



PORTLAND COMMUNITY COLLEGE

**Year Six, Standard Two, Policies, Regulations, and
Financial Review (PRFR) Report**

Submitted to

Northwest Commission on Colleges and Universities

March 1, 2021

CONTRIBUTORS

President: Mark Mitsui

Accreditation Liaison Officer: Katy Ho, Vice President, Academic Affairs

Project Coordinator: Jan Wetzel Volinski

Cover Page and Photo Insert Page Design: Emily Smuddle

Technical Writer/Editor: Lori Gates

Section Contributors:

| | |
|-------|--|
| 2.A.1 | Katy Ho, Vice President, Academic Affairs Jessica Johnson, Director, Internal Audit Jeannie Moton, Exec. Coordinator, Board of Directors and College President Traci Fordham, Program Administrator, Office of the President Michael Northover, Chief Information Officer, Information Technology |
| 2.A.2 | Lisa Bledsoe, Associate Vice President, Human Resources |
| 2.A.3 | Lisa Bledsoe, Associate Vice President, Human Resources |
| 2.A.4 | Katy Ho, Vice President, Academic Affairs |
| 2.B.1 | Ann Cary, Interim Dean, Academic Affairs |
| 2.B.2 | Ann Cary, Interim Dean, Academic Affairs Josephine Pino, Instructor of Biology, Educational Advisory Council Chair |
| 2.C.1 | Ryan Clark, Dean, Enrollment Strategy and Services Ann Cary, Interim Dean, Academic Affairs Nikki Patterson, Interim Registrar |
| 2.C.2 | Ryan Clark, Dean, Enrollment Strategy and Services |
| 2.C.3 | Ryan Clark, Dean, Enrollment Strategy and Services Sonya Bedient, Dean, Academic and Career Pathways Guidance Nikki Patterson, Interim Registrar |
| 2.C.4 | Ryan Clark, Dean, Enrollment Strategy and Services Nikki Patterson, Interim Registrar |
| 2.D.1 | Kate Chester, Director, Public Relations and Community Engagement Ryan Clark, Dean, Enrollment Strategy and Services Greg Harris, Director, Marketing and Communications James Hill, Manager, Public Relations Luis Menchu, Manager, Web Services/Web Team |
| 2.D.2 | Katy Ho, Vice President, Academic Affairs Sylvia Kelley, Executive Vice President Tricia Brand, Chief Diversity Officer, Office of Equity and Inclusion Lisa Bledsoe, Associate Vice President, Human Resources Jessica Johnson, Director, Internal Audit Alex Baldino, Director, Compliance and Title IX Coordinator |

| | |
|---|---|
| 2.D.3 | Sylvia Kelley, Executive Vice President Lisa Bledsoe, Associate Vice President, Human Resources Jessica Johnson, Director, Internal Audit Mike Mathews, Manager, Purchasing |
| 2.E.1 | Dina Farrell, Associate Vice President, Finance |
| 2.E.2 | Eric Blumenthal, Vice President, Finance and Administration |
| 2.E.3 | Eric Blumenthal, Vice President, Finance and Administration |
| 2.F.1 | Lisa Bledsoe, Associate Vice President, Human Resources Cheryl Belt, Director, Employee and Labor Relations |
| 2.F.2 | Lisa Bledsoe, Associate Vice President, Human Resources Jackie Sandquist, Manager, Employee Engagement and Development Cheryl Belt, Director, Employee and Labor Relations |
| 2.F.3 | Lisa Bledsoe, Associate Vice President, Human Resources Jennifer de Laix, Director, Human Resources Administrative Services Alisa Hampton, Manager, Recruitment and Selection |
| 2.F.4 | Lisa Bledsoe, Associate Vice President, Human Resources Cheryl Belt, Director, Employee and Labor Relations |
| 2.G.1 | Ryan Clark, Dean, Enrollment Strategy and Services |
| 2.G.2 | Ryan Clark, Dean, Enrollment Strategy and Services |
| 2.G.3 | Ryan Clark, Dean, Enrollment Strategy and Services |
| 2.G.4 | Peter Goss, Director, Financial Aid and Veterans Services Ann Prater, Executive Director, PCC Foundation |
| 2.G.5 | Peter Goss, Director, Financial Aid and Veterans Services |
| 2.G.6 | Emmitt Wyche, Manager, Advising Program Todd Nashwa, Systems Coordinator, Student Success Management Sonya Bedient, Dean, Student Success |
| 2.G.7 | Andy Freed, Manager, Online Learning Technology Reet Kaur, Chief Information Security Officer, Information Technology Phil Christain, Interim Associate Dean of Students |
| 2.H.1 | Maria Wagner, Manager, Library Technology Kevin Edwards, Manager, Library Access Services Alan Cordle Villegas, Faculty Librarian Torie Scott, Faculty Librarian Michelle Bagley, Dean, Library |
| 2.I.1 | Rebecca Ocken, Manager, Planning and Capital Construction Michael Northover, Chief Information Officer, Information Technology Linda Degman, Director, Planning and Capital Construction |
| Recommendation 2: Embedded Related Instruction/Assessment | |
| | Ann Cary, Interim Dean, Academic Affairs |
| Recommendation 3: Facilities Master Plan | |
| | Linda Degman, Director, Planning and Capital Construction Rebecca Ocken, Manager, Planning and Capital Construction |



TABLE OF CONTENTS

| | |
|--|----|
| MISSION FULFILLMENT (EXECUTIVE SUMMARY)..... | 1 |
| INSTITUTIONAL REPORT CERTIFICATION FORM (ELIGIBILITY REQUIREMENTS)..... | 3 |
| STANDARD TWO: GOVERNANCE, RESOURCES, AND CAPACITY | 4 |
| Element 2.A ~ Governance..... | 4 |
| Element 2.B ~ Academic Freedom | 11 |
| Element 2.C ~ Policies and Procedures..... | 14 |
| Element 2.D ~ Institutional Integrity | 20 |
| Element 2.E ~ Financial Resources | 25 |
| Element 2.F ~ Human Resources | 32 |
| Element 2.G ~ Student Support Resources | 40 |
| Element 2.H ~ Library and Information Resources | 52 |
| Element 2.I ~ Physical and Technology Infrastructure | 58 |
| MOVING FORWARD..... | 66 |
| ADDENDUM: STANDARD TWO CHECKLIST | 67 |
| ADDENDUM: RECOMMENDATIONS..... | 76 |
| NWCCU Recommendation 2 - Embedded Related Instruction/Assessment..... | 76 |
| NWCCU Recommendation 3 - Facilities Master Plan | 78 |
| ADDENDUM: FINANCIAL STATEMENTS AND CERTIFIED AUDIT REPORTS..... | 80 |

MISSION FULFILLMENT (EXECUTIVE SUMMARY)

Portland Community College is Oregon's number one gateway to higher education and lifelong learning. The mission of Portland Community College (PCC) is to **support student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion**. As Oregon's largest post-secondary institution, PCC serves some 60,000 learners a year across a 1,500-square-mile district. Integrated planning activities across the College help ensure that long-term decision-making is strategic, inclusive, aligned with the budget, and mission-focused. These efforts reflect a larger intention at PCC to create a culture of planning and innovation.

After arriving at PCC in 2016, President Mark Mitsui drafted a [Work Plan](#), based on conversations across the district and review of existing strategic documents, which identified opportunity and equitable student success as key themes. Included in the plan was a timeline that aligned the next strategic plan, accreditation, and budget development. In 2017, in pursuit of equitable student success, PCC became an Achieving the Dream College. The College has branded this work [YESS](#) or Yes to Equitable Student Success.

Over the past two years, the focus of YESS has evolved along with the College's work to become a truly student-centered institution. This has meant examining ways in which the College is providing holistic student experiences and implementing [Academic and Career Pathways](#) (i.e., Guided Pathways). While the twin themes of opportunity and equitable student success resonated, it emerged that if PCC wanted to improve equitable student success at scale, the College also needed to look at how it was organized. The cumulative learning from these efforts identified how the shape of PCC's organization influences the student's journey (i.e., equitable student success).

It quickly became clear that reorganization of the college needed to occur to successfully achieve these outcomes. This past year, PCC has undergone a number of changes in process and structure. The focus was in Student Affairs, Academic Affairs, Planning and Capital Construction, Community Engagement, and other student support areas (e.g., Academic and Career Pathways, Advising, and Enrollment Management). The organizational restructuring, starting with Academic Affairs and Student Affairs, represents a major shift for PCC from operating as multiple, self-contained locations and identities to functioning as a single college with multiple points of entry and service for students along their identified academic and career pathways. This will strengthen PCC's commitment to becoming One College for Equitable Student Success ("One College") in which we collaboratively and consistently support the needs of our diverse students.

The One College reorganization--aligned and integrated with strategic and other planning efforts, YESS (organizing our curricula, instruction, and support systems through Academic and Career Pathways), and budget development--is PCC's blueprint to help ensure that long-term decision-making is strategic, inclusive, and mission-

focused. After more than a year, amidst a global pandemic, remote operations, racial unrest, and regional wildfires, PCC's [Strategic Planning Steering Committee](#) and work groups, reinforced by input and broad participation from the PCC internal and external communities, developed a strategic plan for the College that was approved by PCC's elected Board of Directors in November of 2020. The PCC [Strategic Plan 2020-2025](#) is a blueprint for the future, a set of agreed upon priorities that are intended to propel an organization forward with robust and bold plans for the future. At its heart are four major strategic areas of focus:

- **Belonging:** Transform our learning culture toward creating a sense of belonging and well-being for every student;
- **Delivery:** Redefine time, place, and systems of educational delivery to create a more learner-centric ecosystem;
- **Workforce:** Respond to community and workforce needs by developing a culture of agility; and
- **Enterprise:** Cultivate a long-term sustainable college enterprise.

To operationalize this new plan, each of the above themes and initiatives are tied to related action plans. These action plans will be prioritized, outlining the implementation and measurements of success within a technology system called Team Dynamics. The new strategic plan provides a tangible path forward to ensure PCC delivers on its commitment to opportunity and equitable student success for the students and communities it serves.

Standard Two explains how PCC is intentionally reimagining its college governance, student support resources, and resource allocations to provide the necessary scaffolding for continuous improvement in the four major strategic areas of focus and is completing foundational work for ongoing accreditation efforts (see the [Moving Forward](#) section in this report for information about this work related to improving institutional effectiveness, student learning, and student achievement).



INSTITUTIONAL REPORT CERTIFICATION FORM (ELIGIBILITY REQUIREMENTS)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Portland Community College

(Name of Institution)

Mark Mitsui

(Name of Chief Executive Officer)

A handwritten signature in black ink that reads "Mark Mitsui".

(Signature of Chief Executive Officer)

February 24, 2021

(Date)

STANDARD TWO: GOVERNANCE, RESOURCES, AND CAPACITY

The institution addresses each component of Standard Two in a concise and informative manner through narrative and appropriate hyperlinks to policies, website and Catalog pages, and other procedural materials. Additional guidance on required and suggested evidence may be found in the NWCCU Standard Two Checklist.

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Element 2.A ~ Governance

2.A.1 - Board

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

State Context for PCC Governance Structure

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, Portland Community College’s (PCC) [service area](#) (PCC Board Zones) overlays those school district boundaries in portions of the five-county Portland metropolitan area.

[Oregon Revised Statutes \(ORS\) Chapter 341](#) (Community Colleges) 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. Specifically, 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. Governance of the district is reserved to the locally elected district board of directors. ORS 341.290 describes the (wide-ranging) responsibilities and authorities of the local board of a community college district.

The [Higher Education Coordinating Commission \(HECC\)](#) provides oversight and direction of community colleges. HECC oversees the [Office of Community Colleges and Workforce Development \(CCWD\)](#), which continues to provide leadership of Oregon’s 17 community colleges. Through the CCWD Director, 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 \(OAR\) Chapter 589](#) (HECC, CCWD) 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.

PCC Board of Directors Roles in Governance

The PCC Board of Directors is the governing body of the PCC District pursuant to [ORS Chapter 341](#) (Community Colleges). The primary duty of the Board under ORS Chapter 341 is to adopt policies for the general governance of PCC. The Board considers, reviews, and acts upon the recommendations of the College President in matters of policy pertaining to the current and future welfare of PCC. 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 PCC Board has seven voting members and a student trustee. Each voting member represents a defined zone within the PCC District (see [PCC Board Zones](#)) 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 \(B 203\)](#).

Further, each board member is subject to Oregon law on conflict of interest and government ethics as defined in [ORS Chapter 244](#) (Government Ethics).

Board duties and responsibilities are further defined in [Board Duties and Responsibilities \(B 214\)](#), and [Board Operations and Bylaws \(B 202\)](#).

Board and College Policies and Procedures

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 [Guiding Principles \(BP 1202\)](#). 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 Operations and Bylaws \(B 202\)](#) 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 [collegewide procedures and guidelines](#) (College Policies web page) are available to all on the PCC website.

In 2019, the PCC Board of Directors and College adopted the [Board Policy and Procedure Program \(BPPP\)](#) of the [Oregon Community College Association \(OCCA\)](#) and the Board created a policy workgroup to oversee the implementation of the program. The BPPP reflects the community college policy-based governance model and templates provide customizable sample language that can be revised to reflect local practices. As an added value to Oregon community colleges, OCCA has worked to develop an integrated package of sample policies and procedures that are customized to reflect Oregon law and the Northwest Commission on College and Universities (NWCCU) accreditation standards. Each year, colleges receive legal updates to assist in ensuring policies remain current and consistent with federal and state law.

A Board Policy Workgroup is currently reviewing policies to ensure alignment with the BPPP, and proposals for new policies and policy changes are reviewed and approved by the full Board. The Workgroup is also in the process of developing a calendar for reviewing institutional and board policies and procedures.

Required Evidence for 2.A.1

- ☒ Institutional governance policies & procedures
 - [Board Policies](#) (web pages)
 - [Board Duties and Responsibilities \(B 214\)](#)
 - [Board Code of Ethics \(B 203\)](#)
 - [Guiding Principles \(BP 1202\)](#)
 - [College Policies](#) (web page)
- ☒ Board’s calendar for reviewing institutional and board policies/procedures
 - [PCC Board of Directors Annual Strategic Calendar 2020-2021](#) (.pdf)
- ☒ By-laws and Articles of Incorporation referencing governance structure
 - [ORS Chapter 341 - Community Colleges](#) (web page)
 - [OAR Chapter 589 \(CCWD\)](#) (web page)
 - [Board Policies](#) (web pages)
 - [Board Operations and Bylaws \(B 202\)](#)
 - [College President’s Duties and Responsibilities \(B 213\)](#)

Additional Evidence for 2.A.1

- [PCC Board Zones](#) (.pdf)
- [ORS Chapter 244 - Government Ethics](#) (web page)
- [Oregon Community College Association \(OCCA\)](#) (web page)
- [OCCA Board Policy and Procedure Program \(BPPP\)](#) (web page)

[President's Work Plan 2018-21 \(.pdf\)](#)

[College Reorganization Information Session PowerPoint \(02/08/2021\) \(.pdf\)](#)

2.A.2 - Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

President's Cabinet. The President's Cabinet serves as the College's leadership team. Cabinet members serve at the President's invitation. The executive-level Cabinet members are: President; Executive Vice President; Vice President, Finance and Administration; Vice President, Academic Affairs; and Vice President, Student Affairs. The remaining management-level Cabinet members are: Chief Information Officer, Information Technology; Associate Vice President, Finance; Associate Vice President, Human Resources; Chief Diversity Officer, Office of Equity and Inclusion; and Program Administrator, Office of the President.

The President leads Cabinet, which meets weekly to discuss current and emerging issues, to advise and make recommendations to the President and to support him in the fulfillment of PCC's mission and strategic goals. Cabinet responsibilities include:

- Establishing administrative procedures
- Submitting the College budget to PCC Board of Directors
- Establishing a strategic plan with clear institutional goals
- Annually reporting on the status of the strategic plan
- Ensuring college compliance with federal, state, and local laws and regulations
- Fostering two-way communication on appropriate Cabinet agenda items within member areas of responsibility (which include collegewide committees as well as departments/divisions/campuses)
- Serving as liaisons to key campus committees

Cabinet members also have overall leadership responsibilities for their assigned areas, provide strategic and operational direction to their direct report Management teams to fulfill the College mission, goals and implementation of College operations. Information regarding Cabinet's leadership role and composition is posted on the [Cabinet](#) web page.

Structural Reorganization. The College is currently undergoing a comprehensive structural reorganization within [Academic and Student Affairs](#). The focus of the organizational design work is to shift PCC from discrete, siloed enterprises at four semi-autonomous campuses to operating as One College with multiple points of entry and service for students along their academic and career pathways. In addition, decisions for leadership staffing to implement the reorganization are focused on [key leadership competencies](#) designed to shift PCC's leadership culture, and to provide clarity around the expectations and responsibilities of managers. The reorganization will be phased in,

with a goal of full implementation by July 1, 2021. During this time, the College will be in a period of transition between roles and responsibilities under the current structure and the new structure. The [leadership organizational charts under both the current and the new structure](#) were shared with faculty and staff in December 2020.

Required Evidence for 2.A.2

- ☒ Leadership organizational chart
[Organizational Guide](#) (web page)
- ☒ Curriculum vitae of President/ CEO
[Curriculum Vitae of Executive Leadership](#) (.pdf)

Additional Evidence for 2.A.2

[Organizational Structures Comparison \(December 2020\)](#) (.pdf)

2.A.3 – CEO/President

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Mark Mitsui (see [College President Mark Mitsui](#) and [Curriculum Vitae of President](#)) serves as the full-time President of Portland Community College. President Mitsui completed Doctoral Studies in Educational Leadership and Policy at the University of Washington, holds a Master's Degree in Education from the University of Washington and a Bachelor's Degree in Physical Education from Western Washington University. President Mitsui has served community colleges throughout his career. His professional roles include: Deputy Assistant Secretary for Community Colleges, U.S. Department of Education; President, North Seattle Community College; Vice President of Student Services, South Seattle Community College; Assistant Dean of Student Services, Green River Community College; Director of Student Success and Retention Services and of Athletics/Wellness Center, North Seattle Community College; and tenured Health and Fitness Technology Instructor, Renton Technical College.

Under its authority granted by ORS 341.290, the Board establishes the office of President and delegates to the President the powers and duties as described in [President's Duties and Responsibilities \(B 213\)](#).

