

Columbia Gorge Community College in 2011

building dreams, transforming lives



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

Accreditation Visit April 27-29, 2011

Appendix

The Dalles and Hood River, Oregon

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Mission & Authority



Vision:

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

Mission:

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

Values:

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

Core Themes

Building Dreams - Access

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

- Offering a broad array of education and training programs;
- Using multiple modes of effective teaching, learning, and service strategies; and
- Serving the diversity of students in the district.

Transforming Lives - Education

CGCC provides learning resources for a sustainable future for individuals by:

- Adapting curriculum and programs for careers;
- Forming partnerships to provide a seamless K-16 education; and
- Fostering student success.

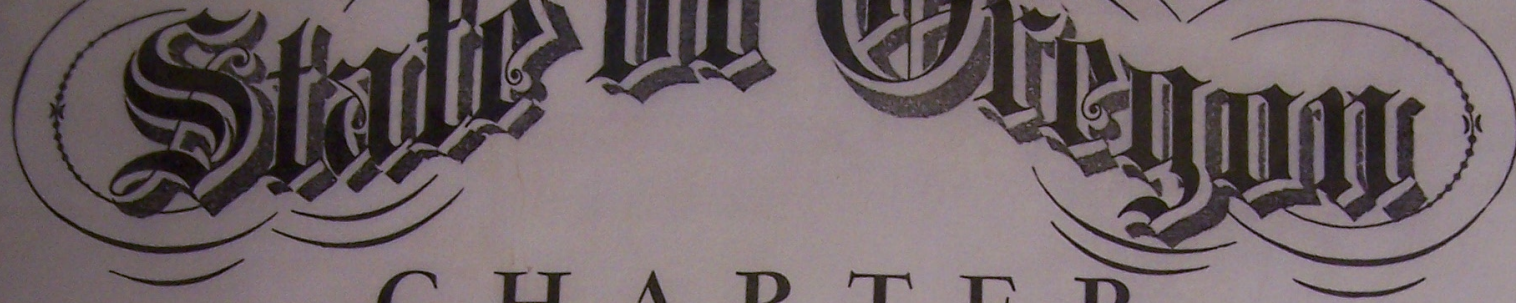
Strengthen our Communities - Partnerships

CGCC links people and community resources by:

- Supporting business and industry with a quality workforce;
- Creating effective external relations; and
- Demonstrating responsibility to community.

Key Focus Areas (KFAs):

1. Educational Programs and Services: CGCC will provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve.
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 through our communities.
5. Leadership, Planning, and Evaluation: 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.



CHARTER

Know all men by these presents that:

Treaty Oak Community College Service District

was established by vote of the people on November 2, 1976

under the authority and by virtue of the laws of the sovereign State of Oregon, and is hereby granted all rights and privileges arising therefrom and pertaining thereto.

In witness whereof, I have hereunto set my hand and have caused the Great Seal of the State of Oregon to be affixed this 1st *day of* December 1986

GOVERNOR

CHAIRMAN, STATE BOARD OF EDUCATION

SUPERINTENDENT OF PUBLIC INSTRUCTION



**INTERGOVERNMENTAL SERVICE AGREEMENT
BETWEEN
COLUMBIA GORGE COMMUNITY COLLEGE
AND
PORTLAND COMMUNITY COLLEGE**

THIS INTERGOVERNMENTAL AGREEMENT, as authorized by ORS 190.010, is entered into on the date of last signature below, between Columbia Gorge Community College, hereinafter referred to as "CGCC", and Portland Community College, hereinafter referred to as "PCC".

WHEREAS, CGCC and PCC desire to cooperate in enabling CGCC to provide instructional and administrative services to patrons of the CGCC service area, and to do so without requiring PCC patrons to subsidize the operation of the CGCC district.

THEREFORE, the parties agree as follows:

I. CGCC agrees to:

Adhere to and to comply with all applicable federal and state laws, PCC Board policies, Northwest Commission on Colleges and Universities (NWCCU) standards, and PCC's academic policies and procedures. PCC will periodically monitor compliance with all applicable laws, standards, policies, and procedures.

Comply with all applicable Oregon and United States statutes governing the employment relationship including, but not limited to, the Americans with Disabilities Act, the Family Medical Leave Acts, and the Fair Labor Standards Act.

Be solely responsible for hiring, employing, supervising, evaluating, and compensating faculty and staff to provide instruction, student support, and administrative services. The recruitment and selection of faculty and staff at CGCC must be in compliance with the "Uniform Guidelines on Employee Selection Procedures" jointly adopted by the U.S. EEOC and the Office of Federal Contract Compliance. PCC will not provide and will not bill CGCC for any workers compensation coverage. PCC will monitor all hiring processes and supervision practices periodically. All faculty hired by CGCC must meet the qualifications established by PCC which will review the qualifications of all faculty on a periodic basis.

Be solely responsible for processing grievances filed by their students, administrators, faculty, and staff, for handling discrimination and affirmative action complaints, and for addressing violations of any of the above referenced employment laws. CGCC agrees to hold PCC harmless for any violations or resulting complaints or claims relative to this section. PCC assumes no liability for these actions and any services provided by PCC at CGCC's request relative to these actions are not covered in the agreement.

Consult with PCC regarding all contracts that have been or are being developed to provide instruction or other services related to instruction or instructional support services at CGCC for example, but not limited to, credit instruction and advanced

placement. Contracts to provide training services to business and industry are exempted from this provision.

Reimburse PCC for any other services not described in this agreement and agreed to by both parties in writing before the service is performed. Billing for additional services will be done on a quarterly basis by the PCC Financial Services Office with appropriate documentation to justify billings for all additional services.

II. PCC agrees to:

Provide the following comprehensive community college services to CGCC in compliance with PCC Board policies and NWCCU accreditation standards.

A. ACADEMIC SERVICES:

process and approve all CGCC's curricular changes and new programs following PCC procedures;

periodically review instructor files to assure they are qualified in the subject areas they teach and to review implementation of the credit instructor approval policy;

periodically review hiring and evaluative procedures to assure compliance with established PCC procedures;

provide course content guides, the approved textbook and materials lists and other up-to-date curriculum information;

review CGCC's instructional approval and evaluation procedures according to NWCCU standards;

provide opportunities for CGCC, upon mutual agreement, to confer with PCC faculty and administrators for the purpose of providing technical assistance;

provide opportunities for CGCC staff to participate in Subject Area Committees (SAC's), attend Educational Advisory Committee (EAC) meetings, and participate in other committees relevant to the agreement such as assessment and accreditation.

B. ENROLLMENT SERVICES:

provide class schedule entry support;

maintain academic records for all CGCC students attempting credit/CEU classes; provide transcript, transfer articulation, and related services;

provide financial aid services to CGCC as described in the Financial Aid addendum to this agreement.

C. INSTITUTIONAL RESEARCH:

provide the programming for CGCC to generate OCCURS and IPEDS data to prepare the reports CGCC will submit to the Department of Community Colleges and Workforce Development.

D. LIBRARIES:

provide library support services as specified in the Library Services addendum

E. FINANCIAL SERVICES:

be responsible for billing CGCC for services identified in paragraph VI and for all additional services in a timely manner;

provide appropriate documentation to justify billings for all additional services.

- III. In return for services rendered under paragraph II of this agreement, CGCC will pay PCC an overhead charge of (10) percent based on CGCC's actual, annual costs for its full-time and part-time faculty (salary and fringe benefit payments), plus an eighteen (18) percent indirect charge on the value of this agreement.
- IV. Payments as identified in Paragraphs I and III will be made quarterly. Total payments to be made under this agreement as identified in the budget addendum will be estimated in advance each year, with adjustments to the estimate made on an annual basis. Final fiscal year billings for all costs will be provided no later than August 30.
- V. The budget agreement shall be adjusted annually by negotiations between CGCC and PCC. Any changes in the financial arrangement will be agreed upon by both parties by December 15 prior to the July 1 effective date. The financial arrangement identified in this agreement will be validated annually by submitting a budget for approval. Appropriate signatures on the budget document will be required for validation.
- VI. The Vice President of Academic Services at PCC will have overall responsibility for administering this agreement and designating other staff, as needed, to carry out this agreement.
- VII. The parties each agree to indemnify and hold harmless the other for any damages, disbursements, and attorney fees which may result from the party's actions or failures to act.
- VIII. This agreement is intended to be continuous from year to year unless terminated in one of the following ways:
 - A. Either party may terminate this agreement effective at the start of the next fiscal year by at least six (6) months notice in writing.
 - B. The parties must agree annually in advance on all services and costs for each fiscal year. If they fail to agree, either party may give notice to terminate. During

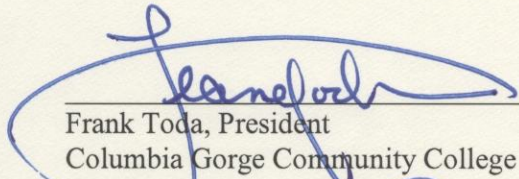
the one hundred and eighty (180) day notice period, the agreement in effect for the ending fiscal year will be continued.

C. If either party breaches this agreement, the other may terminate the agreement upon ninety (90) days written notice to the breaching party. This right is in addition to any other rights hereunder or by law.

D. By mutual agreement with mutually agreeable timelines.

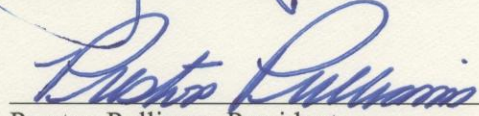
IX. The parties have entered into two addenda in conjunction with this Agreement, which are attached hereto and hereby incorporated by reference. The parties may agree on additional addenda provided that are reduced to writing and fully executed by both parties.

X. Any amendment to this Agreement will not be effective unless reduced to writing and executed by both parties, except as otherwise provided in Paragraph V.



Frank Toda, President
Columbia Gorge Community College

6-16-2007
Date



Preston Pulliams, President
Portland Community College

June 16, 2007
Date

CLASSIC CREST

LIBRARY SERVICES ADDENDUM A

TO INTERGOVERNMENTAL SERVICE AGREEMENT BETWEEN COLUMBIA GORGE COMMUNITY COLLEGE AND PORTLAND COMMUNITY COLLEGE

As an Addendum to their Intergovernmental Service Agreement and in further compliance with the standards of the Northwest Commission on Colleges and Universities (NWCCU), Portland Community College and Columbia Gorge Community College agree to provide the following:

Portland Community College will:

1. Provide access to the PCC library system via the Internet;
2. Loan PCC's print and media collection in a timely manner and for loan periods specified by LRC systems plus shipping periods;
3. Provide full library service to students and staff of CGCC who come to any PCC library.

Columbia Gorge Community College will:

1. Designate a space and a contact person to receive and distribute loaned library materials;
2. Provide all necessary hardware and software applications needed to access the Internet including any special applications needed to access PCC library services such as telnet;
3. Pay for costs associated with interlibrary loans for all materials, rental costs for films from outside vendors, etc., by establishing an account with PCC's delivery service at the Sylvania Bookstore and pay for replacement costs for lost materials;
4. Initiate a planning process to provide library services for all students enrolled at Columbia Gorge Community College by acquiring a collection at CGCC, which in ten years would generate normal community college library use (10 circulations per FTE per year). On an interim basis, until a permanent facility is available, develop contracts or participate in consortium agreements to provide quality library services to meet Northwest Accreditation Association standards.

FINANCIAL AID ADDENDUM B**TO INTERGOVERNMENTAL SERVICE AGREEMENT BETWEEN
COLUMBIA GORGE COMMUNITY COLLEGE AND
PORTLAND COMMUNITY COLLEGE**

As an Addendum to their Intergovernmental Service Agreement and in further compliance with the standards of the Northwest Commission on Colleges and Universities (NWCCU), Portland Community College and Columbia Gorge Community College agree to provide the following:

Portland Community College:

1. Establish and maintain all official financial aid records for CGCC students.
2. Supply all financial aid related forms and documents.
3. Process all financial aid applications and related forms.
4. Perform file evaluation and analysis (needs analysis, data verification, student eligibility determination, professional judgment decisions) for all aid applicants.
5. Determine award eligibility and award amounts for all aid applicants.
6. Certify all loan applications.
7. Disburse and deliver financial aid according to PCC's disbursement schedule and federal cash management regulations.
8. Perform all federal refund/repayment calculations for students who withdraw or stop attending classes.
9. Bill CGCC for federal refunds and direct expenses incurred by PCC on behalf of CGCC.
10. Approve all Federal Work-Study contracts (PCC is the designated institution).
11. Approve all consortium agreements with other institutions (PCC is the home institution) for purposes of awarding financial aid for concurrent enrollment.
12. Monitor satisfactory academic progress for all financial aid students.
13. Adjudicate all satisfactory academic progress, time frame, and financial aid appeals.

14. Provide financial aid advising/counseling by phone or e-mail.

Note: CGCC students are not eligible for PCC Institutional Grants, nor are they eligible to charge books (using financial aid) at the PCC Bookstore.

15. Provide CGCC with copies of all appropriate financial aid policies, procedures, and related documentation.
16. Provide financial aid training to CGCC staff.
17. Provide query access to appropriate Banner financial aid screens.

Columbia Gorge Community College:

1. Disseminate financial aid information and forms to students and distribute financial aid checks to students.
2. Act as liaison between students and financial aid advisors at PCC.
3. Assist students in completing financial aid forms.
4. Maintain logging system to track all forms and documents submitted to PCC.
5. Conduct loan counseling (entrance and exit interviews) for all loan applicants according to PCC policies and federal regulations.
6. Conduct Federal Work-Study orientation sessions and make job referrals according to PCC policies and procedures.
7. Provide attendance verification and tuition account information to PCC for financial aid students who withdraw or stop attending classes by submitting the last date of attendance
8. Access Banner financial aid screens through data link to assist students in determining financial aid status.
9. Return all financial aid checks (aid canceled, student withdrawal, aid revision, etc.) according to PCC policies and federal cash management regulations.
10. Conduct financial aid workshops for students and parents according to PCC policies and procedures.
11. Attend OASFAA/OSSC financial aid training workshops.
12. Attend PCC financial aid training sessions.
13. Reduce or collect on CGCC students who have been shown to be in default.



Memorandum of Agreement
Between

Portland Community College Libraries and Columbia Gorge Community College Library

In accordance with library and accreditation standards and to continue past services, this agreement between Portland Community College Libraries (PCC) and Columbia Gorge Community College Library (CGCC) defines the terms of PCC's support for CGCC and the terms of sharing the Colleges' integrated library system.

PCC and CGCC agree to share the Millennium integrated library system as developed and sold by Innovative Interfaces Incorporated (III) of Emeryville, California. This includes, but is not limited to, sharing the system software, hardware and databases. PCC and CGCC will share in the management of the system and will share costs.

Portland Community College Libraries agree to:

1. Columbia Gorge Community College's use of the III system and to CGCC adding its data to the III database.
2. House the Millennium server at PCC.
3. Give appropriate network access to the system.
4. Include CGCC librarian in Millennium trainings and discussions about system upgrades, changes and enhancements.
5. Work with CGCC librarian in discussions and decisions that will affect the functionality and availability of the system, or data in the system or other issues that will have an impact on CGCC's access to and/or use of the system.
6. Keep CGCC informed in advance about known down times.
7. Reply to CGCC's concerns or problems about the III system in 24 hours.
8. Visit the CGCC campus in The Dalles or Hood River at least once a year to offer consultation and review of CGCC services and operations.
9. Develop and monitor access to remote databases for CGCC users as allowed by PCC and/or CGCC licenses with database vendors.
10. Bill CGCC annually for library system use and sharing based on an annual review of these factors: percentage of items held, of bibliographic records stored, and total checkouts for the most recent fiscal year. Cost will be a percentage of Innovative Interface's annual maintenance invoice.

Columbia Gorge Community College Library agrees to:

1. Share its data with PCC in the Millennium system.
2. Add and update its own records in the system according to rules set down in the system manual or as negotiated with PCC's Library Technology Department.
3. Have PCC Library employees administer and manage the III system, except as noted above.
4. Notify PCC's Innovative System Manager of all major problems.
5. Purchase and maintain local workstation hardware and network connections necessary to operate the system.
6. Give at least six (6) months notice to PCC, if CGCC chooses to terminate its participation in the system.

Renewal of Agreement:

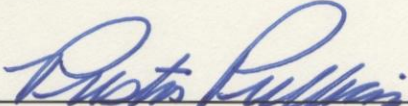
Portland Community College and Columbia Gorge Community College Libraries agree to review and/or renew this agreement annually.

Schedule of Charges:

PCC will bill CGCC at the percentage if III assesses new charges for required system upgrades in software or hardware.

If CGCC agrees to share the use of new software or system modules that PCC decides to buy, PCC will bill CGCC at the same percentage.

Agreed to by:

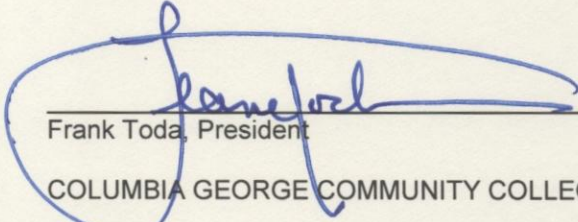


 Preston Pulliams, President

PORTLAND COMMUNITY COLLEGE

June 16, 2007

 Date



 Frank Toda, President

COLUMBIA GEORGE COMMUNITY COLLEGE

6-16-2007

 Date

Students

**COLUMBIA GORGE
COMMUNITY COLLEGE**



**STUDENT PROFILE
2009-2010**

**Compiled by Karen Carter
Chief Student Services Officer**

**Columbia Gorge Community College
400 East Scenic Drive
The Dalles, Oregon 97058
(541) 506-6010
www.cgcc.cc.or.us**

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:

Chief Talent and Strategy Officer - Employment

Chief Academic Officer - Educational Program

Chief Student Services Officer - Student Programs, Activities, and Services

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STUDENT PROFILE SUMMARY 2009 - 2010

ENROLLMENT

- Total FTE increased 16.5% over the previous year to an all-time high of 1269.80.
- This increase in FTE puts *CGCC* ahead of its target of 3% annual growth.
- Unduplicated total headcount decreased 2.4% to 4905 students. The headcount for credit students increased 9.3% from 1983 to 2186.
- FTE for classes taught in Wasco County increased 12.4 % over last year and FTE for classes taught in Hood River County increased 26.5%. FTE for online classes increased 9.0%.
- Reimbursable FTE increased 17.1 % over last year.
- FTE was generated in the following manner:
 - 48.4 %: Lower Division Collegiate (transfer) courses.
 - 34.1 %: Professional/Technical courses.
 - 16.0 %: Pre-College courses.
 - 0.9 %: Adult Continuing Education courses.
 - 0.7 %: Non-reimbursable courses.

CREDIT STUDENTS

- Full-time: 798 students were registered in a minimum of 12 credit hours for at least one quarter during the academic year, which is a large increase (28.7%) over the previous year. The average number of credits taken by full-time students was 13.5, a small increase over last year.
- Part-time: 1388 students were registered as part-time students (enrolled in one to eleven credits at least one term) which is an increase of 1.8%. The average number of credits taken by part-time students was 6.1, the same as last year.

AGE

- The average age of all students was 36.8, down some from last year.
- The average age of full-time students was 28.3, up from 27.9 last year.
- Students from 11 years old to 88 years old took classes.

RESIDENCY

- 42.4 % of all students were from Wasco County (up from the 40.0 % last year).
- 31.0 % of all students were from Hood River County (down from the 32.3 % last year).
- 17.8 % of all students were from Washington (almost the same as last year).
- 8.6 % of all students were from Oregon, outside Wasco and Hood River counties (down from the 9.8 % last year.)

ETHNIC BACKGROUND

- The student body was more diverse ethnically than in the previous year. 78.2 % of all students served were Caucasian (compared to 81.3 % the previous year). The biggest growth occurred in the Hispanic segment.
- The credit student population was also more diverse ethnically than last year. 79.5 % of all credit students served were Caucasian (compared to 82.8 % the previous year). The largest growth occurred also in the Hispanic segment.

GENDER

- 58.4 % of all students were female (down from 60.2% last year).
- 61.9 % of credit students were female (a decrease from the 64.0% last year).

FINANCIAL AID

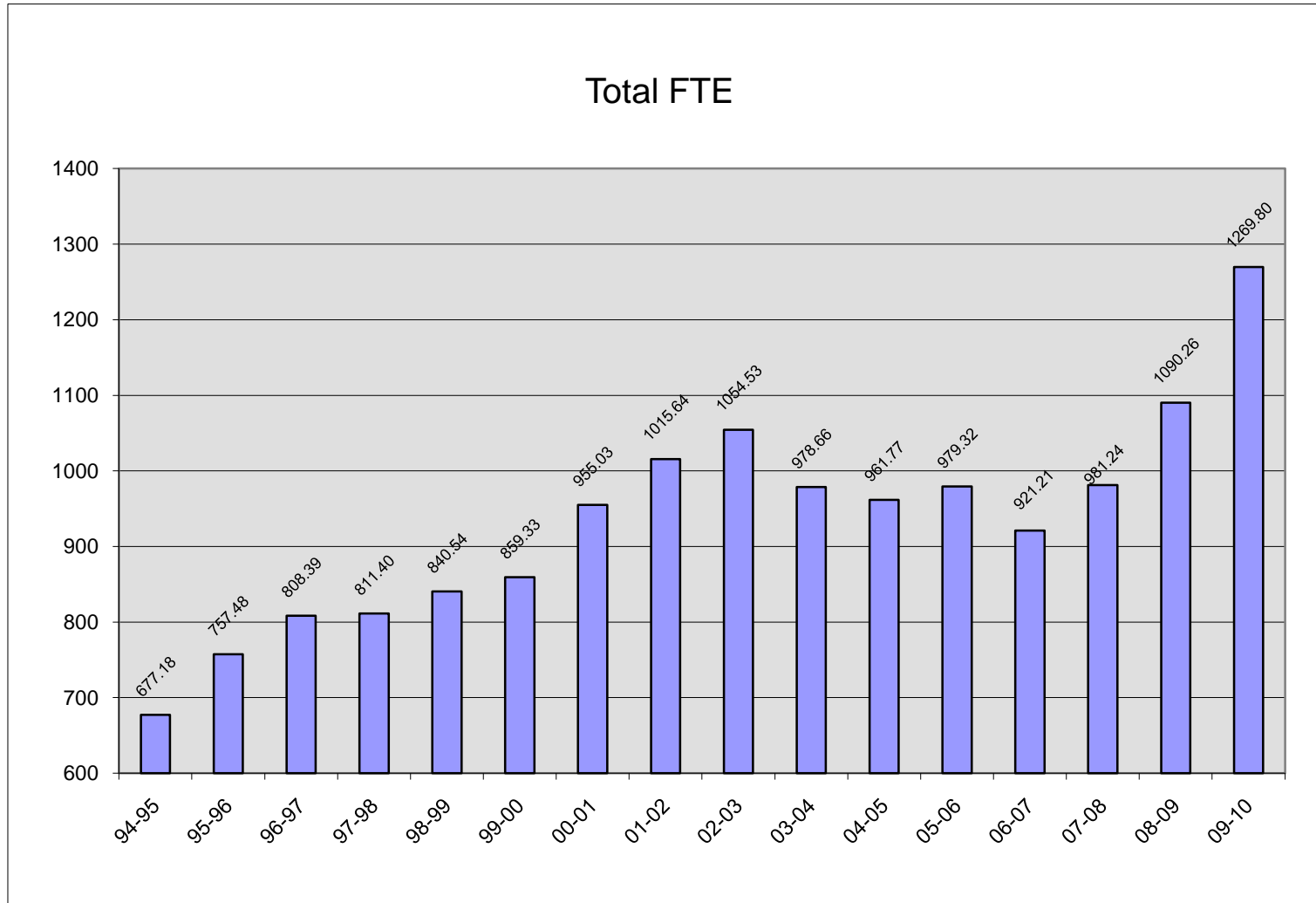
- A total of \$5,643,137 was awarded to CGCC students in a combination of federal financial aid and CGCC Foundation scholarships. This is an increase of 54.9 % over last year.
- For Fall term 2009, 58.7 % of the full-time students received financial aid, 48.6 % of students enrolled in 6-11 credits received financial aid, and 11.2 % of students enrolled in 5 credits or less received financial aid.

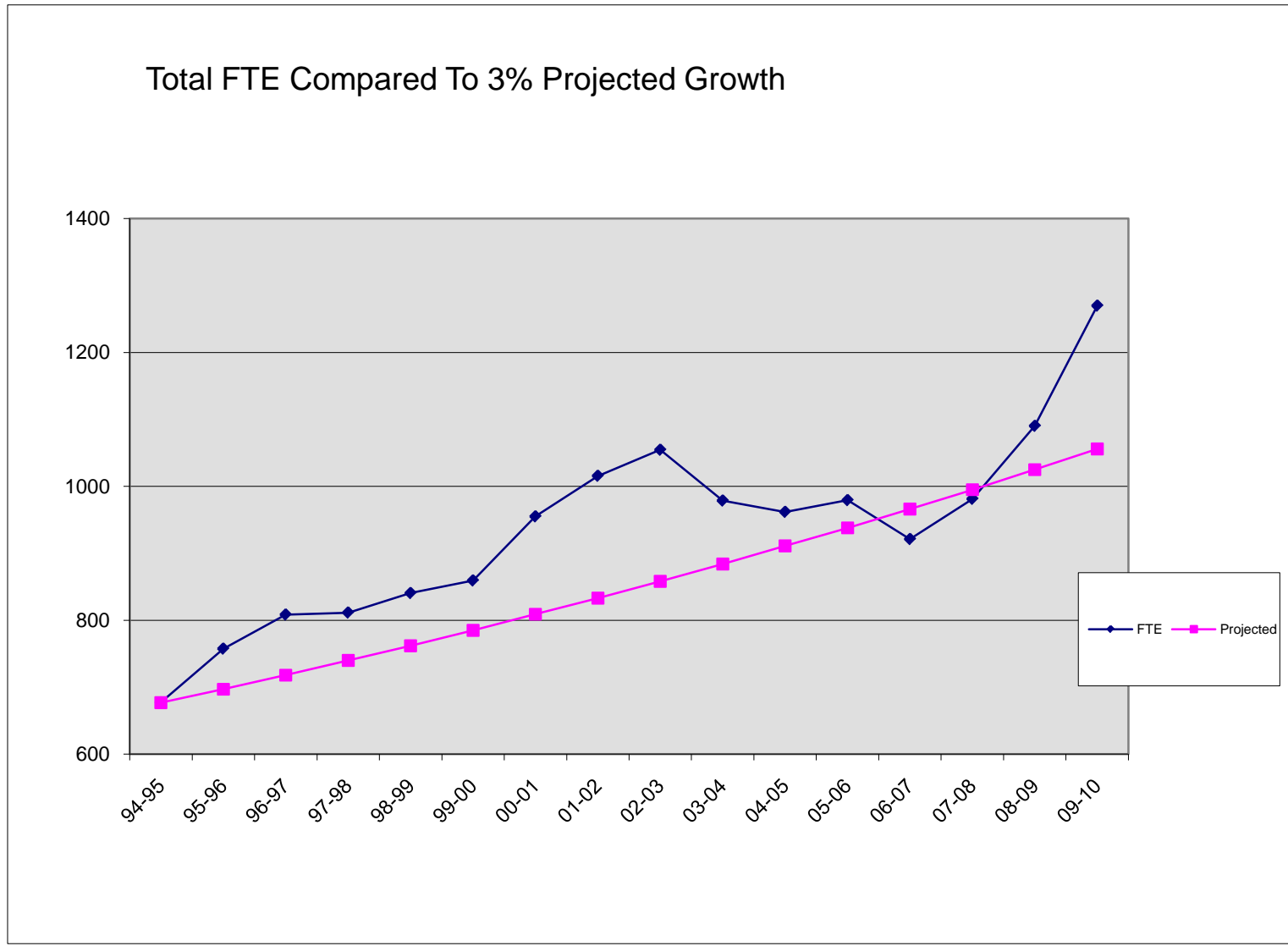
GRADUATES

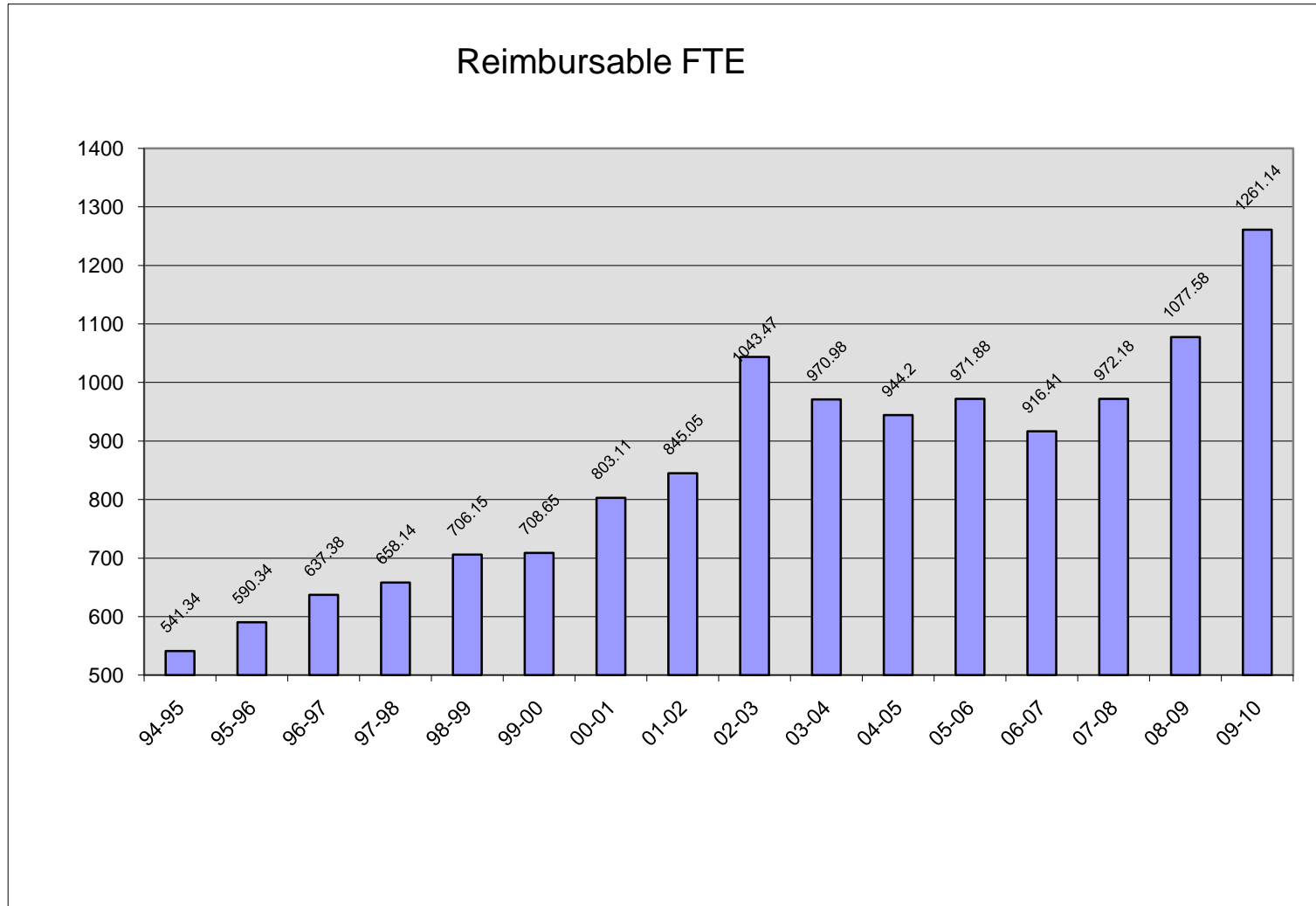
- There was a slight decrease in the total number of graduates. The number of degrees awarded increased with the number of certificates and high school awards decreasing.

MILESTONES THAT HAVE/MAY IMPACT FTE

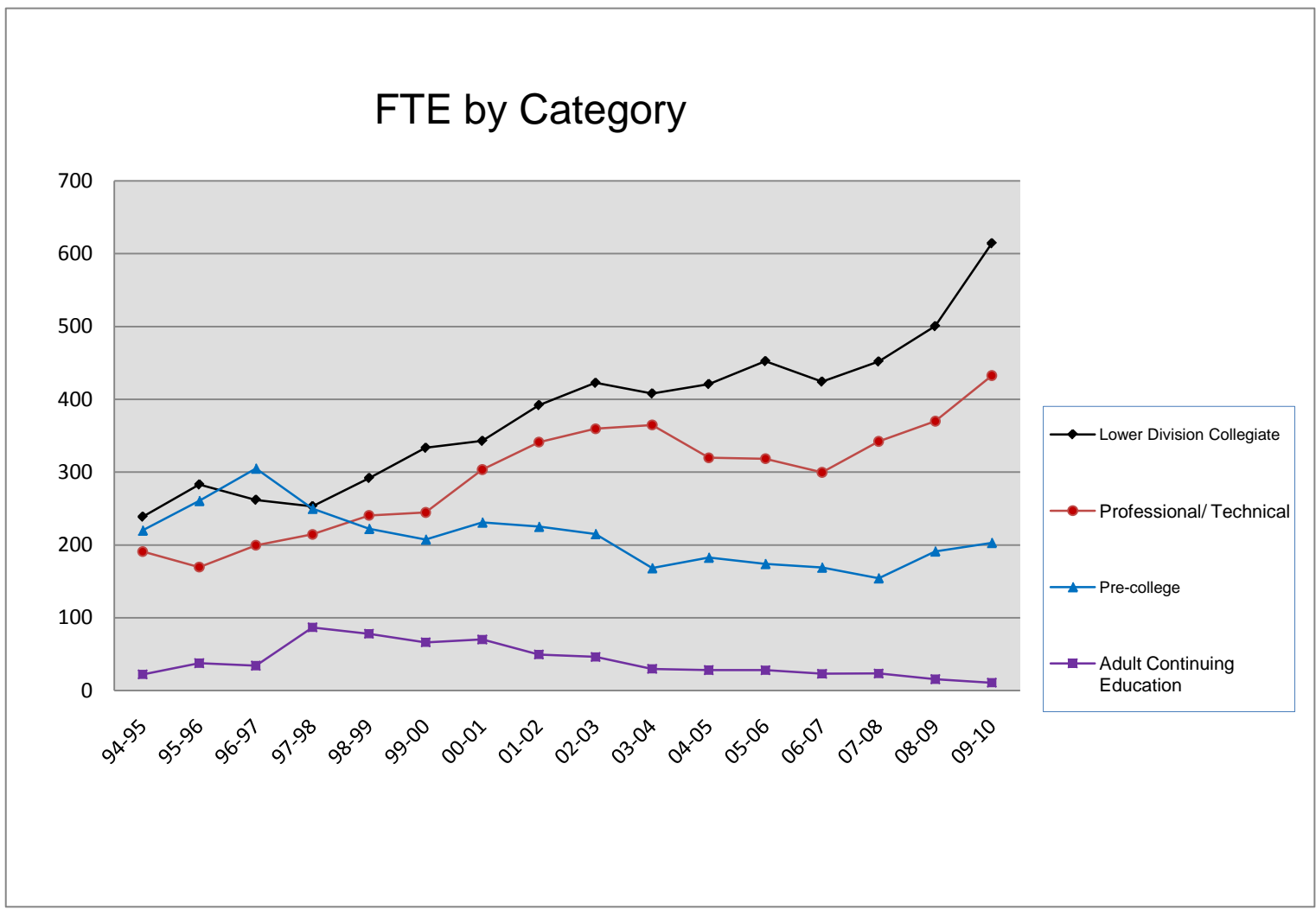
- Fall 1994: CGCC moved to new campus in The Dalles
- 2000-2001: Northwest Aluminum closure resulted in influx of dislocated workers who had two years of educational benefits for retraining
- Fall 2001: 1st cohort of student admitted to the Nursing program with increase enrollment in pre-requisite courses for this program
- Summer 2003: List of classes eligible for reimbursement under Adult Continuing Education reduced by the Office of Community Colleges and Workforce Development
- 2005-06: Final year the Electronics Engineering Technology program was offered
- Fall 2007: 1st credit cohorts admitted to the Renewal Energy Technology with influx of students completing pre-requisites for this program
- Fall 2007: 1st cohort of students admitted to the Medical Assisting program
- Fall 2008: Opening of Hood River Indian Creek Campus
- Spring 2009: Addition of 2nd cohort of students for the Renewal Energy Technology program

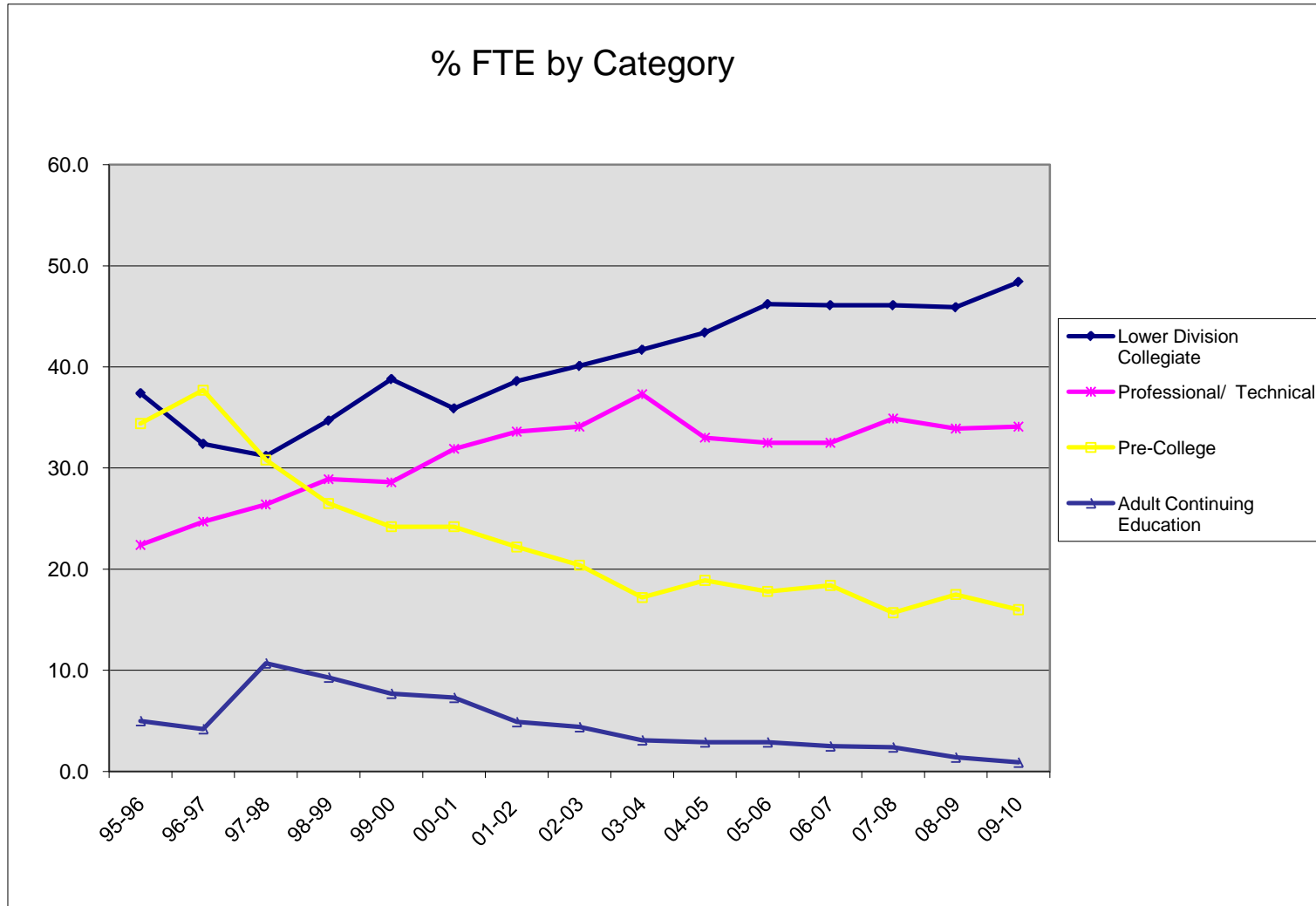


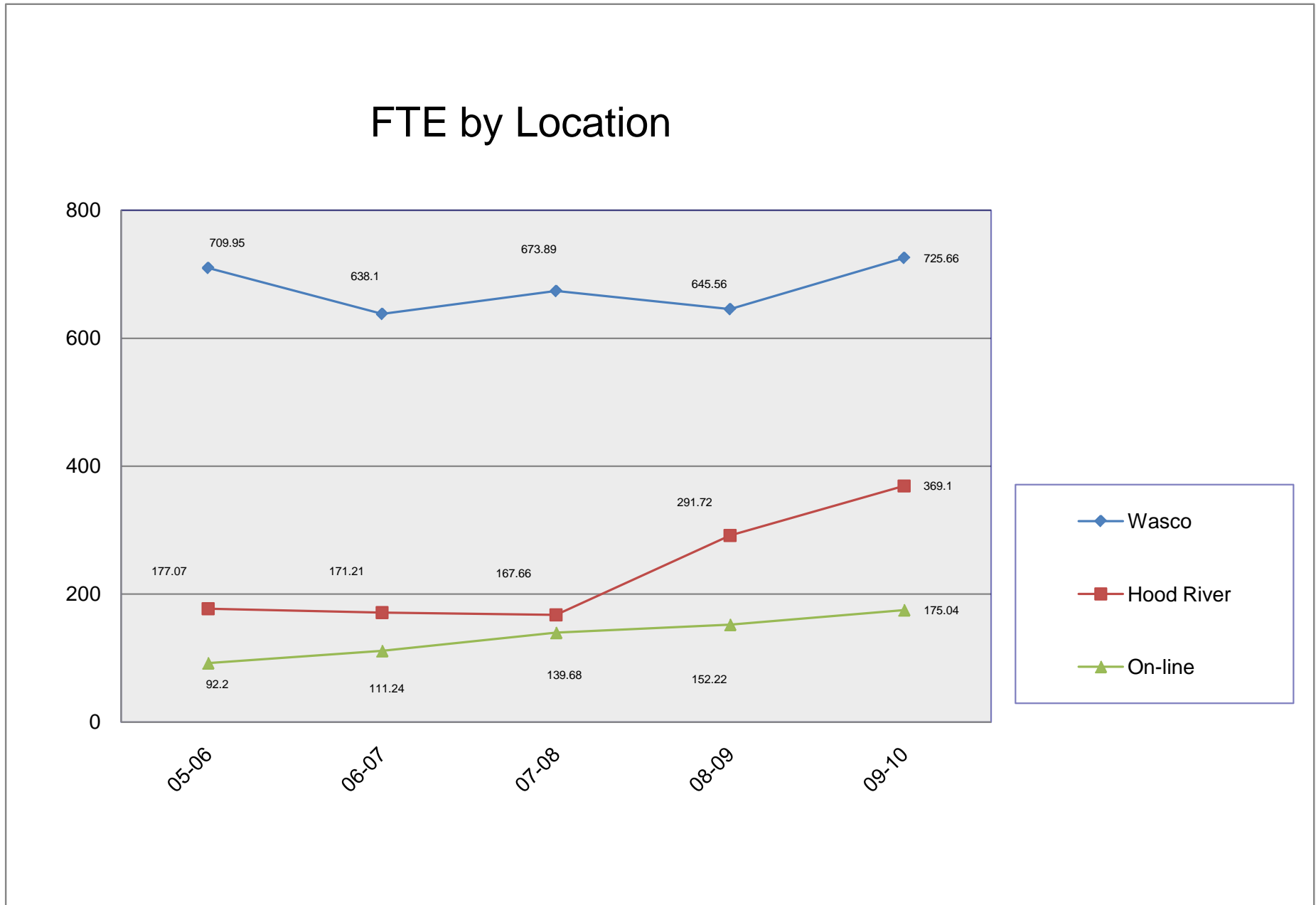


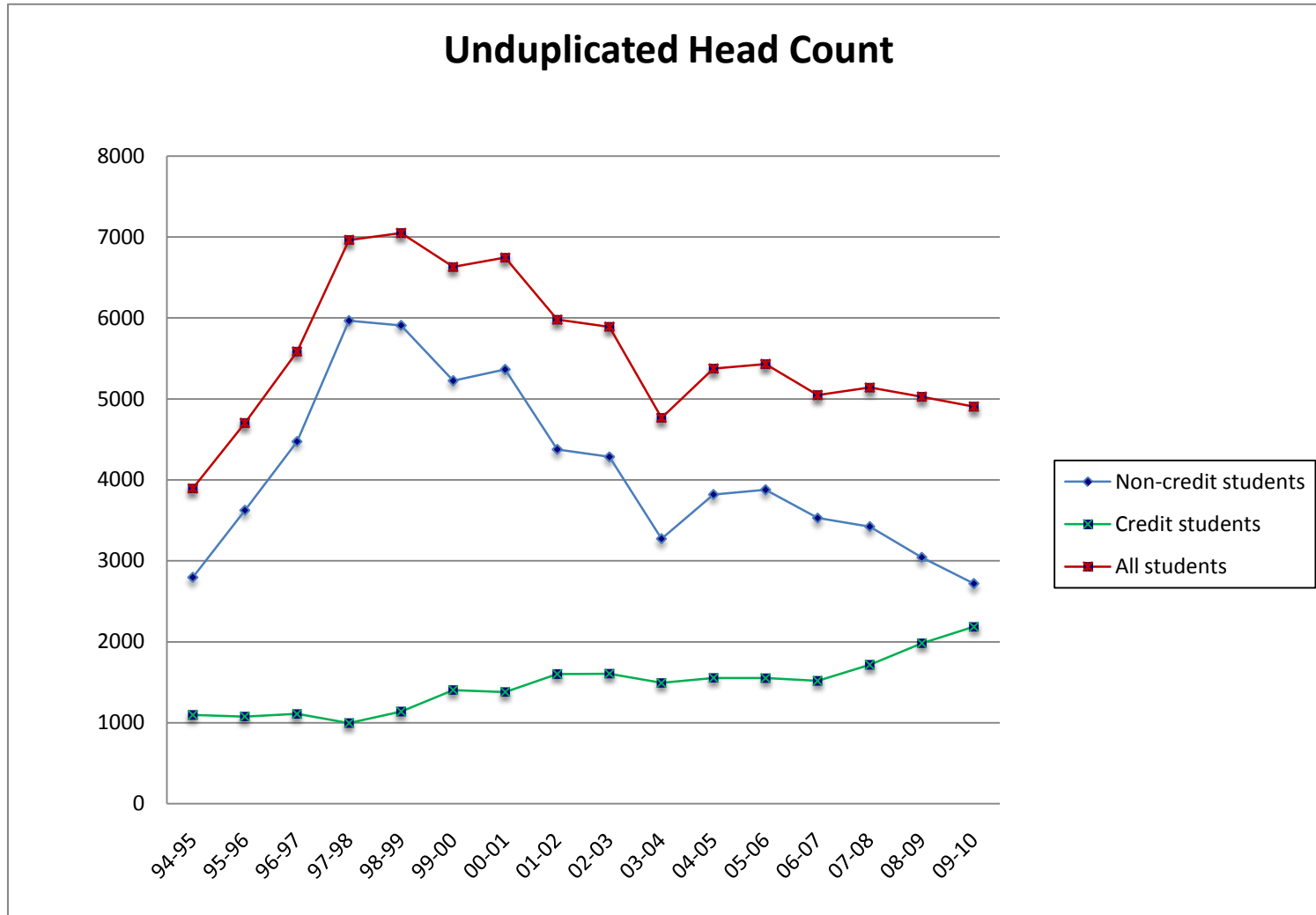


2009-2010 CGCC Student Profile





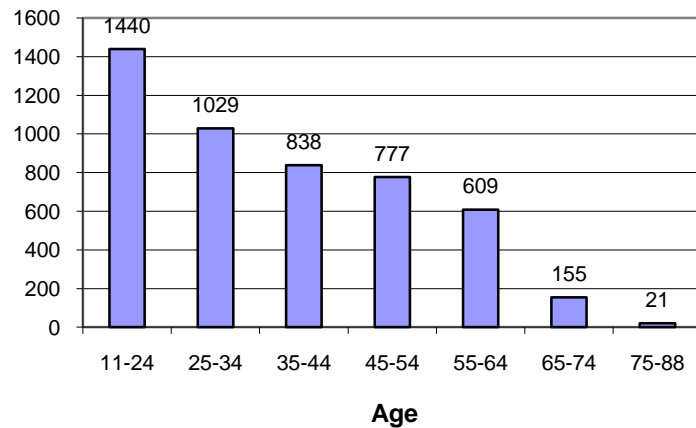




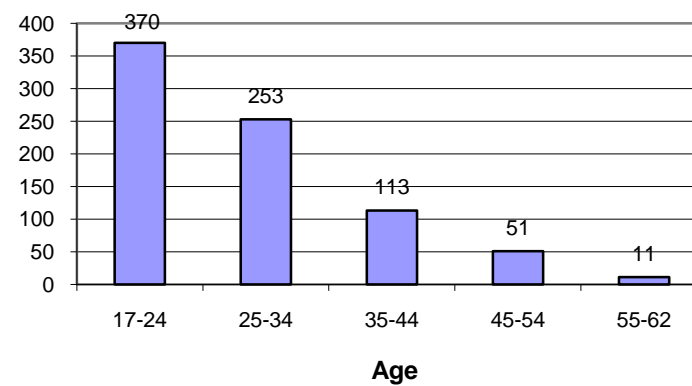
2009-2010 CGCC Student Profile

Age Distribution

Age Distribution - All CGCC Students*

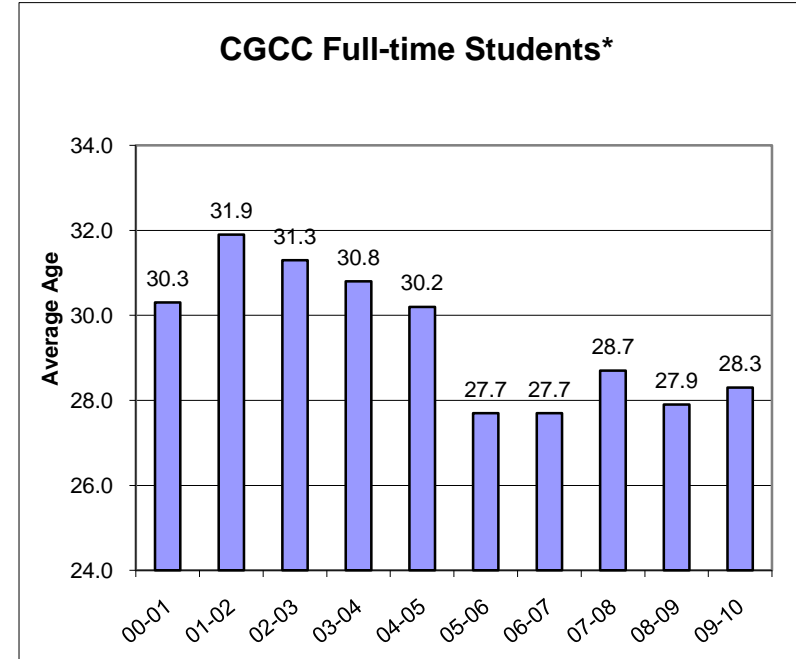
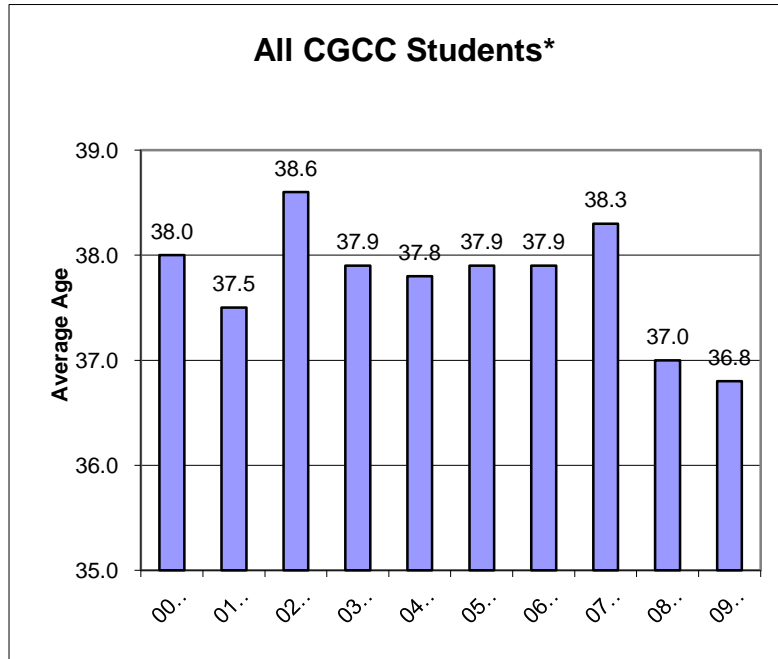


Age Distribution - CGCC Full-time Students*



*who reported age

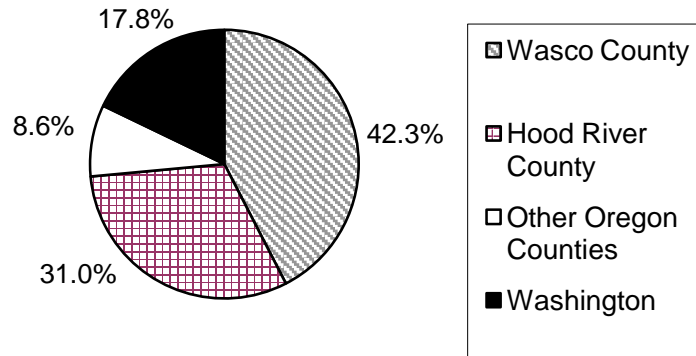
Average Age



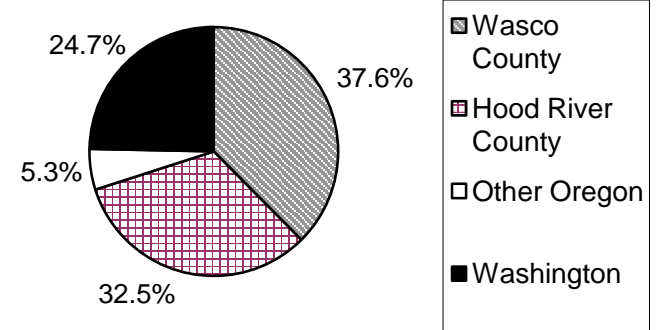
*who reported age

Residency

**Residency
All CGCC Students**

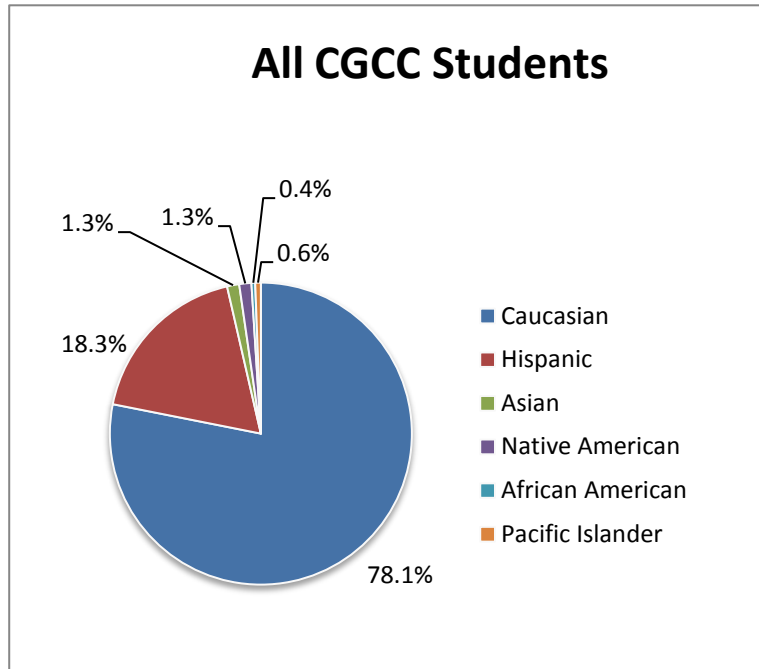


**Residency
Credit Students**

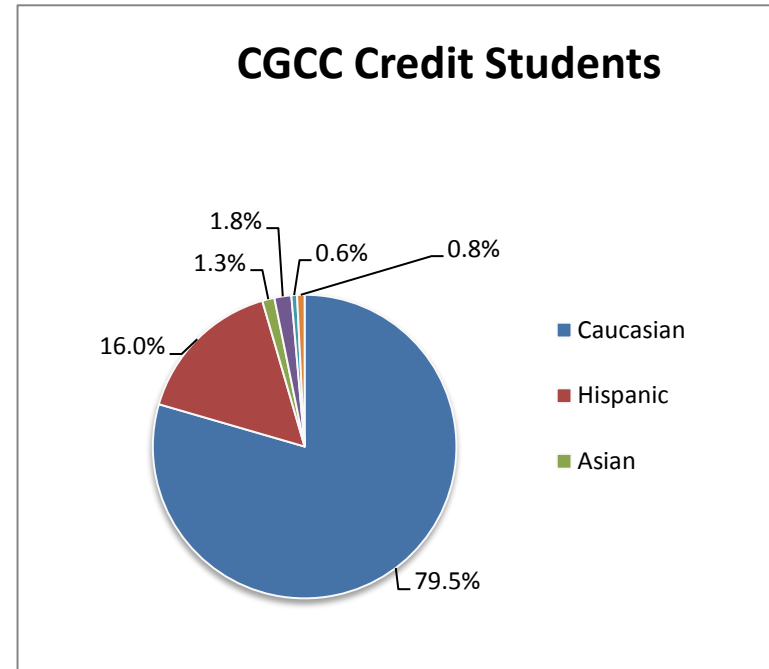


Ethnicity *

All CGCC Students



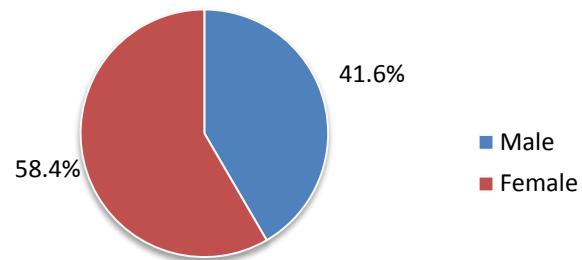
CGCC Credit Students



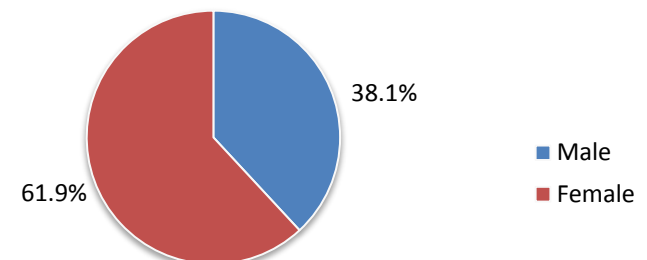
*of those who reported ethnicity

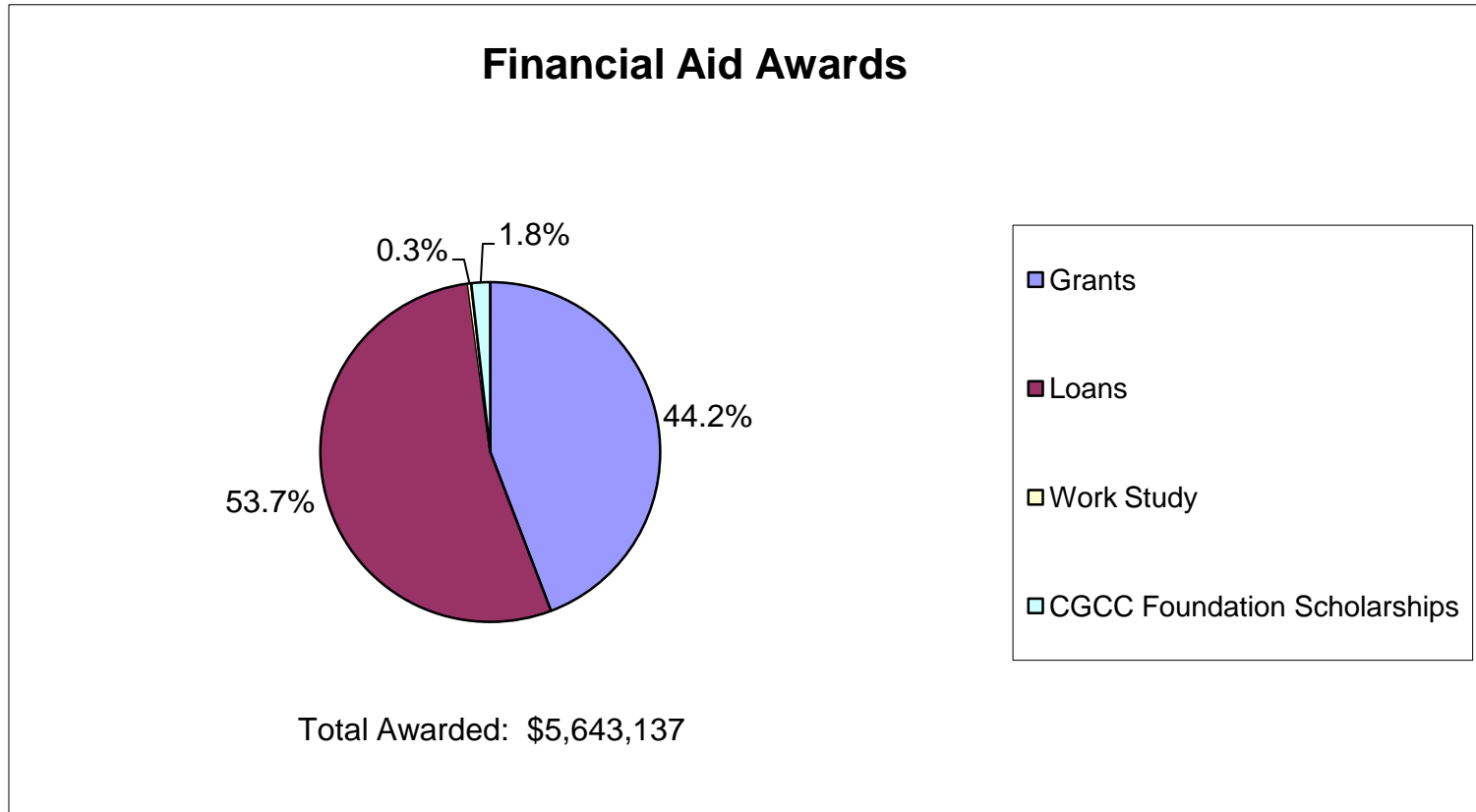
Gender Distribution

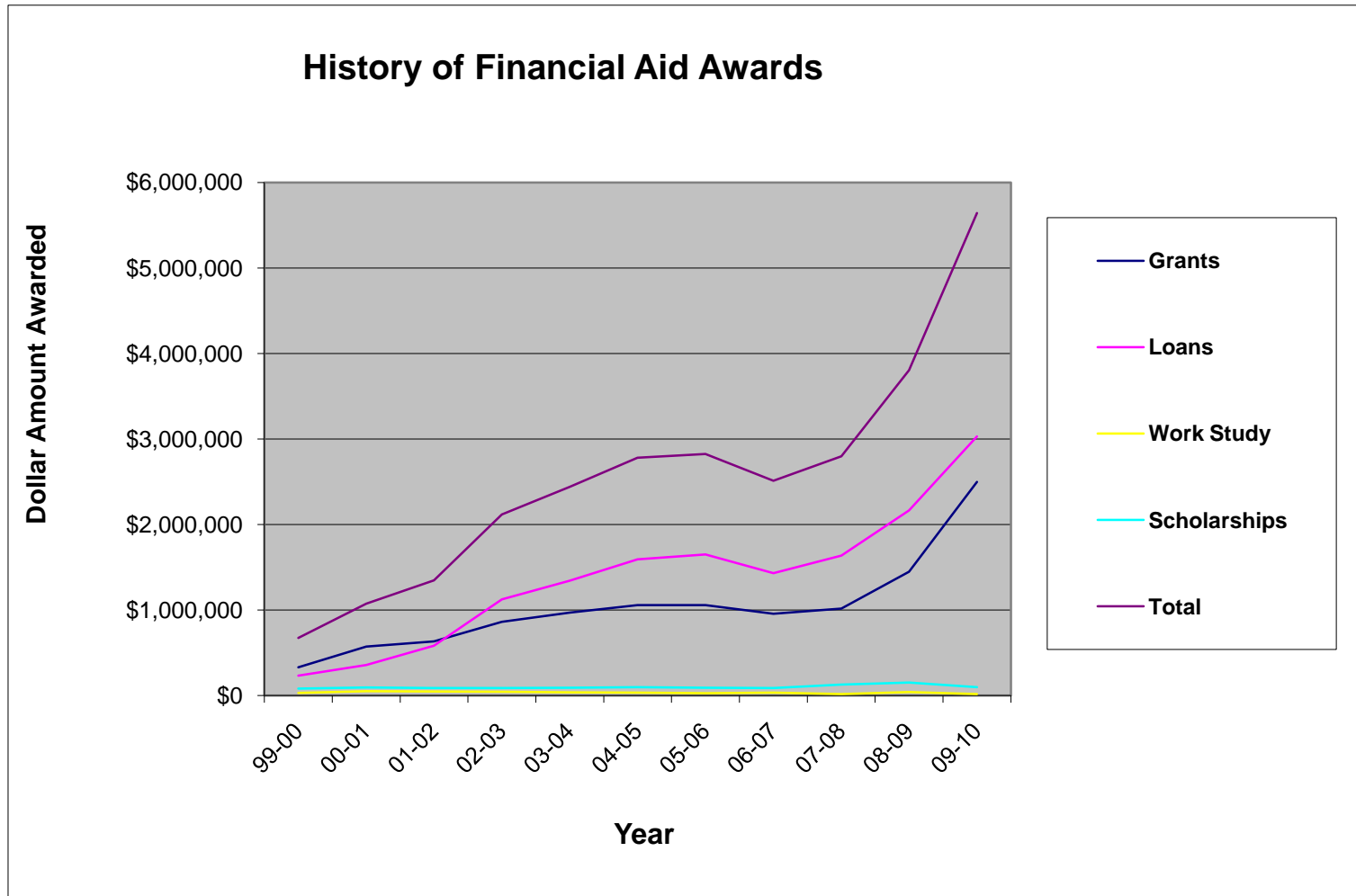
All Students

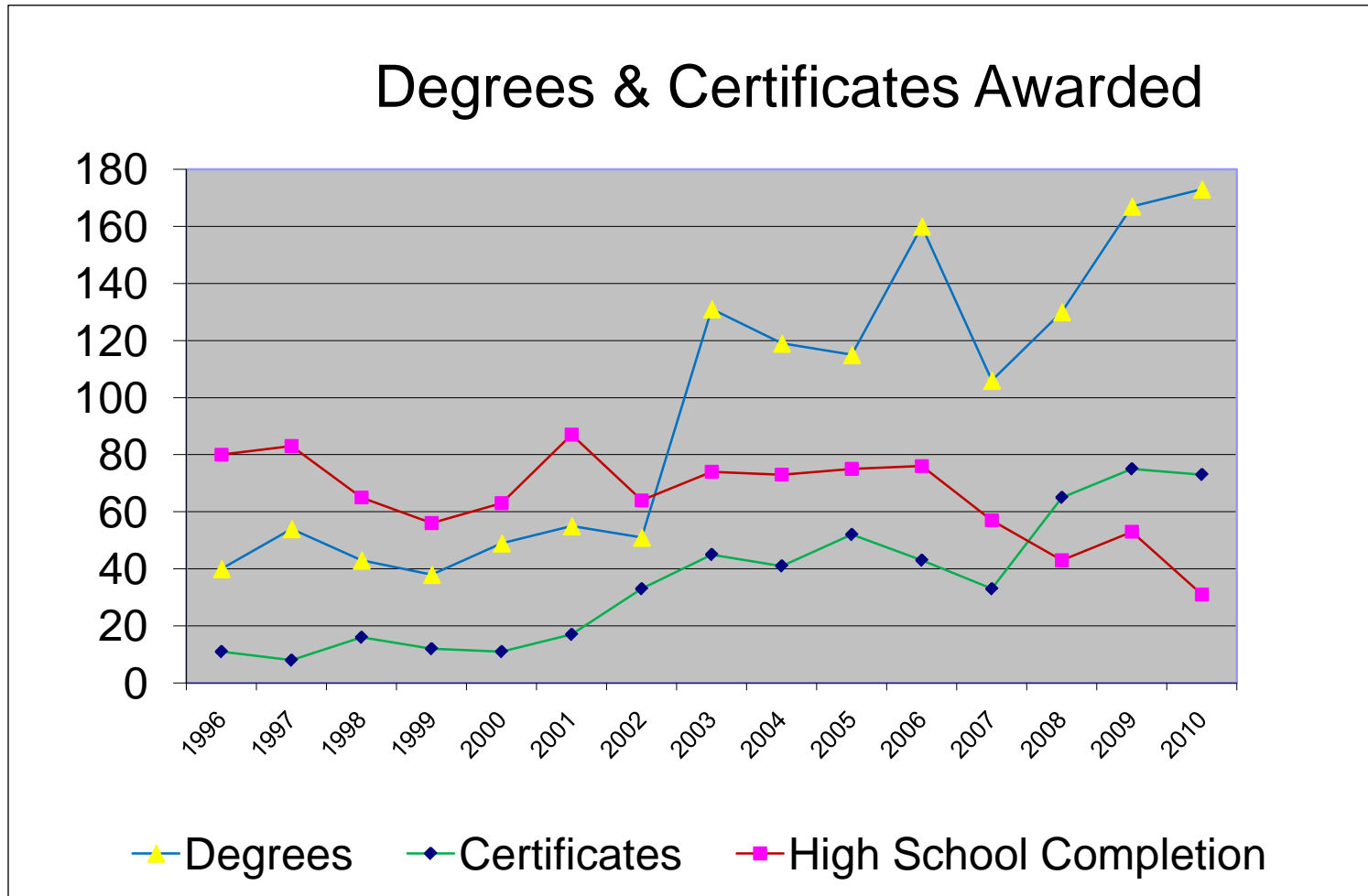


Credit Students









INSTITUTIONAL EFFECTIVENESS INDICATORS

COLUMBIA GORGE COMMUNITY COLLEGE

MAY 2010
COMPILED BY THE STUDENT SERVICES OFFICE

**COLUMBIA GORGE COMMUNITY COLLEGE
INSTITUTIONAL EFFECTIVENESS INDICATORS
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Columbia Gorge Community College
Institutional Effectiveness Indicators
May 2010
Executive Summary

Key Performance Measures (KPM's) that have been legislatively adopted have been included in this report.

