

PORTLAND COMMUNITY COLLEGE - BOARD OF DIRECTORS  
12000 S.W. 49th Avenue - Portland, OR 97219

**BUSINESS SESSION**

October 16, 2014

12000 SW 49th Avenue, Portland, OR 97219  
Sylvania Campus, Conference Rooms A and B

**MINUTES**

**WORKING SESSION**

The Board of Directors met over dinner to discuss OCCA/OPC, Strategic Planning and the Audit Committee.

**EXECUTIVE SESSION**

The Board of Directors met in accordance with ORS 192.660 (2), in accordance with ORS 192.660 (2), (e) Real Property Transactions, (f) Information Exempt from Public Disclosure (Attorney-Client Privilege) and (h) Litigation.

**RECOGNITION**

Dr. Brown recognized the outstanding students who received NASA scholarships.

**INFORMATION SESSIONS**

Faculty Focus

April Ann Fong, Instructor, Biology

Ms. Fong teaches biology and environmental studies, she has been with PCC for twenty-one years. Her department has health studies, anatomy, physiology, micro, bio, and environmental studies; it is a real diverse program that feed into transfer many programs. They are dedicated to doing this, and some get nothing in return. The Biology 101 lab manual is about \$25, and the Cell Biology is \$20. This really makes a huge difference to students, and they appreciate it so much.

The department also keeps up with national standards and articulation. There will be a team from all four campuses going to PULSE, which is the Partnership for Undergraduate Life Science Education. The purpose is to envision how to better align programs with national standards. A few faculty members are working on getting research into the undergraduate programs offered at PCC. Currently there is some research required for projects, but they trying to get more formalized research programs for the degrees. The work is grant funded from NSF and NIH.

A few things the faculty members are working on are getting reduced prices so that every student could test their own cheek cells, mentoring part time faculty, and internationalizing the curriculum. Students are doing community based learning, open labs and review sessions to ensure success.

She just went on sabbatical last year for citizen based learning. There all sorts of volunteer and citizen science projects, around the world even. She traveled to France

and did an earth wedge project which was about climate change effects on marmot populations in the French Alps. Inspired by the trip she is working with the Oregon Zoo on a program called the Cascades Pika Watch.

Ms. Fong also has her botany class looking at bud times and flowering times. The students are really excited to have programs that they can contribute real data in a project rather than just going out and doing something.

A student that came through PCC that was an ex-heroin addict who had been doing heroin since he was eighteen and was in the foster-care system, he now has a degree from Oregon State.

They also have issues based projects with Northwest Earth and environmental based projects. Field trips are expensive, but are really important because they are getting experience that would happen in the classroom. These include trips to the coast and desert.

Chair Palm thanked Ms. Fong for the attention to student expenses, and making it more affordable for them.

#### Accelerated Learning

Dr. Chris Chairsell, Vice President of Academic and Student Affairs, Kendra Cawley, Dean of Academic Affairs, and Beth Molenkamp, Dual Credit Program

Dr. Cawley gave a broad overview of accelerated learning in the state and the dual credit program. The dual credit program gives the most credits for students in high school. Accelerated learning takes a number of different forms, it comes in four main flavors. Most people are familiar with advanced placement and international baccalaureate. The high school courses are designed to national and international standards. Students can also earn college credits while in high school by actually coming onto our campuses. The program offers several programs to do this: Middle College, Early College, and Gateway to College. Several hundred students earn college credit while in high school. Dual credit is the reverse of that in a sense. Students take high school classes, but the high school classes are aligned with college courses. There are about 5,000 students a year earning credit from the Dual Credit Program. There are formal articulation agreements that outline that alignment. Students register for PCC courses. In order to provide the highest quality experience for students and truly prepare them for college, students and instructors need to realize that the courses are college classes taught at the high school. The program strives to make it a reality for every student. Students earned over 33,000 credits last year. The classes were taught by 165 high school faculty with college qualifications, and the numbers continue to increase. PCC is not the only school or state that provides dual credit opportunities for students. NACEP is the national governing body for dual credit, the state of Oregon adopted a modified version of the standards. One of the major responsibilities of dual credit office is to help design and provide opportunities for meaningful collaboration between the high school and college faculty. It is essential