- The President is the Chief Executive Officer of Portland Community College and is responsible to the Board for the proper administration of the College. The President, or the President's designee:
- Shall be responsible for the organization and operation of the College;
- 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;
- Shall prepare and submit a proposed College budget for the Board's review and approval pursuant to Local Budget Law (ORS 294.305 to 294.565) and shall properly administer the budget as adopted;
- Shall prepare an annual work plan and report of accomplishments;

- Shall keep the Board advised of the financial condition and needs of the College;
- Shall be responsible for maintaining open communications with the Board and for keeping the Board informed as to all matters pertinent to the governance of the College;
- Shall make recommendations to the Board concerning Board policy;
- Shall, subject to the approval of the Board, conduct all aspects of real property transactions on behalf of the College;
- Shall adopt operating policies and procedures as required by Board policy, as otherwise directed by the Board, or as the President deems necessary for the effective administration of the College;
- Shall act as the purchasing agent for the College and shall execute and administer contracts under authority of the Board;
- Shall perform other duties consistent with this policy and as required by the Board; and
- Shall exercise all powers and duties under ORS 341.290 to ORS 341.321 not retained by the Board.

Required Evidence for 2.A.3

- ☒ Curriculum vitae of President/ CEO
[Curriculum Vitae of President](#) (.pdf)

Additional Evidence for 2.A.3

- [President's Duties and Responsibilities \(B 213\)](#) (web page)
- [College President Mark Mitsui](#) (web page)
- [Portland Community College Mission \(B 1200\)](#) (web page)
- [PCC Strategic Plan](#) (web page)
- [PCC Educational Advisory Committee \(EAC\)](#) (web page)
- [YESS: Yes to Equitable Student Success](#) (web page)

2.A.4 - Decision-Making

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Portland Community College's approach to planning and decision-making is inclusive and provides for the consideration of views and feedback from various stakeholders within the institution in which each has a direct and reasonable interest. Examples include, but are not limited to, the College's Strategic Planning Committee, College Budget and Advisory Planning Committee, District Leaders of Diversity Council, Student District Council, and the Educational Advisory Council.

The College President's role is defined 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 “Shall exercise all powers and duties under ORS 341.290 to ORS 341.321 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:

- [President’s Cabinet](#) (executive staff and other direct reports)
- [COVID-19 Opening Leadership Team \(COLT\)](#)
- [Educational Advisory Council](#) (EAC)
- [YESS Steering Committee](#)
- College Budget Planning Committee
- [District Student Council](#)
- [Bond Advisory Committee](#)
- President’s Advisory Committee on Management and Confidential Compensation (PACMACC)
- [PCC Foundation Board of Directors](#)
- [District Leaders of Diversity Council \(DLDC\)](#)
- [All managers/confidential employee meetings](#)
- Individual meetings with students, faculty, and staff

For example, the [District Student Council's](#) (DSC) mission is to uplift all Portland Community College Students. The DSC commits itself to diversity as it relates to awareness, education, and practice at every level of the College. The core values of the DSC are strengthened when all students have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of Portland Community College who make positive contributions to their local and global communities.

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

The President and his Cabinet also lead the development of the College’s [strategic plan](#) and the [budget](#), both of which are approved by the Board. Previously, the President, after much discussion with PCC communities, provided a [Work Plan 2018-21](#) as a bridge to the new strategic plan. Additionally, the President and his Cabinet are also leading a college-wide reorganization to enhance the One College for Equitable Student Success structure (see [College Reorganization Information Session PowerPoint \(02/08/2021\)](#)).

Required Evidence for 2.A.4

- ☒ Institutional governance policies/procedures (see ***Required Evidence for 2.A.1***)

Element 2.B ~ Academic Freedom

2.B.1 - Principles of Academic Freedom

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Academic freedom is outlined in the [Faculty and Academic Professional Agreement](#) at Portland Community College (PCC). Article 13.1 states that “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.” Further rights and responsibilities of faculty regarding academic freedom and teaching are described in articles 13.2 through 13.4 and Article 28. Article 13.2 acknowledges that “controversy is at the heart of free academic inquiry,” while maintaining the limitation that the material be relevant to the subject being taught. Article 13.3 outlines the responsibility for employees to follow College regulations while asserting that they “maintain their right to criticize and seek revision.” Article 13.4 states that “Faculty are entitled to full freedom in research and in the publication or production of the results subject to the adequate performance of other academic duties and in concert with the provisions of Article 28 Intellectual Property Rights.”

The pursuit of academic freedom and independence aligns with the mission and values of PCC, in particular the delivery of a quality education as outlined in [Portland Community College Mission \(BP 1200\)](#) and the value of “An environment that encourages the expression of original ideas and creative solutions” as outlined in the Board Policy [Values Statement \(BP 1203\)](#). It is also supported by [Guiding Principles \(BP 1202\)](#), which states “The College will function in an open climate with opportunities for students, faculty and staff to provide input in policy making.”

Underlying the specific policies on academic freedom are policies and statements that create a collegiate environment wherein these principles can be upheld. [Board Policies Distribution \(B 211\)](#) assures the broad and transparent distribution of board policies and updates to the college community. [Nondiscrimination and Non-harassment \(B 206\)](#) states that “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 prohibited harassment or discrimination of any member of the College community.” Additionally, the preamble of the [Faculty and Academic Professional Agreement](#) asserts that “The Board and Federation share a desire to further the educational goals of the College in accordance with [ORS 341.009](#) (Community Colleges, Policy). 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.”

Required Evidence for 2.B.1

- ☒ Academic freedom policies and procedures

[Faculty and Academic Professional Agreement \(.pdf\)](#)

Preamble (page 1)

Article 13 (Academic Freedom)

Article 28 (Intellectual Property Rights)

[ORS Chapter 341.009 \(Community Colleges, Policy\)](#) (web page)

[Board Policies](#) (web pages)

[Portland Community College Mission \(BP 1200\)](#)

[Guiding Principles \(BP 1202\)](#)

[Values Statement \(BP 1203\)](#)

[Nondiscrimination and Non-harassment \(B 206\)](#)

[Board Policies Distribution \(B 211\)](#)

2.B.2 - independent Thought in the Pursuit and Dissemination of Knowledge

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The [Faculty and Academic Professional Agreement](#) (Article 13) establishes the rights of faculty with regard to academic freedom and outlines their responsibilities to students, staff, and the larger college community. The freedom of faculty and individuals within the institution to freely test and examine knowledge are established there. In Article 28, intellectual property rights and expectations for the sharing and distribution of scholarship are established.

Board Policy [Guiding Principles \(BP 1201\)](#) “underscores the importance of presenting these programs and services in a manner that will help people to....Relate to others openly and responsibly” and to “Recognize, accept and encourage differences in personal, racial, ethnic and cultural backgrounds.” It is here that the intellectual freedom of members of the institution--independent of particular personal, social, or religious philosophies they hold--is established, as well as the expectation that they allow the same to other members of the College.

There are particular rights and responsibilities for students that affirm their intellectual freedom, which are outlined in the [Student Rights and Responsibilities Handbook](#) (Policy on Student Rights). In particular, it states that “Student academic performance will be evaluated on an academic basis (which may include attendance), and the ability

to apply skills, and not on a student's opinions or conduct in matters unrelated to academic standards” and that “Students have the right to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, while still being responsible for learning the content of any course of study in which they are enrolled.” It also outlines student rights within [Nondiscrimination and Non-harassment \(B 206\)](#).

Required Evidence for 2.B.2

- ☒ Academic freedom policies and procedures (also ***Required Evidence for 2.B.1***)
 - [Student Rights and Responsibilities Handbook](#) (Policy on Student Rights)
 - [Faculty and Academic Professional Agreement](#) (.pdf)
 - Article 13 (Academic Freedom)
 - Article 28 (Intellectual Property Rights)
 - [Board Policies](#) (web pages)
 - [Guiding Principles \(BP 1201\)](#)
 - [Nondiscrimination and Non-harassment \(B 206\)](#)



Element 2.C ~ Policies and Procedures

2.C.1 - Transfer of Credit

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Transfer of Credit Policy. Portland Community College's (PCC) [transfer credit policy](#) is part of the official [PCC Catalog](#), where it is published as part of PCC's overall Academic Regulations section. The related [student procedure for evaluating transfer credit](#) is published on the public [Student Records](#) web page.

For transfer credit to be accepted at PCC, courses must be passed with a grade of C- or better from the sending institution (P and S grades are transferable if the issuing school defines them as C- or better). Lower division collegiate (LDC) coursework is evaluated for all students; career technical education (CTE) and upper division collegiate coursework is evaluated upon student request and academic department approval. Submission of official transcripts from the sending institution is required for the evaluation of any transfer credit.

In evaluating transferability of external coursework, PCC uses multiple tools and information sources to ensure that transfer articulation decisions support both the integrity of the program's curriculum as well as supporting the student in making the best use of previous college credits. The Transfer Evaluation System (TES) database from CollegeSource, along with transfer articulation tables; student submitted syllabi; and faculty, advisor, and degree evaluator expertise are consulted when making decisions about transfer credit.

Coursework taken outside of the United States must be accompanied by a third party evaluation from a [NACES](#)-approved agency. Coursework taken at a non-regionally accredited institution is considered on a case-by-case basis, in close consultation with PCC faculty.

Credit for Prior Learning. Students are able to receive [credit for prior learning](#) through three primary means: industry certification, military or other workforce training, and course challenge. The first two are assessed externally and evaluated; course challenge is assessed internally. The full academic policy is Academic Policies and Standards (APS) Handbook, [C102-Credit for Prior Learning](#). Credit for prior learning cannot exceed 25% of the credits applied to a degree or certificate.

Credit by Exams. Students are also able to receive credit for [Advanced Placement Exams](#), as well as [International Baccalaureate Exams](#). Per [Oregon Senate Bill 207](#), students are awarded academic credit for any exam on which they score a three, four, or five (unless an exception is granted). Articulations for AP and IB credit are determined by faculty, in conjunction with the appropriate administration, and reported to the HECC.

Required Evidence for 2.C.1

- ☒ Transfer of credit policies and procedures
 - [Transfer of Credit Standards](#) (web page)
 - [Transfer Credits to PCC](#) (web page)

Additional Evidence for 2.C.1

- [NACES standards for international transfer credit evaluation](#) (web page)
- [APS Handbook, C102-Credit for Prior Learning](#) (web page)
- [Get Credit for Prior Learning](#) (web page)
- [Advanced Placement](#) (web page)
- [International Baccalaureate Exams](#) (web page)

2.C.2 - Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Student Rights and Responsibilities. The division of Student Life and Engagement maintains and administers PCC's policies around student rights and responsibilities. The [Student Code of Conduct Policy and Procedures](#) outlines expectations for student behavior and the related processes to support students in upholding those expectations. The [Student Rights and Responsibilities Handbook](#) web pages offers this information in a variety of formats and languages to support access for PCC's diverse student body.

Academic Honesty. Academic misconduct is explicitly called out in PCC's [Student Code of Conduct](#), available in multiple formats and languages. The College has also developed an [Academic Integrity at PCC resource page for faculty](#), outlining PCC procedures for handling issues around academic misconduct.

Conduct/Appeals/Grievances. The College has [multiple channels for students to submit appeals, grievances, and complaints, outlined on the PCC website](#). Work is underway to develop a more modern, streamlined system for students to submit appeals and complaints to reduce response times and to connect students with more holistic support. That work is expected to continue over the next academic year as the structural reorganization efforts continue.

Accommodations. [Disability Services](#) at PCC administers and leads the College's efforts on accessible education, including administering the interactive [accommodation process](#) for individuals experiencing disability.

Required Evidence for 2.C.2

Documentation of students' rights and responsibilities policies and procedures, which include:

- ☒ Academic honesty
 - [Academic Integrity at PCC](#) (web page)

- ☒ Appeals, grievances
[Appeals, Complaints, and Feedback](#) (web page)
- ☒ Accommodations for persons with disabilities
[Disability Services](#) (web page)

Additional Evidence for 2.C.2

- [Student Code of Conduct Policy and Procedures](#) (web page)
- [Student Rights and Responsibilities Handbook](#) (web page)
- [Academic Integrity at PCC \(resource page for faculty\)](#) (web page)

2.C.3 – Admissions; Placement; Academic Standing

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions Policies

General College Credit Admissions. Portland Community College (PCC) programs are open to all students who have the ability to benefit, as outlined in PCC Board Policy [Program/Class Admissions \(B 403\)](#). This is in support of the institutional mission of supporting student success by delivering access to a quality education, reflected in the [Portland Community College Mission \(BP 1200\)](#). The [Academic Policies and Standards \(APS\) Handbook](#) has an enrollment policy ([E201-Enrollment](#)), which specifies that students enrolling in credit courses at PCC must complete the admissions process. PCC offers admission to students who are at least 18 years of age or who have completed high school or the GED®. Students under the age of 18 are admitted under [specific guidelines](#) (Applicants 16 or 17 Years of Age) with additional requirements to ensure that we are able to meet the students' educational goals and the student will be successful.

PCC's [admissions process](#) for credit programs has four main steps:

1. Application for Admission
2. New Student Orientation
3. Placement
4. Registration

Students are supported through the process by multiple teams at PCC who collaborate together to support the onboarding process. Admissions and Recruitment Coordinators, Enrollment Advisors, New Student Program Coordinators, Academic Advisors, and other front-line staff are able to assist students in completing any portion of the process.

Other Admissions. The admissions process is modified to meet the needs of programs outside of general credit admissions. Programs for [ESOL](#), [GED](#), [international students](#), [non-credit community education](#), and [specialized non-credit, continuing education programs](#) have different requirements, outlined on the PCC website.

Limited Entry Programs. Certain PCC programs have limited entry. Programs with specific entry requirements are identified in the Catalog, under the specific program, as well as on the program's public facing website. Many limited entry programs require an additional application for admission, while others require course prerequisites. Some programs require both. Examples of how these requirements are communicated to students can be seen in the PCC Nursing program's [catalog entry](#), [program overview website](#), and [program-specific admissions website](#).

Placement Policies

All PCC credit-seeking students must complete the placement process, prior to registering for the first term to evaluate a students' prerequisite knowledge, skills, and abilities prior to registering for coursework. PCC uses a multiple measures approach to placement, allowing students to submit high school grades, high school GPA, test scores (ACT, SAT, AP, IB, GED), [placement tests](#) such as ALEKS or Accuplacer or prior college-level coursework to be considered. The [placement process](#) is outlined as the third step in the enrollment process for new students, and placement is electronically recorded and enforced by our registration system in Banner, PCC's student information system. The College also 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.

Continuation, Termination, Appeal, and Re-admission

Once admitted to PCC, students remain active in their chosen program of study unless the student requests to change that program or does not enroll for eight consecutive terms (two years). After two years, the student receives an inactive status. Students who wish to resume their studies at PCC reapply for admission.

Expectations for satisfactory academic progress are outlined in the Academic Standards and Policies (ASP) Handbook under [A109-Academic Standards and Student Progress](#). Students enrolled in a degree-seeking credit program are expected to maintain a cumulative GPA of 2.0 or higher as well as successfully complete 2/3 (66.67%) of the courses in which they register for in a given term. Based on that criteria, students will be classified in one of four levels of academic standing:

1. Good Standing
2. Academic Warning
3. Academic Probation or Continued Probation
4. Academic Suspension

[Satisfactory Academic Progress \(SAP\) procedures](#) are outlined on the PCC website (Academic Standards and Student Progress page) for students. Students who are not meeting SAP standards are notified via email after grades have been recorded for the term of their standing. Appropriate next steps are communicated to them to ensure support and resources for future success. If students fail to meet SAP standards three terms in a row, they are suspended from PCC. This means that they are administratively dropped from any registered courses, notified of their suspension status in writing, and suspended for a minimum of one term. To return to PCC, students must complete the re-entry process outlined or [appeal for an exception, due to extenuating circumstances](#). Students receive support from academic advisors as needed.

Required Evidence for 2.C.3

- ☒ Policies and procedures for recruiting, admitting, and placing students
 - [Program/Class Admissions \(B 403\)](#) (web page)
 - [Portland Community College Mission \(BP 1200\)](#) (web page)
 - [APS Handbook, E201-Enrollment](#) (web page)
 - [Applicants 16 or 17 Years of Age](#) (web page)
 - [Placement at PCC](#) (web page)
 - [Placement Tests](#) (web page)
 - [Prerequisites](#) (web page)
- ☒ Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures
 - [APS Handbook, A109-Academic Standards and Student Progress](#) (web page)
 - [Academic Standards for Satisfactory Academic Progress \(SAP\)](#) (web page)
 - [SAP Appeal Form](#) (.pdf)

2.C.4 - Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Portland Community College (PCC) has a commitment to protecting the integrity and confidentiality of all student records. The College follows all applicable federal, state laws, regulations, and rules pertaining to protecting the confidentiality of student records as outlined in PCC Board Policy [Student Records \(B 407\)](#). PCC adheres to FERPA, notifying all enrolled students of their [FERPA](#) rights on a quarterly basis via email notification. The College also maintains a specific web page, [Privacy Policies](#), for easy access by students and PCC's entire community.

The College values student privacy, and as such, has not identified any student data as "directory information" under FERPA. That means that all student information is treated as confidential and student record data will only be released to PCC "school officials" who have a legitimate educational interest or to a third party, provided the student has supplied the required [Consent to Release Confidential Information](#) form. This consent to release can also be submitted electronically via the MyPCC student portal. Students can access much of their student record information through the MyPCC student portal,

and under FERPA, have the right to view or inspect any component of their PCC academic record.

The Office of the Registrar serves as the custodian of all student record information at the College and the Registrar serves as PCC's FERPA Compliance Officer. College staff complete a required FERPA training upon hire, and the Office of the Registrar provides quarterly in-person training sessions open to the PCC community.

The College follows the [community colleges records retention guidelines](#) meeting or exceeding the minimum recommended retention schedule for all student records. The College's Banner (student information system) serves as the primary location of student records, supported by an electronic document imaging system, ImageNow, and various other electronic database systems. The College has varying levels of permission/security groups in all systems that provide access to confidential student information, with users permissions assigned based on the legitimate educational interest of the employee and their job duties.

Required Evidence for 2.C.4

☒ Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies

[FERPA](#) (web page)

[Student Records \(B 407\)](#) (web page)

[Oregon Secretary of State Records Retention Guidelines](#) (web page)

[AACRAO Academic Record and Transcript Guide](#) (web page)

[PCC Consent to Release Form](#) (.pdf)

[PCC Privacy Policies](#) (web page)



Element 2.D ~ Institutional Integrity

2.D.1 - Truthful Representation

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Portland Community College (PCC) represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public, and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

College Communications. The College communicates with its students, faculty, staff, and the external public through a variety of channels and modalities. The main source of College information for all internal and external constituents is the public, external-facing website: pcc.edu. The [About PCC](#) web page showcases and highlights news; events; types of academic programs and courses; resources; accreditation processes; integrated planning efforts; institutional effectiveness; board policies and profiles; College policies; organizational structure; and much more. The [Academic Programs](#) web page presents the College's degrees and certificates to prospective students in a consistent presentation managed in partnership by the Marketing team, Admissions and Recruitment team, the Web Services/Web Team, and academic department contacts. This team worked recently to review and renew this page to ensure updated, consistent, and relevant content. Ongoing review and maintenance is coordinated between academic program contacts and the Web Services/Web Team.

