PORTLAND COMMUNITY COLLEGE
Year Seven Self-Evaluation Report
SPRING 2015

Portland Community College

OUR MISSION

Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.

CORE THEMES
FOUNDATIONAL

The fundamentals of how we operate today.

- Access and Diversity
- Economic Development and Sustainability
- Student Success
- Quality of Education

STRATEGIC THEMES
ASPIRATIONAL

Our shared goals for the future.

- Provide Outstanding Affordable Education
- Drive Student Success
- Ignite a Culture of Innovation
- Transform the Community Through Opportunity
- Create a Nationally Renowned Culture for Diversity, Equity, and Inclusion
- Achieve Sustainable Excellence in all Operations

Together, these themes map our primary values and drive forward our shared mission.

Portland Community College

Office of President
Dr. Jeremy Brown

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P.O. Box 19000, Portland, Oregon 97280-0990
An Affirmative Action, Equal Employment
Opportunity Institution

**Portland
Community
College**

March 16, 2015

Sandra Elman
President, Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 100
Redmond, WA 98052

Dear Dr. Elman:

On behalf of the PCC Board of Directors, faculty, staff and students, it is my great pleasure to present you with Portland Community College's Year Seven Self-Evaluation Report.

Today's community colleges are the focus of a national conversation about affordability, access and relevance in higher education. These are issues that go to the heart of PCC. Through five decades of growth, we have evolved into Oregon's largest post-secondary institution, providing unmatched access to educational resources and opportunities across a 1,500 square miles district.

We are striving to define our next five years around an ambitious strategic plan even as economic and demographic changes, state educational reform initiatives, and a decade-long decline in public investment continue to create significant challenges.

To achieve our bold aspirations, we must evolve our best practices and move forward. The timing of these accreditation efforts is thus particularly fortuitous. The intensive collaboration required to compile this report has already spurred a fruitful examination of some of our most critical processes and outcomes. We welcome the opportunity to further this productive conversation with our peers and colleagues during the upcoming site visit.

Special thanks to those whose contributions have so far shaped this journey as well as to all whose expertise will help us understand and embrace our next steps.

Sincerely,

Jeremy Brown, Ph.D.
President, Portland Community College

Table of Contents

Institutional Overview

Preface

<u>Recommendation One (Standard 1.B):</u>
Develop indicators of achievement for all of the College Core Learning Outcomes that are assessable and can be used as a basis for determining that an established target for student performance levels has been achieved and that such achievement contributes to demonstrating mission fulfillment.

Updated Standard One: Mission, Core Themes, and Expectations

Standard Two: Resources and Capacity

Year Seven Self-Evaluation Report Contributors

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Glossary of Terms

Acronym	Definition
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AACU	American Association of Colleges and Universities
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science Transfer Degree
ACPA	American College Personnel Association
ACRL	Association of College and Research Libraries
ADA	Americans with Disabilities Act
AFP	Association of Fundraising Professionals
AGS	Associate of General Studies Transfer Degree
APRLT	Advising Process Review Leadership Team
APSCC	Associate Students of Portland Community College
AS	Associate of Science Transfer Degree
ASAC	Academic and Student Affairs Council
ASOT-BUS	Associate of Science Oregon Transfer Degree - Business
BIT	Behavioral Intervention Teams
BPAC	Budget and Planning Advisory Council
CAFR	Comprehensive Annual Financial Committee
CAS	Central Authentication Service
CASE	Council for Advancement and Support of Education
CCOG	Course Content and Outcome Guide
CCSSE	Community College Survey of Student Engagement
CCWD	Oregon Department of Community Colleges and Workforce Development
CDR	Cohort Default Rate
CEU	Continuing Education Units
CFO	Chief Financial Officer
CI	Confidence Interval
CIC	Completion Investment Council
CLEP	College Level Exam Program
CLIMB	Continuous Learning for Individuals, Management and Business
CMMS	Computerized Maintenance Management System
CPA	Certified Public Accountant
CRC	Computing Resource Center
CRD	Council for Resource Development
CTE	Career and Technical Education
DAC	Degrees and Certificates Committee

DMV	Oregon Department of Motor Vehicles
DPS	Department of Public Safety
DSC	District Student Council
EAC	Educational Advisory Council
EEOC	Equal Employment Opportunity Commission
EOP	Emergency Operation Plan
ERP	Enterprise Resource Planning
ESOL	English for Speakers of Other Languages
FCNI	Facility Replacement Needs Index
FERPA	Family Educational Rights and Privacy Act
FLAIR	Financial Literacy Access and Improved Resources
FMS	Facilities Management Services
FRC	Facilities Replacement Act
FTE	Full-Time Equivalent
FY	Fiscal Year
GED	General Education Diploma
GFOA	Government Finance Officers Association
HECC	Higher Education Coordinating Commission
HIPAA	Health Insurance Portability and Accountability Act
HR	Human Resources
HVAC	Heating, Ventilation, and Air Conditioning
IE	Institutional Effectiveness
ILL	Interlibrary Loan
LAC	Learning Assessment Council
LDC	Lower Division Collegiate (Transfer)
LEAD	Leadership Excellence and Development
LEAP	Liberal Education and America's Promise
LEDS	Law Enforcement Data System
LEED	Leadership in Energy & Environmental Design
MAN	Metropolitan Area Network
MOU	Memo of Understanding
NACADA	National Academic Advising Association
NAO	Nonprofit Association of Oregon
NASPA	Student Affairs Administrators in Higher Education
NCES	National Center for Education Statistics
NCIC	National Crime Information Center
NIMS	National Incident Management System
NWAACC	Northwest Athletic Association of Community Colleges

NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rules
OCCC	Oregon Coast Community College
OEIB	Oregon Education Investment Board
OER	Open Educational Resources
OPB	Oregon Public Broadcasting
OPSRP	Oregon Public Service Retirement Plan
ORS	Oregon Revised Statues
PACMACC	President's Advisory Committee on Management and Confidential Compensation
PACTEC	Portland Area Career Technical Education Consortium (formerly PAVTEC)
PCAC	President's Community Advisory Council
PCC	Portland Community College
PCCFCE	PCC Federation of Classified Employees
PCCFFAP	PCC Federation of Faculty and Academic Professionals
PEAK	President's Entrepreneurial Advisory Council
PERS	Public Employees Retirement System
PMWTC	Portland Metropolitan Workforce Training Center
PO	Purchase Order
POD	Office of Professional and Organizational Development
PPDS	Portland Police Data System
REMTEC	Regional Emergency Management Technical Committee
RFID	Radio-Frequency Identification
SAC	Subject Area Committee
SAN	Storage Area Network
SBDC	Small Business Development Center
SMART	Specific, Measurable, Achievable, Relevant, Time-Specific (Goals)
SPARC	Sustainable Practices for Academics and Resources Council
SPSC	Strategic Planning Steering Committee
STARS	Sustainability Tracking, Assessment, & Rating System
TLC	Teaching Learning Center
TSCC	Tax Supervising and Conservation Committee
TSS	Technology Solutions Services
VLAN	Virtual Local Area Network
VoIP	Voice over IP
WVDO	Willamette Valley Development Officers

Supporting Documentation Table
(This report uses URLs, rather than hardcopy evidence.)

Recommendation One	PCC Core Outcomes Degree and Certificate Outcomes Multi-State Collaborative for Learning Assessment
1.A.1	Revised Accreditation Standards and Reporting Space (Internal) Portland Community College (Website Homepage) College Mission PCC Catalog (Archive of College Catalogs) Management and Confidential Employee Handbook PCC Cornerstone
1.A.2	PCC Cornerstone
1.B.2	Oregon Senate Bill 1581 Portland Community College Achievement Compact 2014-15 Sustainable Use of Resources B-707 Climate Action Plan 2009 Climate Action Plan 2013
ER 4. Operational Focus	Board of Directors
ER 5. Non-Discrimination	Office of Equity and Inclusion Nondiscrimination Statement Nondiscrimination and Non-harassment Policy Management/Confidential Employee Handbook Student Rights and Responsibilities U.S. Equal Employment Opportunity Commission Oregon Civil Rights Division Oregon Bureau of Labor and Industries (BOLI) Oregon Department of Community Colleges and Workforce Development
ER 7. Governing Board	PCC Board of Directors
ER 8. Chief Executive Officer	Organizational Guide
ER 9. Organizational Charts	Organizational Charts
ER 10. Faculty	College Mission B101 Summary Table of Core Themes, Objectives, Achievement Indicators and Targets (aka Core Themes Matrix)
ER 11. Educational Reform	Academic Credit Programs Oregon Department of Education

ER 12. General Education	University Transfer
ER 13. Library and Information Resources	Subject Liaison Librarians Subject Area Committees PCC Library Orbis Cascade Alliance
ER 16. Admissions	Program Class Admissions - B 403
ER 17. Public Information	PCC Catalog Academic Calendar Student Rights and Responsibilities MyPCC
ER 18. Financial Resources	Budget and Financial Reports
ER 20. Disclosure	Northwest Commission on Colleges and Universities
ER 21. Relationship with the Accreditation Commission	Northwest Commission on Colleges and Universities
2.A.1	Board Policies ORS Chapter 341 Board Duties and Responsibilities Board Policy B 214 College President's Duties and Responsibilities Board Policy B 213 Related Instruction Templates for Certificates Educational Advisory Council (EAC) EAC Leadership Team Responsibilities PCC Foundation Board of Directors Portland Community College Board of Directors Board Policies Guiding Principles Board Policy B 103 Board Operations & Bylaws Board Policy B 202 College Policies
2.A.2	Portland Community College Board Zones 2010 ORS 341 Higher Education Coordinating Commission (HECC) House Bill 3120 Oregon Department of Community Colleges and Workforce Development Oregon Administrative Rules Chapter 589 ORS 341.005 through .255
2.A.3	Board Mission B 201 College Mission B 101 Core Themes Board Resolution 11-011 PCC Vision, Mission, Who We Are, Values and Institutional Goals Board Resolution 11-031 PCC Cornerstone
2.A.4	PCC Board of Directors

	ORS Chapter 341 Board Code of Ethics Board Policy B 203 ORS Chapter 244 Board Duties and Responsibilities B 214 Board Operations & Bylaws Board Policy B 202
2.A.5	Board Operations & Bylaws Board Policy B 202 College President's Duties and Responsibilities Board Policy B 213
2.A.6	PCC Board Policies Board Policies Distribution Board Policy B 211 Board Operations & Bylaws Board Policy B 202
2.A.7	Board Duties and Responsibilities Board Policy B 214 College President's Duties and Responsibilities Board Policy B 213
2.A.10	Oregon Institute of Technology Board of Trustees Board Duties and Responsibilities Board Policy B 214 College President's Duties and Responsibilities Board Policy B 213
2.A.12	Faculty and Academic Professional Agreement Academic Policies and Standards Handbook Academic Standards and Practices Syllabus Standards for Credit Courses
2.A.13	Portland Community College Library About the Library Library A to Z Library-related Policies and Guidelines
2.A.14	Transfer Credit Standards and Processes Oregon Transfer Guides Dual Enrollment Programs
2.A.15	PCC Catalog Student Rights and Responsibilities PCC Non-Harassment and Non-Discrimination Disability Services College Policies and Procedures Appeals, Complaints and Feedback Resolving Complaints in Disability Services Policies and Procedures
2.A.16	Program Class Admissions - B 403 Prerequisites Catalog - Step 1: Apply for Admission Academic Catalog Academic Standards for Satisfactory Academic Progress Satisfactory Academic Progress Appeal Process
2.A.17	Co-Curricular Program B 405 Student Rights and Responsibilities Associated Students of Portland Community College (ASPCC) Multicultural Centers Women's Resource Centers Queer Resource Veterans Resource The Bridge

	Phi Theta Kappa
2.A.18	Management Rights B 301 College President's Duties and Responsibilities B213 College Policies Faculty and Academic Professional Agreement Classified Agreement Management and Confidential Employee Handbook
2.A.19	New Employee Orientation to Policies and Procedures Benefits Faculty and Academic Professional Agreement Classified Agreement Management and Confidential Employee Handbook Contracts, Handbooks and Policies Human Resources Academic Professional Job Classifications Classified Job Classifications Management and Confidential Job Classifications Human Resources Contact Information
2.A.20	HIPAA Privacy Notice
2.A.21	PCC Catalog (Archive of College Catalogs) Portland Community College
2.A.22	Faculty and Academic Professional Agreement Classified Agreement Management and Confidential Employee Handbook Student Rights and Responsibilities
2.A.23	Board Code of Ethics Board Policy B 203 Conflict of Interest Board Policy B 209 Values Statement Board Policy B 104 ORS Chapter 244 Ethical Conduct Board Policy B 303 Ethicspoint http://intranet.pcc.edu/departments/audit/)
2.A.24	Faculty and Academic Professional Agreement Article 28 - Intellectual Property Rights
2.A. 25	Accreditation
2.A.26	ORS Chapters 279A, 279B, and 279C https://www.oregonlegislature.gov/bills_laws/lawsstatutes/2013ors279.html https://intranet-pcc-edu.view.pcc.edu/departments/finance/purchasing/documents/CCRPFY12PCC_Correction_000.pdf (Intranet)
2.A.27 and 2.A.28	Faculty and Academic Professional Agreement Article 13 (Academic Freedom) ORS Chapter 341.009 Article 28 (Intellectual Property Rights) College Mission Board Policy B 101

	Philosophy Board Policy B 102 Guiding Principles Board Policy B 103 Values Statement Board Policy B 104 Nondiscrimination Board Policy B 206 Non-harassment Board Policy B 207 Board Policies Distribution Board Policy B 211
2.A.29	Article 13 (Academic Freedom) Faculty and Academic Professional Agreement
2.A.30	ORS Chapter 294 College Budget Board Policy B 501 Cash and Investment Program Board Policy B 502 Student Tuition and Fees Board Policy B 503 Past Due Debts Board Policy B 504 Purchasing and Contracting Board Policy B 505 Minority, Women-Owned and Emerging Small Business Participation and Workforce Development Board Policy 506 Safety and Risk Management Board Policy B 507 Accounting, Financial Reporting and Audit Board Policy B 508 College Debts Board Policy B 509 Budget and Financial Reports http://intranet.pcc.edu/finance/bursar/Treasury/Investment%20Stan dards%20april%202 010.pdf (Intranet) http://intranet.pcc.edu/finance/director/board_policies/approved%20 debt%20guidelines. pdf (Intranet)
2.B.1	PCC Employment Opportunities Hiring Procedures Manual Management and Confidential Job Classifications Appointment of Full-Time Faculty and Academic Professionals and Part-Time Academic Professionals Instructor Qualifications Human Resources Employment Hiring Procedures Manual Faculty and Academic Professional Agreement Academic Professional Job Classifications Classified Job Classifications Appointment of Faculty and Academic Professionals
2.B.2	American Association of Community College Statement on Competencies for Community College Leaders Human Resources Employment Performance Assessment Faculty and Academic Professional Assessment Classified Agreement Article 13 (Classified Contract) Probation and Performance Assessment
2.B.3	Office of Professional and Organizational Development PCC Foundation Diversity Councils

	Anderson Conference Teaching Learning Center Tuition Waivers
2.B.4	Academic Policies and Standards Handbook
2.B.5	Hours and Workload of Full-Time Faculty and Academic Professionals
2.B.6	Faculty and Academic Professional Agreement Faculty and Academic Professional Assessment
2.C.1	Curriculum Committee EAC Degrees and Certificates Committee Degrees & Certificates Committee Meetings, Agendas & Minutes Degree and Certificate Outcomes Learning Assessments Reports and Plans Establishment of External Advisory Committees APS A108 Subject Area Committees ASP S701 PCC Core Outcomes PCC's Dual Credit Program Oregon Dual Credit Standards
2.C.2	CCOG Subjects Effective Winter 2015 Degree and Certificate Outcomes PCC Core Outcomes Academic Policies and Standards Handbook Syllabus Standards APS S704
2.C.3	Academic Catalog Grading Guidelines APS G301 Credit Guidelines APS C103 Granting Degrees and Certificates APS G303 Degree and Certificate Substitutions APS A110 Course Challenge APS C102
2.C.4	Subject Area Committees APS S701 Establishment of External Advisory Committees APS A108 Degree and Certificates Committee Admission Guidelines Degree, Certificate, and Course Overview
2.C.5	Subject Area Committees APS S701 Article 26 Faculty and Academic Professional Agreement Educational Advisory Council (EAC) Instructor Qualifications
2.C.6	Subject Liaison Librarians Faculty Services
2.C.7	Course Challenge APS C102 Oregon Credit for Prior Learning Standards
2.C.8	Transfer Credit Standards and Processes Dual Enrollment Programs Career-Technical Transfer Agreements University Transfer

2.C.9	Associate Degree Requirements APS- General Education
	Instructions for Revising Instructor Qualifications
	Related Instruction
	Related Instruction Templates for Certificates
2.C.10	PCC Core Outcomes
2.C.11	Course Content and Outcome Guide for AB 100
	Related Instruction Templates for Certificates
	Instructor Qualifications
2.C.17	Continuing Education Units (CEU)
2.D.1	Tutoring Services
	Etutoring
2.D.2	Crime Statistics and Security Reports
	Crime Prevention
2.D.3	Recruitment Plan (Presentation)
	New Student Orientation
	Panther Track: Guides to Student Success
	Your Virtual Backpack: The Start Guide for Online Learning
2.D.4	Oregon Community Colleges Handbook & Planning Guide,
2.D.5	PCC Catalog
	Board of Directors
	Admissions
	Grading Policy
	Grading Options
	Academic Credit Programs
	Student Rights and Responsibilities
	Tuition and Fees
	Refunds
	How to Drop a Class
	Financial Aid
	Academic Calendar
	Class Schedule
2.D.6	Academic Programs
2.D.7	Oregon Regulations On Security and Retention of Records
	Privacy Policies
2.D.8	Paying for College
	Financial Aid
2.D.10	Academic Advising
	Distance Learning Advising
	Developmental Education
	Health Admissions
	PCC ROOTS Program (TRIO Programs)
	Career Technical Education programs (Perkins Funded)
	PCC Links Programs
	Future Connect
	Underage Students
	Veterans Advising Workshop
	ABE/ESOL

	GRAD Plan Panther Tracks - Guides to Student Success College Catalog Panther Path
2.D.11	Associated Students of Portland Community College (ASPCC) Women's Resource Centers Multicultural Centers District Student Council Oregon Council of Student Services Administrators
2.D.12	PCC Sustainability Leadership Council (SLC) Parking and Transportation Services PCC Print Center Bookstore Dining Services
2.D.14	Proctored Exams
2.E.1	Orbis Cascade Alliance All Alliance Libraries. Course Reserve Check Out
2.E.2	National Center for Educational Statistics (NCES) Association of College and Research Libraries (ACRL) Library Advisory Council Library Contact Us Library Staff
2.E.3	Library SAC Core Outcome Assessment
2.F.2	Budget and Financial Reports Student Tuition and Fees Board Policy B 503 Grants Development Process
2.F.3	Budget and Financial Reports
2.F.4	Accounting, Financial Reporting and Audit Board Policy B 508
2.F.5	Bond Program
2.F.7	Budget and Financial Reports
2.G.1	Bond Program
2.G.2	https://intranet-pcc-edu.view.pcc.edu/finance/safety/
2.G.3	Facilities Management Services
2.G.4	Facilities Management Services https://intranet-pcc-edu.view.pcc.edu/plant/
2.G.5	Technology Solutions Services Distance Learning
2.G.6	Student Help Desk Faculty Help Desk Training and Support Online Instructor Orientation Guidelines for the Accessibility of Online Courses Subject Areas Studies Training Opportunities

	Best Practices Blog
3.A.1, 3.A.2, and 3.A.3	PCC Strategic Plan (Spaces) PCC Strategic Plan
3.A.5	Emergency Preparedness Crisis Prevention and Management Plan
3.B.1, 3.B.2, 3.B.3, and 4.B.1	PCC Cornerstone Achievement Compact Academic Program Review Student Services Program Review Customized Program and Discipline Data Profiles Financial Literacy and Access to Improved Resources Comprehensive Development Plan Office of Equity and Inclusion Campus-Based Diversity Councils Student Demographic Data Workforce Analysis Report Signature diversity events Organized Clubs Oregon Community College Tuition/Fees 2014-15, 2013-14, 2012-13 Student Headcount by Race/Ethnicity Washington County Census Data Multnomah County Census Data 2012 Employee Data Page 9 2011 Employee Data Page 8 Panther Path Success Rates for High Enrolling Courses IPEDS Trend Generator Award Trends Credit Headcount Trends Employment Outcomes for CTE Program Completers Prior Year Employment Outcomes Reports Achievement Compact Measures IE Reports 2012-13, 2011-12 Page 1, 2010-11 Page 9 Oregon University System Transfer GPAs CLIMB Institute of Health Professionals Small Business Development Center Excellence and Innovation Award PCC Sustainability STARS Silver Level Rating Climate Action Plan SBDC Award Announcement
4.A.1	Institutional Effectiveness Enrollment Reporting eFactbook Program/Discipline Profiles

	Student Outcomes Achievement Compact Fact Sheets Maps High School Graduates Summary High School Graduates at PCC Noel-Levitz Student Satisfaction Inventory Community College of Student Engagement Survey of Entering Student Engagement
4.A.2, 4.A.4, and 4.A.6	Academic Program Review Master List Program Review Index page Learning Assessment Reports and Plans Program/Discipline Reviews Student Services Program Reviews PCC District Student Services Program Review Guidelines and Template The Panther Path
4.B.2	World Languages Program Review 2014 Auto Collision and Repair Program Review CAS Program Review
5.A.1 and 5.A.2	Institutional Effectiveness Reporting Achievement Compacts 2013-2014 Summary Report
5.B.1, 5.B.2, and 5.B.3	Past Enrollment Patterns Community Outlook Environmental Scan

Institutional Overview

Portland Community College (PCC) provides public educational service to its district area, which comprises Washington County and portions of Multnomah, Columbia, Yamhill, and Clackamas counties. The PCC district area population is more than 1.26 million residents and contains 31 percent of the total population of the State of Oregon.

PCC's accreditation also extends to Oregon Coast Community College (OCCC), which is in the initial stages to meet eligibility standards to apply for candidacy with the Northwest Commission on Colleges and Universities. Currently, OCCC delivers college credit instruction, certificates and degrees through its Intergovernmental Agreement with PCC.

With a total operating biennium budget of $414 million, PCC employs approximately 3,075 full-and part-time faculty as well as academic professional, classified, and management personnel. PCC operates four comprehensive campuses located throughout its district: Cascade Campus in North Portland, Rock Creek Campus in Beaverton (a suburb of Portland), Southeast Campus in Southeast Portland, and Sylvania Campus in Southwest Portland.

PCC operates eight centers. The Swan Island Trades Center is the most recent addition. Built thanks to the college's 2008 voter-approved $374 million capital construction bond, the center offers Career Technical Education (CTE) credit programs and noncredit Workforce Development opportunities to more than 65 industry partners.

The Willow Creek Center is located in Hillsboro houses a workforce development facility serving numerous social agencies. The PCC CLIMB (Continuous Learning for Individuals, Management & Business) Center is located on the industrial east side of Portland and offers professional development, a small business development center, and non-credit professional training in the health professions. The recently renovated Downtown Center serves as an administrative hub for human resources, financial and enrollment services, institutional effectiveness, and the grants office. Other PCC centers include the Portland Metropolitan Workforce Training Center in Northeast Portland, Hillsboro Center in Hillsboro, Newberg Center in Newberg, and Willow Creek Center in Beaverton.

Exploration is underway for an additional center in Scappoose, in Columbia County, Oregon. Conceptual plans call for an educational center as well as a regional first-responder training site in partnership with police, fire, and emergency service agencies.

PCC enrolls about 55,378 credit and 32,801 non-credit students, which is equal to 31,940 full-time equivalent (FTE) using the State of Oregon's annualized calculation for FTE. Of the total instruction delivered, lower collegiate transfer (LDC) subjects represent 56 percent, career and technical education (CTE) 23 percent, pre-college (including ESOL) 16 percent, and non-credit community education 3 percent. Approximately 5,200 high school students enroll annually in the college's Dual Credit

Program, and approximately 10,000 students per term take classes through distance learning each fall, winter, and spring.

The past five years have been marked by national and regional economic challenges, causing record growth in PCC's enrollments and significant reductions in state-supported funding. While the college's students continue to reflect the diversity of the communities it serves, during this recession it witnessed a significant growth in older students and students who already possess baccalaureate degrees.

Enrollments at PCC reached a record high during the recession and peaked with a five-year increase of 43 percent; the number of degrees and certificates awarded also increased significantly (74 percent). During this same period, state funding to Oregon community colleges decreased from $500 million to $396 million. For the 2013-2015 biennium, state funding for all community colleges was initially set at $450 million. Later legislative action increased this amount by $15 million for the 2014-2015 year with the increase mandated for tuition reduction. As state funding has fluctuated, PCC's response has been to streamline operations and services with technology and automation, to redistribute existing qualified personnel throughout the college, to invest resources strategically, and to promote an employee program for identifying cost-savings opportunities.

Beginning in 2012-2013, enrollment began to gradually decline. The college's current year enrollment decline is about six percent (budgets were built around a projected seven percent decline). Declining enrollments are not projected to fall beneath the state's cap of 28,000 FTE for reimbursement purposes. PCC currently enrolls more than 3,000 FTE for which the college receives no state FTE reimbursement.

PCC's Board of Directors strives to contain the rise in tuition and fees to enable access, retention, and completion. From 2011-2013 to 2013-2015, student tuition has risen 16 percent from $79 to $92 per credit. For the 2014-2015 year, the board had originally approved a $5 per credit increase, but when additional funding, tied to tuition reduction, was received from the state, PCC implemented a $1 per credit decrease, as well as a system of completion awards for eligible students. The board has tentatively approved student tuition at $96 per credit for 2015-2016, pending PCC's final state allocation. At the time of this report, the board has not yet finalized tuition rates for international and out-of-state students.

The last five years have presented many challenges and opportunities. While public funding has been unpredictable and challenging, PCC has endeavored to respond with continuous improvements and implementing operational efficiencies that promote student engagement, success, retention, and completion. All such strategies were the result of data-driven decision making. Even as enrollments climbed by record numbers, PCC was able to meet demand, safeguard curriculum integrity, and ensure that the classroom experience was rigorous and rewarding.

Preface

Institutional Changes since the Last Report

There are many things occurring outside of Portland Community College (PCC) that will have great impact in how it fulfills its mission. College administrators and faculty remain vigilant in observing these occurrences, participating in state-wide discussions, and assessing the impacts on the PCC mission while adjusting within the institution to best position students for success.

Enrollments at PCC have surpassed the record high and now, with the economic recovery, the college is experiencing an approximate six percent enrollment decline in credit courses. There was a significant increase in the number of certificates and degrees awarded at PCC over the past five years. Public funding has diminished, and while the college strives to keep tuition and fee increases at a minimum, PCC students now bear more of the costs of instruction than the State of Oregon.

Two new directors have taken up service on the PCC Board of Directors. Kali Thorne Ladd was appointed in 2012 and was elected in 2013 to fill a vacated position. She will run for election in 2015. Director Thorne Ladd represents Zone 2 – NE Portland and parts of Columbia County. She replaces the late Director Harold Williams. Courtney Wilton was appointed in 2014 and will run for election in May 2015. Director Wilton represents Zone 3 – SE Portland and replaces Director Bob Palmer, who resigned.

In March 2012, the college president, Dr. Preston Pulliams, officially announced his intentions to retire from PCC. He and the board of directors worked out a transition plan for him to remain until July 2013. This plan enabled the board of directors to conduct a national search resulting in the selection of Dr. Jeremy Brown, who arrived at PCC in July 2013.

Numerous other leadership changes have occurred since the last accreditation report, in addition to the new college president. Seven of the ten President's Cabinet members who report directly to the president were not working at PCC when the college's new mission and core themes were created in 2010. The college vice president retired in 2014 and, after a national search, Sylvia Kelley was hired in August of 2014 as the executive vice president. Three campus presidents left or retired in 2014 and, after national searches, Dr. Karin Edwards was selected to be the Cascade Campus president, Dr. Sandra Fowler Hill was selected to be the Rock Creek Campus president, and an offer has been extended to a candidate for the Sylvania Campus president. PCC expects an announcement to be made very soon. The chief financial officer (CFO) also retired in early 2015. An interim CFO was recruited, and the plan is to begin a national search for the permanent CFO very soon. The associate vice president for advancement resigned, and Robert Wagner was hired to be the permanent associate vice president for advancement. Dr. Brown hired a chief of staff, Dr. Traci Fordham. Lisa Bledsoe, associate vice president of human resources and employed at PCC, is now in a President's Cabinet leadership position. The position of director of equity and inclusion

had been vacant and filled with interims before the retirement of Dr. Pulliams. A national search was conducted and Dr. Brown hired Dr. Kim Baker-Flowers in 2014.

Under the leadership of the state's former governor, Dr. John Kitzhaber, the Oregon Legislature established the "40-40-20" aspirational goal. By 2025, 40 percent of Oregonians will have a baccalaureate degree, 40 percent of Oregonians will have an associate's degree or certificate(s), and 20 percent of Oregonians will have earned at least a high-school diploma. In an effort to achieve this goal, the former governor introduced an educational reform initiative that includes pre-K-12, community colleges, and universities to promote retention and completion. The governor's Oregon Educational Investment Board (OEIB) was established for the purpose of improving retention/completion and to provide incentive investments in institutional best practices that result in the achievement of degree/certificate completions.

The Oregon Educational Investment Board hired a new educational officer, Dr. Rudy Crew, who was responsible for implementing this reform initiative through achievement compacts that were negotiated with 197 school districts, 17 community colleges, and seven universities. Dr. Crew departed this position after about one year. Governor Kitzhaber then appointed Dr. Nancy Golden, superintendent of the Springfield Public Schools.

The Oregon Legislature created the Higher Education Coordinating Commission (HECC), which is expected to operationalize educational reform in Oregon as it is related to community colleges and universities. However, community colleges each retain local control through their board of directors. The executive director of HECC, Ben Cannon, is a former teacher at Arbor School of Arts and Science in Tualatin, Oregon.

The PCC Board of Directors, the college's president, Dr. Jeremy Brown, and members of the President's Cabinet, faculty, and staff have all been active participants in the statewide educational reform committee discussions. PCC continues to proactively position itself for the completion agenda.

On February 18, 2015, Governor Kitzhaber resigned and was succeeded by Katherine (Kate) Brown, the former the Oregon secretary of state and a friend of PCC who has long supported the college's mission.

During the 2011-2013 biennium, a funding cap was introduced into the state funding formula. The cap limits state reimbursement to a set number of students. Colleges may enroll students over and above this amount, but they will not generate additional state funding. Student FTEs over the cap peaked during the 2012-2013 year with the college not receiving state funding for over 5,500 students who would have been eligible for state funding had the funding cap not been in place. With average state resources per funded student of $2,600, the funding shortfall to PCC was over $14 million. Even with the recent declines in enrollment, FTE enrolled over the cap remained above 3,000 FTE for 2013-2014 and are anticipated to still be over the cap by 1,500 in 2014-2015.

Anticipated performance funding has yet to be implemented, and the legislative deliberations concerning community college state appropriations are occurring at the time of this report and will continue through June 2015. The level of state funding for community colleges in Oregon remains in question, as well as how funding might be prescribed.

The recent announcement by President Obama to make two years of community college education free in America further confounds the clarity of how public community colleges will be funded in the future. PCC has been implementing enrollment management processes to ensure that students are academically and financially ready to pursue a college education through to completion.

Internally, PCC has been successfully implementing several initiatives that are resulting in significant organizational and cultural changes. The Completion Investment Council (CIC) was created at PCC in winter 2012 in response to the emerging national and state agenda emphasizing the imperative for community colleges to raise the levels of degree and certificate completion. PCC leadership recognized that in order to move the dial on student achievement at the college, it would take concerted focus and effort by the entire institution.

