV 6.C.1.1   Board Policy Manual, Code: KA/KAA and KAA
EV 6.C.2.1   ELT Job Descriptions
EV 6.C.2.2   Board Policy Manual, Code: GBCA
EV 6.C.2.3   Examples of ELT Minutes
EV 6.C.2.4   Director and Coordinator Job Descriptions
EV 6.C.3.1   President's Evaluation Tool
EV 6.C.3.2   Selection of ELT charters from December 2007 to January 2008
EV 6.C.4.1   Chief Institutional Advancement Officer charters
EV 6.C.4.2   Meyer Memorial Trust award letter
EV 6.C.4.3   PPM Energy contribution letter
EV 6.C.4.4   Foundation Board roster (2007)
EV 6.C.4.5   Compass Club white paper: November 2007
EV 6.C.5.1   Sample ELT agenda
EV 1.A.1.8   2007 CGCC Employee Survey
EV 6.C.6.1   Board policy Manual, Code: CCB
EV 1.A.3.1   2006-07 Student Profile
EV 1.B.7.2   2006 Student Opinion Survey
EV 1.B.7.1   2005 Institutional Effectiveness Indicators Report
EV 6.C.8.1   Board Policy Manual, Code: GA and GAB, GCCA
EV 6.C.8.2   Board Policy Manual, Code: GCC
EV 1.A.5.4   Hiring Requisition Form
EV 6.C.8.3   Classified Collective Bargaining Agreement, Article VII
EV 6.C.8.4   Career and Technical Education Director, hiring packet
EV 6.C.8.5   Board Policy Manual, Code: GCN/GDN
EV 6.C.8.6   Classified Collective Bargaining Agreement, Article XII
EV 6.C.8.7   Exit Survey
EV 6.C.8.8   Board Policy Manual, Code: GCPD
EV 6.C.8.9   Classified Collective Bargaining Agreement, Article IV
EV 6.C.8.10 Board Policy Manual, Code: GCC
EV 6.C.9.1   2006 Mountain States Survey Result
EV 6.C.9.2   OEA / NEA Almanac

6.C Strengths

1. Duties and responsibilities of each administrator are clearly defined.

2. A comprehensive, data-driven evaluation tool exists and is implemented by the College President for ELT members. This instrument can serve as the basis for evaluation measures throughout the institution.

3. The college mission and goals give clear direction for institutional advancement activities.

4. Weekly ELT meetings afford a regular forum for timely decision-making and communication.

5. Active committees, close coordination and open communications are facilitated by the organizational structure, as well as the relatively small size of this institution.

6. The Chief Student Services Officer provides comprehensive institutional research to help guide instructional improvement.

6.C Challenges

1. Ethical conduct requirements of the College's administrators are not clearly defined and published except in the instance of conflicts of interest, and the "core values" reference in administrators' job descriptions.

2. There is no consistent evaluate process for Executive Leadership Team members to conduct performance evaluations for administrators who report to them nor for those administrators to evaluate their ELT supervisor.

3. A process for Executive Leadership Team members to evaluate their directors and coordinators is not yet applied consistently throughout the institution.

4. The Executive Leadership Team does not evaluate itself as a team.

5. Communication channels are not as strong as desired by staff to provide input to decision making.

6. The physical location of the Human Resources Department adjacent to the President's office is problematic for staff.

7. The College does not have an office of institutional research.

8. There remains an administrative salary disparity measured against similar community colleges.

6.C Recommendations

1. The institution should develop and publish formal policy governing ethical conduct.

2. A review process should be developed and implemented throughout the institution by which all administrative levels not only evaluate those who report to them, but are evaluated in turn by these employees.

3. Executive Leadership Team members should evaluate their directors and coordinators consistently throughout the institution.

4. The Executive Leadership Team should conduct periodic self-review.

5. A communications mechanism should be established for managers below the level of ELT to effectively convey ideas regarding the College's strategic direction.

6. The office of the Chief Talent and Strategic Planning Officer should be located in a separate suite from that of the College President.

7. The College should assure long-term continuity of institutional research by establishing an office assigned to this specific task.

8. The College will be continuing the comprehensive study of Administrator salaries in 2008.

6.D Faculty Role in Governance

The Chief Academic Officer leads the different instructional governance teams which provide leadership and guidance for CGCC faculty as well as provide input to the Executive Leadership Team, the President, and the Board.

CGCC follows PCC requirements for instructor approval and course curriculum. Outside of these areas, faculty involvement in the College's governance model has steadily increased over the past decade. In response to the recommendations issued in the accreditation reports of 1995 and 2000, CGCC has implemented changes in order to include the faculty in its evaluation and planning processes. In the past seven years, there has been:

- A greater utilization of semi-annual faculty in-services to gather input from full-time and adjunct faculty;

- The formation of the Instructional Council (2000-2007);

- The creation of departments and election of Department Chairs (2006); and,

- The development of charters for the creation of a Curriculum Committee and an Academic Standard Committee to provide increased governance.

Faculty In-services
Early faculty in-services focused mainly on the dissemination of information from the administration to the faculty and the improvement of teaching/learning practices. In recent years, the faculty in-services have become vehicles of communication between the administration and faculty regarding issues of instructional governance. An example is the Spring 2006 Faculty In-service where all full-time and adjunct faculty helped shape the composition of college departments.

Two faculty in-services are conducted annually, one prior to the beginning of fall term and the second after the start of spring term. During the fall in-service, time is evenly divided between mandated dissemination of employee policies and procedures, safety, Equal Opportunity

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Employer (EOE), FERPA, teaching improvement processes and department meetings. The spring in-service is divided between teaching improvement processes and department meetings.

Informal sessions called "Brown Bag Lunches" began in 2001. These open forums offered an opportunity for the administration and faculty to discuss issues important to them. The agenda is driven by the faculty who submit topics and questions they want to be addressed. Sometimes there is a simple question and answer format with an open agenda and other times presentations or updates on faculty activities are made; for example, a faculty member may report on a recent conference attended. Brown Bag Lunches keep the flow of information between administration and faculty current, accessible and open.

Instructional Council
Starting in 2000, the Instructional Council consisted of college staff, administrators and faculty. Members of the full-time and adjunct faculty rotated through terms and provided a strong voice in establishment of college policy and procedures. The Instructional Council's work included the standardization of faculty evaluations, input into the instructional governance model, development of the eligibility criteria for accreditation and recommended changes to policies covering issues from food in the classroom to student grievances. The council was disbanded in 2007 at the onset of the development of college departments and Department Chairs.

Departments and Chairs
In a major step towards organizing faculty and instructional programs into discipline-related departments, the faculty in each department elected a member of their own department to be the chair for an eighteen-month trial period (See EV 2.A.1.2). This new position is still in the formative stage in regards to roles and responsibilities, but to date, Department Chairs have:

- Collaborated with advisors and directors to create an annual schedule of classes (See EV 6.D.1.1);

- Initiated written self studies of their own departments in collaboration with the faculty;

- Mentored new faculty and conducted classroom observations; and,

- Recruited candidates for adjunct faculty positions when needed.

The nature of adjunct faculty continues to exert a limiting factor on the extent an adjunct faculty can be involved in the College's governance. Requiring attendance and providing monetary compensation for their time has helped improve the number of adjunct faculty attending the in-service. Fewer come to department meetings or brown bag lunch events. For the most part, they come to teach their one or two classes per quarter, and in some cases, per year, and return to their full-time jobs in the community. While the number of adjunct faculty comprises the larger portion of CGCC full-time faculty, their voice in governance does not reflect the same. This reality represents a loss to the College's system of governance in the number of ideas potentially generated, and the collaborative efforts and commitment of time to run a full-time college.

6.D Evidence

  EV 2.A.1.2   Instructional Governance Model
  EV 6.D.1.1   Minutes from Department Chair Scheduling Meetings

6.D Strengths

1. A strong governance model that includes the traditional structures of college departments and instructional departments and chairs.

2. Informative, collaborative faculty in-services.

6.D Challenges

1. Limited involvement of adjunct faculty in college governance.

6.D Recommendations

1. Research models for meaningful adjunct faculty involvement in governance.

6.E Student Role in Governance

Students' role in the governance of CGCC is evidenced in their participation in student organizations, college planning activities, and community outreach.

Student Organizations
Students participate in three primary leadership organizations. (For more information on these organizations' goals and/or central aims, refer to 3.D.15 Student Co-Curricular Activities.)

- **Student Council (ASGCGCC)**
The mission of the Student Council is to facilitate communication between the students and administration/faculty of CGCC and to complement the College's academic programs and enhance the overall educational experiences of students through the development of, exposure to, and participation in social, cultural, multi-cultural, intellectual, recreational, community service, and campus governance programs. The Student Council consists of six elected officers who receive compensation for time dedicated to their elected duties. CGCC provides office space, equipment, and funds for travel. CGCC continues to support student government by allocating general budget funding to support their efforts. The President of the Student Council is encouraged to report to the Board of Education quarterly and meet with the Executive Leadership Team on an as needed basis. The Student Council is also invited to send a representative to the College's Safety Committee. At this time, the Student Council has made minimal use of these opportunities.

- **Phi Theta Kappa Honor Society – Alpha Sigma Xi Chapter (PTK)**
PTK's central aims are to support the academic and personal development of students through opportunities in leadership, scholarship and service. Alpha Sigma Xi would like to accomplish

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academic recognition, opportunities for service and leadership while promoting an environment of fellowship as per the aim of Phi Theta Kappa International (See EV 3.D.15.2). The CGCC chapter of Phi Theta Kappa has been recognized as a five star chapter and has received several awards for its work on campus and within the community.

- **Student Nursing Association (SNA)**

The CGCC Student Nursing Association is a fellowship of nursing students involved in the College and community. The SNA assists in the development of professional identity, provides a means of interaction between students and the College, addresses issues specific to community- based nursing, and provides a link to state and national nursing organizations (See EV 3.D.15.3).

College Planning Activities

Administrators have purposefully sought student participation and input into several college-wide planning activities. In 2006, students actively participated in design charrettes for the new buildings in The Dalles and Hood River. In 2004-05, students attended Academic Master Planning meetings and shared a valuable perspective regarding the direction of mission, goals, and facilities as well as academic instruction. In 2007-08, students have been members of two accreditation standard teams and their input has been sought by additional committees. An SNA member sits on the Nursing Advisory Committee.

Recognition and commitment to having student involvement in college planning has grown through this series of activities. The inclusion of students in committees with college-wide impact has been given greater priority in the administration's approach to strategic, academic and facilities planning. However, because of the transitory nature of students, the reality that CGCC is a commuter campus and, concomitantly, the students' extra-curricular life commitments, render consistent student involvement difficult.

Community Outreach

Individual students as well as student organizations have been spokespersons within the CGCC community, the region, and the state, representing particular departments and the overall college, as well as the student body. Student council representatives testified at the Oregon legislature to advocate for additional state funding for community colleges. Basic Skills and GED graduates represented CGCC and Pre-college Programs at Basic Skills Development Day at the Capitol in Salem January, 2007. Phi Theta Kappa and Student Council members represent the College in community parades and on planning committees, and they work with area K-12 students to develop leadership skills.

Strengthening student involvement in all three of these areas is beneficial to the College as a whole. The College has demonstrated its commitment by consistently allocating general fund monies for both Student Council and PTK to support student life activities. In the 2007-08 budget, the position of a half-time Student Life Advisor was established, and it was filled in the fall of 2007. The role of this position is to oversee and coordinate student life activities and functions, encouraging a broader cross section of student engagement and creating more visibility of their activities (See EV 3.D.15.1).

6.E Evidence

EV 3.D.15.2 PTK Constitution and Bylaws
EV 3.D.15.3 Student Nursing Association Bylaws
EV 3.D.15.1 Student Life Advisor Job Description

6.E Strengths

1. Financial support of student council and PTK.

2. The creation of the Student Life Advisor position.

3. There is commitment by the administration to provide for greater inclusion of students in college planning activities.

6.E Challenges

1. Student participation in governance remains at a minimum.

6.E Recommendations

1. Support student representation on appropriate committees.

Policy 6.1 Affirmative Action and Non-discrimination

CGCC is an equal opportunity educator and employer. The policy is printed in the quarterly schedule of classes, the College Catalog, and on the College web site. The full policy states:

> It is the policy of CGCC and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities or employment.

Policy 6.2 Collective Bargaining

The American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) has representation on campus via the United Employees of CGCC, local union 4754. A faculty member is the President of the union, another faculty member serves as the union steward, a classified member is elected Vice President, and a classified staff member is Treasurer. Three-year contracts exist for both classified staff and faculty. The classified contract is in its second year and will continue through June 30, 2009. The faculty contract, representing both full-time and adjunct faculty, is in its first year and will continue through June 30, 2010. There is no formalized policy governing collective bargaining; however, negotiations have been traditional in process and civil in nature.

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Standard 7

Finance

Standard Seven:
Finance

Introduction

Standard Seven addresses the financial planning, resources, management and development at Columbia Gorge Community College (CGCC) and demonstrates that these support the College mission and goals.

7.A Financial Planning

Financial planning and budgeting at CGCC are ongoing processes to provide financial plans using available resources to support the College's mission and goals. The CGCC Board of Education provides the policy framework to guide the administration of the college budget. The College's annual budgeting process follows Oregon budget law involving administration, staff, the Board of Education, and the Budget Committee and invites public participation through budget hearings. The use of debt has been limited to supporting long term investments in capital construction and improvements to provide facilities which support the mission of the College.

7.A.1 Budget Authority

The Board selects the President, sets salaries of the President and administrative personnel, considers and acts upon college policies, requires and evaluates reports on the educational and financial status of the College, and provides, by the exercise of its legal powers, the funds necessary to finance the operation of the College (See EV 7.A.1.1). The Board publicly reviews and approves the annual budget once it has been developed by the College through a collaborative process. As a local government, CGCC has the authority to levy property taxes and its budgetary process is subject to the provision of Chapter 294 of ORSs (ORS). The ORS requires the College to prepare and publish the budget, present the budget to a budget committee for review and approval, make the budget document available to the public, and hold a public hearing to encourage citizen involvement.

The Board establishes the adopted budget as the financial plan of the College and authorizes the President and staff to make expenditures and commitments in accordance with the policies of the Board and the approved budget (See EV 7.A.1.2). The Board policy requires the President to make the Board aware of any substantial changes in the expected revenues or unforeseen expenditures so the Board may adjust the budget, if necessary.

7.A.2 Budget Planning

Planning at CGCC includes a minimum three-year projection of major income categories, specific plans for major expenditure categories, and plans for capital revenue and expenditures. The current capital construction and improvement projects reflect the College's goal to provide

appropriate institutional facilities which support the achievement of the institution's mission and goals. In 2005-06, the College developed an Academic Master Plan to guide instructional budget, staffing, and curricula decisions in addition to capital construction in terms of facilities, technology, grounds, and site location (See EV 1.A.1.7).

The College's financial planning and budgeting processes are tied to the College's strategic planning model which incorporates annual budget development and deployment within the one year operational planning cycle that is linked to the three to five year strategic planning cycle (See EV 7.A.2.1).

