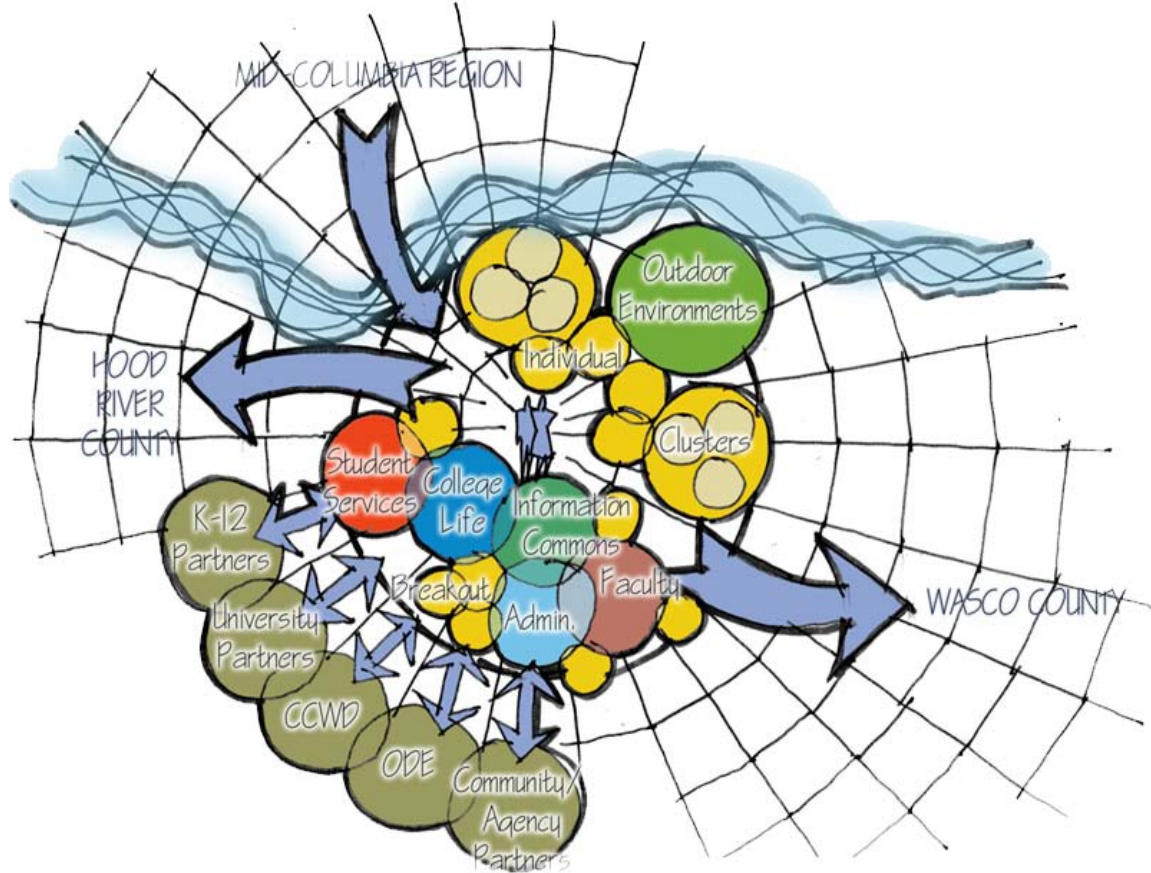


COLUMBIA GORGE COMMUNITY COLLEGE  
ACADEMIC MASTER PLAN  
2012 - 2016



*Authors: Dr. Susan J. Wolff, Chief Academic Officer and  
Kristin Chatfield, Institutional Researcher. 2012*

## **EQUAL OPPORTUNITY STATEMENT**

Columbia Gorge Community College is an equal opportunity educator and employer. It is the policy of Columbia Gorge Community College 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. Persons having questions about equal opportunity and nondiscrimination should contact:

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**Columbia Gorge Community College  
Academic Master Plan**

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Focus group sessions were held with local school district superintendents, principals, and career counselors from Wasco and Hood River Counties; representatives from the Latino community; the Science, Technology, Engineering, and Mathematics (STEM) Advisory Committee; the board of the Gorge Technology Alliance (GTA); Gorge Grown Food Network, Oregon State University Extension Services, and Washington State Extension Services as representatives from the food and beverage industries; members of the community who support the arts and culture; health care partners representing the Klickitat County Public Health, Klickitat Valley Hospital, Mid-Columbia Medical Center, Providence Hood River Memorial Hospital, and Columbia Basin Care Facility; industrial skills, production, and technology employers; and open invitation sessions held in The Dalles and in Hood River. As part of the USDA Rural Development Bi-State Stronger Economies Together (SET) project coordinated by the Mid-Columbia Economic Development District, Dr. Wolff facilitated a work session focused on regional assets and challenges that resulted in additional data for the plan.

Dr. Wolff extends her thanks and recognition to Karen Carter, Chief Student Services Officer and Kristin Chatfield, Institutional Researcher at Columbia Gorge for planning, researching, analyzing, and producing data. Kristin also served as co-author of the document.

Special thanks go to Charlotte Lavender, Administrative Assistant to the Chief Academic Officer, and Jenifer Halter, Instructional Services Administrative Assistant, Richard Higgins, AIA, from DLR Group and Levi Patterson, architect from DLR group, and Dallas Fridley, Regional Economist for the State of Oregon for coordinating this work and providing data.

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**400 East Scenic Drive**  
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### **Board of Education**

The College is governed by a seven-member Board of Education whose members are elected on a College-wide basis for staggered four-year terms of office. The Board of Education has the oversight, responsibility and control over all activities related to the College. A Board-appointed Budget Committee works in conjunction with the Board of Education in governing the College.

Charleen Cobb	Chair
Dr. Ernie Keller	Vice Chair
Charlotte Arnold	Board Member
Dave Fenwick	Board Member
M.D. Van Valkenburgh	Board Member
Stu Watson	Board Member
Dr. James R. Willcox	Board Member

### **College Administrators**

Dr. Frank K. Toda	President
Tria Bullard	Executive Assistant to the President and Board of Education
Bill Bohn	Chief Information Technology and Planning Officer
Saundra L. Buchanan	Chief Financial Officer
Karen Carter	Chief Student Services Officer
Dan Spatz	Chief Institutional Advancement Officer
Dr. Susan J. Wolff	Chief Academic Officer
Robb Van Cleave	Chief Talent and Operations Officer

## **Preface**

### **Historical Perspective**

In 2005, an Academic Master Plan was prepared by Dr. Susan J. Wolff to guide program and service development, staffing and budgeting decisions, and facilities design, construction, and renovation plans. A planning design team of community, business, and college faculty, staff, administrators, and board members was formed to guide the planning work. Minor updates were added to the plan in 2006. An assessment of the earlier plan can be found in Appendix D.

### **Current Perspective**

#### Planning

The 2012 Academic Master Plan is critical for the overall college planning process. It reflects a critical and deep external scan of the region's educational, economic, and workforce development needs. What is described in the plan has guided the updated Facilities Master Plan and will be used in future strategic and budget planning processes. As the college develops its Strategic Enrollment Management Plan, a report such as this, may be folded into that plan.

#### Enrollment

Student enrollment is reported using a variety of factors. Two of the factors reported more frequently are in terms of 1.) Full Time Equivalency (FTE) with 510 contact hours being equivalent to one full-time student and 2.) Unduplicated headcount which indicates the number of students taking classes but not reporting them for every class in which they are enrolled.

The FTE for CGCC has dramatically increased from 961.6 Full-time Equivalency (FTE) in 2004-05 to 1,262.4 in 2010-11. However, the unduplicated headcount shows a decrease from 5,374 in 2004-05 to 5,063 in 2010-11. The demographic picture of students attending the college shows an increase in the number of younger students taking credit classes and students enrolled in more credits.

#### Academic Programs

Two new certificate and degree programs have been developed and implemented over the last six years (Medical Assisting and Renewable Energy Technology), two programs were eliminated (Para-Educator and Criminal Justice), and college to college agreements in which regional students can earn degrees online with other community colleges in the state were implemented (Diagnostic Imaging, Vineyard Management, Wine Marketing, and Winemaking). A dual enrollment agreement has been signed with Linfield College for nursing graduates to continue work toward a Bachelors of Science Nursing degree and several program articulations have been formed with Oregon

Institute of Technology for business and Renewable Energy Technology and between Linn-Benton, Chemeketa, and Clackamas community colleges for the Renewable Energy Technology program.

Since the last plan was developed, a curriculum office has been established and a faculty governance model developed to address academic functions of curriculum, degrees and certificates, academic standards, and instruction related processes. An institutional assessment committee oversees college data, assessments, and reports.

#### External Resource Procurement

Between the time of the first Academic Master Plan and this update, the college successfully secured four major grants during the time between Academic Master Plans with the U. S. Departments of Labor, Education, and Energy and from the States of Oregon and Washington to support college programs, services, and build the necessary infrastructure as part of becoming independently accredited.

#### Facilities

A capital construction bond passed in 2004 allowed for an extensive renovation of The Dalles campus facilities and grounds in addition to a new building. Property was purchased in Hood River with ensuing construction of a building from which to provide classes and services.

#### Environmental Scan

The 2012 plan includes national, regional, and state environmental scans to reflect research, legislation, and initiatives that are guiding education, economic factors, and workforce needs. Economic, business, workforce, and education trends were collected through national, state, and local publications, many of which are cited in the plan. Quantitative and qualitative data collected through research, phone and internet surveys, census data, and from regional and Oregon State University Extension economists, focus group sessions, and other college data reports reflect an updated context of the region served by the college and has been used to provide guiding principles for master facilities and other college planning activities, and program and service development.


The plan also reflects work in which the college has been engaged starting in 2006 to seek independent accreditation status with the Northwest Commission on Colleges and Universities after contracting with Portland Community College for its accreditation status since 1977. In meeting the standards put forth by the commission, the college developed three Core Themes to guide its planning work. The themes reflect and fulfill



the college mission statement and are: 1) Building Dreams (Opportunities), 2) Transforming Lives (Education), and 3) Strengthening our Community (Partnerships). A diagram showing how the themes fit within the college's governance and planning structures, each themes objectives, and measures can be found on page 5.



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## **Executive Summary**

The college Academic Master Plan was updated using quantitative and qualitative data collected through census, state demographic, workforce, and economic reports; public school district demographic information; local, state, regional, and national environmental scans; surveys of community members, staff, faculty, and students; and focus group sessions held over the course of ten months.

In the last two years, there has been a national and state convergence of credential completion, accountability for use of public dollars and outcomes, tied to performance based funding. The college is participating in several of national and state initiatives including but not limited to Achievement Compacts, Achieve the Dream, Degree Qualifications Profile, Foundations of Excellence, the Western Interstate Commission on Higher Education's Interstate Passport for Credentials, and Win-Win.

Students at the college continue to state the primary reason for choosing Columbia Gorge Community College (CGCC) is its location in addition to affordability and personalized support from staff and faculty. Forty-one percent (41%) intend to transfer to a four-year college or university. On-campus child care is the most requested service by students followed by sports and other student activities.

Community members see the college in very positive terms with a ninety-eight percent (98%) affirmative response rate indicating the college is an asset to the region. Respondents of surveys and planning participants are proud of the flagship programs of the college and many requested the college to partner with several higher education institutions to provide four-year and graduate degrees in the region. Having stronger ties to the region's public schools was also a recurring topic.

## **Constituencies to Serve**

The focus group and survey respondents identified the following constituency groups or population sectors to be served by the college:

- Current and graduating high school students (Early College, Running Start, Expanded Options, College Now)
- Community members and students seeking higher education (dual admissions and enrollment; bring four-year and graduate opportunities to the region; use technology)
- Health care providers (urgent, primary, long-term, in-home care)
- Information technology providers and technicians
- Grow local talent for all industry and workforce sectors to reduce recruiting costs
- New world of business (entrepreneurs and contracting for work)

- Agriculture (large commodity grower and shippers, small agriculture [locally grown, value-added])
- Food and beverage industry

### Recruitment and Growth

Community partners strongly encouraged the college to use the attributes of the Gorge in its geology, geography, environment, history, and culture for recruiting new students, faculty, and staff and to develop programs unique to the region. These partners also see the college as an important partner for providing cultural and science based events and activities.

### Emerging New Programs

High tech businesses are replacing many of the lost jobs in natural resources and aluminum processing. To support this economic sector, members of the focus groups and survey results indicate the college needs to focus on science, technology, engineering, and mathematics (STEM) careers. As the different employment sectors met in focus groups, emerging areas of interest included the use of technologies in a variety of manufacturing and process industries. Industry partners suggested the following new programs:

- **Embedded Technologies** to support a broad range of employment opportunities through its focus on design modeling and prototyping, engineering technology skills, and use of computer technologies to manage testing and production.
- **Process Engineering Technology /Management**, a corollary or support program to Embedded Technologies, to support and grow the long-standing large agriculture economy, the emerging small agriculture (locally grown and value-added) market, growing food and beverage industries, sporting goods/recreation design and production, and other manufacturing industries of the region.
- **Industrial Skills Technology** to support trades industries. There is a large void in the nation, state, and local populations in skilled professions such as welding, construction, mechanics, repair, and electrical work. Learning these skills is value added as not only primary employment but also to support the high tech and process industries described in the two above programs.

***“I’ve seen a high level of dedication and an authentic desire to provide the community with classes needed to support the businesses in the community and develop a local workforce.”***

*Quote from survey*

Health care partners in the region are pleased in the quality of the college's current nursing and health care programs and provided a future look for this field as described below:

- **Medical and Health Care** fields focused their comments on the change in health care delivery to a coordinated care model that requires all levels of providers to increase their knowledge and skills. The trend indicates fewer people choosing to be medical doctors; therefore, requiring an increase in physicians' assistants, nurse practitioners, and nurses to manage acute care. The increase in care-giving, as a result of the aging "baby boomers," will require more highly skilled medical assistants for office support and nursing assistants for long term care.

### **Desired Services**

The most requested services from students were campus child care, counseling, and athletic opportunities. There were also requests for expanded hours for the library and additional computers for student use to conduct research, complete assignments, and access materials and homework given by faculty.





### **Needed Learning Spaces**

To be able to provide many of the above programs and services, will require additional and flexible facilities or renovations on both campuses; increased use of distance or technology delivered instruction; and a strong infrastructure of processes and people. There was strong recommendation from business and industry partners that the Hood River – Indian Creek Campus become the primary site for STEM or advanced technology courses, programs, and services.

A facility usage survey was conducted as part of the Facilities Master Plan update. It indicates the college has adequate space, but there is a shortage of the "right kind of space" or flexible space to support existing and future signature programs on The Dalles campus and the Hood River campus will need differently designed and supported spaces for a signature program(s) related to high tech and advanced technology programs.

## Introduction

As described in the Preface, the Academic Master Plan is integral to the overall planning of the future direction of the college. It is important to note that the term “academic” references the nature of the college as a whole and not just the instructional department or programs of the institution. The purposes of the plan are the following:

-  Provide academic direction for 2012-16, inclusive of instructional programs, college services, and facilities planning and design
-  Guide other planning and budgeting processes
-  Reflect an extensive external environmental scan
-  Use new and existing data to describe the college and its future direction

The following page is reflective of the many quotes and comments received from community members, college faculty, staff, and students.

Community  
bold  
perspective  
creative  
quality workforce  
entrepreneurial  
dedication level

education  
leader  
transfer  
development  
plan  
personalized  
responsive  
authentic  
global  
high



### **Vision Statement**

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

### **Mission Statement**

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

### **Core Values**



## **Leadership Priorities**

**ACCREDITATION** – Meet all standards and specifically and clearly address recommendations.

**STUDENT FOCUS** – Deliver meaningful value while meeting expectations of the student, state and federal legislation and initiatives.

**HUMAN CAPITAL** – Make appropriate investments in improved work performance and potential, adequate compensations systems, and focus on work/life balance.

**SUSTAINABILITY** – Have a balanced approach to generating revenue, managing costs, and be a “green” focused institution by minimizing the college carbon foot-print.

**40-40-100 REENGINEERING** – Provide local, regional, and state leadership for the redesign of the State of Oregon Education System by being focused on the following: 1) Completion, 2) QUALITY, and 3) Connections to community.

## **College Goals**

1. **Educational Programs and Services:** CGCC will deliver quality educational opportunities that foster life-long learning for our communities.
2. **Students:** 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. **Faculty and Staff:** CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment.
4. **Community:** CGCC will develop and maintain strong, collaborative partnerships and relationships within our communities.
5. **Leadership, Planning, and Evaluations:** CGCC will provide governance and administrative structures through innovative leadership and ongoing planning and evaluation.
6. **Finance:** CGCC will build the institution’s financial capability through sound planning and effective use of fiscal resources.
7. **Operations and Sustainability:** CGCC will provide efficient operational processes which support current organizational needs and directions.
8. **Technology:** CGCC will provide the technology and support to optimize the College’s teaching, learning, communication and productivity.
9. **Facilities:** CGCC will provide appropriate institutional facilities which support the achievement of the institution’s goals.



# COLUMBIA GORGE COMMUNITY COLLEGE: CORE THEMES

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

**Core Themes**  
Standards 1, 3, 4, 5

**Building Dreams (Opportunities)**

*PLANNING STATEMENT: CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by:*

**Objective A1:** Offering a broad array of education and training programs to meet current regional needs

**Objective A2:** Offering diverse course delivery modes and service opportunities

**Objective A3:** Serving the diversity in the service area

**Objective A4:** Applying consistent hiring practices

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

**Transforming Lives (Education)**

*PLANNING STATEMENT: CGCC provides learning resources for a sustainable future for individuals by:*

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

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

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

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

**Strengthening Our Community (Partnerships)**

*PLANNING STATEMENT: CGCC links college and community by:*

**Objective C1:** Cultivating productive business and industry relationships

**Objective C2:** Creating, maintaining, and growing academic partnerships

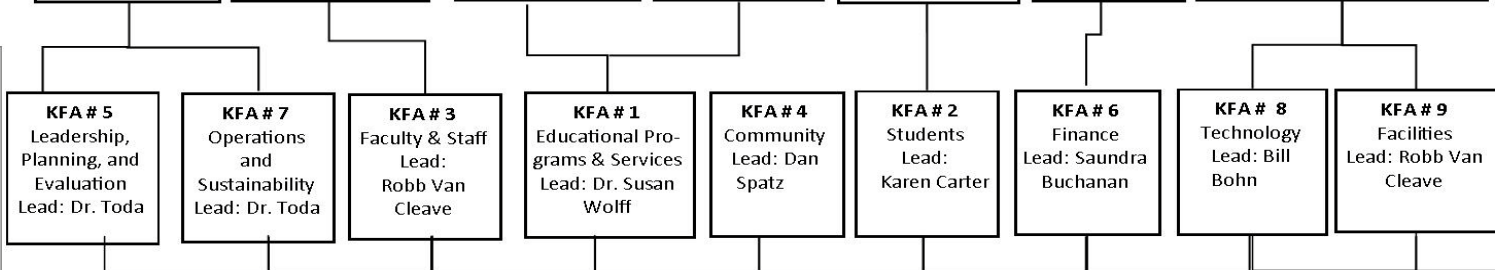
**Objective C3:** Cultivating productive relationships between governmental entities and community

**Objective C4:** Creating, maintaining and growing community relationships

**Standard 2**

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

**Strategic Planning Key Function Area**



## College History

Established in 1977, the college transitioned from an education service district providing post-secondary education to Wasco County to Treaty Oak Community College. In 1989 the voters of Wasco County voted to change the name to Columbia Gorge Community College (CGCC). In 2001, the voters of Hood River County voted to join the college district.

