



**COLUMBIA
GORGE
COMMUNITY
COLLEGE**

*building dreams,
transforming lives*

Columbia Gorge Community College

Degree Qualifications Profile: Year 1 Work Plan Progress Report

March 2013

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Institutional Characteristics

Located on the Columbia River and in the Columbia Gorge National Scenic Area, Columbia Gorge Community College (CGCC) is one of 17 community colleges in Oregon. CGCC district is the majority of Wasco and Hood River counties, but also serves residents in five other rural counties: Sherman, Wheeler and Gilliam in Oregon; and Klickitat and Skamania in Washington. The college serves about 10,000 square miles with a population of just over 84,000. Of that population 30.3 percent were under the age of 24, 23.1 percent were 25 to 44, 30.3 percent were 45 to 64, and 16.3 percent were over the age of 65.

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

The college's service area is largely agricultural. The largest job sectors were: trade, transportation and utilities. Leisure and hospitality ranked second among private-sector industries, and education and health services highest in the government-sector. Small businesses represented most of the 3,601 firms located in the region, with 74.6% of the workforce employed at businesses with from one to nine people.

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

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

In 2006 the Board of Education passed a resolution for CGCC to seek candidacy status for independent accreditation, and that status was granted by the commission in July 2008. CGCC adopted the commission's new standards for its 2011 self-study. By the end of 2010, CGCC established the majority of the necessary infrastructure to assume all functions of a community college.

The college offers a full range of courses, including collegiate transfer, career and technical education, pre-college, community education, and customized training. Credits, certificates and degrees earned at CGCC currently appear on PCC transcripts and are transferable to four-year institutions, subject to the policies of those institutions. The breakdown in enrollment categories for 2011-12 was: 52.2% lower division collegiate, 28.3% professional/ technical education, 18.7% pre-college, 0.8% adult continuing education.

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

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

The college also has numerous partners who not only assist in its mission but also ensures that the college is providing a leadership role in the community. Education, government, economic and workforce development agencies in Oregon and Washington have strong collaborative working relationships to enhance the livability and economy in north central Oregon and south central Washington. There is also a strong history of business partnerships that work with the college by providing financial support for programs and input into curriculum so that students are current on the necessary skills they need to compete in a competitive workplace.

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

Year 1 DQP Work Plan Goals and Objectives

Institutional Objectives - Outcome to be achieved

A: Begin to review core educational outcomes as they are used in the ASOT-BUS, AS and AGS degrees.

B: Start the process of mapping all course outcomes to degree, certificate and/or program outcomes as part of the Initial Independent Course Approval process.

Linkages - Related institutional initiatives/projects

A: Integrate with Western Interstate Commission on Higher Education initiative work.

B: Initial Independent Course Approval process.

Progression - Milestones and dates to achievement

A: We will review core educational outcomes by the end of the current academic year.

B: We will complete this review process by 2016.

Progress to Date

Successes

CGCC's five core learning outcomes serve double duty as they are also five of the six degree-level outcomes for the AS, ASOT-Business and AGS degrees. On Friday, March 11, 2013 CGCC held a work session to review and possibly revise these outcomes. As a result, CGCC's Core Learning Outcomes have been revised effective with the 2013-14 course catalog (see Lumina Grant Deliverables section, below).

Opportunities and Challenges

The work group also intended to review and possibly revise the sixth outcome for each degree but ran out of time. These sixth outcomes will be revised at a subsequent meeting scheduled for May, 2013.

Insights

NA

Adjustments

NA

Reflections

Influence

Thus far DQP work has concentrated on core learning outcomes and degree outcomes for three general and transfer degrees: AS, AGS and ASOT-Business. DQP's focus on outcomes aligns with the work towards independent accreditation. As such, it provided a timely framework from which to review and revise our outcomes.

Teaching and Learning

As this is early in the process, DQP's influence on teaching and learning has not yet begun.

Assessment

Thus far DQP work has influenced discussions about how CGCC assesses outcomes at the degree and institution level. As the initiative continues DQP's impact on outcomes assessment will expand to include mapping course-, program- and institutional-level outcomes.

Assistance

None at this time.

Recommendations

Continue to refine DQP's elevator speech to make it easier to articulate and communicate with stakeholders.

Lumina Grant Deliverables

Outcome Review

The following Core Learning Outcomes were updated in conjunction with the DQP project:

Through their respective disciplines, CGCC students who earn a degree can:

- Communicate effectively using appropriate reading, writing, listening, and speaking skills.
- Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information.
- Apply the knowledge, skills and abilities to enter and succeed in a defined profession or advanced academic program.
- Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community.
- Recognize the consequences of human activity upon our social and natural world.

Faculty Engagement

Faculty were the primary participants in the work session to review and revise CGCC's core learning outcomes.

Spider Maps

Use of Spider Maps will be considered alongside other options for communicating the results of outcome mapping, which is the greater part of Objective B in CGCC's work plan.

Students and Advisory Committees

Student and advisory committee participation in DQP work is not scheduled at this time, however such participation will be considered when appropriate as the work progresses.

Concluding Thoughts

CGCC looks forward to implementing its work plan, refining and mapping outcomes throughout the institution.