



*Southeast Center's Mt. Scott Hall*



*Cascade's new Physical Education Building*



*Sylvania Technology Education Building*



*Rock Creek Building 9 includes a new library*

Portland Community College  
Portland, Oregon  
Fiscal Year 2005–2006  
Adopted Budget  
July 1, 2005

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On the front cover are four of the new completed facilities funded from the proceeds of the \$144 million bond measure approved by the voters in November 2000.

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GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished  
Budget Presentation  
Award*

PRESENTED TO

**Portland Community College  
Oregon**

For the Fiscal Year Beginning

**July 1, 2004**

*Nancy L. Ziehl*

President

*Jeffrey R. Emer*

Executive Director

**MISSION**

Portland Community College provides education in an atmosphere that encourages the full realization of each individual's potential. The College offers students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals.

To achieve its mission, Portland Community College offers accessible and affordable education to the residents of its 1500 square mile district and to the residents of its service districts. As a public, comprehensive, post-secondary institution, this multi-campus college offers lower division college transfer programs, occupational and technical programs, basic skill education, and community education programs. Partnerships with business, industry, labor, educational institutions, and public sector agencies provide training opportunities for the local work forces and promote economic development.

Through effective teaching and supportive student services, Portland Community College prepares students for success as individuals, members of a democratic society, and citizens of a rapidly changing world.

**VISION**

Building futures for our students and communities.

**STATEMENT OF VALUES**

We believe that certain fundamental values characterize the institution in which we work and guide us in the accomplishment of our mission and goals. As a college community, we value:

- The dignity and worth of each individual
  - Effective teaching
  - Open and honest communication
  - Teamwork and cooperation
  - An environment that encourages the expression of original ideas and creative solutions
  - Effective and ethical use of public funds
-



Dana Anderson  
Board Chair



Harold Williams  
Board Vice Chair



Bob Palmer  
Board Member



Doreen Margolin  
Board Member



Norma Jean Germond  
Board Member



Karen McKinney  
Board Member



Jamie Lim  
Board Member



Dr. Preston Pulliams  
District President

<b><u>Zone</u></b>	<b><u>Board of Directors</u></b>	<b><u>Term Expires</u></b>
4	Dana Anderson, Chair	June 30, 2005
2	Harold Williams, Vice Chair	June 30, 2007
5	Doreen Margolin	June 30, 2005
6	Bob Palmer	June 30, 2007
1	Norma Jean Germond	June 30, 2005
3	Jaime Lim	June 30, 2007
7	Karen McKinney	June 30, 2007

<b><u>Budget Committee Members</u></b>	<b><u>Term Expires</u></b>
Cheryl Burgermeister	June 30, 2008
Denise Frisbee	June 30, 2005
Kirk Hall	June 30, 2007
Jim Harper	June 30, 2005
Elizabeth Hengeveld	June 30, 2006
Tom Linhares	June 30, 2007
Lynn McNamara	June 30, 2006

**Administration**

Dr. Preston Pulliams, District President  
Randy McEwen, Vice President of Administrative Services  
Wing-Kit Chung, Associate Vice President of Finance  
Odie Sarmiento, Budget Manager  
Dana Petersen, Financial Analyst

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## **THE PRESIDENT'S BUDGET MESSAGE**

# THE PRESIDENT'S BUDGET MESSAGE

June 16, 2005

TO: Board of Directors, the Budget Committee of Portland Community College, Citizens, Taxpayers, Staff, Faculty and Students of Portland Community College

As required by Chapter 294, Sections 294.305 to 294.520 of the Oregon Revised Statutes, and PCC Board Policy B501, I hereby present the Portland Community College budget for the Fiscal Year 2005-2006.

On June 16, 2005, the Board approved Resolution 05-102 adopting the budget for the Fiscal year 2005-2006, making appropriations and declaring ad valorem tax levies on properties within the district boundary as follows:

- a) A permanent rate levy of \$0.2828 per \$1,000 of assessed value of real properties within the district, subject to the education limit set by Measure 5, and
- b) A property tax levy of \$16,599,320 outside of the limit, for payments of principal and interest on the District's general obligation bonds.

This message describes the important features of the budget, reviews briefly the assumptions and history leading to its formation, sets forth the reasons for any major differences from the previous year's operation, and explains any salient changes in the financial and budgetary policy of the College.

## BUDGET DEVELOPMENT AND REVIEW PROCESS FOR PORTLAND COMMUNITY COLLEGE

Over the last forty years, the budget of Portland Community College has been under the jurisdiction of the Multnomah County Tax Supervising and Conversation Commission (TSCC). ORS 294.625 grants jurisdiction to the TSCC over all municipal corporations subject to the local budget law within the county. If the territory of the municipal corporation lies in two or more counties, the municipal corporation is under the jurisdiction of TSCC provided that the real market value of all property subject to taxation by the

municipal corporation in a county (Multnomah) having a commission is greater than the real market value of property subject to taxation by the municipal corporation in any other county. When the tax assessor's office released the most recent valuation report in December 2004, it was noted that for the first time in PCC's history the real market value of property subject to taxation by PCC in Washington County exceeded the real market value of property subject to taxation in Multnomah County. By virtue of this, PCC is no longer under the jurisdiction of TSCC. The College must set up a citizen budget committee according to ORS 294.336, the same as the other 35 counties in Oregon.

On March 17, 2005, the Board of Directors passed Resolution 05-089 to establish a Citizen Budget Committee for Portland Community College and to appoint seven (7) electors of the College District to the Committee. The seven citizen members correspond to the number of board members, a requirement of the ORS 294.336. These seven electors join the seven PCC Board members to now form PCC's Citizen Budget Committee. It is this committee's task to review and approve PCC's proposed budget, and then forward it to PCC's Board of Directors for ultimate adoption.

In addition to the external Citizen Budget Committee, during the development of the budget, I convened an internal Budget Advisory Committee (BAC), comprised of representatives from the student body, faculty, academic professionals, classified staff, managers and the President's Cabinet. The Committee met monthly to discuss the budgetary issues that the College faces. The purpose of the BAC is at least twofold:

- Provide insight, perspectives, and ideas to me concerning budget priorities and opportunities with particular focus on the College's proposed budget, and
- Provide me with input concerning the impact on the College of potential budget actions, and with advice on possible alternative approaches to budget challenges.

We started the budget development process in December 2004. The revenue estimate on community college funding support from the state that was presented to BAC was based on the Governor's proposed budget for the Community College Support Fund for the 05-07 biennium of \$388 million. At this funding level, we estimated PCC would stand to lose about \$2.5 million per year compared to the current level of funding. In response

to the Governor's proposed budget, I instructed the cabinet to review the college's academic programs and other activities. That review was the basis on which much of my Proposed Budget has been prepared. The review will continue into the future as perspectives are shared on this budget and as the assumptions on which it is prepared change.

Very late in this process, in early April 2005, we received indications that the Legislative proposed budget would increase the Community College Support Fund to \$416 million. On that basis, the increased revenue to PCC would be approximately \$3.5 million per year over the Governor's proposed budget and a net annual increase over the current biennium's State support of \$1 million annually. Since it was too late in the process to revise the expenditure estimates, the additional resources were placed in the College contingency account. The Proposed Budget that I submitted to the Citizen Budget Committee on April 21, 2005 included this assumption and other budget reduction measures that were instituted due to the reduced funding support from the Governor's proposed budget.

After soliciting public comments and input on the budget, on May 19, 2005, on my recommendation, the Citizen Budget Committee amended the Proposed Budget and restored approximately \$1.8 million of the budget reduction in instructional programs and about \$600,000 in instructional support and college support programs.

I believe that the adopted budget will continue to meet the mission of the college and the goals and objectives contained in the College Educational Master Plan. The budget also includes funds for new initiatives such as start up money for a corporate college program, increased funding in diversity programs, leadership and development programs and an additional academic advisor position for Cascade and Extended Learning Campus.

I will work closely with the Board, the Budget Advisory Committee, and the staff as we develop more detailed plans on using any added resources that may come up as the State Legislature finalizes its biennium budget.

## **HIGHLIGHTS OF THE 2005-2006 ADOPTED BUDGET**

The college has proactively managed its financial resources and has adopted budgetary principles and guidelines that address cost reductions

and revenue enhancement. The development of the 2005-2006 budget is in line with the College Educational Master Plan and the biennial plan that was adopted two years ago. It continues to adhere to the following principles:

- Maintain the quality of educational programs and service,
- Place priority on the academic and student support services,
- Maintain access to our educational programs for students,
- Support a diverse student population across different ages, ethnic backgrounds, economic strata and locations within the district,
- Strive to make "narrow and deep" rather than "across the board" budget reductions, and
- Balance cuts with revenue increases, and consider the impact of any recommendations on student access.

The adopted budget for the fiscal year 2005-2006 reflects the key areas of the College's Educational Master Plan (EMP). They are:

- Educational Programs and Services: The College will fund and offer a well-defined mix of transfer disciplines and professional technical programs as the core of its educational programs and services.
- Student Access and Development: The College will focus on student development services that facilitate student success and continuous, lifelong learning.
- Community and Economic Development: The College will take a leadership role in establishing a regional workforce development system.
- College Workforce: The College will recruit, hire, retain, and promote a skilled and diverse workforce that is committed to the mission and values of PCC.
- Fiscal Affairs: The College will develop a fiscal plan that is driven by the EMP and the effective use of available resources.
- Technology: The College will use technology in ways that enhance teaching and learning and improve the delivery of student services.
- Facilities: The College will ensure that educational programs and services are fully supported by continued development of the three existing PCC campuses.

One important note about this budget is worthy of a brief statement. This budget is presented with the long term (two biennia at least) health of the College in mind. That is, we are taking into consideration the impact of any budget actions on the future, not just FY 2005-06. As such, some of the strategic actions may not be obvious in the budget line items. Here are some examples:

1. We plan to replenish, over 3 years starting in FY 2007, the capital (deferred) maintenance budget cut (by over \$1 million) as funds from the 2000 Bond program are exhausted.
2. We plan to maintain the 5% fund balance directive from the Board on a biennial basis. A one-year look may not show this to be obvious.
3. We are developing a college-wide marketing plan. The future impact of this plan may not be obvious until a year or biennium later.
4. We will continue to fund, as we have in past years, the operating and maintenance costs of new College facilities.

On the revenue side of the equation, during the last two biennia, the College has experienced a decline in State support, its major revenue source. Last year, voters in the State of Oregon overwhelmingly rejected Ballot Measure 30, a temporary state income tax increase originally passed into law as House Bill 2152 during the 2003 legislative assembly. The defeat of Ballot Measure 30 left the State with a budget shortfall of approximately \$545 million and State support to community colleges was reduced by about \$6.8 million. As I discussed earlier, the level of State support for the upcoming biennium is still unresolved but I am hopeful it will be at least the "legislative consensus" of \$416 million.

The second major piece of our revenue comes from student tuition. Community college tuition, including PCC's, has risen steeply over the last 4 years in response to the consistent reduction in state funding. The Board is concerned about any tuition increase and has asked me to base this adopted budget on a \$2 per credit hour tuition increase.

The seemingly incessant reductions of state support have resulted in a shift of cost to students via tuition and progressive constraints on our ability to support General Fund programs.

Just like managing our personal budgets, we are experiencing the pressure of rising costs, some of which are predictable, some of which are not. We currently estimate that the predictable items (such as utility costs, software license costs, etc.) will increase by about \$1.2 million annually. Utility costs alone are estimated to go up more than \$500,000 or 12% due in part to unprecedented increases in oil prices.

PERS costs continue to present us with ongoing challenges. We are still assessing the impact of the recent state Supreme Court decisions on our budget. Prior to those decisions, though, PERS announced a rate increase of approximately 9% (\$5.8 million cost to PCC), but chose to defer a portion of the increase and "implement" only about 5.5%. Our view is that because PERS is a long-term cost and impacts the livelihood of future PCC retirees, we need to fund that cost in real time to avoid "whipsawing" student tuition rates with dramatic PERS-driven costs. For this reason, this adopted budget is based on implementing the full 9% rate increase. We also made a decision to offset this increase by using available reserves (about \$2.8 million) from the PERS Pension Bond Debt Service Fund to soften the future impact of this additional cost requirement. The net cost burden of the PERS rate hike is about \$3 million per year (the equivalent of a \$5 increase in tuition).

PCC serves a large district with ever-changing needs and opportunities. It is essential that even in "tough" times we explore and seriously consider funding new programs and new ways of serving our mission. In August 2004, I asked the Cabinet to identify possible new initiatives. The initial list would have required approximately \$4 million for full funding. I have asked the cabinet to develop a budget proposal that includes the highest priority initiatives, at a cost of about \$1.2 million. Some of these initiatives will create new capabilities and employment opportunities at PCC.

During the development process, our detailed view of the budget (based on the Governor's proposed budget) is that our revenue shortfall and cost increases amount to about \$11 million per year, and our opportunities for added revenue amount to about \$5.5 million from various sources including the \$2 per credit hour tuition increase (\$1.25 million) and the \$2.8

million PERS cost offset mentioned earlier. Based on this premise, reduction of about \$5.5 million from our current operations was instituted.

Our review of academic programs focused as much as possible on enrollment trends, employment opportunities, transfer benefits, and needs of the district. This review suggests that reductions of about \$2 million in academic programs for these reasons are warranted. Additional reductions in academic programs to meet more of the \$5.5 million budget shortfall were needed. Those further reductions total about \$1.6 million.

Reductions in non-instructional administrative functions total about \$0.7 million, reductions in instructional administrative costs total about \$0.5 million, and other administrative restructuring reductions amounted to about \$0.2 million. No reductions are currently planned for student support services, in part because of heavy reductions in student support areas two years ago in response to budget challenges then. These reductions roughly balance the shortfall between expenditures and the revenue we could estimate based on the Governor's budget.

The important thing to note is that the State had not approved the final community college budget when the Board adopted the budget on June 16, 2005. Our budget plan in the adopted budget may need to be changed depending on what final allocated amount is when the legislature approves the community college budget. My staff and I are ready to initiate the adjustment process if necessary.

The adopted budget is essentially the same as the budget approved by the Citizen Budget Committee on May 19, 2005, with minor changes made to reflect information that was not available at the time the budget was approved.

While we were able to restore \$2.4 million out of the \$5.5 million in budget reductions, the General Fund budget still includes reductions in force (RIFs) and other service reductions. We shared this plan with the Board during the budget work session on March 17, 2005 and discussed this with the Citizen Budget Committee during the May 19, 2005 meeting. The following staff and programs will be impacted by the remaining budget cuts:

- Reduction in the part-time faculty budget due to the district academic planning will remain in place.

- Approximately 8 classified FTE were eliminated, of which 7 are vacant.
- One academic professional FTE was eliminated.
- Approximately 3 vacant management positions were eliminated.
- Tuition waivers for certain programs were reduced (not waivers for PCC staff members).
- Contracted maintenance service budget was reduced by (added) PCC maintenance staff on a cost-benefit basis.
- Funding for the PCC Skill Center and basketball will be shifted to non-General Fund sources in 2007.
- The District's CIS program was reduced and consolidated at Sylvania Campus.
- The ENNL program will be reduced District-wide.
- A one-time draw down in the Ending Fund Balance was implemented to balance the budget in F06 to cover the contract obligation in funding the layoff an extra year before the budget savings takes effect.

On the other hand, funding of the new initiatives will create approximately 5 new teaching positions (faculty), 6 new classified positions, 3 academic professional positions, and 1 management position.

(The term "approximately" is used in describing the reduction/addition in the position because some positions are less than 1.0 FTE.)

As I have worked with the Board, the Budget Advisory Committee, and the staff over the past four months in developing this adopted budget, we have been careful to focus on all significant uncertainties, not just State and tuition-based revenue. This is to ensure that we continue to take the long view of our financial outlook. At this writing those significant additional uncertainties include:

- the outcome of collective bargaining currently underway with both the Faculty and Classified federations;
- the impact of recent state Supreme Court decisions on PERS;
- enrollment trends.

On a positive note, in its May meeting, the Board of Education approved the funding allocation formula which distributes the Community College

Support Fund appropriation to individual colleges. The formula was approved with two major principles that PCC supports:

1. Resources to be allocated include both the income tax and 100% of the local property tax.
2. Funding will follow the students—equalization. With the exception of the small school base, the allocation will be based on a 3-year weighted average student FTE.

The formula will take 6 years to implement starting with FY 2005-2006, which is approximately one-sixth toward equalization each year. By FY 2010-2011, the equalization will be complete.

Lastly, due to the 2003 Senate bill that defers the last FY 2004-05 quarterly payment of the state resources to July of FY 2005-06, PCC has to borrow funds to meet its on-going obligations for June 2005 (FY 2004-05). As such, the repayment of the short term debt including interest (\$4.95 million) is included in the adopted budget,

## **FACILITIES ADDITIONS AND IMPROVEMENTS**

Construction projects financed by the general obligation bonds approved by District voters in November 2000 remain on track. Between June and September 2004 six new or expanded facilities were brought into service. These included the new Physical Education, Technology and Public Services Education buildings at the Cascade campus. The Rock Creek campus opened a new library, student services and administration building (Building 9) as well as a two-wing addition to the campus science building (Building 7). The Sylvania campus saw the addition of a technology classroom/distance learning building, while laboratory, classrooms and office spaces were renovated in the Health Technology, Computer Technology, Science Technology and Social Science buildings. In addition, the Sylvania campus' entire high voltage electrical distribution system was replaced; emergency lighting was upgraded throughout the campus; cooling was added to about forty percent (40%) of the campus facilities and the fire sprinkler system was extended to all campus spaces.

Approximately \$128 million or about 88% of the bond funds have been spent or committed and the overall construction and renovation projects are on schedule for completion by July 2006.

Budget details of the projects can be found in the Capital Construction Fund section of the budget document.

## **THE COMPREHENSIVE BUDGET**

The budget contained in this document has been prepared and presented in accordance with the requirements of Oregon Budget Law. The college operates and maintains 18 funds to account for its operations. The General Fund is the primary operating fund of the college that finances the general instructional programs and the services that support those programs. The other funds receive and expend resources in support of specific programs and are listed below:

General Fund	\$134,583,291
CEU/CED Fund (Self-Supporting)	7,532,957
Auxiliary Fund	703,831
Contracts and Grants Fund	29,789,338
Student Activities Fund	967,775
Student Financial Aid Fund	24,513,271
Capital Projects Fund	5,376,927
Capital Construction Fund	20,435,084
College Bookstore Fund	14,430,230
Food Services Fund	3,877,531
Parking Operations Fund	2,652,183
Print Center Fund	1,619,899
Risk Management Fund	3,374,743
Internal Charge -PERS/Reserve	24,982,086
Debt Service Fund (G.O. Bonds)	18,846,811
Capital/Lease Purchase Fund	243,915
PERS Bond Fund	6,829,144
Early Retirement Fund	<u>1,839,003</u>
Total	<u>\$302,598,019</u>

In line with our plan to streamline the College support programs, the proposed budget includes the re-organization of technology-related services and the budget for these programs has been moved to Administrative Services-Information Technology. Also, the Library/Media Services Department (previously under Sylvania Campus) and the Distance Learning Department (previously under Rock Creek Campus) have been moved to the Office of Student and Academic Affairs.

The following is a summary of the proposed General Fund budget for the FY 2005-2006:

	<u>Instruction</u>	<u>Instructional Support</u>	<u>Student Support</u>	<u>College Support</u>	<u>Total</u>
Sylvania	\$27,935,127	\$1,427,384	\$2,976,201		\$32,338,712
Rock Creek	14,832,343	979,893	2,687,629		18,499,865
Cascade	12,237,644	957,797	2,239,789		15,435,230
Extended Learning	5,134,412	1,202,961	362,762		6,700,135
Ofc. of Student & Acad.	336,589	6,287,991	3,784,790	242,869	10,652,239
Ofc. of the President		3,543	8,000	2,459,814	2,471,357
Admin. Services		1,678,828		16,638,929	18,317,757
Physical Plant				13,645,921	13,645,921
Transfers				3,995,050	3,995,050
Debt Service				4,950,000	4,950,000
Contingency				<u>3,131,447</u>	<u>3,131,447</u>
Total Appropriations	<u>60,476,115</u>	<u>12,538,397</u>	<u>12,059,171</u>	<u>45,064,030</u>	\$130,137,713
Unappropriated Ending Fund Balance				<u>4,445,578</u>	
Total General Fund				<u>\$134,583,291</u>	

## MAJOR RESOURCES

**State Resources:** General state support through income tax resources to community colleges is based primarily on student enrollment. From FY 1997-98 through FY 2003-04, 50% of the local property tax collected by the district had been included in the funding allocation formula. This fiscal year (FY 2004-05), the funding formula was revised and community college taxing districts retained 100% of the property tax revenues collected within their district. We have estimated that the College's share of the state support at \$50.8 million. This amount represents approximately 41.44% of total General Fund operating resources. Again, as I discussed earlier, this is based on the assumption on the additional level of State support for the upcoming biennium of \$416 million, the "legislative consensus."

The new allocation formula has been endorsed by the Office of the Community College and Workforce Development (CCWD). The Commissioner of CCWD and a special task force proposed a new allocation formula and this received the support of the Presidents of the 17

Community Colleges in the Oregon. The new formula also received the approval of the State Board of Higher Education in May 2005.

Additionally, the state provides resources restricted to certain programs. These state-supported, program-specific resources are budgeted in the Contracts and Grants Fund and may also be affected by State budget reductions. Large state-funded contracts and grants include the Public School Dropout Recovery Program, Multi-Cultural Academic Program, Portland High School Completion Program and the Steps to Success program.

**Tuition and Fees:** Tuition and fee revenue accounts for 36.9% of the total General Fund operating resources. The budgeted revenue for 2005-2006 of about \$45 million is based on an estimated enrollment of 23,000 full-time equivalent (FTE) students and includes a proposed tuition rate increase of \$2 per credit for a total tuition charge of \$64 per credit for Oregon residents.

Differentiated tuition and fee revenue for self-improvement courses, continuing education units and community education classes is estimated at \$5.19 million. These programs are accounted for in the CEU/CED Fund and are designated to be self-supporting. This budget proposes to increase the Technology fee by \$1 to \$4, and to increase contact-hour and ABE/ESL fees.

**Federal Resources:** The College receives Federal funds in support of student aid estimated at \$16.5 million. These funds are budgeted in the Student Financial Aid Fund. Additionally, sponsored program revenue from federal sources, estimated at \$19.5 million, is budgeted in the Contracts and Grants Fund. Continuing grants that account for the majority of the federally funded programs include Steps to Success, Welfare to Work, Dislocated Worker, Vocational Education and the Portland Employment Program.

**Property Taxes:** Total PCC property tax revenue to support ongoing operating costs is estimated at \$20,425,699 (net of uncollectible accounts and discounts) or 16.7 % of total General Fund operating resources.

Additionally, PCC collects property tax revenue to pay for the maturing principal and interest on general obligation bonds. These taxes are estimated at \$16,599,320, including uncollectible accounts and discounts.



**Revenues from Sales:** Bookstore sales are estimated at \$9.1 million. Food Service sales are estimated at \$3.3 million while Parking sales are estimated at \$1.6 million. Revenue for the Print Center, an internal service provider that derives most of its income from sales of graphic design and copy services to College departments, is estimated at \$1.2 million. A proposal to increase parking fees to students and employees is being discussed. As of this writing, there is not a firm proposal. For represented employees, this matter is subject to collective bargaining.

## **SIGNIFICANT COLLEGE ACCOMPLISHMENTS**

**PCC continues to maintain its single-minded focus on our Mission. Even in the uncertain times of the past year, PCC people lead the creation and achievement of bold new ideas and goals. A sampling of these accomplishments includes:**

- Portland Community College's unique Gateway To College program, which assists high school dropouts in getting both a high school diploma and an associate's degree, received a second round of funding from the Bill and Melinda Gates Foundation because of its great success in the first two years. Students between the ages of 16 and 20 who have dropped out of school or are about to drop out of school will benefit from this program. The foundation awarded another \$5.2 million to PCC in December 2004 to replicate the program at nine (9) more community colleges across the country. The award builds on an earlier grant of \$4.85 million in 2003 to bring the program to eight community colleges. This new investment will enable PCC to take its program to seventeen (17) community colleges by the year 2010.
- The Sylvania campus was the site of numerous cultural events including Japanese and Vietnamese New Years', the 6<sup>th</sup> Annual Powwow, Dhvani Music of India, and the Native American Film Festival.
- The 2004 Community Service Fair brought over 35 human service organizations to the Sylvania campus.
- Last year, the Small Business International Trade Program and the Business Administration Department applied for and received a

\$129,000 Going Global Grant. This program is designed to help the small business in the metropolitan areas to stay competitive in the global economy.

- Sylvania's Chemistry Department hosted a regional National Science Foundation workshop attracting over 40 participants from the Pacific Northwest.
- The Engineering Department, in conjunction with the Oregon Department of Education and the Department of Community Colleges and Workforce Development, hosted an Engineering Summer Summit, and continues to host SEI workshops for Portland Public Schools middle school students.
- The Northview Gallery hosted two significant regional art exhibits; "Surveying Stone: Carvings by Sculptors of the Pacific Northwest," and "New Dimensions in Fiber."
- Sylvania Campus began a partnership project with Newberg Public Schools to offer classes in the Newberg area. Five courses will be offered, starting in Fall 2006 with a plan to offer more classes later in the year.
- The Performing Arts Center hosted 308 events last year, and will play host to over 350 in the coming year.
- The Women's Cultural Center served over 3,360 students, faculty, staff and community members and raised over \$10,500 for programs working to end violence against women.
- Diesel Service Technology was named Oregon State winner of the post-secondary non-manufacturer-affiliated category, 2004 Automotive Awards of Excellence, and was awarded a \$1000 gift certificate for Snap-On Tools. In the national competition, PCC's Diesel Program came in 8<sup>th</sup> place.
- The Welding Technology Program successfully completed a \$500,000 Welding National Science Foundation (NSF) grant, which included creating a new curriculum and developing and implementing an industry training seminar (Summer Institute). The Welding

Department also partnered with Workforce Training and a local manufacturer to secure a \$300,000 state matching grant for Incumbent Worker Training.

- Rock Creek Summer Term Sociology classes contributed over 100 hours of service learning to provide recreation programs for 30 to 60 children daily receiving lunch at Mt. View Middle School in Aloha. During fall and summer terms, Social Problems class students also contributed more service-learning hours to the Oregon Food Bank, Northwest Medical Teams, Washington County Community Action Programs, and assistance to Beaverton and Hillsboro School District Reading, SMART, Early Intervention, and Special Education programs and classes.

- The Microelectronics Technology Program (MT) moved into its new campus location in Building 9. The Systems Lab is outfitted with equipment donated by Intel which includes fully operational manufacturing equipment for students to work on. The MT Program currently enjoys the #1 Strategic School status in the state with Intel, based on well-defined company standards.

Last year, between March and May 2004, three rounds of Intel interviews took place at PCC. As a result, all of the students graduating from the MT program were hired by Intel.

Intel Corporation is committed to growing the Microelectronics Program and providing the support and assistance to help the program increase the number of graduates to 100 per year in order to satisfy the needs of all its plants in Washington County. The support will come in the form of student scholarships, tutoring dollars for MT students in all areas of their course work, and direct Intel help in recruiting students for the program.

Last summer, Intel Corporation awarded a \$25,000 grant to the MT program to convert electronics labs to remotely-controlled distance learning laboratories. The majority of the equipment has already been purchased, and in Spring 2005 (for the first time in the history of the college) the MT students will be able to perform at least one lab from the comfort of their home by connecting to the new equipment in the lab through the Internet.

- All three 2-year certificate students in Landscape Technology were accepted by the Oregon State Landscape Contractor's Board as qualifiers to sit for the Landscape Contractor's Exam. The Landscape Contractor's exam is highly competitive and difficult to qualify for. The Landscape Technology program is one of four community college horticulture programs with AAS degrees in the state, but the only one with 2-year certificates that qualify for the contractor's exam.

- Building Construction Technology (BCT) added a new Design/Build Remodeling certificate/degree path to the program and gained an endorsement from the National Kitchen and Bath Association.

The Construction Management section of the Building Construction Technology Program received a grant from the Construction Management Education Council of the Associated General Contractors in February. This grant was used to purchase Global Position Satellite (GPS) equipment for use in our Surveying classes.

- The Veterinary Technology Program's accreditation was affirmed by the American Veterinary Medical Association's Committee in February 2005. The program continues to offer a number of continuing education courses and seminars including Endoscopy, Radiology, & Ultrasound; Practice Management for the 21<sup>st</sup> Century (Parts One, Two, and Three); along with an evening course called Preparation for the Veterinary Technician National Examination.

- Throughout the course of the year, the Associated Student Body of PCC (ASPCC) at Rock Creek developed a series of activities to encourage civic engagement and organized the Register, Educate, and Vote (REV) program. ASPCC registered 936 new voters last fall with this program.

Student Development at Rock Creek played a lead role in creating a district wide Hate Crimes and Bias Incident Task Force. The goal of the task force is to develop protocol and initiatives that prevent and respond to Hate Crimes and Bias Incidents on college campuses. This fall, a reporting mechanism was instituted via the MyPCC web site. This past spring and fall, the college was honored with an award at the National Council on Student Development and at the American Community College Association for the efforts of the task force.

- The Oregon Leadership Institute (OLI) is a successful statewide leadership development and mentoring program for young Latinos located on six Oregon college campuses. Latino college students are trained to mentor Latino high school students as a way to assure that these students graduate from high schools and continue on to college. A cornerstone of the OLI program is the philosophy of “giving back to the community.” The OLI program has been in place at PCC since 1999 through a partnership with the Oregon Council for the Hispanic Advancement (OCHA), which started the program in 1986. OLI has provided thousands of students the opportunity to develop leadership skills, explore careers, and college options.

- In January 2005, Cascade Campus held its first Financial Aid/Free Application for Federal Student Aid (FAFSA) Day. The program provided personalized assistance to 153 students and parents in completing their FAFSA application for 2005-06. Financial aid and scholarship workshops were included as part of the FAFSA Day activities. In addition to completing their FAFSA for next year, students received information about other financial aid and scholarships such as the Oregon Opportunity Grant (need-based), Supplemental Education Opportunity Grants (SEOG), and College Work-Study.

- The Cascade Campus hosted the Fifteenth Annual Festival of African Films in February and March. The Cascade Festival of African Films is the largest Black History Month event sponsored in the Portland Community College District. This year's attendance was a huge success, averaging 1,000 viewers during some weeks. This year's featured artists included filmmakers Souleymane Cissé, Norman Maake, and Beti Ellerson. Showings were held at the Hollywood Theatre in Portland, Washington State University in Vancouver and the PCC Cascade Campus. In total, twenty-two (22) different films were shown during the series. Partners for the festival included: the Oregon Arts Commission, the Regional Arts and Culture Council, Oregon Council for the Humanities (an affiliate of the national Endowment for the Humanities), Columbia River Peace Corps Association, Washington Mutual, Providence Health System, Albina Community Bank, McMenamins Kennedy School, Hollywood Theatre, Oregon Public Broadcasting (OPB), KBOO Community Radio, Portland State University Black Studies and Washington State University in Vancouver.

- Jefferson/Roosevelt/PSU/PCC/Nike Partnership (Business Community). Cascade Campus convened a taskforce comprising of representatives from Jefferson High School, Roosevelt High School, Portland State University, Nike, and CH2A & Associates. The purpose of the taskforce was to identify ways to increase high school students' success and their college-going rate. Through this medium, Cascade is leading an initiative with Jefferson High School to develop a “middle college” that will offer more rigorous curricula for students and potentially four pathways through high school with transitions to college (PCC and/or PSU). The four pathways are: Performing and Visual Arts, Business and Technology (includes trades and vocational training), Health Sciences/Biotechnology, and Liberal Arts. The business component will include team-teaching of courses that are scheduled to begin in the spring of 2005. Dual credit courses may also begin later this school year. Similar developments are underway with Roosevelt High School to offer some college level courses on Roosevelt's campus and dual enrollment opportunities.

- In October 25, 2004 PCC hosted at Cascade the 25th Annual Black Colleges Believe in Them, Achieve in Them Conference which was sponsored by the Black Colleges Committee, Inc. This program is inspirational, motivational, and provided specific information on admissions to Historically Black Colleges and Universities (HBCUs). Ten HBCUs and 100 participants attended the conference.

- PCC received a No Child Left Behind grant in August 2004 to support the Portland Para-educator Opportunity Program (PPOP). The Deputy Secretary of Education, Gene Hickok, personally delivered a symbolic check for \$745,513 to PCC. Modeled after the Raising the Educational Achievement of Paraprofessionals (REAP) grant, the Portland Para-educator Opportunity Program will assist 100 students per year for five years to obtain their associate degrees. This training prepares participants to meet the educational criteria for the No Child Left Behind law and to teach children who are limited English speakers.

- A PCC and PSU partnership has been established to offer a 2+2 transfer articulation program. This program will provide a seamless transition for PCC students who earn 90 credit hours or more to move to PSU to continue their education through a bachelor's degree. The

agreement also affords PSU the opportunity to offer upper division courses on the Cascade Campus. To ensure the success of this partnership, a PSU advisor will be housed on the Cascade Campus. The partnership is set for implementation beginning summer term 2005 and the first upper division courses are scheduled to be offered at Cascade in fall term 2005.

- PCC offers, at Cascade, the only Medical Laboratory Technician (MLT) Associate Degree Program in Oregon. Given the shortages in laboratory technology personnel in areas of the State, particularly in rural communities, Cascade is planning to offer the MLT program on a statewide basis largely via distance learning. A pilot statewide program is scheduled to begin in the fall of 2005. The program is expected to double the MLT enrollment without significantly expanding the faculty and staff.
- The Portland Teachers Program received a generous personal contribution of 500 shares of Washington Mutual Bank stock. The donation was made by the bank's Vice President. The stocks will be used to help students pay for required teacher licensure testing fees, books, personal emergencies, and special opportunities such as conferences. In addition, it will help fund the PTP Alumni project, and PTP Fellowships (stipends of approximately \$500 each, given to students to work on special projects in service to the program or to the community, such as Good in the Hood, an annual community event, or working on the alumni project). The Washington Mutual Foundation in Seattle also contributed to the Portland Teachers Program in the amount of a \$5,000 grant. The grant funds will be used to fund the 2005 annual PTP Celebration of Students/Graduation event and to support a PTP essay contest.
- The Creating Avenues for Success and Equality (CASE) grant in the Business, Public Services and Technology division at Cascade will award \$1,000 scholarships to twenty (20) minority students in Professional Technical Programs in the spring term 2005. This effort will increase the enrollment of underrepresented groups in professional and technical training careers at Cascade.
- PCC's Emergency Medical Technology (EMT) Paramedic program's second group of fourteen students completed their EMT state certification examination achieving a 100% pass rate.

- The Student Leadership Coordinators at Cascade, Rock Creek and Sylvania gained national recognition in receiving The Terry O'Banion Leadership Award for hate crimes prevention initiatives they have implemented at PCC. This award was presented at the National Council on Student Development in Orlando.

- The Computer Education Program received a subcontracting award through the Employer Workforce Training Program in the amount of \$69,000 for computer training activities for Secor. These funds will be used to train employees in using advanced features of Oracle 11i. Computer Education also opened Prometric Testing Centers at the Capital and Southeast Centers for offering credentialing and certification exams. Over 300 exams have been completed by students in our two centers. Exams include the Information Technology Certification exams for ComTia, Cisco, Microsoft, as well as Nortel, Apple, Sun, Citrix, NNCDs, HDI, and Real Estate Exams.
- Enrollment in the Southeast Credit program is up 35% compared to last year while enrollment in Management/Supervisory Development (reorganized) is up 10%.
- In collaboration with the Oregon Employment Department, a new One Stop Center was recently opened in the Forest Grove area. The Center will provide job leads and referrals, job search workshops, access to training, access to unemployment insurance and a fully equipped resource room from which job seekers can conduct their job search. There are three full-time staff members, all bi-lingual in Spanish. Although a large percentage of Forest Grove residents have low/moderate incomes, there have been no employment and training services available to them in their community. The Forest Grove Employment and Training Center fills this need.
- Career Pathways Trainings expanded to twelve professional technical trainings adding Pharmacy Technician, Emergency Telecommunicator, HVAC Installer, Unit Clerk, and others. Working with the Assisted Living Facility (ALF) industry, the ELC Vocational Career Pathway team developed a Direct Care Giver pilot training for limited English speakers. Internships and job placements will be provided by area assisted living facilities.

Curriculum for five ESL Vocational Career Pathways Trainings was disseminated to all other Oregon community colleges to be adapted for similar offerings for limited English speakers throughout the state. PCC staff provided technical assistance to four community colleges to develop programs in their area.

- Customized and Workplace Training Department (CWT) partnered with the Rock Creek Welding Department on a \$140,000 grant-funded project to develop customized curricula to train welders for AWS certification and accompanying workplace skills curricula to enhance job retention.

CWT is working with the Oregon Employment Department (OED) to map and streamline their processes in the Portland Metro area with Lean Office. Lean Office for OED is adapted from Lean Manufacturing and applies these principles to a public sector workplace. This promotes the elimination of waste (e.g. motion, work-in-progress and handling), the sharing of best practices and more standardization across sites.

CWT is also working with Ornelas Enterprises, Inc (OEI) and BIAMP to develop curriculum and train their trainers in lead-free soldering on circuit boards. The European and Asian markets mandate this new process for Environmental purposes. It must be implemented in the United States by the end of 2005. This change will reduce the lead content in landfills worldwide.

- The Institute for Health Professionals (IHP) is a Community Training Center affiliated with the American Heart Association offering certification courses to emergency medical professionals for Advanced Cardiac Life Support (ACLS), Basic Life Support (BLS) and Pediatric Advanced Life Support (PALS). IHP is the trainer of choice through contract for these courses by the major hospital systems such as Legacy, OHSU, Providence, Kaiser and other hospitals and organizations.

IHP and the Customized Workplace Training (CWT) Department, in partnership with Cedar Sinai Park and Avamere (Long Term Care organizations), led the creation of the Assisted Living Facilities Training Consortium. A grant of \$115,137 was awarded for IHP and CWT to do skills assessments and to develop a sustainable incumbent

worker training program to be used by Avamere and Cedar Sinai. The project was successfully completed. Based on the curriculum that was developed, IHP and the Career Pathways Training program are working with both Avamere and Cedar Sinai to launch a pilot project to provide non-native English speakers with the skills to enter the long term care direct worker workforce.

IHP offers the only Healthcare Interpreter Training program in Oregon and does so statewide through interactive television. In 2004, Lane Community College and Rogue Community College joined PCC in a partnership to train health care interpreters. The didactic information was transmitted by Interactive Television from PCC. Sacred Heart Hospital sponsored ten (10) students to go through the training delivered to Lane Community College in Eugene. In Medford, Providence Medical Center, La Clinica de Valla and Jackson County Health Department also sponsored fifteen (15) students. IHP is working to partner with Umpqua and other community colleges to make this training available to Oregon communities.

- In collaboration with Student Services and the SE Credit department, Adult Basic Skills has developed ACE (Access College Entrance), a unique developmental education cohort program using contextualized curriculum, intense instruction, technology supplementation and wrap-around student services. Each group consists of at least twenty (20) low-skilled students who are moved through basic skills instruction more quickly than more traditional DE models, but with increased retention. Coursework includes intensive math, reading, writing and speaking instruction, as well as college success skills, life skills and skills for lifelong learning. A key component of the program is the creation of an educational plan for students to enroll in an existing career pathways training or other college-level work upon completion of the program.

- As a part of the Northwest Quality Initiative, the Adult Basic Skills Division has taken a proactive role in meeting State and Federal requirements for student tracking and data collection by participating in a national project run by Judy Alamprese, a nationally known researcher in the field of Adult Education. The purpose of the project is to develop state and local leadership in improving the quality of adult education programs and services, and to develop a knowledge base of the key elements for well-functioning adult education programs. In

December of 2004, PCC, along with other programs from Oregon, Alaska, Idaho, Montana, and Washington, was invited to participate in a regional workshop and to present the project to the National Director of the Office of Vocational and Adult Education. It was selected as a best practice from the seventy-six (76) participating programs in the NW Quality Initiative.