that the content, pedagogy and philosophy of courses match so that PCC credit means the same thing wherever offered and however delivered. Costs paid by students vary from one community college to another. Equity and access are important cornerstones of our program. Because the high school faculty are not paid by PCC, yet they need to meet the same qualifications, the dual credit office essentially serves as the keeper of Human Resources, syllabus, articulation and assessment records for teachers.

CRNs are created for the dual credit classes. The office provides support to students, so that they can register and access PCC resources. They prepare reports, meet with stakeholders, and attend relevant statewide and national meetings. One measure of success of dual credit and accelerated learning is how students use that credit after graduating. Institutional effectiveness has gathered data that shows 50% of PCC dual credit students' transfer to a university, 20% transfer to a community college, and 30% were not traceable. Of that 20%, 18% come to PCC, while the remaining 2% attend other community colleges.

Senate Bill 222 which was passed in the 2013 legislative session established the accelerated learning committee. That group has a seven member taskforce that was chaired by Nancy Golden, included Senators Mark Hass and Bruce Starr and Representatives Lew Frederick and John Huffman as well as Lincoln High School principal and a business representative from Bend. The investigated for about one year and the report was provided to the Legislature on October 1<sup>st</sup>.

There are still some parts in it that are problematic. The biggest focus is on student access and equity in that access and student cost. They also recognized that there are funding issues, unmet funding issues in providing dual credit, particularly at the scale that they would like to do it. They want to make some courses, like Writing 121 and Math 111 available to every high school student in the state. There are also some outstanding issues with instructor qualifications.

Community college districts have boundaries and can only offer our dual credit within those boundaries. The universities don't have boundaries so there is tension with respecting the work that the community colleges do. The other thing is that some of the colleges, and in particular the regional universities have been very aggressively pursuing competency and proficiency based models. They have secured one of the Eastern Promise replication grants, naming it Oregon Metro Connects. Work is being done with Mt. Hood Community College and PSU, along with a number of our high school partners. One of the main components is making a marked expansion of our dual credit in math, offering Math 95 and also piloting an instructor of record model for Math 111, because the Math 111 instructor qualifications are more difficult for the high school faculty to meet. The grant is also allowing expansion of the reach of the college in career guidance courses and professional learning communities. In addition, they are trying to make sure that the instructor approval process at PCC is clear.

Director Thorne-Ladd asked if there is data collected that's aggregated in terms of who was having access to dual credit. Ms. Molenkamp said that the data is broken down to

that detail. She also noted that the high schools collect that information and report it to the state. Director Thorne-Ladd commented that if the college is focused on equity and access then the baseline of where we are in terms of who is having access becomes very important. She added that her experience in the K12 system has shown that the access has not been equitable. She would like to be able to see that information and also benchmark and see if PCC is contributing to positive change.

Chair Palm noted that looking at page 18 and 19 of the report one can see that some high schools take tremendous advantage of this program. What causes some schools to take advantage of the program? Dr. Cawley noted that Sherwood has very actively participated in making sure they have as many teachers as possible eligible to teach dual credit. Every math teacher at those schools is able to teach in the program, all the way up to calculus. They offer biology, and all of the career technology programs are articulated. They provide different levels of diplomas to recognize what the students have achieved as well. Lake Oswego on the other hand has really chosen to rely on the AP model for their accelerated credit.

Director Wilton noted that from his personal experience dual credit is very popular with parents. High school students graduating with a year's worth of college credits saves money and gives students a taste of college early. They feel a connection even though it's at the high school. Sometimes people argue this takes away enrollment from the community college. There may be some cases where that's the case. I think it also facilitates it as well, and that it establishes a connection that otherwise might not happen. He asked about instructor qualifications; there's been a requirement that the high school instructor have a Master's in the subject they're in-there are a number of very qualified high school instructors who have Master's in teaching, who have very high achievement in their class-given that they'll never be able to teach dual credit because of that lack of subject Master's.

