PCC’s Vision
Building futures for our students and communities

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

Who We Are
Portland Community College is a public, multi-campus, comprehensive community college serving the lifelong learning needs of our students. We offer college transfer programs; career technical education programs; adult basic skills; opportunities to develop English as a second language; high school completion and dual credit; community and continuing education programs; and service-learning opportunities that foster the development of civic responsibility and engagement. Through extensive partnerships with business, industry, labor, educational institutions and the public sector, we provide training and learning opportunities for the local and state workforce and promote economic and community development.

We Value
- Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy
- An environment that is committed to diversity as well as the dignity and worth of the individual
- Leadership through innovation, continuous improvement, efficiency, and sustainability
- Leadership through the effective use of technology in learning and all College operations
- Being a responsible member of the communities we serve by actively participating in their development
- Quality, lifelong learning experiences that helps students to achieve their personal and professional goals
- Continuous professional and personal growth of our employees and students including an emphasis on fit and healthy lifestyles that decrease disease and disability
- Academic Freedom and Responsibility — creating a safe environment where competing beliefs and ideas can be openly discussed and debated
- Collaboration predicated upon a foundation of mutual trust and support
- An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve — making students marketable for jobs in the future and promoting economic development
- The public’s trust by effective and ethical use of public and private resources

Goals
Access:
Access to learning opportunities will be expanded through the cultivation of community and business partnerships.

Diversity:
Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty and staff.

Quality Education:
Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.

Student Success:
Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer.

Economic, Workforce, and Community Development:
Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs.

Sustainability:
Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served.
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PCC’s Institutional Goals
- Access
- Diversity
- Quality Education
- Student Success
- Economic, Workforce, and Community Development
- Sustainability

About PCC

Service Area
Portland Metropolitan area, including Multnomah, Washington, Clackamas, Yamhill and Columbia Counties

Campuses
Portland Community College has four comprehensive full-service campuses:
- Sylvania
- Rock Creek
- Cascade
- Southeast

Extended Learning Centers
PCC offers additional programs at the following locations:
- CLIMB / Central Portland (CPWTC)
- Hillsboro Center
- Newberg Center
- Portland Metropolitan Center (PMWTC)
- Willow Creek Center
- Downtown Center
- Columbia County

Students Served
- Total head count: 94,490
- 1.3 million since its founding in 1961
- Total full-time equivalent: 33,389
- Credit students: 59,520
- All other students combined: 34,970
- Total enrollment in Distance Learning (at least one online course): 28% of all students
- Distance Learning FTE: 6,645
- Credit students enrolled full time (≥12 credit hours): 34%
- Average age 34; most frequent age 20
- 53% Female, 47% Male
- 62% of credit students are employed full- or part-time
- 55% of instruction is in lower-division transfer courses
- 40% of PSU’s graduates have taken classes at PCC

Faculty and Staff

Faculty
- Full-time faculty: 438 (headcount)
- Part-time faculty: 1,242 (headcount)
- Instruction: 1,210 FTE
- Instructional support: 371 FTE

Staff
- Student support: 297 FTE
- College support: 248 FTE
- Physical plant: 197 FTE

Faculty Diversity:
- PCC’s faculty and administration populations are less diverse than Portland as a whole. Portland’s minority population is 24%, vs. 18% for PCC administration and 12% faculty (14.4% full-time, 10.9% part-time). PCC’s faculty are fairly gender-balanced (55% female). Minority employment is close to the metropolitan area averages in professional, technical, and clerical jobs and is above the local average in service/maintenance positions.

Student to Faculty Ratio:
- PCC has a 23:1 students-to-faculty ratio — about average for community colleges.
Funding and Spending

- Total Revenue is approximately $375 million.
- Tuition and fees now account for 54% of revenue — up from 36% in 2007–09 (national average: 29.5%).
- State support now accounts for only 31% — down from 47% in 2007–09, but above the national average of 28%.
- Property tax accounts for 15% of revenue (national average is 17%)
- Instruction and instructional support accounts for 59% of spending.

PCC Revenues

Figure 1. PCC Resources

Figure 2: PCC Funding sources, 2006–07

Figure 3: PCC Funding sources, 2013–15

Figure 4: PCC Spending by Category
Other Notable Facts

- PCC offers over 100 degrees and certificates in more than 80 areas of study
- PCC is the 19th largest community college in the country
- PCC is the 20th largest employer in the area

National Trends in Higher Education

The “Imperiled American Dream” — Theme 1

The American Association of Community Colleges report, “Reclaiming the American Dream,” wrote starkly that, “The American Dream is imperiled. Upward mobility, the contract between one generation of Americans and the next, is under siege.” A chief contributor is that the US, once a world leader in college graduation rates, has slipped to 16th in a world economy increasingly fueled by innovation in “knowledge-based” industries. “Because a highly educated population is fundamental to economic growth and a vibrant democracy,” the report continues, “community colleges can help reclaim that dream. But stepping up to this challenge will require dramatic redesign of these institutions, their mission, and, most critically, their students’ educational experiences.”

Nationally, tuition is increasing, the middle class is eroding, and more people are slipping into poverty. Community colleges are the last best hope for growing numbers of people to obtain access to higher education.

The total cost of attending an average community college for one year, including books, room and board, and transportation is estimated at around $14,000 to $15,000 per year.

Success Rates — Theme 2

Nationally, student success rates are unacceptably low and there is a disconnect between preparation for jobs and transitions between high school, community college, and 4-year institutions. In a 2011 study, among the national 2005 starting cohort at community colleges, only 21% of those registered as degree-seeking completed associate degrees or certificates within 150% of the normal time. At for-profit institutions, this figure was 58%. Moreover, success (measured by completion rates) is an increasingly important metric for evaluating community colleges.

Financial Burden — Themes 1, 2

- Lack of Financial Resources. Even with competitive tuition and fees, college costs are a major challenge for most American families. The challenge is even more pressing for students over 30 who are most likely to lack parental financial support, yet who have not reached the peak of their earning potential. Inadequate financial resources is a major contributor to drop-out rates.

- Debt load. Nationally, 85% of community college students graduate with two-year degrees with less than $10,000 in total debt, compared to 24% in private two-year schools and 54% of students graduating from four-year public schools. FinAid.org advises a debt ratio that yields annual student loan payments of no more than 10-15% of first year income, and advises that most banks will not issue loans yielding total debt above 37% of current annual income. The “eight percent rule” cited by a 2006 College Board white paper states that “a typical borrower should be comfortable with 8% of their non-mortgage debt assigned to other consumer credit obligations,” including student debt. PCC’s “Panther Tracks” web page advises a total student debt load of no more than 70% of expected annual starting salary, or monthly debt payments no greater than 10% of monthly take-home pay.

Diminishing Retention — Theme 2

Nationally, student retention is at its lowest rate since data-gathering began in 1983. This may be manifest as “dropping out” or more subtly as transfers, possibly chronic transfers who stay in school but do not progress toward completion. Not only does it put students at risk of failure, but it also conflicts with externally-set institutional completion goals. Currently it is estimated that 40% of college students nationally will end their education without a college degree – 75% of those in the first two years – the key years for PCC students – with the first year being most critical. Key reasons given are:

- Lack of knowledge of the “College Process.” Incoming students do not obtain available guidance or information critical to their academic success. Less than a third of entering students report that a college advisor helped them set academic goals and create a plan for achieving them (Reclaiming the American Dream).