The proposed annual budget is prepared by college administration with input from departmental directors, coordinators, faculty and support staff. The process includes a review of the College's mission, vision, and goals so that resources can be allocated to address program needs. Budget development takes into account the activities prioritized and identified through the planning cycle to implement institutional goals. Budget calendars, as approved by the Board, provide budget preparation timelines and official publication windows and procedural steps to ensure compliance with Oregon Local Budget Law. Cost center and special fund budgets are prepared by managers who administer the budget. Budget planning meetings are held by the President and Chief Financial Officer with administrators to prioritize and finalize the proposed budget for review by the Budget Committee. The Chief Financial Officer is responsible for forecasting the general fund resource budget based on the projected revenue. The budget includes contingency funds for unplanned expenditures, activities in the early planning stages and contingency for uncertainties in revenue. Budget estimates are prepared for beginning fund balances, revenue, expenditures and internal transfers for each fund and by cost center within the General Fund using program activity projections, historical data, proposed activity for contracts and grants, capital projects plans and required expenditures for debt service.

7.A.3 Budget Publication

CGCC is organized as a local government and its budget publications and processes are subject to Oregon budget law (ORS Chapter 294). The law establishes standard procedures for preparing, presenting, and administering the budget, and provides for citizen involvement in preparing the budget and public exposure of the budget before its formal adoption. To give the public ample opportunity to participate in the budgeting process, Local Budget Law requires that a budget officer be appointed by the Board and a budget committee be formed. The budget officer draws together necessary information and prepares the proposed budget. The Budget Committee then reviews and may revise the proposed budget before it is formally approved. Notices are published, budgets are made available for review, and public meetings are held. These requirements encourage public participation in budget-making before the governing body adopts the budget. The budget must include a message describing the document, the proposed financial policies, the important features of the budget in connection with the financial policies, the reason for changes from the previous year and the major changes in financial policy. The law mandates publishing and holding a public hearing on the budget. All these processes must be completed and the Board must approve a resolution adopting the budget by June 30, the day before the start of the new fiscal year to which the budget applies. The College is required by

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Oregon Local Budget Law to present and adopt a balanced budget each year. Without a budget for the new fiscal year in place, the local government's authority to spend money or incur obligations expires on June 30. The following Budget Process flowchart (Figure 7.1) shows the required steps to meet Local Budget Law.
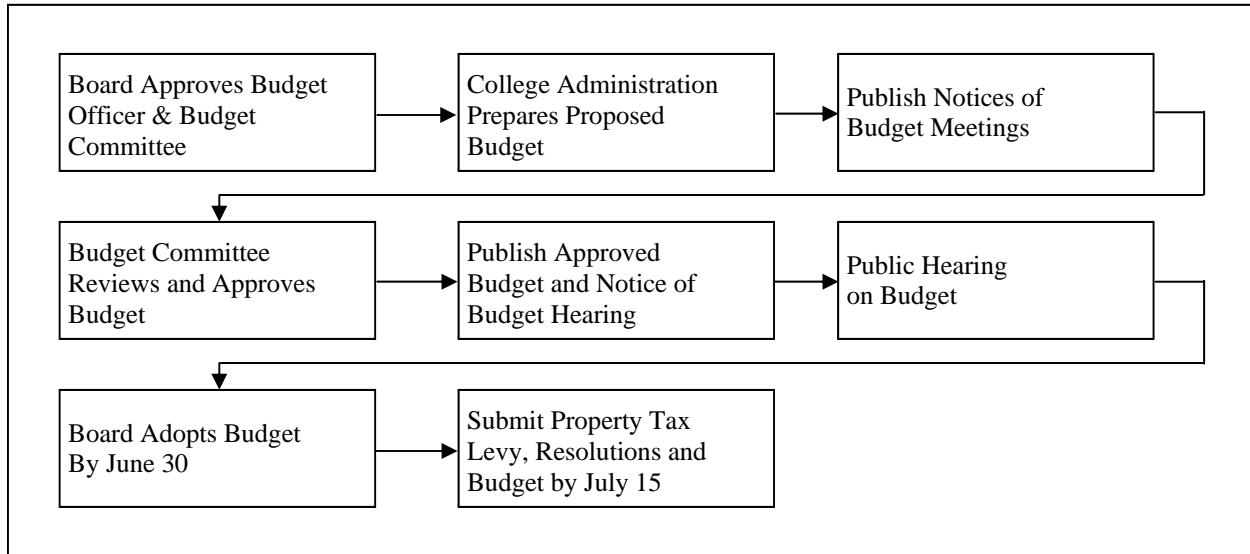
Budget Process

Figure 7.1

Once a balanced budget is prepared, the proposed budget is presented to the Budget Committee for review. The Budget Committee is comprised of seven elected Board of Education members and seven appointed members from the college district. The Budget Committee analyzes the budget as proposed by the college administration, makes recommendations, receives public comment and approves the proposed budget and tax rate or amounts to be levied. The College publishes the budget and provides public notice of budget hearings via local newspapers. The published budget document includes the budget message from the President, the CGCC Mission Statement and budgets for the General Fund, Special Funds, Capital Projects Funds, Debt Service Funds, Enterprise Fund, Reserve Fund and Fiduciary Funds. A complete copy of the proposed budget and adopted budget is made available on the College's web site and the College Library. Following approval of the proposed budget, the Board of Education holds a public hearing, receives public testimony, makes any adjustments within their authority and adopts the budget. The adopted budget is published and distributed to the Clerks of Hood River and Wasco Counties, Oregon Department of Community College and Workforce Development, college administrators and staff, the union president and other interested parties.

College administrators may propose budget changes subsequent to the adoption of the budget. The Chief Financial Officer prepares monthly budget adjustments which may shift funding between budgets or allocate the use of contingency funds, as proposed by administrators, for review and approval by the Board of Education. Contingency funds remaining at the end of the year as well as any unspent funds increase the budgeted fund balance in the General Fund in

individual cost centers. The college administration prepares an internal two year budget that matches the two-year State of Oregon budget cycle.

7.A.4 Debt Oversight

All financing proposals require the approval of the Board after review and recommendation of the President and Chief Financial Officer.

The Chief Financial Officer ensures compliance with the requirements of the ORSs (ORS) governing public borrowing and issuance of bonds. The following functions are the responsibility of the Chief Financial Officer:

- Issuance of bonds and other indebtedness;

- Maintaining debt service funds to account for general obligation bonds and ensure adequate reserves for all obligations;

- Acting in the best interest of the College to market its debt and secure unbiased and appropriate professional advice;

- Periodically monitoring and refunding existing debt when feasible, within guidelines set by the State; and,

- Accounting for the debt and related transactions in accordance with local budget law, generally accepted accounting principles and other applicable accounting setting bodies.

CGCC's Debt Policy objectives include ensuring compliance with the ORSs governing public borrowing and issuance of bonds, providing sufficient funds to meet current and future debt service requirements on all indebtedness and ensuring full compliance with the terms and conditions outlined in bond resolutions approved by the Board (See EV 7.A.4.1).

The College's bonded debt obligations are issued in accordance with the guidelines and limitations set forth in ORS Chapters 287 and 288 and in Oregon Administrative Rules (OAR) Chapter 170. 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 College uses general obligation bonds fully-financed by the taxing authority of the district to fund the majority of its capital projects. The Oregon Constitution requires the College to secure voter approval to issue long-term general obligation bonds that finance capital construction and improvements if the bonds are to be paid from a property tax levy. College district voters of Wasco County approved a measure in 1993 to support $7,872,156 in general obligation bonds to purchase land and finance improvements to become the first permanent campus site in The Dalles, Oregon. On November 6, 2001, voters in Wasco County and Hood River County approved the annexation of most of Hood River County to join the college district effective July 1, 2002. On November 2, 2004, college district voters approved a measure to

support $18,500,000 of general obligation bonds to finance the costs of capital construction and improvements for health science and training facilities, renovate existing facilities, demolish unusable buildings, purchase land in Hood River for the development of a campus and pay the costs of issuance of the bonds. The 2005 Oregon Legislature appropriated State bonding authority of $7,500,000 for CGCC and the State issued bonds in the spring of 2007 for capital construction and improvements.

The College received a general obligation debt rating of "A2," underlying; "Aa3," credit enhanced; and "Aaa," insured for its 2005 general obligation bond series allowing the College to receive more favorable interest rates from the market.

The College is limited in the amount of bonded debt it may incur by ORS 341.675 to 1.5 percent of the real market value of the taxable property that resides within the College's district. The College's bonded debt of $22,585,000 on June 30, 2007 is well below the statutory allowance of $72,932,772. The College's outstanding general obligation bond debt is 31 percent of the legal debt limit.

The College has separate funding processes for capital funding than for operational and educational funding, therefore, capital funding projects do not negatively impact resources for educational purposes. In an effort to conserve resources, the College monitors changes in interest rates and, when conditions are favorable, refunds the existing debt in accordance with established guidelines.

The most recent audit report (See EV 1.A.3.3) shows the debt service schedules for outstanding debt:

- The Schedules of Future General Obligation (GO) Bond Requirements are the debt service schedules for the 1998 G.O. Refunding Bonds through the final debt service payment on June 1, 2013 and the 2005 G.O. Bonds through the final debt service payment on June 15, 2025;

- The 1998 G.O. Refunding Bonds debt service is supported through a local property tax levy approved by Wasco County voters in 1993;

- The 2005 G.O. Bonds debt service is supported through a local property tax levy approved by Wasco and Hood River voters in 2004;

- The Schedule of Pension Bonds Requirements is the debt service schedule for the 2003 Pension Bonds to be repaid through a PERS rate credit through the final debt service payment on June 30, 2028; and,

- The Schedule of Future Loan Payments is the debt service schedule for the Oregon Department of Energy Small Scale Energy Loan to be repaid through utility cost savings through the final payment in 2009-2010.

EV 7.A.1.1   Board Policy Manual, Code: BBA
EV 7.A.1.2   Board Policy Manual, Code: DBJ
EV 1.A.1.7   Academic Master Plan
EV 7.A.2.1   CGCC Strategic Planning Model
EV 7.A.3.1   Oregon Department of Revenue Local Budgeting Manual
EV 7.A.3.2   Budget Preparation Calendar for 2007-2008
EV 7.A.3.3   Budget Calendar for 2007-2008
EV 7.A.3.4   Budget Committee for 2007-2008
EV 7.A.3.5   Board of Education agenda and minutes
EV 7.A.4.1   Board Debt Policy
EV 1.A.3.3   Report on Audit of Financial Statements and Supplementary Information for the Year ended June 30, 2007

7.A Strengths

1. The College's debt is supported by separate funding streams that do not impact resources for educational purposes and is well within legal limits.

7.A Challenges

1. The process of strategic planning and financial planning are inadequately linked.

7.A Recommendations

1. The College should continue its work in linking financial planning and budgeting processes to the strategic planning process that integrates planning, budgeting and assessment for all programs.

7.B Adequacy of Financial Resources

CGCC has a history of financial stability. The College seeks funding opportunities to support its mission and goals in addition to advocating for its share of State resources. Debt is used carefully to further the College's facilities goals and is supported by specific funding sources. Fund balances are more than adequate for operating capital. Auxiliary operations such as the College bookstore, building leases and food service contract provide a supplemental funding stream to the General Fund.

7.B.1 Sources and Commitment of Funds

The College's primary sources of district revenues are state support, property taxes, tuition and fees and investment income. The following chart (Figure 7.2) shows the fiscal year 2007 operating and non-operating sources of revenue as a percent of the $11,128,883 total of entity-wide revenues.
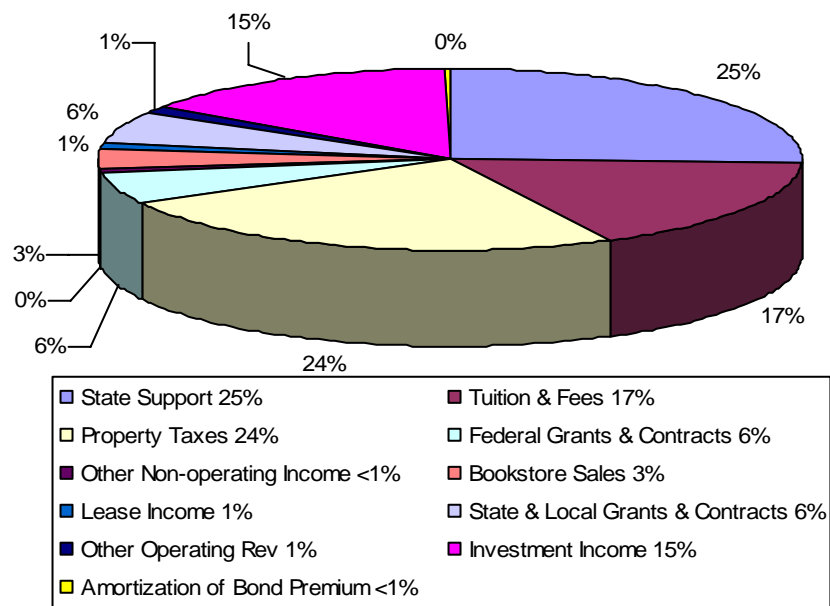
2007 Operating and Non-Operating Revenues

☐ State Support 25%	☐ Tuition & Fees 17%
☐ Property Taxes 24%	☐ Federal Grants & Contracts 6%
☐ Other Non-operating Income <1%	☐ Bookstore Sales 3%
☐ Lease Income 1%	☐ State & Local Grants & Contracts 6%
☐ Other Operating Rev 1%	☐ Investment Income 15%
☐ Amortization of Bond Premium <1%	

Figure 7.2

Biennially, the state legislature appropriates the funding for all of Oregon's 17 community colleges through the Department of Community Colleges and Workforce Development. The funding flows to individual colleges based on a state-wide funding formula per Oregon Administrative Rule 589-002-0100 approved by the State Board of Education. Beginning in fiscal year 2002-03, the Oregon legislature approved a bill to delay the last quarterly payment of each biennium to July of the first year of the subsequent biennium to adjust for reduced state revenue that occurred in the 2001-03 biennium. This state revenue payment delay has continued and results in the College receiving five payments in the first year of the biennium and three payments in the second year of the biennium. The College plans accordingly and budgets to receive the funds in the years appropriated by the state. The funding formula mechanics are based primarily on reimbursable full-time equivalent enrollment (FTE), size factors to provide base funding for each community college, and local property taxes.

The College receives local property taxes from property owners within the district boundaries of Hood River and Wasco Counties. Measures 5, 47 & 50, approved by Oregon voters, placed limits on property taxes and converted operating tax levies to permanent rates. A permanent rate of 0.2703 per thousand was established for operating funds and took effect in fiscal year 1997-1998. By State statute, taxable assessed values cannot increase more than three percent over the previous year except for new building within the district. For fiscal years 2005-2006 and beyond, all property taxes for operating funds are included in the state-wide community college funding formula. Prior to 2005-06, fifty percent of property taxes were included in the formula. Tax levies for general obligation bonds are not limited and must be approved by the voters. On November 6, 2001, voters in Wasco and Hood River County approved the

annexation of a portion of Hood River County to join the Columbia Gorge Community College District which extended the College's permanent property tax rate beginning July 1, 2002. The College district almost doubled in size and taxable assessed value which improved fiscal stability through increased resources for operations and debt service. Since fiscal year 2002-03, the General Fund budget has included resources and requirements of expanded services in Hood River County.

The third largest source of college revenue is tuition and fees. Community colleges prescribe and collect tuition as authorized in ORS 341.290(7). There are no statutory or Oregon Administrative Rule limitations on tuition charged by community colleges. Tuition rates are set by the Board (See EV 7.B.1.1, Code DMA and DMB). Lab fees are determined administratively (See EV 7.B.1.2, Code DMC). The following chart (Figure 7.3) shows five years of tuition rates per credit beginning with 2003-04. Although the College's credit tuition rate has increased by 20 percent since 2003-04, it is very close to the state-wide average. In 2007-08, the administration recommended no change to the tuition rate based on the estimated level of State support for community colleges and the concern that students could not keep up with the additional tuition expenses.