The pcc.edu website also is used as a tool to communicate with internal and external constituents in crises, big and small. For example, the arrival of the COVID-19 pandemic prompted the creation of the [COVID-19](#) web page, which continues to be regularly updated and includes vital information related to instruction, student services, resources, and business continuity. Meanwhile, an extensive crisis communications plan, led by College Advancement and in partnership with the Department of Public Safety and Web Services/Web Team management and staff, has been developed to complement the Department of Public Safety's collegewide [Emergency Operations Plan](#), posted on its website.

The College's online portal, [MyPCC](#), provides students with tools to interact with PCC offices, register, and learn more about their student status. For example, the [Financial Aid Dashboard](#) details a student's financial aid status: receipt status of their FAFSA (Free Application for Federal Student Aid) at PCC, notification of additional required documents, award readiness, and notification of events impacting their aid.

A recent addition to MyPCC is the *Virtual Help* tab. The Virtual Help tab was developed in partnership with Student Affairs staff to better support students while the College moved to remote operations in spring 2020, in response to the COVID-19 pandemic. This project coordinated efforts across the College to provide additional modalities for service delivery utilizing Zoom and other platforms as a means to increase access and utilization of student support resources. Collegewide standards and training were developed, and additional services continue to be added.

Inside PCC is the venue by which the College posts internal communication, including the President's Weekly messages and other important collegewide updates and information. Access is through the College's internal portal MyPCC. Also accessible to College employees through MyPCC are internal Spaces.pcc.edu pages where key communications staff members who play critical roles in crises have access to the Crisis Communications Plan. Spaces/Confluence is the enterprise wiki platform used by PCC for projects, documentation, committees, and meeting notes. Additionally, the College uses Rave Alert (email, text, and phone) to notify students, staff, and faculty of College delays, closures, or emergency situations.

The College publishes a quarterly magazine--[*Communities*](#)--which is mailed to approximately 335,000 households in its district and that covers news and events, features profiles on students and staff, and touts the work of PCC in the community at large, in addition to including the non-credit community education course schedule.

In a similar fashion, College Advancement produces a bi-quarterly e-newsletter, *Panther Pride*; produces content for a television outlet, Cable station Channel 27, through its Media Production team; and develops news content for PCC's social media accounts -- Twitter, Facebook, and Instagram. Via all of these outlets, the College communicates news to its constituents. And with a focus on recruitment to support enrollment efforts, Marketing and Communications regularly reaches out to prospective students via email, viewbooks, and advertising.

Standards and Oversight of Representation. Most printed, electronic, and other official PCC communications are created or reviewed by College Advancement (which includes Public Relations and Community Engagement as well as Marketing and Communications) and Web Services/Web Team personnel, who monitor them for clarity, consistency, accuracy, and adherence to the College's mission, values, and guidelines. [Communications processes and guidelines](#) related to [Public Relations and Community Engagement](#), and [Marketing and Communications](#) can be found on both departments' websites. These include [visual identity standards](#), [media release forms](#), [social media guidelines](#), and editorial styles. The Web Services/Web Team also maintains a [style guide for the public website](#) and a [MyPCC portal style guide](#) to ensure a consistent experience.

The College oversees a menu of internal communications channels on the MyPCC portal, which can be accessed by students, staff and faculty. Options and guidelines include adding events to student and staff calendars; publicizing news and

opportunities; accessing appropriate email listservs/groups; and the Inside PCC blog site for employee news.

The College's Curriculum office oversees publication of the [Catalog](#), the official source of academic program and course information. Publication of the catalog is managed using [curriculum management software](#) (Courseleaf) to ensure that all catalog entries go through designated review and approval processes. The College's curriculum team works closely with the Office of the Registrar to maintain and support [GRAD Plan](#), a student degree audit tool. GRAD Plan allows students and their advisors to view both completed and remaining degree requirements, and is accessed via the College's secure student portal, [MyPCC](#). Additionally, PCC recently implemented EAB Navigate, a student success management platform with a robust academic planning module. Students can use EAB to set appointments with their advisor(s). It is an enterprise-level technology that links PCC administrators, advisors, deans, faculty, other staff, and students in a coordinated care network designed to support equitable student success.

Required Evidence for 2.D.1

Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity

[Communication Guidelines](#) (web page)

[Visual Identity Standards Manual](#) (.pdf)

[Media Release Forms](#) (web page)

[Social Media Guidelines](#) (web page)

[Web \[Public Website\] Style Guide](#) (web page)

[MyPCC \[Portal\] Style Guide](#) (web page)

[Courseleaf Curriculum Management Software](#) (web page)

2.D.2 – Ethics and Complaints

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Ethical Standards. The Board charges the College President with establishing procedures to keep PCC in compliance with Oregon public officials' ethics statutes ([ORS Chapter 244-Government Ethics](#)) and to prevent College resources from being used for personal gain (see also [Ethical Conduct B-303](#) web page). The [PCC Ethics Guide](#) explains that all PCC faculty, staff, including student employees, and volunteers are defined as "public officials" per ORS 244 and describes rules that must be followed relating to conflict of interest and government ethics. The Ethics Guide is provided as part of New Employee Orientation and new employees are expected to review the Guide and sign off, confirming that they have done so.

Complaints and Grievances. The College has provided a hotline for reporting potential ethical violations since 2009. An [Ethicspoint Website](#) and a toll-free number

have been set up for students, staff, or the public to report any such potential ethical violations. The College has designated the Internal Audit Director within the Office of the College President to administer the reporting website and toll-free number and coordinate investigations with Human Resources, Financial Services, and the affected division. The Internal Audit Director follows established [investigation procedures](#) in the completion of this work. If the College President is the subject of an investigation, the Internal Audit Director, in consultation with Legal Counsel, will notify the Board of Directors' Audit Committee chairperson and the chairperson of the Board of Directors. All the reports received thus far since 2009 have been satisfactorily investigated and resolved.

The PCC Office of Equity and Inclusion (OEI) offers a variety of reporting options for the PCC community, applicants, and the public to file reports of discrimination, harassment, retaliation, bias, and gender-based/sexual misconduct. Members of the PCC community, applicants, and the public can file reports at <https://www.pcc.edu/incident/> (Report an Incident) or https://pcc-gme-advocate.symplicity.com/public_report/ (Public Incident Report). Information about PCC's Policies, procedures, and processes can be found at <https://www.pcc.edu/equity/policy/>. Additionally, the College provides many formal and informal supports for students, faculty, and staff who have experienced discrimination, harassment, retaliation, bias, gender-based/sexual misconduct, or are involved in any grievance process.

Employee Grievances. The College's Faculty and Administrative Professional and Classified collective bargaining agreements contain various terms and conditions of employment for represented Full-time Faculty, Part-Time Faculty, Academic Professionals, and Classified employees. Employees covered by these agreements may file a grievance in accordance with their applicable contract if they believe that a provision has been violated. See [Faculty and Academic Professional Agreement, Article 25](#), and [Classified Agreement, Article 24](#). The responsibilities of Management and Confidential employees, and the College's obligations to them, are outlined in the [Management and Confidential Employee Handbook](#). Employees covered by this guideline may appeal any act by a supervisor which they believe conflicts with it. See Management and Confidential Employee Handbook, [Section 16](#). In addition, an employee who believes they have been subjected to unprofessional behavior may make a complaint under the [Standards for Professional Behavior for PCC Employees](#) complaint procedure.

Required Evidence for 2.D.2

- ☒ Policies/procedures for reviewing internal and external complaints and grievances
 - [ORS Chapter 244-Government Ethics](#) (web page)
 - [Board Policies](#) (web pages)
 - [Board Code of Ethics \(B 203\)](#)
 - [Ethical Conduct \(B 303\)](#)
 - [PCC Ethics Guide](#) (.pdf)
 - [Ethicspoint](#) (website)
 - [Investigation Procedures](#) (.pdf)

- [Contracts, Handbooks and Policies](#) (web page)
- [Faculty and Academic Professional Agreement](#) (.pdf)
- [Classified Agreement](#) (.pdf)
- [Management and Confidential Employee Handbook](#) (web page)

2.D.3 - Conflicts of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The Board and the College community believe that certain fundamental values characterize the institution in which we work and guide us in the accomplishment of the PCC mission. These values are defined in [Board Policy B 104](#), and include “effective and ethical use of public funds.” [Board Policy B 203](#) and [Board Policy B 209](#) address Board Code of Ethics and conflict of interest, respectively. Board members shall adhere to state laws as defined in [ORS Chapter 244](#) (Government Ethics) relating to conflict of interest and government ethics. The [PCC Ethics Guide](#) describes rules that must be followed by all PCC employees relating to conflict of interest and government ethics.

The Board established the standing [Board Audit Committee](#) and hired PCC’s first internal auditor in 2010. The internal auditor (Internal Audit Director), working with the Audit Committee chaired by a PCC Board Director, has conducted several annual risk analyses on the internal controls for the College and completed audit projects of various major departments.

Required Evidence for 2.D.3

Policies/procedures prohibiting conflict of interests among employees and board members:

- [ORS Chapter 244 Government Ethics](#) (web page)
- [Board Policies](#) (web pages)
 - [Values Statement \(BP 1203\)](#)
 - [Board Code of Ethics \(B 203\)](#)
 - [Conflict of Interest \(B 209\)](#)
 - [Ethical Conduct \(B 303\)](#)
- [PCC Ethics Guide](#)

Additional Evidence for 2.D.3

- [Board Audit Committee](#) (web page)



Element 2.E ~ Financial Resources

2.E.1 – Audits; Oversight

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Audit Processes and Reporting. In accordance with PCC [Board Policy on Financial Audits \(BP 6400\)](#), [Board Policy on Fiscal Management \(BP 6300\)](#), and [ORS 297.405-ORS 297.555](#) (Municipal Audit Law), the College adheres to audit, internal control, financial reporting, cash flow management, and budget policies to work toward maintaining financial stability, sound cash flow planning, forecasting, and strong budgeted reserves. It adheres to all audit requirements as specified by [ORS 341.709](#) (Annual Audit Required).

The College is audited annually by an independent certified public accountant recommended by the President and selected by the PCC Board of Directors. The current auditor is Eide Bailly, LLP. The financial audit is conducted in accordance with auditing standards generally accepted in the United States of America as set forth by the Governmental Accounting Standards Board (GASB), the Financial Accounting Standards Board (FASB), and the American Institute of Certified Public Accountants. The purpose of the financial audit and related independent auditor's report is to express an opinion on the fairness of the [Comprehensive Annual Financial Report \(CAFR\)](#). Management's discussion and analysis (MD&A) provides narrative, overview, and analysis of the basic financial statements in the FY2020 report. The MD&A is found on page 4 of the [FY2020 CAFR](#) and immediately follows the independent auditor's report which provides detailed analysis. As part of the annual audit process, the President reports to the Board of Directors any deficiencies identified by the certified public accountants in their audit report, including a plan of action to address the deficiencies and a timeline for corrective action. The Board of Directors will formally adopt the plan of action including the timeline for corrective action.

In addition to audit controls, PCC adheres to strong financial reporting, treasury management, cash flow planning and analysis, purchasing review, budget management, and internal audit functions. The [Board Policy on Reserve Funds \(B510\)](#) establishes and maintains a General Fund unrestricted fund balance to ensure the availability of funds to continue the delivery of institutional services and to address any unexpected emergencies. It serves as a buffer against enrollment fluctuations and protects against the uncertainty of state support funding or any period of a revenue shortfall. All these processes and reporting functions are designed to safeguard and ensure strong and accurate financial planning. Budgeting based on accurate revenue and expense projections and debt service requirements is essential to maintain the College's financial stability through strong financial reporting and monitoring. Internal controls and prudent monitoring of resources and expenditures through the budget function enables us to end the year by not exceeding budget, and to maintain adequate reserves for the next year and the biennium to come. The end of year CAFR and strong

Aa1 credit rating illustrates the comprehensive oversight, financial planning, and reporting function of the Financial Services Division. After presentation to the Board of Directors, the annual CAFR is posted to the [Budget and Financial Reports](#) page of the PCC website, which includes links to more than a decade of CAFRs and Budget Reports.

Single Audit. In addition to meeting the financial audit requirements as set forth in Oregon Statutes, the audit is designed to meet the requirements of the Single Audit Amendment and OMB Compliance Supplement. The Single Audit is a portion of the audit which focuses on the Schedule of Expenditures of Federal Awards, required reports on internal controls, compliance with laws and regulations, and a schedule of financing and questioned costs.

Once the report is available, the Board of Director's Audit Committee receives the report and hears the presentation from management and the audit firm. Generally, this report is presented in December each year; however, due to the COVID-19 pandemic, guidance on the Single Audit was late for FY2020. The CAFR was presented in January, 2021 and the [FY20 Single Audit Report](#) will be presented to the Board in March 2021. PCC has been awarded the Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association of the United States and Canada (GFOA) for the past twenty-six consecutive years.

Required Evidence for 2.E.1

- ☒ Policies/procedures that articulate the oversight and management of financial resources
 - [2019-2021 Biennium Adopted Budget, pages 117-134](#) (.pdf)
 - [Board Policy on Purchasing and Contracting \(B 505\)](#) (web site)
 - [Community College Rules of Procurement](#) (.pdf)
- ☒ Latest external financial audit including management letter
 - [FY2020 CAFR, page 21](#) (.pdf)
- ☒ Cash flow balance sheets
 - [FY2020 CAFR, page 35](#) (.pdf)
- ☒ Audited financial statements
 - [FY2020 CAFR, page 33](#) (.pdf)
- ☒ Tuition and fees, educational, and auxiliary revenue for undergraduate enrollments
 - [FY2020 CAFR, pages 117 and 135](#) (.pdf)
- ☒ Significant contracts/grants
 - [Schedule of Expenditures of Federal Awards \(FY2020\)](#) (.pdf)
- ☒ Endowment and giving reports (not applicable)
- ☒ Investment revenue
 - [FY2020 CAFR pages 34, 42-44](#) (.pdf)

Additional Evidence for 2.E.1

[Budget and Financial Reports](#) (web page)

2.E.2 - Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Financial Planning. Financial planning at PCC largely revolves around the cyclic development of biennial budgets and forecasting future revenues and expenses as part of a longer-term planning cycle. The College has created a financial forecasting model to aid in the development of the next biennial budget as well as projecting the following biennial budget. To the extent possible, each budget is aligned to the strategic goals and actions embedded in the College's Strategic Plan. The forecasting model considers revenue and expense variables, including state funding levels, enrollment, staffing, and operating costs. The model focuses on the College's General Fund, which is the institution's primary operating fund, to ensure the adequacy of funds for short-term needs with an eye toward longer-term financial viability and the achievement of the institution's strategic goals.

The [Board Policy on Reserve Funds \(B 510\)](#) establishes and maintains a General Fund unrestricted fund balance to ensure the availability of funds to continue the delivery of institutional services and to address any unexpected emergencies. It serves as a buffer against enrollment fluctuations and protects against the uncertainty of state support funding or any period of a revenue shortfall. PCC aspires to maintain an unrestricted General Fund balance within the range of 9% to 18% of the annual operating expenditures and transfers out of the General Fund. Balances in excess of the 18% may be set aside for restricted reserves or specific investment in one-time expenditures. Expenditures could include capital construction, capital equipment, and the capital costs associated with the implementation of an enterprise resource planning (ERP) system or projects related to the strategic direction of the College.

The PCC Foundation, a separate tax-exempt 501(c)(3) non-profit organization, fundraises and mobilizes private support for student scholarships and educational programs on behalf of the College.

Budgeting Process. The budgeting process at PCC is a highly participatory process involving many stakeholders. In accordance with the Board's [Budget Development \(BP 6200\)](#) policy, the President serves as the budget officer of the College. It is through the President that the PCC Board of Directors, acting as the College Budget Committee in accordance with Oregon Local Budget Law ORS 294.414, reviews, approves, and adopts the biennial budget in the course of public hearings that are advertised and open to the general public. Further, since PCC operates and levies property taxes in Multnomah County, the budget process is under the supervision of the Tax Supervising and Conservation Commission (TSCC). The TSCC, an oversight agency created under Oregon Revised Statute ORS 294.608, supervises local government budgeting and taxing activities within its jurisdiction. The Commission conducts a public hearing on the

College's biennial budget with input from the PCC Board of Directors, President, and senior administrators as well as the general public.

The President's Cabinet provides high-level guidance to the budget process by developing over-arching budget goals, principles, and assumptions based on existing internal, external, and environmental factors. Cabinet considers student accessibility and affordability and considers issues of disparate impact when setting budget direction. Consideration is given to estimating state level support for the biennium, determining realistic enrollment projections, and analyzing receipts of property tax revenues to formulate a range of valid budget scenarios. The budget assumptions are shared and further considered by the College Budget Planning Committee, an engaged team that represents a broad cross-section of the College including college faculty, academic professionals, deans, student leaders, and representatives from the PCC Federation of Faculty and Academic Professionals, and the College Federation of Classified Employees.

Student participation in financial planning is not limited to participation on the College Budget Planning Committee. Senior-level administrators and Cabinet meet regularly with the PCC District Student Council leadership to explain the budget process and solicit feedback from the leadership team, with an emphasis on collaborating on tuition and fee pricing and budget actions that will support student success, accessibility, and affordability in a more equitable fashion.

Budget managers throughout the College engage in the planning process by developing proposed budget scenarios using the College's current adjusted budget and making changes based on budget assumptions and principles that have been reviewed and vetted by both the President's Cabinet and the College Budget Planning Committee. The PCC [Budget Manual](#), updated each biennial budget cycle, is intended to be a guide to PCC staff and managers throughout the various stages and steps of the budget development cycle. The Manual details operating policies and procedures related to the budget process as well as procedures related to budget changes after adoption including budget transfers.

Financial Resources Policies and Risk Management. PCC follows a [Cash and Investment Program \(B 502\)](#) that maintains sufficient liquidity to enable PCC to meet all operating requirements, which might be reasonably anticipated. It preserves investment capital and principal and seeks diversification and maximization of yield in accordance with the institutional [Investment Standards and Practices](#). PCC also maintains a policy on [College Debts \(B 509\)](#) governing public borrowing and issuance of bonds through a College Debt Officer in accordance with a set of institutional [Debt Management Standards](#).