The taxing district includes all of Hood River County except for the City of Cascade Locks (94 percent of Hood River County's property value is in the College District) and all of Wasco County with the exception of the Warm Springs Reservation (99.5 percent of Wasco County's property value is in the College District). CGCC is the only postsecondary education provider located in the Mid-Columbia bi-state region with 18% of its students coming from Klickitat and eastern Skamania counties of Washington State. The college serves over 10,000 square miles in this bi-state zone including Sherman, Gilliam, and Wheeler counties in Oregon in addition to Wasco and Hood River Counties.

As a comprehensive community college, it offers a full range of courses, including lower-division collegiate transfer, career and technical education, adult basic and pre-college developmental education, degree completion and special certificate programs, community education, customized and contracted training.

In 2006, the Board of Education approved the request by the president to seek independent regional accreditation status with the Northwest Commission on Community Colleges and Universities (NWCCU) after contracting with Portland Community College for its accreditation authority since the college was started. Since that time, the college community has put necessary infrastructure in place in terms of governance structures, policies and procedures, departments, staffing, systems, and facilities to meet NWCCU standards. Independent accreditation is expected summer of 2013 after a series of three reviews by the commission.

As a public community college, the funding model includes resources from the state legislature, district property taxes, and tuition and fees. The college has been successful in receiving several grants from the U. S. Departments of Labor, Education, and Energy in addition to state grants from the Governor's Strategic Fund and from the Oregon Department of Community Colleges and Workforce Development. These grants have funded new program development such as the highly successful Nursing and Renewable Energy Technology programs; both of which have received national recognition and are seen as national models. More recently, the college received a Title III "Strengthening Institutions" grant from the U. S. Department of Education for the following purposes:

1) Capacity building: To hire a college registrar, institutional researcher, major gifts officer, and on-line services coordinator to expand capacity and complete college infrastructure in Student Services, the College Foundation, and Information Technology to support of the college's digital "Third Campus." These critical positions will transition to the college's General Fund over the course of the grant.

2) Foundation endowment: To establish an endowment with \$40,000 available in each of the five years on a matching basis for the purpose of creating a permanent foundation endowment.

3) Equipment: To acquire and install a document imaging system including SAN storage to support a document imaging system, and to complete the installation of classroom "smart podium" systems on both campuses. Grant funds are also used to acquire high-definition video equipment.

The college now provides full financial aid services, is putting in place its registrar functions, is using document imaging, and hired a dedicated institutional researcher, web coordinator, and a major gifts officer for the foundation.

The college is the home of an award winning Small Business Development Center that serves the region, often being the primary source of information related to small business loans available through the Mid-Columbia Economic Development District. The Center provides Small Business Management courses and non-credit business related classes. Child Care Partners provides regional service training for child care providers and serves as a resource referral for matching providers with those needing care. Gorge Literacy is another service provided by the college that trains and matches volunteers to work with students and community members needing one-on-one tutoring for literacy and language skills.

## Strategic Enrollment Management

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

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

The information and recommendations provided in the SEM Plan will inform and be included in the Academic Master Plan, college Strategic Master Plan, Student Success Plan, and Facilities Master Plan.



## Policy Context: State Policy and National Initiatives

The college exists within and is influenced by a complex network of external organizations and policies. Most education policy is developed and implemented at the state and local level; however there are numerous national initiatives from private foundations.

### State Policy

Governor Kitzhaber and the Legislature continue to be focused on developing a new education system addressing levels Pre-kindergarten through graduate school (PK-20). The Governor is chairing the new Oregon Education Investment Board to oversee the effort to create this seamless, unified system for investing and delivering public education so that all Oregonians are well prepared for careers in our economy. Achievement compacts are being developed that will measure the success of students completing and moving from one educational level (system) to another. The above Common Core Standards are the basis for reform at all levels.

The goals of the OEIB are that 100 percent of Oregonians will earn a high school diploma or its equivalent, 40 percent will earn a post-secondary credential, and 40 percent will obtain a bachelor's degree or higher by 2025<sup>1</sup>.

The Oregon Department of Community Colleges and Workforce Development has received funding from the Lumina Foundation for work related progression, completion, and smooth transitions across the education spectrum. The initiatives being funded, Win-Win and Degree Qualifications Profile are based on work by Dr. Cliff Adelman of the Institute of Higher Education Policy. Additionally, funding has been received for a pilot project through the Western Interstate Commission on Higher Education, to study modes for an interstate passport project in which credits and degrees are more readily and directly transferable<sup>2</sup>.

### Performance Funding

State legislatures are increasingly seeking increased attainment of education credentials from K-20 education institutions. The Lumina Foundation is funding a study, Dougherty and Reddy (2012), with the Community College Research Center to study productivity and performance funding. <http://ccrc.tc.columbia.edu/Publication.asp?uid=1004>. The authors have expressed there is no “firm evidence that performance funding significantly increases rates of remedial completion, retention, and graduation.”<sup>3</sup>

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<sup>1</sup> Source: <http://www.oregon.gov/Gov/OEIB/OregonEducationInvestmentBoard.shtml>

<sup>2</sup> <http://www.lanecc.edu/studentsuccess/Conferences/winwindqp/winwindqpWebcast.html>

<sup>3</sup> Hermes (2012) *States Trend Toward Performance Funding*. Community College Journal, February/March edition. p.27.

## National Initiatives

### Completion, Accountability, and Performance Funding Initiatives

According to the Community College Journal, February/March (2012) edition, more state legislatures are asking community colleges to demonstrate progress by tying funding measures to performance. The Bill and Melinda Gates, Lumina, and Kresge Foundations are funding several of the following national initiatives addressing student retention, progression, and completion.

### Completion and Accountability

In 2010, the American Association of Community Colleges (AACC) joined with five other national organizations to express a shared commitment to student completion. These partner organizations (the Association for Community College Trustees, the Center for Community College Student Engagement, the League for Innovation in the Community College, the National Institute for Staff and Organizational Development, and the Phi Theta Kappa Honor Society) participated in an unprecedented joint-signing ceremony that committed our organizations to assisting our members in producing 50% more students with high-quality degrees and certificates by 2020. A summary report, *The Completion Agenda: A Call for Action*, written by Christine McPhail (2011) describes actions that can be taken by community colleges to increase completion. Those actions are the following:

- Enhance instructional programs,
- Enhance external engagement practices,
- Enhance faculty engagement and professional development for faculty and staff,
- Improve student engagement,
- Enhance student services,
- Strengthen technology and research infrastructure,
- Connect the completion work to the strategic plan,
- Strengthen internal and external communication,
- Build a culture of completion, and
- Market the community college

The American Association of Community Colleges has recently completed and released its Voluntary Framework of Accountability (VFA). Being a provider of postsecondary education, community colleges were being measured by the same standards of four-year institutions. The learning audience of two-year institutions differs; therefore, the learning goals of its students cannot be measured using the same criteria.<sup>4</sup>

The VFA addresses accurate assessments for student progress, noncredit workforce

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<sup>4</sup> Kent A. Phillippe (2011). *Voluntary Framework of Accountability . Metrics Manual Version 1.0*. American Association of Community Colleges [www.aacc.nche.edu/vfa](http://www.aacc.nche.edu/vfa)

programs, and career and technical education initiatives. A web based data collection tool will allow colleges to provide consistent reporting. The framework includes cohort tracking for student progress and measuring outcomes, including students who begin their post-secondary education work taking developmental education courses; examining career and technical education enrollments and outcomes achievements for those who have earned a certificate or 90 credits; measuring adult basic education and GED student progress; and collecting data for student learning outcomes.

### **Foundations of Excellence in the First College Year?**

The college is participating in Foundations of Excellence which will yield a new vision for enhanced learning and retention of first-year students as well as priorities for resource allocation. This initiative is a comprehensive, externally guided self-study and improvement process for the first year. The centerpiece of Foundations of Excellence is a model comprised of a set of principles that are termed [Foundational Dimensions](#)<sup>®</sup>. These Dimensions were developed by the Gardner Institute, formerly the Policy Center on the First Year of College, and vetted by over 300 four- and two-year institutions, guide measurement of institutional efforts and provide an aspirational model of the entirety of the beginning college experience (initial contact with students through admissions, orientation, and all curricular and co-curricular experiences). These Dimensions also provide an intellectual foundation for the entirety of the undergraduate experience.<sup>5</sup>

### **Achieve the Dream**

The Lumina Foundation for Education created the Achieve the Dream (ATD) initiative as part of its goal to increase the percentage of Americans with high-quality degrees and credentials to 60 percent by the year 2025. ATD seeks to expand access and success in education beyond high school, particularly among adults, first-generation college going students, low-income students and students of color. ATD believes that broad institutional changes will lead to improvements in student outcomes. The college is participating in this initiative and will use their own data to “identify problems, set goals, establish institutional priorities, allocate resources and measure progress.”

### **Common Core Standards**

In 2010, the National Governors Association and the Council of Chief State School Officers initiated the Common Core State Standards effort, and by the end of last year, a majority of states agreed to set college- and career-ready standards in English Language Arts and Mathematics and develop assessment systems that gauge student progress. This effort represents a historic opportunity to align K-12 and postsecondary education, and in particular, to drive student preparation for college.<sup>6</sup>

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<sup>5</sup> More information can be found at <http://www.ingi.org/institute-news/foe-in-oregon/>

<sup>6</sup> [http://www.luminafoundation.org/convenings/common\\_core\\_state\\_standards.html](http://www.luminafoundation.org/convenings/common_core_state_standards.html)

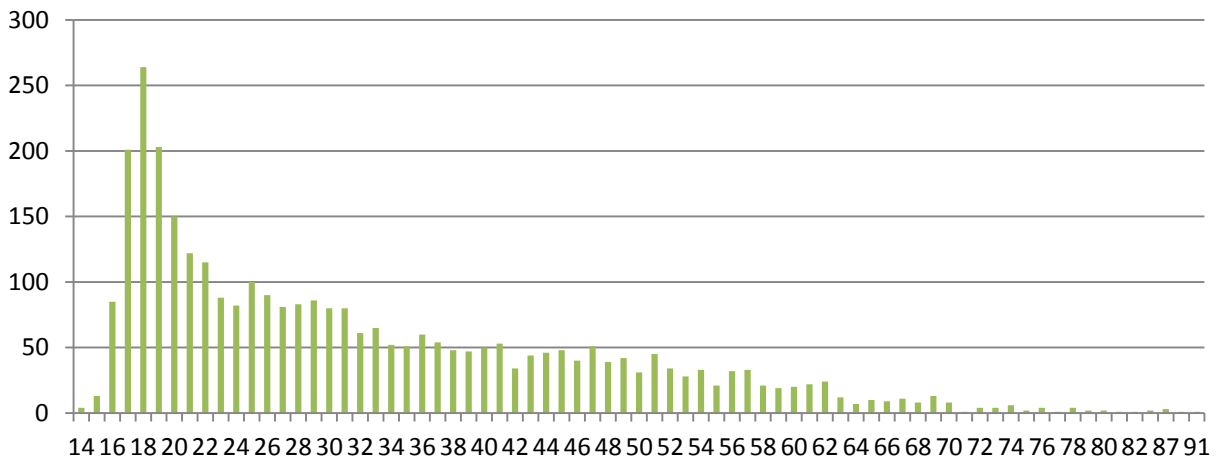
## Student Profile

About 5,000 students enroll at CGCC each year. They come from all over the Mid-Columbia region and beyond. The information in the following pages describes the current student body and trends in enrollment.

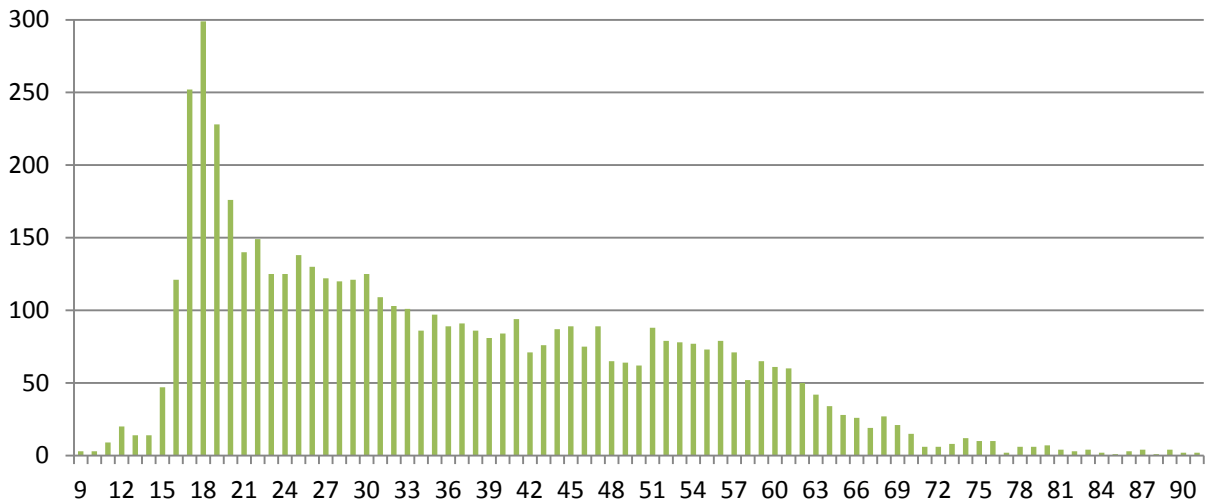
### Age

The College serves the entire community, and accordingly people of all ages—from nine to ninety-one—take classes at Columbia Gorge Community College. However, the largest age group the college serves is traditionally “college-aged” students in their late teens and early twenties.

**2010-2011 Credit Students: Age Frequency**



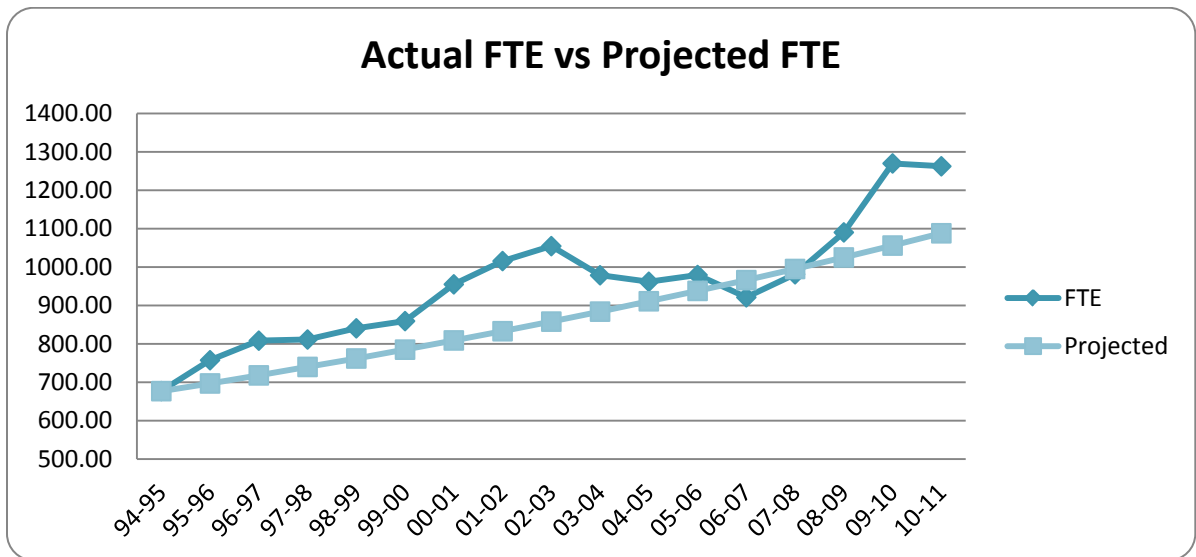
**2010-2011 All Students: Age Frequency**



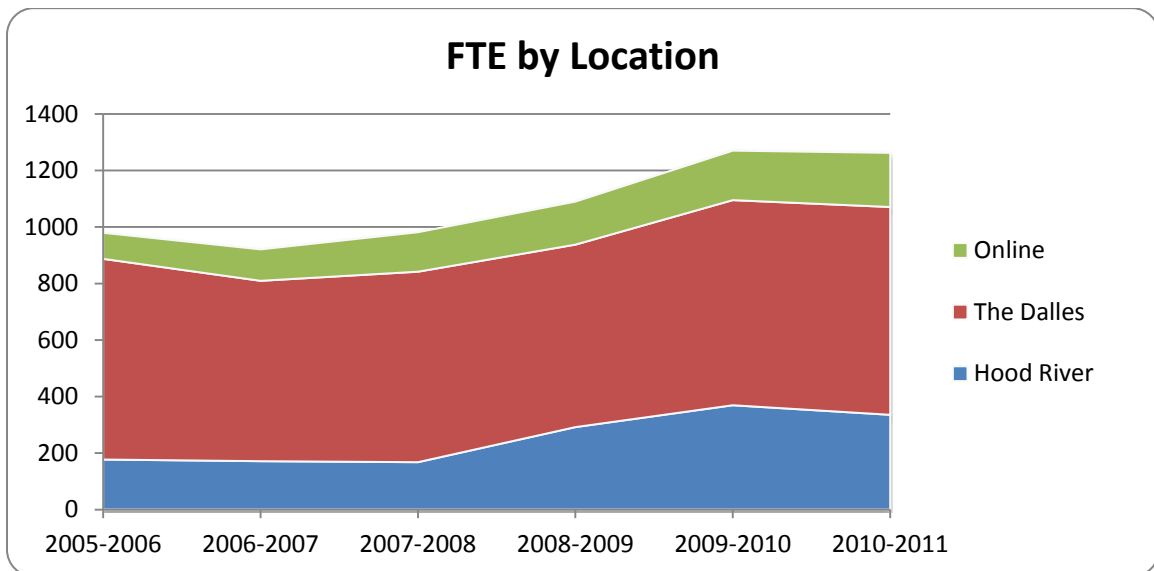


## Enrollment Data

CGCC is ahead of its target of the three percent annual growth in FTE since moving to the current campus for the 1994-95 academic year.