- Academic failure/inadequate preparation. Although a large majority of entering students are underprepared for college-level work, 76% never use tutoring services. Furthermore, Developmental Education is all too often a burial ground for student aspirations. Getting up to speed in math and reading for some students can take 3 or more years. The “teaching-learning-grading” process doesn’t support student growth toward completion. Well into the first term, many students have almost no idea of how well or poorly they are doing academically and report a general sense of bewilderment with registration processes.
Need for Greater Access to Digital Learning — Themes 2, 3

- Technology aptitude is no longer a “nice to have” – it is an essential skill for every student, not only in their career after PCC, but in the pursuit of their education.
- The definition of “at-risk student” should be extended beyond background characteristics to include technology proficiency.\textsuperscript{xix}
- Technology is both a tool for the student in the conduct of their learning and for the instructor. In-classroom technology and virtual learning options are critical tools for 21st century education.

The Changing Student — Themes 2, 3, 4, 5

- Learning styles: There is a general perception, backed up to some extent by research, that college students in 2014 are “less engaged” than in decades past. Contributing factors include:
  - Negative experiences with these courses in high school.
  - A similarity of titles in the high school and college courses that leads students to think they already know this material.
  - The idea that, in college one should be able to pursue courses related to one’s career goals.\textsuperscript{xx}
  - The increasing availability and intrusiveness of increasingly interactive media emphasizing or rewarding short attention spans, including Internet, video, and personal/mobile media (“smart” phones, etc.).
- Motivations and goals: Nationally, students attending community colleges pursue a variety of objectives:
  - 42% - Work toward bachelor’s degree
  - 13% - Explore new career
  - 10% - Skills to get or keep a job
  - 8% - Personal enrichment
  - 10% - Complete a certificate or technical degree
  - 6% - High school/GED completion
  - 5% - Explore new educational opportunity
  - 6% - Improve writing, math, reading skills
  - Dual Credit.
- Dual-credit programs are gaining attention and prominence as a way for high school students to get a jump on gaining college credit leading toward their degree or certificate. Dual credit programs raise a number of important questions, including faculty qualifications and the validity of the community college financial model.
- Currently, 49 high schools articulate PCC dual credit. In 2013-2014, the PCC Dual Credit program registered 5,268 students who earned 30,003 PCC credits. Dual credit students were not charged tuition or fees. At current tuition rates, the Dual Credit program saved these students and their families nearly $3 million.\textsuperscript{LVIV}

Definition of a Community College is Changing — Themes 3, 4, 6

- Products: What community colleges offer in terms of programs, degrees, and certificates – not to mention course offerings – needs to change to keep up with the changing nature of the global economy, job skill requirements, and the learning patterns, goals, and preparation of incoming students.
- Quality and value: Students have choices, and resources like Cappex.com and American School Search enable students to compare the reputations (perceived quality) and value (cost of product vs. desired outcomes such as job placement, completion rates, post-completion success, etc.). Moreover, transfer students in particular must have assurances that their credits will transfer to their eventual baccalaureate institution. Delivery of a quality product at an affordable, competitive price is essential for community colleges of the future.
- Perception: The perception of community colleges as delivering lower-quality educational value vis-a-vis higher priced four year institutions must be addressed, both in terms of product delivery and perception of those products.
- Workforce and K–12: Two key expanding markets for incoming students at community colleges are “Early Start” students who begin taking college courses in their junior or senior years of high school, and career technical education and continuing education adults who seek to enhance their education to further their careers or for personal growth reasons. This impacts the products community colleges need to offer, as well as their outreach, orientation, and advising efforts.
- College for a community: Community colleges have always served as a staging ground from which community and business leaders can collaborate in launching new economic development activities. Community colleges now are faced with the challenge to bring partnerships with community, business, and K–12 leaders to a new level, to become an engine of economic growth that generate jobs paying a family-supporting wage. (Reclaiming the American Dream)
- Identity and focus: The danger of responding to all of these pressures is that community colleges could easily slip into a pattern of trying to be “All Things to All People at All Times in All Ways.” In a world of finite resources and time, that is the path to failure. Instead, community colleges must respond to these pressures in an entrepreneurial manner, but remain true to their mission and focused on the products and services which best serve the community and promote student success.
Advances in Technology/Andragogy — Themes 1, 2, 3, 6

- Technology in instruction: Advances in technology have enabled new approaches to teaching, from “flipping the classroom” to multimedia and online instruction. New models for teaching involve scenarios in which students and teachers interact frequently, but may never meet face to face.

- Technology in administration: Community colleges lag behind four-year institutions and the private sector in terms of internal IT investment. Outdated and isolated systems, combined with a lack of data for measuring key outcomes, drain resources and hamper efficiency at a time when every dollar counts.

- Addressing learning styles: Because of the variation in learning styles, preparation, and demographics of entering students, the practice of whole-classroom teaching disenfranchises some students and fails to connect with others. Community colleges must embrace andragogical approaches that better enable the success of students with different learning styles.

- Badges, modules, MOOCs: Students are increasingly strategic with their educational goals. A traditional four- or even two-year degree may not suit the student’s needs or aspirations. Instead, community colleges need to develop smaller, more focused program units within and across disciplines which can operate either as stand-alone completion units or as contributors to a larger certificate or degree programs.

Local/PCC Trends

Affordability — Theme 1

- Cost
  - Tuition and Fees: In-state tuition per credit hour increased from $82 to $88 in 2013–14 and will rise to $92 in 2014–15. Therefore, annual cost of tuition for full-time students (12 credit hours) at PCC rose $108 from school years 2012-13 to 2013–14, about 3.2%, a bit higher than inflation (2.8% CPI in 2013). Since 1999, PCC tuition and fees have more than doubled. Annual tuition and fees at PCC are very close to the national average for community colleges. PCC tuition is 8th-highest among 17 community colleges statewide.

Still, PCC remains more affordable than most other Portland-area higher education options, as shown in the following table:

<table>
<thead>
<tr>
<th>Institution</th>
<th>2014-15 Tuition and Fees*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clark College</td>
<td>$2,769</td>
</tr>
<tr>
<td>Portland Community College</td>
<td>$3,124</td>
</tr>
<tr>
<td>National Average – Comm. Coll.</td>
<td>$3,260</td>
</tr>
<tr>
<td>Clackamas Community College</td>
<td>$3,278</td>
</tr>
<tr>
<td>Mt Hood Community College</td>
<td>$3,814</td>
</tr>
<tr>
<td>Portland State University</td>
<td>$5,192</td>
</tr>
<tr>
<td>Marylhurst University</td>
<td>$13,630</td>
</tr>
<tr>
<td>Concordia College</td>
<td>$26,900</td>
</tr>
<tr>
<td>George Fox University</td>
<td>$31,866</td>
</tr>
<tr>
<td>University of Portland</td>
<td>$38,435</td>
</tr>
<tr>
<td>Lewis and Clark University</td>
<td>$43,487</td>
</tr>
<tr>
<td>Reed College</td>
<td>$47,760</td>
</tr>
</tbody>
</table>

* Full year undergraduate, 2014-2015, 15 credits/semester or 12/quarter, in-state full time student, excluding room and board, health insurance, or course-specific fees.

- Other costs:
  - Cost of books at PCC averages about $1,600 per year for full-time students, which is higher than most schools in Oregon. The PCC Bookstore estimates approximately $500–$1,200 per year ($50–100 per course). The difference in estimates may be partially explained by the fact that students purchase books at other outlets as well.