Progress Toward Educational Goal

- The average retention rate of all students (credit and non-credit) from one year to the next is 28.7%, a decrease from last year. This is the first downturn in retention in the last five years. This may be due to a record number of degrees and certificates that were awarded as well as the decline in the Adult Continuing Education course offerings.
- The average fall to winter retention rate of credit students is 65.2%, the same as last year's number, but the fall to spring and fall to subsequent fall retention rates are up. This probably can be attributed to proactive contact for students who may need assistance, marketing efforts about the value of CGCC, as well as the economy in the region.

Completion of Educational Goal

- 2009 had the highest number of total graduates in the history of CGCC. This is due to the continued success of the Renewable Energy Technology and Medical Assisting programs as well as strong interest in transfer coursework.
- The percentage of students in Associate Degree programs who obtain an Associate degree is consistently higher than the state average and the Statewide Targets.
- The percentage of students who successfully complete a Nursing program is consistently higher than the state average and the Statewide Targets.
- The percentage of successful GED certificate applicants is consistently below the state average.

Adult Basic Skills

- The low number of students enrolled in the Adult Basic Skills classes who quit before completion of one level of training has been consistent for the last three years. The challenge is keeping at-risk students with poor academic backgrounds engaged in the educational process. This data is different than that reported by CCWD in KPM #7 but staff at CCWD are checking their data.
- There was an increase in the percentage of students who complete a GED or high school diploma and who enroll in credit courses, but this number is still below the eight year average. Anecdotal information from students tells us that students are completing their goal of high school equivalency and then going to work.

Access

- There was an increase in the percentage of the population enrolled in classes in both Wasco and Hood River Counties. The opening of the new Hood River Indian Creek Campus and increased courses there had a significant impact on this.
- While CGCC's student body is becoming more diverse, it is still less diverse than the CGCC district. The percentage of Hispanic students increased greatly.
- CGCC tuition and fees have been within 6% of the state average since 2001-02, with this difference decreasing in the last three years culminating with the 2009-10 CGCC tuition and fees being below the state average.

Academic Progression

- There was a slight decrease in the percentage of students who complete Basic Math (Math 20) successfully for the second year in a row. But there was a higher percentage of students than in the previous year who enroll in the next level math class and are successful.
- There was an increase in students successfully completing Basic Writing (Writing 90) and enrolling in the next level writing class. However there was a decrease in the success of these students in the next writing class.
- The percentage of students transferring to OUS is consistently lower than the state totals but that would be a result of CGCC having 18-20% Washington students who would be more likely to transfer to a Washington university.
- The percentage of CGCC students who transfer to OUS and return for the second year was above the state average and the Statewide Targets for the last three years.

Service to Local Businesses

- 92-100% of the companies served since 2000-01 ranked their training as satisfied or very satisfied.

LEGISLATIVELY ADOPTED 2009-11 KEY PERFORMANCE MEASURES
OREGON DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
COMMUNITY COLLEGE MEASURES

| 2007-09 KPM # | Legislatively Adopted KPMs for 2009-11 | Statewide Target 2008 | Statewide Target 2009 | Statewide Target 2010 | Statewide Target 2011 |
|------------------|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 | SUCCESSFUL GED APPLICANTS – Percentage of GED certificate applicants successful | 76.0% | 79.0% | 79.0% | 80.0% |
| 7 | COMPLETION OF BASIC SKILLS/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully | 49.9% | 50.9% | 63.7% | 63.7% |
| 8 | NURSING COMPLETION – Percentage of students who successfully complete a nursing program | 73.0% | 73.7% | 73.7% | 73.7% |
| 10 | BITS COMPANY SATISFACTION – Percentage of companies ranking training they received through community college Business and Industry Training System (BITS) as good or better | 95.0% | 95.0% | 95.0% | 95.0% |
| 11 | LICENSING/CERTIFICATION RATES – Oregon community college students' pass rate for national licensing tests compared to national pass rates | 93.0% | 93.0% | 93.0% | 93.0% |
| 12 | CAREER TECHNICAL EDUCATION DEGREE/CERTIFICATE COMPLETION – Number of Career Technical Education (CTE) degrees and certificates awarded | 5,055 | 5,101 | 5,101 | 5,101 |
| 13 | ASSOCIATE DEGREE COMPLETION – Percentage of students in Associates degree programs who obtain an Associates degree | 30.6% | 31.6% | 31.6% | 31.6% |
| 14 | STUDENT TRANSFERS TO OUS – Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year | 15.0% | 15.2% | 15.2% | 15.2% |
| 15 | PROGRESS OF TRANSFER STUDENTS – Percentage of community college transfer students who demonstrate progress by returning for the second year | 80.0% | 80.0% | 80.0% | 80.0% |
| 16 | TUITION/FEES – Oregon's rank for college tuition and fees among all western states | 8 th highest | 8 th highest | 8 th highest | 8 th highest |
| 17 | HIGH SCHOOL PARTICIPATION – Number of high school students enrolled in community college credit programs | 22,116 | 22,337 | 22,337 | 22,337 |
| 18 | MINORITY ENROLLMENT – Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group. A. African American, B. Asian/Pacific Islander, C. Hispanic/Latino, D. Native American | >=100% | >=100% | >=100% | >=100% |

KPM 9 SBDC BUSINESS START-UPS was deleted by the 2009 legislature. This measure will be replaced.

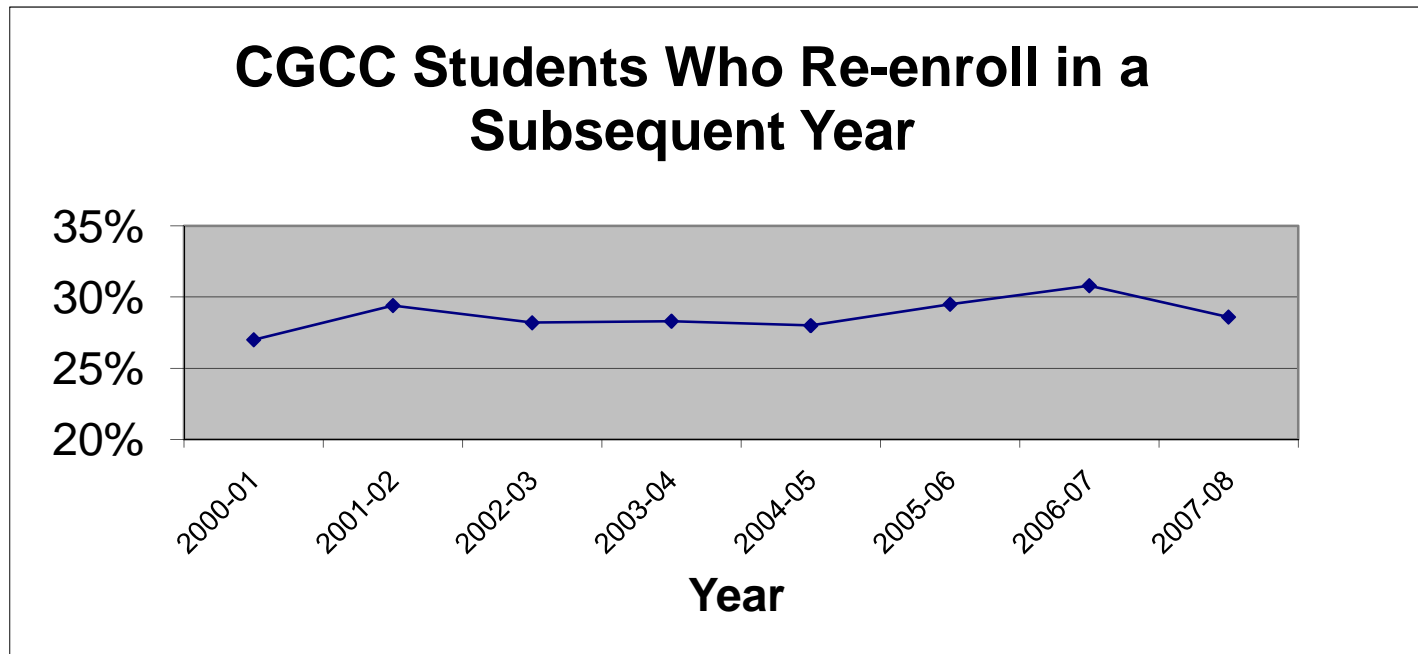
PROGRESS TOWARD
EDUCATIONAL GOAL

INSTITUTIONAL EFFECTIVENESS

Progress Toward Educational Goal

Indicator Students continue to register for CGCC credit and non-credit classes

Measure Percentage of all CGCC students who re-enroll in a subsequent year



Average retention is 28.7% for all CGCC students.

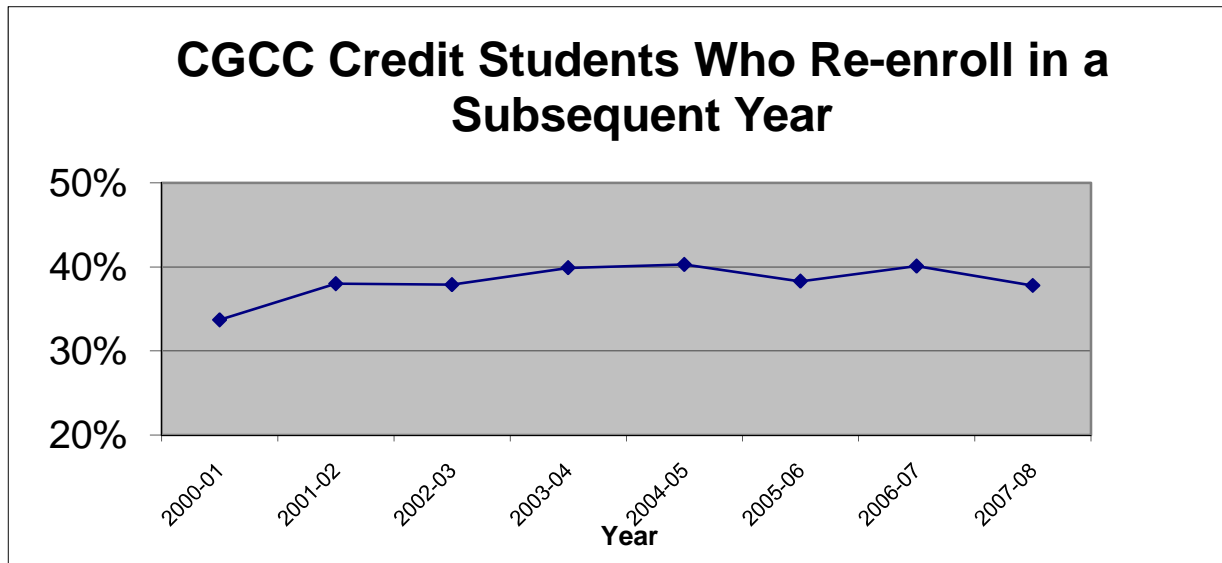
Source: RogueNet and Banner Student data

INSTITUTIONAL EFFECTIVENESS

Progress Toward Educational Goal

Indicator Students continue to register for CGCC credit Classes

Measure Percentage of all CGCC credit students who re-enroll in a subsequent year



Average retention is 38.3% for CGCC credit students.

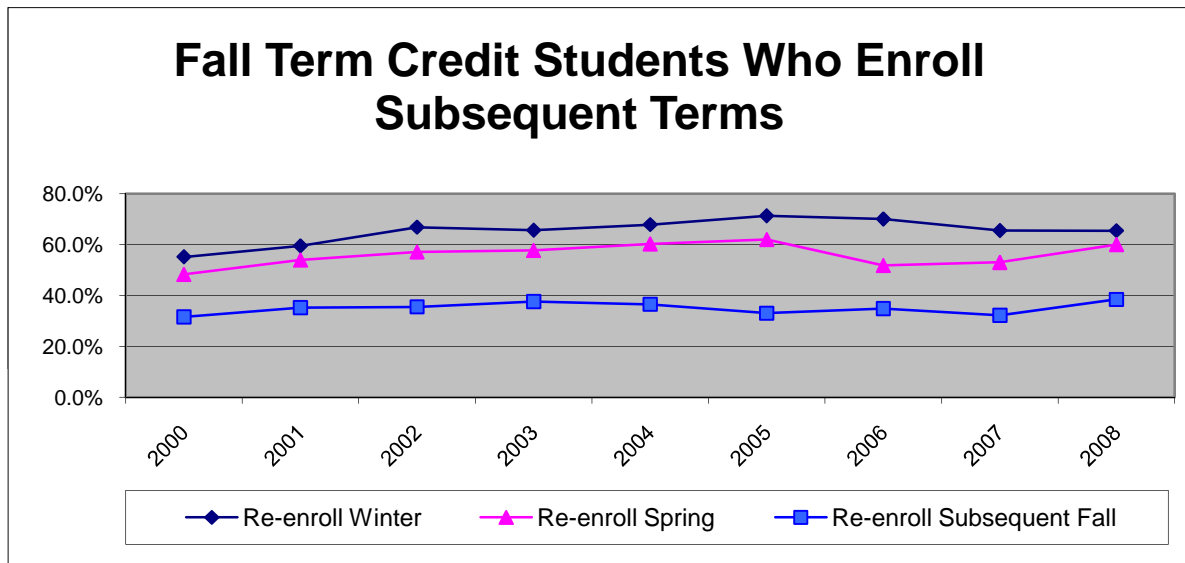
Source: RogueNet and Banner Student data

INSTITUTIONAL EFFECTIVENESS

Progress Toward Educational Goal

Indicator Students continue to enroll in credit classes

Measure Percentage of all fall term credit students who enroll subsequent terms



Average fall to winter retention is 65.2%

Average fall to spring retention is 56.0%

Average fall to subsequent fall retention is 35.0%

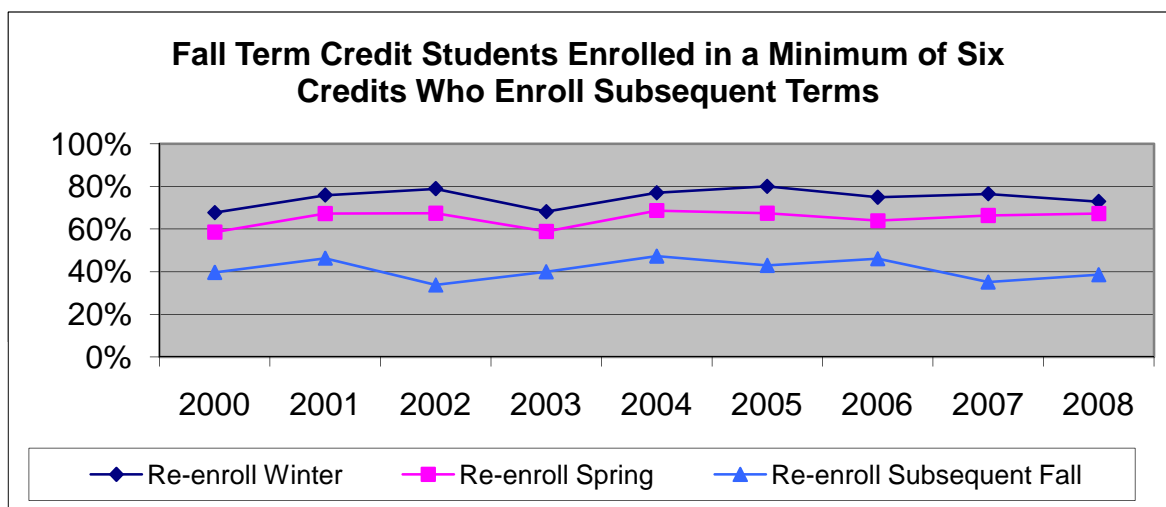
Source: RogueNet and Banner Student data

INSTITUTIONAL EFFECTIVENESS

Progress Toward Educational Goal

Indicator Students with a minimum of six credits continue to enroll in credit classes

Measure Percentage of all fall term credit students enrolled in a minimum of six credits who enroll subsequent terms



Average fall to winter retention is 74.7%

Average fall to spring retention is 65.1%

Average fall to subsequent fall retention is 41.1%

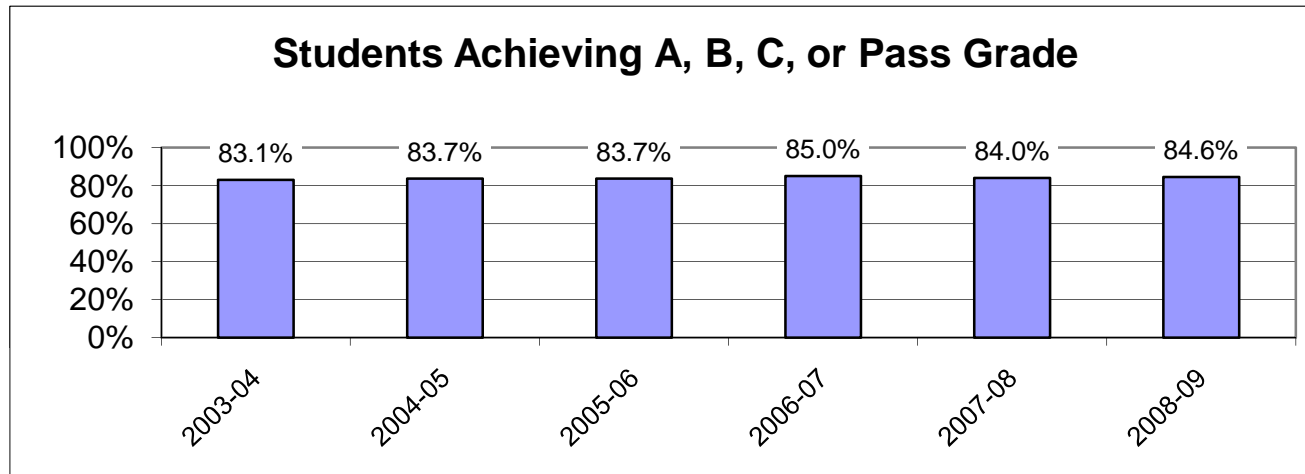
Source: RogueNet and Banner Student data

INSTITUTIONAL EFFECTIVENESS

Progress Toward Educational Goal

Indicator Students successfully complete college credit courses

Measure Percentage of grades in classes that are A, B, C or Pass



84.0% is the average percentage of students successfully completing college credit courses

Source: Banner and Rogue Student data

COMPLETION OF
EDUCATIONAL GOAL

INSTITUTIONAL EFFECTIVENESS

Completion of Educational Goal

Indicator Students successfully complete the requirements for a degree or certificate

Measure Number of CGCC students who earn degrees and certificates

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Certificates | | | | | | | | | | |
| One-Year or Less | 11 | 17 | 33 | 45 | 41 | 48 | 43 | 33 | 67 | 76 |
| Degrees | | | | | | | | | | |
| Associate of Arts, Oregon Transfer | 17 | 19 | 15 | 28 | 27 | 16 | 27 | 19 | 34 | 33 |
| Associate of Science | 12 | 15 | 8 | 14 | 14 | 9 | 28 | 19 | 25 | 21 |
| Associate of General Studies | 11 | 16 | 7 | 28 | 31 | 56 | 61 | 37 | 39 | 61 |
| Associate of Applied Science | 9 | 5 | 20 | 61 | 47 | 34 | 43 | 27 | 34 | 48 |
| Total | 49 | 55 | 50 | 131 | 119 | 115 | 159 | 102 | 132 | 163 |
| High School Diplomas | 6 | 12 | 5 | 5 | 7 | 4 | 4 | 4 | 2 | 5 |
| GED Certificate | 57 | 75 | 59 | 69 | 66 | 71 | 72 | 51 | 41 | 48 |
| Total High School Completion | 63 | 87 | 64 | 74 | 73 | 74 | 76 | 55 | 43 | 53 |
| Total Degrees/Certificates Awarded | 123 | 159 | 147 | 250 | 233 | 238 | 278 | 190 | 242 | 292 |

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #13 ASSOCIATE DEGREE COMPLETION - Percentage of students in Associate's Degree programs who obtain an Associate's degree.

| Community College | Completed by Spring 2004 (2003-04 cohort) | Total in cohort 2003-04 | Completion "rate" 2003-4 | Completed by Spring 2005 (2004-05 cohort) | Total in cohort 2004-05 | Completion "rate" 2004-05 | Completed by Spring 2006 (2005-06 cohort) | Total in cohort 2005-06 | Completion "rate" 2005-06 | Completed by Spring 2007 (2006-07 cohort) | Total in cohort 2006-07 | Completion "rate" 2006-07 | Completed by Spring 2008 (2007-08 cohort) | Total in cohort 2007-08 | Completion "rate" 2007-08 |
|--|---|-------------------------|--------------------------|---|-------------------------|---------------------------|---|-------------------------|---------------------------|---|-------------------------|---------------------------|---|-------------------------|---------------------------|
| Blue Mountain | 104 | 377 | 27.6% | 5 | 11 | 45.5% | 98 | 233 | 42.1% | 102 | 256 | 39.8% | 85 | 237 | 35.9% |
| Central | 200 | 545 | 36.7% | 165 | 537 | 30.7% | 207 | 539 | 38.4% | 210 | 744 | 28.2% | 198 | 759 | 26.1% |
| Columbia Gorge | 38 | 74 | 51.4% | 37 | 93 | 39.8% | 70 | 127 | 55.1% | 43 | 97 | 44.3% | 48 | 122 | 39.3% |
| Chemeketa | 268 | 731 | 36.7% | 287 | 790 | 36.3% | 280 | 871 | 32.1% | 325 | 967 | 33.6% | 476 | 1,394 | 34.1% |
| Clackamas | 186 | 551 | 33.8% | 195 | 706 | 27.6% | 203 | 740 | 27.4% | 228 | 766 | 29.8% | 168 | 630 | 26.7% |
| Clatsop | 47 | 101 | 46.5% | 55 | 113 | 48.7% | 36 | 98 | 36.7% | 42 | 80 | 52.5% | 25 | 79 | 31.6% |
| Klamath | 26 | 93 | 28.0% | 9 | 79 | 11.4% | 2 | 96 | 2.1% | 0 | 97 | 0.0% | 3 | 83 | 3.6% |
| Lane | 400 | 2021 | 19.8% | 415 | 1494 | 27.8% | 455 | 2245 | 20.3% | 485 | 2359 | 20.6% | 361 | 2,017 | 17.9% |
| Linn Benton | 247 | 778 | 31.7% | 279 | 785 | 35.5% | 221 | 759 | 29.1% | 254 | 785 | 32.4% | 211 | 774 | 27.3% |
| Mt. Hood | 362 | 1076 | 33.6% | 341 | 1124 | 30.3% | 363 | 1101 | 33.0% | 444 | 1770 | 25.1% | 443 | 1,734 | 25.5% |
| Oregon Coast | 6 | 19 | 31.6% | 11 | 24 | 45.8% | 14 | 28 | 50.0% | 13 | 24 | 54.2% | 29 | 44 | 65.9% |
| Portland | 435 | 1452 | 30.0% | 537 | 2129 | 25.2% | 495 | 1922 | 25.8% | 819 | 3694 | 22.2% | 1,203 | 5,581 | 21.6% |
| Rogue | 168 | 629 | 26.7% | 147 | 609 | 24.1% | 147 | 500 | 29.4% | 158 | 537 | 29.4% | 172 | 550 | 31.3% |
| Southwestern Oregon | 140 | 570 | 24.6% | 99 | 544 | 18.2% | 133 | 592 | 22.5% | 139 | 580 | 24.0% | 135 | 573 | 23.6% |
| Tillamook Bay | 0 | 13 | 0.0% | 10 | 18 | 55.6% | 4 | 11 | 36.4% | 6 | 21 | 28.6% | 8 | 22 | 36.4% |
| Treasure Valley | 126 | 291 | 43.3% | 47 | 275 | 17.1% | 111 | 257 | 43.2% | 92 | 250 | 36.8% | 43 | 194 | 22.2% |
| Umpqua | 140 | 312 | 44.9% | 175 | 348 | 50.3% | 168 | 329 | 51.1% | 145 | 443 | 32.7% | 131 | 464 | 28.2% |
| Totals | 2,893 | 9,633 | 30.0% | 2,814 | 9,679 | 29.1% | 3,007 | 10,448 | 28.8% | 3,505 | 13,470 | 26.0% | 3,739 | 15,257 | 24.5% |
| Statewide Targets | No performance targets before 2006/07 | | | | | | | | | | | 30.0% | 30.6% | | |
| Reporting Cycle: Oregon Fiscal Year (July 1 - June 30) | | | | | | | | | | | | | | | |
| The measure cohort includes the unduplicated count of all fall credit students with no previous Associates degree and enough credits to possibly complete an Associate's degree by end of spring term. The percentage is calculated by identifying the number of these students who do complete Associate's degree by end of spring term. Students are identified as having "enough credits to potentially complete an Associate's degree" according to their enrollment status in the fall term of the year under consideration. Full-time students (those enrolled in 12 or more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 54 credits by the time they enroll full-time for the fall quarter. Half-time students (those enrolled in 6-11.99 more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 72 credits by the time they enroll half-time for the fall quarter. Part-time students (those enrolled in 1-5.99 more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 81 credits by the time they enroll part-time for the fall quarter. | | | | | | | | | | | | | | | |

OREGON COMMUNITY COLLEGES

Key Performance Measure Results by Community College

KPM #12 CAREER AND
 TECHNICAL EDUCATION DEGREE/CERTIFICATION COMPLETION - Number of CTE degrees and certificates awarded.

| Community College | Academic Year 2001-02 | Academic Year 2002-03 | Academic Year 2003-04 | Academic Year 200-05 | Academic Year 2005-06 | Academic Year 2006-7 | Academic Year 2007-8 | Academic Year 2008-9 | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------|--------------------------|-------------------------|-------------------------|-------------------------|--|--|
| Blue Mountain | 113 | 129 | 141 | 132 | 120 | 129 | 111 | 133 | | |
| Central Oregon | 182 | 242 | 238 | 287 | 328 | 321 | 298 | 334 | | |
| Columbia Gorge | 43 | 107 | 81 | 74 | 77 | 58 | 85 | 115 | | |
| Chemeketa | 588 | 627 | 613 | 564 | 591 | 610 | 601 | 647 | | |
| Clackamas | 210 | 282 | 283 | 261 | 262 | 332 | 382 | 317 | | |
| Clatsop | 69 | 72 | 71 | 77 | 44 | 65 | 76 | 56 | | |
| Klamath | 8 | 36 | 27 | 33 | 40 | 27 | 49 | 58 | | |
| Lane | 522 | 609 | 518 | 536 | 457 | 477 | 380 | 466 | | |
| Linn Benton | 474 | 506 | 500 | 514 | 418 | 582 | 416 | 372 | | |
| Mt. Hood | 501 | 512 | 548 | 465 | 441 | 461 | 505 | 510 | | |
| Oregon Coast | 4 | 10 | 10 | 10 | 18 | 26 | 47 | 45 | | |
| Portland | 941 | 1131 | 1129 | 1134 | 1013 | 1068 | 1119 | 1239 | | |
| Rogue | 221 | 207 | 180 | 176 | 190 | 186 | 199 | 179 | | |
| Southwestern Oregon | 96 | 113 | 135 | 87 | 92 | 126 | 133 | 146 | | |
| Tillamook Bay | 0 | 1 | 4 | 2 | 2 | 3 | 4 | 4 | | |
| Treasure Valley | 78 | 116 | 100 | 102 | 124 | 86 | 90 | 70 | | |
| Umpqua | 204 | 192 | 217 | 213 | 231 | 151 | 156 | 290 | | |
| Totals | 4254 | 4892 | 4795 | 4667 | 4448 | 4708 | 4651 | 4981 | | |
| Statewide Targets | 4178 | 4178 | 4178 | 4178 | 4595 | 5055 | 5055 | 5101 | | |
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Reporting Cycle: Oregon Fiscal Year (July 1 - June 30)

The measure is a count of all state approved Career Technical Education (CTE) degrees and certificates awarded in the reporting year. These include: CTE AS and AAS degrees, CTE certificates, Apprentice AS and AAS degrees, Employer Skills Training certificates and Career Pathways certificates.

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #8 NURSING COMPLETIONS - Percentage of students who successfully complete a Nursing program.

| Community College | 2001-02 Nursing Completers | 2001-02 Nursing Concentrators | 2001-02 Percentage Successfully Completing a Nursing Program | 2002-03 Nursing Completers | 2002-03 Nursing Concentrators | 2002-03 Percentage Successfully Completing a Nursing Program | 2003-04 Nursing Completers | 2003-04 Nursing Concentrators | 2003-04 Percentage Successfully Completing a Nursing Program | 2004-05 Nursing Completers | 2004-05 Nursing Concentrators | 2004-05 Percentage Successfully Completing a Nursing Program | 2005-06 Nursing Completers | 2005-06 Nursing Concentrators | 2005-06 Percentage Successfully Completing a Nursing Program |
|---|---|-------------------------------------|---|----------------------------------|-------------------------------------|---|----------------------------------|-------------------------------------|---|----------------------------------|-------------------------------------|---|----------------------------------|-------------------------------------|---|
| Blue Mountain | 7 | 15 | 46.7% | 41 | 43 | 95.3% | 123 | 143 | 86.0% | 71 | 77 | 92.2% | 53 | 77 | 68.8% |
| Central Oregon | 52 | 57 | 91.2% | 66 | 70 | 94.3% | 60 | 69 | 87.0% | 87 | 92 | 94.6% | 77 | 85 | 90.6% |
| Columbia Gorge | 13 | 16 | 81.3% | 38 | 39 | 97.4% | 40 | 40 | 100.0% | 35 | 35 | 100.0% | 37 | 37 | 100.0% |
| Chemeketa | 94 | 114 | 82.5% | 106 | 112 | 94.6% | 111 | 130 | 85.4% | 110 | 118 | 93.2% | 114 | 122 | 93.4% |
| Clackamas | 31 | 38 | 81.6% | 40 | 50 | 80.0% | 42 | 53 | 79.2% | 22 | 150 | 14.7% | 27 | 27 | 100.0% |
| Clatsop | 16 | 22 | 72.7% | 25 | 42 | 59.5% | 17 | 45 | 37.8% | 25 | 47 | 53.2% | 20 | 54 | 37.0% |
| Klamath | 0 | 0 | NA | 0 | 3 | 0.0% | 0 | 2 | 0.0% | 0 | 3 | 0.0% | 0 | 2 | 0.0% |
| Lane | 88 | 115 | 76.5% | 104 | 133 | 78.2% | 106 | 110 | 96.4% | 118 | 138 | 85.5% | 123 | 154 | 79.9% |
| Linn Benton | 70 | 98 | 71.4% | 76 | 77 | 98.7% | 66 | 66 | 100.0% | 50 | 50 | 100.0% | 36 | 36 | 100.0% |
| Mt. Hood | 38 | 38 | 100.0% | 40 | 40 | 100.0% | 44 | 47 | 93.6% | 49 | 50 | 98.0% | 39 | 41 | 95.1% |
| Oregon Coast | 0 | 0 | NA | 0 | 0 | NA | 0 | 0 | NA | 1 | 1 | 100.0% | 0 | 0 | NA |
| Portland | 75 | 97 | 77.3% | 78 | 105 | 74.3% | 63 | 88 | 71.6% | 93 | 127 | 73.2% | 80 | 86 | 93.0% |
| Rogue | 25 | 117 | 21.4% | 27 | 189 | 14.3% | 31 | 218 | 14.2% | 38 | 93 | 40.9% | 35 | 57 | 61.4% |
| Southwestern Oregon | 50 | 160 | 31.3% | 38 | 129 | 29.5% | 66 | 131 | 50.4% | 26 | 35 | 74.3% | 24 | 32 | 75.0% |
| Tillamook Bay | 0 | 0 | NA | 0 | 0 | NA | 0 | 0 | NA | 0 | 0 | NA | 0 | 0 | NA |
| Treasure Valley | 40 | 51 | 78.4% | 43 | 61 | 70.5% | 43 | 53 | 81.1% | 27 | 35 | 77.1% | 30 | 33 | 90.9% |
| Umpqua | 36 | 81 | 44.4% | 31 | 73 | 42.5% | 85 | 101 | 84.2% | 99 | 127 | 78.0% | 105 | 124 | 84.7% |
| Totals | 635 | 1,109 | 57.3% | 753 | 1,166 | 64.6% | 897 | 1,296 | 69.2% | 851 | 1,178 | 72.2% | 800 | 967 | 82.7% |
| Statewide Targets | No performance targets set before 2006/07 | | | | | | | | | | | | | | |
| Reporting Cycle: Oregon Fiscal Year (July 1 - June 31) | | | | | | | | | | | | | | | |
| The measure cohort includes all professional technical concentrators for the program year who were identified as having Licensed Practical Nursing or Registered Nursing majors. The measure result is the percentage of these students who completed one-or-two-year Nursing programs within the program year. The definition of "Professional Technical Concentrator" is based on Perkins III accountability measures, and includes students who are credit students in the fall term of the reporting year and who have earned at least 50% of credits applicable toward their professional technical major. | | | | | | | | | | | | | | | |
| Between 2006-07 and 2007-08 Oregon was required to transition from Perkins III to Perkins IV performance measures. This transition resulted in a more inclusive definition of CTE Concentrators (the denominator in Nursing completions) and a more restrictive definition for Completers (the numerator). The 20% decline in Nursing Completion rates for 2007-08 is an artifact of definitional change rather than a true decline. | | | | | | | | | | | | | | | |
| Further negotiated changes in these definition for 2008-09 will result in additional unpredictable changes for next year. | | | | | | | | | | | | | | | |

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #8 NURSING COMPLETIONS - Percentage of students who successfully complete a Nursing program.

| Community College | 2006-07 Nursing Completers | 2006-07 Nursing Concentrators | 2006-07 Percentage Successfully Completing a Nursing Program | 2007-08 Nursing Completers | 2007-08 Nursing Concentrators | 2007-08 Percentage Successfully Completing a Nursing Program | | | | | | | | | | | | |
|--------------------------|--|----------------------------------|---|--|-------------------------------------|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Blue Mountain | 54 | 79 | 68.4% | 54 | 72 | 75.0% | | | | | | | | | | | | |
| Central Oregon | 66 | 69 | 95.7% | 67 | 70 | 95.7% | | | | | | | | | | | | |
| Columbia Gorge | 38 | 38 | 100.0% | 42 | 66 | 63.6% | | | | | | | | | | | | |
| Chemeketa | 106 | 129 | 82.2% | 114 | 131 | 87.0% | | | | | | | | | | | | |
| Clackamas | 40 | 107 | 37.4% | 56 | 69 | 81.2% | | | | | | | | | | | | |
| Clatsop | 29 | 52 | 55.8% | 18 | 33 | 54.5% | | | | | | | | | | | | |
| Klamath | 0 | 2 | 0.0% | 0 | 0 | NA | | | | | | | | | | | | |
| Lane | 130 | 160 | 81.3% | 73 | 219 | 33.3% | | | | | | | | | | | | |
| Linn Benton | 121 | 125 | 96.8% | 39 | 108 | 36.1% | | | | | | | | | | | | |
| Mt. Hood | 32 | 65 | 49.2% | 102 | 236 | 43.2% | | | | | | | | | | | | |
| Oregon Coast | 18 | 20 | 90.0% | 32 | 37 | 86.5% | | | | | | | | | | | | |
| Portland | 75 | 78 | 96.2% | 93 | 219 | 42.5% | | | | | | | | | | | | |
| Rogue | 32 | 47 | 68.1% | 46 | 104 | 44.2% | | | | | | | | | | | | |
| Southwestern Oregon | 26 | 27 | 96.3% | 25 | 54 | 46.3% | | | | | | | | | | | | |
| Tillamook Bay | 0 | 0 | NA | 0 | 0 | NA | | | | | | | | | | | | |
| Treasure Valley | 22 | 34 | 64.7% | 29 | 32 | 90.6% | | | | | | | | | | | | |
| Umpqua | 54 | 79 | 68.4% | 48 | 65 | 73.8% | | | | | | | | | | | | |
| Totals | 843 | 1111 | 75.9% | 838 | 1515 | 55.3% | | | | | | | | | | | | |
| Statewide Targets | | | 72.3% | | | 73.0% | | | | | | | | | | | | |
| | Results for 2006-07 are based on the Perkins III definition. | | | Results for 2007-08 are based on the Perkins IV definition. | | | | | | | | | | | | | | |
| | | | | Results for 2008-09 will be based on the Perkins V definition. | | | | | | | | | | | | | | |
| | note: CCWD is checking this data as it is in error | | | | | | | | | | | | | | | | | |

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by Community College

KPM #1 LICENSING/CERTIFICATION RATES - Oregon Community College students' pass rates for national tests.

| Program and Community College | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|--|---------------------|----------------------|-----------------------------|--------------------------------------|--------------------|---------------------|-----------------------------|--------------------------------------|--------------------|---------------------|-----------------------------|--------------------------------------|
| | Number Taking Exams | Number Passing Exams | Community College Pass Rate | National Pass Rate For All Examinees | Number Taking Test | Number Passing Test | Community College Pass Rate | National Pass Rate For All Examinees | Number Taking Test | Number Passing Test | Community College Pass Rate | National Pass Rate For All Examinees |
| Emergency Medical Training - Basic | | | | | | | | | | | | |
| Blue Mountain | 45 | 35 | 78% | | 45 | 35 | 78% | | 15 | 18 | 72% | |
| Central Oregon | | | | | | | | | 109 | 96 | 88% | |
| Chemeketa | 122 | 103 | 84% | | 122 | 103 | 84% | | | | | |
| Clackamas | 47 | 45 | 96% | | 47 | 45 | 96% | | 55 | 46 | 84% | |
| Clatsop | 11 | 9 | 82% | | 11 | 9 | 82% | | | | | |
| Columbia Gorge | 33 | 32 | 97% | | 33 | 32 | 97% | | | | | |
| Klamath | 16 | 11 | 69% | | 16 | 11 | 69% | | 20 | 18 | 90% | |
| Lane | 124 | 111 | 90% | | 124 | 111 | 90% | | 57 | 46 | 81% | |
| Linn-Benton | 40 | 39 | 98% | | 40 | 39 | 98% | | | | | |
| Mt Hood | | | | | | | | | | | | |
| Oregon Coast | 5 | 4 | 80% | | 5 | 4 | 80% | | | | | |
| Portland | | | | | | | | | 258 | 248 | 96% | |
| Rogue | 35 | 29 | 83% | | 35 | 29 | 83% | | 56 | 50 | 89% | |
| Southwestern Oregon | 28 | 19 | 68% | | 28 | 19 | 68% | | 27 | 24 | 89% | |
| Tillamook Bay | 9 | 8 | 89% | | 9 | 8 | 89% | | 12 | 11 | 92% | |
| Treasure Valley | 16 | 14 | 88% | | 16 | 14 | 88% | | | | | |
| Umpqua | 52 | 35 | 67% | | 52 | 35 | 67% | | 41 | 36 | 88% | |
| Subtotal EMT - Basic | 583 | 494 | 85% | 71% | 616 | 555 | 90% | 71% | | | | |
| Emergency Medical Training - Intermediate | | | | | | | | | | | | |
| Chemeketa | | | | | | | | | | | | |
| Clackamas | | | | | | | | | | | | |
| Clatsop | | | | | | | | | | | | |
| Columbia Gorge | 8 | 8 | 100% | | 8 | 8 | 100% | | | | | |
| Lane | | | | | | | | | 20 | 18 | 90% | |
| Linn-Benton | | | | | | | | | | | | |
| Oregon coast | | | | | | | | | 10 | 7 | 70% | |
| Portland | | | | | | | | | 25 | 24 | 96% | |
| Rogue | 20 | 8 | 40% | | 20 | 8 | 40% | | | | | |
| Southwestern Oregon | 50 | 50 | 100% | | 50 | 50 | 100% | | | | | |
| Tillamook Bay | | | | | | | | | 4 | 4 | 100% | |
| Treasure Valley | 11 | 8 | 73% | | 11 | 8 | 73% | | | | | |
| Umpqua | 11 | 1 | 9% | | 11 | 1 | 9% | | | | | |
| Subtotal EMT - Intermediate | 100 | 75 | 75% | 62% | 55 | 45 | 82% | 62% | | | | |
| Flaggers | | | | | | | | | | | | |
| Columbia Gorge | 94 | 91 | 97% | | | | | | | | | |
| Klamath | 83 | 83 | 100% | | 191 | 191 | 100% | | 225 | 225 | 100% | |
| Southwestern | 74 | 74 | 100% | | 37 | 34 | 92% | | 64 | 64 | 100% | |
| Tillamook Bay | 6 | 6 | 100% | | 30 | 30 | 100% | | 6 | 6 | 100% | |
| Treasure Valley | 72 | 70 | 97% | | 78 | 77 | 99% | | | | | |
| Umpqua | 115 | 115 | 100% | | 110 | 110 | 100% | | 103 | 101 | 98% | |
| Total Flaggers | 444 | 439 | 99% | | 446 | 442 | 99% | | 398 | 396 | 99% | |

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by Community College

KPM #11 LICENSING/CERTIFICATION RATES - Oregon Community College students' pass rates for national tests.

| Program and Community College | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|--|---------------------|----------------------|-----------------------------|--------------------------------------|--------------------|---------------------|-----------------------------|--------------------------------------|--------------------|---------------------|-----------------------------|--------------------------------------|
| | Number Taking Exams | Number Passing Exams | Community College Pass Rate | National Pass Rate For All Examinees | Number Taking Test | Number Passing Test | Community College Pass Rate | National Pass Rate For All Examinees | Number Taking Test | Number Passing Test | Community College Pass Rate | National Pass Rate For All Examinees |
| Nursing - LPN | | | | | | | | | | | | |
| Blue Mountain | 15 | 13 | 87% | | 15 | 13 | 87% | | 14 | 13 | 93% | |
| Central Oregon | 9 | 9 | 100% | | 9 | 9 | 100% | | 11 | 11 | 100% | |
| Chemeketa | 40 | 40 | 100% | | 40 | 40 | 100% | | 40 | 39 | 98% | |
| Clackamas | | | | | | | | | | | | |
| Clatsop | 6 | 6 | 100% | | 6 | 6 | 100% | | 6 | 6 | 100% | |
| Columbia Gorge | 18 | 18 | 100% | | 18 | 18 | 100% | | 16 | 16 | 100% | |
| Lane | 49 | 49 | 100% | | 49 | 49 | 100% | | na | na | na | |
| Linn-Benton | | | | | | | | | | | | |
| Mt Hood | | | | | | | | | 19 | 19 | 100% | |
| Oregon Coast | | | | | | | | | 2 | 2 | 100% | |
| Rogue | 16 | 16 | 100% | | 16 | 16 | 100% | | 1 | 1 | 100% | |
| Rogue | | | | | | | | | | | | |
| Southwestern Oregon | 2 | 2 | 100% | | 2 | 2 | 100% | | | | | |
| Treasure Valley | 12 | 10 | 83% | | 12 | 10 | 83% | | | | | |
| Umpqua | 47 | 45 | 96% | | 47 | 45 | 96% | | | | | |
| Total Nursing - LPN | 214 | 208 | 97.2% | 88% | 191 | 180 | 94% | 87% | 109 | 107 | 98% | 87% |
| Nursing - RN | | | | | | | | | | | | |
| Blue Mtn | 41 | 31 | 76% | | 41 | 31 | 76% | | 25 | 18 | 72% | |
| Central Oregon | 48 | 43 | 90% | | 48 | 43 | 90% | | 38 | 37 | 97% | |
| Chemeketa | 64 | 62 | 97% | | 64 | 62 | 97% | | 51 | 49 | 96% | |
| Clackamas | 29 | 28 | 97% | | 29 | 28 | 97% | | 38 | 33 | 87% | |
| Clatsop | 20 | 20 | 100% | | 20 | 20 | 100% | | 16 | 16 | 100% | |
| Columbia Gorge | 20 | 18 | 90% | | 20 | 18 | 90% | | 16 | 13 | 81% | |
| Lane | 71 | 64 | 90% | | 71 | 64 | 90% | | 75 | 70 | 93% | |
| Linn-Benton | 43 | 37 | 86% | | 43 | 37 | 86% | | 38 | 37 | 97% | |
| Mt Hood | 73 | 65 | 89% | | 73 | 65 | 89% | | 76 | 73 | 96% | |
| Oregon Coast | | | | | | | | | 17 | 16 | 94% | |
| Portland | 90 | 80 | 89% | | 90 | 80 | 89% | | 98 | 90 | 92% | |
| Rogue | 32 | 32 | 100% | | 32 | 32 | 100% | | 31 | 30 | 97% | |
| Southwestern Oregon | 29 | 26 | 90% | | 29 | 26 | 90% | | 26 | 24 | 92% | |
| Treasure Valley | 13 | 12 | 92% | | 13 | 12 | 92% | | 18 | 15 | 83% | |
| Umpqua | 76 | 63 | 83% | | 76 | 63 | 83% | | 44 | 44 | 100% | |
| Total Nursing - RN | 649 | 581 | 90% | 88% | 607 | 552 | 91% | 85% | 607 | 565 | 93% | 86% |
| Nurse Assistant/Aid Comprehensive | | | | | | | | | | | | |
| Columbia Gorge | 79 | 59 | 75% | | | | | | | | | |
| Klamath | | | | | 79 | 59 | 75% | | 62 | 59 | 95% | |
| Linn-Benton | 97 | 68 | 70% | | 97 | 68 | 70% | | 100 | 71 | 71% | |
| Mt Hood | 89 | 73 | 82% | | 89 | 73 | 82% | | | | | |
| Rogue | 71 | 62 | 87% | | 71 | 62 | 87% | | 34 | 27 | 79% | |
| Southwestern Oregon | 22 | 14 | 64% | | 22 | 14 | 64% | | | | | |
| Tillamook Bay | 9 | 3 | 33% | | 9 | 3 | 33% | | | | | |
| Treasure Valley | 62 | 60 | 97% | | 62 | 60 | 97% | | | | | |
| Umpqua 34 | | 23 | 68% | | 34 | 23 | 68% | | 11 | 11 | 100% | |
| Total Nurse Assistant/Aid | 448 | 371 | 83% | | 225 | 170 | 76% | | 207 | 168 | 81% | |

Reporting Cycle: Oregon Fiscal Year (July 1 - June 30).

Most pass rate data are self-reported by each community college to CCWD. Data on national pass rates is gathered from professional associations and some from community colleges. The data are reported inconsistently year-to-year and are thought to be unreliable. The data will continue to be questionable and probably incomplete until the data collection method is improved.

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #1 SUCCESSFUL GED APPLICANTS - Percentage of successful GED certificate applicants.

| Community College | 2003/04 Successfully Completed | 2003/04 Number Who Tested | 2003/04 Percentage Passed | 2004/05 Successfully Completed | 2004/05 Number Who Tested | 2004/05 Percentage Passed | 2005/06 Successfully Completed | 2005/06 Number Who Tested | 2005/06 Percentage Passed | 2006/07 Successfully Completed | 2006/07 Number Who Tested | 2006/07 Percentage Passed | 2007/08 Successfully Completed | 2007/08 Number Who Tested | 2007/08 Percentage Passed |
|--|--------------------------------------|------------------------------------|---------------------------------|--------------------------------------|------------------------------------|---------------------------------|--------------------------------------|------------------------------------|---------------------------------|--------------------------------------|------------------------------------|---------------------------------|--------------------------------------|------------------------------------|---------------------------------|
| Blue Mountain | 258 | 342 | 75.4% | 349 | 450 | 77.6% | 309 | 398 | 77.6% | 215 | 279 | 77% | 151 | 211 | 72% |
| Central Oregon | 325 | 364 | 89.3% | 306 | 356 | 86.0% | 285 | 337 | 84.6% | 355 | 374 | 95% | 430 | 497 | 87% |
| Chemeketa | 654 | 831 | 78.7% | 737 | 878 | 83.9% | 679 | 861 | 78.9% | 692 | 842 | 82% | 784 | 995 | 79% |
| Clackamas | 469 | 560 | 83.8% | 529 | 645 | 82.0% | 468 | 579 | 80.8% | 441 | 535 | 82% | 561 | 724 | 77% |
| Clatsop | 252 | 341 | 73.9% | 217 | 295 | 73.6% | 294 | 382 | 77.0% | 262 | 312 | 84% | 229 | 298 | 77% |
| Columbia Gorge | 95 | 126 | 75.4% | 81 | 106 | 76.4% | 76 | 110 | 69.1% | 83 | 108 | 77% | 66 | 103 | 64% |
| Klamath | 151 | 177 | 85.3% | 155 | 174 | 89.1% | 143 | 170 | 84.1% | 134 | 159 | 84% | 150 | 182 | 82% |
| Lane | 254 | 312 | 81.4% | 251 | 311 | 80.7% | 214 | 266 | 80.5% | 155 | 198 | 78% | 194 | 249 | 78% |
| Linn Benton | 332 | 423 | 78.5% | 421 | 518 | 81.3% | 339 | 436 | 77.8% | 361 | 432 | 84% | 382 | 495 | 77% |
| Mt Hood | 446 | 571 | 78.1% | 496 | 700 | 70.9% | 485 | 705 | 68.8% | 499 | 688 | 73% | 527 | 723 | 73% |
| Oregon Coast | 162 | 228 | 71.1% | 182 | 238 | 76.5% | 167 | 241 | 69.3% | 194 | 269 | 72% | 178 | 241 | 74% |
| Portland | 745 | 976 | 76.3% | 935 | 1223 | 76.5% | 781 | 1082 | 72.2% | 824 | 1049 | 79% | 974 | 1288 | 76% |
| Rogue | 455 | 556 | 81.8% | 430 | 542 | 79.3% | 451 | 590 | 76.4% | 470 | 571 | 82% | 511 | 602 | 85% |
| Southwestern Oregon | 178 | 223 | 79.8% | 178 | 215 | 82.8% | 219 | 288 | 76.0% | 224 | 271 | 83% | 207 | 261 | 79% |
| Tillamook Bay | 58 | 72 | 80.6% | 16 | 17 | 94.1% | 31 | 39 | 79.5% | 32 | 41 | 78% | 23 | 38 | 61% |
| Treasure Valley | 145 | 195 | 74.4% | 129 | 159 | 81.1% | 126 | 164 | 76.8% | 98 | 122 | 80% | 153 | 180 | 85% |
| Umpqua | 355 | 429 | 82.8% | 351 | 440 | 79.8% | 379 | 471 | 80.5% | 344 | 442 | 78% | 401 | 501 | 80% |
| Totals | 5,334 | 6,726 | 79.3% | 5,763 | 7,267 | 79.3% | 5,446 | 7,119 | 76.5% | 5383 | 6692 | 80% | 5921 | 7588 | 78% |
| Statewide Targets | | | | | | | | | 75.9% | | | 75.9% | | | 76.0% |
| Reporting Cycle: Oregon Fiscal Year (July 1 - June 31). | | | | | | | | | | | | | | | |
| This measure includes numbers for applicants who took the first of five GED tests in a calendar year. Successful applicants are those who complete and pass all five of the GED tests and who are issued a GED certificate within three years of the month of their first test date. Over 2/3 of those tested are at community colleges with other sites at Education Service Districts (ESD), the University of Oregon, WorkSource Centers, school districts and Corrections. | | | | | | | | | | | | | | | |

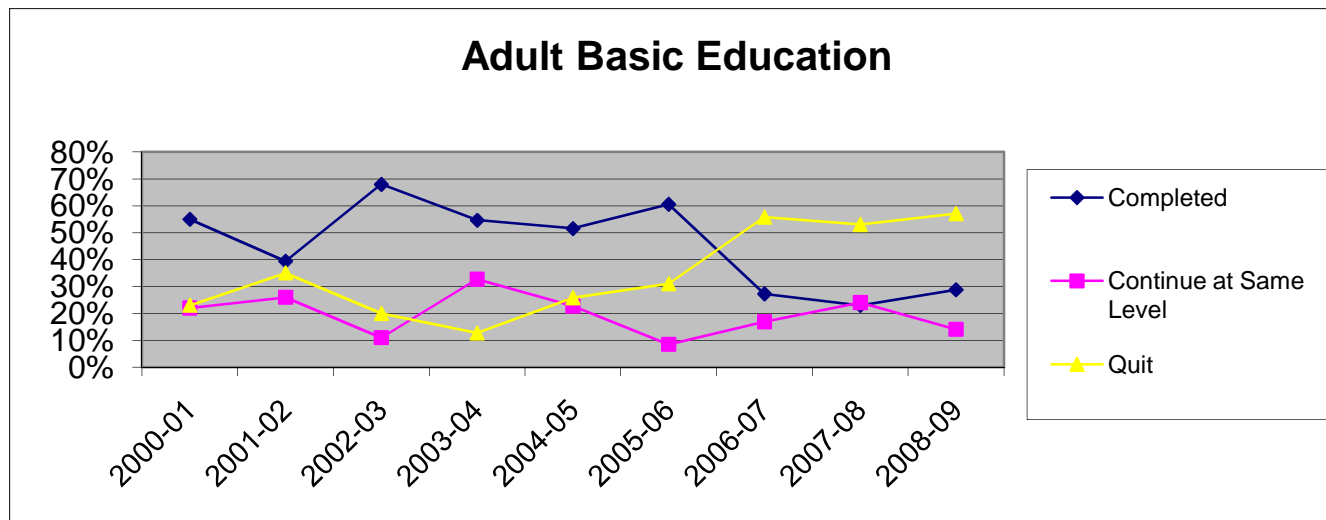
ADULT BASIC SKILLS

INSTITUTIONAL EFFECTIVENESS

Basic Skills

Indicator Students successfully complete Adult Basic Education courses

Measure Students successfully complete a level of instruction or continue to progress satisfactorily in Adult Basic Skills courses*



*Adult Basic Education includes Basic Skills, GED and Adult High School Diploma program participants

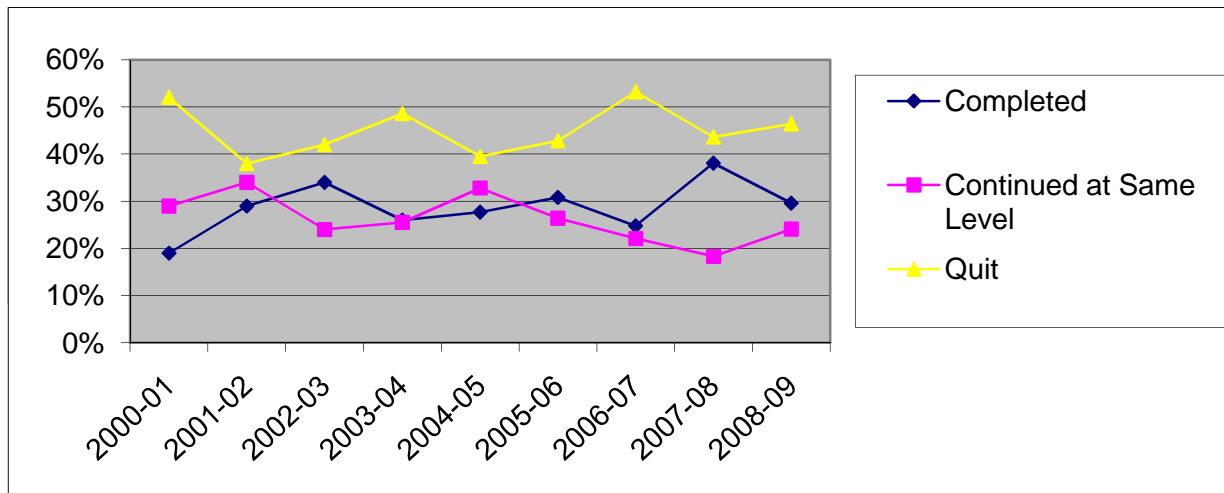
Source: Adult Basic Education Federal Table #4

INSTITUTIONAL EFFECTIVENESS

Basic Skills

Indicator Students successfully complete English as a Second Language courses

Measure Students successfully complete a level of instruction or continue to progress satisfactorily in English as a Second Language courses



Source: Adult Basic Education Federal Table #4

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #7 COMPLETION OF BASIC SKILLS/ESL - Percentage of students enrolled in a basic skills or ESL program complete successfully.

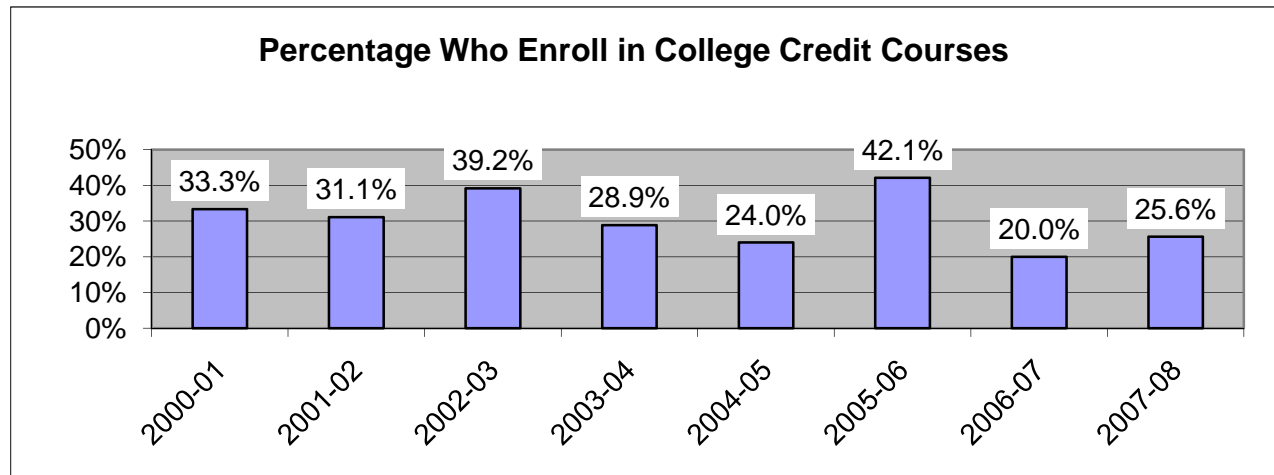
| Community College | Percentage of Successful Students - Basic Skills/ESL 2002-03 | Percentage of Successful Students - Basic Skills/ESL 2003-04 | Percentage of Successful Students - Basic Skills/ESL 2004-05 | Percentage of Successful Students - Basic Skills/ESL 2005-06 | Percentage of Successful Students - Basic Skills/ESL 2006-07 | Percentage of Successful Students - Basic Skills/ESL 2007-08 | | | | | | | | | | | |
|--------------------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Blue Mountain | 63.0% | 62.0% | 58.7% | 57.7% | 74.2% | 84.7% | | | | | | | | | | | |
| Central Oregon | 56.9% | 53.6% | 40.0% | 47.8% | 68.6% | 83.9% | | | | | | | | | | | |
| Chemeketa | 54.9% | 43.7% | 52.1% | 65.4% | 64.8% | 84.9% | | | | | | | | | | | |
| Clackamas | 37.4% | 53.1% | 58.9% | 55.6% | 49.1% | 77.9% | | | | | | | | | | | |
| Clatsop | 56.5% | 58.0% | 47.3% | 67.6% | 51.6% | 88.0% | | | | | | | | | | | |
| Columbia Gorge | 59.2% | 58.9% | 59.7% | 48.0% | 90.4% | 87.6% | | | | | | | | | | | |
| Dept of Corrections | 66.2% | 63.4% | 64.0% | 66.9% | 65.2% | 74.4% | | | | | | | | | | | |
| Klamath | 50.7% | 41.9% | 38.3% | 69.2% | 70.0% | 77.8% | | | | | | | | | | | |
| Lane | 60.9% | 64.1% | 63.4% | 77.9% | 77.8% | 80.1% | | | | | | | | | | | |
| Linn Benton | 58.3% | 36.6% | 46.7% | 63.1% | 59.3% | 83.0% | | | | | | | | | | | |
| Mt. Hood | 62.3% | 61.6% | 52.4% | 45.2% | 71.0% | 78.8% | | | | | | | | | | | |
| Oregon Coast | 60.2% | 61.3% | 47.2% | 53.5% | 53.8% | 84.1% | | | | | | | | | | | |
| Portland | 64.5% | 62.0% | 65.4% | 74.2% | 79.3% | 80.0% | | | | | | | | | | | |
| Rogue | 63.7% | 63.9% | 66.9% | 63.8% | 60.5% | 80.9% | | | | | | | | | | | |
| Southwestern Oregon | 51.4% | 46.1% | 43.1% | 72.5% | 68.6% | 87.9% | | | | | | | | | | | |
| Tillamook Bay | 68.3% | 55.9% | 64.6% | 56.6% | 51.6% | 89.1% | | | | | | | | | | | |
| Treasure Valley | 53.7% | 47.0% | 50.4% | 51.7% | 69.0% | 69.6% | | | | | | | | | | | |
| Umpqua | 73.0% | 75.8% | 81.9% | 82.6% | 81.3% | 82.9% | | | | | | | | | | | |
| Totals | 58.1% | 53.3% | 50.2% | 64.0% | 68.7% | 80.8% | | | | | | | | | | | |
| Statewide Targets | | | | 47.9% | 48.9% | 49.9% | | | | | | | | | | | |
| | No performance targets set for 2003/04 through 2004/05 | | | | | | | | | | | | | | | | |
| | Reporting Cycle: Oregon Fiscal Year (July 1 - June 30). | | | | | | | | | | | | | | | | |
| | The measure includes federally reportable students who were enrolled in a particular academic year and had a valid pre and post test, then tracked for that academic year and the following academic year to identify whether the student completed at least one outcome measure. Federally reportable students are those who have: At least one Entry Record, are enrolled in an approved instructional program, have received 12 or more hours of instruction, are between the ages of 16 and above, are not concurrently enrolled in high school/K-12 and have the following demographic information reported: date of birth, gender and race/ethnicity. | | | | | | | | | | | | | | | | |
| | Federal outcome measures included in this measure are: Educational skill attainment, obtain GED, transition to postsecondary education or training program, obtain employment and retain employment. | | | | | | | | | | | | | | | | |

INSTITUTIONAL EFFECTIVENESS

Basic Skills

Indicator Students move successfully from adult education classes (GED and High School Completion) to enroll in college credit classes

Measure Percentage of students who complete a GED or high school diploma who enroll in college credit courses



30.5% is the average percentage of students who earn a GED or high school diploma who enroll in college credit classes

Source: RogueNet and Banner Student data

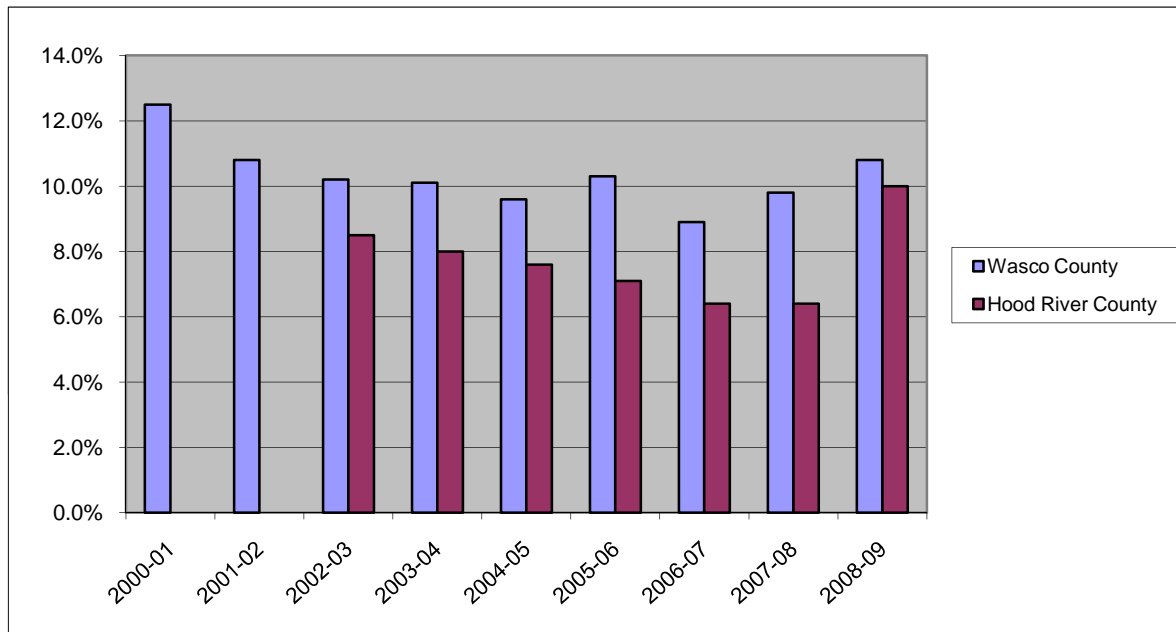
ACCESS

INSTITUTIONAL EFFECTIVENESS

Access

Indicator District residents have access to educational opportunities at CGCC

Measure Percentage of district residents who enroll in classes at CGCC



(note: 2002-03 was the first year Hood River County was in the CGCC district)

An average of 10.3% of Wasco County residents enroll in CGCC classes
 An average of 7.7% of Hood River County residents enroll in CGCC classes

Source: Rogue and Banner Student data and US Census data

INSTITUTIONAL EFFECTIVENESS

ACCESS

Indicator Student demographics reflect district demographics

Measure Percentages by race/ethnicity reflect district demographics**

| | 2008-09 CGCC students | CGCC District* |
|-------------------------|-----------------------|----------------|
| Caucasian | 81.3% | 73.7% |
| Hispanic | 16.6% | 19.5% |
| African American | 0.3% | 0.6% |
| Native American | 0.7% | 2.8% |
| Asian | 1.1% | 1.3% |
| 2 or more | 0.0% | 2.1% |

*Average of Wasco and Hood River county data

**Of those students who chose to report their race/ethnicity

Source: Rogue Student data and census data

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #18 MINORITY ENROLLMENT - Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group.
A. African American, B. Asian/Pacific Islander, C. Hispanic/Latino, D. Native American

The data are not available at this time. OCCURS can produce minority enrollments by CC, but due to the way district boundaries are drawn and the limits of census data, CCWD doesn't currently have the ability to obtain the minority population of many districts.