Adequate planning at PCC requires adequate risk identification and mitigation. Board Policy on [Safety and Risk Management \(B 507\)](#) directs the President to establish a comprehensive risk management program. Risk Services, a unit of PCC Financial Services, is responsible for guiding the College in planning, coordinating, and managing

the comprehensive risk management program. This program is designed to protect the College from exposure to risks that could have an adverse impact on College operations, financial strength – both short and long-term, and community relations. Risk Services does this through loss prevention and loss control initiatives, insurance claims management and maintaining adequate insurance coverage.

Required Evidence for 2.E.2

☒ Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds.

[Board Policies](#) (web pages)

[Budget Development \(BP 6200\)](#)

[Cash and Investment Program \(B 502\)](#)

[Safety and Risk Management \(B 507\)](#)

[College Debts \(B 509\)](#)

[Reserve Funds \(B 510\)](#)

[Budget Manual, Biennium 2021-2023](#) (.pdf)

[Investment Standards and Practices](#) (.pdf)

[Debt Management Standards](#) (.pdf)

2.E.3 - Management

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Financial Controls. In accordance with [Board Policy on Fiscal Management \(BP 6300\)](#), PCC strives to ensure the integrity of institutional finances. The College maintains a comprehensive internal control framework designed to both protect its assets from loss, theft, and misuse and to compile sufficient reliable information for the preparation of the College's financial statements. The framework ensures the integrity of the College's financial resources and that the institution remains compliant with all local, state, and federal laws, regulations, guidelines, and institutional policies. Under the direction of the College President, procedures have been put in place to ensure fiscal management is in accordance with [Oregon Municipal Audit Law \(ORS 297.405 - ORS 297.555\)](#), [Oregon Local Budget Law \(ORS 294.305 - ORS 294.565\)](#), and other applicable State or Federal laws and regulations.

As an example of adequate internal control, the College manages an accounting and financial reporting system, including books and records that conforms to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting Standards Board (GASB), the National Association of College and University Business Officers (NACUBO), and Oregon Local Budget Law ORS 294.414. The institutional **Comprehensive Annual Financial Report (CAFR)** is prepared annually in accordance with accounting principles generally accepted in the United States of America as promulgated by GASB, the Financial Accounting Standards Board (FASB), the

American Institute of Certified Public Accountants (AICPA), and other recognized standard setting bodies (see [FY2020 CAFR](#)).

A coordinated system of internal financial controls is evidenced throughout the fiscal management and operations of the College. The [Board Policy on Reserve Funds \(B 510\)](#) establishes and maintains a General Fund unrestricted fund balance to ensure the availability of funds to continue the delivery of institutional services and to address any unexpected emergencies. It serves as a buffer against enrollment fluctuations and protects against the uncertainty of state support funding or any period of a revenue shortfall.

Investments. The College follows a [Cash and Investment Program \(B 502\)](#) policy that maintains sufficient liquidity to enable PCC to meet all operating requirements, which might be reasonably anticipated. It preserves investment capital and principal and seeks diversification and maximization of yield in accordance with the institutional [Investment Standards and Practices](#). The Investment Standards and Practices themselves reinforce the responsibility for establishing and maintaining an adequate internal control structure designed to reasonably ensure that invested funds are invested within the parameters of the investment standards and are protected from loss, theft, or misuse. Internal controls address the following points:

- Compliance with Investment Standards and Practices, investment diversification by type and maturity;
- Control of collusion;
- Separation of transactional authority from accounting and record keeping;
- Avoidance of physical delivery of securities when possible and address control requirements for physical delivery;
- Clear delegation of authority to subordinate staff members;
- Confirmation of transactions for investments and wire transfers in written or digitally verifiable electronic form;
- Dual authorizations of non-repetitive wire and automated clearing house transfers;
- Staff training; and
- Review, maintenance and monitoring of automated and manual security procedures.

Debt Management. A Board Policy on [College Debts \(B 509\)](#) governs public borrowing and issuance of bonds through a College Debt Officer in accordance with a set of institutional [Debt Management Standards](#). The Standards allow PCC to enter into debt obligations to finance the construction or acquisition of buildings and infrastructure and other assets, maintain existing facilities, purchase land and personal property, or act on the option to refinance or restructure existing debt and other legally acceptable obligations. Control objectives require that the College maintain conservative financial policies, budgets, and strategic planning efforts to support strong financial health and strive to:

- Reduce or avoid fluctuations in the debt rate;
- Minimize borrowing costs and taxpayer impact;

- Preserve or enhance the College’s credit ratings;
- Ensure full, complete, and accurate financial disclosure and reporting compliance;
- Comply with applicable Federal, State and Local laws and regulations that govern public borrowing and issuance of bonds;
- Provide sufficient funds to meet debt service requirements on all indebtedness; and
- Ensure full compliance with the terms and conditions outlined in the bond resolution.

The control objectives govern all aspects of debt issuance and post-issuance compliance.

Required Evidence for 2.E.3

- ☒ Description of internal financial controls
 - [Board Policy on Fiscal Management \(BP 6300\)](#) (web page)
 - [Oregon Municipal Audit Law \(ORS 297.405 - ORS 297.555\)](#) (web page)
 - [Oregon Local Budget Law \(ORS 294.305 - ORS 294.565\)](#) (web page)
- ☒ Board approved financial policies, state financial policies, or system financial policies
 - [FY2020 Comprehensive Annual Financial Report \(CAFR\)](#) (.pdf)
 - [Board Policies](#) (web pages)
 - [Cash and Investment Program \(B 502\)](#)
 - [College Debts \(B 509\)](#)
 - [Reserve Funds \(B 510\)](#)
 - [Investment Standards and Practices](#) (.pdf)
 - [Debt Management Standards](#) (.pdf)



Element 2.F ~ Human Resources

2.F.1 – Employee Information

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

New Employees. 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. Information regarding employment at PCC is also available to new employees within PCC’s learning management system, [MyCareer@PCC](#).

Benefitted employees are required to complete an online [new employee orientation](#). 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 PCC website ([Benefits](#) web page), along with information about enrollment and frequently asked questions. A New Faculty Institute is also offered annually to provide newly hired Full-time Faculty information on College policies, benefit options, and other resources.

Information for Employees. 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. 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 the Handbook are also published on the [Contracts, Handbooks and Policies](#) section of the [Human Resources](#) (HR) web pages. The HR webpages also include [job classification descriptions](#) on the [Employment](#) web page.

Human Resources [contact information](#) is available via the PCC 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.

Required Evidence for 2.F.1

- ☒ Human resource policies / procedures
[Contracts, Handbooks and Policies](#) (web page)
- ☒ Policies/procedures related to teaching, scholarship, service, and artistic creation
[Faculty and Academic Professional Agreement](#) (.pdf)
- ☒ Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination
[Employment](#) (web page)
[Contracts, Handbooks and Policies](#) (web page)
[Faculty and Academic Professional Agreement](#) (.pdf)
[Classified Agreement](#) (.pdf)
[Management and Confidential Employee Handbook](#) (web page)

2.F.2 - Professional Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Development Opportunities. The College provides multiple opportunities to support the professional growth and development of faculty, staff, and administrators. PCC's [Office of Professional and Organizational Development](#) (POD) is responsible for overall employee development, while PCC's [Teaching and Learning Center](#) (TLC) is focused specifically on the professional development needs of faculty. These efforts are also done in partnership with the [Office of Equity and Inclusion](#) (OEI) to align and collaborate around professional development opportunities as they relate to social justice, equity, diversity and inclusion. In February 2021, Anne Grey, Ed.D., joined PCC as the collegewide Teaching and Learning Coordinator. Throughout her experiences, Dr. Grey has specialized in promoting teaching excellence through culturally responsive curriculum development, instructional design, and faculty development. Together, POD, OEI, and TLC leadership will refine next steps as they relate to supporting teaching and learning at PCC to align with One College for Equitable Student Success strategies, Strategic Planning goals, and reorganization efforts.

In alignment with PCC's equitable student success goals, the College has provided opportunities for large teams of faculty and staff to attend key national conferences in recent years. For example, 19 faculty, staff, and students attended Achieving the Dream's Student Success & Equity Conference in 2020 in National Harbor, Maryland, and 90 attended the 2021 virtual conference in February (Dream 2021: Achieving the

Dream Annual Convening). In 2019, PCC sponsored 200 faculty, staff, and students to participate in the Annual National Conference on Race and Ethnicity in American Higher Education (NCORE) when it convened in Portland.

The College uses a learning management system, referred to as [MyCareer@PCC](#), to support and manage employee training and professional development. The MyCareer@PCC system assigns new employees with [onboarding curriculum](#), which includes College policies and procedures. The system also contains other essential College training, provides employees access to curated LinkedIn Learning trainings and supports the creation of [career development plans](#) to achieve professional development and career goals.

Support for Professional Growth and Development. Eligible College employees may also 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. For example, POD provides [innovative project grants](#) for projects that support the achievement of PCC’s Mission and Strategic Plan, as well as [professional development grants](#) to support attending conferences and workshops. In collaboration with the PCC Foundation, [The Betty and Richard Duvall Scholarship](#) provides \$1,000 of professional development funds for innovation in the classroom (see also [2020 Betty & Richard Duvall Scholarship Recipients](#)). The College also participates in the NISOD (National Institute for Staff and Organizational Development) Excellence Awards (see [2020 NISOD Excellence Award Recipients](#)) which awards conference attendance to two employees. Additionally, POD and OEI have pooled resources for conferences and trainings that improve inclusive practices such as NCORE and Trauma Informed Practices training.

Faculty are provided an annual in-service, referred to as Teaching Week (see [Teaching Week 2020](#) web page), which focuses on improving student outcomes through an enhanced understanding of culturally responsive instruction, reflecting on one’s own teaching and classroom practices, and implementing new culturally responsive classroom practices. In addition, each campus hosts a [Teaching and Learning Center](#) (TLC), focused on the development needs of faculty. The TLCs host a variety of trainings and services to further develop teaching effectiveness and an understanding of culturally responsive practices through workshops, including the [Anderson Conference](#), a one-day, collegewide 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 also held each year to provide a forum for participants to share best practices.

The College’s Classified employees are provided development 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.

The College supports leadership development through the [LEAD \(Leadership Excellence and Development\) Academy](#), which provides aspiring leaders the opportunity to develop leadership skills through a six-month program focused on servant leadership, working across difference, effective communication and project management. The College also offers all employees up to four hours per year of one-on-one over-the-shoulder training to improve technology skills.

Lastly, PCC offers benefit-eligible employees tuition waivers for PCC courses (see [Tuition Waiver for PCC Classes](#)) and [tuition reimbursement](#) for courses taken at other institutions. Management employees ([Section 11](#)) and [Full-time Faculty and Academic Professional employees \(Article 20 - Professional Leave\)](#) are eligible to obtain release time for professional development activities and apply for up to 12 months of sabbatical leave.

Required Evidence for 2.F.2

- ☒ Employee professional development policies/procedures
 - [Contracts, Handbooks and Policies](#) (web page)
 - [Management and Confidential Employee Handbook](#) (web page)
 - [Section 11: Professional Development](#) (web page)
 - [Faculty and Academic Professional Agreement](#) (.pdf)
 - [Article 4 Preamble](#)
 - [Article 6.53](#)
 - [Article 7.412](#)
 - [Article 15 - Tuition Waiver](#)
 - [Article 19.92](#)
 - [Article 19.93](#)
 - [Article 20 – Professional Leave](#)
 - [Classified Agreement](#) (.pdf)
 - [Article 15.52](#)
 - [Article 17.54 - 17.55](#)
 - [Article 19 – Career Development](#)

2.F.3 - Sufficiency

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The employment of qualified personnel in numbers sufficient to support College operations and to serve students is essential. As of November 20, 2020, PCC employed approximately 410 Full-time Faculty; 1,124 Part-time Faculty (1,023 credit and 101 non-credit); 288 Academic Professionals (exempt professional staff); 711 Classified staff; 212 Administrative staff; 32 Confidential staff; and 5 Executive staff for the 2020-2021

academic year. The College employs approximately 983 casual employees and 550 student/work study employees to assist with support and operations functions.

General information describing the College's hiring processes is available on the PCC website on the [Work at PCC](#) web page. The [Employment](#) web page provides links to a full array of "Resources for Managers" on hiring employees, including the College's Hiring Procedures Manual that is available on the Human Resources internal web pages (Intranet).

A screening committee process is generally used for all regular Full-time Faculty, Academic Professional, and Management positions. The [Faculty and Academic Professional Agreement, Article 3](#), also contains provisions regarding the appointment processes of Full-time Faculty and Academic Professionals and part-time Academic Professionals. 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. Human Resources maintains a list of job classifications for all classification types on the [Employment](#) web page.

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.

The College is currently undergoing a comprehensive structural reorganization to support One College for Equitable Student Success. Reorganization is beginning within Academic Affairs and Student Affairs. The focus of the organizational design work is to shift PCC to operating as a single college with multiple points of entry and service for students along their academic and career pathways. In addition, decisions for leadership staffing to implement the reorganization are focused on [key leadership competencies](#) designed to shift PCC's leadership culture, and to provide clarity around the expectations and responsibilities of managers. The reorganization will be phased in,

with a goal of full implementation by July 1, 2021. During this time, the College will be in a period of transition between roles and responsibilities under the current structure and the new structure (see [organizational structures comparison](#)).

Required Evidence for 2.F.3

Documentation about engagement and responsibilities specified for faculty and staff, as appropriate

[Faculty and Academic Professional Agreement](#) (.pdf)

[Instructor Qualifications](#) (web page)

Personnel hiring policy/procedures

[Employment](#) (web page)

[Faculty and Academic Professional Agreement](#) (.pdf)

[Key Leadership Competencies](#) (.pdf)

Academic organizational chart

[Organizational Structures Comparison](#) (.pdf)

2.F.4 - Evaluation

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Management and Confidential Employees. Management and Confidential Employee assessment information is outlined in the [Management Confidential Employee Handbook, Section 9: Performance Assessment](#). 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 based on 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 [Assessment](#) page on the PCC website.

Classified Employees. In accordance with the [Classified Agreement, Article 13 – Probation and Performance Assessment](#), Classified employees are assessed upon completion of probationary periods. Thereafter, assessments are conducted annually for a three-year period and then on a three-year cycle. Assessments include a supervisor's review, a self-assessment and goals intended to provide feedback in areas relating to job performance and interpersonal relationships and to ensure the delivery of quality service.

Faculty and Academic Professionals. In accordance with the [Faculty and Academic Professional Agreement, Article 7 – Faculty and Academic Professional Assessment](#), Academic Professional employees are assessed annually during a two-year probationary period and Full-time Faculty are assessed annually during a three-year probationary period. After completion of probation, Faculty and Academic Professional staff members are assessed every five years. Each Faculty and 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).

Faculty and staff will be assessed on the performance of job duties and professional responsibilities on a regular cycle. The 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 with continuous appointment status are assessed on a five-year cycle. Student evaluations are also required to be conducted in every class every term.

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.

Evaluation Systems. PCC is in the process of integrating its assessment tools into its comprehensive learning management system, [MyCareer@PCC](#), which will fully automate the assessment process, allow employees to upload training and goal development information and provide managers with the ability to track employee development and progress toward meeting goals. As the online system is developed, PCC will also be updating assessment components as needed. Currently, employee assessments are not all up-to-date. The College is implementing a plan to complete past due assessments for most employees by the end of 2021, and no later than the end of 2022 for remaining employees. In addition, the requirement to complete an assessment by each campus for which a Part-time Faculty member taught changed in 2019 to require a single, collegewide assessment. This efficiency measure will help ensure timely assessments for Part-time Faculty. Finally, the steps PCC has taken to add the assessment process to its talent management system will improve administrators' ability to track assessment due dates and report on the status of completed assessments to ensure timely completion for all employees.

Required Evidence for 2.F.4

Administrator/staff/faculty evaluation policies/procedures

[Management Confidential Employee Handbook, Section 9: Performance Assessment](#) (web page)

[Assessment](#) (web page)

[Classified Agreement, Article 13 – Probation and Performance Assessment](#) [pdf]

[Faculty and Academic Professional Agreement, Article 7 – Faculty and Academic Professional Assessment](#) (.pdf)



Element 2.G ~ Student Support Resources

2.G.1 - Effective Learning and Student Support Environment

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Supporting student learning is a critical function of our Academic Affairs and Student Affairs teams. Portland Community College (PCC) delivers instruction in a [variety of formats](#), including traditional in-person classes, fully online, asynchronous classes, as well as hybrid formats. In response to the COVID-19 pandemic, the College has been in remote operations and has added synchronous, remote delivery to those options to better meet student needs.

Instruction is designed to engage and support students through recognition of a variety of teaching and learning styles – PCC’s [Teaching and Learning Centers](#) (TLCs) offer a communal space for faculty that promotes professional development, best practices in teaching, facilitating innovation, and enhancing teaching and learning styles and techniques.

To support student learning needs, [tutoring services](#) are available at no cost to PCC students, seven days a week in a variety of modalities. Each campus provides 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. The College also participates in a regional tutoring consortium that offers e-tutoring in 14 subjects.

Students are introduced to these support services at multiple times while at PCC, beginning with an online new student orientation. The College also has an online tutorial collection, [Panther Tracks](#), that students can access at any point to get just-in-time resources on being a successful student at PCC. New, first-time credit students also attend [New Student Advising and Registration Sessions](#) to get acclimated to PCC and ensure connection and support before students begin their studies.

Portland Community College has been focused on reforming its institutional policies, practices, and behaviors as part of its commitment to [Yes to Equitable Student Success \(YESS\)](#). The YESS efforts place students at the center of PCC’s work towards more equitable outcomes for diverse students. One [key priority](#) in the YESS work is the implementation of integrated academic and career pathways, with integrated support for students. The College is reorganizing its administrative structure in both Academic Affairs and Student Affairs around a One College for Equitable Student Success academic and career pathways model to support these initiatives and improve the experience of all PCC students.