The CIC is a representative body of approximately 30 faculty, staff, and student stakeholders invested in understanding the shift from an "access agenda" to a "success and completion agenda" and moving the college toward a proactive response to this shift. The CIC serves as an advisory body to the college administration to provide advice and guidance to improve student success and completion, and as a catalyst within the institution to proactively respond to the emerging regional and national "completion agenda." Initially, the CIC charge was to focus on recommendations to improve outcomes in the "Prepare" phase of the Panther Path:

- Entering students will be academically, personally, and financially prepared and will be able to navigate the PCC system on day one of classes.
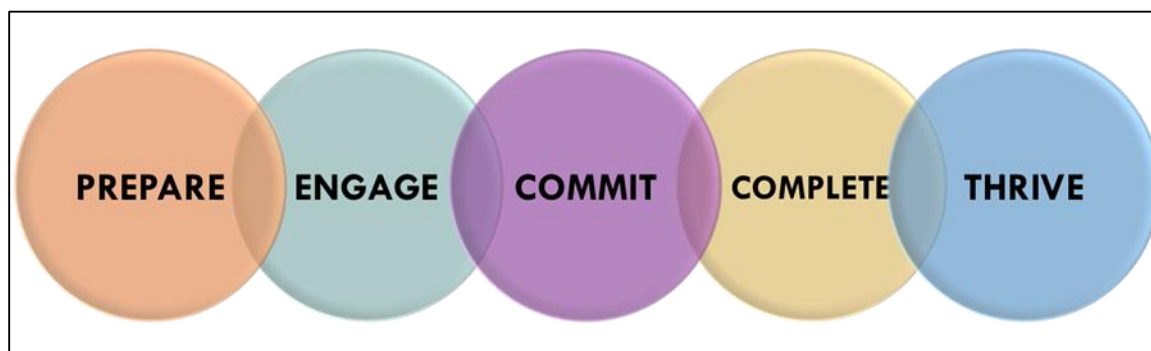
Year One work focused on establishing guiding principles, confirming the Panther Path student success model, reviewing guiding literature on student success and completion, and beginning to look at PCC student data. In Year Two, council members continued to review PCC data and engaged numerous key stakeholder groups working on improving

outcomes in the "prepare" phase of students' PCC journeys, including a special emphasis on pre-college level (development education) course work.

This data-driven body highlighted some consequences to the college's well-intentioned prerequisite policy, requiring students to complete developmental education for reading, writing, and mathematics before entering into college-level disciplines and programs. The college is taking a focused effort to redesign its developmental reading, writing, and math curriculum and pedagogy to accelerated completion and transition into college-level coursework. College faculty and administrators are also participating in statewide efforts to redesign developmental education. CIC recommendations and college-wide actions responding to the initial work of the CIC include the following examples:

Create Clear Pathways and Transitions

- Adopting the PCC Panther Path (student success model) and increasingly integrating it into planning, assessment, and student communications
- Changing the order of new student orientation and placement testing
- Ensuring guided preparation for placement testing
- Improving relevance of content and delivery of the new student orientation
- Piloting of non-cognitive assessments
- Continuing to implement the final Title III/FLAIR grant project (in its last year) focusing on consistent college-wide Career Exploration Programs
- Initiating the college-wide Academic Advising Practices Review and Strategic Improvement process
- Establishing the High School Recruitment Plan
- Expanding access to the PCC Career Pathways program for students and staff through Adult Basic Skills Pathways that offer Adult Basic Education, Developmental Education, and ESOL students an accelerated path to a college credential

Improve Developmental Education Outcomes

- The PCC Developmental Education Task Force formed, coordinated their activities with the CIC, developed a timeline for implementation of program development and reform, and established recommendations regarding the following:
    - o Integrating of reading and writing courses
    - o Realigning placement cut score ranges with the redesigned curriculum
    - o Strengthening advising for Developmental Education students
    - o Collaborating with the Composition/Literature, Developmental Education, and Adult Basic Skills SACs on an assessment and curriculum alignment project

- The PCC Math SAC has pursued the following reform and activities related to course content, math pathways, and math success:
  - Developing new math courses effective winter 2015; Math 58/98 will track to Math 105 for expected college/university transfer and satisfaction of bachelor's degree math requirement
  - Participating in the Oregon Metro Connects Consortium – offering Math 95/111/112 at targeted high schools to prepare students better for college-level math
  - Implementing and expanding self-paced and accelerated programs (including ALEKS and WeBWork) for low-performing math students and those enrolled in Math 20 courses

Year Three of the CIC will be dedicated to the "engage" phase of the student experience.

For the past six years, through the Learning Assessment Council (founded in fall 2008), faculty members have researched and implemented assessment through PCC core outcomes for learning at the program and degree level. Through this faculty-driven initiative, faculty coach and consult on how to improve assessment plans and measurements as well as implement change in the curriculum or pedagogy. Each year since 2010, the college has made adjustments to the program review template so that PCC can more effectively capture the information and data for planning purposes, as well as provide administrative responses and resolutions to resource needs. In addition, PCC is witnessing more robust and meaningful program reviews that focus on issues and challenges being addressed in Subject Area Committees (SACs) to improve teaching and learning.

In 2010, the college was awarded a Title III grant of nearly $2 million over five years with the following goals.

Improve financial access and business processes to increase transparency for students through the following actions:

- Revised policies and timelines regarding registration, payment on student accounts, and timely processing of financial aid awards
- Provided online payment plans, accessible 24/7, with flexible payment options
- Began deleting students from classes for non-payment (those not committed to a payment arrangement prior to term), with multiple (3) deletion events coupled with automatic wait list movement of students into classes
- Accelerated disbursement of financial aid refunds to the second Wednesday of each term and adopted e-refunds

Improve access to scholarships via the PCC Foundation through the following actions:

- Developed a scholarship fund framework aligned to new fund and donor agreement templates
- Implemented prospect research with phased donor development process, culminating in 97 major gift prospects (capable of gifts of $50,000 or greater to the foundation)
- Created an alumni development plan based on data from phone-a-thon, email, and new graduate surveys
- Identified and launched new scholarship software that dramatically improved usability for both students and administrators because it "auto-matches" students to appropriate scholarship opportunities
- Aligned scholarship award cycle with Financial Aid timelines, providing students with a complete picture of college funding sources each academic year
- Created a new online scholarship guide for students to assist with all phases of the scholarship process
- Increased outreach to students significantly, including tripling the number of scholarship workshops offered on campus, targeted mailing, social media, and building strong partnerships with high schools and community organizations to promote scholarships
- Streamlined processes for renewing annual scholarship donations and created a small matching program to kick-start selected scholarship initiatives
- Awarded $1 million dollars (for the first time) in scholarships to PCC students in the 2014-2015 academic year

Demystify the financial aid process through the following actions:

- Implemented Financial Aid TV in English and Spanish to instruct students about Financial Aid and Veteran Benefit regulations and responsibilities
- Created the "Paying for College" tab with the Financial Aid Dashboard so new and current students can track the status of their financial aid requirements and awards
- Created call centers in Financial Aid, the Bursar, and Registration, so students could get answers to their questions concerning their student financial accounts
- Revised the Financial Aid Work Study process for students and staff, reducing barriers for students in finding student employment positions approved for Work Study

Increase financial aid education and literacy through the following actions:

- Provided self-service guides that promote college financial planning and education including: *Student's Guide to Money, Managing Your Financial Aid, Your Scholarship Application Guide, and Veteran Benefit Boot Camp*

- Began preliminary steps to provide self-service guides that promote career exploration, student employment, internships, and career planning
- Implemented Mandatory Financial Literacy (MFL) for students with educational debt who are in financial aid probation
- Revised all department websites – Financial Aid, Work Study, Veteran Services, Tuition and Fees, and Paying for College – to ensure consistent and clear communication regarding proactive financial management while in college

Support veterans through the following actions:

- Assessed the VA student population and implemented a data-driven decision-making structure
- Established a website that guides veterans on the steps in utilizing their veterans' educational benefits
- Implemented online VA forms and a VA Dashboard on the "Paying for College" tab in MyPCC
- Automated certification of benefits
- Hired a military billing specialist
- Began intentional VA advising
- Established a loan default prevention program
- Identified the "at risk" characteristics of PCC students who default
- Developed and implemented strategies to prevent loan default including
  - Financial outreach with former PCC students in loan delinquency via partnership with Inceptia
  - Financial communication and outreach from financial success coaches in Student Accounts to current and former PCC students entering into their loan grace period, prior to repayment

From fall 2011 to fall 2013, late fees have been reduced by 39.5 percent, student accounts sent to collections have been reduced by 51.6 percent, the number of financial holds has decreased by 42.7 percent, and enrollment in payment plans has increased by 121 percent. The fall to winter term retention rate for students with financial holds has improved from 31 percent in 2009 to 53 percent in 2013. The institution's student loan default rate also fell from 20.3 percent to 16.5 percent.

In October 2010, the college implemented a degree audit system, known as the PCC GRAD Plan. Students and counselors may use this tool to determine courses necessary to complete a degree or certificate, as well as explore course requirements for other degrees and certificates. It gives the college a snapshot into student course-taking behaviors, which in turn allows it to anticipate and plan ahead to offer necessary courses to facilitate student completion. The college is also able to perform advising at critical points to better inform students when they are near completion and help to work out strategies to achieve that end. Students may ask, "What if I want to change my degree or major?" and the GRAD Plan will revise the necessary courses to take in order to achieve that end.

Other system initiatives have been implemented for the purpose of enhancing student retention, success, and completion:

- Creating Answer Centers – one-stop intake process for students
- Aligning the Standard of Academic Progress between Financial Aid and Student Support Services
- Automatic institutional awarding for certificates (leading to degrees) and degrees (when confirmed with students)
- Allowing "reverse transfers" when students transfer to universities without completing a degree at PCC
- Automating Financial Aid, Bursar, and Registration processes
- Adding Veteran Certification to the MyPCC portal
- Creating the Cohort Default Management Strategy

Most recently, PCC has begun a college-wide inquiry on advising. Consultants from the American Association of Collegiate Registrars (AACRO) were invited to the college to review advising practices and provide recommendations for creating more comprehensive and consistent advising services on all four campuses and PCC centers. The Advisory Council and a newly constituted Advising Process Review Leadership Team (APRLT) are convening for the purpose of selecting a college-wide advising model, harnessing the existing technology for tracking advising, and improving the student experience either at the campuses or via online student support services.

PCC engaged Moran Technology Consulting, an IT consulting firm, to review the network and computing services provided by Technology Solutions Services at PCC. Their report has just recently been issued and town hall events are occurring concerning their findings. Network redesign is underway and new priorities for remediation are being established and budgetary impacts are being reviewed. A more strategic plan will follow.

With the arrival of a new college president in 2013, Dr. Jeremy Brown, the college community began engaging in a planning process to identify goals and initiatives for the next five years that would position the institution for success in the 21st century. At the end of the year-long process (fall 2013 to fall 2014), the new strategic plan was formally approved by the PCC Board of Directors in November 2014. Executive Vice President Sylvia Kelley is charged with operationalizing the strategic plan. This activity has begun with engaging the President's Cabinet, reactivating and reconstituting the Strategic Planning Steering Committee, and planning the facilitation of college-wide discussions.

While the future of educational reform in Oregon is still unknown, internally, PCC has focused on implementing initiatives and strategies that positively change student behaviors. The college's intentions have been devoted to continuous improvement in order to position its students and the institution well for a new era that will be heavily reliant upon demonstration of and accountability for student retention and completion.

Response to Recommendation Previously Requested by the Commission

Recommendation One (Standard 1.B):
The evaluation committee recommends that the College develop indicators of achievement for all of the College Core Learning Outcomes that are assessable and can be used as a basis for determining that an established target for student performance levels has been achieved and that such achievement contributes to demonstrating mission fulfillment.

Background

PCC's student learning outcomes, the [Core Outcomes](#), are intentionally broad to resonate with faculty across diverse programs and disciplines. For example, student competency of the Core Outcome, "Critical Thinking and Problem Solving," is different in math compared to history, welding, nursing, and so on. From the beginning, the Learning Assessment Council (LAC) invited faculty to interpret the Core Outcomes in context and find or create assessments that were meaningful within their individual program or discipline. The administration also supported the Learning Assessment Council's approach since faculty engagement had been a challenge with prior administrative-driven assessment efforts.

Outcomes assessment in CTE programs changed when the college received feedback from NWCCU that the [outcomes for each CTE degree and certificate](#) should be assessed instead of the current practice of assessing "program" outcomes. CTE faculty were directed to develop plans for assessing all degree and certificate outcomes and map each of their degree and certificate outcomes to Core Outcomes. (These maps are posted within the Courseleaf curriculum management system).

Challenges remain even with faculty-created core outcome assessments for individual programs, disciplines, CTE degrees, and certificates in place. Historically, the vision of what should be learned in any given class may lie closer to the individual faculty member than to the discipline or department as a whole. The Learning Assessment Council identified the SAC as the fundamental unit at which assessment should be conducted. That makes sense within PCC, but it has had two consequences. First, regardless of whether the focus is on core, degree, or course outcomes, meaningful assessment at the SAC level requires consensus among the faculty as to what is important and what "good" looks like. Significant work has been done and more is needed to reach such agreement. The second consequence of assessment as a SAC-specific task is that different subject areas don't often collaborate on assessment and are unlikely agree on a shared vision.

Shared Vision

Three recent developments will move the college more in the direction of shared vision that is critical for addressing Recommendation One.

First, a random effects meta-analysis on student success rate results from 32 Lower Division Collegiate Transfer (LDC) and 38 Career and Technical Education (CTE) Subject Area Committee (SAC) assessment reports was conducted in 2014. This research was completed to create a model of student outcome attainment rates that could generalize beyond the limited data that was included in the analysis. This model provides more reliable estimate outcome attainment rates across the institution. Overall, the LDC student outcome rate attainment rate was .75 (95 percent confidence interval = .70 - .80) and the CTE student outcome attainment rate was .87 (95 percent confidence interval = .82-.90). More simply stated, the findings of the research suggest 70 to 80 percent of students completing LDC classes attain the outcomes in each course. Similarly, 82 to 90 percent of students in CTE classes do.

Second, the Learning Assessment Council and Educational Advisory Council are jointly revisiting and reconsidering the Core Outcomes. A committee is researching sets of outcomes that may be more useful across a diverse curriculum and expressed in a way that gives clearer guidance for assessment and developing appropriate benchmarks of achievement. Faculty members now have a better sense of broad (as opposed to classroom-based) assessment and how to do that well. They also recognize that some of the Core Outcomes are not engaged throughout the curriculum and that this issue needs to be addressed.

Third, the college is participating in a national pilot project that is predicated on the notion that expectations of students achievement should be congruent not only within an institution, but across states and sectors of higher education. The Multi-state Collaborative for Assessment of Student Learning, sponsored by the State Higher Education Executive Officers and the American Association of Colleges and Universities, aims to test the feasibility of evaluating authentic student work from faculty-specific assignments embedded across a large variety of courses and disciplines using a common tool. Besides the questions of logistics, capacity, and mechanics, the more fundamental question is: Does this work? For example, can student work generated in a sociology class be properly evaluated by faculty from other disciplines? Can faculty from different disciplines come to a common understanding and agreement on established targets for student performance?

As the college moves forward in developing faculty and institutional expertise in conducting authentic embedded assessment, PCC will coordinate the efforts of many SACs towards a common vision and goal for expected attainment and assessment of the Core Outcomes.

Updated Standard One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 1, 2, and 3

1. Operational Status

Portland Community College began in 1961 as the adult education program of Portland Public Schools. Candidacy accreditation status was granted in 1966 and approved in 1970. The college currently offers 75 associate degree programs (71 AAS programs, as well as the AAOT, ASOT-B, AGS, and AS) and 109 certificate programs. In 2013-2014, the college awarded 3,544 degrees and 1,970 certificates.

2. Authority

Portland Community College is an independent college chartered by the Oregon Department of Education and governed by a locally elected board of directors. It is subject to state statutes and administrative rules formulated by the Legislature and the Oregon State Board of Education. These regulations clearly delineate the authority and responsibilities of the college.

3. Mission and Core Themes

Portland Community College's mission is clearly defined and adopted by its board of directors consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education. Its mission statements reads: "Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve."

The college's core themes are clearly defined and each of the themes is closely aligned with the college's mission statement, followed by the college's interpretation of how the themes manifest themselves in college planning, processes, action, and assessment. The core themes are:
- Access and Diversity
- Quality Education
- Student Success
- Economic Development and Sustainability

The college allocates all of its state funds, student tuition and local property taxes to support its educational mission and goals.

Standard 1.A Mission

1.A.1 Mission Statement

Portland Community College Mission

Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.
>   PCC Board of Directors (June 2010), Board Policy B-101 (December 2010)

Background

Portland Community College's (PCC) current mission statement was reviewed by the college's Board of Directors in 2010. Input from the college community and several standing committees, including the Educational Advisory Committee, Academic and Student Affairs Council, Budget and Planning Advisory Committee, All Managers Group, and the PCC Foundation was collected throughout the 2009-2010 academic year and used to inform the board of directors during their review process.

A wiki site (www.spaces.pcc.edu/display/accredtation/Home) was created to capture the input and keep the community apprised of the mission review process and concurrent development of core themes. The college-wide Accreditation Summit held on April 9, 2010, completed the review process. In addition, faculty and staff also learned more about the new accreditation format at this event from guest speaker, Ron Baker, now former executive vice president, Northwest Commission on Colleges and Universities. After careful examination of the many suggestions from the PCC community, the college's advancement office proposed wording that was concise and clearly articulated the college's purpose.

The PCC Board of Directors approved the current mission statement in June 2010. It is intentionally shorter than prior mission statements and easier to reference, as a result. It is, however, definitive regarding PCC's intended role and impact on the community. The new mission statement was shared with the many groups who had provided input during the prior year's review, along with the rest of the college community, during the fall 2010 term.

The mission statement is available in print and in electronic documents. It is accessible from the college homepage by clicking on the "About PCC" tab and selecting College Mission under the college "Quick Facts" as well as the College Catalog. Internal documents such as the "Management and Confidential Employee Handbook" also link to the mission statement under the heading "PCC Cornerstone."

1.A.2 Defining Mission Fulfillment

The PCC Board of Directors updated the college's existing value statements and institutional goals at their August 2010 Planning Session to better align with the updated mission statement. The resulting document, "PCC Cornerstone – The foundation for what we do, who we are, what we value" encompasses the college mission, characteristics, and expected performance in a concise, easy-to-reference one-page overview.

The college defines mission fulfillment as successfully meeting PCC's core themes and objectives. Each objective has outcome-oriented indicators of achievement which can be measured and assessed according to predetermined targets. The acceptable threshold of mission fulfillment is attainment of 75 percent or more of the indicators of achievement performance targets.

For example, assume the college has identified 20 indicators of achievement and meets the targeted performance levels on 16 of those indicators. This performance would meet the mission fulfillment threshold with one exception. If all the indicators for any one individual core theme are below targeted performance levels, even if 75 percent attainment is achieved overall, an acceptable accomplishment of mission fulfillment has not been met.

These additional achievement criteria reflect the importance of both individual and combined core theme success for mission fulfillment.

Standard 1.B Core Themes

1.B.1 Core Theme Identification

The concept of core themes and the role they play in the revised accreditation format were introduced to the college community as part of the 2009-2010 mission review process. As the various groups discussed the mission, they were also asked to identify the core themes that would correspond to the proposed mission statements. Themes emerged early on and remained fairly consistent throughout the discussions. The following core themes were approved by the board in conjunction with the revised mission in June 2010.

Core Themes

- Access and Diversity
- Quality Education
- Student Success
- Economic Development and Sustainability

Three of the four core themes track verbatim to wording found in the college's mission with the exception of economic development and sustainability. This core theme corresponds to the college's ultimate impact on the community stated as "advances the region's long-term vitality" in the mission statement. The core themes have titles similar to the institutional goals and address the accomplishment of the strategic intent of the goals such as increasing access, improving diversity, and providing a quality education.

1.B.2 Core Theme Objectives

Background

The college regularly analyzes and reports on a wide range of accountability measures to college leadership, the State of Oregon, the Federal Government and grant funders. A partial listing includes:
- Oregon Legislature's Key Performance Measures (Legislature KPMs),
- PCC Board of Directors' Key Measures,
- Federal Integrated Post-Secondary Data System (IPEDS) reports,
- Carl D. Perkins Title I Annual Reports,
- Title III Grant Reports,
- Numerous file submissions throughout the year to the Oregon Community College Reporting System (OCCURS), and most recently
- Oregon Community College Achievement Compacts.

Passed in 2012, Oregon Senate Bill 1581 mandated the annual submission of Community College Achievement Compacts consisting of approximately 88 projections and 88 achievement targets based on outcome measures addressing student completion, progression, transfer, and college public investment. Since core theme achievement indicators were selected before legislation created achievement compacts, the following paragraph describing the college's indicator selection process excludes consideration of achievement compact measures.

A review of existing reporting helped identify potential indicators of achievement. Measures that correspond to the accomplishment of the core theme objectives and met NWCCU's criteria to be meaningful, assessable, and verifiable were selected to also serve as indicators of achievement. When combined with additional indicators, some of which were new for the college, PCC is able to assess the accomplishment of core theme objectives and, thus, mission fulfillment.

By design, indicators of achievement are college-level measures. Although hundreds of data points by campus, by program, and by student sub-groups are regularly collected to support continuous improvement efforts (and addressed under Standard 4.A.1), mission fulfillment is informed by achievement of college objectives.

The following section describes by core theme, the rationale for each indicator, performance target, and data source. Where appropriate, an acceptable maximum, minimum, or range value is also provided for the performance targets.

Core Theme: Access and Diversity

Objective: Competitively priced educational offerings are available in an environment enriched by student, faculty, and staff diversity.

Providing the diverse community population with access to higher education and employment opportunities is fundamental to PCC's mission and purpose. Without access, PCC falls short on all other commitments in serving the needs of the community.

Indicators of Achievement	Rationale for Indicators
*Course tuition and fees Target: Total tuition and fees are less than the median tuition and fees of all Oregon community colleges. Acceptable Maximum: Total is no more than median	Cost can be a barrier to college access for students. However, as state funding continues to decrease, colleges are likely to increase tuition and fees to help recover some of the lost funding. This measure assesses PCC's affordability relative to other Oregon community colleges impacted by decreased state funding. Data Source: Oregon Department of CCWD
*Student racial/ethnic distribution Target: Reflect diversity of service area community. Acceptable Range: + 5% of service area distribution	Enrolling a diverse student population is fundamental to PCC's mission and purpose. This measure assesses the student racial/ethnic distribution relative to the service area community. Data Sources: Census, PCC (Banner)
*Racial distributions of existing and newly hired faculty and staff Target: Newly hired faculty/staff are more diverse than the existing employee group.	Employing a diverse workforce encourages a diverse student population and further enriches the learning environment for students and sense of community for employees. The college has a low turnover rate, and the number of new positions created each year is a small percentage of total employment. However, if the diversity of

	new employees is greater than the existing employee base, the college workforce is becoming more diverse. This measure assesses the diversity of newly hired employees relative to that of existing employees. Data Source: PCC (Banner)

Core Theme: Student Success

Objective: Students progress from developing skills needed to succeed in college to completing a degree, certificate, transfer, employment, and/or pursuit of life-long learning.

The academic, professional, and personal development of students, as described in the college mission statement, is summarized as student success. No core theme is more critical to mission fulfillment than student success.

The college welcomes students at all levels of academic preparation through an open-door admissions policy. As a result, student success is frequently a process (i.e. starting with a student developing college-level academic skills) rather than the single end point of degree completion, employment, or transfer.

Indicators of Achievement	Rationale for Indicators
*Course completion rates Target: 75% of credits attempted are successfully completed. Acceptable Minimum: = 72% are successfully completed.	Completing course(s) with a passing grade is fundamental to student success regardless of student academic or professional goals. This measure assesses the extent students are academically successful at the course level. Data Source: PCC (Banner)
*Former developmental student performance in college-level courses Target: Former developmental students are as successful in courses as peers' not needing remediation.	After completing developmental course work, students are expected to be academically prepared for success in college-level courses. This measure assesses the performance of former developmental students in college-level subjects corresponding to their prior developmental studies. Data Source: PCC (Banner)

*Graduation and transfer rates Target: Combined rate meets or exceeds national average. Acceptable Minimum: No more than 5% below national average	While the majority of PCC graduates do not transfer, most students who transfer do so before graduating from PCC. Both are successful student outcomes. The measure assesses these outcomes as one combined graduation and transfer rate. Data Source: IPEDS, Student Right to Know
*Degrees and certificates awarded Target: Maintain "recession" high ratio measured as a proportion of awards to total credit headcount. Acceptable Minimum: No less than 3% of target ratio.	Degree and certificate completion remain a primary measure of student success at national and state levels and are likely to be an outcome determining future state funding. While always important to mission fulfillment, degree completion is even more critical in recent years. This measure assesses the number of degree and certificates awarded relative to total credit enrollment. Data Source: PCC (Banner)
*Employment status of Career and Technical Education (CTE) graduates Target: 80% of CTE graduates are employed and earning a living wage. Acceptable Minimum: = 75% of graduates are employed.	Students who complete a career and technical education program certificate or degree are expected to have a credential that has prepared them for employment. This measure assesses the employment of students following graduation. Data Sources: Oregon CCWD, Oregon Department of Labor, PCC (Banner)

*Enrollments in continuing and/or community education courses	Life-long learning is measured through student success beyond graduation, transfer, and employment. Many adults enrolled in community or continuing education courses already have college degrees. For others, a community education course may be their very first college experience and lead to future credit courses.
Target: Maintain current ratio of new to former students pursuing life-long learning.	
Acceptable Range: + 5% of service area distribution	
	This measure assesses the success of enrolling both new and former students in continuing and community education.

Core Theme: Quality Education

Objective: Evaluations external to PCC grades confirm students master expected learning outcomes.

The PCC Mission statement explicitly states the college will provide a quality education. Awarded grades reflect faculty assessment that students have (or have not) completed the required learning outcomes of a course. Assessment of student learning beyond course grades provides a different perspective. It informs the college not only about student performance but also indicates if curriculum and learning outcomes are appropriate for what is needed to be successful after transfer or in the workplace.

Indicators of Achievement	Rationale for Indicators
*Licensure/certification exam pass rates	Many career and technical education fields require students to pass a licensure or certification exam in addition to completing their college credential. Students who have received a quality education are expected to pass these exams.
Original Target: Student pass rates meet or exceed national averages	
Revised Target: Student pass rates are at least as high as current college averages	
Acceptable Minimum: Pass rates are no less than 5% of college average	The original target was revised since comparable averages were unobtainable for all exams. The revised target is based on consistently available data. The measure assesses the extent to which PCC has prepared students to obtain professional certifications.
	Data Source: Individual testing entities
*Student grade point average at transfer	PCC students who have received a

institution Target: PCC transfer student performance is equal to or greater than other transfer and native university students Acceptable Minimum: The collective grade point average of PCC transfers is within 5% of other transfer and native student averages.	quality education are expected to be academically successful at their next transfer institution. This measure assesses how well students are academically prepared to transfer. A comparison to other transfer and native university students provides a frame of reference for interpreting the grade point average. Data Source: Oregon University System
*College learning outcomes assessment results	See response to Recommendation One

Core Theme: Economic Development and Sustainability

Objective: Academic, training, and business development programs address the changing community workforce needs while college practices contribute to a sustainable environment.

PCC advances "the region's long-term vitality," as stated in the Mission, through the delivery of workforce training, contracted training, small business development, and continuing education unit (CEU) courses. PCC does this in an environment committed to protecting natural resources.

Indicators of Achievement	Rationale for Indicators
*Inventory of training delivery methods Target: Expand training offerings beyond traditional classroom instruction.	The Continuous Learning for Individuals, Management, and Business (CLIMB) Center supports economic development by providing accelerated, specialized training solutions to the business community. Responding to the needs of working professionals and organizations for the delivery of training via multiple modalities is essential for economic development. This measure assesses the extent to which CLIMB addresses the changing workforce learning needs – through increasing the different options for learning beyond traditional classroom delivery to include online, hybrid, experiential, and case studies.

	Data Source: CLIMB Sales Force database, PCC (Banner)
*Number of jobs created, jobs retained, net new sales, and capital Target: To meet the performance metrics established in compliance with the Oregon Small Business Development Center Network	The Small Business Development Center (SBDC) is the hub of entrepreneur and economic development for small businesses throughout the PCC district. The services provided support local job creation and retention and increased revenue for client entrepreneurs. This measure assesses the SBDC's success at responding to small business needs by meeting the established annual performance metrics. This reporting is required of Oregon SBDCs. Data Source: SBDC (CenterIC database)
*Employment status of students after completing training provided by workforce development departments Target: Completers are employed and earning a living wage. Acceptable Minimum: 65% of completers are employed.	Students who complete workforce-development-related training are expected to be prepared for employment. This measure assesses the employment of students following the completion of their training. Data Sources: Oregon CCWD, Oregon Department of Labor, PCC (Banner)
*Course offerings with green-related curriculum and completers of green related credentials Target: Increase number of green completers proportional to growth in green course offerings.	PCC's Board committed the college to being a leader in academic programs and operational practices that model the sustainable use of resources (Board Policy B-707, December 2006). Incorporating sustainability "green" principles into the curriculum includes both the introduction of new courses as well as revisions to existing curriculum. The measure assesses the extent to which sustainability is being infused into instruction relative.

*College greenhouse gas emissions Target: Reduce (i.e.10% below 2006 levels by 2012, 40% below by 2030, etc.)	PCC's commitment to sustainability was further solidified when President Pulliams signed the American Colleges and University Presidents' Climate Commitment. PCC's original Climate Action Plan 2009 and updated Climate Action Plan 2013 both include achieving the college's greenhouse gas emission reduction goals. This measure assesses PCC's ability to reduce college emissions. Data Source: PCC's Annual Carbon Emissions Inventory

Summary

The mission statement clearly articulates the purpose of the institution and provides direction for the college, a large and complex organization. The core themes, objectives, and indicators of achievement collectively represent essential elements of the college's mission. PCC defines mission fulfillment as successfully meeting the core theme objectives determined by the assessment and performance of achievement indicators relative to predetermined targets.

Standard Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

4. Operational Focus and Independence

The primary focus of Portland Community College is its educational programs (degrees and certificates) and student success. With its own [Board of Directors](#) and taxing district, PCC has the sufficient infrastructure, staffing, and operational independence to be held accountable to the standards of NWCCU.

5. Non-Discrimination

Portland Community College's goal is to provide an atmosphere that encourages individuals to realize their potential. Therefore, it is against the college's policy for any manager, supervisor, faculty, staff, or student to engage in harassment or discrimination of any member of the college community. The [Office of Equity and Inclusion](#) provides leadership to facilitate, manage and coordinate college policies, procedure and programs related to diversity, inclusion and equity.

In the [Nondiscrimination Statement,](#) the college prohibits unlawful discrimination based on race, color, religion, and ethnicity, use of native language, national origin, sex, marital status, height/weight ratio, disability, veteran status, age, or sexual orientation in any area, activity, or operation of the college. The prohibition against harassment or discrimination based on the use of native language does not, however, require the college to offer classes in any other language other than English.

Under this policy, equal opportunity for employment, admission, and participation in the college's benefits and services is extended to all persons, and the college promotes equal opportunity and treatment through application of this policy and other college efforts designed for that purpose.

Under the college's [Nondiscrimination and Non-harassment Policy](#) harassing or discriminatory behaviors are not tolerated. It is the responsibility of every member of the college community to strictly comply with this policy and any procedures directed by the president to implement the policy. This includes notifying each employee/student of his or her rights and responsibilities under PCC's Non-discrimination and Non-harassment Policy. Management and staff are held accountable to take reasonable action to maintain work sections and educational environments free from conduct that causes, or reasonably could be considered to cause, intimidation, hostility, or discrimination.

Any person who believes he or she has been discriminated against or harassed by a college employee, representative or student is encouraged to file a complaint through [Office of Equity and Inclusion.](#) Complaints about issues other than alleged discrimination or harassment are submitted in accordance with any applicable

appropriate collective bargaining agreement procedure or the procedure in the Management/Confidential Employee Handbook, or, for students, through procedures found in Student Rights and Responsibilities Handbook.