  - Total cost, including living expenses (room, board, transportation), is about $40,000 for two nine-month school years.

  - Childcare can be a significant addition to the cost of attending college. The median annual price of toddler care in a childcare center in Oregon was $11,064 in 2013.

In Oregon, when childcare needs exist, formally organized care is provided in less than a third of those situations. Typically, care is provided by an available parent, friends, or relatives. (Formally organized care includes

APPENDIX B: ENVIRONMENTAL SCAN DATA
• Financial Aid
PCC students receive nearly $2.6 million per year in financial aid. Slightly over half (51%) of PCC students receive grant or scholarship aid, averaging about $4,600 per recipient. A few merit scholarships are also available, ranging from $500 to $950.\textsuperscript{XXIX}

• Student Loans
Over 55% of PCC’s most recent graduating class took out PCC-originated student loans, averaging nearly $17,000 per graduating student – close to $50 million in total student debt. This debt figure represents 40–45% of the total cost of completing a two-year program at PCC. Meanwhile, federal student loan interest rates doubled from 3.4% to 6.8% in 2013.\textsuperscript{XXX} About 12% of 2011 PCC graduates have failed to maintain their federal student loan repayments\textsuperscript{XXXI}, which is below the national average.

Success Rates at PCC — Themes 2, 5

PCC ranks in the middle of the pack on success rate measures among Oregon community colleges.

• Graduation rates (transfers): The statewide average six-year graduation rate from four-year colleges by community college transfers among the 2004-05 cohort (most recent available data) is 71.5%; PCC’s rate is 71.9%, seventh among the seventeen Oregon community colleges. Since 1993-94, six-year fall-to-fall graduation rates have fluctuated between 66.7% to 75.6%, and PCC’s ranking has ranged from third (2003-04) to twelfth (1994-95).\textsuperscript{XXXII} Four-year completion rates are much lower – 19% overall, 18% for males and 21% for females. Four-year graduation rates vary significantly by ethnicity, as low as 6% for Native Americans and 8% for African-Americans.\textsuperscript{XXXIII}

PCC has recently taken steps to address success rates (completion rates):

• Completion Investment Council: PCC formed the Completion Investment Council to help the college shift to a completion agenda. Thus far the focus has been on ensuring students are prepared for college on their first day of class.\textsuperscript{XXXIV} Remaining steps are Engage, Commit, Complete, and Thrive. As a next step, Answer Centers are being set up on all campuses – one-stop kiosks where any student can access and navigate College resources with help from volunteers.

• Student readiness: Completion rates are impacted by lack of student readiness. PCC’s Panther Path has identified a need to ensure that students are ready for college on day one and are supported with appropriate developmental education, dynamic advising, and flexible learning options.\textsuperscript{XXXVII}

Declining Enrollment — Themes 3, 5, 6

PCC enrollment is declining. Total enrollment (part-time plus full-time head count) has declined annually since 2009-10, while full-time equivalent enrollment dropped approximately 7% from 2012 to 2013 and total headcount (all students, all campuses, all types) has dropped 5% since 2011. Enrollments of veterans taking advantage of Veterans Administration benefits nearly doubled from 2009-2013 (from 635 to 1,245), but declined 14% in 2014 to 1,071.

\begin{table}[h]
\begin{tabular}{|l|c|c|}
\hline
\textbf{Certificates and degrees}\textsuperscript{XXXIV} & \textbf{2011-12 Actual} & \textbf{2013-14 Target} \\
\hline
Adult HS Diplomas/GEDs & 1,412 & 1,475 \\
Certificates/Oregon Transfer Modules & 918 & 1,500 \\
Associate Degrees & 3,232 & 3,500 \\
Transfers to 4-year institutions & 10,005 & 10,200 \\
\hline
\end{tabular}
\end{table}
As one would expect, employment trends lag behind student enrollment, both in years of increased enrollment, as well as in decline. Consistent with this expectation, full-time equivalents (FTE) have increased overall 10% since 2009-10, but have remained steady since 2011-12.

By contrast, Extended Learning total enrollment (headcount) has increased slightly since 2010 and Extended Learning Credit FTE has nearly doubled since 2009.

Oregon’s model for funding community colleges presents significant challenges when viewed against access/retention/completion imperatives. State funding support is based on enrollment, but is capped at a certain level for each college. This creates upward pressure on tuition as colleges seek revenue to provide instruction and services for explosive enrollment growth.

At PCC, in Fiscal Year 2012-13, funding was capped at 26,687 student FTE, whereas actual enrollments were 32,264, meaning nearly 5,600 student FTE received no State support. For Fiscal Year 2013-14, nearly 7,000 full-time community college enrollments statewide went unfunded due to the cap, 4,800 of which were at PCC.

As a result, community colleges are faced with three bad choices: limit enrollments to the capped amount, increase tuition above true per-student costs, or spend from financial reserves. With its open admissions policy, PCC’s options are reduced to the latter two.

The recent recession heighten the problem as thousands of students returned to community college Career Technical Education (CTE) programs in Oregon to gain or sharpen workforce skills. These programs are frequently equipment-intensive, requiring that colleges make significant investments to provide the most current and relevant instruction. As such, they are frequently higher cost than transfer programs. This places even more financial pressure on colleges as they seek to maintain funding for these critical programs.

### Changing Landscape of Higher Education in Oregon — Themes 1-6

- **HECC**: In 2011, the Governor formed (and now chairs) a Higher Education Coordinating Commission (HECC) with the goal of making higher education more accessible and affordable. HECC has prioritized revamping student aid allocation formulas as a key first step toward this end, prioritizing access and completion rather than the order in which applications are received. Other priorities are improving the Credit for Prior Learning Program and making textbooks more affordable. HECC’s continued involvement in reform is changing the higher education landscape in Oregon.

- **CCWD**: The Department of Community Colleges and Workforce Development (CCWD) oversees community colleges in Oregon. Key responsibilities include:
  - Distribute state aid to community colleges,
  - Approve new programs and courses,
  - Adopt rules for the general governance of community colleges.

- **A Changing OUS**: The Oregon University System (OUS) oversees four Oregon universities (Western Oregon, Southern Oregon, Eastern Oregon, and Oregon Institute of Technology). Recently, the University of Oregon, Oregon State University, and Portland State University instituted their own institutional governing boards. While these independent boards and the OUS have no direct authority over PCC, due to their size and influence, their actions have ripple effects on Oregon higher education generally.

### Funding Models — Theme 1

Due to concerns over rising costs and rising tuition, funding models are under review and may change significantly in coming years. The current funding model, based on per-capita allocations, favors enrollment growth rather than a focus on academic excellence or the success of students already enrolled. The perception is that this lowers academic standards, which in turn discourages middle-income students from considering community college and has “a devastating effect on low-income students and students of color, those often in greatest need of what community colleges have to offer.”

With pressures on the state to cut costs in all areas, particularly higher education, state funding is likely to continue to erode. Community colleges like PCC, which offer low tuition as part of their commitment to access, are disproportionately harmed when public funding fails to keep pace with inflation and enrollment.
“Pay It Forward” Plan — Theme 1
Some legislators and state education leaders in Oregon and other states have suggested making community college free for two years for full-time students who meet grade point requirements. Students would repay the tuition via 3% deductions from future wages. However, even advocates acknowledge significant challenges:

- Concern over students feeling invested in their own education if they don’t have any “skin in the game.”
- Free tuition runs the risk of subsidizing students who don’t need the support, or funding students who have very low likelihood of succeeding.
- Potential enrollment impacts on four-year colleges.
- No clear plan for how to fund the program’s estimated $9 billion start-up costs – even if the plan does break even, which some consider unlikely.