Tuition Rates per Credit

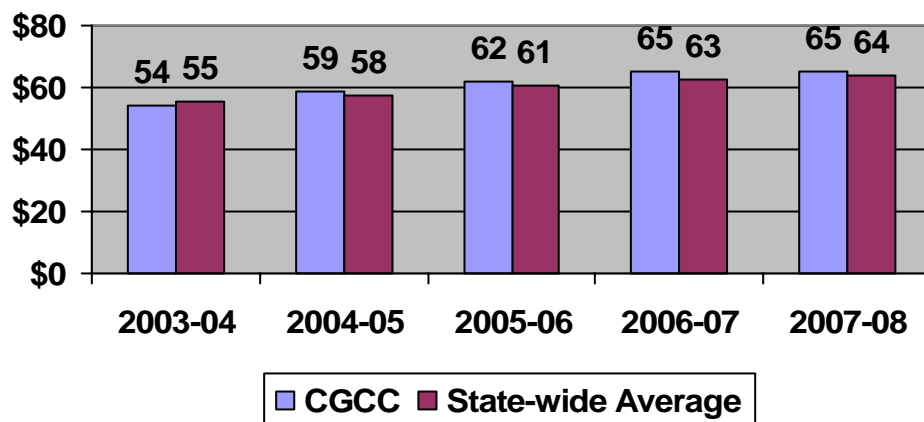| Year	CGCC	State-wide Average
2003-04	54	55
2004-05	59	58
2005-06	62	61
2006-07	65	63
2007-08	65	64

Figure 7.3

Federal, state and local grants and contracts provide funding to support a variety of educational programs and special projects. The College receives Carl D. Perkins federal funding to help support its Career and Technical Education programs. Federal grants from the Department of Education and Department of Labor provide funding for pre-college/developmental education programs and Career and Technical Education programs. Services to the community by the Small Business Development Center are supported by Federal and State grants in addition to General Fund support. A mix of State and local contracts support child care resource and referral services to the district. Career Pathways work is also supported by Incentive grants funded by the Department of Labor and the Oregon Department of Community Colleges and

Workforce Development. The Workforce Investment Board contracts with the College to provide staff support services to its activities. Wasco County contracts with the College to provide economic development services. The State contracts with the College to provide staff and services in support of the state-wide Career Pathways initiative.

In fiscal year 2007, college revenues of $11,128,883 supported district expenses of $9,465,154 as shown on the following chart (Figure 7.4). The percentages of operating and non-operating expenses reflect the priorities in support of the College's mission and goals as discussed in Standard 1.A.

2007 Operating & Non-Operating Expenses

□ Instruction 33%	■ Academic Support 8%	□ Student Services 7%
□ Public Services 5%	■ Institutional Support 18%	■ Financial Aid 1%
■ Plant Operation and Maint 10%	■ Bookstore 4%	■ Depreciation 2%
■ Interest Expense 12%	■ Lease Expenses <1%	■ Loss on Disp of Capital Assets <1%
■ Other Nonoperating Exp <1%		
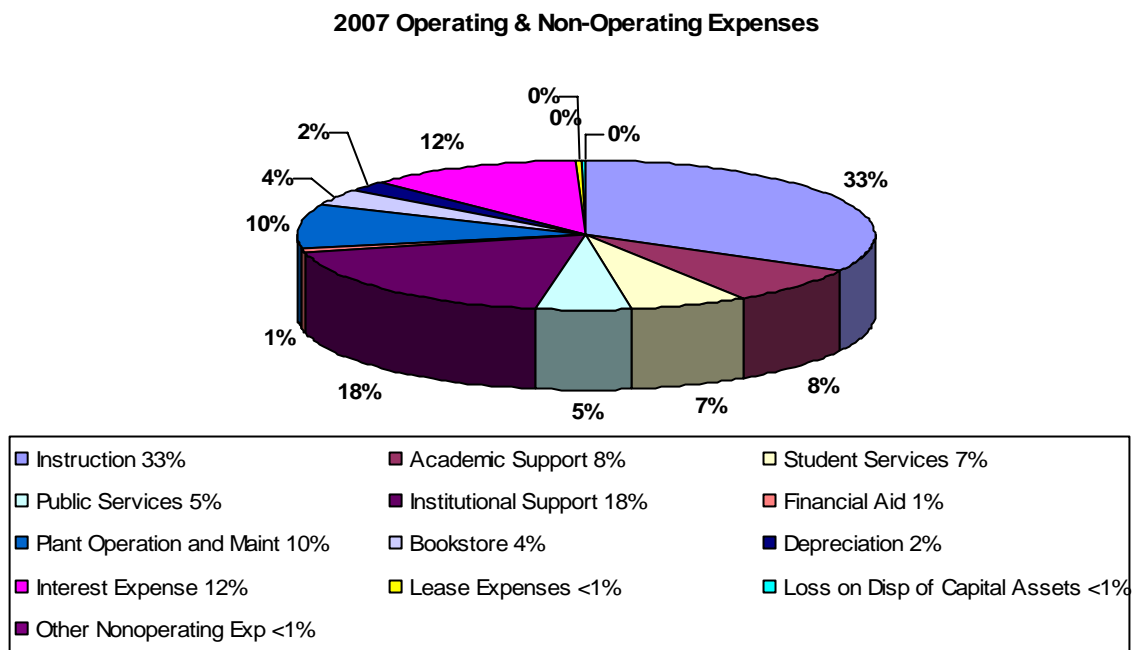
Figure 7.4

7.B.2 Debt Service and Repayment

As mentioned in 7.A.4, the College has a policy that addresses the issuance and management of debt that ensures compliance with the ORSs governing public borrowing and issuance of bonds, provides sufficient funds to meet current and future debt service requirements on all indebtedness and ensures full compliance with the terms and conditions outlined in bond resolutions approved by the Board. The College's bonded debt obligations are issued in accordance with the guidelines and limitations set forth in ORS Chapters 287 and 288 and in OAR Chapter 170. 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.

Debt service payments are included as part of the budget process. CGCC has sufficient funds

and resources to meet the demands of its debt service schedule. The most recent audit report shows the debt service schedules for outstanding debt (See EV 1.A.3.3 and EV 7.B.2.1).

The debt repayment for the Small Scale Energy Loan is budgeted in the debt service cost center of the General Fund and is funded by utility cost savings.

Three debt service funds have been established to account for the accumulation of resources to pay the principal and interest of college obligations as follows:

- Wasco County G.O. Bond Debt Service Fund: General Obligation Bonds, Series 1993 approved by district voters of Wasco County and refunding General Obligation Bonds, Series 1998 and funded by a property tax levy on district property in Wasco County;

- District G. O. Bond Debt Service Fund: General Obligation Bonds, Series 2005 approved by district voters of Hood River and Wasco Counties and funded by a property tax levy on district property; and,

- Pension Bond Debt Service Fund: Pension Obligation Bonds, Series 2003 funded by a credit to the College's PERS employer rate beginning May 1, 2003.

On June 30, 2007, the College had total debt outstanding of $25,472,536. Of this amount, $3,805,000 is the outstanding general obligation refunding bond series 1998; $18,325,031 is the outstanding general obligation bond series 2005; $3,287,185 is the outstanding pension obligation bond series 2003; and $55,320 is the outstanding State of Oregon Small Scale Energy loan. The College made all scheduled payments to reduce total debt by $984,760 in 2007.

7.B.3 Financial Stability

CGCC adheres to generally accepted accounting procedures and legal budgetary requirements. The College maintains financial stability and has never accumulated a deficit. An analysis of General Fund ending balances shows that they are influenced by several factors.

In 2002-03, the decision by the Oregon legislature to delay the last quarterly Community College Support Fund payment of the second year of each biennium and pay from the following biennium's appropriation has significantly altered the cash flow of State revenue payments. This State payment delay has continued and results in the College receiving five payments one year and three payments the following year. The change in the state payments requires the College to plan for a larger General Fund ending balance every other year.

The College budget provides contingency funds for uncertainties in the level of State funding and unanticipated operational and program expenditures. The College has a goal to maintain a 5% contingency. Any unspent contingency funds are retained and become available resources in the following year's budget.

The growth in General Fund ending balances also results from expenditure budget savings and positive revenue variances. Through careful management of their budgets, administrators, cost center managers and special fund managers may provide expenditure budget savings that can be either reallocated during the year or used to increase available resources for the following year. Positive General Fund revenue budget variances increase the ending fund balance. Over time, positive budget variances have increased the ending balances to a level more than sufficient to provide the College with working capital to meet its cash flow requirements without the need for short-term borrowing. It is anticipated that the current level of General Fund ending balances will decline as strategic expenditures are made in new program development and to provide support for anticipated enrollment growth as the College facilities are developed on The Dalles Campus and constructed on the Hood River-Indian Creek Campus. The following chart (Figure 7.5) shows the history of General Fund ending fund balances for the past ten years.

General Fund Ending Balances
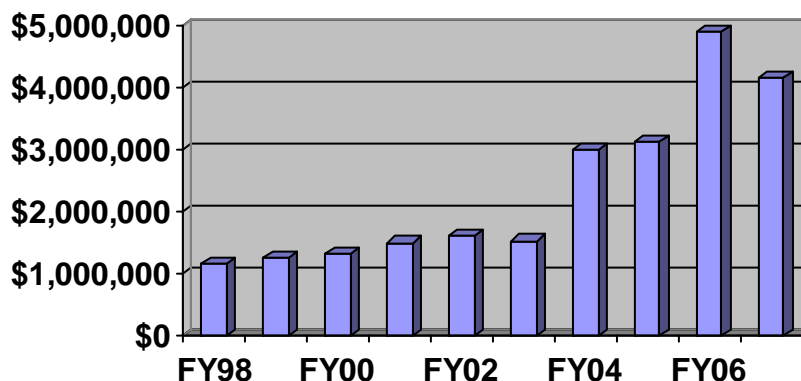
Figure 7.5

7.B.4 Interfund Activity

Transactions requiring transfers among funds and inter-fund borrowings are subject to the provision of Chapter 294 sections 294.450 and 294.460 of the Oregon Local Budget Law. The law requires that transfers and inter-fund borrowings be authorized by official resolution of the Board (See EV 7.B.4.1).

Transfers to the General Fund from special funds reimburse costs incurred to provide support services and facilities. Transfers from the General Fund are for specific purposes required by contract or management decision. Transfers are authorized through the budget process.

Inter-fund borrowing is permitted under Oregon Local Budget Law provided the loan is authorized by official resolution of the Board. The only restriction is that loans cannot be made from funds created for the purpose of retiring indebtedness.

The following table shows inter-fund transfers for fiscal year 2006-2007.

Inter-fund Transfers   2006-07

Transfers from the General Fund

To Child Care Resource and Referral Program for operational subsidy	$20,000.00
To Regional Workforce Investment Board for staff support	6,000.00
To Reserve Fund for Facilities and Grounds Maintenance	357,990.00
To Lecture Series Fund for subsidy for public events	2,000.00
Total Transfers from the General Fund	$385,990.00

Transfers to the General Fund

From the Nursing Program Special Fund to close fund	$496.19
From the Customized Training Fund	12,376.00
From the Corps of Engineers Special Fund to close fund	5,476.53
From the Non-reimbursable Community Education Fund	4,000.00
From the Elderhostel Fund	2,000.00
From the Regional Workforce Investment Board Fund	3,301.00
From the Wasco County Inter-governmental Agreement Fund	17,579.46
From the Residential Lease Fund to close fund	2,464.73
From the Building Lease Fund for net operational income	131,876.00
From the Debt Service Fund – District G. O. Bonds to reimburse inter-fund loan	32,000.00
Total Transfers to the General Fund	$211,569.91

7.B.5 Financial Solvency

The College provides comprehensive lower-division transfer courses, two-year associate degree programs, certificate programs, continuing and community education classes and Career and Technical Education programs. Services are offered at other sites in Hood River and Wasco counties providing courses and programs based on need.

Factors that contribute to the financial solvency of CGCC include a growing property tax base to support operations and capital projects, the relative size of the unappropriated ending fund balance of the General Fund as compared to expenses, and several funding streams to support operations, program development and capital investment. The College's relative size allows it the flexibility to quickly adapt to changing community needs and State and Federal requirements.

Property taxes accounted for 24 percent of revenues in 2007. Increasing district property values contribute to higher property tax revenues for operations and provide an increasing tax base to support the tax levy for general obligation bonds as shown in the following chart of district property values for the most recent five years.
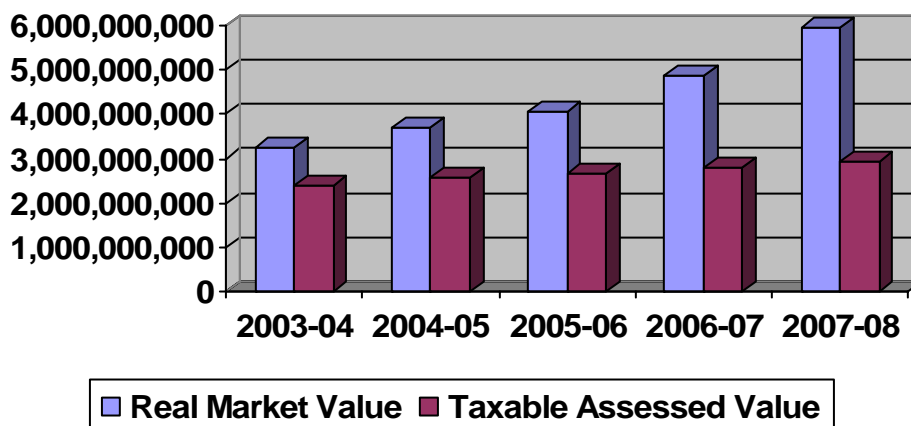
CGCC District Property Values

Figure 7.6

The College's planning and budgeting process helps to ensure that resources are allocated in an effective and efficient manner to support programs and services to meet its strategic planning goals and objectives. Solvency is promoted through contributions, grants and contracts that support new and existing programs and services. The College participates in efforts to increase the level of state funding for community colleges which will benefit students and the district.

7.B.6 Financial Aid

All funds for Federal and state financial aid for students of CGCC are administered by PCC. Sources of Federal financial aid include grants, loans and work study. State sources include grants and scholarships. CGCC provides funding for local scholarships, awards, special tuition grants and senior tuition discounts through the General Fund. The CGCC Foundation provides scholarships from contributions and fund-raising activities.

The College provides evidence of planning for future financial aid requirements through the budgeting process. The College plans for scholarships, the College's share of Federal work study and other aid through the budget process considering enrollment trends, economic factors and information regarding funding levels of Federal and State financial aid programs. A review of scholarships and other aid funded by the General Fund and by the CGCC Foundation, as shown in the following table, demonstrates that local scholarships and other aid ranges from 10.7 % to 8.2 % of tuition in the past five years, showing the College's commitment to supplement Federal and state financial aid.

Local Scholarships and Other Aid

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Scholarships and other aid supported by General Fund	$67,753	$71,128	$70,685	$72,338	$77,286
Scholarships from CGCC Foundation	44,533	42,864	54,542	49,572	44,623
Total Local Scholarships	$112,286	$113,992	$125,227	$121,910	$121,909
Total General Fund Tuition	$1,049,451	$1,237,320	$1,309,519	$1,538,324	$1,484,743
Scholarships Percent	10.7%	9.2%	9.6%	7.9%	8.2%

7.B.7 Financial Reserves

The College recognizes the importance of maintaining adequate financial reserves to meet fluctuations in operating revenue, expenses and debt service. The unappropriated ending fund balances for the General Fund and other funds are set during the budget process, approved by the Budget Committee and adopted by Board of Education.