Required Evidence for 2.G.1

- ☒ Listing of programs and services supporting student learning needs
 - [Tutoring](#) (web page)
 - [Teaching Learning Center](#) (web page)
 - [Panther Tracks: Guides to Student Success](#) (web page)
 - [New Student Orientation](#) (web page)
 - [New Student Advising and Registration Sessions](#) (web page)

Additional Evidence for 2.G.1

- [Types of Classes at PCC](#) (web page)
- [YESS: Yes to Equitable Student Success](#) (web page)
- [YESS Priorities](#) (web page)

2.G.2 – Publication of Information

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; 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 and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The College publishes a [Catalog](#) annually, each academic year. The Catalog is available in an online format, and available in print, upon request. It is the primary source of academic, course, and policy information at PCC, supported by the public facing [website \(pcc.edu\)](#), and PCC's secure student portal, [MyPCC](#), which contains pertinent student record and transcript information, personalized curricular and degree audit information, and personalized financial information for each student enrolled at the College.

| Information | Catalog | Other Locations |
|---|--|--|
| Institutional mission, vision, and values | Mission Statement | Portland Community College Mission (BP 1200) |
| Admission requirements and procedures | Admission for New Students | Admissions - Apply Today! |

| Information | Catalog | Other Locations |
|--|---|---|
| Grading policy | G301-Grading Guidelines G302-Grading Guidelines - Attendance, Participation and No Shows S704-Syllabus Standards for Credit Courses | Grading Guidelines |
| Academic programs | Programs, Disciplines & Courses | Academic Programs |
| Course information | Course Search Programs, Disciplines & Courses | Schedule of Courses |
| Expected learning outcomes | S704-Syllabus Standards for Credit Courses | Course Content and Outcome Guides |
| Required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings | Catalog program requirement page examples: Graphic Design Geographic Information Systems Veterinary Technology | Program Advising Guide Examples: Electronic Engineering Tech Medical Assisting |
| Names, titles, degrees held, and conferring institutions for administrators and full-time faculty | Faculty & Staff | |
| Rules and regulations for conduct, rights, and responsibilities | Student Rights and Responsibilities Policy on Student Conduct | Student Rights and Responsibilities Handbook Policy on Student Rights Appeals, Complaints, and Feedback Academic Integrity at PCC Accommodations and Services |

| Information | Catalog | Other Locations |
|--|--|---|
| Tuition, fees, and other program costs | | Paying for College Tuition and Fees Payment (Tuition for Noncredit Classes) Program Cost page examples: Graphic Design Medical Assisting |
| Refund policies and procedures for students who withdraw from enrollment | Make Payment Arrangements (under “Removing Tuition Charges”) | Refund Policy Refunds |
| Opportunities and requirements for financial aid | Make Payment Arrangements | Paying for College Financial Aid Scholarships at PCC |
| Academic calendar | Calendar of Instruction | Academic Calendar |

Required Evidence for 2.G.2

Catalog (and/or other publications) that provides information regarding:

Please see the table above for links to specific evidence.

- Institutional mission
- Admission requirements and procedures
- Grading policy
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
- Rules and regulations for conduct, rights, and responsibilities
- Tuition, fees, and other program costs
- Refund policies and procedures for students who withdraw from enrollment
- Opportunities and requirements for financial aid
- The academic calendar

2.G.3 – Licensure; Employment Requirements

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

The PCC Catalog as well as the College's website are the primary locations that national and/or state legal eligibility requirements are published. For example, successful graduates of the Nursing program are eligible to sit for the National Council of State Boards of Nursing NCLEX-RN exam. That information is found in the [Nursing Advising Guide](#) (page 6), as well as the [Nursing](#) section in the online Catalog. Student NCLEX-RN pass rates are published on the [Nursing program](#) web page (Nursing). Another example is PCC's apprenticeships and trades area, with similar information posted on the [Apprenticeship and Trades](#) web page as well as in the [Catalog](#) (Apprenticeship and Trades).

PCC is also in the process of building a more robust infrastructure to ensure students are clear about licensure requirements. In 2020, Academic Affairs inventoried all the PCC programs that prepare students for licensure. The College is currently assessing the landscape of both general program disclosures as well as preparing to build infrastructure for direct disclosure to students about licensure requirements using the framework provided by [NC-SARA](#) (National Council for State Authorization Reciprocity Agreements). Additional disclosures likely will be added to PCC's [Consumer Information](#) web page.

Required Evidence for 2.G.3

Samples of publications and other written materials that describe:

- Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.

[PCC Nursing](#) (web page)

[PCC Nursing Advising Guide](#) (.pdf)

[PCC Nursing catalog](#) (Catalog web pages)

[Apprenticeship and Trades](#) (web page)

[Apprenticeships and Trades](#) (Catalog web pages)

- Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Additional Evidence for 2.G.3

[NC-SARA program licensure](#) (web page)

[PCC Consumer Information](#) (web page)

2.G.4 - Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the

categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

As with many community colleges, PCC's financial aid program rests heavily on the pillars of federal Title IV funds, state grant programs, and veterans education benefit programs (see [Financial Aid](#), [Financial Aid Grants](#), and [Veterans Education Benefits](#) web pages). The College also has a modest but growing [foundation/institutional scholarship](#) component and a range of other student support programs: [workforce programs](#) through a mix of federal/state/private resources, Department of Defense and state [tuition assistance for enlisted and qualifying reservists](#), and a variety of private programs including scholarships and employer benefits, etc. These programs are sited across the college.

One strength of PCC has been the diversity and range of resources and programs offered; the associated weakness has been that these individual programs are sited in a wide range of offices and there has not been a single office that supports or even is informed of all of the available student financial support options. While there is much to celebrate, there is work to be done and opportunity. A new department for "student financial support and services" has been identified as part of the One College for Equitable Student Success reorganization. When fully realized, this functional unit will unify support and systems for students to maximize resources to pay for college.

Guided by the leadership of PCC President Mitsui and key PCC leaders, Oregon has invested in the [Pathways to Opportunity](#) initiative designed to expand access to federal and state benefits to support low-income students' attendance and completion of college. This critical work is reflected at PCC through a number of activities: the current implementation of Single Stop – a benefits screener to connect students to federal, state, and local resources; agency partnerships for expanded SNAP enrollment; the [STEP program](#) providing additional support and financial assistance for SNAP recipients; and a PCC Pathways to Opportunity Council which brings together faculty, staff, students, and administrators to address barriers related to food, housing and financial insecurity.

As with 2.G.5, PCC website information in general is technically adequate for compliance purposes, but is a space where Enrollment as a division would like to see a range of structural and content improvements to improve student ease of use and accessibility, particularly to support our equity and completion goals under the YESS (Yes to Equitable Student Success) initiative.

The College also complies with the [Principles of Excellence](#) and provides the "College Financing Plan" (formerly "FA Shopping Sheet") to all Title IV recipients in addition to PCC's standard aid notification letter.

PCC Foundation

The [PCC Foundation](#) supports student success by securing and awarding support for scholarships and programs. Since 2015, scholarship awards have doubled from \$1.1 million to more than \$2 million annually, which includes traditional scholarships and awards for [PCC Future Connect](#) students. Student scholarship opportunities are marketed through the [PCC Foundation Scholarships](#) web page, faculty promotion, social media, scholarship workshops, and community outreach.

In addition, the PCC Foundation provides a limited amount of funds for emergency grants, technology, and food insecurity. Applications for emergency grants, when funding is available, can be found on the [Emergency Funds](#) web page. Funding for food insecurity included private donor and grant support which funds food purchases for all campuses from the Oregon Food Bank, as well as two vans to transport the food. During the pandemic, PCC Foundation funded the purchase of Chromebooks and computers for students to adapt to online learning.

Required Evidence for 2.G.4

Published financial aid policies/procedures including information about categories of financial assistance

[Paying for College](#) (web page)

[Financial Aid](#) (web page)

[Financial Aid Grants](#) (web page)

[Veterans Education Benefits](#) (web page)

[PCC Foundation Scholarships](#) (web page)

[Emergency Funds](#) (web page)

2.G.5 – Student Loans

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The College meets all required [loan and entrance/exit disclosures](#) to students; however, the extent to which PCC goes beyond that minimum varies by program. For the HRSA Nursing Loan program students receive in-person entrance and exit advising from student accounts and financial aid staff, as a supplement to entrance counseling documented through 'Mapping Your Future' and required exit information from PCC's servicer ([ECSI](#)). Whereas for Direct Loans, students receive a copy of the required materials and a referral to the appropriate federal website (currently [studentaid.gov](#)); for Perkins in its waning, students just receive the required contacts from ECSI.

The results do reflect both the population but also the level of resources invested – HRSA indicated in 2019 they view the PCC Nursing default rate as exemplary and recently inquired if there were elements of the program that could be duplicated at other institutions. Conversely, the 2017 Direct Loan Cohort Default Rate (CDR), in line with other recent years, is slightly higher (16.3%) than the national sector average (15.2%).

That pattern holds true for most if not all Oregon community colleges, but most importantly is well below the threshold that would require a management plan or incur penalty.

The College previously utilized default reduction services through Inceptia, but analysis indicated the economy was by far the single biggest indicator of/factor in annual CDR variations. The factor over which PCC has the most control is student completion, which mirrors where national conversation has shifted. The College also supports several federal interventions such as a unified student portal to reduce student confusion and improve ease of use as well as a streamlining of the loan servicing space.

The pcc.edu website information in general is technically adequate, but it is a space where Enrollment as a division would like to see a range of structural and content improvements to improve ease of use and accessibility, particularly to support our [equity and completion goals](#) under the YESS initiative.

Required Evidence for 2.G.5

- ☒ Information to students regarding repayment obligations
 - [Financial Aid Loans](#) (Financial Aid web page)
 - [Managing Student Loans](#) (Panther Tracks web page)
 - [Managing Student Loans: When Do I Repay?](#) (Panther Tracks web page)
- ☒ Policies / procedures for monitoring student loan programs
 - [Federal Direct Loan Program](#) (.pdf)
 - [Exit Counseling for Direct Loans](#) (.pdf)
 - [Nursing Student Loan](#) (.pdf)

2.G.6 - Advising

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Since the Year Seven Self-Evaluation Report in 2015, PCC has been on a journey to significantly reform its academic advising program to improve equitable student success outcomes. The institutional commitment for reform was the result of multiple sources of program evaluation including student satisfaction surveys (CCSSE, Noel Levitz, college climate surveys), an external program evaluation conducted by AACRAO (American Association of Collegiate Registrars and Admissions Officers), internal Program Review, external research on best practices/Guided Pathways, student and advisor focus groups, point of service assessment, and other sources.

The [Advising Redesign Initiative](#) established process, structure, and attitudinal outcomes with the goal of one consistent academic advising philosophy and service delivery approach, a well-defined and supported administrative structure, integration of a robust technology platform, and ultimately improved student and staff/faculty

satisfaction and confidence in services. Since the Initiative was formally launched in 2016, steady progress has been made towards achieving its ultimate outcomes. Additional resources have been allocated in the form of six additional general advisor positions, an Advising Program Manager, purchase of a student success technology platform (EAB Navigate), a technology systems support coordinator, and additional funds for staff professional development.

The work was initially guided by the Advising Redesign Initiative Task Force a broad stakeholder group facilitated by a team of Student Affairs managers. When the College joined Achieving the Dream in 2017, the work was collapsed with the overall [YESS \(Yes to Equitable Student Success\)](#) institutional reform efforts. It eventually merged with faculty-led Guided Pathways development (see [Academic and Career Pathways](#) web page). The College's organizational restructuring of Academic and Student Affairs during 2020-2021 has established a collegewide division of Academic and Career Pathway Guidance under the direction of one Dean. This new structure centralizes authority and accountability for the function of advising and will significantly support full implementation of the reform effort within a student-centered Academic and Career Pathway operating model. This recent [PCC Board presentation](#) illustrates the reform journey, as well as the holistic student retention model that is at its core.

As of Winter Term 2021, over 28,000 degree/certificate seeking credit students have an assigned advisor based on their identified academic program and within one of six Academic and Career Pathways. Seventy-one (71) full-time professional advisors have been assigned a student caseload that ranges from approximately 80 to 600. The smaller caseloads represent cohort-based retention programs that offer significant coaching and intrusive support for historically underserved students (e.g., [TRIO-SSS](#), [Future Connect](#), [CAMP](#), [STEP](#)). Career and Technical Education program advisors operate within an embedded model, working closely with program faculty and have an average caseload of approximately 300. Transfer student caseloads are approximately 600 to 1 advisor. There is also a specific advisor team for completely online learners. Faculty program advisors have also played a critical role in student advisement for many specific programs. As part of the Advising Redesign Initiative, however, all students are now assigned a professional staff advisor. An effort to engage faculty in defining their critical role in student advisement is underway as part of ongoing equitable student success reform efforts.

Advisors provide a wide range of [services](#) including individualized academic plans, program of study exploration, financial aid timeframe extension support, academic standing interventions, college success strategies and resource referral. Students are now supported through a proactive case management approach utilizing the EAB Navigate case management and tech assisted student support applications. Currently, all new students are required to complete an online Orientation and are directed to additional online tutorials - [Panther Tracks](#) - to support their success. All first time entering students also participate in [New Student Advising & Registration](#) sessions that support course placement and first term academic planning. Additional "momentum points" that will require student participation with advising are being defined as part of

the Advising Redesign Initiative. A faculty Early Alert system has been in a development and pilot phase, with full implementation anticipated soon. Advising is required for students when the a) fail to meet standards of academic progress, b) submit financial aid appeals, c) receive Veterans Education benefits, and d) participate in cohort-based retention programs.

All advisors must meet minimum hiring qualifications and participate in systematic training and professional development to establish and maintain knowledge of PCC curriculum as well as program and graduation requirements. A comprehensive, online [Advising Manual](#) was recently developed to provide a collegewide “source of truth” for all advising practitioners and to ensure consistent and accurate advising. The Manual was created and will be maintained by the college Advising Council. This representative body was established in 2012, is chaired by advisor leads, and comprises advising professionals, faculty, and other student affairs practitioners. The Council has been a critical participatory governance partner with administration. Advising reform led to development of a comprehensive training program for the college’s Advisor Community of Practice. Daylong advisor “Foundations” training occurs quarterly, with additional technical and advisor tools training as needed. A new [Advisor Practitioner Certification Program](#) is currently in development that will consist of: technical competencies, the advising discipline and best practices, pathway-specific knowledge building, and--most importantly--anti-deficit, race-conscious, and asset-based approaches to case-managed student support.

Advising services and requirements are communicated to students through the new student online orientation, the [admissions and enrollment](#), the [Catalog](#), enrollment and registration system notifications, the PCC [Academic Advising](#) web page, [MyPCC](#) (student portal), emails, direct communications from assigned advisors, and faculty/staff referrals. Students and advisors have access to [GRAD Plan](#) (DegreeWorks), the College’s degree audit system for academic progress tracking and degree awarding. By the end of the 2020-21 academic year, the Academic Planner application will be implemented for students within EAB Navigate and support advisor generated academic plans that interface with the degree audit system, support easy to use in-app registration, and allow students and their advisors to track progress towards degree completion. Efforts are currently underway by the Advising Council to update an Advising Syllabus to clarify intended outcomes, expectations, requirements, and roles for students. Additionally, a formalized continuous improvement and assessment plan for advising services will be developed by 2021-22, supported by the new One College administrative structure in Academic and Student Affairs that will add additional administrative and coordination capacity.

Required Evidence for 2.G.6

- ☒ Description of advising program, staffing, and advising publications
 - [Advising Redesign \(Board Presentation, January 2021\)](#) (.pdf)
 - [The Advising Redesign Initiative](#) (web page)
 - [Academic Advising](#) (web page)
 - [Advising Manual](#) (.pdf)

[New Student Advising and Registration Sessions](#) (web page)
[Panther Tracks: Guides to Student Success](#) (web page)
[Admissions: Apply Today](#) (web page)
[2020-2021 Academic Catalog - Portland Community College](#) (web page)
[GRAD Plan](#) (web page)

- ☒ Systematic evaluation of advising
 - [Noel Levitz Student Satisfaction Survey](#) (web)
 - [SENSE Survey](#) (web)
- ☒ Professional development policies / procedures for advisors
 - [Advisor Practitioner Certification Program](#) (online)
 - [Example of Recent Advisor Foundations Training](#) (online)
 - [Example of EAB Technical Advisor Training](#) (online)

2.G.7 - Identity Verification (distance education)

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Identity Verification Processes. The College provides students with a unique username and password based on their official admission and registration records. These credentials are used across all enterprise applications at PCC. 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. Passwords typically expire after 90 days. Any assistance provided to the student regarding his or her account requires that students validate their identity using multiple sources of personal information. The student must enter his or her username and password each and every time the student uses any of PCC's enterprise electronic resources. There are no fees associated with admissions, account creation, or technical support for students.

Proctored Exams. In some cases, online classes may use proctoring to further validate student identity and improve exam integrity. PCC offers a few [different options for test proctoring](#), though use of any solution is determined by the course instructor and department. The instructor is responsible for communicating the cost and technical requirements related to proctoring to students prior to registration using [course details pages](#). Students can also arrange to complete [makeup exams at PCC testing centers](#) or using other options. Students not located near a PCC campus can make arrangements with the instructor and other colleges or testing services to complete proctored exams.

Required Evidence for 2.G.7

Policies/procedures for ensuring identity verification for students enrolling in distance education courses

[Information Security Policy BP 8102 User Authentication](#) (web page)

Additional Evidence for 2.G.7

[Service Desk: Login and Password Help](#) (web page)

[IT Service Desk](#) (web page)

[Student Help Desk](#) (web page)

[Proctoring Exams for Online Learning](#) (web page)

[Proctored Exams \(PCC Testing Centers\)](#) (web page)

[Course Details Page](#) (web page)



Element 2.H ~ Library and Information Resources

2.H.1 – Library and Information Resources

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Library Staffing. Each of PCC's four comprehensive campuses has a [library](#), with services delivered by campus teams consisting of a library supervisor, access services technicians, and faculty librarians. Library-wide operations--administration, digital services, and technical services--are centralized at the Sylvania Campus Library. The PCC Library employs 20 full-time professional staff who hold an MLS or MLIS degree. Nine part-time librarians comprise an additional 2.2 FTE. The Library also employs 22 full-time classified employees. Staffing is enhanced by 4.75 FTE of casual employees and 2.82 FTE of student employees. These staff provide the additional capacity required to maintain evening and weekend hours and to assist with technical services operations.

Library Planning. While the College was in the midst of creating the 2021-2025 strategic plan, the PCC Library developed a [short-term plan \(2019-2021\)](#), identifying three focus areas and four goals to connect the library's work to the [President's Work Plan](#). Each Library department and major committee also identified goals and activities linked to the library-wide plan. The [Library Advisory Council \(LAC\)](#) provides an opportunity for the Library to engage the College community in visioning and planning library services. Library employees' involvement in [national, regional, and state partnerships](#) provide another way to learn about best practices and trends that contribute to planning library services.

The Library uses many different data sources to inform planning and decision making. It depends on a number of traditional quantitative sources to track usage trends. These sources include consortium-generated statistics, local usage statistics, Inter Library Loan (ILL) data, web statistics, gate counts, and vendor-generated database usage numbers. Librarians also track reference transactions and statistics that describe the instructional program. Internal data is stored in a database that is maintained by the Library's Digital Services Team.

The PCC Library actively seeks input from affected users to ensure that services are being designed to equitably serve all members of the PCC community. Library staff members seek input from Subject Area Committees (SACs), the Educational Advisory Council (EAC), and other college committees. Additional feedback is obtained through many points on the [Contact Us](#) page of the [pcc.edu/Library](#) area and [library staff](#) who are accessible via their web page on the site.