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #16 TUITION/FEES - Oregon's rank for community college tuition and fees among all western states.

| Community College | 2000-01 (Fall '00) Annualized In-District Tuition & Fees | 2001-02 (Fall '01) Annualized In-District Tuition & Fees | 2002-03 (Fall '02) Annualized In-District Tuition & Fees | 2003-04 (Fall '03) Annualized In-District Tuition & Fees | 2004-05 (Fall '04) Annualized In-District Tuition & Fees | 2005-06 (Fall '05) Annualized In-District Tuition & Fees | 2006-07 (Fall '06) Annualized In-District Tuition & Fees | 2007-08 (Fall '07) Annualized In-District Tuition & Fees | 2008-09 (Fall '08) Annualized In-District Tuition & Fees | 2009-10 (Fall '09) Annualized In-District Tuition & Fees | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Blue Mountain | \$1,935 | \$1,947 | \$2,348 | \$2,685 | \$2,730 | \$2,831 | \$2,903 | \$3,024 | \$3,137 | \$3,272 | | |
| Central Oregon | \$1,860 | \$1,989 | \$2,274 | \$2,544 | \$2,589 | \$2,859 | \$2,958 | \$2,958 | \$2,958 | \$3,093 | | |
| Chemeketa | \$1,704 | \$1,755 | \$1,935 | \$2,430 | \$2,700 | \$2,790 | \$2,880 | \$2,880 | \$3,038 | \$3,510 | | |
| Clackamas | \$1,710 | \$1,980 | \$2,025 | \$2,475 | \$2,610 | \$2,700 | \$2,700 | \$2,790 | \$3,015 | \$3,465 | | |
| Clatsop | \$1,778 | \$1,890 | \$2,160 | \$2,430 | \$2,700 | \$2,835 | \$2,970 | \$3,105 | \$3,150 | \$3,510 | | |
| Columbia Gorge | \$1,710 | \$2,025 | \$2,340 | \$2,790 | \$3,015 | \$3,150 | \$3,285 | \$3,285 | \$3,285 | \$3,510 | | |
| Klamath | \$1,890 | \$1,950 | \$2,355 | \$2,805 | \$2,790 | \$2,805 | \$2,940 | \$2,940 | \$2,940 | \$3,435 | | |
| Lane | \$2,025 | \$1,796 | \$2,438 | \$3,068 | \$3,200 | \$3,326 | \$3,311 | \$3,555 | \$3,668 | \$3,780 | | |
| Linn-Benton | \$1,914 | \$1,755 | \$1,935 | \$2,243 | \$2,520 | \$2,790 | \$2,925 | \$2,970 | \$2,970 | \$3,330 | | |
| Mt. Hood | \$1,620 | \$1,952 | \$2,183 | \$2,948 | \$3,038 | \$3,038 | \$3,240 | \$3,239 | \$3,380 | \$3,521 | | |
| Oregon Coast | \$2,040 | \$2,055 | \$2,130 | \$2,625 | \$2,865 | \$2,955 | \$2,955 | \$2,955 | \$2,955 | \$3,495 | | |
| Portland | \$1,755 | \$1,958 | \$2,205 | \$2,790 | \$2,975 | \$3,116 | \$3,285 | \$3,332 | \$3,425 | \$3,666 | | |
| Rogue | \$1,835 | \$2,124 | \$2,370 | \$2,985 | \$2,985 | \$2,985 | \$3,210 | \$3,300 | \$3,390 | \$3,615 | | |
| Southwestern Oregon | #REF! | \$1,959 | \$2,367 | \$2,820 | \$2,865 | \$3,060 | \$3,015 | \$3,015 | \$3,015 | \$4,095 | | |
| Tillamook Bay | #REF! | \$1,800 | \$2,070 | \$2,745 | \$2,790 | \$3,159 | \$3,249 | \$3,339 | \$3,429 | \$3,729 | | |
| Treasure Valley | #REF! | \$2,220 | \$2,610 | \$3,060 | \$3,150 | \$3,330 | \$3,330 | \$3,420 | \$3,600 | \$3,825 | | |
| Umpqua | #REF! | \$1,755 | \$1,890 | \$2,475 | \$2,655 | \$2,925 | \$3,074 | \$3,105 | \$3,150 | \$3,915 | | |
| Oregon's Average | #REF! | \$1,936 | \$2,214 | \$2,701 | \$2,834 | \$2,980 | \$3,074 | \$3,127 | \$3,206 | \$3,574 | | |
| Western States' Average | \$1,433 | \$1,506 | \$1,676 | \$1,840 | \$2,005 | \$2,177 | \$2,308 | \$2,391 | \$2,505 | \$2,648 | | |
| Oregon's Rank (in the West) | 3rd highest | 2nd highest | highest | highest | highest | 2nd highest | 3rd highest | 5th highest | 4th highest | 4th highest | | |
| Oregon's Target (in the West) | 8th highest | 8th highest | 8th highest | 8th highest | 8th highest | 8th highest | 8th highest | 8th highest | 8th highest | 8th highest | | |
| Reporting cycle: Oregon Fiscal Year | | | | | | | | | | | | |
| This measure addresses Oregon's rank for community college tuition and fees among 15 western states (California excluded). Oregon Community College data is generally available for this measure in late spring/early summer. Western state data is generally available in December of the academic year. Annualized figures include the in-district tuition rate per credit plus those fees based on number of hours taken on an annualized basis (from: WICHE, the Western Interstate Commission for Higher Education, www.wiche.edu). | | | | | | | | | | | | |

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #17 HIGH SCHOOL PARTICIPATION - Number of high school students enrolled in community college credit programs

| Community College | Unduplicated Total Students Served 2002-03 | Unduplicated Total Students Served 2003-4 | Unduplicated Total Students Served 2004-05 | Unduplicated Total Students Served 2005-06 | Unduplicated Total Students Served 2006-07 | Unduplicated Total Students Served 2007-08 | Unduplicated Total Students Served 2008-09 | | | | | |
|--|---|--|---|---|---|---|---|--|--|--|--|--|
| Blue Mountain | 620 | 1439 | 715 | 826 | 827 | 733 | 883 | | | | | |
| Central Oregon | 358 | 323 | 409 | 644 | 703 | 890 | 1,026 | | | | | |
| Columbia Gorge | 2641 | 2480 | 218 | 287 | 221 | 242 | 269 | | | | | |
| Chemeketa | 1197 | 1236 | 2430 | 2557 | 2694 | 2,823 | 3,060 | | | | | |
| Clackamas | 174 | 41 | 1586 | 1728 | 1871 | 2,249 | 2,568 | | | | | |
| Clatsop | 450 | 156 | 343 | 305 | 357 | 263 | 297 | | | | | |
| Klamath | 9 | 0 | 0 | 0 | 11 | 130 | 414 | | | | | |
| Lane | 1633 | 1201 | 2415 | 2907 | 3822 | 5,231 | 4,773 | | | | | |
| Linn-Benton | 1285 | 1379 | 1470 | 1345 | 1535 | 1,975 | 2,092 | | | | | |
| Mt. Hood | 1248 | 1155 | 1131 | 1339 | 1164 | 1,376 | 1,288 | | | | | |
| Oregon Coast | 118 | 198 | 80 | 61 | 131 | 105 | 139 | | | | | |
| Portland | 1872 | 1640 | 1746 | 1571 | 2104 | 1,849 | 2,981 | | | | | |
| Rogue | 904 | 991 | 783 | 1082 | 2542 | 2,727 | 3,313 | | | | | |
| Southwestern Oregon | 449 | 353 | 274 | 449 | 404 | 548 | 648 | | | | | |
| Tillamook Bay | 103 | 0 | 0 | 0 | 66 | 68 | 131 | | | | | |
| Treasure Valley | 143 | 198 | 214 | 227 | 359 | 348 | 513 | | | | | |
| Umpqua | 424 | 417 | 382 | 468 | 606 | 549 | 555 | | | | | |
| Total | 13,628 | 13207 | 14196 | 15796 | 19417 | 22,106 | 24,950 | | | | | |
| Statewide Targets | 21,590 | 21,853 | 22,116 | 22,116 | 22,116 | 22,116 | 22,337 | | | | | |
| Note: the numbers for 2002-03 and 2003-04 are not unduplicated figures and are in error | | | | | | | | | | | | |
| Reporting Cycle: Oregon Fiscal Year (July 1 - June 30) | | | | | | | | | | | | |
| This measure is a count of unduplicated Dual Credit program participants - high school students - in the reporting year. The count is the number of students enrolled in Dual Credit programs. In these programs juniors and seniors are enrolled in Lower Division Collegiate or Tech Prep credit courses. These courses are taught by high school teachers and held in the high schools. Students who complete the courses earn credits for high school graduation and college credit (i.e., dual credit). | | | | | | | | | | | | |
| Reporting irregularities prior to the 2005/06 year result in decreased reliability for figures reported in 2002/03, 2003/04 and 2004/05. | | | | | | | | | | | | |
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ACADEMIC PROGRESSION

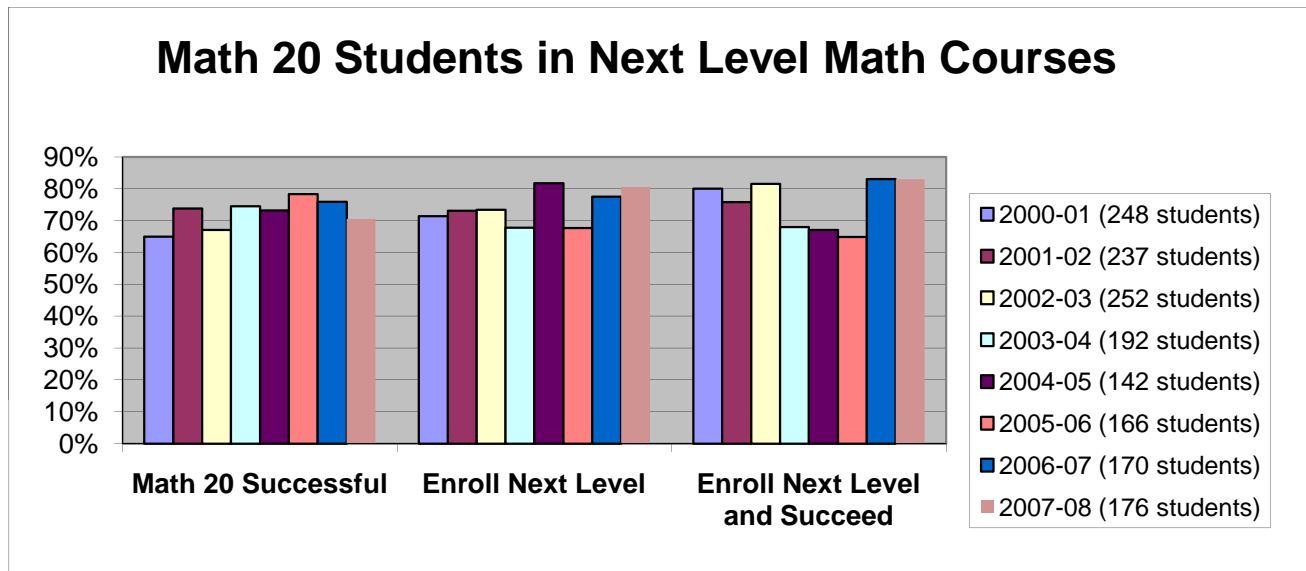
INSTITUTIONAL EFFECTIVENESS

Basic Skills

Indicator Students move successfully from Developmental Education classes to enrollment in next level math courses

Measure Percentage of Math 20 students who succeed in next-level math courses*

*This number includes only those students who completed Math 20 successfully and enrolled in a next level math course.



72.3% (average) of students in Math 20 were successful

74.2% (average) of the successful Math 20 students registered in the next level math course

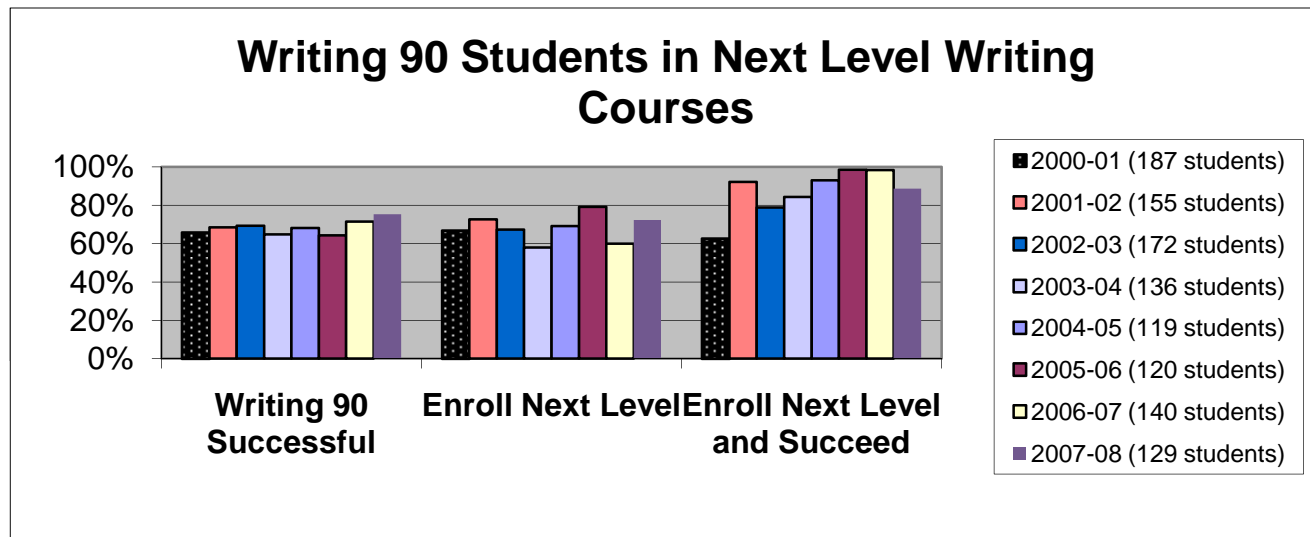
75.4% (average) of the students who enrolled in the next level math course were successful

INSTITUTIONAL EFFECTIVENESS

Basic Skills

Indicator Students move successfully from Developmental Education classes to enrollment in next level writing courses

Measure Percentage of Writing 90 students who succeed in next-level writing courses*
 *This number includes only those students who completed Writing 90 successfully and enrolled in a next level writing course.



68.4% (average) of students in Writing 90 were successful

68.1% (average) of the successful Writing 90 students registered in the next level writing course

87.0% (average) of the students who enrolled in the next level writing course were successful

Source: Rogue and Banner Student data

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #14 STUDENT TRANSFERS TO OUS - Percentage of students attending a community college one year who transfer to OUS the next year.

| Community College | Total Student Transfers to OUS 2002-03 | Total Students Enrolled in CC LD Program 2001-02 | Percentage Student Transfers to OUS 2002-03 | Total Student Transfers to OUS 2003-04 | Total Students Enrolled in CC LD Program 2002-03 | Percentage Student Transfers to OUS 2003-04 | Total Student Transfers to OUS 2004-05 | Total Students Enrolled in CC LD Program 2003-04 | Percentage Student Transfers to OUS 2004-05 | Total Student Transfers to OUS 2005-06 | Total Students Enrolled in CC LD Program 2004-05 | Percentage Student Transfers to OUS 2005-06 |
|--|--|--|---|--|--|---|--|--|---|--|--|---|
| Blue Mountain | 132 | 745 | 17.7% | 105 | 677 | 15.5% | 100 | 668 | 15.0% | 154 | 881 | 17.5% |
| Central Oregon | 413 | 2880 | 14.3% | 445 | 2925 | 15.2% | 516 | 2905 | 17.8% | 527 | 2970 | 17.7% |
| Columbia Gorge | 40 | 511 | 7.8% | 50 | 641 | 7.8% | 51 | 632 | 8.1% | 36 | 683 | 5.3% |
| Chemeketa | 644 | 4359 | 14.8% | 335 | 2144 | 15.6% | 556 | 4297 | 12.9% | 676 | 4576 | 14.8% |
| Clackamas | 326 | 3139 | 10.4% | 410 | 3443 | 11.9% | 384 | 3671 | 10.5% | 683 | 4914 | 13.9% |
| Clatsop | 66 | 572 | 11.5% | 46 | 605 | 7.6% | 32 | 584 | 5.5% | 41 | 530 | 7.7% |
| Klamath | 43 | 320 | 13.4% | 71 | 448 | 15.8% | 83 | 509 | 16.3% | 78 | 499 | 15.6% |
| Lane | 1028 | 7379 | 13.9% | 1090 | 7416 | 14.7% | 1183 | 6629 | 17.8% | 1264 | 6487 | 19.5% |
| Linn Benton | 786 | 3153 | 24.9% | 761 | 3145 | 24.2% | 772 | 3037 | 25.4% | 917 | 3383 | 27.1% |
| Mt. Hood | 592 | 5180 | 11.4% | 579 | 5289 | 10.9% | 605 | 5177 | 11.7% | 641 | 5082 | 12.6% |
| Oregon Coast | 25 | 213 | 11.7% | 16 | 218 | 7.3% | 19 | 317 | 6.0% | 33 | 325 | 10.2% |
| Portland | 2160 | 15847 | 13.6% | 2437 | 17560 | 13.9% | 2436 | 17559 | 13.9% | 2535 | 18028 | 14.1% |
| Rogue | 376 | 2535 | 14.8% | 407 | 2619 | 15.5% | 374 | 2575 | 14.5% | 388 | 2507 | 15.5% |
| Southwestern Oregon | 120 | 1093 | 11.0% | 84 | 1061 | 7.9% | 97 | 1100 | 8.8% | 132 | 1084 | 12.2% |
| Tillamook Bay | 13 | 163 | 8.0% | 16 | 160 | 10.0% | 9 | 144 | 6.3% | 15 | 179 | 8.4% |
| Treasure Valley | 101 | 803 | 12.6% | 136 | 1348 | 10.1% | 136 | 1463 | 9.3% | 104 | 1419 | 7.3% |
| Umpqua | 144 | 1246 | 11.6% | 99 | 1227 | 8.1% | 156 | 1429 | 10.9% | 179 | 1289 | 13.9% |
| Totals | 7,009 | 50,138 | 14.0% | 7,087 | 50,926 | 13.9% | 7,509 | 52,696 | 14.2% | 8,403 | 54,836 | 15.3% |
| State Targets | Performance targets not set before 2005/06 | | | | | | | | | | | 15.0% |
| Reporting Cycle: Oregon Fiscal Year (July 1 - June 30) | | | | | | | | | | | | |
| The measure includes the unduplicated number of community college students enrolled in lower division collegiate programs in the year prior to the reporting year who are admitted to and enrolled in an Oregon University System institution at some point during the following academic year (the reporting year). Students must have at least 12 cumulative community college credits. The count is divided by the unduplicated number of community college students enrolled in lower division collegiate programs who had earned at least 12 cumulative credits by the end of the year prior to the reporting year. | | | | | | | | | | | | |

OREGON COMMUNITY COLLEGES Key Performance Measure Results by College

KPM #14 STUDENT TRANSFERS TO OUS - Percentage of students attending a community college one year who transfer to OUS the next year.

| Community College | Total Student Transfers to OUS 2006-07 | Total Students Enrolled in CC LD Program 2005-06 | Percentage Student Transfers to OUS 2006-07 | Total Student Transfers to OUS 2007-008 | Total Students Enrolled in CC LD Program 2006-07 | Percentage Student Transfers to OUS 2007-08 | Total Student Transfers to OUS 2008-09 | Total Students Enrolled in CC LD Program 2007-08 | Percentage Student Transfers to OUS 2008-09 | | | | | | | | |
|----------------------|--|--|---|---|--|---|--|--|---|--|--|--|--|--|--|--|--|
| Blue Mountain | 176 | 1122 | 15.7% | 157 | 1088 | 14.40% | 373 | 3,382 | 11.0% | | | | | | | | |
| Central Oregon | 566 | 2864 | 19.8% | 567 | 2932 | 19.30% | 948 | 7,037 | 13.5% | | | | | | | | |
| Columbia Gorge | 35 | 587 | 6.0% | 54 | 590 | 9.20% | 109 | 1,494 | 7.3% | | | | | | | | |
| Chemeketa | 675 | 4628 | 14.6% | 649 | 4346 | 14.90% | 1,930 | 17,068 | 11.3% | | | | | | | | |
| Clackamas | 682 | 4941 | 13.8% | 663 | 5120 | 12.90% | 1,124 | 13,344 | 8.4% | | | | | | | | |
| Clatsop | 44 | 529 | 8.3% | 61 | 512 | 11.90% | 92 | 2,368 | 3.9% | | | | | | | | |
| Klamath | 64 | 492 | 13.0% | 75 | 472 | 15.90% | 291 | 1,429 | 20.4% | | | | | | | | |
| Lane | 1095 | 5284 | 20.7% | 1032 | 5386 | 19.20% | 1,625 | 12,769 | 12.7% | | | | | | | | |
| Linn Benton | 951 | 3460 | 27.5% | 1001 | 3415 | 29.30% | 1,927 | 9,925 | 19.4% | | | | | | | | |
| Mt. Hood | 651 | 5024 | 13.0% | 632 | 4801 | 13.20% | 1,093 | 10,939 | 10.0% | | | | | | | | |
| Oregon Coast | 18 | 306 | 5.9% | 20 | 286 | 7.00% | 74 | 813 | 9.1% | | | | | | | | |
| Portland | 2501 | 17802 | 14.0% | 2459 | 16330 | 15.10% | 5,275 | 38,757 | 13.4% | | | | | | | | |
| Rogue | 420 | 2569 | 16.3% | 427 | 2547 | 16.80% | 1,274 | 8,531 | 14.9% | | | | | | | | |
| Southwestern Oregon | 129 | 1080 | 11.9% | 145 | 1199 | 12.10% | 68 | 617 | 11.0% | | | | | | | | |
| Tillamook Bay | 18 | 181 | 9.9% | 24 | 214 | 11.20% | 181 | 3,435 | 5.3% | | | | | | | | |
| Treasure Valley | 101 | 1473 | 6.9% | 111 | 1468 | 7.60% | 310 | 4,072 | 7.6% | | | | | | | | |
| Umpqua | 165 | 1176 | 14.0% | 188 | 1447 | 13.00% | | | | | | | | | | | |
| Totals | 8,291 | 53,518 | 15.5% | 8,265 | 52,153 | 15.8% | 16,897 | 139,157 | 12.1% | | | | | | | | |
| State Targets | 15. | | 0% | | | 15.0% | | | 15.2% | | | | | | | | |
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OREGON COMMUNITY COLLEGES
Key Performance Measure Results by Community College

KPM #15 PROGRESS OF TRANSFER STUDENTS - Percentage of C.C.students who transfer to OUS and return for second year.

| Community College | Enrolled at CC in 2001-02, Transferred to OUS in 2002-03, Retained at OUS in 2003-04 | Enrolled at CC in 2002-03, Transferred to OUS in 2003/04 | Percentage of OUS Transfers Returning for Second Year in 2003-04 | Enrolled at CC in 2002-03, Transferred to OUS in 2004-05 | Enrolled at CC in 2002-03, Transferred to OUS in 2003-04 | Percentage of OUS Transfers Returning for Second Year in 2004-05 | Enrolled at CC in 2003-04, Transferred to OUS in 2004-05, Retained at OUS in 2005-06 | Enrolled at CC in 2003-04, Transferred to OUS in 2004-05 | Percentage of OUS Transfers Returning for Second Year in 2005-06 |
|--|--|--|--|--|--|--|--|--|--|
| Blue Mountain | 104 | 132 | 78.8% | 73 | 105 | 69.5% | 76 | 100 | 76.0% |
| Central Oregon | 292 | 413 | 70.7% | 326 | 445 | 73.3% | 355 | 516 | 68.8% |
| Columbia Gorge | 35 | 40 | 87.5% | 34 | 50 | 68.0% | 40 | 51 | 78.4% |
| Chemeketa | 493 | 644 | 76.6% | 225 | 335 | 67.2% | 455 | 556 | 81.8% |
| Clackamas | 261 | 326 | 80.1% | 320 | 410 | 78.0% | 296 | 384 | 77.1% |
| Clatsop | 55 | 66 | 83.3% | 41 | 46 | 89.1% | 25 | 32 | 78.1% |
| Klamath | 36 | 43 | 83.7% | 51 | 71 | 71.8% | 56 | 83 | 67.5% |
| Lane | 842 | 1028 | 81.9% | 888 | 1090 | 81.5% | 995 | 1183 | 84.1% |
| Linn Benton | 627 | 786 | 79.8% | 573 | 761 | 75.3% | 627 | 772 | 81.2% |
| Mt. Hood | 473 | 592 | 79.9% | 442 | 579 | 76.3% | 499 | 605 | 82.5% |
| Oregon Coast | 18 | 25 | 72.0% | 11 | 16 | 68.8% | 17 | 19 | 89.5% |
| Portland | 1724 | 2160 | 79.8% | 1850 | 2437 | 75.9% | 1958 | 2436 | 80.4% |
| Rogue | 292 | 376 | 77.7% | 318 | 407 | 78.1% | 301 | 374 | 80.5% |
| Southwestern Oregon | 92 | 120 | 76.7% | 57 | 84 | 67.9% | 80 | 97 | 82.5% |
| Tillamook Bay | 8 | 13 | 61.5% | 11 | 16 | 68.8% | 8 | 9 | 88.9% |
| Treasure Valley | 73 | 101 | 72.3% | 98 | 136 | 72.1% | 95 | 136 | 69.9% |
| Umpqua | 113 | 144 | 78.5% | 79 | 99 | 79.8% | 131 | 156 | 84.0% |
| Totals | 5,538 | 7,009 | 79.0% | 5,397 | 7,087 | 76.2% | 6,014 | 7,509 | 80.1% |
| Statewide Targets | No performance targets set before 2005/06 | | | | | | | | 80.0% |
| Reporting Cycle: Oregon Fiscal Year (July 1 - June 30). | | | | | | | | | |
| The measure is the percentage of community college lower division collegiate students who have earned 12 or more cumulative community college credits by the end of year 1, who are then admitted to and enrolled in an OUS institution in year 2, and who return to OUS in year 3 (the reporting year). | | | | | | | | | |

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by Community College

KPM #15 PROGRESS OF TRANSFER STUDENTS - Percentage of C.C.students who transfer to OUS and return for second year.

| Community College | Enrolled at CC in 2004-05, Transferred to OUS in 2005-06, Retained at OUS in 2006-07 | Enrolled at CC in 2004-05, Transferred to OUS in 2005-06 | Percentage of OUS Transfers Returning for Second Year in 2006-07 | Enrolled at CC in 2004-05, Transferred to OUS in 2005-06, Retained at OUS in 2006-07 | Enrolled at CC in 2004-05, Transferred to OUS in 2005-06 | Percentage of OUS Transfers Returning for Second Year in 2006-07 | Enrolled at CC in 2005-06, Transferred to OUS in 2006-07, Retained at OUS in 2007-08 | Enrolled at CC in 2005-06, Transferred to OUS in 2006-07 | Percentage of OUS Transfers Returning for Second Year in 2007-08 |
|--------------------------|--|--|--|--|--|--|--|--|--|
| Blue Mountain | 117 | 154 | 76.0% | 117 | 154 | 76.0% | 133 | 176 | 75.6% |
| Central Oregon | 385 | 527 | 73.1% | 385 | 527 | 73.1% | 413 | 566 | 73.0% |
| Columbia Gorge | 29 | 36 | 80.6% | 29 | 36 | 80.6% | 28 | 35 | 80.0% |
| Chemeketa | 524 | 676 | 77.5% | 524 | 676 | 77.5% | 513 | 675 | 76.0% |
| Clackamas | 559 | 683 | 81.8% | 559 | 683 | 81.8% | 557 | 682 | 81.7% |
| Clatsop | 31 | 41 | 75.6% | 31 | 41 | 75.6% | 34 | 44 | 77.3% |
| Klamath | 57 | 78 | 73.1% | 57 | 78 | 73.1% | 43 | 64 | 67.2% |
| Lane | 1029 | 1264 | 81.4% | 1029 | 1264 | 81.4% | 887 | 1095 | 81.0% |
| Linn Benton | 707 | 917 | 77.1% | 707 | 917 | 77.1% | 747 | 951 | 78.5% |
| Mt. Hood | 520 | 641 | 81.1% | 520 | 641 | 81.1% | 511 | 651 | 78.5% |
| Oregon Coast | 24 | 33 | 72.7% | 24 | 33 | 72.7% | 14 | 18 | 77.8% |
| Portland | 2018 | 2535 | 79.6% | 2018 | 2535 | 79.6% | 1990 | 2501 | 79.6% |
| Rogue | 309 | 388 | 79.6% | 309 | 388 | 79.6% | 324 | 420 | 77.1% |
| Southwestern Oregon | 99 | 132 | 75.0% | 99 | 132 | 75.0% | 99 | 129 | 76.7% |
| Tillamook Bay | 13 | 15 | 86.7% | 13 | 15 | 86.7% | 16 | 18 | 88.9% |
| Treasure Valley | 77 | 104 | 74.0% | 77 | 104 | 74.0% | 73 | 101 | 72.3% |
| Umpqua | 157 | 179 | 87.7% | 157 | 179 | 87.7% | 129 | 165 | 78.2% |
| Totals | 6655 | 8403 | 79.2% | 6655 | 8403 | 79.2% | 6511 | 8291 | 78.5% |
| Statewide Targets | | | 80.0% | | | 80.0% | | | 80.0% |

SERVICE TO LOCAL BUSINESSES

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #10 BITS COMPANY SATISFACTION - Percentage of companies ranking the training they received through BITS as good or better.

| Community College | Percentage of Firms with 4 or 5 Rating 2000-01 | Number of Firms Respond with 4 or 5 Rating 2000-01 | Percentage of Firms with 4 or 5 Rating 2001-02 | Number of Firms Respond with 4 or 5 Rating 2001-02 | Percentage of Firms with 4 or 5 Rating 2002-03 | Number of Firms Respond with 4 or 5 Rating 2002-03 | Percentage of Firms with 4 or 5 Rating 2003-04 | Number of Firms Respond with 4 or 5 Rating 2003-04 | Percentage of Firms with 4 or 5 Rating 2004-05 | Number of Firms Respond with 4 or 5 Rating 2004-05 | Percentage of Firms with 4 or 5 Rating 2005-06 | Number of Firms Respond with 4 or 5 Rating 2005-06 |
|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Blue Mountain | 100% | 2 | not reported | | not reported | | not reported | | 100% | 3 | not reported | |
| Central Oregon | 100% | 17 | 100% | 18 | 100% | 13 | 100% | 21 | 100% | 15 | 100% | 25 |
| Chemeketa | 100% | 31 | 100% | 30 | 100% | 32 | 100% | 16 | not reported | | 100% | 35 |
| Clackamas | 100% | 7 | 86% | 12 | 100% | 11 | 100% | 8 | 90% | 9 | 100% | 8 |
| Clatsop | 100% | 7 | 100% | 10 | 100% | 10 | 100% | 1 | 100% | 3 | 93% | 28 |
| Columbia Gorge | 100% | 3 | 100% | 3 | 100% | 1 | 100% | 4 | 92% | 11 | 100% | 8 |
| Klamath | 90% | 45 | 81% | 22 | 92% | 12 | 83% | 10 | 89% | 8 | 75% | 9 |
| Lane | 100% | 23 | 100% | 10 | 100% | 4 | 89% | 8 | not reported | | 100% | 7 |
| Linn Benton | not reported | | 83% | 25 | 96% | 26 | 94% | 15 | 95% | 20 | 100% | 12 |
| Mt. Hood | 92% | 11 | 92% | 11 | 100% | 5 | 100% | 9 | not reported | | 100% | 6 |
| Oregon Coast | 100% | 3 | not reported | | 100% | 2 | 100% | 3 | 100% | 2 | not applicable | |
| Portland | 93% | 66 | 100% | 53 | 94% | 34 | 100% | 9 | 95% | 18 | 92% | 12 |
| Rogue | 74% | 28 | 94% | 17 | 100% | 22 | 100% | 22 | 100% | 29 | 100% | 18 |
| Southwestern Oregon | 100% | 8 | 100% | 13 | 100% | 9 | 60% | 3 | 100% | 5 | 100% | 8 |
| Tillamook Bay | not applicable | | not applicable | | 100% | 1 | 100% | 1 | 100% | 1 | 100% | 1 |
| Treasure Valley | 100% | 11 | not reported | | 100% | 58 | 100% | 56 | 100% | 24 | 96% | 24 |
| Umpqua | 100% | 11 | 86% | 30 | 100% | 17 | 75% | 9 | 100% | 18 | 100% | 4 |
| Total | 93% | 273 | 93% | 255 | 99% | 257 | 96% | 195 | 92% | 166 | 97% | 205 |
| Statewide Target | 93.0% | | 93.0% | | 93.0% | | 93.0% | | 93.0% | | 95.0% | |
| <p>Reporting Cycle: Oregon Fiscal Year (July 1 - June 30)</p> <p>The Community Colleges send the employers a satisfaction survey to obtain their satisfaction with community college customized training. Employers are requested to "Rate your satisfaction on a scale of 1-5, with 1 being not satisfied and 5 being very satisfied." The number of employers with a 4 or 5 satisfaction rating for Community College training provided to their employees is divided by the total number responding to the survey to determine the percent of employers providing a 4 or 5 rating (i.e., rating training as "good" or "better"). The colleges send summaries of the ratings to CCWD.</p> <p>Data are generally available for this measure in August or September.</p> <p>The lack of standardized definitions for the survey response forms and method features (e.g., how employers are counted) leads to possible outcome discrepancies. The BITS data are submitted to CCWD on Excel templates and then transferred to a common spreads hit by a CCWD researcher. This process of data collection is cumbersome and increases the likelihood of errors.</p> | | | | | | | | | | | | |

OREGON COMMUNITY COLLEGES
Key Performance Measure Results by College

KPM #10 BITS COMPANY SATISFACTION - Percentage of companies ranking the training they received through BITS as good or better.

| Community College | Percentage of Firms with 4 or 5 Rating 2006-07 | Number of Firms Respond with 4 or 5 Rating 2006-07 | Percentage of Firms with 4 or 5 Rating 2007-08 | Number of Firms Respond with 4 or 5 Rating 2007-08 |
|-------------------------|--|--|--|--|
| Blue Mountain | 100% | 4 | not reported | |
| Central Oregon | 100% | 21 | 100% | 26 |
| Chemeketa | 82% | 27 | 100% | 21 |
| Clackamas | 100% | 33 | 100% | 15 |
| Clatsop | 100% | 31 | not reported | |
| Columbia Gorge | 100% | 7 | 100% | 3 |
| Klamath | not reported | | not reported | |
| Lane | 100% | 16 | 100% | 22 |
| Linn Benton | not reported | | not reported | |
| Mt. Hood | 100% | 5 | not reported | |
| Oregon Coast | 100% | 1 | 100% | 1 |
| Portland | not reported | | 100% | 34 |
| Rogue | 100% | 19 | 100% | 32 |
| Southwestern Oregon | 100% | 4 | 100% | 5 |
| Tillamook Bay | 100% | 2 | not reported | |
| Treasure Valley | 92% | 34 | not reported | |
| Umpqua | 100% | 4 | not reported | |
| Total | 96% | 208 | 100% | |
| Statewide Target | 95.0% | | 95.0% | |
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**COMMUNITY COLLEGE SURVEY OF
STUDENT ENGAGEMENT
(CCSSE)**

Conducted Spring term 2008
Columbia Gorge Community College
Report to the CGCC Board of Education
March 17, 2009

Karen Carter
Chief Student Services Officer

Community College Survey of Student Engagement (CCSSE)

Conducted Spring term 2008 at Columbia Gorge Community
College

- CCSSE provides information about effective educational practices in community colleges
- Assists institutions in using information to promote improvements in student learning and persistence
- Student engagement, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work
- Credit classes are randomly selected by CCSSE to be surveyed
- Summary data includes data for CGCC, Oregon consortium of schools (14 community colleges in 2008) and CCSSE cohort
- Results have been organized by seven key topics and five benchmarks

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE) SUMMARY

- More *CGCC* students plan to obtain or update job-related skills and/or change careers than students at colleges in the Oregon consortium or the *CCSSE* cohort of comparable schools
- 58% of *CGCC* part-time students and 34.5% of full-time students work at least 20 hours a week
- *CGCC* students rate more favorable relationships in all three areas surveyed (other students, instructors, and administrative personnel) than students in the Oregon consortium or the *CCSSE* cohort of comparable schools
- Working full-time and lack of finances were the most likely barriers to persistence at *CGCC*, consistent with students in the Oregon consortium and the *CCSSE* cohort
- Student satisfaction in recommending *CGCC* to others (96.5% yes) and evaluating the entire educational experience (90.3% rated good to excellent) is higher than the Oregon consortium or the *CCSSE* cohort of comparable schools
- Academic advising/planning is used the most, has the highest satisfaction, and the highest importance of services to students
- Child care services and services to students with disabilities are the services used the least, with the lowest satisfaction, and are the least important to students
- *CGCC* students ranked higher in each of the five benchmark areas than the Oregon consortium or the *CCSSE* cohort of comparable schools

Columbia Gorge Community College: First Look

Above the Mean

COLLEGE ACTIVITIES

- 4a. Asked questions in class or contributed to class discussions
- 4o. Received prompt feedback (written or oral) from instructors on your performance
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment

WEEKLY ACTIVITIES

- 10d. Providing care for dependents living with you (parents, children, spouse, etc.)
- 11b. Relationships with instructors
- 11c. Relationships with administrative personnel and offices

EDUCATIONAL AND PERSONAL GROWTH

- 12f. Solving numerical problems

STUDENT SERVICES

- 13a2. Satisfaction: Academic advising/planning

Below the Mean

COLLEGE ACTIVITIES

- 4e. Came to class without completing readings or assignments
- 4u. Skipped class

Columbia Gorge Community College: First Look

Above the Mean

| COLLEGE ACTIVITIES | Part-Time | Full-Time |
|---|-----------|-----------|
| 4b. Made a class presentation | | * |
| 4j. Used the Internet or instant messaging to work on an assignment | | * |
| 4o. Received prompt feedback (written or oral) from instructors on your performance | * | |
| 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | * | |

| WEEKLY ACTIVITIES | Part-Time | Full-Time |
|--|-----------|-----------|
| 11c. Relationships with administrative personnel and offices | | * |

| STUDENT SERVICES | Part-Time | Full-Time |
|---|-----------|-----------|
| 13a1. Frequency: Academic advising/planning | | * |
| 13g1. Frequency: Financial aid advising | | * |

Below the Mean

| COLLEGE ACTIVITIES | Part-Time | Full-Time |
|--|-----------|-----------|
| 4e. Came to class without completing readings or assignments | | * |
| 4u. Skipped class | | * |

Community College Survey of Student Engagement (CCSSE)

- Seven key topics:
 1. Educational goals: students may have multiple purposes for attending a community college
 2. Time on task: students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals
 3. Relationships: one of the most powerful predictors of student persistence in the college
 4. Academic Experience: gauges how actively students are involved in their education
 5. Barriers to Persistence: what would keep students from achieving their educational goal
 6. Student Satisfaction: would a student recommend a service or the institution to others
 7. Student and Academic Support Services: links questions relating to satisfaction, use, or importance of levels of service

KEY TOPIC 1: EDUCATIONAL GOALS

| | Primary goal | | | Secondary goal | | | Not a goal | | |
|--|--------------|------------|--------------|----------------|------------|--------------|------------|------------|--------------|
| | CGCC | Consortium | CCSSE Cohort | CGCC | Consortium | CCSSE Cohort | CGCC | Consortium | CCSSE Cohort |
| Complete a certification program | 31.2% | 29.1% | 29.2% | 24.0% | 18.5% | 19.3% | 44.9% | 52.4% | 51.5% |
| Obtain an associate degree | 49.0% | 49.6% | 58.8% | 22.2% | 24.2% | 20.8% | 28.7% | 26.2% | 20.4% |
| Transfer to a 4-year college or university | 39.6% | 52.6% | 51.7% | 19.7% | 19.8% | 21.5% | 40.7% | 27.6% | 26.8% |
| Obtain or update job-related skills | 41.7% | 37.1% | 41.3% | 26.9% | 28.2% | 27.0% | 31.4% | 34.7% | 31.7% |
| Self-improvement/personal enjoyment | 37.5% | 35.0% | 39.4% | 36.7% | 39.6% | 34.6% | 25.8% | 25.5% | 26.0% |
| Change careers | 37.8% | 30.7% | 29.1% | 11.9% | 14.8% | 16.3% | 50.3% | 54.5% | 54.6% |

KEY TOPIC 2: TIME ON TASK

| | Part-time | | | Full-time | | |
|---|------------------|--------------|------------------|------------------|--------------|------------------|
| | 5 hours or fewer | 6 - 20 hours | 21 hours or more | 5 hours or fewer | 6 - 20 hours | 21 hours or more |
| Preparing for class | 30.4% | 60.7% | 9.0% | 18.7% | 56.7% | 24.6% |
| Working for pay | 22.4% | 19.6% | 58.0% | 41.0% | 24.6% | 34.5% |
| Participating in college-sponsored activities | 97.3% | 1.8% | 0.9% | 97.0% | 2.4% | 0.6% |
| Providing care for dependents living with you | 47.4% | 13.4% | 39.3% | 56.0% | 14.8% | 27.2% |

KEY TOPIC 3: RELATIONSHIPS

| | CGCC | | | Consortium | | | CCSSE cohort | | |
|---|----------------|-------|----------------|----------------|-------|----------------|----------------|-------|----------------|
| | Less Favorable | Mid | More favorable | Less Favorable | Mid | More favorable | Less Favorable | Mid | More favorable |
| Relationships with other students | 6.9% | 13.4% | 79.8% | 7.6% | 17.1% | 75.2% | 7.4% | 15.6% | 77.0% |
| Relations with instructors | 3.3% | 7.7% | 89.1% | 5.3% | 10.4% | 84.3% | 5.7% | 11.5% | 82.9% |
| Relationships with administrative personnel and offices | 10.4% | 11.4% | 78.2% | 13.6% | 20.2% | 66.2% | 16.1% | 19.8% | 64.0% |

KEY TOPIC 4: ACADEMIC EXPERIENCE

| | CGCC | | | Consortium | | | CCSSE Cohort | | |
|--|---------------------|-----------|-------|---------------------|-----------|-------|---------------------|-----------|-------|
| | Often or Very Often | Sometimes | Never | Often or Very Often | Sometimes | Never | Often or Very Often | Sometimes | Never |
| Asked questions in class or contributed to class discussions | 74.7% | 24.6% | 0.8% | 66.1% | 31.6% | 2.3% | 64.4% | 33.0% | 2.6% |
| Made a class presentation | 30.4% | 33.7% | 36.0% | 23.9% | 44.1% | 32.0% | 28.0% | 40.6% | 31.4% |
| Worked with other students on projects during class | 50.3% | 34.2% | 15.5% | 52.2% | 37.9% | 9.9% | 46.4% | 40.3% | 13.4% |
| Worked with classmates outside of class to prepare class assignments | 20.5% | 42.3% | 37.2% | 23.5% | 39.5% | 37.0% | 21.4% | 37.2% | 41.4% |

KEY TOPIC 5: BARRIERS TO PERSISTENCE

| | CGCC | Consortium | CCSSE cohort |
|-------------------------|-----------------------|------------|--------------|
| | Likely or Very Likely | | |
| Working full-time | 50.3% | 40.3% | 38.0% |
| Caring for dependents | 32.5% | 28.0% | 28.6% |
| Academically unprepared | 14.1% | 16.4% | 18.9% |
| Lack of finances | 50.2% | 51.2% | 45.2% |

KEY TOPIC 6: STUDENT SATISFACTION

| | | CGCC | Consortium | CCSSE cohort |
|---|------------------|-------|------------|--------------|
| Do you plan to enroll in classes in the next 12 months? | Yes | 64.9% | 73.6% | 65.2% |
| Would you recommend this college to a friend or family member? | Yes | 96.5% | 95.0% | 94.4% |
| How would you evaluate your entire educational experience at CGC? | Good - Excellent | 90.3% | 87.3% | 86.2% |

KEY TOPIC 7: Student Services by Use, Satisfaction, and Importance

| | Use (Sometimes/Often) | Satisfaction (Very/Somewhat) | Importance (Very/Somewhat) |
|--|-----------------------|------------------------------|----------------------------|
| Academic advising/planning | 68.6% | 82.7% | 89.1% |
| Career Counseling | 34.2% | 50.4% | 78.1% |
| Job placement assistance | 8.5% | 19.8% | 59.6% |
| Peer or other tutoring | 29.1% | 46.2% | 70.9% |
| Skills labs (writing, math, etc.) | 39.6% | 54.6% | 76.3% |
| Child care | 4.9% | 12.2% | 39.0% |
| Financial aid advising | 47.6% | 53.4% | 75.3% |
| Computer lab | 52.8% | 62.9% | 75.3% |
| Student Organizations | 8.4% | 20.2% | 52.2% |
| Transfer credit assistance | 29.1% | 34.6% | 69.7% |
| Services to students with disabilities | 3.5% | 11.0% | 53.6% |
| | | | |
| | | | |
| Highest in each column | | | |
| Lowest in each column | | | |

Community College Survey of Student Engagement (CCSSE)

- Benchmarks: groups of conceptually related items that address key areas of student engagement.
- Five benchmarks have been identified to gauge and monitor performance in areas that are truly central to their work.
 1. Active and collaborative learning: Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community and their personal lives.
 2. Student effort: Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.
 3. Academic challenge: Challenging intellectual and creative work is central to student learning and collegiate quality.
 4. Student-faculty interaction: The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress.
 5. Support for learners: Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

Community College Survey of Student Engagement
2008 Benchmark Summary Table - All Students
Columbia Gorge Community College, Oregon Consortium

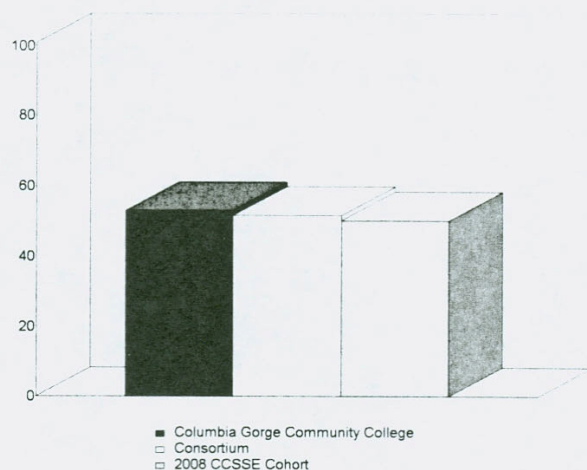
| Benchmark | Your College | All Students | | |
|-----------------------------------|--------------|-----------------------------|------------|-------------------|
| | | Comparison Group Statistics | | |
| | | | Consortium | 2008 CCSSE Cohort |
| Active and Collaborative Learning | 52.8 | Benchmark Score | 51.6 | 50.0 |
| | | Score Difference | 1.2 | 2.8 |
| Student Effort | 54.8 | Benchmark Score | 51.9 | 50.0 |
| | | Score Difference | 3.0 | 4.8 |
| Academic Challenge | 53.5 | Benchmark Score | 51.0 | 50.0 |
| | | Score Difference | 2.4 | 3.5 |
| Student-Faculty Interaction | 54.7 | Benchmark Score | 52.6 | 50.0 |
| | | Score Difference | 2.1 | 4.7 |
| Support for Learners | 50.9 | Benchmark Score | 49.4 | 50.0 |
| | | Score Difference | 1.4 | 0.9 |
| | | Number of Colleges | 14 | 585 |

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2008 CCSSE Cohort) from your college's score on each benchmark.

Active and Collaborative Learning Bar Charts and Benchmark Item Composition - All Students

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



Benchmark Scores

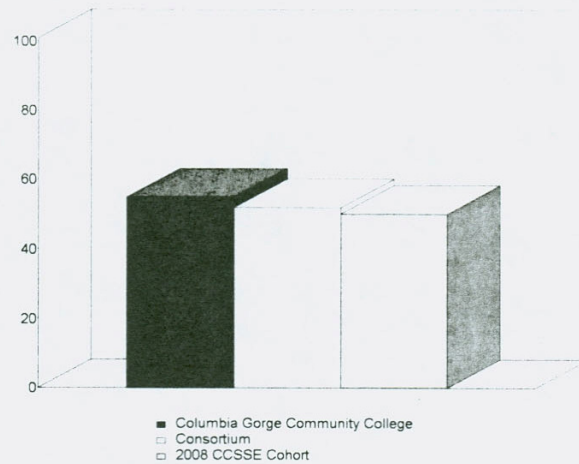
| | Columbia Gorge Community College | Consortium | 2008 CCSSE Cohort |
|---------------------|----------------------------------|------------|-------------------|
| All Students | 52.8 | 51.6 | 50.0 |

| Active and Collaborative Learning | Your College Mean | Other Consortium Colleges Mean | Above/ Below Mean | 2008 CCSSE Cohort Mean | Above/ Below Mean |
|---|-------------------|--------------------------------|-------------------|------------------------|-------------------|
| 4a. Asked questions in class or contributed to class discussions | 3.14 | 2.95 | ▲ | 2.91 | ▲ |
| 4b. Made a class presentation | 2.04 | 1.98 | | 2.04 | |
| 4f. Worked with other students on projects during class | 2.53 | 2.57 | | 2.47 | |
| 4g. Worked with classmates outside of class to prepare class assignments | 1.88 | 1.93 | | 1.86 | |
| 4h. Tutored or taught other students (paid or voluntary) | 1.43 | 1.39 | | 1.37 | |
| 4i. Participated in a community-based project as a part of a regular course | 1.28 | 1.29 | | 1.30 | |
| 4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | 2.60 | 2.65 | | 2.56 | |

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Student Effort Bar Charts and Benchmark Item Composition - All Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



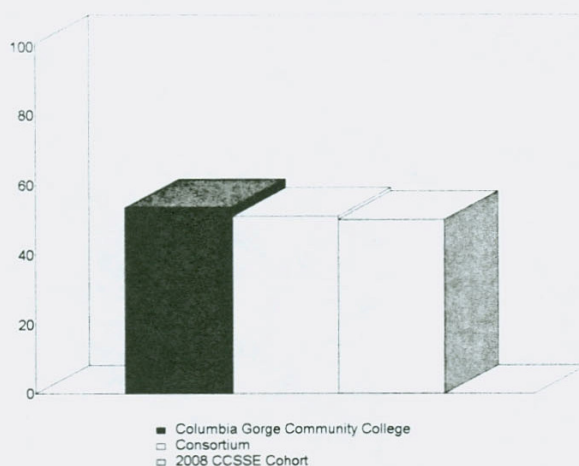
| Benchmark Scores | | | |
|---------------------|----------------------------------|------------|-------------------|
| | Columbia Gorge Community College | Consortium | 2008 CCSSE Cohort |
| All Students | 54.8 | 51.9 | 50.0 |

| Student Effort | Your College Mean | Other Consortium Colleges Mean | Above/ Below Mean | 2008 CCSSE Cohort Mean | Above/ Below Mean |
|--|-------------------|--------------------------------|-------------------|------------------------|-------------------|
| 4c. Prepared two or more drafts of a paper or assignment before turning it in | 2.65 | 2.53 | | 2.47 | |
| 4d. Worked on a paper or project that required integrating ideas or information from various sources | 2.79 | 2.76 | | 2.71 | |
| 4e. Came to class without completing readings or assignments | 1.76 | 1.93 | ▼ | 1.87 | |
| 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | 2.48 | 2.15 | ▲ | 2.08 | ▲ |
| 10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) | 2.29 | 2.20 | | 1.90 | ▲ |
| 13d1. Frequency. Peer or other tutoring | 1.54 | 1.50 | | 1.46 | |
| 13e1. Frequency. Skill labs (writing, math, etc.) | 1.66 | 1.69 | | 1.71 | |
| 13h1. Frequency. Computer lab | 1.94 | 2.02 | | 2.10 | |

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Academic Challenge Bar Charts and Benchmark Item Composition - All Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



Benchmark Scores

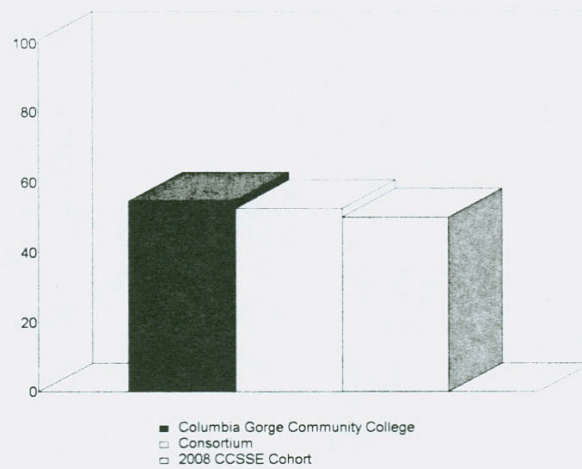
| | Columbia Gorge Community College | Consortium | 2008 CCSSE Cohort |
|---------------------|----------------------------------|------------|-------------------|
| All Students | 53.5 | 51.0 | 50.0 |

| Academic Challenge | Your College Mean | Other Consortium Colleges Mean | Above/Below Mean | 2008 CCSSE Cohort Mean | Above/Below Mean |
|--|-------------------|--------------------------------|------------------|------------------------|------------------|
| 4p. Worked harder than you thought you could to meet an instructor's standards or expectations | 2.55 | 2.49 | | 2.53 | |
| 5b. Analyzing the basic elements of an idea, experience, or theory | 2.94 | 2.88 | | 2.84 | |
| 5c. Synthesizing and organizing ideas, information, or experiences in new ways | 2.84 | 2.72 | | 2.71 | |
| 5d. Making judgments about the value or soundness of information, arguments, or methods | 2.53 | 2.56 | | 2.55 | |
| 5e. Applying theories or concepts to practical problems of in new situations | 2.75 | 2.67 | | 2.64 | |
| 5f. Using information you have read or heard to perform a new skill | 2.75 | 2.76 | | 2.75 | |
| 6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings | 2.86 | 2.89 | | 2.86 | |
| 6c. Number of written papers or reports of any length | 3.07 | 3.00 | | 2.83 | ▲ |
| 7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college | 5.16 | 4.97 | | 5.00 | |
| 9a. Encouraging you to spend significant amounts of time studying | 3.07 | 2.96 | | 2.96 | |

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Student-Faculty Interaction Bar Charts and Benchmark Item Composition - All Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



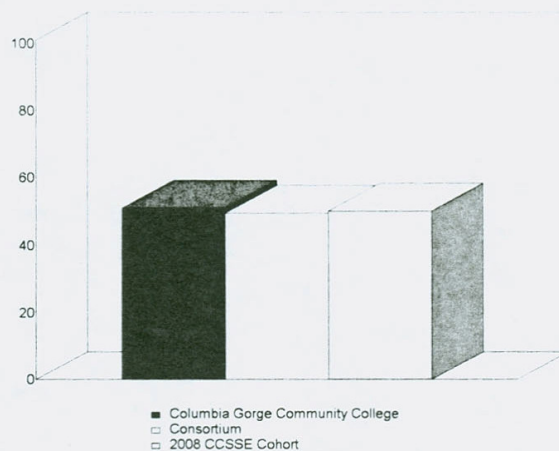
| Benchmark Scores | | | |
|---------------------|----------------------------------|------------|-------------------|
| | Columbia Gorge Community College | Consortium | 2008 CCSSE Cohort |
| All Students | 54.7 | 52.6 | 50.0 |

| Student-Faculty Interaction | Your College Mean | Other Consortium Colleges Mean | Above/ Below Mean | 2008 CCSSE Cohort Mean | Above/ Below Mean |
|---|-------------------|--------------------------------|-------------------|------------------------|-------------------|
| 4k. Used email to communicate with an instructor | 2.55 | 2.66 | | 2.52 | |
| 4l. Discussed grades or assignments with an instructor | 2.61 | 2.57 | | 2.52 | |
| 4m. Talked about career plans with an instructor or advisor | 2.18 | 2.11 | | 2.02 | |
| 4n. Discussed ideas from your readings or classes with instructors outside of class | 1.81 | 1.78 | | 1.73 | |
| 4o. Received prompt feedback (written or oral) from instructors on your performance | 2.97 | 2.73 | ▲ | 2.66 | ▲ |
| 4q. Worked with instructors on activities other than coursework | 1.36 | 1.38 | | 1.40 | |

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Support for Learners Bar Charts and Benchmark Item Composition - All Students

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores

| | Columbia Gorge Community College | Consortium | 2008 CCSSE Cohort |
|--------------|----------------------------------|------------|-------------------|
| All Students | 50.9 | 49.4 | 50.0 |

| Support for Learners | Your College Mean | Other Consortium Colleges Mean | Above/Below Mean | 2008 CCSSE Cohort Mean | Above/Below Mean |
|--|-------------------|--------------------------------|------------------|------------------------|------------------|
| 9b. Providing the support you need to help you succeed at this college | 2.97 | 2.97 | | 2.95 | |
| 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 2.54 | 2.45 | | 2.47 | |
| 9d. Helping you cope with your non-academic responsibilities (work, family, etc.) | 1.88 | 1.90 | | 1.93 | |
| 9e. Providing the support you need to thrive socially | 2.00 | 2.06 | | 2.11 | |
| 9f. Providing the financial support you need to afford your education | 2.40 | 2.31 | | 2.39 | |
| 13a1. Frequency. Academic advising/planning | 1.88 | 1.77 | | 1.75 | |
| 13b1. Frequency. Career counseling | 1.48 | 1.44 | | 1.43 | |

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

FALL 2009 SENSE BENCHMARK DATA
Survey of Entering Student Engagement
 (9-18-10)

(Note: National Benchmark for all categories is 50.0)

| Benchmark | <u>Statistically Significant</u> difference from Oregon consortium schools (15 Oregon cc's participated) | CGCC | Oregon consortium schools |
|--|--|---------------------------|---------------------------------|
| <p>Early Connections: (CGCC slightly above Oregon benchmarks in all questions)</p> <ol style="list-style-type: none"> 1. Felt welcomed at this college 2. The college provided me with adequate information about financial assistance 3. A college staff member helped me determine whether I qualified for financial assistance 4. At least one college staff member (other than an instructor) learned my name | | 53.8 (#3 in state) | 48.3 |
| <p>High Expectations and Aspirations: (CGCC slightly above Oregon benchmarks in questions #1 and #3. Slightly below in others)</p> <ol style="list-style-type: none"> 1. The instructors at this college want me to succeed 2. I have the motivation to do what it takes to succeed in college 3. I am prepared academically to succeed in college <p>Questions 4-7: Frequency during the first 3 weeks of first quarter</p> <ol style="list-style-type: none"> 4. Turned in an assignment late 5. Not turn in an assignment 6. Came to class without completing readings or assignments 7. Skipped class | 4. Below | 51.2 (#3 in state) | 47.2 |
| <p>Clear Academic Plan and Pathway: (CGCC slightly above Oregon benchmarks in all questions)</p> <ol style="list-style-type: none"> 1. Able to meet with an academic advisor at times convenient for me 2. An advisor helped me to select a course of study, program, or major 3. An advisor helped me to set academic goals and to create a plan for achieving them 4. An advisor helped me to identify the courses I needed to take during my first quarter 5. A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take | 1. Above 2. Above 4. Above | 57.1 (#1 in state) | 48.0 |

| | | | |
|---|----------------------------------|----------------------------------|-------------|
| <p>Effective Track to College Readiness: (CGCC slightly above or equal to Oregon benchmarks in all questions)</p> <ol style="list-style-type: none"> 1. Learned to improve my study skills within a class, or through another experience at this college 2. Learned to understand my academic strengths and weaknesses within a class, or through another experience at this college 3. Learned skills and strategies to improve my test-taking ability within a class, or through another experience at this college | | <p>49.9</p> <p>(#4 in state)</p> | <p>46.3</p> |
| <p>Engaged Learning: (CGCC slightly below Oregon benchmarks in questions #3, #6, #8, #9, #10, #13, #14, #15, #16. Slightly above in others)</p> <p>All questions: Frequency during the first 3 weeks of first quarter:</p> <ol style="list-style-type: none"> 1. Asked questions in class or contribute to class discussions 2. Prepared at least two drafts of a paper or assignment before turning it in 3. Participated in supplemental instruction 4. Worked with other students on a project or assignment during class 5. Worked with classmates outside of class on class projects or assignments 6. Participated in a required study group outside of class 7. Participated in a student-initiated (not required) study group outside of class 8. Used an electronic tool to communicate with another student about coursework 9. Used an electronic tool to communicate with an instructor about coursework 10. Discussed an assignment or grade with an instructor 11. Asked for help from an instructor regarding questions of problems related to a class 12. Received prompt written or oral feedback from instructors on your performance 13. Discussed ideas from your readings or classes with instructors outside of class 14. Used face-to-face tutoring 15. Used writing, math, or other skill lab 16. Used computer lab | <p>4. Above</p> <p>16. Below</p> | <p>51.5</p> <p>(#8 in state)</p> | <p>51.2</p> |
| <p>Academic and Social Support Network: (CGCC slightly above Oregon benchmarks in all questions except #4)</p> <ol style="list-style-type: none"> 1. All instructors clearly explained academic and student support services available at this college 2. All instructors clearly explained course grading policies 3. All instructors clearly explained course syllabi 4. I knew how to get in touch with my instructors outside of class 5. At least one other student whom I did not previously know learned my name 6. At least one instructor learned my name 7. I learned the name of at least one other student in most of my classes | | <p>51.4</p> <p>(#4 in state)</p> | <p>48.4</p> |

ASCGCC CONSTITUTION

PREAMBLE

We, the students of Columbia Gorge Community College, in order to provide for the conduct and support of student activities, guarantee equality of opportunity among students, and encourage student participation, do ordain and revise the following constitution as of February 26, 2008.

**ARTICLE I
NAME, COLORS AND MASCOT**

The student body of Columbia Gorge Community College shall be known as the Associated Students of Columbia Gorge Community College, hereafter referred to as ASCGCC. The symbols of ASCGCC shall be as follows: The colors shall be teal blue and steel gray. The mascot shall be the Chinook salmon.

**ARTICLE II
MEMBERSHIP**

All full-time, part-time or non-credit students enrolled at Columbia Gorge Community College (CGCC), are members of the ASCGCC and are entitled to vote in all ASCGCC elections.

**ARTICLE III
PURPOSE AND RESPONSIBILITIES
OF THE COUNCIL OF REPRESENTATIVES**

Section A:

The representative body of the ASCGCC shall be the Associated Student Council (ASC).

Section B:

The purpose of Student Council is to:

1. Provide regular channels in which to communicate student needs and suggestions to college administration, staff and faculty;
2. Promote opportunities for student involvement and to develop an interest in current issues that involve all segments of the student population;
3. Provide opportunities for students to develop character and leadership skills not always available through classroom learning alone;
4. Supervise and coordinate activities and events that shall make a positive impact on the students, the college and/or the Columbia Gorge community.

Section C:

The responsibilities of the ASC shall be as follows:

1. Serve as a communication conduit between CGCC students and GCGG administration, staff, faculty, Board and the residents of the Mid-Columbia area on issues affecting education and the student body.
2. Respond to student suggestions, complaints, and other needs;
3. Develop, coordinate and implement a balanced program of activities and events for CGCC students;
4. Be available to assist CGCC in a variety of service areas;
5. Act in advisory capacity to the CGCC Board of Education and administration;
6. Recognize and aid CGCC special interest clubs and organizations, provided this aid conforms with college policies, and local, state, and federal laws;
7. Coordinate the appointment of students to college committees;
8. Receive reports from and provide input to students serving on college committees;

**ARTICLE IV
COUNCIL OF REPRESENTATIVES:
STRUCTURE AND REQUIREMENTS**

Section A:

The Associated Student Council (ASC) shall consist of six to nine (6-9) members as described in the Bylaws and provided for in the ASC budget. The duties of the officers of ASC shall be outlined in the Associated Student Council Bylaws.

Section B:

Each Council member shall have one vote. The Council President, as meeting chair, shall vote only in case of a tie.

Section C:

All Officers will comply with the Board Policy: Requirements of Student Council (Appendix A of Constitution).

**ARTICLE V
COUNCIL OF REPRESENTATIVES:
TERM OF OFFICE**

Section A:

Associated Student Council (ASC) members shall be elected ~~at the regular election~~ using either an election or selection process during ~~held~~ the fourth (4th) week of spring term. The term of office shall run for the duration of one-year beginning on a date determined by the Student Life Advisor, no more than two weeks following the elections and ending no more than two weeks following the ASC transition training. The transition training will be held within two weeks of the election result announcement. The out-going Oregon Community College

Student Association (OCCSA) representative will attend the OCCSA board of presidents' transitional meeting in May.