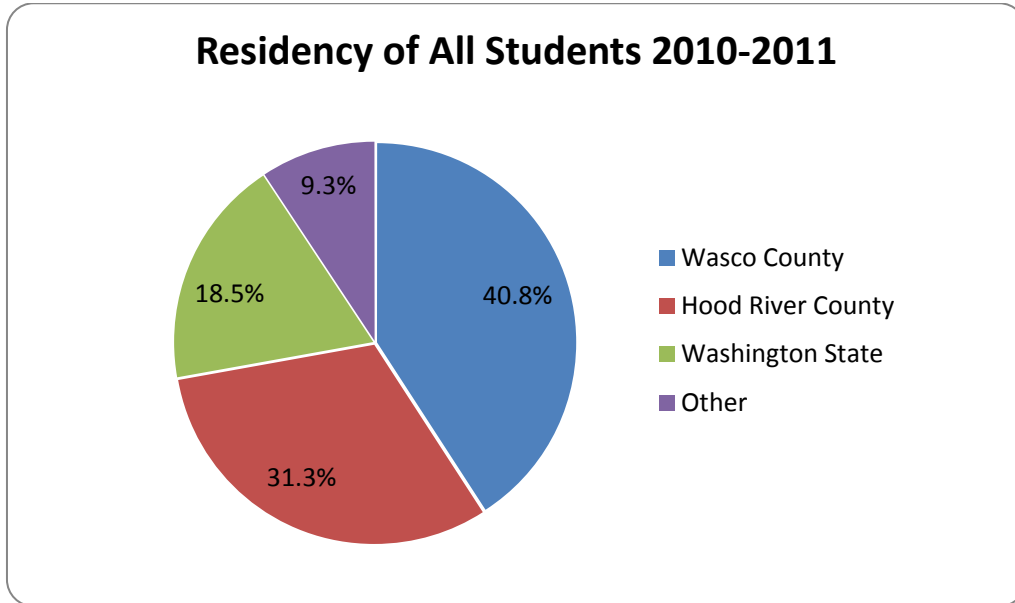
Total FTE decreased slightly over the previous year (which was at an all-time high) to 1262.40; reimbursable FTE decreased 1.5% over last year.



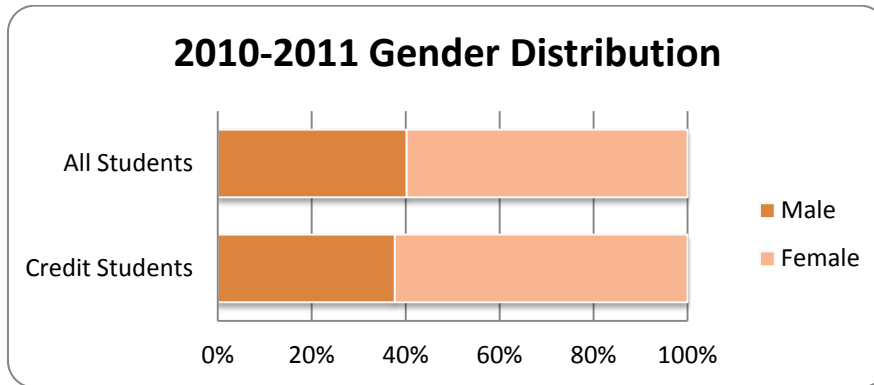
2010-2011 FTE was generated in the following manner:

- 49.9%: Lower Division Collegiate (transfer) courses
- 26.2%: Professional/Technical courses. (see notes on next page)
- 21.5%: Pre-College courses. (see notes on next page)
- 1.2%: Adult Continuing Education courses
- 1.2%: Non-reimbursable courses

The majority of CGCC students come from the college’s two-county core service area and tax district. 18.5 percent of students come from Washington State and 9.3 percent come from elsewhere—including other states and other Oregon counties.



There are more female students than male students enrolled in CGCC which is in line with the national trend of increasing educational attainment for women



**Credit Students**

There were 777 full-time students registered in a minimum of 12 credit hours for at least one quarter during the academic year, which is a decrease (2.6%) over the previous year. The average number of credits taken by full-time students was 13.3, a small decrease over last year. There were 1302 part-time students in 2010-2011 who were enrolled in one to eleven credits at least one term, which is a decrease of 6.2 percent. The average number of credits taken by part-time students was 6.1, identical to the previous year.

## Degree Completion and Transfer

In the past five years the college has awarded roughly two percent of all associate degrees and certificates in Oregon.

Number of Graduates					
Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Associate's Degrees</b>	102	112	147	177	126
<b>Certificates</b>	31	50	70	35	82

The majority of college graduates take longer than what is considered “normal” to finish their degrees or certificates. In 2010 the national average for completing an Associate’s Degree within 150 percent of time—or three years—was 22 percent.<sup>7</sup> Using a national benchmark for certificates is problematic because these credentials can take anywhere from a few months to over one year, depending on the institution and the credential. At CGCC the time-and-a-half completion rates for degrees and certificates is similar.

2010 Completion within 150% of Time	
<b>Two-year degree</b>	<b>15%</b>
<b>One-year certificate</b>	<b>14%</b>

Columbia Gorge Community College students who transfer to an Oregon University System school on average earn lower grades than transfer students from other institutions as all CGCC students earned a GPA of 2.96 while other transfer students earned a 3.10 GPA. However, CGCC students did better than first-time freshman at OUS schools. It is important to note that the number of CGCC students is quite small compared to the other totals.

Oregon University System Transfer Success 2008-09 <sup>8</sup>		
Type of Student	Number of Students	GPA
<b>CGCC Students</b>	93	2.96
<b>Continuing OUS Students</b>	45,317	3.07
<b>First-time Freshmen</b>	10,092	2.93
<b>Other Transfer Students</b>	6,140	3.10
<b>Total</b>	61,549	3.05

<sup>7</sup> US Department of Education Issue Brief: <http://nces.ed.gov/pubs2011/2011221.pdf>

<sup>8</sup> Oregon University System-Office of Institutional Research

## **Post Completion: A Program Snapshot**

Once a student graduates it is difficult for colleges to track if they went on to pursue more education, employment, or both. Nursing and Renewable Energy Technology are two of the college's flagship programs and these students have been successfully completed national licensure, gained employment, and pursued higher education. The key advisors or department chairs for these programs rely on surveys and/or updates from individual graduates in order to understand what sort of employment these students find.

### **Nursing**

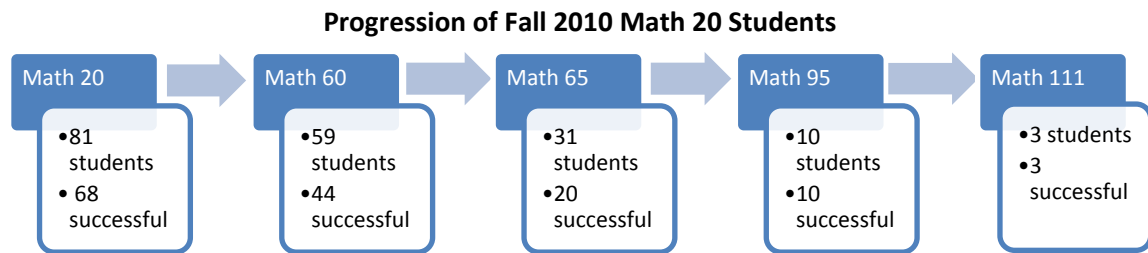
The nursing program is currently the only program associated with a national licensure exam, the National Council Licensure Examination commonly referred to as NCLEX. Graduates of CGCC's nursing program have a 93.3 percent pass rate on their first attempt. The Mid-Columbia Medical Center is the single employer of largest number of CGCC nursing graduates, however many graduates have taken positions in the Northwest but outside the immediate Mid-Columbia Gorge region.

### **Renewable Energy Technology**

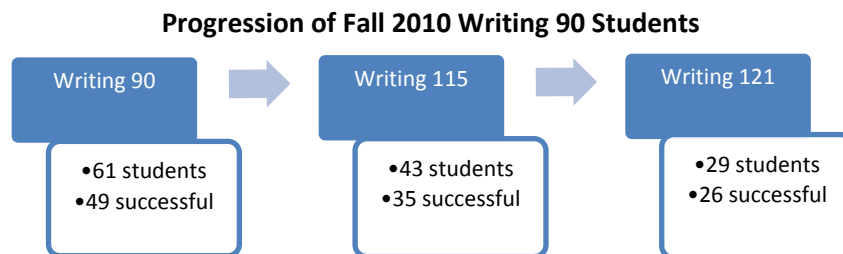
In the first three years of the Renewable Energy Technology program (2007/08 to 2009/10) 172 students have enrolled in the program, 102 certificates were awarded, and 57 Associate's Degrees were awarded. Most of the students who completed the program (76 percent) have found employment in technology and renewable energy, and nearly half of these are employed in wind energy. Approximately 10 percent of RET students went on to pursue higher education.

## Institutional Effectiveness

Students must either test out of or successfully pass developmental courses such as Writing 90 and Math 60 in order to enroll in other college level courses. The percent of students who move successfully from Developmental Education classes in math or writing to enrollment in next-level math or writing course is an important indicator of institutional effectiveness.



Of the 81 students who took Math 20 in Fall 2010 84 percent successfully completed the course with a “C” or better and 87 percent of those students enrolled in the next level of math. As expected, students who test into MTH 20 are less successful in the math series than their peers who test into MTH 60 (data not shown). Once students who have taken remedial math from CGCC reach MTH 111 they are 100 percent successful.



Of the 61 students who took WR 90 in the fall of 2010, 80 percent of students successfully completed the course with a “C” or better. Of the 49 students who successfully completed WR 90, 88 percent took WR 115 within the following four terms.

### Adult Basic Education

In 2010-11 there were 557 students enrolled in Adult Basic Education and English as a Second Language Classes with 54 percent of these students successfully completing the education level in which they were enrolled. The percent of GED completers was similar and exceeded the state goal in two of the last three years.<sup>9</sup>

Percent of Students Completing GED Credentials at CGCC			
Year	2008-2009	2009-2010	2010-2011
<b>Completed GED</b>	64%	49%	38%
<b>State Goal</b>	52%	46%	46%

<sup>9</sup> TOPS Educational Gains by Educational Functioning Level 10-11 and Statewide Title II Accountability Reporting

## Services and Facilities Updates

The passage of a local bond measure 2004 allowed the college to renovate and upgrade college facilities and add services. The funds allowed for a renovation and creation of a walk-in bookstore on The Dalles campus. Limited book store services are available at the Hood River campus.

The college library underwent a total remodel during the renovations and now offers both silent and talking study rooms, informal study spaces, and computer stations integrated in the library space. Access to digital resources has expanded dramatically. As a cost savings, the college joined the SAGE Consortium of public school and higher education libraries located primarily in the central and eastern portions of the state. The Integrated Library System was changed from Millennium to Evergreen.

The college's information technology functions have also expanded with the development of a state-of-the-art data center, also as a result of the 2004 bond measure. Wireless access is now available at both campuses as are video-conferencing units. The addition of smart podiums for all classrooms is almost now complete. The college's Board Room has state-of-the art projection and audio systems and digital signage is being expanded to more locations at both campuses.

Facilities Services manages the renovated and new buildings on The Dalles Campus and the Hood River – Indian Creek Campus building and grounds, which is new since the last plan was written. New in-ground infrastructure was added to The Dalles Campus to support expanded facilities. After years of planning with the city of The Dalles and the Oregon Military Department, a National Guard Readiness Center will be built on the east side of The Dalles campus starting in 2012 with a 2013 completion date. Currently, there are State of Oregon capital construction dollars needing match to build a Workforce Innovations Center on The Dalles campus and a second building for the Hood River campus.

*“... **CGCC is a local treasure.**”*  
*Quote from community survey*

As a result of seeking independent accreditation, the college is now providing its own Financial Aid services and hired an Interim Registrar to develop and implement student records policies, administrative rules, and procedures. An expanded Human Resources Department has brought consistency in processes and forms for personnel management.

## Instructional Program Changes Since 2005

Two new programs were added to the college’s offerings since the last plan was written. Those programs are Renewable Energy Technology (RET) and Medical Assisting. The RET program was begun when the growth of wind farms in the Mid-Columbia Region exploded and research showed there were no education or training programs for wind turbine technicians west of the Mississippi River. The college’s program was the third in the country and has been instrumental in supporting other colleges to develop programs and in the development of the American Wind Energy Association’s Seal of Approval program. Medical Assisting was developed due to research showing an expanding role for medical assistants in new care models and with the support of the region’s health care providers.

Two other program options for students are available as a result of collaborative partnerships with other community colleges. The first was with Linn-Benton Community College for its Diagnostic Imaging program and the second was the development of the Oregon Green Technician program. Two programs were eliminated due to low enrollment and a decline in available employment opportunities. Those programs were Para-Educator and Criminal Justice.

Since the last Academic Master Plan was developed, the college has increased its outreach to regional high school students and parents. An Early College program was developed, operated as a pilot project, and is now operational to serve high school students in Gilliam and Wheeler Counties. There is potential to grow this program to serve Wasco County as well as other school districts. High schools who have instructors that meet college faculty qualifications offer College Now classes in the high schools for students earn both high school and college credit. Expanded Options provide early college credit for students taking college classes at the college. High school students from the State of Washington, who test into college level work, have the opportunity to participate in the Running Start program in which student take classes at the college and hear dual credit. The table below shows unduplicated headcount for the programs described in this paragraph.

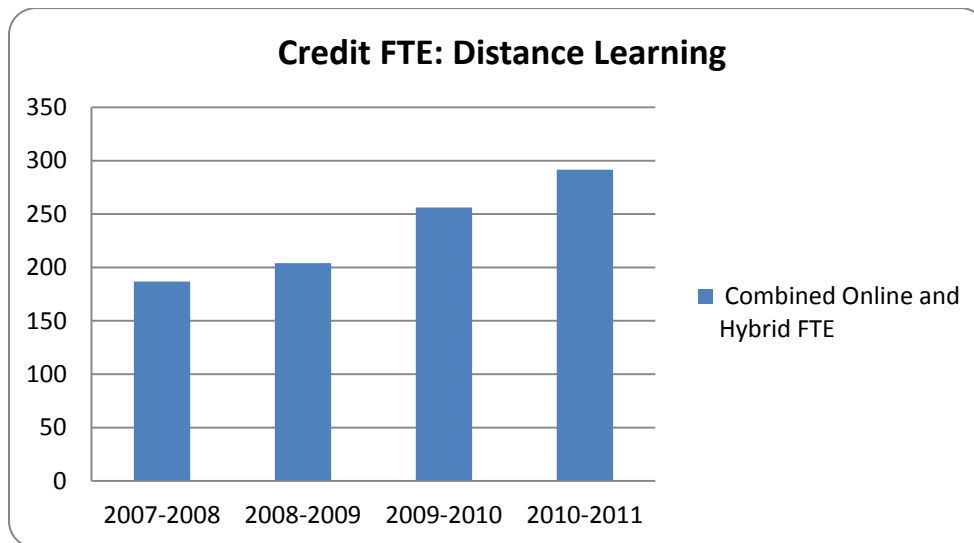
<b>Academic Partnership Programs for High School Students</b>				
Year	Running Start	Expanded Options	Early College	College Now
<b>2006-07</b>	29	42	-	229
<b>2007-08</b>	26	32	-	265
<b>2008-09</b>	36	49	-	299
<b>2009-10</b>	27	27	-	266
<b>2010-11</b>	40	12	20	231

## Distance Learning and Instructional Technology

Instructional Technology at Columbia Gorge Community College has four major components: distance learning, classroom technology, multi-media production, and library technology resources. In 2010-2011 academic year Columbia Gorge Community College (CGCC) developed 19 credits of new online and hybrid classes. As of spring term 2011, the college has developed 126 online, teleweb, and hybrid classes.

### Online, Hybrid, and TeleWeb Classes

Online students at CGCC are overwhelmingly local and increasingly savvy at distance learning. Of the students who completed an online learning survey 95.2 percent lived within commuting distance to the college, but 31.7 percent of respondents reported they had also taken an online course at another college or university. There seemed to be an increase in students new to online learning.



Of the 105 respondents to this survey, 42.9 percent were taking their first online class at CGCC, compared to 15.6 percent in 2010. 20 percent of the students reported having taken more than four online classes from CGCC, down from 31.1 percent in 2010. 91.3 percent of respondents reported access to broadband at home and 78.9 percent would like to see the college add more online classes.



The Student Services Department compiled data about completion rates of all classes for the 2006-07 to 2010-11 school years. Students complete online classes 3-7% less successfully than on-ground classes and up to 2% more successfully in hybrid classes.

<b>Student Successful Completion Rates at CGCC:</b>					
	<b>Onground</b>	<b>Hybrid</b>	<b>Online</b>	<b>Diff Onground -Online</b>	<b>Diff Onground - Hybrid</b>
2006-2007	91.40%	90.90%	85.10%	6.30%	0.50%
2007-2008	84.30%	86.30%	81.50%	2.80%	-2.00%
2008-2009	85.50%	87.10%	78.90%	6.60%	-1.60%
2009-2010	84.30%	86.80%	78.10%	6.20%	-2.50%
<p><b>A successful completion is defined as a grade of "A", "B", "C", or "P".</b>  <b>Everything else is unsuccessful. Students who drop (that is, drop from a class in the first week) are not counted at all as these courses do not appear on the student transcript.</b>  <b>Students who withdraw (that is, drop from a class in week 5 - week 8) are counted as unsuccessful.</b>  <b>Other unsuccessful grades are "I", "NP", "D", and "F"</b></p>					

### **Quality**

The quality of CGCC online and hybrid classes continues to improve though the implementation of Quality Matters and innovative uses of other technologies that enhance synchronous and asynchronous modalities. Instructors participated in the fourth Quality Matters (QM) rubric training at CGCC, which was offered online. This training is the first part of certification as a peer reviewer. Taught by one of our own instructors, this was a great opportunity for online faculty to exchange ideas and look at their classes with a “new set of eyes”. Also of significance in promoting quality, the first peer reviews of courses by faculty took place in the winter term, with nine completed reviews.

### **New Trends: Augmented Reality**

Augmented reality (AR), a term coined by former Boeing researcher Tom Caudell refers to the concept of blending virtual data – information, media, and live action – with what we see in the real world, for the purpose of enhancing the information. The 2010 Horizon Report notes that although the technology has been around for many years, the new capabilities of mobile devices will bring AR into the mainstream of education in the next two to three years.<sup>10</sup>

A local group of scientists in the Gorge are interested in re-designing the exhibits at Discovery Center. In order to facilitate an extension of center information, they are considering how to employ AR technology at stations throughout the area which would illustrate scientific concepts and research. In addition the renewable energy technology (RET) program outlined a plan to create an AR campus tour.