In determining an adequate level of the unappropriated ending fund balance for the General Fund, consideration is given to the amount necessary to provide operating cash flows for the College. The timing of cash receipts from State appropriations, contracts, grants, property taxes, tuition and fees and other revenue all drive the level of unappropriated ending fund balances. The College is planning to reduce the level of unappropriated ending fund balance for the General Fund in future years as it uses resources to leverage future enrollment growth, for seed money for new programs and to address other requirements such as facilities- and grounds- deferred maintenance. In fiscal year 2005-06, the College began transferring funds from the General Fund to the Reserve Fund for Facilities and Grounds Maintenance to address facilities and grounds maintenance needs. The College transferred $357,990 from the General Fund in 2006-07 for a total of $407,990 in the Reserve Fund.

The analysis of the Statement of Cash Flows in the Management's Discussion and Analysis in the annual Report on Audit of Financial Statements and Supplementary Information provides more information on the cash provided by and used in operating activities, non-capital financing activities, capital financing activities and investing activities.

7.B.8 Auxiliary Operations

The College does not depend on its auxiliary enterprises to support the mission of the College. Auxiliary enterprises operate in separate funds and are generally self-supporting and may transfer excess revenues to the General Fund. The Bookstore Enterprise Fund accounts for financial activities of the college bookstore. Although the Bookstore Fund has transferred

funds to the General Fund as shown in the table below, currently all accumulated excess revenues are carried forward in anticipation of expenditures of the future move to an expanded retail store operation in 2008.

The College accounts for three other non-operating funds. The Residential Lease Fund closed in 2006-07 after the campus residences were removed to make way for the campus capital improvement projects. The Building Lease Fund accounts for revenues and expenses of the leases by State and local agencies and transfers excess revenues to the General Fund. The Food Service Fund accounts for the revenues and expenditures of the campus food service contract.

Auxiliary Operation Transfers to the General Fund

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Enterprise Fund:					
Bookstore	$0	$53,523	$31,500	$0	$0
Non-Operating Funds:					
Residential Lease	31,951	12,881	5,481	25,000	2,465
Building Lease	134,398	101,213	101,454	99,523	131,876
Food Service Contract	1,200	13,250	2,000	2,000	0
Total Transfers	$167,549	$180,867	$140,435	$126,523	$134,341
Total General Fund Revenues	$4,322,489	$6,378,825	$5,374,884	$7,403,438	$6,013,019
Transfer Percent	3.9%	2.8%	2.6%	1.7%	2.2%

7.B Evidence

EV 7.B.1.1   Board Policy Manual: Code DMA and Code DMB
EV 7.B.1.2   Board Policy Manual: Code DMC
EV 1.A.3.3   Report on Audit of Financial Statements and Supplementary Information for the Year ended June 30, 2007
EV 7.B.2.1   Debt Service Schedules
EV 7.B.4.1   Board of Education agenda and minutes
EV 1.A.3.1   2006-07 Student Profile

7.B Strengths

1. The College has limited the use of debt to capital projects and improvements or to reduce the cost of its pension obligations.

2. The College has maintained relatively large fund balances which will be used to leverage growth and increasing contract and grant activity.

3. The College has established a reserve fund to address long-term facilities and grounds maintenance needs.

7.B Challenges

1. Uncertainties in the level of state funding for community colleges continues.

2. Contract and grant funding may only provide funding for special programs, projects or program development and may not provide funding for sustaining programs.

7.B Recommendations

1. Continue to plan for greater budget contingencies to account for uncertainties in the level of revenue from the state and the state funding formula.

2. Continue efforts to seek funding from grants and donations to sustain programs and services.

7.C Financial Management

Columbia Gorge Community College has developed its financial organization, management, operations and accounting systems to ensure the integrity of college finances, create appropriate financial controls, provide a basis for sound financial decision-making and meet mandatory reporting requirements.

7.C.1 Financial Reporting

The President reports on financial matters during monthly meetings of the CGCC Board of Education. The Chief Financial Officer distributes monthly financial reports that demonstrate financial adequacy and stability of the College. The monthly financial statement summarizes year-to-date financial activity for each fund and cost center including budget variances and prior year's data. The monthly cash disbursements report lists the month's checks paid to vendors. The monthly accounts payable report lists all expenses payable at the end of the month. Special reports have been presented to the Board about state funding levels and revisions to the state funding distribution formula, increasing health insurance premiums, increasing public employee retirement system contribution rates, and the College's share of the unfunded pension liability affecting the General Fund operating budget and Special Funds' operating budgets. Annually, the Board receives the Report on Audit of Financial Statements and Supplementary Information.

The President's annual budget message describes the budget document in terms of important features, the reasons for any major changes from the previous year's approved budget and any major changes in the College's financial policy or status. The Chief Financial Officer presents any subsequent budget revisions and contingency requests to the Board for their review and adoption as needed.

Monthly financial reports are also posted to the college web site providing accountability to the

district's constituents. The President provides periodic updates on financial issues affecting CGCC to managers, faculty and staff, community partners, district legislators and Board members through email, personal presentations, the Campus View newsletter and staff meetings.

7.C.2 Financial Functions

Financial functions are centralized and the responsibility of the Chief Financial Officer who reports directly to the President. The Business Office provides all financial services for CGCC and produces required Federal, state, external and internal financial reports. The functions of the Business Office include the preparation and management of the college budget, debt and treasury management, accounts receivable and collection, accounts payable, general ledger accounting and financial statement preparation, risk management, payroll and benefits administration, leave accounting, contracts and grants accounting and reporting, cashiering, and bookstore and internal sales. The Business Office is staffed to perform the services required in an increasingly complex operational environment as shown in the following organizational chart (Figure 7.7). A new accountant position is in the hiring process.
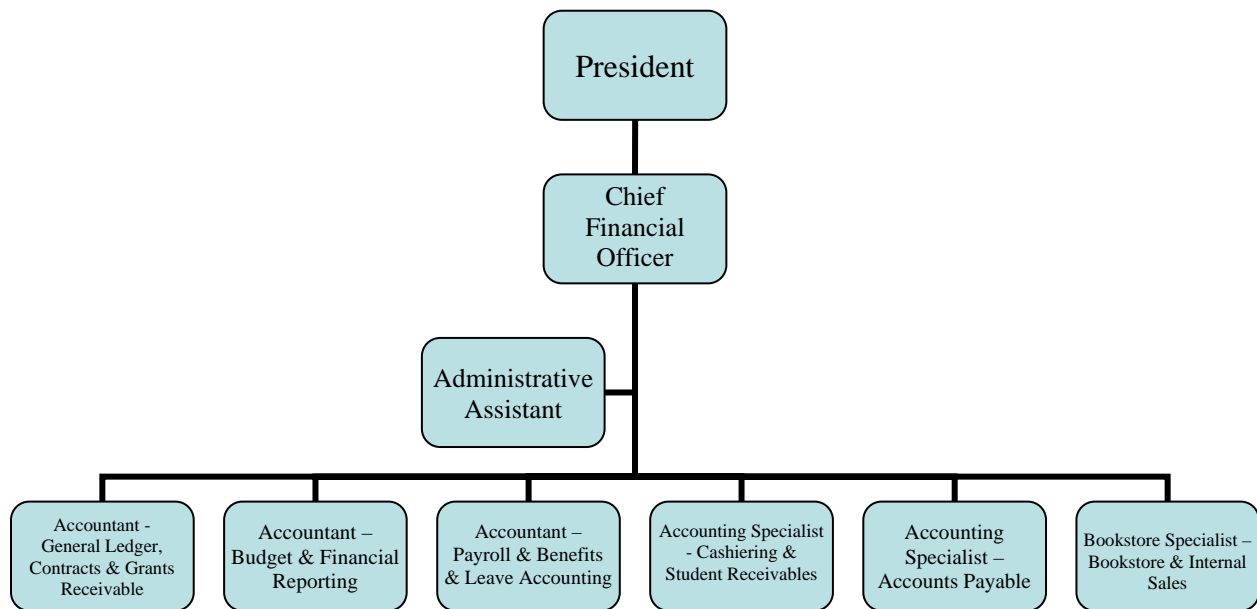

Figure 7.7

The Business Office has improved efficiency and effectiveness through upgrading of its financial systems and implementation of an integrated student services, course management and financial management system. The integrated management information system (RogueNet) became operational summer term 2005. Computerized processes were developed to import transactions from an upgraded payroll accounting system providing data integrity and internal control. In addition, computerized processes were programmed to link the bookstore retail management system to the integrated student accounts receivable module to improve operations and provide imports of bookstore receivable balances. An online student payment system was

implemented to offer convenient payment services to credit students. Cashiering functions were enhanced through implementation of the accounts receivable system improving accountability and internal control and expanding cashiering to the Hood River Center. An electronic purchase order and authorization system added an encumbrance function to provide real time accounting for outstanding purchase orders and improved accounts payable processing. System users throughout the College can access accounting detail and summaries of accounting transactions providing improved data for cost center and fund managers.

The implementation of certain accounting software processes which will enhance accounting services and provide increased fraud prevention including positive pay banking, bank reconciliation and collections applications are pending. College-wide user training will need to continue to improve user effectiveness.

Programs are available on the College network and off campus through the Internet for authorized users. The primary financial software applications and their user groups are described below:

- General Ledger – Software to account for general ledger and budget transactions. Subsidiary systems include accounts payable, accounts receivable, and payroll accounting. Business Office accountants are authorized users.

- Accounts Payable – Software to manage the accounts payable functions to pay expenditures authorized by purchase order. Business Office accounting specialists are authorized users.

- Accounts Receivable – Software to manage accounts receivables, collections, refunds process and cashier functions. This program integrates with the student management program which records student tuition and fee charges and credits to student accounts. Authorized users include accountants and cashiers. Credit students may access accounts receivable balances and pay online through the College's web services.

- Payroll Accounting – A software program to record payroll transactions that are imported to the general ledger. Business Office accountants are authorized users.

- Reimbursement and Purchasing System – Software system for all approved college-wide users to create and manage purchase orders and travel expenditures. Users have access to detailed and summary general ledger reports through this system.

- Shipping and Receiving – Software system to track shipping and receiving of purchase orders materials. Accounting specialists are authorized users.

- Authorization System – Software to manage electronic approvals of purchase orders and travel expenditures. All administrators, directors and coordinators approving expenditures are authorized users. At least two authorization levels must be established for each fund or General Fund cost center.

- Retail Management System – Independent software in use by bookstore and accounting staff to prepare purchase orders, track purchase order goods received, manage student bookstore accounts receivable, manage bookstore vendors and inventory, manage bookstore and internal sales, returns and cashiering functions. Financial activity is summarized by journal entry for input to the general ledger. An import process transfers student bookstore accounts receivable to the accounts receivable system.

Access to accounting and finance, payroll and benefits administration, and to the bookstore on the College web site has improved the availability of information to students, employees, managers and district constituents.

7.C.3 Fiscal Control

Financial, budgeting and auditing processes at CGCC are administered under the direction of the Chief Financial Officer. An integrated administrative system, described in 7.C.2, is used throughout the College which allows real-time reporting access to the College's general ledger transactions. The President delegates budget and financial authority to administrators, cost center managers and fund managers who manage day-to-day operations. Purchase orders and travel expenditures require electronic approvals of at least two authorizers. Reporting tools are available to managers and support staff to track financial activity and manage budgets. Financial functions are managed and coordinated centrally to ensure internal controls are effective. The chart of accounts is controlled centrally to ensure it meets generally accepted accounting practices and Federal and State reporting requirements.

The College establishes funds as defined by Oregon Administrative Rule 150-294.352 (1)-(A) to segregate financial transactions for specific activities and objectives. Funds are grouped according to purpose or source of funds per Oregon Budget Law. Fund types in use by the College are General Fund, Special Revenue Funds, Capital Projects Funds, Debt Service Funds, Enterprise Funds, Reserve Funds and Fiduciary Funds. The General Fund has an extensive cost center structure within the appropriation categories of Instruction, Academic Support, Student Services, Institutional Support, Financial Aid, Plant Operation and Maintenance, Contingency, Debt Service and Transfers to Special Funds as detailed in the chart of accounts. The General Fund cost centers have been established for improved management use and consistency with Federal and State reporting. Special revenue funds are organized according to function. All instructional cost centers and special revenue funds are grouped by student full-time equivalency (FTE) categories as reported to the state: Lower Division Collegiate, Career and Technical Education, Pre-College Programs (Developmental Education), Other Reimbursable (Self-Improvement) and Non-reimbursable Instruction.

7.C.4 Asset Control

ORS 294 governs the College's investments and authorizes investment in U.S. Treasury issues, securities of U.S. Government agencies and U.S. Government sponsored enterprises, Oregon Local Government Investment Pool, repurchase agreements, bankers' acceptance, corporate indebtedness, municipal debt obligations and certificates of deposits.

The President is the custodial officer of funds within the meaning of ORS 294.035 and is authorized to make ongoing investments of available funds without the requirement for further Board of Education approval or directives per current Board policy (See EV 7.C.4.1). The College uses cash and cash equivalents to maintain liquidity for its daily operations. The Chief Financial Officer manages treasury and cash management functions for the College.

7.C.5 Accounting Systems

The College's accounting system is managed and designed on the budgetary basis so the College meets legal requirements. The College's Annual Report on Audit of Financial Statements and Supplementary Information and other reports, as required, are prepared in accordance with generally accepted accounting principles (GAAP). The College's standardized accounting system is uniform.

For financial reporting purposes, the College uses the accrual basis of accounting as required by Statement No. 35 of the Governmental Accounting Standards Board, "Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities- an amendment of GASB Statement No. 34."

7.C.6 Audit Firm Selection

Chapter 294.425 of the ORSs requires an annual audit of the College's financial affairs. An independent accounting firm, authorized and appointed by the Board, conducts the annual audit of the College's accounting records. The firm of Byers, Neumayer & Bradford, P.C. is working under a three-year contract to perform the annual audits of the accounts and fiscal affairs of the College (See EV 7.C.6.1).

7.C.7 Annual Reporting

The College is required to complete the following reports in its annual audit:

- An opinion on the annual financial statements;

- Audit comments and disclosures required by state regulation;

- A report on internal control over financial reporting and on compliance and other matters based on the audit of financial statements performed in accordance with Government Auditing Standards;

- A report on compliance with requirements applicable to each major program and internal control over compliance in accordance with Office of Management and Budget (OMB) Circular A-133;

- The Federal Audit Clearing House Data Collection Form;

- Independent auditor's comments required by minimum standards for audits of Oregon Municipal Corporations;

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- A comprehensive management letter presenting conditions regarding internal control, compliance with applicable laws and regulations, adherence to generally accepted accounting principles, and other topics that are not reportable conditions;

- Management's Discussion and Analysis Report (MD&A); and,

- Required supplementary information.

Annual audit reports are presented to the Board of Education at regularly scheduled public meetings and are available for public review in the Business Office.   <http://www.cgcc.cc.or.us/BusinessOffice/accounting.cfm#FinancialReporting>

7.C.8 Annual Reporting for Proprietary Institutions

Not applicable.

7.C.9 Annual Reporting for Public Institutions

Chapter 297.405 of the ORSs requires an annual independent audit of the College's financial affairs. State agencies are not required to audit CGCC; however, in compliance with OAR 162-010-0010 through 162-010-0330, an Audit Comments and Disclosures Report is required to be filed by the independent auditor with the Oregon Secretary of State Audits Division.