Section B:

No member shall serve more than two years in office.

**ARTICLE VI
COUNCIL OF REPRESENTATIVES:
ELECTIONS AND APPOINTMENTS**

Section A:

There shall be one (1) general election or selection process per year. The election will take place during the fourth (4th) week of spring term. These ~~elections~~ shall be held in compliance with the ASCGCC Election Codes.

REQUIREMENTS OF CANDIDATES FOR OFFICE: Candidates for the General Election must maintain a minimum 2.25 grade point average and have completed 12 credits at CGCC in the current academic year, prior to the general election. If elected, shall enroll and complete 6 credits per term and a 2.25 GPA or higher, per term, for each term in office.

Section B:

If a vacancy occurs, it shall be the responsibility of the ASC to fill that vacancy through appointment. Resignations from the ASC, and from other student council committees, should be in duplicate: one copy should be delivered to the Chief Student Services Officer and one copy should be delivered to the Student Life Advisor.

Section C:

Any student applying for an appointed ASC position must complete an application and interview process. The appointment process will follow the established hiring guidelines of CGCC. The ASC will solicit volunteers for vacant positions for 10 school days after the vacancy occurs. After the ten days the vacant position shall be filled in a timely manner. If the vacancy occurs after the seventh week of winter term, it will remain vacated until the regular general election.

REQUIREMENTS OF APPOINTED POSITIONS: Candidates who have previously attended CGCC must have a minimum 2.25 grade point average. Students who are in their first term at CGCC must submit two written academic references with their application. A high school transcript (if graduated within 1 year) can serve as 1 of the academic references.

**ARTICLE VII
COUNCIL OF REPRESENTATIVES
MEETINGS**

Section A:

Regular meetings of the council shall be held a minimum of twice per month during the academic year, for a minimum of 3 hours a month.

Section B:

A quorum shall be required for all Associated Student Council meetings. A quorum shall be defined as one half plus one of the ASC membership. The act of the majority of council members present at a meeting at which a quorum is established shall be the act of the council except as otherwise specifically proceeded in the ASCGCC Constitution and ASC Bylaws. In the event that the positions fixed by Article V above are not filled, a quorum shall constitute one half plus one of those positions filled as of the meeting date.

Section C:

Special meetings may be called by 2/3 vote of council or by a petition signed by fifteen members of the ASCGCC and presented to ASC.

Section D:

Associated Student Council meetings will be conducted in an orderly manner, using some defined means of parliamentary procedure. Robert's Rules of Order, revised is recommended, but not required, in conducting meetings.

**ARTICLE VIII
AMENDMENTS TO THE CONSTITUTION**

Section A:

Amendments to this Constitution may originate in the Associated Student Council, requiring a two-thirds (2/3) majority vote of that body, or by a petition stating the proposed amendment and containing one-hundred (100) signatures of ASCGCC members and receive a two-thirds majority affirmative vote to be effective.

Section B: All Proposed Amendments Must:

1. Be dated and submitted to the council with a copy to the Student Life Advisor;
2. Be posted by the council in two conspicuous locations to provide reasonable notice to the student body. Such posting must occur at least 10 days prior to the election concerning the amendment;
3. Be presented by the council to the student body for a vote in an election held within ten (10) school days of the last day of posting and;

4. Receive a two-thirds (2/3) affirmative majority vote of the total votes cast by the members the student body to be adopted.

ARTICLE IX RECALL AND REMOVAL OF OFFICERS

Section A:

Associated Student Council members may be recalled through special elections called for that purpose. Recall petitions must contain 100 signatures of ASCGCC members and receive two-thirds (2/3) affirmative majority votes cast to be effective. The Associated Student Council may prescribe in an election code reasonable rules regarding petition timelines, petition form and other administrative matters related to recall elections.

Section B: All Recall Petitions Must:

1. Be dated and submitted to the council with a copy to the Student Life Advisor;
2. Be posted by the council in two conspicuous locations to provide reasonable notice to the student body. Such posting must occur at least 10 days prior to the election concerning the amendment;
3. Be presented by the council to the student body for a vote in an election held within ten (10) school days of the last day of posting and;
4. Receive a two-thirds (2/3) affirmative majority vote of the total votes cast by the members the student body to be effective.

Section C:

ASC members must maintain good academic standing*.

- Failure to maintain good academic standing, with a GPA above a 2.25 per term, shall result in the member being placed on probation for one quarter. A council member on probation shall have all rights and responsibilities of non-probation council members.
- Failure to return to good academic standing at the end of the probation quarter will result in immediate removal from Student Council.

*Good Academic Standing is defined as enrolling in and completing 6 credits or more and obtaining a 2.25 GPA or better, per term, for each term of office. Any exemption will be determined by administrative exception, i.e. class cancellations and learning disability accommodations.

Section D:

ASC members may be removed from office for neglect of duty, malfeasance or misfeasance.

1. Recommendations to the Chief Student Services Officer for removal must be by 2/3 vote and shall come from ASC, for the ASC member.
2. Such recommendations shall come from Council only after the Executive Officer or his/her designee (representing the majority of council), and the affected student meet with the Student Life Advisor.
 - Specific concerns and examples will be outlined by the council representative.
 - Affected student will be heard.
 - A decision to place the affected student on an Improvement Plan will be made.
 - 2.a) If the decision is “Yes”:
 - A Plan for Improvement, with a specific end date, will be developed.
 - After the end date of the Plan for Improvement the council representative, affected student and advisor will meet to determine if the Improvement Plan conditions have been met.
 - If yes, the affected student will be returned to good standing. If no, will proceed to 2.b) (see below).
 - 2.b) If the decision is “No”:
 - The affected student will have an opportunity to meet with the Chief Student Services Officer and fully discuss the facts of the case prior to the CSSO making a final decision
3. Nothing in this Constitution shall be construed to prevent the Chief Student Services Officer from taking independent action in cases of neglect of duty, malfeasance, or misfeasance.

Article X

NON-DISCRIMINATION

The ASCGCC and its council shall maintain a policy of non-discrimination and equal opportunity in programs and organizations in accordance with college policy printed below.

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 discrimination should contact:

Executive Director of Human Resources and Strategic Planning – Employment
 Chief Academic Officer – Academic Program
 Dean of Student Services – Student Programs, Activities and Services

ARTICLE XI

ADVISOR'S ROLE

Section A:

The Associated Student Council Advisor shall be appointed by the CGCC President or his/her designee.

Section B:

The Chief Student Services Officer and college President shall define the duties and responsibilities of the advisor. These duties and responsibilities shall be outlined in the ASC Bylaws.

ARTICLE XII BYLAWS AND ELECTION CODE

Section A:

The Associated Student Council shall develop a set of Bylaws to guide the day-to-day operations. The Bylaws shall be available to the student body. Amendments to the Bylaws shall be posted for 14 school days and two hearings on the proposed Bylaws, open to the student body, must be held during the posting period. Adoption by the ASC shall be by 2/3 affirmative vote at the next regular meeting after the expiration of the posting.

Section B:

The Associated Student Council shall also be authorized to adopt an election's code to govern student elections. The election's code shall be adopted and amended in the same manner as prescribed for the Bylaws.

ARTICLE XIII ADMINISTRATIVE CHANGES

The ASCGCC Constitution and ASC Bylaws may be altered for the purpose of keeping them current with college terminology. Examples of such administrative changes include changes in department titles, staff position titles, terminology from outside the college, typing or grammatical errors, required credit hours for full-time status, term timelines and number of signatures needed to comprise 5% of student body. When such alterations are deemed necessary, the following procedure will be used:

1. A member of ASC with the assistance of the Student Life Advisor will review the Constitution and Bylaws and make the suggested changes.
2. During a regularly scheduled meeting of the Council, the suggested changes will be presented as an information item.
3. Council will have the opportunity to review the changes and ask questions.

4. A motion to make administrative changes to the Constitution and/or Bylaws will be made and must carry with a simple majority.
5. If the motion to amend passes, new copies of the documents will be created and distributed to ASC, the Student Life Advisor and the Chief Student Services Officer.

- Prepared by the 1986-87 ASCGCC Ad Hoc committee charter members: Kerry Droesch, Jackie Mazza, Diana Stephenson, Mary Harrison, Claressa Price, Douglas Thornburg, Tammy Jenkins, Anna Steeves, Andrea Williams, Robyn Jensen. Approved 1-8-87
- Revised: May 1988 lr; March 1989 gm; November 1989 kob; Jan 1996 ls,jc; Feb 1996 aw; March 1998 asg, admin update 2/99asg; admin update 2/08

Administrative Requirements for Student Council Officers

This is a CGCC Board of Education Policy and can be changed by that body.

1. Academic success and preparation for future employment and education success is the primary goal of CGCC. To support these goals the Board of Education stipulates that the following are requirements for holding office:
 - Elected officers will participate in a Transition Training within two weeks of their election or appointment. The advisor will schedule the training and dates/times of the Transition Training will be included in the Candidate Application Packet.
 - Officers will participate in a 1 credit Leadership class each term in office beginning the Spring or Summer of their election, and continuing in Fall and Winter terms.
 - There is no tuition or fee for these classes. Homework associated with these classes will not be paid time, class attendance will be paid.
 - Officers will enroll in and complete a minimum of 6 credits per term (may include the 1 credit leadership class) and maintain a 2.25 GPA or higher, per term, for each term in office.
 - Individual exceptions may be considered based on extenuating circumstances.
2. Officers will be paid according to the CGCC Student Council Employment Procedure for Officers (Employment Procedure). The procedure will be an Appendix to the ASC Bylaws.
3. Council Business and Planning Meetings will be held weekly throughout the year. Council officers will also attend the Work Plan and Time Log meetings according to the Employment Procedure.
4. Acceptance of position and signing of Oath of Office indicates that the officer has reviewed, understands and agrees to comply with the Administrative Requirements Policy, Student Council Employment Procedures, CGCC Constitution and ASC By-laws, including Appendices A-C.
5. In addition, Council officers must comply with Student Rights and Responsibilities, Alcohol and Other Drug policies and procedures, and are subject to conformance with Board Policies and established administrative procedures.
6. CGCC President will designate the number of funded positions on the Student Council.

BYLAWS
ASSOCIATED STUDENT COUNCIL
OF COLUMBIA GORGE COMMUNITY COLLEGE

ARTICLE I
ASSOCIATED STUDENT COUNCIL OF REPRESENTATIVES

Section A:

The Associated Student Council (ASC) shall consist of six (6) to nine (9) members as established by Article IV, Section A of the ASCGCC Constitution.

Section B:

In order to maintain effective teamwork in the accomplishment of Council objectives, the following standards of conduct and responsibility have been established.

Council members will be expected to:

1. Conduct themselves in an ethical manner at all times.
2. Display an attitude conducive to successful goal accomplishment.
3. Provide service to council, as needed, over and above required duties.
4. Resolve conflicts and differences promptly.
5. Give timely notice to council of any and all circumstances that might inhibit performance of Council duties.
6. Provide support, personal and Council related, as necessary to other council members.
7. Adhere to CGCC Student Code of Conduct

Section C

The role of the student council members is to ensure that all matters brought before the Associated Student Council will be beneficial to the ASCGCC. Overall responsibilities of Student Council are outlined in Article III of the ASCGCC Constitution.

Duties and special qualifications for council members shall be as described in Appendix A of the Bylaws.

ARTICLE II:
COMMITTEES

Section A:

Standing committees may include such assignments as follows:

- Safety Committee

Students assigned to committees will report back to council after each of their committee meetings. The Council Vice President will be responsible for making sure the information is shared at Council meetings in a timely manner.

Section B:

Ad Hoc committees may be established by the ASC as needed.

Section C:

The ASC shall keep on file a list of current college committees and the appointed ASC or student member.

ARTICLE III**PAYMENT OF OFFICERS AS STUDENT EMPLOYEES**

This policy derives from action from the CGCC Board of Education and can be changed by that body.

Section A:

Officers will be paid according to the CGCC Employment Policy for Student Council Officers (Employment Policy). This is a CGCC Board of Education policy and can be changed by that body. The policy provides a structure for supervision and accountability in absence of direct day-to-day, insight supervision of student employees.

Section B:

Council Business and Planning Meetings will be held on specified dates throughout the year. Council officers will also attend the work plan meetings according to the Student Council Employment Policy.

Section C:

Academic success and preparation for future employment and education success is the primary goal of CGCC. To support these goals the Board of Education further stipulates that the following are requisites for office:

- 1) Officers will enroll in and successfully complete the one credit leadership classes, one per term, beginning the Spring/Summer following election into office (3 total). Elected officers will participate in the spring Transition Training.
- 2) Officers will maintain 6 credits per term and a 2.25 GPA or higher, per term, for each term in office. Officers will sign permission for academic and attendance Progress Checks during their time in office. These checks can be done at the discretion of the Chief Student Services Officer and the Student Life Advisor.

Section D:

Acceptance of position and signing of Oath of Office indicates that the officer has reviewed, understands and agrees to comply with the Student Council Employment Policy, Code of Student Conduct, CGCC Constitution and ASC By-laws, including the job description and responsibilities of their office.

ARTICLE IV: COUNCIL MEETINGS

Section A:

All council meetings shall be public. The meeting chair shall not have a vote except in case of a tie. Only officers shall have voting privileges. All Council meeting agendas and minutes shall be made available to any student, faculty member, or administrator of CGCC upon request. ASC minutes and agendas shall be posted near the ASC office. Meeting agendas will be posted at least 24 hours prior to a meeting and minutes will be posted within 3 school days after a meeting. Meeting time, date and place will be distributed to Campus View monthly for publication.

Section B:

The usual order of business for Council meetings shall be as follows:

- 1.0 Preliminary
 - 1.1 Call to Order
 - 1.2 Approval of Minutes
 - 1.3 Approval of Agenda
 - 1.4 Hearing of Students, Guests, and Delegations
 - 1.5 Other
- 2.0 Old Business
- 3.0 New Business
- 4.0 Reports
 - 4.1 Council President
 - 4.2 Advisor
 - 4.3 Council Vice President
 - 4.4 Officer 3
 - 4.5 Officer 4
 - 4.6 Officer 5
 - 4.7 Officer 6
- 5.0 Overview
 - 5.1 For The Good of The Order
 - 5.2 Next Meeting
 - 5.3 Adjournment

Section C:

Special meetings may be called by a petition signed by fifteen members of the ASCGCC and presented to the ASC, or by a 2/3 vote of the ASC members.

Section D:

The defined method of parliamentary procedure, as required by Article VII of the ASCGCC Constitution, is *Robert's Rules of Order, revised*.

Section E:

A council member may send a proxy vote with another council member in the event of that member's absence. The chairperson shall be notified of a council member's intent of voting proxy. The member's written consent to council shall give the representative temporary voting rights. Proxy votes may be used no more than one (1) time by the same council member during the year.

ARTICLE V: ELECTIONS

Section A:

ASCGCC Elections shall be run according to the official ASCGCC Election or Selection Code. The ASC shall review ~~the Election Code~~ codes on an annual basis and have the power to amend it following the process outlined in Article XII of the ASCGCC Constitution.

Section B:

Applicants must be fully matriculated students and meet all requirements outlined in the ASCGCC Constitution before being sworn into office.

REQUIREMENTS OF CANDIDATES FOR OFFICE: Candidates for the General Election must have a minimum 2.25 grade point average and have completed 12 credits at CGCC in the current academic year prior to the general election. If elected, officers shall enroll in and complete 6 credits per term with a 2.25 GPA or higher, per term, for each term in office.

Each candidate seeking Student Council office will be required to attend an Orientation session prior to elections. Each candidate seeking Student Council office will be required to attend at least one regular Student Council meeting prior to elections.

Section C:

Special elections may be called by a 2/3 majority vote of the ASC or a petition signed by 100 members of the ASCGCC.

ARTICLE VI VACANT COUNCIL POSITIONS

Section A:

Vacant positions shall be filled in accordance with the Article VI of the ASCGCC Constitution. A current council member may fill a vacant position by a 2/3 vote of the current council.

Section B:

REQUIREMENTS OF APPOINTED POSITIONS: Candidates who have previously attended CGCC must have a minimum 2.25 grade point average. Students who are in their first term at CGCC must submit two written academic references with their application. A high school transcript (if graduated within 1 year) can serve as 1 of the academic references.

ARTICLE VII: CLUBS AND ORGANIZATIONS

Section A:

Clubs and organizations shall be established in accordance with the Clubs and Organizations Procedures Guidelines of CGCC -(Administrative regulations).

ARTICLE VIII:
ADVISOR

The Chief Student Services Officer and college President shall define the duties and responsibilities of the advisor. The duties and responsibilities of the advisor, as it relates to ASC, are as follows:

1. Plan, organize and facilitate ASCGCC training including:
 - Transition training for new members, with assistance from ex-officio officers
 - Three 1 credit MSD classes which may include planning workshops focusing on team building, development of the year's-goals and individual officer and Council Work Plans
2. Assist in budget preparation and monitor budget transactions, including signing purchase orders, check requests and other financial transaction paperwork.
3. Perform written evaluation of officers each term.
4. Monitor academic standing of potential candidates and officers as required.
5. Attend Council meetings.
6. Assure compliance with College policies, procedures and practices, ASCGCC Constitution, ASC Bylaws and purpose.
7. Act as a resource for Council and Council members.
8. Act as liaison to college administration.
9. Act as liaison to state organization, accompanying council members as necessary.

Council President
Shall

- 1. Preside at council meetings or delegate this responsibility**
 - Study and have working knowledge of Parliamentary Procedure
 - Conduct Business Meetings (minimum of 3 hrs a month) in an effective manner according to the ASCGCC Constitution and ASC Bylaws - **Business Meeting times and place posted monthly.**
 - Coordinate with Administrative Secretary so Administrative Secretary can:
 - Post Business Meeting agendas 24 hours in advance of meeting
 - Distribute/Post Meeting Minutes within 3 school days of meeting
 - Arrange for and set up meeting space.
- 2. Represent the ASCGCC at Board of Education meetings**
 - Attend CGCC Board of Education meetings once per quarter or insure that an ASC representative is in attendance
 - Provide written reports to the board pertaining to ASC activities, goals, projects, etc.
 - Speak on student concerns; represent the voice of students. Report back to Council on Board of Education meetings
- 3. Represent the student body at state-wide, local, or regional meetings of organizations in which ASCGCC is a member of the Board.**
 - Participate in OCCSA
 - Make a report back to Council after each OCCSA meeting
- 4. Develop and implement a viable program of legislative activism at the local, state and federal level and supervise its implementation.**
- 5. In cooperation with Council Vice President, be responsible for organizing and planning the annual transition dinner (night of Transition Training)**
- 6. Adhere to CGCC Employment Policy for Student Council Officers and:**
 - Participate in the spring Transition Training and the one credit leadership trainings each term, beginning Spring/Summer term of election (3 credits total).
 - Meet bimonthly with the ASC advisor.

Academic requirements while in office:

- Enroll and complete a minimum of 6 credits per term
- Earn a 2.25 or higher GPA each term in office

Desired qualifications:

- Previous ASC involvement or previous student government or leadership experience
- strong organizational skills
- ability to work effectively within a team

Council Vice-President
Shall

1. Chair ASCGCC election committee

- Coordinate all aspects of ASCGCC Spring term election as stipulated in the ASCGCC Election Code, Constitution and ASC Bylaws.

2. Chair the appointment process in the event of vacant council position(s)

- Initiate recruitment for vacant Council positions
- Work with Advisor to advertise openings and prepare appointment application packets
- Responsible for communication with applicants; setting interview times.
- Responsible for interview process

3. Appoint or recommend for appointment student representatives to college committees.

- Appointments to be made at the beginning of fall term
- Officially announce appointments and introduce appointees to committee chairs
- Ensure that follow-up committee reports are given at Council Meetings after each committee meeting
- Shepherd maintenance of committee notebooks and posting of committee minutes

4. Preside at student council meetings in absence of Council President

5. Represent ASCGCC at President's Council

- Attend President's Council meetings or insure that an ASC representative is in attendance as needed to accomplish the following:
 - Provide written reports to President's Council regarding ASC activities, goals, projects, etc. in a timely manner.
 - Speak to student concerns; represent the voice of students.
 - Post or distribute information that may be of importance to the student body
 - Report back to Council on President's Council meetings

6. In cooperation with Council President be responsible for organizing and planning the annual Transition Dinner (night of Transition Training)

7. Adhere to CGCC Employment Policy for Student Council Officers and:

- Participate in the spring Transition Training and the one credit leadership trainings each term, beginning Spring/Summer term of election (3 credits total).
- Meet bimonthly with the ASC advisor.

Academic requirements while in office:

- Enroll and complete a minimum of 6 credits per term
- Earn a 2.25 or higher GPA each term in office

Desired qualifications:

- strong organizational skills
- commitment to working effectively within a team

Administrative Secretary
Shall

1. Work with Council President to:

- Prepare, distribute and post Business Meeting agendas a minimum of 24 hours prior to Council meetings
- Prepare, distribute and post Business Meeting minutes within 3 school days of the meetings
- Set up meeting space; advertise meeting schedule each month in Campus View

2. Work with Council Vice-President on Elections and Appointments to:

- Advertise openings and prepare appointment application packets
- Communicate with applicants.
- Schedule interviews

3. Maintain the official documentation of council business

- Maintain an organized ASC notebook with official documents, minutes, and information obtained throughout the year
- Organize, maintain and post office hours for Student Council Office
- Shepherd maintenance of Council Project/Event Master Calendar
- File council materials and maintain filing system

4. Handle and route council correspondence, messages

- Retrieve messages from phone voice mail and distribute
- Keep current internal and external messages voice mail greetings on the phone

5. Maintain and order all supplies – in office and in storage area

6. Assist Student Senators and Vice President with publicizing all ASC sponsored events on and off campus

7. Work with advisor and Business Office to track ASC Budget

8. Responsible for purchase orders and check requests initiated by council members following college guidelines.

9. Adhere to CGCC Employment Policy for Student Council Officers and:

- Participate in the spring Transition Training and the one credit leadership trainings each term, beginning Spring/Summer term of election (3 credits total).
- Meet bimonthly with the ASC advisor.

Academic requirements while in office:

- Enroll and complete a minimum of 6 credits per term
- Earn a 2.25 or higher GPA each term in office

Desired qualifications:

- Enrolled in Office Management or Administrative Assistant program
- Competent use of MS Office, particularly Word and Excel
- Strong organizational skills
- Commitment to working effectively within a team

Student Senators
Shall

- 1. Be comprised of 3 elected and/or appointed members.**
- 2. Develop, coordinate and implement a balanced program of activities and events for CGCC students.**
 - Develop a specific Plan of Work for ASC sponsored student activities
 - Include proposed budget for each activity
 - Balance activities throughout each term and the year
- 3. Recruit student involvement in planning and implementing ASC campus activities**
 - Coordinate with Student Relations Director to maintain a log of students who are interested in working on planning/ implementing campus activities
 - Coordinate with Campus/Community Service and Student Life Advisor to develop and implement “student involvement” campaigns.
- 4. Continue traditions of student activities, develop new traditions, and provide a balance of student activities throughout the school year.**

Examples include:

 - Student Fall/Spring Welcome events (“Burger Burn”)
 - Blood Drives (Fall and Winter/Spring terms)
 - Parades
 - Voter Registration
- 5.**
- 6. Coordinate all aspects of soliciting and responding to student suggestions, concerns.**
 - This may include avenues such as student surveys and “suggestion” boxes.
 - Report to Council so ideas and issues can be brought before the appropriate committee or administrative body.
- 7. In coordination with Administrative Secretary to publicize all ASC sponsored events on and off campus**
 - Write and send press releases
 - Develop and distribute Activity Flyers

- Update Bulletin Boards

8. Promote and assist with start-up of new Student Organizations

- May include a Club Fair each term or a Spring reception highlighting club accomplishments
- Offer technical assistance to students and advisors/potential advisors on policies and procedures for CGCC clubs.

9. Develop a Work Plan for the year outlining specifics of activities to be accomplished and costs of activities.

10. Adhere to CGCC Employment Policy for Student Council Officers and:

- Participate in the spring Transition Training and the one credit leadership trainings each term, beginning Spring/Summer term of election (3 credits total).
- Meet bimonthly with the ASC advisor.

Academic requirements while in office:

- Enroll and complete a minimum of 6 credits per term
- Earn a 2.25 or higher GPA each term in office

Desired qualifications:

- Previous ASC involvement or previous student government or leadership experience
- Strong organizational skills
- Commitment to working effectively within a team

ELECTION CODE
ASSOCIATED STUDENT COUNCIL
OF COLUMBIA GORGE COMMUNITY COLLEGE

ASC Officers will be chosen using either a general election procedure or selection process. The mode of election into office will be determined by the election committee following receipt of application packets. The election committee will make this determination based on the number of applications received and what is deemed to be the most appropriate for the student body in consultation with the Student Life Advisor. If the number of equals or exceeds two applicants for two or more positions, the committee should consider using the election procedure. Once the mode of election is determined, the election committee will follow either the election or selection code as written below, and applicants will be notified within 24 hours.

GENERAL ELECTION PROCEDURES

I Election Committee

- A. The election committee shall be chaired by the Student Council Vice-President. If the current Vice-President will be campaigning for a second term, the Student Council will appoint a committee chair by vote. The election committee chair is responsible for making sure that the election code is followed and that a fair and impartial election process takes place. The chair does not have voting privileges on the election committee.
- B. The election committee shall consist of three (3) non-candidate students appointed by the Associated Student Council.
- C. The election committee shall:
 - 1) Be established by the fourth week of winter term.
 - 2) Set dates of election and publicize elections.
 - 3) Announce available positions and set a deadline for submissions of applications.
 - 4) Work with advisor to make Candidate Application Packets. In addition to the Candidate Application, Administrative Expectations, election timeline and activities. These packets will include a copy of the ASCGCC Constitution and ASC By-laws, including Appendix A-C; Procedure for Posting Printed Materials, including election time lines and rules; and the ASCGCC Election Code. The packet may include other information per the election committee.
 - 5) Decide on at least two locations on campus, in addition to the student council office, where Candidate Applications can be picked up and make sure these locations have the materials necessary to do that job.
 - 6) Order (1) current student print-out from Student Services the third (3rd) week of spring term.
 - 7) Secure at least one polling place.
 - 8) Prepare adequate election publicity and directional signs to poll(s).
 - 9) Coordinate establishment of election workers for poll coverage.
 - 10) Prepare, print, and number ballots at least four (4) days prior to elections, leaving space for write-in names. These ballots shall be locked in a secured location.

- 11) Hold a meeting to explain rules and responsibilities to election workers.
 - 12) Prepare voter information for each polling booth.
 - 13) Arrange for security of election boxes between election days.
 - 14) Count ballots after election.
 - 15) Return student list to Student Services when the office opens.
 - 16) Post election results by noon.
- D. The election committee may:
- 1) Organize and hold a candidate forum or debate prior to election week
 - 2) Coordinate election activities with “Student Involvement” campaign

II CANDIDATE APPLICATIONS

- A. Election of Associated Student Council officers shall be held during the fourth week of spring term.
- B. Announcements and publicity for ASC elections will begin by the seventh (7th) week of winter term.
- C. Candidate applications will be available during open hours in the Student Council Office and in at least 2 other locations on campus, as determined by the Election Committee.
- D. A minimum of fourteen (14) school days will be allowed for candidate applications to be picked up, filled out, signed, and returned. Students picking up applications will sign out the application with their name, address, phone, and position applying for.
- E. Applicants will submit two (2) applications – the original and one copy. When an application is submitted, the date and time of submission will be written on it. The Chair of the Election Committee (Council Vice President) will be notified of completed and turned in applications.
- F. Each candidate submitting an application will be issued a receipt indicating that the application has been received and by whom. The election committee will make sure each location where applications are picked up and returned have the supplies needed to do steps D and E.
- G. The Election Committee Chair or his/her designee will collect the applications and distribute them as follows: The copy will be placed in the Election Committee folder in the Student Council office; the original will be given to the advisor or placed in the advisor’s mail-box in Bldg. 2.

III Campaigning

- A. Campaign begin and end dates will be part of the Candidate Application packet.
- B. No campaigning shall occur within fifty (50) feet of any polling place during the hours the polls are open.
- C. All posters, flyers, or anything created for hanging on walls, must follow CGCC’s “Procedure for Posting Printed Materials” guidelines (included in Application Packets).
- D. Candidates have the responsibility for cleaning up their campaign materials within forty-eight hours of the poll closure.
- E. All candidates will be required to limit their campaign costs to thirty dollars (\$30).

IV Voting Procedure

- A. In order to vote, a student must be listed in the Enrollment Services office as a currently enrolled CGCC student.
- B. Voter must sign the student print-out. Election worker then highlights each voter's name as they vote. Once a name has been signed, the student may not vote again.
- C. Voter is given a numbered election ballot.
- D. Voting will be by secret ballot.
- E. Voter fills out ballot (inside the polling booth) and places his/her ballot inside the ballot box.
- F. It is permissible to ask students if they would like to vote.

V Polling Places

- A. There shall be a minimum of one (1) polling place on election days, with not less than two (2) workers staffing each polling place. The poll location(s) will be determined by the election committee.
- B. The polling place will have a current student print-out and ballot box or bag for storing ballots.
- C. Polling places will be open two (2) consecutive days from 10am to 3:30pm and from 5:30pm to 7:00pm.

VI Ballots and Ballot Counting

- A. Ballots will be designed and printed by the election committee, who shall have the right to make any necessary changes on the ballots and who will be responsible for the same. Ballots will be kept secure from time of printing through 5 school days after the election.
- B. Ballots will be counted by the election committee under the supervision of the ASC advisor.
- C. Names of winning candidates will be posted by 12:00 noon the next school day following the election.
- D. A write in candidate must receive 40% of the votes cast for that office in order to be declared a winner. A write-in candidate who wins an election will be required to notify, in writing, the ASC advisor of their intent to accept the position within one 1 school day after the election results are posted. If the write-in candidate declines the position, the candidate with the second most votes will be declared the winner.
- E. Voting information will be printed on each ballot. This information will include positions available, names of persons running for each position and space for write-ins for each position.

VII Violations of the Election Code

- A. Violations exist if:
 - 1) Any candidate or his/her campaign organization fails to comply with the election code.
 - 2) An election worker leaves the polling place unattended.
 - 3) All campaign material is not removed by candidates within 48 hours of poll closure.
 - 4) A candidate for office works in the election.
 - 5) A candidate campaigns within fifty (50) feet of election polls.
- B. Violations of this election code by the candidates shall be grounds for disqualification of the candidate for that election.
- C. All election grievances will be decided upon by the election committee and the Chief Student Services Officer.
- D. Any violation of the election rules will be reviewed by the election committee and the Chief Student Services Officer after a formal written complaint has been filed (see Grievance Procedure)

VIII Grievance Procedures

- A. A student or candidate wishing to file a grievance concerning the student elections must file within three (3) school days following announcement of election results.
- B. All grievances must be in writing, addressed to the election committee, and filed in the Student Services office during regular business hours.
- C. All grievances must contain the name of the student filing the grievance, state the grievance, state why it is an issue, and a recommended solution to the grievance.
- D. The election committee, under advisement of the Chief Student Services Officer will hear and make a final judgment on the election within four (4) school days of receiving said grievance.

Code Established 1/99

GENERAL SELECTION PROCESS

I Selection Committee

- A. The selection committee shall be chaired by the Student Council Vice-President. The selection committee chair is responsible for making sure that the selection code is followed and that a fair and impartial selection process takes place. As chair, the Vice President does not have voting privileges on the selection committee.
- B. The selection committee shall consist of all non-candidate Student Council officers and three (3) other students appointed by the Associated Student Council.
- C. The selection committee shall:
 - 1) Be established the week after the application deadline. However, recruitment may begin before this time if it seems likely students will be needed.
 - 2) Set dates of selection process.
 - 3) Work with advisor to make Candidate Application Packets. In addition to the Candidate Application, Administrative Expectations, these packets will include Appendix A-C; Procedure for Posting Printed Materials, including selection timelines

- and rules; and the ASCGCC Election Code. The packet may include other information per the selection committee.
- 4) Decide on at least two locations on campus, in addition to the Student Council Office, where Candidate Applications can be picked up and make sure these locations have the materials necessary to do the job.
 - 5) Secure a location for selection process.
 - 6) Hold a meeting to explain the rules and responsibilities to selection committee members.
 - 7) Prepare candidate information for selection committee.
 - 8) Post selection results by noon the following day.
- D. The selection committee may:
- 13) Coordinate selection activities with “Student Involvement” campaign.

II Candidate Applications

- A. Selection of Associated Student Council officers shall be held during the fourth week of spring term.
- B. Announcements and publicity for ASC selections will begin by the seventh (7th) week of winter term.
- C. Candidate applications will be available during open hours in the Student Council Office and in at least 2 other locations on campus, as determined by the Selection Committee.
- D. A minimum of fourteen (14) school days will be allowed for candidate applications to be picked up, filled out, signed, and returned. Students picking up applications will sign out the application with their name, address, phone, and position applying for.
- E. Applicants will submit two (2) applications and two statements of purpose – the original and one copy. The Statement of Purpose will be posted and/or published in college publications. When an application is submitted, the date and time of submission will be written on it. The Chair of the Selection Committee (Council Vice President) will be notified of complete and turned in applications.
- F. Each candidate submitting an application will be issued a receipt indicating that the application has been received and by whom. The selection committee will make sure each location where applications are picked up and returned have the supplies needed to do steps D and E.
- G. The Selection Committee Chair or his/her designee will collect the applications and distribute them as follows: The copy will be placed in the Selection Committee folder in the Student Council Office; the original will be given to the advisor or placed in the advisor’s mailbox in Bldg. 2.
- H. The Selection Committee will prepare statements of purpose for public viewing.
- I. All candidates must attend one ASC meeting and orientation before being considered.

III Selection Process

- A. The selection process will be done through interviews by the selection committee.
- B. The selection committee will create a list of interview questions prior to the selection process. They should be posted 10 days in advance to allow for student input.

- C. During the selection process, the selection committee may suggest a different position to an applicant. The applicant may accept or reject the committee's position suggestion. The committee reserves the right to leave a position vacant if a suitable applicant is not found.
- D. If a position remains open after the primary selection process is complete, an appointment process will be completed before the 7th week of Spring Term. If the position is not filled by this time, the position will remain open until another appointment can be scheduled.
- E. After all interviews have taken place, the selection committee will meet to discuss the candidates. After the decisions have been made, the results must be posted by noon the following school day.

IV Interview Details

- A. The interview location will be determined by the selection committee.
- B. Interview date and times must be established to include all applicants and selection committee members.

V Grievance Procedures

- A. A student or candidate wishing to file a grievance concerning the student selections must file within three (3) school days following announcement of selection results.
- B. All grievances must be in writing, addressed to the selection committee, and filed in the Student Services office during regular business hours.
- C. All grievances must contain the name and social security number of the student filing the grievance, state the grievance, state why it is an issue, and a recommended solution to the grievance.
- D. The selection committee, under advisement of the Chief Student Services Officer will hear and make a final judgment on the selection within four (4) school days of receiving said grievance.

CGCC Student Council Employment Procedure

Columbia Gorge Community College will employ Student Council Officers as Student Workers.

Positions and Hours:

- ◆ Council President position will be paid for up to 110 hours per term.
 - ◆ This includes attendance at the 7 OCCSA Board of Presidents (BOP) Meetings that occur seven times throughout the year. Maximum hours of payment for these meetings: Fall term, 30; Winter term 15; Spring term, 20 for outgoing president; 10 for incoming President. Maximum hours: 5 hours per BOP business meeting.
- ◆ All other CGCC Student Council positions will be paid for up to 80 hours per term.

PAY SCALE: \$8.90 PER HOUR (SUBJECT TO CHANGE IN JANUARY OF EACH YEAR PER OREGON MINIMUM WAGE ADJUSTMENTS)

Council Meetings

- Student Council will determine Business and Planning meetings at the beginning of fall, winter, and spring terms.

Planning Meetings can be in the Council Office.

- The first meeting of each term will be a Planning meeting.

Business Meetings

- Must be advertised in the Campus View and Term Calendar
- Must be held in a room that will accommodate a student audience
- There will be no Business Meetings the last week of the term. The last week of the term is reserved for Work Journal/Work Plan review and end of term evaluation.

Work Plans

Each Officer will develop a Work Plan for each term. The work plan will be based on that officer's job description and activity goals for that term.

- Appointed positions: existing position Work Plan will be previewed with the new member and adjusted as applicable for that individual.
- Each officer will be required to attend a one on one meeting with the advisor to review goals and accomplishments at least two times per month.

Preview of Council Work Plans –

Mandatory for Office

- Spring/Summer Term: Fall Work Plans developed in MSD class/retreat.
- Fall Plans: will be re-previewed the first meeting of Fall term with the group and MSD class.
- Winter term Plans: Will be made in Fall MSD Class II and Winter MSD Class I.
- Spring term Plans: Will be made in Winter MSD Class II

➤ Work Journals

- ◆ **Purpose:** to give Student Life Advisor an on-going report of your duties, performance, progress made toward fulfilling your Work Plan Objectives and as a means by which you can evaluate your Council experience on a week by week basis.
- ◆ **Format:** Each journal entry should be headed with your **name, the dates, days and hours you worked each week**, and should address the following:
 - ◆ A listing of the **Key Activities and Tasks you performed** and how they related to your Work Plan objectives, job description, or personal goals for your Council experience
 - ◆ A record of your **impressions and “feelings”** about what you did and how you did it (successes, misses, responses from people you interacted with as part of your Council position, including Council peers)
 - ◆ An assessment of **what you learned** from those experiences and activities (highlighting strengths, areas for improvement, and skills learned/used)
- ◆ Work Journals will be typed or handwritten neatly. They should be available for review at one on one meeting with advisor.
- ◆ Work Journals will be submitted with the CGCC time card at the Review Meetings. Submitted Work Journals will be returned to students within one week.

Review of Work Plans and Work Journal:

- ◆ Officers will review and assess their progress on and completion of their Work Plan activities at one on one meetings Officers will meet with the Student Life Advisor and their peers in MSD classes to share progress on and completion of items on their Work Plan. Officers can also talk about any problems they are having and use the group as a resource for problem solving. Peer review may be part of the process, especially if responsibilities between Officers are inter-related.
- ◆ Requests for modification of an Officer’s Work Plan can be made at MSD classes.
- ◆ The Officer will let the group know the reason for the request and describe what modifications he/she would like to make. Officers can talk with advisor about this prior to MSD class.

One on One and MSD Class Meetings:

Mandatory for wage payment:

Group Reviews: will occur according to college pay schedule.

- ◆ Timecards are reviewed during Bi-monthly Advisor Meetings.
- ◆ **Students bring:** Work Plans and completed Work Journals
- ◆ Work Plans modification: requests will be handled at these meetings
- ◆ End of Term Evaluations: will be part of final week Review Meetings
- ◆ **Students bring:** Completed End of Term Evaluation The Officer is responsible for submitting the modified Plan to the Student Life Advisor, with a copy on file in the Council Office.

BYLAWS: APPENDIX C

CGCC Student Council Employment Procedure

3 of 4

Paid Activities:

Entries marked "Office Hours" - Council office time: name the council related activities accomplished while in the council office.

Required Classes: Attendance at required 1 credit Leadership classes; time spent on homework for those classes will not.

Work Plan outcomes and your Work Journal will be used to determine payment of wages. The Work Plan, Officer's work-output and Work Journal should support each other to form a picture of what was accomplished during the pay period and reflect accurately the time spent on specified tasks. Any apparent discrepancies will need to be clarified prior to payment.

Schedule for Work Plan Preview and Group Review Meetings:

Spring

Review Meeting: End of Term:

Last Planning meeting; re-convene each day at noon until process is complete

Fall

Preview meeting schedule:

- Fall term Group Preview: First planning meeting; re-convene each day until preview is complete.
- Winter term Work Plans are due to Advisor by Noon in the Planning meeting during the 9th week.
- Winter term Group Preview: Last planning meeting; re-convene each day until preview is complete.

Review meetings schedule:

- Review meeting schedules are incorporated into Planning Meeting.
- Re-convene each day at noon until process is complete;

Winter

Preview meeting schedule:

- First Planning meeting; re-convene each day until process is complete
- Last Planning meeting; re-convene each day until process is complete.

Review meetings:

- First Planning meeting; re-convene each day at noon until process is complete.
- Last Planning meeting; re-convene until process is complete.

Spring

Review meetings:

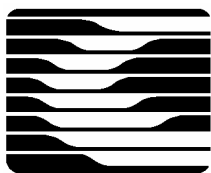
- First Planning meeting; re-convene each day at noon until process is complete;
- Last planning meeting; **End of Service Year Evaluation**

Student Rights and Responsibilities

Includes the Code of Student Conduct &
Academic Integrity Policy

Adopted January 2, 1995

Revised July 26, 2002



**COLUMBIA
GORGE
COMMUNITY
COLLEGE**

Student Rights and Responsibilities

College/Student Responsibilities

Columbia Gorge Community College provides students with programs of general education, developmental, professional/technical, and community education. The College also provides cultural, leadership, recreational, and community service activities.

In order to assist students to benefit from courses, programs, and activities, the College also provides career guidance and academic advising services which students are encouraged to make use of.

The confidentiality of counseling and advising services will be strictly maintained, except when records are lawfully requested or subpoenaed from the College.

It is, in turn, the responsibility of the student to observe and to help maintain appropriate conditions in the classroom, on the campus, and in the community.

Columbia Gorge Community College is granted the right by law to adopt rules necessary to govern college operations and protect the freedom to learn. The purpose of the Student Rights and Responsibilities document is to enumerate the essential provisions for student freedom and for students to understand how they participate in the College community.

Protection of Freedom of Access to Higher Education

The admissions policies of CGCC are a matter of institutional choice. The college policies are developed to encourage and reinforce the expectations for student success. Within the limits of its facilities and budget, CGCC is open to all applicants who are qualified according to current admission requirements.

It is the intent of the College that no student be denied admission because of his/her educational background or on the basis of race, color, religion, sex, sexual orientation, age, national origin, or disability. The college complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and other applicable laws and regulations. This non-discriminatory policy applies to admissions, employment, financial aid, and educational services, programs, and activities.

Protection of Freedom of Expression in the Classroom

Students shall be free to take reasoned exception to the data or views offered in any course of study, and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they are enrolled. It is the responsibility of the student to support the instructor's efforts to ensure freedom of expression.

Protection Against Improper Evaluation

Student performance shall be evaluated on an academic basis, which may include attendance, not on the student's opinions or conduct in matters unrelated to academic standards. Students shall have the right to appeal their academic evaluation under the grievance procedure. At the same time, students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled. Students have the right to be informed about class requirements.

Protection Against Improper Disclosure

Information about student views, beliefs, and political associations, which staff and faculty acquire in the course of their work as instructors and advisors, is considered confidential. Judgments of ability and character may be provided under appropriate circumstances.

Student Records and Confidentiality

CGCC maintains student records in conformation with state and federal law. Except as provided in this policy, all information contained in the student records of CGCC that is personally identifiable to any student shall be kept confidential and not released to any person without prior written consent of the student, or the parent or guardian of a minor student, or upon lawful subpoena or other order of a court of competent jurisdiction, provided the student (or parent of a minor) is notified in advance of compliance with the subpoena or court order.

Faculty, advisors, and administrators of Columbia Gorge Community College, who in the performance of their duties, have access to the academic records of students, will respect confidential information about students, which they acquire in the course of their work.

Information from disciplinary or counseling files shall not be available to unauthorized persons on campus or to individuals off-campus without the written consent of the student involved, except under legal compulsion or in cases where the safety of persons or property is involved, in compliance with the Family/Educational Right to Privacy Act, Board Policy, and ORS 341.290 as now law or hereinafter amended.

Confidentiality exceptions include directory information. Directory information may be released to the media and for use in other local publications only at the direction of the Dean of Student Services. Students who do not wish to have any of the information listed below released by the College must make that request in writing each term at the time of registration. Directory information will not be released to vendors or others desiring to solicit students for memberships or purchases. Directory information include the student's name, address, phone number, major field of study, participation in official college activities, periods of enrollment, degrees, awards, and honors received, illness or accident information, as required in health and safety emergencies.

Release of Directory Information will be made only by the Dean of Student Services, or designee, to protect the right of students who do not want this information released. Student Services staff may refuse to give out directory information if they determine it would be detrimental to the best interest of the student involved.

Right of Sale and Distribution of Material and Right to Conduct Fundraising Activities

The use of College grounds or facilities for the purpose of commercial or private gain is prohibited except where such activity contributes to the operation of the instructional program or where limited sale is specifically authorized by the College for the benefit of an approved student activity.

Students have the right to engage in legal incidental sales of personal property in private transactions, provided College Facilities are not expressly used for this purpose.

The Dean of Students Services must approve all fund-raising activities by clubs and organizations. All merchandise, periodicals, magazines, and books offered for commercial sale may be sold only through the College bookstore and food services, except when within district policy and approved by the Dean of Student Services.

Any person desiring to distribute publications, such as books, magazines, newspapers, handbills, leaflets, posters, and similar materials shall first register with the Student Services Office. This will insure reasonable areas and times for distribution and it will insure that the activities of the College will not be interfered with. All handbills, leaflets, posters and other similar materials must bear the name and address of the organization and / or individual distributing the materials. Printed materials shall not be placed on any vehicle parked on campus.

Right of Access to College Facilities

Students have the right of access to College facilities, subject to ordinary schedules and regulations governing the use of each facility. When using these facilities, the student has the responsibility to respect these regulations and to comply with the spirit and intent of the rules governing facility use.

When faced with a situation which an administrator or instructor determines to be disruptive to the order of the College, threatening to the health and welfare of the College community, or interferes with the ingress and/or egress of persons from College facilities, college staff will have the authority to 1) prohibit entry of any person or persons, or to withdraw the privilege to enter or remain on any portion of a College campus or 2) give notice of trespass to any person, to whom the privilege has been withdrawn or who has been prohibited from entering into or remaining on the College campus.

Any student disobeying a reasonable order given by the College staff will be subject to disciplinary action, and/or criminal trespass laws.

Freedom of Inquiry and Expression

Students and student organizations shall be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. Students shall always be free to support causes by orderly means, which do not disrupt the regular and essential operation of the institution. The College reserves the right to regulate the time, place and manner of organized speech activities.

It should be clear to the community that in their public expressions, students or organizations speak only for themselves, not for the College.

Students, faculty, and administrative staff are obligated to protect the freedom of inquiry and expression from those who would prevent or disrupt it.

Code of Student Conduct

CGCC recognizes a duty to protect their educational purpose through setting standards of scholarship and standards of conduct for the students who attend the College. Each student, by the act of registering, agrees to abide by the rules and regulations of the College and the Code of Student Conduct.

In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance, and admonition. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards shall be observed to protect the student from the unfair imposition of penalties and to insure procedural fairness to an accused student.

If a student is charged or convicted of an off-campus violation of the law, the matter shall be no cause for disciplinary action by the College unless there is a reasonable possibility that the matter will materially or substantially disrupt the educational process of the College.

Violations

Disciplinary action may result from the commission of any of the actions listed below, or any violation of civil or criminal law while on College property or at College sponsored events.

1. Academic cheating or plagiarism or aiding or abetting cheating or plagiarism.
2. Furnishing false information to the College with the intent to deceive the College or any person or agency.
3. Forgery, alteration or misuse of College documents, records, or identification cards whether in written or electronic form.
4. Physical abuse or harassment of another person as defined for ORS 166.065 [as now law or hereinafter amended].
5. Malicious destruction, damage, or misuse of College or private property (including library materials).
6. Theft or conversion of College property.
7. Conduct that materially or substantially disrupts the educational process of the College.

8. Lewd or indecent conduct as defined by ORS 163.465 [as now law or hereinafter amended].
9. Disorderly conduct as defined by ORS 166.025 [as now law or hereinafter amended].
10. Failure to comply with the lawful directions of College personnel acting in performance of their duties.
11. Unwanted contact or communication of any nature with another student or a staff member after being advised by a College official that such contact or communication is unwelcome and disruptive to the education process of the College as determined by a College official.
12. Interference by force or by violence (or by threat of force or violence) with any administrator, faculty or staff member, or student at the College who is in the lawful discharge or conduct of his/her duties or studies.
13. Possession, consumption, being perceptibly under the influence, or furnishing of alcoholic beverage (as identified by federal or state law) on College-owned or controlled property or at College or student organization functions.
14. Possession, consumption, being perceptibly under the influence, or furnishing of any narcotic or dangerous drug, as defined by ORS 475 and ORS 167.203 to lawfully prescribed by an authorized medical doctor or dentist.
15. Failure to disperse when an assembly is ordered to disperse by College officials.
16. Disobedience of the notice against trespass.
17. Failure to comply with the following rules regarding firearms and weapons:
 - a. The use, carrying, exhibiting, or displaying of any weapon (such as a gun, rifle, or other firearm) or any cutting or stabbing instrument Such as a dagger, sword, or knife) or any club or weapon apparently capable of producing bodily harm and/or property damages is prohibited on or in College facilities.
 - b. Explosives, incendiary devices, or any weapon facsimiles are prohibited on or in College facilities.

The above rules do not apply to equipment or materials owned, used, or maintained by the College, used by the College or under College direction, nor to law enforcement officers or campus security personnel.

18. Violations of published College regulations, including those related to entry and use of College facilities, the rules in this Section, and any other College regulations, which may be enacted.

Sanctions

This policy establishes administrative rule to govern the College and its students, and to administer disciplinary action, pursuant to ORS 341.290.

Each faculty member is responsible for conduct in class and is authorized to take such steps as are necessary when behavior of a student interrupts the normal class procedure. When behavior is so serious as to result in removal from the class, the faculty member may remove the student from class for one day and must report the infraction in writing to the Dean of Student Services, at the earliest opportunity.

CGCC may apply sanctions for violations or take other appropriate action when student conduct substantially interferes with the College educational responsibility of ensuring the opportunity for all members of the College community to attain their educational objectives or subsidiary responsibilities, such as record keeping, providing miscellaneous services, and sponsoring out-of-class activities.

Sanctions, which may be imposed for the commission of College offenses, include:

1. Expulsion from the College (i.e., removal of the privilege to attend CGCC)
2. Suspension from CGCC for a definite period of time.
3. Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any College rule during the probation period may be grounds for suspension or expulsion from the College.
4. Disciplinary admonition and warning.

See the Academic Integrity Policy (beginning on page 11) for sanctions related to academic cheating or plagiarism or aiding or abetting cheating or plagiarism.

The parents or guardian or any student under 16 years who is placed on disciplinary probation or suspended or expelled shall be notified.

Disciplinary Due Process Hearings Procedures

In keeping with the educational purposes of the College, disciplinary actions other than those requiring expulsion are intended to be remedial rather than punitive. Often disciplinary proceedings will be conducted informally between the student and the Dean of Student Services.

Disciplinary charges may be initiated against a student by another student, faculty, staff member, or a non-campus person. A complaint must be in writing, signed, and presented to the Dean of Student Services who will investigate and take appropriate action. A student charged with violating a College policy shall be given notice in person or by certified return receipt mail to meet with the Dean of Student Services or designee at a specific time, date, and place for a conference regarding a charge of misconduct. In the case of a minor student, such notice shall go to the parent or guardian.

Failure on the part of the student to meet with the Dean of Student Services of designee, as requested, as requested, may result in a decision being made in the student's absence. The student shall be notified of the decision by certified mail.

1. During investigation of the charges, the status of the student shall not be altered nor shall his/her right to be present on the campus and to attend classes be suspended except for reasons related to the safety and well-being of students, faculty, staff, or College property, or which relate to or interfere with the orderly operation of the College, as judged by the Dean of Student Services.
2. No disciplinary sanction as serious as expulsion, suspension, disciplinary probation, or disciplinary warning shall be imposed unless the student has been notified of the charges against him/her and the nature and source of the evidence. A student subject to these sanctions will be allowed to present his/her case to an appropriate College official and to have an advisor of his/her choice present. Advisors are not permitted to present the case but may advise the student.
3. Both the College and the student may seek legal advice at their own expense, but to avoid an adversarial situation, neither the College nor the student will be represented by a lawyer during the College process. The student may withdraw from College of his/her own volition at any time during the disciplinary process.

Informal Hearings

Informal Hearings are held when alleged misconduct is of a less severe nature. The Dean of Student Services or designee shall conduct an informal hearing with the student and at such time the College official will:

1. Review the charges with the student.
2. Review the possible disciplinary action that may be taken if found to be true.
3. Provide the student an opportunity to respond to charges.

The College official will inform the student of the decision within 2 school days of the conference. The decision of the College official can be appealed through the College grievance process. Examples of possible action include:

1. Dismiss the charge.
2. Reprimand the student.
3. Order restitution.
4. Place on disciplinary probation.
5. Order summary suspension prior to formal hearing.

6. Report the incident to local law enforcement officials.

Formal Hearings

Formal hearings are held in cases where alleged misconduct could result in such disciplinary action as final expulsion, indefinite or long-term suspension from the College. The Dean of Student Services will determine the student's status pending the hearing.

The written notice of the formal hearing shall inform the student of:

1. The policy or regulation alleged to have been violated in sufficient detail to allow the student to prepare a defense.
2. The possible disciplinary action to be taken.
3. The right not to be compelled to testify against oneself.
4. The right to a hearing as established under these disciplinary procedures.
5. The right to examine the evidence and to ask questions of witnesses appearing and testifying against him/her, and to offer witnesses and evidence on his/her behalf. Such evidence must be requested 3 school days before the hearing. The Dean of Student Services may determine under particular circumstances that written testimony and student witnesses will not be available when issues of harassment/intimidation are involved.
6. The student may have an advisor of his/her choice. The name and address of the advisor shall be provided no later than 3 school days prior to the hearing. The advisor is not permitted to speak at the College hearing.
7. The right to enter a plea of "guilty" or "not guilty" within 3 school days after the charge.
8. A plea of "not guilty" shall be entered and a hearing date set if the student fails to enter a plea within 3 school days.

Hearing Session

The purpose is to review all the facts and to consider both written and oral testimony in an effort to determine whether or not College policy has been violated and whether or not the student should be disciplined; and if so, what disciplinary action should be taken.

1. The hearing will not be open to the public or members of the College community except those asked to give testimony.
2. Those present in the hearing room will be the Dean of Student Services, who will act as the hearings officer, the student's advisor, and the student involved in the action. In addition, witnesses will be interviewed individually and be absent from the hearing room during the time of other witness testimony.

3. The hearings officer will ask questions in an effort to understand the facts and to determine the strength and credibility of testimony. The student against whom the disciplinary charges have been made may question the witness. The hearings officer may determine under particular circumstances what written testimony and student witnesses will not be made available when issues of harassment and intimidation are involved.
4. After reviewing available information on the case, the hearings officer will afford the student an opportunity to make his/her final comments before a decision is made. The hearings officer will give his/her conclusions and decision in writing within 5 school days following the hearing.

Academic Integrity Policy

COLUMBIA GORGE COMMUNITY COLLEGE ACADEMIC INTEGRITY POLICY

Students of Columbia Gorge Community College (CGCC) are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. CGCC strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education.

Guidelines for Academic Integrity

Students assume full responsibility for the content and integrity of the coursework they submit. The following are guidelines to assist students in observing academic integrity:

1. Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor. Students are encouraged to contact their instructor about appropriate citation guidelines.
2. Students may benefit from working in groups. They may collaborate or cooperate with other students on graded assignments or examinations as directed by the instructor.
3. Students must follow all written and/or verbal instructions given by instructors or designated college representatives prior to taking examinations, placement assessments, tests, quizzes, and evaluations.
4. Students are responsible for adhering to course requirements as specified by the instructor in the course syllabus.

Forms of Academic Dishonesty

Actions constituting violations of academic integrity include, but are not limited to, the following:

Plagiarism: the use of another's words, ideas, data, or product without appropriate acknowledgment, such as copying another's work, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

Cheating: the use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; unauthorized copying or collaboration.

Fabrication: intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

Collusion: assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.

Academic Misconduct: the intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or any information about the test.

Penalties for Academic Dishonesty

If a student is found guilty of violating academic integrity, any one or a combination of the following penalties may be imposed by the faculty member:

- 1) Verbal or written warning.
- 2) A grade of "F" or "NP" for the assignment, project, or examination.

The following penalty may be imposed by the faculty member only after a hearing conducted by the subject or program area instructional administrator:

- 3) A grade of "F" or "NP" for the course, overriding a student withdrawal from the course.

The Dean of Student Services may also issue the following disciplinary sanctions, in accordance with the CGCC Code of Student Conduct:

- 4) Disciplinary admonition and warning.
- 5) Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or

the breaking of any college rule during the probation period may be grounds for suspension or expulsion from the college.

- 6) Suspension from Columbia Gorge Community College for a definite period of time (i.e. suspension of the privilege to attend Columbia Gorge Community College).
- 7) Expulsion from Columbia Gorge Community College (i.e. removal of the privilege to attend Columbia Gorge Community College).

Academic Dishonesty Complaint and Hearing Procedures

1. The faculty member observing or investigating the apparent act of academic dishonesty documents the commission of the act, usually by writing down the time, date, place, and a description of the act.
2. The faculty member collects evidence, often by photocopying the plagiarized assignment and creating a paper trail of all that occurs after the alleged act of academic dishonesty. Often the evidence will include various samples of the student's work showing a radical disparity in style or ability.
3. The faculty member provides the student an opportunity to explain the incident.
4. The faculty member explains to the student the procedures and penalties for academic dishonesty and gives the student a copy of the Columbia Gorge Community College Academic Integrity Policy.
5. The faculty member may resolve the matter informally by determining an appropriate course of action, which may include a verbal or written warning, or a grade of "F" or "NP" on an assignment, project, or examination, or no further action. If the accused student contests the faculty member's decision, a hearing with the subject or program area instructional administrator may be requested.
6. If the faculty member wishes to initiate further action (e.g. assign a lower grade or a grade of "F" or "NP" for the course), the student is entitled to a hearing with the subject or program area instructional administrator. The faculty member submits a copy of the Academic Dishonesty Report form and any additional evidence to the administrator within 10 days of the alleged act of academic dishonesty, which initiates the hearing process.
7. Within 10 days of receiving an Academic Dishonesty Report form, the subject or program area instructional administrator notifies all parties in writing of the date, time and location of the hearing. At the hearing, the student meets with the faculty member and instructional administrator to hear the charges and present his/her side of the case. The student may bring an advisor, who may advise the student but not present the case. If

the student misses the hearing, the faculty member and the instructional administrator may proceed with the process to completion. The subject or program area instructional administrator will consider any evidence submitted within seven days of the hearing, and interview persons as warranted. The instructional administrator determines if the action recommended by the faculty member is appropriate.

8. Within 10 days of the hearing, the subject or program area instructional administrator sends written notification of the results to the student and faculty member.
9. Within 10 days of the notification, the student may submit a written appeal to the Dean of Instruction. The decision of the Dean of Instruction is final.
10. The subject area or program instructional manager sends a final report to the Dean of Student Services and the Dean of Instruction. The Dean of Student Services may also issue the following disciplinary sanctions, in accordance with the Code of Student Conduct:
 - 1) Disciplinary admonition and warning.
 - 2) Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any college rule during the probation period may be grounds for suspension or expulsion from the college.
 - 3) Suspension from Columbia Gorge Community College for a definite period of time (i.e. suspension of the privilege to attend Columbia Gorge Community College).
 - 4) Expulsion from Columbia Gorge Community College (i.e., removal of the privilege to attend Columbia Gorge Community College).

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| <p>Columbia Gorge Community College</p> |
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Code: **JFH-AP**
 Adopted: 2/13/91
 Revised/Readopted: 1/8/97,
 7/9/97,
 2/8/05,
 07/10/07

Student Grievance Procedure

Columbia Gorge Community College has established these procedures which are designed to provide students an avenue to challenge decisions and/or actions taken by College faculty and staff **that are alleged to violate their rights as defined in the Student Rights and Responsibilities Handbook**. The grievance must address which right(s) is being violated.

A student who has a grievance and/or appeal shall follow the specified steps of this grievance procedure to assure the grievance and/or appeal is given fair and careful consideration. The procedures described here are separated based on the type of grievance.

The student will be allowed to have an advocate of his/her choice present in meetings throughout the grievance process. Advocates are not permitted to present the case, but may advise the student. Both the College and the student may seek legal advice at their own expense; however, neither the College nor the student shall be represented by a lawyer during any grievance meeting involving the College and the student.

Matters related to concerns involving harassment or discrimination on the basis 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 by a **college employee** should be directed to the Executive Director of Human Resources and Strategic Planning.

Matters related to concerns involving harassment or discrimination on the basis 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 by a **student** should be directed to the Dean of Student Services.

Any other **complaint** about college services, programs, or activities not addressed in the Student Rights Section of the Student Rights and Responsibilities Handbook should be put in writing and sent to the Dean of Student Services who will forward it to the appropriate administrator.

A student must initiate the grievance procedure within 30 calendar days of the event in which their right(s) has been violated, or the student loses the opportunity to grieve the issue. If a student misses a step deadline, the grievance is considered terminated.

Grievance Procedure

Step 1: In order to resolve the grievance informally as quickly as possible, the first step shall be a person-to-person discussion between the student and the faculty/staff member. The student is encouraged to put the grievance in writing identifying which right has been violated, including a specific description of the problem, the reasons the student believes his/her rights have been violated, and a proposed remedy. If the grievance is related to a grade for a course, and the course is team taught, it is advisable to meet with all team members.

If the student so chooses, he/she may skip the informal step and begin the formal grievance procedure at Step 2.

- If the student is filing a formal grade grievance, the most common grievance, the following information is included for quick reference and is the only basis for a grade grievance:

“Protection Against Improper Evaluation”:

Student performance shall be evaluated on an academic basis, which may include attendance, not on the student’s opinions or conduct in matters unrelated to academic standards. Students shall have the right to appeal their academic evaluation under the grievance procedure. At the same time, students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled. Students have the right to be informed about class requirements.

Step 2: If the student is not satisfied with the outcome of Step 1, the student must submit a formal written grievance to the Dean of Student Services, with supporting evidence, including a specific description of the problem, the reasons the student believes his/her rights have been violated, and a proposed remedy within 10 working days of the communication with the faculty/staff member.

The Dean of Student Services will review the grievance and refer it to the appropriate Administrator (Department Chair, Instructional Program Director, or Director of Advising and Career Services). The Administrator will objectively investigate the grievance, consult with all involved parties, consider relevant evidence, and render a decision in writing to the student, the faculty member involved, and the Dean of Student Services.

Step 3: The student may appeal the decision in Step 2 to the Chief Academic Officer for academic evaluation grievances or to the Dean of Student Services for other grievances as defined in the Student Rights and Responsibilities Handbook if there is relevant evidence that was not available during Step 2. An appeal must be made within 10 working days of the Step 2 decision. The student must submit written justification for further review and provide evidence that there are grounds for the appeal.

The Chief Academic Officer or Dean of Student Services will objectively consult with all involved parties, consider relevant evidence that was not available or not considered during Step 2, and render a decision in writing. The decision of the Chief Academic Officer or Dean of Student Services will be final.

Maintaining Records

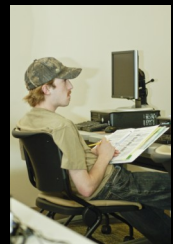
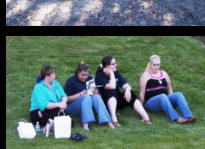
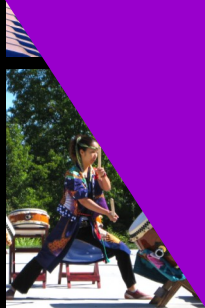
When the grievance process is concluded, all documentation shall be forwarded to the Dean of Student Services who will maintain them in accordance with the state archival policies.

END OF PROCEDURE

2010 STUDENT HIGHLIGHT BOOK

Columbia Gorge Community College

Building
Dreams
Transforming
Lives



Columbia Gorge Community College 2010-2011

Property of: _____

Address: _____

Phone #: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



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2010-2011 PRESIDENT'S MESSAGE

On behalf of the Board of Directors, staff, and faculty at Columbia Gorge Community College – welcome! Whether you are a new student or returning student, degree seeking or here for personal enrichment, we are honored to be a part of your journey through life.

Here at Columbia Gorge Community College, we have a “service before self” attitude as driven by our core values of respect, integrity, community, commitment to learning, and excellence. Our dedicated staff and faculty are here to help you achieve your educational goals. Together, we will work to ensure that you have the skills you need to be successful.

You have chosen a very exciting time to be a part of Columbia Gorge Community College. Enrollment has reached record-high levels, we have beautiful facilities and access to state-of-the-art technology, and most importantly – we are on our way to becoming independently accredited so that we can provide better access and more personalized services for our students.

Your journey at Columbia Gorge Community College will be one of growth, change, and opportunity – the opportunity to learn new things, meet new people, exchange ideas, and debate issues. Each student brings a unique perspective and experience to the classroom, making CGCC an exciting place to learn and grow.

Where will your journey begin?

- **GED and Pre-College Programs:** Prepare for college and build skills for work and life contexts.
- **Expanded Options, Running Start, and College Now:** Students gain college credit while in high school.
- **Community Education:** Take a class for personal enrichment.
- **Renewable Energy Technology and Nursing:** Prepare for family-wage jobs with a certificate or two-year degree program.
- **Degree and Certificate Programs:** Choose from general degree programs, business and computer, education, or health occupations.
- **Degree Partnership Programs:** Students save up to \$8,000 by attending CGCC for their first two years and transferring to OUS as a junior.

We look forward to embarking on this incredible journey with you. We wish you many successes for the upcoming year and for the future.

Very Respectfully,

Dr. Frank K. Toda, President

COLUMBIA GORGE COMMUNITY COLLEGE MISSION STATEMENT

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

COLUMBIA GORGE COMMUNITY COLLEGE VISION STATEMENT

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

COLUMBIA GORGE COMMUNITY COLLEGE VALUES

Respect for the Individual

Integrity

Community Focus

Excellence

Commitment to Learning

COLUMBIA GORGE COMMUNITY COLLEGE GOALS

- CGCC will provide educational programs and services that meet the needs of the students, the workforce, and the communities we serve.
- CGCC will provide services which support the development of all students and the achievements of their educational goals.
- CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment.
- CGCC will develop and maintain strong, collaborative partnerships and relationships with our community.
- CGCC will provide governance and administrative structures which assure institutional effectiveness through innovative leadership and ongoing planning and evaluation.
- CGCC will build the institution's financial capability through sound current organizational needs and directions.
- CGCC will provide efficient operational processes which support current organizational needs and directions.
- CGCC will utilize technology to improve teaching and learning, delivery of student services, delivery of administrative services, and workplace effectiveness.
- CGCC will provide appropriate institutional facilities which support the achievement of the institution's mission and goals.