<sup>10</sup> Johnson, L., Levine, A., Smith R., & Stone, S. (2010). The 2010 Horizon Report. Austin Texas: New Media Consortium. (21)

## Regional Perspective

Columbia Gorge Community College serves over 10,000 square miles in rural Oregon and southern Washington. As part of the Academic Master Plan process, the college used multiple methods to gather information about the region it serves.



The college participated in the planning and visioning process for Stronger Economies Together (SET)--a USDA Rural Development funded program--along with regional partners in all levels of government and the private sector. Coordinated by the Mid-Columbia Economic Development District, Oregon State University Extension, and Washington State University Extension, the SET process develops an economic development blueprint for the region that builds on emerging strengths. During the second SET session, the following regional assets and challenges were identified. The themes included in the assets and challenges section were echoed throughout the data gathering process and are therefore recurrent themes in this document. Careful analysis and synthesis of their work produced the following list in priority order:

### Assets:

- Regional Coordination, collaborative human networks, positive attitudes toward working together for planning, communication, and development (21)
- Transportation—location, variety [interstate and state highways, air, river, rail] (20)
- Natural and cultural resources—fishing, agriculture, history, values to protect, timber, fruit (16)
- Agriculture-value added, land base, climate (13)
- Natural resources, scenic beauty with year round recreation (13)

### Challenges:

- Education, training—expanding on existing opportunities in K-12, 4 year college access, graduate degrees (23)
- Housing: (2) (Total: 21)
  - affordable (14)
  - workforce (5)
  - Age of housing stock
- Shortage of Capital (11)

- Regulations (10 total)
  - state, federal, local (2)
  - permitting, wetlands, lack of agency communication(8)
- Communications-internet access, regional marketing strategy; Lack of regional communications system (forum) (10)

### **Local Government**

Economic development committees, chambers of commerce, ports, cities, and counties in the seven county region served by the college are working to improve infrastructure and collaborate with one another to attract new businesses and retain existing businesses. Available and affordable workforce housing, challenges with transportation networks, and filling empty store fronts are three key areas in which the communities of the region will focus.

### **The Dalles**

Starting in 2010, the City of The Dalles updated a vision plan that had originated in the early 1990s, and in 2011 completed a *Vision Action Plan 2030*. Action plan components were identified and prioritized as follows: 1) creating economic vitality, 2) improving governance and infrastructure, 3) fostering cultural enrichment, 4) providing recreation and open space, 5) enhancing education, and 6) strengthening and sustaining community life. CGCC is a primary partner for components one by the strong presence of its Small Business Development Center, involvement in several economic development agencies and committees. The college is also included in area five as a major player in increasing access to postsecondary education, working with higher education to provide greater access to bachelor’s degrees and beyond for stronger K-20 education opportunities locally, and workforce training. CGCC can also be a partner in bringing internship or career exploration opportunities to high school students.<sup>11</sup>

The Dalles Senior Planner, Dick Gassman, reported a few new developments being planned such as installation of infrastructure for a housing development, expansion of retail space at a mall, a new structure at Google, refilling of some empty store fronts, and relocation of some businesses to new structures.<sup>12</sup>

### **Hood River**

According to *Oregon Business Magazine*, the City of Hood River is outpacing the state with a slow but steady pace of economic growth. The area is home to several, locally-owned small start-up industries that continue to grow in revenue, are expanding and increasing the number of employees. These businesses include design, manufacturing, packaging, storage, and shipping for the food, beverage, high tech, and sporting equipment industries. Josh Lehner, a state economic analyst stated that in “over the

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<sup>11</sup> Source: City of The Dalles. (2011). *Vision Action Plan 2030*. Community Development Department

<sup>12</sup> *The Dalles Chronicle*, January 20, 2012.

past two years, employment in Hood River has consistently been 1.6-2.9 percentage points ahead of the state overall.” The business expansion mentioned in the article is occurring on Port of Hood River property.<sup>13</sup>

### Demographics

Hood River and Wasco County make up the college’s two-county taxing district, but the service area extends to Gilliam, Sherman, and Wheeler County in Oregon and Klickitat and Skamania County in Washington. The area is geographically diverse, but demographically somewhat homogenous. This table shows that the demographics of the college’s service area are generally reflected in its students with the exception of American Indian and multi-racial individuals.

Columbia Gorge Community College 2010-2011		Two County Taxing District <sup>14</sup>	Seven County Service Area <sup>15</sup>
White	79.1%	84.7%	87%
Black/African American	0.4%	0.4%	0.4%
American Indian	1.2%	2.7%	2.5%
Asian	0.8%	1.1%	0.8%
Hispanic	16.8%	21.7%	15.2%
Two or More Races	1.2%	2.8%	2.5%
Native Hawaiian/Pacific Islander	0.5%	0.4%	0.4%

Source: US Decennial Census 2010 – percentage totals do not total 100% due to self-reporting options; 2010-2011 all student enrollment, for those who chose to self-identify

Eight of Oregon’s counties lost population between 2000 and 2010 including Sherman and Wheeler counties. Sherman, Gilliam, and Wheeler counties have fewer young people today than ten years ago.<sup>16</sup>

<sup>13</sup> Source: Christopher, A. (2011). *Oregon Business Magazine*. v.34, (11), p. 11.

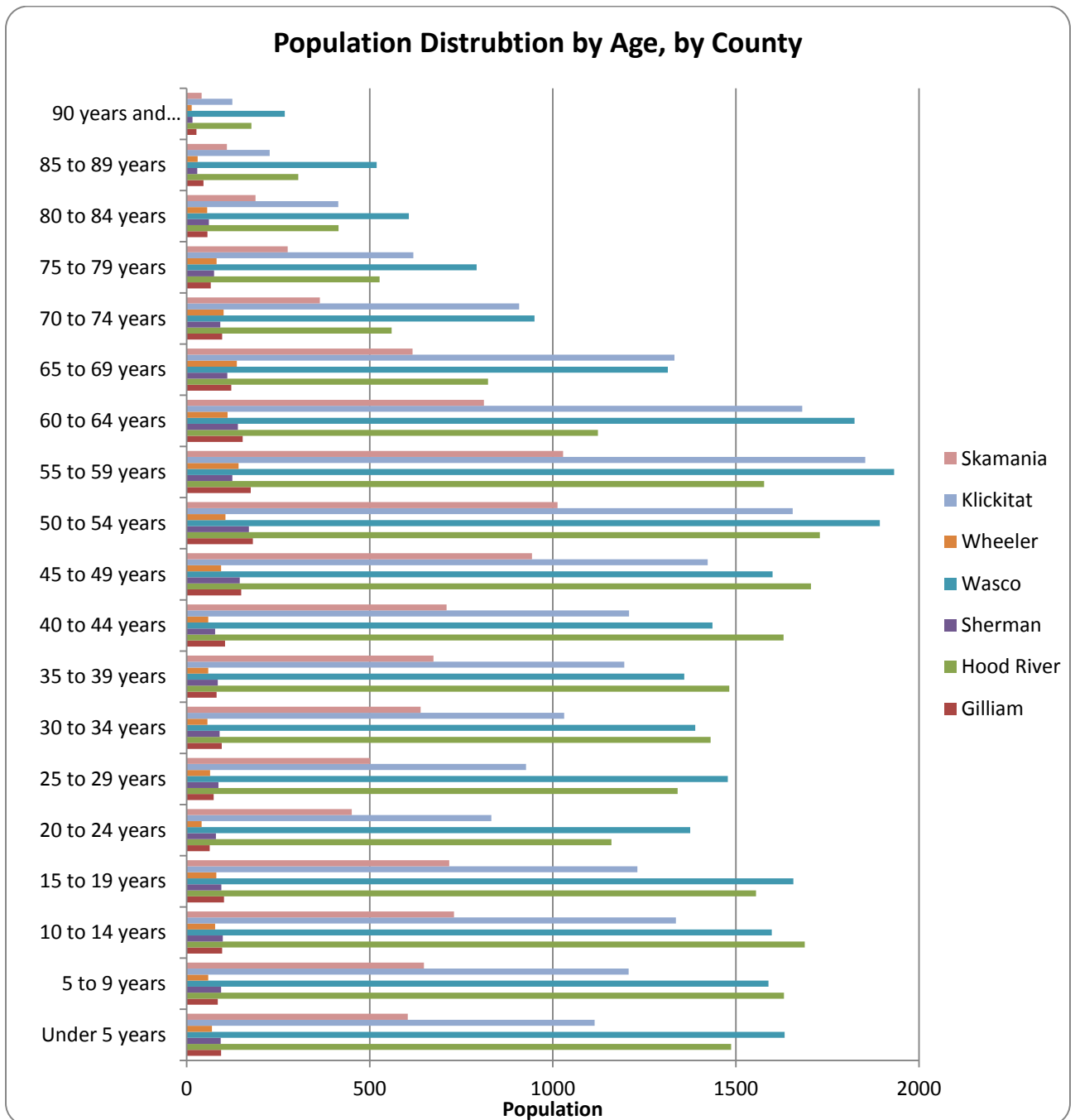
<sup>14</sup> Hood River and Wasco County in Oregon.

<sup>15</sup> Gilliam, Hood River, Sherman, Wasco, and Wheeler counties in Oregon; Klickitat and Skamania counties in Washington

<sup>16</sup> Graham Slater, Research Administrator. Oregon Employment Department, WorkSource Oregon. [www.qualityinfo.org/pubs/presentations/g011912tocowa.pdf](http://www.qualityinfo.org/pubs/presentations/g011912tocowa.pdf)

## Age

This graph shows both the county populations relative to each other and the age distribution for the region. Hood River, Klickitat, and Wasco Counties have the largest populations, so trends in age distribution appear more pronounced. As a rural region, younger people beginning at age 20 tend to leave the region and then return, perhaps after earning an education or starting a family. The largest age demographic in the college's service area is 50-64 year-olds.



Source: US Census Bureau, American Factfinder, US Census 2010 Summary File 1

## Educational Attainment

The college's service area has lower educational attainment than state or national averages. For example, over 30 percent Washington's population has a bachelor's degree as does 28.6 percent of Oregon's population. Hood River County has an especially high number of residents with less than a 9<sup>th</sup> grade education and this is likely due to the large population of migrant workers in the county.

Educational Attainment by County							
	Hood River	Wasco	Gilliam	Sherman	Wheeler	Klickitat	Skamania
Less than 9th grade	10.5%	4.7%	3.6%	3.1%	2.6%	4.0%	2.8%
9 <sup>th</sup> to 12th grade, no diploma	6.5%	11.4%	7.4%	7.9%	9.3%	10.5%	10.1%
High school graduate, GED	27.9%	31.7%	29.0%	33.9%	36.2%	36.9%	35.8%
Some college, no degree	23.0%	23.2%	30.5%	29.6%	23.5%	24.9%	25.1%
Associate's degree	7.3%	9.4%	10.5%	11.5%	6.0%	7.4%	9.5%
Bachelor's degree	16.2%	13.8%	13.8%	8.4%	15.0%	10.6%	11.9%
Graduate or professional degree	8.5%	5.8%	5.3%	5.5%	7.3%	5.6%	4.9%

Source: American Community Survey 2005-2009 5-year estimates, table B15001: Educational Attainment 18 years+ by sex and age

The current high-wage, high-demand occupations projected for Oregon for 2008-2013 all require either technical or advanced professional education.

High-wage, high-demand Occupation Projections for Oregon		
Occupation	Total Projected Openings	Ranking
Medical and clinical laboratory technologists	857	1
Pharmacists	1,226	2
Physicians and surgeons	3,294	3
Welders, cutters, solderers, and brazers	1,687	4
Dental hygienists	1,590	4
Physical therapists	785	4
Surgical technologists	482	4
Registered nurses	12,718	8
Fire fighters	1,372	8
Bus and truck mechanics and diesel engine specialists	1,358	10
Medical and health services managers	1,306	10
Occupational therapists	389	10

Source: Oregon Employment Department, Workforce and Economic Research Division  
[www.qualityinfo.org/pubs/op4t/op4t.pdf](http://www.qualityinfo.org/pubs/op4t/op4t.pdf)

## Regional Economy: Employment

The high-tech sector in the Mid-Columbia region continues to develop, especially related to Google locating a Data Center in The Dalles in 2006 and the continued growth of Insitu, the unmanned aircraft company in Bingen, Washington. Remaining strong in the region's economy and employment picture are agriculture, education, tourism, health care, retail, government, and manufacturing.

### Labor Force

While the unemployment rate is an important economic indicator, it does not paint the full picture of the workforce in the Columbia River Gorge. According to data from the regional economist, the total civilian labor force in Hood River and Wasco Counties has slowly but steadily grown over the past five years. Although the increase in unemployed workers has outpaced the increase in employed workers, it is important to note that the employed labor force has continued to increase over the past four years, albeit slowly.

Hood River and Wasco County	
Year	Employed Civilians
2010	+2.14%
2009	+2.29%
2008	+1.19%
2007	+1.93%

### Unemployment

Unemployment is arguably a better gauge of economic well-being than income in this economy because wages stagnated in the last decade meaning that many Americans are working for less. Except for the low unemployment rate in Gilliam County, the high unemployment in the region echoes that of the entire country. These high numbers are indicative of structural, and therefore long-term, unemployment concerns for the region and the country.

Annual Unemployment Rate (%)					
County	2006	2007	2008	2009	2010
Hood River	5.5	4.5	5.3	8.1	8.3
Wasco	5.5	4.9	6.0	9.0	9.3
Sherman	5.8	4.9	5.8	9.0	10.0
Gilliam	4.9	4.5	4.3	6.8	6.7
Wheeler	6.6	5.6	5.8	9.0	10.8
Klickitat	7.0	6.6	7.5	10.3	10.8
Skamania	7.0	6.6	8.5	13.0	13.2

Source: US Department of Labor, Bureau of Labor Statistics, Local Area Unemployment Statistics Database, 13 Feb 2012

## Employers and Employment

The high-tech sector in the region is growing, especially related to Google and the continued growth of Insitu, in Bingen, Washington. Health care, education, agriculture, and tourism are important industries in the Columbia Gorge, and these industries are the region's largest employers.

<b>Major Employers in Hood River<sup>17</sup> and Wasco<sup>18</sup> Counties</b>		
<b>Organization</b>	<b>Industry</b>	<b>Number of Employees</b>
Mid-Columbia Medical Center	Health Care	900
Mt Hood Meadows	Recreation	700
Hood River County School District	Education	575
Diamond Fruit Growers	Agriculture	540
Northern Wasco School District 21	Education	360
Providence Hood River Hospital	Health Care	350
Safeway	Retail	279
Oregon Cherry Growers	Agriculture	275
Columbia Gorge Community College	Education	205
Google	Technology	200
Duckwall-Pooley Fruit Company	Agriculture	200
Oregon Veteran's Home	Health Care	196
Fred Meyer	Retail	196
Embarq(CenturyLink)	Technology	196
Hood River County	Government	180
Wasco County	Government	175
Wal-Mart	Retail	160
Cardinal Glass IG	Manufacturing	160
Army Corps of Engineers	Government	150
Columbia Gorge Hotel	Tourism	150
Best Western Hood River Inn	Tourism	125
Stadelman Fruit	Agriculture	110
City of The Dalles	Government	102
Home Depot	Retail	100
Hood River Care Center	Health Care	100
Maritime Services	Manufacturing	100

<sup>17</sup> Hood River Economic Development Office, 2006 from [https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/3568/Hood\\_River\\_County\\_Hazard\\_Mitigation\\_Plan.pdf?sequence=1](https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/3568/Hood_River_County_Hazard_Mitigation_Plan.pdf?sequence=1)

<sup>18</sup> Mid-Columbia Economic Development District, 2010



### **Oregon’s Key Workforce Challenges – Amplified in Rural Oregon**

1. High levels of unemployment and high levels of long-term unemployment.
2. Structural changes for some industries.
3. Slow employment growth.
4. Businesses struggle to find skilled workers.
5. Connecting training to jobs.
6. Younger workers damaged by recession.
7. Aging workers, baby boomers damaged by recession, but will eventually retire.
8. Rural areas face special challenges.

Job growth is expected to be slower in rural areas over the next decade as the economy continues to recover. Rural counties also have a higher share of workers aged 55 and over than the more urban counties.<sup>19</sup>

Manufacturing and construction have led Oregon’s job losses; however, both Oregon and the United States are manufacturing more than was done 20 and 40 years ago with each worker providing greater output. The health care industry is growing due to an aging population.

### **Income and Poverty**

A low poverty rate is considered the outcome of employment opportunities and an educated workforce. While the poverty rates by county are large, they are in line with the state averages of 14 percent for Oregon and 12.1 percent for Washington State. Still, these numbers are uncomfortably high because poverty is associated with social exclusion, insecurity, and lack of opportunity. Further, both measures of income are below state and national averages with the exception of Hood River County’s median household income –which is the highest in the region.

<b>Income and Poverty Rate</b>			
<b>County</b>	<b>Poverty Rate</b>	<b>Per Capita Income</b>	<b>Median Household Income</b>
Hood River	9.5%	\$23,930	\$51,307
Wasco	15.5%	\$21,922	\$42,133
Sherman	20.0%	\$21,688	\$41,354
Gilliam	10.6%	\$25,559	\$42,148
Wheeler	11.4%	\$20,598	\$33,403
Klickitat	19.5%	\$21,553	\$37,398
Skamania	9.4%	\$24,140	\$48,704

Source: US Census Bureau, State & County Quick Facts website from American Community Survey 5-year Estimates for 2006-2010.

<sup>19</sup> U.S. Census Bureau, Local Employment Dynamics

## Regional Economy: Key Sectors and Land Use

### Land Use

It is important to note the impact of Mt. Hood National Forest which spans most of the land in Hood River County and reaches into Wasco County. This land is held in public trust which means it provides recreation opportunities, but private developments are obviously restricted therefore limiting the tax revenue available to counties and the college.