At any point in the procedure, the complainant may file a complaint with (1) the Equal Employment Opportunity Commission (EEOC); (2) the Office of Civil Rights; (3) the Oregon Bureau of Labor and Industries Civil Rights Division; or (4) the Oregon Department of Community Colleges and Workforce Development. If the complainant chooses to file through any of these agencies or in court, the college may suspend the internal complaint procedure.

The president may establish additional procedures that implement this policy consistently across the college.

6. Institutional Integrity

Portland Community College is governed by and administered with respect for the individual in a non-discriminatory manner while responding to the educational needs of the constituencies it serves, as determined by its chartered purposes and accredited status. State ethics laws are followed by all college constituents.

7. Governing Board

Portland Community College has an elected seven member governing board responsible for all financial and educational aspects of the college. The governing board has no contractual, employment, or personal financial interest in the college. Board members are elected to represent a district within the larger community college boundaries, but only have the authority to take action as a full board.

8. Chief Executive Officer

Portland Community College is led by a president who is appointed by the governing board and whose full-time responsibility is to Portland Community College. The college's four comprehensive campuses each employ a campus president who reports to the president. Along with the president and campus presidents, the other officers of the college include the executive vice president, vice president for academic and student affairs, the vice president for administrative services, associate vice president for college advancement, and the director of the Office of Equity and Inclusion. The college shares information about its governance structure via a publicly available Organizational Guide.

9. Administration

Portland Community College has the administrative and support services required to provide effective leadership and management for the college's major support and operational functions. The college's staffing structures are available in organizational charts which address all district and campus organizational structures detailing

administrative and support service functions. Through collaboration between all departments, PCC is able to foster fulfillment of its mission statement and achievement of its core themes.

10. Faculty

Portland Community College employs a core of 479 full-time and 1,472 part-time, professionally qualified faculty. The faculty are adequate in number and qualifications to meet its obligations toward achievement of Portland Community College's mission and core themes. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, assessment, student academic advising, and institutional governance and are evaluated in a periodic and systematic manner. Faculty workloads reflect the mission and core themes of Portland Community College and the talents and competencies of faculty while allowing sufficient time and support for professional growth and renewal.

11. Educational Reform

Portland Community College offers educational programs leading to a one- or two-year certificate, a two-year associate degree in college transfer or career and technical education, career training, General Education Diploma (GED) and high school completion. The Oregon Department of Education has criteria to which all degrees must adhere. The department identifies the number of credits required for a degree and the number of contact hours required per credit.

12. General Education and Related Instruction

Portland Community College's university transfer and general associate degrees require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. Degree requirements include coursework in arts and humanities, social science, and math and science and computer science, as well as health, speech and cultural literacy. The Associates of Applied Science degree and certificates of 45 quarter credits or more, for which certificates are granted, require at least eight quarter credits of related instruction or the equivalent in computation, human relations, and communications.

13. Library and Information Resources

Consistent with its mission and the core theme of quality education, Portland community college provides access to library resources, technology, and information resources with an appropriate level of currency, depth and breadth to support the institutions programs and services regardless of delivery format. The college provides a core physical collection that is tied to the curriculum. Additionally, it provides access to a wide range of electronic research databases. The college's faculty librarians work closely with instructional faculty and Subject Area Committees to ensure that the library supports the needs of their programs and accreditation agencies (where applicable). PCC Library is a member of the Orbis Cascade Alliance, a consortium of

37 academic libraries in Oregon, Washington, and Idaho. Through this membership, PCC students have access to the collections of all member libraries. This greatly enhances the breadth and depth of the collection.

14. Physical and Technological Infrastructure

The college maintains a physical and technological infrastructure that is accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission and core themes, programs, and services.

As of January 2015, PCC had approximately 2,472,034 gross square feet of space in 56 buildings across the Portland metropolitan area. Four comprehensive campuses (Sylvania, Rock Creek, Southeast, and Cascade) consist of 48 buildings covering 2,220,598 gross square feet. The remaining 8 facilities cover 251,436 gross square feet of space that provide physical facilities for the extended learning programs across the district. The college's many [class locations](#) enable it to serve students across its large service area.

PCC has a 1 GB metropolitan area network (MAN) connecting all of its campuses and centers, with capacity for 10 GB. Virtual local area networks (VLANs) carry 100 MB to staff and student computers, with specialized labs receiving 1 GB. All computers are capable of connecting at 10 GB in anticipation of future needs. Wireless access is available and heavily used throughout the district; additional wireless access points were added by summer 2012 to increase capacity by 50 percent. Technology Solution Services (TSS) currently has a large-scale network redesign project underway to update the entire enterprise, including designs to better support security, trouble isolation, and network management.

The primary data center supports 255 core enterprise servers; 85 percent of those servers support a virtualized environment. This has reduced the number of physical servers in the data center while allowing the number of services provided to expand without increasing the need for additional space and staff and reducing the rate of increase in power and HVAC requirements. The storage area network (SAN) has been upgraded to meet increasing storage demands, and the college has implemented new backup software that has further reduced recovery time. The college has leased rack space for an alternate data center and is in the process of adding servers and services.

15. Academic Freedom

Portland Community College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. The college maintains an atmosphere in which intellectual freedom and independent thought are supported.

16. Admissions

Portland Community College has an open admissions policy that is defined in [Program Class Admissions - B 403](). Specific programs or courses may require prerequisite course work or department/instructor approval for enrollment. Portland Community College publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices.

17. Public Information

Portland Community College publishes in various media accurate and current information that describes its mission and core themes; admission requirements and procedures; grading policies; course, programs and degrees offered; program costs including tuition and fees, refund policies and procedures; and financial aid opportunities and requirements. Names, titles and credentials of all administrators and faculty are detailed in the [PCC Catalog]() (both in print and on-line). The [academic calendar](), rules and regulations, and [Student Rights and Responsibilities Handbook]() including grievance procedures, are made readily available in faculty and student handbooks or on-line through [MyPCC](), the college web portal.

18. Financial Resources

Portland Community College is required by law to have a balanced budget. The financial planning and budget development process includes a review of the college's mission, core themes, and goals so that resources can be allocated to address program needs. The proposed biennial budget is prepared by PCC administrators with assistance from other cost center and fund managers who administer the budget. The budget includes contingency funds for unplanned expenditures, activities in the early planning stages, and contingency for uncertainties in revenue. PCC administration prepares an internal two-year budget that matches the two-year State of Oregon budget cycle. The [budget and financial reports]() are readily available from the college website.

19. Financial Accountability

Portland Community College's financial records are audited annually by Kenneth Kuhns and Company, an independent certified public accountant, on a regular schedule required by state law. The audit includes an opinion on the accuracy of PCC's financial statements.

20. Disclosure

Portland Community College agrees to disclose to the [Northwest Commission on Colleges and Universities]() any and all such information required to carry out its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission

Portland Community College accepts the standards and related policies of the [Northwest Commission on Colleges and Universities](#) and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, Portland Community College agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The Commission treats institutional self-study reports and evaluation committee reports as confidential. Portland Community College, however, may choose to release the documents.

Standard 2.A Governance

2.A.1 Governance System

The Portland Community College (PCC) Board of Directors is the governing body of the PCC District pursuant to [ORS Chapter 341](#). The primary duty of the board under ORS (Oregon Administrative Rules) Chapter 341 is to adopt policies for the general governance of PCC. The board considers, reviews, and acts upon the recommendations of the district president in matters of policy pertaining to the current and future welfare of the PCC District. The board approaches its task in a manner that emphasizes strategic leadership rather than administrative detail and keeps its major focus on the long-term effectiveness of the college. The PCC Board of Education defines its role in [Board Duties and Responsibilities (B 214)](#).

The president defines his role in the College President's Duties and Responsibilities ([B 213](#)). Of note: "The President is the Chief Executive Officer of Portland Community College and is responsible to the Board for the proper administration of the college" and "(s)hall exercise all powers and duties under ORS 341.290 to ORS 290.321 not retained by the Board."

The president provides for consideration of the views of faculty, staff, administrators, students, and community members through a wide variety of channels, which include:

- [Educational Advisory Council](#) (EAC)

- Budget and Planning Advisory Council (BPAC)

- President's Advisory Committee on Management and Confidential Compensation (PACMACC)

- [EAC Leadership Team](#)

- President's Community Advisory Council (PCAC)

- [PCC Foundation Board of Directors](#)

- All managers/confidential employee meetings

- Individual meetings with students, faculty, and staff

- President's Cabinet meetings (executive staff and other direct reports)

In addition, faculty, staff, and student leaders each have a fixed place for their comments to the board at each regular board meeting.

The following ORS statutes provide further details regarding the specified roles and responsibilities:

ORS 341.290 describes the range of authorities and responsibilities for each community college district's local board and provides the local board the authority to establish district policies and procedures. The [Portland Community College (PCC) Board of Directors](#) articulates its policies in its Board Policies [handbook](#).

The board's guiding principles are articulated in Board Policy [B 103](#). One of those principles states, "The college will function in an open climate with opportunities for students, faculty, and staff to provide input in policy making."

Board Policy [B 202](#) (Board Operations & Bylaws) affirms the board's policy direction that "those who are affected by a policy or bylaw should be represented in the formation of that policy. The Board encourages staff and administration to review and recommend new policies or changes in existing policy."

Key college-wide procedures and guidelines are available to all at [College Policies](#).

2.A.2 Division of Authority and Responsibility is Clearly Defined

The State of Oregon does not have a community college "system" as might be typical in other states. Oregon establishes community college districts based on a vote of citizens within the boundaries of the respective proposed community college district. This process originates with those citizens. The history of this relationship stems from the partnership with the constituent school districts; thus, PCC's [service area](#) overlays those school district boundaries in portions of the five-county Portland metropolitan area.

Oregon law describes the process by which a community college district is created, and, if created, provides the policy guidance and administrative guidance for the community college
(Link: ORS 341:https://www.oregonlegislature.gov/bills_laws/ors/ors341.html).
Governance of the district is reserved to the locally elected district board of directors.

Governance of the system of education in Oregon has been in a state of change from 2011 through 2014. With legislation passed in 2013 (link: House Bill 3120 http://www.oregon.gov/gov/docs/OEIB/heccleg.pdf), and successor legislation passed in 2014 (link: http://education.oregon.gov/Documents/HECC/HB4018%20TF/HB4018%20TF%20Report,%20final.pdf) the oversight and direction of community colleges has shifted from the state Board of Education to a newly formed Higher Education Coordinating Commission (HECC). The new HECC oversees the Commissioner for Community College Services, which continues to provide leadership to the Community College and Workforce Development Agency.

In the 2015 legislative session, there is some continued question whether the workforce component of CCWD will be further integrated with the State Employment Department: (http://www.oregon.gov/gov/skilled_workforce/Documents/Oregon%27s%20Strategic%20Plan%202012-2022.pdf)

Through the Commissioner for Community College Services, the HECC establishes administrative direction broadly, with CCWD as its administrative manager. However, the local board has complete district governance authority, once established, and does not directly report to either the HECC or CCWD.

Oregon Administrative Rules Chapter 589 (Administrative Rules for the Oregon Department of Community Colleges and Workforce Development) provides the rules that implement the statutory requirements applicable to community colleges on a statewide basis in those areas not reserved to the authority of each district's local board.

ORS 341.005 through .255 provide for the creation of community college districts in Oregon, including the establishment of the district's governing board of education ("local board") and defines the role of the state board in that process. Members of the local board are elected by citizens from the district, rather than appointed.

ORS 341.290 describes the (wide-ranging) responsibilities and authorities of the local board of a community college district.

2.A.3 Compliance with the Commission's Standards for Accreditation

PCC undertook a review of its College Mission as a part of its ongoing compliance oversight process, in response to the Northwest Commission's recently revised Accreditation Standards. That process entailed numerous collaborations amongst internal stakeholder groups and culminated in a revised College Mission Statement and related Core Themes being proposed to the PCC Board of Directors. Staff indicated to the board that revised Mission Statement and related Core Themes "will form the foundation for NWCCU reporting over the next seven years." The revised Mission Statement and Core Themes were approved by the board on 15 July 2010 by Resolution 11-011.

PCC Mission Statement: Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.

Core Themes: Access and Diversity, Quality Education, Student Success, and Economic Development and Sustainability.

Approval of the Mission Statement led next to development of revised PCC Vision, Mission, Who We Are, Values and Institutional Goals, which were approved by the board on 14 October 2010 by Resolution 11-031. The Mission Statement and College Goals form the basis for the PCC Cornerstone (which guides the PCC Board of Directors).

The college's vice president for academic and student affairs is the accreditation liaison officer (ALO). This individual is responsible for monitoring compliance with the Commission's standards and responding appropriately to the impact of updates and changes in the college's internal collective bargaining agreements, legislative actions, and other mandates.

Governing Board

2.A.4 Functioning Governing Board

The PCC Board of Directors (Board) is the governing body of Portland Community College, pursuant to Oregon Revised Statutes (ORS) Chapter 341.

The PCC Board has seven voting members. Each member represents a defined zone within the PCC District and is elected by the citizens of that zone. Each board member serves without compensation, except reimbursement for reasonable expenses when performing college business. No board member has a contractual, employment, or financial interest in the college. Each board member must commit to the Board Code of Ethics, which is Board Policy B 203.

Further, each board member is subject to Oregon law on conflict of interest and government ethics as defined in ORS Chapter 244.

Board duties and responsibilities are further defined in Board Policy B 214, and Board Operations and Bylaws are described in Board Policy B 202.

2.A.5 Board Acts Only As a Committee of the Whole

Board Policy B 202 (see "Authority of Members") specifies that board members have authority only when acting as a board legally in session. The board is legally in session only if a quorum is present.

Board Policy B 213 (College President's Duties and Responsibilities) defines certain

powers and duties that are delegated to the college president. In addition, the board may delegate its authority on a specific item to the president. Such decisions are made by approval of a resolution of the board. Typically, the delegated decision requires the concurrence of the board chair and college counsel.

2.A.6 Board Oversight of Institutional Policies

PCC Board policies are specified in its "Portland Community College Board Policies" document, which is available in hard copy or electronically: [Board Policies](#)

Board Policy [B 211](#) (Board Policies Distribution) directs that board policy be widely available and distributed in a variety of methods and directs that its policies "shall be available for examination by all employees of the college and members of the public."

Board Policy [B 202](#) requires that "The Board shall evaluate its own operation and effectiveness annually." The board's practice is that its self-evaluation is a part of its Summer Work Session, held annually typically in August. The most recent review was August 2014.

2.A.7 Selection and Evaluation of Chief Officer

Board Policy [B 214](#) reserves to the board its sole authority to "Recruit, appoint, compensate, and evaluate the President."

Board Policy [B 213](#) establishes the Office of the President and delegates to the president the powers and duties stated in that policy and requires that the president "[s]hall prepare an annual work plan and report of accomplishments." The president's goals are typically developed in consultation with the board at its Summer Work Session and are typically reviewed annually at the board's June meeting.

2.A.8 Board Evaluation

As with the requirements addressed in 2.A.6 above, Board Policy B 202 requires that "The Board shall evaluate its own operation and effectiveness annually." The board's self-evaluation is a part of its Summer Work Session, held annually typically in August– most recently in August 2014.

Leadership and Management

2.A.9 Effective System of Leadership

The college's overall leadership is vested in the President's Cabinet. Members are qualified administrators with appropriate levels of responsibility and accountability. They meet weekly or as needed to plan, strategize, organize, and manage the affairs of the college as well as assess its achievements and effectiveness. The president; chief of staff to the college president; executive vice president; vice president of academic and student affairs; vice president for administrative services; campus

presidents from Sylvania, Rock Creek, Cascade, and Southeast campuses; associate vice presidents for finance, technology solutions, and advancement; director of affirmative action and equity; associate vice president for workforce development; and the associate vice president for human resources serve on the President's Cabinet.

Other college leaders may be involved in weekly meetings as appropriate. There are other standing groups of administrators who meet regularly to deliberate college operations and functions to better serve students.

2.A.10 Employs Appropriately Qualified Chief Executive Officer

The president is the chief executive officer of and has full-time responsibility to the institution.

The president is accountable to the board for implementation of board-approved policies. The president represents the college in the community, to the legislature, and to other Oregon community colleges. He currently also serves on the Oregon Institute of Technology Board of Trustees.

The president and board have a collaborative relationship (B 214), but the president does not serve as board chair (B 213).

Dr. Jeremy Brown became the college's sixth president on July 1, 2013. Dr. Brown is a native of Manchester, England. He most recently served as president of Dowling College on Long Island and of Edinboro University of Pennsylvania, part of the state's public university system.

Dr. Brown also served as the provost and vice president for academic affairs at the State University of New York in Canton. In addition to four-year degrees, SUNY Canton offers two-year degrees in a variety of career technical education disciplines – dental hygiene, early childhood, veterinary science technology, and criminal justice, among others. This experience enabled Dr. Brown to understand the critical importance of workforce development and career technical education, as well as the institution's role in preparing students to transfer. Dr. Brown's earliest administrative positions were as associate dean of the graduate school at Yale University and associate dean of faculty at Princeton.

An academic by training, Dr. Brown earned both his bachelor of science degree and his doctorate in physics from the University of Birmingham, England. His doctoral work in experimental nuclear physics was conducted at both the University of Birmingham and the University of California-Berkeley. He spent two years at Indiana University pursuing physics research, followed by a faculty position in the physics department at Princeton University.

2.A.11 Employs Sufficient Number of Qualified Administrators

The employment of qualified personnel in numbers sufficient to support college operations and to serve students is essential. As of December 2014, the college employed 187 administrative staff, 26 confidential staff, and 8 executive staff. The administrative staff is in addition to approximately 479 full-time faculty, 1,472 part-time faculty (1,221 credit and 251 non-credit), 265 academic professionals (exempt professional staff), and 780 classified staff. The college also employed approximately 985 casual employees and 647 student/work study employees to assist with support and operations functions.

The President's Cabinet together with the deans/directors at the campuses and college offices are the key leadership structure. The president also has many advisory committees comprising managers, faculty, and staff to advise the president on various aspects of the operations in achieving the mission of the college.

Policies and Procedures

Academics

2.A.12 Academic Policies

Information related to teaching and college service is outlined in the Faculty and Academic Professional Agreement.

The Academic Policy and Academic Standards and Practices Handbook is developed and recommended by the Educational Advisory Council (EAC) to the district president. It is published and available to students, faculty, and staff on the PCC website.

Faculty members are required to distribute a syllabus to students at or before the first class session, containing information outlined in the Academic Standards and Practices Syllabus Standards for Credit Courses. This includes grading policies, code of conduct, ADA statement, and attendance policies.

2.A.13 Library Policies

The PCC Library maintains a list of library-related policies regarding access to and the use of library and information resources on its website. These policies are found in the "About PCC Library" section of the library website. Library staff members use these policies as guidelines to enforce library rules and as a means to instruct library users about use of an academic library. The set of policies is complemented by the "Library A-Z" section of the library website that lists many of the library's services and assets.

Library-related policies and guidelines regarding access to and the use of library and information resources are included under About the Library on the PCC Library website. This set of policies is complemented by Library A-Z, the website that lists many library services and assets.

Building upon the core theme of student success, staff members both enforce these rules and use them to instruct students in academic research.

2.A.14 Transfer of Credit Policy

Transfer-of-Credit policies from other schools to PCC are [posted on the PCC website](#).

Policies for the transfer of PCC credit to other intuitions are [also posted on the PCC website](#) to inform students how to complete their educational programs in both university transfer and career and technical education programs. These policies and guidelines are reviewed annually by advising staff and the curriculum office to ensure efficient mobility of students between institutions.

PCC offers [co-admission programs](#) in partnership with several Oregon colleges and universities.

Students

2.A.15 Student Rights and Responsibilities

Policies and procedures regarding students' rights and responsibilities are available annually in the [PCC catalog](#), as well as on the [Student Rights and Responsibilities web page.](#) Individual policies within Student Rights and Responsibilities include Policy on Student Rights, Policy on Student Conduct, Grade Appeal Procedure, and Academic Integrity Policy. The Policies on Student Rights, Student Conduct, and Grade Appeals were reviewed through the college's shared governance model and significantly updated in July 2013. All are available in alternative languages most common to the student population. Additional student rights related to protection from harassment and discrimination of protected classes are detailed in the [PCC Non-Harassment and Non-Discrimination](#) policy. Information about accommodations for students who experience disability may also be found in the [Disability Services College Policies and Procedures](#) document.

PCC seeks to administer policies and procedures in a fair and consistent manner. Students may challenge decisions and/or actions taken by college faculty and staff that are alleged to violate their rights as defined in the Policy on Student Rights. [Appeals, Complaints and Feedback](#) found on PCC's web site detail options for students to pursue informal and formal resolution of their concerns.

2.A.16 Admission and Placement Policies

The [Program Class Admissions - B 403](#) policy defines the college's open enrollment status, meaning that anyone may enroll at the college who has the ability to benefit from college programs. The college has a compelling interest in ensuring student diversity in its programs.

Previous college experience or a high school diploma is not necessary for entry. However, the college may require specific academic standards for admission into programs when such standards are necessary for student success.

The college enforces prerequisites in reading, writing, and mathematics for general education courses, and certain programs or courses may require additional prerequisite coursework, department approval, or an instructor's approval for enrollment. All new students must take the college placement test unless they have attended PCC or another institution. In the latter case, they may see an adviser for appropriate placement. Details about the admissions and testing process can be found in the Admissions section of the Academic Catalog.

The college has also established Standards for Satisfactory Academic Progress. Standard procedures ensure that students are notified when they fail to meet those standards. Students are informed of the actions they must take to remain enrolled, and directed to appropriate support resources. Any individual may be denied admission or continued admission if the appropriate college procedure indicates that the individual cannot benefit from the instruction desired. The procedure may be based on, but is not limited to, an evaluation of educational experiences, work history or appropriate testing. Students who are terminated from educational programs as a result of not making satisfactory academic progress may request reconsideration via the Satisfactory Academic Progress Appeal Process.

Students who have not been active at the institution for more than two years are required to update their information by filling out a new admissions application for readmission to the college.

2.A.17 Co-Curricular Activities

PCC's posted policy on co-curricular programs (B 405), states:
> "The college shall provide a diverse student activity program as part of the co-curricular educational plan at each campus. Students may be assessed a fee to support this program. Each campus shall establish a representative student government that will assist in the development and delivery of these activities."

In addition, the Student Rights and Responsibilities Handbook describes students' rights in participating in the formulation of policies, forming student organizations, fundraising, using college facilities, etc. It also specifically states that students have the right to "distribute free publications not in violation of state laws, federal laws, and/or College rules, such as books, magazines, newspapers, handbills, leaflets, and similar materials […] on campus."

To fulfill its policy, PCC has implemented programs and services that provide co-curricular opportunities for all students. Programs and services include Associated Students of Portland Community College (ASPCC), Multicultural Centers, Women's Resource Centers, Queer Resource and Veterans Resource spaces, PCC online student newspaper The Bridge, the PCC Honors Society Phi Theta Kappa, as well as

many other clubs and programs aimed at bridging the gap between the academic and life experiences.

Human Resources

2.A.18 Policies and Procedures for Fair and Equitable Treatment

The Portland Community College Board of Directors delegates duties for management of the college to the president.
http://www.pcc.edu/about/administration/board/policies/b301.html

The president or designee is responsible for the organization and operation of the college and shall appoint, remove, discipline, and supervise all employees of the college in a manner consistent with the college personnel system and applicable collective bargaining agreements.
http://www.pcc.edu/about/administration/board/policies/b213.html

Accordingly, various employment policies, guidelines, and standards are drafted, maintained, and administered to ensure board, legal, and contractual compliance and consistent, fair, and equitable application to employees. These documents address various working conditions, use of college resources, employee benefits, ethics, compliance with legal requirements, hiring procedures, and student rights and responsibilities.

The college publishes these documents on the Human Resources website accessible to all employees. http://www.pcc.edu/about/policy/ Forms to enable administration of policies and procedures are also published online. These documents are periodically reviewed and updated as needed for legal compliance and to ensure that information is current.

In addition, the college maintains the Faculty and Academic Professional Agreement and the Classified Agreement, which cover the majority of college faculty and staff, and a handbook applicable to managers and confidential staff. The labor contracts and handbook outline terms and conditions of employment and standards for discipline that provide a framework to ensure consistent and fair treatment of covered employees. The labor agreements are formally negotiated and updated through an agreed-upon cycle of collective bargaining, and the handbook is reviewed and updated periodically by an advisory group. The labor contracts and handbook are also published on the Human Resources website.

http://www.pcc.edu/hr/contracts/faculty-ap-agreement.html;

http://www.pcc.edu/hr/contracts/classified.html;

http://www.pcc.edu/hr/contracts/management/

2.A.19 Conditions of Employment

Newly hired employees are apprised of basic terms and conditions of employment, such as salary potential, work location and FTE level, as well as job duty requirements, through the published vacancy recruitment announcement. After hire, employees receive letters confirming their appointments, including the agreed-upon starting salary. Benefitted employees are required to complete an online new employee orientation. http://www.pcc.edu/hr/employment/documents/policy-orientation.pdf

The orientation includes a checklist of college policies and guidelines that advise employees of various expectations for conduct, including ethics, use of college resources, and professional behavior. These policies and guidelines are reviewed and signed by the employee, and maintained in the employee's official personnel file.

New benefitted employees are also provided a benefit orientation session that explains options and eligibility for college-sponsored benefits relating to group health, dental and life insurance coverage, retirement and personal finance, leaves, tuition assistance, and use of college facilities. A summary of benefits is published on the Human Resources website, along with information about enrollment and frequently asked questions. http://www.pcc.edu/hr/benefits/ A New Faculty Institute is also offered annually to provide newly hired full-time faculty information on college policies, benefit options, and other resources.

Pay and withholding information, as well as current leave accrual usage and balances, is available to employees online. Employees also receive annual salary notices confirming their salary, pay step (if applicable), and job classification. In addition, part-time faculty may view information regarding their step placement and accumulated contact hours online and have the option to receive a detailed statement of earnings with each paycheck.

Employees within the college's two bargaining units, the Classified unit and the Faculty and Academic Professional unit, are further apprised of terms and conditions of employment through their labor agreements.
Faculty and Academic Professional Agreement; and
Classified Agreement

Each labor agreement contains key employment provisions, including but not limited to types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves, assessment, disciplinary standards and due process, and non-discrimination and grievance procedures. Management and confidential employees are covered by the Management and Confidential Employee Handbook which contains provisions in these same general areas.

Hard copies of the collective bargaining agreements are provided to covered employees, and Agreements and Handbook are also published on the Contracts,

Handbooks and Policies section of the Human Resources (HR) website.
The HR website also includes:

Academic Professional Job Classifications;
Classified Job Classifications; and
Management and Confidential Job Classifications

Human Resources contact information is available via the website and HR personnel are available to answer questions in the areas of employment, compensation, benefits, employee and labor relations, ADA accommodation, and employee records.

2.A.20 Security of Human Resources Records

The college recognizes that its employees have an interest in maintaining the privacy of personal information. To that end, the Office of Human Resources is a secured area with limited access requiring authorization or escort for entry. Official personnel files are maintained in a locked storage room within Human Resources and are to remain on site. Personnel files may be reviewed by the employee, an authorized college representative, or the employee's Federation representative. Review of files is under the supervision of Human Resources staff. Personnel files of active employees may not be transported to other office locations.

Employee medical records, records of employee accommodation requests, grievances, and disciplinary matters are maintained in file cabinets within the secure Human Resources office, and many of these records are further secured within locked offices. Personnel, grievance, and disciplinary files of separated employees are maintained at a secure off-site storage facility. The privacy of employee medical information is also governed by the college's HIPAA Privacy Notice.

Confidential employee records or personal employee information is also be maintained electronically in Banner. However, Banner access to this information is limited to those employees who need access to do their jobs. Employees whose positions require them to view, access, or maintain confidential information are responsible to maintain the security and confidentiality of the information and to only use the information to conduct authorized PCC business. Personal employee information may be disclosed to third parties to conduct business operations, respond to public records requests, or comply with subpoenas for records.

To protect employees from identity theft, the college assigns each employee with a generated identification number ("G-number") for purposes of employee identification. Providing a social security number is optional, except to the extent one is required by law (e.g. for tax reporting purposes).

2.A.21 Integrity of Communications

Portland Community College's website, catalog, quarterly class schedule, marketing collateral, signature magazine, advertisements, social media platforms, and press statements are its primary vehicles for communicating its mission, programs, and services.

Advancement staff coordinates and oversees college advertising, signature publications, recruitment collateral, and media materials to align with college strategy, key messages, visual identity, and brand standards. All display advertising and college-wide external publications are approved by the marketing team. Existing brand and visual identity guidelines are currently being updated to reflect the bold ethos evolving from the institution's new strategic plan.

An annual college catalog is produced by the Curriculum Office and published online (catalog.pcc.edu). Specific programs regularly review and update catalog content and program brochures to ensure the integrity of information. In addition, outreach and orientation coordinators provide program and completion information at high schools, college fairs, and community events throughout the academic year.

The Web team works closely with academic departments to oversee program content updates on PCC's external-facing website (www.pcc.edu). This site also conveys news about events, college activities, and achievements, content that is curated on a weekly basis by the Advancement team. PCC's internal portal for students and employees (MyPCC) is maintained by the Web team in close partnership with staff from Student Services, Enrollment Services, and Instructional Support, among others, to ensure accurate information.

PCC is now in the process of better coordinating its community engagement and public relations functions. Beginning July 1, 2015, each of the four PCC campuses will have a dedicated community relations manager under the direction of a director of public relations and community engagement. Each manager will have a portfolio of community, public, and civic engagement functions including media outreach and active outreach to key stakeholder groups.

2.A.22 High Ethical Standards

Any person who believes he or she has been discriminated against or harassed by a college employee, representative, or student is encouraged to file a complaint through the Office of Equity and Inclusion. Instructions on the complaint process, as well as complaint forms, are posted online. Complaints about issues other than alleged discrimination or harassment may be submitted in accordance with the applicable procedures described in the Faculty and Academic Professional Collective Bargaining Agreement, Classified Contract, Management and Confidential Employee Handbook, or Student Rights and Responsibilities.

PCC employees and students have the right to be free from all forms of discrimination based on sex, gender, sexual orientation, gender expression, or actual or perceived gender identity. Gender identity and sex-based discrimination can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking.

All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The college maintains a zero-tolerance policy for gender-based or sexual misconduct by any employee, student, faculty, or staff member. Any individual who believes they have been discriminated against in violation of this policy may file a complaint with any PCC employee responsible for receiving such complaints.

2.A.23 Conflict of Interest

The PCC Board of Directors adopted a set of policies as to how the board should operate. Two specific policies addressing conflict of interest and code of ethics are Policy B 203 and B 209, which address Board Code of Ethics and Conflict of Interest, respectively. In addition, the board sets forth a set of value statements to guide the college president and staff in operating the college (B 104).

The last value statement is "effective and ethical use of public funds." This sets the criteria for institutional behavior. The board also charges the college president with implementing rules and procedures to uphold the Oregon ethics law and standards set forth by ORS 244 by the college (B 303).

In 2008-2009, PCC initiated a hotline for reporting potential ethical violations. An Ethicspoint Website and a toll-free number from have been set up for students, staff, or the public to report any such potential ethical violations. The college has designated the associate vice president of financial services within the Office of Vice President for Administrative Services to lead the investigation of reports from the hotline. If anyone in the vice president's office is the target of a report, the president's chief of staff will conduct the investigation. All the reports received thus far since 2009 have been satisfactorily investigated and resolved.

After the board established the standing Board Audit Committee in 2010, the college hired its first internal auditor in December 2010. The internal auditor, working with the Audit Committee chaired by the board director, has conducted several annual risk analyses on the internal controls for the college and completed twelve internal audits of various major departments. (http://intranet.pcc.edu/departments/audit/) The internal auditor position is currently vacant due to a resignation. The Audit Committee and the president are in the process of determining strategically how best to cover this function in light of the newly approved College Strategic Plan.