The “Typical Student” Is Changing at PCC — Themes 1, 2, 5

- Demographics

  - **Age:** PCC’s student body is older than that of the typical college. The average age of a PCC student is 30. Only 37% of students registered for credit are under 25. Over half are age 30 or older. The average non-credit student is age 44.

  - **Race:** About two-thirds of PCC students are white, compared to 76% in the Portland metropolitan area. Hispanic students comprise 11% of the student body, compared to 9% in Portland. Other demographic breakdowns are given in the figures below.
Technical savvy. Eighteen year olds in 2014 have never lived in a world without the World Wide Web, graphic-based browsers, and high-speed personal computers. They are accustomed to being able to find just about anything on the Internet – not only on their computers, but on their mobile phones. Two-thirds of 2013-14 degree/certificate recipients had previously enrolled in a Distance Learning course.\textsuperscript{XLII}

Developmental Education (DE) students are disproportionately drawn from non-dominant ethnic groups, particularly Hispanic and African American populations, as shown in the following graphs which compare DE writing students to the more general group of Transfer writing students.\textsuperscript{XLIII}
Gender: Just over half (53%) of PCC for-credit students are female. The number jumps to 63% for Distance Learning students and 62% for Continuing Education students.

Status:
- About 57,000 (about 63%) of PCC students enroll for credit.
- Over a third of PCC students registered for credit are part-time. About 42% are full-time. About 4,400 are enrolled in Distance Learning and a slightly larger number are non-credit.
- 65% are College Transfer, 27% are Professional/Tech, and nearly 8% are Developmental Education students.

Expectations: Students entering college in 2014, particularly younger students are accustomed to being able to find just about anything on the Internet and to have a high degree of control over their educational choices. PCC needs to adapt its model to accommodate a high-demand, information-rich environment.

Preparation:
- A study by the U.S. Chamber of Commerce notes that Oregon ranks in the bottom ten of states in getting students prepared for college, according to three measures: Getting students to pass an Advanced Placement test while in high school; getting students to earn a high school diploma; and getting students enrolled in a two- or four-year college by age 19.
- Students entered college in 2014 with reduced academic training than a generation ago, for several reasons:
  - Graduation requirements often allow students to enter their senior year with few remaining required courses, resulting in a decline in academic rigor in their final year of college preparation.
  - Students are often allowed to replace more rigorous academic courses with electives and personal service courses.
  - Sometimes the academic courses themselves are not standardized or adequate for college preparation.
  - Oregon created a "Modified Diploma" in 2007 which allows students to complete high school without meeting all of the standard requirements. Modified Diploma students typically require additional pre-college educational classwork and, until a recent court ruling, were not eligible for financial aid.

New students’ background:
- 48% - No previous college
- 34% - Some college
- 4% - Associate’s degree
- 11% - Bachelor’s Degree
- 3% - Master’s / Doctoral degree

COMPASS test scores place 88% of students into developmental math, 29% into developmental writing, and 23% into developmental reading.

Almost 19,000 students (3,400 student FTE) entering PCC during the 2013-2014 academic year enrolled in pre-college math, reading, and/or writing courses. Approximately 12% of the college's FTE is generated in pre-college math, reading, and writing courses.

Pursuits:
- Lower Division Transfer students have increased nearly 50% since 2007-08.
- Developmental Ed students have nearly doubled since 2007-08.
- Career Technical has declined slightly since 2010-11.

Technology Lag — Themes 3, 4, 6
Investment in andragogically-focused technology lags significantly at PCC – anywhere from four to ten years behind current standards – particularly in high-tech programs, such as nursing and aviation which experience a rapid pace of technology advances in the private sector. This can be traced to three key factors:

- Funding limitations,
- A trend toward “just in time” production practices by technology producers, which limits the availability of overstocked or prior-year equipment that had been a key source of donated or heavily discounted equipment,
Due to cost and the significantly changing landscape of the affected industries, particularly in health care, PCC’s community program partners have slowed the pace of upgrades that enabled in-kind donations of lightly used equipment for education.

Job Trends in Portland — Themes 2, 4
A key reason students attend PCC is to improve career prospects and job skills, and the availability of local knowledge-based jobs is a key factor in student decisions. Future employment trends also must play a role in guidance given to students as they map out their education strategy. Key future job trends in the metro area include:

- National employment trends indicate a shift from manufacturing to service sectors and leading growth in health, education, and professional and business services.

- Industrial employment has been dropping at the same time the city is experiencing increases in industrial land development, cargo volumes and added value of manufacturing products.

- This past decade has been a period of relatively slow job growth, not only for Portland, but for the metro region and nationally; but Portland’s job growth over the last business cycle has even lagged the region’s slow pace.

- The city has captured a relatively small share of the region’s job growth since 2000 (5%), compared to a more robust pattern of job capture in the previous two decades (25%).

- Job growth may pick up post-2015 during a period of economic recovery, but is then projected to further slow to about 0.9% annual growth between 2025 and 2035. Job growth rates are expected to range from 0.5% for manufacturing to 2.4% for professional services, as well as education and health services in the 2010-2035 period.

- Incubator and manufacturing districts contribute most to future export-oriented job growth in Portland, particularly in service employment, information/design and construction.
Sources:

I   PCC Adopted Budget, 2013-15 Biennium
II   Distance Learning figures from Office of Institutional Effectiveness, Sept 2014.
III  Headcounts from PCC Workforce Analysis Report November, 2013;
V    American School Search website, June 2014.
VI    PCC website, June, 2014.
VII   PCC website, June, 2014.
VIII  American Association of Community Colleges, Reclaiming the American Dream,
      Community Colleges and the Nation’s Future: A Report from the 21st-Century Commission
IX   AACC, Reclaiming the American Dream.
X    Cappex.com and American School Search.
XI    AACC, Trends in Higher Education.
XIII  AACC, Trends in Higher Education.
XIV   FinAid: The Smart Student Guide to Financial Aid.
XV    “How much debt is too much?” Research in Depth: A closer look at recent research and
      emerging topics in postsecondary education.” http://www.studentloan.org/research/
XVI   Jones, “At Risk Students.”
XVII  AACC, Reclaiming the American Dream.
XIX   Bulger & Watson, “Broadening the definition of at-risk students.”
XX    Erickson & Strommer.
XXII  PCC website.
XXIV Cappex.com
XV    AACC, Trends in Community College Education and 2014 Fact Sheet.
XXVII Source: website calculators for each institution.
XXVIII CAPPEX, American School Search
XXIX  Cappex.com.
XXX   Huffington Post, “Pay it Forward.”
XXXI  American School Search.
XXXII PCC Institutional Effectiveness website, cited from OUS Institutional Research Services.
XXXIII National Center for Education Statistics website, 8/20/2014.
XXXV  National Center for Education Statistics website, 8/20/2014.
XXXVI Panther Path.
XXXVII Panther Path.
XXXVIII PCC Institutional Effectiveness website.
XXXIX  Panther Path.
XL     AACC, Reclaiming the American Dream.
XLI    PCC website, June 2014.
XLIII  Completion Investment Council, Spaces.pcc.edu.
XLIV   Betsy Hammond, “Oregon a ‘laggard’ at getting students ready for college, careers, U.S.
      Chamber says,” oregonlive.com, October 1, 2014.
XLV    Data in this section from Erickson & Strommer unless noted.
XLVI   Oregonian, April 10, 2014.
XLVII  About 60% of all new students take COMPASS placement tests. The 40% of new
       students without test scores likely have prior college experience and/or documented
       college-level reading, writing, and math skills.
XLVIII City of Portland, Economic Opportunities Analysis (2012).
LVIII  Task Force Report on Community College Child Care Services (Response to HB 3149,
       2013 Oregon Legislature), 2014.
LVIV   www.pcc.edu/prepare/head-start/dual-credit
## Appendix C: Strategic Planning Process