<b>Land Ownership by County</b>		
	<b>Public Land</b>	<b>Private Land</b>
<b>Hood River County</b>	73.9%	26.1%
<b>Wasco County</b>	15.6%	84.4%

Source: Hood River County and Wasco County Planning Office, respectively

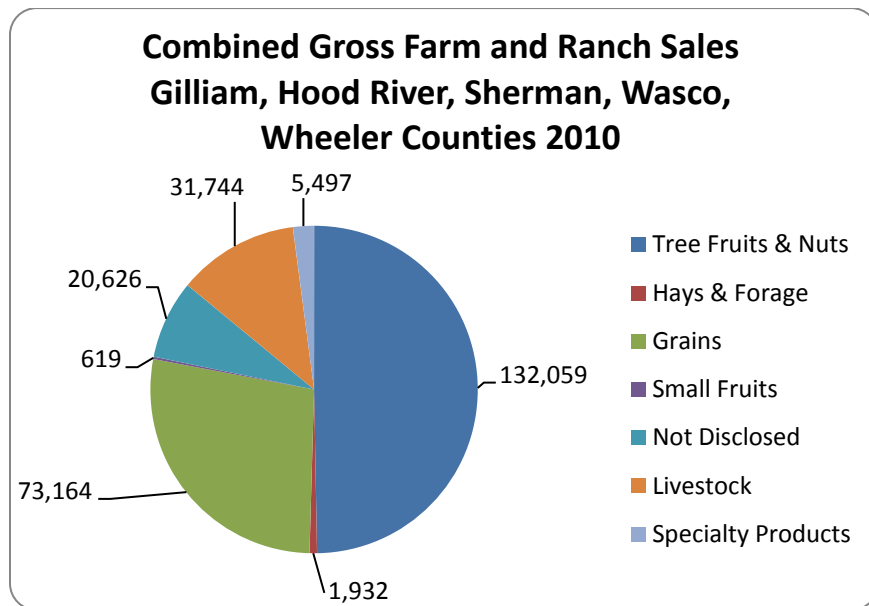
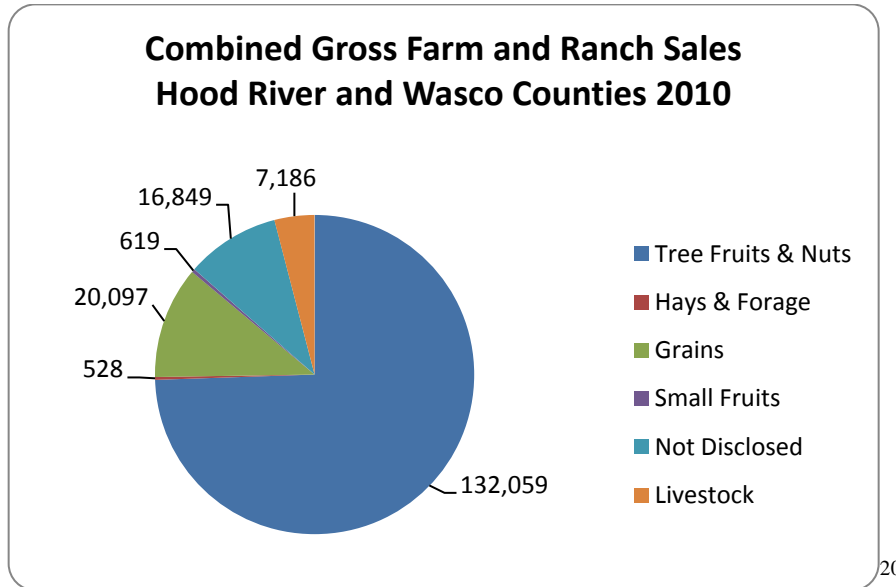
### Agriculture

With \$325 million dollars of gross sales in 2010 agriculture plays an important role in both the economy and regional identity of the Columbia River Gorge. The college service area spans over ten thousand square miles, and over half of that land is devoted to agriculture. However, there are some interesting differences within the region. For example, only eight percent of the land in Hood River County is devoted to agriculture, yet the county's gross farm sales of over \$87 million in 2010 making one of the top earners in the region. Sherman County on the other hand, is dominated by agriculture, with 97.5 percent of the land in the county devoted to agriculture, but has only \$49 million in revenue because the primary crops are grain as opposed to orchard fruits.

<b>Agricultural Profile by County</b>								
<b>County</b>	<b>Hood River</b>	<b>Gilliam</b>	<b>Sherman</b>	<b>Wasco</b>	<b>Wheeler</b>	<b>Klickitat</b>	<b>Skamania</b>	<b>Total</b>
<b>Land in farms (sq miles)</b>	42.11	1145.92	803.13	1483.53	1184.03	939.40	8.55	5606.68
<b>Total land area (sq miles)</b>	521.95	1204.81	823.69	2381.52	1714.75	1871.31	1655.68	10173.7
<b>Percent of land in farms</b>	8.07%	95.11%	97.50%	62.29%	69.05%	50.20%	0.52%	55.11%
<b>Total Gross Farm Sales in thousands (2010)</b>	\$87,598	\$25,664	\$49,615	\$89,740	\$13,024	\$57,298	\$2,661	\$325,600

Source: US Census Bureau, Census 2010; USDA National Agricultural Statistics Service, 2007 Census of Agriculture--County Data; Oregon State University Extension Service Special Report 790-10

The Columbia Gorge is renowned for its orchards, and for good reason: tree fruits are the largest agricultural revenue source, particularly for the college's two-county tax district. The next largest agricultural sector is grain, which in this region is typically wheat from dryland farming.



<sup>20</sup> Data in both pie charts from Oregon State University Extension Service Special Report 790-10, February 2011 (Values are in thousands of dollars (e.g., 10,000 = \$10,000,000))

## Wind Energy<sup>21</sup>

The dryland wheat farms on the windswept plateau of the Columbia River Gorge are considered optimal wind farm sites. Two-thirds of all operating wind farms in Oregon are in Sherman County, but there are presently no wind operations in



neighboring Wasco or Hood River Counties. In 2010, wind projects brought \$10 million in revenue to Sherman County, which includes the annual payment of \$590 to heads of households as part of the Resident Compensation Program (Renewable Northwest Project, Oregon Economic Development Factsheet, and March 2011). In addition, landowners receive payments for the lease of their property. Although royalty/lease payments to landowners of the wind projects are not publically available, landowners are paid between \$4,000 and \$19,500 annually for each turbine (OSU Extension).

## High-Tech Sector

The high-tech sector has continued to expand with Google and Insitu forming the cornerstone of the industry in the Mid-Columbia region. The Gorge Technology Alliance, with almost 100 dues-paying members and sponsors in the tech industry was developed to support the high tech cluster of the bi-state Columbia River Gorge region. The college supports this sector through related educational programs, but CGCC has also supported this industry by organizing a STEM Roundtable in Hood River for the co-chairs of the Oregon House Higher Education Committee. Subsequently, the Oregon Business Council invited the college to participate in a work session related to STEM.

The links between the greater community and high tech industry is also expanding. Google introduced robotics to all of the K-12 schools in the region by providing Lego kits and sponsoring a Robotics Fest in The Dalles September 2011. Over 600 people of all ages attended and participated. 4-H clubs and parents are volunteer coaches actively supporting this interest and guiding students in competitions.

The Port of Cascades Locks, local schools, and community intend to link the principles of sailing with teaching STEM subject areas. Sailing requires knowledge of the principles of mathematics, physics, mechanics, marine science, navigation, meteorology, engineering,

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<sup>21</sup> Photo credit: Courtney Flatt. From Oregon Public Broadcasting website

astronomy, ecology, oceanography, and naval architecture, all learned through application while having fun and acquiring a lifelong, physical activity.

## Regional Economy: Housing and Wealth

During the planning process for Stronger Economies Together (SET), the USDA Rural Development funded bi-state initiative; the focus groups identified affordable housing as one of the top challenges facing this region. Housing is therefore an especially pertinent indicator of economic well-being in the Columbia River Gorge region.

### Building Permits and Home Sales

Residential building permits are an indicator of national and regional economic performance. While they are used to help describe the health of the economy, Hood River and Wasco County's<sup>22</sup> building permit data are of particular interest to the college because the two counties comprise our local tax base. This means that more homes, and more valuable homes, in the region create a greater source of revenue for CGCC.

As would be expected, building permits shrank dramatically with the collapse of the housing market and economic downturn in 2008, but they have remained relatively stable since then. In 2010 the reported construction cost in Hood River County is significantly higher than in the previous recession years. This is likely due to the six building permits which were multi-family housing—creating 40 new housing units in Hood River County. These numbers are the highest the region has had in the past 15 years and are only surpassed in 2010 by Oregon's metropolitan counties.<sup>23</sup>

<b>New, Privately-Owned Residential Building Permits</b>				
	<b>Hood River County, Oregon</b>		<b>Klickitat County, Washington</b>	
<b>Year</b>	<b>Building Permits</b>	<b>Construction Cost</b>	<b>Building Permits</b>	<b>Construction Cost</b>
2010	54	\$14,996,914	77	\$11,000,656
2009	46	\$9,974,443	91	\$11,743,338
2008	55	\$10,723,816	88	\$13,537,667
2007	151	\$34,310,451	133	\$17,068,313
2006	162	\$38,448,665	141	\$20,026,315
2005	166	\$30,887,577	129	\$18,788,891

Source: US Census Bureau, Building Permits. Values are in current dollars. <http://censtats.census.gov/cgi-bin/bldgprmt/bldgdisp.pl>.

<sup>22</sup> Wasco County data is unavailable because it is included with the Balance of State for Oregon which includes Gilliam, Grant, Sherman, Wheeler, Wallowa, and Wasco County.

<sup>23</sup> Marion, Multnomah, and Washington County had an equal or greater number.

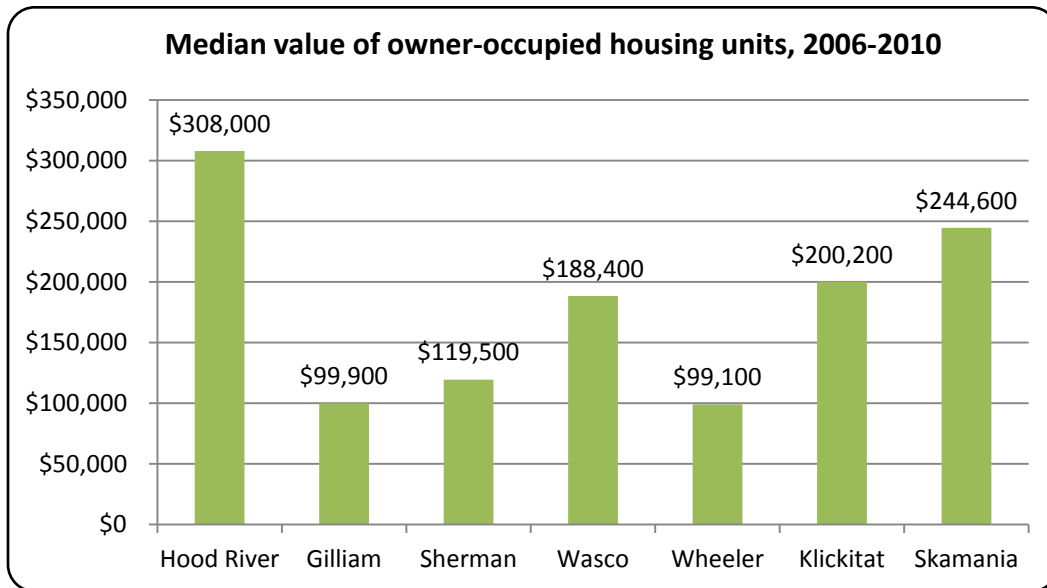
The overall housing market in the region has followed a similar pattern as new residential building permits. These data, combined with new residential building permits and

Total Number of Homes Sold <sup>24</sup>			
Year	Hood River County	Wasco County	Klickitat County
2011	158	191	157
2010	203	179	178
2009	179	199	197
2008	204	196	195
2007	241	303	298
2006	281	346	341

construction, can help present a snapshot of the regional economy because home sales have a multiplier effect on the economy. The construction of new homes creates jobs, but both new and existing-home sales typically lead to purchases of durable goods such as furniture and appliances which stimulates the economy.

### Housing Value

Housing values can capture both cost of living and individual net worth. As with most of the US, the majority of homes in the Columbia Gorge are owner-occupied as opposed to rented, but counties in the college’s service area vary widely in terms housing values. The median value of a home in Hood River County is more than three times higher than home values in either Gilliam or Wheeler County. From this data we can assume that cost of living in the western end of the Columbia Gorge is higher than the eastern or southern counties.



<sup>24</sup> Source: RMLS, courtesy of Don Nunamaker Realtors

<sup>25</sup> Source: U. S. Census Bureau, American Community Survey, 5-Year Estimates. Accessed from State & County QuickFacts, <http://quickfacts.census.gov>

Due to the high median value of homes in Hood River and Skamania Counties, the net worth of homeowners in these counties is higher than homeowners in Gilliam, Sherman, or Wheeler Counties. Because net worth is a common measure of wealth, we can say that homeowners in the eastern and southern counties of the college's service area are less wealthy than their counterparts at the western end of the Columbia Gorge. Homes are the primary source of wealth for most Americans and less wealth leads to lower consumer spending, which in turn leads to less production and fewer jobs in the overall economy.

## **Regional K-12 System**

The college partners with local high schools to enhance educational opportunities so understanding trends in K-12 in our region helps the college to better understand the community it serves. The Running Start Program in Washington allows high school students to enroll in classes at CGCC, only paying for books and fees but not tuition. Oregon students can enroll in College Now which allows students to take college credits at their high school from qualified teachers while only paying for fees, or the Expanded Options Program where the student's sponsoring high school covers the cost of tuition and fees. Further, most of CGCC's students choose the college because it is close to home.

### **K-12 Demographics**

Of the region's school districts that responded with data, enrollment for Arlington, Condon, Dufur, Lyle, Maupin, and Spray school districts is shrinking. Mitchell is seeing an increase in enrollment for 2011-13 and will then return to smaller numbers. Both Spray and Mitchell have dormitories for students who live too far for daily commute. For the smaller districts such as these the lack of family-wage employment opportunities is the primary factor in not attracting and retaining younger families with school age children.

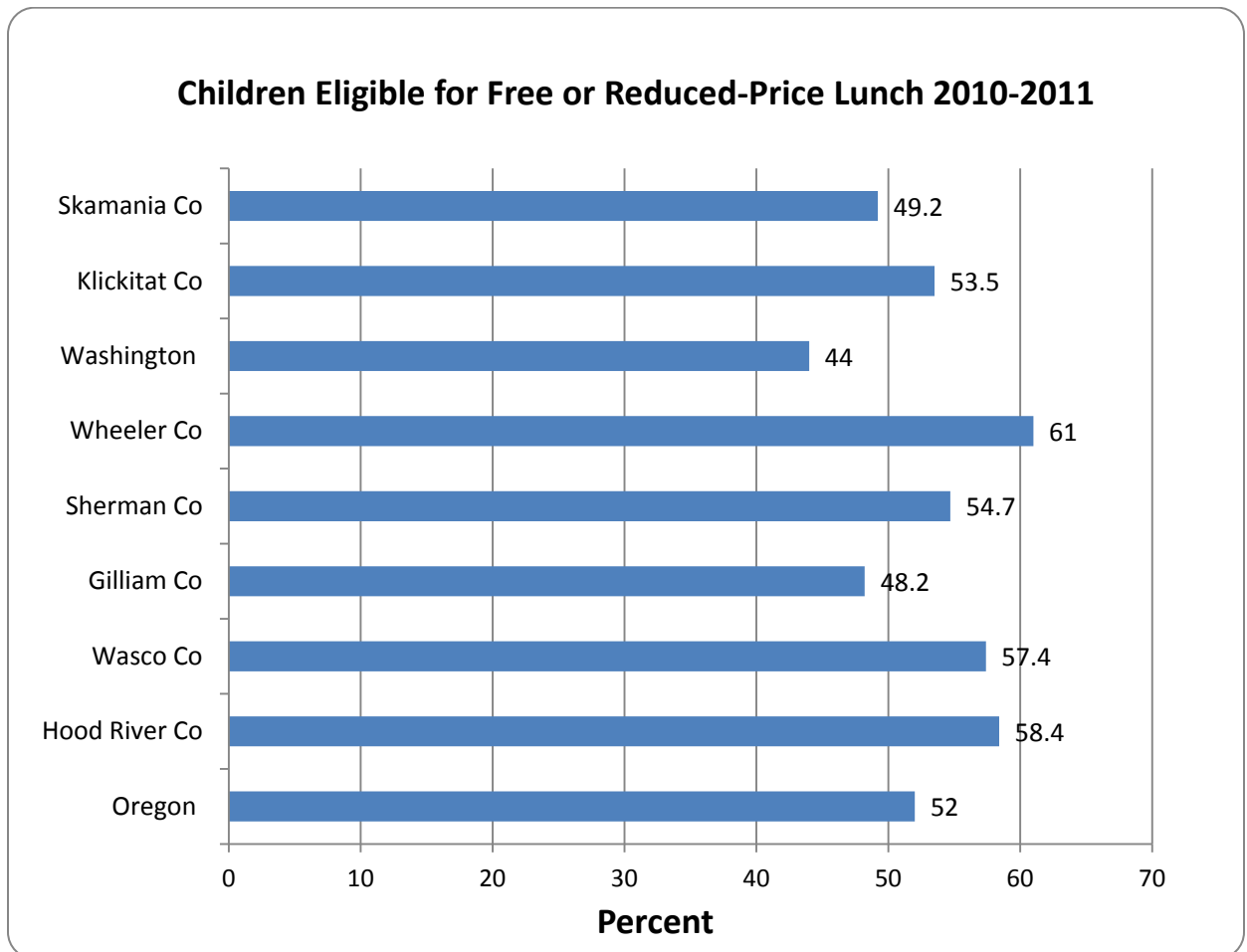
North Wasco School District enrollment is remaining largely unchanged with a 0.3 percent growth per year. For 2011-12, its high school enrollment is 870. Hood River County School District reports 1,214 students attending their high school. When developing their long-range facilities plan in 2005, the Hood River County School District projected high school enrollment to be at 1,375 by 2015, with the growth occurring in 2013 and after.

Hood River County School District students are 45.3 percent Hispanic. Twelve percent of the school population in Mitchell is Hispanic whereas eight years ago there were no Hispanic children in the district. North Wasco School District is seeing an increase in Hispanic students; enrollment at the high school has increased from 29 percent to 43 percent Hispanic students. The elementary schools now have a 40 percent Hispanic student body.

## Free and Reduced-Price School Lunch

Free and reduced-price lunch participation is a way to gauge economic well-being and security, particularly for families. It is often used as an indicator of student poverty and poverty concentration because it uses federal guidelines for family income and size to determine eligibility.

While there is fluctuation by school and by district (some schools in this region have eligibility rates of 80 percent), each of the counties in the Columbia Gorge region has a higher eligibility rate for free and reduced-price lunch than the State average. Moreover, the numbers below might not fully reflect all low-income students in the region because high school and junior high students have a tendency not to apply for free and reduced-price school lunch.



Sources: Oregon Department of Education, Students Eligible for Free or Reduced Lunch Report 2010-2011, by school and district. State of Washington Office of Superintendent of Public Instruction, Child Nutrition, Free and Reduced-Price Meals Eligibility October 2010 Count by School District Report.