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.

7.C.10 Annual Reporting for Financial Aid

All funds for Federal and State financial aid for students of CGCC are administered by PCC, therefore, are not subject to audit by CGCC auditors. Funds used for local scholarships and other financial aid are accounted for in the General Fund Financial Aid cost center and are subject to audit and included in the annual Report on Audit of Financial Statements and Supplementary Information.

7.C.11 Internal Audit Functions

The College does not have a formal internal audit function; however, the College has established an internal control framework that is designed to protect assets from loss, theft or misuse and to produce reliable information for financial reporting. The College's internal controls are designed to provide reasonable assurance that reports and financial statements will be free from material misstatement.

The College's most recent internal control evaluations performed by independent auditors are listed below. All opinions are available in the Report on Audit of Financial Statements and Supplementary Information.

- Internal Control over Financial Reporting – No material weaknesses;

- Internal Control over Compliance – No reportable weaknesses; and,

- Federal Awards Internal Control over Compliance - No material weaknesses

7.C.12 Auditor Recommendations

The College is responsive to all audit findings and recommendations presented in the auditor's management letter to the Board. Any audit findings, weaknesses and recommendations are discussed with appropriate college personnel and corrective measures are developed and implemented as needed. The Chief Financial Officer is responsible for presenting follow-up actions to the Board.

7.C.13 Report Availability

Annual audit reports of Columbia Gorge Community College are available for public review in the Business Office and the most recent audit reports are available on the College web site (See EV 1.A.3.3). <http://www.cgcc.cc.or.us/BusinessOffice/accounting.cfm#FinancialReporting>

7.C Evidence

 EV 7.C.4.1   Board Policy, Code: DFA/DG
 EV 7.C.6.1   Contract between Byers, Neumayer and Bradford, P.C. and CGCC
 EV 1.A.3.3   Report on Audit of Financial Statements and Supplementary Information for the
                 Year ended June 30, 2007

7.C Strengths

1. The College's integrated administrative system provides real-time financial reporting access to managers and support staff.

2. For financial reporting purposes, the College uses the accrual method of accounting meeting Governmental Accounting Standards Board requirements.

3. The College meets annual audit requirements and has received unqualified opinions on its annual audits.

4. The College is responsive to any audit findings and recommendations presented in the auditor's management letter to the Board.

5. Annual audit reports are easily accessible for public review through the college web site and from the Business Office.

7.C Challenges

1. College financial operations are increasing in complexity.

2. The Business Office operates in an environment of Federal and State rules and regulations that are subject to change.

7.C Recommendations

1. Continue work to document financial operating system procedures and requirements, and provide additional training opportunities for financial system users.

2. Provide professional development and continuing education for accounting professional and support staff.

7.D Fundraising and Development

Fundraising and development are an important part of the College's ongoing economic and operational health. As CGCC faces uncertainties in state funding, the College has been proactive in seeking outside resources as a means of supporting its programs and initiatives. The College has had success in receiving federal grants to support its new Nursing Program in 2004, state and industry support for its new Renewable Energy Technology Program, and private foundation support for Smart Classroom technology for its new building on The Dalles Campus (See EV 7.D.1.1).

Support for the Nursing Program includes monetary and in-kind faculty from the region's healthcare partners. This support has provided $805,000 since the Nursing Program's inception, including $100,000 in calendar year 2007.

More recently, industry partners have given equipment donations, guest lectures, curriculum development support, student internships and scholarships, and one company has donated $50,000 for each of the next three years to support the Renewable Energy Technology program.

Coordinating CGCC's development program with academic and operational planning is an ongoing effort. The CGCC Foundation is a private, non-profit foundation which works closely with the College and its Resource Development Department to raise money for a variety of needs. Articles of Incorporation of the Columbia Gorge Community College Foundation were filed May 9, 1979. Efforts have been directed mostly at raising money for student tuition, but recently those efforts have expanded to support the Nursing Program as a whole, the Renewable Energy Technology Program, facility needs, library development, and faculty/staff development awards as part of the Foundation's fundraising activities. Such changes are a part of an ongoing effort at CGCC to more closely align the efforts of all of its component parts with a broader vision of the College's needs. To date, fundraising efforts have primarily occurred in The Dalles area.

In 2005, a Grants Team was established to more closely align resource development with the

College's mission, goals, and funding needs. Outside funding will become an even more important component of the College's ongoing economic, academic, and operational sustainability as CGCC addresses identified challenges.

For a detailed history of the Foundation's resources and spending, see the Foundation Annual Report (See EV 7.D.1.2).

7.D.1 Fundraising Policies

Fundraising activities conform to federal and state requirements as written in ORS 65 and section 501c(3) of the Internal Revenue Code of 1954. Resource development staff conduct their interactions with donors, potential donors, Foundation Board members and the public at large in a professional and ethical manner. The CGCC Foundation operates according to policies and procedures set forth by its By-Laws (See EV 7.D.1.3) and Articles of Incorporation (See EV 7.D.1.4). However, fundraising policies need to be clarified but lack a formal memorandum of understanding.

7.D.2 Endowments

At the present time, there are no endowments or life income funds in place. The Columbia Gorge Community College Foundation, however, has received written notification that certain individuals are bequeathing portions of their estates and wills to the CGCC Foundation.   While not an endowment per se, the foundation has received a bequest in the form of a charitable remainder trust from a donor who has allowed it to be set up as the Vogt scholarships (The Paul and Lucetta Vogt Scholarship is for two scholarships annually in the amount of $1000 each for students who are residents of Wasco County). The Foundation will be expected to administer such future gifts.

7.D.3 Institutional Relationships

The relationship between the Foundation and the College is well-established. While there is no paid foundation staff, the College recognizes the need for foundation staffing support. The Resource Development Coordinator works primarily on foundation-related activities, and the CIAO also serves as Foundation Director. For the foreseeable future, the Foundation is not large enough to support such expense, and the College recognizes the Foundation's value as a source of monetary and community relations support for the institution. In the meantime, the Foundation covers the cost of Directors & Officers Insurance for Foundation Directors.

7.D Evidence

EV 7.D.1.1   Grants Summary
EV 7.D.1.2   Annual Reports of the Columbia Gorge College Foundation
EV 7.D.1.3   Bylaws of Columbia Gorge College Foundation
EV 7.D.1.4   Articles of Incorporation of the Columbia Gorge Foundation

7.D Strengths

1. CGCC leadership supports the Foundation.

2. The College has been successful in acquiring sources of governmental support and private grants.

7.D Challenges

1. The College Foundation is not self-supporting.

2. The College does not have a fully articulated set of policies governing fundraising.

3. Most grants have provided support for new programs rather than existing ones.

4. Foundation support is not consistent across the communities it serves.

5. The College has not fully tapped the corporate market as a source of support for its programs.

7.D Recommendations

1. Continue to provide resources to support the Foundation until it becomes self-supporting.

2. Develop institutional policies governing fundraising.

3. Balance efforts for seeking external support between existing and new programs.

4. Strengthen the Foundation's fundraising efforts in Hood River and the other outlying communities the college serves.

5. Improve the levels of corporate support for the College.

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Standard 8

Physical Resources

Standard Eight:
Physical Resources

Introduction

In the fall of 1977, Wasco Area Education District (soon after renamed Treaty Oak Area Education Center) opened its doors in a rented downtown store-front building. In the first term of operation, only seventeen college credit evening courses were offered. Six of these courses were taught at Wahtonka High School, six at The Dalles High School, one at the local Fire Station, one at the County Court House, and one at a rural elementary school in Wamic, Oregon. That same term, nineteen non-credit classes were offered at the two local high schools just mentioned as well as a local community church and Girl Scout Lodge.

Operations continued for sixteen years in a variety of downtown-rented facilities to accommodate a small number of daytime classes with the majority of other classes offered in the evenings at area schools. A $7.8 million dollar bond levy was passed in 1993 allowing for the purchase and remodeling of the present campus facility.

Overlooking The Dalles, the campus encompassed twelve buildings on sixty-acres. The present sixty-five acre site is nestled between a residential area to the east and Sorosis Park, owned by the city, to the west. The southern border of the College is located along the city limits and the National Scenic Area boundary. The College is not allowed to build within the National Scenic Area and that therefore limits its growth southward. The northern boundary is Scenic Drive. Currently the City of The Dalles is attempting to move the city limits and National Scenic Area boundaries further south. This will allow for some college expansion in the future.

The Hood River-Indian Creek Campus is located on 12.5 acres surrounded by residential and commercial property. Only approximately six acres of that acreage is buildable due the location of Indian Creek and the topography of the property.

The Dalles Campus location was a former multi-building state hospital built in the 1920's to treat tuberculosis patients. In 1959, the use changed to a state-operated mental health facility. After that, the site was utilized by Judson Baptist College to deliver education and by others as rental property. Many of the buildings sat vacant for multiple-year periods and have been renovated several times.

In 2001, the citizens of both Wasco County and Hood River counties voted to approve the annexation of Hood River County to the CGCC district. In 2004, an $18.5 million bond election was successful which is funding current renovations to existing instructional buildings on The Dalles Campus and construction of a new classroom building in The Dalles and the establishment of a campus in Hood River with one initial building. Concurrently, the Oregon State Legislature authorized $7.5 million for capital construction at the College. That made the total capital construction budget slightly over $26 million.

The College currently operates primarily out of three buildings on The Dalles Campus. Building 1 houses classrooms, computer labs, science labs, the Library, Pre-college Services, student organizations, food services, faculty offices, and the Board of Education room. Building 2 contains administrative offices, the College bookstore, faculty offices and the Lecture Hall. The College also leases space in Building 2 to Region 9 Educational Service District, Oregon Department of Environmental Quality and Oregon State University Extension. Oregon Department of Environmental Quality will be leaving in April 2009 when that vacant space will be converted to faculty offices. The Art Department and the Renewable Energy Technology lab, along with the boiler for Building 1 are located in Building 4. Building 3 was demolished due to structural and indoor air quality issues. Six other buildings that were on site when the College purchased the property have been removed or deconstructed to make way for current construction. This removal and deconstruction process recycled 92% of the materials (by volume).

The College also offers both day and evening classes at its leased Hood River Center located in the Big 7 building, at 616 Industrial Street, located just north of the downtown area in Hood River. Four classrooms, including the Greg Walden Technology Center, are available for courses that include lower division transfer, Career and Technical Education, and adult basic skills courses. In addition, some college courses are also offered at other locations in Hood River and Wasco Counties.

CGCC began its Capital Construction Program in 2007. On The Dalles Campus, infrastructure work is in progress with the construction of the new Health Sciences Building which will be ready to be occupied by Summer Term 2008. The College developed a redundant infrastructure loop that will allow for the addition of future buildings in accordance with the Facilities Master Plan. This loop contains all water, power, and data connections, and additional open piping for future service expansion to all buildings.

The College has acquired property in Hood River, and a new facility, the Hood River-Indian Creek Campus, is under construction. The location is situated along Indian Creek at 1730 College Way. The new building will be approximately 25,000 square feet and will house twelve classrooms, two computer labs, a science lab along with faculty offices and support spaces. This building is scheduled for operation Fall Term 2008.

8.A Instructional and Support Facilities

Currently, The Dalles Campus occupies three remaining original buildings for college programs and two shop buildings used for storage. A new 34,000 square foot Health Science Building is currently under construction funded by a $18,500,000 general obligation bond. These funds will also be used to renovate existing facilities on the main campus and construct a 24,000 square foot building in Hood River.

8.A.1 Adequacy of Facilities

CGCC, like all the other campuses in the Oregon community college system, is struggling to narrow the gap between aging facilities with large repair and renovation needs and the

requirements of new instructional programs, techniques and technologies to meet its goal of excellence in teaching and learning. Spaces originally designated for chronically ill and mentally disabled residents were adequate at the time of construction, but modifications to accommodate instructional programs created some challenges between the needs for effective instruction and the aging facilities. The percentage Aggregate Square Feet per student station in the General Purpose Classrooms as compared to the recommended space per student station is 116.2% (The range is 84.7% - 166.7%). Three General Purpose Classrooms have actual percentages below 100%.

The College has tried to prioritize the areas with the greatest discrepancies when allocating or seeking funding for renovation and construction. Outside forces, such as grant funding for nursing simulation, that designate funding for specialized use have also affected the prioritization of projects. The result is two campuses in which two new instructional spaces are being constructed for instruction, and existing instructional spaces that continue to support effective teaching and learning, and some facilities that are still in need of renovation and renewal.

8.A.2 Functionality of Facilities

The College has seventeen general purpose classrooms. Most located at The Dalles Campus have exterior building walls with natural lighting. The rooms have doors located close to the whiteboards. Most of these classrooms have larger than average whiteboards. Many of the rooms are equipped with full sized or extra-large overhead screens. All the windows have horizontal adjustable blinds. The floors are carpeted and adequate funding has been available for the cleaning of the carpets and all surfaces inside the classrooms. The general configurations of the windows are screened, open horizontally, and in an emergency, can be used as an exit onto the ground or onto a wide ledge. The wall surface is rough for the benefit of noise negation and the wall colorings are neutral and light. The ceilings are open with exposed wire conduit piping, hung video projectors, and fire suppressant sprinklers. Florescent tube fixtures suspended at the ceiling provide additional lighting during the day and evening hours. These rooms do not have acoustical ceiling tiles. Electrical outlets are interspersed, generally on two of the four walls. The general shape of the rooms is rectangular. They range is size from 463 – 936 square feet. All the classrooms and labs have close proximity to exit stairwells and emergency telephones. Seven of these classrooms have been updated to Smart Classrooms.

The dedicated laboratories on The Dalles Campus possess many of the same features identified above. The dedicated Biology/Physiology Lab and Chemistry Lab both have adjoining storage and instructor preparation/office space. The exterior walls in both of these labs have numerous wide windows allowing natural lighting.

One of the two dedicated wind energy labs does have an exterior wall with windows; one of the labs does not. The latter lab is a combination lecture/computer lab/ science/electronics lab with considerable counter space, multiple computer stations and some storage capability. Access to two of the three instructor offices is via this dedicated lab. Across the hall is a dedicated electronics lab with test benches for sixteen students, related testing equipment and supplies.

The two computer labs on the third floor have separate air conditioning systems plus dedicated table/floor space for printers and supply storage. They have a connecting combination small-classroom/supplies room for the use of computer supplies and office machines, etc.

The Art Building (Building #4) is primarily used for art classes/courses but some of the building space is used for a wind energy lab/storage, the heating plant, and general storage. The ceiling is open, the walls are a mixture of surfaces, and the art medium space is as varied as the courses offered. There are storage lockers/cabinets for student and instructor use. A collection of potters wheels and storage space for class are in the northern strip of section of the building.

Building limitations include leaking roofs, inadequate sound attenuation, poor room to room sound baffling, and inadequate temperature and air quality control. In addition, there is a lack of secure storage for faculty and students. In particular, Building 4 has significant air filtration problems in the ceramics lab.

The three general purpose classrooms and a Technology Center in the leased facility in Hood River are similar in functionality to the classrooms in The Dalles. They range in size from 487 to 1426 square feet. There are three Smart Classrooms in Hood River and seven Smart Classrooms at The Dalles Campus thus providing more teaching/learning options.