Dr. Cawley answered that there are a couple of things that are relevant to this. There is an Oregon Administrative Rule that applies to community colleges and actually doesn't apply to universities; it says that in the lower division collegiate courses that faculty need a Master's degree in the subject area or a closely related area. Then there is a caveat for demonstrated competency and presidential waiver, but fundamentally the instructor qualifications are written around that. It is the practice as a college with accreditation that we design our instructor qualifications. This is done based on faculty recommendation. In some disciplines faculty have actually said Masters of Education with thirty graduate hours in the subject area is fine. There are two other standards that need attention; one is the Oregon standards for dual credit, which say that the instructors teaching dual credit in high school have to meet the same requirements that they would if they were teaching at the college. This is essentially echoed in the Northwest Colleges and Universities Accreditation. Wherever offered and however delivered we have to meet those same qualifications. There are interesting challenges for that. The accelerated learning committee is very committed to having easier pathways for teachers to be approved. In fact, in the legislative concept paper right now they would like to make it so that when a teacher's approved at one, to teach dual credit

through one community college, they're automatically approved through any other community college, which also means they would be approved at all community colleges to teach on the ground here. The erosion of local control over our instructor qualifications is one of the things that community colleges are not real pleased with the legislative concept and are working on ways to fix that.

Director Wilton also asked how PCC does this for free. Dr. Cawley answered that this is a general fund contribution of PCC for the good of the community. So PCC funds the office and compensates faculty for the interaction. We're doing it out of the goodness of our heart. Dr. Chairsell added that there was a \$35 dollar transfer fee; a few years ago the fees were dropped because it was felt to be a barrier to completion. Students weren't transferring what they were learning in dual credit, but after the fee was dropped it soared. However, the accelerated learning committee has also put through a funding model that will change that a bit. They recognize that there are costs to this so they are proposing a range of funding. The proposal is between 10%-90% of the tuition to come from the school districts. The actual amount would be negotiated based on the magnitude of our input into the interaction.

Director Madden noted that one of the issues that keeps coming up is how the career technical programs help come out of the high school. He hears routinely from employers that we're leading the nation in loss of that aptitude with the young people by not getting it to them earlier. It's always been his assumption that it's never going to be going back into the high schools because the infrastructure costs of bringing equipment in, yet the community college has that infrastructure already in place. From this dialogue it sounds like all the dual credits are actually done at the high school. Is there ever an opportunity to do that at the community college where if a student has an aptitude for auto body, or woodworking, or metals, that they could maybe take a metals class, or a wood working class at PCC and still get that dual credit where they would be getting high school credit in addition to college credit if they should go on to go to higher education? Dr. Cawley said this is a concern for all that are working in CTE in the state. They are trying to come up with models that would bring students to the college, whether they would be given just a sampling of the courses, whether they might be here more on a full time or a part time basis. They do encourage our partners to come to the college for visit. They have students that use the Makers' Space and work with manufacturing faculty. They are working to increase that amount. Director Madden that he truly think it's very difficult to bring welding classes back into the high schools, which he thinks contributes to the dropout rate. Students that don't have the access to that don't want to be in school anymore because it's not for them. Dr. Cawley stated that she agrees, the summary for the CTE dual credit on page 20 give more information.

Director Harper stated that he is a huge supporter of accelerated learning. He wanted to know when you talk about the accelerated learning committee, is it the state accelerated learning committee, or are the individual college learning committees. Dr. Cawley was referring to that state workforce, the one that Nancy Golden chaired.

Chair Palm added that as a parent of two kids that actually took advantage of dual credit, thank you. The savings are amazing.