2.A.24 Intellectual Property

PCC maintains clearly defined policies with respect to ownership, copyright control, compensation, and revenue derived from the creation and production of intellectual

property in its [Faculty and Academic Professional Agreement](#), specifically [Article 28 - Intellectual Property Rights](#) of the agreement dated September 1, 2011-August 31, 2015.

2.A.25 Accuracy in Accreditation Language

PCC maintains easily accessible records of accreditation status and actions, as well as relevant information from NWCCU at its Accreditation website: http://www.pcc.edu/resources/academic/accreditation.html. Reports, resources, and contracts are listed and updated.

2.A.26 Integrity in Contracts

The board of directors is designated as the local contract review board for the college. In this capacity, the board has the authority to change and establish all purchasing and contracting policies for the college in compliance with all ORS Chapters 279A, 279B, and 279C.
https://www.oregonlegislature.gov/bills_laws/lawsstatutes/2013ors279.html

The PCC Board of Directors, acting as the local contract review board, shall periodically adopt updated public contracting rules for the college. Acting as the local contract review board, they may also grant specific exemptions from the adopted college rules.

Additionally the board of directors must approve procurement contracts in excess of $150,000. In instances where time delay will potentially cause harm to the college, procurement contracts in excess of $150,000 may be authorized by the president and ratified by board resolution. Board approval is not needed for required expenses in excess of $150,000 that lack acquisition choices or purchase goods or services for resale. Some examples are payments of utility charges, state and federal taxes, OPSRP (Public Employee Retirement System) contributions, other college-wide employee benefits (such as health insurance) and textbooks for students.

PCC also has an Intergovernmental Agreement with Oregon Coast Community College (OCCC). This agreement allows OCCC to deliver college credit instruction, certificates and degrees. Under this agreement, OCCC reports status and progress on NWCCU standards within the reporting and evaluation process of PCC.

https://intranet-pcc-edu.view.pcc.edu/departments/finance/purchasing/documents/CCRPFY12PCC_Correction_000.pdf

Academic Freedom

2.A.27 and 2.A.28 Policies Regarding Academic Freedom and Independent Thought

[Article 13](#) of the [Faculty and Academic Professional Agreement](#) codifies PCC's

position regarding academic freedom. It states in 13.1: "Faculty are entitled to academic freedom which carries with it academic responsibility to the students, to the community and to the College. Academic freedom depends on the free search for truth and its free exposition and is applied to teaching and other College-related activities. Academic freedom in its teaching aspect is fundamental for the protection of the rights of faculty in teaching and of the student to freedom in learning."

It goes on to address academic freedom when teaching and as a member of the college, and employees as citizens of the community. Additionally, the preamble to the agreement states, "The Board and Federation share a desire to further the educational goals of the College in accordance with ORS 341.009. The Board and Federation recognize that a major factor in pursuit of this goal is a harmonious and mutually supportive relationship conducted in a fair and equitable manner. The employees and College administration shall support excellence in instruction and services leading to student success."

Article 28 (Intellectual Property Rights) further clarifies academic freedom by noting that "Materials or processes produced solely for the College and at College expense shall be owned by the College. The employee shall own materials or processes developed solely by an employee's individual effort and expense."

PCC's governing board further supports academic freedom indirectly though the following policies. Board Policy B 101 (College Mission) establishes the framework and context for all college actions. It notes, "Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve." Board Policy B 102 (Philosophy) states that the college "relates to others openly and responsibly." Board Policy B 103 (Guiding Principles) includes the following statement: "The college will function in an open climate with opportunities for students, faculty, and staff to provide input in policy making." Board Policy B 104 (Values Statement) mentions the dignity and worth of each individual, open and honest communication, teamwork and cooperation, and an environment that encourages the expression of original ideas and creative solutions.

Additionally, Board Policies B 206 (Nondiscrimination) and B 207 (Non-harassment) endeavor to create an environment welcoming and in support of academic freedom. Finally, Board Policy B 211 (Board Policies Distribution) specifies the means and vehicles through which all board policies are made "available for examination by all employees of the college and members of the public."

2.A.29 Parameters of Academic Freedom

As mentioned above, Article 13 of the Faculty and Academic Professional Agreement specifies faculty members are entitled to academic freedom, which carries with it academic responsibility to students, the community and the college. Academic freedom depends on free search for truth and free exposition and is applied to teaching and other college-related activities.

Faculty are entitled to freedom in the classroom in discussing the subject at hand, but, while controversy is at the heart of free academic inquiry, faculty shall not persist in introducing material that has no relation to the subject.

As members of the college, employees seek to be effective in assigned duties. Although they shall observe regulations of the college, employees maintain their right to criticize and seek revision.

Finance

2.A.30 Financial Integrity

As required by ORS 294, the board reviews, makes changes, and approves the biennial budget. In addition, board approval is required for supplemental requests that are needed to make changes after the budget is adopted. Portland Community College was incorporated in Multnomah County, the largest county in the Oregon. Therefore, the college has to go through an extra level of outside budget oversight. ORS 294 also requires the Multnomah County Tax Supervising and Conservation Commission (TSCC) to hold a public budget hearing on behalf of the college before adoption, after the board approves the budget as a budget committee.

PCC's Board-approved policies regarding the oversight and management of financial resources are established in Board Policies B 501-509:
College Budget – B 501
Cash and Investment Program - B 502
Student Tuition and Fees - B 503
Past Due Debts - B 504
Purchasing and Contracting - B 505
Minority, Women-Owned and Emerging Small Business Participation and Workforce Development - B 506
Safety and Risk Management - B 507
Accounting, Financial Reporting and Audit - B 508
College Debts - B 509

PCC prepares a Comprehensive Annual Financial Report (CAFR) and is audited annually by an independent accounting firm, as required by the Oregon Revised Statutes. PCC has been awarded the Excellence in Financial Reporting and the Excellence in Budget Presentation from Government Finance Officers Association (GFOA) since the 1990s. CAFRs are published with Budget and Financial Reports on the College website.

Investment and debt management guidelines have been developed to help management implement the finance section of the board policies.

http://intranet.pcc.edu/finance/bursar/Treasury/Investment%20Standards%20april%20 2 010.pdf

http://intranet.pcc.edu/finance/director/board_policies/approved%20debt%20guideline
s. pdf

Standard 2.B Human Resources

2.B.1 Qualified Personnel

The employment of qualified personnel in numbers sufficient to support college
operations and to serve students is essential. As of December 2014, the college
employed approximately 479 full-time faculty, 1,472 part-time faculty (1,221 credit and
251 non-credit), 265 academic professionals (exempt professional staff), 780
classified staff, 187 administrative staff, 26 confidential staff, and 8 executive
staff. The college also employed approximately 985 casual employees and 647
student/work study employees to assist with support and operations functions.

General information describing the college's hiring processes is available on the
Human Resources In the Employment Opportunities section. More detailed
information is available in the college's Hiring Procedures Manual published on the
Human Resources internal website. The HR also provides links to a full array of
Employment resources from its website.

A screening committee process is generally used for all regular full-time faculty,
professional, and management positions. The Faculty and Academic Professional
Collective Bargaining Agreement also contains provisions regarding the appointment
of full-time faculty and academic professionals and part-time academic professionals'
processes. It requires that faculty and academic professionals be involved in the
selection process for regular vacancies and sets requirements for the composition of
faculty involved in the selection process. The principle duties, criteria, and
qualifications, as well as general selection process information, are posted online for
each position vacancy announcement.

Approved instructor qualifications are published on the college website. All newly
hired faculty must meet the approved minimum requirements established for the type
of courses taught (Lower Division Collegiate, Career and Technical Education and
Pre-College). For many subject areas, more specific qualifications and clarifications
have been developed. The collective bargaining agreement applicable to faculty also
describes the professional duties that faculty are expected to perform. HR maintains a
list of job classifications for all classification types on the Employment section of its
website.

Managers and staff must meet the minimum qualifications for hire as documented in
the college's classification descriptions. (Exceptions are occasionally made to provide
temporary professional development opportunities.) In addition to minimum
qualifications, these written descriptions broadly outline the nature and scope of work,
principal duties, work environment, and physical requirements for each
classification. Descriptions are periodically reviewed through reclassification requests,

contractually required market reviews, departmental reorganizations, or prior to recruitment to fill a vacancy. Updates are made when it is determined that essential functions, responsibilities, or requirements of the classifications have changed.

2.B.2 Staff Evaluation

Management and exempt confidential staff are assessed annually during a three-year probationary period. Non-exempt confidential employees complete a one-year probationary period. After completion of probation, management and confidential staff are assessed every three years. The management assessment tool is a based on the [American Association of Community College Statement on Competencies for Community College Leaders](). The review discusses achievements, leadership, planning, decision-making, communication, and interpersonal relationships. The assessment tool includes a 360 degree feedback component intended to identify patterns of performance. During years when a full assessment is not conducted, the manager and employee are expected to meet to discuss goals and achievements and to develop goals for the coming year. (Assessment information and forms are available on the [Employment]() section of the Human Resources. Additional Management/Confidential assessment information is available at the Performance Assessment section of the [Management Contract]().

In accordance with the [Faculty and Academic Professional Agreement](), academic professional employees are assessed annually during a two-year probationary period. After completion of probation, academic professional staff members are assessed every five years. Each staff member, in consultation with his/her supervisor, develops a five-year assessment plan, which is designed to support job competence, enhance job knowledge, and encourage involvement in college activities. A statement of goals and activities to be accomplished as well as a review of the progress made toward completion of goals and activities identified in the assessment plan is conducted annually. See [Articles 7.3 through 7.43]() for details.

In accordance with the [Classified Agreement](), classified employees are assessed at three months, and upon completion of a nine-month probationary period. Thereafter, assessments, which include a supervisor's review and a self-assessment, are conducted annually to provide feedback in areas relating to job performance and interpersonal relationships and to ensure the delivery of quality service.

2.B.3 Professional Development

The college supports professional growth and development of faculty, staff, and administrators through a number of avenues. Management, full-time faculty, and academic professional employees are eligible to obtain release time for professional development activities and apply for up to 12 months of sabbatical leave. Eligible college employees may apply for grant funds to pursue numerous professional development opportunities, such as conference and workshop attendance, curriculum development and revision, projects focused on student retention and assessment, and special innovative department or team-centered projects. These funds are made

available through the PCC [Office of Professional and Organizational Development](#) (POD), the [PCC Foundation](#), campus-based [Diversity Councils](#), department budgets and the President's Office.

In addition, each comprehensive campus hosts a [Teaching Learning Center](#) (TLC). Directed by faculty, TLCs host a variety of trainings and services to enhance teaching effectiveness, including the [Anderson Conference](#), a one-day, college-wide premiere conference that culminates in professional development for faculty and staff focusing on student success.

Face-to-face and online in-service events for new full-time faculty, part-time faculty, and faculty department chairs are held each year to provide a forum for participants to share best practices.

The college's classified employees are provided opportunities through a career development program that allows employees to attend career workshops, develop a career plan, and work in new assignments or projects to expand their professional skills and experience. Classified employees are also eligible to participate in a leadership internship program that supports leadership skill development and funds attendance at a national conference.

The POD supports leadership development through the LEAD (Leadership Excellence and Development) Academy, which provides an in-depth, hands-on training in the leadership skills needed to be a successful community college administrator and is open to all PCC managers, academic professionals acting as leads for their departments, faculty department chairs and other PCC employees in leadership roles. Moreover, POD offers all employees up to four hours per year of one-on-one over-the-shoulder training to improve technology skills.

Lastly, the college offers benefit-eligible staff college [tuition waivers](#) and reimbursement.

2.B.4 Faculty Credentials

PCC has established a general set of qualifications for instructors and the process for revision are outlined in Section I 301 of the [Academic Standards and Practices Handbook](#). Many Subject Area Committees (SACs) have established more specific requirements that either clarify (identifying appropriate subject and related areas, for example) or add critical elements (such as specific certifications or licensure requirements) for the subject area or for individual courses therein. Specific requirements for demonstrated competency, provisional approval, and related instruction may also be included. These qualifications are proposed by the SAC and reviewed by the appropriate division deans, dean of instructional support, and deans of instruction prior to approval by the vice president for academic and student affairs.

All instructors, full-time and part-time, and those teaching off-site (such as instructors at contracting colleges, and Dual Credit high school teachers) must meet these minimum requirements unless qualified under demonstrated competency (as described in OAR 589-008-0100) or provisional approval. Both such approvals require rationale, documentation, and approval by the college president, acting through the vice president of academic and student affairs. (If the published instructor qualifications include demonstrated competency or provisional approval parameters, a dean of instruction may approve). Human Resources Information Systems verifies transcripts are official and from an institution approved by the Department of Education. The hiring manager verifies other credentials.

As of December 2014, the college employed approximately 479 full-time faculty members, 1,472 part-time faculty members (1,221 credit and 251 non-credit). Class sizes generally range from 20-35 students, with a few exceptions.

For the last six years, Subject Area Committees have been asked to reflect on the composition, qualifications, and development of the faculty in the Program Review process. The reviews have reflected pride in the quality of both full-time and part-time faculty, though in most reviews additional full-time faculty positions are requested. The percentage of courses taught by part-time faculty varies by subject area and campus, but overall is about 65 percent, not unusual for colleges and universities nationally. At the beginning of the 2013-2015 biennium, a sizable portion of funding that had been used to support extra sections needed due to significant enrollment increases was permanently allocated campus budgets, which allowed campuses to hire 11 new positions. As the economy improves, the college is experiencing gradual enrollment decline which would reduce the college's need for extra sections taught by part-time faculty potentially improving the college's full-time to part-time faculty ratios.

Through the several committees and processes described in Standard 2.C.5, full-time and part-time faculty comply with various academic policies, standards and practices to assure the integrity and continuity of academic programs.

2.B.5 Faculty Responsibilities and Workload

Faculty workload is governed by Article 6 the Faculty and Academic Professional Agreement. The Agreement states that the intent of the workload provisions is to provide adequate opportunity for participation in departmental, campus, and college governance and to do high-quality work in meeting professional responsibilities. Within this framework, the Agreement prescribes the annual workload of full-time faculty (180 days), the number of on-campus hours and office hours required each workweek, and the instructional workload of instructors.

The instructional workload, which may range from .92 – 1.15 FTE for a three-term teaching load average, is based on negotiated teaching load factors identified for each instructional component. The remainder of the faculty member's workload is spent performing various other professional duties as outlined in Article 5 of the faculty agreement, including serving on committees, participation in college activities, guiding

students in meeting their educational goals, and assessing and grading student achievement of learning outcomes.

Teaching assignments will generally not exceed eight hours in one day, and instructors will not have more than four preparations in any one term without the instructor's consent. All faculty are required to remain current in their respective fields. Part-time faculty workload and professional duties are also governed by the faculty agreement.

Subject to approval, course release time may also be available to faculty to allow participation on college committees and in college activities.

2.B.6 Faculty Evaluations

In accordance with the [Faculty and Academic Professional Agreement](), faculty will be assessed on the performance of job duties and professional responsibilities on a regular cycle. Part-time faculty members receive an initial assessment and a third year assessment. Thereafter, part-time faculty members are assessed on a three-year cycle. Assessments generally include at least some form of student evaluation, classroom observation, and possibly additional assessment tools.

The full-time faculty assessment consists of an assessment plan and an assessment review, which includes a management assessment and a self-assessment addressing the elements of job performance, as well as professional development activities and college service. Some form of student feedback is a required element of the assessment review. Probationary faculty members are assessed annually, and full-time faculty members with continuous appointment status are assessed on a five-year cycle. The [Article 7 of the Faculty and Academic Professional Agreemen]()t also requires that student evaluations be conducted in every class every term.

Standard 2.C Education Resources

Responses to several standards in this section refer to elements of the PCC committee structure related to educational resources. In brief, faculty oversight over programs or disciplines is exercised via the Subject Area Committees (SACs), which are composed of all faculty members who teach in the subject area. Some SAC recommendations (such as textbook selection) do not require administrative approval, and some recommendations (such as Instructor Qualifications) are made directly to administration. Curricular changes that require administrative approval are recommended by the Educational Advisory Council (EAC) through its system of standing committees, specifically the Curriculum Committee (for new and revised courses), and the Degrees and Certificates Committee (for new and revised degrees and certificates). The Academic Policies and Standards Committee (also an EAC standing committee) reviews and recommends college-wide standards and practices where there is a potential for academic impact. The Learning Assessment Council operates independently but collaboratively with the EAC and its subcommittees.

Some of this information will be repeated in one or more of the following sections when it is integral to the specific standard content.

2.C.1 Appropriate Content and Rigor

The Degrees and Certificates Committee and the Curriculum Committee at Portland Community College (PCC) are tasked with reviewing all curriculum and degrees and certificates for appropriate content, rigor and achievement at a collegiate level. The responsibilities and work of the Curriculum Committee and the Degrees and Certificates Committee are posted online.

As part of this process, all degrees and certificates are required to show clearly identified student learning outcomes. These outcomes are reviewed as part of the new and revised degree and certificate process. Examples of the review process can be found in the minutes of the Degrees and Certificates Committee. Once approved, the Degree and Certificate outcomes are posted online.

Achievement of student learning outcomes is assessed by faculty through the assessment plans and reports submitted on a yearly basis, as outlined in respective sections of Learning Assessments Reports and Plans.

The review and approval process for degree and certificates, curriculum development, and the use of PCC's core outcomes provides the support necessary for programs to be consistent with the college's mission.

In addition, all PCC career and technical education programs are required to have an advisory committee, and one part of their charge is to address PCC's core theme of economic development. As outlined in A108 of the Academic Policies and Standards Handbook: "State regulations require advisory committees to assist in the development of career and technical education programs. The Advisory Committee and the staff of the corresponding career and technical education program are to work together to ensure that the program addresses current business, industry, labor, and/or professional employment needs."

Consistency of mission is also achieved through Subject Area Committee (SAC) responsibility, as outlined in section S701 of the Academic Policies and Standards Handbook: "These committees represent and articulate those subject area and program issues which are defined by the PCC Mission Statement and College-Wide Core Outcomes, and the Northwest Commission on Colleges and Universities. As the curricular and content experts for their subject areas, SACs will make recommendations and must be consulted regarding all relevant academic and curricular issues as outlined in the SAC Responsibility section."

Another way of ensuring consistency of mission is through the use of a college-wide set of core learning outcomes. All degrees must include and assess Core Outcomes. For the general and transfer degrees (the AAOT, ASOT-B, the AS and the AGS), the degree outcomes are core outcomes plus one additional outcome that expresses the

difference among these degrees. For the AAS degrees, alignment of program-specific outcomes with the core outcomes are identified, and assessment of the program specific outcomes thus assessed the core outcomes.

PCC's Dual Credit Program, in which students earn PCC credit while taking courses at their own secondary school, adheres to the Oregon Dual Credit Standards (closely derived from the standards of the National Association of Concurrent Enrollment Partnerships) to ensure that the content and rigor of Dual Credit offerings are the same as what students would experience in courses delivered on campus. The courses offered via Dual Credit contribute to (but do not yet allow completion of) PCC Degrees or Certificates.

2.C.2 Learning Outcomes

PCC has identified and published expected course, degree, and certificate learning outcomes, which can be found online:
Course outcomes (in the Course Content and Outcomes Guides
Degree/certificate Outcomes
Core Outcomes

Core outcomes and the link to the website for the degree/certificate outcomes are also included in the Academic Catalog.

Section S704 of the Academic Standards and Practices Handbook requires that course syllabi either list the Course Outcomes or include a link to the Course Content and Outcomes Guide (CCOG) in the syllabus. The expected course outcomes apply regardless of where the course is offered (e.g., by contracting colleges or as dual credit) or how it is delivered (e.g., online or hybrid course).

2.C.3 Awarding of Credit and Degrees

PCC transcripts institutional coursework based upon the grading guidelines set forth by the college. Faculty members are expected to award grades based upon accepted learning outcomes. These policies are found both in the Academic Catalog and the Academic Standards and Practices Handbook. Section G301 of the Handbook outlines the Grading Guidelines policy, and C103 outlines the Credit Guidelines. Transfer coursework is transcripted based on equivalency.

Degrees and certificates are awarded based on requirement outlined in the catalog and in Section G303 of the Academic Standards and Practices handbook. Degree and Substitutions standards are found in Section A110. In the fall of 2012, PCC began awarding degrees and certificates on an institutional awarding standard. This means that students were no longer required to apply for graduation but, instead, were conferred degrees and certificates within their declared program of study as soon as requirements were met to earn the credentials.

Challenge examinations are handled through the department chair, and grades are awarded based upon student achievement. The standard for Course Challenge Standard and Practice can be found in section C102 of the Academic Standards and Practices Handbook.

2.C.4 Degree Programs

In order to achieve a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning, degree programs are constructed based on a process that includes faculty development through their SAC with External Advisory Committee recommendations.

SAC responsibilities can be found in section S701 of the Academic Standards and Practices Handbook.

Advisory board responsibilities can be found in section A108.

The Degree and Certificates Committee is tasked with reviewing all degrees and certificates in order to ensure quality standards.

Admission guidelines for the college are published in the college catalog and state that PCC has an open admissions policy, meaning that anyone can enroll at the college. Admission requirements for limited entry programs are also published in the Academic Catalog under Programs & Disciplines.

Graduation requirements are clearly defined in Degree, Certificate, and Course Overview, which contains specific requirements for each degree and certificate.

2.C.5 Faculty and Curriculum Development

At PCC, curriculum development and implementation is the responsibility of the Subject Area Committees (SACs), which are comprised of the faculty who teach in the program or discipline, and are the primary vehicle for faculty involvement in curriculum matters. SACs develop the Course Content and Outcomes Guides, instructor qualifications, degree and certificate requirements (for Career and Technical Education programs), assessment of degree/certificate/core student learning outcomes, selection of instructional material, and other important elements of instruction in the subject area. While the specific course offerings, instructor assignments, and instructor evaluations are administered at a campus level, the SACs operate at a college level, ensuring that the curriculum is consistent across all campuses. SAC responsibilities are outlined in Section S701 of the Academic Standards and Practices Handbook and referenced in Article 26 of the Faculty and Academic Professional Agreement, the collective bargaining contract.

SAC-developed curricular changes that require college approval are reviewed and recommended by faculty-based committees. In addition, faculty participation and oversight is prevalent in the form of the Educational Advisory Council (EAC), a

majority faculty body that advises the college president. The EAC has three standing committees where there is strong faculty involvement. New courses and course revisions are reviewed and recommended by the Curriculum Committee (the chair and voting members are faculty with additional support provided by representatives from the administration and student services). The Degrees and Certificates Committee (faculty chair and majority-faculty membership) reviews and recommends new or revised degrees and certificates. The Academic Standards and Practices Committee (faculty chair and majority-faculty membership) makes recommendations on many general principles and practices relating to curriculum. Also, in the EAC's capacity as a forum for educational issues, the council discusses curricular issues that emanate from its standing committees—allowing even more faculty to participate in matters that affect curriculum.

While administrators are responsible for hiring, faculty are involved in three ways. First, minimum instructor qualifications are developed by SACs for the program or discipline. When these recommendations are approved by administration, they are posted at Instructor Qualifications. Second, faculty are significantly involved in the screening committees for full-time faculty and make recommendations as a committee to the hiring executive. Third, the faculty department chairs typically play a key role in reviewing the qualifications of candidates for part-time teaching assignments and making selection recommendations to the division dean.

PCC's Learning Assessment Council (LAC), a college-wide council that is composed almost entirely of faculty, has defined and outlined an approach to assessment of student learning that is based on SAC responsibility. SACs design and carry out assessments that are meaningful for their program or discipline. Annual reports are produced by each SAC, and these are reviewed by a team of faculty from different subject areas in a coordinated peer review process early each summer, with peer feedback provided to the SAC at the beginning of the next fall term.

2.C.6 Faculty and Library Resources

The library and information resources are integrated into the learning processes at PCC in a number of ways. As liaisons to subjects and discipline areas, faculty subject librarians work collaboratively with instructional faculty to confirm that the collection, including physical and electronic resources, reflects the curriculum. Librarians ensure that full- and part-time instructional faculty are aware of library resources through announcements on faculty-only Listservs, the maintenance of a Faculty Services website located separately from library's homepage, and presentations at SAC meetings and faculty orientations.

Faculty librarians instruct students in a number of ways. In collaboration with instructional faculty, they develop customized one-time instructional sessions for specific classes. During such classes, faculty librarians show students relevant resources and teach them how to search effectively. Professional faculty librarians also staff the reference desks at PCC, where students can access one-on-one instruction.

In addition to collaborative instructional sessions, reference desk instruction, and the library's credit class (LIB 101: Library Research and Beyond), librarians provide further instruction via chat and email. Because librarians participate several hours per week in L-net, a free 24-hour statewide chat remote reference service, PCC students can access reference services even after regular library hours.

2.C.7 Credit for Prior Experiential Learning

PCC currently awards credit for prior experiential learning via course challenge. The standard for Course Challenge Standard and Practice can be found in section C102 of the Academic Standards and Practices Handbook.

Other types of credit commonly referred to as credit for prior learning are viewed as non-traditional transfer credit based upon Standard 2.C.8.

During the 2014-15 academic year, PCC is reviewing its non-traditional transfer credit policy to determine alignment with the standards approved by Oregon's Higher Education Coordinating Commission, Oregon Credit for Prior Learning Standards.

2.C.8 Transfer Credit

PCC's Transfer Credit Standards and Processes details how the college accepts credit according to safeguards that ensure high academic quality and relevance to degree and certificate programs. The page also addresses the different types of nontraditional credit, such as College Level Exam Program (CLEP) exams, military credit, Advanced Placement and International Baccalaureate exams and coursework, and formal coursework at non-accredited institutions (where course descriptions, outcomes, and standards are all required).

Based on patterns of observed enrollment, the college has worked with institutions to establish dual enrollment (co-admission) programs and career-technical transfer agreements for particular programs. Additionally, the college has university transfer guides that show established course equivalencies between schools even when there are no articulation agreements.

Undergraduate Programs

2.C.9 Undergraduate General Education

All associate degrees at PCC require at least 16 quarter credits of general education/discipline studies courses, with a minimum requirement from each of three categories: Arts and Letters, Social Sciences, and Science, Math and Computer Science courses. In order to be approved for the general education/discipline studies list, disciplines must show that the courses address the expectation of PCC's General Education Philosophy (see Academic Policies and Standards section A107), which directly supports the goal expressed in this standard. Requests for additions to the list must also show how the courses address Discipline Studies outcomes that were

established by statewide agreement for the associate of arts Oregon transfer degree and the associate of science Oregon transfer degree - business, and adopted by PCC as a key element of its general education course list.

For applied certificate programs in Career and Technical Education (CTE) programs, there are three strategies used to provide related instruction in computation, communication, and human relations:

Specific courses from another discipline may be required as part of the certificate. For example, COMM 111 or 215, and WR 121 or 227 are often used for communication, and some PSY, SOC, or MSD (Management and Supervisory Development) courses are used for human relations.

The CTE program may develop a specific course to supply the necessary instruction. Examples include BCT 104 Construction Mathematics, CMET 112 Technical Algebra/ Trigonometry, BA 285 Human Relations--Organizations, and BA 205 Solving Communication Problems with Technology.

The program may embed the related instruction content into program courses. A single course may contain embedded instruction for one, two, or all three related instruction areas.

For courses with embedded related instruction, the content, outcomes, and hours in the relevant areas are described in the Course Content and Outcomes Guide (CCOG). In order to normalize student engagement across a variety of course modalities (lecture, lab, etc.), the related instruction is tallied in hours, using the standard of 30 hours of student engagement per quarter credit hour. These elements of the CCOG require review and recommendation by the Curriculum Committee and administrative approval. Instructor qualifications that apply to embedded related instruction must be approved and posted on the Instructor Qualifications website. Further details regarding related instruction principles and process are found at Related Instruction.

Programs may combine these strategies to provide the required body of related instruction. The collection of related instruction for the certificate, summarized in a document prepared for each certificate of 45 credits or more, is reviewed and recommended by the Degrees and Certificates committee and approved by administration. These Related Instruction Templates for Certificates are available on the website.

The associate of applied science (AAS) degrees require 16 credits of general education, with a minimum of one course from each of Arts and Letters, Social Sciences, and Science, Math and Computer Science courses. These courses have long been used to satisfy the related instruction requirement for the AAS degree, with the discipline study areas providing instruction in communication, human relations and computation, respectively.

The guiding principle is that all students need to develop as learners and prepare for a productive life of work, citizenship, and personal fulfillment. Therefore students in the applied programs have some of the same opportunities as students in transfer programs to benefit from their general education course choices. For that reason, the AAS degrees are allowed to prescribe only eight of the 16 required general education credits. In practice, many students seek courses that directly and clearly align with program outcomes and goals, but PCC has adopted the principle that students should have the opportunity to select at least two courses that reflect their personal goals.

2.C.10 Identifiable and Accessible Learning Outcomes

The institutional core outcomes are the common elements for all of PCC's associate transfer degrees (the associate of science, associate of arts Oregon transfer (AAOT), associate of science Oregon transfer-business) and for the associate of general studies. These degrees are distinguished from each other by unique outcomes that speak to the particular goals relevant to each degree. The core outcomes are directly related to PCC's mission statement ("quality education to support the academic, professional, and personal development") and reflect many elements in the values and goals statements that derive from the mission. The core outcomes are also aligned with the general education/discipline studies philosophy and outcomes, which all general education courses are required to address.

2.C.11 Related Instruction

At PCC, there are three ways to provide related instruction, as described in 2.C.9. Two are considered "stand-alone" related instruction, for which the content and outcomes for the course must clearly relate to one of the three related instructional areas. For these, the Course Content and Outcomes Guide (CCOG) does not need to specify the related instruction.

The third option involves embedding content related to one or more of the three areas into program courses. Embedded related instruction is described in a designated section of the CCOG and presented in hours of student engagement in order to normalize instruction and study/practice across different instructional modes (lecture, lab, lecture-lab, etc.). Proposed by the Subject Area Committee, the content, outcomes, and hours of related instruction are recommended by the Curriculum Committee and approved by administration with attention to appropriate alignment with and support of program goals. An example of related instruction in a CCOG can be found in AB 100.

For associate of applied science degrees, the 16 credits of general education/discipline studies provide the related instruction as described in section 2.C.9. For certificates of 45 credits or more, the program must identify the courses used to supply the related instruction, which may include both "stand-alone" or embedded approaches. The one-year certificates (45 to 60 credits) are required to identify 240 hours of student engagement (lecture, lab, study, practice--30 hours per credit) in related instruction with a minimum of 48 hours in each of the three areas.

The full complement of [Related Instruction Templates for Certificates](#) is reviewed and recommended by the Degrees and Certificates Committee (DAC), approved by administration.

Instructor qualifications for courses that are used for "stand-alone" related instruction are specified by the program or discipline offering those courses, and are not identified as qualifications specifically for related instruction. For courses from a different discipline (such as writing or business administration), the established qualifications from that discipline apply. For "stand-alone" courses in the CTE program, the instructor qualifications for the program (or individual courses therein) generally apply. However, 21 of the programs have embedded related instruction into program courses. Because the related instruction content may not be evident from the course title and description, the programs must identify any requirements for the related instruction and submit these for administrative approval. Once approved, the qualifications are posted on the [Instructor Qualifications website](#) for programs with related instruction.

The systems for approving courses and instructor qualifications are different, but by focused messages and approval pathway for courses that have embedded related instruction, the SACs are alerted to the need to review and revise instructor qualifications relevant to the related instruction.