<table>
<thead>
<tr>
<th>Activity</th>
<th>Phase 1 Environmental Scan</th>
<th>Phase 2 Formulate Strategic Direction</th>
<th>Phase 3 Test Strategic Direction</th>
<th>Phase 4 Refine Strategic Direction</th>
<th>Phase 5 Plan Review/Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PCC Cornerstone Mission, Vision, Values Analysis of Baseline Data SWOT Analysis – Strengths, Weaknesses, Opportunities, Threats</td>
<td>Refine Strategic Themes Identify Strategic Priorities Analyze input Conduct additional research Develop 1st draft plan (v1.0)</td>
<td>Test Strategic Direction with PCC Community and Governance Refine based on feedback Develop 2nd draft plan (v2.0)</td>
<td>Share draft plan with College Community Consider input, refine plan Develop 3rd draft (v2.5) (pre-In-Service) Develop final draft (v3.0) (post-In-Service)</td>
<td>Develop recommended strategic plan for review by President President recommends plan to Board or remands to Committee</td>
</tr>
<tr>
<td>Schedule</td>
<td>Fall 2013/Winter 2014</td>
<td>April – May 2014</td>
<td>June – August 2014</td>
<td>September 2014</td>
<td>October 2014</td>
</tr>
<tr>
<td>Stakeholders</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• PCC Steering Committee</td>
<td>• Refine Strategic Themes Identify Strategic Priorities Analyze input Conduct additional research Develop 1st draft plan (v1.0)</td>
<td>• Test Strategic Direction with PCC Community and Governance Refine based on feedback Develop 2nd draft plan (v2.0)</td>
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<td>• Develop recommended strategic plan for review by President President recommends plan to Board or remands to Committee</td>
<td></td>
</tr>
<tr>
<td>• PCC Community Campus Conversations Fall In-Service All Managers Meeting Response to Questions on Spaces page</td>
<td></td>
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<tr>
<td>• External Community CLIMB Campus Conversation Web questions</td>
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<tr>
<td>Deliverables</td>
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</tr>
<tr>
<td>• SWOT Analysis</td>
<td>• Broad Strategic Themes First Draft of Plan: v1.0 Refine Strategic Themes Identify potential Strategic Intentions</td>
<td>Second Draft of Plan: v2.0 Strategic Themes Refine Strategic Intentions</td>
<td>Final Draft: v3.0 Strategic Plan Document</td>
<td></td>
<td>Board-Adopted Strategic Plan</td>
</tr>
</tbody>
</table>
Summary
Strengths, Weaknesses, Opportunities and Threats (SWOT)

In October of 2013, PCC President Dr. Jeremy Brown initiated a strategic planning process by sponsoring discussion forums throughout the District, including ‘Campus Conversations’ at each campus and meetings with PCC managers to identify strategic issues and opportunities for the College.

Inspired by these strategic conversations, Dr. Brown formed a Strategic Planning Steering Committee (SPSC), tasked with developing a visionary yet achievable strategic plan for approval by the PCC Board of Directors. The 25-person committee, comprised of representatives of PCC stakeholders, was chaired by PCC Vice President Randy McEwen and staffed by Tracy Walstead.

The SPSC undertook the first phase of strategic planning by conducting an ‘Environmental Scan’ including:

- Reviewed extensive background data and documents on the state of PCC, of community colleges and higher education in general (nationally and locally), and on current trends in higher education. A summary of background data is presented in Appendix B – Environmental Scan.

- Invited input from both the PCC community and the community at large in various forms, including feedback sessions at campuses and open forum discussions on PCC’s “Spaces” web page, introduced by specific questions intended to provoke wide-ranging and spirited (written) discussion of strategic issues impacting PCC’s future, and meetings with key external stakeholders.

- Synthesized the qualitative and quantitative data into a brief ‘Summary of Strengths, Weaknesses, Opportunities and Threats (SWOT)’ to highlight key issues and opportunities for PCC. The brief summary of the SWOT is included in the following Appendix D.

Inspired by the results of the ‘Environmental Scan,’ the SPSC identified six strategic ‘Themes’ and a number of ‘Strategic Intentions’ to guide PCC into the future.
## APPENDIX D: SWOT SUMMARY

<table>
<thead>
<tr>
<th></th>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversity</strong></td>
<td>Div. students and programs</td>
<td>Lack diversity in faculty, staff</td>
</tr>
<tr>
<td></td>
<td>Support for non-native speaking, non-credit, ABE</td>
<td>Underdeveloped cultural competency</td>
</tr>
<tr>
<td><strong>Programs</strong></td>
<td>Array of programs</td>
<td>Lack unified strategy around transfer offerings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internal competition – campuses, credit v. non</td>
</tr>
<tr>
<td><strong>Access/Learning</strong></td>
<td>Multiple locations – convenient for students</td>
<td>Cumbersome admissions, registration process</td>
</tr>
<tr>
<td></td>
<td>Small class size; faculty accessible</td>
<td>Navigation (physical) can be difficult at campuses</td>
</tr>
<tr>
<td></td>
<td>Open access for all – many avenues to success</td>
<td>Website not friendly to new students</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Lifelong learning</td>
<td>Inconsistent practices at campuses and on-line</td>
</tr>
<tr>
<td></td>
<td>High value – good ROI for students</td>
<td>Improve and resource intake and advising</td>
</tr>
<tr>
<td></td>
<td>Student services / resources – passionate!</td>
<td>Lack of a unified strategy around transfer offerings</td>
</tr>
<tr>
<td><strong>Workforce/Faculty</strong></td>
<td>Happy/satisfied staff</td>
<td>Overdependence on PT Faculty</td>
</tr>
<tr>
<td></td>
<td>Amazing faculty</td>
<td>Need training for faculty; new faculty structure</td>
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<tr>
<td></td>
<td>FT/PT work well together</td>
<td>Quality Assurance issues with some faculty</td>
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<tr>
<td></td>
<td>People love to work here</td>
<td>Difficult to hold faculty/staff accountable</td>
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<td></td>
<td></td>
<td>Lack tech. competency standards – faculty, staff</td>
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<tr>
<td></td>
<td></td>
<td>Need more professional / staff development</td>
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<tr>
<td></td>
<td></td>
<td>Use of retirees, rather than faculty, staff</td>
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<tr>
<td></td>
<td></td>
<td>Lack means of teaching faculty how to teach</td>
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<tr>
<td><strong>Technology DL</strong></td>
<td>Good technology in classrooms, library</td>
<td>Outdated technology – BANNER</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DL ownership between campuses</td>
</tr>
<tr>
<td><strong>Admin</strong></td>
<td>Creative at removing barriers for faculty and staff</td>
<td>Big, complex; trying to function as a small institution</td>
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<td></td>
<td>Problem-solvers</td>
<td>Internal communications inconsistent</td>
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<tr>
<td></td>
<td></td>
<td>Inwardly focused, no systemic process improvement</td>
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<tr>
<td></td>
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<td>Not timely, not responsive internally</td>
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<td></td>
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<td>HR processes lag behind</td>
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<td></td>
<td></td>
<td>Not a data driven institution</td>
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<tr>
<td></td>
<td></td>
<td>Don’t support/trust peers to make decisions</td>
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<tr>
<td></td>
<td></td>
<td>Managed in campus silos</td>
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<tr>
<td></td>
<td></td>
<td>Don’t leverage internal expertise well</td>
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<tr>
<td></td>
<td></td>
<td>Lack of focus, collaboration = duplicated effort</td>
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<td></td>
<td></td>
<td>Lack in-house legal counsel</td>
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<tr>
<td></td>
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<td>Collective bargaining impact on programs</td>
</tr>
</tbody>
</table>
### APPENDIX D: SWOT SUMMARY