[Library policies](#) are routinely reviewed with a focus on expanding access and reducing barriers for our students. A few notable changes include increasing operating hours and eliminating overdue fines.

In 2016, the Library eliminated overdue fines for all library materials except for equipment and course reserves. The revised policy has reduced the financial impact on students at a rate of approximately \$40,000 each year. This, in turn, has had a positive effect on enrollment, as well as graduation and retention rates, particularly for marginalized populations who are more adversely affected by overdue charges than other patron groups. Policy changes are documented on the Library web pages (e.g., [Food and Drink in the Library](#)).

Information Literacy and Instructional Support. Library faculty are responsible for providing research support, teaching research and information literacy concepts, selecting library resources, and engaging in outreach activities and college service. Librarians work directly with students to teach them how to access and incorporate research and information sources into their coursework. They meet with students through a variety of modalities: face-to-face, [online research appointments](#) (Research Help Appointments), [24/7 chat](#) (Chat with a Librarian), [email](#) (Email a Librarian), and phone. They also collaborate with program faculty to integrate library instruction and information literacy into curriculum and classroom activities. Faculty can [request an instruction session](#) (Library Information Request) with a librarian or request that a librarian embed in their course. Instruction sessions are typically 50 minutes, in some cases librarians may meet with a class multiple times. Embedded librarians will have regular contact with students in the online course shell or through other types of integrated course instruction. PCC librarians also teach the library SAC's credit courses: LIB 101: Library Research and Beyond and LIB 127: Information Research.

Librarians adopt innovative tools such as using Google Forms to create course-specific learning objects (see [BI 121 \[Anatomy\] Library Assignment](#) example). All D2L Brightspace course shells have a library widget which connects students to the main [PCC Library](#) web page, research databases, [discipline-specific research guides](#), and course-specific guides created in collaboration between librarians and instructors. Librarians also curate research guides that support College initiatives (e.g., [Teaching in the Community College](#), [Sustainability Education Research](#), and [Academic Integrity](#)). In 2018-2019 the library website hosted 766 research guides with 99,751 views and in 2019-2020 there were 764 research guides with 96,249 views.

As an academic department, the Library SAC (Subject Area Committee composed of all faculty who teach in a subject area or program) participates annually in assessing student learning both in Library (LIB) classes and for the course-integrated instruction librarians provide for courses throughout the curriculum. A librarian serves on each of the Discipline Subject Area Committees (DSAC) which developed shared rubrics for assessing the General Education program. Library faculty also have served on the College's Learning Assessment Council (LAC). The LAC has recognized the Library

SAC for exemplary reporting on their work for assessment of student achievement of SAC-chosen learning outcomes (e.g., information literacy and integrative learning), twice, for the years 2016-2017 and 2018-2019.

The College's new approach to assessing student learning of the General Education outcomes has created opportunities for library faculty to work with discipline faculty to explore the impact of library instruction on student learning outcomes. In 2019-2020, the Anthropology SAC used a rubric to compare student achievement on the ATH 101 signature assignment between students who had an embedded librarian in their online classroom as well as a tutorial tailored to their research assignment compared to students who did not have this support. Of students with explicit library support, 100% met the assessment benchmark level; only 30% of students without librarian support met the benchmark.

In their [2017 Program Review](#) the Library SAC defined a set of activities to meet the Library Instruction program goals. Two successful initiatives from these goals follow:

- 1) In fall 2017 the [Information Literacy Teaching Materials Toolkit](#) was published. This online tool provides faculty with handouts, videos, and in-class activities to use to integrate information literacy and library research into their classes.
- 2) Beginning with the 2020 cohort, students can now earn points toward admission to the Nursing program by taking LIB 127 (Healthcare Focus). Nursing faculty report positive increases in the information literacy of their first student cohort with access to this course.

Library Collection. The PCC Library's physical collection includes 80,530 print titles, 373 print serial subscriptions, and 9,713 CDs, DVDs, and Blu-Ray discs. In terms of online resources, the PCC Library provides access to 108,137 unique e-journals, 249,998 e-books, and 47,538 streaming videos via database subscriptions and direct purchase. In 2020, the Library expanded the collection to include streaming audiobooks. All Library resources are purchased using the Library's general fund budget (\$314,766 for 2020-2021).

The PCC Library offers several unique collections including the [African Film Collection](#) (in partnership with the [Cascade Festival of African Films](#)), the [Rev. John H. Jackson Collection](#) (Jackson Collection), [board games for checkout](#), [equipment and assistive technology](#) (Equipment for Checkout), PCC-student-authored zines, and a collection of works by local musicians. The Library circulates one item per student annually, based on the student headcount and library circulation (2018-2019: 68,259 items loaned and 67,584 headcount, ratio of 1:1.009).

Librarians partner with program faculty (see [Subject Liaison Librarians](#)) to ensure the relevance and currency of the library collection. The library acquisition budget is tied to college programs to provide a balanced approach to collecting library resources for PCC's 95 programs and departments. Throughout the academic year, the Collection Development Committee reviews collection spending and discusses instructional

department needs. Based on this review, adjustments may be made to allocated funds for particular instructional areas. Multiple times a year, liaison librarians remove outdated titles from the library collection. This can involve close collaboration with instructional faculty. The [Collection Development Statement](#) outlines criteria for selecting and removing library resources.

The College extends its local library collections and services through membership in the Orbis Cascade Alliance (Alliance), a consortium of academic libraries in Washington, Oregon, and Idaho. A key value of this membership is that it provides the PCC community access to over 27 million items, including e-books. By viewing member collections in aggregate as “one collection,” Alliance members can strategically and collaboratively focus on ways in which to create user-centered collections that maximize use and minimize cost and space. Additionally, member libraries use collaborative strategies to negotiate database subscriptions, acquisitions of e-books, and most recently streaming video. Library staff at PCC contribute to these efforts and this work raises the quality of local services and allows PCC to leverage the expertise of the Alliance’s diverse membership.

Library Website. The [PCC Library](#) web page is an essential portal to Library resources, services, and student/faculty support. In 2018-2019 a cross-functional team was formed to redesign the Library’s web pages to meet the following objectives: create a mobile-friendly, accessible website, improve self-sufficient student navigation by avoiding library jargon, and surface research resources and ways to get help. The Library’s Digital Services Team (DST) maintains the web pages through an iterative design process and enhancements continue to be implemented. For example, in late 2019, [Help in Your Language](#) pages were added to the site. Web changes are informed through regular usability testing with a focus on gathering student input. The DST also coordinates regular testing of the Library’s catalog and discovery tool, Primo, to identify ways to improve the student user experience.

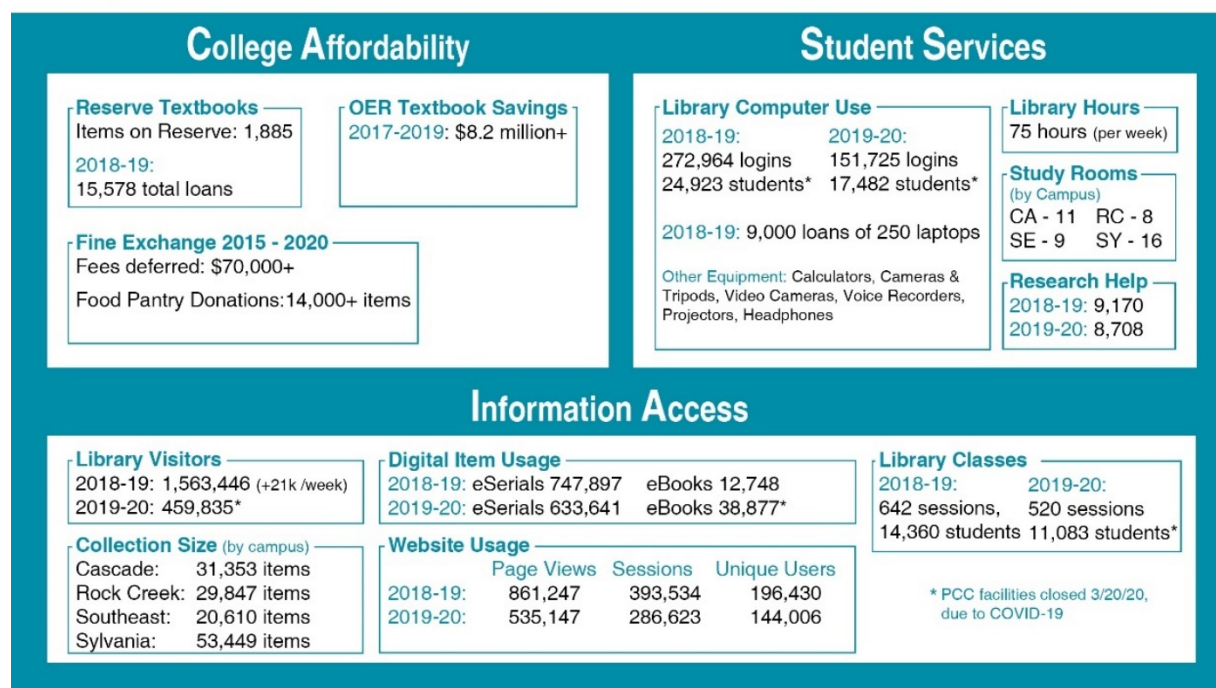
Copyright and Open Educational Resources (OER) Support. The PCC Library provides leadership and support on copyright and intellectual property related issues at the College. The College’s [Copyright Committee](#), which brings together stakeholders from throughout PCC to discuss copyright issues that emerge, advise on policy and procedure related to copyright, and develop copyright education for staff, faculty, and students, is chaired by a faculty librarian and has many members from throughout the library. Librarians provide copyright information via the copyright@pcc.edu email address, their own email address, over the phone, and in copyright office hours. Librarians also lead copyright workshops, [maintain informational guides](#) (Copyright Resources), and provide support and expertise for regional and national colleagues via the [Copyright First Responders Pacific Northwest network](#) and other professional associations.

The PCC Library also provides leadership in planning and supporting the College’s initiative to help instructors find, adopt and create [open educational resources and](#)

[practices](#). Librarians founded the College's [OER Steering Committee](#) in 2014 and recruited stakeholders from across PCC to form the committee. Five library faculty and the Library Dean currently serve on this committee and rotate through leadership positions. In addition to saving students millions of dollars each year, librarians also help instructors take advantage of flexible copyright to make their course materials more culturally responsive and student-centered. All liaison librarians provide OER support to instructors by searching for materials and answering and referring questions. Because this work is crucial to the College's mission, the Office of the Vice President of Academic Affairs pays for .5 release time backfill for a librarian to coordinate the college's OER initiative, organize instructor support, and liaise with our state OER agency.

Creating a Welcome Environment for All. The PCC Library strives to create an inclusive and welcoming environment. The Library has engaged in many student-focused changes to library spaces. These projects include creating [Library Zones](#) and [family study rooms and kits](#). In fall 2019, the Library worked with Planning and Capital Construction and an outside consultant, [Amara Perez](#), to evaluate the existing Rock Creek Library from a diversity, equity, and inclusion lens and use the findings to inform future redesign and renovation plans.

Equitable Student Success



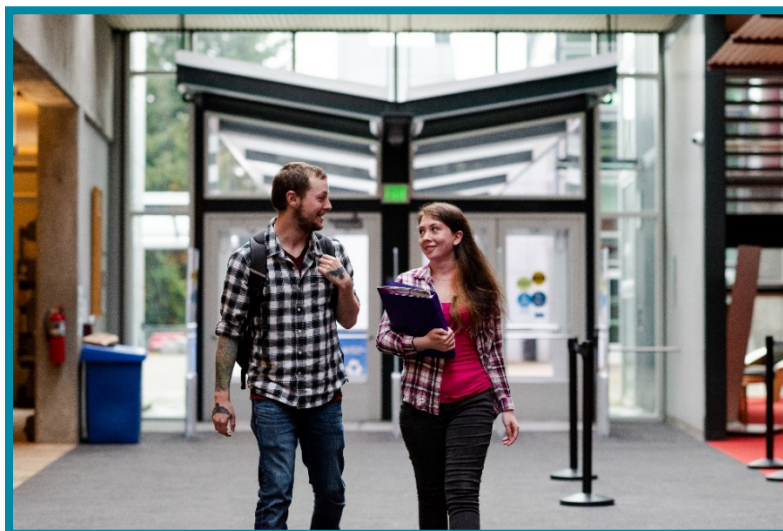
Bilingual positions in the Access Services department were created to recruit and retain a diverse front-line staff. Bilingual technicians promote a welcoming and inclusive environment through representation and by providing service and support in a student's native language. College data about the most spoken languages by PCC students

informed what languages would be most beneficial to our community. Staff in bilingual positions also volunteer within the College to provide translation services.

The Library works with other PCC departments to provide equitable access to important resources and promote a sense of belonging. For example, Library staff coordinate with Disability Services to provide access to [adaptive technology](#) (equipment loans) that any PCC student can benefit from using. The Digital Services Team and Disability Services have also established an on-going partnership to conduct accessibility reviews of all the Library's electronic resources. As barriers are identified, accessibility issues are reported to electronic resource vendors.

Required Evidence for 2.H.1

- ☒ Procedures for assessing adequacy of library collections
[Collection Development Statement](#) (web page)
- ☒ Library planning committee and procedures for planning and collection development
[Library Planning](#) (web page)
[Library Advisory Council \(LAC\)](#) (web page)
[Library Memberships \(National, regional, and state partnerships\)](#) (web page)
- ☒ Library instruction plan; policies/procedures related to the use of library and information resources
[Library Policies](#) (web page)
[Library Program Review \(2017\)](#) (.pdf)
- ☒ Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process
[Subject Liaison Librarians](#) (web page)
[Open Educational Resources @ PCC](#) (web page)



Element 2.I ~ Physical and Technology Infrastructure

2.I.1 - Physical and Technology Infrastructure

Consistent with its mission, the institution creates and maintains physical facilities and information technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Physical Infrastructure

Facility Planning. Portland Community College (PCC) continues to work on its phased approach to comprehensive facilities plans. Because PCC is so large, encompassing a 1,500 square mile district with about 2.5 million gross square feet of built space in 63 buildings and almost 450 acres of grounds, the facility planning effort was divided into two phases.

Phase I was formally completed in early 2019. Phase I covered the existing conditions of all College facilities. The final report includes an executive summary with nine technical reports. The technical reports cover safety and security of electronic systems, transportation and parking, information technology, space utilization of academic uses, conformance to the Americans with Disabilities Act (ADA), sustainability, and a Facility Condition Assessment (FCA). The FCA covers the existing condition of all College facilities and MEP (mechanical, electrical, and plumbing) systems. All documents are available for public viewing on the College's [Integrated Planning](#) web page.

With Phase II now underway, PCC has turned its attention to the future. The Phase II scope of work is specifically designed to align with long-term education and strategic plans. In fact, the Facilities Plan is organized by PCC's [Academic and Career Pathways](#) to more fully integrate with teaching and learning. The Plan also aligns with the newly updated [Strategic Plan](#).

Phase II builds from the wealth of data compiled in Phase I to determine the development capacity for each PCC location; assess the sufficiency of non-academic, support space; and offer a common vision for future growth.

Critical Race Theory (CRT) continues to be an influencing factor in College facilities planning and project work. Like Phase I, Phase II includes a student cohort trained in the tenets of CRT and actively engaged in the design workshops scheduled for spring 2021.

Additionally, facilities planning for continuous improvement continues to seek input through two interdisciplinary committees; the Integration Team is made up of representatives from College administration and the Technical Advisory Committee represents the many disciplines included in the Plan. Because of the circumstances related to COVID-19 and the physical closure of College locations, electronic surveys,

virtual workshops, and other remote activities are being held to engage both the College community and surrounding neighbors.

Equipment Replacement. The College replaces large equipment through a deferred maintenance fund. Equipment is identified through the [Facilities Condition Assessment](#) included in the Phase I Facilities Plan. Additionally, the College added to its 2017 Bond measure, an academic equipment replacement fund. This provides direct financial support for large equipment purchases needed to support academic programs. To help identify possible equipment needs, the newly formed Bond Advisory Committee, made up of representatives from College administration, staff, faculty, and students developed an application process to formally submit a proposal for funding.

Sufficiency. Phase I of the Facilities Planning found College instructional space to be sufficient (see [Space Utilization Report](#)). Phase II is assessing non-instructional support spaces to determine sufficiency and appropriateness of use. This is being done with a more centralized perspective guided by the new College organization around Academic and Career Pathways. The overarching objective is twofold: 1) to efficiently manage existing space and 2) to gain a better understanding of the non-instructional space needed to support academic classroom space. This information will more accurately inform the College's future build out.

Accessibility. Through PCC's Phase I Facilities Plan, an [ADA Technical Report](#) was written to identify accessibility deficiencies (see also [ADA Site Accessibility Report](#)). The College recently developed [Facility Standards Regarding Accessibility](#) that are included in all College project work. Additionally, major capital construction projects are assigned to a third-party ADA consultant who reviews project documents at key milestones. The College also has two ADA committees. The Accessibility Council that guides and advises on ADA matters throughout the College and the Accessible Built Environment Committee that promotes an accessible and welcoming physical environment.

Safety and Security. The College updated its access control and video surveillance security standards as of August 2020. The Phase I Facilities Plan [Safety and Security Technical Plan](#) identified and catalogued system needs for inclusion in future capital funding measures. As part of the 2017 Bond funds for safety and security, the College worked with a security consultant to assess and recommend next steps for each of its electronic security systems. The College is now evaluating an enhanced mass notification system soon to be piloted at two of PCC's centers. A more robust mass notification system will utilize existing infrastructure and provide more diverse and accessible notification for emergencies. Aging analog security cameras are being replaced and improved storage solutions for video retention provided.

Hazardous Waste. The College has many policies/procedures and follows 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.

The College routinely reviews and revises its policies and procedures regarding hazardous waste on an ongoing basis and as needed. Many of the policies/procedures as stated are also published on PCC's [Environmental Health and Safety](#) web page. The [Chemical Hygiene Plan](#) includes procedures to protect staff and students from health hazards associated with hazardous chemicals and has been designed to meet or exceed current regulatory standards. PCC's [Regulated Waste Program](#) has been developed to meet current regulatory standards for the management of Hazardous, Biological, Universal and Non-Hazardous Wastes. The Program involves all of PCC's operations, whether from academic programs or facilities maintenance. As part of the Hazard Communication Plan, PCC manages [Safety Data Sheets \(SDS\)](#) through the online database MSDSONline. This online database allows for PCC employees to access and review the SDS for any chemical in their work environment. Any chemical used at PCC must have an SDS in the PCC database.