CGCC Calendar of Instruction 2010-2011

FALL TERM 2010 (12 wks.)

| | |
|---|------------------------------|
| Registration begins | June 28 |
| LABOR DAY HOLIDAY (College Closed) | September 6 (Monday) |
| Fall Faculty In-Service (All Day) | September 18 |
| Classes begin | September 20 |
| Late fees begin | September 27 |
| Last Day to Drop with Tuition Refund | October 1 |
| All Staff Training (College closed from 8am-1pm) | October 29 |
| VETERAN'S DAY HOLIDAY (College Closed) | November 11 (Thursday) |
| Last Day to Withdraw from Classes | November 12 |
| THANKSGIVING DAY HOLIDAY (College Closed) | November 25,26 (Th-F) |
| Fall term ends | December 10 |
| Final grades submitted | December 13 |
| WINTER HOLIDAYS/CLOSURES (College Closed) | December 23, 24, 27 (Th,F,M) |
| NEW YEAR'S HOLIDAY (College Closed) | December 31 (Friday) |

WINTER TERM 2011 (11 wks.)

| | |
|---|---------------------|
| Registration begins | December 2 |
| Classes begin | January 3 |
| Late fees begin | January 10 |
| Last Day to Drop with Tuition Refund | January 14 |
| MARTIN LUTHER KING HOLIDAY (College Closed) | January 17 (Monday) |
| Last Day to Withdraw from Classes | February 25 |
| All Staff Training (College closed from 8am-1pm) | February 25 |
| Winter term ends | March 18 |
| Final grades submitted | March 21 |
| SPRING BREAK | March 21-25 |

SPRING TERM 2011 (11 wks.)

| | |
|---|-----------------|
| Registration begins | March 10 |
| Classes begin | March 28 |
| COMMUNITY COLLEGE MONTH | APRIL |
| Spring Faculty In-Service (All Day) | April 2 |
| Late fees begin | April 4 |
| Last Day to Drop with Tuition Refund | April 8 |
| All Staff Training (College closed from 8am-1pm) | April 22 |
| Last Day to Withdraw from Classes | May 20 |
| MEMORIAL DAY HOLIDAY (College Closed) | May 30 (Monday) |
| GRADUATION | June 10 |
| Spring term ends | June 10 |
| Final grades submitted | June 13 |

SUMMER TERM 2011

| | |
|---|--------------------|
| Registration begins | June 2 |
| Classes begin | June 20 |
| Late fees begin | June 27 |
| INDEPENDENCE DAY HOLIDAY (College Closed) | July 5 (Monday) |
| Last Day to Drop with Tuition Refund | July 1 |
| Last Day to Withdraw from Classes - 8 wk classes | July 29 |
| Last Day to Withdraw from Classes - 11 wk classes | August 12 |
| Summer term ends | |
| 8 week classes | August 12 |
| 11 week classes | September 2 |
| Final grades submitted - 8 wk classes | August 15 |
| Final grades submitted - 11 wk classes | September 5 |

Administration, Faculty and Staff

**Columbia Gorge Community College
Staff Chart**

**MANAGEMENT/
PROFESSIONAL**
Mimi Maduro
Career Pathways
Statewide Director

**Dr. Frank Toda
President**

CONFIDENTIAL
Tria Bullard
Executive
Assistant to the
President and
Board of
Education

CLASSIFIED
Debra Davidson
President's Office
Administrative Assistant

Robb Van Cleave
Chief Talent and
Strategy Officer

Bill Bohn
Chief Technology
Officer

Karen Carter
Chief Student
Services Officer

Saundra
Buchanan
Chief Financial
Officer

Dan Spatz
Chief Institutional
Advancement
Officer

Dr. Susan Wolff
Chief Academic
Officer

Department of
Human
Resources and
Strategic
Planning

Facilities
Services

Information
Technology
Services

Student Services

Business Office

Resource
Development

Instructional
Services

CONFIDENTIAL
Sara Rinearson
Human Resources
Admin. Asst.

**MANAGEMENT/
PROFESSIONAL**
Jim Austin
Facilities Services
Supervisor

Kayleen
Warner-Arens
Purchasing,
Procurement, and
Facilities Projects
Coordinator

Inocente Olivan
Facilities Services
Coordinator -
Maintenance

CLASSIFIED
Christie Roy
Facilities Services
Admin. Asst.

Jorge Basilio-
Rosales
Mitchell Murray
Maintenance

Richard Dunlop
Russ Erlenbush
Groundskeeper

Brian Fix
Pam Hill
Don Knapp
Debbie Kochis
Rosina Loera
Custodian

**MANAGEMENT/
PROFESSIONAL**
Christian McQuade
Network Specialist

CLASSIFIED
Cindy Crampton
Information
Technology
Services Admin.
Asst.

VACANT
ITS Computer
Support
Technician I

Adam Gietl
ITS Computer
Support
Technician II

Ron Watrus
Lab Aide

VACANT
Online Services
Specialist

**MANAGEMENT/
PROFESSIONAL**
Lori Ufford
Director of
Advising and
Career Services

Ann Harris
Career Counselor

Kaylene Herman
Kristen Kane
Mike Taphouse
Academic Advisor

VACANT
RET Program
Advisor

Shayna Dahl
Student Life
Advisor

CONFIDENTIAL
Mary Martin
Admin. Asst. to
the Chief Student
Services Officer

CLASSIFIED
Sara Viemeister
Financial Aid
Specialist

Lynne Davidson
HRICC Admin. Asst.

Jessica
Griffin-Connor
Stephanie Gale-
McKnight
Student Services
Admin. Asst. –
Admis. & Enrollment

TO BE HIRED
SPRING 2011
Institutional
Researcher

VACANT
Student Services
Admin. Asst. –
Testing Proctor &
Special Events

**MANAGEMENT/
PROFESSIONAL**
Regina Sampson
Diane Trubachik
Accountant

Sid Spaulding
Cost Accountant

Danielle Howe
Bookstore
Manager

CLASSIFIED
Mayrie Cox
Marty Fiegenbaum
Accounting
Specialist

Tracey Johnson
PT Bookstore
Specialist

VACANT
Business Office
Administrative
Assistant

**MANAGEMENT/
PROFESSIONAL**
Mary Merrill
Small Business
Development
Center Director

Mike DeMott
Darrell Roberts
Jan Boldt
Small Business
Counseling
Specialist

Darlene Marick
Resource
Development
Coordinator

Nancey Patten
Childcare
Resource &
Referral
Coordinator

VACANT
Major & Planned
Gifts Officer

CLASSIFIED
Kathleen McFarlane
Childcare
Specialist

Gabriela Mendoza
Provider
Specialist

Allison Erlenbush
SBDC/Resource
Development
Administrative
Assistant

**MANAGEMENT/
PROFESSIONAL**
Dave Mason
Director of
Transfer and Pre-
College Programs

Susan Lewis
Instructional
Coordinator

Shayna Dahl
Adult Literacy
Coordinator

Mary Kramer
Director of Career
and Technical
Education

VACANT
Director of Library
Services

VACANT
Public Services
Librarian

Doris Jepson
Director of
Nursing and
Health
Occupations

Suzanne Burd
Adult Continuing
Education
Coordinator/RET
Program
Coordinator

Paula Ascher
Distance Learning
and Instructional
Technology
Coordinator

Full-Time &
Adjunct Faculty

CONFIDENTIAL
Charlotte Lavender
Admin. Asst. to the
CAO

CLASSIFIED
Jennifer Halter
Inst. Services
Admin Asst.

Jean Ewald
Transfer and Pre-
College Specialist/
GED Examiner

Anna Pacheco
ESOL Inst. Asst.

Kelly Wiley
Pre-College/Lit.
Inst. Asst.

Kathleen McFarlane
Lit. Prog. Inst. Asst.

Tony Dunne
Katie Wallis
Library Assistant

Jocelyn Miller
Health Occ.
Admin. Asst.

James Beedie
Rebecca Brochu
Inst. Asst. – Tutor

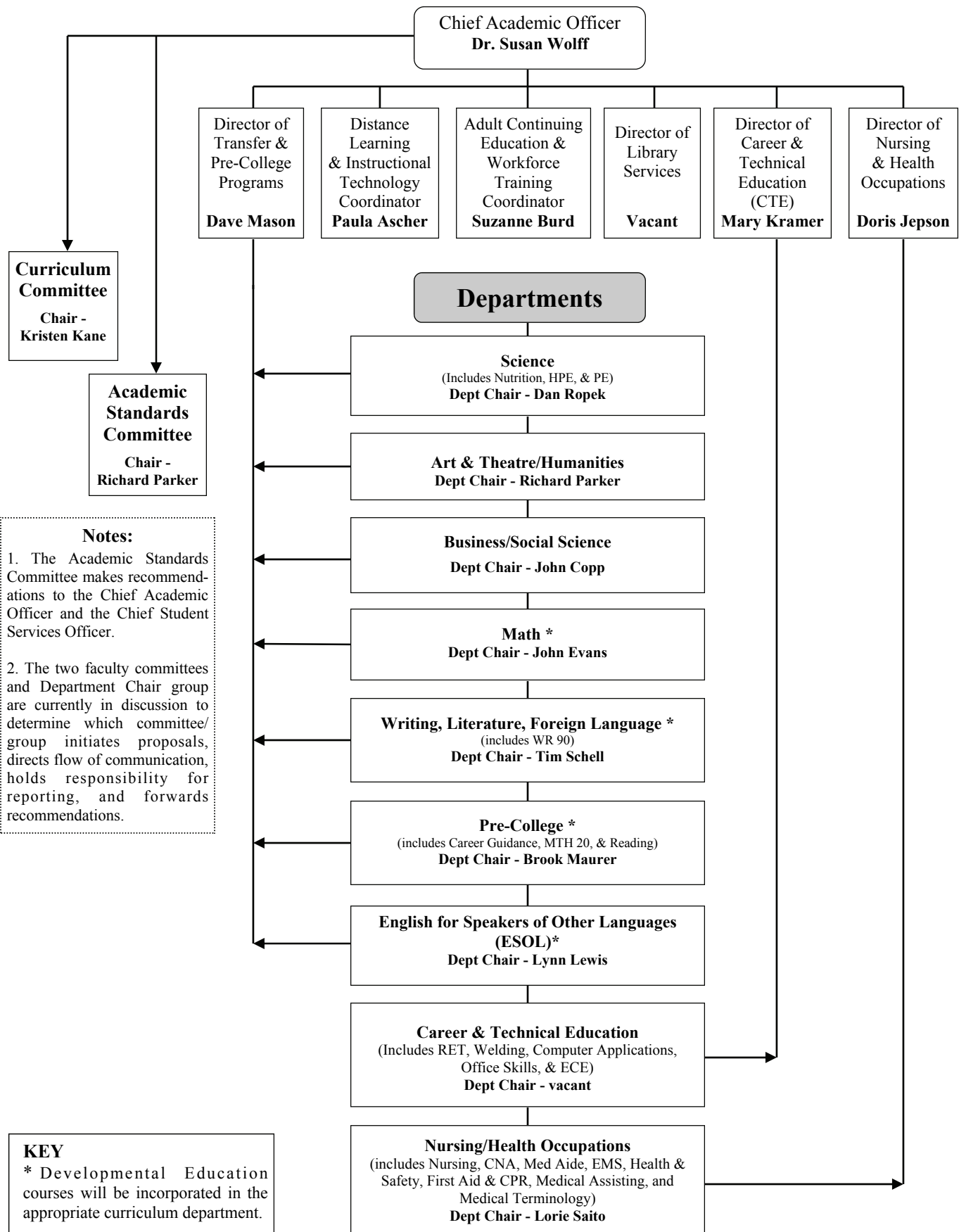
Jennifer Navarro
Inst. Asst. – Art
Model

Gayle Hammitt
RET Admin. Asst.

Jared Langdon
RET Instructional
Asst.

Ted Moreland
RET Tutor

Revised Instructional Governance Model 2010-2011 Academic Year Revised 2-24-11



Notes:

1. The Academic Standards Committee makes recommendations to the Chief Academic Officer and the Chief Student Services Officer.
2. The two faculty committees and Department Chair group are currently in discussion to determine which committee/group initiates proposals, directs flow of communication, holds responsibility for reporting, and forwards recommendations.

KEY
* Developmental Education courses will be incorporated in the appropriate curriculum department.

COLUMBIA GORGE COMMUNITY COLLEGE

Faculty Handbook 2010-11

*Construyendo sueños y
transformando vidas*

**Building Dreams,
Transforming Lives**

COLUMBIA GORGE COMMUNITY COLLEGE

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ALL FORMS, POLICIES & PROCEDURES, DEPARTMENT CHAIR ORGANIZATIONAL CHART &
INSTRUCTOR QUALIFICATIONS are *located at* **(Ctrl + Click to follow link)**

http://www.cgcc.cc.or.us/Academics/FacultyResources/FacultyPoliciesProceduresForms_000.cfm

IMPORTANT TELEPHONE NUMBERS

ADMISSIONS/ADVISING Bldg 3, 2nd Floor 506-6011

AFFIRMATIVE ACTION Rm. 2.422 506-6150

AUDIO-VISUAL SERVICES (Library) 506-6081

BOOKSTORE Rm. 1.163 506-6061

COLLEGE OPERATOR 506-6000

Use this number to access voice mail from home or to hear special bulletins regarding college closures. If you do not know the extension for the party you wish to call, dial "1" for an alphabetical listing by last name.

FACILITY PROBLEMS–CUSTODIAL MAINTENANCE 506-6071
or 1-541-300-1205

FINANCIAL AID Rm. 3.228 506-6021

HOOD RIVER – INDIAN CREEK CAMPUS

Contact the Hood River- ICC Administrative Assistant 308-8211

INSTRUCTIONAL ISSUES

Contact the Chief Academic Officer 506-6030

Director of Career and Technical Education (CTE) 506-6033

Director of Transfer and Pre-College Programs 506-6040

Director of Nursing and Health Occupations 506-6140

or Chief Academic Officer's Administrative Assistant 506-6031

OFFICE FOR STUDENTS WITH DISABILITIES 506-6025

POLICE, FIRE, MEDICAL 911

PUBLIC SAFETY

Police, Fire, Medical Emergency 911

Non-emergency assistance (Minor medical, etc.) 506-6071

ROOM CONFLICTS

Chief Academic Officer's Administrative Assistant 506-6031

STUDENT ISSUES

Contact Chief Student Services Officer 506-6010

or Chief Student Services Officer Administrative Assistant 506-6013

This handbook is not to be construed as a contract between the College and the employee, or as a guarantee of employment for any particular length of time.



August 21, 2009

Dear CGCC Faculty:

Welcome to Columbia Gorge Community College (CGCC) and another action packed, exciting year. Last year brought an 11% enrollment growth for the college bringing us to the highest level of full-time student equivalency (FTE) in the college's 32 year history. Our FTE increased from 981.24 in 2007-08 to **1090.26 for the 2008-09 year and 1269.80 in 2009-10 – an increase of 16.5%**. Interest in the college and registration for classes continues to be high.

The Instructional Governance Model of Department Chairs, Curriculum Committee, and Academic Standards Committee became fully functioning last year. These faculty committees will support the forward momentum of achieving independent accreditation.

One of several actions taken by the faculty to guide our future work was the development of the College's Core Outcomes that direct student learning and services at CGCC. It is our goal that each student leaving the college will have gained knowledge and ability in the following areas:

Communication

Students will communicate effectively orally and in writing, using appropriate language and modality.

Critical Thinking and Problem Solving

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

Professional Competence

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

Cultural Awareness

Students will cultivate a respect for diverse cultural perspectives.

Community and Environmental Responsibility

Students will address the consequences of human activity upon our social and natural world through their respective discipline.

The Instructional Directors and I encourage each of you to take an active part in continuing the excellence that has been established at the college. Each of you brings not only your subject matter expertise, but also an authentic student centered approach.

I am proud to work with all of you.

Sincerely,

A handwritten signature in black ink that reads "Susan J. Wolff". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Susan J. Wolff
Chief Academic Officer

Columbia Gorge Community College



Management and Confidential Employee Handbook

2010-2011



**Columbia Gorge
Community College
400 E. Scenic Dr.
The Dalles, OR 97031
(541) 506-6151**

**Hood River-Indian Creek Campus
1730 College Way
Hood River, OR 97031
(541) 308-8211**

www.cgcc.cc.or.us

Disclaimer of Contract

The statements and the contents of this Handbook and of other College documents are not promises of any kind by the College and are not intended to form a contract, expressed or implied, and may not be interpreted to form a contract between the College and any employee. The College reserves the right to terminate an individual's employment with or without cause or to change wages and/or any term or condition of employment at any time and without any prior consultation or agreement with the employee.

This handbook should not be considered all-inclusive, but rather a set of guidelines, and it can be changed by the College unilaterally at any time. Regardless of date of hire, employees are subject to any amendments, deletions and changes in the handbook. This handbook supersedes any previous handbook or written policies.

No College representative, except the President, has the authority to enter into any employment agreement for any specified period of time or to make any agreement contrary to the above statements. No such agreement will be effective unless it is in writing and is signed by the President of the College.

EOE Statement

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 the following persons:

For Employment:

Robb Van Cleave, Chief Talent and Strategy Officer

Office: Rm 2.422

Phone: 541-506-6151

For Educational Programs:

Dr. Susan J. Wolff, Chief Academic Officer

Office: Rm 2.103

Phone: 541-506-6031

For Student Programs, Activities, and Services

Karen Carter, Chief Student Services Officer

Office: Rm 3.223

Phone: 541-506-6013

To request accommodations for special needs:

Auxiliary aides and services are available upon request to otherwise qualified individuals with disabilities. Please contact CGCC's ADA Coordinator Lori Ufford at 541-506-6025 or the Event Coordinator in a timely manner. 541-506-6016 (TTD).

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Welcome

When Eleanor Roosevelt said, “The future belongs to those who believe in the beauty of their dreams,” America was in the midst of the deepest economic crisis it had ever faced. A potent sentiment then, it is no less powerful now, when many of us have little left but dreams to sustain us.

During the Great Depression, community colleges were called upon to retrain workers and help revitalize the economy. Today, record high enrollment growth for CGCC speaks to the effect the current recession has had on our community. We have not forgotten that we are a *community* college, here to serve *community* needs. So now, perhaps more than ever before, Columbia Gorge Community College is focused on our mission of “building dreams, transforming lives.”

But what is CGCC really *doing*? What does “building dreams, transforming lives” mean?

New Careers:

In response to demand from students, and an indication for increased need for workers from industry partners, we added a second cohort to our Renewable Energy Technology program last spring, giving students two annual entry points into the program. We are now able to train 144 students per year, and we are working on increasing that number. We have signed an articulation agreement with Clackamas and Linn-Benton Community Colleges that will allow students to complete some RET courses at either location. Vestas, one of our wind-energy industry partners, has generously donated a full-size wind turbine gear hub so our students can learn using the actual equipment and tools they will use in the field. Suzlon, another one of our wind industry partners, donated a blade that is displayed on our campus, putting things “into perspective” for our students hoping to work on these giant towers some day.

New Buildings:

Our Health and Sciences Building in The Dalles and our Hood River-Indian Creek Campus have been open for a year and are equipped with state-of-the-art labs and Smart Technology classrooms to enhance the learning experience and offer our students a true 21st century learning environment. Through the generosity of the Department of Community Colleges and Workforce Development, we were able to construct an Interim Renewable Energy Technology Lab Building with shop areas and high bay space. In addition, we have the opportunity to receive \$8 million in match money from the State of Oregon for a Workforce Innovations Building, which would expand classroom space to meet increased enrollment demands of our general education, healthcare occupations, and renewable energy technology programs.

New Opportunities:

We've been able to employ local contractors through our Go Oregon! economic stimulus projects, in which the college received \$1.7 million from the State of Oregon for deferred maintenance. New scholarship opportunities and increases in current financial aid are available to our students, helping to ease the burden of college costs.

So what does "building dreams, transforming lives" mean? It means we will provide a venue for learning, cutting-edge technology, and a focus on student success. It means we are an active partner in the community. It means that if you bring us your dreams, we will help you achieve them in any way we can. We can't transform your life *for* you. But bring us your dreams, and we will help you transform yourself.

Sincerely,

Dr. Frank Toda



COLLECTIVE BARGAINING AGREEMENT

BETWEEN

Local 4754
United Employees of
Columbia Gorge
Community College

AFT, AFL-CIO

(Covering Faculty Employees)

AND

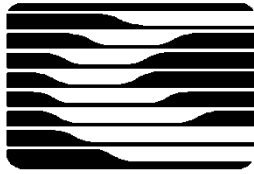
Columbia Gorge
Community College

FOR

July 1, 2010 through June 30, 2012

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**COLUMBIA
GORGE
COMMUNITY
COLLEGE**

COLLECTIVE BARGAINING AGREEMENT

between

LOCAL 4754

**United Employees of
Columbia Gorge Community College**

AFT, AFL-CIO

(Covering Classified Employees)

and

Columbia Gorge Community College

July 1, 2009 through June 30, 2012

CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

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2010 CGCC Faculty Survey Narrative Summary of Results



Survey Overview

The CGCC Faculty Survey is a comprehensive survey of faculty members' job related opinions. As we continue to develop a comprehensive Department of Human Resources and Strategic Planning, we are using this tool to access your thoughts and attitudes on a wide array of subjects. We use this information to celebrate the things we are doing well as a College and to improve the things that cause you concern. Many of the same questions are repeated from year to year so we can gauge how we are doing in improving life at CGCC, however, there are also new questions, deleted questions, and new sections.

The 2010 survey was divided into eleven (11) sections: Compensation & Benefits, Communication, Organizational/Social Responsibility, Strategic Planning, Supervisor/Performance Appraisal, Work Duties, Professional Development/Tools, Job Satisfaction/Morale/Rewards & Recognition, Culture and Image, Governance, and Final Questions.

We have summarized the 2010 results of each section for your review. Responses are categorized as "Agree/Strongly Agree", "Not Sure", and "Disagree/Strongly Disagree". In addition, we have included a document that outlines the complete survey results from the past three years.

We sincerely appreciate your participation in this survey and are committed to seeking ways to improve your life at CGCC. If you have any comments or questions please call the Human Resources Department at 541-506-6151.

Compensation and Benefits

General Summary:

Faculty seem to be divided in their perception of their compensation and benefits. Many questions related to these areas have a similar percentage that agree and disagree with the statement, although this year respondents have a more negative perception of their benefits package and understand less how it works.

Question with Highest % of A/SA:

I understand how the compensation system works (70.3%)
The salary/benefits charts are comprehensible and I understand how they work (62.2%)
My salary/pay rate is fair compensation (45.9%)
I would leave CGCC for a higher paying job (45.9%)

Question with Highest % of D/SD:

My total compensation package (benefits and pay) is fair and competitive (59.5%)
The benefits package is fair and competitive (48.6%)
My salary/pay rate is fair compensation (36.1%)
In comparison with other people in similar jobs at other organizations, my pay is OK (29.7%)

Questions with greater than 20% of respondents indicating "Not Sure":

Compensation practices are administered consistently for all faculty (40.5%)
In comparison with other people in similar jobs at other organizations, my pay is OK (27%)
The salary/benefits charts are comprehensible and I understand how they work (27%)
The benefits package is fair and competitive (27%)
I would leave CGCC for a higher paying job (27%)

Communication

General Summary:

This year satisfaction with College-wide communication has gone down. Faculty are less informed about changes that affect their positions, are less satisfied with the flow of communication between campuses and departments, receive less positive feedback from colleagues, and are less aware of colleagues' accomplishments. Given this, perception of communication within the college is still high overall in areas such as appropriate use of email and opportunities to influence decisions that affect their positions.

Question with Highest % of A/SA:

Email is used appropriately (83.8%)

I have the chance to provide feedback and input for key decisions or current changes (78.4%)

I'm kept informed of what's going on in the college (75.7%)

The college regularly and effectively communicates organizational goals and objectives (75.6%)

Question with Highest % of D/SD:

I am aware of the accomplishments of my colleagues (35.1%)

I receive positive feedback from colleagues (24.3%)

I have the opportunity to influence decisions that affect my position (24.3%)

Information flows effectively between campuses (21.6%)

Before changes are made that affect my position, I know (21.6%)

Questions with greater than 20% of respondents indicating "Not Sure":

Information flows effectively between campuses (62.2%)

Information flows effectively between departments (54.1%)

Voicemail is used appropriately (35.1%)

I am aware of the accomplishments of my colleagues (27%)

Before changes are made that affect my position, I know (24.3%)

I am satisfied with communication between management and faculty (24.3%)

I receive positive feedback from colleagues (18.9%)

Organizational/Social Responsibility

General Summary:

A strong majority of faculty feel CGCC is a good citizen and the community perceives CGCC in a positive manner. Volunteering in the community is very important to respondents whereas volunteering on campus is a lot less important.

Opportunities to volunteer on campus and in the community have decreased this year.

Question with Highest % of A/SA:

The community's perception of CGCC is positive (83.3%)
CGCC is a good citizen; we care about and contribute to the community (80.6%)
Volunteering in my community is important to me (80.6%)

Question with Highest % of D/SD:

Volunteering on campus is important to me (30.6%)
CGCC provides faculty with opportunity to volunteer in the community (11.1%)

Questions with greater than 20% of respondents indicating "Not Sure":

CGCC provides faculty with opportunity to volunteer in the community (61.1%)
CGCC provides faculty with the opportunity to volunteer on campus (47.2%)
Volunteering on campus is important to me (36.1%)

Strategic Planning

General Summary:

A strong majority of faculty understand the college mission, vision, values and goals. A majority also feel the college vision is realistic and show an understanding of how their work and the work of their colleagues contributes to the mission.

There is still a positive perception of the decisions made by CGCC's governing body as well as a majority of faculty who feel the goals and objectives in their department are understandable, realistic, and achievable.

Question with Highest % of A/SA:

I understand the College's mission (94.3%)

I understand how my work contributes to the College mission (94.3%)

I have a clear understanding of CGCC's values and goals (88.5%)

I understand how the work of my colleagues contributes to the College mission (88.5%)

Question with Highest % of D/SD:

In my department, we have a clear understanding of our goals and objectives (14.3%)

Decisions made by CGCC's governing bodies are true to our mission (11.5%)

Goals and objectives of my department are realistic and achievable (8.6%)

Questions with greater than 20% of respondents indicating "Not Sure":

Decisions made by CGCC's governing bodies are true to our mission (25.7%)

Goals and objectives of my department are realistic and achievable (25.7%)

Supervisor/Performance Appraisals

General Summary:

There were many new questions added this year. Among those a large majority of faculty indicate communication with their department chairs, instructional director, and Chief Academic Officer has been good whether it's addressing issues of teaching and learning or discussing class schedule. A smaller majority indicate they are encouraged to participate in professional development and are informed about instructional activities and initiatives.

Regarding evaluations, the responses are more evenly dispersed. Only a small majority indicate their evaluations were fair and that it gave them the ability to improve their teaching and learning processes. Only a small majority receive an evaluation in a timely manner.

Question with Highest % of A/SA:

I know who is Chair of my Academic Department (100%)

My Department Chair is available to discuss teaching/learning/student issues with me when needed (85.3%)

Faculty have opportunities to discuss problems with their Instructional Director or the Chief Academic Officer. (82.4%)

My Department Chair seeks my input (82.3%)

Question with Highest % of D/SD:

My Department Chair provides mentoring opportunities for me as a means of improving my teaching (26.5%)

Faculty are evaluated following the processes as outlined in the Faculty Handbook and Collective Bargaining Unit (20%)

My Department Chair communicates with me about college and instructional activities and initiatives (17.6%)

Questions with greater than 20% of respondents indicating "Not Sure":

Faculty are evaluated following the processes as outlined in the Faculty Handbook and Collective Bargaining Unit (40%)

My evaluation is conducted in a timely manner (29.2%)

The evaluation process fairly evaluates my performance (28%)

Faculty are given adequate encouragement and resources to participate in professional development activities (26.5%)

If I have a disagreement with my supervisor we can't resolve, I know where to get assistance (23.5%)

My Department Chair provides mentoring opportunities for me as a means of improving my teaching (23.5%)

My supervisor supports my professional development (20.6%)

The evaluation process provides me with information to improve my teaching/learning processes (20%)

Work Duties

General Summary:

Overall, a strong percentage of respondents indicate they feel positive about their work duties. A very strong majority still feel they are able to utilize their training and experience while also improving their skills. Faculty also feel they are held accountable for their performance and experience sufficient flexibility in work schedules.

There is a decrease in faculty perception of opportunities for advancement, decision-making authority, and acceptance of innovative changes. There was also an increase in stress levels and respondents feel their average workload to be less appropriate.

Question with Highest % of A/SA:

Over the past year, I have had opportunities to learn new skills that have improved my work (97%)

My job allows me to utilize the full range of my educational training and work experience (82.3%)

I am held accountable for my performance (82.3%)

My work schedule allows me sufficient flexibility to meet my personal/family needs (82.3%)

Question with Highest % of D/SD:

During the past 6 months. I have seriously considered leaving for another job (because of my work duties) (76.5%)

I frequently feel stress in my job (55.9%)

My job provides me with the opportunity to prepare myself for future advancement in the organization (41.2%)

Questions with greater than 20% of respondents indicating "Not Sure":

CGCC provides me with information and opportunity to reduce my stress level (61.8%)

Innovative changes to how I do my job are accepted and encouraged (23.5%)

My job provides me with the opportunity to prepare myself for future advancement in the organization (32.4%)

I am held accountable for my performance (20.6%)

Professional Development/Tools:

General Summary:

A majority of faculty are satisfied with the training opportunities and tools that are provided by CGCC. There is still uncertainty about the value of department meetings.

Question with Highest % of A/SA:

I receive adequate technological tools and support to do my job well (79.4%)

I have the supplies and equipment to do my job well (79.4%)

CGCC provides me with the training I need to do my job well (76.4%)

I have regular/monthly meetings with my department (73.5%)

Question with Highest % of D/SD:

I have regular/monthly meetings with my department (20.6%)

I have the supplies and equipment to do my Job well (14.7%)

CGCC provides me with the training I need to do my job well (14.7%)

Questions with greater than 20% of respondents indicating "Not Sure":

I appreciate the communication that occurs at monthly department meetings (47.6%)

The monthly department meetings are a well structured, worthwhile use of my time (40%)

Job Satisfaction/Morale/Rewards and Recognition

General Summary:

A strong majority of the faculty respondents feel very satisfied with their jobs. Although a majority still feel positive about the recognition they receive, there is room for improvement with the appropriateness and adequacy of recognition and positive feedback amongst colleagues.

Question with Highest % of A/SA:

My work is satisfying to me (97.1%)
 My work gives me a feeling of accomplishment (97.1%)
 In general, I look forward to coming to work (94.1%)
 Recognition or praise is something I value (82.4%)

Question with Highest % of D/SD:

In the last 6 months. I have considered leaving CGCC because of job satisfaction (85.3%)
 I appreciate the value of employee social functions (back to school party, holiday party, etc.) (26.4%)
 I receive adequate recognition for good work (17.6%)
 I receive positive feedback from my colleagues (14.7%)

Questions with greater than 20% of respondents indicating "Not Sure":

Management offers recognition to individuals in appropriate ways (44.1%)
 I appreciate the value of employee social functions (back to school party, holiday party, etc.) (29.4%)
 I expect to be at CGCC 2 years from now (26.5%)
 I receive positive feedback from my colleagues (20.6%)
 I receive adequate recognition for good work (20.6%)
 Morale is generally high (20.6%)

Culture and Image

General Summary:

A strong majority of respondents are satisfied with CGCC's image and culture. They are still unsure of the consistency of the application of policies within their department and the College as a whole. Although satisfaction is still high there has been a significant decrease in satisfaction with CGCC's culture and feeling cared for, understood, and a part of the organization.

When asked for one thing that CGCC does best, the most popular response was "customer service and the treatment of students", and the success of CGCC was attributed to the input and dedication of the staff and faculty.

Question with Highest % of A/SA:

Overall, I'm satisfied with CGCC's image (88.2%)
 I would recommend CGCC as a good place to work (88.2%)
 I'm proud to work for CGCC (88.2%)

Question with Highest % of D/SD:

I can comfortably approach Human Resources personnel with my concerns (23.6%)
 Internal policies, practices and procedures are applied fairly throughout the College (23.5%)
 I feel management generally understands the problems we face (20.6%)
 Internal policies, practices and procedures are applied fairly from department to department (20.6%)

Questions with greater than 20% of respondents indicating "Not Sure":

Internal policies, practices and procedures are applied fairly from department to department (61.8%)
 Internal policies, practices and procedures are applied fairly throughout the College (61.8%)
 I can bring compliance and ethics violations to management attention without fear of retaliation (38.2%)
 This survey is a good way to find problems that need solving (35.3%)
 CGCC appreciates diversity - it's OK to be different (29.4%)
 I can comfortably approach Human Resources personnel with my concerns (29.4%)
 I feel management generally understands the problems we face (29.4%)
 I feel a part of this organization (23.5%)
 CGCC cares about me (23.5%)
 CGCC has a strong connection with the community (23.5%)

Governance

General Summary:

Although the majority of faculty that have served on a committee feel their contributions are valued, those who feel this way have dropped since last year.

There is also a lot of uncertainty regarding Governance. Respondents were less sure about their contributions being incorporated at the governance level, whether the governance groups as well as the college represent them well and seek their input, and whether rules are applied consistently.

Question with Highest % of A/SA:

My contributions to committee work are valued by the committee (71.4%)
 The contributions of my committee are valued by CGCC administration (65%)
 Faculty are encouraged to participate in planning and decision making processes. (58.9%)

Question with Highest % of D/SD:

The governance committees at the College represent me well (17.7%)
 Governance rules and procedures are equally applied across the College (17.6%)
 The governance groups of the College seek input from the faculty (14.7%)

Questions with greater than 20% of respondents indicating "Not Sure":

Governance rules and procedures are equally applied across the College (67.6%)
 Overall, the faculty is well represented in College governance (61.8%)
 The governance groups of the College seek input from the faculty (52.9%)
 The contributions of my committee are meaningfully incorporated at the governance level (47.6%)
 The governance committees at the College represent me well (47.1%)
 Faculty are given adequate opportunity to participate in committee work (44.1%)
 Faculty are encouraged to participate in planning and decision making processes (32.4%)
 The contributions of my committee are valued by CGCC administration (30%)
 My contributions to committee work are valued by the committee (28.6%)

Final Questions

General Summary:

Faculty feel the greatest things that would make CGCC a better place were increased salaries, bigger increases in salaries, and improved benefits. They also feel better distributed decision making and empowerment would make CGCC a better place and they have seen positive changes taking place in this area. Improvements in flexible scheduling and telecommuting have been observed. Negative changes have been observed in salary and benefit levels as well as communication and listening skills from management.

65.6% of respondents would rate their overall satisfaction with working at CGCC a 4 to 5 and 40.7% believe improvements will be made as a result of this survey.

2010 CGCC Staff Survey Narrative Summary of Results



Survey Overview

The CGCC Staff Survey is a comprehensive survey of staff members' job related opinions. As we continue to develop a comprehensive Department of Human Resources and Strategic Planning, we are using this tool to access your thoughts and attitudes on a wide array of subjects. We use this information to celebrate the things we are doing well as a College and to improve the things that cause you concern. Many of the same questions are repeated from year to year so we can gauge how we are doing in improving life at CGCC.

The 2010 survey was divided into ten (11) sections: Compensation & Benefits, Communication, Organizational/Social Responsibility, Strategic Planning, Supervisor/Performance Appraisal, Work Duties, Professional Development/Tools, Job Satisfaction/Morale/Rewards & Recognition, Culture and Image, Governance, and Final Questions.

We have summarized the results of each section for your review, including comments on trends over the course of the past three surveys. Responses are categorized as "Agree/Strongly Agree", "Not Sure", and "Disagree/Strongly Disagree". In addition, we have included a document that outlines the complete survey results from previous years.

We sincerely appreciate your participation in this survey and are committed to seeking ways to improve your life at CGCC. If you have any comments or questions please call the Human Resources Department at 541-506-6151.

Compensation and Benefits

General Summary:

There are still a large number of employees who are unsure about many issues related to their compensation and benefits. There is a slight trend towards dissatisfaction with compensation compared to other organizations, but there is also a trend towards satisfaction with the benefits package. This year shows a large decrease in the number of employees who feel they are able to meet with their supervisors annually to discuss compensation. There is not a strong majority for most questions in this area and the results are often similarly distributed amongst the three categories.

Overall, 2010 results are fairly consistent with those obtained in earlier years.

Question with Highest % of A/SA:

The benefits package is fair and competitive (78.3%)
 I understand how the compensation system works (63%)
 In comparison with other people in similar jobs at CGCC, my pay is ok (50%)

Question with Highest % of D/SD:

In comparison with people in similar jobs in other organizations, I feel my pay is OK (69.5%)
 I have the opportunity to meet annually with my supervisor and discuss my salary level (50%)
 My salary/pay rate is fair compensation (50%)
 I am satisfied with how pay raises are determined (43.5%)
 My total compensation package (benefits and pay) is fair and competitive (41.3%)

Questions with greater than 20% of respondents indicating "Not Sure":

I would leave CGCC for a higher paying job (41.3%)
 Compensation practices are administered consistently for all employees (39.1%)
 I am satisfied with how pay raises are determined (34.8%)
 In comparison with other people in similar jobs at CGCC, my pay is OK (28.3%)
 I understand how the compensation system works (28.3%)
 My total compensation package (benefits and pay) is fair and competitive (28.3%)
 I understand how pay raises are determined (26.1%)

Communication

General Summary:

In general, this year a majority of staff members indicate that they are satisfied with communication at CGCC. They feel most strongly that Email/Voicemail is used appropriately, they are kept informed about what is going on/goals and objectives, and they receive positive feedback from colleagues.

There was an increase this year in staff satisfaction with the clarity of new and existing policies and the way they are communicated in a timely manner and easily available. Staff also indicate they are informed of what's going on at the college and are satisfied with communication between management and staff.

There was a significant decrease this year with staff being informed of changes affecting their positions before they occur, being able to provide input on key decisions, the flow of information between departments and campuses, and staff being made aware of colleague accomplishments.

Question with Highest % of A/SA:

Voicemail is used appropriately (93.4%)

E-mail is used appropriately (91.1%)

The college regularly and effectively communicates organizational goals and objectives (82.3%)

I receive positive feedback from colleagues (82.2%)

Question with Highest % of D/SD:

I am satisfied with communication between management and staff (28.9%)

Information flows effectively between departments (28.8%)

Information flows effectively between campuses (28.9%)

Before changes are made that affect my position, I know (24.5%)

Questions with greater than 20% of respondents indicating "Not Sure":

Information flows effectively between campuses (40%)

Information flows effectively between departments (28.9%)

Before changes are made that affect my position, I know (24.4%)

I have the opportunity to influence decisions that affect my position (22.2%)

I am aware of colleague accomplishments (22.2%)

Organizational/Social Responsibility

General Summary:

A vast majority of staff indicate they feel CGCC is a good, caring, ethical citizen in the community and that volunteering is important to them. There is room for improvement in terms of providing volunteer opportunities to staff on campus and in the community.

Results have historically been strongly positive in this section and levels continue to increase overall.

Question with Highest % of A/SA:

Community perception of CGCC is positive (97.8%)

CGCC is a good citizen; we care about and contribute to the community (95.5%)

Volunteering in my community is important to me (91.1%)

Question with Highest % of D/SD:

CGCC provides staff with the opportunity to volunteer in the community (17.7%)

CGCC provides staff with the opportunity to volunteer on campus (4.4%)

Questions with greater than 20% of respondents indicating "Not Sure":

CGCC provides staff with the opportunity to volunteer on campus (28.9%)

Strategic Planning

General Summary:

Staff indicate a strong understanding of the college mission, vision, values, and goals as well as a strong understanding of the goals and objectives within their department. Also indicated is a strong understanding of how their work contributes to the college mission.

Staff perceptions in this area have traditionally been strong, but Agree/Strongly Agree responses had a small decline this year for many questions.

Question with Highest % of A/SA:

In my department, we have a clear understanding of our goals and objectives (84.5%)

I have a clear understanding of CGCC's vision, values, and goals (88.9%)

I understand the College's mission (95.6%)

I understand how my work contributes to the College mission (97.7%)

Question with Highest % of D/SD:

Decisions made by CGCC's governing bodies are true to our mission (6.7%)

Goals and objectives of my department are realistic and achievable (6.7%)

The College's vision for the future is clear (6.6%)

In my department, we have a clear understanding of our goals and objectives (6.6%)

Questions with greater than 20% of respondents indicating "Not Sure":

Decisions made by CGCC's governing bodies are true to our mission (26.7%)

The College's vision is realistic and achievable (26.7%)

Supervisor/Performance Appraisals

General Summary:

A strong majority of staff feel their respective departments work well together with clearly defined roles and responsibilities, and rate their supervisor positively in a variety of aspects.

While the majority agree with the statements regarding their performance appraisals, it was not a strong majority. A significant number of people are unsure about the fairness of promotions within their departments. Although a large number of staff members still do not receive a performance appraisal on an annual basis, the numbers who do is increasing over time.

In general, agreement regarding Supervisor/Performance appraisal questions has decreased slightly compared to previous years, but in terms of being a part of the goal setting process for appraisals and appraisals fairly evaluating performance there has been a large increase in agreement this year.

Question with Highest % of A/SA:

My department works well together (90.7%)

My supervisor is fair (83.7%)

My supervisor listens to my suggestions and problems (83.7%)

My supervisor gives me access to the information I need to do my job well (83.7%)

I am involved in the goal setting process of my performance appraisal (80%)

Question with Highest % of D/SD:

My supervisor meets with me regularly to discuss my future work goals (30.2%)

My supervisor meets with me to discuss my position, annually (23.3%)

I receive a yearly performance appraisal (23.3% said NO)

My performance appraisal is timely (20%)

Questions with greater than 20% of respondents indicating "Not Sure":

Promotions are handled fairly in my department (46.5%)

I receive a yearly performance appraisal (23.3%)

Work Duties

General Summary:

Although results over the past three years indicate staff have become less stressed, have had increased flexibility in their schedules, more opportunity to advance within the organization and learn new skills, this year's results show a turn in the negative direction.

On a positive note, staff members have shown this year to have increased decision-making authority, to be held accountable more for their performance, and to have more appropriate workloads.

Overall, it seems there are mixed results about work duties.

Question with Highest % of A/SA:

I am held accountable for my performance (92.7%)
 I have the decision-making authority I need to do my job well (80.5%)
 I have the chance to make daily use of my abilities and skills (80.5%)

Question with Highest % of D/SD:

During the past 6 months, I have considered leaving for another job (because of work duties) (70.7%)
 CGCC has sufficient opportunity for promotion (56.1%)
 I frequently feel stress in my job (31.7%)
 CGCC provides me with information and opportunity to reduce my stress level (26.8%)

Questions with greater than 20% of respondents indicating "Not Sure":

CGCC provides me with information and opportunity to reduce my stress level (22%)
 My job provides me with the opportunity to advance within the organization (26.8%)
 CGCC has sufficient opportunity for lateral movement (29.3%)

Professional Development/Tools:

General Summary:

Although a majority of staff are satisfied with the current structure of All Staff Trainings (ASTs) in terms of design, the majority has decreased compared to last year. The majority of respondents satisfied with the frequency and length of ASTs along with looking forward to them has increased this year compared to previous years. Numbers are similar in reference to Staff Meetings.

A strong majority feel they have the tools and training they need to do their jobs well, and there is a steady increase over the years of those satisfied with professional development opportunities.

Question with Highest % of A/SA:

I have the technological tools to do my job well (90.2%)

I have the supplies and equipment to do my job well (90.2%)

Having information available to help improve the quality of life is important to me (78%)

CGCC provides me with opportunities for personal growth and professional development (78%)

Question with Highest % of D/SD:

I look forward to ASTs (26.8%)

I prefer the monthly birthday celebration prior to the staff meeting vs. department based gatherings (26.9%)

I receive valuable information at ASTs that helps me in my professional/personal life (24.4%)

I like having fun/entertainment within ASTs (17%)

Questions with greater than 20% of respondents indicating "Not Sure":

I appreciate the communication that occurs at monthly staff meetings (22%)

I would like to see the Fall All Staff Training continue to be programmed as it is (24.4%)

I appreciate the addition of mini-training sessions at the monthly staff meetings (24.4%)

I would like to see the Winter All Staff Training continue to be programmed as it is (29.3%)

I would like to see the Winter All Staff Training continue to be programmed as it is (31.7%)

The monthly staff meetings are a worthwhile use of my time (36.6%)

I prefer the monthly birthday celebration prior to the staff meeting vs. department based gatherings (29.3%)

Job Satisfaction/Morale/Rewards and Recognition

General Summary:

Employee perceptions in this area are strongly positive, with most statements supported at a degree of 65% or higher. Staff have positive interactions with their colleagues, are recognized for their work appropriately, satisfied by their work, and look forward to being here. Although the previous is true, this year there has been a slight decline in the number of staff with satisfying work, feelings of accomplishment and of being valued, and a decrease in morale and looking forward to coming to work.

The number of staff who have not thought of leaving in the past 6 months has increased to 78% and the percentage who expect to be here in the next 2 years has increased to 63.5%.

There is a mix of responses having increased and decreased over the past three years, with 7 questions answered positively above the 80th percentile. The question with the most significant decline was "Recognition or praise is something I value", which dropped 10.6%.

Question with Highest % of A/SA:

Colleagues from other departments treat me with respect (92.7%)

My work is satisfying to me (87.8%)

My work gives me a feeling of accomplishment (87.8%)

I receive positive feedback from my colleagues (87.8%)

Recognition or praise is something I value (82.9%)

Question with Highest % of D/SD:

In the last 6 months, I have considered leaving CGCC because of job dissatisfaction (78%)

I receive adequate recognition for good work (24.4%)

Management offers recognition to individuals in appropriate ways (14.7%)

Morale is generally high (14.7%)

Questions with greater than 20% of respondents indicating "Not Sure":

I expect to be at CGCC 2 years from now (22.5%)

Culture and Image

General Summary:

Over 80% of respondents indicate they are satisfied with CGCC's image and connection to the community, are proud to work at the College, and would recommend someone to work here. There was also a very large increase this year in staff perception of the internal policies, practices and procedures being applied fairly from department to department.

While overall staff perception of culture and image is positive, in the areas of management's understanding, the fair application of policies and procedures, appreciation of diversity, feelings of being a part of the organization and cared for, and the ability to approach management and HR with issues and concerns has dropped this year.

When asked for one thing that CGCC does best, the most popular response was "customer service and treatment of students," and the success of CGCC was attributed to the dedication of the staff and faculty and the commitment to mission, vision, and goals.

Question with Highest % of A/SA:

CGCC has a strong connection with the community (95%)
 Overall, I'm satisfied with CGCC's image (92.5%)
 I'm proud to work for CGCC (92.5%)
 I would recommend CGCC as a good place to work (90%)
 I would recommend my department as a good place to work (85%)

Question with Highest % of D/SD:

I am comfortable approaching HR personnel with concerns (25%)
 I feel management generally understands the problems I face (22.5%)
 Internal policies, practices and procedures are applied fairly within my department (15%)

Questions with greater than 20% of respondents indicating "Not Sure":

Internal policies, practices and procedures are applied fairly within my department (50%)
 CGCC appreciates diversity - it's OK to be different (27.5%)
 This survey is a good way to find problems that need solving (27.5%)
 I can bring compliance and ethics violations to management attention without fear of retaliation (25%)

Governance

General Summary:

This year the number of staff who have served on a College Committee has increased by almost 4%. While perceptions are high that contributions to the committee are valued, it has dropped since last year.

The perception that teams, committees and the College's governing bodies represent them well and that they have input in the governance of the College has dropped significantly this year.

Question with Highest % of A/SA:

My contributions to committee work are valued by the committee (80.6%)

Staff are given opportunity to be on committees (75%)

The contributions of my committee are valued by CGCC administration (67.8%)

Question with Highest % of D/SD:

Staff have input into the governance of the College (12.5%)

Overall, the staff is represented well by the College's governing bodies (10%)

Questions with greater than 20% of respondents indicating "Not Sure":

Staff have input into the governance of the College (50%)

The various teams/committees at the College represent me well (40%)

Overall, the staff is represented well by the College's governing bodies (35%)

The contributions of my committee are valued by CGCC administration (25.8%)

Final Questions

General Summary:

Overall satisfaction while working at CGCC has stayed high throughout the years. The things respondents believe will make CGCC a better place are increased salaries and improved benefits, and better placing of staff to share workloads more appropriately in order to balance work and life better.

Respondents saw positive changes in the flexibility of scheduling and telecommuting, better communication and listening from management, and more communication and interaction between employees. Negative changes were seen in salary and benefit levels.

Planning

CGCC – PCC Independent Accreditation Planning Time Line (Updated 2-25-11)

❖ Completed work shaded in light gray. Yellow highlights are notes.

Knowns:

Spring 2013 is the 5-year deadline to achieve independent accreditation.
This is a working document subject to change.

Assumptions:

- CGCC has developed the following plan to reflect minimal impact on PCC staff.
- CGCC will follow PCC faculty and instructional policies and guidelines for 09-11 time frame or until PCC agrees to move into more of an oversight role while CGCC pilots and activates its own processes to demonstrate competency in meeting accreditation standards.
- CGCC library services will continue to work with PCC library until resource access and services are at a level to demonstrate full responsibility for library and information services.
- CGCC will take lead role in implementing new Rogue Net modules such as financial aid.
- CGCC work that is not directly related to PCC is not included in this document.

Goals:

- Seek full accreditation by Spring 2012. This time frame allows for unforeseen recommendations by NWCCU that may require full accreditation request being moved to Spring 2013.
- Develop policies, procedures, service, and staffing levels to a necessary level to meet all federal, state, and NWCCU guidelines during the 09-11 time frame. During this time, shadow systems for faculty, instruction, and library services will be put in place at CGCC to serve as a pilot process to make necessary adjustments needed prior to being granted independent accreditation status. PCC will maintain oversight for accreditation purposes.
- Target the 11-12 time frame as putting all policies, procedures, and services into place with minimal over-sight by PCC staff.

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|--|--|--|--|---|
| Winter 09 | Continue work on Self-Study for November visit | Present CGCC Core Outcomes and General Education Philosophy Statement to Student Council and place notice in the Campus View | | | Degree evaluation currently done by CGCC for Nursing and RET certificates and degrees |
| | | Attend CIA Assessment Summit at Lane CC | | | Admissions requirements in place for all CGCC limited entry programs |
| | | Establish Institutional Assessment Committee – <i>lead is Karen Carter, Chief Student Services Officer</i> | | | CGCC currently completes IPEDS and OCCURS reports |
| | | Academic Standards Committee begin to address policy work | | | |
| | | Curriculum Committee begins to address curriculum revisions | | | |
| | | Begin research on procedures for allocation of faculty professional development resources | | | |
| | | | | | |
| Spring 09 | Prepare annual report | Present CGCC Core Outcomes and General Education Philosophy Statement at Spring Faculty In-service | Develop services, procedures & handouts for HR-ICC | Budget for financial aid advisor for 09-10 | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|--|--|--|--|--|------------------------|
| | Send visit logistical information to NWCCU | Organize Spring Faculty Inservice around the theme of outcomes and assessment | Librarian attending Curriculum Committee for collection development & information literacy | | |
| | | Take CGCC Core Outcomes and General Education Philosophy Statement to ELT and the Board of Education for approval. | Remodel the Library | | |
| | | Begin Gen Ed self-study | Updating procedures | | |
| | | | Create library plan to transition for independence from PCC library support | | |
| | | | Track database usage | | |
| | | | CGCC handle all library forms on web site. Was added to CGCC Web Committee topics for redesign of entire web site. | | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|--|--------------------|---|--|-----------------------------------|-----------------|
| | | Curriculum Committee create check list used when new courses are being developed or revised | Secure funding for additional research databases | | |
| | | Math Department work with PCC Math SAC on textbook review and selection | Work with ITS Dept. on open Internet access | | |
| | | | Secure virtual reference software. Alternative solution implemented, phone installed beside student computers at HR-ICC Information Commons. It is a direct connection to library staff in The Dalles Library. Off campus patrons contact library staff via web form or phone. | | |
| | | | Work on streaming media access with ITS Dept. | | |
| | | | | | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|---|---|--|---|-----------------|
| Summer 09 | Send public notices | | | Hiring process for financial aid advisor completed | |
| | | | | | |
| Fall 09 | Self-Study documents mailed to NWCCU | Develop uniform template and wording for outcomes statements | Investigate joining Orbis Cascade Alliance | Work with CGCC Foundation board to award scholarships as part of financial aid processing—done but Foundation board still wants to have interviews and manage the process | |
| | Nov 2-4 2009 Visit | | Library develop its outcomes | Financial aid advisor on board | |
| | Dr. Baker presented new stds September 1 and December 11, 2009. | Begin mapping core learning outcomes to courses (Moved to Winter 10). | | Begin training on current system with PCC | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|--------------------|--|---------|---|-----------------|
| | | Establish Curriculum Office functions and attend WebForms training. | | | |
| | | Curriculum Committee finalize CGCC forms and time lines. | | | |
| | | <u>Begin</u> development of policy, procedures, and time line for program reviews. | | | |
| | | | | | |
| Winter 10 | | Review PCC Course Outcome Guides to map to CGCC Core Outcomes. | | Begin training on RogueNet financial aid modules | |
| | | Begin the review of current course outcome guides to write learning outcomes at the course level using agreed-upon outcomes language. assessment methodologies. Continue through Winter 2011. Also review for inclusion of AAOT outcomes. | | Contact CGCC students to have them put both PCC's and CGCC's temporary OPEID numbers on their FAFSA for 2010-11 | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|--|---|--|----------------|---|------------------------|
| | Request Spring 2011 accreditation approval (Dr. Elman advised waiting until after 1 st visit using the new standards). | Begin to incorporate CGCC core and AAOT outcomes into Course Outcome Guides | | | |
| | | Curriculum Committee refine and implement procedures. Continue implementation of policy and procedures. Organize and train Curriculum Support staff. | | | |
| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
| | | Continue work of Faculty Evaluation Sub-Committee to address 09 visit recommendations for post-probationary faculty, adjunct credit, and non-credit faculty. Improve # of adjunct being evaluated including College Now faculty. | | Begin development of financial aid policy manual—in process . | |
| | | Begin development of instructional assessment policies and procedures. | | | |
| | | | | | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|---|---|---------|---|---|
| Spring 10 | Prepare Annual Report | Begin work on developing faculty hiring qualifications. | | Ensure policies in place for awarding in RogueNet—policies being developed | Budget for hiring registrar in 10-11—moved to 11-12 |
| | Select Core Themes for new accreditation process | | | Begin download of ISIR's to RogueNet dev site for CGCC students | |
| | Begin development of objectives for each Core Theme | | | Start to “shadow” award in RogueNet | |
| | | | | Contact Julie Arthur at Dept of Ed re FISAP application | |
| | | | | | |
| Summer 10 | Develop timeline for Spring 11 visit | | | Identify federal financial aid programs that CGCC will participate in (loans, work study, etc.) | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|----------------|---|---|---|---|-----------------|
| | Begin Self-Study for Spring 11 visit | Curriculum Office begins development of curriculum procedures and policy handbook. Will continue through 2010-11 year. | | Implement CGCC Foundation scholarship awarding thru RogueNet— canceled | |
| | | | | | |
| Fall 10 | Complete Self-Study report for visit in April 11. Moved to Spring 11. Report is in production stage. | Implement revised faculty evaluation process (upon ratification of Collective Bargaining Agreement) and include evidence of results being used for improvements in the teaching/learning process. Set goals for # of faculty to be evaluated each term including College Now faculty. Process to increase adjunct faculty evaluations being conducted, including College Now teachers has been developed. Post-probationary faculty evaluation process was ratified in Collective Bargaining Agreement. | Complete migration of integrated library system to SAGE Consortium. Testing of systems is occurring. | Continue updating and awarding as ISIR's come in and compare to PCC awards | |
| | | | Development of assessment tool for reference interviews | Contact CGCC students to put active OPEID number of their FAFSA – to be done in December 2010 | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|---|---|---------|---|--|
| | Send visit logistical information to NWCCU | Begin development of instructional assessment policies and procedures. | | Begin work to award nursing loans—It has been determined that CGCC will not participate in the Nursing loan program at this time. | |
| | | Begin implementation of procedures for instructional assessment at the course, program, and degree levels including evidence of results being used to guide improvements. Will continue through the 2010-11 year. | | Determined that summer term will be a header | |
| | | Finalize faculty hiring qualifications policy and procedures including State-wide agreement for dual credit classes. | | Submit E-APP | |
| | | Reassess Program Review Policy, procedures, and time line --give to CGCC Institutional Assessment Committee. | | October: Complete first FISAP | |
| | | Finalize Program Review policy and procedures. | | | |
| | | | | | |
| Winter 11 | Send public notices for Accreditation visit | Finalize instructional outcomes and assessment policies and procedures at Spring Faculty In-Service.. | | | Perform official evaluations for all degrees and certificates for graduation |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|--|------------------------------------|-------------|---------|--|--|
| | | | | Complete application with Dept of Ed to award financial aid independently | Registrar will assume responsibility for FERPA regulations/training |
| | | | | Begin to work with OSAC to set up systems—application completed | Plan for hiring of Institutional Researcher (1 FTE) for summer term 2011 |
| | Send Self-Study documents to NWCCU | | | February: Plan work study payroll process. Students to begin work fall term 2011. | With receipt of Title III grant, Registrar will be hired during winter term 2011 to begin development of policies and procedures |
| | | | | Document imaging to be bought with Title III funds. Research of systems begun for purchase summer 2011 | Hiring process for registrar completed— |
| | | | | Begin download of ISIR's for 11-12 | |
| | | | | Develop chart of accounts and AR trans codes for student aid funds. | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|--------------------|---|---------|--|---|
| | | | | Begin testing of internal posting of awards to AR. | |
| | | | | | |
| Spring 11 | April 2011 visit | Organize with CCWD and PCC how to transition final curriculum decision making from PCC to CGCC | | | Develop processes for EDI |
| | | Begin work on program/degree/certificate Outcomes. | | | Begin to develop policies and procedures for student records – moved to spring term 2011 after Registrar on board |
| | | Begin implementation of procedures for instructional assessment at the course, program, and degree levels including evidence of results being used to guide improvements. | | | |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|--|---|---------|--|--|
| | | Review current syllabi review rubric and process, and make necessary adjustments. Begin review of syllabi in Spring 2011. | | Begin planning for Business Services procedures for directly receiving financial aid beginning summer 2011 | Notify students individually and in catalog/summer schedule that in 12-13 goal is to be independently accredited so they will be CGCC students, not PCC students |
| | Prepare Annual Report | Review all syllabi for Student Learning Outcomes, CGCC Core Outcomes, AAOT Outcomes, and inclusion of Assessment Methodologies. | | Begin independent packaging and awarding of federal financial aid—to begin March | |
| | Begin Self-Study process for Spring 2012 visit | Continue work with EOU regarding dual admissions and degree articulation agreements. | | | |
| | | | | | |
| Summer 11 | Request final visit for Spring 2012 | | | Start posting scholarships and student aid awards to AR through the RogueNet financial aid module beginning Summer Term 2011 | Begin “printing” official transcripts |

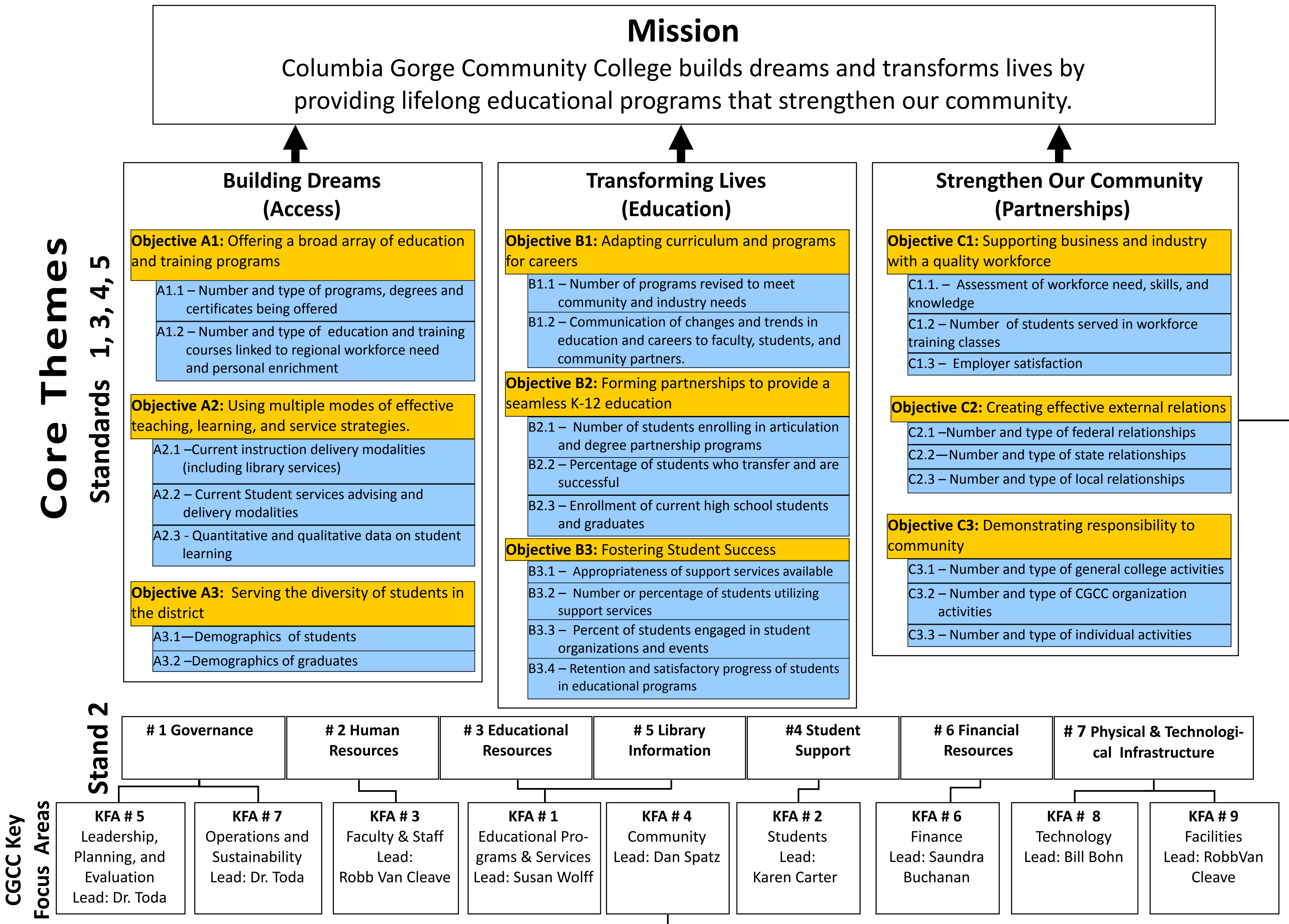
| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|--|---|---------|-----------------------------------|--|
| | | | | | Hire 1 FTE Institutional Researcher using Title III funds |
| Fall 11 | | Schedule meetings with university partners to approve and sign CGCC degree partnerships. | | Implement work study program | Using Title III funds, purchase Degree Audit system |
| | | Schedule meetings with CGCC faculty and university colleagues to review any course changes for articulation and AAOT degree purposes. | | Prepare FISAP | |
| | Complete self-study report for visit in April 12 | | | | Develop processes for Data Clearinghouse—already in process |
| | Send visit logistical information to NWCCU | | | | |
| Winter 12 | Mail Self-Study documents to NWCCU | | | Implement document imaging | |
| | | | | | Set up process to articulate courses from PCC to CGCC for transfer |

| | NWCCU Requirements | Instruction | Library | Financial Aid & Business Services | Student Records |
|------------------|--|-------------|---------|--|-----------------|
| Spring 12 | Prepare Annual Report | | | | |
| | * April 2012- or *October 2012 visit | | | | |
| | | | | | |
| Summer 12 | | | | | |
| | | | | | |
| Fall 12 | * April 2012- or *October 2012 visit | | | Prepare FISAP | |
| | | | | Begin work to award Veterans benefits— according to Or Veterans Dept, cannot begin awarding until independently accredited | |
| | | | | | |
| Winter 13 | | | | | |
| | | | | | |
| Spring 13 | | | | | |

Next Steps:

1. **Utilize** CGCC/PCC lines of communication for implementation.
 - Instructional topics leads – Dr. Susan Wolff and Kendra Cawley
 - Curriculum topics – Susan Lewis, Susan Wolff, and Steve Smith
 - Library topics leads – Susan Wolff and Donna Reed
 - Financial Aid & Business Services topics leads – Karen Carter, Saundra Buchanan, Veronica Garcia
 - Student Records topics leads – Karen Carter and Veronica Garcia

2. **Notes:** In response to Chris Chairsell's email
 - Red Flag: Saundra Buchanan, the Chief Financial Officer has responsibility for these requirements.
 - ACRAO: American Association of Collegiate Registrars: CGCC will join and is committed to following their best practices.
 - NAFSA: National Association of International Educators: CGCC will begin the evaluation of hosting international students after independent accreditation is awarded, recognizing that this will have a staffing and budgetary impact. If the college moves forward with this, membership in this organization will be critical.
 - CCWD Handbook and related OAR's: currently being followed
 - ADA: currently the Director of Advising and Career Services is the staff person responsible for all ADA services to students, including reporting, accommodations, etc.
 - Copyright: Currently under the Director of Library Services
 - Legislative KPM's and mandates as veterans tuition waivers: currently up to date with these initiatives.