<table>
<thead>
<tr>
<th>Resources</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
|           | • Financial resources – overall stable  
|           | • PCC Foundation  
|           | • Size – clout  | • Need greater investment to reach goals  
|           | • Resources not well allocated  
|           | • Contradiction on how fees/resources support students  
|           | • Foundation – need more fundraising |
| Relationships | • Good faculty / management relationships  
|             | • Good leadership / staff relationships  | |
| Reputation | • Great name reputation in community  
|            | • Big, well-known, respected, have clout  
|            | • Nationally/internationally known programs  
|            | • Good relationship with OR Legislature  | • Reputation with high school students  
|            |                                                      | • Lack unifying motto  
|            |                                                      | • Marketing as opposed to branding |
| Partners | • High school partnerships  
|          | • Business/industry partnerships and support | |
| Career | • Internships, cooperative learning  
|        | • Career Pathways program  | • Not enough apprenticeships |
| Facilities & Equipment | • Beautiful campuses, facilities, grounds  
|                      | • Facility resources available to community  
|                      | • Comfortable environment for learning  
|                      | • Safe campuses for staff and students – low crime  
|                      | • Bond program expansion, growth  | • Parking inadequate  
|                      |                                                      | • Obsolete career / technical equipment  
|                      |                                                      | • Lack space for PT faculty to work  
|                      |                                                      | • Need funding to maintain physical plant  
|                      |                                                      | • Lack of facilities impacts program allocations |
| Innovative | • Innovative  | • Best practices not well defined  
|             |                                                      | • Not as innovative as we think we are |
## APPENDIX D: SWOT SUMMARY

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats or Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Model and Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Cont’d development of on-campus and online content</td>
<td></td>
</tr>
<tr>
<td>Invest in accelerated path to degree (3 years) for students who are ready</td>
<td></td>
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<tr>
<td>Guided access to completion</td>
<td></td>
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<tr>
<td>Connect discipline to prerequisites</td>
<td></td>
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<tr>
<td>Cohort model</td>
<td></td>
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<tr>
<td>Help undecided students explore and choose – Provide tools to assess student strengths</td>
<td></td>
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<tr>
<td>Prep classes in cohorts like CTE</td>
<td></td>
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<tr>
<td>PCC as a broker for learning opportunities</td>
<td></td>
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<tr>
<td>Apply research about adult learning</td>
<td></td>
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<tr>
<td>Stackable credentials – could result in degree</td>
<td></td>
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<tr>
<td>Provide comprehensive certificates online</td>
<td></td>
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<tr>
<td>Break down barriers between credit/non-credit</td>
<td></td>
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<tr>
<td>Create information infrastructure for education</td>
<td></td>
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<tr>
<td>Add opportunities</td>
<td></td>
</tr>
<tr>
<td>Innovative ways to get degrees – intensive boot camp, applied learning, prerequisites, online, etc.</td>
<td></td>
</tr>
<tr>
<td>Offer more in-house projects for students (i.e. commercials, remodel, construction, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Growth/Change</strong></td>
<td></td>
</tr>
<tr>
<td>Add opportunities</td>
<td>Growth vs. change / improvement</td>
</tr>
<tr>
<td>Innovative ways to get degrees – intensive boot camp, applied learning, prerequisites, online, etc.</td>
<td>Too big, spread too thin. Fine balance between expansion and ability to stay healthy</td>
</tr>
<tr>
<td>Offer more in-house projects for students (i.e. commercials, remodel, construction, etc.)</td>
<td>Cannot grow infinitely – lack of cohesion</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Partnerships with business, industry, local governments, and non-profits</td>
<td>Voter apathy</td>
</tr>
<tr>
<td>Connections with other educational institutions – high school to 4-year</td>
<td>Lack of funding esp. from outside</td>
</tr>
<tr>
<td></td>
<td>Insufficient resources – spread too thin</td>
</tr>
<tr>
<td></td>
<td>Lack of capacity to conduct capital campaign</td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td></td>
</tr>
<tr>
<td>Strong regional economy</td>
<td>Lack of middle class stability in economy at large</td>
</tr>
<tr>
<td>Add opportunities</td>
<td>Devaluation of education in jobs</td>
</tr>
<tr>
<td></td>
<td>Affordability increasingly challenging for students as tuition rises</td>
</tr>
<tr>
<td><strong>Regulations</strong></td>
<td></td>
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<tr>
<td>Changing funding model provides opportunity for input/influence</td>
<td>Increased regulatory compliance demands</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Offering wider range of opportunities for full time part time faculty</td>
<td>Need to support PT faculty</td>
</tr>
<tr>
<td>Commitment to professional development</td>
<td>PT faculty teach at multiple institutions – pulled many directions</td>
</tr>
<tr>
<td></td>
<td>Difficult for students to connect with PT faculty</td>
</tr>
</tbody>
</table>
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<thead>
<tr>
<th>Opportunities</th>
<th>Threats or Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>• Support students outside the classroom</td>
<td>• Students unprepared, complex issues, barriers, learning difficulties</td>
</tr>
<tr>
<td>• Enhanced connection with K-12</td>
<td>• Greater need/demand for DE</td>
</tr>
<tr>
<td>• Create culture of assessment driven toward student success</td>
<td>• Student population reflects population of cities</td>
</tr>
<tr>
<td></td>
<td>• Changing demographics = changing student service needs</td>
</tr>
<tr>
<td></td>
<td>• Develop campus life for different populations</td>
</tr>
<tr>
<td><strong>Mission/Strategy</strong></td>
<td></td>
</tr>
<tr>
<td>• The culture of college vs. the culture of business</td>
<td>• Not having a strategic plan that is flexible</td>
</tr>
<tr>
<td></td>
<td>• Losing sight of our mission – What does it mean to be a community college?</td>
</tr>
<tr>
<td></td>
<td>• Trying to be all things to all people</td>
</tr>
</tbody>
</table>
Affordability” is unavoidably subjective. "Affordability” denotes affordable (Affordability): 40-40-20: Oregon's landmark higher education goal, called the 40-40-20, is our North Star, as our Governor has termed it. In 2011, our legislature affirmed this once aspirational goal through the passage of Senate Bill 253. The goal is that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's or advanced degree. Oregon’s educational attainment rates have been increasing, but the passage of the goal into law prompted a new drive for collective action and reform. The Oregon State Board of Higher Education is moving from vision to action on the 40-40-20 goal, laying out a work plan of the goal's many moving parts that must be achieved to reach the attainment levels we need as a state.

http://www.sheeo.org/resources/state-policy-leadership/oregon%E2%80%99s-40-40-20-goal-action

Affordable (Affordability): "Affordability” denotes information and practices that support future students in being financially able to engage in and benefit from higher education. The term no longer simply reflects the initial costs needed to attend college. Current policy initiatives designed to address "affordability” promote institutional data improvements that can assist future students and parents in comparing initial college costs and also understanding long-term investment results for those who attend specific institutions and programs.