- Computer Assisted Language Learning (The CALL Project). In 2003-2004 the ESL Department received a technology grant funded by the Instructional Media Services Department to do research into computer assisted language learning (CALL), piloting the integration of some CALL application into a typical integrated ESL class. The hypothesis was that most students would benefit from computer technology and show greater progress when compared with a control group. Since Spring term 2004, the pilot has been expanded from one to three instructors at Rock Creek to three instructors at Rock Creek, one at Sylvania and one at Cascade. The results have been promising, showing that increased variety of materials and resources, increased access to technology, and increased options for individualized learning are all outcomes of integrating computer assisted language learning activities into the standard ESL curriculum. The ESL SAC is currently evaluating the implications for the standard curriculum, and making decisions about how to further integrate and systematize technology into the ESL program.

- The College completed the comprehensive self-study as a part of our ten-year accreditation process. This exhaustive work, which featured strong faculty leadership and participation from all areas of the College, is now being reviewed by the Northwest Association's accreditation team in preparation for their visit later this month.

- PCC's Financial Services Department received its fourth consecutive "Distinguished Budget Presentation" award from the Government Finance Officers Association (GFOA).

- Food Services employees established over \$5,000 in scholarships for second-year student employees in Food Services, by donating their cash register tips.

- Ridership on PCC's inter-campus shuttles increased by over 40%, due in part to the use of larger buses and shuttle vehicles and in part to student-friendly schedules.
- PCC started up "MyPCC", its new student-centered internet portal. Funded by Title III funds supplemented by General funds, this exciting project is focused on increasing student retention and building stronger, more "real-time" access for students with the College.

## **BUDGETING, ACCOUNTING AND FINANCIAL REPORTING METHOD**

The basis of accounting used for purposes of financial reporting in accordance with generally accepted accounting principles (GAAP) is not the same basis used in preparing the budget document. The timing of revenue and expenditures may be different under the GAAP basis of accounting than under the budgetary basis of accounting. For example, in GAAP accounting, revenues are recognized when earned regardless of receipt of cash whereas revenue recognition under the budgetary basis of accounting may be deferred until amounts are actually received in cash.

For accounting and entity-wide financial reporting purposes, the college utilizes the GAAP basis of accounting. Under this method, revenues are recognized in the accounting period in which they are earned and become measurable and expenses are recognized in the period incurred. Also, under this method, receipt of long-term debt proceeds, capital outlays and debt service principal payments are not reported in operations but rather are classified as "other financing sources" and "other financing uses" and are reported as liabilities and assets respectively on the balance sheet. Likewise, depreciation and amortization are recorded as expenses.

For budgetary purposes, the term "basis of accounting" describes the timing of recognition when the effects of transactions or events are recognized. For example, property taxes are recognized as revenues in the years for which they are levied, and grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the grantor have been met. Also under the budgetary basis, long-term debt proceeds are reported as revenues while debt service payments and capital outlays are reported as expenditures. Depreciation and amortization are not recognized as expenditures under the budgetary basis of accounting.

Various transfers occur between the different funds of the College. Transfers to the General Fund are generally to reimburse the fund for costs incurred in providing support services to programs accounted for in the other funds. For example, Contracts and Grants, College Bookstores and Parking Operations reimburse the General Fund for various services provided to those operations. Transfers from the General Fund are for specific purposes required by contract or management decision.

## ACKNOWLEDGMENTS

I would like to extend my gratitude to all faculty, management, and classified staff for their dedication, commitment and professionalism, especially to those who have put a considerable amount of time, energy, and patience into the development of this budget. With the College mission and priorities in mind, they have extended their cooperation, offered suggestions, and helped resolve difficult questions that inevitably arise whenever the College must deal with budgeting constraints.

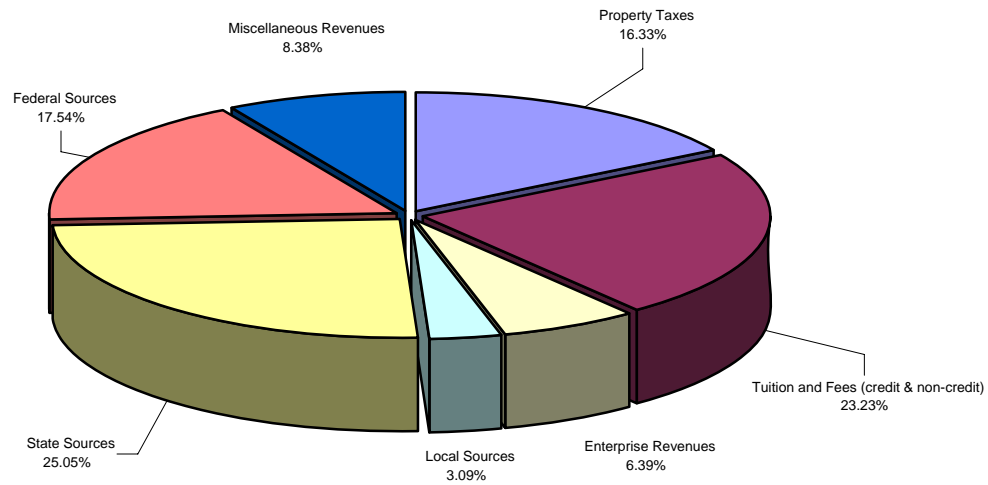
For the first time at Portland Community College, I presented the budget to a Citizen Budget Committee instead of directly to the Board itself. This is a different process for me and the staff. We are all learning. I appreciate the willingness of the citizen members to serve and to help the College to deal with these tough budgetary issues openly and publicly. I look forward to continue to work with the Committee to ensure the long-term viability of Portland Community College in serving the District and the integrity of the District's budget process.

Finally, I wish to express my deep appreciation to the Board of Directors, especially to Ms. Dana Anderson and Ms. Norma Jean Germond who are retiring from the Board after 20 years of service. Their dedication, continued support, leadership, and focus on doing "what is right" so that the College can continue to provide a strong learning environment for the citizens of the District are unparalleled.



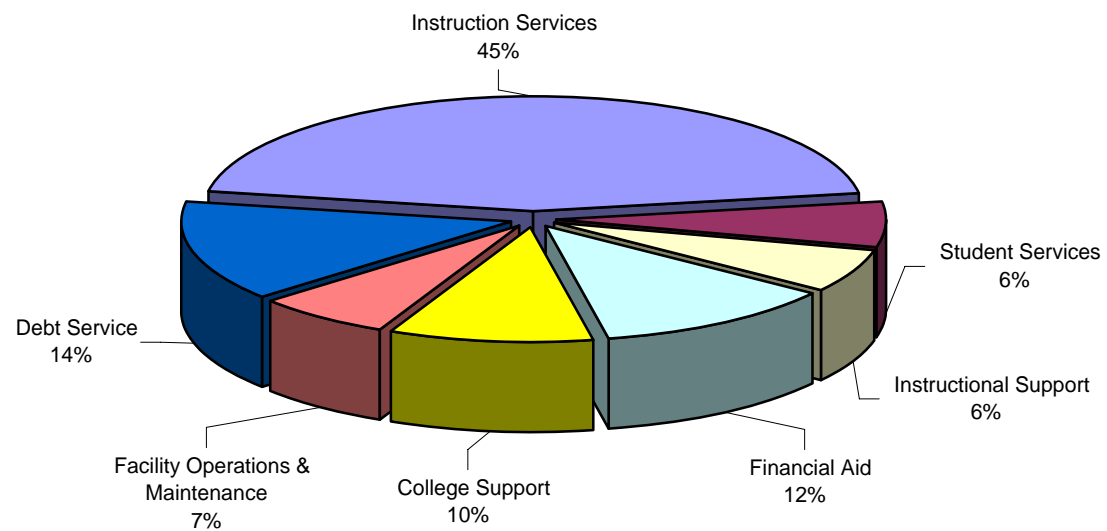
Dr. Preston Pulliams  
District President

**Fiscal Year 2006  
ADOPTED BUDGET  
REVENUES-ALL FUNDS  
(Excluding Beginning Fund Balance & Fund Transfers)**

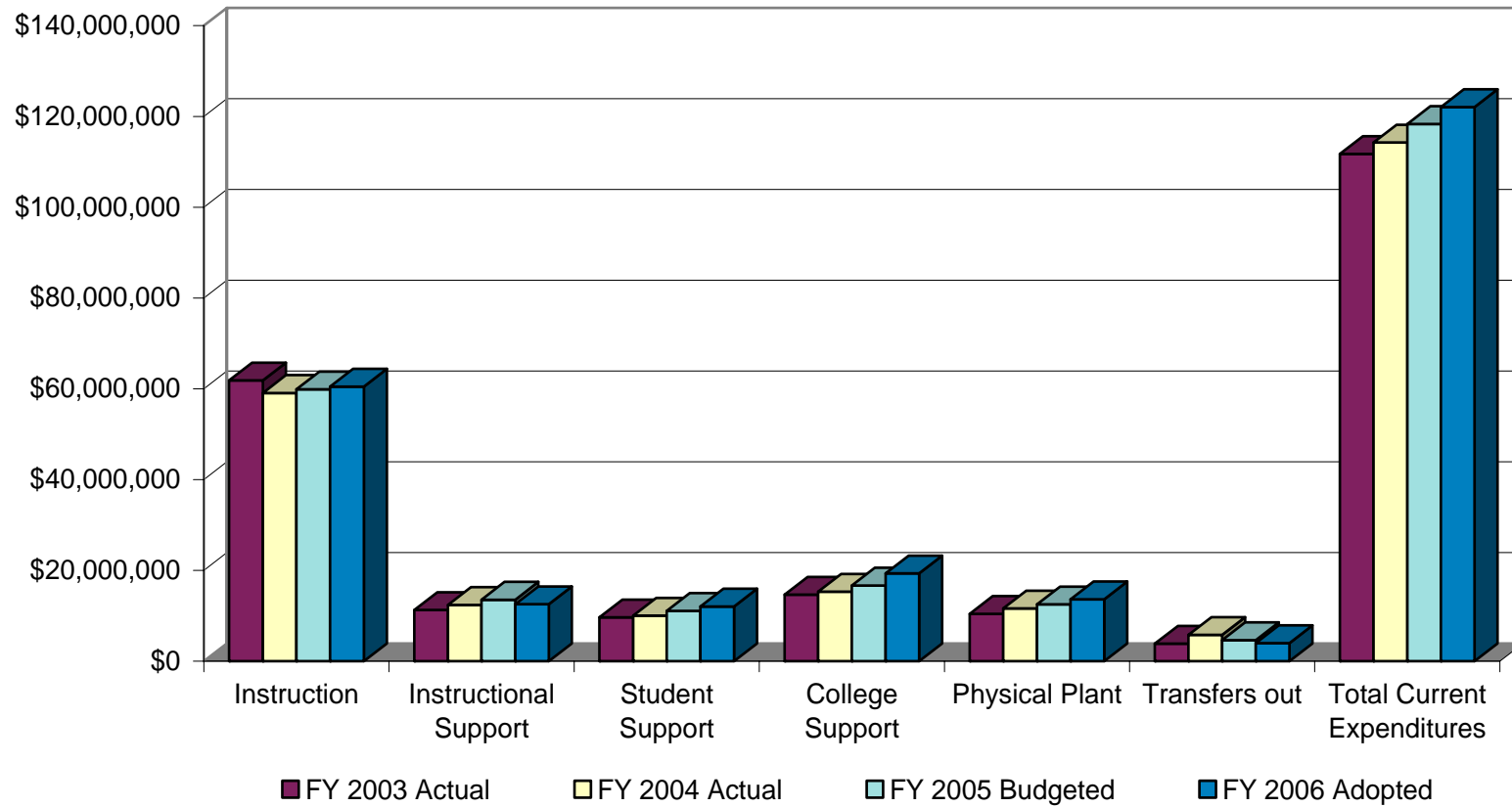




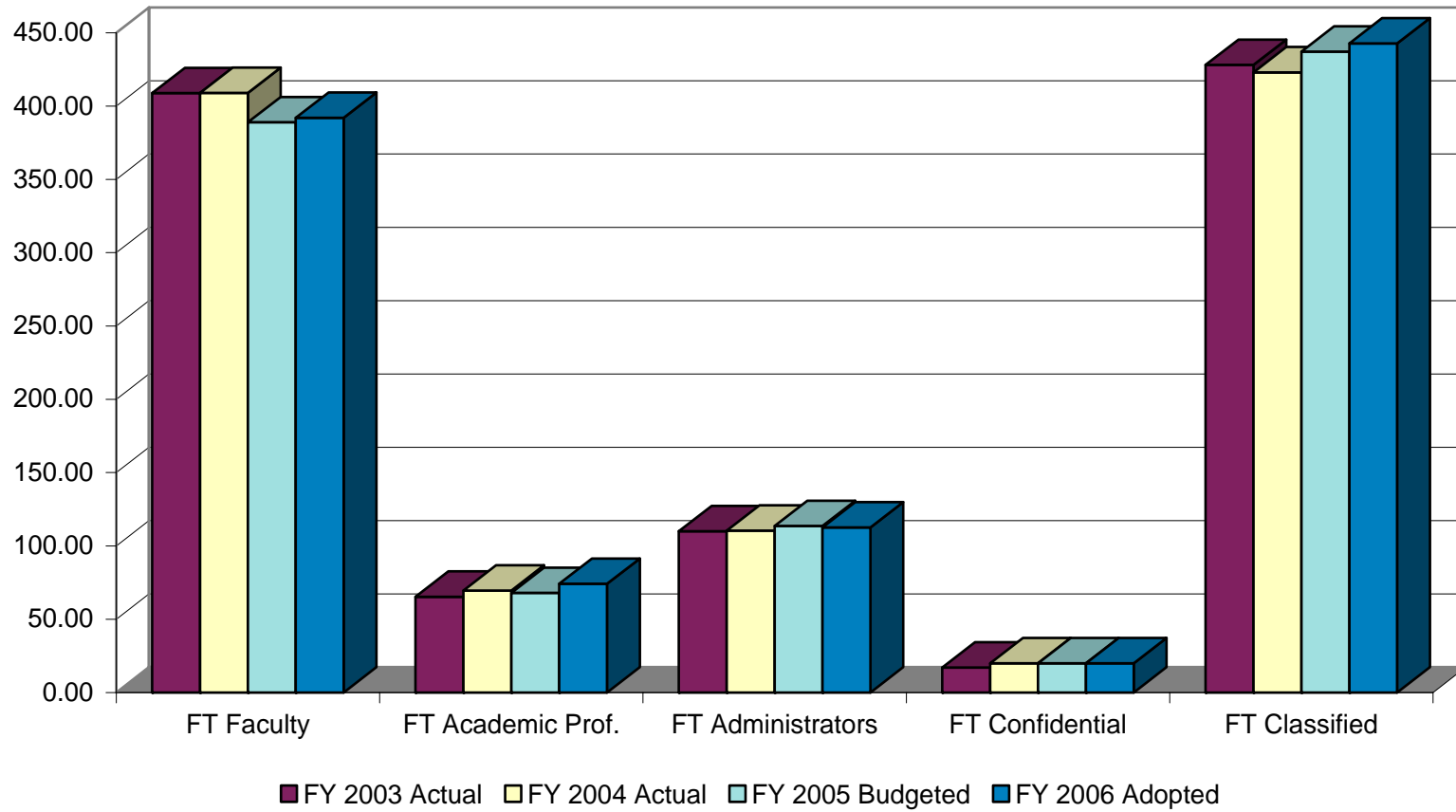
**Fiscal Year 2006 Adopted Budget  
Expenditures By Function (ALL FUNDS)  
(Excluding Contingencies, Fund Transfers & Capital Construction)**

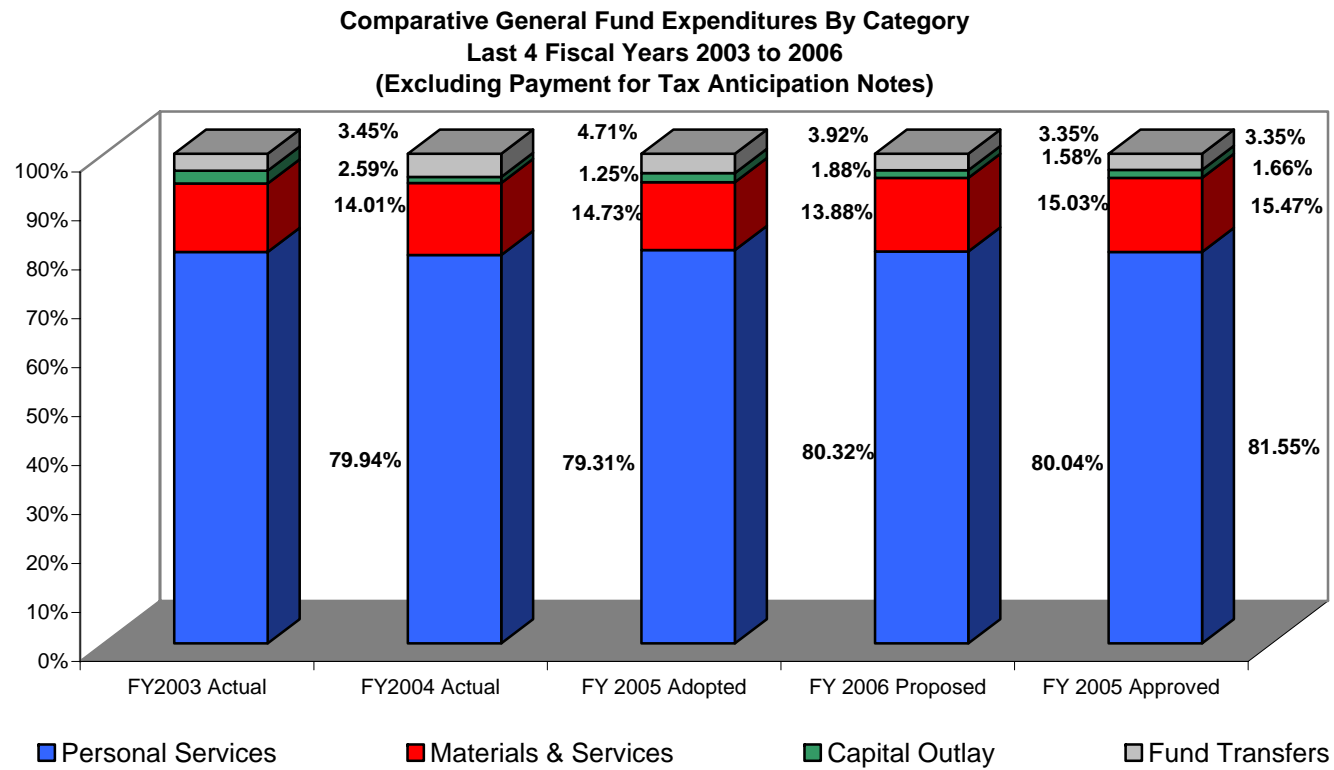


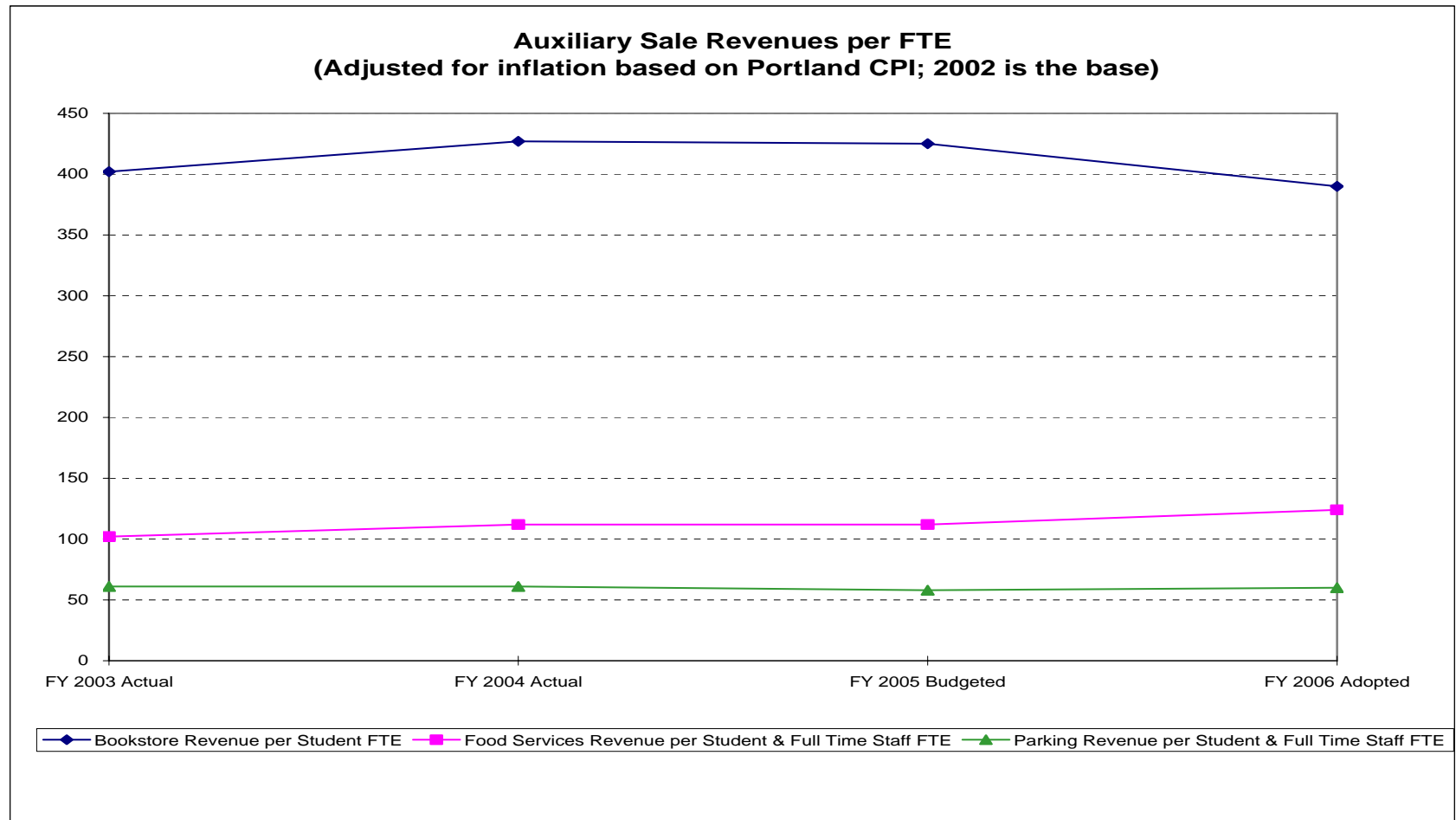
## General Fund Operation Expenditures by Functions



### General Fund Budgeted Full Time Equivalent Staff







Note: Auxiliary Services are not available in campuses/centers during all hours of operation; therefore, correlation between sales revenues and total student/staff FTE is not absolute. The projected decrease in Bookstore Revenues for 2006 is a result of providing for the effect of the 3 to 4 hours credit conversion that is due for implementation beginning in Fall of 2005.

**PORTLAND COMMUNITY COLLEGE  
ADOPTED BUDGET  
FISCAL YEAR 2005-2006**

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**CONSOLIDATED RESOURCES AND REQUIREMENTS-ALL FUNDS**

	2002-2003 <u>Actual</u>	2003-2004 <u>Actual</u>	2004-2005 Adopted <u>Budget</u>	2005-2006 Proposed <u>Budget</u>	2005-2006 Approved <u>Budget</u>	2005-2006 Adopted <u>Budget</u>
<b><u>SUMMARY OF ALL FUNDS</u></b>						
<b>Current Operating Resources:</b>						
Local Sources:						
Property Taxes	\$24,082,650	\$36,166,149	\$37,388,462	\$37,179,088	\$37,179,088	\$37,179,088
Tuition and Fees (credit & non-credit)	36,071,446	42,570,225	41,926,868	45,352,534	45,352,534	45,352,534
CEU/CED Revenues	4,156,495	4,332,493	7,278,581	7,532,957	7,532,957	7,532,957
Enterprise Revenues	15,191,379	15,019,483	15,158,241	14,548,179	14,548,179	14,548,179
Local Contracts	2,251,155	2,782,774	3,679,777	3,143,441	3,143,441	3,143,441
Interest Earnings	5,179,131	1,332,143	1,704,458	764,585	764,585	764,585
Service Charges	2,773,940	2,751,251	3,119,849	3,366,847	3,366,847	3,366,847
Sale of Property	30,236	135,226	4,500,000	4,500,000	4,500,000	4,500,000
Miscellaneous	3,038,919	14,178,897	15,805,327	16,071,641	16,071,641	16,071,641
State Sources	63,015,500	54,339,381	55,421,867	57,024,721	57,024,721	57,024,721
Federal Sources	31,480,530	34,579,489	36,013,165	39,933,695	39,933,695	39,933,695
Student Loan Repayments	2,548,402	2,520,464	3,045,996	3,005,328	3,005,328	3,005,328
Proceeds from sale of Notes	6,642,702	0	0	0		
Proceeds from Bond Sale	119,995,000	0	0	0	0	0
Fund Transfers	7,213,841	14,945,696	14,662,633	15,687,049	15,687,049	15,597,049
<b>Total Current Operating Resources</b>	<b>\$323,671,325</b>	<b>\$225,653,671</b>	<b>\$239,705,224</b>	<b>\$248,110,065</b>	<b>\$248,110,065</b>	<b>\$248,020,065</b>
<b>Current Requirements:</b>						
<b>By Function:</b>						
Instruction Services-Classroom	\$82,705,475	\$87,042,190	\$89,864,689	\$90,753,535	\$91,780,987	\$91,702,265
Support Services:						
Student Services	10,610,357	10,796,555	11,992,670	12,820,310	13,057,261	13,135,397
Instructional Support	11,258,968	12,403,940	13,550,031	10,098,440	10,943,956	12,538,397
Administration	2,515,024	2,299,170	2,356,084	2,359,460	2,359,460	2,459,814
Business Services	3,953,630	4,184,053	4,559,762	4,573,978	4,613,275	4,612,904
Facility Operations & Maintenance	10,427,059	11,629,112	12,513,738	13,123,054	13,294,030	13,645,921
Central Activities	8,360,023	9,184,981	9,993,124	14,146,204	14,236,378	12,451,289
<b>Sub-Total</b>	<b>\$129,830,536</b>	<b>\$137,540,001</b>	<b>\$144,830,098</b>	<b>\$147,874,981</b>	<b>\$150,285,347</b>	<b>\$150,545,987</b>

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**CONSOLIDATED RESOURCES AND REQUIREMENTS-ALL FUNDS**

	2002-2003 <u>Actual</u>	2003-2004 <u>Actual</u>	2004-2005 <u>Adopted Budget</u>	2005-2006 <u>Proposed Budget</u>	2005-2006 <u>Approved Budget</u>	2005-2006 <u>Adopted Budget</u>
<b><u>SUMMARY OF ALL FUNDS-continued</u></b>						
Enterprise and Community Services						
Bookstore	\$9,054,986	\$9,791,354	\$10,581,472	\$9,338,187	\$9,338,187	\$9,338,187
Food Services	2,831,682	2,973,051	3,093,671	3,394,449	3,394,449	3,394,449
Parking	984,413	1,285,609	1,442,303	1,478,764	1,478,764	1,478,764
Print Center	1,180,133	1,051,800	1,221,932	1,124,808	1,124,808	1,124,808
Risk Management	1,159,269	1,684,620	1,582,319	2,092,951	2,092,951	2,092,951
<b>Sub-Total</b>	<b>15,210,483</b>	<b>16,786,434</b>	<b>17,921,697</b>	<b>17,429,159</b>	<b>17,429,159</b>	<b>17,429,159</b>
Facilities Acquisition & Construction	30,732,641	66,733,878	62,654,488	23,622,832	23,622,832	23,622,832
Payment to PERS for UAL	119,966,288	0	0	2,949,395	2,949,395	2,949,395
Student Loans & Financial Aid	19,317,668	21,471,566	23,522,715	24,129,271	24,129,271	24,129,271
Trust Funds	659,663	908,644	902,168	1,024,506	1,024,506	1,024,506
Debt Service	32,367,890	28,733,191	23,061,678	28,295,568	28,295,568	29,013,609
Fund Transfers	7,213,841	14,945,696	14,662,633	15,687,049	15,687,049	15,597,049
Contingencies	0	0	7,684,874	12,786,048	10,375,682	10,025,042
<b>Sub-Total</b>	<b>210,257,991</b>	<b>132,792,975</b>	<b>132,488,556</b>	<b>108,494,669</b>	<b>106,084,303</b>	<b>106,361,704</b>
<b>Total Current Requirements</b>	<b><u>\$355,299,010</u></b>	<b><u>\$287,119,410</u></b>	<b><u>\$295,240,351</u></b>	<b><u>\$273,798,809</u></b>	<b><u>\$273,798,809</u></b>	<b><u>\$274,336,850</u></b>
<b>Excess (deficit) Current Resources</b>						
<b>Current Requirements</b>	<b>(31,627,685)</b>	<b>(61,465,739)</b>	<b>(55,535,127)</b>	<b>(25,688,744)</b>	<b>(25,688,744)</b>	<b>(26,316,785)</b>
<b>Beginning Fund Balances</b>	<b><u>180,674,903</u></b>	<b><u>149,047,218</u></b>	<b><u>85,357,655</u></b>	<b><u>54,577,954</u></b>	<b><u>54,577,954</u></b>	<b><u>54,577,954</u></b>
<b>Ending Fund Balances</b>	<b><u>\$149,047,218</u></b>	<b><u>\$87,581,479</u></b>	<b><u>\$29,822,528</u></b>	<b><u>\$28,889,210</u></b>	<b><u>\$28,889,210</u></b>	<b><u>\$28,261,169</u></b>



**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**CONSOLIDATED RESOURCES AND REQUIREMENTS-ALL FUNDS**

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<b>SUMMARY OF ALL FUNDS Requirements By Expenditure Category</b>	<b>2002-2003 Actual</b>	<b>2003-2004 Actual</b>	<b>2004-2005 Adopted Budget</b>	<b>2005-2006 Proposed Budget</b>	<b>2005-2006 Approved Budget</b>	<b>2005-2006 Adopted Budget</b>
Personal Services	\$109,939,641	\$117,627,031	\$123,837,018	\$125,319,117	\$127,111,767	\$127,670,885
Materials, Services & Supplies	52,899,186	63,166,914	60,568,321	63,292,718	63,813,432	63,512,016
Capital Outlay	32,912,166	62,645,778	65,425,827	25,473,914	25,570,916	25,573,854
Payment to PERS for UAL & Bond cost	119,966,288	0		2,949,395	2,949,395	2,949,395
Debt Service	32,367,890	28,733,991	23,061,678	28,290,568	28,290,568	29,008,609
Fund Transfers	7,213,841	14,945,696	14,662,633	15,687,049	15,687,049	15,597,049
Contingency	<u>0</u>	<u>0</u>	<u>7,684,874</u>	<u>12,786,048</u>	<u>10,375,682</u>	<u>10,025,042</u>
Total Expenditures By Category	\$355,299,012	\$287,119,410	\$295,240,351	\$273,798,809	\$273,798,809	\$274,336,850
Ending Fund Balance	<u>149,047,218</u>	<u>87,581,479</u>	<u>29,822,528</u>	<u>28,889,210</u>	<u>28,889,210</u>	<u>28,261,169</u>
TOTAL	<u>\$504,346,230</u>	<u>\$374,700,889</u>	<u>\$325,062,879</u>	<u>\$302,688,019</u>	<u>\$302,688,019</u>	<u>\$302,598,019</u>

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**PORTLAND COMMUNITY COLLEGE**Fiscal Year 2005-2006 ADOPTED BUDGET  
SUMMARY- ALL FUNDS

		Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005		Fiscal Year 2005-2006		Fiscal Year 2005-2006		Fiscal Year 2005-2006
	<u>FTE</u>	<u>Actual</u>		<u>Actual</u>		<u>Budget</u>		<u>PROPOSED</u>		<u>APPROVED</u>		<u>ADOPTED</u>
								<u>Budget</u>		<u>Budget</u>		<u>Budget</u>
General Fund	1,850.94	\$128,429,284	1,699.30	\$132,897,569	1,689.02	\$128,688,564	1,655.67	\$134,673,291	1,687.76	\$134,673,291	1,698.60	\$134,583,291
CEU/CED-1900 Fund	0.00	0	138.35	5,452,871	115.92	7,278,581	101.65	7,532,957	101.65	7,532,957	101.65	7,532,957
Auxiliary Fund	4.01	700,997	4.45	834,094	4.33	826,480	3.62	703,831	3.62	703,831	3.62	703,831
Contracts and Grants Fund	384.25	24,734,037	355.08	26,951,205	436.06	26,986,432	436.06	29,789,338	436.06	29,789,338	436.06	29,789,338
Student Activities Fund	12.43	788,998	12.43	708,735	15.12	824,848	15.94	967,775	15.94	967,775	15.94	967,775
Student Financial Aid Fund	5.00	20,925,387	5.00	23,139,945	5.00	24,015,064	5.00	24,513,271	5.00	24,513,271	5.00	24,513,271
Capital Projects Fund	0.00	6,110,055	0.00	7,110,377	0.00	7,585,941	0.00	5,376,927	0.00	5,376,927	0.00	5,376,927
Capital Construction Fund	8.00	137,585,528	9.25	109,416,900	9.25	56,854,488	8.00	20,435,084	8.00	20,435,084	8.00	20,435,084
College Bookstore Fund	31.73	15,667,454	31.95	16,581,052	32.97	16,180,097	32.67	14,430,230	32.67	14,430,230	32.67	14,430,230
Food Services Fund	47.52	3,405,128	53.06	3,489,697	53.88	3,501,149	51.81	3,877,531	51.81	3,877,531	51.81	3,877,531
Parking Operations Fund	12.08	2,583,045	13.71	2,711,201	15.59	2,453,048	16.98	2,652,183	16.98	2,652,183	16.98	2,652,183
Risk Management Fund	1.00	5,170,213	2.08	4,699,606	3.08	4,594,122	3.08	3,374,743	3.08	3,374,743	3.08	3,374,743
Print Center Fund	12.15	1,690,238	12.15	1,592,827	10.15	1,631,878	10.15	1,619,899	10.15	1,619,899	10.15	1,619,899
Internal Service-PERS/Reimb.	0.00	120,493,951	0.00	12,515,385	0.00	16,265,201	0.00	24,982,086	0.00	24,982,086	0.00	24,982,086
Early Retirement Fund	0.00	1,797,117	0.00	1,937,439	0.00	1,807,771	0.00	1,839,003	0.00	1,839,003	0.00	1,839,003
Debt Service Fund (G.O. Bonds)	0.00	34,025,845	0.00	18,515,897	0.00	18,796,928	0.00	18,846,811	0.00	18,846,811	0.00	18,846,811
P.E.R.S. Debt Service Fund	0.00	0	0.00	5,904,858	0.00	6,530,940	0.00	6,829,144	0.00	6,829,144	0.00	6,829,144
Capital Lease/Purchase Fund	0.00	238,951	0.00	241,231	0.00	241,347	0.00	243,915	0.00	243,915	0.00	243,915
Total	2,369.11	\$504,346,228	2,336.81	\$374,700,889	2,390.37	\$325,062,879	2,340.63	\$302,688,019	2,372.72	\$302,688,019	2,383.56	\$302,598,019

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**REQUIREMENTS BY EXPENDITURES CATEGORY- ALL FUNDS**

	FTE	Fiscal Year 2005-2006 ADOPTED Budget	Personal Services	Materials, Services & Supplies	Capital Outlay	Debt Service	Transfers	Contingency	Ending Fund Balance
General Fund	1,698.60	\$134,583,291	\$97,898,814	\$18,179,129	\$1,983,273	\$4,950,000	\$3,995,050	\$3,131,447	\$4,445,578
CEU/CED-1900 Fund	101.65	7,532,957	4,662,157	2,127,141	50,000	0	408,685	284,974	0
Auxiliary Fund	3.62	703,831	152,278	236,681	0	0	18,600	41,871	254,401
Contracts and Grants Fund	436.06	29,789,338	17,233,919	7,046,704	106,229	0	2,095,200	1,303,099	2,004,187
Student Activities Fund	15.94	967,775	271,735	597,927	0	0	0	98,113	0
Student Financial Aid Fund	5.00	24,513,271	972,113	23,157,158	0	0	139,000	245,000	0
Capital Projects Fund	0.00	5,376,927	0	0	4,800,000	0	0	150,000	426,927
Capital Construction Fund	8.00	20,435,084	749,960	0	18,072,872	0	0	1,612,252	0
College Bookstore Fund	32.67	14,430,230	1,233,417	7,774,404	330,366	0	990,960	1,372,862	2,728,221
Food Services Fund	51.81	3,877,531	1,929,982	1,464,467	0	0	107,500	375,582	0
Parking Operations Fund	16.98	2,652,183	760,796	587,968	130,000	0	933,950	180,578	58,891
Internal Service-PERS/Reimb.	0.00	24,982,086	2,949,395	0	0	0	6,829,144	650,000	14,553,547
Risk Management Fund	3.08	3,374,743	203,089	1,889,862	0	0	0	278,512	1,003,280
Print Center Fund	10.15	1,619,899	578,119	445,575	101,114	0	78,960	200,752	215,379
Early Retirement Fund	0.00	1,839,003	1,024,506	0	0	0	0	100,000	714,497
Debt Service Fund (G.O. Bonds)	0.00	18,846,811	0	0	0	17,036,145	0	0	1,810,666
Capital Lease/Purchase Fund	0.00	243,915	0	0	0	198,320	0	0	45,595
P.E.R.S. Debt Service Fund	0.00	6,829,144	0	5,000	0	6,824,144	0	0	0
<b>Total</b>	<b>2,383.56</b>	<b>\$302,598,019</b>	<b>\$130,620,280</b>	<b>\$63,512,016</b>	<b>\$25,573,854</b>	<b>\$29,008,609</b>	<b>\$15,597,049</b>	<b>\$10,025,042</b>	<b>\$28,261,169</b>

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**SUMMARY BY APPROPRIATIONS- ALL FUNDS**

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**GENERAL FUND**

Sylvania Campus	\$32,338,712
Rock Creek Campus	18,499,865
Cascade Campus	15,435,230
Extended Learning Campus	6,700,135
Office of the President	2,471,357
Office of Academic & Student Affairs	10,652,239
Administrative Services	31,963,678
Transfers	3,995,050
Debt Service (TAN)	4,950,000
Contingency	<u>3,131,447</u>
TOTAL APPROPRIATIONS	\$130,137,713
Unappropriated Ending Fund Balance (see note)	<u>4,445,578</u>
TOTAL GENERAL FUND	<u>\$134,583,291</u>

**CEU/CED Fund (1900)**

Sylvania Campus	\$301,627
Exetend Learning Campus	6,495,465
Transfers	408,685
Contingency	<u>284,974</u>
TOTAL CEU/CED FUND (1900)	<u>\$7,490,751</u>

**CONTRACTS AND GRANTS FUND**

State Grants	\$5,430,709
Federal Grants	16,250,428
Local Contracts	2,705,715
Transfers	2,095,200
Contingency	<u>1,303,099</u>
TOTAL APPROPRIATIONS	\$27,785,151
Unappropriated Ending Fund Balance (see note)	<u>2,004,187</u>
TOTAL CONTRACTS AND GRANTS FUND	<u>\$29,789,338</u>

**AUXILIARY FUND**

Facilities Usage	\$182,395
The Bridge	71,392
Campus Activities	135,172
Pace Services	0
Transfers	18,600
Contingency	<u>41,871</u>
TOTAL APPROPRIATIONS	\$449,430
Unappropriated Ending Fund Balance (see note)	<u>254,401</u>
TOTAL AUXILIARY FUND	<u>\$703,831</u>

**STUDENT ACTIVITIES FUND**

Child Care	\$137,100
Student Governance	611,202
Intramural Activities	30,354
Student Activities	62,506
Phi Theta Kappa	28,500
Contingency	<u>98,113</u>
TOTAL STUDENT ACTIVITIES FUND	<u>\$967,775</u>

**CAPITAL PROJECTS FUND**

Capital Outlay	\$4,800,000
Contingency	<u>150,000</u>
TOTAL APPROPRIATIONS	\$4,950,000
Unappropriated Ending Fund Balance (see note)	<u>426,927</u>
TOTAL CAPITAL PROJECTS FUND	<u>\$5,376,927</u>

**CAPITAL CONSTRUCTION FUND**

Plant Services	\$2,522,832
Sylvania Campus	6,800,000
Cascade Campus	6,000,000
Rock Creek Campus	3,000,000
District-wide Projects	500,000
Contingency	1,612,252
TOTAL CAPITAL PROJECTS FUND	<u>\$20,435,084</u>