8.A.3 Furnishings

General purpose classrooms located in The Dalles have carpeting, large tables that have proven to be very serviceable, and relatively comfortable and highly serviceable chairs. The classrooms each have extra large whiteboards. Some classrooms have additional whiteboards mounted on wheel carriages in the classroom. All the classrooms have either a pull-down overhead screen or a motor-powered overhead screen. There are seven Smart Classrooms with ceiling mounted projectors, document cameras, tabletop projectors capable of projecting opaque images, transparent images, and translucent images. The "Smart Classrooms" also have built-in computer and sound systems with CD and DVD capabilities. The classrooms have television and VCR units. The classrooms at the Hood River Center share many of these characteristics.

Some of the dedicated labs in The Dalles Campus have workstations with the equipment and supplies common for their respective use and disciplines (such as microscopes and dissection trays, kits and chemicals for the Biology/Physiology lab). Other dedicated labs, (the EET/RET; Nursing Skills lab, the Art Building) lack storage space.

The Art Building has tables, chairs, instruments, equipment, storage areas, display apparatus and space conducive for the thought, design, construction, and display of various mediums of art.

8.A.4 Management, Maintenance and Operation of Facilities

CGCC utilizes a computerized maintenance management system to ensure that the maintenance of the facilities is monitored and scheduled appropriately. This system was developed by understanding the maintenance needs of every piece of equipment, and then

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scheduling those needs per manufacturers' recommendations. An analysis was completed to determine which pieces of equipment would be more cost-effective to replace rather than continue with ongoing maintenance. Ongoing inspections on such equipment are conducted to determine when to replace them prior to failure. This comprehensive system also allows for tracking man hours, work schedules, maintenance backlogs and other areas of maintenance management (See EV 8.A.4.1).

A comprehensive building inspection program is conducted annually to determine any building deficiencies and to ensure that cleaning standards are being maintained. This inspection program also notes any other areas that require care such as painting, signage, and restroom fixtures, etc. (See EV 8.A.4.2).

Instructional spaces are scheduled through the Instructional Services Department and the remaining meeting rooms and common spaces are scheduled through the Facilities Services Department. All rooms are scheduled for use with our GroupWise appointment system. Weekly schedules are printed out and displayed at the room entrance. All college staff also has access to the room schedules utilizing GroupWise (See EV 8.A.4.3).

CGCC's Safety Committee meets monthly. A cross section of the College population is represented on the committee and consists of members from management, faculty, staff and the student body. Safety Committee members conduct routine inspections of the buildings and grounds to determine if there are any safety issues. All safety incidents are reported using the accident/incident reporting program. These reports are reviewed by the Safety Committee to determine if they are isolated incidents and not part of an ongoing problem. If there are safety issues that require an action other than one by the safety committee, a recommendation is made to the relevant department and to the President. Multi-departmental issues are dealt with by the Executive Leadership Team. CGCC has had a complete OR-OSHA inspection within the last year (See EV 8.A.4.4-9 and EV 3.B.4.2).

In March of 2007, the State Department of Education conducted a routine Civil Rights inspection. It had been more than ten years since the previous visit. A part of that inspection was a physical inspection of all CGCC buildings. The result of that inspection deemed all of our facilities as meeting the ADAAG guidelines for accessibility. In fact, the College received commendations from the department for its adherence to accessibility guidelines and compliance in all areas of physical access (See EV 3.A.3.1).

The Building Alteration Schedule reflects all of the restorations and improvements that have taken place on the existing buildings subsequent to the College purchasing the property and completing the renovations and improvements paid for by that initial $7.68m bond that was passed in 1993.

Table 8.2 Building Alteration Schedule

Bldg.	Alteration	Date
2	Renovated fourth floor into office space	April '97
1	Renovated unused ground floor space to Basic Trades labs	April '98
1	Renovated unused first floor space into commercial/teaching kitchen	April '98
1	Renovated fourth floor Geology lab into Nursing Skills lab	August '01
1	Renovated first floor Café meeting room into Basic Skills lab	January '02
1	Renovated unused ground floor space into Facilities Services offices	February '02
2	Installed HVAC first floor	August '02
2	Renovated third floor Lecture Hall Procured wheelchair lift	September '02
2	Purchased wheelchair lift	September '02
1	Renovated first floor Tutoring Center into Classroom and Basic Skills office	August '03
1	Renovated ground floor Basic Trades to EET Labs	November '03
Big 7 HR	Renovated industrial space into instructional space and offices for delivering services in Hood River	September '04
1	Renovated fourth floor south wing into Nursing Simulation Center	May '05
2	Remodeled first floor Business Office with new partitions and office furniture	July '05

8.A.5 Health, Safety and Access by the Physically Disabled

CGCC is committed to maintaining healthy and safe facilities and to affording equal opportunity to persons with disabilities by providing access to its programs, activities, and services. This commitment is reflected in an extensive facilities planning process which includes a comprehensive Needs List (1997), an ADA Transitional Plan (1998), a Space Utilization Study (2001), a Facilities Master Plan (2003), and an Academic Master Plan (2006), and a successful Civil Rights audit. All of the aforementioned documents were used to guide renovations and new construction of college facilities (See EV 8.A.5.1-3, EV 1.A.1.6 and EV 3.A.3.1).

Existing Facilities

The Dalles
The Dalles Campus buildings currently meet and/or exceed standards for accessibility either through existing conditions or through ongoing renovations (See EV 8.A.4.9).

The Dalles Campus was used as an educational institution prior to occupancy by CGCC in 1994; therefore, some accessibility requirements were already in place. These include:

- Elevators with Braille number pads in Buildings 1 and 2;

- Ramp access in Building 1; and,

- ADA accessible restrooms in all buildings.

Accessibility improvements include:

- Automatic door openers at primary entry points of all buildings as well as the library entrance;

- Accessible service areas for registration/information in Student Services; and,

- TTY dedicated phone lines in the Library and Student Services with numbers published in the quarterly class schedule.

The construction and renovation projects in the Facilities Master Plan include the following related to health and safety:

- Removing condemned and unusable buildings (completed in 2006);

- Renovating leaking roofs and making other improvements to address environmental, fire, and safety concerns and to prolong building life; and,

- Restoring existing campus buildings and grounds to a safe and sound condition.

Hood River
The Hood River Center currently meets standards for accessibility either through existing conditions or through ongoing renovations.

- Elevator access is available to the Hood River;

- An ADA restroom is located in the Hood River Center;

- Automatic entrance doors were added in 2004; and,

- No other alterations are planned prior to moving to the new campus in 2008.

New Construction
Facilities, or parts of facilities, constructed for the use of CGCC, will be designed and built so as to be readily accessible and usable by persons with disabilities.

Off-Campus Programming
Given the fact that CGCC holds classes, programs, or activities in private facilities, every effort

is made to use facilities which are accessible. If a class location is not accessible and a handicap student enrolls, the class is moved to meet the student's needs.

8.A.6 Off-Campus Facilities

Spaces that are utilized are generally program-specific spaces. The largest off-site location is the CGCC Hood River Center which is located in an industrial building constructed in 1915 and owned by the Port of Hood River. Extensive remodeling of the section of the building leased to CGCC was accomplished in the fall of 2004. Staff who work at this facility report maintenance or safety issues to facilities management at the main campus. The College anticipates occupying this space until completion of the Hood River-Indian Creek Campus.

Before programs are offered in off-campus facilities that are owned and operated by non-college entities, the supervising academic administrator ascertains that the location is academically appropriate. By and large, when CGCC uses facilities owned by other organizations for its classes, such facilities are public-agency spaces that must abide by the federal and state requirements or, they are privately owned small businesses.

Hood River Valley High School is utilized in the evenings for credit classes. The College does not have to pay rent for the use of those facilities. Classes are held in multiple locations throughout the service area (See EV 8.A.6.1).

8.A Evidence:

EV 8.A.4.1   Computerized Maintenance Management System Reports and Work Orders
EV 8.A.4.2   Building Inspection Results Sheets
EV 8.A.4.3   Room Schedules
EV 8.A.4.4   Safety Committee Meeting Minutes
EV 8.A.4.5   Safety Committee Organization Chart
EV 8.A.4.6   Safety Issue Resolution Process
EV 8.A.4.7   Accident/Incidents Reports
EV 8.A.4.8   Issue Resolution Procedure
EV 8.A.4.9   OR-OSHA Inspection
EV 3.B.4.2   Emergency Response Manual
EV 3.A.3.1   Oregon Department of Education Civil Rights Inspection Results
EV 8.A.4.10 Lease agreement between CGCC and Port of Hood River for Big 7 Building
             Space
EV 8.A.4.11 1998 ADA Transition Plan
EV 8.A.5.1   1997 Facilities Needs List
EV 8.A.5.2   2002 Space Utilization Plan
EV 8.A.5.3   Facilities Master Plan
EV 1.A.1.6   Academic Master Plan
EV 3.A.3.1   Oregon Department of Education Civil Rights Inspection Results
EV 8.A.6.1   Table of Off-Campus Facilities

8.A Strengths

1. General purpose classrooms and most dedicated labs have more than adequate square footage per student.

2. Many of the general purpose classrooms possess the means to use high technology with WiFi access in many locations.

3. New financial resources created by the bond passage, grant acquisitions and state capital construction funding will enable the College to build state-of-the-art facilities.

4. Access to off-campus locations that are specific to course topics allows CGCC to offer students courses that would not be possible on the main campus resulting in instruction in outlying communities.

5. Strong support from public and private entities to accommodate college requests for facility use.

8.A Challenges

1. Building 4 has limited space when multiple art mediums are taught concurrently. There is a lack of adequate air filtration, HVAC technology and acoustic buffering.

2. The general heating system for Building 1 is limited in terms of temperature control and airflow. Air conditioning in Building 1 is limited to select rooms and areas.

3. All the classrooms, labs and some offices have inadequate acoustics.

4. Most classrooms, labs and meeting rooms are not serviced by either a Public Announcement system or in-room telephones.

5. The present general purpose classrooms lack dedicated securable storage area/space/cabinets for use by instructors or students. The classrooms and hallways also lack presentation or tack space for charts, maps, and other visual materials.

6. The age of college buildings requires resources to be diverted to maintenance and repair rather than upgrades.

7. Only approximately half of the acreage owned by the College for the Hood River-Indian Creek Campus is buildable land.

8.A Recommendations

1. Develop a plan to correct deficiencies in Building 4.

2. The College will need to study alternatives and options to improve the heating, air

conditioning, and airflow/filtering aspects of the existing classrooms and labs. Some of these deficiencies are scheduled to be corrected with the current construction in progress.

3. Acoustical inadequacies will be addressed in the renovation plans.

4. Purchase and install telephones in classrooms by the fall of 2008.

5. Determine how and where to create additional storage space, and install more tack boards in hallways.

6. Continue a capital construction plan in conjunction with a long range maintenance plan that takes into account the facilities' age and requirements to replace buildings as they come to the end of their service life.

7. Evaluate land purchase for future growth at the Hood River-Indian Creek Campus.

8.B Equipment and Materials

8.B.1 Equipment Availability

As part of the Bond Construction Project, the Board identified approximately $695,000 to be used for instructional equipment. Faculty, administration, and staff provide input to ensure that college programs receive appropriate equipment and supplies for new buildings (See EV 8.B.1.1)

The Nursing Program received a grant awarded under the President's High Growth Job Training Initiative in the amount of $1,250,000 for the period of April 1, 2004 through September 30, 2007. Another grant in the amount of $497,050 was awarded to the Nursing Program under the U.S. Department of Education Legislative Authority PLPL 105-277 Omnibus Appropriations Act Program Title for the period of May 1, 2004 through June 30, 2005 (See EV 8.B.1.2). The Department of Education grant funded $233,730 to purchase health and science instructional equipment and $12,550 for instructional supplies. The Department of Labor grant funded $183,686 for health and science instructional equipment and $14,354 for instructional supplies.

These funds were used to remodel existing facility space to create a Nursing Simulation Lab, purchase four simulation manikins and other equipment to support the Simulation Lab as well as procure additional instructional equipment to support the Nursing Program and other health and science courses. The Simulation Lab is known as the Rural Clinical Simulation Center and is equipped with the most current of technology such as ceiling mounted video cameras and microphones, patient monitors, and audio-video mixing and recording. This Center is recognized by health professional in the State of Oregon and by the U. S. Department of Labor as a model facility. The equipment allows for asynchronous viewing by students and faculty in a classroom across the hall. In all, Biology, Chemistry, and Healthcare Occupations programs benefited from the DOE/DOL grants for instructional equipment and supplies (See EV 8.B.1.3-4).

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CGCC currently has over 215 desktop workstations and 24 servers distributed throughout the district and allocated for education and administrative purposes to meet the goals and objectives of the College. Funds are allocated annually to maintain, upgrade and replace computers and laboratory equipment. New sources of funding are assigned or existing resources are reallocated for new computer and laboratory equipment when new programs and projects are introduced.

Annually, one quarter of all college computers are budgeted for and replaced. These new computers are placed in student computer labs and the existing computers from the student labs are distributed to college faculty and staff (See EV 8.B.1.5-6).

All classrooms have overhead projectors, screens, and television monitors with VCR and DVD capabilities. Seven Smart Classrooms on The Dalles Campus and three at the Hood River Center incorporate all of these capabilities including computers, DVD/VHS players, document cameras, computer monitors, articulating monitor arms, integrated controllers for touch control panels, audio systems, video projectors, and projection screens. The Library has eleven laptops and ten computer projectors available for faculty check out. Two classroom computer labs are available at the main campus along with a computer lab located in the Library for student and community use. The Nursing and RET programs have computer labs available for their students. The Hood River Center has a computer lab that doubles as a general classroom and as an open lab.

Grant funding in the amount of $397,200 to purchase Smart Classroom technology was recently awarded from Meyer Memorial Trust to be placed in the new Health Science Building.

Large volume copiers are available throughout the campus in locations convenient to all departments, and a coin-operated student copier is located in the Library. The campus telephone system provides for voice mail, with direct dial to most offices. The College will be installing the capability of using the phone system to provide announcements and alerts to all instructional spaces. It is anticipated that this component of the system will be installed by June 30, 2008

Each full-time faculty member has an individual computer and available printer. Some full-time faculty share office space and equipment with adjunct faculty, most notably in Building 1. Adjunct faculty share desks, computers and office space. Ongoing challenges exist with adjunct faculty sharing work stations although current construction and building renovations will provide more office space for both full and adjunct faculty. Access to faculty office space is available Monday through Friday from 7:00am to 10:00pm and Saturday from 7:00am-4:00pm. Full and part-time faculty and staff are able to access college computer networks while off campus through a network access program called Citrix. A formal request is required for this service with approval from supervisors.

8.B.2 Equipment Maintenance

The Facilities Services Department oversees the maintenance and repair of all campus mechanical equipment and systems. To keep maintenance functions manageable, a Computerized Maintenance Management System (CMMS) is employed by the department. This CMMS program has a master inventory of all equipment on the campus and the service intervals that each device requires for maintenance. This system also is engaged in the tracking of equipment observation and unanticipated repair data to ensure that forecasting and trending information is used to lower the frequency of unplanned maintenance repairs and expenditures (See EV 8.B.2.1).

Technological equipment including computers, printers, servers and telecom equipment are maintained by the Instructional Technology Services Department. Other instructional equipment is maintained by individual departments (See Standard 5.E.2).

8.B.3 Hazardous Materials Management

CGCC has procedures and personnel in place to safely handle hazardous materials and a plan for their proper disposal. The College complies with federal, state and county hazardous materials requirements. Procedures for dealing with hazardous materials incidents are outlined in the College Chemical Hygiene Plan and Emergency Action Plan and details the goals and procedures to protect staff and students from undue exposure to harmful substances (See EV 8.B.3.1-2). This procedure includes information about labeling, Material Safety Data Sheets (MSDS), training, and informing contractors (See EV 8.B.3.3). The Chemical Hygiene plan is included in the Faculty Handbook and also stored in the Chemistry Lab and Facilities/Maintenance office (See EV 1.A.2.4). Additionally, an Emergency Action Plan is available on the College shared drive.