Graduate Programs 2.C.12 - 2.C.15 Do Not Apply to PCC

Continuing Education and Non-Credit Programs

2.C.16 Continuing Education

Non-credit continuing education courses and programs are aligned with the college's mission by serving the needs of local communities and businesses. Specifically, non-credit continuing education courses and program outcomes are compatible with the core themes as detailed below:

Core Theme: Access and Diversity
- evidenced by community and business partnerships in the CLIMB (Continuous Learning for Individuals, Management & Business) Center for Advancement, workforce development programs in Multnomah and Washington counties, the college-wide Community Education program, and offerings through PCC credit-granting instructional programs.
- evidenced by courses and programs that offer lifelong learning opportunities for youth, adults, and "encore" learners.
- evidenced by competitively priced non-credit educational offerings.
- evidenced by courses and programs that are offered at a variety of times, locations, and modalities.

Core Theme: Quality Education
- evidenced by the assessment of learner outcomes as outlined in course curriculum outcomes.
- evidenced by the assessment of instructors and programming through student evaluations and class observations.
- evidenced by feedback from employer-clients in customized workforce training.

Core Theme: Student Success
- evidenced by course completion and employment/job placement through the CLIMB Center and workforce development programs.

Core Theme: Economic Development and Sustainability
- evidenced by professional training and services, aligned with regional employers' and employees' needs, offered to community and business partners.
- evidenced by a large variety of non-credit offerings designed to meet personal enrichment and community goals, leading generally to a more engaged and viable community.

2.C.17 Academic Quality of Continuing Education

Continuing education courses are determined by the needs of the workforce, business and industry, the community, and student requests.

Departments offering Continuing Education Units hold regular meetings with instructors to determine which new courses to offer, which courses to discontinue, and which courses to improve to better meet the needs of students, community, and businesses. PCC instructors are industry professionals and as such, are able to anticipate the needs of the workforce, businesses, and community organizations in the area and to help the college plan its curriculum accordingly.

Each course PCC offers is evaluated by the students at the end of the class. Each department reviews all class evaluations and uses this information for continuous improvement in college programs.

2.C.18 Continuing Education Units

Each new continuing education course has a Course Content and Outcomes Guide (CCOG) with hours, course description, outcomes, format, and target audience. This information is sent to the PCC Curriculum Office for review before the course is offered. Note that outcomes were required for new CEU courses beginning in 2011; active CEU courses that were created prior to 2011 have outcomes added as they are revised.

The number of continuing education units is determined by the hours required to teach the approved content. The hours are strictly adhered to in the course delivery.

Successful completion is based on seat time or other instructional modalities. Classes are graded on a SC/NSC ("Satisfactory Completion / Not Satisfactory Completion") basis.

2.C.19 Non-Credit Instruction Records

PCC maintains records regarding the number of courses offered through the curriculum database and the master schedule. The nature of learning is captured through course descriptions and course outcomes.

The institution maintains individual student records for CEU courses in which students enroll.

Standard 2.D Student Support Resources

2.D.1 Learning Environments

To support student learning needs, tutoring services are available six days a week during the term in the student learning/success centers at each campus. All centers provide support for students in reading, writing, math, and computer technology. In addition, program- and discipline-specific tutoring (e.g., biology, engineering, or writing lab) is available through designated settings specific to each campus. For 2013-14, the number of visits to student learning/success centers exceeded 55,000 hours.

PCC also participates in a regional tutoring consortium that offers etutoring in 14 subjects. During the 2013-14 academic year, PCC students completed over 3800 tutoring sessions via synchronous chats, questions, and online paper reviews.

Classroom instruction is designed to engage and support students through recognition of a variety of teaching and learning styles -- a topic prominently featured in the New Faculty Institute held each September for those new to full-time teaching at the college.

2.D.2 Student Safety and Security

Public Safety Authority and Staffing

The Portland Community College Public Safety Department is staffed with one lieutenant, five sergeants, 34 full-time officers, a dispatch center coordinator, and seven full-time communication officers (dispatchers) under the direction and leadership of the director of public safety. Part-time employees supplement and provide support during the academic year. PCC Public Safety provides full services to the college and operates 16.5 hours a day, Monday through Friday, 16 hours on Saturday, and 12 hours on Sunday. After-hours response for intrusion and fire alarms is provided by an armed contracted security service.

Public safety officers have authority granted by Oregon Revised Statute (ORS) 133.225. This grants the responsibility by the college to enforce all college rules and regulations as well as applicable federal, state, city, and county laws and ordinances on college property. All officers are certified by the State of Oregon as private security officers and must either have completed a state-certified law enforcement academy or a certified reserve police officer academy in the state of Oregon.

PCC complies with all federal requirements by preparing and publishing an annual security and fire safety report and crime statistics (ASR) as required by the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Crime Statistics and the Daily Crime Log can be found on the PCC Public Safety website at [Crime Statistics and Security Reports](#).

In addition, a summary of crime prevention programs and strategies can be found on the website at [Crime Prevention](#).

Emergency Notification

As required by the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy, PCC has implemented a comprehensive notification system to provide prompt warnings, notifications, and alerts of immediate threats to the health and safety of students, staff, and visitors of the campus community. Unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist victims or contain, respond to, or otherwise mitigate the emergency.

PCC uses a variety of methods, including but not limited to phone, cellular phone, and text messages; email notices; website notices; and the On-Campus Emergency Alert and Notification System. This system is designed to broadcast an alert tone and hazard specific voice message(s) using speaker/strobe devices inside all campus buildings and voice messages to the outside areas of campuses using high powered speaker arrays.

In situations where there is an armed subject(s) or other threat on or near a campus that requires all campus buildings to be locked down, the system will broadcast a unique alert tone advising those inside of buildings to "lock down and secure in place" and provide instructions regarding what is happening, followed by recommendations as to what protective actions they should take.

The system is tested daily for network connectivity between all campuses. Evacuation and "lock down" drills are conducted in all campus buildings and outside areas at least once annually.

2.D.3 Recruitment, Admission and Matriculation

In 2014, the college developed a [recruitment plan](#) to strategically recruit and increase enrollment of students directly from high school. Key strategies in this plan include the

alignment of marketing and communication materials to engage students from pre-admission to enrollment, planned events and programming targeted to where students are in the enrollment process, and further development of the admissions process to align with best practices in retention and completion. While this plan is purposefully focused on high school students, the strategies will enhance and strengthen the delivery of pre-enrollment information for all students new to PCC.

Potential PCC students are recruited through the work of Outreach and Orientation coordinators via regularly scheduled visits to public and private secondary educational institutions, college fairs, businesses, and other events. The coordinators organize and conduct an annual schedule of recruitment events and programs, including financial aid and preview days, campus tours, and other opportunities to meet with prospective students and families. The coordinators also maintain a comprehensive communications plan that ensures consistent follow-up contacts with interested students and relevant, timely communications with students who are in the prospect-to-enrollment process.

New degree-seeking students are also required to complete a new student orientation via an online format. The online orientation is part of PCC's Panther Tracks: Guides to Student Success, a series of tutorials that provide students with information about college success, academic and financial planning, and guides to on-campus resources. Students may complete new student orientation independently or with assistance and guidance in the on-campus orientation centers, which provide additional information about PCC academic programs, degree requirements, course offerings, prerequisites, and college services and policies.

Starting in spring 2015, first-time distance learning students must complete a mandatory orientation, Your Virtual Backpack: The Start Guide for Online Learning before they can register for their first online course. The Start Guide includes an online readiness assessment, an overview of online learning basics, technology requirements, an overview of academic integrity, and links to college services. Upon completion, students will receive a report that indicates overall readiness in areas of life factors, time management, and other non-cognitive areas and then be eligible to register for online courses.

2.D.4 Program Elimination

Portland Community College follows the process set forth by the Oregon Department of Community Colleges and Workforce Development (CCWD) when suspending or deleting a program. The process is outlined in the Oregon Community Colleges Handbook & Planning Guide, page 88).

Programs that are identified for suspension are presented at a Degrees and Certificates committee meeting. At this meeting a teach-out plan is reviewed. Typically, the following points are covered:

- Plans for students currently enrolled in the program to complete it in a timely

manner
- Reimbursements
- Deletion from the college catalog
- Informing and transitioning faculty
- Notifying employers, workforce development organizations, and other community stakeholders

If the plan is approved, the information is sent to CCWD through the Office of the Vice President for Academic and Student Affairs and the plan is implemented. After three years in suspension, the program is deleted.

The Oregon Department of Community Colleges and Workforce Development recognizes four factors in particular that may lead a community college to suspend or delete a program:

- Low student enrollment
- Lack of financial resources
- Inability to recruit qualified instructors
- Changes in the employment opportunities or workforce needs

2.D.5 Current and Accurate Information

The following information can be found in PCC's college catalog, the quarterly schedule of classes, the advising sheets, and on a website that is available to all students:
a) Institutional mission and core themes (College Catalog and the Board of Directors webpage)
b) Entrance requirements and procedures (Admissions)
c) Grading policy (Grading Policy)
d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress (College Catalog and Academic Credit Programs); frequency of course offerings can be found in the advising guides.
e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (College Catalog)
f) Rules, regulations for conduct, rights, and responsibilities (College Catalog and Student Rights and Responsibilities)
g) Tuition, fees, and other program costs (Tuition and Fees)
h) Refund policies and procedures for students who withdraw from enrollment (Refunds and How to Drop a Class)
i) Opportunities and requirements for financial aid (Financial Aid)
j) Academic calendar (Academic Calendar and Class Schedule)

2.D.6 Eligibility Information for Licensure and Entry Into Professions

Academic programs at PCC have publications that are available on the web, in the college catalog, and via department brochures. These publications are reviewed regularly for accuracy. Program departments continually update their publications regarding unique requirements for employment and career advancement. Programs with closed or selective entrance requirements include:

Alcohol and Drug Counseling, Aviation Science, Biology and Management of Zoo Animals, Bioscience Technology, Civil Engineering Technology, Computer Tomography, Culinary Assistant Training, Dealer Service Technology, Dental Assisting, Dental Hygiene, Dental Laboratory Technician, Electronic Engineering Technology, Emergency Medical Services, Employment Skills Training, Fire Protection Technology, Health Informatics Management, Magnetic Resonance Imaging, Mechanical Engineering Technology, Medical Assisting, Medical Laboratory Technology, Nursing, Occupational Skills Training, Ophthalmic Medical Technology, Paralegal, Radiography, Sign Language Interpretation, Veterinary Technology, and Welding Technology.

2.D.7 Records Retention

PCC adheres to state regulations regarding the security and retention of student and institutional records. These regulations are developed specifically for Oregon community colleges. All electronic records are backed up nightly, and the college houses this data in a separate location. Paper records have been backed up on microfiche and are stored separately. The college has a privacy policy for confidentiality and release of student records. PCC publishes this policy annually in the college catalog and on the college website. Additionally, it sends an electronic notification to all students quarterly. The college releases information only in accordance with this policy, which in turn, is in accordance with the Family Educational Rights and Privacy Act.

2.D.8 Effective and Accountable Financial Aid Program

The Financial Aid Office has made substantial improvements achieving shorter processing times that have increased the number of awards to students earlier and beyond established deadlines. Over the past four years, PCC made 121,450 offers of financial assistance to students in need.

PCC developed a Paying for College, very robust web portal for students who have applied for federal assistance that provides on-demand financial aid services and improved its consumer information to provide easy and understandable steps to receive financial aid. The Financial Aid Office completed a Federal Program Review in 2014 and was found to be in compliance with all applicable regulatory requirements.

Financial Aid Office staff members became first adopters of the transparency initiatives developed by the Department of Education (ED) providing disclosure of

average awards, cost of attendance, and gainful employment outcomes. PCC provides information to prospective students via ED's College Scorecard, Financial Aid Shopping Sheet and College Navigator. In addition, PCC has signed the Memorandum of Understanding for Presidential Executive Order 13607 establishing Principles of Excellence.

2.D.9 Student Loan Program

PCC complies with all federal student loan disclosure requirements. Students receive email notifications of each loan disbursement and their right to cancel.

In 2013, PCC hired a dedicated Cohort Default Rate (CDR) Coordinator whose primary responsibility is to monitor the college's default rate and facilitate a CDR management plan. This includes working with a third party servicer to remedy delinquent payments for students who are at risk of default. PCC is identifying students who are "at risk" of defaulting and has developed intervention strategies to ensure students are aware of the financial consequences of default and excessive borrowing.

The Financial Aid Office is working with student account representatives to provide grace counseling to students who have not attended in the past six months. The information provided goes beyond federal loan exit counseling requirements and provides a follow up to students who may be overlooking their repayment obligations. PCC currently enjoys having the lowest cohort default rate for community colleges in Oregon.

2.D.10 Academic Advisement

Academic advising offices and services are located on all PCC campuses and embedded in multiple programs. Approximately 80 PCC staff members have been identified across the college as having academic advisement as an essential job responsibility. Twenty-one (21) professional academic advisors staff the campus Academic Advising Centers, providing a wide range of advising services to the general student population, including general educational planning, program of study exploration, financial aid timeframe extension support, academic standing interventions, college success strategies, and resource referral. Additional advisors, learning specialists, retention specialists, faculty, and college success coaches offer specialized services for unique populations, often using a case-management approach in such programs as
- Distance Learning
- Developmental Education
- Health Admissions
- TRIO programs (Student Support Services and Talent Search)
- Career Technical Education programs (Perkins funded)
- High School Recovery programs
- Future Connect
- Underage Students

- [Veterans Services](#)
- [ABE/ESOL](#)

Students are required to participate in intentional, mandatory advising when they Test into two or more developmental level courses
  a) Fail to meet standards of academic progress
  b) Appeal financial aid decisions
  c) Receive Veterans Education benefits
  d) Participate in some student retention programs (e.g. TRIO)
  e) Participate in some student leadership programming

In fall 2010, the college integrated DegreeWorks degree audit software (locally called [GRAD Plan](#)) in order to support student self-advisement. PCC continues to increase visibility and encourage use of the tool through various venues In summer 2014, significant updates were also made to the "Academic Track" in the online [Panther Tracks - Guides to Student Success](#) self-education modules.

Students are notified about advising requirements and responsibilities by email, letters, MyPCC notifications, the [PCC advising website](#), [the college catalog](#), and referrals throughout instructional and student service areas of the college.

All advising staff must meet minimum hiring requirements, and training is conducted college-wide to ensure consistency of knowledge, expectations, and performance. Ongoing advising training is provided via quarterly college advising meetings, an advising listserv, online advising resources, regular updates on new policies and curriculum procedures and initiatives, specialized training programs on new initiatives, and professional development trainings both on and off campus. In recent years, most advisors have attended some form of external professional development including National Academic Advising Association (NACADA) workshops, American College Personnel Association (ACPA), Student Affairs Administrators in Higher Education (NASPA), and Oregon Student Success and Retention conferences, and numerous webinars offered by student affairs professional organizations.

As part of its focus on improving student success and completion, PCC brought in a consultant from American Association of Collegiate Registrars and Admissions Officers (AACRAO) in spring 2014 in order to review the overall college advising process and model. Following the release of the report and recommendations, PCC has elected to embark upon a 12- to 24-month review and strategic improvement process to assure academic advisement at PCC is in line with high impact practices that support student success. The college board of directors has supported this effort and has made advising a priority goal.

The PCC Advising Council is a critical partner in this effort. The council is comprised of over 20 professional advisors and other key stakeholders to academic advisement. Since the council's establishment in 2012, members have established an advising mission/vision, an advising syllabus, student learning outcomes mapped to the college student success model ([the Panther Path](#)), outcomes assessment projects, and

updated training programs. Advising Council members, as well as many academic advisors, have used Terry O'Banion's, *Academic Advising: The Key to Student Success,* as a foundational work in their efforts to date.

2.D.11 Co-curricular Activities

Co-curricular activities are primarily carried out by the campus [ASPCC](#) (Associate Students of Portland Community College), [Women's Resource Centers](#), and [Multicultural Centers](#).

In program reviews and annual reports, activities related to PCC's core themes have been documented. Examples follow.

Core Theme: Access and Diversity
- Welcome activities, campus tours
- Diversity-related programs such as the African Film Festival, Winter Pow-Wow, Semana de la Raza (Week of the People), and Asian New Year's Festival
- Student clubs for diverse groups
  (e.g., Black Student Union, MeCHA, Native American Club, Q Club)

Core Theme: Student Success
- Student leadership programs and clubs fostering student engagement
- Spaces and programs, which contribute to a safe, inclusive, and welcoming campus community
- Training for student leaders redesigned to teach navigational skills
- How to create a career plan (including social media, resumes, job interviews)
- How to create an academic plan
- How to create a financial plan
- How to use online tools (such as Panther Tracks, D2L, E-portfolio, Google docs) and access websites (such as scholarship information, OSAC, PCC Foundation)

Core Theme: Quality Education
- Extensive training and leadership classes provided for student leaders
- Events and activities that promote co-curricular learning on sustainability, social justice, etc.

The [District Student Council](#), includes student leaders from four comprehensive campuses and operates according to a constitution. Each campus also has ASPCC bylaws.

All four campus student governments have been certified annually as meeting the standards established by the [Oregon Council of Student Services Administrators](#). This has occurred after submission of portfolios demonstrating that standards have been met.

[Associated Students of Portland Community College (ASPCC)](#), [Women's Resource Centers](#) and [Multicultural Centers](#) report to the deans of student of development. Policies governing co-curricular activities are approved by the board of directors.

2.D.12 Auxiliary Services

The Auxiliary Services Department at PCC comprises [Parking and Transportation Services](#), the [Print Center](#), the [Bookstore](#), and [Dining](#) and Vending services. These operations (with the exception of the Print Center) are business enterprises, while the [Print Center](#) is an internal-service fund. Each department is self-operated by the college and pays a percentage of revenue back to the general fund to support college operations and to reimburse the costs the college incurred on behalf of the operations. The college does not provide student housing, so students commute to and from campus using various modes of transportation.

Auxiliary Services seeks stakeholder engagement primarily through the Auxiliary Services Advisory Committee. This committee comprises administrators, staff, faculty and students. These constituents provide feedback with the desired goal of improving or enhancing services provided at all operations within the college district. Auxiliary Services will reach out to campus presidents, deans of instruction, deans, administrators, staff and students to problem solve and address concerns with a mind towards increasing operational efficiency and to better meet the demands and needs of stakeholders.

Auxiliary Services participate in various campus and college committees to better understand the various roles across the college district. Examples include the Web Accessibility Task Force, the Open Educational Resources (OER) Committee, District Student Council (DSC), Associated Students Portland Community College (ASPCC) and representing the college at statewide forums that include students, staff, faculty, and administrators across the state. The most recent of the latter was the Higher Education Coordinating Commission (HECC) forum at Clackamas Community College.

Parking and Transportation Services

The Parking and Transportation Services Department strives to mitigate existing traffic and parking challenges to ensure that all members of the campus community have equal access to all campus facilities. The department is committed to sustainability, transportation-demand management, and reducing the number of single-occupancy vehicles traveling to campus. In addition, the department promotes the goal of increasing participation in alternative modes of transportation by providing subsidized bus passes, a free inter-campus shuttle service, a ride share program, and an infrastructure that encourages bicycling.

Parking and Transportation Services is a member of PCC's [Sustainability Leadership Council](#).

The [Parking and Transportation Service](#) provides extensive information about the services and programs provided by this department.

Print Center

The [Print Center](#) provides high-quality design, printing, and copying services and supports the mission of the college by supplying these services to all areas of the college community. In addition to a central printing service, the Print Center manages a fleet of staff copiers, available for last minute printing and equipped with scanning capabilities to support the college's sustainability goals, at all campuses throughout the college district. The Print Center also oversees copiers for student convenience at larger campuses.

Services provided at the central production location include syllabus and classroom-handout printing to help instructors provide a quality education to their students, affordable course-pack printing for student purchase at the bookstore, business cards for the college community, graphic design services, bindery, color and poster printing, blueprints for facilities and bond usage, and signage services. Print ordering is available at each campus and on line from the Print Center website with delivery to most campuses each morning.

The Print Center conducts an annual benchmark comparison of prices and a customer survey to help improve these services to the college.

Bookstore

The [PCC Bookstore](#) supports the college mission by providing exceptional accessible service and reasonably priced educational materials in support of the academic, professional, and personal development of the diverse students and communities served by the college. The bookstore has locations on the Sylvania, Rock Creek, Cascade and Southeast Campuses. Students may acquire their educational materials in person or online. The online service allows students to conveniently obtain educational materials if they attend a center where a bookstore location is not available.

The bookstore provides the following to the college community:
- Reliable information
- New, used and rental textbooks
- Trade and general books
- General merchandise
- Agency/scholarship charging
- Textbook buyback program
- Computers and software
- Electronic devices
- Art and engineering supplies
- Medical program supplies
- Drafting supplies

- Sundries and snacks

The bookstore makes every attempt to purchase sustainable products for resale when feasible or available.

The Bookstore opened the new Southeast Campus Bookstore operation during January 2014. The new Rock Creek Campus store is scheduled to open during the spring of 2016. These renovations address space and service delivery deficiencies at these locations.

As with the other Auxiliary Service operations, the Bookstore website describes the services available in support of the mission of the college.

Dining Services

Portland Community College Dining Services provides retail food operations, catering, and vending machine services on all campuses and centers throughout the district. The Sylvania campus offers one dining center and two coffee shops, while the Rock Creek, Cascade and Southeast Campus locations each provide one dining center to service the needs of the campus community.

The Southeast and Cascade campus dining service facilities are new operations. These operations opened during September 2013 and December 2014 respectively, and corrected antiquated and inadequately sized facilities in an effort to improve service for students, staff, faculty, and administration. In addition, the Rock Creek campus dining center operation will also open a new facility by the spring of 2016 in the new Building 5 location. The Sylvania campus location was newly remodeled in 2001 and continues to meet the needs of the college

Dining Services works in partnership with the Culinary Assistant academic program by providing a training site for students with learning disabilities. Additionally, over 50 percent of the Dining Services department staff represents a diverse background from such countries as Japan, Mexico, Germany, South America, Hong Kong, China, Vietnam, and Taiwan. The department employs the largest number of international students in the college. Customer tips are donated to the PCC Foundation by the Food Service staff to fund student scholarships.

Prices for food items are offered at or below market pricing. Catering menus for student clubs are offered at cost in support of student activities for clubs with limited funding resources. Food Services is a member of PCC's Sustainability Leadership Council.

More information can be found on Dining Services website.

2.D.13 Intercollegiate Athletics

PCC's intercollegiate athletics and co-curricular programs adhere to college policies and guidelines on budget planning, purchasing, and travel. Each campus has a student leadership coordinator who reports to the campus dean of student development. The coordinator organizes student activities and sets goals consistent with PCC's core themes. Examples are provided in 2.D.11. Student leaders must meet academic standards in order to maintain eligibility, and are paid an hourly rate.

Intercollegiate athletics at PCC consists of men's and women's basketball and starting in fall 2015, men's and women's soccer. The program is managed by the PE facilities/sports and athletics supervisor.

Equal funding is provided for both men's and women's teams. The college follows rules set by the Northwest Athletic Association of Community Colleges (NWAACC) regarding athlete eligibility, tuition waivers, and game management, among other things. The college Financial Aid Office approves tuition waivers prior to approval by NWAACC.

The intercollegiate athletics program addresses the institution's mission and core themes in the following ways:

Core Theme: Access and Diversity
● Recruits prospective athletes from high schools; their admission draws diverse students from the local community who are attracted to the sport and the academic and financial support provided by team management.

Core Theme: Student Success
● Motivates students to meet academic standards by providing individual advising, study tables, mid-term progress checks, and coaching.

2.D.14 Distance Learning Identity Verification

For distance learning courses and programs, PCC provides students with a unique username and password based on his or her official admission and registration records. The initial password expires on first login, and a new password, compliant with strong policy restrictions (i.e. nine character minimum and at least one number and one letter) must be created by the student. Any assistance provided to the student regarding his or her account requires presentation by the student of information to validate identity. The student must enter his or her username and password each and every time the student enters into a distance education course.

In courses that require proctored examinations, instructors are responsible for setting requirements and in some cases, scheduling and administering exams. All PCC campuses also offer proctoring for make-up exams; the proctor's function is to ensure procedural integrity and security of the exam in a secure environment without additional cost. Students are required to provide valid photo identification in order to sit

for the proctored examination. Students living out of the PCC district area must obtain instructor approval for alternative proctoring arrangements, for which there could be an associated cost.

2.E Library and Information Resources

2.E.1 Appropriate and Sufficient Library Resources

Consistent with its mission and core themes, the institution holds or provides access to library and information resources with appropriate levels of currency, depth, and breadth to support the institution's programs and services, whenever offered and however delivered. In support of the Student Success and Economic Development themes, PCC Library is a member of the Orbis Cascade Alliance (Alliance), a consortium of 37 academic libraries in Oregon, Washington, and Idaho. Through that membership, PCC students have access to the collections of all Alliance libraries. This allows the PCC Library to focus efforts on maintaining a current collection that is directly aligned with the college's programs while providing students and faculty access to the diversity of collections in the region's academic libraries.

The library strives to serve the entire college community through its collections and services. In addition to traditional materials, the library collection includes ebooks, online articles, and streaming media. The course reserve program supports the Access and Diversity core theme by providing textbooks that have been set aside for limited checkout for students. This allows students who cannot afford to buy textbooks to borrow textbooks for limited periods of time. Library staff sees evidence of students completing entire terms without having to purchase expensive textbooks due to this practice. The library also allows students to check out a wide variety of technologies. This allows students to learn about and use current technologies independently.

2.E.2 Library Planning

PCC Library uses a wide variety of data sources to inform decisions and strategic planning activities. The library depends on a number of traditional quantitative sources to track usage trends. Such sources include consortium-generated statistics, local usage statistics, InterLibrary Loan (ILL) data, web statistics, gate counts, and vendor-generated database usage numbers. Librarians also track reference transactions as well as statistics that describe the instructional program. Internal data is stored in a database that is maintained by the library's Digital Services Team. The library regularly reports elements of this data to the National Center for Educational Statistics (NCES) and the Association of College and Research Libraries (ACRL).

One challenge of planning for a large college library system is ensuring that services are being designed to equitably serve all members of the PCC community. To accomplish this in a sustainable fashion, the library actively seeks feedback from affected users. It has a Library Advisory Council made up of faculty, students, and other stakeholders who advise the library about new and existing services. Library

staff members seek input from Subject Area Committees (SACs), the Educational Advisory Council (EAC), and the Academic and Student Affairs Council, as well as other college committees. Additional feedback is obtained through many points on the Contact Us page of the library website and library staff members who are accessible via the website. Additionally the library's chat widget is found many places on the library website and is embedded in the course shells for students in web-based classes.

The library regularly makes changes and improvements based on user input. For example, in 2014, the library started a community discussion about the use of library spaces due to feedback received from students and library users. This assessment will continue through the 2014-15 academic year and will culminate with the development of a plan to more clearly designate usage spaces throughout the libraries.

2.E.3 Teaching Library Skills

Consistent with its mission and core themes, PCC provides appropriate instruction and support for students, faculty, staff, administrators, and others to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support programs. Specifically, PCC librarians:
- help keep students' costs down by providing access to textbooks, computers, and other technology that students need for their assignments.
- remain committed to maintaining a diverse employee body of faculty librarians and other staff members.
- work collaboratively with instructional faculty to support the curricula of all programs. They also provide support to students at the reference desk, via chat, text, email, phone, Facebook, and Twitter, thus supporting the core theme of quality education.
- support students and faculty as they navigate the complex information environment and work to ensure that students have the skills needed to succeed academically and in their chosen career path after leaving PCC.
- serve on a number of college committees including First Year Experience, the Educational Advisory Council (EAC) and its subcommittees, Developmental Education Taskforce, and the Reading Apprenticeship Committee.
- participate in the Learning Assessment Council's Core Outcome Assessment process.

2.E.4 Library Resources, Evaluation and Protection

In recent years, the PCC library has made great strides toward regularly and systematically evaluating the quality, adequacy, utilization, and security of library and information resources through the work of faculty librarians who serve as liaisons to PCC's various subject areas. As part of a collection-development effort each term, librarians analyze material-usage data at a given campus in order to make decisions about weeding and replenishment of the collection.

90

The library takes its role as steward of campus learning materials seriously. In 2010, the library added a radio-frequency identification (RFID) security system to the Rock Creek campus library. Since that time, it has added RFID to Sylvania and Southeast libraries and will complete the implementation at Cascade in 2016 as part of a bond-funded remodel.

In fall 2011, the library revised its mission statement, bringing it into alignment with that of the college. Library staff members have participated in the college's strategic planning efforts and will create a strategic plan in 2014-2015 that supports that of the college.

In the past, the Orbis Cascade Alliance has provided usage data to member libraries in order to assist them with local evaluation efforts. Due to an increased focus in higher education on quantitative and qualitative assessment, the Alliance has expanded its efforts by creating an assessment task force. The task force issued recommendations to the Alliance Board of Directors concerning a consortial approach to assessing the value and impact of the Alliance. The report was completed in 2012, and the PCC library director was a member of the task force. During this period, the library changed its library system (catalog) in conjunction with Alliance members. This two-year process was completed recently. As a result of this switch, member libraries will soon be reporting similarly formatted statistics that allow cross-institutional comparisons.

Standard 2.F. Financial Resources

2.F.1 Financial Stability

Portland Community College (PCC) monitors cash flow and the fund balances on a regular basis, under the direction of the board, to keep the fund balance at eight percent or above. The college regularly reviews information, such as the quarterly Oregon Economic and Revenue Forecast, to stay informed of emerging funding and demographic trends and adjusts budget forecasts accordingly.

During the height of the great recession (fiscal years 2011, 2012, and 2013), the General Fund balance was reduced nearly $20 million to offset the reduction in state funding and to accommodate the surging enrollment growth. For the 2013-2015 biennium, the goal has been to balance revenues and expenditures and to maintain the fund balance. The college met this goal for the year ended June 30, 2014.

The ending general fund balance as of June 30, 2014, was $17.8 million on a budgetary basis (9 percent of the district's annual general fund budget). Plans for the future are to rebuild the fund balance to the $30 million level over the next two biennia (2015-2017 and 2017-2019) in order to maintain an adequate reserve to accommodate future funding declines and changes in enrollment levels.

2.F.2 Resource Planning and Development

The college adopts a transparent and fiscally responsible budget approach that involves maintaining both short- and long-term views of the budget, preserving stable and sufficient reserves, extensive stakeholder participation in budget planning, and good stewardship in expending district resources. Assumptions regarding enrollment are based on trends and the review of a host of other factors such as the economy and the demographics. This approach has allowed the college to weather the numerous and frequent budget challenges over the last two decades.

PCC's annual adopted budget, financial planning, and budgeting process is realistic and timely. It was adopted with thorough deliberations with the college community, including the Budget Planning Advisory Committee (BPAC), the board's budget committee, and the board of directors. This information is available on the PCC website at Budget and Financial Reports.

Enrollment

Over the last three biennia, tuition and fee revenue has become the most significant part (51 percent) of the college's operating general fund budget. All tuition and fees that are of a general nature and impact the student body have to be approved by the board as specified in Board Policy B 503. The economic conditions associated with the great recession have created an influx of college students, with enrollment increasing approximately 40 percent before starting to decline in fiscal year 2013. Enrollment peaked at over 34,000 full-time equivalent (FTE) students.

The district is monitoring tuition from credit enrollment and budgeting at a lower enrollment number (28,000 credit FTE) for the long term, as it is anticipated that such enrollment growth will not sustain as the economy rebounds. The college manages the gap between the budget FTE and the actual FTE strategically. Enrollment targets for each campus are reviewed annually and additional resources are allocated to each campus on a quarterly basis if enrollment targets are exceeded.

Non-tuition revenue sources such as property taxes (15 percent) are projected based on historical or projected growth patterns and Oregon's constitutional limits. State revenue (33 percent) is projected based on information received from the Oregon Department of Community Colleges and Workforce Development (CCWD).

Grants

In addition to the operating budget, the college manages grant applications through the Grants Office under the vice president for academic and student affairs. The compliance/finance part of the grant management is under the grant and contracts accounting section of the associate vice president for finance. Since grants usually have an expiration date, PCC does not count on grants for long-term ongoing operations, but to supplant services and programs that afford opportunities for the

college to provide if and when the grant applications are successful.

A defined [grants development process](#) is in place for the college.