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

SUMMARY BY APPROPRIATIONS- ALL FUNDS - continued

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**STUDENT FINANCIAL AID FUND**

College Funded Programs	\$311,206
Federal Programs	22,627,406
Scholarship Programs	899,500
Short Term Student Loan Program	291,159
Transfers	139,000
Contingency	245,000
TOTAL APPROPRIATIONS	\$24,513,271
Unappropriated Ending Fund Balance (see note)	0
TOTAL STUDENT FINANCIAL AID FUND	<u>\$24,513,271</u>

**COLLEGE BOOKSTORE FUND**

Bookstore Operations	\$9,338,187
Transfers	990,960
Contingency	1,372,862
TOTAL APPROPRIATIONS	\$11,702,009
Unappropriated Ending Fund Balance (see note)	2,728,221
TOTAL COLLEGE BOOKSTORE FUND	<u>\$14,430,230</u>

**PARKING OPERATIONS FUND**

Parking Operations	\$1,478,764
Transfers	933,950
Contingency	180,578
TOTAL APPROPRIATIONS	\$2,593,292
Unappropriated Ending Fund Balance (see note)	58,891
TOTAL PARKING OPERATIONS FUND	<u>\$2,652,183</u>

**FOOD SERVICES FUND**

Food Services Operations	\$3,394,449
Transfers	107,500
Contingency	375,582
TOTAL APPROPRIATIONS	\$3,877,531
Unappropriated Ending Fund Balance (see note)	0
TOTAL FOOD SERVICES FUND	<u>\$3,877,531</u>

**PRINT CENTER FUND**

Print Center Operations	\$1,124,808
Transfers	78,960
Contingency	200,752
TOTAL APPROPRIATIONS	\$1,404,520
Unappropriated Ending Fund Balance (see note)	215,379
TOTAL PRINT CENTER FUND	<u>\$1,619,899</u>

**RISK MANAGEMENT FUND**

Self Insurance & Risk Administration	\$2,092,951
Contingency	278,512
TOTAL APPROPRIATIONS	\$2,371,463
Unappropriated Ending Fund Balance (see note)	1,003,280
TOTAL RISK MANAGEMENT FUND	<u>\$3,374,743</u>

**INTERNAL CHARGE-P.E.R.S. RESERVE FUND**

Transfer to P.E.R.S. Bond Fund	\$6,829,144
Contingency	650,000
TOTAL APPROPRIATIONS	\$7,479,144
Unappropriated Ending Fund Balance (see note)	14,553,547
TOTAL INTERNA CHARGE-P.E.R.S. RESERVE	<u>\$22,032,691</u>

**EARLY RETIREMENT FUND**

Personal Services	\$1,024,506
Contingency	100,000
TOTAL APPROPRIATIONS	\$1,124,506
Unappropriated Ending Fund Balance (see note)	714,497
TOTAL EARLY RETIREMENT FUND	<u>\$1,839,003</u>

**CAPITAL LEASE\PURCHASE FUND**

Debt Service	\$198,320
Unappropriated Ending Fund Balance (see note)	45,595
TOTAL CAPITAL LEASE\PURCHASE FUND	<u>\$243,915</u>

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

SUMMARY BY APPROPRIATIONS- ALL FUNDS - continued

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**DEBT SERVICE (G.O. Bonds) FUND**

Debt Service	\$17,036,145
Unappropriated Ending Fund Balance (see note)	<u>1,810,666</u>
TOTAL DEBT SERVICE (G.O. Bonds) FUND	<u>\$18,846,811</u>

**P.E.R.S. Bond Fund**

Debt Service	\$6,829,144
Unappropriated Ending Fund Balance (see note)	<u>0</u>
TOTAL P.E.R.S. BOND FUND	<u>\$6,829,144</u>

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**PORTLAND COMMUNITY COLLEGE**Fiscal Year 2005-2006 ADOPTED BUDGET  
SCHEDULE OF INTERFUND TRANSFERS

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<b>GENERAL FUND</b>	<b>Transfer Revenue</b>	<b>Transfer Expenditures</b>	<b>Remarks</b>
Transfer to Capital Projects Fund		\$2,290,000	Annual transfer for maintenance expenditures
Transfer to Contracts and Grants Fund		69,959	Grant matching fund.
Transfer to Auxiliary Fund		41,871	General Fund support of the Bridge newspaper operation.
Transfer to Student Financial Aid Fund		614,000	Grant matching fund.
Transfer to Retirement Fund		780,900	Annual contribution to the retirement fund
Transfer to Capital/Lease Purchase Fund		198,320	For payment of principal & interest of debt service
Transfer from Financial Aid	\$139,000		General Fund overhead reimbursement
Transfer from Auxiliary Fund	18,600		General Fund overhead reimbursement
Transfer from CEU/CED (1900) Fund	408,685		General Fund overhead reimbursement
Transfer from Contracts and Grants Fund-Overhead	1,770,820		General Fund overhead reimbursement
Transfer from Contracts and Grants Fund-Direct Reimb.	324,380		Direct cost reimbursement
Transfer from Print Center Fund	40,200		General Fund overhead reimbursement
Transfer from Bookstore Fund	397,200		General Fund overhead reimbursement
Transfer from Food Services Fund	107,500		General Fund overhead reimbursement
Transfer from Parking Operations Fund	365,190		General Fund overhead reimbursement
TOTAL	<u>\$3,571,575</u>	<u>\$3,995,050</u>	
<b>AUXILIARY FUND</b>			
Transfer from General Fund	<u>\$41,871</u>		General Fund support of the Bridge newspaper operation.
Transfer to General Fund		<u>\$18,600</u>	General Fund overhead reimbursement
<b>CONTRACTS AND GRANTS FUND</b>			
Transfer to General Fund		\$1,770,820	General Fund overhead reimbursement
Transfer to General Fund		324,380	Direct cost reimbursement
Transfer from General Fund	<u>\$69,959</u>		Grant matching fund.
TOTAL	<u>\$69,959</u>	<u>\$2,095,200</u>	
<b>CEU/CED Fund (1900)</b>			
Transfer to General Fund		<u>\$408,685</u>	General Fund overhead reimbursement
<b>STUDENT FINANCIAL AID FUND</b>			
Transfer from General Fund	<u>\$614,000</u>		Grant matching fund and \$1 of tuition for student scholarship
Transfer to General Fund		<u>\$139,000</u>	General Fund overhead reimbursement
<b>CAPITAL CONSTRUCTION FUND</b>			
Transfer Bookstore Fund	\$555,000		Bookstore share of construction/remodelling
Transfer from Parking Operating fund	<u>530,000</u>		Parking Fund share of campus parking improvements
	<u>\$1,085,000</u>		

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**SCHEDULE OF INTERFUND TRANSFERS-continued**

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	<u>Transfer Revenue</u>	<u>Transfer Expenditures</u>	<u>Remarks</u>
<b>CAPITAL PROJECTS FUND</b>			
Transfer from General Fund	<u>\$2,290,000</u>		Annual transfer for maintenance expenditures
<b>FOOD SERVICES FUND</b>			
Transfer to General Fund		\$107,500	General Fund overhead reimbursement
Transfer from Bookstore Fund	38,760		1/4 share of the Auxiliary Services Admin. expenses.
Transfer from Print Center Fund	38,760		1/4 share of the Auxiliary Services Admin. expenses.
Transfer from Parking Fund	38,760		1/4 share of the Auxiliary Services Admin. expenses.
TOTAL	<u>\$116,280</u>	<u>\$107,500</u>	
<b>COLLEGE BOOKSTORE FUND</b>			
Transfer to Food Services Fund		\$38,760	1/4 share of the Auxiliary Services Admin. Expenses + funding for facilities improvement.
Transfer to Capital Construction Fund		555,000	Bookstore share of construction/remodelling
Transfer to General Fund		397,200	General Fund overhead reimbursement
TOTAL	<u>\$0</u>	<u>\$990,960</u>	
<b>PARKING OPERATIONS FUND</b>			
Transfer to Food Services Fund		\$38,760	1/4 share of the Auxiliary Services Admin. Expenses + funding for facilities improvement.
Transfer to Capital Construction Fund		530,000	Parking Fund share of campus parking improvements
Transfer to General Fund		365,190	General Fund overhead reimbursement
TOTAL	<u>\$0</u>	<u>\$933,950</u>	
<b>PRINT CENTER FUND</b>			
Transfer to General Fund		\$40,200	General Fund overhead reimbursement
Transfer to Food Services Fund		38,760	1/4 share of the Auxiliary Services Admin. expenses.
		<u>\$78,960</u>	
<b>INTERNAL SERVICE-P.E.R.S./Reserve Fund</b>			
Transfer to General P.E.R.S. Bond Fund		<u>\$6,829,144</u>	For payment of principal & interest of PERS Taxable Bonds
<b>EARLY RETIREMENT FUND</b>			
Transfer from General Fund	<u>\$780,900</u>		Annual contribution to the retirement fund
<b>CAPITAL LEASE / PURCHASE FUND</b>			
Transfer from General Fund	<u>\$198,320</u>		For payment of principal & interest of debt service
<b>P.E.R.S. Debt Service Fund</b>			
Transfer from Internal Charge-P.E.R.S./Reserve Fund	<u>\$6,829,144</u>		For payment of principal & interest of debt service
<b>TOTAL- ALL FUNDS</b>	<u>\$15,597,049</u>	<u>\$15,597,049</u>	

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## **GENERAL FUND**

The General Fund is the College's primary operating fund. It accounts for all major instructional programs and services supporting these programs. Principal sources of revenue are property taxes, tuition, and community college funding from the State of Oregon. For budgetary compliance, expenditures are budgeted by Campuses, the Office of the President and the Administrative Services Division. For reporting purposes, expenditures are further categorized into instruction, instructional support, student support, college support, physical plant and transfers to other funds.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET  
GENERAL FUND

	Fiscal Year 2002-2003 <u>Actual</u>	Fiscal Year 2003-2004 <u>Actual</u>	Fiscal Year 2004-2005 ADOPTED <u>Budget</u>	Fiscal Year 2005-2006 PROPOSED <u>Budget</u>	Fiscal Year 2005-2006 APPROVED <u>Budget</u>	Fiscal Year 2005-2006 ADOPTED <u>Budget</u>
<b><u>REVENUES:</u></b>						
From local sources						
Property Tax - current year (see Note)	\$9,494,312	\$19,147,873	\$20,176,995	\$20,425,699	\$20,425,699	\$20,425,699
Property Tax - prior year	462,656	417,436	527,900	447,168	447,168	447,168
Tuition and fees	36,071,446	42,570,225	41,926,868	45,352,534	45,352,534	45,352,534
CEU/CED Charges	4,156,495	2,468	0	0	0	0
Interest from investments	615,581	207,789	225,150	222,600	222,600	222,600
Other local sources	2,188,469	1,975,716	2,291,770	1,801,400	1,801,400	1,801,400
Proceeds from sale of TAN	6,642,702	0				0
From state sources (see Note )	57,735,988	49,016,672 (a)	49,831,768	50,829,252	50,829,252	50,829,252
From federal sources	65,126	0	65,126	0	0	0
Operating transfers in:						
From Contracts & Grants Fund	1,808,759	1,818,585	1,940,000	2,095,200	2,095,200	2,095,200
From CEU/CED Fund	0	0	300,000	408,685	408,685	408,685
Transfer from Risk Management Fund	100,000	0				
From Bookstore Fund	670,167	428,600	479,200	487,200	487,200	397,200
From Auxiliary Fund	14,790	16,710	18,231	18,600	18,600	18,600
From Student Financial Aid Fund	76,557	189,995	132,349	139,000	139,000	139,000
From Print Center Fund	38,672	39,400	40,200	40,200	40,200	40,200
From Parking Operations Fund	440,997	317,200	365,190	365,190	365,190	365,190
From Food Services Fund	103,356	44,687	107,500	107,500	107,500	107,500
Total Operating Revenues	<u>\$120,686,072</u>	<u>\$116,193,356</u>	<u>\$118,428,247</u>	<u>\$122,740,228</u>	<u>\$122,740,228</u>	<u>\$122,650,228</u>
Beginning Fund Balance	<u>7,743,212</u>	<u>16,704,213</u>	<u>10,260,317</u>	<u>11,933,063</u>	<u>11,933,063</u>	<u>11,933,063</u>
<b>TOTAL REVENUES</b>	<u><b>\$128,429,284</b></u>	<u><b>\$132,897,569</b></u>	<u><b>\$128,688,564</b></u>	<u><b>\$134,673,291</b></u>	<u><b>\$134,673,291</b></u>	<u><b>\$134,583,291</b></u>

Note:

(a) Net of \$13,305,281 of FY 2003-04 revenues from State FTE Reimbursement appropriated after 6/30/2003 by Senate Bill 1022

**Property Taxes:** Beginning July 1, 2004 (Fiscal Year 2004-05) the State FTE formula distribution was changed whereby community college taxing districts will retain 100% of the property tax revenues collected within their district.

**State Formula Funding:** Since July 2001, the Community College Revenue Distribution formula adopted by the State Board of Higher Education combines State Funding with 50% of the property taxes collected by community Colleges. Beginning July 1, 2004, the formula was revised whereby community colleges keeps 100% of the property taxes levied within their district. For fiscal year 2005-2006 the College share of the state support revenues is estimated at \$50.8 million or approximately 41.44% of the total General Fund operating revenues.

**Tuition:** Tuition revenue accounts for approximately 36.9% of the total General Fund operating resources. Tuition is calculated at \$64 per credit hour and includes a proposed increase of \$2 per credit hour over last fiscal year. The estimated revenue is based on a projected enrollment figure of about 23,000 for fiscal year 2005-2006. It includes technology fees estimated at \$2.1 million.

Transfer revenues which totals \$3.57 million are charges to other funds for overhead reimbursement. It accounts for approximately 2.91% of the total resources

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

GENERAL FUND-continued

		Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year		Fiscal Year	
		2002-2003		2003-2004		2004-2005		2005-2006		2005-2006		2005-2006	
EXPENDITURES AND OTHER REQUIREMENTS		F.T.E.	Actual	F.T.E.	Actual	ADOPTED Budget		PROPOSED Budget		APPROVED Budget		ADOPTED Budget	
Sylvania Campus													
Instruction	446.00	\$25,560,340	454.59	\$27,415,394	454.99	\$27,990,494	437.80	\$27,578,023	446.12	\$28,146,324	444.48	\$27,935,127	
Instructional Support Services	112.13	6,128,189	106.58	6,645,752	97.24	7,257,354	18.25	1,427,573	18.25	1,427,573	18.25	1,427,384	
Student Support Services	46.44	2,426,536	46.05	2,402,766	45.63	2,641,608	47.41	2,855,269	48.41	2,920,332	49.41	2,976,201	
Total	604.57	\$34,115,065	607.22	\$36,463,912	597.86	\$37,889,456	503.46	\$31,860,865	512.78	\$32,494,229	512.14	\$32,338,712	
Rock Creek Campus													
Instruction	222.56	\$13,297,901	239.42	\$14,117,852	247.36	\$14,148,711	249.63	\$14,592,220	253.47	\$14,834,743	252.87	\$14,832,343	
Instructional Support Services	64.56	2,336,534	45.13	2,632,777	37.45	2,799,412	9.45	931,223	9.45	991,221	9.46	979,893	
Student Support Services	29.21	1,565,406	30.31	1,811,558	32.27	2,328,311	35.51	2,621,626	36.51	2,686,361	36.51	2,687,629	
Total	316.33	\$17,199,841	314.86	\$18,562,187	317.08	\$19,276,434	294.59	\$18,145,069	299.43	\$18,512,325	298.84	\$18,499,865	
Cascade Campus													
Instruction	188.32	\$11,267,047	212.05	\$12,167,189	212.46	\$12,356,953	201.82	\$12,015,582	203.13	\$12,103,399	204.13	\$12,237,644	
Instructional Support Services	24.83	636,856	15.13	759,743	12.11	1,001,605	11.89	970,094	11.89	970,094	11.89	957,797	
Student Support Services	31.05	1,578,306	31.62	1,642,534	31.39	1,830,064	33.49	2,176,251	33.49	2,236,253	33.49	2,239,789	
Total	244.20	\$13,482,209	258.80	\$14,569,466	255.96	\$15,188,622	247.20	\$15,161,927	248.51	\$15,309,746	249.51	\$15,435,230	
Extended Learning Campus													
Instruction			109.96	\$4,954,403	100.00	\$5,041,347	98.84	\$5,005,769	102.13	\$5,134,580	101.95	\$5,134,412	
Instructional Support Services			13.22	948,166	11.07	967,300	9.17	717,920	12.67	1,225,845	12.67	1,202,961	
Student Support Services			6.99	225,613	6.99	338,367	7.42	350,617	7.62	362,766	7.62	362,762	
Total	0.00	\$0	130.17	\$6,128,182	118.06	\$6,347,014	115.43	\$6,074,306	122.42	\$6,723,191	122.24	\$6,700,135	
Open Campus-Community Ed													
Instruction	143.68	\$6,231,004	0.00	\$0									
Instructional Support Services	6.97	401,272	0.00	0									
Student Support Services	5.84	212,395	0.00	0									
Total	156.49	\$6,844,671	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

GENERAL FUND-continued

<b>EXPENDITURES AND OTHER REQUIREMENTS: -continued</b>	<b>F.T.E.</b>	<b>Fiscal Year 2002-2003 Actual</b>	<b>F.T.E.</b>	<b>Fiscal Year 2003-2004 Actual</b>		<b>Fiscal Year 2004-2005 ADOPTED Budget</b>		<b>Fiscal Year 2005-2006 PROPOSED Budget</b>		<b>Fiscal Year 2005-2006 APPROVED Budget</b>		<b>Fiscal Year 2005-2006 ADOPTED Budget</b>
<b>Open Campus-Buss. &amp; Gov't</b>												
Instruction	113.25	\$4,961,855	0.00	\$0								
Instructional Support Services	5.27	345,727	0.00	0								
Total	118.52	\$5,307,582	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
Total - Open Campus	275.01	\$12,152,253	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
Total Campus Requirements	1,440.11	\$76,949,368	1,311.05	\$75,723,747	1,288.96	\$78,701,526	1,160.68	\$71,242,167	1,183.14	\$73,039,491	1,182.73	\$72,973,942
<b>President and Governing Board</b>												
Instruction (sabbatical leave)	8.70	\$537,842	6.75	\$433,003	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
Instructional Support Services	24.52	1,410,390	21.52	1,417,502	0.00	3,506	0.00	3,543	0.00	3,543	0.00	3,543
Student Support Services	72.50	3,884,149	65.17	3,943,701	0.00	0	0.00	8,000	0.00	8,000	0.00	8,000
College Support Services	19.20	2,515,024	21.05	2,299,170	20.52	2,356,084	20.13	2,359,460	20.13	2,359,460	20.13	2,459,814
Total	124.92	\$8,347,405	114.49	\$8,093,376	20.52	\$2,359,590	20.13	\$2,371,003	20.13	\$2,371,003	20.13	\$2,471,357
<b>Ofc. of Student &amp; Academic Affairs</b>												
Instruction (sabbatical leave)					4.33	\$337,435	4.25	\$336,589	4.25	\$336,589	4.25	\$336,589
Instructional Support Services					20.36	1,520,854	80.76	6,048,087	82.76	6,325,680	82.76	6,287,991
Student Support Services					64.17	3,945,093	59.71	3,733,111	59.71	3,768,113	59.96	3,784,790
College Support Services					2.16	171,691	2.16	148,222	2.16	148,222	2.16	242,869
Total	0.00	\$0	0.00	\$0	91.02	\$5,975,073	146.88	\$10,266,009	148.88	\$10,578,604	149.13	\$10,652,239
<b>Administrative/Physical Plant</b>												
Instructional Support Services	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0		\$0	23.99	\$1,678,828
College Support Services	154.82	12,145,120	148.90	13,015,747	153.37	14,152,033	197.09	18,389,565	200.22	18,519,036	176.73	16,638,929
Physical Plant	131.09	10,427,059	124.86	11,629,112	135.15	12,513,738	130.89	13,123,054	135.39	13,294,030	145.89	13,645,921
Total	285.91	\$22,572,179	273.76	\$24,644,859	288.52	\$26,665,771	327.98	\$31,512,619	335.61	\$31,813,066	346.61	\$31,963,678
<b>Debt Service</b>												
Principal payment (TRAN)		\$0		\$6,600,000				\$4,900,000		\$4,900,000		\$4,900,000
Interest payment (TRAN)				\$88,733				50,000		50,000		50,000
		\$0		\$6,688,733		\$0		\$4,950,000		\$4,950,000		\$4,950,000

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

GENERAL FUND-continued

EXPENDITURES AND OTHER REQUIREMENTS: -continued	F.T.E.	Fiscal Year 2002-2003	F.T.E.	Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED
		Actual		Actual		Budget		Budget		Budget		Budget
Transfers out:												
To Capital Projects Fund		\$1,940,000		\$2,290,000		\$2,290,000		\$2,290,000		\$2,290,000		\$2,290,000
To Capital Projects Construction Fund		80,000		61,000								
To Continuing & Community Educ. Program		0		1,006,669								
To Contracts & Grants Fund		64,064		66,947		69,959		69,959		69,959		69,959
To Student Financial Aid Fund		723,500		1,312,312		1,227,000		614,000		614,000		614,000
To Retirement Fund		780,900		780,900		780,900		780,900		780,900		780,900
To Capital Lease/Purchase Fund		195,925		197,783		197,783		198,320		198,320		198,320
To Auxiliary Fund		71,730		71,730		71,730		41,871		41,871		41,871
Total		\$3,856,119		\$5,787,341		\$4,637,372		\$3,995,050		\$3,995,050		\$3,995,050
Contingency		0		0		2,068,653		5,890,865		3,480,499		3,131,447
<b>Total Operating Expenditures</b>	1,850.94	\$111,725,071	1,699.30	\$120,938,056	1,689.02	\$120,407,985	1,655.67	\$130,227,713	1,687.76	\$130,227,713	1,698.60	\$130,137,713
Unappropriated Ending Fund Balance		16,704,213		11,959,513		8,280,579		4,445,578		4,445,578		4,445,578
<b>TOTAL GENERAL FUND</b>	1,850.94	\$128,429,284	1,699.30	\$132,897,569	1,689.02	\$128,688,564	1,655.67	\$134,673,291	1,687.76	\$134,673,291	1,698.60	\$134,583,291

**SUMMARY OF EXPENDITURES BY PROGRAM:**

Instruction	1,122.51	61,855,989	1,022.77	59,087,841	1,019.14	59,874,940	992.34	59,528,183	1,009.10	60,555,635	1,007.68	60,476,115
Instructional Support	238.28	11,258,968	201.58	12,403,940	178.23	13,550,031	129.52	10,098,440	135.02	10,943,956	159.02	12,538,397
Student Support Services	185.04	9,666,792	180.14	10,026,172	180.45	11,083,443	183.54	11,744,874	185.74	11,981,825	186.99	12,059,171
College Support Services	174.02	14,660,144	169.95	15,314,917	176.05	16,679,808	219.38	20,897,247	222.51	21,026,718	199.02	19,341,612
Physical Plant	131.09	10,427,059	124.86	11,629,112	135.15	12,513,738	130.89	13,123,054	135.39	13,294,030	145.89	13,645,921
Transfers		3,856,119		5,787,341		4,637,372		3,995,050		3,995,050		3,995,050
Debt Service		0		6,688,733		0		4,950,000		4,950,000		4,950,000
Contingency		0		0		2,068,653		5,890,865		3,480,499		3,131,447
<b>Total Operating Expenditures</b>	1,850.94	\$111,725,071	1,699.30	\$120,938,056	1,689.02	\$120,407,985	1,655.67	\$130,227,713	1,687.76	\$130,227,713	1,698.60	\$130,137,713
Unappropriated Ending Balance		16,704,213		11,959,513		8,280,579		4,445,578		4,445,578		4,445,578
<b>TOTAL GENERAL FUND</b>	1,850.94	\$128,429,284	1,699.30	\$132,897,569	1,689.02	\$128,688,564	1,655.67	\$134,673,291	1,687.76	\$134,673,291	1,698.60	\$134,583,291

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

GENERAL FUND-continued

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	Fiscal Year 2002-2003	Fiscal Year 2003-2004	Fiscal Year 2004-2005	Fiscal Year 2005-2006	Fiscal Year 2005-2006	Fiscal Year 2005-2006
	F.T.E.	F.T.E.	ADOPTED	PROPOSED	APPROVED	ADOPTED
	<u>Actual</u>	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>						
Total Operating Revenues	\$120,686,072	\$116,193,356	\$118,428,247	\$122,740,228	\$122,740,228	\$122,650,228
Less: Total Operating Expenditures	<u>111,725,071</u>	<u>120,938,056</u>	<u>120,407,985</u>	<u>130,227,713</u>	<u>130,227,713</u>	<u>130,137,713</u>
Excess of revenues over (under) expenditures	\$8,961,001	(\$4,744,700)	(\$1,979,738)	(\$7,487,485)	(\$7,487,485)	(\$7,487,485)
Beginning Fund Balance	<u>7,743,212</u>	<u>16,704,213</u>	<u>10,260,317</u>	<u>11,933,063</u>	<u>11,933,063</u>	<u>11,933,063</u>
Ending Fund Balance	<u><u>\$16,704,213</u></u>	<u><u>\$11,959,513</u></u>	<u><u>\$8,280,579</u></u>	<u><u>\$4,445,578</u></u>	<u><u>\$4,445,578</u></u>	<u><u>\$4,445,578</u></u>

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## **SPECIAL REVENUE FUNDS**

The Special Revenue Funds account for revenue sources that are legally restricted to expenditures for specific purposes. Funds included in the Special Revenue Fund category are:

### **Auxiliary Fund:**

This fund accounts for a variety of pilot programs and other College sponsored activities which cannot be accounted for in other funds or in the General Fund. Major sources of revenue include facilities usage charges, a variety of campus activities and advertising and subscription revenues from the Bridge newspaper. Major program expenditures include the publication of the Bridge newspaper, management of campus facility rental activities and other College sponsored activities.

### **CEU/CED (1900) Fund:**

This fund was established to provide a separate accounting of revenues and expenditures for self-improvement classes and non-traditional credit courses. Programs in this fund are to be self-sufficient. Registration fees and other charges provide the majority of revenue in this fund.

### **Contracts and Grants Fund:**

This fund accounts for Federal, State, and Local grants and contracts that fund various training and literary programs, the development and operation of experimental programs, and the improvement and enhancement of existing programs. This fund is dependent on grants and contract awards that will be received during the fiscal year. The major source of revenue is from federal, state, and local contracts and grants.

### **Student Activities Fund:**

This fund was established to account for programs and activities related to student functions. The resources for this fund come from student fees and from fund raising activities. Programs under this fund are Child Care, Student Government, intramural activities, other student activities and membership in Phi Theta Kappa National Honor Society.

### **Student Financial Aid Fund:**

This fund was established to provide for a separate accounting of student financial assistance. Federal and state student aid programs provide the majority of revenue in this fund.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**AUXILIARY FUND**

		Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005		Fiscal Year 2005-2006		Fiscal Year 2005-2006		Fiscal Year 2005-2006
	F.T.E.	Actual		Actual		ADOPTED		PROPOSED		APPROVED		ADOPTED
						Budget		Budget		Budget		Budget
<b>REVENUES:</b>												
Facilities usage charges		\$171,655		\$209,212		\$211,256		\$223,058		\$223,058		\$223,058
The Bridge-advertising		24,478		27,525		27,000		27,000		27,000		27,000
Campus activities		39,851		106,324		67,180		108,546		108,546		108,546
Interest from investments		120		111								
Other revenues (Pace Services)		69,242		41,055		44,000		0		0		0
Other receipts		578		0		20,000		0		0		0
Operating transfers in:												
From General Fund		71,730		71,730		71,730		41,871		41,871		41,871
Total Operating Revenues		\$377,654		\$455,957		\$441,166		\$400,475		\$400,475		\$400,475
Beginning Fund Balance		323,343		378,137		385,314		303,356		303,356		303,356
<b>TOTAL REVENUES</b>		<b>\$700,997</b>		<b>\$834,094</b>		<b>\$826,480</b>		<b>\$703,831</b>		<b>\$703,831</b>		<b>\$703,831</b>
<b>EXPENDITURES AND OTHER REQUIREMENTS:</b>												
FACILITIES USAGE	2.62	\$120,651	2.57	\$216,581	2.42	\$187,362	2.42	\$182,395	2.42	\$182,395	2.42	\$182,395
THE BRIDGE	1.39	103,804	1.29	112,730	1.32	95,052	0.61	71,392	0.61	71,392	0.61	71,392
CAMPUS ACTIVITIES	0.00	35,731	0.59	70,871	0.59	86,870	0.59	135,172	0.59	135,172	0.59	135,172
PACE SERVICES		47,884		65,835		41,800		0		0		0
TRANSFER TO GENERAL FUND		14,790		16,710		18,231		18,600		18,600		18,600
CONTINGENCY		0		0		34,224		41,871		41,871		41,871
<b>Sub-total</b>	4.01	\$322,860	4.45	\$482,727	4.33	\$463,539	3.62	\$449,430	3.62	\$449,430	3.62	\$449,430
Unappropriated Ending Fund Balance		378,137		351,367		362,941		254,401		254,401		254,401
<b>TOTAL EXPENDITURES AND</b>												
<b>OTHER REQUIREMENTS</b>	4.01	<b>\$700,997</b>	4.45	<b>\$834,094</b>	4.33	<b>\$826,480</b>	3.62	<b>\$703,831</b>	3.62	<b>\$703,831</b>	3.62	<b>\$703,831</b>
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues		\$377,654		\$455,957		\$441,166		\$400,475		\$400,475		\$400,475
Less: Total Operating Expenditures		322,860		482,727		463,539		449,430		449,430		449,430
Excess of revenues, over (under) expenditures		\$54,794		(\$26,770)		(\$22,373)		(\$48,955)		(\$48,955)		(\$48,955)
Beginning Fund Balance		323,343		378,137		385,314		303,356		303,356		303,356
Ending Fund Balance		<b>\$378,137</b>		<b>\$351,367</b>		<b>\$362,941</b>		<b>\$254,401</b>		<b>\$254,401</b>		<b>\$254,401</b>



**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

AUXILIARY FUND-continued

<u>Program Detail Requirements</u>	<u>F.T.E.</u>	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
		<u>Actual</u>		<u>Actual</u>		<u>Budget</u>		<u>Budget</u>		<u>Budget</u>		<u>Budget</u>	
<b>CAMPUS ACTIVITIES:</b>													
Financial Services (General)	0.00	\$0	0.00	\$20,430	0.00	\$19,000	0.00	\$66,791	0.00	\$66,791	0.00	\$66,791	0.00
Van Pool	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Campus Activities-Art Beat			0.00	1,200									
Campus Activities-Others	0.00	12,712	0.00	4,638	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Welding Certificates	0.00	6,574	0.00	2,864	0.00	6,309	0.00	3,228	0.00	3,228	0.00	3,228	0.00
Welding Technology(new)		0	0.00	0	0.00	475	0.00	0	0.00	0	0.00	0	0.00
Auto Collision (new)		0	0.00	0	0.00	4,761	0.00	2,944	0.00	2,944	0.00	2,944	0.00
Diesel Technology (new)		0	0.00	0	0.00	475	0.00	0	0.00	0	0.00	0	0.00
Aviation Maintenance (new)		0	0.59	0	0.59	14,000	0.59	14,415	0.59	14,415	0.59	14,415	0.59
Aviation Technology (new)		0	0.00	0	0.00	475	0.00	0	0.00	0	0.00	0	0.00
Asset / Compass Testing							0.00	16,000	0.00	16,000	0.00	16,000	0.00
Child Care Program	0.00	205	0.00	1,399	0.00	4,800	0.00	10,000	0.00	10,000	0.00	10,000	0.00
Counseling/Assessment-Rock Crk		0	0.00	0	0.00	1,900	0.00	6,211	0.00	6,211	0.00	6,211	0.00
College Publications	0.00	5,900	0.00	9,000	0.00	3,325	0.00	3,624	0.00	3,624	0.00	3,624	0.00
Recycling	0.00	6,729	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Admission-Sylvania		0	0.00	0	0.00	10,450	0.00	308	0.00	308	0.00	308	0.00
Futures Teachers Conference (new)		0				11,818	0.00	0	0.00	0	0.00	0	0.00
Science-Sylvania (New)		0	0.00	18,289	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Theater	0.00	0	0.00	0	0.00	3,800	0.00	3,579	0.00	3,579	0.00	3,579	0.00
Modern Language		0				475	0.00	3,310	0.00	3,310	0.00	3,310	0.00
Visual Performing Arts	0.00	0	0.00	4,309	0.00	532	0.00	0	0.00	0	0.00	0	0.00
Graphic Design		0	0.00	0	0.00	2,850	0.00	2,296	0.00	2,296	0.00	2,296	0.00
Testing Services-Sylvania	0.00	3,611	0.00	8,742	0.00	1,425	0.00	2,466	0.00	2,466	0.00	2,466	0.00
<b>TOTAL CAMPUS ACTIVITIES</b>	0.00	\$35,731	0.59	\$70,871	0.59	\$86,870	0.59	\$135,172	0.59	\$135,172	0.59	\$135,172	0.59
<b>THE BRIDGE</b>	1.39	103,804	1.29	112,730	1.32	95,052	0.61	71,392	0.61	71,392	0.61	71,392	0.61
<b>FACILITIES USAGE</b>	2.62	120,651	2.57	216,581	2.42	187,362	2.42	182,395	2.42	182,395	2.42	182,395	2.42
<b>PACE SERVICES</b>		47,884		65,835		41,800		0		0		0	
<b>TRANSFER TO GENERAL FUND</b>		14,790		16,710		18,231		18,600		18,600		18,600	
<b>CONTINGENCY</b>		0		0		34,224		41,871		41,871		41,871	
<b>UNAPPROPRIATED ENDING FUND BALANCE</b>		378,137		351,367		362,941		254,401		254,401		254,401	
<b>Total Requirements</b>	<b>4.01</b>	<b>\$700,997</b>	<b>4.45</b>	<b>\$834,094</b>	<b>4.33</b>	<b>\$826,480</b>	<b>3.62</b>	<b>\$703,831</b>	<b>3.62</b>	<b>\$703,831</b>	<b>3.62</b>	<b>\$703,831</b>	<b>3.62</b>

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

CEU/CED (1900) FUND

		Fiscal Year 2002-2003	Fiscal Year 2003-2004	Fiscal Year 2004-2005	Fiscal Year 2005-2006	Fiscal Year 2005-2006	Fiscal Year 2005-2006	Fiscal Year 2005-2006	Fiscal Year 2005-2006	Fiscal Year 2005-2006	Fiscal Year 2005-2006
	F.T.E.	<u>Actual</u>	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>	<u>Budget</u>
<b><u>REVENUES:</u></b>											
From local sources											
CEU/CED charges		\$0	\$4,330,025	\$7,278,581	\$7,532,957	\$7,532,957	\$7,532,957	\$7,532,957	\$7,532,957	\$7,532,957	\$7,532,957
Interest from investments		0	0								
Transfer from General Fund		0	1,122,846								
Total Operating Revenues		<u>\$0</u>	<u>\$5,452,871</u>	<u>\$7,278,581</u>	<u>\$7,532,957</u>	<u>\$7,532,957</u>	<u>\$7,532,957</u>	<u>\$7,532,957</u>	<u>\$7,532,957</u>	<u>\$7,532,957</u>	<u>\$7,532,957</u>
Beginning Fund Balance		<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>TOTAL REVENUES</b>		<u><u>\$0</u></u>	<u><u>\$5,452,871</u></u>	<u><u>\$7,278,581</u></u>	<u><u>\$7,532,957</u></u>	<u><u>\$7,532,957</u></u>	<u><u>\$7,532,957</u></u>	<u><u>\$7,532,957</u></u>	<u><u>\$7,532,957</u></u>	<u><u>\$7,532,957</u></u>	<u><u>\$7,532,957</u></u>
<b><u>EXPENDITURES AND OTHER REQUIEIMENTS</u></b>											
Sylvania Campus		3.21	\$76,658	3.44	\$304,934	1.16	\$301,626	1.16	\$301,626	1.16	\$301,627
Extended Learning Campus		135.14	5,023,929	112.48	6,673,647	99.48	6,494,668	99.48	6,494,668	99.48	6,495,465
Cascade Campus						1.01	42,206	1.01	42,206	1.01	42,206
Transfer to General Fund					300,000		408,685		408,685		408,685
Contingency							285,772		285,772		284,974
Total Operating Expenditures	<u>0.00</u>	<u>\$0</u>	<u>138.35</u>	<u>\$5,100,587</u>	<u>115.92</u>	<u>\$7,278,581</u>	<u>101.65</u>	<u>\$7,532,957</u>	<u>101.65</u>	<u>\$7,532,957</u>	<u>\$7,532,957</u>
Unappropriated Ending Balance			352,284								
<b>TOTAL CEU/CED (1900) FUND</b>	<u>0.00</u>	<u>\$0</u>	<u>138.35</u>	<u>\$5,452,871</u>	<u>115.92</u>	<u>\$7,278,581</u>	<u>101.65</u>	<u>\$7,532,957</u>	<u>101.65</u>	<u>\$7,532,957</u>	<u>\$7,532,957</u>

**PORTLAND COMMUNITY COLLEGE**
**Fiscal Year 2005-2006 ADOPTED BUDGET  
CONTRACTS AND GRANTS FUND**

		Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED
	F.T.E.	Actual		Actual		Budget		Budget		Budget		Budget
<b>REVENUES:</b>												
From local sources		\$2,251,155		\$2,662,083		\$3,679,777		\$3,143,441		\$3,143,441		\$3,143,441
From state sources		5,279,512		5,322,709		5,590,099		6,195,469		6,195,469		6,195,469
From federal sources		15,357,915		16,823,672		16,765,539		19,592,338		19,592,338		19,592,338
Transfer from General Fund		64,064		66,947		69,959		69,959		69,959		69,959
Total Operating Revenues		\$22,952,646		\$24,875,411		\$26,105,374		\$29,001,207		\$29,001,207		\$29,001,207
Beginning Fund Balance		1,781,391		2,075,794		881,058		788,131		788,131		788,131
<b>TOTAL REVENUES</b>		<b>\$24,734,037</b>		<b>\$26,951,205</b>		<b>\$26,986,432</b>		<b>\$29,789,338</b>		<b>\$29,789,338</b>		<b>\$29,789,338</b>
<b>EXPENDITURES AND OTHER REQUIRMENTS:</b>												
State Grants	104.99	\$4,626,201	71.71	\$4,587,390	107.56	\$4,753,533	107.56	\$5,430,709	107.56	\$5,430,709	107.56	\$5,430,709
Federal Contracts	241.14	14,189,462	248.81	15,644,541	278.97	15,144,712	278.97	16,250,428	278.97	16,250,428	278.97	16,250,428
Local Contracts-general	38.12	2,033,821	34.56	2,621,831	49.53	3,112,923	49.53	2,705,715	49.53	2,705,715	49.53	2,705,715
Local Contracts-customized		0		0								
Transfers:												
To General Fund-overhead		1,463,021		1,590,993		1,550,334		1,770,820		1,770,820		1,770,820
To General Fund-direct cost reimb.		345,738		227,592		389,666		324,380		324,380		324,380
To Continuing & Community Ed Prg				116,177								
To Capital Projects Fund		0		0								
Contingency		0		0		1,247,133		1,303,099		1,303,099		1,303,099
<b>Sub-total</b>	384.25	\$22,658,243	355.08	\$24,788,524	436.06	\$26,198,301	436.06	\$27,785,151	436.06	\$27,785,151	436.06	\$27,785,151
Unappropriated Ending Fund Balance		2,075,794		2,162,681		788,131		2,004,187		2,004,187		2,004,187
<b>TOTAL EXPENDITURES AND OTHER REQUIRMENTS</b>	384.25	<b>\$24,734,037</b>	355.08	<b>\$26,951,205</b>	436.06	<b>\$26,986,432</b>	436.06	<b>\$29,789,338</b>	436.06	<b>\$29,789,338</b>	436.06	<b>\$29,789,338</b>
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues		\$22,952,646		\$24,875,411		\$26,105,374		\$29,001,207		\$29,001,207		\$29,001,207
Less: Total Operating Expenditures		22,658,243		24,788,524		26,198,301		27,785,151		27,785,151		27,785,151
Revenues, over (under) expenditures		\$294,403		\$86,887		(\$92,927)		\$1,216,056		\$1,216,056		\$1,216,056
Beginning Fund Balance		1,781,391		2,075,794		881,058		788,131		788,131		788,131
Ending Fund Balance		<u>\$2,075,794</u>		<u>\$2,162,681</u>		<u>\$788,131</u>		<u>\$2,004,187</u>		<u>\$2,004,187</u>		<u>\$2,004,187</u>