8.B Evidence

  EV 8.B.1.1   2004 General Obligation Bond Spend Plan
  EV 8.B.1.2   Department of Labor Grant Approval
  EV 8.B.1.3   Department of Labor Budget and Procurement Documents
  EV 8.B.1.4   Department of Education Budget and Procurement Documents
  EV 8.B.1.5   Computer Inventory and Location Report
  EV 8.B.1.6   I.T. Project List
  EV 8.B.2.1   Computerized Maintenance Management System Reports and Work Orders
  EV 8.B.3.1   Chemical Hygiene Plan
  EV 8.B.3.2   Emergency Action Plan
  EV 1.A.2.4   Faculty Handbook
  EV 8.B.3.3   MSDS Binders

8.B Strengths

1. The Executive Leadership Team values the use of current technology and supports the replacement plan.

2. A system that tracks and manages equipment and systems is operational.

8.B Challenges

1.   Balancing the needs of technology required for educational programs as well as administrative needs with available funds.

2. Providing computer equipment and other program equipment at off-campus sites.

3. Antiquated equipment such as elevators and the heating system would be very costly to replace.

4. Keeping current with hazardous materials and emergency plans documentation is challenging.

8.B Recommendations

1. Continue making student needs for technology a priority.

2. Budget for instructional, computer and other technological support at off campus sites.

3. Allocate funding for replacement of elevators and ensure continuing education for maintenance staff in the repair and maintenance of existing equipment.

4. Ensure that the hazardous materials plans are reviewed annually and kept current with the latest standards, and review the Chemical Hygiene Plans with students in the Chemistry Lab at the beginning of each quarter. In addition, post the locations of the College Emergency Plan at strategic student and staff bulletin Boards.

8.C Physical Resource Planning

CGCC has established a process for the planning of its physical resources. That process begins with determining what is needed, then how much space is available and how it is used to meet any shortfalls or needs established in the first two steps of the process. This plan consists of two components: a capital projects list and a long range maintenance plan. It also identified long range maintenance plan requirements and began to fund them within the College's general fund operating budget.

8.C.1 Master Plan

In 1997, the College began a process of identifying the existing conditions on the campus that it purchased in 1993.   A Facilities Needs List was developed that identified the shortcomings of the facilities in relation to the requirements of fire, life and safety, regulatory and mandatory, regulatory voluntary, building integrity, education program, cost savings and efficiencies and educational environment. This list reviewed each building on The Dalles Campus and defined a

requirement of over $25,000,000 worth of needs. In 1998, the College ran General Obligation bond campaign in order to alleviate some of the conditions identified in the 1997 Facilities Needs List; however, that campaign was unsuccessful (See EV 8.A.5.1).

In 2001, DLR Group Architects conducted an extensive space utilization study for the instructional space located on The Dalles Campus. The study identified the campus as being approximately 24,000 square feet short of space necessary to deliver the instructional programs. This shortage was based on the desire of the College to hold larger classes in some programs. The original design of the instructional building as a hospital building did not allow for varying class sizes to meet the needs of the institution. Indoor air quality issues forced the closure of Building 3 in 2002. The closure increased the space requirements to over 32,000 square feet. Since the existing buildings were not built with delivering education in mind, it has been, and continues to be, a challenge to provide space that is suitable to deliver instruction. Heating, ventilation, air conditioning and acoustics are the major areas of challenge. Classrooms are long and narrow which does not provide the best configuration for teaching and learning (See EV 8.C.1.1).

In 2002, the College embarked on an all-inclusive process with the goal of developing a master plan that would determine the campus facilities' infrastructure for at least the next five years. CGCC understands the need to consistently update the master plan and has included that process in the institution's Strategic Plan. The Facilities Master Plan was used to generate interest in passing a General Obligation Bond to finance the construction of Phase One of the Master Plan (See EV 1.B.1.13). In 2005, the Oregon State Legislature approved capital construction funding for community college projects for the first time since the late 1970's. The College was able to secure $7,500,000 for its capital construction building program. In February of 2005, an Academic Master Plan was completed and was used as a programming document in the design of the new Health Sciences Building and the Hood River-Indian Creek Campus. The Academic Master Plan provided the instructional basis and set the desirable sensory outcomes of both facilities (See EV 1.A.1.7).

8.C.2 Funding for Capital Needs

CGCC's General Fund supports the daily operations and small projects that the College needs to complete within a given fiscal year. As indicated in Table 8.6 below, the funding for facilities has remained between 9% and 16% of the general fund budget for the last fifteen years. Funding for the operations of the additional classroom space will come from several different sources. There is savings in the general fund because deconstruction of eight buildings. It is also anticipated that there will be FTE growth by being able to offer more diverse program areas and therefore attract more students. These new buildings, built to current energy savings codes, will be much more affordable to operate than the old buildings.

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Table 8.6

	General Fund Plant Operation & Maintenance				Capital Projects Funds
	Personal Services	Materials and Services	Capital Equipment	Percent of General Fund Expenditures	Capital Construction
1993-94	$37,773	$182,436	$0	10.4%	$2,855,489
1994-95	$74,240	$129,123	$0	9.3%	$5,234,612
1995-96	$127,288	$136,577	$0	11.3%	$334,898
1996-97	$136,172	$205,624	$0	13.6%	$241,256
1997-98	$143,953	$187,915	$0	12.5%	$217,499
1998-99	$151,500	$235,439	$0	13.1%	$117,712
1999-00	$186,788	$215,669	$0	12.6%	$825
2000-01	$246,440	$282,874	$0	15.4%	$50,118
2001-02	$249,263	$366,307	$0	15.5%	$14,527
2002-03	$324,682	$312,168	$13,524	14.8%	$53,832
2003-04	$341,119	$312,205	$30,308	13.8%	$8,910
2004-05	$343,190	$550,289	$0	17.1%	$490,114
2005-06	$421,116	$290,740	$0	12.6%	$2,622,622
2006-07	$534,617	$279,646	$0	12.1%	$5,125,402
2007-08	$622,623	$523,672	$0	11.9%	$20,484,819

8.C.3 Planning for Accessibility

It is anticipated that access for all constituents will be achieved with the completion of the Capital Construction Plan. Recently, the College went through a rigorous Civil Rights inspection by the Oregon State Department of Education and college facilities passed with no deficiencies. All of the College-owned facilities meet all the ADA and ADAAG requirements as indicated by the results of that inspection (See EV 8.A.4.11 and EV 3.A.3.1).

The College has also purchased a portable wheel chair lift that can be moved to any location with ease and does not require electricity to operate so that special needs may be accommodated in any location (See EV 8.C.3.2).

8.C.4 Involvement in Planning

College facilities planning is based not only on the physical structure of the building itself, condition and compliance, but also on the use of the building today and in the future.

The process has been inclusive in nature, involving participation by students, faculty, staff and community members, with the Facilities Advisory Committee and continuing through the design charrette for the new Health Science Building and the design for the Hood River-Indian Creek Campus (See EV 8.C.4.1-2 and EV 1.B.1.13).

8.C Evidence

EV 8.A.5.1   1997 Facilities Needs List
EV 8.C.1.1   Space Utilization Study
EV 1.B.1.13 Facilities Master Plan
EV 1.A.1.7   Academic Master Plan
EV 8.A.4.11 1998 ADA Transition Plan
EV 3.A.3.1   Oregon Department of Education Civil Rights Inspection Results
EV 8.C.3.2   Manufacturer' Data and Operating Instructions
EV 8.C.4.1   FAC Meeting Book
EV 8.C.4.2   Design Charrette Materials
EV 1.B.1.13 Facilities Master Plan

8.C Strengths

1. The Comprehensive Space Utilization Study and current Facilities Master Plan provide clear direction.

2. The successful passage of a bond measure to address immediate needs of the Facilities Master Plan provides financial resources.

8.C Challenges

1. Antiquated facilities have shortcomings regarding the requirements of fire, life and safety, regulatory and mandatory, regulatory voluntary, building integrity, education program, cost savings and efficiencies and educational environment.

2. To obtain capital construction funding that is in line with the facilities and space requirements of the institution.

3. Maintain diligence in keeping abreast of changing codes and standards.

8.C Recommendations

1. Appropriate and prioritize funding to address the Facilities Needs List.

2. Maintain strong community support and work with state government to try and find a way to provide consistent funding for capital construction and renovation needs.

3. Maintain diligence to ensure compliance with changing codes and standards.

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Standard 9

Institutional Integrity

Standard 9:
Institutional Integrity

Introduction

Columbia Gorge Community College maintains the highest ethical standards in its management, operations and dealings with students, the public, organizations and external agencies. The governing precepts for these standards are published in Board and institutional policies and procedures, student and faculty handbooks, and on the college web site. These policies and procedures are comprehensive and represent more than a decade of revisions and supplements. The Executive Assistant to the President is responsible for ensuring that published policies accurately reflect revisions approved by the Board.

9.A Institutional Integrity

9.A.1 High Ethical Standards and Practices

CGCC maintains institutional integrity through an expectation of adherence to appropriate policies and procedures at all levels of the College and its governing Board, fostering a just, secure and high-quality learning environment for students, faculty, administration and staff. In its thirty years of existence, CGCC has operated with integrity. In 2002, the College conducted an external scan among key interest groups and internal focus groups, leading to a long-range planning process the following year. Nine broad goals provide the framework for institutional integrity, with two linked in particular to this standard: Goal 4, speaking to collaborative partnerships and relationships; and Goal 5, providing for institutional effectiveness through governance and administrative structures, leadership, planning and evaluation (See EV 9.A.1.1). These goals provide a foundation for college policies and procedures, which in turn guide the College's internal and external relationships. This is evidenced by the trust and support shown to the College by its students and other community constituents, contributing to a growth in FTE since 2002 and allowing the College to become a core partner in academic, community and regional initiatives.

Evidence of the recognition of high performance by the College include accreditation of the College Nursing Program, Emergency Medical Technician and Small Business Development Center programs within the past three years; passage of a capital facilities bond measure in 2004; voter-approved annexation of portions of Hood River County in 2001, nearly doubling the College's tax district; degree partnerships with the Oregon University System; and, strong industry support for the College's Career and Technical Education programs such as Nursing and Health Occupations, the former Electronics Engineering Technology Program and now the Renewable Energy Technology Program. Although the College has demonstrated a comprehensive and ongoing commitment to institutional integrity, maintaining quality requires ongoing responsiveness to change, and regular review of policies and procedures.

Certain fundamental values characterize the institution and guide its faculty and staff in the accomplishment of its mission and goals, as established by the CGCC Board of Education in August 2003 (See EV 9.A.1.2). The College community values:

- Respect for the individual
- Community focus
- Integrity
- Excellence
- Commitment to learning

Board of Education
CGCC is governed by a seven-member elected Board of Directors whose responsibilities are governed by a Board Policy Manual containing sections on Board organization, duties, and authority, an ethics code, Board structure, and operating procedures as described in Standard 6.B (See EV 3.A.3.2). The Board establishes and periodically revises governing policies and procedures. These policies delineate the relationship between the Board and President, staff and public; discuss the manner in which Board members may express personal opinions; address real or perceived conflicts of interest; and, ensure confidentiality of privileged information. Policies reference Oregon's Code of Ethics for public officials. In 2007 the College reviewed its policies and procedures for compliance with Civil Rights requirements; most revisions identified have been made or anticipated (See EV 3.A.3.1).

Instruction
CGCC's Instructional Council contributed to the quality of education at the College as the deliberative and advisory group on instructional matters, making recommendations to the College Chief Academic Officer, who referred these to the Executive Leadership Team and College President for approval. In January 2007, the Instructional Council implemented an Instructional Governance Model with nine Department Chairs. The structure for a curriculum committee and an academic standards committee has been developed and will become active during the 2008-09 academic year upon a successful NWCCU visit in spring 2008.

Faculty and staff
General provisions governing the fair treatment of faculty and staff are established by Board policy and the bargaining agreements and contracts (See EV 4.A.3.1). Board Policy GA states: "The Board recognizes that a dynamic, competent and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. The Board is interested in its personnel as individuals and recognizes its responsibility for promoting general staff welfare." Board Policy GBA further states: "Equal employment opportunity and treatment shall be practiced by the College regardless of race, color, national origin, religion, sex, age, veterans' status, sexual orientation or marital status and disability if disability does not preclude performance of essential functions of the position with or without reasonable accommodations." Hiring policies at the College adhere to these policies (See EV 1.A.5.4-6).

Students
CGCC welcomes students as stated in Board Policy JB: "Every student in Columbia Gorge Community College will be accorded equal educational opportunity regardless of race, color,

age, creed, national origin, marital status, disability, veterans' status or sexual orientation. Further, no student will on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to any form of discrimination or harassment in any educational program or activity sponsored by the College." An example of this is policies and procedures for limited entry position. Board policy governs student records and confidentiality, requiring conformance with state and federal law. For example, student services provides annual FERPA training for faculty and staff. Board Policy JF/JFA governs student rights, freedoms and responsibilities, with specific protections related to access to higher education, freedom of expression in the classroom, protections against improper evaluation and disclosure, right of access to college facilities, and freedom of inquiry and expression. Board Policy JFAA establishes expectations for academic integrity, including the provision that students "be honest and ethical in their academic work." This policy specifies, in particular, that students "assume full responsibility for the content and integrity of the coursework they submit," identifies forms of academic dishonesty, and establishes penalties should these occur. This is reinforced by the Faculty Handbook and class syllabi.

Public
One of the goals of Board Policy KAA is to "promote cooperation between the College and the community and share the leadership for improving community life." This policy further states that College Board and staff, individually and collectively, "take an active interest in the needs of the community to find ways to make the community a better place to live." In practice, the College is an active member of The Dalles-Wasco County Community Outreach Team, a multi-jurisdictional partnership that promotes civic priorities. With annexation of Hood River County, the College is building the same level of involvement in that community, beginning with its participation in the Hood River County Chamber of Commerce and Hood River Heights Business Association. The College is a strategic member of the Workforce Investment Board for Wasco and Hood River counties, and supports initiatives of workforce One-Stop Centers in Oregon and Washington, as well as such regional collaborations as a renewable energy economic region fostered by Mid-Columbia Economic Development District.

The College's relationship to broader community is established in its goals, as quoted each year in the annual college budget message: "Provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve," and "Develop and maintain strong, collaborative partnerships and relationships within our community." Exhibiting commitment to community involvement includes:

- **Public meetings:** Policies govern notice of Board meetings, public participation, meeting procedures and public hearings; and,

- **Fiscal:** Public participation in the budget process is established through the budget committee. Policies govern purchasing, exemptions from competitive bidding, bidding requirements, expense reimbursements, disposal of college property, and authorized use of equipment and materials.

9.A.2 Regular Evaluation of Policies and Procedures

CGCC Board of Education, Office of the President, faculty, staff, and students work diligently to evaluate and revise policies and procedures to ensure consistency throughout the institution.

Board of Education
Board Policy BF empowers the College Board with authority and responsibility to establish policies. Board policy states that "The policies will be consistent with Oregon statutes and the State Board of Education." To assure this, the Board hired a consultant from the Oregon School Boards Association (OSBA) to update the policy handbook in 1997. The revised handbook was adopted and distributed in July 1997. A consultant from the OSBA advised the Board of updates in 2005. The Board reviewed the policies in early 2005 and subsequently some, but not all, policies and procedures were revised/readopted in 2005. Various college departments are authorized to develop their own procedures for policy compliance. The College files with the Commissioner on Community Colleges and Workforce Development annually (between December 1 and January 1) any policy revisions made or a statement that policies currently on file are being continued.