## Surveys, Data, and Analysis

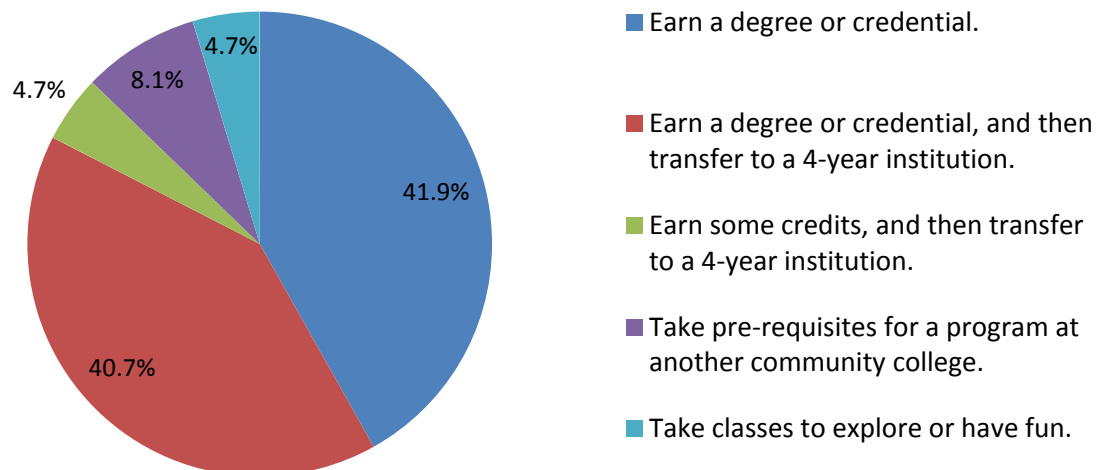
### Surveys of Students, Staff, Community Members, Voters

The college must understand its students, its community, and its employees in order to a survey of 400 voters in Wasco and Hood River Counties. In January 2012 the college conducted an online survey of 141 community members which was open to those in a wider geographic area. Half of the college's employees and 89 students completed a similar survey in January 2012. Taken together, the results of these surveys are the foundation for the information and recommendations in this section.

The college's vision is, *"Become the first option of choice for education and training services in the communities we serve"* and according to the students surveyed, the college is fulfilling its mission. Over 75 percent of students reported that the main reason for choosing CGCC was that it was close to home. And 11.6 percent said the primary reason they chose CGCC was because of cost, while 8.1 percent came for a specific degree or program.

Nearly 83 percent of students surveyed intend to earn a degree or credential at CGCC. Either their terminal degree or certificate will be from CGCC (41.9 percent) or they intend to earn a degree and then transfer to a four-year institution (40.7 percent). While these students are probably more engaged with the college (and therefore more likely to take a survey to help inform the college's future) the results suggest that the college should actively pursue increasing graduation rates to help these students achieve their stated goal.

### Students' primary intention for taking classes at CGCC

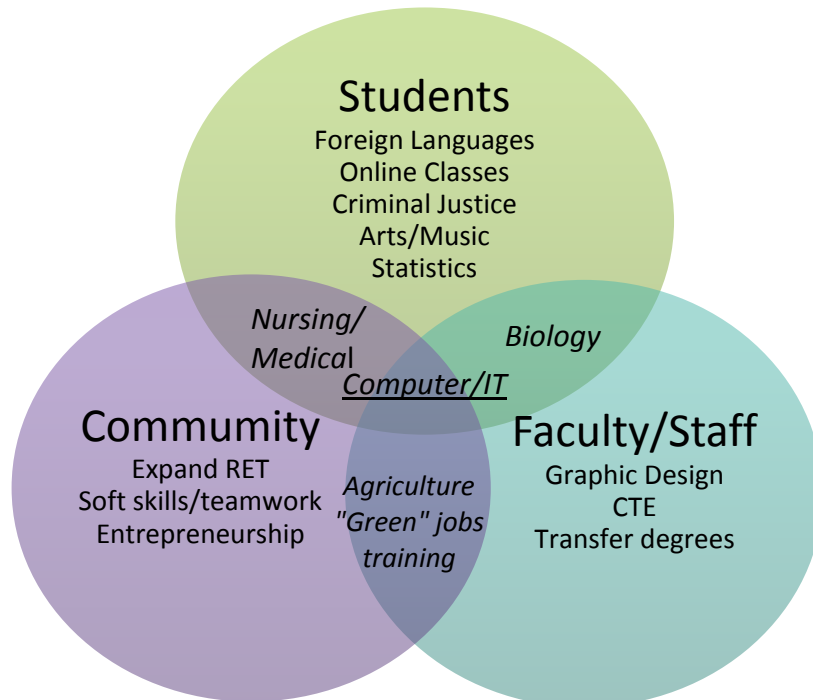


### Classes, Programs, and Degrees

When students were asked if there were any specific classes, degrees, or programs they wanted the college to offer 60 percent responded in the affirmative. The answers they provided shows that CGCC’s students have diverse needs and interests. The most requested classes were computer science/IT, foreign languages (French, Spanish, Russian, and sign language), statistics, online classes, art classes (music, photography, and dance), and criminal justice.

Faculty and staff responded affirmatively at about the same rate (61 percent) when they were asked if there were specific classes, degrees or programs they wanted the college to offer. While faculty and staff were in general agreement with students about computer science/IT classes, faculty and staff almost exclusively recommended more technical training including specific software and certifications (e.g. drafting, mysql, GIS, and mechanics). In terms of foreign language faculty and staff suggest that the college offer second-year Spanish.

Community members chimed in less frequently, but their opinions echoed those of students. The community wants to more computer/IT classes, foreign language classes, agriculture, and art classes. Perhaps not surprising in the Columbia River Gorge was the emphasis that community members placed on the environment. They suggested the college expand the Renewable Energy Technology (RET) program to include greater emphasis on solar energy and small wind. Community members also placed a good deal of importance on “soft skills” such as learning how to work in teams. The Grove Insight survey mirrors these recommendations. Such consistent answers suggest that both surveys offer a reliable representation of the community’s opinions of the college.



## **Services**

Students and faculty/staff were asked if there were any specific services the college should offer, for both groups onsite childcare was the resounding response. Some faculty/staff members took the idea a step further and suggested that onsite childcare would be an excellent way to augment the college's early childhood education program. Although some students also suggested having counseling available on campus, counseling was the second most cited suggestion from faculty and staff. Athletic opportunities, from a gym on campus to specific sports or classes also topped faculty and staff suggestions.

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***Most Wanted Services:  
Child Care  
Counseling  
Athletic Opportunities***

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## **Value of the College for Regional Residents**

We asked students, faculty and staff, and community members if they thought that the college added value to their lives and to the community. These questions focused on five key areas: culture, academics, personal, financial, and value to their career (or workforce training for the community survey). In general, all respondents strongly believe that CGCC adds value to their lives or to the community, but the weakest scoring focus area from all three groups was culture. To be clear, most respondents answered that they "somewhat agree" that CGCC adds cultural value to their life or to the community, but that response was less enthusiastic than the other key areas.

Students think that CGCC adds the most value to their lives in terms of academics and their careers. Community members repeat the students' sentiment as academics and workforce-training are the areas they most strongly believe CGCC adds value to the community. Faculty and staff felt that the college is most valuable to them professionally and personally, suggesting that faculty and staff find the work they do fulfilling (if not well-compensated, the top reason faculty/staff would not recommend working at the college was the high cost of living in the region and low pay).

## **Community Vision for the College Campuses**

Community members believe that CGCC campuses in The Dalles and Hood River are assets to their respective communities, with 98 percent answering in the affirmative. However, a smaller number (80 percent) believe that the college addresses the unique needs of the Columbia River Gorge region. While there is some disparity between these measures, they both suggest that the college is highly regarded and that community members are generally pleased with CGCC. It is not surprising then that when asked about their vision for each both The Dalles and the Hood River campus community members overwhelmingly said they wanted the college to continue and/or expand what it is already doing. Many people want CGCC to increase enrollment, as well as increase and expand classes and training, with the caveat of remaining affordable and sustainable.

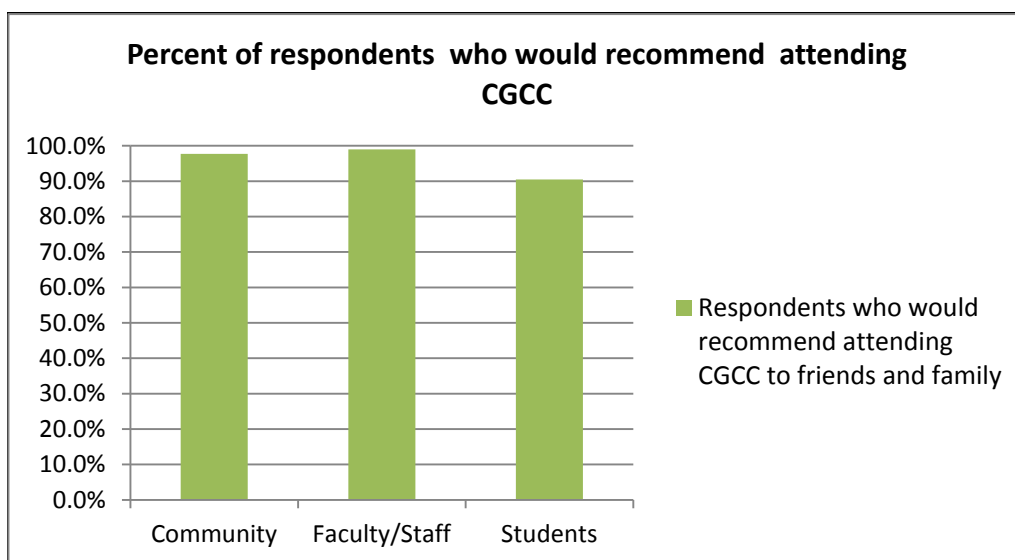
In terms of expansion, community members are proud of our flagship program, Renewable Energy Technology (RET) and some suggest that the college expand this program to include a pre-engineering program. Some community members even hope that CGCC will eventually offer bachelor's degrees in our flagship programs or to become a satellite campus such as the Oregon State University campus in Bend. Community members are also interested in more business training, and increased promotion and marketing of our programs. The community also wants CGCC to become a meeting or gathering place for the community and local business by providing space and hosting events.

Finally, community members are calling for further coordination with local high schools. They suggested developing partnerships in terms of education and even research capacity.

### **Suggested Improvements**

Students, community members, and faculty and staff shared a multitude of wonderful suggestions for what CGCC can do better, but it was difficult to find a clear top priority or trend. Students tended to request specific classes and they generally want more of classes, more often, and at both campuses or online. Faculty and staff most often recommended improvements for students such as offering more classes or improving facilities. It is worth noting that a handful of faculty/staff asked for more professional development opportunities and better wages and benefits. Suggestions from community members about what CGCC could do better are in line with their other suggestions: more/improved marketing and specific suggestions for classes.

### **Degree of Satisfaction with the College**



The likelihood that a respondent would recommend the institution is correlated with satisfaction and is a useful measure of overall satisfaction. So if respondents are willing to recommend the college to friends and family, then their overall satisfaction with the college is high.

Nearly everyone we surveyed said they would recommend attending CGCC to a friend or family member. While the level of satisfaction with the college is high, students were less satisfied than community members or employees of the college. This suggests that the college should pay special attention to student suggestions and use these to improve student retention and guide strategic planning.

According to Grove Insight's regression analysis of 400 phone surveys this fall the four traits that increase overall community satisfaction of the college are: provides good quality education, offers diverse and interesting courses, affordable, spends our tax dollars wisely. Grove Insight found that community members who primarily use the internet as a source of news and information are less likely to be satisfied with how CGCC spends tax dollars so the college should take inventory of its online presence and make any necessary changes.

### **Populations to Serve**

- Current and graduating high school students (Early College, Running Start, Expanded Options, College Now)
- Community members and students seeking higher education (dual admissions and enrollment; bring four-year and graduate opportunities to the region; use technology)
- Health care providers (urgent, primary, long-term, in-home care)
- Information technology providers and technicians
- Grow local talent for all industry and workforce sectors to reduce recruiting costs
- New world of business (entrepreneurs and contracting for work)
- Agriculture (large commodity grower and shippers, small agriculture [locally grown, value-added])
- Food and beverage industry

## Summary

Based on cited data resources in the plan, input from 10 focus groups with some of them meeting more than once, five surveys, and the Stronger Economies Together workshop, Columbia Gorge Community College continues to be seen as key education provider and leader for regional prosperity.

Emerging themes of which the college wants to pay attention for future planning purposes are reported in the following sections.

### Universal Career and Employment Skill Set

Private and public employers, business owners, community and government leaders, and community members were unanimous in their description of necessary personal traits and characteristics to be successful for entry-level jobs, to advance in job/career opportunities, and continue learning throughout one's lifetime, all necessary for 21<sup>st</sup> century jobs and life.

### Broad Life and Work Skills across Employment Sectors:

Those completing high school and/or college will have the ability to:

- Demonstrate work ethics (come to work on time, every day, and be appropriately dressed)
- Have the ability to follow written or verbal procedures
- Think before taking action (use critical thinking skills)
- Use experience to learn new skills
- Possess and use communication skills; such as,
  - Ability to listen and understand
  - Give verbal response
  - Know how to provide feedback
  - Use appropriate body language

## Design Principles for Global General Education

In General Education for a Global Century we ask institutions to rethink the *content* and re-imagine the *designs* of a globally engaged general education.

### Content

- **Diversity, Democracy, and Global Emphases:** Students will explore global interdependence and American pluralism, questions of identity and community, and personal and social responsibility.
- **Scientific Literacy** (for ALL students, STEM majors and non-STEM majors): Learning experiences will emphasize scientific inquiry and scientific literacy across the curriculum, addressing real-world global dilemmas through research, application, and diverse perspectives.
- **Advanced Integrative Inquiry:** Student work will focus on “big global questions” in the junior and senior year across disciplines. Students and faculty together will explore problems that require multiple perspectives and investigation for their solution.

[http://www.aacu.org/SharedFutures/global\\_century/index.cfm](http://www.aacu.org/SharedFutures/global_century/index.cfm)

- Have the ability to stay focused on task needing completion or repetitive tasks (avoid unnecessary multi-tasking)
- Understand component based manufacturing, production, and information processes
- Have strong basic math skills and apply to workplace technologies

**Supervisory or Lead Worker:** Those completing high school and/or college and seeking a leadership position will have the ability to:

- Transfer knowledge and theory to new experiences and changing environments
- Learn and use leadership and supervisory skills
- Manage projects
- Present and defend ideas
- Take basic education and apply to technology
- Grow science and technology skills

Courses that provide and support the above broad range of skills are learned through a variety of course work ranging from general education, liberal arts/studies, to applied learning opportunities such as career and technical education. The Association of American Colleges and Universities (AAC&U) has conducted several research projects related to providing learning opportunities to prepare people for work and life skills.

In January 2010, The Oregon Business Council held a summit with business and K-20 education leaders to begin conversations about preparing a locally and globally prepared workforce.

<http://www.aacu.org/leap/forums/oregon2010.cfm>

Another mechanism to provide options to bring these skills into the learning and working environments is described in this quote to the right from one of the focus group members.

*“ Current and future planning must be done through the lens of a global perspective in addition to national, state, and regional perspectives to prepare students for careers beyond the local area now and in the future.”*

It is the author's opinion that the education partners in the region and others in the K-20 system grasp the urgency of designing and offering learning and assessment in ways that move students from their current knowledge, abilities, and skills to higher achievement for personal and professional success. Design elements that may prove helpful are called out in the box to the right.

Several of the companies described the need to "grow local talent" similar to what the health care partners told the college in 2000. The region attracts people, many well-educated, because of its diverse and rich life style amenities and opportunities. However, it is a rural region that many people find too confining; therefore, providing an interconnected stream of credit and non-credit learning, K-20, will attract and retain a diverse population suited to keeping the economies and region vibrant.

An entrepreneurial and creative economy, based on innovative technologies, is part of the supply chain for innovative small and large businesses. According to a special report in the Economist, *The Third Industrial Revolution* (April 21-27, 2012, pp. 3-20), the 21<sup>st</sup> century workplace prospers when industrial clusters or incubators are located in a region with a trained workforce, specialist services, access to capital, and supported by universities and research laboratories. With the growth of specialty engineering and high technology firms in the Gorge region, the college needs to continue its work with the Gorge Technology Alliance and businesses to bring bachelor's and graduate programs to the region which in return will attract a branch of the Northwest Regional Laboratory.

## Design

- **Sequential Progression from First to Final Undergraduate Years:** Participants will implement a first to final year structure—keyed to expected student capabilities rather than specified course content—with integrative and applied work at milestone and culminating points across the curriculum, and flexible points of entry for transfer students.
- **High Impact Educational Practices:** Institutions will weave widely tested, student-centered educational design practices into the general education curriculum (examples include first year seminars/experiences, learning communities, writing intensive courses, collaborative projects and assignments, undergraduate research, internships, study abroad and study away, and capstone projects).
- **Intellectual and Practical Skills and Ethical, Cross-Cultural Inquiry, Across the Curriculum:** Starting when students enter the institution, the curriculum will help students make clear links between skills (such as analytical reasoning, inquiry and research, quantitative and information literacy, problem-solving, ethical reasoning, community-based learning, integrative learning) developed in general education and those developed in majors.
- **Capstones:** Capstones are designed to integrate general education requirements and the major and to demonstrate that students can apply their learning to complex problems.

[http://www.aacu.org/SharedFutures/global\\_century/index.cfm](http://www.aacu.org/SharedFutures/global_century/index.cfm)



At the same time it needs to continue its work with the regions school systems to redesign how teaching and learning occur.

In an article in Reuters Edition, USA (February 13, 2012), manufacturers described the difficulty in finding skilled workers due the following:

- The manufacturing workforce is retiring
- There are fewer science, technology, engineering, and mathematics (STEM) majors than previously
- College graduates are discouraged from pursuing manufacturing jobs
- There is a transition from medium skilled, highly repetitive tasks to high-skill, high-technology work
- There is a disconnect from what is being taught and what is required on the job

<http://www.reuters.com/article/2012/02/13/usa-manufacturing-onshoring-idUSL2E8DD7C420120213>

All of the above confirm a strong opinion by those participating in the focus group sessions and respondents to the surveys that there is need for job shadowing and internships starting in middle school through the community college to provide career exposure and basic workplace/career skills to be successful in all employment sectors as listed on the previous page. Capstone classes or projects, as described in the sidebar on the previous page, is another teaching/learning tool to demonstrate knowledge, abilities, and skills.

More locally, Google introduced robotics to all of the K-12 schools in the region by providing Lego kits and sponsoring a Robotics Fest in The Dalles September 2011. Over 600 people of all ages attended and participated. 4-H clubs and parents are volunteer coaches actively supporting this interest and guiding students in competitions. These activities, along with conversations with members of the Gorge Technology Alliance, and additional research have shined a light on STEM related education and careers. As such, the college organized a STEM Roundtable in Hood River for the co-chairs of the Oregon House Higher Education Committee. Subsequently, the Oregon Business Council invited the college to participate in a work session related to STEM.