Director Frisbee commented on the slide noting where dual credit students go. That 20% go onto community college, she is surprised it's not a higher percent since general fund dollars are being invested, it would be nice to see more coming to PCC. It seems like that's a number we could target to raise, because if it's general fund dollars more return would be great. Dr. Cawley noted that they have been trying to work with the high schools, the "think PCC first" involving our students so they consider us, not waiting until they're a seniors either.

### Makers' Space

Dieterich Steinmetz, Division Dean, Science Gregg Meyer, Instructor, Engineering, Benny Hill, Support Tech, Engineering, Jordan Nickerson, Student

Mr. Meyer reported on the PCC Makers' Space on the Sylvania Campus. The Makers' Space is an innovation center where students and faculty can come and just turn ideas into reality. The space is for students, as well as being used for outreach activities in dual credit, industry and area high schools. The space has houses Portland's largest 3-D printer forum, there are over twenty 3-D printers. There are a couple of dozen other computer controlled devices ranging from laser cutters to sewing machines. By far the most interesting part of it is the connections that they make with each other, faculty and students, faculty across campuses, and with our industry partnerships.

Not only do the classes have easy access to the space, they also help with outreach activities for underrepresented populations, and occasionally get requests from others around campus. For example, Marilyn Thomas from biology asked if they could make 60 quiz holders for her students. There is a blog that tracks all of the activities on the PCC website. The impetus is design for good, which is the spirit that they are trying to foster.

Mr. Hill he started by thanking Portland Community College for supporting the Makers' Space. He added thanks to the college for his trip to John Hopkins University for the Prostheticist Meet Printers conference. He referenced a slide, which showed the donated prosthetic hands to the conference. The top donator at the conference was Portland Community College, which was an awesome feat for us. The focus of the conference was mainstreaming open source 3-D printed prosthetics, for underserved populations. One of the many highlights of the whole conference was watching a panel of families who had been building and printing their own hands in the past year talk about their experiences. It was really quite inspiring. Part of the empowering concepts at the conference was having the recipients and their families spend two to three hours building the hands that they received. They had to invest time in building the hand. The slogan at the conference was, with great hands comes great responsibility. Having a pay it forward kind of stigma to it, these recipients were going to go out and spread this idea. It was really cool.

The space has an open door policy. It is doubtful that any another campus in the country has such a wide range of technology and tools with such accessibility to students.

Mr. Nickerson met Gregg Meyer at a 3-D printing meet up, and saw his prosthetic hand. They started a conversation and Mr. Meyer invited him down to Makers' Space. Now they are making all of these hands for people who don't have hands. Before he was here, he could have never of done this. Makers' Space has enabled him to actually grab something for the first time with his left hand. With the modern prosthetics, they're just hooks and they don't really help for many kids, and even adults. Most take a long time to learn, but he figured out how to use this immediately, because it works with natural body movement. At John Hopkins they gave the ability of picking things up to every child who couldn't at one point. They are going to move on to feet, and even give the ability for a deaf person to watch a movie for the first time on opening night, with the help of students and faculty, they we could make some sort of eye glass, like Google glass to watch movies with subtitles, and while you're watching the movie subtitles would go across the glasses. The hands cost next to nothing, the commercial grade prosthetics cost around \$5,000, and most aren't covered by insurance.

Mr. Steinmetz noted a couple of points. The collaboration and outreach that these folks have is a part of their vision. The Makers' Space is how businesses and high schools are connecting with us to meet a particular need that we can measure when they're done. He also recognized that it would not have been possible to do this without support from the library, facilities and maintenance. Makers' Space has been around just ten months, it is growing at an enormously fast trajectory for development. There are faculty and departments involved from all four campuses, this is not only for Sylvania event, and it's not just an engineering activity. More than half of the departments at PCC have been involved are outside of science and engineering fields. They are looking at sculpture and art, the disabilities services office and a whole range of partners.