College staff and faculty may recommend new or revised policies and procedures.

The Student Council plans to review and discuss revision of its policies in the 2007-08 year under the leadership of Student Council President.

9.A.3 Accurate Representation to the Public

CGCC seeks to provide accurate, consistent information to all its constituencies, primarily using the College Catalog, quarterly class schedules, the college web site, and other publications published by individual departments. Draft content of major publications and advertising is routinely reviewed prior to final publication by the Chief Student Services Officer or by a designee. Board Policy KBCA provides that the College President is the official spokesperson for the College, and that news releases of college-wide interest are the responsibility of the President. This policy also directs the President to establish procedures for the dissemination of news releases. The function of media relations is delegated to the Chief Student Services Officer (CSSO) and the Chief Institutional Advancement Officer (CIAO). There is no dedicated communications office or department, nor is there an office of college publications.

A review of college publications conducted in the spring of 2007 by the CIAO suggested a need to present certain types of information on a more consistent basis: specifically, recurring details such as telephone numbers and the location of the College web site, Spanish language translations of pertinent information, statements pertaining to assurance of Civil Rights and access for persons with special needs (ADA compliance) (See EV 9.A.3.1). Subsequently, two of these issues–Spanish language translations and ADA compliance statements—are being addressed as part of the College's ongoing Civil Rights review.

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9.A.4 Conflict of Interest

All members of the College Board of Directors and all college employees are required by policy to adhere to strict standards regarding conflict of interest. Four separate policies address this issue. Board Policy DJ/DJA states, in part: "No Board member, officer, employee or agent of this college shall use their official position to obtain financial loss or gain for themselves or any member of their household in any contract entered into by the Board, including acceptance of any gratuities, financial or otherwise, from any supplier of materials or services, in accordance with the Oregon Government Standards and Practices (GSPC) law (ORS 244)."

Board Policy BBFA states, in part: "No member of the Board of Education will use his/her official position or office to obtain personal financial benefit or detriment or financial gain or detriment for relatives or for any business with which the Board member or relative is associated." This policy contains provisions pertaining to businesses with which a Board member may be associated, solicitation or receipt of gifts by Board members or relatives, pledge or promise of future employment arising from a Board member's vote, official action or judgment or personal gain through confidential information. The policy also governs actual and potential conflicts of interest for Board members.

Staff conflict of interest is treated separately by Board Policy GBCA which states, "College employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as college staff members." The policy has three prohibitions: staff may not use their college positions to sell outside goods or services to students or patrons; they are exempt from royalties for patented or copyrighted devices; and they may not engage in any work where the source of information originates within the College. The policy also prohibits assignment of relatives to the supervision of another family member.

Board Policy GCQA/GDQA states, "Employees must avoid outside employment that interferes with the performance of their responsibilities and the maintenance of productive relationships with students, parents and other staff members."

9.A.5 Academic Freedom and Responsibility

CGCC demonstrates its dedication to academic freedom through several policies and practices deriving from its mission and goals. This standard is addressed through the faculty collective bargaining agreement: "Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject taught. Each faculty member is also a citizen of the nation, state, and community, and when speaking, writing or acting as such shall be free from institution censorship. The faculty should avoid, however, creating the impression of speaking or acting for the College, when speaking as a private person.   It is recognized that the personal life of the faculty is not an appropriate concern of the College except as it limits the faculty members' effectiveness in his/her/position" (See EV 4.A.3.1). Examples of this include the Faculty Handbook and the Students Rights and Responsibilities document.

In addition, Board policy contains the following points on freedom of expression:

- "The Board seeks to educate its students in the democratic tradition, to foster recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights."

- "Freedom of expression, as defined by federal and state law and by Board policy, will be guaranteed to instructors to create a classroom atmosphere that allows students to raise questions dealing with critical issues."

9.A Evidence

EV 9.A.1.1   2002 External Scan: SWOT analysis, ILT core values; 2002 Focus Groups; CGCC Master Plan 2003-07.
EV 9.A.1.2   August 2003 Statement of Vision, Mission, Values and Goals.
EV 3.A.3.2   Board Policy Manual
             <www.cgcc.cc.or.us/PresidentsOffice/Policies/BoardPolicies.cfm.>
EV 3.A.3.1   Oregon Department of Education Civil Rights Inspection Results
EV 4.A.3.1   Faculty Collective Bargaining Agreement
EV 1.A.5.4   Hiring Requisition Form
EV 1.A.5.5   Hiring Checklist for Staff and Full-time Faculty
EV 1.A.5.6   Screening Committee Pledge Form
EV 9.A.3.1   Excel spreadsheet review publications
EV 4.A.3.1   Faculty Collective Bargaining Agreement, Article XIX (Academic Freedom)

9.A Strengths

1. Board policies and procedures establish a thorough, detailed basis for implementing practices and safeguards relevant to institutional integrity. Operational experience demonstrates commitment to this standard.

2. Responsibility for review of existing policies and procedures to ensure consistency and accuracy is clear assigned to the President's executive assistant.

3. Board policies clearly define conflicts of interest and pursuit of personal gain.

4. Support of the College for academic freedom of expression is well defined for faculty and students.

9.A Challenges

1. Board Policy postings are not always current and consistent with Board action.

2. There is no process in place to ensure that all college publications contain required information.

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1. Implement a process that ensures Board policy postings are kept current with Board action.
2. Create a checklist for required information for college publications.

Policy 9.1 Institutional Integrity

The evidence in this and the previous eight standards illustrate the College's commitment to its constituents for institutional integrity. Further, this commitment protects freedom of expression for faculty, staff and students, and demonstrates this through Board policies and actions, instructional programs and service to students and support of its faculty and staff.

Columbia Gorge Community College

Eligibility Requirements Response

for the

Northwest Commission on Colleges and

Universities

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1) Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate government organization, agency or controlling board as required by the jurisdiction or state in which it operates. (Standard Six—Government and Administration; Standard 6.A—Governance System; Standard Indicator 6.A.1)

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

CGCC delivers college credit instruction, certificates and degrees through its contract with PCC. 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 agrees to comply with all applicable federal and state laws, PCC Board policies, Northwest Association accreditation standards, and PCC's academic policies and procedures.

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

2) Mission and Goals

The institution's mission is clearly defined and adopted by its governing board(s) consistent with its legal authorization, and is 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 formal degrees. It devotes all, or substantially all, of its gross income to support its educational mission and goals. (Standard One— Institutional Mission and Goals, Planning and Effectiveness)

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 devotes all, or substantially all, of its gross income to support its educational mission and goals. Instruction accounts for 33.9 % of the budget, Academic Support for 11.4 %, Student Services for 7.6 %, Institutional support for 26.2 %, Student financial aid for 1.0 %, Plant Operations and Maintenance for 11.5 %, Contingency for 7.2 %, Transfers to Special Funds for 0.9 % , and Debt service accounts for 0.3 percent of the budget.

3) Institutional Integrity

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 chartered purposes and accredited status. (Standard Nine—Institutional Integrity)

The institution is governed and administered by a well developed set of Board Policies addressing topics such as Conflict of Interest, Policy Development, Equal Educational Opportunities, Non-Discrimination, and Freedom from Sexual Discrimination and/or Harassment. Other policies are in place for College-Community Relations Goals and Objectives and Student Rights and Responsibilities which includes the Student Code of Conduct and the Student Grievance Procedure.

4) 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 is being achieved. The governing board has at least five voting members, a majority of whom have no contractual, employment or personal financial interest in the institution. (Standard Six—Governance and Administration; Standard 6.B—Governing Board)

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, provides community college services for the community, establishes and administers general policies for the operation of Columbia Gorge Community College, and acts as a general agent of the State in carrying out the will of the district in the matter of public education.

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

5) 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. In the instance of multiple-unit institutions, the governing board may delegate to its chief executive officer the authority to appoint the executive officer of an operationally separate institution. Neither the chief executive officer nor an executive officer may serve as the chair of the institution's governing board. (Standard Six—Governance and Administration; Standard 6.C—Leadership and Management; Commission Policy B-7 Evaluation and Accreditation of Multi-Unit Institutions)

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

6) Administration

The institution provides the administrative and support services necessary to achieve its mission and meet its goals. (Standard Six—Governance and Administration; Standard 6.C—Leadership and Management)

Columbia Gorge Community College (CGCC) provides an outline of its administrative and support services personnel via an organizational chart. The chart addresses all administrative and support services that are required of like institutions.

7) Faculty

The institution employs a core of full-time, professionally qualified faculty. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, student academic advising, institutional governance and are evaluated in a periodic and systematic manner. Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty while allowing sufficient time and support for professional growth and renewal. (Standard Four – Faculty; Commission Policy 4.1 Faculty Evaluation)

The full-time instructors the college employs are of the highest quality. They have all passed through a rigorous hiring procedure and are all subjected to a three-year probationary period of observation and learning. The instructors must have a Masters degree in the subject of instruction or the equivalent in graduate course work hours. This level of qualification is a community college standard for instructors across the nation.

During the 2006-07 year, the Chief Academic Officer, with faculty involvement, developed an instructional governance model of Department Chairs. Curriculum and academic standards committees are also in the development stages.

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

8) Educational Reform

The institution offers one or more educational programs leading to the associate degree or higher that are congruent with its mission; are based on a recognized field(s) of study; are of sufficient content and length; are effective in the use of library and information resources; and are conducted at levels of quality and rigor appropriate to the degree(s) offered. It provides a locus or environment in which the learning experience is enriched through faculty and student interaction. If the range of program(s) is so highly specialized that its professional or vocational specialty defines the institution's identity, it must demonstrate that it has candidacy or accreditation status from a specialized or national accrediting body which is recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). (Standard Two--Educational Program and Its Effectiveness)

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

The Director of Library Services works with faculty to ensure that students make effective use of library and information resources.

9) 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, require at least six semester or nine quarter credits of related instruction or the equivalent. Bachelor or graduate degree programs also require a planned program of major specialization or concentration. (Standard Two—Educational Program and Its Effectiveness; Commission Policy 2.1 General Education/Related Instruction Requirements)

This institution currently follows the Associate of Arts Oregon transfer degree requirement guidelines of our contracting college, Portland Community College. The PCC transfer requirements are very similar to the statewide transfer degree requirements. Requirements for this degree include coursework in arts and humanities, social science, and math and science, as well as health, speech and cultural diversity. The Associate of Arts Oregon Transfer degree is accepted at every public institution in the state of Oregon and at most in Washington. The Associate of Science transfer degree also requires general education coursework in arts and humanities, social science, and math and science.

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

10) Library and Learning Resources

The institution provides library resources, technology and services for students and faculty appropriate for its mission and for all of its educational programs wherever located and however delivered. (Standard Five—Library and Information Resources)

The mission of the college library states that it "enhances student learning by advancing effective use of information and library resources and services to the College community".

Print and media resources are available in CGCC's library, and online resources are accessible on the Library's website. Online resources include research databases such as EbscoHost and Ebrary's 30,000 ebooks. Columbia Gorge Community College (CGCC) shares an integrated library system with Portland Community College (PCC) and faculty and students are able to access resources through an Interlibrary Loan service. Students can also request material from libraries throughout the country using the ILCS interlibrary loan server.

CGCC students and faculty can access library services and resources from any location through the use of the library web site. Library instruction is taught to students whose instructor makes the request and brings his/her class to the library. Such instruction is also offered at the Hood River campus. The Director and staff of the library have implemented the change from a quiet library environment to a Library Information Commons, which is a more active learning environment.

Computers for faculty and staff use are provided in a variety of areas of the library including a computer lab. Laptops with projectors on carts are checked out for use in classrooms as well as other audio-visual equipment.

11) Academic Freedom

The institution's 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. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard Four—Faculty; Commission Policy A-8 Principles and Practices Regarding Institutional Mission and Goals, Policies and Administration, c.(2))

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

Academic freedom is realized in instruction. Faculty members teach each course based on

agreed upon content guidelines, but the actual instruction is accomplished as the instructor chooses

12) Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs of 30 semester or 45 quarter credits or more. Through regular and systematic assessment, it demonstrates that students who complete their programs, no matter where or how they are offered, will achieve these outcomes. (Standard Two— Educational Program and Its Effectiveness; Standard 2.B—Educational Program Planning Assessment; Commission Policy 2.2 Educational Assessment)

The institution identifies and publishes the expected learning outcomes for most of its degree and certificate programs of 30 semester or 45 quarter credits or more. For each course, PCC provides the Course Content Outcome Guide which includes the intended outcomes for the Courses.

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

13) 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 admission procedures and practices. (Standard Three – Students)

Columbia Gorge Community College provides its general admissions policies in its annual Catalog, the Student Handbook, the quarterly class schedules, on the CGCC website, and through verbal presentations delivered by CGCC Advisors.

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

14) Public Information

The institution publishes in its catalog or in other appropriate publications and/or electronic sources accurate and current information that describes purposes and objectives, admission requirements and procedures, academic rules and regulations directly affecting students, programs and courses, degree(s) offered and the degree(s) requirements, costs and refund policies, student rights and responsibilities including grievance procedures, academic credentials of faculty and administrators, and other items

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relative to attending the institution and withdrawing from it. (Standard Three – Students; Commission Policy 3.1 Institutional Advertising, Student Recruitment and Representation of Accredited Status, Item A.3)

Columbia Gorge Community College meets this criterion by publishing the required information in the college catalog, the quarterly class schedule, the Student Handbook, and on the college website.

15) Financial Resources

The institution verifies a funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget and manageable level of debt. (Standard Seven – Finance)

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

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

16) Financial Accountability

The institution's financial records are externally audited annually by an independent certified public accountant or on a regular schedule by a state audit agency. The audit must include an unqualified opinion on the financial statement. (Standard Seven – Finance)

The financial statements of Columbia Gorge Community College are audited annually by an independent certified public accountant in accordance with Government Auditing Standards. The College has received unqualified opinions on its annual audits. Annual audit reports are available for inspection in the College Business Office and the most recent audit reports are available on the College website.

17) Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituencies. (Standard One—Institutional Mission and Goals, Planning and Effectiveness)

The document "CGCC Vision, Mission, Values and Goals" clearly defines both the college's mission statement and goals, and the CGCC Strategic Plan clearly defines the objectives of these goals.

CGCC publishes three reports which relate to assessment. First is the annual *Student Profile* which contains information such as enrollment statistics and graduation numbers. Second, *The Institutional Effectiveness Indicators Report* is published periodically and includes such data as retention rates, students transitioning from pre-college work to credit work and grade information. Finally, every two years, CGCC publishes the results of the *Student Opinion Survey* which responds to satisfaction with the college, faculty, environment and the rigor of the programs.

18) Operational Status

The institution will have completed at least one year of its principal educational programs and is operational with students actively pursing its degree programs at the time of the Commission evaluation for Candidate for Accreditation (Standard Two - Educational Program and Its Effectiveness)

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

19) Disclosure

The institution discloses to the Northwest Commission on College and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation functions. (Standard Nine – Institutional Integrity).

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.

20) Relationship with the Accreditation Commission

The institution accepts the standards and related policies of the Northwest Commission on Colleges and Universities 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 Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The Commission treats institutional self-study reports and evaluation committee reports as confidential. The institution, however, may choose to release the documents. (Standard Nine – Institutional Integrity)

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