Another related interest emerged from the efforts of the Port of Cascades Locks, the schools, and community to link the principles of sailing with STEM subject areas. Sailing requires knowledge of the principles of mathematics, physics, mechanics, marine science, navigation, meteorology, engineering, astronomy, ecology, oceanography, and naval architecture, all learned through application while having fun and acquiring a lifelong, physical activity.

## Summary of Report Features

<p style="text-align: center;"><b>Retain Assets</b> <i>(things or aspects not to lose)</i></p> <ul style="list-style-type: none"> <li>• Excellent faculty</li> <li>• Adjunct faculty bring direct experience to the classroom</li> <li>• Affordable, good value</li> <li>• Small class sizes</li> <li>• Wide variety of programs and pathways</li> <li>• Opportunity to live at home, work, and take classes locally</li> <li>• Programs with national reputation such as Nursing and Renewable Energy Technology</li> <li>• College has strong relationship with community</li> </ul>	<p style="text-align: center;"><b>Exploit Opportunities</b> <i>(things to address)</i></p> <ul style="list-style-type: none"> <li>• Strengthen early college credit programs and partnerships with local school districts</li> <li>• Strengthen dual admissions and degree partnership with four-year institutions</li> <li>• Facilitate four-year colleges and universities in offering bachelors and graduate degrees locally</li> <li>• Provide entrepreneur center to incubate new ideas, business cultures, processes, organizational structure; work with economic development and workforce partners</li> <li>• Develop structured job shadows and internships to explore careers and learn job skills</li> <li>• Partner with Gorge Grown Food Network/OSU and WSU Extension</li> <li>• Integrate learning across disciplines</li> </ul>
<p style="text-align: center;"><b>Resolve Challenges</b> <i>(things of which to pay attention)</i></p> <ul style="list-style-type: none"> <li>• Increase hours of operation of the library</li> <li>• Offer more online options for courses and full degrees</li> <li>• Offer more advanced college sophomore level and transfer classes</li> <li>• Strengthen marketing efforts (promotion, outreach, marketing)</li> <li>• Address desire for intramural sports, sports teams, and a student recreation center</li> <li>• Large number of high school students leaving without diplomas</li> <li>• Lack of understanding of CGCC degrees and transfer options</li> </ul>	<p style="text-align: center;"><b>Explore Aspirations</b> <i>(things to strive toward)</i></p> <ul style="list-style-type: none"> <li>• Address need for child care on campus <i>[high numbers of requests]</i></li> <li>• Develop an International Program and study abroad options</li> </ul>

## Appendix A

### Data Gathering for 2012 Plan

The primary mechanisms for gathering regional data for the report were focus groups, surveys, census and economic reports, other reports produced by agencies and government, and notes from national and state conferences. The five surveys from which data was gathered were one done by Grove Insight as an opinion survey and the others four were surveys sent by the college to gather information from the communities served by the college as well as students, faculty, and staff of the college. The Board of Education also provided input to the process through recommending employer/business sectors to contact and through communication at Board meetings.

### Focus Group Participants

#### Latino H.S. Parent Night, 2011, exact date not captured

##### First

<u>Name</u>	<u>Last Name</u>	<u>Affiliation</u>
Jovil	Galvez	Community member
Ann	Harris	CGCC
Patrick	Rawson	CGCC
Becki	Rawson	Providence Hood River Memorial Hospital, La Clinica del Carino
Michal	Kawka	CGCC
Joel	Pelayo	Mid-Columbia Children's Council
Dave	Mason	CGCC

#### Career Pathways H.S. Career Counselor Day ~ 5/12/11

##### First

<u>Name</u>	<u>Last Name</u>	<u>Affiliation:</u>
Kaylene	Herman	CGCC
Talayna	Simonds	The Dalles Wahotonka High School (TDWHS)
Jeff	Morris	TDWHS
Mike	Carpenter	TDWHS
Carri	Ramsey-Smith	Department of Human Services (DHS)
Jenny	Jesch	The Dalles Middle School
Darla	Kennedy	DHS – Vocational Rehabilitation/TD
Andrea	Rogers	DHS-- Vocational Rehabilitation/TD
Elwin	Grout	The Dalles Mid-Columbia Council of Governements (MCCOG)
Mary	Kramer	CGCC
Kristen	Kane	CGCC
Dave	Mason	CGCC
Leanne	Neal	South Wasco School District
Ann	Harris	CGCC

Lori	Ufford	CGCC
Michal	Kawka	CGCC
Tammy	Hosaka	Hood River Valley High School

**Industrial Skills & Technology Focus Group ~ 8/30/11**

**First**

<b><u>Name</u></b>	<b><u>Last Name</u></b>	<b><u>Affiliation:</u></b>
Pat	Cimmiyoti	Oregon Department of Transportation
Bill	Reid	NW Aluminum Specialties
Jim	Shaver	NW Aluminum Specialties
Bill	Lennox	Ojai Energy
Chuck	Covert	NAPA AMI Gas
		Wasco County Economic
Joan	Silver	Development Commission
Bill	Fashing	MCCOG
Ken	Bailey	Orchard View Farms
John	Carter	C & F Orchards
Dana	Schmidling	The Dalles Chamber
Dave	Karlson	Google Corporation
Bobbie	Hui	Insitu

**Gorge Technology Alliance ~ 9/7/11**

**First**

<b><u>Name</u></b>	<b><u>Last Name</u></b>	<b><u>Affiliation:</u></b>
Jane	Beatty	Custom Interface
Jeff	Nicol	Privacy Ready
Kent	Heighton	Gorge Technology Alliance (GTA)
Michelle	Farnham	GTA
Jessica	Metta	GTA/Mid-Columbia Economic Development District
Brad	Schrick	Institu/GTA

**Health Care Providers ~ 11/15-16/11**

**First**

<b><u>Name</u></b>	<b><u>Last Name</u></b>	<b><u>Affiliation:</u></b>
Jane	Palmer	Klickitat County. Public Health
Regina	Rose	Mid-Columbia Medical Center
Rhonda	O'Brien	Columbia Basin Care Facility
Monica	Bell	Columbia Basin Care Facility
John	White	Klickitat Valley Hospital (KVH)
Karen	Warren	KVH
	Deal-	
Heather	Wellenstein	La Clinica del Carino

### **Food Beverage Focus Group ~ 11/29/11**

#### **First**

<b><u>Name</u></b>	<b><u>Last Name</u></b>	<b><u>Affiliation:</u></b>
Brian	Tuck	Oregon State University (OSU) Extension Service
Todd	Dierker	Gorge Grown Food Network
Lauren	Fein	OSU Extension
Lynn	Long	OSU Extension
Mary	Merrill	CGCC
Dave	Mason	CGCC
Todd	Murray	Washington State University Extension Service

### **Community Partners, Hood River Focus Group ~ 11/30/11**

#### **First**

<b><u>Name</u></b>	<b><u>Last Name</u></b>	<b><u>Affiliation:</u></b>
Candy	Armstrong	NWCSD #21
Richard	Higgins	DLR Group, Architects
Bill	Bohn	CGCC
Brian	Greene	CGCC
Charlotte	Arnold	CGCC Board
Bill	Fashing	MCCOG
Amanda	Hoey	MCEDD
Dave	Mason	CGCC
Robb	VanCleave	CGCC

### **Community Partners, The Dalles Focus Group ~ 12/2/11**

#### **First**

<b><u>Name</u></b>	<b><u>Last Name</u></b>	<b><u>Affiliation:</u></b>
Richard	Parker	CGCC
Dave	Mason	CGCC
Lynn	Long	OSU Extension
Charleen	Cobb	CGCC
Dr. Frank	Toda	CGCC
Susan	Lewis	CGCC
Doris	Jepson	CGCC
John	Arens	MCCOG
Ernest	Keller	CGCC Board
Tria	Bullard	CGCC
Adam	Gietl	CGCC
Jim	Austin	CGCC
Brian	Tuck	OSU Extension
Levi	Patterson	DLR Group
Andrea	Klaas	Port of The Dalles

Lori	Ufford	CGCC
Dan	Spatz	CGCC
Mary	Kramer	CGCC

**Cultural Arts, Hood River Focus Group ~ 1/23/12**

**First**

<b><u>Name</u></b>	<b><u>Last Name</u></b>	<b><u>Affiliation:</u></b>
Susan	Hess	Independent Journalist
Richard	Parker	CGCC
Catherine	Butler	Columbia Center for the Arts
Mimi	Maduro	Community Colleges and Workforce Development

**Cultural Arts, The Dalles Focus Group ~ 1/24/12**

**First**

<b><u>Name</u></b>	<b><u>Last Name</u></b>	<b><u>Affiliation:</u></b>
Susan	Lewis	CGCC
Corliss	Marsh	Wasco County Cultural Trust Coalition
Joel	Kabakob	CGCC
Lori	Russell	CGCC

## Appendix B

### Compiled Data from Focus Groups

#### Cultural Arts

- Leverage partners (other cultural organizations, churches, and Chambers) for co-planning, marketing, and attracting “big names”
- Become a destination point for authors, artists, musicians, cowboy poets, film festivals, and others on their circuits or as part of block booking – work with EOU (Basalt Literary Magazine, tag to Fish Trap, and Word Stock
- Use the richness of the region (geography, geology, history, science, literature, music, etc.)
- Consider a multi-generational theater event
- Connect with local book clubs
- Take advantage of having two campuses
- Encourage the concept of a cultural grange for local, informal music, literary, and arts events
- Hold Chautauqua events at campus
- Library activities
- Arts in the Digital Domain
- Gallery space – display cases
- Use TV monitors to “advertise” events and also .TV or Google TV

#### Education (comments from region at large and education partners)

- Primary concern focuses on the number of high school students leaving without a diploma due to changing State Standards (Common Core Learning Standards); opportunity to explore options of high school juniors and seniors to take classes at CGCC
- Hood River County School District has a virtual academy for credit recovery first and secondly for students wanting more options than the school can afford to provide.
- North Wasco and Hood River County School Districts are developing partnerships with MCCOG to provide the skill centered approach for those not graduating with a diploma.
- Many high school graduates going to college want to leave home, have access to sports, and have more options for certificates and degrees
- Provide options for area residents to continue work toward bachelors and graduate degrees
- Districts have an aging workforce

## **Science, Technology, Engineering, and Mathematics (STEM) Related Industries**

- Identify research clusters and attract Pacific Northwest National Research Lab to the area as a satellite
- Keep programs flexible to stay current
- Keep both the certificate and two-year degree for the RET program
- Keep programs affordable
- Track placement
- Be a leader in attracting other businesses to the region
- Strengthen K-12 STEM and robotics opportunities
- Provide credit for prior learning including for returning Veterans

## **Medical and Health Occupations**

The first eight points are written more in narrative format capturing input from a hospital administrator perspective.

1. New graduates will be placed into the new health care delivery model of employee groups and pods. The new model is coordinated care which increases the demand for primary care delivered by nurse practitioners and physicians' assistants. The above model requires skilled coordination with case and care managers. The team will consist of an RN with a clinical background, who has a strong pharmaceutical knowledge to coordinate medications, and who can communicate broadly, negotiate, and arbitrate from different perspectives.
2. Medical assisting will grow, too requiring highly skilled employees who can provide front office, back office, and make patients feel special every time.
3. Communication across the spectrum is described as a "hand-over" rather than a "hand-off." There is a need to stress interpersonal communication and skills. Every class in all health care training needs to focus on this, including the pre-reqs such as A&P. Role playing is also a necessary and important component. Each person needs to learn to treat everyone like they want their mother treated. Emphasize Mom 101.
4. Culture competence is the social norm and must be included in the curriculum. It is necessary that each person recognizes that everyone has the right to be different.
5. There will be the traditional need for nurses, respiratory therapists, and lab technicians.
6. Technical engineering is growing dramatically; i.e. bio-medical technicians.
7. Infection control has become more scientific and requires a different level of systems engineers, electricians, HVAC systems, custodial and maintenance staff, and an increased attention by all who work in the health care setting.
8. Health habits today are about preventing disease, early detection, and incentives to stay healthy.



**The following bulleted items are compiled from focus group sessions with several medical/health care providers.**

- Keep ladder program to support growing long term health care needs
- Ensure curriculum supports new patient coordinated care, case management models
- Teach each class, including the pre-requisites, within a frame work of cultural competency and interpersonal communication
- Add focus of preparing two-year graduates to go directly into bachelor degree programs in addition to passing the RN exam
- Consider CNA certification as a pre-requisite for entry into the nursing program (work experience at the CNA level, especially CNA II would be valuable – Columbia Basin is willing to provide preceptors)
- Have long-term care facilities as clinical sites for NUR 110 and NUR 212
- Add clinical hours to NUR 60
- Add internships or fellowships between graduation and jobs
- Correlate simulation scenarios/experience with skills needed at clinical sites
- Explore options of students traveling to other areas with higher volume of patients and greater variety of health care scenarios such as PEDS, OB, mental health
- Need more Med-Surg employees
- Having our students pass on their first try on the NCLEX will make our graduates stand out.
- A challenge will be in keeping our faculty current with the rapidly changing health care fields.
- Encourage graduates to register in the Emergency Medical Reserve Core

## Appendix C

### Raw Data from Surveys Related to Programs and Spaces

#### STEM Related Programs

##### **Engineering/Manufacturing Design/Process Management**

- Electronics/robotics/design prototyping (CAD/CAM /SolidWorks/MasterCam)
- Systems engineering – electronics, PLCs (robotics), electrical and mechanical systems

##### **Process Industries and Management**

Process industries (manufacturing, component based production, technician, maintenance operations)

- Electrical, electronics, and mechanical skills
- Leadership and supervision
- Quality control
- Cost management
- Supply chain knowledge
- Inventory management
- Shipping and receiving
- Find and apply information
- Safety basics

##### **Aeronautics/Aviation/Aerospace**

- Fundamentals; basic theories and concepts of flight
- Internal combustion engines
- Composites
- Aerospace engineering

##### **Certified Composites Technician**

- Real Carbon can give more details

##### **Project Management Certification**

- PMIs CAPM and PMP certifications

##### **Electronics Technician**

- Soldering skills, including hand soldering and inspection criteria
- Provide certification
- Reading schematics, circuit analysis

### **Computer Information Systems/Networks/Security/Technologies**

- Server administration
- Data and system security
- Cisco and Microsoft certifications
- Data communications
- Networking and network administration
- Web-based technologies
- PHP
- HTML
- MySQL
- JAVA
- Mobile Apps

### **Applied Industrial Skills**

- Welding
- Drafting
- Welding
- Machining
- Small engine repair
- Mechanics
- Small appliance repair
- Construction
- Plumbing
- Heating/ventilation/air-conditioning

### **Large and Small Farm Agriculture/Horticulture**

- Tree fruit crops – most valuable crop in the region. Use Wentachee Valley Community College model for provide training for the largely Latino labor force in the following:
  - Pesticide application
  - Trimming
  - Math
  - Horticulture of growing fruit trees
  - Soils
  - Insects
- Locally grown, value-added, sourced, packaged, marketed, distributed, and sold products

### **Food and Beverage Industries**

- Wine/beverage/food/culinary arts
- Hospitality, tourism

### **Gorge Related Programs**

- Geology, geography, history, eco-systems, environmental science

### **Other Potential Programs**

Within the next two years, skilled workers will be needed for energy operations and infrastructure:

- BPA has more infrastructure projects than contractors can build. Construction/infrastructure; transmission; trades and practices. – next 2 yrs
- Energy storage technology integration. – next 2 yrs
- Grid integration – next 2 yrs
- Balancing; Voltage regulation – control room

Other potential course and program areas include:

- Fiber Optics
- Graphic arts and design
- Gaming
- Animation
- Behavioral health
- Electronic medical records
- Pharmacy Technician
- Animal science

### **Community and Continuing Education Requests**

- “Effective Hiring Practices” for local and regional businesses who may not have a human resources or staffing department
- Healthy Menus and Cooking for Health Care Institutions and Home Health Care
- Certified Administrative Professional

### **Hood River Campus – Programs**

Business, industry, and community partners from Hood River and Klickitat/Eastern Skamania Counties suggested the following for the Hood River – Indian Creek Campus:

- Become the primary site for new STEM and technology related courses and programs with the recognition that the RET program would remain on The Dalles campus
- Become a vibrant campus offering courses on site and online,
- Become a larger presence in the community
- Offer more advanced science and math classes
- Be responsive to the Latino community
- Be the campus to support four-year colleges and universities in providing bachelors and graduate degrees using the COCC and OSU model

- Add San Jose State, Embrey Riddle, and the University of Washington as higher education partners
- Offer more classes related to environmental science to include technician training, water wastewater treatment certification training, and watershed stewardship training

### **The Dalles Campus – Programs**

Business, industry, and community partners from Wasco and eastern Klickitat Counties suggested the following for The Dalles Campus:

- Be the anchor for medical and health care occupation training and education. Explore possibilities of adding the following:
  - Pharmacy technician
  - Electronic medical records
  - EMT for Wasco and neighboring eastern counties
- Expand food production training and support using the commercial kitchen
- Bring and strengthen awareness that the RET program prepares workers for careers in all energy production fields, not just wind
- Offer a para-legal program
- Become the location for an applied industrial skills training program that adds value to the RET program and includes the following skills:
  - Welding
  - Drafting
  - Laser cutting
  - Machining
  - Heating, ventilation, air-condition, refrigeration
  - Plumbing
  - Construction
  - Auto mechanics
  - Small engine repair
  - Small appliance repair

## **General Comments Related to Learning Spaces**

### **Hood River Campus – Spaces**

- Engage the community by having the campus woven into the fabric of the community, be a community gathering place, a hub for education and events
- Ability to prepare and provide food (kitchen area)
- Additional space for library and information resources
- More faculty and other offices
- Soft space with white boards
- Two larger learning or gathering spaces

- Learning and support spaces and technology for university partners
- Support the STEM, Technology, and Process Management courses and programs
  - Computer labs
  - Engineering lab and storage space
  - Separate network
  - Virtual desktops
  - Wireless
  - Glass wall – 3M technology touch and interaction
  - Remote meeting capability
  - Open infrastructure for adaptability
  - More storage than imagined or planned for
  - Spaces for product design and testing
  - Spaces for production simulation
  - Incubator space (meeting, “skunk works,”)

### **The Dalles Campus Spaces -- Industrial Skills Spaces**

- Plan for and provide better teaching/learning spaces for the RET program
- Plan and provide spaces for an Industrial Skills program
  - There may be joint use spaces for the two above programs
  - Flexible space with ability to move programs and trainers in and out of areas; ability to partition some spaces if necessary;
  - Integrated learning/applied lab spaces
  - Fluid drainage, capture, and disposal system
  - Ventilation and lighting for welding and composite (fiberglass) classes
  - Faculty offices with visibility and accessibility to lab areas
  - Storage adjacent to labs (indoor and outdoor for welding and more storage for all programs than imagined or planned for)
  - Virtual training lab
  - White board captures technology
  - Learning spaces with three walls of white board
  - Large crane-gantry
  - Include spaces to teach power transmission, robust power switching, integration, power storage, smart grid
  - 3-phase power
  - Ceiling track pulls for cat 6 cable, POE, USB, power
  - Lockers
  - Showers
  - Building systems visible and integrated into spaces for learning
- Plan for spaces to support the growing food and beverage production businesses and potential for restaurant/hotel management/culinary arts courses/programs
- Two larger learning/gathering spaces

## Planning Elements for All Facilities

- Natural light
- Green roof
- Gray water
- Rain cistern
- Net zero
- Virtual desktops
- Soft spaces with white boards
- Remote meeting capability
- Wireless

## Appendix D

### Assessment of 2005-06 Academic Master Plan

#### Planning Elements

The following elements were used to update regional information and inform the planning group: (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). In 2011 an assessment of the primary outcomes of the plan was conducted. The assessment appears in Appendix B.