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

CONTRACTS AND GRANTS FUND-continued

		Fiscal Year 2002-2003 Actual	Fiscal Year 2003-2004 Actual	Fiscal Year 2004-2005 Adopted Budget	Fiscal Year 2005-2006 PROPOSED Budget	Fiscal Year 2005-2006 APPROVED Budget	Fiscal Year 2005-2006 ADOPTED Budget
<u>PROGRAM REQUIREMENTS</u>							
<u>STATE SOURCES</u>							
B30100	411430	State of Oregon Certification Testing	\$478	\$0	\$4,838	\$2,470	\$2,470
E40720	420236	Food Stamp-Employment & Training West	0	0	28,528	44,151	44,151
E40720	420231	Steps to Success - West	423,029	515,567	528,009	665,378	665,378
E40720	420234	Steps to Success - North	695,160	766,405	641,213	1,085,145	1,085,145
E40480	410093	Columbia River Corrections	84,184	103,888	108,126	114,300	114,300
E40470	411295	Multi-cultural Academic Program	970,822	1,069,554	856,954	1,081,641	1,081,641
E40470	411335	GED (Public School Drop Out Recovery)	356,076	348,957	424,017	406,237	406,237
E40470	411336	YES-Instruction	160,508	157,435	103,275	158,807	158,807
E40470	411345	Portland High School Completion Program	700,297	732,604	554,096	733,014	733,014
E40480	410092	Coffee Creek Correctional Facility	750,090	682,972	909,091	765,450	765,450
E40710	412082	Lents Tech Center - RIB	66,751	0	0	0	0
E40470	412071	Washington County Regional Investment Fund	58,593	49,525	42,581	0	0
E40720	420236	Food Stamp-Employment & Training North	0	0	112,047	103,358	103,358
E40410	410226	Small Business Development Center Lottery	102,688	59,597	59,597	59,597	59,597
E40720	410223	Small Business Development Emerging & Minority	90,000	0	20,000	0	0
E40420	410234	Small Business International Trade Program	21,177	51,051	61,161	61,161	61,161
E40470	412071	Going Home	0	49,835	0	0	0
	41xxxx	Other Grants	146,348	0	0	0	0
	41xxxx	Grants in Application Process	0		300,000	150,000	150,000
TOTAL STATE SOURCES			\$4,626,201	\$4,587,390	\$4,753,533	\$5,430,709	\$5,430,709

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

CONTRACTS AND GRANTS FUND-continued

			Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
			2002-2003	2003-2004	2004-2005	2005-2006	2005-2006
			Actual	Actual	Adopted	PROPOSED	ADOPTED
					Budget	Budget	Budget
<u>PROGRAM REQUIREMENTS</u>							
<u>FEDERAL SOURCES</u>							
A30401	422102	TRIO - Student Support Services	\$214,824	\$226,113	\$185,185	\$23,000	\$23,000
A40201	422304	TRIO - Upward Bound	0	102,892	0	206,414	206,414
A40405	421447	Alternative Fuels	9,620	12,270	22,140	5,000	5,000
A40513	422253	Community Based Dental Partnership	1,531	2,241	3,206	3,000	3,000
A40531	422001	Hispanic HeadStart	137,967	165,674	138,815	149,990	149,990
A40531	422334	Early Reading First	0	27,119	44,272	5,000	5,000
A40601	422374	NSF: CSEMS	0	50,890	99,919	99,633	99,633
A40603	422051	NSF-St. Xavier University	424	0	0	0	0
B30100	422213	TRIO: Talent Search	95,898	227,213	185,185	204,000	204,000
B33800	421971	College Assistance Migrant Education Program	82,167	89,759	80,000	0	0
B40305	422021	H1-B Visa	167,478	3,081	0	0	0
B40305	421012	National Science Foundation: Plasma Aided Mfg.	173,018	108,085	0	150,000	150,000
B40305	421590	National Science Foundation: Advance Material Joining	107,156	61,621	0	0	0
B40360	422314	NSF: Framing Student Success	0	49,813	197,472	197,472	197,472
B50100	421910	Learning Anytime/Anywhere	2,486	6,705	0	0	0
C30100	421991	Gear Up	604,975	537,322	562,736	589,000	589,000
C30202	421559	OCEPT - C. Parker	2,000	0	0	0	0
C40208	422112	Medical Assisting - OHSU / wsi	16,478	0	0	0	0
A40201	422072	NSF: Women & Minorities in Advance Tech.	192,088	185,771	0	0	0
C40301	422223	Raising Educational Achievement of Para-professionals	53,099	296,149	271,931	263,346	263,346
C40301	422445	Portland Para-educator Opportunity Program	0	0	0	136,886	136,886
E40720	420231	Steps to Success - West	987,067	1,202,513	1,232,022	1,552,550	1,552,550
E40720	420234	Steps to Success - North	1,622,040	1,787,565	1,496,163	2,532,005	2,532,005
E40740	420281	Washington County Consortium-Building Futures Progra	535,284	563,107	579,305	712,195	712,195
E40330	422243	Community Technology Center	97,994	68,006	122,222	0	0
E40480	422233	Even Start: Coffee Creek	39,257	120,136	150,000	120,000	120,000
E40505	421619	Survival English	0	6,944	6,944	0	0
E40505	422273	Regence TGR IT Upgrade Training	25,489	25,928	0	0	0
E40710	42xxxx	Dislocated Worker's Program (combined)	4,999,087	5,763,788	4,671,015	4,654,515	4,654,515
E40710	421920	Youth Program	120,975	0	0	0	0
E40710	420361	Oregon Metals Training	80,000	0	0	0	0
E40740	421568	Step To Success - One Stop Center	29,888	30,989	10,000	0	0
E40710	421578	Dislocated Worker's Program/STS West-Vendor Contra	36,086	70,943	25,000	0	0
E40740	421598	Step to Success-West Office Space Lease Sharing Agre	10,157	2,573	3,000	0	0
E40310	421508	TOPS/Accountability	44,393	58,185	49,500	54,500	54,500
E40310	420070	ABE Program Improvement	10,231	9,062	9,000	8,700	8,700
E40310	422092	Comprehensive Services Grant	387,589	374,137	408,500	430,000	430,000

**PORTLAND COMMUNITY COLLEGE**
**Fiscal Year 2005-2006 ADOPTED BUDGET  
CONTRACTS AND GRANTS FUND-continued**

			Fiscal Year 2002-2003 Actual	Fiscal Year 2003-2004 Actual	Fiscal Year 2004-2005 Adopted Budget	Fiscal Year 2005-2006 PROPOSED Budget	Fiscal Year 2005-2006 APPROVED Budget	Fiscal Year 2005-2006 ADOPTED Budget
<u>PROGRAM REQUIREMENTS</u>								
<u>FEDERAL SOURCES-continued</u>								
E40330	422192	Even Start: Grant S.E.	\$86,257	\$150,400	\$150,000	\$120,000	\$120,000	\$120,000
E40330	422384	Community Outreach Partnership	0	25,716	0	115,892	115,892	115,892
E40310	421467	Multnomah County Corrections-Grant	20,625	18,642	40,000	40,000	40,000	40,000
E40350	421981	Outreach Tutoring	75,921	75,810	73,312	79,688	79,688	79,688
E40420	422415	Going Global	0	0	0	60,297	60,297	60,297
E40430	4290xx	CWT Grants	0	114,990	0	2,475	2,475	2,475
E40480	420092	Family Literacy - CCCF/CRCI	12,625	0	0	0	0	0
E40740	420160	Youth and Family Services/ESL	12,383	0	0	0	0	0
E40720	420236	Food Stamp Employment & Training - NORTH	358,888	251,792	261,444	241,168	241,168	241,168
E40720	420236	Food Stamp Employment & Training - WEST	115,591	61,561	66,565	103,019	103,019	103,019
E40720	422142	Steps North-Limited English Proficiency	9,128	0	0	0	0	0
E40730	421699	OTN-Oregon Tradeswoman Network	23,750	22,680	19,000	28,000	28,000	28,000
E40730	422011	METRO One Stop	587,960	527,603	689,389	567,018	567,018	567,018
E40730	422132	Metro Workforce Shuttle	68,772	26,202	0	30,823	30,823	30,823
E40730	422152	Employment Retention & Advancement (ERA)	28,483	0	0	0	0	0
E40730	422203	Housing Authority of Portland /Goal Post	10,000	19,612	0	0	0	0
E40740	422182	Washington County Retention Project	81,528	113,822	0	0	0	0
E40740	422031	Semiconductor Recruitment/Training	0	77,337	92,592	117,029	117,029	117,029
E40430	420405	IDT	7,063	0	0	0	0	0
E40430	420405	JAE	61,638	0	0	0	0	0
E40430	429013	YoCream	13,951	43,504	0	0	0	0
E40430	429023	SYSCO	22,280	0	0	0	0	0
E40430	429033	Latitudes	3,750	57,137	0	0	0	0
E40430	429043	Electronics Manufacturing	36,783	73,191	0	0	0	0
E40410	42102x	Small Business Development Center	44,548	52,311	30,250	30,250	30,250	30,250
E40420	42103x	Small Business International Trade Program	30,250	30,962	30,250	30,250	30,250	30,250
R30303	421961	Learn and Serve America	124,451	91,663	0	0	0	0
T10100	420665	PAVTEC-Title III E	220,010	225,332	225,332	266,458	266,458	266,458
T10100	422263	School to Work-Innovations in Educ. Grants	14,250	0	357,660	0	0	0
T10100	420745	PAVTEC Small School Alliance	58,404	56,735	56,736	57,871	57,871	57,871
T10100	420904	Vocational Education Basic Grant (Perkins Title I)	1,000,237	1,079,071	1,200,000	1,032,652	1,032,652	1,032,652
T10100	422263	NW Girls Collaborative Project	0	1,000	0	0	0	0
T10100	422394	Civic Solutions	0	3,508	0	0	0	0
S20400	422293	Multnomah County Health Dept.-Smoking Policy	0	6,659	0	0	0	0
S20400	420080	Child Care	53,769	2,738	0	0	0	0
S30700	420511	Veterans (Enrollment Administration)	8,031	4,541	0	21,697	21,697	21,697
T10100	450572	Perkins Non-traditional Employment & Training	4,750	8,000	4,750	12,000	12,000	12,000
T30700	422354	Title III - PORTALS	0	97,826	0	0	0	0
	42xxxx	Other Grants	56,473	0	0	362,085	362,085	362,085

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

CONTRACTS AND GRANTS FUND-continued

		Fiscal Year 2002-2003 Actual	Fiscal Year 2003-2004 Actual	Fiscal Year 2004-2005 Adopted Budget	Fiscal Year 2005-2006 PROPOSED Budget	Fiscal Year 2005-2006 APPROVED Budget	Fiscal Year 2005-2006 ADOPTED Budget
<u>LOCAL CONTRACTS (General)</u>							
B60100	432208	International Ed	\$11,384	\$1,528	\$8,000	\$11,331	\$11,331
A40207	430822	Oregon Association of Realtors	2,731	345	2,200	0	0
A40301	432442	EET's Intel Retention Program	3,174	521	520	0	0
A40405	430404	General Motors Training Center	9,181	2,639	0	0	0
A40405	430759	Raytheon Training LLC	179,684	119,813	126,601	150,000	150,000
A40501	430073	Perfusion Technology	600	0	6,000	0	0
A40501	432503	Southridge High School	3,406	0	0	0	0
A40503	432554	Children's Investment Fund	0	26,719	122,016	28,116	28,116
A30206	432564	Illumination Project	0	8,656	0	4,000	4,000
A40611	432584	Watershed	0	4,337	0	0	0
B10100	430034	Nagoya Feminine Culture College	20,814	0	45,200	20,858	20,858
B40360	432331	Associated General Contractors	41,973	38,415	41,996	19,891	19,891
B40420	432341	NSF: Matching Fund	6,535	0	0	0	0
B40305	432381	Peer Tutoring	1,585	2,053	0	0	0
B33008	432401	Oregon Leadership Institute	2,954	5,510	2,500	0	0
B40305	432371	Intel - H1B Visa	47,500	0	0	0	0
B40305	432452	Micro Tech Engineering Tutor Pro	3,336	359	0	0	0
B50100	432574	Metro Area Communications	0	0	0	122,018	122,018
B50100	430801	Mt. Hood Cable Grant	1,093	0	0	0	0
C30100	431164	Portland Teachers Program	98,347	114,739	113,000	117,000	117,000
C30300	432269	Career Services Special Project	49,390	15,197	30,000	0	0
C40208	432483	OHCC	1,709	5,816	0	0	0
C40207	432361	AHEC	0	152,128	0	0	0
C40301	450045	REAP - Program Income	0	12,717	0	13,000	13,000
C40301	432533	Business & Governmenty Contract Training	0	18,063	0	15,000	15,000
E40740	430972	CCC: Direct Costs	104,963	120,154	0	375	375
G30203	431055	Multnomah County Corrections Partnership	23,084	893	0	0	0
E40310	432493	Multnomah County Literacy	85,122	104,955	112,990	0	0
E40310	432523	SUN Partnership	5,863	0	0	0	0
E40310	432604	TOPS Database Project	0	11,500	0	0	0

**PORTLAND COMMUNITY COLLEGE**
**Fiscal Year 2005-2006 ADOPTED BUDGET  
CONTRACTS AND GRANTS FUND-continued**

			Fiscal Year 2002-2003 Actual	Fiscal Year 2003-2004 Actual	Fiscal Year 2004-2005 Adopted Budget	Fiscal Year 2005-2006 PROPOSED Budget	Fiscal Year 2005-2006 APPROVED Budget	Fiscal Year 2005-2006 ADOPTED Budget
	<u>PROGRAM REQUIREMENTS</u>							
	LOCAL CONTRACTS (General)-continued							
E40470	432543	College Bound Replication-Gates	\$67,670	\$612,365	\$1,345,865	\$652,599	\$652,599	\$652,599
E40241	430494	Professional Skills	183,776	223,549	250,000	250,000	250,000	250,000
E40241	430497	Professional Skills Training-OJE	3,202	995	4,877	0	0	0
E40241	430498	Professional Skills Training-Individualize	20,653	1,551	18,600	0	0	0
E40330	432473	Verizon	19,752	8,991	0	0	0	0
E40710	430361	Student Success-METRO	5,585	10,438	9,200	2,000	2,000	2,000
E40710	432513	Bureau of Housing & Community Development-Portland	131,523	43,159	0	0	0	0
E40720	432310	Steps to Success - North Vendor Contract	3,526	302,250	12,000	200,000	200,000	200,000
E40710	450055	DWP - Program Income	199,048	181,668	162,000	140,000	140,000	140,000
E40710	432320	DWP - North Vendor Contract	144,855	110,459	40,000	43,000	43,000	43,000
E40730	430014	Enterprise Zone	0	15,400	0	0	0	0
E40730	430015	One Stop Vendor Fund	0	0	0	40,000	40,000	40,000
E40730	430065	Metro Program Income	0	0	0	5,500	5,500	5,500
E40740	430123	CCC: Business Services	3,114	4,918	6,000	5,250	5,250	5,250
E40740	432614	Washington County United Way HELP	0	0	0	120,866	120,866	120,866
E40740	432635	Washington County One Stop-Forest Grove Emplmt Dev	0	0	0	11,200	11,200	11,200
E40740	450015	Washington County Regional Investment	0	0	0	1,620	1,620	1,620
E40740	450035	Steps West-Office sharing agreement	0	0	0	3,600	3,600	3,600
G40503	431836	Continuing Ed.-Inst. of Mgt. & Prof. Development. (IMPC	5,154	0	0	0	0	0
E40410	430160	Small Business Development. Center. - Program Income	68,703	105,797	50,000	100,000	100,000	100,000
G40600	430962	SBDC - NxLevel	0	0	0	0	0	0
E40420	430249	Small Buss. International Trade - Program Income	63,699	21,389	25,000	10,000	10,000	10,000
E40420	430582	Small Buss. International Trade Program-Matching Func	17,851	27,416	27,000	17,000	17,000	17,000
E40470	431806	Bi-Lingual Community Education	3,934	0	0	0	0	0
T10100	431223	PAVTEC - Special Projects	33,621	48,593	45,000	41,225	41,225	41,225
T10100	432391	PAVTEC -Partnership	107,904	49,356	60,234	210,066	210,066	210,066
A40531	432351	Early Childhood Development - (Paul Allen)	1,990	0	0	0	0	0
Sxxxxx	431090	Non-Reimbursable Item	493	3,695	0	0	0	0
	4xxxxx	Local Contracts in Application Process	0	0	350,000	350,000	350,000	350,000
	TOTAL LOCAL CONTRACTS-General		\$1,790,481	\$2,539,046	\$3,016,799	\$2,705,515	\$2,705,515	\$2,705,515



**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

CONTRACTS AND GRANTS FUND-continued

			Fiscal Year 2002-2003 Actual	Fiscal Year 2003-2004 Actual	Fiscal Year 2004-2005 Adopted Budget	Fiscal Year 2005-2006 PROPOSED Budget	Fiscal Year 2005-2006 APPROVED Budget	Fiscal Year 2005-2006 ADOPTED Budget
OTHER LOCAL CONTRACTS (Customized)								
C40316	440382	Apprenticeship	\$11,696	\$4,635	\$7,782	\$0	\$0	\$0
G30100	440100	Student Testing Services	359	0	820	200	200	200
G40301	440341	Customized Workforce Training	84,789	77,526	87,522	0	0	0
G40503	440362	Institute of Management. & Profess. Development. (IMP	146,496	624	0	0	0	0
TOTAL OTHER LOCAL CONTRACTS (Customized)			<u>\$243,340</u>	<u>\$82,785</u>	<u>\$96,124</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>
TOTAL LOCAL CONTRACTS			<u>\$2,033,821</u>	<u>\$2,621,831</u>	<u>\$3,112,923</u>	<u>\$2,705,715</u>	<u>\$2,705,715</u>	<u>\$2,705,715</u>
Total State, Federal and Local Contracts			<u>\$20,849,486</u>	<u>\$22,853,762</u>	<u>\$23,011,168</u>	<u>\$24,386,852</u>	<u>\$24,386,852</u>	<u>\$24,386,852</u>
Transfer to General Fund-overhead			\$1,463,021	\$1,590,993	\$1,550,334	\$1,770,820	\$1,770,820	\$1,770,820
Transfer to General Fund-direct cost reimbursement			345,738	227,593	389,666	324,380	324,380	324,380
Transfer to Continuing & Community Education Program				116,177	0	0	0	0
TOTAL TRANSFERS			<u>\$1,808,759</u>	<u>\$1,934,763</u>	<u>\$1,940,000</u>	<u>\$2,095,200</u>	<u>\$2,095,200</u>	<u>\$2,095,200</u>
CONTINGENCY			<u>\$0</u>	<u>\$0</u>	<u>\$1,247,133</u>	<u>\$1,303,099</u>	<u>\$1,303,099</u>	<u>\$1,303,099</u>
UNAPPROPRIATED ENDING FUND BALANCE			<u>\$2,075,792</u>	<u>\$2,162,681</u>	<u>\$788,131</u>	<u>\$2,004,187</u>	<u>\$2,004,187</u>	<u>\$2,004,187</u>
TOTAL CONTRACTS AND GRANTS FUND			<u>\$24,734,037</u>	<u>\$26,951,206</u>	<u>\$26,986,432</u>	<u>\$29,789,338</u>	<u>\$29,789,338</u>	<u>\$29,789,338</u>

**PORTLAND COMMUNITY COLLEGE**
**Fiscal Year 2005-2006 ADOPTED BUDGET  
STUDENT ACTIVITIES FUND**

		Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED
	F.T.E.	Actual	F.T.E.	Actual	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget
<b>REVENUES:</b>												
Student activities fees		\$674,478		\$659,775		\$774,500		\$883,653		\$883,653		\$883,653
Other local sources		48,659		63,921		20,000		22,000		22,000		22,000
Interest from investments		25		71		300		750		750		750
Total Operating Revenues		\$723,162		\$723,767		\$794,800		\$906,403		\$906,403		\$906,403
Beginning Fund Balance		65,836		(15,032)		30,048		61,372		61,372		61,372
<b>TOTAL REVENUES</b>		<b>\$788,998</b>		<b>\$708,735</b>		<b>\$824,848</b>		<b>\$967,775</b>		<b>\$967,775</b>		<b>\$967,775</b>
<b>EXPENDITURES AND OTHER REQUIREMENTS</b>												
Child Care	0.00	\$137,284	0.00	\$100,609	0.00	\$95,066	0.00	\$97,100	0.00	\$97,100	0.00	\$137,100
Student Governance	11.54	581,193	11.54	480,015	14.58	528,104	15.27	657,912	15.27	657,912	15.27	611,202
Intramural Activities	0.89	26,205	0.89	15,508	0.54	24,633	0.54	30,354	0.54	30,354	0.54	30,354
Student Activities		44,119		41,708		57,502	0.13	55,006	0.13	55,006	0.13	62,506
Phi Theta Kappa		15,229		19,813		22,000		28,500		28,500		28,500
Contingency		0		0		97,543		98,903		98,903		98,113
<b>Sub-total</b>	12.43	\$804,030	12.43	\$657,653	15.12	\$824,848	15.94	\$967,775	15.94	\$967,775	15.94	\$967,775
Unappropriated Ending Fund Balance		(15,032)		51,082		0		0		0		0
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	12.43	<b>\$788,998</b>	12.43	<b>\$708,735</b>	15.12	<b>\$824,848</b>	15.94	<b>\$967,775</b>	15.94	<b>\$967,775</b>	15.94	<b>\$967,775</b>
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues		\$723,162		\$723,767		\$794,800		\$906,403		\$906,403		\$906,403
Less: Total Operating Expenditures		804,030		657,653		824,848		967,775		967,775		967,775
Revenues over (under) expenditures		(\$80,868)		\$66,114		(\$30,048)		(\$61,372)		(\$61,372)		(\$61,372)
Beginning Fund Balance		65,836		(15,032)		30,048		61,372		61,372		61,372
Ending Fund Balance		<b>(\$15,032)</b>		<b>\$51,082</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>

**PORTLAND COMMUNITY COLLEGE**
**Fiscal Year 2005-2006 ADOPTED BUDGET  
STUDENT FINANCIAL AID FUND**

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	F.T.E.	Actual	F.T.E.	Actual	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget
<b>REVENUES:</b>												
From private sources		\$2,548,402		\$2,520,464		\$3,045,996		\$3,005,328		\$3,005,328		\$3,005,328
From state sources		0		0		0		0		0		0
From federal sources		16,057,489		17,755,817		19,182,500		20,341,357		20,341,357		20,341,357
Interest from investments		22,858		20,190		31,834		29,334		29,334		29,334
Transfer from General Fund		723,500		1,312,312		1,227,000		614,000		614,000		614,000
Total Operating Revenues		<u>\$19,352,249</u>		<u>\$21,608,783</u>		<u>\$23,487,330</u>		<u>\$23,990,019</u>		<u>\$23,990,019</u>		<u>\$23,990,019</u>
Beginning Fund Balance		<u>1,573,138</u>		<u>1,531,162</u>		<u>527,734</u>		<u>523,252</u>		<u>523,252</u>		<u>523,252</u>
<b>TOTAL REVENUES</b>		<u><u>\$20,925,387</u></u>		<u><u>\$23,139,945</u></u>		<u><u>\$24,015,064</u></u>		<u><u>\$24,513,271</u></u>		<u><u>\$24,513,271</u></u>		<u><u>\$24,513,271</u></u>
<b>EXPENDITURES AND OTHER REQUIREMENTS:</b>												
College Funded Programs	1.00	\$242,704	1.00	\$866,716	1.00	\$843,000	1.00	\$311,206	1.00	\$311,206	1.00	\$311,206
State Grant Programs	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Federal Programs	4.00	18,022,955	4.00	19,618,503	4.00	21,483,065	4.00	22,627,406	4.00	22,627,406	4.00	22,627,406
Scholarship Programs		852,567		754,340		904,390		899,500		899,500		899,500
Short Term Student Loan Program		199,442		232,007		292,260		291,159		291,159		291,159
Transfer to General Fund		76,557		189,995		132,349		139,000		139,000		139,000
Contingency		0				360,000		245,000		245,000		245,000
<b>Sub-total</b>	5.00	<u>\$19,394,225</u>	5.00	<u>\$21,661,561</u>	5.00	<u>\$24,015,064</u>	5.00	<u>\$24,513,271</u>	5.00	<u>\$24,513,271</u>	5.00	<u>\$24,513,271</u>
Unappropriated Ending Fund Balance		<u>1,531,162</u>		<u>1,478,384</u>		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	5.00	<u><u>\$20,925,387</u></u>	5.00	<u><u>\$23,139,945</u></u>	5.00	<u><u>\$24,015,064</u></u>	5.00	<u><u>\$24,513,271</u></u>	5.00	<u><u>\$24,513,271</u></u>	5.00	<u><u>\$24,513,271</u></u>
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues		\$19,352,249		\$21,608,783		\$23,487,330		\$23,990,019		\$23,990,019		\$23,990,019
Less: Total Operating Expenditures		19,394,225		21,661,561		24,015,064		24,513,271		24,513,271		24,513,271
Excess of revenues, over (under) expenditures		<u>(\$41,976)</u>		<u>(\$52,778)</u>		<u>(\$527,734)</u>		<u>(\$523,252)</u>		<u>(\$523,252)</u>		<u>(\$523,252)</u>
Beginning Fund Balance		<u>1,573,138</u>		<u>1,531,162</u>		<u>527,734</u>		<u>523,252</u>		<u>523,252</u>		<u>523,252</u>
Ending Fund Balance		<u><u>\$1,531,162</u></u>		<u><u>\$1,478,384</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>

**PORTLAND COMMUNITY COLLEGE**Fiscal Year 2005-2006 ADOPTED BUDGET  
STUDENT FINANCIAL AID FUND-continued

<u>PROGRAM REQUIREMENTS BY FUNDING SOURCE</u>	<u>FTE</u>	<u>Fiscal Year 2002-2003 Actual</u>	<u>FTE</u>	<u>Fiscal Year 2003-2004 Actual</u>	<u>FTE</u>	<u>Fiscal Year 2004-2005 Adopted Budget</u>	<u>FTE</u>	<u>Fiscal Year 2005-2006 PROPOSED Budget</u>	<u>FTE</u>	<u>Fiscal Year 2005-2006 APPROVED Budget</u>	<u>FTE</u>	<u>Fiscal Year 2005-2006 ADOPTED Budget</u>
College Funded Programs (net of contingency & fund balance)												
53002-28 Financial Aid Tuition Grants	0.00	\$28,607	0.00	\$36,675	0.00	\$50,000	0.00	\$56,000	0.00	\$56,000	0.00	\$56,000
53002-58001 Senior Citizens Tuition Grants	0.00	3,148	0.00	4,570	0.00	10,000	0.00	0	0.00	0	0.00	0
53002-58002 Project Independence Grants	0.00	12,255	0.00	38,114	0.00	32,000	0.00	0	0.00	0	0.00	0
53002-58003 G.E.D. Tuition Grants	0.00	49,665	0.00	76,885	0.00	65,000	0.00	0	0.00	0	0.00	0
53002-58008 Ethnic Minority Grants	0.00	50,782	0.00	59,934	0.00	55,000	0.00	0	0.00	0	0.00	0
53002-58011 Tuition Grants Contingency	0.00	1,146	0.00	1,885	0.00	5,000	0.00	5,000	0.00	5,000	0.00	5,000
53002-58012 New Directions Tuition Grants	0.00	18,576	0.00	16,459	0.00	25,000	0.00	0	0.00	0	0.00	0
53002-58013 PCC Work Study	1.00	78,525	1.00	63,721	1.00	125,000	1.00	125,206	1.00	125,206	0.00	125,206
53002-58015 Intern'l Student Exchange Tuition Grants	0.00	0	0.00	0	0.00	1,000	0.00	0	0.00	0	0.00	0
53002-58xxx Miscellaneous	0.00	0	0.00	568,473	0.00	475,000	0.00	125,000	0.00	125,000	0.00	125,000
<b>TOTAL COLLEGE FUNDED PROGRAMS</b>	<b>1.00</b>	<b>\$242,704</b>	<b>1.00</b>	<b>\$866,716</b>	<b>1.00</b>	<b>\$843,000</b>	<b>1.00</b>	<b>\$311,206</b>	<b>1.00</b>	<b>\$311,206</b>	<b>0.00</b>	<b>\$311,206</b>
Federal Programs (net of contingency & fund balance)												
52003-S80300-28 Federal Pell Grants	0.00	\$12,996,010	0.00	\$14,077,712	0.00	\$15,500,000	0.00	\$16,500,000	0.00	\$16,500,000	0.00	\$16,500,000
52001-S80300-28 Federal NTA Loans	0.00	243,620	0.00	287,785	0.00	246,115	0.00	263,250	0.00	263,250	0.00	263,250
52004-S80300-28 Federal SEOG Grants	0.00	1,042,153	0.00	1,117,445	0.00	1,134,950	0.00	1,143,453	0.00	1,143,453	0.00	1,143,453
52005-S80300-28 Federal Work Study Program	4.00	835,919	4.00	725,581	4.00	777,000	4.00	846,907	4.00	846,907	0.00	846,907
52006-S80300-28 Federal Perkins/NSDL Loans	0.00	1,571,752	0.00	1,488,410	0.00	1,990,000	0.00	1,738,796	0.00	1,738,796	0.00	1,738,796
52008-S80300-28 Federal Aid-Grants/Loans/Scholarships	0.00	1,333,501	0.00	1,921,570	0.00	1,835,000	0.00	2,135,000	0.00	2,135,000	0.00	2,135,000
<b>TOTAL FEDERAL PROGRAMS</b>	<b>4.00</b>	<b>\$18,022,955</b>	<b>4.00</b>	<b>\$19,618,503</b>	<b>4.00</b>	<b>\$21,483,065</b>	<b>4.00</b>	<b>\$22,627,406</b>	<b>4.00</b>	<b>\$22,627,406</b>	<b>0.00</b>	<b>\$22,627,406</b>
Scholarship Program (net of contingency & fund balance)												
53019 B.I.A. and Other Miscellaneous Scholarships	0.00	852,567	0.00	754,340	0.00	904,390	0.00	899,500	0.00	899,500	0.00	899,500
<b>TOTAL SCHOLARSHIP PROGRAMS</b>	<b>0.00</b>	<b>\$852,567</b>	<b>0.00</b>	<b>\$754,340</b>	<b>0.00</b>	<b>\$904,390</b>	<b>0.00</b>	<b>\$899,500</b>	<b>0.00</b>	<b>\$899,500</b>	<b>0.00</b>	<b>\$899,500</b>

**PORTLAND COMMUNITY COLLEGE**Fiscal Year 2005-2006 ADOPTED BUDGET  
STUDENT FINANCIAL AID FUND-continued

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 Adopted		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	FTE	Actual	FTE	Actual	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
Short-term Student Loan Programs (net of contingency & fund balance)												
53003 Sears Roebuck Foundation Loan Fund	0.00	\$600	0.00	\$0	0.00	\$782	0.00	\$782	0.00	\$782	0.00	\$782
53004 Tigard Kiwanis Club Loan Fund	0.00	0	0.00	0	0.00	314	0.00	314	0.00	314	0.00	314
53005 Selectra Student Loan Fund	0.00	0	0.00	0	0.00	6,038	0.00	6,092	0.00	6,092	0.00	6,092
53006 Klaus Hoenich Memorial Loan Fund	0.00	0	0.00	0	0.00	401	0.00	401	0.00	401	0.00	401
53007 Selma Leonard Memorial Loan Fund	0.00	0	0.00	0	0.00	260	0.00	260	0.00	260	0.00	260
53008 Amy Spird Memorial Loan Fund	0.00	0	0.00	0	0.00	872	0.00	872	0.00	872	0.00	872
53009 Blanche V. Howard Memorial Loan Fund	0.00	0	0.00	0	0.00	129	0.00	129	0.00	129	0.00	129
53010 Student Activities Loan Fund	0.00	100,116	0.00	94,823	0.00	103,561	0.00	107,159	0.00	107,159	0.00	107,159
53011 King City Lions Loan Fund	0.00	3,808	0.00	7,465	0.00	11,000	0.00	10,500	0.00	10,500	0.00	10,500
53012 St. Vincent Medical Staff Loan Fund	0.00	0	0.00	0	0.00	5,214	0.00	5,259	0.00	5,259	0.00	5,259
53013 Blair-Thatcher Memorial Loan Fund	0.00	900	0.00	150	0.00	11,284	0.00	6,284	0.00	6,284	0.00	6,284
53014 Neil M. Coventry Loan/Grant Fund	0.00	0	0.00	0	0.00	126	0.00	126	0.00	126	0.00	126
53015 Kurt Schlesinger Scholarship Fund	0.00	17,510	0.00	23,575	0.00	47,828	0.00	47,692	0.00	47,692	0.00	47,692
53016 Kenneth Walrod Memorial Loan Fund	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
53018 Becky Larimer Nursing Loan Fund	0.00	0	0.00	0	0.00	288	0.00	289	0.00	289	0.00	289
53020 Individual Referrals	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
53020 Oregon Rural Scholarships	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
53026 Robert Zertanna Memorial Fund	0.00	76,508	0.00	105,994	0.00	104,163	0.00	105,000	0.00	105,000	0.00	105,000
<b>TOTAL SHORT-TERM STUDENT LOAN PROGRAMS</b>	<b>0.00</b>	<b>\$199,442</b>	<b>0.00</b>	<b>\$232,007</b>	<b>0.00</b>	<b>\$292,260</b>	<b>0.00</b>	<b>\$291,159</b>	<b>0.00</b>	<b>\$291,159</b>	<b>0.00</b>	<b>\$291,159</b>
09526 Transfer to General Fund		76,557		189,995		132,349		139,000		139,000		139,000
09800 CONTINGENCY		0		0		360,000		245,000		245,000		245,000
09890 UNAPPROPRIATED ENDING FUND BALANCE		1,531,162		1,478,384		0		0		0		0
<b>TOTAL REQUIREMENTS</b>	<b>5.00</b>	<b>\$20,925,387</b>	<b>5.00</b>	<b>\$23,139,945</b>	<b>5.00</b>	<b>\$24,015,064</b>	<b>5.00</b>	<b>\$24,513,271</b>	<b>5.00</b>	<b>\$24,513,271</b>	<b>0.00</b>	<b>\$24,513,271</b>

## **CAPITAL PROJECT FUNDS**

These funds account for the College's major capital expenditures relating to the acquisition, construction, and remodeling of capital facilities. Revenue sources to finance the expenditures include the sale of General Obligation Bonds and Certificate of Participation Bonds, sale of property and transfers from other funds. Funds included in the Capital Project Fund category are:

### **Capital Projects Fund:**

This fund was established to account for expenditures for minor construction projects, remodeling, major maintenance of facilities, and replacement of major equipment. The major source of funding is transfer from the General Fund.