"Affordability” is unavoidably subjective. Understanding of the term may differ depending on preference and priorities, as well as on available resources and prices” (Institution of Higher Education, 2012). Current accountability and completion themes in higher education reflect the manner in which institutions and states are striving to ensure “affordability,” maintaining the value of higher education within a context of increasing needs and costs. (ref. Institute for Higher Education Policy)

Andragogy: The Teaching, Learning, and Technology group of the New Jersey Institute of Technology has provided the following definition and discussion of andragogy (http://web.njit.edu/~ronkowit/teaching/andragogy.htm)

"Andragogy” was a term coined to refer to the art/science of teaching adults.

Malcolm Knowles and others theorized that methods used to teach children are often not the most effective means of teaching adults. In The Modern Practice of Adult Education (1970), Knowles defined andragogy as “an emerging technology for adult learning.” His four andragogical assumptions are that adults:

1. Move from dependency to self-directedness;
2. Draw upon their reservoir of experience for learning;
3. Are ready to learn when they assume new roles; and
4. Want to solve problems and apply new knowledge immediately.

Initially defined as, “the art and science of helping adults learn,” andragogy has come to be understood as an alternative to pedagogy; a learner-focused approach for people of all ages.

Pedagogy can also be thought of as "teacher-centered or directive' learning, and andragogy as "learner-centered/directed.”

Adults over 21 are the fastest-growing segment of today's "undergraduates,” especially in distance and online education. Consideration of andragogical principles in designing courses has become more vital and valid. Andragogy asserts that adults learn best when:

- They feel the need to learn;
- They have some input into what, why, and how they learn;
- The learning’s content and processes have a meaningful relationship to the learner’s past experience;
- Their experience is used as a learning resource. (See Bloom’s taxonomy);
- What is to be learned relates to the individual’s current life situation and tasks;
- They have as much autonomy as possible;
- The learning climate minimizes anxiety and encourages freedom to experiment;
- Their learning styles are taken into account;
- There is a cooperative learning climate;
- We create mechanisms for mutual planning;
- We arrange for a diagnosis of learner needs and interests and enable the formulation of learning objectives based on the diagnosed needs and interests; and
- We design sequential activities for achieving the objectives.

ASPCC: Associated Students of Portland Community College; PCC’s student government organization

CCWD/ODCCWD: The Oregon Department of Community Colleges and Workforce Development. Historically, the state agency responsible for community college education and programs to increase the employability of Oregon's workforce. Recently, as an element of the education reforms underway in Oregon, CCWD now reports to the Higher Education Coordinating Commission (HECC).

CLIMB: The CLIMB Center for Advancement, formerly known as the Central Portland Workforce Training Center, is a 31,000-square-foot facility near OMSI in central eastside Portland. CLIMB, which

APPENDIX E: GLOSSARY OF TERMS

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CLIMB: The CLIMB Center for Advancement, formerly known as the Central Portland Workforce Training Center, is a 31,000-square-foot facility near OMSI in central eastside Portland. CLIMB, which
stands for Continuous Learning for Individuals, Management and Business, used to be the Center for Business and Industry. CLIMB offers training in computer education, health professions, customized and workplace training, and small business development to employers and employees alike. The center provides access to a broad range of training areas and facilities that meet the latest in industry standards and technical capabilities.

Cognitive skills: The Vanderbilt University Center for Teaching has provided the following rich discussion of cognitive skills (http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/). A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of Bloom’s Taxonomy with the title A Taxonomy for Teaching, Learning, and Assessment. This title draws attention away from the somewhat static notion of “educational objectives” (in Bloom’s original title) and points to a more dynamic conception of classification. The authors of the revised taxonomy underscore this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These “action words” describe the cognitive processes by which thinkers encounter and work with knowledge:

- Remember
  - Recognizing
  - Recalling
- Understand
  - Interpreting
  - Exemplifying
  - Classifying
  - Summarizing
  - Inferring
  - Comparing
  - Explaining
- Apply
  - Executing
  - Implementing
- Analyze
  - Differentiating
  - Organizing
  - Attributing
- Evaluate
  - Checking
  - Critiquing
- Create
  - Generating
  - Planning
  - Producing

In the revised taxonomy, knowledge is at the basis of these six cognitive processes, but its authors created a separate taxonomy of the types of knowledge used in cognition:

- Factual Knowledge
  - Knowledge of terminology
  - Knowledge of specific details and elements
- Conceptual Knowledge
  - Knowledge of classifications and categories
  - Knowledge of principles and generalizations
  - Knowledge of theories, models, and structures
- Procedural Knowledge
  - Knowledge of subject-specific skills and algorithms
  - Knowledge of subject-specific techniques and methods
  - Knowledge of criteria for determining when to use appropriate procedures
- Metacognitive Knowledge
  - Strategic Knowledge
  - Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
  - Self-knowledge

CommunityEd(CommunityEducation): Non-credit classes for fun and personal development. These classes are offered at PCC campuses and centers, at various locations around your neighborhood, and online. (www.pcc.edu/about/)

Community Partners: A Community partner may be, but is not limited to, the following: local, state, national, international, public, community-based, private, and academic organization. Partnerships promote student engagement, workforce development, continuing education, community service, and collaborative and community-based research. (http://www.publichealth.indiana.edu/public-health-partners/community/index.shtml)

Completion: In the context of this Strategic Plan, completion is whenever a student achieves their educational objective. That objective might be, as examples, completion of a Community Education class, gaining a certificate in a Career-Technical Education program, or being awarded a degree.

Contextualize: To think about or provide information about the situation in which something happens. http://www.merriam-webster.com/dictionary/contextualize

Critical Race Theory (CRT): A critical race theory in education challenges the dominant discourse on race and racism as they relate to education by examining how educational theory, policy, and practice are used to subordinate certain racial and ethnic groups. There are at least five themes that form the basic perspectives, research methods, and pedagogy of a critical race theory in education:

1. The centrality and intersectionality of race and racism
2. The challenge to dominant ideology
3. The commitment to social justice
4. The centrality of experiential knowledge
5. The interdisciplinary perspective
**APPENDIX E: GLOSSARY OF TERMS**

**Critical thinking:** "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Critical thinking can be seen as having two components:

1. A set of information and belief generating and processing skills, and

2. The habit, based on intellectual commitment, of using those skills to guide behavior." This is from the website "The Critical Thinking Community" (http://www.criticalthinking.org/pages/defining-critical-thinking/766)

**CTE:** Career and Technical Education (CTE) is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

http://edglossary.org/career-and-technical-education/Career Technical Education

**Data-Informed:** The use of data in decision-making along with other dimensions such as values, mission, and "larger objectives." The term is used to encourage decision-making exclusively on the basis of data without regard for other considerations, which some see as the meaning of "data-driven." For an interesting discussion of "data-informed education" see: https://depts.washington.edu/ctpmail/PDFs/DataInformed-Nov1.pdf

**Digital fluency:** "An evolving aptitude that empowers the individual to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world." From Boise State University: https://at.boisestate.edu/home/definition-of-digital-fluency/

**Digital skills:** Digital skills can be understood as the ability to locate, organize, understand, evaluate, create, and share information using digital technology.* It involves a knowledge of current communications technology and an understanding of how it can be used. Digital skills are a suite of skills that help students connect in today’s world and function in the labor market of today and tomorrow.


**Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). (AAC&U)

**Dual Credit:** "Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy. Dual Credit courses are designed to help high school students progress through postsecondary education by eliminating duplication of course work and/or proficiencies. (www.ode.state.or.us)

**E-learning:** Web-based training (sometimes called e-learning) is anywhere, any-time instruction delivered over the Internet or a corporate intranet to browser-equipped learners. There are two primary models of Web-based instruction: synchronous (instructor-facilitated) and asynchronous (self-directed, self-paced). Instruction can be delivered by a combination of static methods (learning portals, hyperlinked pages, screen cam tutorials, streaming audio/video, and live Web broadcasts) and interactive methods (threaded discussions, chats, and desktop video conferencing). http://searchsoa.techtarget.com/definition/Web-based-training

**Equity:** Takes into consideration the fact that the social identifiers (race, gender identity, socioeconomic status, etc.) do in fact affect equality. In an equitable environment, an individual, or a group would be given what was needed to give them equal advantage. This would not necessarily be equal to what others were receiving. It could be more or different. Equity is an ideal and a goal, not a process. It ensures that everyone has the resources to succeed.

**Faculty:** In the context of this Strategic Plan, means full-time and part-time faculty inclusively.

**Full-Time Equivalency (FTE):** Each of these definitions applies in different contexts:

- Students: In Oregon Administrative Rules (OAR) 583-030-0015(13), the newly-formed Higher Education Coordinating Commission (HECC) defines FTE as "full-time equivalent" or "FTE means the imaginary number of students, teachers, or other personnel, any member of which may be engaged full time or part time, who in combined time expended would be the equivalent of one full-time unit of the kind being described."
Historically, and still currently in OAR 589-001-0300(7) the Oregon Dept. of Community Colleges and Workforce Development has defined student FTE as “a student who carries 510 clock hours over three terms of instruction.”

Faculty/Academic Professionals: The PCC Faculty/Academic Professionals contract (Sec. 1.13) defines FTE as “full-time equivalency.” FTE represents the percentage of a full-time teaching load.

 Classified staff: The PCC Classified contract (Sec. 1.19) defines FTE as “FTE - The full time equivalency budgeted and/or approved for the position. This is the ratio of annual hours for which the position is approved to two thousand eighty hours (2,080), the maximum hours an employee could work or be compensated for in a year (52 weeks times 40 hours per week).”

Headcount: Headcount is the number of people present. When measuring enrollment, particularly at campus- or College-wide levels, we can talk about either duplicated or unduplicated headcount, which are not the same.

For duplicated headcount, if a student enrolls at two PCC campuses, the duplicated headcount is two;

Unduplicated headcount is applied at the College level. In the case above where a student enrolls at two PCC campuses, the unduplicated headcount is one.

HECC: (The Oregon) Higher Education Coordinating Commission. The HECC is responsible for advising the Legislature, the Governor, and the Oregon Education Investment Board on higher education policy, including development of budget recommendations and making funding allocations to community colleges and public universities.

Inclusion: A strategy to leverage diversity. Diversity always exists in social systems. Inclusion, on the other hand, must be created. In order to leverage diversity, an environment must be created where people feel supported, listened to, and able to do their personal best. (www.unitedway.org)

Intentional Innovation: In general, the notion that innovation which is focused rather than dispersed or random yields greater value. The W.K. Kellogg Foundation addresses intentional innovation thusly: “A systematic commitment to innovation seems to yield greater benefits to more people over time. With systematic innovation, needs and opportunities are carefully understood, the search for ideas is open, and the culture nurtures the development and scaling of innovations to yield a continuous pattern of innovation. The business sector and some areas of government have typically made the boldest commitments to systematic innovation; yet the social sector—on the front lines of so many of our planet’s and our communities’ most challenging situations—is only just beginning to explore more systematic approaches.” (Intentional Innovation; prepared for W.K. Kellogg Foundation, August 2008, Gabriel Kasper and Stephanie Clohesy)

Infrastructure: The basic physical and organizational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of an organization. Infrastructure also includes business procedures and policies.

Learning Organization: The term “learning organization” was popularized by Peter Senge. It describes an organization with an ideal learning environment, perfectly in tune with the organization’s goals. Such an organization is a place, “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole (reality) together” (Senge 1992). (See The Fifth Discipline — The Art and Practice of The Learning Organization, Peter M. Senge, 1990)

MOOC: Stands for "massive open online course". A massive open online course (MOOC) is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance. (www.educause.edu)

P-20: P-20 is short for an integrated education system that extends from pre-school through higher education. The goal of P-20 is to help create a more seamless and integrated education experience for all students through Academic and Career Pathways.

SBDC: The Small Business Development Center (SBDC), part of the CLIMB Center for Advancement at PCC, is one of 19 in the state of Oregon, offering growth and development opportunities for small business owners throughout the PCC District. In 2013, the College’s SBDC surpassed all of its development goals through the counseling of 72 exporting businesses, serving 183 long-term clients, cultivating a 96 percent client satisfaction rate, and fostering capital infusion (loans the SBDC helped to secure for businesses) of more than $4.2 million.

Scale up: “To apply or make applicable consistently across the institution.” For example, a certain program may be a pilot or on a limited scale. Were that program to be “scaled up,” it would be made larger and consistently applied or available across the PCC District. The AACC paper entitled, “Reclaiming The American Dream” has spoken of the importance of community colleges “scaling up” pilot programs that achieve substantial gains in student retention, for example.
APPENDIX E: GLOSSARY OF TERMS

**Soft skills:** The U.S. Department of Labor (DOL), at http://www.dol.gov/odep/topics/youth/softskills/, describes soft skills as those skills important to achieving success in the workplace. DOL suggests that those skills are:

- Soft Skill #1: Communication
- Soft Skill #2: Enthusiasm & Positive Attitude
- Soft Skill #3: Teamwork
- Soft Skill #4: Networking
- Soft Skill #5: Problem Solving & Critical Thinking
- Soft Skill #6: Professionalism

**Student Life:** Generally, the wide array of experiences in being a student that are not a part of a purely academic curriculum. These may be co-curricular (those that mirror the academic curriculum but are separate from it) or extra-curricular (outside the curriculum). At PCC, this array encompasses opportunities as Student Ambassadors, ASPCC roles, clubs, internships, work with non-profits, and engagement with various initiatives. (See www.edglossary.org)

**Sustainability:** "A process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations." The World Commission on Environment and Development (see www.globalfootprints.org)

**Workforce/workforce:** When capitalized, refers generally to PCC programs and organizations focused on providing education that advance the capability of persons employed or the skills/qualifications of those seeking employment (as in “Workforce Development programs”); if not capitalized, generally refers to the population employed, either at a specific site or employer, or in the region.