Grant proposals may originate in the Grants Office or with individuals or departments that present a project idea or funding source, complete a Grant Need Summary form, and obtain appropriate administrative approval. In either case, the assigned grants officer creates a grant synopsis that is forwarded to the appropriate executive officer, faculty member, and/or administrator for the relevant campus or department. College-wide and multi-campus proposals are forwarded to the appropriate leadership for discussion.

A dean and relevant staff members meet with grants office staff members to discuss the grant idea and funding opportunities. The grants director invites stakeholders to participate on the team with the assigned grants officer. This lead grants officer works with the team to develop the project design and budget and then write and edit the proposal. The grants director reviews final proposal materials.

The Grants Office sends the final budget and Request for Proposals document to Contract and Grant Accounting, where the Cabinet Review Summary is completed, signed, and returned to the Grants Office. When appropriate, a copy of the Cabinet Review Summary is sent to Financial Services and Facilities Management. The Grants Office obtains President's Cabinet approval and the PCC President's signature on the grant application. The Grants Office then submit the proposal to the funder. The Grants Office serves as liaison for all grant opportunities and grant seekers to advance the mission and core themes, prevent duplication of effort, and maximize grant opportunities.

Other Revenue

Other non-tuition operating revenue sources are very minor, accounting for about one percent of the total revenue or income. Donations are tracked and managed by the PCC Foundation as outlined in the memo of understanding (MOU) between PCC and the PCC Foundation. Donations are used primarily for student scholarships. For more details, see 2.F.8 Fundraising.

2.F.3 Financial Planning Policies, Guidelines, Processes

The college's biennial budget process usually starts in the fall of even-numbered years, as the biennium budget cycle falls on odd-numbered years. For example, the current biennium is 2013-2015. The budget process and calendar is included on pages 61 through 70 of the adopted budget. This information is available on the PCC website at [Budget and Financial Reports](#).

The college, under the leadership of the president, adopted a set of budget development principles for this budget process with the help of the President's Cabinet and the Budget and Planning Advisory Committee (BPAC). The principles are

included on page 2 of the adopted budget. PCC advocates an open and participatory process to bring greater transparency, knowledge, and accountability to the budget process.

2.F.4 Timely and Accurate Financial Information

The Board Policy B 508 (Accounting, Financial Reporting and Audit) sets the parameters for the reporting requirements and internal controls. The day-to-day operation is delegated to the office of the associate vice president for finance, who reports to the vice president for administrative services. They both serve on the President's Cabinet. Financial functions are centralized in the budget and financial services office. Accounting functions are managed through an integrated financial-management system called Banner. Banner supports multiple reporting options for use by budget managers and the budget and financial services office. The system provides electronic purchase order (PO) requests that are electronically approved by budget managers. The system provides controls that limit a user's access to proper accounts and will alert the budget manager if a line item request exceeds the budget in the PO.

As mentioned in 2.A.30 Financial Integrity, financial records at the college are audited by an independent auditing firm. The auditors have been giving PCC an unqualified opinion on its comprehensive annual financial report (CAFR), the highest possible opinion allowable by the auditing profession, with standards set by the American Institute of CPAs. The budget and financial services office performs monthly reconciliations, looking for any errors that need correction. Any corrections are made in a timely manner. See also response to 2.F.7.

2.F.5 Capital Budgets

Responsibility for capital improvement projects and facilities is delegated by the board to the president and his designees. The college has a 10-year capital plan for maintenance. See Section 2.G. Physical Infrastructure for additional details on the 10-year capital plan for maintenance.

On November 4, 2008, voters of the district approved a $374 million ballot measure for PCC to issue general-obligation bonds to fund the acquisition, construction, renovation, and improvement of various college facilities and campuses. The passage of this measure was a welcome relief in setting aside funds required to pay for deferred facilities maintenance and equipment replacement projects. On March 19, 2009, the college sold $200 million of the approved amount with the balance issued in March 2013.

The guiding principles behind the vision of the 2008 PCC Bond Program include the following:

We will design buildings that are conducive to the teaching and learning process, that support the uniqueness of each of our local communities,

and that enhance student, staff, and community safety and well-being.

We will be transparent in our design activity by involving our communities, students, and staff in the decisions regarding the form and features of what we create.

We will manage public resources diligently and prudently, recognizing that tax dollars we spend are precious and increasingly scarce.

We will foster sustainable operations by emphasizing standardization in the systems we install in order that long-term cost of operating is minimized, maintenance cost-effectiveness is enhanced, and faculty, staff, and students find our facilities easy and pleasant to use.

We will recognize the economic importance of this program by having a proactive minority-, woman-owned, and emerging small business outreach program, actively hiring local business of all sizes, ensuring craftspeople have the opportunity to achieve journey level, and using all reasonable measures to encourage creation and preservation of family wage jobs in these difficult times.

We will create facilities that integrate well with and enhance the culture, heritage, safety, and architectural tone of the communities in which they exist.

We will design facilities that enhance the student, faculty, and public experience and will manage the program to minimize disruption of students' educational experience.

We will strive for LEED Gold certification for new facilities and LEED EB in buildings we renovate. Where applicable, new equipment will be Energy-Star certified.

In addition to addressing technology infrastructure and deferred maintenance needs, the bond has also provided for new buildings or major renovations on each campus or center. Primary projects include:
- The acquisition and remodeling of the Downtown Center.
- The construction of the Willow Creek Center.
- The construction of the Newberg Center.
- The acquisition and remodeling of the Swan Island Center.
- Upgrades/renovation to the Sylvania Campus Library, Health Tech Building, Science Technology Building, Communications Building, Social Science and Tech Building, and the College Center.
- The installation of a solar array and the addition of classroom space on the Rock Creek Campus.
- The construction of the underground parking structure, new Student Union and new Academic Building on the Cascade Campus.

- The addition of the Student Commons, Library, and Administration Building at the Southeast Center, which permitted the upgrade to full campus status in the fall of 2014.

For up-to-date details, visit the bond program website [Bond Program](#).

2.F.6 Auxiliary Enterprises

Auxiliary enterprises at the district are accounted for in proprietary and internal services funds. These include the bookstore, food services, parking and transportation, and Print Center funds. The college president or designee is authorized to make fund transfers as necessary from the proprietary funds to support the general operation of the college. The current budget policy requires the auxiliary funds to reimburse the college general fund the indirect cost of providing utilities, technology, and the general support functions that the funds would have incurred if they were separate entities. The budgeted transfers are reflected in both the adopted budget and the audited comprehensive annual financial report (CAFR).

2.F.7 External Financial Audit

The district undergoes an audit of its comprehensive annual financial report (CAFR) every year by an independent accounting firm. For the fiscal year ending June 30, 2014, the CAFR has been completed. A copy can be found on the PCC website [Budget and Financial Reports](#).

The external auditor did not have any recommendations that warranted a written report. The Government Finance Officers Association of the United States and Canada (GFOA) awarded the district with a certificate of achievement for excellence in financial reporting for its comprehensive annual financial report for the fiscal year ending June 30, 2013. This was the 22nd consecutive year the college has achieved this prestigious award. To be awarded a certificate of achievement, a college district must publish an understandable and efficiently organized comprehensive annual financial report. This report must satisfy both generally accepted accounting principles and applicable legal requirements.

2.F.8 Fundraising

As a 501(c)(3) organization and "institutionally related foundation," the PCC Foundation leads efforts of private philanthropic fundraising for the college. Because securing government grant funding is the role of the PCC Grants Office, the foundation works within an agreement between these two entities.

The PCC Foundation conducts all fundraising in a professional and ethical manner and complies with government requirements. To remain current on relevant developments in this regard, the foundation maintains membership in the following organizations: Council for Advancement and Support of Education (CASE), Council for Resource Development (CRD), Willamette Valley Development Officers (WVDO),

Association of Fundraising Professionals (AFP), Northwest Planned Giving Roundtable, and Partnership for Philanthropic Planning.

The foundation complies with FERPA, the Pension Protection Act, and all other IRS regulations. The foundation's board of directors reviews the foundation's policies and procedures periodically to ensure ongoing compliance with regulations and best practices and updates these as warranted. The board and its committees also provide oversight of foundation operations accordingly.

The foundation staff includes a development director who leads fundraising efforts and a managing director who is the lead on financial and operational management. The development director position is currently vacant but will be filled May 2015. The successful candidate will have significant experience in fundraising, particularly for higher education institutions. In the interim, the development team is being supervised by the managing director, who has many years of experience with grants and events management, as well as donor cultivation and solicitation. In addition, the foundation's development major gift, corporate/foundation, and annual fund officers have over 35 years of combined fundraising experience.

The managing director and the in-house foundation accountant are both certified public accountants (CPAs) who take relevant continuing education classes to maintain current licenses. The managing director has a master's degree in business administration and over 20 years of experience in Pre-K -12 private non-profits and community colleges. The foundation is audited annually. The finance committee reviews this report in a closed session (that excludes staff) with the audit partner and following any revisions, the final version is presented to the foundation's board and shared with the college. As in recent years, in 2014 the auditor issued an unqualified opinion regarding the foundation's finances.

Standard 2.G Physical and Technological Infrastructure

2.G.1 Physical Infrastructure

As of January 2015, PCC had approximately 2,453,136 gross square feet of space in 54 buildings across the Portland metropolitan area. Four campuses (Sylvania, Rock Creek, Cascade, and Southeast) consist of 47 buildings covering 2,210,712 gross square feet. The remaining seven facilities cover 242,424 gross square feet of space that provides physical facilities for the extended learning programs across the college district. The college as an institution maintains facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission and core themes, programs, and services.

As part of the 2008 bond program capital build-out, PCC has added facilities in new locations to better serve students in their communities. Development of a new center

in Newberg has provided access to higher education for students close to where they live and work in Yamhill County. Bond funds are also reserved for a center in Columbia County. The addition of a library, science labs, student commons, and an administrative building has allowed the Southeast Center to expand into a campus that now allows students to achieve a two-year degree without having to travel to one of PCC's other campuses.

When new facilities are built or renovation work is completed at a PCC location, it is the norm of the college to go beyond code requirements in areas such as ADA accessibility and sustainability. At the Sylvania Campus College Center building, which is the most difficult to navigate from an accessibility view, the college added an additional elevator and a series of ramps that will allow students, staff, and visitors the ability to travel through Sylvania's largest building more easily and provides improved access to other buildings on campus. With new construction and renovations, PCC is adding ADA operators to high traffic areas, such as restrooms, student services areas, and division offices.

As part of the college's capital program many sustainability measures have been incorporated. All new buildings are LEED certified, and energy saving measures, such as the use of solar panels, replacement of old mechanical units, lighting upgrades, water conservation measures, including low-flow fixtures, and a water reclamation system at the Willow Creek Center have been added. These all lead to a more healthful learning and working environment. Both the Willow Creek Center and Newberg Center are LEED Platinum Standard buildings. Additionally, the Willow Creek Center is on the path to being a net-zero energy building and has gone as long as 10 months without having to take power from the grid.

To ensure facilities are safe and secure, the college has put together a set of access control and video surveillance standards. These standards have been incorporated into all new buildings, and PCC is currently completing upgrades to all existing buildings at the Cascade Campus and CLIMB Center. Access control and video surveillance upgrades will be completed for the remaining locations over the next two years.

The same funding limits that affect all higher educational institutions in Oregon create challenges to sufficiently address deferred maintenance. Currently, the college allocates between $2,200,000 to $2,500,000 each biennium to address capital renewal and deferred maintenance. As time passes and the 2008 bond program ends, the capital renewal, deferred maintenance, and plant/program adaption needs may continue to increase and can only be mitigated with additional resources. (These terms are defined below.) However, there are many competing priorities for the limited resources, and the college will need to continue to prioritize resources and investigate additional funding alternatives to address the ongoing deferred maintenance issues.

<u>Capital renewal</u> is a subset of regular or normal facility maintenance that refers to major repairs or the replacement/rebuilding of major facility components (e.g., roof   replacement at the end of its normal useful life is capital repair; roof replacement

several years after its normal useful life is deferred maintenance).

Deferred maintenance refers to expenditures for repairs, which were not accomplished as part of normal maintenance, or capital repair, which have accumulated to the point that the facility deterioration is evident and could impair the proper functioning of the facility.

Plant/program adaption involves expenditures required to adapt the physical plant to the evolving needs of the institution and to changing codes or standards. These are expenditures beyond normal maintenance. Examples include compliance with changing codes (e.g., accessibility), facility alterations required by changed teaching or research methods, and improvements occasioned by the adoption of modern technology (e.g., the use of personal computer networks).

2.G.2 Hazardous and Toxic Waste Materials

PCC has many policies/procedures and follows many various governmental regulatory entities to be in compliance with the use, storage, and disposal of toxic materials, including but not limited to: OR-OSHA safety training, chemical hygiene policy, personal protective equipment, hazardous communication, asbestos removal and remediation, Oregon Department of Environmental Quality, MSDS/Right-To-Know, and compliance with the Oregon state fire marshal.

PCC routinely reviews and revises its policies and procedures on an ongoing basis and as needed. Many of the policies/procedures as stated are also published on the PCC risk intranet page.

For more information on the college's safety and risk management program, see the following link:
https://intranet-pcc-edu.view.pcc.edu/finance/safety/

2.G.3 Master Campus Facilities Plan

PCC's physical development process is a multi-phase, multi-year process, characterized by a methodical, "step-wise yet iterative" series of collaborations, check-steps, and control points. The board and staff engage in conversations about the implications that board goals regarding academic programs and services have for college physical facility development. The Facilities Management Services (FMS) department staff members develop initial concepts for board conversation. Staff may suggest or the board may direct that wider concept conversations occur.

Board perspectives and initial concepts are discussed widely among various stakeholder groups, with repeated iterations produced incorporating different approaches, additions, and deletions to the concept. Basic cost information is developed to provide stakeholders with cost-effectiveness perspectives.

The FMS staff discusses concepts with the board to determine whether they fit with the college mission, vision, goals, and core themes. As a result, the board directs staff whether or not to continue specific facilities developments. This process can take as long as three years.

In the next phase, staff and board members focus on college district residents. Public comments about community educational needs inform physical development concepts. Both college-wide and campus-specific facilities plans support PCC's long-range academic plans. Cost perspectives continue to be developed and discussed at this stage.

The board may direct that the strategic concepts be taken to the voters for a funding decision through a ballot measure.

If approved, college district and campus planning and programming is undertaken to determine in more detail the elements of the strategic concepts. Multiple collaborations ensue, and detail timing and cost information is developed. The board then reviews major elements that the staff foresees in strategy implementation. The final piece is the integration of constructors into the team to provide timing, constructability, and cost perspectives.

The overall plan involves collaborative development of specific designs and timing plans, modifications of plans to accommodate the academic schedule, construction start-up, and the formation of lessons learned and discoveries for future facility development.

During implementation of a bond program, the plan evolves to meet current and future needs. The timeline of initial planning to pass a bond program into the start of programming and design can span multiple years, so the college needs to be willing to adjust plans to meet student, community, and business/workforce needs.

The PCC 2008 bond program has evolved over the last six years as key staff members meet with both internal and external communities. These discussions are an important part of the process and help leadership to better understand and meet the educational needs of students.

2.G.4 Equipment

Facilities Management Services (FMS) expanded use of its computerized maintenance management system (CMMS) by implementing the preventive maintenance (PM) module for scheduling and tracking PMs on key fire/life safety equipment, backflow devices, and larger mechanical units. Ensuring timely PMs extends equipment life and minimizes unplanned disruptions to college services.

Over the last three years, FMS has invested an average of $225,000 annually, approximately 12 percent of the non-personnel budget, on minor equipment replacement and upgrades. This investment included snow plows and sanders to help

ensure safety and accessibility during inclement weather, diagnostic equipment for maintenance technicians to troubleshoot mechanical issues in-house, and a variety of custodial equipment to maintain a clean and attractive learning environment. As new buildings were opened throughout the build-out of the 2008 capital construction bond, additional equipment was added to support the added square footage from each project's furniture, fixture, and equipment (FF&E) budget.

With an average annual capital budget of $2.5 million, augmented by state stimulus dollars and funding from the 2008 voter-approved bond measure, FMS has been able to invest in major infrastructure equipment replacements and upgrades.

Major mechanical system equipment upgrades include four new variable air volume air handlers at the Sylvania Campus College Center building as well as major mechanical system upgrades in the Sylvania Health Technology building, including new fans, variable frequency drives, and high efficiency motors. These upgrades also include reconfiguring the Sylvania Central Plant heating water loop from a constant volume pumped loop to a variable pumping loop, which improves the efficiency of heating the campus buildings, and replacing heat exchangers, which provides the campus domestic hot water for drinking as well as the hot water for the showers and restrooms in the gym/pool area.

At the Rock Creek campus, the nine original building chillers were replaced with more efficient chillers, sized for better load sharing. Air conditioning was added to the Rock Creek kennels, allowing the vet tech program to keep animals throughout the summer months and maintain compliance with Department of Agriculture rules and regulations.

At the Cascade campus, an original 220-ton chiller unit was replaced at the Student Services Building, which houses key student services including counseling, advising, testing, registration, and the business offices.

At the CLIMB Center, two aging condensing units, and two 20-year-old boilers were replaced with modern, energy-efficient units.

The combined upgrades listed above resulted in earmarked incentive dollars from the Energy Trust of Oregon totaling nearly $694,000, while reducing energy consumption and reducing the college's Greenhouse Gas (GHG) emissions. The GHG reduction supports the college's Climate Action Plan and directly supports the core theme on economic development and sustainability, illustrating the college's commitment to and practices for contributing to a sustainable environment.

With a focus on universal accessibility, FMS invested in equipment to remove barriers for persons with disabilities by adding a new elevator at the Sylvania College Center building, and a new ADA lift at the Cascade campus Terrell Hall.

Investing in equipment that supports fire/life safety, indoor air quality, occupant comfort, and sustainability supports business continuity while providing an educational and learning environment critical to student success and a quality education.

2.G.5 Technology Systems and Infrastructure

PCC's technology teams are focused on efficient and effective support for academics, administrative, and support services. Technology Solutions Services (TSS) comprises Solution Services (campus technology support at all four campuses, enterprise systems development, application support, Web services, help desk, and training), Technical Services (voice/video/data network, enterprise servers/data center, and information security), Media Services (classroom/event presentation, media/lecture capture/distribution, video production, and cable channel management), and Technology Procurement. TSS also provides consulting services to departments, including selection and integration support for cloud-based services. The Distance Education Department provides management and support for instructional technologies, including the learning management system, web conferencing, streaming videos services, e-portfolio, and online tutoring.

PCC has a 1 GB metropolitan area network (MAN) connecting all of its campuses and centers, with capacity for 10 GB. Virtual local area networks (VLANs) carry 100 MB to staff and student computers, with specialized labs receiving 1 GB. All computers are capable of connecting at 10 GB in anticipation of future needs. Wireless access is available and heavily used throughout the district; additional wireless access points were added by summer 2012 to increase capacity by 50 percent. TSS currently has a large-scale network redesign project underway to update the entire enterprise, including designs to better support security, trouble isolation, and network management.

The primary data center supports 255 core enterprise servers; 85 percent of those servers support a virtualized environment. This has reduced the number of physical servers in the data center while allowing the number of services provided to expand without increasing the need for additional space and staff and reducing the rate of increase in power and HVAC requirements. The storage area network (SAN) has been upgraded to meet increasing storage demands, and the college has implemented new backup software that has further reduced recovery time. The college has leased rack space for an alternate data center and is in the process of adding servers and services.

In 2013, PCC upgraded the core data center at Sylvania, adding new UPS, fire suppression, and HVAC capacity to support existing servers and lay the foundation for future growth in a cost-effective manner. In 2014, TSS replaced the servers for the core Enterprise Resource Planning (ERP), Banner, which resulted in user applications and reports running five to ten times faster.

PCC provides a variety of desktop and online applications to support the educational mission. The core enterprise system, Banner, is the authoritative source for institutional data, as well as for the management of institutional identities for authentication. In 2004, PCC deployed its online portal, MyPCC. MyPCC is the deployment platform for any online applications and services that require secure delivery and authentication. As such, it is the primary gateway to online instructional

resources, registration, student records, billing and payment, as well as the main conduit to communication tools such as email, messaging, and announcements. The content on MyPCC is under constant review and revision for user effectiveness and enhancing its offerings and usability for students.

One of the most far-reaching initiatives in the software infrastructure was the migration to Google Apps for PCC email, calendar, document storage and collaboration, and other productivity apps. This project completed in mid-2012 and included migrating all students, instructors, and staff to the Google environment while integrating with PCC's MyPCC portal (single sign-on from the portal to Gmail, calendar, etc.). As a result, the PCC community enjoys the full benefits of Google's industry leadership in these cloud-computing areas and is well-positioned to make use of new Google applications in the future.

In 2013, PCC installed a cloud-based user authentication system, based on industry standards for single sign-on Central Authentication Service (CAS), which allows users of key applications such as D2L to log in even if the PCC network is down. Other application areas such as the library, disability services, and the PCC Foundation are now using this robust technology, and there are plans to convert additional applications, such as the MyPCC portal, as well.

The [Distance Education](#) Department provides support for PCC's instructional learning management system through a contracted hosting agreement with Desire2Learn. The system supported over 76,000 enrollments delivered via web, hybrid, and TV/web classes in over 3,200 sections during the 2013-14 academic year. Additionally, the system also supports on-campus classes using the system to enhance teaching and learning with estimates of over 800 sections with over 12,000 enrollments per year. The system is also used as a student resource center to support student success as well as some online employee training.

Streaming video services for instructional content are provided through a contracted provider, and the technology infrastructure to support virtual/online tutoring is hosted through a partnership with the Western eTutoring Consortium supported by Washington State University. A web conferencing system (Blackboard Collaborate) is integrated with D2L to allow for synchronous and archived interactive online sessions for instruction, training, academic advising, and faculty and student support. Faculty production labs with equipment and appropriate software applications are located in the libraries at the Rock Creek, Cascade, and Sylvania campuses.

The college phone system was converted to a voice over IP (VoIP) system with work completed in December 2011. Call center functionality was deployed in high-need areas, including admissions, registration, and financial aid, to significantly reduce phone wait times and improve service to students.

The campuses support over 7700 computers for faculty/staff/students and 158 computer classrooms. Each campus has a Student Computing Center open six to seven days a week; each campus library also has an open computing lab.

Media Services has grown from delivering A/V equipment to supporting 466 smart classrooms, using Crestron RoomView to manage the rooms remotely. The team makes 10,000 deliveries per year of portable presentation equipment to classrooms. Classrooms are continuously updated and are in the midst of a digital conversion; another 60 smart rooms will be added during the bond build-out, with 75 current rooms completely rebuilt. Media Services also supports lecture capture; PCC has 1400 productions, 35,000+ views from 6,535 different users. PCC's Channel 27 airs 24 hours a day, 365 days a year. It has 656 Tele course and non-commercial Edutainment programs, which are a combination of original programming created by PCC's Media Services PCCTV, Oregon Public Broadcasting (OPB), and licensed content that supports TV/Web and Distance Education programs.

2.G.6 Training and Support in Effective Use of Technology

Instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems is provided by the Technology Solutions Services (TSS) training team, TSS help desk, Media Services coordinators, the Information Security Manager, librarians, Distance Education and Instructional Support staff, student help desk, and curriculum support specialists. Due to steady increased enrollment, staff has been added to the TSS training team and help desk to provide capacity for increasing demand for services. The TSS help desk, which serves staff, faculty, and students, provides weekend coverage and late evening coverage Monday through Friday during the term.

Online class FTE rose from 5,238 in 2011-12 to 5,899 in the 2013-2014 academic year, an increase of 13 percent. Additionally, growth in online course FTE increased 54 percent between the 2009-10 and 2013-14 academic years. While this growth occurred prior to the last accreditation report, the increases were unpredictable. The adoption of technology for teaching and learning continues to grow in size and complexity as the options become more plentiful. It is a challenge to maintain adequate staffing levels to address recent growth. Faculty is increasingly using the learning management platform and other technologies for campus course enhancements, hybrid, or online classes.

The Distance Education student help desk and faculty help desk provides seven-day-a-week support to students and faculties on instructional applications and services. Over the past year, the student help desk has made over 22,000 combined phone, chat and email contacts. The faculty help desk has responded to over 2,300 phone and 900 email contacts.

The Distance Education and Instructional Support department offers training and support for the effective use of technology for teaching and learning. Instructional technology support specialists are located at each campus near the faculty production labs. Additionally, staff includes instructional designers, media specialists, accessibility specialists, faculty trainers, and faculty mentors. Development for faculty new to online instruction includes required participation in an online instructor orientation that addresses course design, technology tool use, and course facilitation.

Faculty members are assigned a mentor who supports the development process and reviews the completed course using a modified version of the Quality Matters course design rubric. TSS also consults on business process to ensure technology is supporting best practice.

The Distance Education department also established [guidelines for the accessibility of online courses](#) and provides training, consultations, digital content testing, and course reviews to serve online students with disabilities. Support for captioning of videos is also provided. Additionally, the department funds [subject areas studies](#), allowing faculty time to review and assess unique discipline-specific accessibility needs and identify solutions for implementation.

[Training opportunities](#) range from over-the-shoulder and individualized consultation to in-person classes (then captured and made available as streaming media) to online tutorials, classes, quizzes, and exams. Special events and webcasts are also offered to address both technology use as well as effective practices in media creation and teaching with technology. Campus-based faculty learning communities have been created allowing for a rich exchange of practices among online faculty. Additional resources and tutorials are available on college websites. A [best practices blog](#) is used to help faculty members maintain awareness of current practices in online instruction.

The TSS and Distance Education help desks utilize call-center software and remote desktop software. The procurement team works with departments to ensure acquisition of supportable technology and related systems for PCC's environment, and economies of scale are maximized where possible.

2.G.7 Technology Infrastructure Planning Process

Technology initiatives that affect end-user tools are reviewed with representative groups of the affected user group and, where appropriate, college-wide forum opportunities are provided for both in person and/or for online review and input. Technology Solutions Services utilizes a project management practice that requires establishing cross-functional teams with representatives from affected departments and programs on all major projects.

PCC engaged Moran Technology Consulting, an IT consulting firm, to review the network and computing services provided by Technology Solutions Services at PCC. Their report has just recently been issued and town hall events are occurring concerning their findings. Network redesign is underway and new priorities for remediation are being established and budgetary impacts are being reviewed. A more strategic plan will follow.

2.G.8 Technology Update and Replacement Plan

PCC has designated a college-wide computer replacement fund to supplement existing departmental computer replacement commitments. Computers are replaced

every three to four years depending on use. TSS reviews the standard configuration every year in consultation with departmental managers and faculty in specialty disciplines. TSS coordinates decision-making and manages procurement of campus licenses for common software.

All enterprise hardware and software resources have a designated manager responsible for the life-cycle management of that resource. Planning is done for both major and routine upgrades and replacements on a one- to three-year rolling cycle, and those activities are queued into the project-portfolio management process. Major infrastructure (network and enterprise servers) updates are tied to capital-projects funding and/or bond programs; minor upgrades come from the TSS operational budget. The lack of designated funding for infrastructure upgrades is a problem.

Standard Three: Institutional Planning

Standard 3.A Institutional Planning

3.A.1, 3.A.2, and 3.A.3 Comprehensive Planning Process: Purposeful, Broad-Based, and Informed

In 2012-2013, two significant factors occurred. First, the previous college president, Dr. Preston Pulliams, agreed to remain one more year to complete fund raising initiatives. With Dr. Pulliams's imminent departure and external focus, it was in the college's best interest to initiate a new institutional planning process after the arrival and under the leadership of the future president. Second, the Year Five Self-Evaluation accreditation report was cancelled, and thus, the college did not report on the impact of this significant change in administration and the delay in the strategic planning process. Given the size and complexity of PCC, a large initiative of institutional planning with a new college president's vision would require at least a year to complete in the collaborative manner PCC stakeholders expect and deserve.

With the arrival in 2013 of a new college president, Dr. Jeremy Brown, PCC began engaging in a planning process to identify goals and initiatives for the next five years that would position the institution for success in the 21st century. The intent was also to provide a mechanism for college and community-wide informed discussion about decisive, ongoing shifts for the college, as well as the leadership and resources required to realize those changes.

The year-long process of developing and approving the new strategic new plan (fall 2013 to fall 2014) included the following milestones:

- College-wide in-service dialogue among faculty and staff identified bold goals, which included more than 1400 ideas categorized into a top-level summary in the general areas of quality, innovation, inclusion, vision, information, responsiveness, committed values, and strategies.

- Solicitations were made to the PCC community for participation on the Strategic Planning Steering Committee (SPSC). The committee's role, as assigned by the college president, would be: "reviewing and updating the College's mission, vision, and values, along with establishing the overarching institutional goals and objectives that will guide the College over the next five years, with input from the broader college community."

- The Steering Committee was established with 25 representative members from throughout the college.

- Steering Committee preliminary work included the vision for PCC's impact in next five years, including workforce development, SWOT analysis, future students and their needs, and defining strategic themes. At the onset this work

included gathering and analyzing data with the Institutional Effectiveness (IE) office such as:

--Public perception survey
--Vision, mission, values, and goals
--Funding requirements
--Distribution of FTE by lower division transfer, career technical education, and
  developmental education
--Distance learning statistics
--Student demographics
--Annual profiles 2012-2013
--Five-year trends of certificates, degrees
--Degree and major completion 2012-2013, five-year trends
--Admissions, registration data
--Environmental factors
--Compass scores
--Definitions, at-risk students
--Panther Path data

- The PCC community engaged in conversation with similar analysis. Comments and ideas were captured methodically in meetings and online at a site specifically established for this purpose: https://spaces.pcc.edu/display/plan/Strategic+Planning+Home

- The Steering Committee synthesized and defined areas of strategic thrust; a professional facilitation firm was hired to assist in process. Various meetings and dialogues occurred, and information was gathered extensively throughout the college.

- Several drafts of the plan resulted in the creation of six new Core Themes and related intentions; cabinet discussions and planning sessions were held.

- The draft plan was launched at PCC's Fall In-Service in September 2014, soliciting additional feedback.

- The final draft plan was presented to college president and board of directors for input and review, which resulted in minor changes.

- The final strategic plan was approved by the PCC Board of Directors at the November 2014 public meeting.

- Extensive work has begun on planning for prioritization, operations, timelines, resources, and measures of success.

The complete plan can be accessed at:
http://www.pcc.edu/about/administration/strategic-plan/ Integrally tied to each theme are "strategic intentions," which will serve as directional components for the next steps required to operationalize the plan.

Phase I, now complete, of the six-phase planning implementation process, began with the understanding that 2014-2015 would be a transition period from PCC's current core themes to expansion and clarification of the six newly adopted themes. The new themes provide an overarching framework for the college, strategic direction and institutional initiative planning opportunities, and planning at the department or program level. These core values or "themes" will serve as guiding principles throughout implementation:

Theme 1: Provide outstanding, affordable education
Theme 2: Drive student success
Theme 3: Ignite a culture of innovation
Theme 4: Transform the community through opportunity
Theme 5: Create a nationally renowned culture for diversity, equity, and inclusion
Theme 6: Achieve sustainable excellence in all operations

Phase II of the planning implementation process is currently in progress. The current and remaining phase activities, stakeholder groups, and deliverables and outcomes are summarized in the table on the following page and followed by objective-level details for Phase II – Phase IV.