### **Capital Construction Fund:**

This fund accounts for all activities relating to major construction projects not accounted for in the Capital Projects Fund. This fund was established in 1992 to account for projects provided for by the voter approved bond authority of \$61.4 million.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**CAPITAL PROJECTS FUND**

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>
<b>REVENUES:</b>												
Interest from investments		\$52,968		\$54,670		\$91,085		\$60,528		\$60,528		\$60,528
From other sources		25,670		56,770								
Operating transfers in:												
From General Fund		1,940,000		2,290,000		2,290,000		2,290,000		2,290,000		2,290,000
From Capital Construction Fund												
Total Operating Revenues		<u>\$2,018,638</u>		<u>\$2,401,440</u>		<u>\$2,381,085</u>		<u>\$2,350,528</u>		<u>\$2,350,528</u>		<u>\$2,350,528</u>
Beginning Fund Balance		<u>4,091,417</u>		<u>4,708,937</u>		<u>5,204,856</u>		<u>3,026,399</u>		<u>3,026,399</u>		<u>3,026,399</u>
<b>TOTAL REVENUES</b>		<u><u>\$6,110,055</u></u>		<u><u>\$7,110,377</u></u>		<u><u>\$7,585,941</u></u>		<u><u>\$5,376,927</u></u>		<u><u>\$5,376,927</u></u>		<u><u>\$5,376,927</u></u>
<b>EXPENDITURES AND OTHER REQUIREMENTS:</b>												
Capital Outlay		\$1,401,118		\$2,580,253		\$5,800,000		\$4,800,000		\$4,800,000		\$4,800,000
Contingency		<u>0</u>		<u>0</u>		<u>870,000</u>		<u>150,000</u>		<u>150,000</u>		<u>150,000</u>
<b>Sub-total</b>		<u>\$1,401,118</u>		<u>\$2,580,253</u>		<u>\$6,670,000</u>		<u>\$4,950,000</u>		<u>\$4,950,000</u>		<u>\$4,950,000</u>
Unappropriated Ending Fund Balance		<u>4,708,937</u>		<u>4,530,124</u>		<u>915,941</u>		<u>426,927</u>		<u>426,927</u>		<u>426,927</u>
<b>TOTAL EXPENDITURES AND AND OTHER REQUIREMENTS</b>	<u>0.00</u>	<u><u>\$6,110,055</u></u>	<u>0.00</u>	<u><u>\$7,110,377</u></u>	<u>0.00</u>	<u><u>\$7,585,941</u></u>	<u>0.00</u>	<u><u>\$5,376,927</u></u>	<u>0.00</u>	<u><u>\$5,376,927</u></u>	<u>0.00</u>	<u><u>\$5,376,927</u></u>
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues		\$2,018,638		\$2,401,440		\$2,381,085		\$2,350,528		\$2,350,528		\$2,350,528
Less: Total Operating Expenditures		<u>1,401,118</u>		<u>2,580,253</u>		<u>6,670,000</u>		<u>4,950,000</u>		<u>4,950,000</u>		<u>4,950,000</u>
Revenues over (under) expenditures		<u>\$617,520</u>		<u>(\$178,813)</u>		<u>(\$4,288,915)</u>		<u>(\$2,599,472)</u>		<u>(\$2,599,472)</u>		<u>(\$2,599,472)</u>
Beginning Fund Balance		<u>4,091,417</u>		<u>4,708,937</u>		<u>5,204,856</u>		<u>3,026,399</u>		<u>3,026,399</u>		<u>3,026,399</u>
Ending Fund Balance		<u><u>\$4,708,937</u></u>		<u><u>\$4,530,124</u></u>		<u><u>\$915,941</u></u>		<u><u>\$426,927</u></u>		<u><u>\$426,927</u></u>		<u><u>\$426,927</u></u>

**PORTLAND COMMUNITY COLLEGE**Fiscal Year 2005-2006 ADOPTED BUDGET  
CAPITAL CONSTRUCTION FUND

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	F.T.E.	Actual	F.T.E.	Actual	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget
<b>REVENUES:</b>												
Interest from investments		\$4,074,365		\$795,535		\$1,047,090		\$248,231		\$248,231		\$248,231
Proceeds from Bond Sale												
Other revenues		30,236		135,226		4,500,000		4,500,000		4,500,000		4,500,000
Transfer from Bookstore Fund				171,134				555,000		555,000		555,000
Transfer from General Fund		80,000		61,000								
Transfer from Parking Operations Fund								530,000		530,000		530,000
Total Operating Revenues		<u>\$4,184,601</u>		<u>\$1,162,895</u>		<u>\$5,547,090</u>		<u>\$5,833,231</u>		<u>\$5,833,231</u>		<u>\$5,833,231</u>
Beginning Fund Balance		<u>133,400,927</u>		<u>108,254,005</u>		<u>51,307,398</u>		<u>14,601,853</u>		<u>14,601,853</u>		<u>14,601,853</u>
<b>TOTAL REVENUES</b>		<u><u>\$137,585,528</u></u>		<u><u>\$109,416,900</u></u>		<u><u>\$56,854,488</u></u>		<u><u>\$20,435,084</u></u>		<u><u>\$20,435,084</u></u>		<u><u>\$20,435,084</u></u>
<b>EXPENDITURES AND OTHER REQUIREMENTS</b>												
Physical Plant	8.00	\$901,743	8.00	\$1,031,001	9.25	\$2,772,234	8.00	\$2,522,832	8.00	\$2,522,832	8.00	\$2,522,832
Sylvania Campus		2,947,774		17,330,650		14,367,949		6,800,000		6,800,000		6,800,000
Cascade Campus		9,572,735		21,333,445		26,295,574		6,000,000		6,000,000		6,000,000
Rock Creek Campus		2,239,935		18,158,897		13,219,757		3,000,000		3,000,000		3,000,000
Southeast Center		13,669,336		6,218,825		0		0		0		0
District-wide Projects		0		80,807		198,974		500,000		500,000		500,000
Contingency								1,612,252		1,612,252		1,612,252
<b>Sub-total</b>	8.00	<u>\$29,331,523</u>	8.00	<u>\$64,153,625</u>	9.25	<u>\$56,854,488</u>	8.00	<u>\$20,435,084</u>	8.00	<u>\$20,435,084</u>	8.00	<u>\$20,435,084</u>
Unappropriated Ending Fund Balance		<u>108,254,005</u>		<u>45,263,275</u>		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	8.00	<u><u>\$137,585,528</u></u>	8.00	<u><u>\$109,416,900</u></u>	9.25	<u><u>\$56,854,488</u></u>	8.00	<u><u>\$20,435,084</u></u>	8.00	<u><u>\$20,435,084</u></u>	8.00	<u><u>\$20,435,084</u></u>
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues		\$4,184,601		\$1,162,895		\$5,547,090		\$5,833,231		\$5,833,231		\$5,833,231
Less: Total Operating Expenditures		<u>29,331,523</u>		<u>64,153,625</u>		<u>56,854,488</u>		<u>20,435,084</u>		<u>20,435,084</u>		<u>20,435,084</u>
Revenues over (under) expenditures		<u>(\$25,146,922)</u>		<u>(\$62,990,730)</u>		<u>(\$51,307,398)</u>		<u>(\$14,601,853)</u>		<u>(\$14,601,853)</u>		<u>(\$14,601,853)</u>
Beginning Fund Balance		<u>133,400,927</u>		<u>108,254,005</u>		<u>51,307,398</u>		<u>14,601,853</u>		<u>14,601,853</u>		<u>14,601,853</u>
Ending Fund Balance		<u><u>\$108,254,005</u></u>		<u><u>\$45,263,275</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>



**PORTLAND COMMUNITY COLLEGE**
**Fiscal Year 2005-2006 ADOPTED BUDGET  
CAPITAL CONSTRUCTION FUND-continued**

	Organization Code	FY 05 Adopted Budget	Final Authorized Spending (per Randy)		FY 01 Revenues/ Expenditures	FY 02 Revenues/ Expenditures	FY 03 Revenues/ Expenditures	FY 04 Revenues/ Expenditures	FY 05 Revenues/ Expenditures	Life-to-Date Revenues/ Expenditures as of 3/31/05	Percentage of Final Authorized Spending
<b><u>Revenues</u></b>											
Bond Proceeds					46,859,653	99,635,083	0	0	0	146,494,736	
Fund 2100 balance					0	2,396,975	105,960	(1,282,711)	(421,658)	798,566	
Sale of old SE Center					0	0	0	0	0	4,891,245	
Future investment earnings ( estimated)					0	0	0	0	0	280,000	
Future transfer from Bookstore - Cascade					0	0	0	0	0	345,000	3
Future transfer from Bookstore - Rock Creek					0	0	0	0	0	210,000	3
Future transfer from Parking Operation - Rock Creek					0	0	0	0	0	530,000	3
Investment earnings thru 12/31/04					130,544	5,841,035 *	4,157,162 *	1,686,175	471,287	12,286,203	
Others					0	0	28,000	0	0	28,000	
Total revenues					<u>46,990,197</u>	<u>107,873,093</u>	<u>4,291,122</u>	<u>403,464</u>	<u>49,629</u>	<u>165,863,750</u>	
<b><u>Expenditures</u></b>											
College-Wide	S60300	2,772,234	5,865,570	1	359,434	954,397	1,004,721	912,941	569,758	3,801,251	64.81%
Cascade	S60330	26,295,574	60,139,131	2	600,037	5,281,665	9,516,707	21,332,397	9,592,282	46,323,088	77.03%
Rock Creek	S60320	13,219,757	33,797,721	2	2,456	761,602	2,239,936	18,158,896	5,788,477	26,951,367	79.74%
Sylvania	S60310	14,367,949	39,209,492	2	1,128,362	5,942,880	2,947,774	16,359,516	6,910,964	33,289,496	84.90%
Southeast (Pool)	S60340	0	26,387,523		6,026	7,331,116	13,605,796	5,675,106	184,105	26,802,149	101.57%
WCWTC	S60350	198,974	608,171		0	5,705	8,766	63,973	50,909	129,353	21.27%
PMWTC	S60360	0	27,017		0	0	0	0	0	0	0.00%
CPWTC	S60370	0	259,061		764	0	0	0	0	764	0.29%
Bond Staff Office		0	107,425		0	54,750	3,551	725	1,133	60,159	56.00%
Owner Costs (Interest)		0	0		0	0	0	0	0	0	N/A
Contingency		0	0		0	0	0	0	0	0	N/A
Total Expenditures		<u>56,854,488</u>	<u>166,401,111</u>		<u>2,097,079</u>	<u>20,332,115</u>	<u>29,327,251</u>	<u>62,503,554</u>	<u>23,097,628</u>	<u>137,357,627</u>	<u>82.55%</u>

(1) Bond issuance cost of \$805,000.

(2) Please see next page for revised authorized spending.

(3) Transfers are not budgeted in FY05.

\* Year-ended book-to-market adjustments: \$966,831 in FY02 and \$884,039 in FY03.

Adjustments as of 2/05/04 per Randy McEwen:

PORTLAND COMMUNITY COLLEGE  
Fiscal Year 2005-2006 ADOPTED BUDGET  
CAPITAL CONSTRUCTION FUND-continued

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**Cascade**

Base Bond Plan	\$ 54,468,299
Contribution to IMP cost	184,590
Transfer from Bookstore	345,000
Supplemental additional funding	2,000,000
Real estate acquisition over plan	600,924
Real estate acquisition: Renaissance	2,160,000
Demo. non-Anex property: South	75,700
House moves	7,500
Demo. house West	56,500
Demo. Albina church	45,437
Total adjusted authorized spending - Cascade	<u><u>\$ 59,943,950</u></u>

**Rock Creek**

Base Bond Plan	\$ 33,315,721
Transfer from Bookstore	210,000
Transfer from Parking	170,000
Replenish FY02 to FY03 roll	102,000
Total adjusted authorized spending - Rock Creek	<u><u>\$ 33,797,721</u></u>

**Sylvania**

Base Bond Plan	\$ 39,239,491
Transfer from Food Services	1,000,000
Total adjusted authorized spending - Sylvania	<u><u>\$ 40,239,491</u></u>

Note: Sylvania authorized spending is off by \$30,000.

**Southeast**

Property purchase	\$ 5,700,000
Construction and indirects	19,618,580
Food Services addition	510,000
Real estate commission costs reimb - per Randy 3/3/05	342,000
Re-zone existing	96,000
Replenish FY02 to FY03 roll	120,943
Total adjusted authorized spending - Southeast	<u><u>\$ 26,387,523</u></u>

**College-wide/ Central Admin.**

Pre-acquisition appraisals at Cascade	\$ 57,035
Bond program staff costs	3,461,612
Legal	320,000
Property acquisition (ROWA)	415,000
Real Estate commissions	804,600
Bond issuance costs	807,323
Real Estate commission - Renaissance	<u>0</u>
Total adjusted authorized spending - College-wide	<u><u>\$ 5,865,570</u></u>

**WCWTC - Base Bond Plan**

**\$ 608,171**

**CPWTC - Base Bond Plan**

**\$ 259,061**

**PMWTC - Base Bond Plan**

**\$ 27,017**

**Total revised authorized spending as of 9/17/03**

**167,128,504**

Note: SE Legal cost	FY01	\$ 16,669
	FY02	5,369
	FY03	<u>59,270</u>
		\$ 81,308

Rock Creek legal cost	FY01	\$ -
	FY02	994
	FY03	<u>0</u>
		\$ 994

**PORTLAND COMMUNITY COLLEGE**Fiscal Year 2005-2006 ADOPTED BUDGET  
CAPITAL CONSTRUCTION FUND-continued

Account Number	Description	FY01 Expenditures	FY02 Expenditures	FY03 Expenditures	FY04 Expenditures	FY05 Expenditures	Life-to-Date Rev/Exp. As of 3/31/05
<b>Revenues</b>							
	Investment Earnings	130,544	5,841,035	4,157,162	1,686,175	471,287	12,286,203
	Bond Proceeds	46,859,653	99,635,083	0	0	0	146,494,736
	Fund 2100 balance	0	2,396,975	105,960	(1,282,711)	(421,658)	798,566
	<i>Sale of SE Center</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>4,891,245</i>
	<i>Additional Transfers</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>925,000</i>
	<i>Future Investment Earnings</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>280,000</i>
	Others	0	0	28,000	0	0	28,000
	<b>Total Revenues</b>	<b>46,990,197</b>	<b>107,873,093</b>	<b>4,291,122</b>	<b>403,464</b>	<b>49,629</b>	<b>165,703,750</b>
<b>Expenditures</b>							
01110	Administration - FT	0	244,180	502,906	530,258	407,371	1,684,715
01120	Administration - PT	0	0	0	0	48,486	48,486
01125	Administration - Casual	0	0	0	0	0	0
01510	Classified - FT	0	41,555	50,733	63,637	97,952	253,877
01521	Classified, PT BU 600-2079	0	0	0	17,009	20,755	37,764
01522	Casual Labor	0	0	5,910	23,201	26,683	55,794
01550	Classified, BU overtime	0	0	0	2,766	589	3,355
02xxx	Benefits	0	80,638	157,835	254,465	248,191	741,129
03010	Supplies	0	3,699	24,432	34,921	14,260	77,312
03250	Minor Equipments (Replace 07050)	0	0	0	1,109,853	2,844,518	3,954,371
03353	Moving and Storage fees	0	0	22,853	170,709	127,939	321,501
03361	Legal Services	47,193	81,069	111,745	98,993	22,662	361,662
03371	Consultant/Professional Services	57,200	82,758	95,439	221,718	7,015	464,130
03372	Survey & Inspection Fees	0	0	300	39,735	6,708	46,743
03410	Publications & Periodical	0	0	360	247	(247)	360
03420	Dues and Fees	25,441	81,244	664,124	1,293,788	224,797	2,289,394
03501	Rental Expenses	0	0	24	481	0	505
03523	Copy card charges and printing	0	823	5,340	12,307	19,969	38,439
03552	Contracted Maintenance & Services	11,553	6,940	88,670	198,748	116,746	422,657
03578	Telephone Long Distance Charges	0	0	3,609	4,589	2,120	10,318
03581	Advertising	5,975	7,322	14,837	5,352	2,500	35,986
03618	Claim Adjusting Expenses	0	0	4	0	0	4
03910	Overnight Travel Expenses	284	0	1,655	0	0	1,939
03920	Staff Mileage - In-district	0	3,623	7,931	6,612	4,124	22,290
03925	Non-overnight Travel Expenses	0	1,454	377	810	251	2,892

**PORTLAND COMMUNITY COLLEGE**Fiscal Year 2005-2006 ADOPTED BUDGET  
CAPITAL CONSTRUCTION FUND-continued

Account Number	Description	FY01 Expenditures	FY02 Expenditures	FY03 Expenditures	FY04 Expenditures	FY05 Expenditures	Life-to-Date Rev/Exp. As of 3/31/05
	-continued-						
07050	Equipment - Minor Assets	0	24,689	107,641	0	0	132,330
07070	Capital Lease	0	0	1,952	2,543	0	4,495
07100	Furniture / Fixtures / Equipment	0	294,216	359,692	3,018,452	1,169,635	4,841,995
07300	New Construction - Buildings	0	419	3,163,921	22,082,371	17,773,118	43,019,829
07310	Capital Improvement - Building	663,495	4,880,416	15,338,292	26,661,349	(5,315,796)	42,227,756
07360	Capital, Contracted Services	0	0	3,604	21,280	4,717	29,601
07371	Architect/Design/Engineering	910,820	4,140,673	5,816,783	2,520,665	1,554,309	14,943,250
07385	Purchase of Property - Building	0	12,164	6,130	(8,424)	145	10,015
07395	Bond Issuance Costs	310,457	495,366	0	0	21,850	827,673
07410	Purchase of Property - Land	0	9,033,642	1,466,271	2,154,983	29,094	12,683,990
07420	Purchase of Property - ROW	0	0	0	1,818	0	1,818
07430	Improvements to Land	0	0	198,275	106,457	2,082,878	2,387,610
07435	Demolition - Land	0	16,025	54,721	725	0	71,471
07440	Relocation	632	363,171	140,007	218,994	(632)	722,172
07471	Environmental Expenses	62,528	100,679	458,589	237,268	160,839	1,019,903
07610	Art	0	22,857	0	37,000	137,006	196,863
07710	Roads	0	5,285	0	0	0	5,285
07721	Parking Lots, Sidewalk	0	132,240	96,226	215,055	984,850	1,428,371
07722	Landscaping	0	174,569	0	491	1,006	176,066
07730	Utility System	0	0	355,663	1,141,528	250,421	1,747,612
08050	Bond Ancillary Costs	1,500	400	400	800	800	3,900
	<b>Total Expenditures</b>	<b>2,097,078</b>	<b>20,332,116</b>	<b>29,327,251</b>	<b>62,503,554</b>	<b>23,097,629</b>	<b>137,357,628</b>

## **ENTERPRISE FUNDS**

These funds account for operations that are financed and operated in a manner similar to private business. Funds in this category are:

### **Bookstore Fund:**

The College Bookstore operation provides students and staff with books and instructional supplies needed to carry out their educational programs. The principal source of revenue is from sales of merchandise.

### **Food Services Fund:**

This fund accounts for the operation of the cafeterias and related food services. The principal source of revenue is from food sales.

### **Parking Operations Fund:**

This fund accounts for the College parking program. Resources are expended for alternative transportation options and maintenance of the parking lots. The major sources of revenue are from parking permits and parking fines.

**PORTLAND COMMUNITY COLLEGE**Fiscal Year 2005-2006 ADOPTED BUDGET  
COLLEGE BOOKSTORE FUND

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>
<b>REVENUES:</b>												
Sales of merchandise		\$10,651,551		\$10,537,105		\$10,662,856		\$9,711,081		\$9,711,081		\$9,711,081
Interest from investments		51,449		51,199		53,570		48,500		48,500		48,500
Miscellaneous income		134,440		85,255		96,426		77,688		77,688		77,688
Total Operating Revenues		<u>\$10,837,440</u>		<u>\$10,673,559</u>		<u>\$10,812,852</u>		<u>\$9,837,269</u>		<u>\$9,837,269</u>		<u>\$9,837,269</u>
Beginning Fund Balance		<u>4,830,014</u>		<u>5,907,493</u>		<u>5,367,245</u>		<u>4,592,961</u>		<u>4,592,961</u>		<u>4,592,961</u>
<b>Total Resources</b>		<u><u>\$15,667,454</u></u>		<u><u>\$16,581,052</u></u>		<u><u>\$16,180,097</u></u>		<u><u>\$14,430,230</u></u>		<u><u>\$14,430,230</u></u>		<u><u>\$14,430,230</u></u>
<b>EXPENDITURES AND OTHER REQUIREMENTS:</b>												
Bookstore Operations	31.73	\$9,054,986	31.95	\$9,791,354	32.97	\$10,581,472	32.67	\$9,338,187	32.67	\$9,338,187	32.67	\$9,338,187
Debt Service												
Transfers out:												
To General Fund		670,167		428,600		479,200		487,200		487,200		397,200
To Food Services Fund		34,808		37,003		37,217		38,760		38,760		38,760
To Capital Construction Fund				171,134				555,000		555,000		555,000
Contingency						1,354,608		1,372,862		1,372,862		1,372,862
<b>Sub-total</b>	31.73	<u>\$9,759,961</u>	31.95	<u>\$10,428,091</u>	32.97	<u>\$12,452,497</u>	32.67	<u>\$11,792,009</u>	32.67	<u>\$11,792,009</u>	32.67	<u>\$11,702,009</u>
Unappropriated Ending Fund Balance		<u>5,907,493</u>		<u>6,152,961</u>		<u>3,727,600</u>		<u>2,638,221</u>		<u>2,638,221</u>		<u>2,728,221</u>
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	<u>31.73</u>	<u><u>\$15,667,454</u></u>	<u>31.95</u>	<u><u>\$16,581,052</u></u>	<u>32.97</u>	<u><u>\$16,180,097</u></u>	<u>32.67</u>	<u><u>\$14,430,230</u></u>	<u>32.67</u>	<u><u>\$14,430,230</u></u>	<u>32.67</u>	<u><u>\$14,430,230</u></u>

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET  
COLLEGE BOOKSTORE FUND-continued

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
SUMMARY OF RESOURCES AND REQUIREMEN	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>Budget</u>
Total Operating Revenues	\$10,837,440		\$10,673,559		\$10,812,852		\$9,837,269		\$9,837,269		\$9,837,269	
Less: Total Operating Expenditures	9,759,961		10,428,091		12,452,497		11,792,009		11,792,009		11,702,009	
Revenues over (under) expenditures	<u>\$1,077,479</u>		<u>\$245,468</u>		<u>(\$1,639,645)</u>		<u>(\$1,954,740)</u>		<u>(\$1,954,740)</u>		<u>(\$1,864,740)</u>	
Beginning Fund Balance-Budgetary Basis	<u>4,830,014</u>		<u>5,907,493</u>		<u>5,367,245</u>		<u>4,592,961</u>		<u>4,592,961</u>		<u>4,592,961</u>	
Ending Fund Balance -Budgetary Basis	<u><u>\$5,907,493</u></u>		<u><u>\$6,152,961</u></u>		<u><u>\$3,727,600</u></u>		<u><u>\$2,638,221</u></u>		<u><u>\$2,638,221</u></u>		<u><u>\$2,728,221</u></u>	

**Reconciliation of Budgetary Fund Balance to Financial Statement Fund Balance:**

Ending Fund Balance -Budgetary Basis	<u>\$5,907,493</u>	<u>\$6,152,961</u>	<u>\$3,727,600</u>	<u>\$2,638,221</u>	<u>\$2,638,221</u>	<u>\$2,728,221</u>
Add (Deduct): Adj. to reflect Financial Statement Fund Balance						
Depreciation & amortization	(148,272)	(143,251)	(155,000) *	(155,000) *	(155,000) *	(155,000) *
Prior period adjustments (contributed capital)	0	0				
Capitalized value of fixed assets	<u>21,998</u>	<u>0</u>	<u>445,800</u> *	<u>336,366</u> *	<u>336,366</u> *	<u>336,366</u> *
Total adjustment to reflect Financial Statement Fund Balance	(126,274)	(143,251)	290,800	181,366	181,366	181,366
Cumulative effect of adjustment to reflect Financial Statement Fund Balance	<u>2,576,907</u>	<u>2,450,633</u>	<u>2,898,375</u>	<u>2,898,375</u>	<u>2,898,375</u>	<u>2,898,375</u>
Total Adjustments	<u>2,450,633</u>	<u>2,307,382</u>	<u>3,189,175</u>	<u>3,079,741</u>	<u>3,079,741</u>	<u>3,079,741</u>
Ending Fund Balance - Financial Statement Basis	<u><u>\$8,358,126</u></u>	<u><u>\$8,460,343</u></u>	<u><u>\$6,916,775</u></u> *	<u><u>\$5,717,962</u></u> *	<u><u>\$5,717,962</u></u> *	<u><u>\$5,807,962</u></u> *

\* Estimated adjustments against Financial Statement Fund Balance

There are differences in the State of Oregon budget law reporting requirements and financial statement presentation requirements for Enterprise and Internal Service Funds. For example, budget law requires all cash outflows to be recorded as expenses, including the acquisition of capital assets and repayment of debt. These transactions are classified as balance sheet additions and liability removals, respectively, for financial statement presentation. Also, depreciation of assets is not recorded for budget purposes but is recognized as an expense for financial statement presentation. This section provides a reconciliation of the fund balance as reported for budget purposes and the fund balance as reported in the audited financial statements.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**FOOD SERVICES FUND**

		Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED
	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>
<b><u>REVENUES:</u></b>												
Food sales		\$2,851,299		\$2,905,356		\$2,963,049		\$3,263,949		\$3,263,949		\$3,263,949
Interest from investments		4,548		3,242		6,268		8,404		8,404		8,404
Operating transfers in:												
From Bookstore Fund		34,808		37,003		37,217		38,760		38,760		38,760
From Print Center Fund		34,808		37,003		37,217		38,760		38,760		38,760
From Parking Operations Fund		34,808		37,003		37,217		38,760		38,760		38,760
Total Operating Revenues		<u>\$2,960,271</u>		<u>\$3,019,607</u>		<u>\$3,080,968</u>		<u>\$3,388,633</u>		<u>\$3,388,633</u>		<u>\$3,388,633</u>
Beginning Fund Balance		444,857		470,090		420,181		488,898		488,898		488,898
<b>TOTAL REVENUES</b>		<u><u>\$3,405,128</u></u>		<u><u>\$3,489,697</u></u>		<u><u>\$3,501,149</u></u>		<u><u>\$3,877,531</u></u>		<u><u>\$3,877,531</u></u>		<u><u>\$3,877,531</u></u>
<b><u>EXPENDITURES AND OTHER REQUIREMENTS</u></b>												
Food Services Operations	47.52	\$2,831,682	53.06	\$2,973,051	53.88	\$3,093,671	51.81	\$3,394,449	51.81	\$3,394,449	51.81	\$3,394,449
Transfer to Capital Construction Fund		0		0		0		0		0		0
Transfer to General Fund		103,356		44,687		107,500		107,500		107,500		107,500
Contingency						299,978		375,582		375,582		375,582
<b>Sub-total</b>	47.52	<u>\$2,935,038</u>	53.06	<u>\$3,017,738</u>	53.88	<u>\$3,501,149</u>	51.81	<u>\$3,877,531</u>	51.81	<u>\$3,877,531</u>	51.81	<u>\$3,877,531</u>
Unappropriated Ending Fund Balance		470,090		471,959		0		0		0		0
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	47.52	<u><u>\$3,405,128</u></u>	53.06	<u><u>\$3,489,697</u></u>	53.88	<u><u>\$3,501,149</u></u>	51.81	<u><u>\$3,877,531</u></u>	51.81	<u><u>\$3,877,531</u></u>	51.81	<u><u>\$3,877,531</u></u>



**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

FOOD SERVICES FUND-continued

	F.T.E.	Fiscal Year 2002-2003 <u>Actual</u>	F.T.E.	Fiscal Year 2003-2004 <u>Actual</u>	F.T.E.	Fiscal Year 2004-2005 ADOPTED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 PROPOSED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 APPROVED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 ADOPTED <u>Budget</u>
SUMMARY OF RESOURCES AND REQUIREMENTS:												
Total Operating Revenues		\$2,960,271		\$3,019,607		\$3,080,968		\$3,388,633		\$3,388,633		\$3,388,633
Less: Total Operating Expenditures		2,935,038		3,017,738		3,501,149		3,877,531		3,877,531		3,877,531
Revenues over (under) expenditures		<u>25,233</u>		<u>1,869</u>		<u>(420,181)</u>		<u>(488,898)</u>		<u>(488,898)</u>		<u>(488,898)</u>
Beginning Fund Balance-Budgetary Basis		<u>444,857</u>		<u>470,090</u>		<u>420,181</u>		<u>488,898</u>		<u>488,898</u>		<u>488,898</u>
Ending Fund Balance -Budgetary Basis		<u><u>\$470,090</u></u>		<u><u>\$471,959</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>		<u><u>\$0</u></u>
Reconciliation of Budgetary Fund Balance to Financial Statement Fund Balance:												
Ending Fund Balance -Budgetary Basis		<u>\$470,090</u>		<u>\$471,959</u>		<u>\$0</u>		<u>\$0</u>		<u>\$0</u>		<u>\$0</u>
Add (Deduct): Adj. to reflect Financial Statement Fund Balance												
Depreciation		(59,836)		(59,006)		(65,000) *		(65,000) *		(65,000)		(65,000) *
Prior period adjustments (contributed capital)		575,579		0								
Capitalized value of fixed assets						9,975 *		0 *		0 *		0 *
Total adjustment to reflect Financial Statement Fund Balance		<u>515,743</u>		<u>(59,006)</u>		<u>(55,025)</u>		<u>(65,000)</u>		<u>(65,000)</u>		<u>(65,000)</u>
Cumulative effect of adjustment to reflect Financial Statement Fund Balance		<u>505,659</u>		<u>1,021,402</u>		<u>979,056</u>		<u>979,056</u>		<u>979,056</u>		<u>979,056</u>
Total Adjustments		<u>\$1,021,402</u>		<u>\$962,396</u>		<u>\$924,031</u>		<u>\$914,056</u>		<u>\$914,056</u>		<u>\$914,056</u>
Ending Fund Balance - Financial Statement Basis		<u><u>\$1,491,492</u></u>		<u><u>\$1,434,355</u></u>		<u><u>\$924,031</u></u>		<u><u>\$914,056</u></u>		<u><u>\$914,056</u></u>		<u><u>\$914,056</u></u>

\* Estimated adjustments against Financial Statement Fund Balance

There are differences in the State of Oregon budget law reporting requirements and financial statement presentation requirements for Enterprise and Internal Service Funds. For example, budget law requires all cash outflows to be recorded as expenses, including the acquisition of capital assets and repayment of debt. These transactions are classified as balance sheet additions and liability removals, respectively, for financial statement presentation. Also, depreciation of assets is not recorded for budget purposes but is recognized as an expense for financial statement presentation. This section provides a reconciliation of the fund balance as reported for budget purposes and the fund balance as reported in the audited financial statements.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**PARKING OPERATIONS FUND**

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	F.T.E.	Actual	F.T.E.	Actual	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget
<b>REVENUES:</b>												
Parking permits		\$1,588,141		\$1,457,402		\$1,422,233		\$1,446,128		\$1,446,128		\$1,446,128
Parking fines		100,388		119,620		110,103		127,021		127,021		127,021
Interest from investments		13,789		11,352		13,607		21,427		21,427		21,427
Total Operating Revenues		<u>\$1,702,318</u>		<u>\$1,588,374</u>		<u>\$1,545,943</u>		<u>\$1,594,576</u>		<u>\$1,594,576</u>		<u>\$1,594,576</u>
Beginning Fund Balance		<u>880,727</u>		<u>1,122,827</u>		<u>907,105</u>		<u>1,057,607</u>		<u>1,057,607</u>		<u>1,057,607</u>
<b>TOTAL REVENUES</b>		<u><u>\$2,583,045</u></u>		<u><u>\$2,711,201</u></u>		<u><u>\$2,453,048</u></u>		<u><u>\$2,652,183</u></u>		<u><u>\$2,652,183</u></u>		<u><u>\$2,652,183</u></u>
<b>EXPENDITURES AND OTHER REQUIREMENTS:</b>												
Parking Operations	12.08	\$984,413	13.71	\$1,285,609	15.59	\$1,442,303	16.98	\$1,478,764	16.98	\$1,478,764	16.98	\$1,478,764
Transfers out:												
To General Fund		440,997		317,200		365,190		365,190		365,190		365,190
Transfer to Capital Construction Fund								530,000		530,000		530,000
To Food Services Fund		34,808		37,003		37,217		38,760		38,760		38,760
Contingency						227,533		180,578		180,578		180,578
<b>Sub-total</b>	12.08	<u>\$1,460,218</u>	13.71	<u>\$1,639,812</u>	15.59	<u>\$2,072,243</u>	16.98	<u>\$2,593,292</u>	16.98	<u>\$2,593,292</u>	16.98	<u>\$2,593,292</u>
Unappropriated Ending Fund Balance		<u>1,122,827</u>		<u>1,071,389</u>		<u>380,805</u>		<u>58,891</u>		<u>58,891</u>		<u>58,891</u>
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	12.08	<u><u>\$2,583,045</u></u>	13.71	<u><u>\$2,711,201</u></u>	15.59	<u><u>\$2,453,048</u></u>	16.98	<u><u>\$2,652,183</u></u>	16.98	<u><u>\$2,652,183</u></u>	16.98	<u><u>\$2,652,183</u></u>

\*Note: Fund Balance adjusted to reflect budgetary basis.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

PARKING OPERATIONS FUND-continued

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>
SUMMARY OF RESOURCES AND REQUIREMENTS:												
Total Operating Revenues	\$1,702,318		\$1,588,374		\$1,545,943		\$1,594,576		\$1,594,576		\$1,594,576	
Less: Total Operating Expenditures	<u>1,460,218</u>		<u>1,639,812</u>		<u>2,072,243</u>		<u>2,593,292</u>		<u>2,593,292</u>		<u>2,593,292</u>	
Revenues over (under) expenditures	\$242,100		(\$51,438)		(\$526,300)		(\$998,716)		(\$998,716)		(\$998,716)	
Beginning Fund Balance-Budgetary Basis	<u>880,727</u>		<u>1,122,827</u>		<u>907,105</u>		<u>1,057,607</u>		<u>1,057,607</u>		<u>1,057,607</u>	
Ending Fund Balance -Budgetary Basis	<u><u>\$1,122,827</u></u>		<u><u>\$1,071,389</u></u>		<u><u>\$380,805</u></u>		<u><u>\$58,891</u></u>		<u><u>\$58,891</u></u>		<u><u>\$58,891</u></u>	
Reconciliation of Budgetary Fund Balance to Financial Statement Fund Balance:												
Ending Fund Balance -Budgetary Basis	<u>\$1,122,827</u>		<u>\$1,071,389</u>		<u>\$380,805</u>		<u>\$58,891</u>		<u>\$58,891</u>		<u>\$58,891</u>	
Add (Deduct): Adj. to reflect Financial Statement Fund Balance												
Depreciation	(103,609)		(52,119)		(133,000) *		(133,000)		(133,000)		(133,000) *	
Capitalized value of fixed assets	<u>132,075</u>		<u>313,782</u>		<u>380,000</u> *		<u>130,000</u> *		<u>130,000</u> *		<u>130,000</u> *	
Total adjustment to reflect Financial Statement Fund Balance	28,466		261,663		247,000							
Cumulative effect of adjustment to reflect Financial Statement Fund Balance	<u>342,965</u>		<u>371,431</u>		<u>841,173</u>		<u>841,173</u>		<u>841,173</u>		<u>841,173</u>	
Total Adjustments	<u>\$371,431</u>		<u>\$633,094</u>		<u>\$1,088,173</u>		<u>\$841,173</u>		<u>\$841,173</u>		<u>\$841,173</u>	
Ending Fund Balance - Financial Statement Basis	<u><u>\$1,494,258</u></u>		<u><u>\$1,704,483</u></u>		<u><u>\$1,468,978</u></u> *		<u><u>\$900,064</u></u> *		<u><u>\$900,064</u></u> *		<u><u>\$900,064</u></u> *	

\* Estimated adjustments against Financial Statement Fund Balance

There are differences in the State of Oregon budget law reporting requirements and financial statement presentation requirements for Enterprise and Internal Service Funds. For example, budget law requires all cash outflows to be recorded as expenses, including the acquisition of capital assets and repayment of debt. These transactions are classified as balance sheet additions and liability removals, respectively, for financial statement presentation. Also, depreciation of assets is not recorded for budget purposes but is recognized as an expense for financial statement presentation. This section provides a reconciliation of the fund balance as reported for budget purposes and the fund balance as reported in the audited financial statements.

## **INTERNAL SERVICE FUNDS**

These funds account for the financing of goods or services provided by one department to other departments on a cost-reimbursement basis. Funds in this category are:

### **Print Center Fund:**

This fund was established to account for the College's expenses relating to printing and photocopying. The primary source of revenue is from charges for services to the College's operating funds.

### **Internal Service-P.E.R.S./Reserve Fund:**

This was established to centrally manage and account for the additional P.E.R.S. employer rate. The primary source of revenue is from charges to the College's operating funds on all salaries subject to P.E.R.S. Primary expenditure is a transfer of accumulated charges to the P.E.R.S. Bond Fund.

### **Risk Management Fund:**

This fund accounts for the expenses relating to the College's management of its self-insurance operation which includes property, casualty, unemployment and worker's compensation insurance. The primary source of revenue is from charges to the College's operating funds.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**PRINT CENTER FUND**

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>
<b><u>REVENUES:</u></b>												
Charges for services-internal		\$684,603		\$602,842		\$678,454		\$595,154		\$595,154		\$595,154
Charges for services-external		24,170		24,585		24,916		18,687		18,687		18,687
Copy machine revenues		528,358		522,000		518,437		538,567		538,567		538,567
Miscellaneous		8,372		6,775		9,232		11,872		11,872		11,872
Total Operating Revenues		<u>\$1,245,503</u>		<u>\$1,156,202</u>		<u>\$1,231,039</u>		<u>\$1,164,280</u>		<u>\$1,164,280</u>		<u>\$1,164,280</u>
Beginning Fund Balance		<u>444,735</u>		<u>436,625</u>		<u>400,839</u>		<u>455,619</u>		<u>455,619</u>		<u>455,619</u>
<b>TOTAL REVENUES</b>		<u><u>\$1,690,238</u></u>		<u><u>\$1,592,827</u></u>		<u><u>\$1,631,878</u></u>		<u><u>\$1,619,899</u></u>		<u><u>\$1,619,899</u></u>		<u><u>\$1,619,899</u></u>
<b><u>EXPENDITURES AND OTHER REQUIREMENTS:</u></b>												
Print Center Operations	12.15	\$1,180,133	12.15	\$1,051,800	10.15	\$1,221,932	10.15	\$1,124,808	10.15	\$1,124,808	10.15	\$1,124,808
Transfer to Food Services Fund		34,808		37,003		37,217		38,760		38,760		38,760
Transfer to General Fund		38,672		39,400		40,200		40,200		40,200		40,200
Contingency						162,671		200,752		200,752		200,752
<b>Sub-total</b>	12.15	<u>\$1,253,613</u>	12.15	<u>\$1,128,203</u>	10.15	<u>\$1,462,020</u>	10.15	<u>\$1,404,520</u>	10.15	<u>\$1,404,520</u>	10.15	<u>\$1,404,520</u>
Unappropriated Ending Fund Balance		<u>436,625</u>		<u>464,624</u>		<u>169,858</u>		<u>215,379</u>		<u>215,379</u>		<u>215,379</u>
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	12.15	<u><u>\$1,690,238</u></u>	12.15	<u><u>\$1,592,827</u></u>	10.15	<u><u>\$1,631,878</u></u>	10.15	<u><u>\$1,619,899</u></u>	10.15	<u><u>\$1,619,899</u></u>	10.15	<u><u>\$1,619,899</u></u>

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

PRINT CENTER FUND-continued

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>Budget</u>
SUMMARY OF RESOURCES AND REQUIREMENTS:												
Total Operating Revenues	\$1,245,503		\$1,156,202		\$1,231,039		\$1,164,280		\$1,164,280		\$1,164,280	
Less: Total Operating Expenditures	<u>1,253,613</u>		<u>1,128,203</u>		<u>1,462,020</u>		<u>1,404,520</u>		<u>1,404,520</u>		<u>1,404,520</u>	
Revenues over (under) expenditures	(\$8,110)		\$27,999		(\$230,981)		(\$240,240)		(\$240,240)		(\$240,240)	
Beginning Fund Balance	<u>444,735</u>		<u>436,625</u>		<u>400,839</u>		<u>455,619</u>		<u>455,619</u>		<u>455,619</u>	
Ending Fund Balance	<u><u>\$436,625</u></u>		<u><u>\$464,624</u></u>		<u><u>\$169,858</u></u>		<u><u>\$215,379</u></u>		<u><u>\$215,379</u></u>		<u><u>\$215,379</u></u>	

**Reconciliation of Budgetary Fund Balance to Financial Statement Fund Balance:**

Ending Fund Balance -Budgetary Basis	<u>\$436,625</u>	<u>\$464,624</u>	<u>\$169,858</u>	<u>\$215,379</u>	<u>\$215,379</u>	<u>\$215,379</u>
Add (Deduct): Adj. to reflect Financial Statement Fund Balance						
Depreciation	(95,377)	(101,120)	(117,000) *	(110,000)	(110,000)	(110,000) *
Prior period adjustments (contributed capital)	168,511	0				
Capitalized value of fixed assets	<u>119,595</u>	<u>93,028</u>	<u>152,000</u> *	<u>101,114</u> *	<u>101,114</u> *	<u>101,114</u> *
Total adjustment to reflect Financial Statement Fund Balance	192,729	(8,092)	35,000			(8,886)
Cumulative effect of adjustment to reflect Financial Statement Fund Balance	<u>(111,264)</u>	<u>81,465</u>	<u>74,984</u>	<u>74,984</u>	<u>74,984</u>	<u>74,984</u>
Total Adjustments	<u>\$81,465</u>	<u>\$73,373</u>	<u>\$109,984</u>	<u>\$74,984</u>	<u>\$74,984</u>	<u>\$66,098</u>
Ending Fund Balance - Financial Statement Basis	<u><u>\$518,090</u></u>	<u><u>\$537,997</u></u>	<u><u>\$279,842</u></u> *	<u><u>\$290,363</u></u> *	<u><u>\$290,363</u></u> *	<u><u>\$281,477</u></u> *

\* Estimated adjustments against Financial Statement Fund Balance

There are differences in the State of Oregon budget law reporting requirements and financial statement presentation requirements for Enterprise and Internal Service Funds. For example, budget law requires all cash outflows to be recorded as expenses, including the acquisition of capital assets and repayment of debt. These transactions are classified as balance sheet additions and liability removals, respectively, for financial statement presentation. Also, depreciation of assets is not recorded for budget purposes but is recognized as an expense for financial statement presentation. This section provides a reconciliation of the fund balance as reported for budget purposes and the fund balance as reported in the audited financial statements.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET  
INTERNAL SERVICE-P.E.R.S./Reserve FUND

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>
<b>REVENUES:</b>												
Charges to departments & other revenues	\$498,951		\$11,931,482		\$13,229,719		\$14,023,135		\$14,023,135		\$14,023,135	
Proceeds from sale of Limited Tax Pension Bonds	119,995,000		0									
Interest from investments			56,240									
Total Operating Revenues	<u>\$120,493,951</u>		<u>\$11,987,722</u>		<u>\$13,229,719</u>		<u>\$14,023,135</u>		<u>\$14,023,135</u>		<u>\$14,023,135</u>	
Beginning Fund Balance			527,663		3,035,482		10,958,951		10,958,951		10,958,951	
<b>TOTAL REVENUES</b>	<u><u>\$120,493,951</u></u>		<u><u>\$12,515,385</u></u>		<u><u>\$16,265,201</u></u>		<u><u>\$24,982,086</u></u>		<u><u>\$24,982,086</u></u>		<u><u>\$24,982,086</u></u>	
<b>EXPENDITURES AND OTHER REQUIREMENTS:</b>												
Bond Issuance Cost	\$1,162,752		\$0									
Payment to PERS for UAL	118,803,536		0				\$2,949,395		\$2,949,395		\$2,949,395	
Transfer to P.E.R.S. Bond Fund			\$5,904,858		\$6,530,940		6,829,144		6,829,144		6,829,144	
Contingency					650,000		650,000		650,000		650,000	
<b>Sub-total</b>	<u>\$119,966,288</u>		<u>\$5,904,858</u>		<u>\$7,180,940</u>		<u>\$10,428,539</u>		<u>\$10,428,539</u>		<u>\$10,428,539</u>	
Unappropriated Ending Fund Balance	527,663		6,610,527		9,084,261		14,553,547		14,553,547		14,553,547	
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS:</b>	0.00 <u><u>\$120,493,951</u></u>	0.00	<u><u>\$12,515,385</u></u>	0.00	<u><u>\$16,265,201</u></u>	0.00	<u><u>\$24,982,086</u></u>	0.00	<u><u>\$24,982,086</u></u>	0.00	<u><u>\$24,982,086</u></u>	
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues	\$120,493,951		\$11,987,722		\$13,229,719		\$14,023,135		\$14,023,135		\$14,023,135	
Less: Total Operating Expenditures	<u>119,966,288</u>		<u>5,904,858</u>		<u>7,180,940</u>		<u>10,428,539</u>		<u>10,428,539</u>		<u>10,428,539</u>	
Excess of revenues, over (under) expenditures	\$527,663		\$6,082,864		\$6,048,779		\$3,594,596		\$3,594,596		\$3,594,596	
Beginning Fund Balance	<u>0</u>		<u>527,663</u>		<u>3,035,482</u>		<u>10,958,951</u>		<u>10,958,951</u>		<u>10,958,951</u>	
Ending Fund Balance	<u><u>\$527,663</u></u>		<u><u>\$6,610,527</u></u>		<u><u>\$9,084,261</u></u>		<u><u>\$14,553,547</u></u>		<u><u>\$14,553,547</u></u>	0.00	<u><u>\$14,553,547</u></u>	

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**RISK MANAGEMENT FUND**

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	Actual	F.T.E.	Actual	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget	F.T.E.	Budget	F.T.E.
<b>REVENUES:</b>												
Charges to departments & other revenues	\$690,676		\$732,837		\$912,286		\$1,107,728		\$1,107,728		\$1,107,728	
Other insurance reimbursements	209		4,765		0		0		0		0	
Interest from investments	59,930		51,060		87,407		49,053		49,053		49,053	
Total Operating Revenues	<u>\$750,815</u>		<u>\$788,662</u>		<u>\$999,693</u>		<u>\$1,156,781</u>		<u>\$1,156,781</u>		<u>\$1,156,781</u>	
Beginning Fund Balance	<u>4,419,398</u>		<u>3,910,944</u>		<u>3,594,429</u>		<u>2,217,962</u>		<u>2,217,962</u>		<u>2,217,962</u>	
<b>TOTAL REVENUES</b>	<u><u>\$5,170,213</u></u>		<u><u>\$4,699,606</u></u>		<u><u>\$4,594,122</u></u>		<u><u>\$3,374,743</u></u>		<u><u>\$3,374,743</u></u>		<u><u>\$3,374,743</u></u>	
<b>EXPENDITURES AND OTHER REQUIREMENTS:</b>												
Insurance and Other Charges												
Self Insurance and Risk Administration	1.00	\$1,159,269	2.08	\$1,684,620	3.08	\$1,582,319	3.08	\$2,092,951	3.08	\$2,092,951	3.08	\$2,092,951
Transfer to General Fund		100,000										
Contingency					177,531		278,512		278,512		278,512	
<b>Sub-total</b>		<u>\$1,259,269</u>		<u>\$1,684,620</u>		<u>\$1,759,850</u>		<u>\$2,371,463</u>		<u>\$2,371,463</u>		<u>\$2,371,463</u>
Unappropriated Ending Fund Balance		<u>3,910,944</u>		<u>3,014,986</u>		<u>2,834,272</u>		<u>1,003,280</u>		<u>1,003,280</u>		<u>1,003,280</u>
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS:</b>	1.00	<u><u>\$5,170,213</u></u>	2.08	<u><u>\$4,699,606</u></u>	3.08	<u><u>\$4,594,122</u></u>	3.08	<u><u>\$3,374,743</u></u>	3.08	<u><u>\$3,374,743</u></u>	3.08	<u><u>\$3,374,743</u></u>
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues		\$750,815		\$788,662		\$999,693		\$1,156,781		\$1,156,781		\$1,156,781
Less: Total Operating Expenditures		<u>1,259,269</u>		<u>1,684,620</u>		<u>1,759,850</u>		<u>2,371,463</u>		<u>2,371,463</u>		<u>2,371,463</u>
Excess of revenues, over (under) expenditures		<u>(\$508,454)</u>		<u>(\$895,958)</u>		<u>(\$760,157)</u>		<u>(\$1,214,682)</u>		<u>(\$1,214,682)</u>		<u>(\$1,214,682)</u>
Beginning Fund Balance		<u>4,419,398</u>		<u>3,910,944</u>		<u>3,594,429</u>		<u>2,217,962</u>		<u>2,217,962</u>		<u>2,217,962</u>
Ending Fund Balance		<u><u>\$3,910,944</u></u>		<u><u>\$3,014,986</u></u>		<u><u>\$2,834,272</u></u>		<u><u>\$1,003,280</u></u>		<u><u>\$1,003,280</u></u>	0.00	<u><u>\$1,003,280</u></u>

NOTE: Fund Balance for budget purposes and Fund Balance as reported in the audited financial statement are the same. Therefore, a statement of reconciliation of fund balance is not necessary.



