

Portland Community College Educational Master Plan Areas of Institutional Focus 2003-05 – Status Report July 2005

Planning and preparation in 2003-04 set the stage for substantial progress during 2004-05 in all Areas of Institutional Focus for the PCC Educational Master Plan (EMP), including a number of strategic initiatives that were identified by President Pulliams and incorporated into the plan last fall.

The following general themes emerged from status reports submitted by activity leaders at the conclusion of the academic year, and they are played out in a variety of ways across the college. More specific accomplishments in each key area of the EMP are summarized below.

- **Focus on student success:** Educational pathways, curriculum reform, course pre-requisites, expanded capacity for language learners, enrollment management
- **Access/connections to students and community:** MyPCC, Center for Business and Industry, distance education, Southeast Center
- **Innovation and leadership:** State/regional workforce development, replication of career pathways and Computer Aided Language Learning models, course re-design, technology to enhance instruction and deliver services
- **Organizational effectiveness:** Leadership training, diversity strategies, technology organization and infrastructure, consistent message/consistent services to students

Educational Programs and Services

- Career pathways have been established in a variety of occupational areas, and more than 30 Employment Skills Training (EST) certificates were awarded for pathways training in 2004-05. The 'pathways' concept is being extended to other areas of the college, and it is also gaining attention and support at the state level as a model for replication at other community colleges.
- More systematic procedures and increased collaboration between Distance Education and campus staff is leading to expanded options for on-line degrees and courses, increased enrollment and more efficient delivery of distance education classes.
- The conversion of general education courses from 3 to 4 credits in order to align curriculum with OUS schools will be completed in Fall 05. Students will benefit from improved transfer articulation.
- A policy to establish pre-requisites in reading, writing and mathematics has been approved for implementation no later than Fall 07. During 2005-06, SACs will align pre-req requirements with their courses and assess the need for curriculum change in Developmental Education to ensure smooth transitions to college level work for students.
- The Basic Skills Coordinating Council continues to work on a coordinated approach to assess and address the needs of English language learners at all levels. In addition, Computer Aided Language Learning (CALL) initiatives are enabling the college to more effectively serve ESL students by integrating technology with classroom instruction—and there is also interest in replicating this model at other community colleges in Oregon
- SACs completed 'mapping' core learning outcomes for their courses and continue to work on both course and program learning outcomes. The college response to accreditation recommendations related to assessment will be a focus for 2005-06.

Student Access and Development

- MyPCC now serves as the primary point of contact for students to register for classes, access on-line course tools and obtain information about college programs, services and events.
- There is renewed focus on enrollment management to increase access and improve student retention and success.
- Student Development staff are moving forward with initiatives to provide consistent and coordinated services at all locations, and various campus initiatives focus on ways to better connect students with the college.

Community Access and Development

- The PCC Center for Business and Industry (CBI) has been established to provide a single point of contact for college services related to business and worker training.
- PCC is represented on a variety of key workforce-related boards and task forces, and campus staff engage with a variety of business and community groups to promote PCC programs. Efforts during 2005-06 will focus on establishing PCC as a key player in regional economic development and workforce training.

College Workforce

- Internal and External Diversity Advisory Committees have developed recommendations to improve internal structures and processes that promote diversity and convey the message that PCC is an institution where diversity matters.
- Initial steps have been taken to implement the comprehensive staff development plan approved in 2003-04.
- College managers participated in leadership training and 'crucial conversations' during this past year. Training for classified lead workers and AP coordinators began in Spring 05; training and mentoring for emerging faculty leaders is slated to begin in Fall 05.

Fiscal Affairs

- Despite the need for budget cuts in many areas, the college continued to fund key EMP initiatives related to instructional technology, student access (MyPCC) and technology infrastructure. The EMP also served as a guide for funding new initiatives in FY06.
- Revised budget timelines and expanded membership on the Budget Advisory Committee provided opportunity for increased input by college staff into budget development.
- 1900-Fund programs are moving steadily toward self-support; the Grants office and PCC Foundation continue to make excellent progress in terms of securing non-state funds to support college programs and services.
- Work to link college planning and budgeting needs to continue, as do efforts to integrate entrepreneurial opportunities with general college processes.

Technology

- A new organizational structure consolidates service delivery and policy development for all aspects of technology under one administrative umbrella.
- 'Podium' classrooms, campus language labs, on-line course tools for classes, hybrid courses that combine classroom and on-line experiences, and course re-design projects enable faculty to enhance learning for students.

Technology, cont.

- Infrastructure improvements have increased system capacity—which in turn supports increased use of portal technology by students and staff.
- MyPCC increases options for communication among students, faculty and staff and using this ‘high tech’ approach to reach many students enables the college to employ ‘high touch’ resources where they are most needed.

Facilities

- Six new/renovated buildings came on line during 2004-05—reflecting a successful marriage of campus purpose and design with college standards for infrastructure development.
- Enrollment continues to grow at Southeast Center, and the new facility exceeded FTE targets for 2004-05. Students can complete requirements for the first year of General Education at Southeast Center and staff is being added as funds are available.
- Community response to Southeast Center continues to be favorable.

Next steps

Work will continue to move forward in many of these areas, but several initiatives are successfully concluded and will be retired from the list, allowing the college to ‘re-focus’ efforts and resources on emerging issues during the next biennium. It is evident that planning in general and the Educational Master Plan in particular are becoming part of the fabric of the college, and work accomplished during 2003-05 provides a solid foundation for next steps in 2005-07.