They are also partnering with non-profits including Louis Stokes Alliance for Minority Participation, and the Portland Metro STEM Hub that has really helped out in training high school teachers and faculty in ways to reach students who have not traditionally been involved in science and engineering. A lot of this work has been funded through grants from the OEIB STEM Investment Council. A big part of their work has been developing a dual credit Engineering 100 class. They have taught fifty to seventy-five students the one credit career exploration class, keep that in mind, seventy-five students a year is not a particularly high number of students. One of the needs that have been identified at the state level by the STEM Investment Council is the need to double the number of STEM graduates. One and a half percent of college graduates are in STEM. There are countries that graduate 20%-30%.

The second point to mention is a couple of examples really to inspire you again, about what might be possible with the Makers' Space. There are a lot of businesses that have supported the space. Autodesk is donating software because they'd like to see some

software in the future. Intel has supported in many different ways, and most recently provided a donation of 400 computers. This donation is worth over half a million dollars, to support not just the PCC labs here at the college, but other non-profits that we work.

They are running a pilot to get a hundred students a year; this would more than double our engineering completion rates. The pilot is funded by OEIB STEM Investment Council. On Tuesday the Beaverton School District mentioned next year after the pilot they'd really like to reach every single student in their district. That's 3,500 students to 4,000 students, every one of their freshman students. They're taking on the expense of developing those physics and STEM classes. PCC's role is to help educate their teachers.

Director Madden noted a 3-D printer is a lot cheaper than a welding machine, a lot more affordable space-wise. He is glad to hear that the dual credit program is taking that on, because it's a revolutionary idea, technology that's going to be exploding here in the next decade. Mr. Hill noted that he has received calls and emails from high schools around the state wanting to get help setting up Makers' Spaces in their schools.

Director Ladd asked if there are any partnerships with elementary schools. Mr. Nickerson replied that anyone can walk into the Makers' Space for help. It only takes a few hours to print. Mr. Hill added that they are looking for a connection at Shriners or the sort, as they would really like to help.

Director Pitts noted that it's absolutely phenomenal what you guys are able to do here without even, you actually have a virtual mold on the screen that you're printing against. It's just phenomenal technology. It's hard to imagine where this will be in ten years. Mr. Hill responded that in one way it addresses some other concerns, or interests that have been expressed. If you look at what they've done in the first ten months in the Makers' Space, the inspiration that is taking place. It's not the 100 or 200 students who are already on track to be engineers, but it's the other 98%, who never thought about design and development, or solving human problems. That's really the group where the potential to make the most impact is. They haven't been connected with these opportunities before and because they haven't seen engineering as a creative endeavor that helps solve human problems.

Chair Palm added they recently hosted National Manufacturing Day, taking students out to visit real life manufacturers. There is such a stigma around manufacturing, as a dirty job. To have students see that there is technology built in along with creative thinking is great.

#### **PUBLIC COMMENT ON AGENDA ITEMS**

None

#### **BUSINESS MEETING**

Chair Palm proposed approval of Resolutions 15-043 through 15-046 on the consent agenda. The motion passed unanimously. Harper/Madden



## PUBLIC COMMENT ON NON-AGENDA ITEMS

None

## REPORTS

### Faculty and Academic Professionals Federation

Frank Goulard, President

It is the 4th week of the term; things are busy with staff, faculty, and students. In the midst of all that there is an election coming up. The students have been great on the Get Out to Vote drive and the voter registrations. He traveled to Lane Community College last week, and their students were doing the same thing, they had just topped 50,000 statewide, which it clips the record registration of students in the 2012 presidential election of 50,000. What a great job the students have done. There has been quite a few subcommittees and general committees that he has been involved with. A lot of folks in the room have been attending, which has been great and helps out. People like Kendra, who spoke earlier, Craig Collins, Marilyn Davis, Jessica Howard and Suzanne Johnson were at Lane Community College. Tammy Billick and Craig were at the student success institutional collaboration subcommittee meeting that was held at PSU last week.