- Learning Context -- Planning criteria and goals derived from the identification of the college's assets, challenges, opportunities, and aspirations.

As the first choice for postsecondary education and training in the region, Columbia Gorge Community College (CGCC) will partner with local K-12 institutions and create dual enrollment and higher degree completion programs with colleges and universities in Oregon and Washington. Programs and services will represent and serve the diverse populations of the region in multiple ways. Instructional programs will also fully utilize local strengths (the region's natural resources and economies). Current and new college facilities will be sustainable and environmentally friendly.

CGCC continues to offer College Now dual credit with regional high schools if the schools have teachers who meet CGCC's instructor qualifications. Expanded Option students from Oregon and Running Start students from Washington take classes at CGCC if they test into college level courses and meet other requirements. An Early College program for high schools in Gilliam and Wheeler Counties was begun in 2010 to provide opportunities for their students to earn college credit while still in high school. These classes are taught by CGCC faculty. The College participates in seven Degree Partnership agreements or Memoranda of Understanding with Oregon universities. CGCC has specific program articulation agreements for the Renewable Energy Technology (RET) program with Clackamas, Chemeketa, and Linn-Benton Community Colleges. CGCC participates in the Diagnostic Imaging program that Linn-Benton offers. CGCC has an articulation agreement with Chemeketa for its Viticulture program. CGCC has articulation agreements with the Oregon Institute of Technology (OIT) for Business and RET programs.



CGCC's environmental sciences classes taught at the Hood River Indian Creek Campus use Indian Creek as one of its laboratories. The class partners with several local environmental steward organizations. One faculty member, through his requirement for Service Learning for his students, also works with Hood River Valley High School and Horizon Christian School, on related environmental steward projects.

Many of the sustainable and energy producing elements for the two new buildings were value engineered from the building plans due to high costs of construction at that time. However, each of the buildings has light sensors in each of the learning or classroom areas. The Hood River Indian Creek Campus was placed on the site to preserve existing wetlands and downward outside lighting was used.

- Learning Audience – Who the college will serve  
The college will serve all residents of the region, age 16 years and above, by offering degree and certificate programs, continuing education and workforce training, basic skills instruction, and non-credit programs offered in multiple modes such as face-to-face, online, interactive TV, and internships. Businesses, labor, government, and community agencies will turn to the college for a well trained and educated workforce and citizenry.

All of these items are occurring. Internships are a component of the Renewable Energy Technology program, the Nursing and Medical Assisting programs require clinical experiences.

Services for students will be expanded to include a comprehensive career/job placement center, on-campus childcare, and increased scholarship opportunities. All populations will be recruited and mentored to achieve personal and educational success.

CGCC has expanded its career preparation services through its Career Pathways programs, the new Pathfinder program, and all populations are being recruited and advised. A Multi-Cultural Club has been formed. The Marketing Committee has conducted surveys of the Latino population to learn how to better reach and serve that population. There is increased emphasis on some schedule and program information being printed in Spanish. There is no on-campus child care.

- Learning Signature – Special and unique attributes of CGCC  
The **Icons of the Gorge**, in terms of its geological, landscape, historical, and cultural features, best illustrate the unique, distinctive, and special features of the region the college serves.

The design of Building 3, the Health Sciences Building, in The Dalles represents several of the above Icons of the Gorge. The cascading staircase emulates the cascading of the basalt hillsides as well as what was once a cascading river. The Icons are imbedded in the floor of the entry area near Student Services and the College President has an illustrative explanation of those Icons in his office. The Klickitat Basket Weave is emulated in the steel art work above the fireplace in the Health Sciences Building. Basalt was used for the fireplaces in the new buildings in The Dalles and Hood River, as well as for the new amphitheater. The new entry sign, carved by a CGCC art faculty, features cedar, salmon, and petroglyphs. Native plants were used in the landscaping of both campuses.

The Planning Group reaffirmed the college’s mission statement, **“Building Dreams, Transforming Lives”** as its best descriptor. These two actions result from providing personalized attention in a small college atmosphere with a focus on exploration, connections, and emergence into new careers and knowledge.

The new College Core Themes reaffirm the College Mission Statement as does the Strategic Master Plan.

- Learning Expectations -- Knowledge, Skills, Attitudes, and Abilities  
In addition to earning degrees, certificates, basic and language skills, specific job training, continuing professional education, and taking non-credit courses in preparation for further education, employment, and/or personal enrichment, all learners at CGCC will:
  - Gain and use time management, critical thinking, problem-solving, and creative thinking skills
  - Possess abilities to apply theory and knowledge to every day decisions and situations, adapt to new careers, and expand their view of the world
  - Understand and use a wide variety of technology, learn other languages, and be more culturally aware through participation in the arts, music, drama, and literary events
  - Contribute to their communities.

The College’s Core Learning Outcomes address the above four areas as well as a fifth outcome of community and environmental responsibility.

- Learning Processes – Means to achieve desired Learning Expectations  
For learners to achieve the above learning expectations, faculty at CGCC reaffirmed that they will set high standards to which learner’s achievement will rise, challenge students to learn, create a variety of scaffolding and support for learners to achieve success, incorporate more active learning processes into classes, seek internship, practicum, and service learning opportunities for learners, and incorporate multiple modes of technology into the learning/teaching process.

Smart podiums were installed in all the classrooms in the new Health Sciences building and the classrooms in Building 1. A portion of the classrooms at the Hood River Indian Creek Campus have smart podiums with the remaining to be installed with the receipt of the Title III grant. Some faculty are using Second Life technologies, others are producing videos available on the College YouTube channel to augment the teaching/learning process and communication, more faculty are using Moodle for enhanced information sharing, and the College continues to invest in the development of hybrid and online courses as appropriate. The Renewable Energy Technology, Nursing and Health Occupations, Early Childhood Education, and Business programs either require or arrange for clinicals, internships, and practicums. At least one faculty member requires Service Learning. With the new buildings’ furniture, some faculty have embraced the use of round tables in the classroom to create another type of shared learning environment.

- Learning Organization – In terms of time and mode  
The Planning Group and faculty discussed the need to deliver courses and offer services at alternative times and use a variety of formats to meet the needs of learners who are time, place, and job bound. The following course structures were suggested:
  - Offer condensed, week-end classes for appropriate classes
  - Stagger sequence offerings
  - Team teach for the longer, 4 credit classes
  - Create inter- or trans-disciplinary offerings
  - Combine face-to-face with online components to reduce trips to the college and duration of class sessions
  - Use distance delivery modes to provide learning and services

There are a few condensed, weekend classes, such as Speech. The Spring Cohort of the RET program was designed to be an evening/weekend cohort, but the students prefer Monday-Thursday with Friday labs. Sequences are no longer required for the general education classes as per the newly approved AAOT degree that is accepted by all of the 17 colleges and seven OUS institutions. With that being said, some courses through pre-requisites do require students to take classes in a sequence, such as, the biology classes for students seeking entry in to the nursing program. Hybrid courses do provide for a

combination of face-to-face or on-ground and distance delivery. The faculty have not moved toward learning communities or inter-trans-disciplinary offerings. However, having the shared faculty office space at the Hood River campus has naturally evolved into more cross-disciplinary conversations and greater understanding among the various classes and programs offered. CGCC remains primarily a Monday-Thursday campus for classes with five days a week of service delivery in The Dalles and four days a week in Hood River.

- Learning Partnerships – What, why, and who  
Agencies and institutions can no longer work in isolation, but rather must collaborate to provide best opportunities through shared and exchanged resources, such as personnel, knowledge, expertise, time, space, and finance. A partial listing of benefits for all engaged in partnering include the following:
  - Provides and support leadership for change and building of communities
  - Returns resources to the community and partners
  - Increases communication and advocacy
  - Broadens perspectives and seeks fresh ideas for program diversity
  - Increases learning across the lifespan

Key partners for CGCC include other education providers; health care institutions; technology and engineering firms; horticulture and agriculture communities; regional businesses; arts, cultural, and science organizations; and social service agencies and organizations.

The College has business advisory committees for Nursing, Medical Assisting, Emergency Medical Services, Renewable Energy Technology (STEM), Early Childhood Education, and the Small Business Development Center. These programs are business driven to meet regional needs. College staff are active in the communities the College serves. Many participate with a variety of business and community entities and serve on boards. Advising takes place in the region's high schools by the College advisers. Through the Perkins Grant, the College and schools have identified programs of study, and do other work to strengthen a more seamless learning environment.

- Learning Services – Support and service to reach learning goals  
The Planning Group advocated for strong support services for learners that include:
  - Bilingual staff, services, and publications
  - On-campus child care
  - Expanded career and placement center
  - Marketing and public relations
  - Walk-in bookstore
  - University Center for higher education partners

- Co-locate student services, bookstore, and cashiering
- Student housing

See comments in Learning Audience section. The College formed a Marketing Committee that identifies and prioritizes how best to use limited resources to recruit students. The College now has a walk-in bookstore on The Dalles campus. It is not co-located with Student Services, but is adjacent to the Class Act Café and a floor below the Library. There is a counter style book sale service in Hood River. The new Pathfinder Center is a place for university partners to meet with students. Student Services in both The Dalles and Hood River are points for cashiering. The Library also takes cash for library fines. There is no student housing; however, an advertisement was placed in The Dalles Chronicle newspaper to identify rooms or apartments for rent. This was driven by the RET students who were moving to the area for the program.

- Learning Environment -- Facilities and Technology  
The concept drawings for facilities in the document are intended to convey “first” thinking. Through the programming and designing phases, final plans will be drawn to reflect good stewardship in terms of sustainable, scalable, and flexible facilities to support changing demographics, programs, community, and partnership needs in the decades to come.  
To support all of the above elements and the focus for high quality learning and teaching, desired features for facilities and technology will:
  - Flow out of the natural environment (wind patterns, basalt, water, mountains, trees)
  - Incorporate the rich cultural and historical aspects of the region
  - Support individual, small, and large group activities and projects
  - Provide for a variety of informal learning spaces, both indoors and outside
  - Be adaptable and flexible to allow for future expansion and renovations
  - Incorporate natural lighting
  - Be vibrant and alive using warm, non-institutional colors
  - Incorporate interactive, smart classroom technology and be a wired and wireless institution
  - Celebrate learning in interior and exterior spaces and have multitudes of display areas for student work
  - Include amphitheatre for college and community use
  - Use a variety of durable, moveable, and comfortable furnishings

See previous discussion about the Icons of the Gorge and how the facilities flow from the natural environment. Buildings 1, 2, 3, and the Hood River Indian Creek Campus all have small, informal learning and meeting spaces in addition to regular classroom spaces. One classroom in Hood River has a deck on two sides of the building as does the Information Commons on the main floor. There is abundant natural lighting in most of the spaces. The color schemes are more vibrant than the original institutional color

scheme. Wired and wireless technologies and access have been widely incorporated both indoors and outdoors in the amphitheater. The amphitheater is used primarily for graduation, Back to School Parties, and other student activities. The deck off the third floor of the Health Science Building is used for staff functions and for a celebration after graduation. Meet and greet activities have also been held on the decks at both campuses. Community use of the amphitheater has been minimal. The furnishings are durable and the soft seating areas have moveable and comfortable furniture.

### **Suggested Continued and New Instructional Programs**

During the planning process, members of the Planning Group emphasized the following values 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.
- Serve patrons across the region

CGCC’s Career Pathways program is a recognized model beginning with the College catalog being innovative in visually illustrating the career pathways for each certificate and degree program, and with the College advisers going to the local high schools. The College has stayed committed to this approach even as funding levels have tapered off. Medical Assisting was started three years ago. The CNA program has evolved with additional, specialized CNAII classes. The Oregon Veteran’s Home assists with the funding of the CNA program. The local health care partners provide clinical staff or funding to hire clinical staff in addition to providing clinical experiences, and two provide additional funding support.

The College’s General Education Department Chairs wrote and recommended the CGCC Core Learning Outcomes to the Executive Leadership Team and Board of Education, and developed the college’s education philosophy statement. Several programs have undergone internal or external program reviews.

Enrollment continues to be at its highest level in the history of the college.

Those participating in the Planning Group and focus sessions suggested the college explore the feasibility of the following new programs in terms of creating new jobs, and supporting and growing current economic sectors in the region:

- Horticulture, sustainable/organic agriculture that lessens effect on environment, viticulture, stone fruits, and agri-tourism

- Culinary arts (mentioned at all four high schools) in partnership with the OSU Food Innovation Center
- Trades program including welding, wood working, CAD, site development and construction (mentioned at all four high schools and suggested to partner with Habitats for Humanity)
- Early childhood education, para-educator training, and transfer education programs (speech and language therapy assistants, physical therapy assistants, bi-lingual teachers and assistants (mentioned at all four high schools)
- Arts and culture in cooperation and collaboration with local arts and cultural venues and organizations
- Integrated technology systems including engineering, systems management, use of geographic imaging systems
- Environmental science
- Premier business program and integrate business skills across the curriculum, include retail skills and management program
- Arts and sciences academy for high school juniors, seniors, and college student (possible partnership with Discovery Center)
- Alternative education program such as Portland Community College's Gateway Project
- Non-credit program expansion to include retirement community and others seeking enrichment programs

The ECE program did a program review and has revised how the classes are being offered to better meet agency needs and bring coherence to the program. The Para-educator program has been eliminated due to regional school funding that prohibits the hiring of classroom assistants. The Criminal Justice program was also eliminated due to a lack of jobs available for graduates. A series of environmental science classes are being offered. Non-credit class enrollment grew in 2010-11 after declining enrollment for a number of years. The restaurant owners in the region were not supportive of the College starting a culinary arts program. The wine grape growers and vintners in the region are not yet large enough to support the College starting a program so an articulation agreement was made with Chemeketa to provide some of the desired training and education.

The Renewable Energy Technology program was first offered for credit in Fall 2007 to support the rapidly growing wind industry in the region. Development of the program is an example of the college's ability to be flexible and nimble to meet workforce and economic development of the region.

### **Programs Guiding Facilities**

The College Board of Education, Foundation Board, and administrative staff reviewed the Academic Master Plan during an administrative retreat late August 2005. Using the information from the plan and a series of work group sessions, college staff brought

forth preliminary plans linking programs with the renovated and new facilities. Acknowledging that final plans and budgets are yet to be developed, the staff and board members reaffirmed that it is critical to be good stewards of public money being made available both for the more immediate construction and renovations, and designing for future expansion. At this point in time, the following plan and design functions are subject to change with the understanding that construction costs, program development, and partnership conversations are yet to be finalized.

It was also suggested to locate “signature” programs for each of the college sites with the understanding that course offerings would occur across the region. Signature programs for The Dalles Campus will be health occupations and nursing, business, and bio-technology. Early childhood education, environmental sciences, pre-engineering, and computer science were recommended for the Hood River Center. When the college determines what new programs will be initiated, the primary location will be decided at that time.

Final plans for buildings and programs will be driven by available funds. Quickly escalating construction and materials costs often create the need for reduced scope of work. However, all of the above planning will continue to drive the concepts for this construction project and for future construction.

### **The Dalles Campus**

It has been understood all through the bond election and planning processes that Buildings 1 and 2 will remain on The Dalles Campus. All other buildings north of the current roadway will be deconstructed, moved, or demolished. As much as possible, items within the buildings will be auctioned, sold, donated, or used in the renovations and new construction. Tenants in Building 2 will remain, as will the President’s and Business Services offices. The possibility of being able to remove portions of the ceilings between floors 2 – 4 will create a more open feeling for programs and services being housed in the building. A creative studio for visual arts will be moved to the combined third/fourth floor of Building 1, and the library will be expanded to include all of floor two and a portion of the third floor. The cafeteria, commercial kitchen, and meeting rooms will remain on the first floor. The basement will continue to house Facilities Services and it is being discussed that 3-dimensional arts and kilns will also be included on this floor.

Preliminary plans show three new buildings being constructed on The Dalles Campus. Building 3 will be the “gateway” or “portal” building that will house student services, pre-college programs and tutoring, a university center, informational technology services, and general purpose classrooms. Building 4 will house health and science programs and be designed to expand programs in these areas. Partnerships with local health providers are being explored for the possibility of co-locating services. Building 5 will be designed as a partnership building to house workforce development and partnership functions. Discussions will be held with other community entities that have



workforce development functions to create a One-Stop Center. Wasco County has approached the college to explore the possibility of moving the County 911 Center to the building as a component of addressing emergency and first responder training. Other programs to be housed in Building 5 will be Child-Care Resource and Referral, contracted training, and small business development.

These plans were altered due to costs at the time of construction. One new building (Building 3 or better known as the Health Sciences Building) was built and houses the nursing faculty and administration offices and dedicated classrooms, two each of biology and chemistry laboratories, two computer labs, seven general classrooms, a state-of-the-art Information Technology Services area, and Student Services.

Twelve and a half (12.5) acres have been purchased west of Tucker Road in The Heights region of Hood River to build a permanent college facility. Indian Creek runs through the property providing the opportunity for expanded offerings in natural resources/habitats/ and biological sciences. Initial conceptual drawings show two buildings on the site; however, funding will limit initial construction to one building. Student, business office, and library services will be available at the center. The phasing of moving classes and services from the current leased site in the Big 7 building as well as the English as a Second Language classes being held at Wy'east Middle School will be determined as construction of the Center moves forward.

One building was constructed on the east side of the Creek and houses one science laboratory, two computer labs, a shared faculty office space, and Information Commons, and 12 classrooms. The ESOL classes were all moved to the new campus and have shown significant enrollment increases. Lack of adequate parking was a challenge the first year but has primarily been alleviated through different scheduling of classes times and days. Student services, cashiering, a counter bookstore, and access to library services via technology and limited library staff hours are currently available. The environmental science classes use the site extensively. The building also provides space for public meetings when space is available.