## **FIDUCIARY FUND**

Fiduciary funds account for assets held by the College in a trustee capacity or as an agent on behalf of others. The fund in this category is:

### **Pension Trust Fund: Early Retirement**

This fund was established to account for the accumulation of resources to meet future obligations on the College's early retirement program. Principal sources of revenue are a transfer from the General Fund and interest earnings from investments.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**EARLY RETIREMENT FUND**

	Fiscal Year 2002-2003		Fiscal Year 2003-2004		Fiscal Year 2004-2005 ADOPTED		Fiscal Year 2005-2006 PROPOSED		Fiscal Year 2005-2006 APPROVED		Fiscal Year 2005-2006 ADOPTED	
	<u>Actual</u>	<u>F.T.E.</u>	<u>Actual</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>	<u>Budget</u>	<u>F.T.E.</u>
<b>REVENUES:</b>												
Interest from investments	\$38,627		\$19,085		\$37,016		\$18,709		\$18,709		\$18,709	
Transfer from General Fund	780,900		780,900		780,900		780,900		780,900		780,900	
Total Operating Revenues	<u>\$819,527</u>		<u>\$799,985</u>		<u>\$817,916</u>		<u>\$799,609</u>		<u>\$799,609</u>		<u>\$799,609</u>	
Beginning Fund Balance	<u>977,590</u>		<u>1,137,454</u>		<u>989,855</u>		<u>1,039,394</u>		<u>1,039,394</u>		<u>1,039,394</u>	
<b>TOTAL REVENUES</b>	<u><u>\$1,797,117</u></u>		<u><u>\$1,937,439</u></u>		<u><u>\$1,807,771</u></u>		<u><u>\$1,839,003</u></u>		<u><u>\$1,839,003</u></u>		<u><u>\$1,839,003</u></u>	
<b>EXPENDITURES AND OTHER REQUIREMENTS:</b>												
Other post-retirement benefits	\$659,663		\$908,644		\$902,168		\$1,024,506		\$1,024,506		\$1,024,506	
Contingency	0		0		135,000		100,000		100,000		100,000	
<b>Sub-total</b>	<u>\$659,663</u>		<u>\$908,644</u>		<u>\$1,037,168</u>		<u>\$1,124,506</u>		<u>\$1,124,506</u>		<u>\$1,124,506</u>	
Unappropriated Ending Fund Balance	<u>1,137,454</u>		<u>1,028,795</u>		<u>770,603</u>		<u>714,497</u>		<u>714,497</u>		<u>714,497</u>	
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	<u><u>\$1,797,117</u></u>		<u><u>\$1,937,439</u></u>		<u><u>\$1,807,771</u></u>		<u><u>\$1,839,003</u></u>		<u><u>\$1,839,003</u></u>		<u><u>\$1,839,003</u></u>	
<b>SUMMARY OF RESOURCES AND REQUIREMENTS:</b>												
Total Operating Revenues	\$819,527		\$799,985		\$817,916		\$799,609		\$799,609		\$799,609	
Less: Total Operating Expenditures	<u>659,663</u>		<u>908,644</u>		<u>1,037,168</u>		<u>1,124,506</u>		<u>1,124,506</u>		<u>1,124,506</u>	
Excess of revenues, over (under) expenditures	<u>\$159,864</u>		<u>(\$108,659)</u>		<u>(\$219,252)</u>		<u>(\$324,897)</u>		<u>(\$324,897)</u>		<u>(\$324,897)</u>	
Beginning Fund Balance	<u>977,590</u>		<u>1,137,454</u>		<u>989,855</u>		<u>1,039,394</u>		<u>1,039,394</u>		<u>1,039,394</u>	
Ending Fund Balance	<u><u>\$1,137,454</u></u>		<u><u>\$1,028,795</u></u>		<u><u>\$770,603</u></u>		<u><u>\$714,497</u></u>		<u><u>\$714,497</u></u>		<u><u>\$714,497</u></u>	

## **DEBT SERVICE FUNDS**

The Debt Service Funds account for debt activities relating to the College's bonded debt obligations. Funds in this category are:

### **Debt Service-General Obligation Bond Fund:**

This fund was established to account for the accumulation of resources for the payment of principal and interest on the general obligation bonds. The principal source of revenue is from property taxes.

### **Capital Lease/Purchase Fund:**

This fund was established to account for the accumulation of resources for the payment of principal and interest on the non-enterprise portion of the Certificate of Participation Bonds issued in 1992. The primary source of revenue is a transfer from the General Fund.

### **P.E.R.S. Debt Service Fund:**

This fund was established to account for the accumulation of resources for the payment of principal and interest on the taxable Bonds issue. The primary source of revenue is a transfer from the Internal Charge-P.E.R.S./Reserve Fund.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

DEBT SERVICE (G.O. Bonds) FUND

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	Fiscal Year 2002-2003 <u>Actual</u>	<u>F.T.E.</u>	Fiscal Year 2003-2004 <u>Actual</u>	<u>F.T.E.</u>	Fiscal Year 2004-2005 ADOPTED <u>Budget</u>	<u>F.T.E.</u>	Fiscal Year 2005-2006 PROPOSED <u>Budget</u>	<u>F.T.E.</u>	Fiscal Year 2005-2006 APPROVED <u>Budget</u>	<u>F.T.E.</u>	Fiscal Year 2005-2006 ADOPTED <u>Budget</u>
<b><u>REVENUES:</u></b>											
Property Tax - current year	\$13,866,311		\$16,299,555		\$16,086,715		\$15,702,958		\$15,702,958		\$15,702,958
Property Tax - prior year	259,371		301,285		596,852		603,263		603,263		603,263
Proceeds from sale of refunding bonds											
Interest from investments	244,721		61,215		110,881		56,375		56,375		56,375
Total Operating Revenues	<u>\$14,370,403</u>		<u>\$16,662,055</u>		<u>\$16,794,448</u>		<u>\$16,362,596</u>		<u>\$16,362,596</u>		<u>\$16,362,596</u>
Beginning Fund Balance	<u>19,655,442</u>		<u>1,853,842</u>		<u>2,002,480</u>		<u>2,484,215</u>		<u>2,484,215</u>		<u>2,484,215</u>
<b>TOTAL REVENUES</b>	<u><u>\$34,025,845</u></u>		<u><u>\$18,515,897</u></u>		<u><u>\$18,796,928</u></u>		<u><u>\$18,846,811</u></u>		<u><u>\$18,846,811</u></u>		<u><u>\$18,846,811</u></u>
<b><u>EXPENDITURES AND OTHER REQUIREMENTS:</u></b>											
Debt Service:											
Principal - G.O. Bonds	\$23,000,000		\$7,645,000		\$8,335,000		\$8,710,000		\$8,710,000		\$9,680,000
Interest - G. O. Bonds	9,172,003		8,297,626		7,997,955		7,608,104		7,608,104		7,356,145
Bond issuance costs											
<b>Sub-total</b>	<u>\$32,172,003</u>		<u>\$15,942,626</u>		<u>\$16,332,955</u>		<u>\$16,318,104</u>		<u>\$16,318,104</u>		<u>\$17,036,145</u>
Unappropriated Ending Fund Balance	<u>1,853,842</u>		<u>2,573,271</u>		<u>2,463,973</u>		<u>2,528,707</u>		<u>2,528,707</u>		<u>1,810,666</u>
<b>TOTAL EXPENDITURES AND OTHER REQUIRMENTS</b>	<u><u>\$34,025,845</u></u>		<u><u>\$18,515,897</u></u>		<u><u>\$18,796,928</u></u>		<u><u>\$18,846,811</u></u>		<u><u>\$18,846,811</u></u>		<u><u>\$18,846,811</u></u>

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

CAPITAL LEASE/PURCHASE FUND

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	Fiscal Year 2002-2003 <u>Actual</u>	F.T.E.	Fiscal Year 2003-2004 <u>Actual</u>	F.T.E.	Fiscal Year 2004-2005 ADOPTED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 PROPOSED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 APPROVED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 ADOPTED <u>Budget</u>
<b><u>REVENUES:</u></b>											
Transfer from General Fund	\$195,925		\$197,783		\$197,783		\$198,320		\$198,320		\$198,320
Interest from investments	150		384		250		674		674		674
Total Operating Revenues	<u>\$196,075</u>		<u>\$198,167</u>		<u>\$198,033</u>		<u>\$198,994</u>		<u>\$198,994</u>		<u>\$198,994</u>
Beginning Fund Balance	42,876		43,064		43,314		44,921		44,921		44,921
<b>TOTAL REVENUES</b>	<u><u>\$238,951</u></u>		<u><u>\$241,231</u></u>		<u><u>\$241,347</u></u>		<u><u>\$243,915</u></u>		<u><u>\$243,915</u></u>		<u><u>\$243,915</u></u>
<b><u>EXPENDITURES AND OTHER REQUIREMENTS:</u></b>											
Debt Service:											
Principal	\$95,000		\$100,000		\$105,000		\$110,000		\$110,000		\$110,000
Interest	100,887		96,974		92,783		88,320		88,320		88,320
<b>Sub-total</b>	<u>\$195,887</u>		<u>\$196,974</u>		<u>\$197,783</u>		<u>\$198,320</u>		<u>\$198,320</u>		<u>\$198,320</u>
Unappropriated Ending Fund Balance	43,064		44,257		43,564		45,595		45,595		45,595
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	<u><u>\$238,951</u></u>		<u><u>\$241,231</u></u>		<u><u>\$241,347</u></u>		<u><u>\$243,915</u></u>		<u><u>\$243,915</u></u>		<u><u>\$243,915</u></u>

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

P.E.R.S. DEBT SERVICE FUND

	Fiscal Year 2002-2003 <u>Actual</u>	F.T.E.	Fiscal Year 2003-2004 <u>Actual</u>	F.T.E.	Fiscal Year 2004-2005 ADOPTED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 PROPOSED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 APPROVED <u>Budget</u>	F.T.E.	Fiscal Year 2005-2006 ADOPTED <u>Budget</u>
<b><u>REVENUES:</u></b>											
Transfer from Internal Charge/Reimb Fund			\$5,904,858		\$6,530,940		\$6,829,144		\$6,829,144		\$6,829,144
Interest from investments											
Total Operating Revenues	<u>\$0</u>		<u>\$5,904,858</u>		<u>\$6,530,940</u>		<u>\$6,829,144</u>		<u>\$6,829,144</u>		<u>\$6,829,144</u>
Beginning Fund Balance			0								
<b>TOTAL REVENUES</b>	<u><u>\$0</u></u>		<u><u>\$5,904,858</u></u>		<u><u>\$6,530,940</u></u>		<u><u>\$6,829,144</u></u>		<u><u>\$6,829,144</u></u>		<u><u>\$6,829,144</u></u>
<b><u>EXPENDITURES AND OTHER REQUIREMENTS:</u></b>											
Debt Service:											
Principal - Pension Obligation Bonds			\$1,030,000		\$1,235,000		\$1,550,000		\$1,550,000		\$1,550,000
Interest - Pension Obligation Bonds			4,874,858		5,290,940		5,274,144		5,274,144		5,274,144
Bond cost					5,000		5,000		5,000		5,000
<b>Sub-total</b>	<u>\$0</u>		<u>\$5,904,858</u>		<u>\$6,530,940</u>		<u>\$6,829,144</u>		<u>\$6,829,144</u>		<u>\$6,829,144</u>
Unappropriated Ending Fund Balance	<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>		<u>0</u>
<b>TOTAL EXPENDITURES AND OTHER REQUIREMENTS</b>	<u><u>\$0</u></u>		<u><u>\$5,904,858</u></u>		<u><u>\$6,530,940</u></u>		<u><u>\$6,829,144</u></u>		<u><u>\$6,829,144</u></u>		<u><u>\$6,829,144</u></u>

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**GENERAL OBLIGATION BONDS-Debt Service Summary**

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	<u>Date of Issue</u>	<u>Date of Maturity</u>	<u>Amount Outstanding</u>
<b>UNLIMITED TAX GENERAL OBLIGATION BONDS</b>			
Zero Coupon Bonds (Citizens Bond)	03/24/1993	07/01/2013	\$3,620,793
Series 1997, G. O. Refunding Bonds	11/01/1997	07/01/2012	18,710,000
Series 2001 A& B, General Obligation Bonds	05/15/2001	06/01/2021	35,970,000
Series 2002, G. O. Refunding Bonds	05/01/2002	06/01/2013	12,340,000
Series 2005 Refunding Series	06/15/2005	06/15/2018	<u>87,830,000</u>
TOTAL TAX SUPPORTED GENERAL OBLIGATION BONDS			<u>\$158,470,793</u>
<b>DEBT PAID/SECURED BY THE GENERAL FUND</b>			
Series 1998, Certificates of Participation Bonds	04/21/1998	01/15/2018	\$1,885,000
Series 2003, Limited Tax Pension Bonds	06/30/2003	06/30/2027	<u>117,730,000</u>
			<u>\$119,615,000</u>
<b>TOTAL OF ALL OUTSTANDING LONG-TERM DEBT</b> as of July 1, 2005			<u>\$278,085,793</u>

LEGAL DEBT LIMITATION: 1.5% of Real Market Value of properties within the District.

<u>Fiscal Year</u>	<u>Assessed Value</u>	<u>Real Market Value</u>	<u>Legal Debt Limit</u>	<u>Outstanding Debt</u>	<u>Remaining Debt Margin</u>
2004-2005	\$75,030,938,882	\$115,982,406,778	\$1,739,736,102	\$158,470,793	\$1,581,265,308
2005-2006**	\$78,529,631,562	\$119,461,878,981	\$1,791,928,185	\$158,470,793	\$1,633,457,391
	<u>Tax Levied for G.O. Bonds</u>	<u>Tax Rate per 1,000 of Assessed Value</u>			
2004-2005	\$17,041,011	\$0.2271			
2005-2006**	\$16,599,320	\$0.2114			

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

**GENERAL OBLIGATION BONDS-Debt Service Schedule**

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Fiscal Year	Zero Coupon Bond (Citizens Bond)			Series 1997 G.O. Advance Refunding Bonds			Consolidated Total		
	Principal	Interest	Fiscal Year Requirement	Principal	Interest	Fiscal Year Requirement	Principal	Interest	Total Debt Service Requirement
2005-06				1,970,000	895,170	2,865,170	1,970,000	895,170	2,865,170
2006-07				2,135,000	787,414	2,922,414	2,135,000	787,414	2,922,414
2007-08	2,975,094	324,906	3,300,000	115,000	728,668	843,668	3,090,094	1,053,573	4,143,668
2008-09				2,510,000	666,980	3,176,980	2,510,000	666,980	3,176,980
2009-10				2,690,000	543,435	3,233,435	2,690,000	543,435	3,233,435
2010-11				2,875,000	399,813	3,274,813	2,875,000	399,813	3,274,813
2011-12				3,095,000	243,375	3,338,375	3,095,000	243,375	3,338,375
2012-13				3,320,000	83,000	3,403,000	3,320,000	83,000	3,403,000
2013-14	<u>645,699</u>	<u>519,301</u>	<u>1,165,000</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>645,699</u>	<u>519,301</u>	<u>1,165,000</u>
	<u>\$3,620,793</u>	<u>\$844,207</u>	<u>\$4,465,000</u>	<u>\$18,710,000</u>	<u>\$4,347,854</u>	<u>\$23,057,854</u>	<u>\$22,330,793</u>	<u>\$5,192,060</u>	<u>\$27,522,854</u>

Note: The 1994 Bond issue includes an \$8,355,000 5.25% Term Bond due January 15, 2014 @ 99.38%

Interest payment due dates on the 1992 Series A are January 1 and July 1. Interest payment due dates on the 1994 Series are January 15 and July 15.

On November 1, 1997, all the callable portion of the 1992 Series A Bonds was refunded. Interest payment due dates on the 1997 G.O. Advance Refunding Bonds are January 1 and July 1.

On May 15, 2002, all the callable portion of the 1994 Series General Obligation Bonds was refunded. Interest payment due dates on the 2002 G.O. Refunding Bonds are June 1 and December 1.



**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

GENERAL OBLIGATION BONDS-Debt Service Schedule

Fiscal Year	2001 Series "A & B" G.O. Bonds			2005 Refunding Series G.O. Bonds			Consolidated Total		
	Principal	Interest	Fiscal Year Requirement	Principal	Interest	Fiscal Year Requirement	Principal	Interest	Total Debt Service Requirement
2005-06	5,345,000	1,699,978	7,044,978	970,000	4,252,028	5,222,028	6,315,000	5,952,006	12,267,006
2006-07	5,595,000	1,459,765	7,054,765	1,635,000	4,211,150	5,846,150	7,230,000	5,670,915	12,900,915
2007-08	5,865,000	1,180,015	7,045,015	2,270,000	4,158,013	6,428,013	8,135,000	5,338,028	13,473,028
2008-09	6,105,000	943,525	7,048,525	3,035,000	4,078,563	7,113,563	9,140,000	5,022,088	14,162,088
2009-10	6,365,000	653,050	7,018,050	430,000	3,964,750	4,394,750	6,795,000	4,617,800	11,412,800
2010-11	6,695,000	356,850	7,051,850	1,095,000	3,948,625	5,043,625	7,790,000	4,305,475	12,095,475
2011-12	0	0	0	8,725,000	3,907,563	12,632,563	8,725,000	3,907,563	12,632,563
2012-13	0	0	0	10,000,000	3,483,500	13,483,500	10,000,000	3,483,500	13,483,500
2013-14	0	0	0	10,835,000	2,983,500	13,818,500	10,835,000	2,983,500	13,818,500
2014-15	0	0	0	10,635,000	2,441,750	13,076,750	10,635,000	2,441,750	13,076,750
2015-16	0	0	0	11,635,000	1,910,000	13,545,000	11,635,000	1,910,000	13,545,000
2016-17	0	0	0	12,710,000	1,328,250	14,038,250	12,710,000	1,328,250	14,038,250
2017-18	0	0	0	13,855,000	692,750	14,547,750	13,855,000	692,750	14,547,750
2018-19	0	0	0	0	0	0	0	0	0
2019-20	0	0	0	0	0	0	0	0	0
2020-21	0	0	0	0	0	0	0	0	0
	<u>\$35,970,000</u>	<u>\$6,293,183</u>	<u>\$42,263,183</u>	<u>\$87,830,000</u>	<u>\$41,360,441</u>	<u>\$129,190,441</u>	<u>\$123,800,000</u>	<u>\$47,653,623</u>	<u>\$171,453,623</u>

Interest payment due dates on the 2001 Series A are June 1 and December 1. Maturing principal are due June 1 of each year.

Interest payment due dates on the 2005 Refunding Series are June 15 and December 15. Maturing principal are due June 15 of each year.

**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

GENERAL OBLIGATION BONDS-Debt Service Schedule

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Fiscal Year	2002 G.O. Refunding Bonds		Fiscal Year
	Principal	Interest	Requirement
2005-06	1,395,000	508,969	1,903,969
2006-07	1,370,000	464,069	1,834,069
2007-08	200,000	436,594	636,594
2008-09	1,190,000	409,294	1,599,294
2009-10	1,185,000	361,794	1,546,794
2010-11	1,175,000	314,006	1,489,006
2011-12	1,165,000	265,891	1,430,891
2012-13	1,155,000	217,319	1,372,319
2013-14	3,505,000	96,388	3,601,388
2014-15	0	0	0
2015-16	0	0	0
2016-17	0	0	0
2017-18	0	0	0
2018-19	0	0	0
2019-20	0	0	0
2020-21	0	0	0
	<u>\$12,340,000</u>	<u>\$3,074,322</u>	<u>\$15,414,322</u>

Interest payment due dates on the 2001 Series A are June 1 and December 1. Maturing principal are due June 1 of each year.  
On May 15, 2002, all the callable portion of the 1994 Series General Obligation Bonds was refunded.  
Interest payment due dates on the 2002 G.O. Refunding Bonds are June 1 and December 1.

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

LIMITED TAX PENSION BONDS-Debt Service Schedule

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**LIMITED TAX PENSION BOND SERIES 2003**

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<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Fiscal Year Requirement</u>
2005-06	1,550,000	5,274,144	6,824,144
2006-07	1,635,000	5,248,879	6,883,879
2007-08	1,670,000	5,214,871	6,884,871
2008-09	1,710,000	5,173,288	6,883,288
2009-10	1,765,000	5,125,066	6,890,066
2010-11	1,930,000	5,068,409	6,998,409
2011-12	2,290,000	5,001,438	7,291,438
2012-13	2,685,000	4,917,395	7,602,395
2013-14	3,110,000	4,815,097	7,925,097
2014-15	3,565,000	4,693,496	8,258,496
2015-16	4,060,000	4,551,252	8,611,252
2016-17	4,590,000	4,385,198	8,975,198
2017-18	5,165,000	4,192,877	9,357,877
2018-19	5,810,000	3,944,441	9,754,441
2019-20	6,505,000	3,664,980	10,169,980
2020-21	7,250,000	3,352,089	10,602,089
2021-22	8,050,000	3,003,364	11,053,364
2022-23	8,910,000	2,616,159	11,526,159
2023-24	9,825,000	2,187,588	12,012,588
2024-25	10,810,000	1,715,006	12,525,006
2025-26	11,860,000	1,195,045	13,055,045
2023-26	<u>12,985,000</u>	<u>624,579</u>	<u>13,609,579</u>
	<u>\$117,730,000</u>	<u>\$85,964,655</u>	<u>\$203,694,655</u>

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

CERTIFICATE OF PARTICIPATION BONDS-Debt Service Schedule

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**C.O.P. Series 1998-Lease/Purchase**

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<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Fiscal Year Requirement</u>
2005-06	110,000	88,320	198,320
2006-07	115,000	83,535	198,535
2007-08	120,000	78,475	198,475
2008-09	125,000	73,135	198,135
2009-10	130,000	67,510	197,510
2010-11	135,000	61,660	196,660
2011-12	140,000	55,450	195,450
2012-13	150,000	48,870	198,870
2013-14	155,000	41,820	196,820
2014-15	165,000	34,380	199,380
2015-16	170,000	26,460	196,460
2016-17	180,000	18,130	198,130
2017-18	<u>190,000</u>	<u>9,310</u>	<u>199,310</u>
	<u>\$1,885,000</u>	<u>\$687,055</u>	<u>\$2,572,055</u>

Interest payment due dates on the 1998 Series are January 15 and July 15.

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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 ADOPTED BUDGET

GENERAL OBLIGATION BONDS

Ratio of Net Bonded Debt to Real Market Value & Net Bonded Debt Per Capita

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		District <u>Population</u>	Full-Time Equivalent <u>Student</u>	Real Market <u>Valuation</u>	Net Bonded Debt <u>(G.O. Bonds)</u>	Ratio of Net Bonded Debt to Real Market <u>Valuation</u>	Net Bonded Debt per <u>Capita</u>
2005-06	**	1,087,704	23,176	119,461,878,981	158,470,793	0.13%	146
2004-05	**	1,087,704	23,176	115,982,406,778	167,784,694	0.14%	154
2003-04	(1)	1,076,935	23,472	115,982,406,778	175,144,270	0.15%	163
2002-03		1,050,050	26,061	101,480,047,144	177,321,279	0.17%	169
2001-02		1,035,000	25,406	97,582,654,042	182,870,213	0.19%	177
2000-01		996,667	22,351	95,845,123,877	91,411,594	0.10%	92
1999-00		977,125	21,365	87,064,428,504	47,797,033	0.05%	49
1998-99		965,227	20,337	72,520,879,180	50,035,126	0.07%	52
1997-98		987,985	19,502	67,374,204,590	52,178,594	0.08%	53
1996-97		964,829	18,651	60,364,363,855	53,576,923	0.09%	56
1995-96		955,276	18,557	53,289,374,163	55,359,630	0.10%	58
1994-95		928,544	18,822	47,366,020,953	55,186,252	0.12%	59
1993-94		955,259	20,311	42,197,916,440	59,511,350	0.14%	62

\*\*Estimated

(1) Population estimate as of 5/27/2003

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FINANCIAL MANAGEMENT POLICY  
BUDGETARY POLICY  
DEBT MANAGEMENT POLICY  
INVESTMENT POLICY

## **PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 BUDGET  
FINANCIAL MANAGEMENT POLICY

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**GOAL:** To ensure the integrity of the college financial accounting and budgetary system and records; to prevent the unauthorized use and disposition of the college assets and resources; to ensure compliance with all existing laws, regulations and guidelines governing the accounting and budgetary operations of the college.

**OBJECTIVES:** To provide a solid and reliable foundation for financial planning and decision making by the Board of Directors, Budget Committee, the President and the college staff.

- The college will maintain an accounting and financial reporting system that conforms to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting Standards Board (GASB), the National Association of College and University Business Officers (NACUBO) and the Oregon Local Budget Law.
  - The college will issue an audited Comprehensive Annual Financial Report (CAFR) that conforms with GAAP and GASB requirements and the standards and reporting guidelines of the Government Finance Officers Association (GFOA) of the United States and Canada.
  - The college will utilize a basis of accounting designed for governmental operations in the General Fund, Special Revenue Funds, Capital Projects Funds and Debt Service Funds.
  - The college will utilize a basis of accounting designed for proprietary fund type to account for operations that are financed and operated in a manner similar to a private business enterprise—where the intent is that costs (including depreciation) of providing goods or services on a continuing basis be financed or recovered primarily through fees and charges; or that periodic determination of revenues earned, expenses incurred, and/or net income is appropriate for capital maintenance, public policy, management control, accountability, or other purposes.
  - The college will maintain an adequate cash balance equivalent to the total of the first three months of the fiscal year's expenditure requirements and shall provide a means to maintain the reserve through short-term borrowing, if necessary, in the event the goal is not achieved at the beginning of each fiscal year.
  - The college will provide projections of operating revenues and expenditures, capital expenditures and debt service requirements comprised of the current fiscal year's projected results of operation and forecasts for the next two to three fiscal years.
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## **PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 BUDGET  
BUDGETARY POLICY

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**GOAL:** To present a balanced budget that complies with the requirements of the state budget law; to provide a budget with a financial base sufficient to support high quality and innovative educational programs that are accessible and affordable to the residents of the district. To help the college administrators make informed choices about the provision of educational services and capital assets and to promote stakeholder participation in the process.

**OBJECTIVES:** To provide incentives to use financial resources wisely, to give responsibility for budget management to cost centers, and to increase flexibility to address changing needs.

- The college will maintain a balanced revenue portfolio including establishing tuition, fees, charges and an indirect costs rate that are sufficient to recover the cost of providing the services.
  - The college will maintain an unappropriated balance in the General Fund equivalent to a minimum of 7% of the total operating expenditure requirements for the fiscal year.
  - The college will establish a General Fund base budget for each cost center by taking the adopted budget for the current year and adjusting it for all policy level decisions that impact the budget. Policy level decisions are changes that affect the base budget and include, but are not limited to; budget augmentations as a result of granting cost of living increases, contractual salary requirements, changes in benefit costs, and other augmentations authorized by the President and the Board.
  - General Fund operating surplus, if any, will be used first to bring the fund balance to a minimum 7% level and any excess will be allocated to enhance instructional programs including allocating resources to finance critical equipment needs and technological infrastructure.
  - The college will maintain a contingency account to meet unanticipated requirements that may occur during the budget year.
  - The college will maintain and update a multi-year capital maintenance project list. This list will be the basis in budgeting for the annual capital maintenance requirements. The college will also maintain a Capital Projects Fund to account for capital expenditures, including the annual appropriation of resources to finance the capital maintenance requirements. In the event that available resources are not sufficient to fund the annual capital maintenance requirements, projects in the lists will be prioritized based on the following criteria: a) maintenance projects to correct safety and health issues, b) maintenance projects to correct potential liability issues including compliance with the ADA (Americans with Disabilities Act) requirements, and c) energy saving projects.
  - The college will seek to maximize the use of one-time resources for those programs and projects that would generate future benefits/savings and will not use them to fund on-going commitments.
  - The college will annually review the results of the operations of the Proprietary Funds to ensure that fees and charges are set at the level sufficient to recover the cost of providing the services.
  - The college will strive to provide maximum flexibility to cost center managers in budgeting for experimental programs.
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## **PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 BUDGET  
DEBT MANAGEMENT POLICY

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**GOAL:** To ensure compliance with the requirement of the Oregon Revised Statute governing public borrowing and issuance of bonds. To provide sufficient funds to meet current and future debt service requirements on all indebtedness and to ensure full compliance with the terms and conditions outlined in the bond resolution.

**OBJECTIVES:** To provide the most efficient means of financing the College's short-term and long-term capital needs and to provide sufficient resources to pay for the College's obligations when they mature.

- 1) The College shall issue bonds and other obligations in accordance with the guidelines and limitations set forth in Chapters 287 and 288 of the Oregon Revised Statutes (ORS) and Chapter 170, Divisions 55, 60, 61, 62, 63 and 71 of the Oregon Administrative Rules (OAR).
    - a) **LIMITATION ON INDEBTEDNESS:**
      - i) The College's outstanding debt at anytime shall not exceed 65 percent of the Colleges' legal debt margin. (The legal debt margin of the College is currently at 1.5% of the total real market value of properties within the assessment district.)
      - ii) Obligations issued in anticipation of taxes (TAN) and other revenues (TRAN) shall not exceed 80 percent of the amount budgeted to be received for the fiscal year and shall not be issued prior to the beginning of, and shall mature not later than the end of the fiscal year in which the taxes or other revenues are expected to be received. The College shall follow the Federal laws and regulations governing this type of obligations at all times.
    - b) **METHOD OF SALE:**
      - i) The College shall use the competitive bid process when issuing debt obligations, except for section iii provided below.
      - ii) The College shall prepare and make available upon request, to bidders and investors, a preliminary official statement containing all relevant information required by Section 287.018.
      - iii) The College may use an alternative method such as negotiated sale, private placement or limited public offering if it can be clearly demonstrated that such method may produce the most cost effective results.
      - iv) The College shall maintain a debt rating of no lower than A on all its outstanding indebtedness.
      - v) The College may obtain a credit enhancement device providing additional security for the payment of all or any portion of the amounts owing on the bonds or for the purpose of funding, in lieu of cash, all or any portion of the debt service reserve. Credit enhancement may be in the form of letter of credit, line of credit, municipal bond insurance or other device or facility used to enhance the creditworthiness or marketability of the obligations.
  - 2) The College shall maintain a debt service fund to account for property tax revenues levied to pay for the maturing principal and interest of general obligation bonds and to establish an adequate fund balance to meet the cash outlay requirements until property tax revenues are received.
    - a) **FINANCIAL ACCOUNTABILITY:**
      - i) The College shall establish a debt service fund to account for the revenues and other financing sources for payment of the maturing principal and interest on its outstanding obligations.
      - ii) The College shall maintain adequate funds in the debt service account to meet the cash outlay requirement for payment of maturing principal and interest until property tax revenues and revenues from other financing sources are received.
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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 BUDGET

DEBT MANAGEMENT POLICY –continued

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- 3) General obligation indebtedness shall only be used to finance major capital construction, acquisition and maintenance projects.
- a) FINANCING PROPOSALS:
- i) Financing proposals or other extensions of College credit through sale of securities, execution of loans or making of guarantees directly or indirectly, or the lending or pledging of the College credit, shall be referred to the Associate Vice President of Finance who shall be responsible to secure the approvals of the Vice President of Administrative Services and the President.
  - ii) The College shall consider seeking voter approval on all general obligation bond issues for major capital improvement projects before considering other financing options.
  - iii) The College may consider using certificate of participation bonds to fund capital and other major projects if sufficient revenues are available to pay the obligation in the future. In addition, the College may consider other types of lease arrangements if deemed beneficial to the College.
- 4) The College shall periodically monitor the changes in interest rates and where feasible and beneficial, refund the existing debt in accordance with the guidelines, procedures and policies of the Office of the State Treasurer.
- a) For advance refunding, a minimum of 3.00% in present value savings shall be achieved before proceeding.
  - b) For current refunding, the College shall review on a case-by-case basis the benefits that the refunding in question would generate.
- 5) The College shall employ professional, technical and legal services to ensure the most cost effective method of selling the bonds. These services may include legal services (bond counsel), financial advisory services and paying agents. The College shall avoid, when appropriate, employing the services of financial advisors who can also be underwriters in order to avoid conflicts of interest and to achieve the best benefits for the College.
- 6) The College shall secure ratings from Moody's, Standards and Poor's and/or other rating agencies on all sales of indebtedness when it is deemed to be beneficial to the College.
- 7) Debt service reserves for non-voter approved obligations:
- Indebtedness under this category includes, but is not limited to, certificate of participation (COP) bonds, revenue bonds, limited taxable general obligation bonds, pension obligation bonds and certain long-term lease financing.
- a) Unlike voter approved obligations where the payment for debt service is made through an annual property tax levy, the resources to pay the debt service on non-voter approved obligations come from the general operating resources of the College. It is a good financial practice to set aside a reserve to pay the debt services of these obligations to prevent default in time of financial difficulties.
  - b) As a guide, the College shall consider maintaining a debt service reserve equal to 100% of one year's debt service requirement. This is to allow the College to have more time to implement measures due to contractual obligations. The exact level will be determined on a case by case basis by the President, based on recommendations from the Vice President of Administrative Services and the Associate Vice President of Finance.
  - c) Exception—exceptions can be made if the annual debt service payment on the indebtedness is under \$250,000 or as directed by the President when such an exception is warranted.
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## **PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 BUDGET  
INVESTMENT POLICY

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### **Scope**

This Policy applies to activities of PCC with regard to investing all corporate cash. Even if not expressly referenced or cited, this Policy is intended to comply with Oregon Revised Statutes, Chapter 294, or other regulations governing Oregon public agencies. Investment of any tax-exempt borrowing proceeds and of any debt service funds will comply with section 148 of the 1986 Tax Reform Act, and related amendments.

The PCC Board adopted the Oregon Public Contract Guideline 125-310-090 under which the College may, without competitive bidding, contract for the purpose of the investment or borrowing of funds when such investment or borrowing is contracted pursuant to duly enacted statute.

### **Objectives**

The primary objectives of investment activities shall be:

1. Preservation of capital - Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate default risk and interest rate risk.<sup>1</sup>
  - A. Default Risk - The risk of default may be mitigated by investing in high grade securities, and diversifying the investment portfolio so that potential losses on individual securities will be minimized.
  - B. Interest Rate Risk - The risk that the market value of securities in the portfolio will decline due to changes in general interest rates shall be mitigated by structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations.
2. Liquidity - Investments shall be undertaken in a manner that seeks to ensure sufficient liquidity to meet all operating requirements which might be reasonably anticipated.
3. Diversification - Investments shall be taken in a manner that seeks to avoid incurring unreasonable and avoidable risks by concentration in specific security types, industries or financial institutions.
4. Yield - The investment office shall strive to maintain a maximum rate of return throughout budgetary and economic cycles given the constraints and spirit of these Guidelines. Performance of the investment portfolio shall be measured against the yield of the 13-week Treasury Bill, and/or the monthly net yield of the Local Government Investment Pool.

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<sup>1</sup>The portfolio will assume some risk by allowing investment in non-government obligations. Sovereign and exchange risk are not a factor as the College is prohibited from investing in foreign assets.

## **PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 BUDGET  
INVESTMENT POLICY - continued

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### **Delegation of Authority**

The Associate Vice President of Finance shall function as the Investment Officer and shall maintain the right to approve staff members to authorize transactions on behalf of PCC, subject to the investment policies contained herein. The Investment Officer and staff members approved to authorize transactions must be bonded individuals.

PCC will hold the investment officer, staff and PCC officials harmless from personal liability for losses that might occur pursuant to administering investments while acting in accordance with these Investment Guidelines.

### **Prudence**

Funds of the College shall be invested only in eligible investments specified in ORS 294.035, and based on policy approved by the Board of Directors. In choosing among eligible investments, the Investment Officer shall be governed by the *"Prudent Investor"* rule, which states, *"Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as the income to be derived."* The prudent investor rule shall be applied in the context of managing the overall portfolio.

### **Investment Maturity**

Maturity limitations will depend upon whether the funds being invested are considered short-term or long-term. Funds required for current operating expenses will be considered short-term, all other funds will be considered long-term. Investments will be limited to those which, based on PCC's then-current projected cash requirements, can be held to maturity. Investments shall not be made predicted upon selling the security prior to maturity. However, the Investment Office may adjust the contents of the portfolio based on the available markets and the relative values of competing instruments. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. Unless matched to a specific cash flow, the College will not invest in securities maturing more than three (3) years from the date of purchase. Investment of capital project funds will be timed to meet projected contractor payments.