PCC Strategic Planning Implementation

Phase and Activities	Stakeholders	Deliverable/ Outcome
Phase II: Establish Priorities and Measurable Goals Winter/Spring 2015 Establish priorities among Strategic Themes and Initiatives Set measurable, specific goals Establish implementation process	• Strategic Planning Steering Committee • Exec. Vice President • Review by President	Prioritized Strategic Initiatives and Measurable, Specific Goals
Phase III: Develop Action Plans March – December 2015 Identify "Quick Wins" Develop specific, achievable measures for strategic goals Develop action plans for prioritized goals and initiatives Assign roles and responsibilities for action items	• Strategic Planning Steering Committee • Exec. Vice President • Review by President	Implementation Timeline, Roles and Responsibilities
Phase IV: Process Alignment January-April 2016 Review Action Plans to ensure alignment of action items with priorities, budget	• President • Exec. Vice President • Review by Board, Cabinet • Feedback from Strategic Planning Steering Committee	Alignment of Action Plans with Established Priorities and Budget
Phase V: Implement Action Plans 2016-2019 Manage staff, resources to ensure successful completion of Action Items Report Progress to Steering Committee	• Strategic Planning Steering Committee • Cabinet • Guiding Coalitions • Exec. Vice President	Implement Strategic Initiatives According to Implementation Plan
Phase VI: Evaluate 2017-2020 Annually evaluate progress, resource commitments/ requirements of Action Plans Realign Action Plans with Budget	• Steering Committee • President, Cabinet Review • Board Review	Evaluation of Progress, Resource Commitments/ Requirements of Action Plan

Phase II: Set Goals and Priorities

Objective II-1: Establish priorities and measurable goals
- Refine, articulate, and document specific, measurable, achievable, relevant, time-specific (SMART) goals based on PCC President's and Board's priorities.
- PCC executives and staff to obtain feedback on PCC strategic goals and priorities.
- Plan, analyze, debrief and communicate outcomes of goal-setting efforts.

To be completed by April 30, 2015

Objective II-2: Establish implementation process
- PCC Cabinet and SPSC to clearly define participant roles and responsibilities.
- Develop an implementation process and timeline, with clearly defined mileposts tied to achievable target dates.
- Revise and finalize the implementation process and timeline.
- Document the implementation process and timeline, review with the PCC Vice President, Cabinet, and SPSC, and incorporate revisions.

To be completed by April 30, 2015

Phase III: Develop Action Plans

Objective III-1: Identify current and emerging initiatives at PCC ("Quick Wins") that support the plan
- SPSC to identify, document, catalogue, and communicate "Quick Wins" college-wide, document results.
- Designated representatives or subcommittees of the SPSC to obtain and document detailed information on individual current/emerging efforts and on refining ongoing processes for sustaining an updated catalog of "Quick Wins."
- Provide a framework document for identifying and cataloging "Quick Wins," including:
- Who is engaged in or leading the initiative?
- How does it support the plan? (Which Theme, Initiative, Priority?)
- What process will be used to continue to document further progress on the initiative?

To be completed by June 30, 2015

Objective III-2: Develop a communications plan for coordination of activities and sharing awareness of implementation successes, progress, and issues college-wide
- SPSC to identify key participants and audiences for strategic plan communications.
- Draft a communications plan document that outlines the essential parameters, identifies and documents key players and roles, and defines key outcomes.
- SPSC to develop process for feedback and revision of the communications plan.
- Deliver a final Communications Plan document to the PCC District VP

To be completed by June 30, 2015

Objective III-3: Develop specific, achievable measures for strategic goals
- SPSC to identify and form teams ("Guiding Coalitions") to address goals/priorities identified for each Theme, including at least one SPSC member and, if possible, Cabinet-level involvement, particularly for college-wide initiatives.
- Guiding Coalitions to create "SMART" (specific, measured, achievable, relevant, time-specific) goal examples that can serve as templates for other teams that detail out, for each priority item:
  - Make it specific enough
  - Define how to measure success and what data will be needed
  - Define what it success ("achievable" and "relevant") means
  - What resources (staff, budget, and authority) will be needed?
  - Set realistic timelines
- Prepare and update an expandable document that catalogs and tracks progress toward implementation of each SMART goal associated with the Strategic Plan.

To be completed by October 31, 2015

Objective III-4: Develop action plans for prioritized goals and initiatives
- "Guiding Coalitions" to specify milestone achievements and dates for each SMART goal/initiative identified in Objective III-3.
- Prepare and update an expandable Implementation Plan document that merges and catalogs each Action Plan according to the Strategic Plan Theme, Strategic Initiative and Goal, and tracks progress toward implementation.

To be completed by December 23, 2015

Objective III-5: Assign roles and responsibilities for action items
- SPSC, Cabinet, and/or "Guiding Coalitions" to assist in the identification and documentation of roles, responsibilities, and reporting relationships for Action Plan implementation at the Executive and operational levels for each Action Plan developed in Objective III-4.
- Merge roles, responsibilities, and reporting relationship information into the Implementation Plan.

To be completed by January 31, 2016

Phase IV: Process Alignment

Objective IV-1: Align Strategic Priorities with PCC Mission, Vision, and Values
Strategic Planning Steering Committee, and other participants will:
- Revisit and review the PCC Mission, Vision, and Values Statements, in light of the adopted Strategic Priorities and Action Plans, and to
- Recommend modifications, as appropriate, to the PCC President and Board

To be completed by June 30, 2016

Objective IV-2: Accreditation-Related
- Provide documentation, research, and analysis as needed to comply with accreditation processes related to the Strategic Plan

To be completed by June 30, 2016

Objective IV-3: Review Action Plans to ensure their alignment with Strategic Priorities and the PCC budget
- Guiding Coalitions, the Budget Planning Advisory Committee, and other participants to review and compare Action Plans with the Strategic Plan priorities as established in Phase II, as well as with the PCC approved or proposed budget, as appropriate
- Based on information obtained in the facilitated meetings, identify and document the extent to which Action Plans diverge from the Plan and Budget, and recommend courses of action to remedy those divergences

To be completed by June 30, 2016

Strategic Plan Marketing

An integral component of these phases will be marketing the initial vision of the strategic plan and this is currently in progress, both externally and internally. The external goal is to share knowledge and promote understanding of this five-year plan and clarify where PCC is heading as an institution. Internally, the goals are to facilitate personal investment in the plan to establish sightlines between the big picture and each individual employee. Aligning the plan and brand will tie the plan's strategic intentions to PCC's living values to reinforce their importance and relevance.

Related Initiatives

Soft launch of web portal: (February 2015, complete)
- Web portal on external-facing web site will serve as primary distribution source.
- Portal incorporates the graphic design of the printed plan and all plan language, including supplemental materials.
- Portal includes downloadable version of the printed plan as well as stories, tools for advocates (video, PowerPoint) and promotional items including downloadable posters, accordion cards, bookmarks, and graphic files.
- Advancement will preview portal and launch plan for PCC Board.
- Ongoing planning notes for internal comment and future working groups will be posted on Spaces.

Launch with email, reference copies of printed plan, and other materials
- All-campus email from the president and vice president: (February 2015, Complete)
- Reference copies of printed plan and other materials distributed to every department plus libraries, and other areas: (March 2015, In Process)
- Employees encouraged to submit 30-second self-made videos sharing ideas and testimony about actualizing the strategic plan
- Large-format posters hung in high-impact areas (as budget and timing allow)

Ongoing internal and external outreach (February 2015, In Process)
- Plan to be featured in PCC-branded communications–including web, signature publications, and social media–and discussed at regular internal meetings, including All Managers' Meeting, Educational Advisory Council, Subject Area Committees, PCC Foundation Board, Division Deans Council, Diversity Councils, President's Community Advisory Council, Budget and Planning Advisory Council, CTE Chairs, and additional college conversations. Media strategy to be primarily built around stories that illustrate themes, not the completion of the plan.

Amplify plan: college branding, message platforms and key tools (February 2015 In Process)
- Launch refreshed brand standards, graphic standards, message platform and other key tools evolved from the plan's content and values–including cross-college training.
- Reposition PCC website home, the college's most important communication tool, to align with this effort. (IT controls timing at this juncture.)
- Launch new bus side series that captures ethos of plan through Think PCC First.
- Launch new campus pole banner series.

Role of Institutional Effectiveness

The college is now beginning the implementation phase of the strategic plan, with the intention that the IE department be fully engaged at the beginning. The implementation structure ensures that data collection, analysis, evaluation, and planning will take place throughout the strategic planning cycle in a consistent manner. Phase III, Objectives 2 and 3 (Action Plans) of the implementation of the new strategic plan include developing a process for documentation, research and other expert assistance to specify milestone achievements and dates for each goal. The creation of "SMART" (specific, measured, achievable, relevant, and time-specific) criteria will be developed with the IE Office with that work beginning prior to June 2015.

3.A.4 Comprehensive Plan Articulates Priorities and Guides Decisions

Resource allocation at the college is based upon budget and planning with consideration throughout the process of allocated biennial state funding, student enrollment, tuition, and private contributions. Strategies are currently being developed to improve and optimize the college's budgeting processes in order to effectively guide the distribution of resources in alignment with the new strategic plan. The college's BPAC (Budget & Planning Advisory Council) may take on a role in providing recommendations for allocations for strategic initiatives, in concert with the PCC President and ultimately the Board of Directors

The prioritization of college goals by the president, board, and college will ensure that resources reflect these shared priorities. This process is nearly complete as of March 2015. In addition, there are three major categories of funding which will be built into

the new strategic plan, depending upon the total amount available: strategic investment fund, large equipment fund, and the college's reserve fund. Further, successful bond programs have provided long-term opportunities to fund priority capital projects; these have the potential to continue through this next decade. There is also ongoing discussion regarding the possibility of engaging in a new bond initiative (without raising) taxes for deferred maintenance and additional priority capital projects as defined in the strategic plan.

The college commitment to serving students recognizes that the planned allocation of resources has a fundamental impact on student success. Strategic investments at PCC will affect how well the college is able to meet the level and type of education that students need and must have to be successful.

3.A.5 Emergency Preparedness

Portland Community College has an Emergency Operation Plan, a Business Continuity Plan that was updated in 2013 to include an Academic Services Continuity Plan, a Crisis Prevention and Management Plan that was updated in 2014, and a Pandemic Plan. A public version of all of these plans can be found on the Public Safety website at [Emergency Preparedness](#)

The PCC Public Safety Department, Emergency Operations Group, Business Continuity Team, and the PCC President's Cabinet (Policy Group) are trained in incident command and the National Incident Management System (NIMS) for responding to and managing incidents on campus. When a serious incident occurs that causes an immediate threat and requires first responders from outside jurisdictions, appropriate resources will be requested. PCC has established relationships with these agencies and has participated in outside agency emergency exercises, such as amateur radio exercises and others. Public Safety's primary method of communication is a four-channel talk group that is part of the Portland Public Safety Regional 800 MHz radio system. Interoperability is achieved by pre-programmed frequencies for local police, fire, and local, state, and federal emergency operations on all PCC Public Safety radio equipment.

Individual departments are responsible for developing emergency action plans and continuity of operations plans for their staff and areas of responsibility. The PCC Emergency Operations Group and Business Continuity Team conducts at least two emergency response exercises each year, such as table top exercises, field exercises, and tests of the emergency notification systems on campus. These tests are designed to assess and evaluate the emergency plans and capabilities of the institution. PCC is a member of the Regional Emergency Management Group (REMTEC) that has membership from local jurisdictions in the Portland Metropolitan Area as well as Southeastern Washington.

An annual training, exercise, and drill calendar was completed in February 2015 in collaboration with all campus presidents, Public Safety and the Safety and Risk Management leadership. Activities scheduled for 2015 include evacuation drills and

training, lockdown drills, tabletops for each campus executive leadership team, and two functional exercises that activate the Emergency Operations Center. These exercises will test both the college's ability to respond to the emergency as well as evaluate PCC Emergency Operations Business Continuity Plans. One exercise scenario will be an earthquake and the second will be an active shooter scenario.

Emergency preparedness and information on what to do in an emergency can be found on the Public Safety Department website at Emergency Preparedness.

Desk-guide references providing response guidance for students, faculty, staff, and visitors for many emergency scenarios are posted in each classroom and office area.

Protocols that outline authority and notification responsibilities for emergency notifications are provided in greater detail in the Crisis Prevention and Management Plan that is available at Crisis Prevention and Management Plan.

Standard 3.B Core Theme Planning

3.B.1, 3.B.2, 3.B.3, and 4.B.1 Core Theme Planning and Assessment

Prior to the college's new strategic plan, the PCC Cornerstone document guided institutional planning within the framework of the college vision, mission, values, and goals. Core theme planning logically fit within the existing structure at that time and was a "best fit" approach to the accelerated implementation of the new accreditation model. Although the concept of core themes was unfamiliar to the college, they are similar and in some cases, identical to the college goals. The core theme indicators of achievement overlap with many of the board key measures as well as several Achievement Compact metrics, a recent (and additional) state reporting requirement.

The new strategic plan and strategic themes position the college to create a more intentional and focused approach to core theme planning, assessment, and other related components. This framework and the benefit of "lessons learned" will be useful throughout the coming seven-year reporting cycle.

The planning for core theme programs and services is primarily driven by the collective and integrated findings from Academic and Student Services Program Reviews and annual learning assessment reports. These processes, described in detail in Standards 4.A.2 and 4.A.3, utilize both quantitative and qualitative data to determine to what extent programs and services are meeting stated outcomes. Subject area customized data profiles include student demographics, course success rates, and enrollment patterns among the numerous data items reported. Qualitative data, collected through proprietary and customized surveys, complement and enhance the understanding of areas of success and those needing improvement. The analysis and syntheses of these data and additional resources, addressed in Standard 4.A.1, help ensure all align and directly or indirectly contribute to the accomplishment of core theme objectives.

The remainder of this chapter expands on the core themes presented in Standard One. Where appropriate, specific examples of college-wide supporting programs or services are included to further explain the context of the core theme and factors influencing the status of corresponding indicators of achievement. A table summarizing the indicators, performance data, and status attainment is presented for each core theme. This content forms the foundation for subsequent determination of mission fulfillment addressed in Standard 5.A.

Core Theme: Access and Diversity

Objective: Competitively priced educational offerings are available in an environment enriched by student, faculty, and staff diversity.

Providing the diverse community population access to higher education is fundamental to PCC's mission and purpose. Affordable tuition and fees for all students is as important to college access as the "open door" admission policy is to academically underprepared students. Employing a diverse workforce encourages a diverse student population and further enriches the learning environment.

Tuition and fees are set by the PCC Board of Directors with the intention of keeping PCC affordable and accessible. The college meets the achievement indicator target for the combined tuition and fees to be less than the median of Oregon community colleges. That said, with over $212 million dispersed to PCC students in 2013-14, financial aid helps make college accessible to almost one-half of PCC students. Yet, federal financial aid is a complex, highly regulated, and resource-intense program to administer and difficult for students and potential students to navigate.

The Financial Literacy and Access to Improved Resources (FLAIR) program, a $1.9 million Title III five-year grant has made possible numerous service improvements, shifts from manual to automated processes, shortened time to award, and streamlined disbursements. The FLAIR comprehensive plan describes what the grant will accomplish, annual objectives, performance indicators, and formative and summative evaluation components. Data are routinely analyzed and used to evaluate accomplishment of performance goals.

The Office of Equity and Inclusion, District Leaders of Diversity Council, and campus-based Diversity Councils champion student and employee aspects of the Access and Diversity core theme. Student demographic data, reported each term, indicates an increasingly diverse student population similar to community demographics is accessing PCC. The Workforce Analysis Report reveals that diversity of recently hired employees, as a group, is greater than the existing employee base but the diversity of full-time faculty continues to lag that of all other employee groups. The college recently renamed the Office of Affirmative Action and Equity as the Office of Equity and Inclusion, hired a new director for this office, and increased staffing by one position.

Though not directly measured through an indicator of achievement, campus signature diversity events, and organized clubs including the Black Student Union, Native Nations, Muslim Students, the International Student Association, and the Q-Club support the diverse student population and therefore the Access and Diversity Core Theme.

Access and Diversity Summary	
Indicator of Achievement	**Findings**
Annualized in-district tuition and fees do not exceed median of Oregon community colleges. *Status: Target Achieved*	PCC 2014-15 = $4,476 Oregon median = $4,680 PCC 2013-14 = $4,296 Oregon median = $4,535 PCC 2012-13 = $4,025 Oregon median = $4,320 Source: Tuition/Fees 2014-15, 2013-14, 2012-13
The percent of minority students served by PCC is within 5% of the service area minority population distribution. *Status: Target Achieved*	% Minority students by fall term: 32% (2013), 31% (2012), 30% (2011), 28% (2010) % Minority in most populated service area counties: Multnomah: 28% Washington: 31.5% Source: Students, Washington County, Multnomah County

The percent of newly hired employees who are minority is greater than the percent of existing employees.
 	
Status: Target Partially Achieved
 	
The percent of newly hired faculty who are minority is less than the percent of existing faculty.
	2013 New Hires:
	Total minority hires of total new hires: 28% (41 of 147)
	    Administrators: 25% (4 of 16)
	    Faculty: 7% (2 of 30)
	    Other Staff Groups: 35% (35 of 101)
	
	Existing employees % minority
	All Employees: 22%
	    Administrators: 17.5%
	    Faculty: 14%
	    Other Groups: 27%
	
	Source: 2013 EmployeecountsbyRaceEth.xlsx
	2012 employee data p.9, 2011 employee data p.8

Core Theme: Student Success

Objective: Students progress from developing skills needed to succeed in college to completing a degree, certificate, transfer, employment, and/or pursuit of life-long learning.
PCC welcomes students at all levels of academic preparation through an open-door admissions policy. As a result, student success also includes achievements (i.e. starting with development and attainment of college-level academic skills) long before

the exit points of degree completion, employment, or transfer. The college-created Panther Path is a five-phase student success model depicting stages of student development, academic progression, and educational goal attainment.
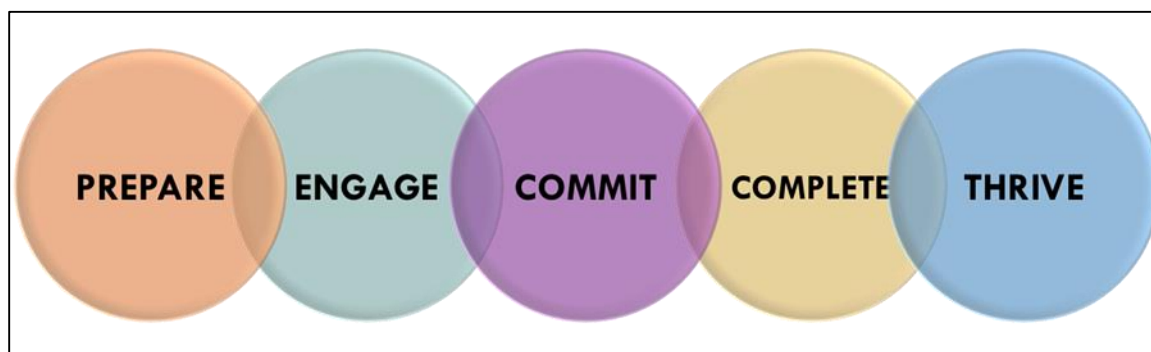
The Panther Path is also an organizing framework for college programs and services to support student success.

For example in 2012, the college established the Completion Investment Council (CIC), comprised of faculty, staff, and administrators, to develop recommendations on improving student completion rates across the college. The initial charge was to focus on recommendations to improve outcomes in the "Prepare" phase. The charge expanded to include improving student outcomes in pre-college reading, writing, and math after the Council reviewed national research, PCC student placement and performance gaps, and data detailing the low success rates in high enrolling developmental courses. Furthermore, the college only partially achieves the corresponding indicator of achievement for former developmental student success in college-level courses. In general, the lower the student placement in development course work, the less likely they were to acquire college-level skill attainment, success in college classes, and degree completion or transfer success.

The findings and recommendations from the first two years of the CIC work are detailed in the Completion Investment Council "Report on Prepare," completed in December 2014. The following excerpts from that report highlight actions underway to improve student success.

> The PCC Developmental Education Task Force formed, developed a timeline for   implementation of program development and reform, and established a list of recommendations including:
> * Integrating reading and writing courses
> * Compressing the reading-writing sequence from three levels to two
> * Realigning placement cut score ranges with the redesigned curriculum
> * Strengthening advising for DE students
> * Expanding faculty professional development
> * Pursuing pilots of integrated under-121 level RD and WR courses, with the intent of compressed or combined levels being implemented college-wide by 2015-2016 academic year

The PCC Math SAC pursued numerous reforms and activities related to course content, math pathways, and math success such as:

- Development of new math courses effective Winter 2015 - Math 58/98 will track to Math 105 for expected transfer to college/university satisfaction of bachelor's degree math requirement
- Participation in the Oregon Metro Connects Consortium – offering Math 95/111/112 at targeted high schools to increase the number of students prepared for college-level math
- Dropped Math 111 as a prerequisite for Math 243 (Statistics I), based on evidence that pass rates of Math 243 will remain the same
- Development of a seven-part study skills video shown to increase pass rates in DE math courses and coincide with the curriculum

With the Developmental Education Task Force and Math SAC redesign work underway, the CIC focus has shifted from Prepare to the Engage stage of the Panther Path. Furthermore, the new strategic plan and six strategic themes, combined with the Panther Path, reinforce the need and value of organized study, of which the CIC is a working example.

Until recently, the college had a long history of awarding a relatively small number of degrees and certificates given the size of the college. This changed in 2012 when systems were enhanced so that the evaluation and awarding of degrees and certificates moved to an institutional (auto) awarding standard. Students are no longer required to submit a paper form in order to apply for graduation. Processes were developed allowing the Office of Student Records to track, evaluate, and award degrees and certificates as they are earned. The related indicators of achievement meet the performance targets and are anticipated to do so in the future.

For students pursuing a Career Technical degree or certificate, employment may be the ultimate measure of student success. Record matching through the State of Oregon Employment Department indicates graduates are employed and on average, earning industry entry to mid-level hourly wages. Graduates in health related fields such as Dental Hygiene, Nursing and Radiography have the highest wages with median hourly rates of $35.14, $31.34, and $29.43, respectively.

Unlike credit enrollments, which increase during economic recessions, non-credit community education enrollments tend to decrease. The reverse is also true and applies to the current enrollment environment. The target was met for the associated indicator of achievement; however, the measure does not substantially contribute to determining the accomplishment of the Student Success core theme objective. Thus, a revised or new indicator will replace this measure in the future.

Student Success Summary	
Indicators of Achievement	Findings
75% of attempted credits are successfully completed	% A, B, C, P grades of total grades awarded: Fall 74% (2013) 74% (2012) 76% (2011) Winter 75% (2014) 75% (2013) 76% (2012)

Status: Target Achieved	Spring 74% (2014) 74% (2013) 73.5% (2012) Source: GradeTrendsbyReimCategory.xlsx

Former developmental student course success is similar to non-developmental students
 	
Status: Target Partially Achieved
	Pass rates in college level courses by students with and without prior developmental course preparation
	
	Math 111:
	  62% w/MTH 95 58% w/out MTH 95
	  58% w/MTH 65 66% w/out MTH 65
	
	Writing 115:
	  75% w/WR 90 73% w/out WR 90
	
	Writing 121
	  64% w/WR 90 69% w/out WR 90
	
	Source: DevEdTrackingReports folder

The combined graduation and transfer rate meets or exceeds the national average rate based on all 2-year postsecondary institutions *Status: Target Achieved*	Student Right to Know Graduation Transfer Rate (150% Time to Completion) PCC cohorts: 34% (2010), 30% (2009), 36% (2008) National Avg: 32% (2010), 33% (2009), 34% (2008) Source: SRTK_History.xlsx IPEDS Trend Generator (select "Show Trend")
The ratio of the total degrees and certificates awarded to credit headcount meets or exceeds recession high ratio *Status: Target Achieved*	Total Awards to Credit headcount: 2013-14: 5,515 to 55,378 2012-13: 5,356 to 57,197 Recession High (*2011-12) 4,261 to 59,520 Source: Award Trends, Credit Headcount Trends
80% of graduates of career technical education programs are employed *Status: Target Achieved*	80.5% of CTE completers were employed 20+ hours per week (47% working 35+hrs/wk and 33% working 20-35 hrs/week) earning a median hourly wage of $17.16 Source: Employment outcomes, Prior Year Reports
The ratio of new to former students in continuing and community education courses is consistent over time. *Status: Target Achieved*	% of non-credit students who are first-time at PCC 33% (2013) 32% (2012) 31% (2011) 30% (2010) Source: NC_CU_Ratios.xlsx

Core Theme: Quality Education

Objective: Evaluations external to PCC grades confirm students master expected learning outcomes.

While grades reflect faculty determination of student achievement of course outcomes, assessment of student learning outside of traditional classroom or distance learning environments informs programs if curriculum and degree outcomes are appropriate for what is needed to be successful after transfer and in the workplace.

Students in many programs, including Nursing, Radiography, Ophthalmic Medical Technology, EMS/Paramedic, Paralegal, Medical Laboratory Technology, Automotive Service Technology, Dental Hygiene, Dental Assisting, and Aviation Maintenance Technology are required to pass national and/or state or industry licensure certifications and exams in order to work in their field. The average pass rate based on all programs combined, a state achievement compact measure, is consistently above 90 percent for the college. Programs monitor such external exams to determine what, if any, instructional changes can better prepare students for success. The following examples reported in program reviews or assessment reports, highlight such changes.

- Medical Laboratory Technology added a second general immunology lesson to support and improve student success on the national certification exam.
- Dental Hygiene faculty learned from a mock anesthesia board assessment activity areas where students were strong and weak in administering injections. Strategies were implemented to improve learning and 100 percent of students passed the Western Regional Examining Boards Anesthesia Clinical Exam.
- Ophthalmic Medical Technology added Introduction to Pharmacology (MP 135), in winter term year one of the program to better prepare students for the pharmacology portion of the national exam.

Approximately 7,000 PCC students attend an Oregon or regional four-year institution the year following enrollment at PCC, of which 5,400 are "counted" as PCC transfers per university transfer definition. Compared to other transfer and native university students, former PCC students are academically successful and post-transfer earn an overall 3.10 grade point average. PCC faculty in disciplines such as business and economics have partnered with faculty at Portland State University to collect discipline- specific information.

Quality Education Summary	
Indicator of Achievement	Findings
Maintain student high average pass on state and/or national licensure and certification exams.	PCC student licensure/exam average pass rates: 2013-14: 93% 2012-13: 92% 2011-12: 94% 2010-11: 92%
Status: Target Achieved	Source: 2012-13, 2011-12 p.1, 2010-11 print p.9

The grade point average of PCC students after transfer is higher than the average for other transfers and native university students in the Oregon University System. *Status: Target Achieved*	Grade Point Averages: 2012-13 PCC Transfer: 3.10 OUS Comp: 3.05 2011-12 PCC Transfer: 3.12 OUS Comp: 3.05 2009-10 PCC Transfer: 3.09 OUS Comp: 3.03 Source: OUS Transfer GPAs, OUS_GPA_report_1011_1112.pdf OUS_gpa_report_0809_0910.xlsx

Core Theme: Economic Development and Sustainability

Objective: Academic, training, and business development programs address the changing community workforce needs while college practices contribute to a sustainable environment.

The CLIMB (Continuous Learning for Individuals, Management and Business) Center for Advancement is the entrepreneurial and professional training division of the college and is uniquely positioned to support this core theme. CLIMB's strategic plan provides direction for fulfilling the center's mission to "partner with business and industry to provide leading edge training and education for economic and professional vitality" and is demonstrated in the following examples.

- The Institute of Health Professionals training ranges from entry-level to continuing education of working professionals. In addition to in-class instruction, 39 of the Institute's courses are also available in alternative formats such as online or hybrid to better meet student course taking and learning preferences.
- The Small Business Development Center (SBDC) is a recipient of the 2014 SBDC Region 10 Excellence and Innovation Award, a recognition for excellence in service delivery and innovation. The SBDC successfully meets the Small Business Association annual performance metrics, also a core theme indicator of achievement.

PCC also supports workforce development through contracts to provide Workforce Investment Act services in WorkSource Centers located in Beaverton-Hillsboro, Tualatin, and Central Portland. Reporting metrics include such measures as customer engagement to begin training, training completion, and ultimately, employment in a training related field. The later, a core theme indicator of achievement was successfully met in the recently completed reporting year.

The goal of the PCC Sustainability program is to shift PCC's operational practices and academic programs to address concerns of the earth, the economy, and social equity. The following is a partial listing of the numerous activities and initiatives supporting this goal and core theme.

- All new buildings built since 2008 as part of PCC's Bond Program are at least LEED Silver certified.

- Campus Green Teams promote and monitor sustainable practices, including reducing energy consumption and waste as well as increasing recycling.
- PCC's Transportation Demand Management Plan has as its goal reducing single occupancy vehicle commuting and promoting use of public transportation, bicycling, walking, and other modes of transportation.
- Seven "Green" outcomes were developed to guide the using of new sustainability curricula in courses.
- A Sustainability Focus Award, implemented fall 2013, recognizes students who have completed a broad range of sustainability related courses.
- In 2013, the college received a Silver Level Rating (improvement from 2012 Bronze Level) on the Sustainability Tracking, Assessment & Rating System (STARS), a framework for colleges and universities to measure their sustainability performance.

PCC's Climate Action Plan is a comprehensive report outlining how the college intends to reduce its greenhouse gas emissions to goal levels of 40 percent below 2006 levels by 2030. It reports the college's most comprehensive greenhouse gas inventory to date, including the college's supply chain emissions with all other pre-reported sources of emissions. The updated plan and analysis of college operations indicate PCC is on track to achieve the 2030 emissions reduction goal.

Economic Development and Sustainability Summary	
Indicator of Achievement	Findings
Expand CLIMB training offerings beyond traditional classroom instruction to include online, hybrid, experiential, and case studies	*Status: Pending a target for point of comparison.* In addition to in-class instruction, 39 of the Institute of Health Professionals courses are also available in online or hybrid formats to better meet student course taking and learning preferences.
The Small Business Development Center successfully meets the SBA annual performance metrics. *Status: Target Achieved*	The SBDC surpassed 11 of the 17 SBA reporting goals. The Center received the 2014 SBDC Region 10 Excellence and Innovation Award. Source: SBDC Award Announcement
The percent of Workforce development training completers employed meets or exceeds the performance metric goal. *Status: Target Partially Achieved* *(The measure was reworded*	In 2013, the percent of WorkSource training graduates employed in a field related to their training exceeded the goal set for that year. However, in 2012, the percent of WorkSource training graduates employed did not meet that year's performance goal. Source: WIA funded program performance metrics,

to align with external *reporting standards.)*	Regional Totals
Increase number of green completers proportional to growth in green course offerings.	*Status: Excluded from analysis* Available data did not consistently meet the "meaningful, assessable, and verifiable" criteria. The indicator of achievement is in need of updating.

Summary

The planning for core theme programs and services is primarily driven by the collective and integrated findings from Academic and Student Services Program Reviews and annual learning assessment reports. Quantitative and qualitative data are used to determine to what extent programs and services are meeting stated outcomes, areas of success, and those needing improvement. The analysis and syntheses of these data help ensure all align and directly or indirectly contribute to the accomplishment of core theme objectives.

Standard Four: Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23

22. Student Achievement

Portland Community College identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it is demonstrated that students who complete their programs achieve these outcomes.

23. Institutional Effectiveness

Portland Community College systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and core themes, and periodically publishes the results to its constituencies. Planning with corresponding evaluation is widespread and includes but is not limited to academic planning, facilities master planning, technology planning and business continuity planning. Each independently and collectively support the college mission, goals and core themes. Monitoring of community needs, the state economy, Federal/legislative changes and state funding is on-going to determine potential impact on mission achievement. Results are formally presented to the board of directors with numerous reports (which are generally more targeted at the operational level) provided to the college community.

Standard 4.A. Assessment

4.A.1 Data Collection and Analysis

The college regularly collects and disseminates information on the Office of Institutional Effectiveness website about a broad range of topics appropriate for evaluating the accomplishments of core theme objectives, identifying enrollment trends, understanding changing student demographics, and supporting assessment activities throughout the institution. Google Analytics report that this information was accessed by 2,703 individuals for a total of 39,879 page views during the 2013-2014 academic year.

Enrollment Reporting begins two weeks prior to the start of each academic term and is updated at specified intervals throughout the term. Internal reports are designed to support college and campus-level needs with enrollments detailed by campus as well as the college as a whole. In addition to being available on the college website, enrollment updates are also "pushed" out via email to 87 departments and employees who have requested this reminder.