Technology Infrastructure

Overview. The College has an enterprise scale technology infrastructure, including one of the largest physical networks in the Pacific Northwest. Over the last 5-10 years this has evolved from a primarily “on-premises” infrastructure, to a “hybrid-Cloud” infrastructure, as PCC has purchased more 3rd-Party Cloud-based systems (“Software as a Service” or SaaS), as well as moving more core services into the Cloud.

Information Technology (IT) sees this trend continuing as PCC supports more remote work and online modalities and look for economies in our services. For example, over the last several years we have re-engineered our entire Identity and Access Management (IAM) infrastructure, including hosting Active Directory in the Microsoft Azure Cloud. Another key Cloud-based technology that is being evaluated at time of writing is Virtual Desktop Infrastructure (VDI).

PCC's Information Technology (IT) organization is aligned to the following service areas, which represent our core infrastructure components:

- *Infrastructure Services:* Network, Telecommunications, Wireless, Datacenter, Backups, Network Security, Cloud Infrastructure components, Active Directory.
- *Application Services:* Programming and integration support for enterprise applications, ERP (i.e. Banner and associated applications) and Web applications.
- *Client Services:* Technical support across four campuses and associated centers for: administrative and instructional computing, media services, classroom and podium support, and centralized services (e.g. patching, imaging, endpoint security, etc.).

In addition, the Office of the CIO supports core internal support services:

- Budgeting
- Portfolio and Project Management
- Technology Purchasing
- Enterprise Architecture
- Information Security

In 2020, PCC hired its first Chief Information Security Officer (CISO) and continues to focus on information security as a key strategic initiative.

In addition to 24/7 operational support, PCC IT delivers over 100 significant projects a year to continue to support college strategic goals and maintain PCC as a technology leader in the Oregon Higher Education space. The quality, integrity and availability of PCC’s Technology infrastructure, as well as the industry leading ratings from our customer satisfaction surveys, indicate that PCC is dedicated to ensuring the very best technology services for our staff, faculty and students.

Network. IT secured \$20M of PCC’s 2017 Bond fund to upgrade collegewide technology infrastructure. The [Network Optimization Project](#) (NOP), scheduled thru 2022, seeks to replace all end-of-life technology infrastructure at PCC while reimagining PCC’s [network and datacenter design](#) to include full redundancy, upgraded firewall technology, hyper converged datacenter technologies, integrated Cloud services with Google, AWS and Azure, and state-of-the-art backup and recovery capabilities.

End User Computing. IT is responsible for maintaining the majority of administrative and instructional computers (desktops and laptops) and peripherals. In 2020, all computers (374) in district student resource centers and libraries were replaced. These are the most heavily used computers by students and were also among the oldest at the College.

IT has previously proposed a “Total Cost of Ownership” model, in which IT would have sole responsibility for computer replacements based on a pre-defined, industry standard, replacement cycle. At time of writing, this plan has not been adopted at the College and departments often supplement IT purchases with purchases from their budgets.

In January 2021, IT conducted a full inventory and aging analysis of College computers.

| Administrative | | | | | Instructional | | | | | All |
|----------------|--------|---------|--------|-------|---------------|--------|---------|--------|-------|-------|
| Windows | | Mac | | Total | Windows | | Mac | | Total | TOTAL |
| Desktop | Laptop | Desktop | Laptop | | Desktop | Laptop | Desktop | Laptop | | |
| 2,148 | 750 | 237 | 344 | 3,479 | 4,191 | 957 | 388 | 56 | 5,592 | 9,071 |

This analysis will be used as the basis of a computer replacement plan to be proposed to the President’s Cabinet. The plan will also incorporate the adoption of Virtual Desktop

Infrastructure (VDI) over the next three years as an alternative strategy to physical computer management.

Virtual Desktop Infrastructure (VDI). In 2020, IT conducted VDI proof of concept projects with Amazon Web Services (AWS) and Microsoft. Among other benefits, VDI will ensure students always have access to the most current desktop technology, will enable students to “carry their classroom” wherever they go, and will reduce financial demand on the College to constantly upgrade physical classroom computers. VDI will also alleviate significant information security risks associated with administrative staff working remotely, as well as provide new opportunities for faculty to leverage enhanced computer resources on demand.

Classroom Support. Information Technology has developed and deployed its own custom podium control panel to ensure consistent instructor experience across the College and in all classrooms (this was not previously the case). Over the last four years, working in collaboration with Planning and Capital Construction, the IT Media Services team has upgraded all end-of-life classroom podiums, as well as installing Laser Projectors and upgraded Document Cameras across the district.

College devices are regularly patched in accordance with a structured [patch management](#) program. The weekly schedule seeks to patch with minimal inconvenience to end users, while ensuring integrity. Users are given the option to temporarily defer patching if timing is inconvenient.

Business Process Improvement/Digital Transformation. Over the last 18 months, IT has pursued a “digital transformation” initiative using AODocs. AODocs is a “wrapper” to PCC’s core data repository, Google Drive, which enables enhanced document management and workflow. This has allowed us to target and successfully remediate specific business cases such as Grants Management, Dual Credit Management, and others (most recently: how to manage on premise staff scheduling during COVID-19 lockdown). We anticipate that collegewide demand and adoption of AODocs will increase over the coming months and years and already have a pipeline of requests for solutions.

Student Experience. IT has been a key enabler of PCC’s “Achieving the Dream” initiative, Yes to Equitable Student Success. Over the last couple of years, IT has implemented new student-facing initiatives and technologies such as EAB Navigate, EnrollmentRx, Digital Courseware, Advising Redesign, and Non-Credit Registration.

IT is instrumental in driving several key student-facing initiatives, two examples are:

- **Immersive Education:** The CIO has been leading a working group of about 25 faculty and industry partners to evaluate the use of augmented and virtual reality in teaching. The group has produced a strategy whitepaper and will implement three pilot programs in Trades, Emergency Services, and Aviation Mechanics in the first quarter of 2021.

- **Digital Courseware:** The IT Portfolio Manager is project-managing the implementation of several vendor-provided (Wiley, McGraw-Hill, Pearson, etc.) digital assets, including digital courseware products for chemistry, accounting, math, and geography, among others.

COVID-19. One measure of the quality and resiliency of IT Services at PCC is how well we support the core mission of the College during times of crisis. In March 2020, IT (in collaboration with our partners across the College) seamlessly transitioned PCC to a fully remote learning and administrative operations institution in a period of 10 days.

Accessibility. IT has a long-standing relationship with PCC's Disability Services. The CIO provides cabinet representation on the Accessibility Council and the manager of Web Services provides ongoing technical expertise with respect to digital accessibility. The [IT purchasing](#) team ensures comprehensive digital accessibility reviews of all technology vendor engagements as part of the [pre-procurement workflow](#).

Prior to a technology purchase by a staff or faculty member at the College, a collaborative review process has been put in place to audit the technology for state and federal mandated procurement regulations. The review results in auditable documentation for ADA compliance, comprehensive cybersecurity compliance, and vendor insurance meeting acceptable risk levels for the College. All reviews are done simultaneously, prior to the procurement process and in collaboration with our Disability Services, Information Security, and Risk Services Departments.

Accessibility reviews documenting ADA compliance are processed by Disability Services who provide 3rd party testing of the software functionality, identify gaps in a vendor's Voluntary Product Assessment Templates, and review a vendor's accessibility roadmap and document accessibility issues and Equally Effective Alternative Access Plans (EEAAP).

The pre-procurement workflow facilitates the above compliance reviews to ensure the College meets all regulatory requirements, is informed of the risks related to any technology purchase and continues its good stewardship of taxpayer monies.

Safety. The CIO is a Certified Information Security Manager (CISM). In 2020 PCC hired their first Chief Information Security Officer (CISO). The CIO and CISO are active participants in governance committees such as the Risk Council and the Red Flag Committee and present to the Board of Directors every quarter. As part of the annual financial statement audit, the PCC external auditors consider internal control over financial reporting including a review of the technology environment. The auditors did not identify any deficiencies or material weaknesses related to the Gramm Leach Bliley Act (GLBA) or with Information Technology General Controls (ITGC).

The College has comprehensive [Information Security and Acceptable Use Policies](#) (ISP and AUP) and provides training as part of employee onboarding. [AUP training](#) is now incorporated in the Cornerstone Talent Management system.

As part of the pre-procurement workflow described above, cybersecurity and risk reviews are conducted. Cybersecurity reviews document state, federal and international compliance for which we are required to meet for our student population consisting of in-state, out of state and international students are completed by our Information Security team who do a full review of the a vendor's association with the dark web, financials, privacy statement, any prior breaches the company may have had, and remediation protocols for those breaches.

Risk reviews are completed by our Risk Service department. Their main focus is to review Certificates of Liability Insurance and assess if it meets our current minimum vendor risk acceptance levels.

Portland Community College is leading a consortium of Oregon's community college IT leaders (OCCITA) on behalf of the Oregon Presidents Council (OPC) to select a Managed Security Services Provider to implement standard Security Operations Center (SOC) 24/7 monitoring services. At time of writing, we are conducting an RFP to evaluate service providers.

Since joining PCC in 2016, PCC's CIO has focused on CyberSecurity as one of the four core [IT Strategies](#) and on building a "Defense in Depth" program for the College. The addition of the new CISO and the successful implementation of SOCaaS will continue this program and take CyberSecurity at PCC to a new level.

Institution's Mission, Academic Programs, and Services. PCC IT has a mature technology portfolio management process that [incorporates stakeholders](#) from across the college in the review and prioritization of technology project requests. This ensures ongoing alignment with the College's strategic and academic goals.

The [IT Strategic Plan](#) is aligned to the College's current strategic goals and (at time of writing) the IT Project Management Office (PMO) is working on incorporating the new [College Strategic Plan initiatives and work streams](#) into the [IT Portfolio Management platform](#) (TeamDynamix) to ensure ongoing strategic alignment with College goals.

The PCC IT department, in addition to maintaining day-to-day operations and student access to core technologies, consistently delivers over 100 significant new technology projects a year. In order to best manage this large portfolio, the CIO established a PMO in 2017 and implemented [TeamDynamix](#) as a standard for Portfolio Management. Since then, the PMO has integrated IT Purchasing and IT Budget Management functions – creating a fully integrated system for forecasting, tracking, supporting, managing, and reporting on IT investments and projects. The PMO produces a [quarterly](#) (fiscal year) and an [annual](#) status report that is delivered to the President's Cabinet and can be viewed online by anyone at PCC.

Metrics and Customer Satisfaction. The IT Client Services team also produces a [quarterly scorecard](#) on key service metrics. In 2018, IT completely redesigned its [Information Technology](#) web pages--philosophically shifting its focus from "who we are"

to “what we do.” The pages now contain an [IT Service Catalog](#) as well as other key tools for faculty, staff, and students to understand and access IT services. In January 2020, IT engaged InfoTech to conduct their fourth peer-compared [IT Customer Satisfaction Survey](#). Continued, statistically significant, improvement in customer satisfaction was seen over the past four surveys, across all categories:

- Enabling PCC’s goals up 13% (65% → 74% → 78% → 78%)
- Services offered up 12% (67% → 74% → 79% → 80%)
- Communication up 9% (67% → 74% → 78% → 79%)
- Application suite up 4% (70% → 74% → 79% → 80%)

In addition, ITs “Net Promoter Score” (the key metric used by marketers to measure customer satisfaction) was up 3.75% year-over-year. From a benchmark perspective, PCC continues to score higher than other institutions of higher education in InfoTech’s population.

Required Evidence for 2.1.1

Facilities master plan, including

- ☒ Equipment replacement policies/procedures
[Facilities Condition Assessment](#) (.pdf)
- ☒ Procedures for assessing sufficiency of physical facilities
[Space Utilization Report](#) (.pdf)
- ☒ Policies and procedures for ensuring accessible, safe, and secure facilities
[Safety and Security Technical Plan](#) (.pdf)
[Facility Standards Regarding Accessibility](#) (.pdf)
[Information Security and Acceptable Use Policies](#) (web page)
- ☒ Policies/procedures for the use, storage, and disposal of hazardous waste
[Environmental Health and Safety](#) (web page)
[Chemical Hygiene Plan](#) (.pdf)
[Handling Regulated Waste](#) (web page)
[Safety Data Sheets \(SDS\)](#) (web page)
- ☒ Technology master plan and planning processes
[IT Strategic Plan](#) (.pdf)
- ☒ Technology/equipment update and replacement plan
[District Computer Replacement Plan](#) (.xlsx)



MOVING FORWARD

In January 2020, the Northwest Commission for Colleges and Universities (NWCCU) provided institutions with the option to use or not use Core Themes, Objectives, and Indicators. Portland Community College (PCC) has opted to shift from using Core Themes to focus on the commitment to **One College for Equitable Student Success** as the manifestation of mission fulfillment. The current report provides many examples of the College's progress on foundational work for us to be well positioned to operationalize the [YESS \(Yes to Equitable Student Success\)](#) vision:

Recognizing the unique value, perspectives, strengths, and challenges of every person who comes to PCC for education, all students will achieve their academic goals through equitable support, quality instruction, clear guidance to persist, and an unwavering commitment to completion shared by the entire college community.

With the governance, planning, operations, and resource allocations described in this report, the College's [new strategic plan](#), and [Equitable Student Success \(YESS\) Metrics](#) in place, PCC is ready to move forward to refine its articulation of institutional mission, improving institutional effectiveness, student learning, and student achievement for our Year Seven Evaluation of Institutional Effectiveness Report.

Our equitable student success metrics will be the framework for overall achievement goals and targets. These metrics will be integrated into our Strategic Planning efforts and our work around continuous improvement through reorganization. They will facilitate a focus on equity and closure of achievement gaps in improving institutional effectiveness. For example, we are poised over the next year to broaden our institutional learning outcomes conversation and build upon work already completed in redesigning PCC's approach to General Education. This critical conversation will help us better define our outcomes and help us better address ongoing, continuous improvement and assessment.

Although much foundational work has been completed, we realize there is still work to be done in refining PCC's continuous process to assess institutional effectiveness. We have an opportunity to unify planning and institutional effectiveness processes to evaluate mission fulfillment and help the College improve student outcomes by providing data that is accessible for collegewide use to inform decisions about the best approach to closing student achievement gaps. This framework must include identification of acceptable thresholds and benchmarks for effectiveness with meaningful indicators of mission fulfillment. This will require further definition of methodology, data point(s), factors to disaggregate, benchmarks to evaluate success of each institutional indicator, and peer-to-peer comparisons for systematic and ongoing assessment of institutional effectiveness. We are well positioned with our reorganization efforts and institutional culture change efforts to move toward this reality.

ADDENDUM: STANDARD TWO CHECKLIST

Additional information on Required Evidence and Additional Evidence is included at the end of each associated standard in this Report.

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|-------------------|------------------------------|---|--|
| Governance | 2.A.1 Board | <input checked="" type="checkbox"/> Institutional governance policies & procedures | <ul style="list-style-type: none"> ▪ PCC Board Policies ▪ College Policies |
| | | <input checked="" type="checkbox"/> System governance policies/ procedures (if applicable) | Not Applicable |
| | | <input checked="" type="checkbox"/> Multiple board governing policies/ procedures (if applicable) | Not Applicable |
| | | <input checked="" type="checkbox"/> Board's calendar for reviewing institutional and board policies/ procedures | ▪ PCC Board of Directors Annual Strategic Calendar 2020-2021 |
| | | <input checked="" type="checkbox"/> By-laws and Articles of Incorporation referencing governance structure | <ul style="list-style-type: none"> ▪ ORS Chapter 341 - Community Colleges ▪ OAR Chapter 589 (CCWD) ▪ Board Policies |
| | 2.A.2 Leadership | <input checked="" type="checkbox"/> Leadership organizational chart | ▪ Organizational Guide |
| | | <input checked="" type="checkbox"/> Curriculum vitae of executive leadership | ▪ Curriculum Vitae of Executive Leadership |
| | 2.A.3 CEO/President | <input checked="" type="checkbox"/> Curriculum vitae of President/ CEO | ▪ Curriculum Vitae of President |
| | 2.A.4 Decision-making | <input checked="" type="checkbox"/> Institutional governance policies & procedures (see 2.A.1) | <i>See Required Evidence for 2.A.1 (above)</i> |

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|--------------------------------|--|---|--|
| Academic Freedom | 2.B.1 and 2.B.2 Academic Freedom | <input checked="" type="checkbox"/> Academic freedom policies and procedures | <ul style="list-style-type: none"> ▪ Faculty and Academic Professional Agreement ▪ ORS Chapter 341.009 (Community Colleges, Policy) ▪ Board Policies ▪ Student Rights and Responsibilities Handbook |
| Policies and Procedures | 2.C.1 Transfer of Credit | <input checked="" type="checkbox"/> Transfer of credit policies / procedures | <ul style="list-style-type: none"> ▪ Transfer of Credit Standards ▪ Transfer Credits to PCC |
| | 2.C.2 Students' Rights, Responsibilities | Documentation of students' rights and responsibilities policies and procedures, which include: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic honest <input checked="" type="checkbox"/> Appeals, grievances <input checked="" type="checkbox"/> Accommodations for persons with disabilities | <ul style="list-style-type: none"> ▪ Student Rights and Responsibilities Handbook ▪ Student Code of Conduct Policy and Procedures ▪ Appeals, Complaints, and Feedback ▪ Disability Services |
| | 2.C.3 Admissions; Placement; Academic Standing | <input checked="" type="checkbox"/> Policies and procedures for recruiting, admitting, and placing students | <ul style="list-style-type: none"> ▪ Board Policies ▪ APS Handbook, E201 ▪ Applicants 16 or 17 Years of Age ▪ Placement at PCC ▪ Placement Tests ▪ Prerequisites |
| | | <input checked="" type="checkbox"/> Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures | <ul style="list-style-type: none"> ▪ APS Handbook, A109 ▪ Academic Standards for Satisfactory Academic Progress (SAP) ▪ SAP Appeal Form |

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|---|----------------------------------|---|---|
| (continued) Policies and Procedures | 2.C.4 Student Records | ☒ Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies | <ul style="list-style-type: none"> ▪ FERPA ▪ Student Records (B 407) ▪ Oregon Secretary of State Records Retention Guidelines ▪ AACRAO Academic Record and Transcript Guide ▪ PCC Consent to Release Form ▪ PCC Privacy Policies |
| Institutional Integrity | 2.D.1 Truthful Representation | ☒ Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity | <ul style="list-style-type: none"> ▪ Communication Guidelines ▪ Visual Identity Standards Manual ▪ Media Release Forms ▪ Social Media Guidelines ▪ Web Style Guide ▪ MyPCC Style Guide ▪ Courseleaf Curriculum Management Software |
| | 2.D.2 Ethics and Complaints | ☒ Policies/procedures for reviewing internal and external complaints and grievances | <ul style="list-style-type: none"> ▪ ORS Chapter 244 ▪ Board Policies ▪ PCC Ethics Guide ▪ Ethicspoint ▪ Investigation Procedures ▪ Contracts, Handbooks and Policies |
| | 2.D.3 Conflicts of Interest | ☒ Policies/procedures prohibiting conflict of interests among employees and board members | <ul style="list-style-type: none"> ▪ ORS Chapter 244-Government Ethics ▪ Board Policies ▪ PCC Ethics Guide |
| Financial Resources | 2.E.1 Audits, Oversight | ☒ Policies/procedures that articulate the oversight and management of financial resources | <ul style="list-style-type: none"> ▪ 2019-2021 Biennium Adopted Budget ▪ Purchasing and Contracting (B 505) ▪ Community College Rules of Procurement |