CGCC Core Themes and Measures

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

| Core Theme: Building Dreams – Access | | | | | | |
|---|--|--|--|---|---|---|
| Planning Statement: CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by: | | | | | | |
| FOCUS | WHAT TO MEASURE | DATA SOURCE-edited by IAC on 12-2010 | | RESULTS AND ANALYSIS | FUTURE TARGET (derived from a standard) | ACTIONS FOR IMPROVEMENT |
| Objective A1: Offering a broad array of education and training programs | <p>A1.1 – Number and type of programs, degrees and certificates being offered</p> <p>A1.2 – Number and type of education and training courses linked to regional workforce need and personal enrichment</p> | <p>A1.1: College catalog, Quarterly Class Schedule</p> <p>A1.2: College catalog, Quarterly Class Schedule</p> | | <p>A1.1</p> <ul style="list-style-type: none"> • 14 degrees • 11 certificates • 6 non-credit • 4 workforce training <p>A1.2</p> <ul style="list-style-type: none"> • 6 workforce • 1 personal enrichment | | |
| Objective A2: Using multiple modes of effective teaching, learning, and service strategies. | <p>A2.1 –Current instruction delivery modalities (including library services)</p> <p>A2.2 – Current Student services advising and delivery modalities</p> <p>A2.3-- Quantitative and qualitative data on student learning</p> | <p>A2.1: Quarterly class schedule, Annual Distance Report, Annual Library Report</p> <p>A2.2: College catalog, Quarterly Class Schedule</p> <p>A2.3: Course Evaluations (under revision), CCSSE and SENSE surveys, RogueNet grades</p> | | <p>A2.1</p> <ul style="list-style-type: none"> • 6 choices in schedule • 4 hands on choices • 5 presentation format choices • 2 main locations, several other locations • 6 information services choices <p>A2.2</p> <ul style="list-style-type: none"> • in person on and off campus • online • via e-mail <p>A2.3</p> <p>Data being collected</p> | | <p>A2.3</p> <p>Course Evaluation-under revision</p> |

CGCC Core Themes and Measures

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

| | | | | | |
|--|--|---|--|--|--|
| Objective A3: Serving the diversity of students in the district | A3.1 —Demographics of students | A3.1: Student Profile 2009, IE Report 2009-10 | A3.1 Becoming more diverse, still less than district | | |
| | A3.2 –Demographics of graduates | A3.2: Graduate Database | A3.2 Data being complied | | |

| Core Theme: Transforming Lives – Education | | | | | |
|--|--|---|---|--|--------------------------------|
| Planning Statement: CGCC provides learning resources for a sustainable future for individuals by: | | | | | |
| FOCUS | WHAT TO MEASURE | DATA SOURCE-edited by IAC on 12-2010 | RESULTS AND ANALYSIS | FUTURE TARGET (derived from a standard) | ACTIONS FOR IMPROVEMENT |
| Objective B1: Adapting curriculum and programs for careers | <p>B1.1 – Number of programs revised to meet community and industry needs</p> <p>B1.2 – Communication of changes and trends in education and careers to faculty, students, and community partners.</p> | <p>B1.1 Program Reviews</p> <p>B1.2: Minutes of Instructional Leaders meetings, Faculty In-services, Advisory Committee meetings,</p> | <p>B1.1 Program Reviews Done:</p> <ul style="list-style-type: none"> • Clinical Nursing Assistant • Early Education and Family Studies • Emergency Medical Services • ESOL • Medical Assisting • Pre-College • Renewable Energy Tech • Child Care Partners? <p>B1.2</p> <ul style="list-style-type: none"> • 29 Faculty members attended one or more educational conferences • 3 faculty in-services with education programming • 6 Active Advisory Committees: Nursing, RET, EMS, EEFS, ED, MA • 6 Career Presentations • 30 Career articles, flier, posters • Faculty involvement in writing course outcomes and assessments: Fall:70 Winter:86 Spring:65 | | |

CGCC Core Themes and Measures

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

| | | | | | |
|---|--|--|---|--|---|
| | | | <ul style="list-style-type: none"> Publications and distribution of Annual Report 2009-2010 | | |
| Objective B2: Forming partnerships to provide a seamless K-16 education | <p>B2.1 – Number of students enrolling in articulation and degree partnership programs</p> <p>B2.2 –Percentage of students who transfer and are successful</p> | <p>B2.1: Student Services</p> <p>B2.2: National Student Clearinghouse (available after independent accreditation) and OUS GPA from OCCURS and KPMs</p> | <p>B2.1</p> <ul style="list-style-type: none"> 6 students degree partnership 4 students RET articulation with Clackamas CC 2 in OIT articulation 2 annually Diagnostic Imaging <p>B2.2</p> <p>47.4% of AAOT majors graduated</p> <p>7.3% of credit students transferred to OUS</p> <p>75.9% of those who transfer to OUS return for 2nd year</p> | | <p>B2.1</p> <p>Exit Surveys</p> <p>B2.2</p> <p>Look at HS running Start</p> |

| Core Theme: Transforming Lives – Education | | | | | |
|--|---|--------------------------------------|--|---|---|
| Planning Statement: CGCC provides learning <i>resources and</i> tools for a sustainable future for individuals by: | | | | | |
| FOCUS | WHAT TO MEASURE | DATA SOURCE-edited by IAC on 12-2010 | RESULTS AND ANALYSIS | FUTURE TARGET (derived from a standard) | ACTIONS FOR IMPROVEMENT |
| | B2.3 - Enrollment of current high school students and graduates | B2.3: Student Services | B2.3 30.5% average Pre-college to college | | <ul style="list-style-type: none"> Add transfer HS & running start Research enrollment of current high school students and graduates |
| Objective B3: Fostering student success | B3.1 – Appropriateness of support services available | B3.1: CCSSE survey Library Survey | <p>B3.1</p> <ul style="list-style-type: none"> Academic advising/ planning: 89.1% Career Counseling: 78.1% Job placement assistance: 59.6% Peer or other tutoring: 70.9% | | <p>B3.1</p> <ul style="list-style-type: none"> Ron and Rob keep track of support for instructional tech |

CGCC Core Themes and Measures

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

| | | | | | |
|--|--|---|---|--|--|
| | B3.2 – Number or percentage of students utilizing support services | B3.2: Student Services, CCSSE and SENSE surveys | <ul style="list-style-type: none"> • Skills labs (writing, math, etc.): 76.3% • Child care: 39% • Financial aid advising: 75.3% • Computer lab: 75.3% • Student organizations: 52.2% • Transfer credit assistance: 69.7% • Services to students with disabilities: 53.6% • Library <p>B3.2</p> <ul style="list-style-type: none"> • Academic advising/ planning: 68.6% • Career Counseling: 34.2% • Job placement assistance: 8.5% • Peer or other tutoring: 29.1% • Skills labs (writing, math, etc.): 39.6% • Child care: 4.9% • Financial aid advising: 47.6% • Computer lab: 52.8% • Student organizations: 8.4% • Transfer credit assistance: 29.1% • Services to students with disabilities: 3.5% • Library | | |
| | B3.3 – Percent of students engaged in student organizations and events | B3.3: Student Life Advisor, Delta Energy-RET, Multicultural Club, Student Nursing Association | <p>B3.3</p> <ul style="list-style-type: none"> • Self-identified as using sometimes or often on the CCSSE: 8.4% • Estimate from Student Activities of 150 students participating • Nursing students Association 50% participation | | B3.3 <ul style="list-style-type: none"> • track student participation numbers |

CGCC Core Themes and Measures

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

| | | | | | | |
|--|--|---|--|---|--|---|
| | B3.4—Retention and satisfactory progress of students in educational programs | B3.4: Program Reviews , Advisory Committees, CCSSE Report | | B3.4 Programs review data from: <ul style="list-style-type: none"> • EEFS (ECE) • ESOL • Math • MS • Nursing • Pre-college • RET-Delta Energy Club • Writing | | B3.4 <ul style="list-style-type: none"> • track fall-winter and fall to fall retention |
|--|--|---|--|---|--|---|

| Core Theme: Strengthen our Communities –Partnerships | | | | | |
|--|---|--|--|--|--|
| Planning Statement: CGCC links people and community resources by: | | | | | |
| FOCUS | WHAT TO MEASURE | DATA SOURCE-edited by IAC on 12-2010 | RESULTS AND ANALYSIS | FUTURE TARGET (derived from a standard) | ACTIONS FOR IMPROVEMENT |
| Objective C1: Supporting business and industry with a quality workforce. | C1.1—Assessment of workforce need, skills, and knowledge C1.2—Number of students served in workforce training classes C1.3— Employer satisfaction | C1.1: <ul style="list-style-type: none"> • AMP meeting • MCEDD meeting and web page • MCCOG meetings and web page • Wind Energy Report • Professional Associations C1.2: Instructional office with Student Services, RogueNet Course Module, FTE C1.3: Program Reviews, Advisory Committee minutes | C1.1: Revised Programs: <ul style="list-style-type: none"> • RET • EEFS (ECE) • Wind Tech • Medical Assisting (MA) C1.2: data being collected C1.3: <ul style="list-style-type: none"> • Nursing student survey 1 year after graduation | | C1.3: <ul style="list-style-type: none"> • develop formal employer survey • develop exit |

CGCC Core Themes and Measures

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

| | | | | | surveys |
|---|--|--------------------------------------|--|-----------------------------------|-------------------|
| Objective C2: Creating effective external relations | C2.1— Number and type of federal relationships | C2.1: Pilot Survey Under Development | | C2.1 Pilot Survey being developed | C2.1 Pilot Survey |
| | C2.2—Number and type of state relationships | C2.2: Pilot Survey Under Development | | C2.2 Pilot Survey being developed | C2.2 Pilot Survey |
| | C2.3—Number and type of local relationships | C2.3: Pilot Survey Under Development | | C2.3 Pilot Survey being developed | C2.3 Pilot Survey |
| Objective C3: Demonstrating responsibility to community | C3.1—Number and type of general college activities | C3.1: Pilot Survey Under Development | | C3.1 Pilot Survey being developed | C3.1 Pilot Survey |
| | C3.2—Number and type of CGCC organization activities | C3.2: Pilot Survey Under Development | | C3.2 Pilot Survey being developed | C3.1 Pilot Survey |
| | C3.3—Number and type of individual activities | C3.3: Pilot Survey Under Development | | C3.1 Pilot Survey being developed | C3.1 Pilot Survey |

Remember the SMART mnemonic

S = specific

M = measurable

A = achievable

R = realistic and relevant

T = timely or time-bound

Columbia Gorge Community College

Plan-To-Plan

The Plan for developing, communicating and using the College's Strategic Plan

BBohn
9/17/2010
Last ELT Review:
10/05/2010

PLAN TO PLAN

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| | |
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| Purpose | 3 |
| Focus and areas to be addressed | 3 |
| Outcomes and expectations | 4 |
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| Responsibilities | 7 |
| Planning organizational and decision structure | 7 |
| Calendar and milestones..... | 8 |
| Alignment..... | 9 |
| Tools..... | 9 |
| Usage | 9 |

OVERVIEW

The Plan-To-Plan document outlines the details involved in CGCC’s Strategic Planning. The content describes the Plans purpose, areas of focus, expectations, methods of communication, schedule of events, and usage.

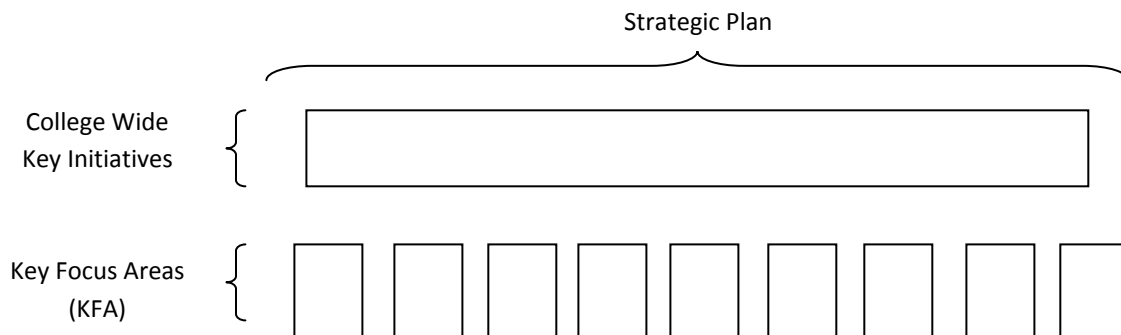
PLAN TO PLAN

1) Delineate the fundamental purposes of the plan to be developed

- Guidance and providing focus & context to the Mission
- Communication of goals and priorities
- Giving context to budget requests

2) Detail the primary focus and issue areas to be addressed

- Two levels of focus
 - ✓ College Wide Key Initiatives
 - ✓ Key Focus Areas



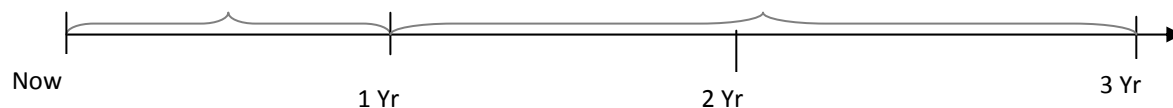
- What do we plan to measure? Not in detail, but in general terms.
 - ✓ We plan to measure the Theme Level Objective Indicators and KPM's
 - ✓ Individual KFA goals as they relate to the Theme Level Objectives & KPM's
 - ✓ Each goal as defined in its level of success
- Where the Strategic Plan fits with the Mission, Themes and Objectives
 - ✓ The Mission, Themes and Objectives describe the College's target destination
 - ✓ The Strategic Plan is What we want to do to get to the destination
 - ✓ The Goals are how the College gets to its destination



PLAN TO PLAN

3) Define the outcomes and expectations

- What are the expectations of this plan?
 - ✓ Linked to budget
 - Budget items that change more than \$5,000 must include a reference in either the main or reference section of the Strategic Plan
 - ✓ Updated regularly
 - Updated/referenced monthly at ELT
 - Updates may also include feedback from any of the groups below
 - ✓ Communicated
 - To the Planning Focus Team – twice a year
 - Posted on the web – update monthly
 - Posted on the College’s Intranet – updated monthly
 - Presented at All Staff Training – twice a year
 - Discussed regularly at individual KFA meetings – at least twice a year
 - Presented at Faculty In-Service – once a year
 - Presented to the College Board – once a year
 - ✓ Inclusive – Feedback channels for :
 - All of the communications listed above
 - Via a College web form
 - External entities via the SWOT meetings
 - Accreditation Self Study
 - Various College Master Plans
- What is included in the plan?
 - ✓ Currently the Plan will include “strategic” goals only. Strategic goals are defined as College goals that are:
 - New
 - Changes to existing processes
 - Stopped
 - ✓ A plan entry will include enough information to follow the S.M.A.R.T. goal setting strategy. (Specific, Measurable, Attainable, Relevant, Time-Based)
 - ✓ Completed and postponed goals will be removed (archived) from the main plan yearly.
 - ✓ Goals will be time scoped between one to three years into the future.

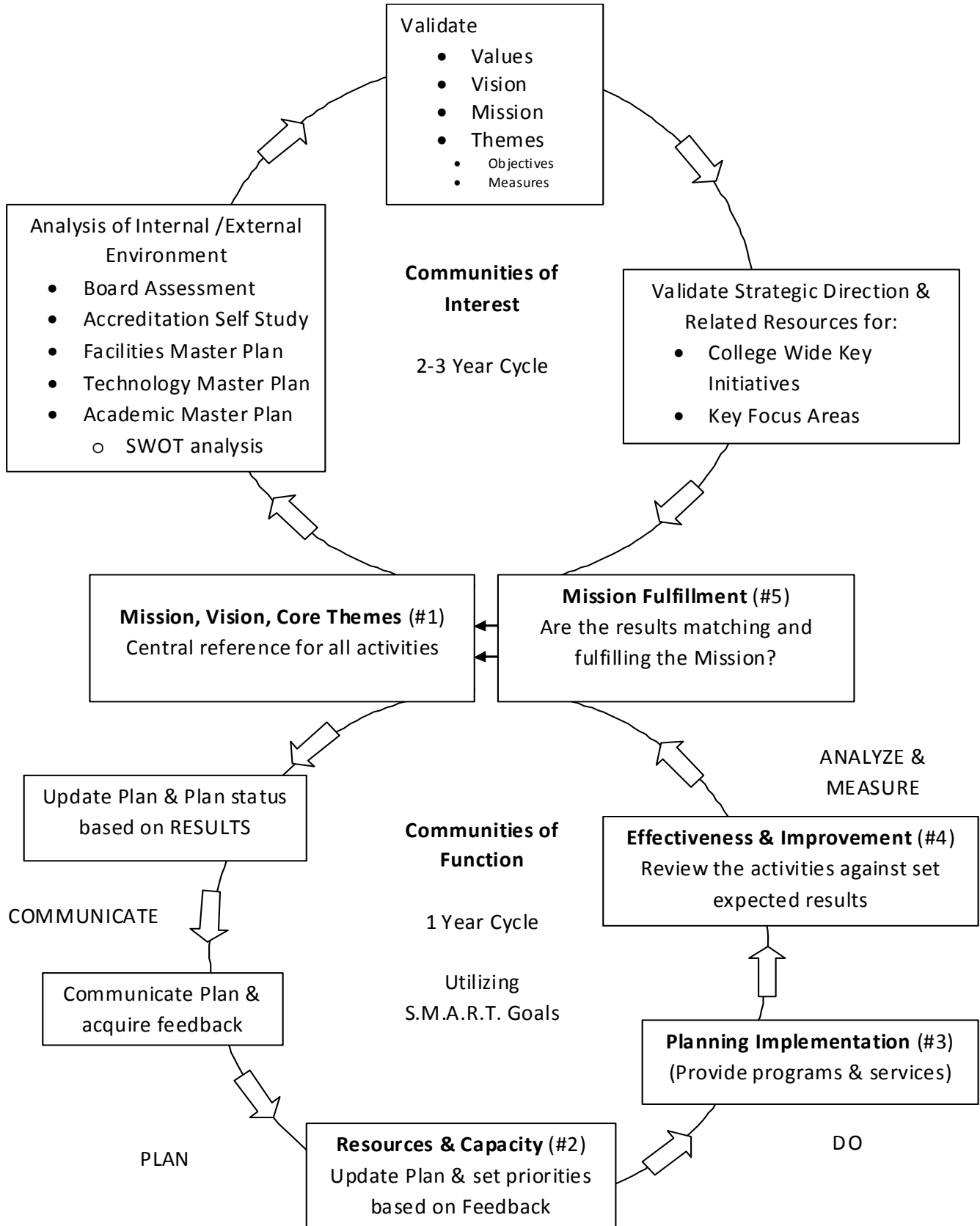


PLAN TO PLAN

4) Identify the process or model to be used

- Where are we gathering data from?
 - Various committees and working groups
 - Key Focus Area Departments
 - Planning Focus Team (open volunteer membership)
 - Executive Leadership Team
 - Board of Education
 - Accreditation Self Study
 - SWOT analysis (Included with the Academic Master Plan)
 - ✓ Internal & External Communities of Interest
 - ✓ Students, Staff, Faculty, Board, Community, Alumni
- What & how will information flow?
 - Yearly cycle based on the Communities of Function
 - ✓ Update existing plan and to establish draft College Wide initiatives based on Plan RESULTS
 - ✓ Communicate Plan and acquire feedback
 - To each KFA's related staff via the KFA lead
 - To the Planning Focus Team
 - ✓ Update Plan based on feedback, available resources and capacity
 - ✓ Implement the Plan
 - ✓ Review the Plans results against expectations and analyze effectiveness and identify areas for improvement
 - ✓ Review the results as related to fulfilling the Mission
 - 2-3 year cycle based on the Communities of Interest
 - ✓ Perform Internal / External Analysis
 - Board Assessment
 - Accreditation Self Study
 - Academic Master Plan
 - SWOT analysis
 - ✓ Validate the Colleges Core
 - Values
 - Vision
 - Mission
 - Key Themes
 - Objectives
 - Measures
 - ✓ Validate Strategic Directions
 - College Wide Key Initiatives
 - Key Focus Areas

PLAN TO PLAN



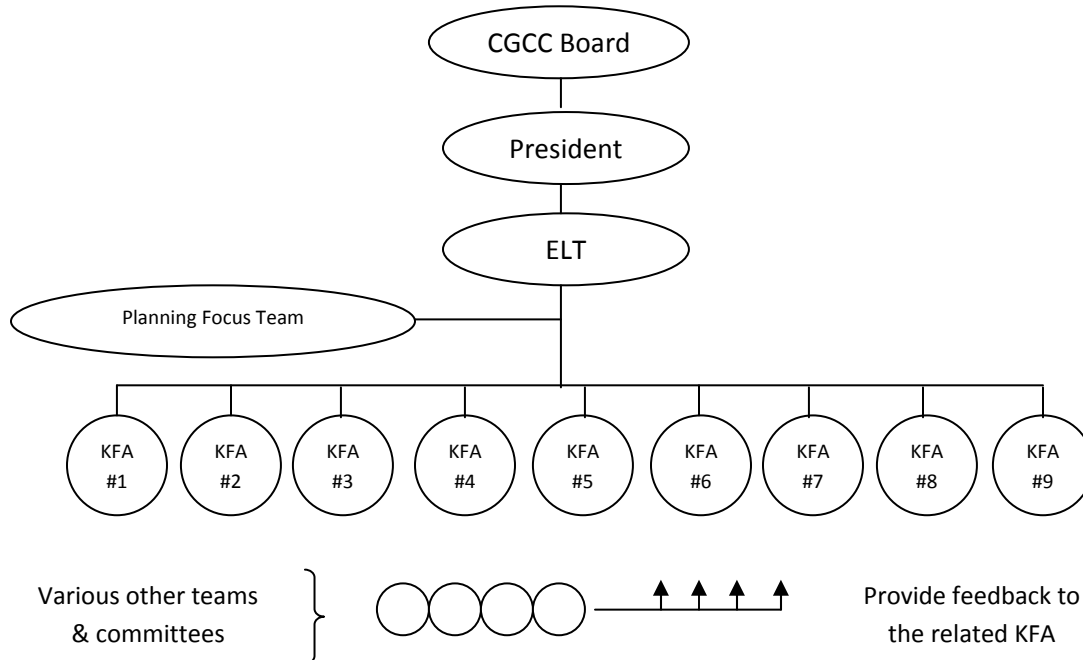
PLAN TO PLAN

5) Clarify planning responsibilities

- Planning Facilitator: B.Bohn
- Planning detail: Each KFA Lead
- SWOT analysis – included in the Academic Master Planning process
- Plan communication:
 - Broad communication: D.Spatz
 - Departmental communication: Each KFA Lead

6) Establish the planning organizational structure

- Various teams and committees provide feedback to their related KFA
- Each KFA and the Planning Focus Team provides input & feedback to the ELT
- The ELT provides feedback and input to Dr. Toda for final approval



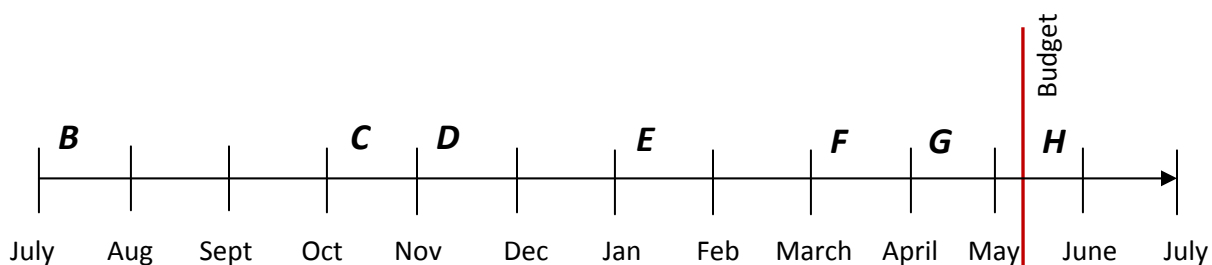
7) Establish the planning decision structure and process

- The decision structure and process follow the planning organizational structure
 - Ideas are gathered from various teams & committees
 - Team feedback goes to the related KFA for group or KFA tuning and approval
 - The planning Focus Team reviews plan and provides suggestions to the ELT
 - The KFA lead provides meet as a group (ELT) and builds a suggested plan for the President

PLAN TO PLAN

8) Establish the planning calendar that sets the rhythm and key milestones for the process

- A. Monthly ELT reviews & updates Plan and aligns activities
- B. July – 100,000 ft. ELT One or Two day planning session with one afternoon reserved to meet with the Planning Focus Team
 - a. Validate Budget/Plan links
- C. October – Variance Analysis and Assessment (ELT Only)
 - a. Known detail:
 - i. Last year’s actual budget figures
 - ii. 5 year average of account line actual
 - iii. 5 year accounts maximum spent amount
 - b. Expected Outcome
 - i. Updated Plan
 - ii. Communicate with Planning Focus Team
 - iii. Review budget variances
 - iv. Verify Plan / Current Budget alignment
- D. November – Board Offsite and Assessment Report
- E. January – 5,000 ft. ELT One or Two day planning session with one afternoon reserved to meet with the Planning Focus Team
 - a. Known detail:
 - i. Same as August meeting PLUS:
 - 1. Current year 50% actual spending
 - b. Expected Outcome
 - i. Updated Plan
 - ii. Communicate with Planning Focus Team
 - iii. Review budget variances based on 50% mark
 - iv. Align the Plan to NEXT year’s Budget requests
 - 1. Taking into account
 - a. The Plan
 - b. Last year’s actual budget amounts
 - c. Average of the last 5 years actual
 - d. Maximum spent in last 5 years
- F. March to April – Budget build
- G. April – Submit budget requests
 - a. Submit a strategic description for a line item if the request :
 - i. Varies greater than +/- \$5,000 from the previous year
 - ii. Varies greater than +/- \$5,000 from the 5 year average actual
 - iii. Varies greater than +/- \$5,000 from the 5 year maximum spent
- H. May - Budget submitted to Budget Committee



PLAN TO PLAN

- 9) Delineate how organizational entities will align with each other
 - Monthly ELT will review current status of the Plan and Plan's activities

- 10) Delineate planning tools to be used
 - Word -Strategic Plan Word Document
 - Excel – Budget analysis reporting
 - Charter System – Goal/Project definition, assign action items, document costs, track progress

- 11) Detail how the plan will be used
 - Referenced monthly by ELT & the President
 - Reviewed twice a year by the Planning Focus Team
 - Reviewed twice a year at the All Staff Training meeting
 - Reviewed 4 times a year by each KFA Department
 - Referenced for budget requests and approvals
 - Referenced for any significant New, Changed or Stopped proposal



Executive Summary

The 2010 Strategic Master Plan outlines a road map for the success and focus of Columbia Gorge Community College. It builds on our successes and emphasizes Goals that will enable us to better serve our students, community, and staff.

Driven by the mission and supported by the Core Themes, the Strategic Master Plan serves as the bridge between “what we do” and “how we do it.” The goals in the strategic plan are cross-cutting and reflect the work the institution is doing to meet our mission of building dreams and transforming lives by maintaining open access for students, providing a high quality education, and cultivating relationships with our community.

The Plan is divided into ten (10) sections. The first section reflects Goals that are College wide. These Goals require the understanding and contribution from all areas of the College. The next nine (9) sections reflect Key Focus Areas of the College. Each of the nine (9) sections contains the Goals that primarily relate to the activities from that particular area of the College.

The nine (9) focus areas are:

1. CGCC will provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve.
2. CGCC will focus on student development services that enhance lifelong learning by facilitating access to college programs, supporting and recognizing student progress, providing opportunities for students to participate in the growth of the college, celebrating diversity, and promoting achievement of educational goals.
3. CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment.
4. CGCC will develop and maintain strong, collaborative partnerships and relationships within our communities.
5. CGCC will provide governance and administrative structures through innovative leadership and ongoing planning and evaluation.
6. CGCC will build the institution’s financial capability through sound planning and effective use of fiscal resources.
7. CGCC will provide efficient operational processes which support current organizational needs and directions.
8. CGCC will provide the technology and support to optimize the College’s teaching, learning, communication and productivity.
9. CGCC will provide appropriate institutional facilities which support the achievement of the institution’s goals.



STRATEGIC MASTER PLAN

February 2011

College Wide Goals

| Goal | Lead | Fiscal Year | Charter Number | Status |
|---|------------|-------------|----------------|--|
| 1. Student Success <ul style="list-style-type: none"> Develop specific measures to track student progress | Karen C | 2008-11 | | |
| 2. Achieve Independent Accreditation by Spring term of 2012 <ul style="list-style-type: none"> Conduct comprehensive self-studies against NWCCU Standards Address CGCC and NWCCU recommendations Implement necessary infrastructure, policies, and procedures as evidence of readiness to be independently accredited. | Susan W | 2008-11 | | Self-study for 2011 visit being developed. It will be sent to the Commission mid-March 2011. Visit is April 27-29, 2011. |
| 3. Financial Sustainability <ul style="list-style-type: none"> Bring alignment to income and expenses in the years 10-11 thru 12-13. | S.Buchanan | 2008-11 | | |
| 4. Capital Infrastructure <ul style="list-style-type: none"> Acquire funds to fulfill match requirement | Dr. Toda | 2008-11 | | Continue to look for matching funds until Feb 2011. |



STRATEGIC MASTER PLAN

February 2011

Key Focus Area 1: CGCC will provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve. *Instructional Services Mission Statement: Provide and support excellence and quality in current, cutting-edge, life-long learning for the educational environment and community.*

Champion: Dr. Susan Wolff

Key Performance Measure(s): Student Retention, Student Satisfaction, Student Success upon Transfer to 4-Year Colleges and Universities, Student Employment, Faculty Retention, Faculty Satisfaction, and Employer Satisfaction

DC = Department Chairs

| Goal | Lead | Fiscal Year | Charter # | Status as of October 2010 |
|---|--|-------------|-----------|--|
| <p>1. Complete alignment of Instructional Services policies and procedures with accreditation requirements to include the following:</p> <ul style="list-style-type: none"> • Increase the number of CGCC courses reviewed and revised to ensure that course learning outcomes reflect CGCC Core Learning Outcomes, AAOT Outcomes, and CGCC faculty determined Course Learning Outcomes to the 100% level. • Begin development of assessment strategies for CGCC Core, AAOT, and Course Learning Outcomes | <p>Susan W</p> <p>Mary K, Dave M, Doris J, D.C.s</p> <p>Mary K, Dave M, Doris J, D.C.s</p> | 2010-12 | | <p>80% 4-11 target for 100%</p> <p>25% 10-11 target for 100%</p> |



STRATEGIC MASTER PLAN

February 2011

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|--|--|--|--|--|
| <ul style="list-style-type: none"> Develop Program Learning Outcomes and Assessment Strategies | <p>Mary K, Dave M, Doris J, D.C.s</p> | | | <p>0% 5-11 target for 100%</p> |
| <ul style="list-style-type: none"> Review and approve Program Review Process and Time Line | <p>D.C. Task Force</p> | | | <p>20% 12-10 target for 100% Completed</p> |
| <ul style="list-style-type: none"> Conduct and complete General Education Program Review | <p>General Education D.C.s, Dave Mason</p> | | | <p>50% 12-10 target for completion Completion date changed to 3-11.</p> |
| <ul style="list-style-type: none"> Develop CGCC faculty hiring qualifications and processes | <p>D.C. Task Force</p> | | | <p>50% 12-10 target for 100% Completed</p> |
| <ul style="list-style-type: none"> Align probationary and regular status full-time evaluation processes | <p>D. C. Task Force</p> | | | <p>In Process – dependent upon Collective Bargaining with plans to be completed by December 2010. Waiting for ratification and Board approval.</p> |



STRATEGIC MASTER PLAN

February 2011

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|--|------------------------------------|--|--|--|
| <ul style="list-style-type: none"> Review and revise Course Evaluation questions and form | D. C. Task Force | | | <p>20% 12-10 target for 100% Bringing 2nd draft to Department Chair meeting January 2011.</p> |
| <ul style="list-style-type: none"> Review and revise Classroom Observation Form | D.C. Task Force | | | <p>20% 12-10 target for 100% Completed</p> |
| <ul style="list-style-type: none"> Review and revise plan to consistently implement current policy and procedures for adjunct faculty evaluation including College Now faculty. | Susan W, Dave M, Mary K, D.C.s | | | <p>20% 12-10 target for 100% Completed</p> |
| <ul style="list-style-type: none"> Assist Curriculum Committee in reviewing new CGCC curriculum/program proposals, CGCC curriculum/program revisions, navigate the PCC and State systems and processes, and implement CGCC curriculum upon being granted independent accreditation. | Susan L, Susan W, & Karen C | | | In Process and functioning |
| <ul style="list-style-type: none"> Work with Student Services staff to review certificate and degree content for the College catalog and to ensure CGCC courses/certificates/degrees meet NWCCU, State, and Federal guidelines. | Susan L, Susan W, & Karen C | | | In Process and functioning |
| <ul style="list-style-type: none"> Support Academic Standards Committee work in developing CGCC academic standards policies | D.C.s, Directors, Susan W, Karen C | | | In Process and functioning |



STRATEGIC MASTER PLAN

February 2011

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|---|--|----------------|--|--|
| <ul style="list-style-type: none"> Review all syllabi for inclusion of outcomes and assessment guidelines Migrate Library System to Sage Consortium as part of independent accreditation Continue use of instructional technology to enhance the teaching and learning process | <p>D.C.s, faculty, Directors, Susan W</p> <p>Rosemary</p> <p>Susan W & Paula A</p> | | | <p>0% 1-12 target for 100%</p> <p>80% 12-31-10 target for 100% Migration complete, implementation continuing</p> <p>In Process</p> |
| <p>2. Broaden scope of Renewable Energy Technology Program to address additional renewable energies and other related careers</p> | <p>Mary K, Suzanne B, & RET faculty</p> | <p>2010-11</p> | | <p>5-Year Plan completed, grant funds identified to meet goals, RET 223 revised to include additional renewable energies</p> |
| <p>3. Align instructional assessment with institutional assessment</p> | <p>Susan W, Karen C, & IAC</p> | <p>2010-11</p> | | <p>In development</p> |
| <p>4. Assign staff to efficiently provide instructional administrative functions</p> | <p>Susan W</p> | <p>2009-11</p> | | <p>Functioning</p> |
| <p>5. Develop Instructional Services procedures handbook</p> | <p>Susan W</p> | <p>2009-11</p> | | <p>20%, 50% by 12-10, 6-11 target for 100%</p> |



STRATEGIC MASTER PLAN

February 2011

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|--|--|--------------------|--|---|
| 6. Update Academic Master Plan | Susan W | 2010-11 | | 10% 6-11 target for 100% |
| 7. DOLETA Proposal for CNA expansion | Dan | 2008-09 | | Submitted and not awarded |
| 8. Support excellence in teaching and student success across all program areas | Susan W & Directors | 2010-11 | | On-going |
| 9. Budget and monitor staff and fiscal resources to support goals and Instructional Action Item List | Directors & Susan W | Annually | | Monthly |
| 10. Hire new Director of Library Services | Susan W | 2011 | | Hire complete by April 1, 2011 |
| 11. Plan and pilot Gilliam County & Beyond, K-14 project | Lori Ufford, Mary Kramer, Dave Mason | 2011 | | Offer first class January 2011, offer next two classes March – May 2011 |



STRATEGIC MASTER PLAN

February 2011

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

Champion: Karen Carter

Key Performance Measure(s): FTE, Student Retention, Student Satisfaction, Student completion of goals/degrees/certificates

| Goal | Lead | Fiscal Year | Charter Number | Status as of July 2010 |
|---|-------|-------------|----------------|--|
| 1. Implement financial aid awarding | Karen | 2010-11 | | Systems are in place to award financial aid for 2011-12 year Financial aid advisor is in place, roguenet modules are being customized, policies and procedures are being developed and written |
| 2. Increase student retention | Karen | 2010-11 | | In progress—focus is on student completion of degrees and certificates |
| 3. Provide framework for Instructional Assessment (Instructional effectiveness, Program, Course, Learning Outcomes) | Karen | 2010-11 | | Institutional Assessment Committee is functioning. In 2010-11 committee will work on accreditation/core theme activities, will provide input to department chairs on program review and course evaluations, and make recommendations to the college President on what to include in his annual report. |



STRATEGIC MASTER PLAN

February 2011

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|---|-------------------|-----------|--|---|
| 4. Increase diversity of CGCC students | Karen | 2010-11 | | In progress—diversity of students is approaching that of the college district but student services and the marketing committee have this as a goal. |
| 5. Implement online registration for non-credit courses | Saundra/ Karen | 2009-2010 | | Completed spring term 2010 |
| 6. Prep for Strategic Enrollment Management Committee (SEM) work in 2010-2011 | Karen | 2010-11 | | In planning stage—goal to have committee functioning is 6/11 |
| 7. Implement registrar/records functions | Karen | 2010-2011 | | On schedule—Registrar has been hired to begin work March 1 st 2011. Funded by Title III grant. Working with PCC on how student records functions will roll out when CGCC is independently accredited. Work will be done on policy and procedure development as well as implementation of document imaging processes. |



STRATEGIC MASTER PLAN

February 2011

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

Champion: Robb Van Cleave

Key Performance Measure(s): Employee Satisfaction

| Goal | Lead | Fiscal Year | Charter Number | Status as of Oct. 2009 |
|--|--------|-------------|----------------|---|
| 1. Increase Diversity (Workforce) | Martha | 2009-2010 | | In progress |
| 2. Develop an ethical conduct policy | Robb | 2009-2010 | | completed |
| 3. Establish employee retention strategies and a staff development plan. | Robb | 2009-2010 | | In progress |
| 4. Develop a compensation plan/policy | Robb | 2009-2010 | | Estimated completion – 1/10 01/11 |
| 5. Develop an employee performance assessment | Robb | 2010-2011 | | 06/11 |



STRATEGIC MASTER PLAN

February 2011

Key Focus Area 4: CGCC will develop and maintain strong, collaborative partnerships and relationships within our communities.

Champion: Dan Spatz

Key Performance Measure(s): Funding acquisition, Marketing Tools Identified, Grants Sustained

| Goal | Lead | Fiscal Year | Charter Number | Status as of Oct. 2010 |
|--|------------------------|-------------|----------------|---|
| 1. Implement Compass Club | Dan, Darlene, MGO | 2011 | | To be assigned to Major Gifts Officer via Title III Q1 2011 |
| 2. Provide an effective communication system within the college community and the community at large. | Dan | 2011 | | Under development |
| 3. Miller Foundation match | Dan, Darlene | 2011 | | Raise \$50,000 by March 31, 2011 for third and final Miller scholarship challenge match |
| 4. Implement marketing strategy | Susan Lewis | 2011 | | Susan Lewis coordinating |
| 5. Coordinate CGCC, SBDC, economic development, Title IB and K-12 proposal for regional sustainability pilot project | Dan, Mary K, Suzanne B | 2011 | | Investigating eligibility for DOLETA TAACCCT RFP. Proposals due April 2011 |
| 6. Schedule and lead Community Outreach Team visits to Washington, DC, twice annually and through on-going Congressional and federal agency outreach through the year; coordinate Team meetings with Governor's Economic Revitalization Team | Dan | 2011 | | On-going |
| 7. Develop out-of-district strategy to Sherman, Gilliam and Wheeler counties | Dan, Mary M, Nancey P | 2011 | | Meeting with Gillam and Sherman county courts February 2011 |
| 8. Funding for CGCC website redesign | Dan | 2011 | | Proposal to Meyer Memorial |



STRATEGIC MASTER PLAN

February 2011

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| | | | | Trust to be submitted Q1 2011. |
| 9. Industry partners outreach | Dan | 2011 | | Letters to industry partners mailed January 2011; follow-up contacts under way |
| 10. Interface with Congressional staff and elected officials for campus visits | Dan | 2011 | | On-going |
| 11. National Guard funding | Dan | 2011-13 | | Information update to Sen. Merkley's office October 2010 as per request Merkley staff. Outreach team to confirm status of construction start 2012 in Congressional visits March 2011 |
| 12. Hood River – Indian Creek campus expansion | Dan | 2011-12 | | Coalition under development; IGA drafted January 2011; this is to be reviewed and approved by partners February 2011. Implementation to occur through 2011. |
| 13. Mt. Hood Economic Alliance | Dan | On-going | | Participate regularly as appointee of the Wasco County Commission |
| 14. Regional chambers of commerce outreach | Dan | On-going | | Participate regularly |
| 15. Columbia Gorge Bi-State Renewable Energy Zone | Dan | On-going | | Participate regularly. Will attend AWEA Windpower 2011. Represented CGCC at AWEA Small Wind Conference in Portland - December 2010. |
| 16. Mid-Columbia Economic Development District | Dan | On-going | | Participate regularly as appointee of City of The Dalles, representing Cities of Wasco |



STRATEGIC MASTER PLAN

February 2011

| | | | | County |
|--|-------------------|----------|--|---|
| 17. Wasco County Economic Development Commission | Dan | On-going | | Participate regularly as appointee of the Wasco County Commission |
| 18. Disc golf tournament | Dan, Darlene M | 2011 | | Initiated and accomplished May 2010; will continue May 2011 |
| 19. Discovery Center | Dan | On-going | | Investigating regional wine & beer marketing institute to include CGCC FTE component. Serve on Discovery Center board as Wasco County representative. |



Key Focus Area 5: CGCC will provide governance and administrative structures through innovative leadership and ongoing planning and evaluation.

Champion: Dr. Toda/Tria

Key Performance Measure(s):

Mission Statement: To communicate the roles and responsibilities of administrative staff, faculty, and College-related committees and ensure that these groups are collaborative, inclusive, and representative of the College's mission, vision, and values.

| Goal | Lead | Fiscal Year | Charter Number | Status as of Oct. 2009 |
|--|------|-------------|----------------|---------------------------|
| 1. Develop a Roles and Responsibilities Matrix for college-wide groups/committees | Tria | 2011 | | In progress |
| 2. Establish an annual process for the Board Offsite. | Tria | 2011 | | Scheduled – February 2011 |
| 3. Plan and Conduct an ELT Offsite dedicated to strategic planning and an understanding of the budget. | Bill | 2011 | | Completed – August 2010 |
| | | | | |



STRATEGIC MASTER PLAN

February 2011

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

Champion: Saundra Buchanan

Key Performance Measure(s):

| Goal | Lead | Fiscal Year | Charter Number | Status as of February 2011 |
|---|---------|-------------|----------------|--|
| 4. Implement bookstore expansion – Fall 2009 in The Dalles and Hood River | Saundra | 2009 | | Completed as of Fall term 2009 |
| 5. Plan for financial aid roll out activities of Business Office | Saundra | 2009-2010 | | Planning has begun. Financial Aid project time line reviewed. Business Office planning in process. Financial Aid conference attended Fall 2009 and registration completed for Fall 2010 conference and Spring training |
| 6. Hire FTE Foundation Major Gifts Officer via Title III funding (U.S. Department of Education – “Strengthening Institutions” program). Total Title III funding is \$2 million over five years, which will also cover costs related to independent accreditation, classroom technology, and website content management. | Dan | 2011 | | Position funded through Title III application awarded Sept. 29, 2010. Hiring under way February 2011. |
| 7. Outreach to Gilliam, Sherman and Wheeler counties for expansion of services through limited, three-year contracts designed to establish proof-of-concept. Focus on SBDC, Child Care Partners, RET Scholarship Fund, and in support of early college initiative of Instructional Services and North Central ESD. | Dan | 2011-14 | | Met with Gilliam County Court 020211; meeting with Sherman County Court 021611. Requesting initial decision by March 31, 2011. |



STRATEGIC MASTER PLAN

February 2011

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|--|--------------|---------|--|---|
| 8. Outreach to Klickitat County | Mary Merrill | 2011-12 | | Contract awarded through MCEDD 2010. Program is under way 2011-12. |
| 9. RET long-term sustainability strategy: what are next steps when CBJT grant concludes in March 2012? | Dan, Susan W | 2011 | | Outreach letters to industry partners January 2011. Follow-up contacts to occur through the year. Strategic Summit with industry and public agency partners to be scheduled late summer or fall 2011. |



STRATEGIC MASTER PLAN

February 2011

Key Focus Area 7: CGCC will provide efficient operational processes which support current organizational needs and directions.

Champion: Dr. Toda/Tria

Key Performance Measure(s):

Mission: To align our operational processes with our mission, vision, strategic plan, and core themes.

| Goal | Lead | Fiscal Year | Charter Number | Status |
|--|----------|-------------|----------------|--|
| 1. Publish the 2010 CGCC Annual report | Tria | 2011 | | Waiting on input from the Institutional Assessment Committee |
| 2. Develop a template for college wide policies and procedures (staff) | Tria | 2011 | | In progress |
| 3. Hiring Freeze | Dr. Toda | 2011 | | In progress |

**Key Focus Area 8:**

Vision: Universal, uninterrupted access to data and electronic system resources. (*Access & Productivity*)

Mission: Provide the technology and support to optimize the College's teaching, learning, communication and productivity, (while maintaining a professional, positive, and healthy work environment). (*Keep it working. Keep it fun.*)

Champion: Bill Bohn

Key Performance Measure(s): Employee Satisfaction (Annual employee survey & ITS Road Show feedback); System up-time, Key system up-time for RogueNet and GW; Number of website hits; Available bandwidth or network speed

| Goal | Lead | Fiscal Year | Charter Number | Status as of December 2010 |
|---|-------|------------------------|----------------|---|
| 1. Research & implement a Network security intrusion detection system. | Bill | 2009-2010 2010-2011 | 29 | Cancelled -06/09/10 (To reduce spending) |
| 2. Wireless printing for students (Est. \$7,500) | Adam | 2010-2011 | 187 | Cancelled – 07/23/10 (Cut from budget) |
| 3. Provide wireless network connectivity in all buildings and courtyards on both campuses | Chris | 2010 | 180 | Postponed to 2011-12 (scaled back for budgeting) |
| 4. Hire a website coordinator – continue to seek funding | Bill | 2010-2011 | 190 | Postponed to 2011-12 |
| 5. Purchase a new SAN to replace currently used high maintenance cost SAN | Chris | 2010-2011 | 173 | Cancelled -02/02/10 (Not funded) |
| 6. Add Cisco phone units to replacement schedule | Bill | 2010-2011 | 168 | Cancelled – 05/15/10 (Save on spending) |
| 7. Stream video content to both TDC and HRICC to provide news, current events, registration and other info. | Adam | 2010-2011 | 186 | Postponed-07/23/10 (Not funded) |
| 8. Research and implement a text based emergency notification | Bill | 2009-2010 | 169 | Done-03/08/10 |
| 9. Expand the capacity from 400GB to 1.6TB per tape by replacing the College's tape backup system. | Bill | 2009-2010 | 131 | Done-03/18/10 |



STRATEGIC MASTER PLAN

February 2011

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|---|------------|-----------|---------------|--|
| 10. Improve ITS's Network Monitoring System –Implement a monitoring system that is robust enough to accurately report on all of CGCC critical systems | Bill | 2010 | 189 | Done-07/23/10 |
| 11. Add a second terabyte drive to increase reliable archive storage & provide archive backup | Adam | 2010-2011 | 183 | Done-08/01/10 |
| 12. Provide wireless network access in The Dalles Amphitheater and throughout the HRICC building | Chris | 2011 | | Done 09/01/10 |
| 13. Windows 7 installed in selected computer labs & instructional areas | Adam | Fall 2010 | | Done 09/17/10 |
| 14. Complete Website Redesign – Create a Third Campus | | 2009-2010 | 12 | Analysis Done-08/26/09 Waiting for funding |
| 15. ITS RoadShow: Align technology support expectations with other College Departments using the <i>ITS Road Show</i> – First year of visiting each major dept once per year. | Bill | 2009-2010 | 166 | Done in 09-10 & moved to Operational Plan |
| 16. Change HRICC long distance to route out via Hood River versus routing to The Dalles for long distance redundancy. | Chris | 2009-2010 | 172 | Postponed Fall 2010 |
| 17. GroupWise upgraded to version 8 | Chris/Adam | 2010-11 | 79 | Done 12/11/2010 |
| 18. Emergency Notification – Install speakers in areas not covered by phone alerts | Chris | 2010-11 | 36 | Done 12/20/2010 |
| 19. Student Email: Implement Gmail as student email for all CGCC students | Adam | 2010-11 | 303 | Done January 2011 |
| 20. ITS and library to review security issues for forms on library website | | 2009-2010 | 174 | Researching costs to implement on our current site |
| 21. Enable CGCC website server to handle web forms, versus using PCC's forms server. | | 2009-2010 | 174 | Researching costs to implement on our current site |
| 22. Add BlueRay capability to all Podium Systems | Adam | 2010-11 | 200 | Currently running tests on demo unit |
| 23. Annual power outage testing on every network wiring closet | Adam | 2010 | 177 | |
| 24. <i>Charters: What is the expectation of Charter usage?</i> Develop charter system to improve the accuracy, & communication | Bill | 2009-2010 | 91 (11-09) | In process |



STRATEGIC MASTER PLAN

February 2011

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|--|--------------------|---------------------|-----|--|
| of strategic Goals and the linkage of actual spending to budget. | | | | |
| 25. Computer lab automated updating. Be able to run Windows & anti-virus updating unattended afterhours. | Adam/Ron/ Chris | 2009-11 | 283 | In Progress |
| 26. Concurrent License Metering: Implement a software auditing & concurrent licensing metering system to track software usage and assist with licensing compliance | Cindy | 2009 – Fall 2010 | 157 | 99% Done Still need to install on off campus laptops |
| 27. DeepFreeze Upgrade to vrs 7. For the ability to protect Windows 7 and to process after hours updates. | Adam | 2010 | 191 | |
| 28. Disaster recovery documentation written to outline complete graceful and quick emergency data center shutdown procedures | Bill/Chris | 2010 | 181 | In Progress |
| 29. McAfee EPO Server: Enhance College's anti-virus protection by adding an update & monitoring EPO server - Last project is to update off campus laptops | Adam | 2010-11 | 279 | *New Fall 2010 |
| 30. Survey CGCC Staff annually on ITS performance | | | | |
| 31. Virtualize desktop OS and use thin-app distribution Run virtual environment analysis software to determine VDI viability | Chris | 2009-2011 | 121 | |
| 32. VLAN: Enhance the College's network security by implementing multiple VLAN's with specific inter-vlan access rules. | Chris | 2009-2010 | 81 | 97% done Still need to add The Dalles testing center |
| 33. Website refining – Regular Website Comm. Meetings establishing reasonable improvements - Update current site as per the Web Site Committee & as budget allows | Bill | 2009-2010 | 174 | In process New Home Pg- Done Integrity check in progress |
| 34. Windows Domain System Upgrade: Upgrade College's Windows domain security to Windows 2008 | Chris | 2010-11 | 214 | *New Fall 2010 |
| 35. ZEN 10: Implement Zen 10 Image server to improve PC imaging capacity & speed | Chris | 2009-2010 | 78 | 95% done Need to finish client rollout |
| 36. Internet Independence Study: Study the costs involved for the College to provide our own Internet connectivity in 2011-2012 | Chris | 2011-12 | 179 | |
| 37. Hire a Online Services Specialist – Title III | Bill | 2011 | 30 | Added Jan 2011 |



STRATEGIC MASTER PLAN

February 2011

| | | | | |
|--|---------|-----------|----------------------------------|--|
| 38. Board Room Multi-Media Installation – Add full multi-media capability to the Board Room 2010-11: Add HD projector & HDMI cabling | Adam | 2010-11 | 312 Parent 203 & 313 child | *New Fall 2010 – To be part of Title III. Schedule changed to be done in 2011-12. |
| 39. KFA6:Website: Acquire funding \$100,000 | D.Spatz | 2011 | 12 | <i>Meyer Memorial approach scheduled Q1 2011. Google proposal denied 2010. Could redirect some Title III funds for this purpose.</i> |
| 40. KFA9:fAdd Lieberts to data center EPO switch (11/12/09 bb:removed complete stat-not done yet) | Robb | 2010-2011 | 193 | |
| 41. KFA9:Annual Genset maintenance and test and power-down | Jim | 2009-2010 | 176 | |



STRATEGIC MASTER PLAN

February 2011

Key Focus Area 9: CGCC will provide appropriate institutional facilities which support the achievement of the institution's goals.

Champion: Robb Van Cleave

Key Performance Measure(s):

| Goal | Lead | Fiscal Year | Charter Number | Status |
|--|---------|-------------|----------------|--|
| 1. Develop safety policies for TD/HRICC | Jim | Fall 2009 | | Done? Completed |
| 2. Upgrade CGCC Facilities Master Plan | Robb | 01/2011 | | After completion of Academic Master Plan |
| 3. Development procurement policies/procedures | Kayleen | 06/2010 | | In Process (Estimated completion 09/10) |
| 4. Develop sustainability program | Kayleen | 06/2010 | | Ongoing |
| 5. Develop Workforce Innovations Center | Dan | 2009-2010 | | In Process |
| 6. Partner with K-12 to develop HS Skills Center | Dan | 2009-2010 | | Under Review |
| 7. Conduct a Facilities needs assessment | Jim | 06/2011 | | |
| 8. Develop a Facilities operations plan | Jim | 2011-2012 | | |



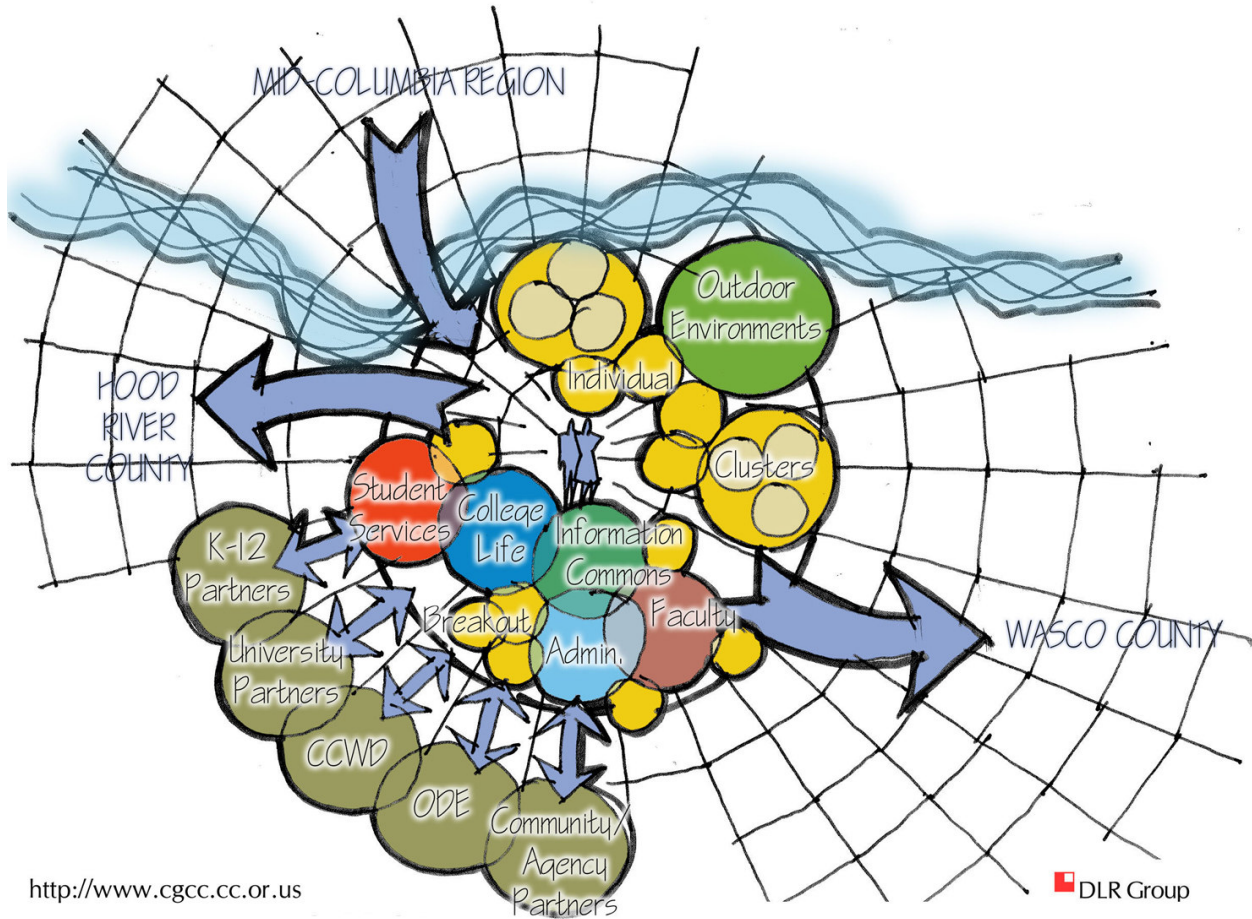
STRATEGIC MASTER PLAN

February 2011

Addendum of major changes and approvals:

| Date | Description |
|------------------|--|
| | |
| October 10, 2010 | Addition of College Wide Goals |
| October 13, 2009 | Board approval of the College's Strategic Plan |

COLUMBIA GORGE COMMUNITY COLLEGE ACADEMIC MASTER PLAN 2005 - 2008



<http://www.cgcc.cc.or.us>

 DLR Group

**Columbia Gorge Community College
Academic Master Plan**

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Acknowledgements

Special recognition and appreciation go to Char Lavender, Secretary to the Dean of Instruction and Alisha Evans, Instructional Services Secretary for their professional dedication to the college and assistance in organizing planning sessions, focus groups, and preparing this document. Dave Mason, Director of Pre-College, Social Sciences, Humanities, and Social Services and Ron Watrus, Library and Technology Assistant, deserve recognition for taking and saving photos to document the process of developing the plan. Thank you to Karen Carter, Dean of Student Services for providing college student data found in Appendix B, Saundra Buchanan, Chief Financial Officer for providing access to local community and economic data, and Dennis Whitehouse, Director of Facilities Services for his vision and support of campus facilities that will span the needs of the region in creative, yet resource efficient ways for decades to come.

Acknowledgement also goes to Dave and Sandy Lutgens and staff from the Class Act Café in providing food and beverages to those attending the meetings at the college, and the Char Burger Country Restaurant, Sprint, and Dog River Coffee for providing space and refreshments for the meetings held in Hood River.

Appreciation also goes to all those who gave of their time and energy as Planning Group members, those attending focus sessions throughout the large area served by the college and filling out surveys, and college employees who participated and supported the process. Thank you, Craig Schmidt, Director of the Hood River County Chamber of Commerce, for sending an online survey to the members of the chamber to seek input. The richness of the document reflects the confidence and hopes the citizens in the Mid-Columbia Region have for Columbia Gorge Community College.

Thank you to Richard Higgins and Randall Coy of DLR Group who actively participated with the Planning Group and subsequent college and board planning sessions. Through careful listening and thoughtful questions, they captured the *dreams that transform lives*. The design and development of college sites and facilities will reflect the unique characteristics of the Mid-Columbia region and support its educational, economic, and community activities.

Planning process directed and document written by Dr. Susan J. Wolff, Dean of Instruction, Columbia Gorge Community College.

Preface

The mission statement of Columbia Gorge Community College, *"Building Dreams, Transforming Lives"* gained new meaning when the voters of Wasco and Hood River Counties approved an \$18.5 million construction bond fall of 2004 that netted \$19.1 million upon the sale of the bonds in May of 2005. For the first time in the history of the college, the Oregon State Legislature added another \$7.5 million in construction funds as part of a state-wide package to address community college facility needs in the state. Planning, site work, renovation and new construction of college facilities will begin during the 2005-06 year with substantial completion by May of 2008.

Extensive planning had taken place prior to the above activities. The college had written a strategic planning document, prepared a master facilities plan, and conducted environmental scans. The next step was to prepare an academic master plan to guide instructional programming, hiring decisions, and ultimately facilities decisions. Taking the positive energy and hard work given by residents of the region, a five-month planning process took place during the spring of 2005. Fifty-five (55) community members committed to participating in at least three of five sessions with scores of others taking part in focus group sessions held through out the college district, and a membership survey conducted by the Hood River Chamber of Commerce.

Results of these activities are contained in this document. The Academic Master Plan is intended to be a "living" document in that the college will continue to engage regional residents to determine and confirm new programs and classes that will drive and support economic and community vitality. The college used the document in its administrative planning retreat fall 2005, will use it throughout the renovation and construction period, and in instructional planning and delivery. In addition to providing guidance to the college, a secondary intent for development of the document is its availability for other agencies to use in planning processes. Frequent communication to college constituents regarding site development, programming, designing, construction and renovations will be provided through a variety of means. We welcome comments and questions regarding the plan, and invite you to join us on this exciting journey of creating a new future for the college and our region.



Dr. Frank Toda
President
ftoda@cgcc.cc.or.us
 541-506-6103



Dr. Susan J. Wolff
Dean of Instruction
swolff@cgcc.cc.or.us
 541-506-6030

Executive Summary

Introduction

Columbia Gorge Community College has been serving Oregon and Washington businesses and residents of the Mid-Columbia region since 1977. As a comprehensive community college, it offers a full range of courses including collegiate transfer, professional technical, adult basic, community education, degree completion and special certificate programs. The acquisition of capital construction dollars, as described in the Preface of this plan, provided the opportunity to review its vision, mission, values, and goals through a public, community-based planning process during the spring of 2005 as it developed an Academic Master Plan to guide instructional program, hiring, budget, and facilities decisions.

To create a broad-based Planning Group from Hood River and Wasco counties, invitations were sent to city, county, state, chamber, business, human services, school district, and university leaders in addition to college staff, faculty, board members, and students. Fifty-five (55) people accepted the invitation and committed to attending at least three of the five planning sessions during spring of 2005. Additional input was received from 83 others who attended focus group sessions held throughout the region, and the Hood River Chamber of Commerce also conducted an online survey of its members.



The plan is available on the college website (<http://www.cgcc.cc.or.us>) for use by all entities in the region with the intent it will lead and support economic and community development through education and training provided by the college. College administrators, Board of Directors, and Foundation Board members used the plan extensively during a three-day retreat that focused on “Building Bridges for the Future of the College”.

Regional Context for Planning

The college serves residents of Hood River, Wasco, Sherman, Gilliam, and Wheeler counties in Oregon, as well as those who live in Klickitat and Skamania counties in Washington (approximately 10,000 square miles). Enrollment for the 2004-05 academic year was 961.6 full-time equivalent (FTE) students or approximately 5,374 individuals.

The region’s primary economic sectors are agriculture, horticulture, viticulture, health care, education, telecommunications, light manufacturing and engineering, recreation and tourism, retail and service industries, and government.

Planning Elements

Results from prior planning processes and documents were used as a base from which to begin the process to develop an Academic Master Plan. The following learning and planning elements were used to update regional information and inform the Planning Group members: (1) Learning Context (Planning Criteria), (2) Learning Audience, (3) Learning Signature (special and unique characteristics of the college), (4) Learning Expectations, (5) Learning Process, (6) Learning Organization, (7) Learning Partnerships, (8) Learning Services, and (9) Learning Environment (facilities and technology). A synthesis of the overarching principles developed in the planning process follows.

- Learning Context -- Planning criteria and goals
As the first choice for postsecondary education and training in the region, Columbia Gorge Community College 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.
- 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.

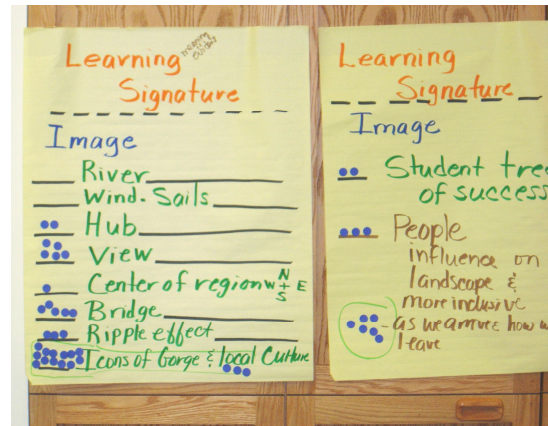
Services for students will be expanded to include a comprehensive career/job placement center, on-campus childcare, and increased scholarship opportunities. All populations will be recruited and mentored to achieve personal and educational success.

- 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 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.



- 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.
- 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.
- 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
- 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.

- 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
- 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



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

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

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.

Hood River Center

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.

Columbia Gorge Community College
400 East Scenic Drive
The Dalles, Oregon 97058-3434
(541) 506-6000

Board of Education

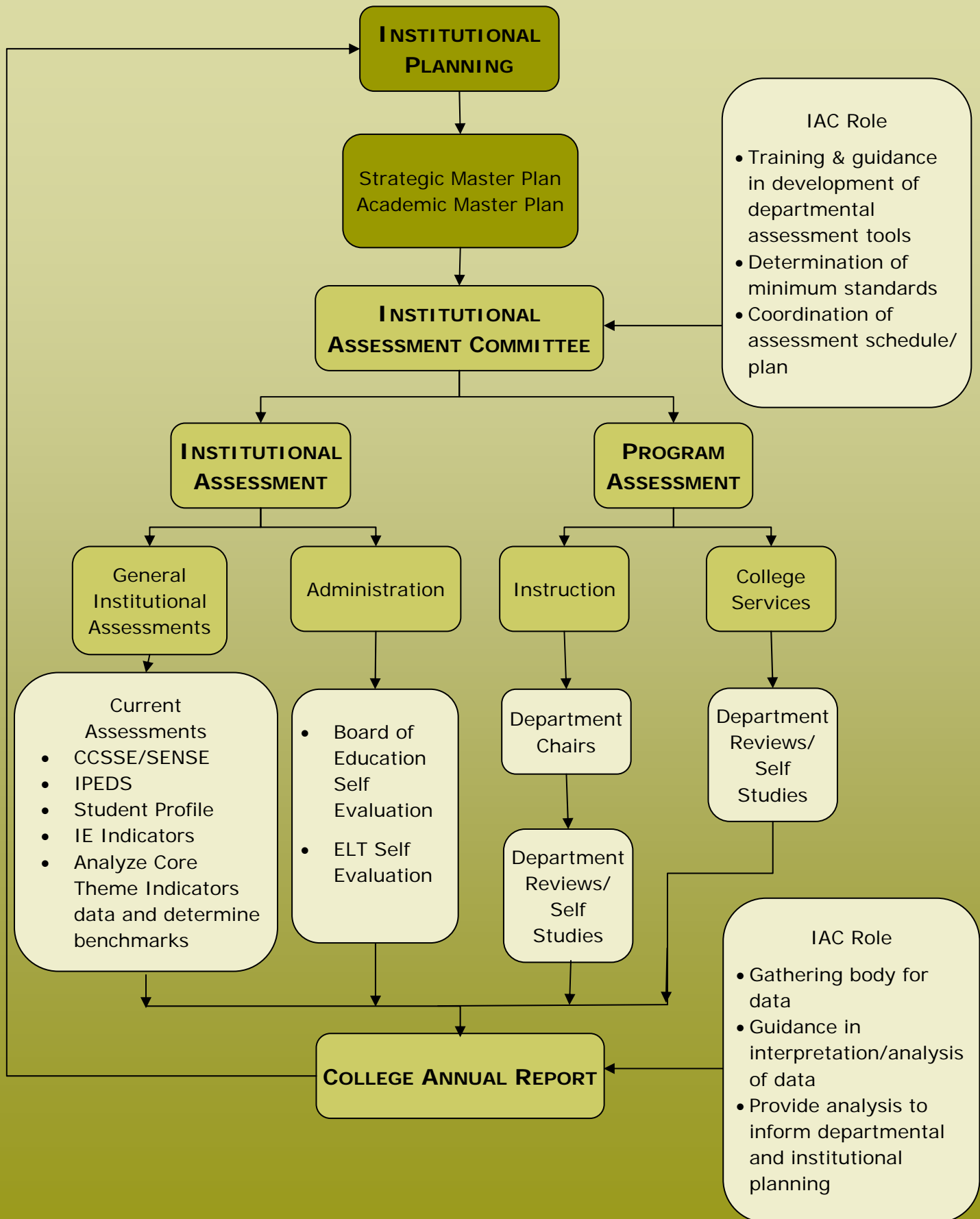
The College is governed by a seven-member Board of Education whose members are elected on a College-wide basis for staggered four-year terms of office. The Board of Education has the oversight, responsibility and control over all activities related to the College. A Board-appointed Budget Committee works in conjunction with the Board of Education in governing the College. At the time of this planning process the board directors were as follows. Beginning July 2005, Dr. Ernest Keller was elected chairman and Dave Fenwick elected vice-chairman.

| | |
|----------------------|---------------|
| Mike Schend | Chairman |
| Dr. Ernie Keller | Vice Chairman |
| Charleen Cobb | Board Member |
| Dave Fenwick | Board Member |
| Christie Reed | Board Member |
| M.D. Van Valkenburgh | Board Member |
| Dr. James R. Willcox | Board Member |

College Administrators

| | |
|--------------------|--|
| Dr. Frank K. Toda | President |
| Sandra L. Buchanan | Chief Financial Officer |
| Dr. Susan J. Wolff | Dean of Instruction |
| Karen Carter | Dean of Student Services |
| Robert Cole | Executive Director of Resource Development |
| Dennis Whitehouse | Facilities Director |
| Bill Bohn | Information Technologies Director |

CGCC Institutional Assessment Committee



WHAT STUDENT SERVICES WILL LOOK LIKE IN 2012

(Proposed by Karen Carter: February, 2011)

ACCREDITATION VISITS FROM NWCCU

2010-11: April 2011
2011-12: April 2012

STAFFING

- Advising Director (all positions currently staffed)
 - Academic Advisors
 - Career Counselor
 - Disabilities Advisor
- Registrar -- interim currently hired
 - Front line staff -- (currently staffed)
 - Records specialist -- (currently staffed)
 - Degree audit/transfer credit evaluator staff -- .5 FTE to 1.0 FTE - to be proposed
- Financial Aid Director - currently staff by Chief Student Services Officer
 - Intake staff -- (currently staffed)
 - Advisor - (currently staffed)
- Student Life Advisor (currently staffed)
- Veterans Direct Service Officer (to be designated when independently accredited—most likely Financial Aid Advisor)
- Institutional Researcher (combine with financial aid technical support for a full time person?)
 - IR staff -- 1.0 FTE - to be hired summer 2011

IMPLEMENTATION TIME LINE

2009-10 July 2009—financial aid advisor hired,

2010-11: Financial aid training, policies and procedures developed
January 2011—begin process to award financial aid for 2011-12,
Registrar hired January '11, records policies and procedures developed

2011-12: Hire Financial Aid Director, Degree audit implemented with
Document imaging implemented

2012-13: ATLAS, print official transcripts, EDI implemented

Distance Learning and Instructional Technology Plan 2010-2011
Columbia Gorge Community College



**Distance Education and Instructional Technology Plan
July 1, 2010 – June 30, 2011**

Innovation. Efficiency. Accountability.