### **Monitoring and Adjusting the Portfolio**

The Investment Office shall routinely monitor the contents of the portfolio comparing the holdings to the markets, relative values of competing instruments, changes in credit quality, and benchmarks. If there are advantageous transactions, the portfolio may be adjusted accordingly.

### **Guidelines Review**

These Guidelines shall be reviewed and readopted annually by PCC's Board of Directors to ensure it is updated to reflect any changes from the legislature. Prior to adoption, the Guidelines will be submitted to the Oregon Short-Term Fund Board for comment in accordance with ORS 294.135a.

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## PORTLAND COMMUNITY COLLEGE

Fiscal Year 2005-2006 BUDGET  
INVESTMENT POLICY - continued

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### Accounting Method

PCC shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP). The accounting principles are those contained in the pronouncements of authoritative bodies including but not necessarily limited to, the American Institute of Certified Public Accountants (AICPA); the Government Accounting Standards Board (GASB); and the Financial Accounting Standards Board (FASB).

### Reports

A quarterly report of outstanding investments will be prepared at the direction of the Associate Vice President of Finance and distributed to the Vice President of Administrative Services.

### Total Prohibitions

Purchase of standby commitments, or forward commitments in excess of 14 days ( in accordance with ORS 294.145(1))are specifically prohibited.

Securities not specifically addressed by these Guidelines are prohibited for investment purposes.

### Diversification by Security Type and Institution

*Authorized U.S. Securities* - The following U.S. Government and Federal Agency securities are authorized for purchase (Obtain a periodical update from State Treasury):

<u>Investment Instrument</u>	<u>Maximum Percent of Portfolio</u>
U.S. Treasury Obligations	100%
Securities of U.S. Government Agencies and Instrumentalities	100%
Bankers' Acceptances and Bank Deposits -	50%
Demand deposits, certificates of deposit, or bankers' acceptances issued by approved commercial banks which have obtained a rating of A1 (Standard and Poor's) or A2 (Moody's), or an equivalent rating by any nationally recognized rating agency, must meet the same asset requirements as those discussed under <i>Repurchase Agreements</i> . Bank deposits must be FDIC Insured, and collateralized at 25%.	

Exception to the yield objective and asset requirements (discussed under Repurchase Agreements) may be made for deposits in financially sound community banks and savings & loan associations for up to \$100,000 if it is deemed by the President to be pertinent to the College's financial and operational interests.

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## PORTLAND COMMUNITY COLLEGE

Fiscal Year 2005-2006 BUDGET  
INVESTMENT POLICY - continued

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No more than 25% of the total portfolio shall be invested in instruments which represent the liability of a single commercial bank, bank holding company, or savings & loan association.

### Corporate Indebtedness

35%

Commercial paper must be rated A1 by Standard & Poors or P1 by Moody's, or an equivalent rating by any nationally recognized rating agency. Corporate notes, bonds and debentures must be rated AA or better by Standard & Poor's or Aa or better by Moody's, or an equivalent rating by any nationally recognized rating agency.

Corporate indebtedness is subject to a valid registration statement on file with the Securities and Exchange Commission (SEC) or issued under the authority of section 3(a)(2) or 3(a)(3) of the Securities Act of 1933 as amended. Corporate indebtedness must be issued by a commercial, industrial or utility business enterprise, or by or on behalf of a financial institution.

Investment in corporate indebtedness shall be limited to a maximum of 5% for one corporate entity.

### Repurchase Agreements -

25%

In accordance with ORS 294.035(11), investments in repurchase agreements must be for no more than seven (7) days and must be at least 102% collateralized by direct U.S. Government or U.S. Government agency securities. Banking institutions from which repurchase agreements are purchased must have holding company assets of at least \$5 billion and execute a master repurchase agreement with the College. PCC will not enter into any reverse repurchase agreements.

### Regional, State and Municipal Debt Obligations -

25%

PCC will limit its purchase of debt obligations to municipalities which have obtained a rating of A (Standard and Poor's) or A2 (Moody's) or better on Revenue Bonds, or an equivalent rating by any nationally recognized rating agency, or a BBB+ (Standard and Poor's) or Baa-1 (Moody's) rating or better on General Obligation Bonds or an equivalent rating by any nationally recognized rating agency.

### Investment Pools - PCC is allowed to participate in the following pools:

Local Government Investment Pool (LGIP), up to the legal limit according to ORS 294.810.

75%

Oregon Arbitrage and Investment Management Program (OAIM) established by ORS 902.107 & 108, with the consent of the Board.

100%\*

\* Bond proceeds only.

## **PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 BUDGET  
INVESTMENT POLICY - continued

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### **Safekeeping and Collateralization**

All securities purchased other than the Pools pursuant to these Guidelines will be held in safekeeping. The purchase and sale of securities will be on a delivery versus payment basis. Securities will be held in the custody of PCC's relationship banks. The custodian shall issue a safekeeping receipt to PCC listing the specific instrument, rate, maturity and other pertinent information. In the event that a security delivery fails, the primary investment agent shall issue a "due bill" and shall not collect the settlement proceeds until the security is duly delivered in accordance with ORS 294.145(4). Repurchase agreements will be subject to the safekeeping requirements. Demand and time deposits shall be collateralized through the state collateral pool as required by statute for any excess over the amount insured by an agency of the United States government.

ORS 294.145 (11) requires repurchase agreement collateral to be limited in maturity to three years and priced according to percentages prescribed by written policy of the Oregon Investment Council or the Oregon Short-Term-Fund (OSTF) Board. On March 12, 1996, the OSTF Board adopted the following margins:

US Treasury Securities:	102%
US Agency Discount and Coupon Securities:	102%
Mortgage Backed and Other:	103%

### **Primary Investment Agents**

Primary investment agents should be licensed securities dealers and financial institutions who are financially sound and have a good reputation in the community. The Investment Officer shall maintain a list of authorized investment agents and will be responsible for ensuring that all investment agents are presented with a copy of these Guidelines prior to entering into any transaction. On an annual basis, the firms performing investment services shall provide their most recent financial statements or Consolidated Report of Condition (call report) for review. Further, there should be in place, proof as to all the necessary credentials and licenses held by employees of the broker/dealers who will have contact with PCC. PCC shall conduct an annual evaluation of each firm to determine if it should remain on the list. The authorized agent must acknowledge that all investments transactions entered into with PCC will be made in accordance with the Guidelines. Any firm is eligible to make an application to PCC to be added to the list of authorized investment agents, and upon due consideration and approval may be added to the list. If a primary agent does not comply with the Guidelines, they will be removed from the list and will not be considered for future services.

### **Investment Guidelines Adoption**

These Investment Guidelines are adopted by the PCC Board this 21<sup>st</sup> day of August, 1997.

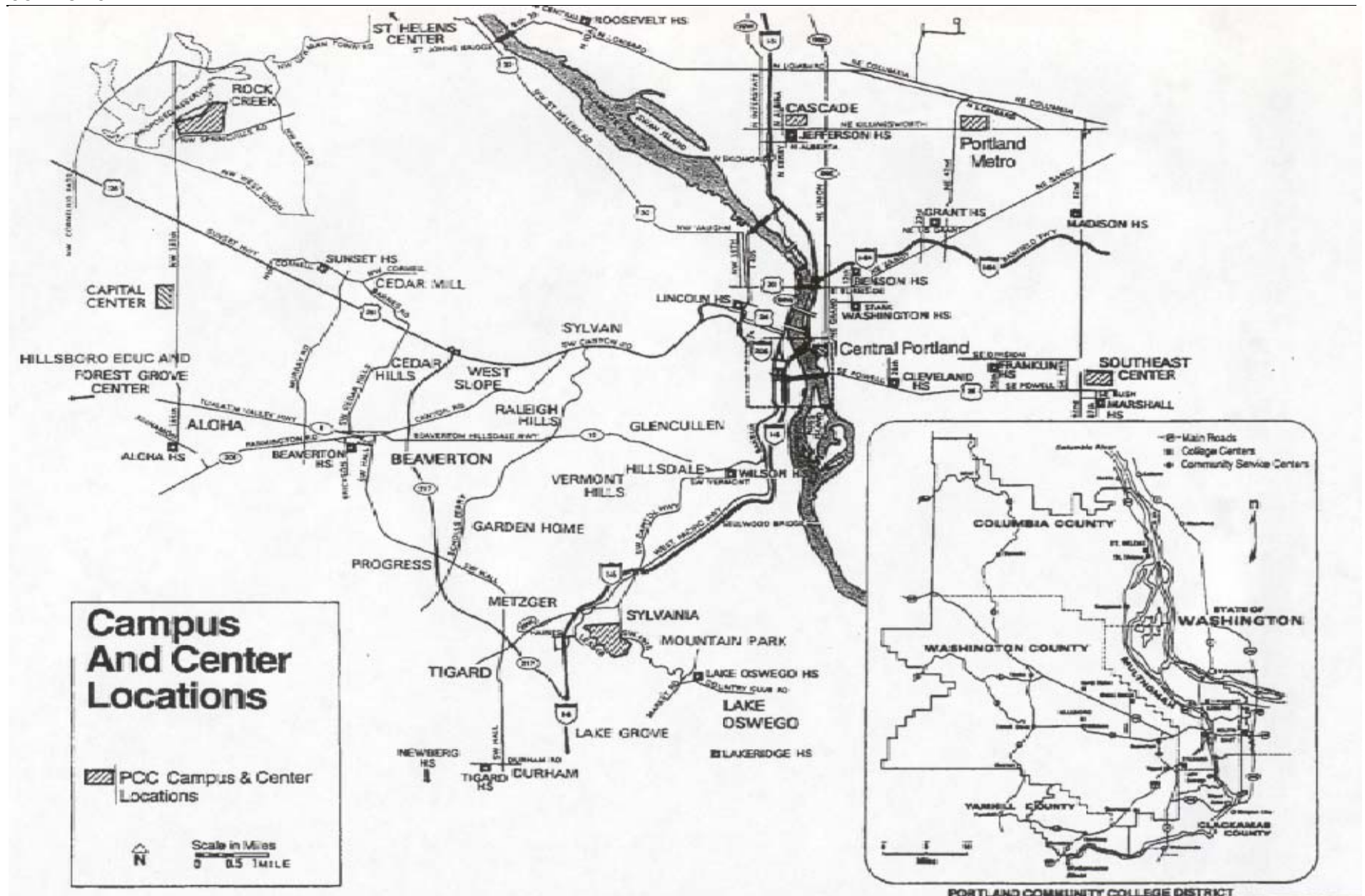
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# **OVERVIEW OF PORTLAND COMMUNITY COLLEGE**



## PORTLAND COMMUNITY COLLEGE

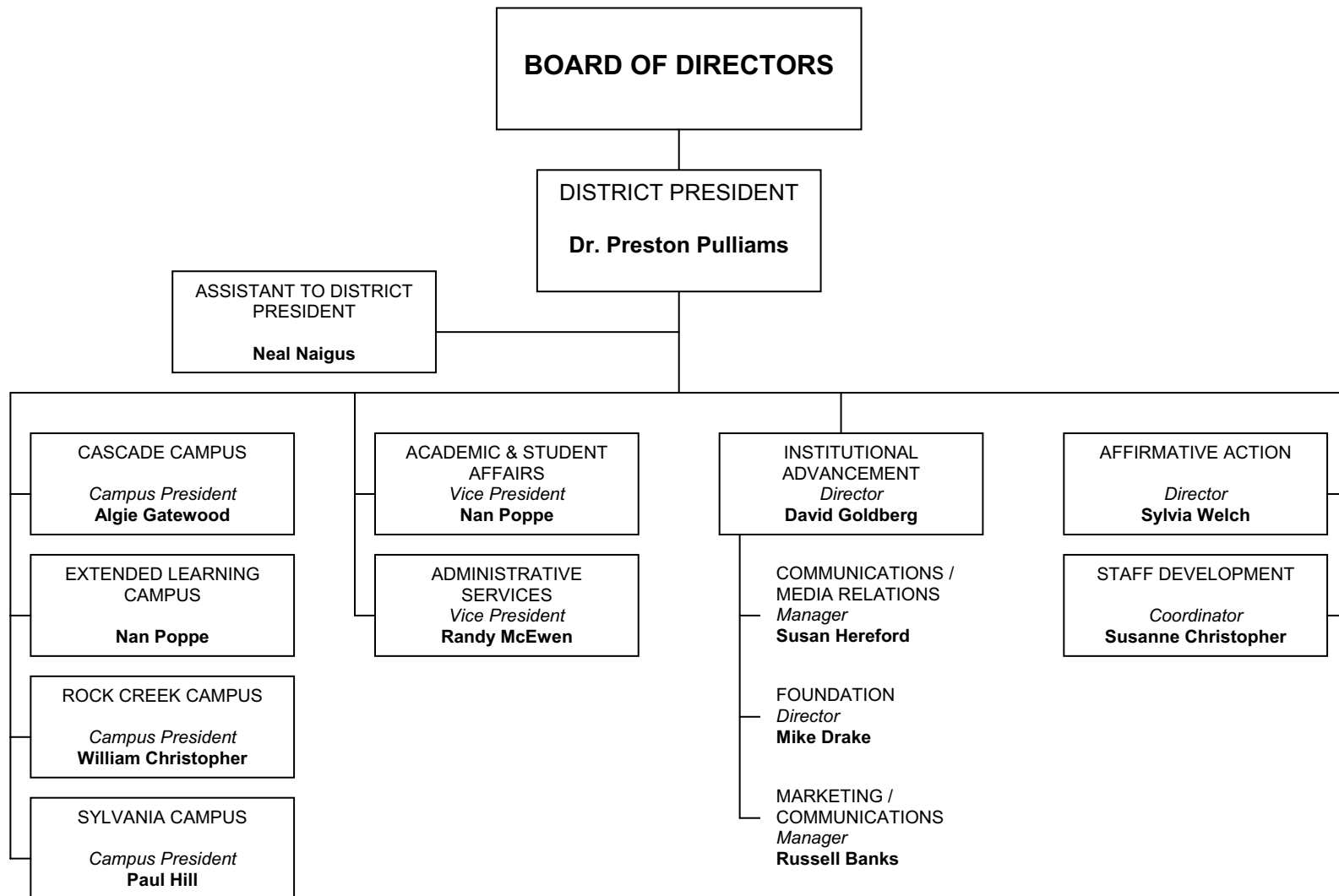
Fiscal Year 2005-2006 BUDGET  
COLLEGE OVERVIEW

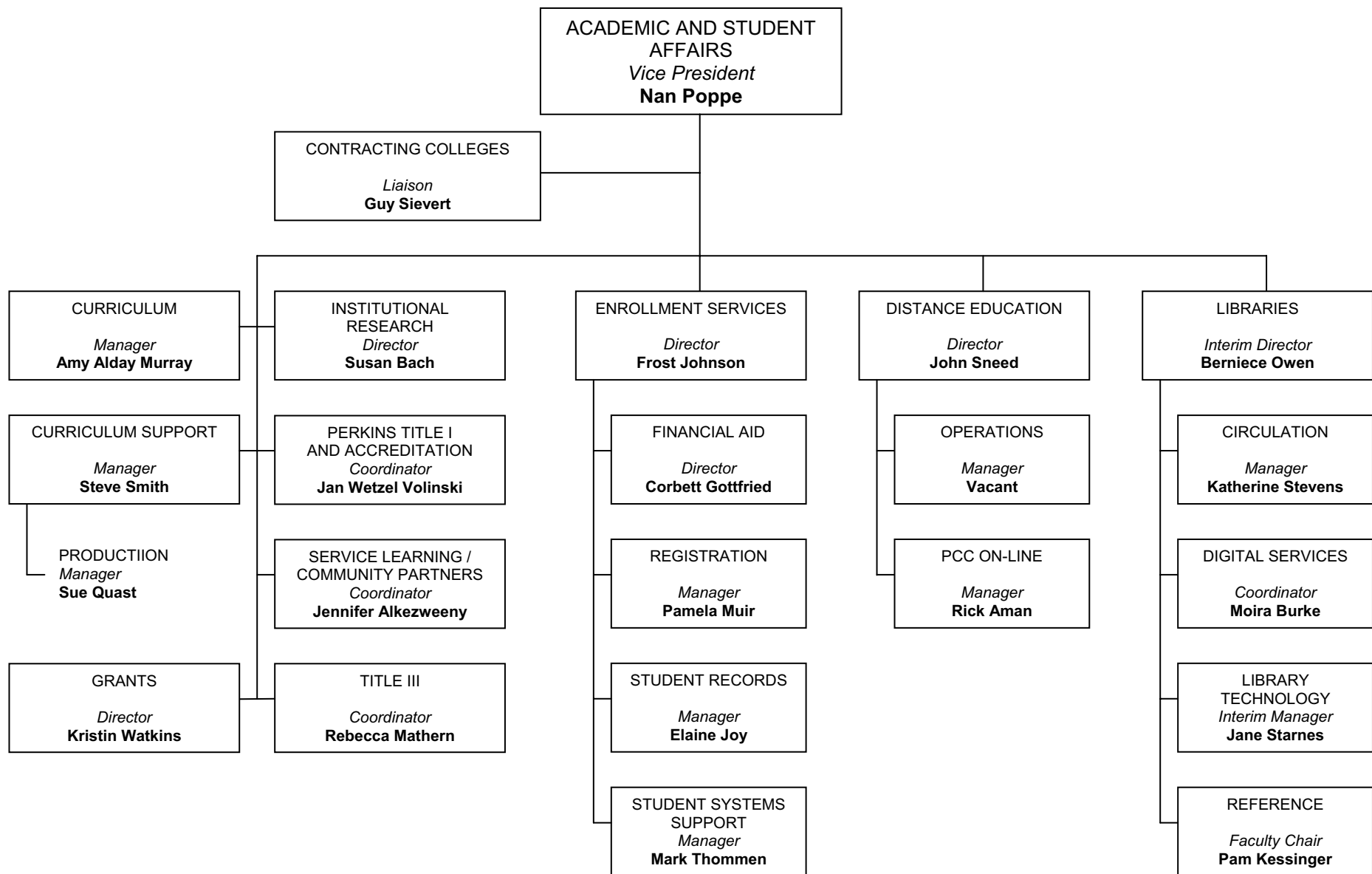


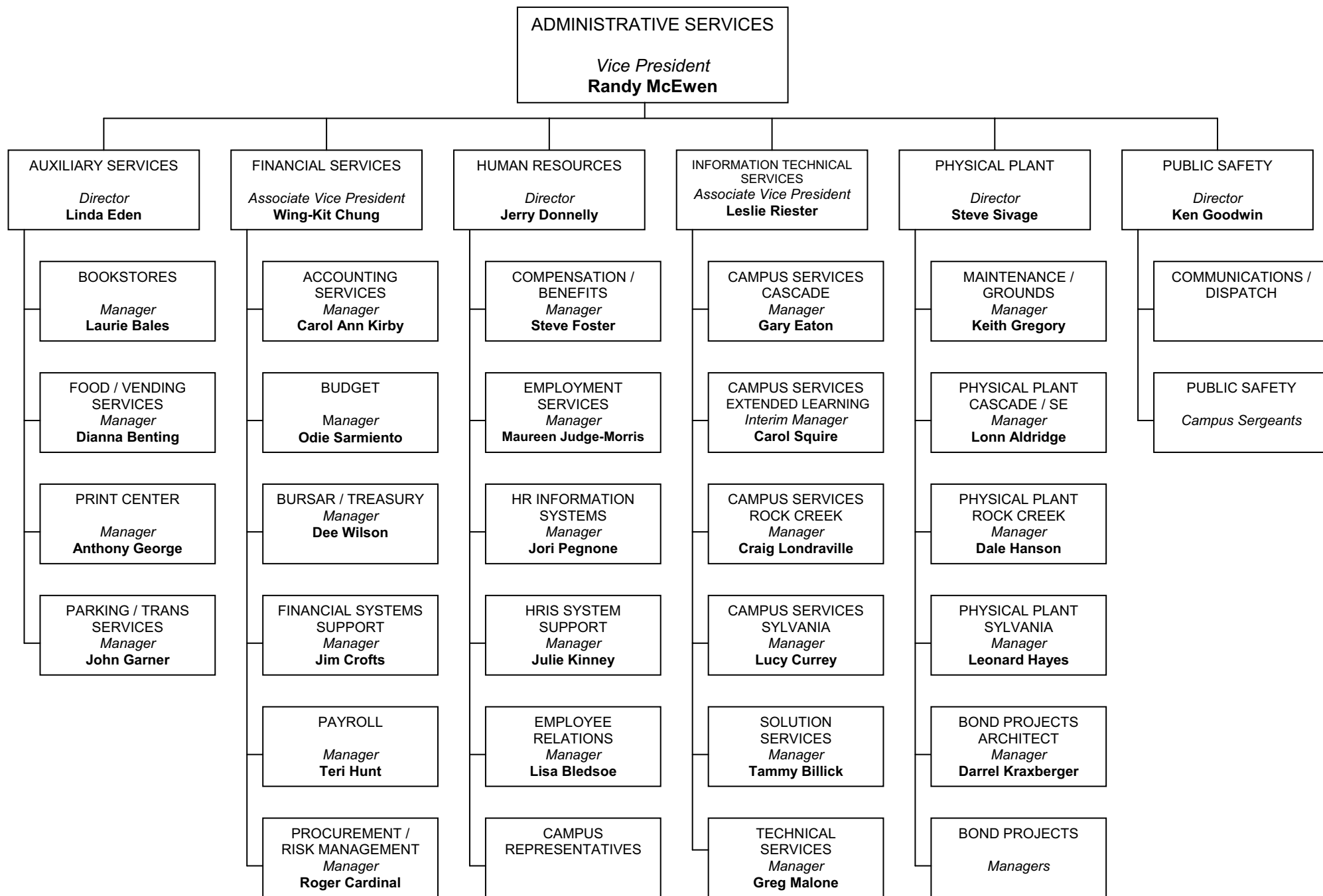
# PORTLAND COMMUNITY COLLEGE

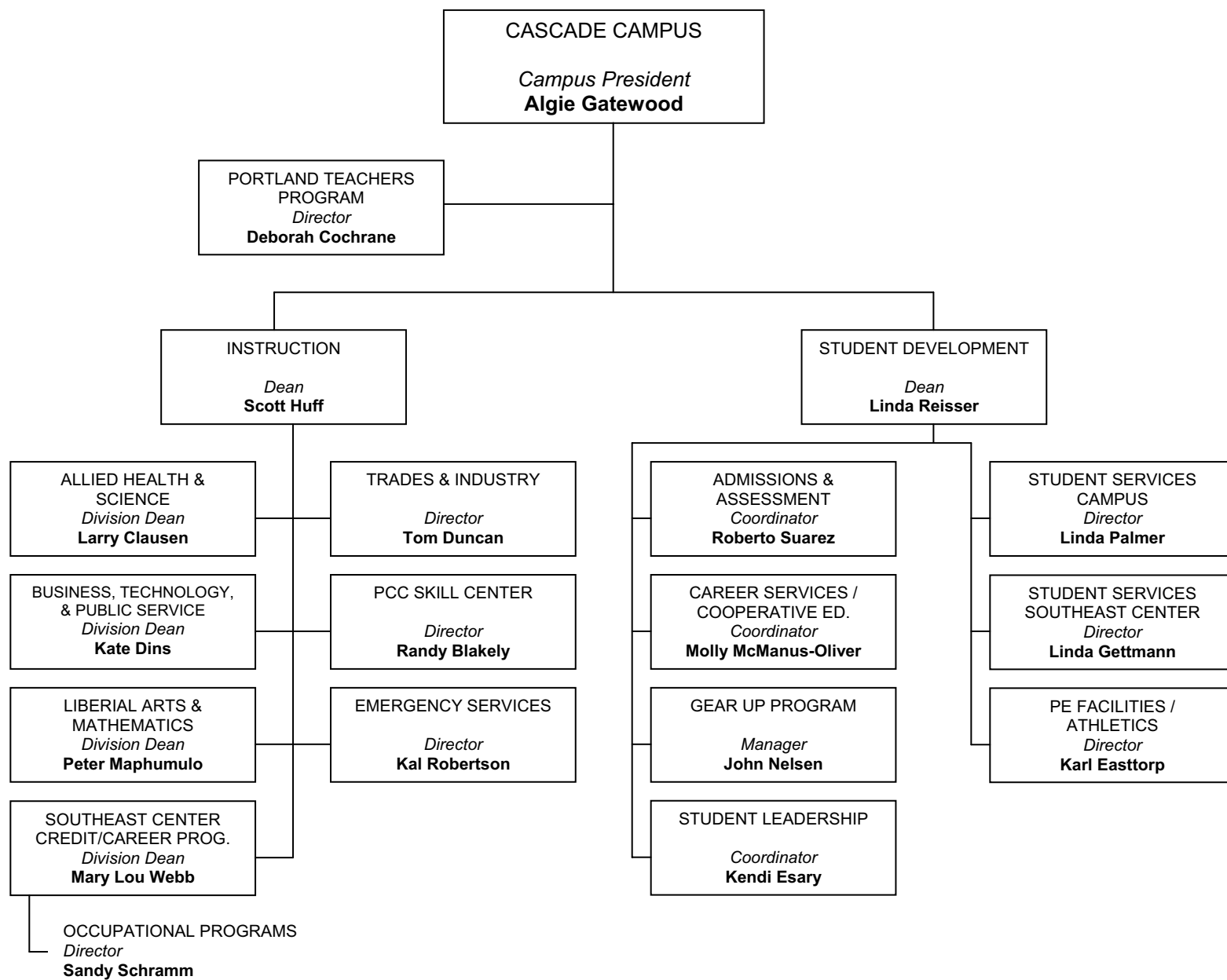
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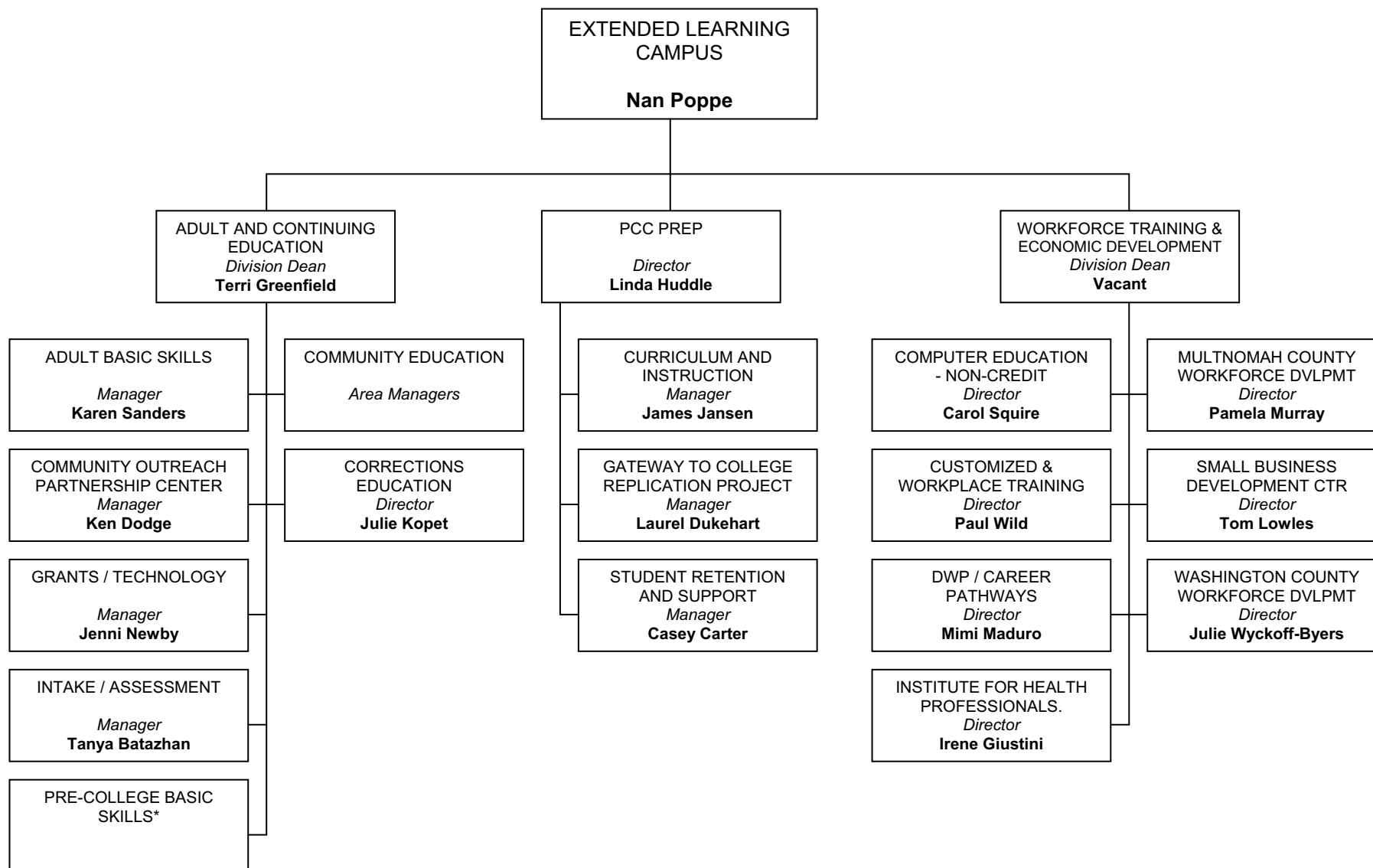
April 2005





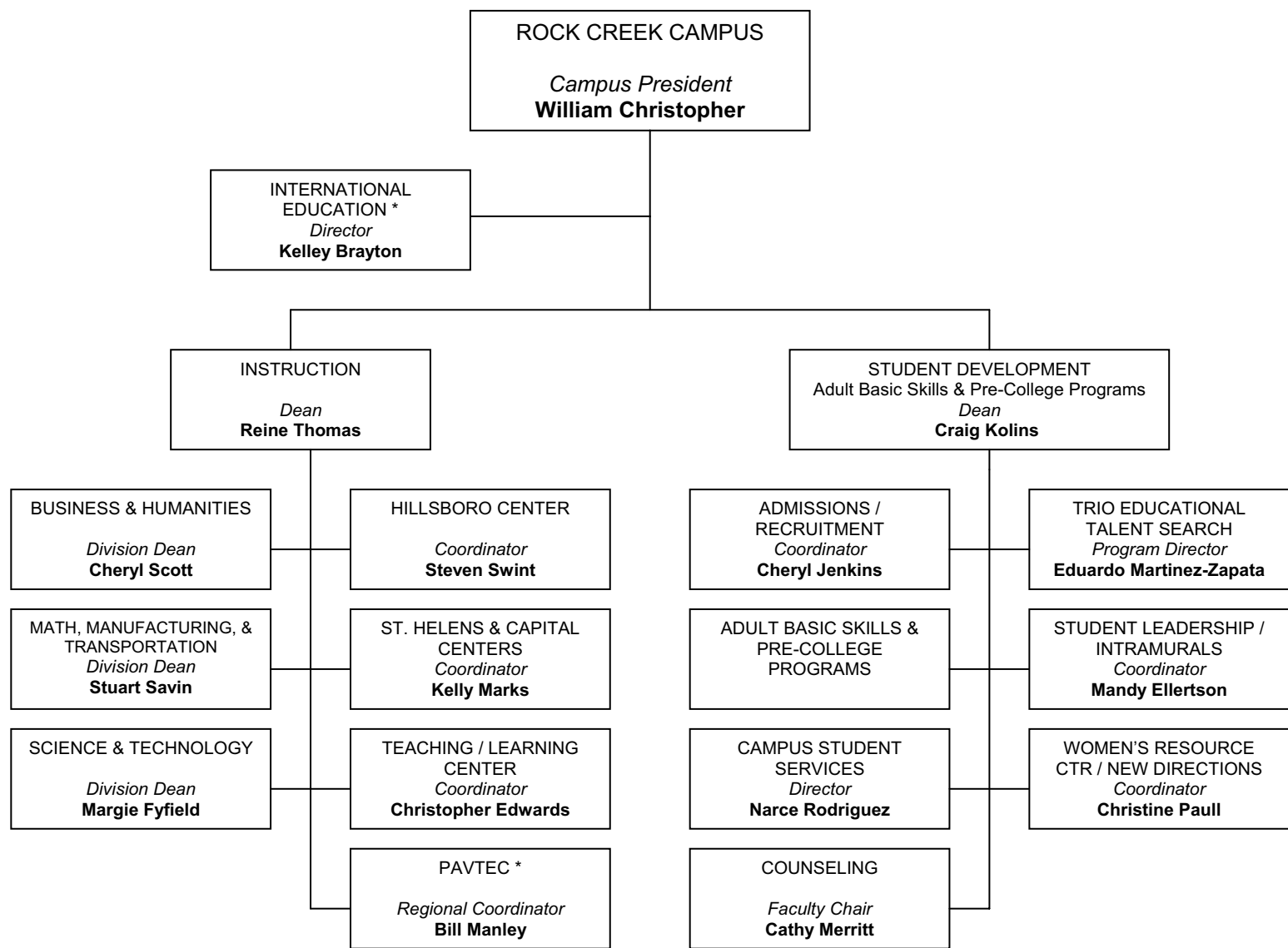






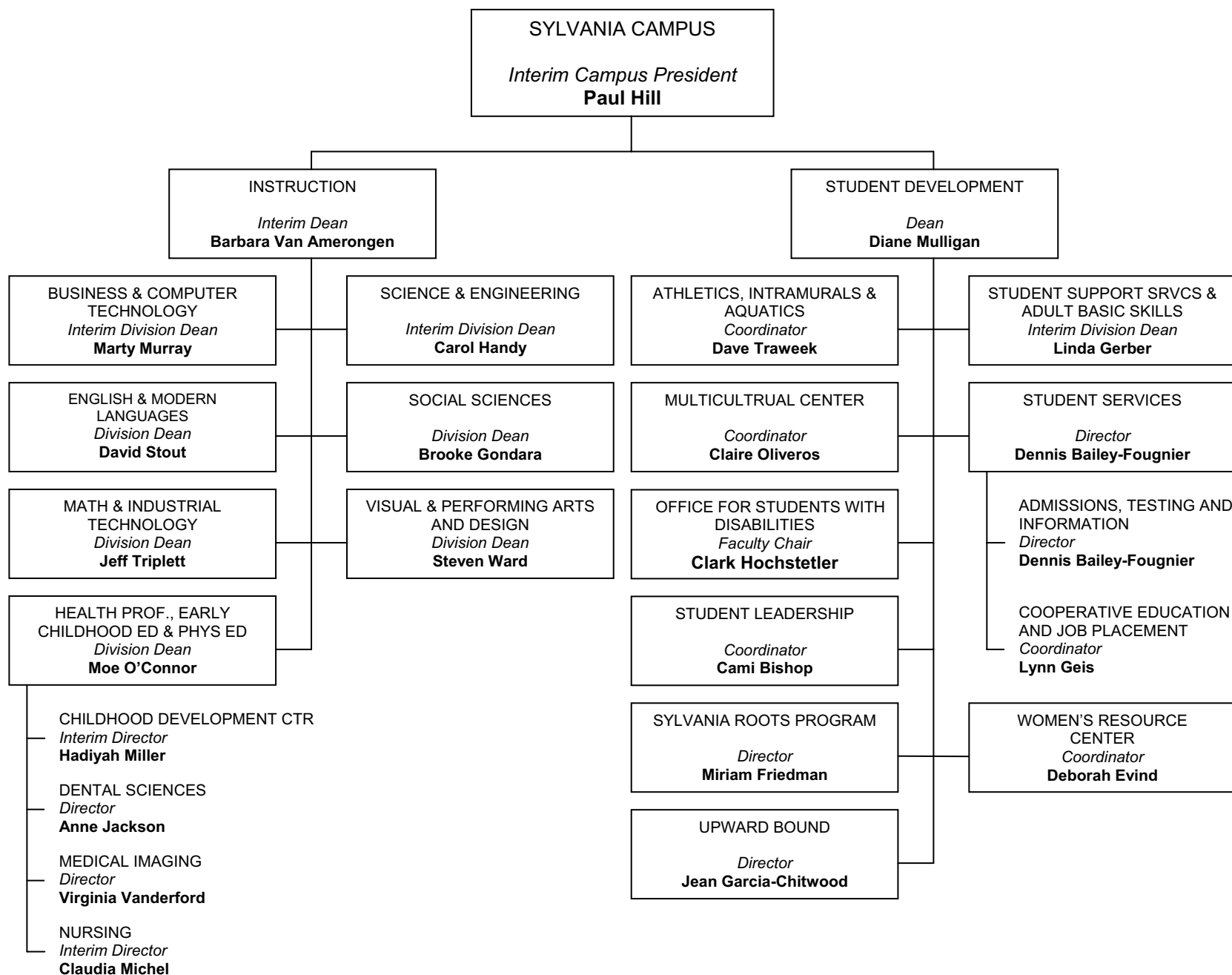
April 2005

\*District-wide scheduling of pre-college basic skills and direct supervision of these programs for Extended Learning.



April 2005

\*This is a district-wide service.





## PORTLAND COMMUNITY COLLEGE

Fiscal Year 2005-2006 BUDGET  
COLLEGE OVERVIEW

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Portland Community College is the largest institution of higher learning in the state, serving an estimated 1,050,450 residents in a five-county, 1500-square mile area in northwest Oregon. The district includes the state's largest city, Portland, and the most rapidly growing population areas in the state. The college has three comprehensive campuses which provide lower-division college transfer courses, two-year associate degree programs and professional and technical career training. The Open Campus provides job training, adult education and life-long learning, including welfare-to-work and alternative high school programs. Classes are offered at training centers and approximately 150 other locations throughout the district. PCC enrolls almost 100,000 students and serves more students than any other college in Oregon.

**TYPE OF COLLEGE:** Two-year public institution

**GOVERNANCE:** The College is governed by a seven-member Board of Directors elected by zones for a four-year term. The Board selects the President, approves the hiring of other staff and faculty, approves the college budget and establishes policies which govern the operation of the college.

**CAMPUSES:** **CASCADE CAMPUS:** Located at 705 N.E. Killingsworth, Portland, Oregon in an urban setting with easy access to public transportation, the campus serves approximately 9,000 students each year. The campus has become a focal point for rebirth in the neighborhood and many area residents have turned to Cascade Campus for job training, college transfer credit and self-improvement courses. Numerous community services—child care, legal aid, neighborhood associations and job referral services—are located either on the campus or within easy reach.

**ROCK CREEK CAMPUS:** Located at 17705 N.W. Springville Road, Portland, Oregon in a rapidly growing area, is approximately 15 miles west of downtown Portland serving the Beaverton-Hillsboro area of Washington County and serves almost 10,000 students annually. The 256-acre campus provides a beautiful setting for college transfer and professional and technical programs, including Aviation Science and Maintenance Technology. The campus is a model for successful partnerships with area high schools. The science-technology building, completed in 1995, ensures continuing excellence of laboratory and classroom instruction.

**SYLVANIA CAMPUS:** Located at 12000 S.W. 49<sup>th</sup> Avenue, Portland, Oregon in suburban southwest Portland between Lake Oswego, Tigard and Portland, is the largest campus, serving approximately 24,000 students annually. Sylvania is home for the PCC Nursing and Dental Programs, which have national reputations for excellence. Sylvania also provides college transfer, professional and technical programs, and developmental education.

**EXTENDED LEARNING CAMPUS:** The 94,000-square-foot Southeast Center at Southeast 82nd Avenue and Division Street opened to students in 2004. The center also serves as headquarters for PCC's Extended Learning Campus, which offers a wide array of workforce training, adult basic education, personal interest and continuing education programs. Located in diverse and growing Southeast Portland, the modern and airy new facility was built with bonds approved by district residents in 2000. The center allows students to complete the first year of a college transfer degree and courses range from art, history and writing to math, business administration, economics and general science. Students can study professional-technical training programs like Computer Applications and Office Systems, Management and Supervisory Development, and Industrial Occupations (trades).

The Southeast Center also houses the college's alternative high school program, Gateway to College. English as a Second Language, plus a variety of non-credit courses through the Community Education program. A dance studio, fitness center, ceramics and painting studios and a photography darkroom are available to students.

The campus is made up of two buildings, Mt. Tabor and Mt. Scott halls, which were designed to bring in natural light using skylights and bays. A great hall with an atrium ceiling banked by a wall of glass windows looks out to a circular plaza. The center's grounds and facilities utilize sustainable design and existing resources when at all possible. The Southeast Center is home to approximately 11,500 students.