Updated annually, the college eFactbook contains data in both visual and tabular formats. Five-year data trends are included on such topics as student headcount, FTE

by program area, traditional and non-traditional student enrollment patterns, course taking by time of day, and distance learning enrollment.

More than 130 subject specific Program/Discipline Profiles are available and updated each year. Academic programs and disciplines use this information in the program review process, the primary means for college evaluation of programs and services. The profiles were originally created to support this process but now serve multiple purposes for a variety of different audiences and uses.

Reports on student outcomes in the form of successful course completion, next term retention, degree attainment, university transfer, and employment are all forms of student success and critical to mission fulfillment. PCC's Achievement Compact includes similar measures and is submitted to the Oregon Legislature each year. The following list highlights additional types of regularly collected data available on the college website.

- Fact sheets profiling Credit, Non-Credit, and Distance Learning students are created each term with college and campus-level details. Percent change comparisons to prior year indicate if data are fairly consistent or changing from year to year and in what direction.
- Maps are updated every other year to display campus attendance patterns by student home zip code. Distributions confirm the importance of surrounding community populations to campus selection.
- Each fall, a profile summary is created of recent high school graduates enrolled at the college. Another report counts recent graduates by high school attending PCC.

Findings from qualitative research further enhance college knowledge and understanding of accomplishments and where improvements are still needed. Numerous proprietary surveys have been administered over time including the Noel-Levitz Student Satisfaction Inventory, Community College of Student Engagement, and Survey of Entering Student Engagement. In recent years, research addressed PCC specific and frequently unique, needs through customized surveys. Examples of survey topic areas are listed by general purpose category below.

- Specific Student Populations (Veterans, Non-Returning Students, Health-Related Majors, and Distance Learning Students)
- Program Review and/or Assessment (Fitness Technology, Chemistry, Career Guidance, Psychology, English Literature and Writing, Sociology, Library 101, Art, Business Administration, and Math)
- Community Needs (Vernonia, Newberg/Dundee, and Sherwood)
- Miscellaneous (Internationalizing the Curriculum, Faculty Training Survey, Cascade Career Fair, Physical Science Tutoring, New Bridge Online Newspaper, Science Faculty Mentoring, and Gender Neutral Restrooms)

As described above, the college practices on-going systematic collection and analysis of quantitative and qualitative data. Collectively, the data provide a comprehensive basis for evaluating accomplishment of core theme objectives and thus, mission fulfillment.

4.A.2, 4.A.4, and 4.A.6 Assessment of Programs and Services

The Academic Program Reviews and Student Services Program Reviews are the primary means to evaluate achievement of program goals and intended outcomes. The combined effectiveness is critical for the college accomplishment of core theme objectives.

Academic Program Review

All of the academic programs engage in an ongoing cycle of program review which includes a comprehensive self-study, report and presentation to college leadership every five years. Each Subject Area Committee (SAC) follows a prescribed program review outline which addresses numerous topics such as program goals and objectives, curricular changes, assessment of student learning outcomes, faculty composition – to name a few. CTE program reviews include additional topics such as advisory committee engagement, student selection, enrollment patterns, completion, and job placement.

All Program Reviews conclude with faculty-generated recommendations for improvement, some of which are self-directed, and others that require administrative support. These recommendations are incorporated into planning and resource allocation considerations and decisions at the both the campus and college levels.

The SAC engages as many full and part time faculty as possible in the program review process and in the presentation made to key administrators and stakeholders. Each Program Review receives an Administrative Response developed by the campus deans of instruction and the college dean of academic affairs which is posted with the Program Review on the public website.

The information obtained from program review has been important in developing a more complete picture than would be obtained through enrollment patterns, graduation statistics or even assessment of student learning alone. It allows the faculty to contextualize the data, and identify more holistically the needs of students in the various programs, and has a major impact on program planning and resource allocation. It is an important mechanism for bringing both the achievements and needs of individual programs to a broader audience, since the deans and campus presidents generally read the review and attend the presentation, as well as district administrators and support staff in many areas.

At the end of an academic year, Academic Affairs reviews all of the Program Reviews and identifies key themes for each section. The recommendations continue to receive focus following the program review period to document progress and in some cases, the decision to not pursue the original recommendation as planned. Roughly a year after the Program Review, Academic Affairs obtains an update on each recommendation from

the dean(s) responsible for each program. Both of these documents are also posted at the bottom of the [Program Review Index page](#).

The Program Review process itself is reviewed annually and has undergone iterative changes as a result. Each summer the deans of instruction, dean of academic affairs, director of institutional effectiveness and the vice president for academic and student affairs review and revise the outline template and content to reflect evolving needs. For example, when the process for annual reporting on assessment of student learning was new, SACs were asked to include detailed results in the program review. As time passed and multiple years of work collected, SACs were asked to summarize those results. Now that numerous years of assessments have been [completed](#), SACs reflect on the process, citing one or two highlights.

The continuous improvement of the program review process results in specific models for each academic year. The current and prior years' models are located at bottom of the [Program Review Outline and Logistics](#) page.

Student Services Program Review

[Student Services Program Reviews](#) have been conducted on a regular basis since 2001. Similar to the academic programs, the Student Services program review process includes a comprehensive self-study, report and formal presentation. The review [guidelines](#) describe the elements to be included in the final report and a process checklist to support organization and timely completion of the study.

Program staff and administrators work collectively with district colleagues for a unified college approach to the review. The process of self-evaluation and discovery promotes improved program outcomes through measurement against service standards and high impact practices, analysis of impact on student learning and development, and consideration of resources for mission fulfillment. Each report concludes with recommendations that are addressed in writing, in the administrative response. Many are incorporated into planning and/or future resource allocation considerations and decisions.

The program review guidelines are periodically reviewed and revised. More recent additions stipulate that departments identify student learning and program (service) outcomes and include a "synthesis of assessment and analysis" of the annual assessment reports. The templates for annual assessments map department outcomes to PCC's core themes, core learning outcomes and five-stage Student Success Framework ("[The Panther Path](#)"). This linkage denotes the significance of the achievement of program (service) outcomes to the ultimate attainment of core theme objectives.

4.A.3 Documentation of Achieved Courses, Program, and Degree Learning Outcomes

Under the PCC model for assessment of student learning, faculty members in the Subject Area Committees (SACs) determine the assessments, evaluation tools, and process. They conduct the evaluation, tally the results, analyze the results, and report findings. This system promotes faculty ownership of the assessment process. Since the 2009-2010 academic year, the Learning Assessment Council (LAC) has called upon SACs to conduct and report assessment on an annual basis. The LAC focuses on the college institutional student learning outcomes known as Core Outcomes.

The first year, all SACs were directed to assess Critical Thinking and Problem Solving. This Core Outcome was chosen because the LAC noted it would resonate with nearly every program and be valued by nearly every instructor. That first year, SACs were asked to plan and implement one assessment and describe what was learned, including possible assessment improvements for the next year. Approximately 60 percent of SACs submitted an assessment report. Then the LAC recruited faculty to attend a peer review session, in which teams would read, reflect, and comment on these reports. These teams submitted their observations and comments to the LAC leadership, who created specific feedback for each SAC.

PCC has been on a strong track of continuing improvement with evidence of developing faculty knowledge and skill in assessment. In winter 2009, before the first peer review, faculty who developed expertise in assessment principles and methodology began teaching an assessment course to provide professional development for other faculty; this course has been offered at least once, sometimes twice, a year.

It is important to note that the peer reviewers are not assessment experts, but faculty members who are building their knowledge through this professional development opportunity. These interested faculty members are asked whether the data provided in assessment reports seems appropriate and a satisfying indication of student achievement and/or actionable information. This faculty-led approach is rooted in the belief that that intelligence, curiosity, and desire for excellence will encourage faculty to strive for better and better assessment methodologies and results, and that having some freedom to develop these methodologies for themselves will result in greater faculty engagement. PCC has also made point of recognizing SACs with exceptional performance in different aspects of assessment such as design, execution, analysis, and actions taken. The recognition, though small (a certificate, a shout-out at in-service, a small bag of candy) is valued; SACs proudly note their assessment awards in their Program Reviews.

This system of annual reporting at the end of the academic year, with peer feedback provided to SACs at the beginning of the next fall term, has been consistently followed and incrementally modified over the last several years. Continuing to refine both the process and the stated expectations for SACs, the LAC has modeled several elements of appropriate assessment, including sharing the rubric with the faculty whose work

would be assessed by it, norming the peer reviewers on the rubric, checking for inter-rater reliability, and reporting scores and comments to the faculty each year.

In summer 2010, the college received feedback from NWCCU to "hasten our progress" generally, and address degree and certificate outcomes specifically. Career Technical Education (CTE) SACs were redirected to focus on the specific outcomes of their degree and certificates, and Lower Division Collegiate (LDC) SACs to choose two different Core Outcomes for their 2010-2011 assessment work. All SACs were asked to provide a multi-year plan for how they would assess the Core Outcomes (LDC) or AAS outcomes (CTE) over the next few years. In addition, the report template was modified to more clearly ask SACs to identify improvements to the assessment process and changes needed to improve attainment of student learning outcomes.

For the 2013-2014 academic year, the LAC noted that the reports did not reflect the desired development in professionalism and capacity for assessment, so the committee instituted a different reporting instrument with specific questions (including information about population, sample size and selection) to guide and improve the quality of the assessments. SACs were given the option of using the new form or the old, and the peer review process was modified to respond to both kinds of reports.

Two years ago, the LAC transitioned from ad hoc advisement into a cohort of assessment coaches, each assigned to a set of SACs to help with assessment challenges. By increasing the number of faculty who have served as coaches and have taken the course, the college is moving towards the ideal of having at least one skilled and knowledgeable faculty member in each SAC leading assessment efforts.

All of the Assessment Plans and Reports are posted on the public website.

With regards to demonstrating achievement of student learning outcomes, PCC has some areas of comprehensive excellence. Some CTE SACs assess all of their degree outcomes for all students every year and use that information both to demonstrate student mastery and point to targets for improvement. (From the Index of CTE Reports, see Auto Collision Repair Technology, 2014 EOY Report.) Some of the large and complex programs have focused on a set of degrees/certificates or outcomes in successive years. (See the CAS/OS 2015 Program Review, pages 7-11). In the 2014 reporting year, CTE SACs were given permission to report just the scores for all outcomes and then describe more completely the methods, results, and planned improvements for two "focal outcomes." While most CTE SACs choose focal outcomes that overlap with score reports for degree/certificate outcomes, they have the flexibility to examine a focal outcome in a course with a known issue or concern that may not be at the capstone level.

The LDC SACs have had a different set of challenges. Charged with assessing the Core Outcomes, they have been asked to assess two per year. Because the Core Outcomes were intentionally written in general terms, the faculty in each discipline have had to try to come to some agreement as to what each really "looks like" in their context, and what level of achievement they would expect in which courses. This is

made more difficult by the fact that LDC programs have neither majors (by Oregon Administrative Rule) nor capstone courses. Also, the students in any given course may be just starting college classes or nearly ready to transfer, and may have taken many courses in the discipline or just this one.

Over the last two years, a group of faculty leaders from the Educational Advisory Committee (EAC) and the Learning Assessment Council (LAC), supported by the dean of academic affairs and the director of curriculum, has been considering how to better integrate assessment into established curriculum processes at all levels.

One early outcome of the work was the finding that many faculty were struggling to assess outcomes that are fundamentally aspirational in nature, and virtually impossible to assess, but still of great value to faculty. This led to identification of an "aspirational goal" field in Course Content and Outcome Guides, allowing faculty to retain the value, but not the implicit responsibility to assess.

Another finding was that some of the Core Outcomes do not align very well with the imperatives of disciplinary practice (Cultural Awareness in chemistry?) or need very nuanced interpretation (What does Communication look like in art, or dance, or in math?), so the responsibly and/or mechanism to meaningfully measure these outcomes has been a source of tension.

The EAC/LAC Integration Committee is preparing to lead a college-wide re-evaluation of Core Outcomes, including whether PCC has the right ones and how faculty can best address and assess them. This committee is also learning about other general education models via AACU conferences and workshops. There are pros and cons for restructuring general education; however, this group sees mainly pros. While committee members carry out this self-reflective process, they are continuing to require, evaluate and give feedback on annual assessments done at the level of the SAC.

PCC has chosen to have faculty lead all aspects of assessment work. While this is a recommended approach by the AACU and other assessment leaders and organizations, this approach is slower, given the need for professional development of faculty. Given the size of this institution, the LAC has focused on the prerequisite of getting better at asking what faculty members need to know about student achievement and how they can best measure it. Recent experience with the Multi-State Collaborative for Assessment of Student Learning Outcomes (described in the response to Recommendation 1), current investigation into software for assessment, and faculty leaders attending general education revision conferences will help the college move beyond foundational work to an institutional approach that is robust, meaningful, and more effectively drives improvement in student learning.

4.A.4 Alignment, Correlation, and Integration of Programs and Services

See 4.A.2, 4.A.4, and 4.A.6 Assessment of Programs and Services

4.A.5 Alignment of Planning

As a large, multi-campus college, the alignment and integration of planning, resources, capacity, practices and assessment requires coordination of most if not all functional units within the college. The college governance structure described in Standard 2.A.1 and several other groups such as Subject Area Committees, create a framework for coordination.

Frequent communication ensures this structure is effective. For example, each month campus deans of instruction meet with the college dean of academic affairs and campus deans of students meet with the college dean of student affairs. All ten of these senior administrators meet monthly with the vice president of academic and student affairs in the Academic and Student Affairs Council to plan, budget, coordinate and problem solve. Additionally, these administrators meet monthly with the Budget Planning Advisory Committee and the Education Advisory Council to discuss and receive feedback on policies, resources allocation, and alignment across the college. The president and cabinet, of which the vice president of academic and student affairs is a member, meet weekly and are updated accordingly.

A formal structure for sharing evaluation results further aligns planning and the college capacity to achieve program and service outcomes and ultimately, college goals. In addition to being available on the college public website, the following graphic details how results from evaluations such as program reviews and assessment reports integrate within the college leadership and planning framework.
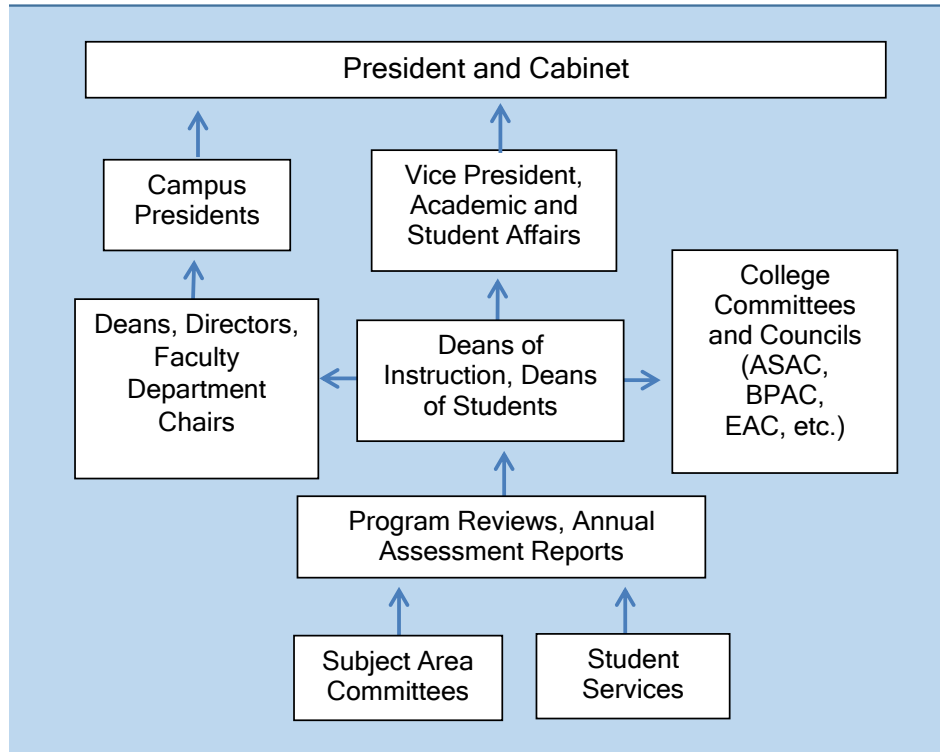
Standard 4.B Improvement

4.B.1 Meaningful Assessment Results

See 3.B.1, 3.B.2 and 3.B.3 Core Theme Planning and Assessment

4.B.2 Assessment of Student Learning

Since starting regular and systematic assessment reporting, PCC has placed strong emphasis on using the results of assessment to inform and improve teaching. Not only have the SACs been specifically asked to identify changes that will be made to support student achievement, but they are asked to follow up on changes if progress has been made. (An assess-reassess cycle that was informal at the beginning has been more explicitly required in recent years).

Assessment results are posted annually on the PCC public website and summarized in Program Reviews (in five-year cycles), which are also posted publicly. In Program Review, SACs have been asked for examples of "assessment-driven changes" to curriculum and instruction or learning support.

While initially they interpreted this much more broadly than was intended, offering advisory committee directive or changing student demographics as the motivation for change, they now are identifying assessment findings as the reason for the change more frequently. For example:

- Assessments focused on Cultural Awareness in World Languages in 2012 courses revealed the unhappy finding that students taking French were largely unaware of the greater Francophone world. As a consequence, the faculty in French researched and adopted a new textbook and implemented a service-learning project in which students translate young women's stories in an online community called World Pulse, based in the Democratic Republic of Congo. (see World Languages 2014 Program Review)

- In Auto Collision and Repair, the graphic display of assessment results (a table of skills vs. students) allowed analysis in both directions - revealing areas in which many students missed one or more skills, or in which selected students missed many skills. Analysis revealed that the students having greatest difficulty were students for whom English was not their first language. To address this problem, the program's learning skills specialist met with students to learn more about what they were finding difficult and as a result, created posters that show tools with their English names posted throughout the shop. (see Auto Collision and Repair Program Review)

- In 2014, the Computer Applications Systems SAC assessed outcomes in the capstone course for their Website Development and Design two-year degree. Student portfolios were assessed by advisory committee members using a scoring rubric. As a result of this assessment, the SAC found that students were scoring low in design skills and knowledge of JavaScript and PHP. In response, they created a new course that emphasizes design in which students create a mockup of their website design (see CAS Program Review)

As faculty become more comfortable reporting results that are less than perfect (not trivial given the accessibility of results and summaries to such a broad audience), and proposing solutions that they can follow up on in subsequent years, direct assessment should become increasingly significant, if not the driving force, behind changes to teaching and learning.

Standard Five: Mission Fulfillment

Executive Summary of Eligibility Requirement 24

24. Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Standard 5A Mission Fulfillment

5.A.1 and 5.A.2 Evidence-Based Assessment

Portland Community College has a long tradition of [Institutional Effectiveness Reporting](#) to the board of directors on the accomplishment of board-defined college goals. Traditionally, the board received a report with a formal presentation on one of six goals approximately every other month. At the conclusion of each reporting cycle, the reports were compiled into a single comprehensive summary.

Assessment and reporting of accomplishments began to change and expand when the state legislated annual [Achievement Compacts](#) in 2012. The college is required to provide 88 projections and 88 targets on performance metrics, which must be formally approved by the board of directors. Supporting the board interest and understanding of this complex matrix of data that may be relevant to outcomes-based funding, a topic being discussed at the state level, became a significant focus of institutional effectiveness reporting.

College assessment and reporting of accomplishments continued to evolve with the introduction of core themes and indicators of achievement. The core theme framework replaced the prior goal reporting structure. Moreover, the core themes were assessed as a group rather than one at a time as had been done with previous reporting on college goals. The [first report](#) was completed in May 2014. It detailed college performance for each indicator of achievement and showed the need to redefine some indicators to better fit the changing environment or respond to data availability.

As described in Standard 1.A.2, PCC defines mission fulfillment as successfully meeting 75 percent or more of indicators of achievement performance targets. Each indicator with trend data (when available) and attainment status is detailed in Standard 3.B with the exception of two indicators that failed to meet the "meaningful, assessable, and verifiable" criteria. The remaining fourteen indicators by core theme are summarized in the following table.

Core Theme	Status
Access and Diversity	2 of 3 Targets Met
Student Success	5 of 6 Targets Met
Quality Education	2 of 2 Targets Met
Economic Development and Sustainability	2 of 3 Targets Met
Mission Fulfillment 11 /14 = 78.5% The college meets mission fulfillment expectations.	

5.B Adaptation and Sustainability

5.B.1, 5.B.2, and 5.B.3 Evaluates, Documents and Monitors Adequacy of Resources, Capacity, and Planning Practices Within Internal and External Environments

As previously detailed, academic and student services program reviews and annual assessment reports collectively indicate if the college has the capacity to achieve the core theme objectives and college mission. The resulting recommendations, at times, are requests requiring financial investment, such as the hiring of faculty, purchase of new equipment, and expansion or updating of classroom and lab facilities. These requests are summarized and where appropriate, prioritized within the campus or college budgeting process.

The college budgeting process, described in Standard 2.F, involves maintaining short- and long-term views of the budget and preserving sufficient reserves to ensure needed resources are available for fulfilling the college mission. Evaluation of adequacy of resources is closely tied to continuous evaluation of factors that influence funding. The college regularly monitors the quarterly Oregon Economic and Revenue Forecasts and annual funding levels determined by the state legislature to adjust budget forecasts, when needed. Additionally, the college is now budgeting for a lower enrollment number given past enrollment patterns during times of economic recovery.

Evaluation of the campus budget allocation process led to the transitioning from the heavy reliance of "margin" dollars to an increased base budget with enrollment targets set by the cabinet. Margin dollars as a percent of campus budgets increased from 10 percent to almost 40 percent due to the recession related enrollment surge. While this enabled campuses to address high enrollment demands, the model was not sustainable from a college fund balance perspective. Campuses are now better able to plan given a known budget is in place and the college can make strategic investments where needed.

The college collects and disseminates information on a broad range of topics described in Standard 4.A.1 for evaluating the accomplishments of core theme objectives. This same information also provides insight into the internal college environment, such as fluctuating enrollment patterns, shifts in student demographics, and the impact of process or policy changes on student success.

Likewise, understanding the college external environment is equally important and made possible through the collection of information from numerous sources.

- Relevant information is regularly updated and available in the Community Outlook reports collection. The latest Environmental Scan is included and addresses such topics as population demographics, workforce projections, and Oregon community college enrollment trends.

- Through the Portland Area Career Technical Education Consortium (PACTEC), relationships have been built with nearly all of the secondary schools in the college district to regularly assess opportunities and update offerings for dual credit and career technical programs of study.

- Career and Technical Education program advisory boards provide a real-world perspective of current business, industry, labor, and professional employment needs. Moreover, college relationships with the regional business community in collaboration with the Portland, Beaverton, Hillsboro, and Forest Grove Chambers of Commerce, Portland Business Alliance, the Portland Workforce Alliance, and many others further advance the college understanding of the economic, educational, and training needs of the metropolitan Portland area.

- PCC's Workforce Centers in Northeast Portland and Washington County, the CLIMB Center for corporate and contract training, and the Small Business Development Center all have strong ties to Portland's Workforce Investment Board, WorkSource, Inc.

- Educational reform continues to impact Oregon post-secondary education. Recent legislation (HB 3120) shifted community college governance and reporting representation from the Community College and Workforce Development agency to the newly created Higher Education Coordinating Committee (HECC). With a member of the President's Cabinet attending each HECC committee and subcommittee meeting, PCC leadership receives real-time updates on the changing higher education landscape.

- College leaders are active in several state-level organizations as well. Deans of instruction regularly attend meetings of the Oregon Council of Instructional Administrators, and deans of students are active participants in the Oregon Council of Student Services Administrators. College and campus presidents routinely engage with the Oregon Community College Association.

Information is exchanged through the college governance committee and council structure described in Standard 2.A.1, the Institutional Effectiveness website, email communications between the president and college community, and in-person "Campus Conversations" with the president. The PCC Board of Directors maintains a current understanding of the environment through informative reports presented at monthly board meetings, special topic work sessions, and periodic board retreats. Thus, leadership is prepared to assess the PCC's strategic position and define or redefine if needed, the future direction of the college.

Conclusion

The mission statement and related core themes were approved by the Portland Community College (PCC) Board of Directors on October 14, 2010. The college's core themes, corresponding objectives, and indicators of achievement represent all essential elements of PCC's mission statement, and they are meaningful to the organization in terms of the ways PPC measures progress toward mission fulfillment. This report is respectfully submitted with substantial evidence that Portland Community College is fulfilling its mission.

Portland Community College's Strengths

PCC employees place student learning first and foremost. The faculty-led Learning Assessment Council is a representative body of faculty, supported by administrators and staff, who provide academic leadership college-wide as faculty in the Subject Area Committees (SACs) develop meaningful learning assessments in their programs and disciplines. From the beginning, the Learning Assessment Council invited faculty to interpret the Core Outcomes in context and find or create assessments that were meaningful within their individual program or discipline. SAC assessment reports are submitted at the end of each academic year. These are monitored regularly and provide rich on-going discussions among faculty and with their administrators. In a few instances, early signs that a program needed to be revised have surfaced. Administrators have placed these programs on a "watch list," and deans work closely with faculty to ensure that the necessary changes are made.

Every five years, the SACs conduct a formal program review, and the assessment reports for the five previous years are included. There have been remarkable improvements in the program reviews with very substantial and compelling information and data that influence academic planning and (re)directing of resources. The administrative responses to program reviews have also improved. They are more expeditious, so faculty members receive feedback sooner, and expectations can be managed more appropriately. Assessment of student outcomes and program reviews are collegial and impactful. PCC is very proud of the work faculty members do to make students' educational experiences significant.

In the spirit of continuous improvement, the institution has continued to review the learning assessment process and the subsequent results. First, a random review of 70 Lower Division Collegiate (LDC) and CTE program assessment reports was conducted in 2014. This research was completed to create a model of student outcome attainment rates that could generalize beyond the limited data that was included in the analysis. This model provides more reliable estimated outcome attainment rates across the institution. The findings of the research suggest 70 to 80 percent of students completing LDC classes attain the outcomes in each course. Similarly, 82 to 90 percent of students in CTE classes do.

Second, the Learning Assessment Council and Educational Advisory Council are jointly revisiting and reconsidering the Core Outcomes. A committee is researching sets of outcomes that may be more useful across a diverse college-wide curriculum and expressed in a way that gives clearer guidance for assessment and developing appropriate benchmarks of achievement. Faculty members now have a better sense of broad (as opposed to classroom-based) assessment and how to do that well. They also recognize that some of the Core Outcomes are not engaged throughout the curriculum and that this issue needs to be addressed.

Third, the college is participating in a national pilot project that is predicated on the notion that expectations of student achievement should be congruent not only within an institution, but across states and sectors of higher education. The Multi-State Collaborative for Assessment of Student Learning, sponsored by the State Higher Education Executive Officers and the American Association of Colleges and Universities, is testing the feasibility of evaluating authentic student work from faculty-specific assignments embedded across a large variety of courses and disciplines using a common tool. This collaborative is working to answer questions such as, "Can student work generated in a sociology class be properly evaluated by faculty from other disciplines?" "Can faculty from different disciplines come to a common understanding and agreement on established targets for student performance?" This work is presently ongoing.

Faculty continue to step forward to provide consultative feedback to their colleagues, and others have been trained to help facilitate conversations within the SACs in order to cut through biases and obstructions that sometimes derail the best-intended discussions. Overall the assessment of learning process is challenging faculty to face the data and work in collaborative ways that have resulted in changes in pedagogy and content to improve the delivery and receipt of education and knowledge. Some faculty members feel the pressure to work differently and sometimes feel that this is adding to their workloads. However, many are beginning to see the benefits of this work and are encouraged.

Student services conduct program reviews, and the same interaction between faculty, staff, and administrators occurs. The student services program reviews look to the Panther Path as a guide to how students' progress through the college. Student services staff members map their efforts to the student journey from admission to graduation. This work is driven by data and is very meaningful to the entire PCC community.

A more expansive student evaluation process for credit courses has been implemented, and in collaboration with faculty, administrators continue to improve the process and results. Representatives of the Faculty and Academic Professional Federation continue to be supportive of this plan and instrumental in communicating with their membership.

Portland Community College's Challenges

PCC is a complex, dynamic organization. The administration works hard to ensure that there is the inclusiveness that is expected in a higher education shared governance

environment. Communication plans are sometimes more complex than the new initiatives they are intended to support. The college has begun to build a support infrastructure that is not a burden to progress and flexibility. Under the administration of Dr. Pulliams, communication channels were pointed toward external constituencies with emphasis placed on fundraising for student scholarships. When Dr. Brown arrived, internal constituents articulated an important need for improved internal communications as well. Dr. Brown charged Chief of Staff Traci Fordham, Ph.D., to create and lead an internal communications committee made up of advancement and public affairs staff to address the internal need for communications and information. As expected, with the economic recovery, many retirements are occurring and the national community college workforce is beginning to shift again. As a result of many retirements, new people are being hired in remarkable numbers. As they take their placed in this complex organization, they are making concerted efforts to learn, understand, appreciate, and capitalize on the various communication avenues and processes that will ensure success within the PCC organization. All of these efforts are well underway.

The past five years of the recession has had an incredible impact on the organization with 40 percent growth, reduction in state allocations, and greater federal and state scrutiny. PCC managed to meet this huge educational demand while meeting all accountability measures and still adhering to the principle of continuous improvement in college functions, teaching, and learning experiences.

Educational reform in Oregon is still ongoing, and yet at the time of this report, it is still very uncertain. Achievement Compacts have been created for each community college, university, and K-12 school district for the purpose of advancing progress toward completion through performance funding under 40-40-20. PCC plays critical roles in each of these segments. PCC prepares transfer students, which helps universities meet their 40 percent goal. The community colleges' portion of 40 serves as an element of accountability through degree and certificate completions, along with important momentum points like transfers, dual credit, and student migration from developmental education into college-level coursework.

The K-12 achievement compact metric that impacts community colleges the most requires that high schools offer nine credits or three courses of dual credit opportunities to their students. There has been tremendous demand among 51 district high schools for PCC to offer dual credit opportunities. Administrators have been diligent to ensure that the college provides quality educational opportunities to this particular population while still remaining compliant with accreditation standards. PCC stands behind the instructor qualifications determined by our faculty; however, other institutions in Oregon have been much more creative in how they award credit. PCC is experiencing tremendous pressure to ease instructor qualification requirements to a master's in education. Additionally, because high school students do not pay tuition and current PCC enrollments are above the state cap for FTE reimbursement, this development is an unfunded incentive for PCC.

The $374 million bond measure has provided PCC the opportunities to enhance capital and equipment necessary for preparing its students for the 21st Century workforce. PCC's current budgeting principles focus on the implementation planning associated with this bond to ensure the institution is able to support the new buildings operationally.

As mentioned throughout this report, strategic planning has been first and foremost on the minds of internal stakeholders as college-wide deliberations were facilitated around its development. Current allocations, and in some cases reallocations, of resources are tied to the current biennium budgeting around bond planning, learning assessment, program review, and growing the Southeast Campus location from a center to a comprehensive campus. A budget planning process is emerging with the new biennium to include tying some resources to new strategic initiatives and large equipment related to CTE programs. Funding for large equipment has rarely been available in the past. With contract negotiations also underway, PCC leaders must wait for the 2015 Oregon legislative session to come to a close and contract negotiations to be completed, both expected to occur in June 2015, before they can solidify the strategic-related budgeting process

Most of the new strategic themes appear to align well with current core themes. In an effort to reduce confusion between strategic themes and core themes, administrators had hoped to align accreditation reporting with college reporting on strategic themes. To do this, the leadership anticipates that there may be a significant change to the mission statement with the introduction of a new strategic theme, "Ignite a Culture of Innovation." The college will begin this process immediately in the fall term with board of directors and college-wide deliberations. However, should there be significant changes to the mission and core themes, PCC assumes that this will be a substantive change. The timing for a substantive change to be presented to the NWCCU Commissioners is June/July 2016 and will come after PCC's Year One Self-Evaluation Report is due in March 2016.