**Paula Ascher, Coordinator
Distance Learning and Instructional Technology
Instructional Services Department
Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058
541-506-6035, pascher@cgcc.cc.or.us**

July 13, 2010

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**ANNUAL REPORT
COLUMBIA GORGE COMMUNITY COLLEGE
June 2009 – June 2010**

LIBRARY MISSION STATEMENT

The College Library enhances student learning by advancing effective use of information and library resources and services to the College community.

MAJOR ACCOMPLISHMENTS:

- Library moved from its temporary location back into remodeled library August 2009. It opened to public Sept. 2009.
- Worked with Facilities on various aspects of remodeling the library. Changes made in Millennium for the collection being in storage were changed when moved into the remodeled library.
- Updated handouts, brochures and library maps from being in the temporary library when moved back to the remodel library.
- Library services at Hood River – Indian Creek Campus Information Commons changed due to loss of Instructional Administrative Assistant at Hood River campus. Worked with ITS Dept. and had four computers moved from the Library to the Hood River Information Commons for student use due to student requests for more computers.. The phone for library patrons in the Information Commons to call library staff for assistance was moved to a more convenient location and a sign added explaining this service. The laptop for faculty use was updated and Camtasia was added due to Paula Ascher's request.
- Researched integrated library systems to move from sharing the Millennium system with Portland Community College (PCC) as part of becoming independently accredited. The Sage Library System was selected and CGCC joined.
- Developed plan for migrating to Sage, met with PCC staff & consultant and the Sage System Manager and planned the migration.
- Hired, trained and integrate new part-time library assistant to fill vacant position.

- Participated in the 2010-13 budget planning process and identified cuts for the library budget. Began process of changing from Ebsco to Gale's databases to save money.

ACCESS & COLLECTION

- Paperback Collection reorganized and change to the Leisure Reading Collection. New books were purchase and cataloged for it. The Collection Development Guidelines was updated to reflect this change.
- Reorganized entire collection with the new shelving.
- Inventoried the collection.
- Updated Periodical List and Subject Periodical List.
- Collection Development Guideline updated for the new Leisure Reading collection policy.
- Implemented streaming videos through the OCCDLA grant

INFORMATION LITERACY

- Created and updated online tutorials.

TECHNOLOGY

- Upgraded the library website. Web guide pages were merged with the Research Guides. Many web pages redesigned or updated. Links updated monthly. Google Analytics implemented to track use of library web pages.
- Added block of links to library online resources in Moodle.
- ITS staff setup the student library computers to turn on automatically in the morning and installed software that lets library staff turn off all computers when closing the library.
- Millennium changed so patrons can select Hood River as the pick-up location for items they placed holds on in the online catalog.
- Completed project to delete confidential ID numbers from all patron records.
- PCC redesigned the CGCC view of the online catalog to match the new design of their view of the catalog.

MANAGEMENT

- Consultant worked with the library team resulting in improved communications and relationships.
- Individual staff periodically met with the DLS for mutual updating
- Created & tested an assessment tool for individual reference transactions.
- Implemented new method of counting patrons using new security system counter
- Charters were used for some projects.
- Many procedures & forms were updated.
- Conducted Annual Library Survey

COLLEGE COMMUNITY

- Participated in Self-Study committees and the Accreditation Presentation on new Standard
- Various displays were in the library such as, Constitution Day & Earth Day.
- Opening of remodel library was part of the Back to School Party fall 2009. Student government election packets distributed in Library; filmed graduation.
 - PSL is a member of the Curriculum and Web Committees.
 - Faculty in-service and library instruction for NUR 60 for the first time;
 - Various library staff are members of the Safety Committee, Rewards & Recognition Committee, Graduation Reception Committee, Institutional Assessment Committee, classified Negotiating Committee, and a campus greeter.

EXTERNAL COMMUNITY & PROFESSIONAL DEVELOPMENT

- Library staff attended All Staff Trainings, workshop on using Publisher for Flyers, and trainings on various research databases such as ebrary, etc.
- PSL attended the Information Literacy Summit meeting, Online Northwest Conference, Reference and Information Literacy SAC meetings at PCC, served on ACRL-OR Board and various workshops.
- DLS participated in Millennium library system meetings at PCC, OCCLA (Oregon Community College Library Association) meetings, and training webinars and online discussions.

All Objectives for 2009-2010 were completed, except for one; provide retraining to a Library Assistant for copy cataloging after updating the related procedures was not done due to time limitations.

Library Summary Statistics - 2002-

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 2000-01 | 2001-2 | 2002-3 | 2003-4 | 2004-5 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| Patrons in Library | 12,175 | 12,132 | 15,096 | 15,690 | 18,669 | 17,518 | 17,059 | 19,092 | 7,813 | |
| Patrons in The Dalles Library (not counted in Hood River) * | | | | | | | | | 7,813 | 31,378 |
| Reference questions answered | 930 | 766 | 723 | 616 | 585 | 468 | 930 | 1,072 | 1,487 | 1,079 |
| Circulation (books, videos, other media, audio-visual equipment) | 8,121 | 7,248 | 7,562 | 9,475 | 8,955 | 8,496 | 8,632 | 8,365 | 3,802 | 5,453 |
| Computers checked out | 10,009 | 13,639 | 15,842 | 16,589 | 13,112 | 13,903 | 10,713 | 12,359 | 5,628 | 6,639 |
| TOTAL ITEMS CIRCULATED | 18,130 | 20,887 | 23,404 | 26,064 | 22,067 | 22,399 | 19,345 | 20,724 | 9,430 | 12,092 |
| Online research databases searches | | | | | | | | | | |
| EbscoHost, CGCC & PCC databases, FirstSearch, ebrary ebooks | 5,903 | 13,533 | 27,471 | 29,224 | 63,089 | 86,216 | 115,173 | 163,850 | 216,348 | 328,091 |
| Library instruction classes taught | 52 | 37 | 43 | 46 | 42 | 28 | 53 | 45 | 50 | 57 |
| Number of students in library orientation sessions | 707 | 456 | 495 | 575 | 413 | 320 | 600 | 467 | 487 | 763 |
| Computer Support Tech - Assisted Students with computers | 1678 | 4,291 | 7,939 | 5,045 | 4,224 | 3,519 | 2,645 | 2,335 | 1,104 | 2,036 |
| Computer Support Tech - Projects for faculty & other departments | 13 | 127 | 207 | 1,097 | 1,726 | 2,053 | 1,910 | 1,902 | 1,693 | 2,073 |
| Hours Library open per week | 49 | 50 | 51 | 51 | 57 | 57 | 64 | 64 | 58 | 62 |
| Interlibrary loans | | | | | | | | | | |
| CGCC borrowed from other libraries | 437 | 348 | 453 | 335 | 204 | 336 | 336 | 310 | 349 | 421 |
| CGCC lent to other libraries | 94 | 180 | 201 | 198 | 171 | 198 | 145 | 159 | 106 | 207 |
| CGCC filled CGCC patron requests in III online catalog | | | | | | | | | | 148 |
| CGCC filled PCC requests in III online catalog | | 342 | 677 | 771 | 802 | 853 | 677 | 877 | 386 | 267 |
| PCC filled CGCC requests in III online catalog | | 166 | 239 | 225 | 234 | 149 | 148 | 141 | 197 | 164 |
| TOTAL INTERLIBRARY LOANS | 531 | 1,036 | 1,570 | 1,529 | 1,411 | 1,536 | 1,306 | 1,487 | 1,038 | 1,207 |
| Collection Development | | | | | | | | | | |
| Books (titles) | 17,151 | 20,818 | 20,818 | 21,225 | 21,771 | 22,044 | 22,430 | 19,488 | 19,655 | 19,495 |
| e-books | | | | | | 29,406 | 30,188 | 32,000 | 36,417 | 47,449 |
| CD-ROMS & software (titles) | 31 | 31 | 31 | 30 | 29 | 3 | 4 | 3 | 3 | 3 |
| Maps (titles) | 108 | 108 | 108 | 70 | 62 | 59 | 79 | 77 | 77 | 84 |
| Microfiche / film (titles) | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 10 | 2 |
| Sound recordings - CDs & tapes (titles) | 471 | 471 | 501 | 551 | 573 | 576 | 596 | 588 | 609 | 599 |
| Videos & DVD (titles) | 696 | 706 | 731 | 925 | 1,039 | 1,078 | 1,084 | 1,185 | 1,197 | 1,193 |
| Periodical titles (current print subscriptions) | 157 | 157 | 157 | 163 | 163 | 138 | 132 | 116 | | |
| TOTAL | 18,617 | 22,294 | 22,349 | 22,967 | 23,640 | 53,307 | 54,516 | 53,460 | 57,968 | 68,825 |
| VIDEOS copied by library staff | | 448 | 303 | 278 | 104 | 156 | 5 | 0 | 0 | 0 |
| Videos created by library staff | | | 6 | 5 | 2 | 11 | 6 | 3 | 3 | 1 |
| Staff (listed in FTE - full time equivalents) | | | | | | | | | | |
| Professional Librarians | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Library Assistants | 2.00 | 2.00 | 2.00 | 2.00 | 2.43 | 2.43 | 2.43 | 2.50 | 2.50 | 2.50 |
| Computer Support Technician - hours in Library | 0.62 | 0.62 | 0.62 | 0.62 | 0.75 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Work-study students aides | 0.30 | 0.48 | 0.21 | 0.24 | 0.09 | 0.07 | 0.09 | 0.09 | 0.00 | 0.00 |

Data not collected for blank areas.

* New security system includes electronic people counter.



COLUMBIA GORGE COMMUNITY COLLEGE

FACILITIES MASTER PLAN VOLUME 2



Volume II of II

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Volume II of II

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Introduction

**Moving Forward – A Master Plan for the 21st Century
Heritage and Tradition**



Moving Forward -- A Master Plan for the 21st Century

Sitting on the hills overlooking The Dalles, Oregon, Columbia Gorge Community College (CGCC) encompasses eleven buildings on its sixty-acre site. The college is a former medical campus nestled between a residential area to the east and Sorosis Park to the west. Because of its elevated location, the campus enjoys spectacular views down the Columbia River Gorge, as well as picturesque views of Mount Hood and Mount Adams.

Recent events have caused the closing of one of the college's classroom buildings, resulting in overcrowded conditions in the remaining four buildings occupied by the college and its tenants. An additional four buildings are rental residences, while the remaining buildings have been decommissioned. One main entrance and an outer loop road connect the structures together.



In looking to the future, CGCC will be redeveloping its core campus. Decommissioned buildings and residences will be removed leaving a large expanse of land to be redeveloped. The new master plan exhibits seven building sites to include an additional 300,000 to 400,000 square feet of interior space, and the associated parking areas will raise the number of parking spaces on campus to 800. The Baroque-based plan will be organized around a large central green space that offers views outside of the campus. The resultant master plan will be capable of meeting the needs and achieving the goals of the college for the next millennium.

Heritage and Tradition

Since assuming ownership of its current site in 1993, Columbia Gorge Community College has gained increased community pride—pride in the image of "the college on the hill with the lawn," and pride in the adaptive re-use of the site's existing facilities. Future focus should be placed on expanding the school's influence, inviting the region to take just as much ownership and pride as the local CGCC community.

Due to its relative youth and recent relocation, CGCC does not hold the heritage and tradition that other, longer-established colleges and universities boast; nor does the college symbolize itself with an iconographic mascot.

Nonetheless, CGCC is poised to continue building its heritage from strong, local community pride, and from the rich regional historic and natural heritage of its site.

CGCC enjoys outstanding views of the Columbia River Gorge and Mount Adams on an area formerly used as a gathering ground for Native Americans. Although Native American artifacts have not been discovered on the site to date, possible Native American gravesites exist at the base of a large tree at the main entrance. Additional historic character stems from the area's pioneering heritage, as evidenced by the forthcoming Lewis and Clark Bicentennial and the local Pioneer Cemetery. Furthermore,



the historic character of Building 2 could serve as a wonderful precedent from which to develop the college's architectural image.

Currently, campus life is fairly limited. Although a cafeteria exists on campus, its positioning on the upper floor of Building 1 limits its exposure to and accessibility for students. Local natural features offer a wealth of outdoor activities, which are currently underutilized.

Future campus development should enrich site-related historicity and create student lifestyle amenities. This will help CGCC to garner further community ownership as an educational focal point both locally and throughout the region.

Executive Summary

Master Plan Principles and Goals

The Master Planning Process

The Existing Condition

Master Plan Options

Master Plan Outcomes



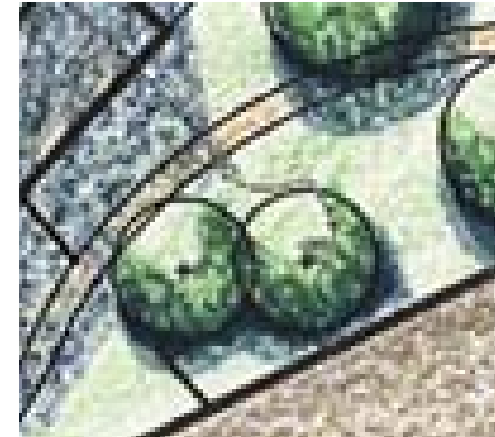
Master Plan Principles and Goals

When the community voted to incorporate Hood River County into the CGCC service area, the college had to change its thinking process to include the development of two campuses. The two campuses, while in different communities, will share a common institutional identity in both name and character. All of the principles and goals for developing The Dalles Campus master plan will direct the Hood River Center master planning process as well.

A number of principles were defined to give direction to the CGCC master plan process. Foremost among these was the intention to "start with big dreams, then think bigger." Another principle was to create the master plan design in a way

that would provide the maximum amount of flexibility to accommodate fluctuations in enrollment. Also, the design needed to focus on student interaction, preparation, and growth.

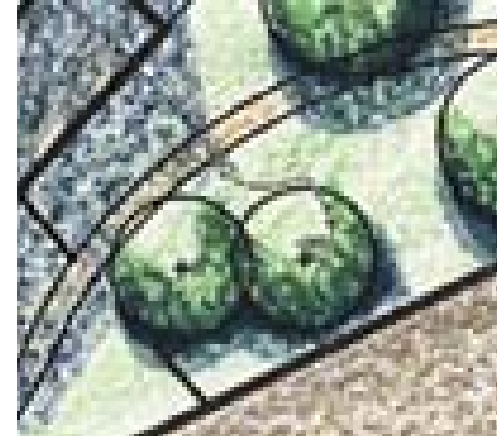
Other principles were centered around the community as a whole. The master plan was intended to be a good value for the community and the development of the campus needed to reflect the community's needs. Also, the impact of the future Hood River Center was incorporated into the master plan thought process.



Several goals helped shape the master plan process. These included taking into consideration short and long-term affordability, expanding the service area, making intelligent decisions regarding land use, and avoiding unnecessary duplication of services and programs between campuses. It is understood that some services will be needed at both campuses, and as program demand increases, offering programs at each may be warranted.

CGCC also strives to be recognized as a regional college, to meet the expectations of its community, to achieve political cooperation and support, and to benefit from community involvement.

The Master Planning Process



The CGCC master plan was developed based on the participation and input of a variety of internal and external members of the community. Their involvement included individual interviews, interactive workshops, and informational meetings.

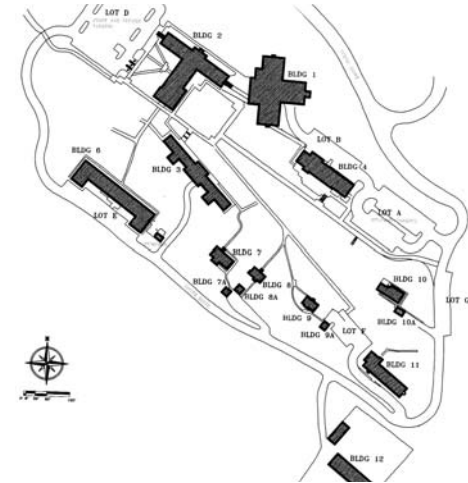
Most of the directives and ideas were derived from meetings held with the CGCC President's Council. The ideas, issues, and themes exchanged during these gatherings were then tested against a representative selection of CGCC staff, students, and other members of the community. This group strongly supported the results of the consultation with the President's Council.

The Existing Condition

The existing site of Columbia Gorge Community College is located on a terraced hill dropping 280 feet in elevation from south to north. The campus benefits from view corridors to Mount Hood, Mount Adams, the city of The Dalles, and the Columbia River Gorge. These views will be maintained and maximized in the new master plan. The core campus site consists of maintained lawns and paved pedestrian paths connecting the buildings. The upper campus remains in its undeveloped natural state. Unpaved trails cut across the campus connecting the east end to Sorosis Park to the west.

There are a variety of existing buildings on the CGCC campus. The college maintains 4 residences: one is reserved for a staff member, while the remainder are rented to private residents. The college currently utilizes Buildings 1, 2, and 4 for academic programs and leasable tenant space. Buildings 3, 6, and 11 have been decommissioned for various reasons. The maintenance buildings and yard are located at the southeast corner of the core campus.

The Columbia River Scenic Boundary crosses the south side of the campus. Any future development that intersects this boundary is subject to clearance through an approval process.



Master Plan Options

Baroque

The Baroque plan is developed around a central green space with a destination point such as a water feature or art installation at its center. Axes radiate outward from this point to organize the whole.

The longitudinal axis gives prominence to the main entry of Building 1, which houses most of the existing college classroom space.

An outdoor amphitheater is located at the other end of the longitudinal axis on an elevated bluff overlooking the campus and the Columbia River Gorge. It displaces the existing maintenance facility to a new location just south of the Soccer Field.

Future building pads (shown in brown) are organized to allow the axis and green space to bleed through to the backside of the buildings and the loop road.



Parking (blue) is spaced along the loop road at the outer ring of campus to segregate vehicle and pedestrian circulation paths, while allowing opportunities to park close to the buildings. A new road for developing the south side of campus up the hill is shown to take advantage of existing slopes. Future parking and building sites on the "upper campus" are shown.

Master Plan Options

L'Ecole

The L'Ecole plan is developed along a slightly arced axis running from Building 2, the administration building, to the existing soccer field location.

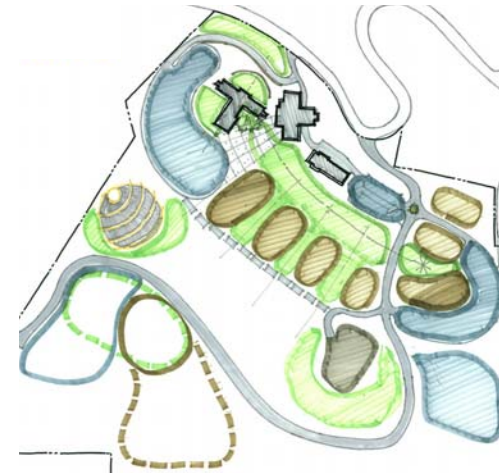
As in Baroque, perpendicular axes extend through building pads pulling the green space to the backside of the buildings.

Rather than have a loop road, L'Ecole adds a new campus entrance on the west end in front of Building 2, which attaches to the existing service entry drive. As a result, a new green gathering space is developed at Building 2 that could be used as both a vantage point to the

Columbia River Gorge, and as a potential place to hold graduation each Spring.

Parking is pushed to each end of campus, keeping the core campus free of vehicular traffic except for the occasional service vehicle on the dashed service drive across the back.

In this plan, the soccer field is sacrificed for development. A new loop road around this additional development accesses the east parking lot. The existing road is left as is to connect to the new loop road and the upper campus road making a strong datum for campus zoning.



The amphitheater is located on the west end of campus close to Sorosis Park, allowing it to be more accessible to the public. A potential relocation site for the soccer field is at the upper campus development area.

Master Plan Options



Picturesque

The Picturesque option relocates the existing loop road inward to allow for building pads on both sides of the road.

Retaining a similar axis to that of L'École, the perpendicular axes now pull the green space through building pads and are terminated by another building pad across the road. This new arrangement allows the buildings to spread out across the campus to form inwardly focused building clusters with three buildings sharing a common courtyard.

Picturesque also includes the new campus entry road at the west end, but is connected across the back of campus to the east. The amphitheater is located to the west by Soros park, and the maintenance facility is relocated to the south of the soccer / baseball field combination. The existing maintenance facility site is redeveloped as additional overflow parking.

Master Plan Outcomes

Columbia Gorge Community College Master Plan Charette

| Baroque | L'Ecole | Picturesque | ACTION PLAN |
|---|--|---|-------------|
| <p>STRENGTHS</p> <ul style="list-style-type: none"> ● Building proximity to each other. ● More parking on East side of campus. ● South road connection. ● Central courtyard space – unified. ● Upper ball field reclamation possible without scrapping plan. <p>WEAKNESSES</p> <ul style="list-style-type: none"> ● Most radical change – higher \$. ● No soccer field development. ● Partner building first view entering campus. ● Phasing challenges. ● Amphitheater location. | <p>STRENGTHS</p> <ul style="list-style-type: none"> ● Least radical change – lower \$. ● Segregates partner buildings. ● Grand entry drive. ● Amphitheater location with proximity to Sorosis Park. ● Athletic fields to South. ● Soccer Field development with parking to back. ● South road connection. <p>WEAKNESSES</p> <ul style="list-style-type: none"> ● Partner building first view entering campus. ● Omission of loop road – have to leave campus and re-enter to drive from East to West end. ● Strung out – long pedestrian travel distances. ● Tree removal required. ● Huge parking lots – too big. | <p>STRENGTHS</p> <ul style="list-style-type: none"> ● Parking close to buildings. ● Loop road in West lawn. ● Courtyards at buildings. ● South road connection. <p>WEAKNESSES</p> <ul style="list-style-type: none"> ● No soccer field development. ● Jefferson Street entrance not needed. ● Conflict with water main. ● Very mechanical plan. ● Tree removal required for entry. ● Not as much linkage to existing campus as other plans. | |

DLP GROUP ARCHITECTURE & PLANNING, INC.

Vision

Universal, uninterrupted access to data and electronic system resources.
(*Access & Productivity*)

Mission Statement

Provide the systems and support to optimize the College's communication and productivity, while maintaining a professional, positive, and healthy work environment.
(*Keep it working. Keep it fun.*)

Department Description

The Information Technology Services Department (ITS) provides analysis, specifications, acquisition, installation, maintenance and support of all the College's electronic communications systems. The College's electronic communications systems include telecommunications, network services, computer equipment & support, mobile device support, and application services. All of the systems are designed to enhance productivity and access to needed electronic resources.

The department consists of five FTE staff supporting technology services for five buildings located in two cities. Specifically, CGCC's ITS supports 10 computer labs, 3 mobile laptop labs, 30 podium classrooms, over 450 workstations, 70 laptops, 70 printers, 3 server rooms, 15 physical servers, 37 virtual servers, 8 wiring closets, all used yearly by over 5,400 students, and 105 employees.

ITS staff is based at our main campus in The Dalles. However, to provide optimal support to our Hood River Campus, specific staff regularly works in Hood River. The department meets weekly to provide a foundation of good communication and the maintenance of a healthy internal support system by continuing to build synergy, trust, and job enjoyment.

Document Overview

Details of the ITS department are broken down into different categories. These categories are each outlined in separate sections of this document. The categories are as follows:

- Telecommunications
- Network Services
- End User Device Services
- End User Application Services
- Electronic Communication Support Services

Each section contains a description of the section, as well as this year's Operational and Strategic plans.

Area outlines:

1.0.0 Telecommunications

The ITS department supports the College's telephone system. In 2006 CGCC installed a new Cisco IP Telephone system. Support includes scheduled system maintenance, phone unit & user management and user support services for 138 digital extensions and 24 analog extensions servicing 128 phones and 117 voice mail boxes.

1.1.0 Operational Plans

- Scheduled system maintenance in six month intervals.
 - This action includes installing all system patches and updates, as well as having the installing vendor review the system for optimal performance. Any actions that affect the usage of the system are scheduled during low usage times, or after hours.
- Manage the phone system's user database and phone devices.
 - Our phone system technician adds, modifies and removes phone system users as needed. When we installed the new system, we took the opportunity to renumber our phone extensions. The extensions are department based, with the trailing digit signifying certain position within the department. When adding and moving users, this extension plan is followed as much as possible. With an IP phone system, the phones reflect the user in the database. Thus the ITS technician also manages the relationship between the phone device and the user.
- Phone data backup to disk & tape (5 nights a week)
- Provide daily user support for phone usage.
 - This includes, but is not limited to, answering usage questions and assisting with special phone needs such as setting up the conference phone.
- Provide the funding, acquisition and installation of the individual desk phone units.
- Support for FlashAlert emergency text notifications.

1.2.0 Strategic Plans

- Install emergency notification speakers in areas of the The Dalles campus that do not have phone speakers. – *Done Fall 2010*

2.0.0 Network Services

Network Services are the shared parts and pieces (infrastructure) that provide users access to data and electronic productivity tools. Network Services can be further broken down to: Access Infrastructure, Shared Network Attached Devices, Network Operation Services, and Data Integrity Practices.

- - *Access Infrastructure* allows users to connect to the network. Network connection consists of network cabling, switches, routers, and wireless access devices.
 - CAT6 is our current cable standard. We offer desktop connectivity at 100 Mb per connection, and 1 Gb between our file servers. Phones connect via POE (Power Over Ethernet) capable switches. Connections not requiring POE are connected to non-POE switches.
 - The local ESD provides WAN infrastructure and Internet services to a group called NineNet. The College is a member of this group and thus, the ESD manages and maintains the main edge router (Cisco PIX system with automatic failover recover) for the College. Participating in the NineNet group allows the College access to excellent WAN technology and Internet services without the WAN management staff costs.
 - To offer mobile connectivity to the Internet while on campus, wireless connectivity is available in most areas of the college. We focused on providing this service to the most populated areas at the College. We plan to keep expanding this service, with the goal of providing wireless service to the entire campus.
 - *Shared Network Attached Devices* are devices attached to the *Access Infrastructure* and shared by network users. Sharing devices provides for greater cost efficiency, additional security, additional data integrity, and more flexible access (mobility). Shared devices consist of servers, networked printers, and networked cameras.
 - *Network Operation Services* work with the *Access Infrastructure* and the *Shared Network Attached Devices* to allow the network to operate. These shared devices include: network operating systems, DHCP, DNS, NAT, network directory security, and remote access.
 - ITS contracts with ESD for external DNS, NAT and Firewall services.
 - ITS offers Citrix as a flexible option for Remote Access.
 - Two Citrix servers provide a complete virtual desktop to give the user access to all of the network data available from their office desktop.
 - *Data Integrity Practices* assures data accuracy, security, protection, reliability. These practices run across all of the above categories. Some practices focus on equipment standards and others on scheduled proactive activities. An example of each practice is as follows:
 - *Access Infrastructure*
 - Cable specifications of CAT6 or above
 - Quality, consistent switch manufacturers
 - Cisco POE for phone switches
 - HP Procurve for non-phone switches
 - UPS (Uninterrupted Power Supply) usage (battery backups)
 - Physically secure data closets and server rooms

INFORMATION TECHNOLOGY SERVICES

DRAFT

Department Overview

*DRAFT*Winter 2010

- *Shared Network Attached Device*
 - RAID Level 5 on servers
 - Standardized equipment (Standardized on Dell servers)
- *Network Operation Services*
 - Data backup and recovery systems
 - Automated nightly with a 16 tape rotation
 - SAN snapping (backing up) critical data hourly
 - Redundant servers providing base services
 - Virtual server technology

2.1.0 Operational Plans

- Maintain and finance all servers, switches and infrastructure.
- Provide network access support Monday thru Friday 8AM to 5PM.
- Provide system fault tolerance and recovery.
 - Automated nightly tape backup with capacity of to 1.6TB per tape
 - Virtual server snapshots
 - Data snapshots
- Maintain a robust, fault tolerant virtual server environment
- Continue to follow our established yearly network equipment rotation schedule to fund and replace as follows:
 - Replace up to 1/8th for the Colleges network printers.
 - Replace up to 20% of our file servers.
- Maintain two Citrix servers for remote connectivity

2.2.0 Strategic Plans

- Tune our VLAN definitions for optimum security.
- Continue to expand wireless service coverage area.
- Implement a network monitoring system to monitor key systems and notify ITS staff when problems occur – *Done Fall 2010*
- Install a redundant archive drive for archive data backup, and begin to implement archive usage for old and bulky data storage – *Done Fal 2010*
- Begin process for implementing Title III funding for a Document Imaging System
- Strategic stops/reductions:
 - Cancelled SAN hardware maintenance contract - cost
 - Cancelled NAC (Network Access Control) system - cost

3.0.0 End User Device Services

ITS provides the equipment and support services for End User Devices. These Devices consist of:

- Computers
- Projectors
- iPhones
- Smart Podiums
- Laptops
- Scanners

To assure the optimal services, the College established a standard manufacturer for each category. This provides consistent performance, less vendors to filter through with problems, and due to standardized equipment, less technical support time.

The College follows a five year replacement strategy. Roughly one fifth of the total computers are purchased yearly. Student computer labs and Podium Systems are the main focus for the new computers. The existing lab computers are redistributed to Staff and Faculty. Other replacement plans depend on the performance of the equipment in question, and budgeted for accordingly.

Any equipment no longer applicable to College usage becomes declared as surplus equipment by the Board of Education. Recently, the College started a yearly surplus equipment sale to our students and public. ITS donates the remainder of our surplus equipment to the local S.T.R.U.T (K-12) or reputable recycle program.

3.1.0 Operational Plans

- Continue to follow our yearly equipment rotation schedule to fund and replace desktop computers, laptops as follows:
 - Replace up to 20% of the Colleges total computers each year.
 - To provide optimal equipment to our students, the majority of new equipment is installed into student computer labs. We then relocate the lab computers to be used by staff and faculty.
 - Replace up to 5% of the Colleges monitors.
 - Replace up to 20% of the College's laptops.
 - Replace up to 30% of the College's desktop UPS's.
 - Replace Podium system units as needed. Funded \$10,000 for replacement.

3.2.0 Strategic Plans

- Implement systems that will automatically perform the regularly scheduled computer lab updates
- Strategic stops/reductions:
 - Reduce Laptop replacement from \$37,000 to \$24,000.
 - Cancel Layton Audit Wizard expansion and maintenance renewal.
 - Reduce Monitor replacement fund from \$9,000 to \$3,000.

INFORMATION TECHNOLOGY SERVICES

DRAFT

Department Overview

*DRAFT*Winter 2010

- Install a full featured multi-media solution in the College's Boardroom – as funding available

4.0.0 End User Application Services

Application Services are the tools that provide the users with electronic enhanced productivity. ITS licenses, installs, upgrades, and provides end user support for the following Application Services:

- GroupWise (Email)
 - Access from any computer on campus
 - Access from any web browser with Internet access
 - Automatic PDA syncing
- Windows XP and 7 desktop OS's
- Standardized Productivity Suite (Microsoft Office)
- IP Phone services
- Web services (Web site & Intranet site)
- Lab stability (workstation refresh on reboot)
- Security cameras
- Anti-virus (running on the workstation and the servers)
- Spy-ware detection
 - Via network traffic monitoring
 - Workstation monitored (Microsoft Defender)
- Fax to email services
- College Administrative System (RogueNet)
- Miscellaneous software tools
 - Web tools (Dreamweaver, Contribute)
 - FireFox browser
 - Microsoft Project

Due to the integration of various applications and curriculum, applications are updated as requested by Instruction, or as needed to assure system integrity.

4.1.0 Operational Plans

- Run OS updates on computer labs & Podium system on a regular monthly schedule.
- Fund yearly licensing for College wide software applications
 - Novell, GroupWise, Microsoft Windows OS, Microsoft Office Suite, Anti-virus
- Provide technical support for all of the above systems
- Utilize systems for remote desktop support (Zenworks X)
- Utilize desktop imaging for quicker desktop deployment (Zenworks X)
- Monitor software application usage to assure license compliance

INFORMATION TECHNOLOGY SERVICES

DRAFT

Department Overview

*DRAFT*Winter 2010

4.1.0 Strategic Plans

- Research the usage of virtual desktops.
 - Implement up to 20 virtual desktops in one of the College's computer labs.
- Convert the College's web site to a more flexible Content Management System (CMS).
- Upgrade desktop OS's to Windows 7 – (by department, as requested)
- Add BlueRay capability to existing Podium systems
- Hire an Online Services Specialist (Title III funding)
- Continue to develop and train the College activity management system called Charters.
 - Level One training for all departments
 - Link planning to budget & spending
 - Provide quick, clear access to College Strategic plans
 - Provide quick, clear high level view of the Colleges plans & planned activities

5.0.0 Electronic Communication Support Services

We strive to offer timely, effective technical support to enhance the productivity of the College's stakeholders. ITS provides assistance with all aspects of the College's system.

- *Access Infrastructure*
- *Shared Network Attached Device*
- *Network Operation Services*
- End User Devices
- End User Applications

ITS offers computer support Monday through Friday 7:30 AM to 5:00 PM. Support is provided via phone, help desk email, and/or our web based support ticket system.

The entire department is involved in technical support at one level or another. Our computer support technician is the primary contact for technical support. If the issue can not be solved, the technician will route the issue to the most appropriate ITS staff person.

5.1.0 Operational

- Keep current on job tickets generated in the HelpBox system.
 - Monitor and keep "over 2 week" open tickets to a minimum.
- Weekly ITS staff meetings to discuss problem issues and communicate on technical activities.
- Proactively update older equipment to avoid problems.
- Monitor the ITS system monitoring system (XYMon) for problem alerts
- Continue to implement the ITS RoadShow to enhance inter department communications and align service expectations
 - Once a year, a majority of the ITS staff will visit each department, at their staff meeting, to discuss expectations, unsolved technical issues, and successes.

5.2.0 Strategic

- Operate at a reduced stall level while the College faces state budget challenges

**COLUMBIA GORGE COMMUNITY COLLEGE
REPORT ON AUDIT OF FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2010**

COLUMBIA GORGE COMMUNITY COLLEGE

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COLUMBIA GORGE COMMUNITY COLLEGE

**PRINCIPAL OFFICIALS
JUNE 30, 2010**

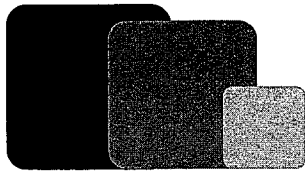
BOARD OF EDUCATION

| <u>POSITION</u> | <u>DIRECTOR</u> | <u>CITY, STATE</u> | <u>TERM EXPIRES</u> |
|-----------------|-----------------------------|--------------------|---------------------|
| 1 | M.D. VanValkenburgh | The Dalles, Oregon | 6-30-2013 |
| 2 | Dr. James R. Willcox, Chair | The Dalles, Oregon | 6-30-2013 |
| 3 | David Fenwick | Hood River, Oregon | 6-30-2011 |
| 4 | Christie Reed | Hood River, Oregon | 6-30-2011 |
| 5 | Dr. Ernest Keller | The Dalles, Oregon | 6-30-2013 |
| 6 | Stuart Watson, Vice Chair | Hood River, Oregon | 6-30-2011 |
| 7 | Charleen Cobb | The Dalles, Oregon | 6-30-2013 |

ADMINISTRATIVE OFFICERS

| | |
|---|--------------------|
| Dr. Frank K. Toda, President | The Dalles, Oregon |
| Saundra Buchanan, Chief Financial Officer | The Dalles, Oregon |
| Dr. Susan J. Wolff, Chief Academic Officer | Hood River, Oregon |
| Karen Carter, Chief Student Services Officer | The Dalles, Oregon |
| Robb E. Van Cleave, Chief Talent & Strategy Officer | The Dalles, Oregon |
| Daniel A. Spatz, Chief Institutional Advancement Officer | The Dalles, Oregon |
| William S. Bohn, Chief Technology Officer | Hood River, Oregon |
| Tria Bullard, Assistant to the President & Board of Education | Lyle, Washington |

FINANCIAL SECTION



FRIEND & REAGAN, P.C.
Certified Public Accountants

305 E. Fifth Street
The Dalles, OR 97058
phone [541] 296.2000
fax [541] 296.5636
www.friendreagan.com

Carol D. Friend · Nathan R. Reagan · Ben G. Neumayer · Gary F. Bradford · Carolyn J. Rohde · John W. Byers, Retired

INDEPENDENT AUDITOR'S REPORT

Board of Education
Columbia Gorge Community College
The Dalles, Oregon 97058

We have audited the accompanying financial statements of the governmental activities and the business-type activities of Columbia Gorge Community College, as of and for the year then ended June 30, 2010, which collectively comprise the College's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Columbia Gorge Community College management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the business-type activities of Columbia Gorge Community College, as of June 30, 2010, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 20, 2010, on our consideration of Columbia Gorge Community College's internal control over financial reporting and on our tests of its compliance with certain provision of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Board of Education
Page 2

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the postemployment benefit schedules on pages 9 through 25 and on page 52 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United State of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Columbia Gorge Community College's financial statements as a whole. The schedules listed in the table of contents as other supplementary information are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the financial statements. The individual fund budgetary financial statements and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain other additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United Sates of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements taken as a whole.

Friend & Reagan, P.C.
CERTIFIED PUBLIC ACCOUNTANTS

December 20, 2010

COLUMBIA GORGE COMMUNITY COLLEGE MANAGEMENT'S DISCUSSION AND ANALYSIS

This section of Columbia Gorge Community College's (the College) Financial Statements presents a comparative analysis of the financial activities of the College for the fiscal years ended June 30, 2010 and 2009. This discussion has been prepared by management along with the financial statements and related footnote disclosures and should be read in conjunction with them. Management assumes full responsibility for the completeness and reliability of all the information presented in this report. This discussion is designed to focus on current activities and known facts, and any resulting changes.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is an introduction to Columbia Gorge Community College's basic financial statements, which are comprised of entity-wide financial statements prepared in accordance with the accrual basis of accounting and notes to the basic financial statements. This report also includes other supplementary information in addition to the basic financial statements.

The entity-wide financial statements are designed to provide readers with a broad overview of the College's finances, in a manner similar to a private-sector business. These entity-wide statements consist of comparative Statements of Net Assets, Statements of Revenues, Expenses and Changes in Net Assets and Statements of Cash Flows which are described and analyzed in the following sections. Notes to the Basic Financial Statements are required to complete the entity-wide statements, and are an integral component of the basic financial statements.

FINANCIAL AND ENROLLMENT HIGHLIGHTS

Financial and enrollment highlights for Columbia Gorge Community College for fiscal year ending June 30, 2010 are described below.

Financial Highlights

The College's financial position, as a whole, improved in some measures and declined in other measures during the fiscal year ended June 30, 2010 as evidenced by:

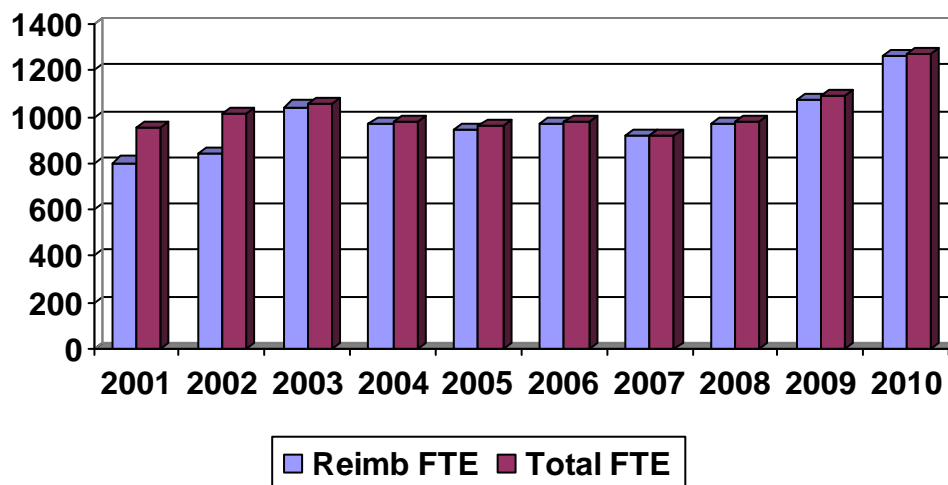
- The State of Oregon FTE reimbursement increased by 58.3 percent from \$3,151,073 to \$4,987,605 primarily due to the deferral of the College's fiscal year 2009 fourth quarter FTE reimbursement of \$1,102,859 to fiscal year 2010. The increase was caused by the Oregon Community College Support Fund deferral of the fourth quarter FTE reimbursement from April 2009 to July 2009. Further explanation of the deferral and its impact is found in the revenue section of this analysis.
- Cash and cash equivalents of \$4,982,298 at the beginning of the year decreased by \$603,438 during the year to a total of \$4,378,860 at the close of the fiscal year, providing sufficient cash for use in operating, capital financing and investing activities, of \$6,272,983, \$5,396,409 and \$14,556, respectively, and providing cash from non-capital financing activities of \$11,080,510.
- Short term investments increased by \$537,636 to \$3,060,113, as investments were made to support operating and capital financing activities.
- The College's investment in capital assets increased by \$2,530,841 to \$32,767,422, net of accumulated depreciation, as the College's capital construction and improvement projects continue.

- Total liabilities decreased in 2010 by \$1,114,687 to \$23,505,604 primarily due to debt repayment of \$1,326,583 and an increase in current liabilities of \$211,896.
- Within net assets, capital assets less any related outstanding debt used to acquire those assets decreased by \$13,709,885 to \$13,821,369 in 2010. The College uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.
- Unrestricted net assets increased by \$1,340,404 to \$6,159,573.

Enrollment Highlights

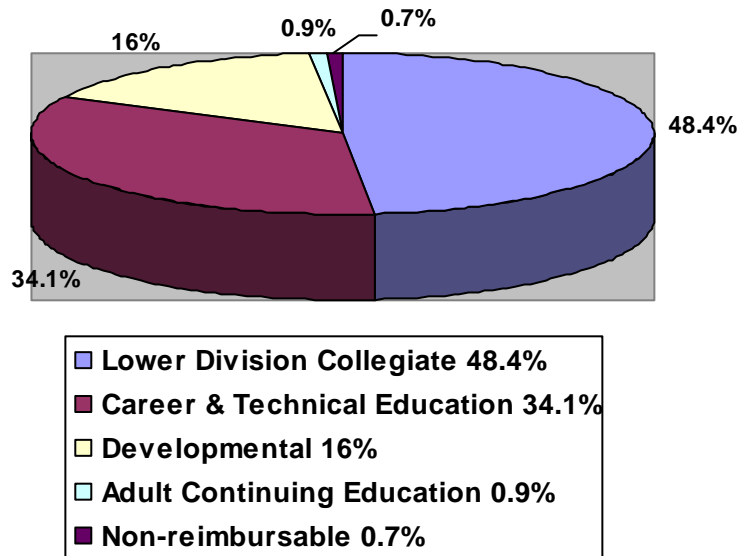
The College experienced record enrollment levels in 2010. Reimbursable full-time equivalent enrollment (FTE) increased by 17.3 percent to 1261.52 FTE in 2010. Total FTE increased by 16.5 percent to 1,269.84. Unduplicated total headcount decreased 2.4 percent to 4,905 students as more full-time students were served. Full-time credit students increased by 28.7 percent while part-time students increased by 1.8 percent. The following chart shows reimbursable and total full-time equivalent enrollment levels for the past ten years.

Reimbursable and Total Full-time Equivalent Enrollment



In 2010, 48.4 percent of total FTE was from Lower Division Collegiate or college transfer courses, 34.1 percent of FTE was from Career and Technical Education courses, 16 percent of FTE was from Developmental or Pre-College courses, and Adult Continuing Education and Non-reimbursable courses provided 0.9 percent and 0.7 percent of total FTE, respectively.

Total FTE by Classification for 2010



Of the 16.5 percent increase in total FTE, Lower Division Collegiate FTE increased 23 percent, Career and Technical Education FTE increased 17.4 percent, Developmental (Pre-College) FTE increased 6.2 percent, with continued declines in Adult Continuing Education FTE and Non-reimbursable FTE. The following table shows total FTE by classification and as a percent of total FTE and percent change from the prior year.

Total FTE by Classification

| | 08-09 FTE | % of FTE | 09-10 FTE | % of FTE | % Change |
|------------------------------|-----------|----------|-----------|----------|----------|
| Lower Division Collegiate | 499.77 | 45.8% | 614.69 | 48.4% | 23.0% |
| Career & Technical Education | 368.78 | 33.8% | 432.77 | 34.1% | 17.4% |
| Developmental (Pre-College) | 191.31 | 17.5% | 203.12 | 16.0% | 6.2% |
| Adult Continuing Education | 15.65 | 1.4% | 10.94 | 0.9% | -30.1% |
| Non-reimbursable | 14.74 | 1.4% | 8.32 | 0.7% | -43.6% |
| Total FTE | 1,090.25 | 100.0% | 1,269.84 | 100.0% | 16.5% |
| Total Reimbursable FTE | 1,075.51 | | 1,261.52 | | 17.3% |

ANALYSIS OF THE STATEMENT OF NET ASSETS FOR THE YEAR ENDED JUNE 30, 2010

The Statement of Net Assets presents information on all of the College's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets are indicators of the improvement or erosion of the College's financial health when considered along with non-financial facts such as enrollment levels and the condition of the facilities. The Statement of Net Assets includes all assets and liabilities of the College using the accrual basis of accounting, which is similar to the accounting presentation used by most private colleges. Assets and liabilities are categorized between current and noncurrent with current items maturing or becoming payable within the normal twelve month accounting and operating cycle.

| Statement of Net Assets | 2010 | 2009 | Increase (Decrease) |
|---|---------------------|---------------------|--------------------------------|
| Assets | | | |
| Current Assets: | | | |
| Cash and Cash Equivalents | \$4,378,860 | \$4,982,298 | (\$603,438) |
| Short-Term Investments | 3,060,113 | 2,522,477 | 537,636 |
| Prepaid Expenditures | 21,764 | 1,679 | 20,085 |
| Receivables: | | | |
| Cash with County Treasurer | 25,365 | 21,186 | 4,179 |
| Taxes | 204,504 | 188,572 | 15,932 |
| Accounts, net | 513,027 | 544,074 | (31,047) |
| Grants and Contracts | 446,856 | 537,561 | (90,705) |
| Accrued Interest Purchased on Investments | 16,371 | 17,309 | (938) |
| Publisher's and Vendor's Credits | 20,025 | 6,303 | 13,722 |
| Inventory – Textbooks and Supplies | 304,637 | 103,274 | 201,363 |
| Total Current Assets | \$8,991,522 | \$8,924,733 | \$66,789 |
| Non Current Assets: | | | |
| Pension Assets (Note 7) | \$3,161,558 | \$3,069,666 | \$91,892 |
| Capital Assets, Net of Depreciation (Note 5) | 32,767,422 | 30,236,581 | 2,530,841 |
| Total Non Current Assets | \$35,928,980 | \$33,306,247 | \$2,622,733 |
| Total Assets | \$44,920,502 | \$42,230,980 | \$2,689,522 |
| Liabilities | | | |
| Current Liabilities: | | | |
| Accounts Payable | \$245,037 | \$226,460 | \$18,577 |
| Accrued Payroll and Withholdings | 505,772 | 354,889 | 150,883 |
| Accrued Interest Payable | 38,147 | 40,767 | (2,620) |
| Compensated Absences Payable | 150,687 | 141,885 | 8,802 |
| Due to Fiduciary Funds | 4,624 | 3,471 | 1,153 |
| Deferred Revenue: | | | |
| Tuition and Fees | 583,460 | 619,222 | (35,762) |
| Current Portion of Long-Term Debt | 1,326,583 | 1,255,720 | 70,863 |
| Total Current Liabilities | \$2,854,309 | \$2,642,414 | \$211,896 |
| Non Current Liabilities: | | | |
| Small Scale Energy Loan Payable | \$0 | \$5,327 | (\$5,327) |
| General Obligation Bonds Payable | 18,946,053 | 20,109,045 | (1,162,992) |
| Pension Bonds Payable | 3,031,825 | 3,119,226 | (87,401) |
| Less Current Portion of Long-Term Debt (Note 9) | (1,326,583) | (1,255,720) | (70,863) |
| Total Non Current Liabilities | \$20,651,295 | \$21,977,878 | (\$1,326,583) |
| Total Liabilities | \$23,505,604 | \$24,620,291 | (\$1,114,687) |
| Net Assets | | | |
| Invested in Capital Assets, Net of Related Debt | \$13,821,369 | \$27,531,254 | (\$13,709,885) |
| Restricted for: | | | |
| Debt Service | 1,398,094 | 1,061,106 | 336,988 |
| Capital Projects | 35,861 | (15,800,840) | 15,836,701 |
| Unrestricted | 6,159,573 | 4,819,169 | 1,340,404 |
| Total Net Assets | \$21,414,898 | \$17,610,688 | \$3,804,208 |
| Total Liabilities and Net Assets | \$44,920,502 | \$42,230,980 | \$2,689,522 |

Current Assets

Current assets of \$8,991,522 were more than sufficient to cover current liabilities of \$2,854,310. This represents a current ratio of 3.2 as compared to 3.4 in the prior year. Cash and cash equivalents decreased by \$603,438 to \$4,378,860 as compared to \$4,982,298 in the prior year due to cash of \$6,272,983 used by operating activities, cash of \$5,396,409 used by non-capital financing activities, cash of \$14,556 used by investing activities and cash of \$11,080,510 provided by capital financing activities. Cash balances are managed to increase interest earnings and provide for working capital cash flow for clearing checks. Short term investments increased by \$537,636 as investments were made from available cash flows. Prepaid expenditures increased by \$20,085. Receivables decreased in total by \$101,641 due to an increase in taxes receivable of \$15,932, a decrease in accounts receivable of \$31,047 and a decrease in grants and contracts receivable of \$90,705. Accrued interest purchased on investments decreased by \$938 due to investing activities. The total credits due from publishers and vendors increased by \$13,722 reflecting an increase in outstanding credit memos to \$20,025 as of June 30, 2010. Textbook and supplies inventories increased by \$201,363 as bookstore operations expanded to two locations and added a new assortment of inventory for resale.

Noncurrent Assets

The College's pension asset increased by \$91,892 due to favorable investment returns of the Oregon Public Employees Retirement System of \$527,098 less contributions of \$434,206 transferred to the PERS contribution pool for employer rate relief less PERS administration fee of \$1,000.

The College's investment in capital assets increased by \$2,530,841 to \$32,767,422, net of accumulated depreciation. Detailed changes to capital assets are shown in Note 5.

Current Liabilities

The College's current liabilities consist primarily of accrued payroll, various payables for operations, deferred revenue and the current portion of long-term debt. Current liabilities increased by \$211,896 to \$2,854,310. Accounts payable increased by \$18,577 due to the timing of expenditures at the close of the fiscal year. Deferred revenue from tuition and fees decreased by \$35,762 to \$583,460 reflecting summer and fall registration activities prior to June 30, 2010. Accrued payroll and withholdings increased by \$150,883 to \$505,772 and represents the payroll due to full time instructors and other payroll liabilities. Accrued interest payable decreased by \$2,620 to \$38,147. Compensated absences payable increased by \$8,802 to \$150,687 as employees' accumulated vacation balances increased. The current portion of long-term debt increased by \$70,863 to \$1,326,583.

Noncurrent Liabilities

Noncurrent liabilities consist of long term debt from general obligation refunding bonds series 1998, general obligation bond series 2005, and pension bonds series 2003. Non-current liabilities decreased by \$1,326,583 to \$20,651,295 due to debt payments.

The debts used for the College's capital investment in real property, construction and improvements for The Dalles and Hood River campuses are funded by two general obligation bond property tax levies. The general obligation refunding bonds series 1998, which are funded by district property taxpayers of Wasco County, will mature in 2013. The general obligation bonds series 2005, which are funded by district property taxpayers of Hood River and Wasco County, will mature in 2025.

Net Assets

Within net assets, the “invested in capital assets” amount is \$13,821,369, a decrease of \$13,709,885 as compared to the prior year due to progress of capital expansion and improvement projects and adding related debt. Restricted net assets for debt service increased by \$336,988 to \$1,398,094 and for capital projects increased by \$15,836,701 from (\$15,800,840) to \$35,861 by moving related debt to the “invested in capital assets” amount. Unrestricted net assets increased by \$1,340,404 to \$6,159,573 and are used for the continuing operations of the College.

ANALYSIS OF THE STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS FOR THE YEAR ENDED JUNE 30, 2010

The Statement of Revenues, Expenses and Changes in Net Assets present the operating results of the College, as well as the non-operating revenues and expenses. All changes in net assets are reported under accrual basis of accounting, or as soon as the underlying event giving rise to the change occurs, regardless of the timing when the cash is received or disbursed. Revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods. The utilization of long-lived assets is reflected in the financial statements as depreciation, which amortizes the cost of the capital asset over the expected useful life.

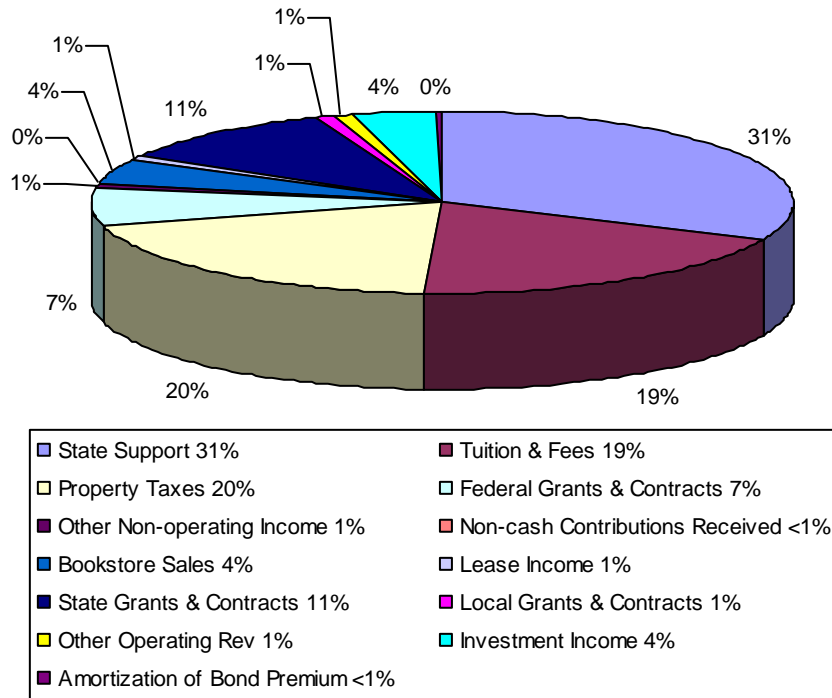
Revenues and expenses are reported as either operating or non-operating, with operating revenues primarily coming from tuition and fees. State appropriations, property taxes and State and Federal grants and contracts are classified as non-operating revenues. Annual state appropriations and property taxes, while budgeted for operations, are considered non-operating revenues according to accounting principles generally accepted in the United States of America (GAAP). Overall net assets remain positive, although this statement presents an operating loss due to the classification of State appropriations and property tax revenue.

| Statement of Revenues, Expenses and Changes in Net Assets | 2010 | 2009 | Increase (Decrease) |
|--|---------------|---------------|----------------------------|
| Operating Revenues | | | |
| Student Tuition and Fees | \$3,000,643 | \$2,358,890 | \$641,753 |
| Bookstore Sales | 660,262 | 518,973 | 141,289 |
| Other Operating Revenue | 146,646 | 167,485 | (20,839) |
| Total Operating Revenues | \$3,807,551 | \$3,045,349 | \$762,203 |
| Operating Expenses | | | |
| Instruction | \$4,107,180 | \$4,088,604 | \$18,576 |
| Academic Support | 920,772 | 971,708 | (50,936) |
| Student Services | 785,180 | 736,663 | 48,517 |
| Public Services | 380,674 | 669,164 | (288,490) |
| Institutional Support | 2,240,944 | 2,302,654 | (61,710) |
| Financial Aid | 32,552 | 68,676 | (36,124) |
| Plant Operating and Maintenance | 954,845 | 1,229,883 | (275,038) |
| Bookstore | 596,764 | 447,019 | 149,745 |
| Depreciation | 835,292 | 601,224 | 234,068 |
| Total Operating Expenses | \$10,854,202 | \$11,115,595 | (\$261,392) |
| Operating Loss | (\$7,046,651) | (\$8,070,245) | \$1,023,595 |
| Non-Operating Revenues (Expenses) | | | |
| Federal Grants and Contracts | \$1,034,045 | \$1,071,137 | (\$37,092) |
| State Grants and Contracts | 1,681,952 | 987,893 | 694,059 |
| State Community College Support | 4,987,605 | 3,151,073 | 1,836,532 |
| Local Grants and Contracts | 118,265 | 138,004 | (19,739) |
| Contributions Received (Non-cash) | 1,280 | 365,565 | (364,285) |
| Property Taxes | 3,139,598 | 2,903,951 | 235,647 |
| Investment Income(Loss) | 614,032 | (902,783) | 1,516,815 |
| Lease Income | 141,465 | 127,648 | 13,817 |
| Amortization of Bond Premium, Net | 22,992 | 22,992 | 0 |
| Other Non-operating Income | 165,498 | 261,856 | (96,358) |
| Interest Expense | (1,018,927) | (1,051,576) | 32,649 |
| Lease Expenses | (34,541) | (37,605) | 3,064 |
| Other Non-operating Expenses | (2,404) | (369) | (2,035) |
| Total Non-operating Revenues (Exp) | \$10,850,861 | \$7,037,786 | \$3,813,074 |
| Increase (Decrease) in Net Assets | \$3,804,210 | (\$1,032,460) | \$4,836,669 |
| Net Assets - Beginning | 17,610,688 | 18,643,148 | (\$1,032,460) |
| Net Assets – Ending | \$21,414,898 | \$17,610,687 | \$3,804,209 |
| Total Revenues | \$15,714,283 | \$11,172,684 | \$4,541,599 |
| Total Expenses | 11,910,075 | 12,205,145 | (295,070) |
| Increase (Decrease) in Net Assets | \$3,804,210 | (\$1,032,460) | \$4,836,669 |

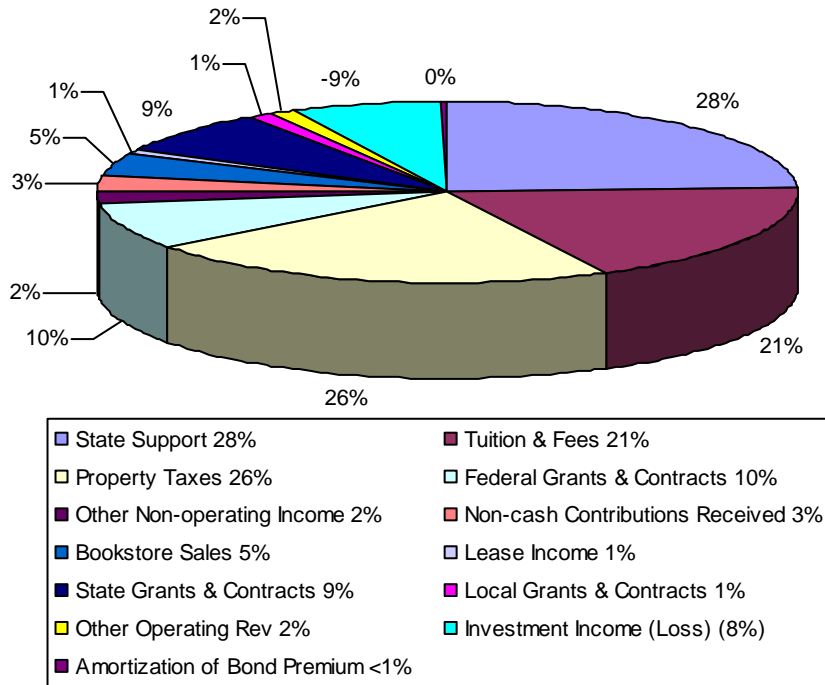
Revenues

The following graphs show the allocation of revenues for fiscal years 2010 and 2009.

2010 Operating and Non-Operating Revenues



2009 Operating and Non-Operating Revenues



Operating Revenues

The sources of operating revenue for the College are tuition and fees, bookstore sales and other operating revenue. Operating revenues increased by 25 percent as compared to 2009. Tuition and fees, which include all amounts paid for educational purposes, increased 27.2 percent by \$641,753 to \$3,000,643 and represents 19.1 percent of total revenue. A tuition rate increase from \$65 to \$70 per credit hour and a 16.3 percent enrollment increase contributed to the overall increase in tuition and fees. The service fee remained unchanged at \$8 per credit hour. Bookstore sales increased 27.2 percent by \$141,289 to \$660,262 as operations expanded and enrollment increased. Other operating revenue decreased 12.4 percent by \$20,839 to \$146,646.

Non-operating Revenues

Non-operating revenues increased overall by \$3,813,074 to \$10,850,860. The largest non-operating revenue source is the State of Oregon which funds FTE reimbursements through the Community College Support Fund and represents 31.7 percent of total revenue. State Community College Support revenue increased by 58.3 percent to \$4,987,605 primarily due to the deferral of the College's fiscal year 2009 fourth quarter FTE reimbursement of \$1,102,859 to fiscal year 2010 and level of state appropriations. The \$4,987,605 received from the State represents five quarters distribution of the Community College Support Fund. The deferrals were enacted in 2003 by the Oregon Legislature and are scheduled to occur on alternate years so that the State could balance its biennial budget.

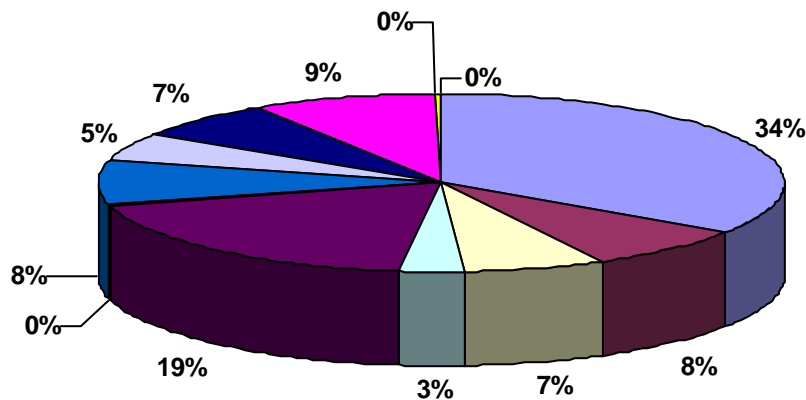
Property taxes increased by 8.1 percent to \$3,139,598 and represents 20 percent of total revenue. Of the \$3,139,598 in property taxes received, 69 percent is attributed to general obligation bond levies and 31 percent is from the permanent operating levy rate of \$0.2703 per thousand. Non-operating revenue from federal grants and contracts provided 6.6 percent of total revenue and decreased by \$37,092 to \$1,034,045 due to the level of federal grant activity. Non-operating revenue from state grants and

contracts totaled \$1,681,952 and represents an increase of \$694,059 as compared to the prior year due primarily to the expenditure level of the State grant of State XIG bond proceeds for capital construction and improvements. Contributions received totaled \$1,280 and represents the value of donated books. Cash contributions are included in other non-operating revenue. Local grants and contracts totaled \$118,265 representing a decrease of \$19,739 as compared to the prior year. Lease income totaled \$141,465 and increased by 10.8 percent. Other non-operating income decreased by \$96,358 to \$165,498 primarily due to restricted gifts for the nursing and renewable energy programs. The College recorded investment income of \$614,032 due to a combination of pension asset investment income and investment income on operating balances.