### Classified Union

Jean Garside, President, Classified Union

At this time they are focusing on the November election and hopefully finding people in the community sympathetic to the education causes. Just a quick shout out to Emily Young, one of their members on council that has been just doing a tremendous job, and she's very excited about this. They have also been working on filling some vacant board positions and preparing for negotiations.

### ASPCC

David Betts, Chair, District Student Council

At the District Student Council, they have created six new goals to guide us through the year. They are engaging students and increasing visibility of ASPCC to the student body, increase data collection of underrepresented student bodies to increase focus on the current student needs. Also, increase communication across campus student bodies and increasing inclusivity of statements and wording district wide, to expand knowledge of student activity fee increase proposals, as well as financial aid benefits and the limits to the students at large. They plan to create more connections with the administrators and the legislators, as well as promote entrepreneur mentor experiences within the college. And lastly, promote student care to increase personal and academic success amongst the student body with a district wellness campaign.

They are working toward the student activity fee increase proposals by having upcoming student led forums to present the information to the students. Educating them on what the student fee actually does. He echoed what Mr. Goulard noted regarding the voter registration drive, the number now from the OSF representative in

Oregon has over 55,000 student voter registration cards collected, PCC was able to contribute 3,327.

#### President

Dr. Jeremy Brown

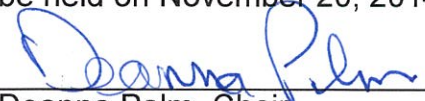
He noted the dedication of the board members in promoting PCC and being visible in the community. He thanked all for attending events on behalf of the College. Cascade hosted the anniversary of the September 11, 2001 terrorist attacks. It was great to have the emergency services programs represented by students, faculty and staff, as well as members of the Portland Police and Fire Bureaus. The new fire truck was christened which board members approved the purchase of and used the fire hose. September 25<sup>th</sup>, Rock Creek hosted the fall student parents and child care resource fair, represented students from a variety of Washington County community agencies attend. The campus writing center at Cascade opened for the first time in September. The college is continuing outreach Columbia County through the Rock Creek Campus. We received several scholarships for a new partnership for the Craig H. Neilsen Foundation, which has committed to enabling students living with spinal cord injuries to receive affordable, quality education. These scholarships provide funding to cover all tuition, books and fees, and supplemental funds to offset medical, housing, transportation, and other related. Disability services are working with PSU on the disability art and culture project to promote a new disabilities studies program. The event is slated throughout the year, and also features opportunities to engage with the Makers' Space. Math accessibility efforts at PCC are gaining national attention, PCC presented at the annual conference the Association on Higher Education and Disability this summer. PCC math faculty and disability services were asked to repeat the session at a conference this fall. Loraine Schmitt, Director of Distance Education has begun a two year term as Chair of the Board of the Directors with the Instructional Technology Council, which is an affiliated council of AACC. It provides leadership, advocacy and professional development to its national network of e-learning practitioners. Tomorrow PCC will have a visit from the president of Oregon Tech; they are coming to look at our CTE programs. The Governor made a visit to the Rock Creek campus as part of the OEIB meeting on Tuesday.

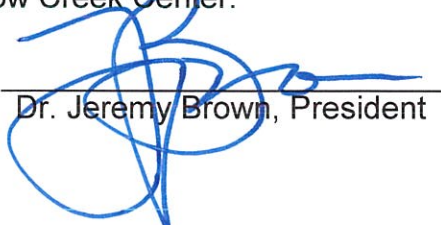
#### **ADJOURNMENT**

There being no further business the meeting was adjourned at 9:20 pm.

#### **NEXT MEETING**

The next business meeting of the Portland Community College Board of Directors will be held on November 20, 2014 at 7:30 PM at the Willow Creek Center.

  
Deanna Palm, Chair

  
Dr. Jeremy Brown, President

Prepared by:



Jeannie Moton, Assistant to Board of Directors

Minutes approved on February 19, 2015