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|---|--|---|--|
| <i>(continued)</i> Financial Resources | <i>(continued)</i> 2.E.1 Audits, Oversight | <input checked="" type="checkbox"/> Latest external financial audit including management letter | ▪ FY2020 Comprehensive Annual Financial Report (CAFR) |
| | | <input checked="" type="checkbox"/> Cash flow balance sheets | ▪ FY2020 CAFR |
| | | <input checked="" type="checkbox"/> Audited financial statements | ▪ FY2020 CAFR |
| | | <input checked="" type="checkbox"/> Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments | ▪ FY2020 CAFR |
| | | <input checked="" type="checkbox"/> Significant contracts/grants | ▪ Schedule of Expenditures of Federal Awards (FY2020) |
| | | <input checked="" type="checkbox"/> Endowment and giving reports | Not Applicable |
| | | <input checked="" type="checkbox"/> Investment revenue | ▪ FY2020 CAFR |
| | 2.E.2 Planning | <input checked="" type="checkbox"/> Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds | ▪ Board Policies ▪ Budget Manual, Biennium 2021-2023 ▪ Investment Standards and Practices ▪ Debt Management Standards |
| | 2.E.3 Management | <input checked="" type="checkbox"/> Description of internal financial controls | ▪ Board Policy on Fiscal Management (BP 6300) ▪ Oregon Municipal Audit Law ▪ Oregon Local Budget Law |

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|---|---|---|--|
| <i>(continued)</i> Financial Resources | <i>(continued)</i> 2.E.3 Management | <input checked="" type="checkbox"/> Board approved financial policies, state financial policies, or system financial policies | <ul style="list-style-type: none"> ▪ FY2020 CAFR ▪ Board Policies ▪ Investment Standards and Practices ▪ Debt Management Standards |
| Human Resources | 2.F.1 Employee Information | <input checked="" type="checkbox"/> Human resource policies / procedures | ▪ Contracts, Handbooks and Policies |
| | | <input checked="" type="checkbox"/> Policies/procedures related to teaching, scholarship, service, and artistic creation | ▪ Faculty and Academic Professional Agreement |
| | | <input checked="" type="checkbox"/> Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination | ▪ Employment Contracts, Handbooks and Policies |
| | 2.F.2 Professional Development | <input checked="" type="checkbox"/> Employee professional development policies/procedures | ▪ Contracts, Handbooks and Policies |
| | 2.F.3 Sufficiency | <input checked="" type="checkbox"/> Documentation about engagement and responsibilities specified for faculty and staff, as appropriate | <ul style="list-style-type: none"> ▪ Faculty and Academic Professional Agreement ▪ Instructor Qualifications |
| | | <input checked="" type="checkbox"/> Personnel hiring policy/procedures | <ul style="list-style-type: none"> ▪ Employment Contracts, Handbooks and Policies ▪ Faculty and Academic Professional Agreement ▪ Key Leadership Competencies |
| | | <input checked="" type="checkbox"/> Academic organizational chart | ▪ Organizational Structures Comparison |

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|---------------------------------------|---|--|--|
| <i>(continued)</i> Human Resources | 2.F.4 Evaluation | <input checked="" type="checkbox"/> Administrator/staff/faculty evaluation policies/procedures | <ul style="list-style-type: none"> ▪ Management Confidential Employee Handbook ▪ Assessment ▪ Classified Agreement ▪ Faculty and Academic Professional Agreement |
| Student Support Resources | 2.G.1 Effective Learning and Student Support Environment | <input checked="" type="checkbox"/> Listing of programs and services supporting student learning needs | <ul style="list-style-type: none"> ▪ Tutoring ▪ Teaching Learning Center ▪ Panther Tracks: Guides to Student Success ▪ New Student Orientation ▪ New Student Advising and Registration Sessions |
| | 2.G.2 Publication of Information | Catalog (and/or other publications) that provides information regarding: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Institutional mission <input checked="" type="checkbox"/> Admission requirements and procedures <input checked="" type="checkbox"/> Grading policy <input checked="" type="checkbox"/> Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion <input checked="" type="checkbox"/> Names, titles, degrees held, and conferring institutions for administrators and full-time faculty | <ul style="list-style-type: none"> ▪ 2020-2021 Academic Catalog – Portland Community College ▪ Paying for College ▪ Tuition and Fees ▪ Payment ▪ Please see the table in Section 2.G.2 for specific references. |

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|---|---|--|---|
| (continued) Student Support Resources | (continued) 2.G.2 Publication of Information | <input checked="" type="checkbox"/> Rules and regulations for conduct, rights, and responsibilities <input checked="" type="checkbox"/> Tuition, fees, and other program costs <input checked="" type="checkbox"/> Refund policies and procedures for students who withdraw from enrollment <input checked="" type="checkbox"/> Opportunities and requirements for financial aid <input checked="" type="checkbox"/> The academic calendar | See above. |
| | 2.G.3 Licensure; employment requirements | Samples of publications and other written materials that describe: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. <input checked="" type="checkbox"/> Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials. | <ul style="list-style-type: none"> ▪ PCC Nursing ▪ PCC Nursing Advising Guide ▪ PCC Nursing catalog ▪ Apprenticeship and Trades ▪ Apprenticeships and Trades |
| | 2.G.4 Financial Aid | <input checked="" type="checkbox"/> Published financial aid policies/ procedures including information about categories of financial assistance | <ul style="list-style-type: none"> ▪ Paying for College ▪ Emergency Funds ▪ Scholarships |
| | 2.G.5 Repayment/ Loans | <input checked="" type="checkbox"/> Information to students regarding repayment obligations | <ul style="list-style-type: none"> ▪ Financial Aid Loans ▪ Managing Student Loans ▪ Managing Student Loans: When Do I Repay? |

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|--|--|---|---|
| <p><i>(continued)</i></p> <p>Student Support Resources</p> | <p><i>(continued)</i></p> <p>2.G.5 Repayment/ Loans</p> | <p><input checked="" type="checkbox"/> Policies / procedures for monitoring student loan programs</p> | <ul style="list-style-type: none"> ▪ Federal Direct Loan Program ▪ Exit Counseling for Direct Loans ▪ Nursing Student Loan |
| | <p>2.G.6 Advising</p> | <p><input checked="" type="checkbox"/> Description of advising program, staffing, and advising publications</p> | <ul style="list-style-type: none"> ▪ Advising Redesign ▪ Academic Advising ▪ Advising Manual |
| | | <p><input checked="" type="checkbox"/> Systematic evaluation of advising</p> | <ul style="list-style-type: none"> ▪ Noel Levitz Student Satisfaction Survey ▪ SENSE Survey |
| | | <p><input checked="" type="checkbox"/> Professional development policies / procedures for advisors</p> | <ul style="list-style-type: none"> ▪ Advisor Practitioner Certification Program ▪ Example of Recent Advisor Foundations Training ▪ Example of EAB Technical Advisor Training |
| <p>2.G.7 Identity Verification (Distance Ed.)</p> | <p><input checked="" type="checkbox"/> Policies/procedures for ensuring identity verification for students enrolling in distance education courses</p> | <ul style="list-style-type: none"> ▪ Information Security Policy BP 8102 User Authentication | |
| <p>Library and Information Resources</p> | <p>2.H.1 Library and Information Resources</p> | <p><input checked="" type="checkbox"/> Procedures for assessing adequacy of library collections</p> | <ul style="list-style-type: none"> ▪ Library Policies ▪ Library Program Review (2017) |
| | | <p><input checked="" type="checkbox"/> Library planning committee and procedures for planning and collection development</p> | <ul style="list-style-type: none"> ▪ Library Planning ▪ Library Advisory Council (LAC) ▪ Library Memberships |
| | | <p><input checked="" type="checkbox"/> Library instruction plan; policies/ procedures related to the use of library and information resources</p> | <ul style="list-style-type: none"> ▪ Library Policies ▪ Library Program Review (2017) |

| ELEMENT | SPECIFIC ASSOCIATED STANDARD | REQUIRED ITEM (If present, note in check box.) | LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS |
|---|--|---|--|
| <i>(continued)</i> Library and Information Resources | <i>(continued)</i> 2.H.1 Library and Information Resources | ☒ Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process | <ul style="list-style-type: none"> ▪ Subject Liaison Librarians ▪ Open Educational Resources @ PCC |
| Physical and Technological Infrastructure | 2.I.1 Physical and Technological Infrastructure | Facilities master plan, including: <ul style="list-style-type: none"> ☒ Equipment replacement policies/procedures ☒ Procedures for assessing sufficiency of physical facilities | <ul style="list-style-type: none"> ▪ Facilities Condition Assessment ▪ Space Utilization Report |
| | | ☒ Policies and procedures for ensuring accessible, safe, and secure facilities | <ul style="list-style-type: none"> ▪ Safety and Security Technical Plan ▪ Facility Standards Regarding Accessibility ▪ Information Security and Acceptable Use Policies |
| | | ☒ Policies/procedures for the use, storage, and disposal of hazardous waste | <ul style="list-style-type: none"> ▪ Environmental Health and Safety ▪ Chemical Hygiene Plan ▪ Handling Regulated Waste ▪ Safety Data Sheets (SDS) |
| | | ☒ Technology master plan and planning processes | ▪ IT Strategic Plan |
| | | ☒ Technology/equipment update and replacement plan | ▪ District Computer Replacement Plan |

ADDENDUM: RECOMMENDATIONS

NWCCU Recommendation 2 - Embedded Related Instruction/Assessment

Original Recommendation (2019): *The evaluation committee recommends that the College ensure that embedded related instruction components of applied degree and certificate programs have assessable learning outcomes, and that those components are taught or monitored by teaching faculty who are appropriately qualified in those areas. (Former Standard 2.C.11)*

Revised Recommendation (January 15, 2021): *Engage in an effective system of assessment to evaluate the quality of learning in its programs, recognizing the role of faculty to establish curricula, assess student learning, and improve instructional programs. (2020 Standard 1.C.5)*

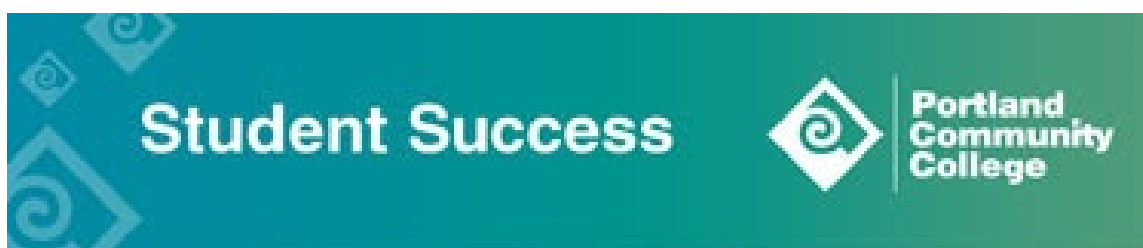
Note: Since the original recommendation focused exclusively on Career and Technical Education (CTE), this response only addresses assessment of student learning within CTE programs.

At the time of our 2018 Mid-Cycle Self-Evaluation, it was noted that Portland Community College (PCC) was moving towards a place where meaningful data could be collected and used by faculty at all levels of assessment (course, program, and institutional). Plans for assessment were being developed and implemented at that time, significant progress had been made on each of these fronts.

For individual CTE programs, program assessment of student learning is done in a way that fits with their specific curriculum and industry. Faculty in CTE programs have continued to assess student achievement of degree and certificate outcomes through technical skills assessments and/or other developed assessment tools. An in-depth example of a technical skills assessment by the Automotive Collision Repair (ACR) program was included in our [2018 Mid-Cycle Self-Evaluation](#) report, Part II, page 6, or page 10 of the document slide bar.

Since our 2018 Mid-Cycle Self-Evaluation Report, PCC has put in place a process to ensure that all outcomes are assessed in a regular, systematic way that is tracked and monitored. In the fall each year, CTE programs complete a form that documents the course(s) in which their various degree and certificate outcomes are assessed, the type of assessments conducted, and the year each outcome will be assessed over a three-year period. Each outcome at the degree/certificate level may include one or several technical skills and/or [PCC Core Outcomes](#). In the spring, each program provides a “summary data report” for the specific degree and certificate outcomes they assessed that year. This report includes a description of the assessment, maximum score, benchmark, number of students assessed, and the percentage that met the benchmark. [Assessment reports](#) for each discipline are posted online.

In addition to summary data reports, each CTE program also identifies one focal outcome to assess each year. This assessment is more in-depth and asks faculty to qualitatively reflect on student learning and the teaching process. With our shift to an annual reporting model for program review, each CTE program now reports on their assessment work on an annual basis in their annual program review and is asked to reflect on assessment of student learning with the goal of improving the process of teaching and learning.



NWCCU Recommendation 3 - Facilities Master Plan

Original Recommendation (2019): The evaluation committee recommends that the College complete the process necessary to produce a Facilities Master Plan. (Former Standard 2.G.3)

Revised Recommendation (January 15, 2021): Complete the process necessary to produce a Facilities Master Plan. (2020 Standards 1.B.1 and 2.I.1)

In 2019 PCC completed Phase I of its Facilities Plan and is now working on the second and final phase of the plan, which is expected to be complete by December 2021.

In 2016 PCC began its first ever comprehensive facilities plan. Given the sheer size of PCC, the work was split into two phases. The first phase was essentially an existing conditions assessment of all college-owned facilities. It also included assessments related to space utilization for all academic space, transportation and parking, ADA, information technology, safety and security, and sustainability. Additionally, capital projects were identified and costed for inclusion in the 2017 college bond measure.

Work groups, made up of internal staff and external consultants were formed for each of the above disciplines. The work groups conducted site visits and held meetings with PCC stakeholders and specialists to collect and assess data. With collaboration driving the process, the chairs of each workgroup met monthly to review information and coordinate workflow. The findings were then shared with an internal steering committee that was supported by a project management task force. In all more than 100 people were actively engaged in the project.

Making this plan unique was the incorporation of Critical Race Theory (CRT). CRT is a framework used to examine society as it relates to the categorization of race, law, and power. Combined with Spatial Theory, the workgroups applied a CRT lens to explore how race and space play a role in shaping campus climate. Space is not neutral and finding ways to better understand students' perspectives of the spaces built will help achieve a more welcoming and comfortable learning environment.

With a focus on process over outcome, the project also supported student-led CRT inquiry research. Students combined storytelling with inquiry for a more authentic engagement process. A repository of CRT resources can be found on the Space Matters website (<https://www.spacemattersatpcc.com/>). Also, it is because of the students trained in CRT and directly involved in the project, that the college removed "Master" from the Facility Plan title.

The college is now data rich with findings and technical reports for each discipline. Space Utilization found that the college is using its existing academic spaces efficiently. ADA established Accessible Travel Networks for each PCC location that can be used to prioritize investments along the identified network, and deferred maintenance projects

are now catalogued and prioritized. The full Phase I report can be found here: <https://www.pcc.edu/about/administration/integrated-planning/>

Now in Phase II, the College retained the services of Walker Macy as its primary consultant in the fall of 2019. Phase II is future focused. It builds from the wealth of data compiled in Phase I to determine the capacity for growth at each PCC location; assess the sufficiency of non-academic, support space; and offer a common vision for future college development. The scope of work is specifically designed to align with academic and strategic plans. In fact, the facilities plan is organized via Academic and Career Pathways to more fully integrate with Academic Affairs.

The objectives of the Phase II Plan include:

- Ensuring the college has the necessary space in the appropriate locations to support its mission of equitable student success.
- Evaluating the physical design of the college to support its role as an educational, economic, and social hub of the community.
- Incorporating design elements and building uses that support and complement the surrounding neighborhood.
- Promoting principles of sustainability and resiliency.
- Facilitating a collaborative process and communicating effectively with a variety of participants.
- Exploring alternative processes to aid in the application of CRT tenets throughout the project.

To reach the ultimate outcome of fully illustrated development plans for each PCC location, the project team is conducting a demographic analysis of the PCC district to evaluate possible college expansion and the addition of supportive uses on campuses, such as housing.

Critical Race Theory continues to be an influencing factor in college facilities planning and project work. Like Phase I, Phase II includes a student cohort trained in the tenets of CRT and actively engaged in the design workshops scheduled for this spring.

Additionally, the plan continues to seek input through two interdisciplinary committees; the Integration Team made up of representatives from College administration, and the Technical Advisory Committee that represents the many disciplines included in the plan. Because of the circumstances related to COVID-19 and the physical closure of college locations, electronic surveys, virtual workshops, and other remote activities are being held to try to engage both the College community and surrounding neighbors.

ADDENDUM: FINANCIAL STATEMENTS AND CERTIFIED AUDIT REPORTS

Portland Community College (PCC) produces a Comprehensive Annual Financial Report (CAFR) each year that includes Audit Comments and Disclosures required by State Regulations, Independent Auditor's Comments Required by Oregon State Regulations, Disclosures in Accordance with Government Auditing Standards and OMB Circular A-133, and other audit information. Because of the size and complexity of PCC's budgets, the corresponding audits are very lengthy (approximately 160 pages each). The following links lead to .pdf versions of PCC audits for the past five years:

- The CAFR for the Fiscal Year Ending June 30, 2020 is available at <https://www.pcc.edu/about/administration/budget/documents/cafr-2020.pdf>
- The CAFR for the Fiscal Year Ending June 30, 2019 is available at <https://www.pcc.edu/about/administration/budget/documents/cafr-2019.pdf>
- The CAFR for the Fiscal Year Ending June 30, 2018 is available at <https://www.pcc.edu/about/administration/budget/documents/cafr-2018.pdf>
- The CAFR for the Fiscal Year Ending June 30, 2017 is available at <https://www.pcc.edu/about/administration/budget/documents/cafr-2017.pdf>
- The CAFR for the Fiscal Year Ending June 30, 2016 is available at <https://www.pcc.edu/about/administration/budget/documents/cafr-2016.pdf>

PCC budgets and audits for previous years are available on the PCC website at <https://www.pcc.edu/about/administration/budget/>.