Expenses

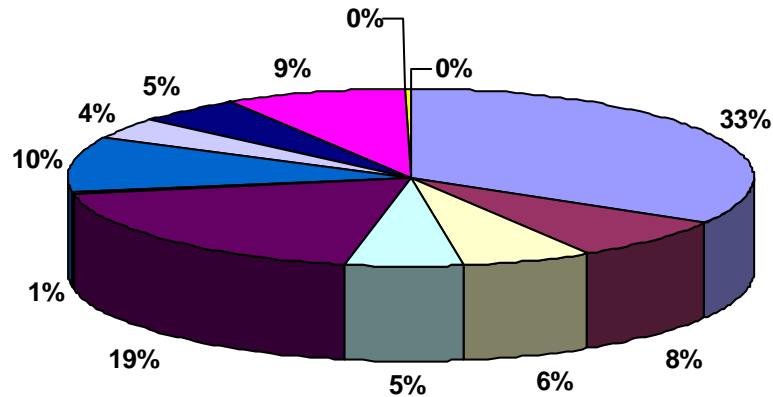
The following graphs show the allocation of expenses for the College by functional classification for fiscal years 2010 and 2009:

2010 Operating & Non-Operating Expenses



| | | |
|--------------------------------|-----------------------------|------------------------------|
| ■ Instruction 34% | ■ Academic Support 8% | □ Student Services 7% |
| □ Public Services 3% | ■ Institutional Support 19% | ■ Financial Aid <1% |
| ■ Plant Operation and Maint 8% | □ Bookstore 5% | ■ Depreciation 7% |
| ■ Interest Expense 9% | ■ Lease Expenses <1% | ■ Other Nonoperating Exp <1% |

2009 Operating & Non-Operating Expenses



| | | |
|---------------------------------|-----------------------------|------------------------------|
| ■ Instruction 33% | ■ Academic Support 8% | □ Student Services 6% |
| □ Public Services 6% | ■ Institutional Support 19% | ■ Financial Aid <1% |
| ■ Plant Operation and Maint 10% | □ Bookstore 4% | ■ Depreciation 5% |
| ■ Interest Expense 9% | ■ Lease Expenses <1% | ■ Other Nonoperating Exp <1% |

Operating Expenses

Operating expenses decreased by 2.4 percent to \$10,854,202. Instruction, which represents the largest percentage of total expenses, decreased by 0.5 percent as compared to the prior year to \$4,107,180 or 34.5 percent of total expenses. Academic support decreased by 5.2 percent to \$920,772 or 7.7 percent of total expenses. Institutional support decreased by 2.7 percent to \$2,240,944 or 18.8 percent of total expenses. Plant operation and maintenance decreased by 22.4 percent to \$954,845 or 8 percent of total expenses. Bookstore expense increased by 33.5 percent to \$596,764 as operations expanded and represents 5 percent of total expenses. Student services expense increased by 6.6 percent to \$785,180 and represents 6.6 percent of total expenses. Depreciation increased to \$835,292 or 7 percent of total expenses. Public services decreased by 43.1 percent to \$380,674 or 3.2 percent of total expenses. Financial aid expenses decreased 52.6 percent to \$32,552, as the College Foundation provides more scholarships, and represents 0.3 percent of total expenses.

Non-Operating Expenses

The largest non-operating expense was interest on debt of \$1,018,927 and represents 8.6 percent of total expenses. Lease expenses total \$34,541 or 0.3 percent of total expenses. Other non-operating expense total \$2,404.

ANALYSIS OF THE STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2010

The primary purpose of the Statement of Cash Flows is to provide relevant information about cash receipts and cash payments, which is a basis to assess the financial health of the College. The Statement of Cash Flows presents information on the cash flows from operating activities, non-capital financial activities, capital financing activities and investing activities. It provides the net increase or decrease in cash between the beginning and end of the fiscal year and assists in evaluation of financial viability, the College's ability to meet financial obligations as they become due, and the need for external financing.

| Statement of Cash Flows | 2010 | 2009 | Increase (Decrease) |
|---|---------------|---------------|--------------------------------|
| Cash Flows From Operating Activities | | | |
| Cash Received from Tuition and Fees | \$2,994,916 | \$2,402,383 | \$592,533 |
| Cash Received from Bookstore Sales | 647,552 | 525,973 | 121,579 |
| Other Operating Revenue | 146,646 | 167,485 | (20,839) |
| Cash Paid for Operating Expenses | (10,062,097) | (11,067,413) | 1,005,316 |
| Net Cash Provided (Used) by Operating Activities | (\$6,272,983) | (\$7,971,572) | \$1,698,589 |
| Cash Flows from Non-capital Financing Activities | | | |
| Cash Received from Grants and Contracts | \$2,924,967 | \$2,142,998 | \$781,969 |
| Cash Received from Property Taxes | 3,119,487 | 2,865,126 | 254,361 |
| Cash Received from State FTE Reimbursement | 4,987,605 | 3,151,073 | 1,836,532 |
| Cash Received from Leases | 141,465 | 127,648 | 13,817 |
| Other Non-operating Income | 166,651 | 261,893 | (95,242) |
| Cash Paid for Lease Expenses | (34,541) | (37,605) | 3,064 |
| Payments for Pension Bonds | (87,401) | (85,317) | (2,084) |
| Interest Paid on Pension Bonds | (135,319) | (127,402) | (7,917) |
| Other Non-operating Expenses | (2,404) | (368) | (2,036) |
| Net Cash Provided (Used) by Non-capital Financing Activities | \$11,080,510 | \$8,298,046 | \$2,782,464 |
| Cash Flows from Capital Financing Activities | | | |
| Purchase of Capital Assets | (\$3,364,854) | (\$2,928,071) | (\$436,783) |
| Principal Paid on Long-Term Debt | (1,145,327) | (1,070,769) | (74,558) |
| Interest Paid on Long-Term Debt | (886,228) | (926,805) | 40,577 |
| Net Cash Provided (Used) by Capital Financing Activities | (\$5,396,409) | (\$4,925,645) | (\$470,764) |
| Cash Flows from Investing Activities | | | |
| Earnings on Investments | \$534,745 | \$757,883 | (\$223,138) |
| Purchase of Investments | (3,042,718) | (4,237,004) | 1,194,286 |
| Proceeds from Sale of Investments | 2,493,417 | 4,233,000 | (1,739,583) |
| Net Cash Provided (Used) by Investing Activities | (\$14,556) | \$753,879 | (\$768,435) |
| Net Increase (Decrease) in Cash & Cash Equivalents | (\$603,438) | (\$3,845,292) | \$3,241,854 |
| Cash - Beginning of year | 4,982,298 | 8,827,590 | (3,845,292) |
| Cash - End of year | \$4,378,860 | \$4,982,298 | (\$603,438) |

Operating Activities

The College's major sources of cash included in operating activities were tuition and fees of \$2,994,916, bookstore sales of \$647,552 and other operating revenue of \$146,646. Major operating uses of cash were payments to employees and suppliers, as well as for student financial aid, totaling \$10,062,097. The College used \$1,698,589 less in cash in its operating activities than in the prior year, due to an increase in cash from tuition and fees of \$592,533, an increase in cash from Bookstore sales of \$121,579, a decrease in cash from other operating revenue of \$20,839 and a decrease in cash paid for operating activities of \$1,005,316.

Non Capital Financing Activities

State appropriations, property taxes, grants and contracts are the primary sources of non-capital financing. Other sources include leases and other non-operating income. Accounting standards require that these sources of revenue be reported as non-operating even though the College depends on these revenues to continue the current level of operations. Cash used by non-capital financing activities include cash paid for lease expenses, payments for pension bonds, interest paid on pension bonds and other non-operating expenses.

Cash provided from non-capital financing activities totaled \$11,080,510 primarily from cash received from State FTE reimbursement of \$4,987,605, cash from property taxes of \$3,119,487, and cash from grants and contracts of \$2,924,967. Cash from leases provided \$141,465 and cash from other non-operating income provided \$166,651.

The net cash provided by non-capital financing activities was \$2,782,464 more than the prior year. Cash received from State appropriations increased by \$1,836,532. Cash received from grants and contracts increased by \$781,969. Property taxes increased by \$254,361. Other non-operating income decreased by \$95,242. Cash received from leases increased by \$13,817. Cash paid for lease expenses decreased by \$3,064. Pension bond payments increased by \$2,084. Interest paid on pension bonds increased by \$7,917. Other non-operating expenses increased by \$2,036.

Capital Financing Activities

The capital financing uses of cash were the purchase of capital assets of \$3,364,854, principal payments of \$1,145,327 and interest payments of \$886,228. The cash used by capital financing activities decreased by \$470,764. Purchases of capital assets increased by \$436,783 compared to the prior year. Principal paid on long term debt increased by \$74,558. Interest paid on long term debt decreased by \$40,577.

Investing Activities

Investing activities used \$14,556 in cash, resulting from earnings on investments of \$534,745, proceeds from the sale of investments of \$2,493,417 and purchase of investments of \$3,042,718. Cash provided from earnings on investments decreased by \$223,138 to \$534,745 as a result of investment activities. Purchases of investments used \$3,042,718 of cash as compared to \$4,237,004 in the prior year. Proceeds from the sale of investments provided \$2,493,417 in cash as compared to \$4,233,000 in the prior year.

BUDGET

Columbia Gorge Community College adopts an annual budget at the fund level, which is under the modified accrual basis of accounting for governmental funds and on an accrual basis of accounting for proprietary and fiduciary funds. The College Board adopts budget modifications and makes contingency transfers as needed for unanticipated expenditures in accordance with Oregon Local Budget Law. For more information, please refer to the budgetary statements as Supplementary Information in the Financial Section of this report.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

The College's investment in capital assets as of June 30, 2010, amounts to \$32,767,422, net of accumulated depreciation. Investment in capital assets includes land, buildings, improvements, equipment and furnishings, and library collections. Additional information on the College's capital assets can be found in Note 5 of this report.

Debt Administration

At the end of the current fiscal year, the College had total debt outstanding of \$21,977,880. Of this amount, \$2,085,000 is the outstanding general obligation refunding bond series 1998; and \$16,861,055 is the outstanding general obligation bond series 2005; \$3,031,825 is the outstanding pension obligation bond series 2003. The College made all scheduled payments to reduce total debt by \$1,255,720 in 2010. The State of Oregon Department of Energy Small Scale Energy Loan was paid in full in 2010.

State statutes limit the amount of general obligation debt the College may issue to 1.5 percent of Real Market Value of properties within the College district. For fiscal year 2009-2010, the legal debt limit is \$94,878,363 or 1.5 percent of the College district Real Market Value of \$6,325,224,233. The College's outstanding general obligation bond debt of \$18,605,000 is 19.6 percent of the legal debt limit as shown in the table below.

Legal Debt Capacity

| | Real Market Value 2009-2010 |
|--|-----------------------------|
| CGCC District - Hood River County RMV | \$3,289,734,829 |
| CGCC District - Wasco County RMV | 3,035,489,404 |
| Total CGCC District RMV | \$6,325,224,233 |
| Legal Debt Capacity 1.5 percent of RMV | \$94,878,363 |
| Outstanding General Obligation Debt | \$18,605,000 |
| Percent of Debt Capacity Used | 19.6% |

Bond levy rates for the past five years and the next year are shown in the table below.

District General Obligation Bond Levy Rates (per thousand of Taxable Assessed Value)

| Bond Levy Rates | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---------|---------|---------|---------|---------|---------|
| Wasco Co GO Bonds Series 1998 Refunding | 0.5688 | 0.5230 | 0.4069 | 0.4545 | 0.4770 | 0.4190 |
| District GO Bond Series 2005 | 0.4519 | 0.4643 | 0.4022 | 0.4136 | 0.4259 | 0.3664 |

Additional information on the College's long-term debt can be found in Note 9 of this report.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

Limited state revenues and the necessity to raise funds with increased tuition and fees continue to be a major challenge. The College's mission to provide access to higher education within its district is affected by the level of state funding and the success of fundraising and grant writing efforts.

The College proactively managed its financial position and adopted budgetary principles and practices that addressed cost containment and revenue enhancement. With permanent campuses in Hood River and The Dalles, Columbia Gorge Community College is positioned to serve students, the community, business and industry with its comprehensive community college mission. With prudent fiscal management and budgeting that links funding with strategic planning, the College will sustain its mission while facing the realities of tough economic times. To assure sustainability, the College will continue to focus on protecting and developing the College's intellectual capital; serving students, the community, business and industry; developing resources; and building and maintaining infrastructure.

The College budget anticipates the State's planned deferral of the 2010-2011 fourth quarter payment to 2011-2012. The College Board of Education adopted a \$9 per credit tuition increase to \$79 per credit effective summer term 2010 and increased the current service fee by \$1 to \$9 per credit, balancing student access and affordability. The contingency budget of \$450,000 is set aside to account for the uncertainty in the level of State funding, for labor negotiations, future payroll benefit costs and unanticipated operational and program expenditures. A Reserve Fund for operations was established to set aside funds for future transfer to the General Fund for general operations.

On June 8, 2010, the College adopted a balanced budget as required by the Oregon Local Budget Law. The following budget priorities are reflected in the 2010-2011 adopted budget.

Protecting and Developing Intellectual Capital

Allocating resources to positions and staff development which support the College's mission and strategic planning is reflected in this budget.

Serving Students, Community, Business and Industry by Seeking Independent Accreditation

Achieving candidacy for independent accreditation in 2008 was an important milestone in the College's history. The budget continues to support expenditures that further this goal. A self-study is under way in preparation for a site visit by the Northwest Commission on Colleges and Universities in the spring of 2011.

Serving Students, Community, Business and Industry with Instruction and Academic Support

The instructional leadership team is focused on increasing efficiencies while maintaining access for students. Actions being taken include increasing class size to 30 when facilities, equipment, and safety allow; increasing the minimum number of students enrolled to retain the class; delaying the development of new classes and programs; offering 20 fewer classes during the year; and offering fewer sections of multi-section classes.

Two programs, Education and Criminal Justice, are suspended for the 10-11 year as part of a program review to review the relevancy of the curriculum, career pathways, and employment opportunities. The Early Childhood Education program has been revised to meet local partner needs.

Library services will migrate to a new library consortium managed by Eastern Oregon University as part of the work in attaining independent accreditation, change electronic database subscription from EBSCO Host to Gale Databases, and reduce library hours as part of the cost efficiency efforts.

Distance learning resources will be primarily focused on assisting faculty in the use of instructional technologies, increase training for faculty in the use of Quality Matters Standards, and implementing an online class and faculty observation/evaluation process.

As part of the move toward independent accreditation, Instructional Services is now responsible for curriculum functions that previously were performed by PCC staff. Two standing committees, Curriculum and Academic Standards, are now fully functioning entities guiding instructional and academic requirements.

The results of these actions will be monitored carefully in order to retain a quality teaching/learning environment and to ensure student access at a desired level.

Serving Students, Community, Business and Industry with the Career Pathways Initiative

The College serves as the fiscal agent for the State-wide Director of Career Pathways who coordinates and provides technical assistance for pathways efforts at all 17 community colleges. The College is seen as a leader in implementing and integrating career pathways for students. The College will continue to seek grants to continue work on this state-wide initiative.

Serving Students, Community, Business and Industry by Supporting Health Occupations

The Nursing and Health Occupations programs continue to meet the employment and training needs of our local and regional health care partners. Interest in health care careers remains strong for the programs offered by the college. The new Medical Assisting program has attained accreditation through the Commission of Accreditation for Allied Health Programs and the American Association of Medical Assisting. The EMT program was also re-accredited in spring 2010. The budget supports funding for the medical assisting program, certified nursing assistant I and II program, medication aid training, emergency medical technician training, and first aid, CPR and AED training.

Serving Students, Community, Business and Industry by Supporting Expansion of the Renewable Energy Technician Program

The College's Renewable Energy Technology Program expanded to four cohorts of students as of spring 2010 as part of meeting the goals of the three-year U. S. Department of Labor Community Based Job Training grant. As per the direction of its advisory committee, the program continues to revise the curriculum to meet this rapidly changing industry sector. The faculty and program leaders are now involved in research and training to infuse other renewable energies into the curriculum. To fund these activities, the College has received additional grants from the U. S. Department of Energy and an additional appropriation from the U. S. Department of Labor. Industry partners continue to support the program through cash, equipment, and site access donations. The College expects to receive one of the first Seal of Approval designations by the American Wind Energy Associations in the spring of 2010.

Developing Resources

The College budget reflects the emphasis on fund-raising efforts to seek additional funding through a combination of partnership contributions, Federal and State sources, private foundations and through activities of the Columbia Gorge Community College Foundation. College Foundation fund-raising will provide funding for student scholarships as the College relies on more on contributions than the General Fund.

Serving Students, Community, Business and Industry through College Expansion

The proposed budget supports a period of expansion of college enrollment, programs and facilities. The College has experienced record enrollment increases in the past two years due to general economic conditions. Recent expansion of the Renewable Energy program also contributed to the recent enrollment increases. The proposed budget supports College operations of Hood River-Indian Creek campus and

The Dalles campus. The capital improvements to existing buildings will allow the College to provide appropriate facilities which support the achievement of the institution's mission and goals. Capital improvement projects within existing buildings are expected to continue through the summer and fall of 2010. The budget plans for capital construction if local match is available to the \$8 million of bonding authority approved by the 2009 Oregon Legislature.

Sustaining the Mission by Building and Maintaining Infrastructure

The 2005 Oregon Legislature appropriated State bonding authority of \$7.5 million for Columbia Gorge Community College matched with \$7.5 million of the \$18.5 million general obligation bonds issued by the College in May 2005. The 2009 Oregon Legislature approved up to \$8 million of bonding authority with a local match requirement. The Capital Projects Fund accounts for the balance of the 2005 G.O. Bonds as capital construction continues into fiscal year 2010-2011 and a planned local match of \$8 million. The State Capital Projects Fund will account for the balance of the \$7.5 million in State XI-G bonds issued in spring 2007 and \$8 million in State XI-G bonds approved in 2009. The Deferred Maintenance Capital Projects Fund accounts for the balance of the 2009 "Go Oregon" stimulus projects as work continues into fiscal year 2010-2011. The Reserve Fund for Facilities and Grounds Maintenance is budgeted to fund repair and maintenance work that cannot be funded by general obligation bonds.

Budget Summary

The adopted 2010-2011 budget represents the financial plan of the College for the second year of the 2009-2011 biennium. This budget supports the operations of The Dalles and Hood River campuses. This budget includes planning for new processes and structures to support the College's steps toward independent accreditation. Limited available resources and increased costs of operation will continue to challenge the College in providing high quality academic and support services to the district. The College expects to continue its successful fund-raising efforts to attract unrestricted and restricted gifts and to seek State and Federal grants that meet local and regional needs.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of Columbia Gorge Community College's finances. Questions concerning any of the information in this report or requests for additional financial information should be addressed to:

Saundra Buchanan, M.B.A.
Chief Financial Officer
Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058



COLUMBIA GORGE COMMUNITY COLLEGE

400 EAST SCENIC DRIVE · THE DALLES, OR 97058 · (541) 506-6000
1730 COLLEGE WAY · HOOD RIVER OR 97031 · (541) 308-8200
www.cgcc.cc.or.us

2010-2011 Adopted Budget

Building Dreams, Transforming Lives

Columbia Gorge Community College is an equal opportunity educator and employer.

COLUMBIA GORGE COMMUNITY COLLEGE

BUDGET DOCUMENT

- Budget Calendar
- Budget Committee
- Budget Message
- Budget Contents
- General Fund
- Special Funds
- Debt Service Schedules
- Legal Documents

BUDGET CALENDAR

**COLUMBIA GORGE COMMUNITY COLLEGE
BUDGET CALENDAR
FOR FISCAL YEAR JULY 1, 2010 - JUNE 30, 2011**

| 2010 | Action |
|-------------------------------|---|
| January 12 (Tuesday) | College Board of Education Meeting (The Dalles) <ul style="list-style-type: none"> • Appoint Budget Officer • Adopt Budget Calendar |
| February 16 (Tuesday) | College Board of Education Meeting (Hood River) <ul style="list-style-type: none"> • Appoint Budget Committee Members |
| April 10 - 30 | Publication of Budget Committee Meeting Notices Publish First Public Notice of First Budget Committee Meeting (Publish once 5-30 days prior to First Budget Committee Meeting) <ul style="list-style-type: none"> • Hood River News (Proposed 4/14/2010) • The Dalles Chronicle (Proposed 4/14/2010) |
| April 15 - May 5 | Publication of Budget Committee Meeting Notices Publish Second Public Notice of First Budget Committee Meeting (Publish once 5-30 days prior to First Budget Committee Meeting separated by at least 5 days from the first publication) <ul style="list-style-type: none"> • Hood River News (Proposed 4/21/2010) • The Dalles Chronicle (Proposed 4/21/2010) |
| May 10 (Monday) 6:00 pm | Budget Committee Meeting #1 (The Dalles) The Budget Committee meets as needed to review and approve the budget. |
| May 12 (Wednesday) 6:00 pm | Budget Committee Meeting #2 (The Dalles) Budget Committee Approves Budget No Later Than May 12 |
| May 9 - June 3 | Publication of Budget Hearing Notice and Financial Summary Publish Notice of Budget Hearing and Financial Summary (Publish once 5-30 days prior to Budget Hearing) <ul style="list-style-type: none"> • Hood River News (Proposed 5/19/2010) • The Dalles Chronicle (Proposed 5/19/2010) |
| June 8 (Tuesday) | College Board of Education Meeting & Budget Hearing (The Dalles) <ul style="list-style-type: none"> • Board of Education holds Budget Hearing • Board Approves Budget Resolution to Adopt Budget, Make Appropriations, Levy and Categorize Property Taxes |
| July 15 | Filing Deadline Deadline for Budget Officer to file all Property Tax Levy Forms, Adopted Budget Resolutions and Adopted Budget Document with County Assessors |

**COLUMBIA GORGE COMMUNITY COLLEGE
COMPLETED BUDGET CALENDAR
FOR FISCAL YEAR JULY 1, 2010 - JUNE 30, 2011**

| 2010 | Action |
|--------------------------------|---|
| January 12 | College Board of Education Meeting (The Dalles) <ul style="list-style-type: none"> • Appoint Budget Officer • Adopt Budget Calendar |
| February 16 | College Board of Education Meeting (Hood River) <ul style="list-style-type: none"> • Appoint Budget Committee Members |
| April 14 | Publication of Budget Committee Meeting Notices Publish First Public Notice of First Budget Committee Meeting (Publish once 5-30 days prior to First Budget Committee Meeting) <ul style="list-style-type: none"> • Hood River News (Published 4/14/2010) • The Dalles Chronicle (Published 4/14/2010) |
| April 21 | Publication of Budget Committee Meeting Notices Publish Second Public Notice of First Budget Committee Meeting (Publish once 5-30 days prior to First Budget Committee Meeting separated by at least 5 days from the first publication) <ul style="list-style-type: none"> • Hood River News (Published 4/21/2010) • The Dalles Chronicle (Published 4/21/2010) |
| May 10 6:00 pm | Budget Committee Meeting #1 (The Dalles) The Budget Committee meets as needed to review and approve the budget. |
| May 12 6:00 pm CANCELLED | Budget Committee Meeting #2 (The Dalles) Budget Committee Approves Budget No Later Than May 12 |
| May 19 | Publication of Budget Hearing Notice and Financial Summary Publish Notice of Budget Hearing and Financial Summary (Publish once 5-30 days prior to Budget Hearing) <ul style="list-style-type: none"> • Hood River News (Published 5/19/2010) • The Dalles Chronicle (Published 5/19/2010) |
| June 8 | College Board of Education Meeting & Budget Hearing (The Dalles) <ul style="list-style-type: none"> • Board of Education holds Budget Hearing • Board Approves Budget Resolution to Adopt Budget, Make Appropriations, Levy and Categorize Property Taxes |
| June 30 | Filing Deadline July 15 Deadline for Budget Officer to file all Property Tax Levy Forms, Adopted Budget Resolutions and Adopted Budget Document with County Assessors |

BUDGET COMMITTEE

**COLUMBIA GORGE COMMUNITY COLLEGE
BUDGET COMMITTEE FOR THE 2010-2011 BUDGET**

| Position # | Name | County | Term Ending |
|-------------------|--------------------------------------|---------------|--------------------|
| 1 | M.D. VanValkenburgh Board Member | Wasco | June 30, 2013 |
| 2 | Dr. James R. Willcox Board Member | Wasco | June 30, 2013 |
| 3 | David Fenwick Board Member | Hood River | June 30, 2011 |
| 4 | Christie Reed Board Member | Hood River | June 30, 2011 |
| 5 | Dr. Ernest Keller Board Member | Wasco | June 30, 2013 |
| 6 | Stuart Watson Board Member | Hood River | June 30, 2011 |
| 7 | Charleen Cobb Board Member | Wasco | June 30, 2013 |
| 8 | Craig J. Ortega | Hood River | June 30, 2011 |
| 9 | John Kasberger | Hood River | June 30, 2011 |
| 10 | Bill Fashing | Hood River | June 30, 2012 |
| 11 | Shawn Whelan | Wasco | June 30, 2012 |
| 12 | John Hutchison | Wasco | June 30, 2012 |
| 13 | Marilyn Wong | Wasco | June 30, 2010 |
| 14 | Ken Farner | Wasco | June 30, 2010 |

Board Members serve a four-year term. Budget Committee positions 8 through 14 serve a three-year term.

ADMINISTRATION

Dr. Frank K. Toda, President

Tria Bullard, Administrative Assistant to the President and Board of Education

Dr. Susan Wolff, Chief Academic Officer

Sandra Buchanan, Chief Financial Officer

Daniel Spatz, Chief Institutional Advancement Officer

Karen Carter, Chief Student Services Officer

Robb Van Cleave, Chief Talent and Strategy Officer

Bill Bohn, Chief Technology Officer

BUDGET MESSAGE

Columbia Gorge Community College 2010-2011 Budget Message

PURPOSE

The budget message describes the Columbia Gorge Community College (CGCC) Budget Document in terms of important features, the reasons for any major changes from the previous year's approved budget and any major changes in the College's financial policy or status. The Oregon Revised Statutes, Section 294.391, directs the Executive Officer in each municipal corporation to prepare a budget message to accompany the annual budget document. The budget is a financial plan containing estimates of revenues and expenditures for one fiscal year.

The budget reflects a strategic plan that must respond to the changing environment: a living document subject to revision by the Board of Education. This budget supports seeking independent accreditation, a central goal of the College's strategic plan, which is the next most significant phase in establishing our independent identity as an institution. The budget includes resources from community, industry, state and federal partners to support instructional programs in concert with local and regional needs. The College prides itself on being a provider of choice for "anytime, anywhere" training and educational services focused on building vibrant communities throughout our service area. We have a clear emphasis on teaching, learning, and community support - "Building Dreams and Transforming Lives". The summary level elements of the CGCC strategic focus are as follows:

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

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

Values: Respect for the individual, Community focus, Integrity, Excellence, Commitment to Learning

Key Focus Areas:

1. CGCC will provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve.
2. CGCC will focus on student development services that enhance lifelong learning by facilitating access to college programs, supporting and recognizing student progress, providing opportunities for students to participate in the growth of the College, celebrating diversity, and promoting achievement of educational goals.
3. CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment.
4. CGCC will develop and maintain strong, collaborative partnerships and relationships within our community.
5. CGCC will provide governance and administrative structures which assure institutional effectiveness through innovative leadership and ongoing planning and evaluation.
6. CGCC will build the institution's financial capability through sound planning and effective use of fiscal resources.
7. CGCC will provide efficient operational processes which support current organizational needs and directions.
8. CGCC will utilize technology to improve services and workplace effectiveness.
9. CGCC will provide appropriate institutional facilities which support the achievement of the institution's mission and goals.

BUDGET STRUCTURE

The College budget structure is organized by fund and by cost center within the General Fund. Funds are grouped according to purpose or source of funds per Oregon Budget Law: General Fund, Special Revenue Funds, Capital Projects Funds, Debt Service Funds, Reserve Funds, Enterprise Funds, and Fiduciary Funds.

General Fund cost centers have been established for financial management and are consistent with State and Federal reporting requirements. Special revenue funds are organized according to function. All instructional cost centers and special revenue funds are grouped by the following student full-time equivalency (FTE) categories: General Academic Instruction, Career & Technical Education, Pre-College Programs (Developmental Education), Other Reimbursable (Self-Improvement) and Non-Reimbursable Instruction.

General Fund budget appropriations are categorized as follows: Instruction, Academic Support, Student Services, Institutional Support, Financial Aid, Plant Operation and Maintenance, Contingency, Debt Service, and Transfers.

Special Fund budget appropriations have separate totals for personal services, materials and services, capital outlay, debt service, and inter-fund transfers.

BUDGET DEVELOPMENT

This year's budget development process included a series of management budget forums of the President, administrators of the executive leadership team, cost center managers and fund managers to provide guidance in developing the budget. College administrators and managers reviewed budget priorities that focused on mission requirements to serve students, community, business and industry while supporting faculty and staff within College resources.

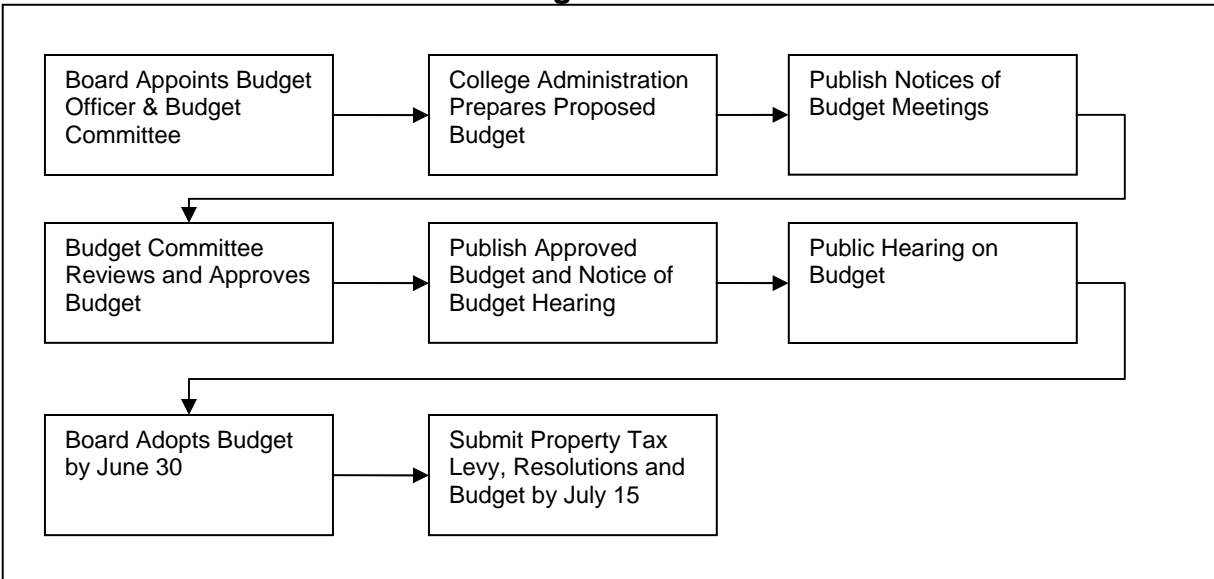
Budget challenges include the gap between the State community college funding level and resources needed to support enrollment growth and the increasing cost of operations. Administrators and managers were challenged to generate more revenue, focus on efficiency and effectiveness initiatives, and propose reductions in administrative, operational and personal services costs.

Accreditation standards require the College develop three year financial projections. To meet accreditation standards and provide sound financial planning, a three-year budget projection was developed to ensure the College balances its resources and budget requirements to meet its mission and strategic plan. The proposed budget for 2010-2011 is the first year of the three-year budget projection in which the College will use its reserves to balance resources with requirements.

The proposed budget represents the best estimates of resources and expenditures to provide academic and support services for a broad range of community needs and expectations for community college services.

The budget format corresponds to the statewide classification of "revenue and expense accounting" for Oregon community colleges adopted statewide in 1994 and is prepared in compliance with Oregon Budget Law. The budget plan is subject to change by legislative and/or administrative action. The action of the Budget Committee will set limitations on appropriation levels. The following Budget Process flowchart shows the required steps to meet Local Budget Law.

Budget Process



GENERAL FUND

Revenue

The Community College Support Fund (CCSF) distribution model was used to estimate the amount of State revenue for Columbia Gorge Community College at the estimated 2009-2011 appropriation of \$440 million by the 2009 Oregon State Legislature. The \$440 million CCSF funding level represents a shortfall of \$79 million from the Essential Budget Level (EBL) of \$519 million as calculated by the State to maintain community college operations. In the first year of the biennium, fiscal year 2009-2010, CGCC received five payments totaling \$4,987,605. In the second year of the biennium, fiscal year 2010-2011, CGCC is estimated to receive three payments projected to be \$2,828,578. The payment deferrals enacted by the 2003 Oregon State Legislature are expected to continue in future years. In 2009-2010, State revenue represents approximately 55 percent of General Fund Revenue and is projected to be 38.5 percent in 2010-2011.

Property tax revenues are estimated to increase by 5.9% as estimated by the Oregon Department of Revenue with a 93.4% collection rate and include current and prior years' taxes for Hood River and Wasco Counties. Other taxes budgeted are payments in lieu of property taxes to Wasco County. Property taxes represent 13.8 percent of General Fund Revenue.

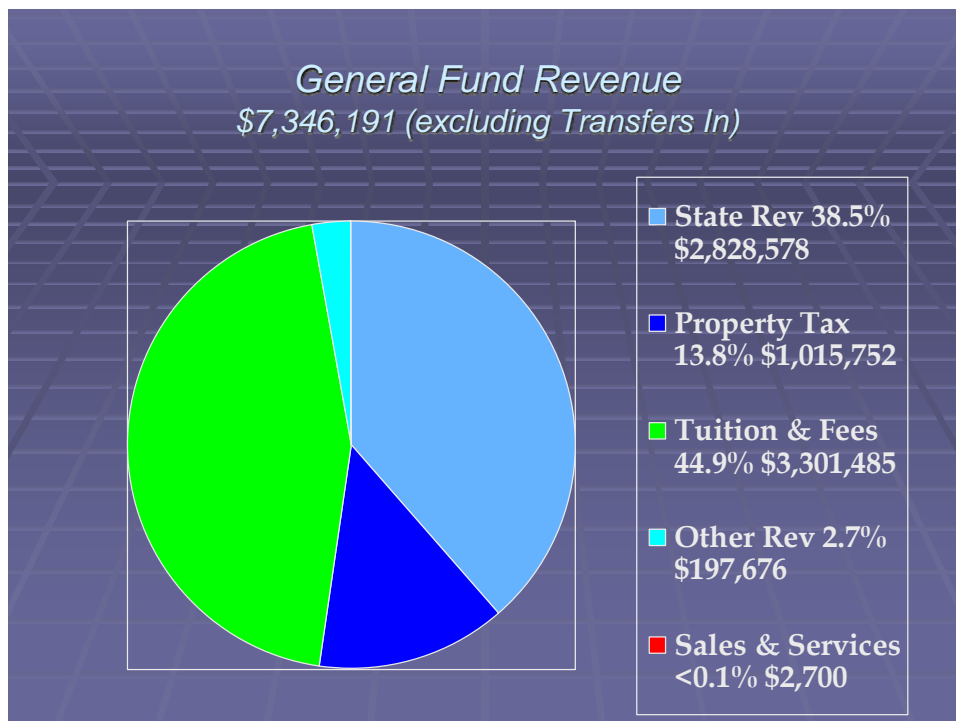
The tuition budget is dependent on the tuition rate, number of credits sold, and the level of write-offs. Tuition and fee revenues are budgeted on enrollment projections and adopted tuition rates. Enrollment for 2010-2011 is projected to sustain the same level as 2009-2010. The College Board of Education adopted a \$9 per credit tuition increase to \$79 per credit effective summer term 2010 and a \$1 per credit service fee increase to \$9 per credit, balancing student access and affordability. Tuition and fees are grouped in three categories of tuition, instructional fees, and special fees and represent 44.9 percent of General Fund Revenue.

Other revenue sources include indirect cost recovery revenue, interest, unrestricted and restricted gifts and other income and represents 2.7 percent of General Fund Revenue. The college projects total gifts of \$75,000, generated through contributions from the healthcare partners. The following schedule projects sources of indirect cost recovery revenue.

| Sources of Indirect Cost Recovery Revenue | FY 2010-2011 |
|---|--------------|
| Career Readiness Certificate Implementation Grant | \$1,427 |
| Career Pathways 2009-2011 Grant | 2,491 |
| Pathways Initiative State-Wide Director Grant | 23,586 |
| Pathways Initiative Projects and Technical Assistance Grant | 7,739 |
| Oregon Community Colleges Green Initiative Grant | 3,137 |
| Pathways Green Labor Market Information Grant | 9,246 |
| Total Indirect Cost Recovery Revenue | \$47,626 |

Sales and services revenue include library services revenue, rental revenue and vending revenue and represents 0.03 percent of General Fund Revenue.

The following chart summarizes the sources of General Fund revenue.



Transfers In

Transfers from Special Funds are estimated to be \$217,902 and depend on the financial results of special fund activities. The largest transfer to the General Fund is from the Building Lease Fund in the amount of \$157,685. The following schedule of inter-fund transfers lists the budgeted transfers to the General Fund from Special Funds.

| Transfers to General Fund from Special Funds | FY 2010-2011 |
|---|---------------------|
| Transfer to General Fund from Health Occupations Customized Training Fund | \$1,015 |
| Transfer to General Fund from Customized Training Fund | 27,511 |
| Transfer to General Fund from Fundamentals of Care-giving Fund | 12,483 |
| Transfer to General Fund from Non Reimbursable Community Education Fund | 2,500 |
| Transfer to General Fund from Elderhostel Fund | 2,000 |
| Transfer to General Fund of residual balance from Insurance Fund | 2,707 |
| Transfer to General Fund from Building Lease Fund | 157,685 |
| Transfer to General Fund from Food Service | 12,000 |
| Transfer to General Fund from Debt Service-Pension Bonds | 1 |
| Total Transfers to General Fund from Special Funds | \$217,902 |

Expenses

The proposed budget is allocated by function. Instruction accounts for 37 percent of the budget. Academic Support accounts for 10.7 percent of the budget. Student Services accounts for 9.5 percent of the budget. Institutional support accounts for 27 percent of the budget. Student financial aid accounts for 0.4 percent of the budget. Plant Operations and Maintenance accounts for 10.7 percent of the budget. Contingency accounts for 4.8 percent of the budget. Transfers to Special Funds include a \$2,313,224 transfer to the Reserve Fund for General Operations.

Of the functional areas, Instruction has decreased as compared to the prior year's percent of adjusted budget by 2 percent. Other functional areas percent of budget remain generally unchanged. General Fund debt service is zero as the last payment of the Oregon Small Scale Energy Loan was made in 2009-2010.

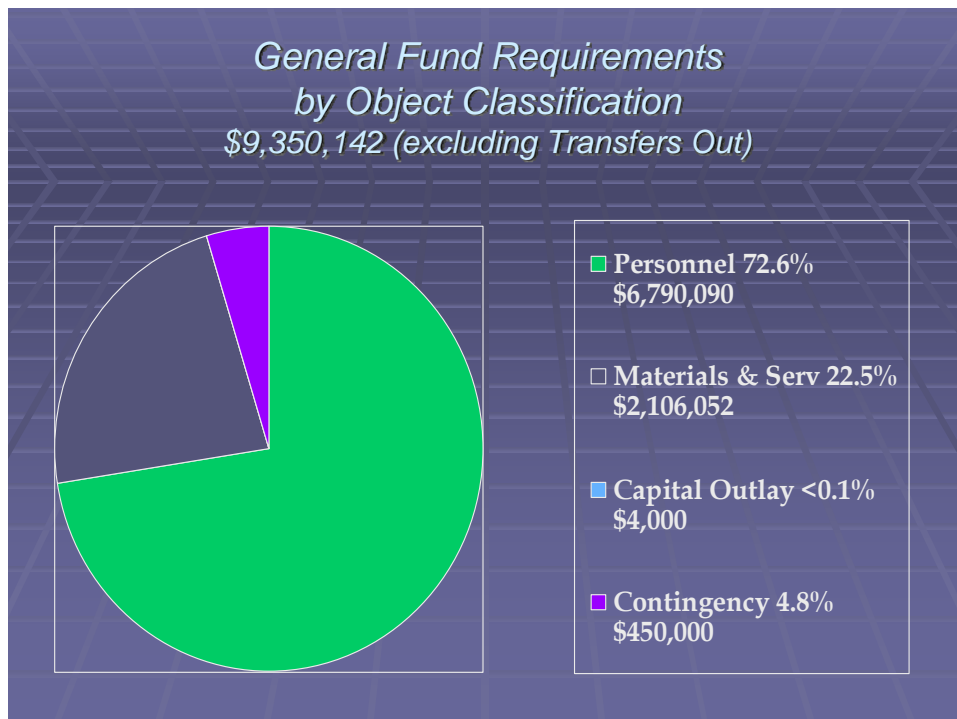
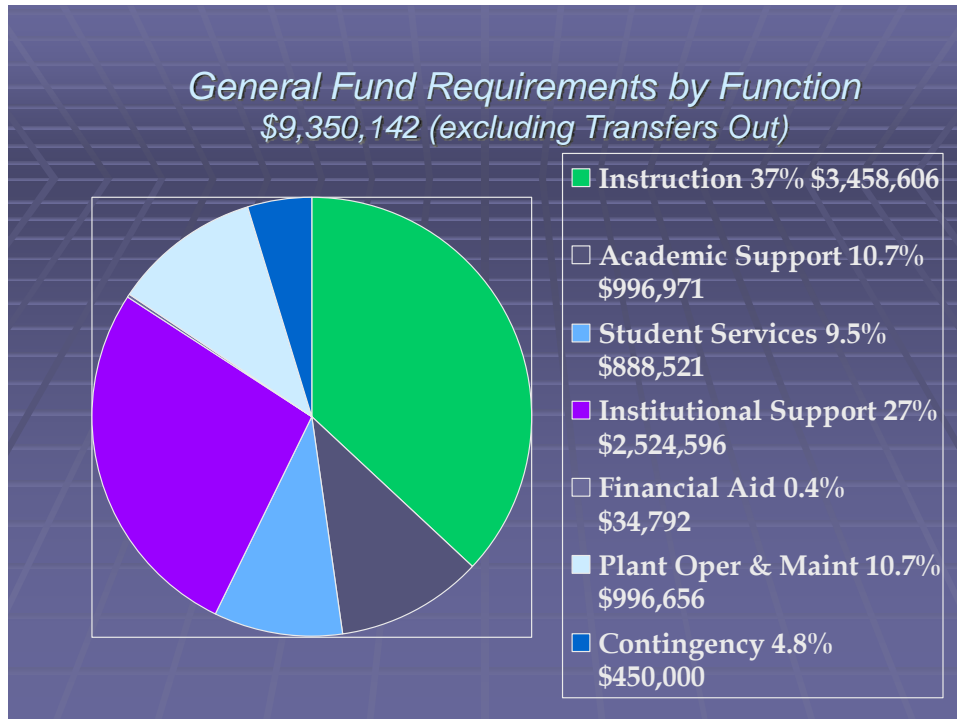
The contingency budget of \$450,000 represents 4.8 percent of total expenditures as compared to the prior year's percent of adjusted budget of 3.2 percent. The Contingency budget of \$450,000 is the same amount as the 2009-2010 adopted budget to account for the uncertainty in the level of State funding due to enrollment levels, the ongoing classified labor negotiations, the pending faculty labor negotiations, and pending payroll benefit cost increases.

The following table shows the allocation of expenses for the College by functional classification for the 2010-2011 proposed budget as compared to the 2009-2010 adjusted budget.

General Fund 2010-2011 Proposed Expenditures and Requirements
as compared to the 2009-2010 Adjusted Budget

| Function | 2010-11 Proposed Budget | 2010-11 | 2009-10 Adjusted Budget | 2009-10 |
|--|----------------------------|---------|----------------------------|---------|
| Instruction | \$3,458,606 | 37.0% | \$3,661,009 | 39.0% |
| Academic Support | 996,971 | 10.7% | 994,787 | 10.6% |
| Student Services | 888,521 | 9.5% | 846,346 | 9.0% |
| Institutional Support | 2,524,596 | 27.0% | 2,536,971 | 27.0% |
| Student Financial Aid | 34,792 | 0.4% | 48,000 | .5% |
| Plant Operations & Maintenance | 996,656 | 10.7% | 989,961 | 10.6% |
| Contingency | 450,000 | 4.8% | 297,185 | 3.2% |
| Debt Service | 0 | 0% | 5,411 | 0.1% |
| Total Expenditures excluding transfers | \$9,350,142 | 100.0% | \$9,379,670 | 100.0% |
| Transfers | 2,314,224 | | 2,500 | |
| Total Requirements | \$11,664,366 | | \$9,382,170 | |

The following charts summarize proposed General Fund requirements, excluding transfers out, by function and by object classification.



Wage, Salary, and Employer Payroll Expense Assumptions

Personnel expenses account for 72.6 percent of the General Fund budget and 56 percent of all funds. Personnel expenses include wages and salaries and associated employer payroll taxes, expenses and benefits.

Collective bargaining agreements (CBA) set wage and salary placements and amounts for represented employees. The three-year faculty CBA ends June 30, 2010. Negotiations are expected to begin soon for the successor faculty agreement. Budget estimates are based on current full-time or part-time faculty salaries. The three-year classified CBA expired June 30, 2009. Classified negotiations are ongoing for the successor agreement with mediation scheduled for May 5. Budget estimates are based on position placement and projected step movement during the year based on the College's current salary offer.

Administrative and confidential employees' salaries are based on the salary schedule approved by the CGCC Board of Education on May 10, 2005 and are not projected to receive salary increases.

The budget document details other payroll expenses within each cost center or special fund. Social security taxes include 6.2% FICA and 1.45% Medicare tax. Workers' compensation premiums are estimated to be 2.77% of wages for custodial and maintenance employees and 0.33% of wages for all other employees based on current year's premiums. The State Workers Benefit Fund Assessment to employers is based on the current rate of 1.4 cents per hour worked. Unemployment insurance tax is estimated to be 1.9% of wages up to \$32,100 per year based on the current 2010 rate.

The Oregon Public Employees Retirement System (PERS) employer contribution rates are set every two years based on actuarial valuations. The PERS employer rates for 2009-2011, effective July 1, 2009 through June 30, 2011, are based on the December 31, 2007 valuation. The PERS rate applied to Tier 1 and Tier 2 members is 12.01% of wages which is the total of the payment to PERS of 2.88% plus the 9.13% rate credit that funds the debt service of the pension bonds. The Oregon Public Services Retirement Plan (OPSRP) rate is 12.65% of wages which is the total of the payment to PERS of 3.52% plus the 9.13% rate credit that funds the debt service of the pension bonds.

The following table shows the current CGCC employer rate history since January 1, 2004 when PERS legislative reforms took effect creating OPSRP. Rates are expected to increase in the following biennium once the 2009 valuation is completed and the 2008 and 2009 investment losses are included in the valuation. The employer PERS retirement contributions represent approximately 30% of the total cost for other payroll expenses. These rates do not include the mandatory 6 percent employee contribution for eligible employees.

| | Effective Dates | Net PERS Rate | PERS UAL Rate Credit | Total PERS Expense |
|----------------------|--------------------|---------------|----------------------|--------------------|
| PERS Tier 1 & Tier 2 | 1/1/2004-6/30/2005 | 0.0064 | 0.1062 | 0.1126 |
| | 7/1/2005-2/28/2006 | 0.0502 | 0.1071 | 0.1573 |
| | 3/1/2006-6/30/2007 | 0.0502 | 0.0637 | 0.1139 |
| | 7/1/2007-6/30/2009 | 0.0409 | 0.1091 | 0.1500 |
| | 7/1/2009-6/30/2011 | 0.0288 | 0.0913 | 0.1201 |
| OPSRP | 1/1/2004-6/30/2005 | 0.0804 | 0.0000 | 0.0804 |
| | 7/1/2005-2/28/2006 | 0.0804 | 0.0000 | 0.0804 |
| | 3/1/2006-6/30/2007 | 0.0167 | 0.0637 | 0.0804 |
| | 7/1/2007-6/30/2009 | 0.0656 | 0.1091 | 0.1747 |
| | 7/1/2009-6/30/2011 | 0.0352 | 0.0913 | 0.1265 |

Disability, life insurance, and accidental death and dismemberment insurance are provided to full-time employees through the Oregon Educator's Benefit Board and Standard Insurance Company. The long term disability insurance premium rate is budgeted to be .0020 of wages up to \$13,333 per month. The life and AD&D insurance premium rate is budgeted to be \$1.14 per \$10,000 coverage per month.

Health insurance premiums are budgeted to increase by 20% beginning with the October 1, 2010 plan year. OEGB renewal premium rates and plan information are expected in May. Budget estimates of employer-paid health insurance premiums for full-time employees vary by plan and number of covered dependents. The employer cost of health insurance represents approximately 42% of the total cost for other payroll expenses based on 2009-2010 expenses.

Transfers Out

A transfer from the General Fund to the Reserve Fund for General Operations in the amount of \$2,313,224 establishes a reserve that will be transferred in future years as the General Fund needs resources to balance current revenue and current expense. A \$1,000 transfer from the General Fund to the Co-curricular Activities Fund is budgeted to balance resources and requirements of planned co-curricular activities. The following schedule of inter-fund transfers lists the budgeted transfers to Special Funds from the General Fund.

| Transfers to Special Funds from General Fund | FY 2010-2011 |
|---|---------------------|
| Transfer to Co-curricular Activities Fund from General Fund | \$1,000 |
| Transfer to Reserve Fund for General Operations from General Fund | 2,313,224 |
| Total Transfers to Special Funds from General Fund | \$2,314,224 |

General Fund Net Working Capital Carry-over or Fund Balance

The General Fund net working capital carryover or beginning fund balance is estimated to be \$4,567,830 on July 1, 2010. Of the beginning fund balance, a total of \$2,313,224 will be transferred to the Reserve Fund for General Operations for use in future years. Of the \$2,254,606 remaining amount, a total of \$1,787,049 is budgeted to offset the difference between current year revenue and current year expense leaving an unappropriated ending fund balance on June 30, 2010 of \$467,557. The College is targeting an ending fund balance of five percent of expenditures less transfers out for 2010-2011.

The unappropriated ending fund balance is an amount set aside in the budget to be carried over to the next year's budget. It provides the College with cash until revenues are received later in the year. This amount cannot be transferred by resolution or used through a supplemental budget, unless necessitated by a qualifying emergency.

SPECIAL FUNDS

Per Oregon Budget Law requirements, this budget document includes all special revenue funds and other funds with activity in the current year, prior two fiscal years, or a proposed budget in 2009-2010. Funds are grouped according to purposes or source of funds per Oregon Budget Law. Special Fund budget appropriations have separate totals for personal services, materials and services, capital outlay, debt service, and inter-fund transfers.

Inactive Special Revenue Funds

The following special funds will become inactive at the close of the 2009-2010 due to program, contract, or grant close-outs and completed projects:

- Locally Developed Technical Skill Assessment Grant Fund
- Learning Standards Grant Fund
- Oregon Student Assistance Commission Program Fund
- Wasco County Inter-Governmental Agreement Fund
- Career Pathways Program Income Fund
- Infant/Toddler Project ARRA Grant Fund
- Renewable Energy Lab Capital Projects Fund

Special Revenue Funds – Career & Technical Education

- The Carl D. Perkins Title I Grant Fund accounts for the Carl D. Perkins funds which support the enhancement of Technical Education programs to better prepare students for a future in the workforce.
- The Health Occupations Customized Training Fund is used to record revenues and expenditures relating to specialized health occupations training programs offered under customized training contracts.
- The Perkins Reserve Fund accounts for regional Career Technical Education activities as CGCC serves as fiscal agent for the Perkins Reserve Fund in collaboration with the Oregon Department of Education and regional school districts.
- The U.S. Department of Labor Community Based Job Training Renewable Energy Technology Grant Fund accounts for the three-year grant to support expansion of the renewable energy training program.
- The U.S. Department of Energy Grant Fund will account for a federal appropriation for a nacelle for the renewable energy technology program.
- The U.S. Department of Labor WIA Section 171 Grant Fund will account for a new earmark grant to infuse other renewable energy technology in the RET curriculum.
- The Customized Training Fund is used to record revenues and expenditures relating to specialized training programs offered to businesses and organizations.
- The Small Business Development Center (SBDC) Program Income Fund accounts for Small Business Development Center program income and expenditures.
- The Federal SBDC Grant Fund accounts for Federal Small Business Administration Small Business Development Center Grant.
- The State SBDC Grant Fund accounts for State Small Business Development Center Grant.
- The Fundamentals of Care-giving Fund accounts for the contract with the State of Washington to provide fundamentals of care-giving training.

Special Revenue Funds – Developmental Education

- The TITLE II AEFLA Comprehensive Grant Fund accounts for the Title II Adult Education and Family Literacy Act Comprehensive Grant received through the Department of Community Colleges and Workforce Development.
- The Accountability Grant Fund accounts for funding for assessment and accountability activities related to Basic Skills programs through a grant from the Department of Community Colleges and Workforce Development.
- The Program Improvement Grant Fund accounts for the Program Improvement Grant from the Department of Community Colleges and Workforce Development.
- The Outreach Tutoring Grant Fund accounts for the outreach tutoring grant through the Department of Community Colleges and Workforce Development to provide Outreach Project tutoring services for adult literacy students.
- The English Language Civics Grant Fund accounts for the English Languages Civics Grant from the Department of Community Colleges and Workforce Development.

- The Gorge Literacy Fund accounts for Columbia Gorge Community College literacy activities.

Special Revenue Funds – Non-reimbursable Instruction

- The Non-Reimbursable Community Education Fund accounts for the revenue and expenses of self-supporting community education classes.
- The Elderhostel Fund accounts for the revenue and expenditures of the College's Elderhostel program. Elderhostel is a network of colleges and educational institutions offering travel and educational programs to adults over the age of 21.

Special Revenue Fund – Student Services

- The Career Readiness Certificate Implementation Grant Fund accounts for a special purpose grant with Dept of Community Colleges & Workforce Development for the development of a pilot program to implement the Career Readiness Certificate assessment process in Workforce Region Nine.
- The Career Pathways 2009-2011 Grant Fund accounts for the grant with the State of Oregon through the Department of Community Colleges and Workforce Development to continue building the capacity and institutional change processes to implement Career Pathways as a systemic framework. Outcomes are to increase the number of students attaining certificates or credentials in demand occupations, to increase the number of students completing Adult Basic Skills coursework and transitioned to credit postsecondary program or employment and to develop new career pathways in healthcare, manufacturing or green/clean tech occupations.

Special Revenue Funds – Public Service

- The Oregon Child Care Resource and Referral Network Fund accounts for the grant with the Oregon Child Care Resource and Referral Network which supports the College's Child Care Resource and Referral Program.
- The Child Care Resource and Referral Fund accounts for tuition and food handler certification test fee revenue and expenses of the Child Care Resource and Referral Program.
- The Department of Human Services Integrated Child Care Grant Fund accounts for the contract from the Oregon Department of Human Services for the integrated child care program.
- The Co-curricular Activities Fund accounts for program income and expenditures of the Spring Humanities Series sponsored by Columbia Gorge Community College and related expenditures.
- The Pathways Initiative State-Wide Director Grant Fund accounts for the grant with the State of Oregon through the Department of Community Colleges and Workforce Development to provide a state-wide director and related expenditures in support of the career pathways state-wide initiative.
- The Pathways Initiative Projects & Technical Assistance Grant Fund accounts for the contract with the State of Oregon through the Department of Community Colleges and Workforce Development to provide technical assistance for career pathways state-wide initiative.
- The Oregon Community Colleges Green Initiative 2009-2010 Grant Fund accounts for the grant from the Oregon Department of Community Colleges and Workforce Development to provide funding in support of the development of an Oregon community college "green framework" for current and proposed Initiative activities. Funding will also support the development of state-wide proposals to obtain additional funding for Oregon Community College Green Initiative.

- The Oregon Council for the Humanities Fund accounts for a proposed National Endowment for the Humanities grant through the Oregon Council for the Humanities in support of the Spring Humanities Series sponsored by Columbia Gorge Community College.
- The Pathways Green Labor Market Information (LMI) Initiative Grant Fund accounts for a partnership effort by the Oregon Department of Community Colleges and Workforce Development and the College to assist with implementing the Oregon Employment Department's "Green LMI" project and funded by the American Recovery and Reinvestment Act of 2009 administered by the U.S. Department of Labor.

Special Revenue Fund – Institutional Support

The Insurance Fund accounts for the unanticipated receipt of insurance claim proceeds and expenditures. The proposed budget transfers the residual balance of the fund to the General Fund.

Special Revenue Funds – Non-operating

- The Building Lease Fund accounts for leasing revenues and expenditures of facilities and office space to various agencies and provides for transfers to the General Fund.
- The Food Service Fund accounts for revenues and expenditures of the campus food service contract.

Capital Projects Funds

- The Capital Projects Fund budgets for the expenditure of the balance of the 2005 general obligation bond proceeds and local match to the 2009 State-approved Article XI-G bonding authority of \$158,449 and \$8,000,000, respectively.
- The State Capital Projects Fund budgets for the expenditure of the \$376,785 balance of the \$7.5 million in State of Oregon Article XI-G Bonds plus \$8 million in Article XI-G bonding authority approved in 2009.
- The Deferred Maintenance Capital Projects Fund accounts for the "Go Oregon" stimulus projects funded by proceeds of State lottery bonds.

Debt Service Funds

- The Debt Service Fund - Wasco County G.O. Bonds accounts for the accumulation of resources to pay the principal and interest on General Obligation Bonds, Series 1993 approved by Wasco County voters and refunding General Obligation Bonds, Series 1998.
- The Debt Service Fund - District G.O. Bonds accounts for the accumulation of resources to pay the principal and interest on General Obligation Bonds, Series 2005 approved by district voters of Hood River and Wasco Counties.
- The Pension Bond Debt Service Fund accounts for the accumulation of resources to pay the principal and interest on pension obligation bonds issued by the College in 2003 and is funded by a credit to the College's PERS employer rate beginning May 1, 2003.

Reserve Funds

- Established in FY 2005-2006, the Reserve Fund for Facilities and Grounds Maintenance provides funding for long term facilities and grounds maintenance expenditures. Any funds not expended will remain in the fund for future use.

- Established in FY 2010-2011, the Reserve Fund for General Operations provides future funding for general operations. The initial budgeted transfer from the General Fund is expected to be depleted in FY 2012-2013.

Enterprise Fund

The College Bookstore Fund accounts for revenue and expenditures of the College bookstore which stocks student textbooks and supplies, general merchandise and items for internal sales to college departments. The proposed budget supports a retail bookstore on The Dalles campus and for counter service on the Hood River Indian Creek campus.

Fiduciary or Agency Funds

Six funds account for student organizations fiduciary funds.

- The Student Council Fund accounts for receipts and expenses for student activities and fund raisers separate from the General Fund.
- The Phi Theta Kappa Fund accounts for student honor society activities separate from the General Fund.
- Environmental Club Fund
- Student Nurse Association Fund
- Japanese Club Fund
- Delta Energy Club

BUDGET PRIORITIES

With permanent campuses in Hood River and The Dalles, the Columbia Gorge Community College is positioned to serve students, the community, business and industry with its comprehensive community college mission. With prudent fiscal management and budgeting that links funding with strategic planning, the College will sustain its mission while facing the realities of tough economic times. To assure sustainability, the College will continue to focus on protecting and developing the College's intellectual capital; serving students, the community, business and industry; developing resources; and building and maintaining infrastructure.

Protecting and Developing Intellectual Capital

Allocating resources to positions and staff development which support the College's mission and strategic planning is reflected in this budget.

Serving Students, Community, Business and Industry by Seeking Independent Accreditation

Achieving candidacy for independent accreditation in 2008 was an important milestone in the College's history. The budget continues to support expenditures that further this goal.

Serving Students, Community, Business and Industry with Instruction and Academic Support

The instructional leadership team is focused on increasing efficiencies while maintaining access for students. Actions being taken include increasing class size to 30 when facilities, equipment, and safety allow; increasing the minimum number of students enrolled to retain the class; delaying the development of new classes and programs; offering 20 fewer classes during the year; and offering fewer sections of multi-section classes.

Two programs, Education and Criminal Justice, are suspended for the 10-11 year as part of a program review to review the relevancy of the curriculum, career pathways, and employment opportunities. The Early Childhood Education program has been revised to meet local partner needs.

Library services will migrate to a new library consortium managed by Eastern Oregon University as part of our work in attaining independent accreditation, change electronic database subscription from Ebsco Host to Gale Databases, and reduce library hours as part of our cost efficiency efforts.

Distance learning resources will be primarily focused on assisting faculty in the use of instructional technologies, increase training for faculty in the use of Quality Matters Standards, and implementing an online class and faculty observation/evaluation process.

As part of the move toward independent accreditation, Instructional Services is now responsible for curriculum functions that previously were performed by PCC staff. Two standing committees, Curriculum and Academic Standards, are now fully functioning entities guiding instructional and academic requirements.

The results of these actions will be monitored carefully in order to retain a quality teaching/learning environment and to ensure student access at a desired level.

Serving Students, Community, Business and Industry with the Career Pathways Initiative

The College serves as the fiscal agent for the State-wide Director of Career Pathways who coordinates and provides technical assistance for pathways efforts at all 17 community colleges. The College is seen as a leader in implementing and integrating career pathways for students. The College will continue to seek grants to continue work on this state-wide initiative.

Serving Students, Community, Business and Industry by Supporting Health Occupations

The Nursing and Health Occupations programs continue to meet the employment and training needs of our local and regional health care partners. Interest in health care careers remains strong for the programs offered by the college. The new Medical Assisting program has attained accreditation through the Commission of Accreditation for Allied Health Programs and the American Association of Medical Assisting. The EMT program was also re-accredited in spring 2010. The budget supports funding for the medical assisting program, certified nursing assistant I and II program, medication aid training, emergency medical technician training, and first aid, CPR and AED training.

Serving Students, Community, Business and Industry by Supporting Expansion of the Renewable Energy Technician Program

The College's Renewable Energy Technology Program expanded to four cohorts of students as of spring 2010 as part of meeting the goals of the three-year U. S. Department of Labor Community Based Job Training grant. As per the direction of its advisory committee, the program continues to revise the curriculum to meet this rapidly changing industry sector. The faculty and program leaders are now involved in research and training to infuse other renewable energies into the curriculum. To fund these activities, the College has received additional grants from the U. S. Department of Energy and an additional appropriation from the U. S. Department of Labor. Industry partners continue to support the program through cash, equipment, and site access donations. The College expects to receive one of the first Seal of Approval designations by the American Wind Energy Associations in the spring of 2010.

Developing Resources

The College budget reflects the emphasis on fund-raising efforts to seek additional funding through a combination of partnership contributions, Federal and State sources, private foundations and through activities of the Columbia Gorge Community College Foundation. College Foundation fund-raising will provide funding for student scholarships as the College relies on more on contributions than the General Fund.

Serving Students, Community, Business and Industry through College Expansion

The proposed budget supports a period of expansion of college enrollment, programs and facilities. The College has experienced record enrollment increases in the past two years due to general economic conditions. Recent expansion of the Renewable Energy program also contributed to the recent enrollment increases. The proposed budget supports College operations of Hood River-Indian Creek campus and The Dalles campus. The capital improvements to existing buildings will allow the College to provide appropriate facilities which support the achievement of the institution's mission and goals. Capital improvement projects within existing buildings are expected to continue through the summer and fall of 2010. The budget plans for capital construction if local match is available to the \$8 million of bonding authority approved by the 2009 Oregon Legislature.

Sustaining the Mission by Building and Maintaining Infrastructure

The 2005 Oregon Legislature appropriated State bonding authority of \$7.5 million for Columbia Gorge Community College matched with \$7.5 million of the \$18.5 million general obligation bonds issued by the College in May 2005. The 2009 Oregon Legislature approved up to \$8 million of bonding authority with a local match requirement. The Capital Projects Fund accounts for the balance of the 2005 G.O. Bonds as capital construction continues into fiscal year 2010-2011 and a local match of \$8 million. The State Capital Projects Fund will account for the balance of the \$7.5 million in State XI-G bonds issued in spring 2007 and \$8 million in State XI-G bonds approved in 2009. The Deferred Maintenance Capital Projects Fund accounts for the balance of the 2009 "Go Oregon" stimulus projects as work continues into fiscal year 2010-2011. The Reserve Fund for Facilities and Grounds Maintenance is budgeted to fund repair and maintenance work that cannot be funded by general obligation bonds.

PROPERTY TAX LEVIES

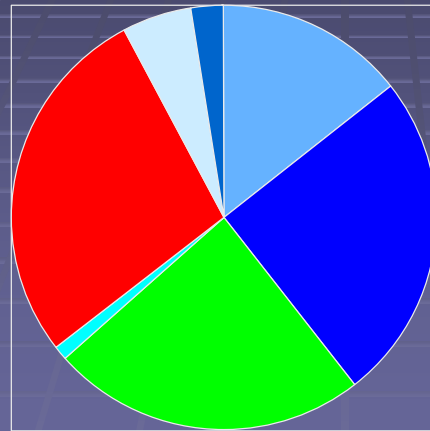
The Budget Committee and Board of Education are expected to approve the following property tax levies for 2010-2011.

- A permanent tax rate levy of \$0.2703 per \$1,000 of taxable assessed value for the Columbia Gorge Community College District.
- A property tax levy in the amount of \$727,034 for the Debt Service Fund - Wasco County General Obligation Bonds in Wasco County – The final bonds mature on June 1, 2013.
- A property tax levy in the amount of \$1,283,225 for the Debt Service Fund - District General Obligation Bonds in Hood River and Wasco Counties – The final bonds mature on June 15, 2025.

SUMMARY

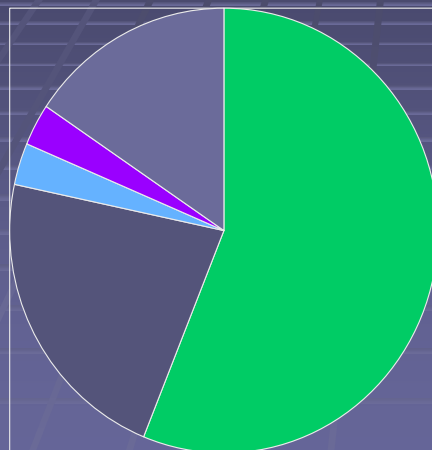
The proposed 2010-2011 budget represents the financial plan of the College for the second year of the 2009-2011 biennium. This budget supports the operations of The Dalles and Hood River campuses. This budget includes planning for new processes and structures to support the College's steps toward independent accreditation. Limited available resources and increased costs of operation will continue to challenge the College in providing high quality academic and support services to the district. The College expects to continue its successful fund-raising efforts to attract unrestricted and restricted gifts and to seek State and Federal grants that meet local and regional needs. The following charts summarize total proposed funds revenue and total proposed funds requirements by both function and object classification excluding capital projects funds and inter-fund transfers.

Total Funds Revenue
 (excl. Capital Projects Funds & Transfers) \$12,124,063



| | | |
|--------------------|-------|-------------|
| ■ Federal Rev | 14.4% | \$1,747,579 |
| ■ State Rev | 25% | \$3,036,782 |
| ■ Property Tax | 23.9% | \$2,893,334 |
| ■ Local Contracts | 1% | \$125,326 |
| ■ Tuition & Fees | 27.8% | \$3,375,129 |
| ■ Other Rev | 5.2% | \$635,313 |
| ■ Sales & Services | 2.6% | \$310,600 |

Total Funds Expenditures by Object Class
 (excl. Capital Projects Funds & Transfers) \$14,809,991



| | | |
|--------------------|-------|-------------|
| ■ Personnel | 56% | \$8,295,826 |
| □ Materials & Serv | 22.4% | \$3,311,483 |
| ■ Capital Outlay | 3.1% | \$462,379 |
| ■ Contingency | 3% | \$450,000 |
| □ Debt Service | 15.5% | \$2,290,303 |



Columbia Gorge Community College

www.cgcc.cc.or.us

The Dalles Campus
400 East Scenic Drive
The Dalles, Oregon 97058
541.506.6011

Hood River—Indian Creek Campus
1730 College Way
Hood River, Oregon 97031
541.308.8211