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## PORTLAND COMMUNITY COLLEGE

Fiscal Year 2005-2006 BUDGET  
COLLEGE OVERVIEW-continued

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PCC's Open campus operates in locations throughout the district and provides job training, life-long learning, professional development for managers, literacy education and contracted short-term training for business and industry. More than 55,500 people annually participate in Open Campus programs at about 150 locations.

**Central Portland Workforce Training Center:** 1626 S.E. Water Avenue, Portland, Oregon. The center is located near the Oregon Museum of Science and Industry (OMSI) building in central eastside Portland. It offers courses in management and professional development, computer training, life enrichment, small business development, English as a second language, senior studies and distance learning.

**Washington County Workforce Training Center:** 18624 N.W. Walker Road, Beaverton, Oregon. Located in Washington County, the Center provides computer education, customized training for industry, English as a second language, microelectronics, life long learning and welfare-to-work training program.

**Portland Metropolitan Workforce Training Center:** 5600 N.E. 42<sup>nd</sup> Avenue, Portland, Oregon. The Center provides customized training for industry, English as a second language, welfare-to-work training program and houses the Northeast Skill Center Program.

**Other Sites:** PCC also offers small business development and counseling through the Small Business Development Center at Montgomery Park, 2701 N.W. Vaughn Street and the Small Business International Trade Program at One World Trade Center, 121 S.W. Salmon Street in downtown Portland. Other PCC offices are in Newberg at 1505 N.E. Portland Road and in St. Helens at 1510 St. Helens Street.

<b>ENROLLMENT (2002-03):</b>	Unduplicated Headcount	101,896
	Full-Time Equivalent (Student)	26,061
<b>(2003-04):</b>	Unduplicated Headcount	83,193
	Full-Time Equivalent (Student)	23,472

### DEGREES AND CERTIFICATES AWARDED:

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
<u>Certificates</u>					
One Year	207	225	269	325	364
Two-Year	42	53	54	66	58
Others	<u>29</u>	<u>20</u>	<u>41</u>	<u>22</u>	<u>24</u>
Total Certificate of Arts	<u>278</u>	<u>298</u>	<u>364</u>	<u>413</u>	<u>446</u>
<u>Degrees</u>					
Associate of Arts, Oregon Transfer	250	233	208	219	251
Associate of Science	261	305	305	347	324
Associate of General Studies	128	127	152	203	283
Associate of Applied Science	<u>529</u>	<u>514</u>	<u>579</u>	<u>678</u>	<u>644</u>
Total Degrees	<u>1,168</u>	<u>1,179</u>	<u>1,244</u>	<u>1,447</u>	<u>1,502</u>
High School Diplomas	<u>159</u>	<u>156</u>	<u>184</u>	<u>181</u>	<u>129</u>
Total Degrees and Certificates	<u>1,605</u>	<u>1,633</u>	<u>1,792</u>	<u>2,041</u>	<u>2,076</u>

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## PORTLAND COMMUNITY COLLEGE

Fiscal Year 2005-2006 BUDGET  
COLLEGE OVERVIEW-continued

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### GENDER OF STUDENTS:

Female	56.5%
Male	43.5%

### DEMOGRAPHICS:

African American	2,987	43.2%
American Indian/Alaskan Native	764	1.1%
Asian/Pacific Islander	6,303	9.0%
Caucasian	51,877	73.8%
Hispanic	7,757	11.0%
International	635	098%

### TUITION AND FEES:

In-State (2005-2006)	\$64	per credit hour
Out-of-State (2005-2006)	\$190	per credit hour
Student Activity Fee	\$1.25	per credit hour—maximum of 15.00 credit hours
Technology Fee	\$4.00	per credit hour—maximum of 15.00 credit hours

### COLLECTIVE BARGAINING AGREEMENTS:

Full-Time Faculty (Teaching Faculty, Counselors, Librarians, ETS)	2004-2005
Part-Time Faculty	2004-2005
Classified Staff	2002-2005

### PROGRAM AREA DEFINITIONS:

- **Lower Division Transfer:** Courses designated as transferable to most public and private colleges and universities. Courses may be applied to specific program requirements for Associate of Applied Science and Associate of General Studies degrees.
  - **Professional Technical (formerly Vocational Education):** Includes courses designated as Vocational Preparatory (concerned with entry-level skills), Vocational Supplementary (concerned with skills upgrading), and Apprenticeship.
  - **Developmental Education:** Represents enrollment in Post-secondary Remedial and Self-improvement courses, most of which are offered for credit.
  - **Adult Education:** Includes Adult Basic Education (ABE), General Education Development (GED), English as a Second Language (ESL) and Adult High School. Most of these courses are non-credit.
  - **Community Education:** Includes Self-improvement courses and courses (comprised largely of hobby and recreational classes) that do not qualify for State FTE reimbursement.
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**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006 BUDGET  
COLLEGE OVERVIEW-continued

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**Associate Degrees, Certificates and Career Training****PROGRAMS OF STUDY**

Accounting	Fire Protection Technology
Administrative Assistant	Fitness Technology
Agricultural Mechanics	Gerontology
Alcohol and Drug Counseling	Graphic Design
Apprenticeship	Health Information Management
Architectural Design and Drafting	Industrial Design and Drafting
Auto Collision Repair Technology	Interior Design
Automotive Service Technology	Landscape Technology
Aviation Maintenance Technology	Legal Assisting
Aviation Science	Legal Secretary
B-FIT Program	Machine Manufacturing Technology
Biotechnology	Management
Building Construction	Management and Supervisory
Building Inspection Technology	Development
Civil Engineering Technology	Marketing
Computer Applications and Office Systems	Mechanical Engineering Technology
Computer Information Systems	Medical Assisting
Computer Software Engineering Technology	Medical Laboratory Technology
Construction Management	Microelectronics Technology
Criminal Justice	Music (Professional)
Dental Assisting	Nursing
Dental Hygiene	Ophthalmic Medical Technology
Dental Laboratory Technology	Publishing Technology
Diesel Service Technology	Radiography
Early Childhood Education	Real Estate
Education: Instructional Assisting, Special Education	Refrigeration, HVAC, Trade Related
Education: Library and Media Assisting	Sign Language Interpreting
Electrical Trades	Technical and Professional Writing
Electronic Engineering Technology	Technical Illustration and Publication
Emergency Dispatch Operator	Telecommunications Administration
Emergency Medical Technology	Veterinary Technology
Environmental Safety and Hazardous Materials	Video Production Internship
Facilities Maintenance Technology	Welding Technology

**Transfer Courses and Programs**

Anatomy	Literature
Anthropology	Mathematics
Art and Photography	Modern Languages:
Biology	French
Business	German
Chemistry	Japanese
Computer Science Transfer	Russian
Dance	Spanish
Economics	Music
Education	Peace and Conflict Studies
Engineering Transfer	Philosophy
English as a Non-Native Language	Physical Education
General Engineering	Physics
General Science	Political Science
Geography	Psychology
Geology	Sociology
Health	Speech and Communication
History	Theater Arts
International Studies	Writing Transfers
Journalism	

**GOALS and  
INSTITUTIONAL EFFECTIVENESS INDICATORS  
PORTLAND COMMUNITY COLLEGE  
Portland, Oregon**

**NOVEMBER 2004  
Institutional Research**

Portland Community College  
GOALS and INSTITUTIONAL EFFECTIVENESS INDICATORS  
November 2004  
Executive Summary

This report summarizes data related to selected indicators of institutional effectiveness that are keyed to collegewide goals and reflect the college's emphasis on student outcomes. The report incorporates information from the most recent student and employer follow-up surveys, Oregon University System transfer studies, and student/ enrollment records available in the college data system. Departments throughout the college also contribute data and information that are included here.

Based on the indicators, it is evident that--

- District residents have access to and utilize educational opportunities available through the college—although market penetration rates, particularly for non-credit students, declined somewhat in 2003-04.
  - During the five-year period from 1999-00 through 2003-04, approximately three out of ten college-age residents of the district enrolled in classes at PCC.
  - While the college strives to keep tuition and fees competitive, a tuition increase implemented in 2003-04 was substantially higher than national Consumer Price Index figures related to the cost of education for that year. The college also strives to ensure that students have access to financial aid, and the proportion of degree-seeking students who apply for and receive financial aid continues to grow.
  - Comprehensive campuses are located within a reasonable travel distance from home for most students. Distance learning classes are available for students unable to travel to a campus or center.
- On average, more than 80% of all credit courses attempted are successfully completed, and more than three-quarters of all credit degree-seeking students maintain satisfactory standards of academic progress each term.
  - One out of six students placed on academic alert at the end of fall term will return to good standing by spring term. Two out of three students do not re-enroll for classes in the spring; approximately one out of seven students is disqualified for financial aid because of unsatisfactory academic progress.
- Although many students do not follow traditional patterns of enrollment, substantial numbers of students re-enroll from term to term and from year to year.
  - Retention rates based on term-to-term enrollment of degree-seeking students are improving slowly but steadily. Re-enrollment rates remain substantially lower for non-degree seeking students.
- On average, students earn slightly more than 20 credits each year. Time required to complete coursework for degrees and certificates exceeds three calendar years for more than 90% of students who petition for awards.
- The majority of graduates of professional technical programs are employed in jobs related to their training.
- Licensure pass rates for graduates of PCC programs (where data are available) are high; most recent figures show 100% pass rates for graduates in six out of eight program areas.

- Employers are satisfied with the quality of training demonstrated by former PCC students.
- PCC students who transfer to schools in the Oregon University System perform as well as or better than other Oregon community college students; academic performance of PCC transfers is comparable to OUS “native” students and other university transfers.
  - Students feel that they are prepared for transfer, and most students indicate that their program of study at PCC is related to the coursework they are taking at the transfer institution.
  - Increasing numbers of students are taking advantage of co-admission programs that facilitate transfer to Oregon University System schools.
- Data indicate that students who successfully complete developmental math courses are re-enrolling and succeeding in next level math courses at higher rates than in previous years. Success rates in next level courses have also improved for students moving from developmental to college writing classes.
  - Data also show that many students in college preparatory programs (Developmental Education, English as a Non-Native Language, Adult Basic Skills, High School Completion) are making the transition to regular credit classes within two years of basic skills enrollment.
- Partnerships with business and government agencies enable the college to provide enhanced services to students in a wide range of programs throughout the district.
- Course and program review, assessment and planning activities promote continuous improvement throughout the institution.
- The college population is diverse and a variety of activities celebrate the cultural and ethnic backgrounds represented by students and staff.
  - Women and minorities are represented in the college population in proportionately greater numbers than in the metro area population as a whole.
  - Traditional college-age and working-age populations are well-represented in college enrollments; residents age 60 and older do not enroll in classes to the same extent.
- The college and its various communities work together to address issues of mutual concern and to promote the development of our region.

The Institutional Research office will continue to engage college staff and the Board in discussions about institutional effectiveness, using their feedback to improve the current set of effectiveness indicators, strengthen the relationship between indicators and collegewide goals and provide additional campus and program data to support assessment activities.

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## INSTITUTIONAL EFFECTIVENESS 2004

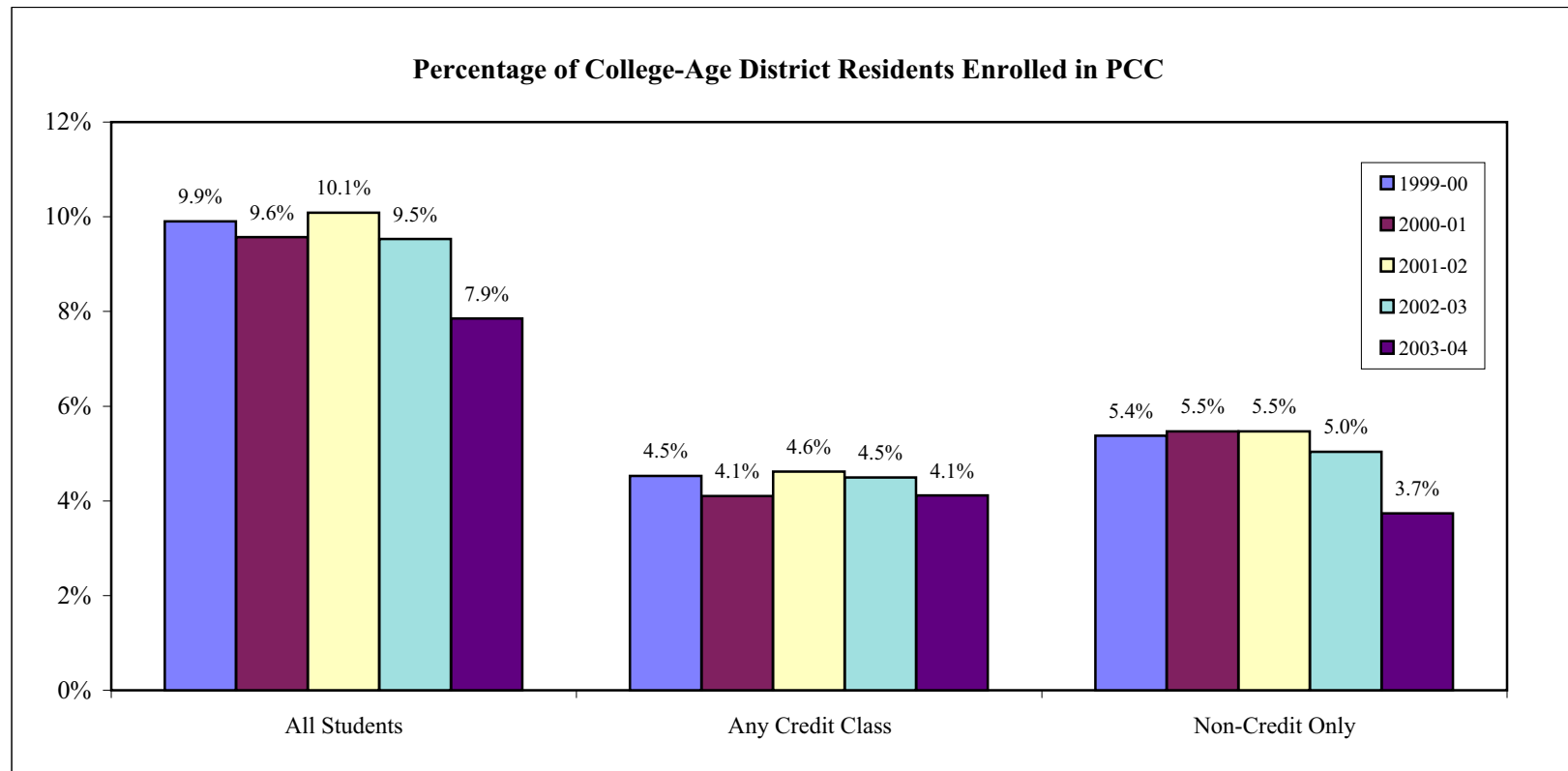
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### *Goal 1: Access - Participation*

**Indicator** District residents utilize educational opportunities available through PCC.

**Measure** Percent of DISTRICT RESIDENTS WHO ENROLL IN CLASSES at PCC

- During the five-year period from 1999-00 thru 2003-04, approximately three out of ten college-age district residents enrolled in at least one credit or non-credit class at Portland Community College. (See Appendix 1.)



Source: PCC Student Banner 1999-00 through 2003-04; 1999 population estimates from National Decision Systems, Equifax Database; 2000 through 2004 population estimates from US Census Bureau.

See Appendix 1 for data table related to this measure.



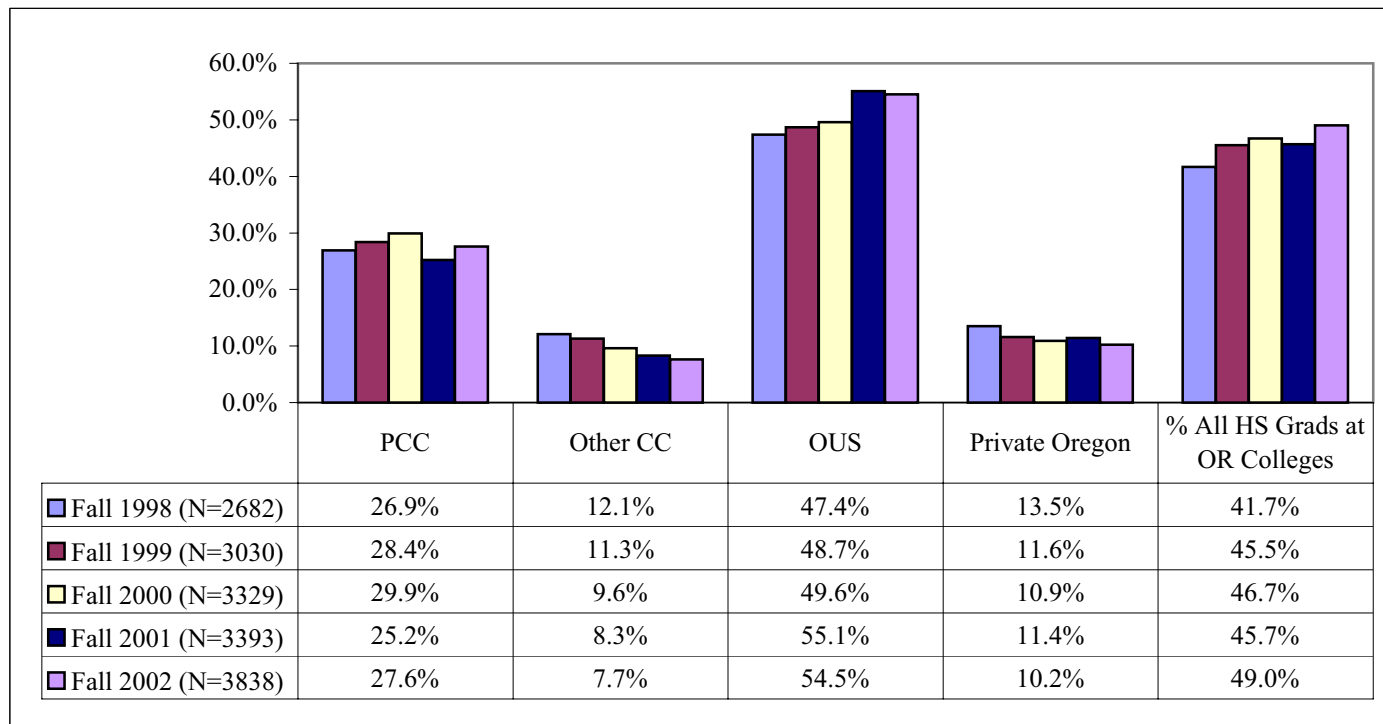
## INSTITUTIONAL EFFECTIVENESS 2004

### *Goal 1: Access - Participation*

**Indicator** District residents utilize educational opportunities available through PCC.

**Measure** **MARKET SHARE OF DISTRICT HIGH SCHOOL GRADUATES who enroll at 2- and 4- year colleges in Oregon during the fall term immediately after graduation**

- From 1998 to 2002, an average of **45.7%** of all district high school graduates enrolled at an Oregon college immediately after graduation.



Source: Oregon Student Assistance Commission, Office of Degree Authorization, *College Choices* 1998, 1999, 2000, 2001 and 2002

Note: Public high school graduates only.

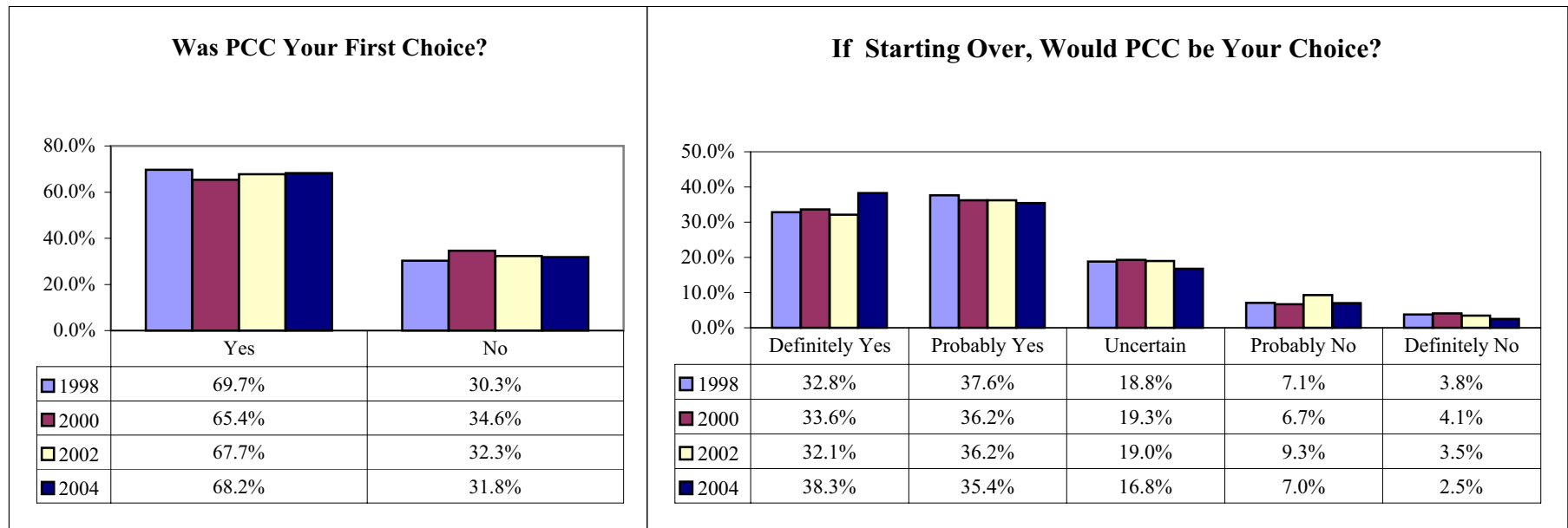
# INSTITUTIONAL EFFECTIVENESS 2004

## Goal 1: Access - Participation

**Indicator** PCC is the college of choice for students enrolled in credit classes.

**Measure** Percent of credit students who indicate that PCC WAS THEIR FIRST CHOICE FOR COLLEGE

- Two out of three credit students surveyed indicate that PCC was their first choice for college and that they would choose PCC again if they were re-starting a college career.



Source: 1998, 2000, 2002 and 2004 ACT Student Opinion Survey. Surveys are administered to credit students in a random sample of lower division transfer and professional technical classes.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 1: Access - Affordability*

**Indicator** Increases in tuition and fees are comparable to national indexes for student cost of education.

**Measure** **COMPARISON OF PCC TUITION AND FEES WITH GENERAL AND EDUCATION-SPECIFIC DATA from the Consumer Price Index (CPI)**

Period <sup>1</sup>	% Increase in the Cost of Living (Overall CPI)	% Increase in the Student Cost of College & Tuition <sup>2</sup>	% Increase in the Student Cost of Education <sup>3</sup>	% Increase in PCC Tuition & Fees
1991-92 to 1992-93	3.1%	11.1%	N/A	3.7%
1992-93 to 1993-94	3.0%	8.9%	N/A	3.6%
1993-94 to 1994-95	2.5%	6.9%	6.5%	5.5%
1994-95 to 1995-96	3.0%	5.8%	5.6%	9.8%
1995-96 to 1996-97	2.8%	6.3%	5.5%	8.9%
1996-97 to 1997-98	2.3%	6.0%	4.9%	2.7%
1997-98 to 1998-99	1.7%	4.4%	5.1%	2.7%
1998-99 to 1999-00	2.0%	3.9%	4.9%	3.6%
1999-00 to 2000-01	3.7%	4.4%	5.5%	6.3%
2000-01 to 2001-02	3.2%	4.2%	4.8%	2.4%
2001-02 to 2002-03	1.1%	6.8%	6.3%	3.4%
2002-03 to 2003-04	2.1%	7.4%	6.2%	28.9%

<sup>1</sup>In order to make the time frame of the percentage change in the CPI roughly comparable to that of tuition and fees, June-to-June changes in the CPI are used.

<sup>2</sup>As reflected in the CPI for College Tuition and Expenses prior to 1998 and the CPI for College Tuition and Fees from 1998 to current year.

<sup>3</sup>As reflected in the CPI for Education expenses, which includes non-college educational expenses. This measure not available prior to 1993.

Source: PCC data from the PCC Annual Factbook. CPI data from the US Bureau of Labor Statistics.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 1: Access - Affordability*

**Indicator** Financial Aid is available to students who need assistance in order to attend college.

**Measure** Percent of credit students WHO UTILIZE FINANCIAL AID to attend PCC

- From 1999-00 to 2003-04, the number of credit degree-seeking students increased by **20.7%**. During that same time period, the number of financial aid applicants rose by **73.0%** and the number of recipients increased by **93.6%**.
- In 2003-04, approximately **one out of four** credit degree-seeking students received financial aid (not shown in table).

#### PCC Financial Aid Applicants and Recipients

	Credit Degree-Seeking Students <sup>1</sup>	FA Applicants <sup>2</sup>		FA Recipients <sup>3</sup>		Pell Recipients		Loan Recipients <sup>4</sup>	
		N	As a % of Credit Degree-Seeking Students	N	As a % of Financial Aid Applicants	N	As a % of Financial Aid Recipients	N	As a % of Financial Aid Recipients
1999-00	26,730	6,948	26.0%	4,427	63.7%	3,236	73.1%	2,552	57.6%
2000-01	29,987	7,874	26.3%	5,150	65.4%	3,909	75.9%	2,956	57.4%
2001-02	35,286	10,141	28.7%	6,634	65.4%	5,023	75.7%	4,130	62.3%
2002-03	33,713	11,239	33.3%	7,763	69.1%	5,993	77.2%	5,225	67.3%
2003-04	32,257	12,022	37.3%	8,571	71.3%	6,043	70.5%	6,131	71.5%

<sup>1</sup> **Credit degree-seeking students** are defined by student level (01) in Banner for last term enrolled during academic year.

<sup>2</sup> **Applicants** includes only individuals who applied for financial aid (FA) *and* enrolled as credit, degree-seeking students at PCC during the academic year. (Total applicants include students who apply to multiple institutions, are denied eligibility, drop out of the process, etc.)

<sup>3</sup> **Recipients** are students to whom FA funds (need-based and non-need based) were paid; may include students to whom money was paid and subsequently re-collected. This figure does not include FA awarded from external sources for which there is no record in Banner. Note that total FA resources available for distribution to students will vary from year to year.

<sup>4</sup> **Loan Recipients** includes students who received need-based (Stafford/Subsidized, Perkins, Nursing) and non-need based (Stafford/Unsubsidized, Other/Alternative) loans.

Source: Banner Student and Financial Aid data; PCC Financial Aid Office. Figures for prior years have been updated by the Financial Aid office.

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## INSTITUTIONAL EFFECTIVENESS 2004

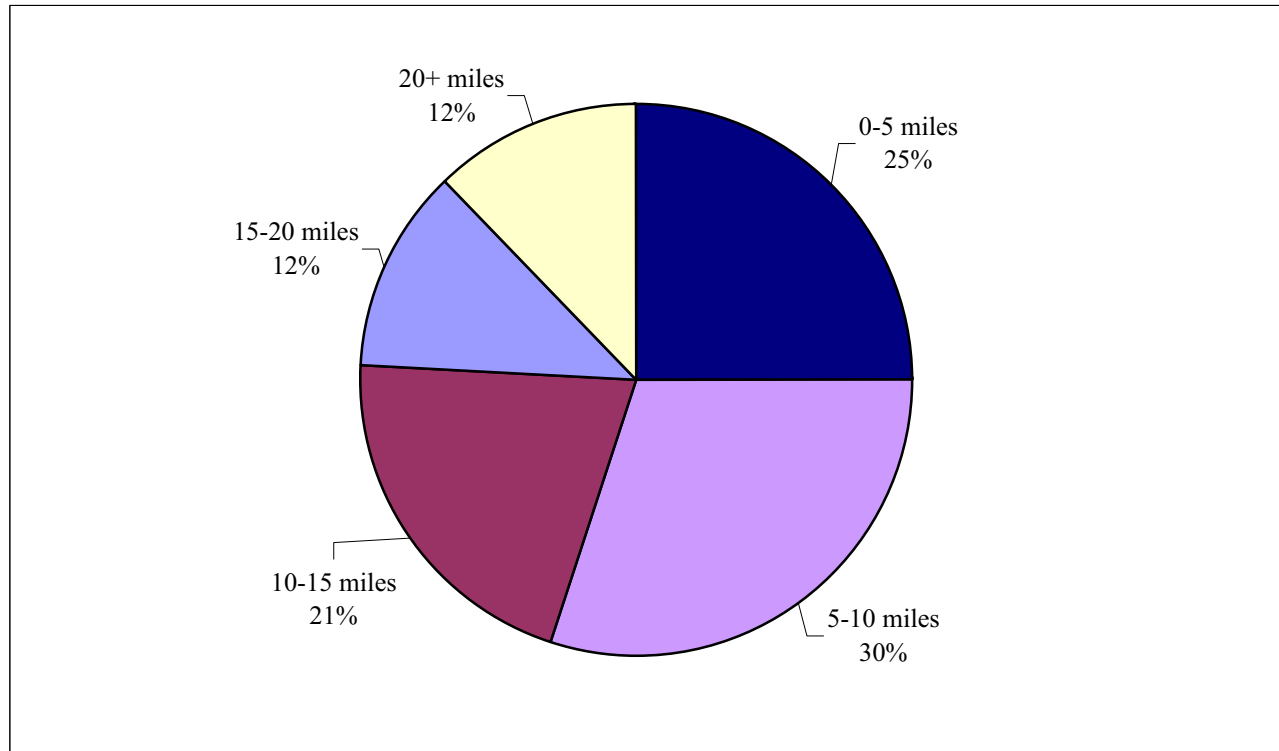
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### *Goal 1: Access - Location*

**Indicator** Comprehensive campuses provide access to students within reasonable travel distance from home.

**Measure** **TRAVEL DISTANCE FROM HOME for students taking credit classes at Sylvania, Cascade and Rock Creek campuses during 2003-04**

- **One out of four** credit students lives within five miles of a comprehensive campus.
- **More than half** of all credit students live within ten miles of a comprehensive campus.



Source: 2003-04 Zip code data available in Banner

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## INSTITUTIONAL EFFECTIVENESS 2004

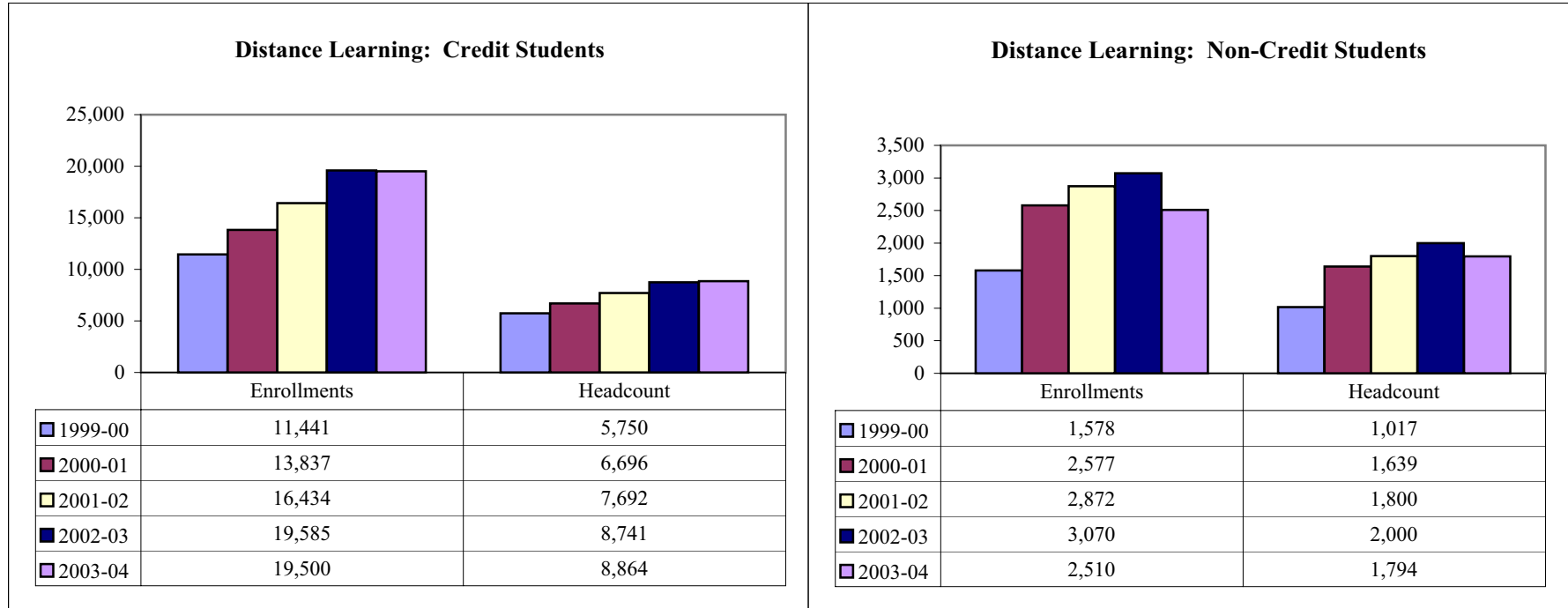
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### *Goal 1: Access - Location*

**Indicator** Students have access to education through distance learning classes.

**Measure** Numbers of students **ENROLLED IN CREDIT AND NON-CREDIT DISTANCE EDUCATION CLASSES**

- From 1999-00 to 2003-04, the number of students taking a credit class via distance learning increased **54.2%**, and the number of class enrollments increased **70.4%**.
- In 2003-04, **20.6%** of all PCC credit students enrolled in at least one distance learning class.



Source: Banner Student data.

Non-credit student data include Community Education and Continuing Education Unit students.

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## INSTITUTIONAL EFFECTIVENESS 2004

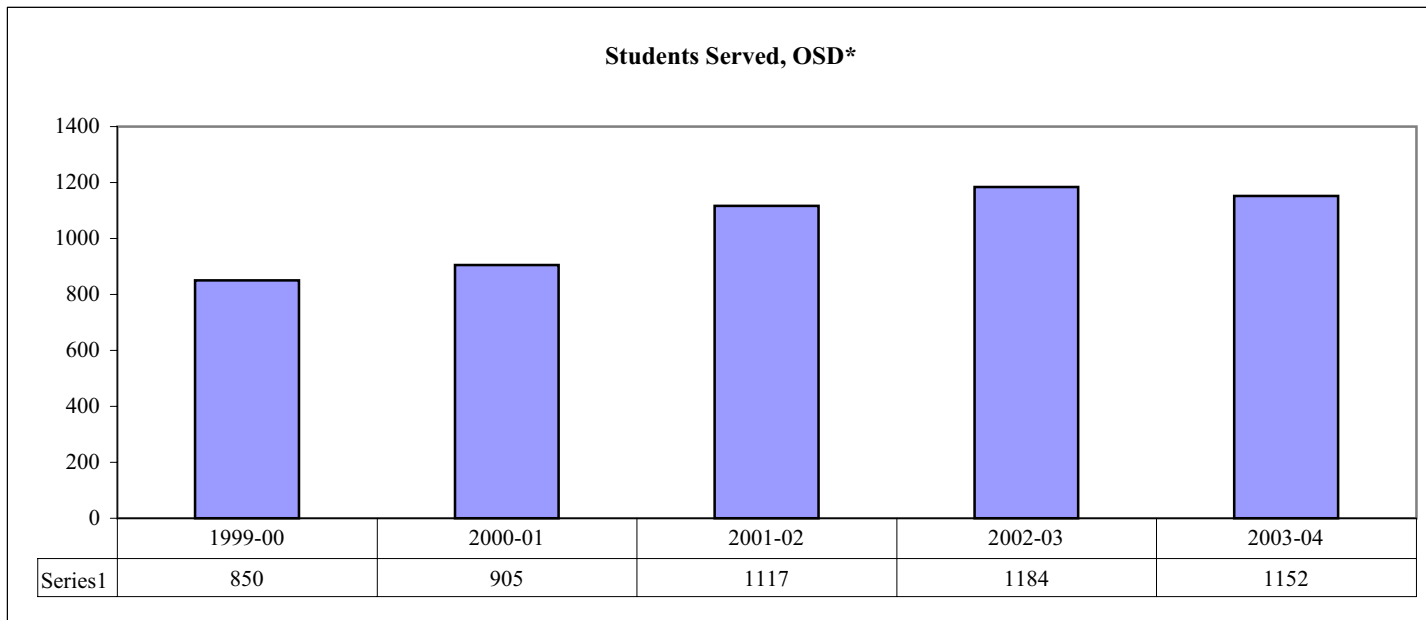
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### *Goal 1: Access - Special Services*

**Indicator** Students with disabilities have access to services that enable them to attend classes at PCC.

**Measure** Numbers of students **SERVED BY THE OFFICE FOR STUDENTS WITH DISABILITIES (OSD)**

- **OSD provides services** that help make **access a reality** for students with a variety of disabilities, including but not limited to physical, learning, developmental, hearing, visual and temporary disabilities.
- The staff of the office includes specialists in the areas of assistive technology services, auxiliary support services, counseling, interpreter services and learning disabilities. Professional staff are assisted by readers, tutors, aides and volunteers.



\* OSD staff served an additional 270 to 350 students each year through the intake and disability documentation process. These students were either still in that process at time of the annual report or were unable to document an eligible disability.

Source: Office for Students with Disabilities

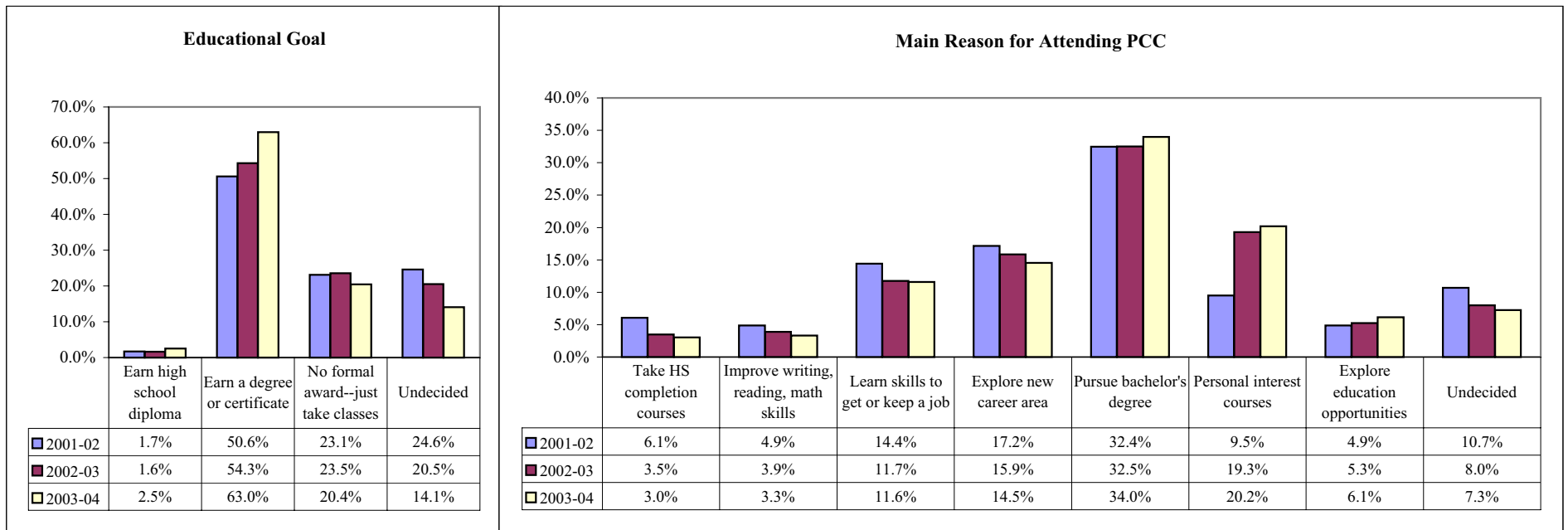
## INSTITUTIONAL EFFECTIVENESS 2004

### Goal 2: Student Success - Identify Goals

**Indicator** Students identify goals related to education.

**Measure** Numbers of credit students who **INDICATE SPECIFIC EDUCATIONAL GOALS AND GENERAL INTENT GOALS** at time of admission to the college

- From 2001-02 to 2003-04, approximately **three out of ten** credit students provided a response regarding their educational goal.  
**One out of four** provided a response indicating their main reason for attending PCC.



Source: Banner Student Data



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## INSTITUTIONAL EFFECTIVENESS 2004

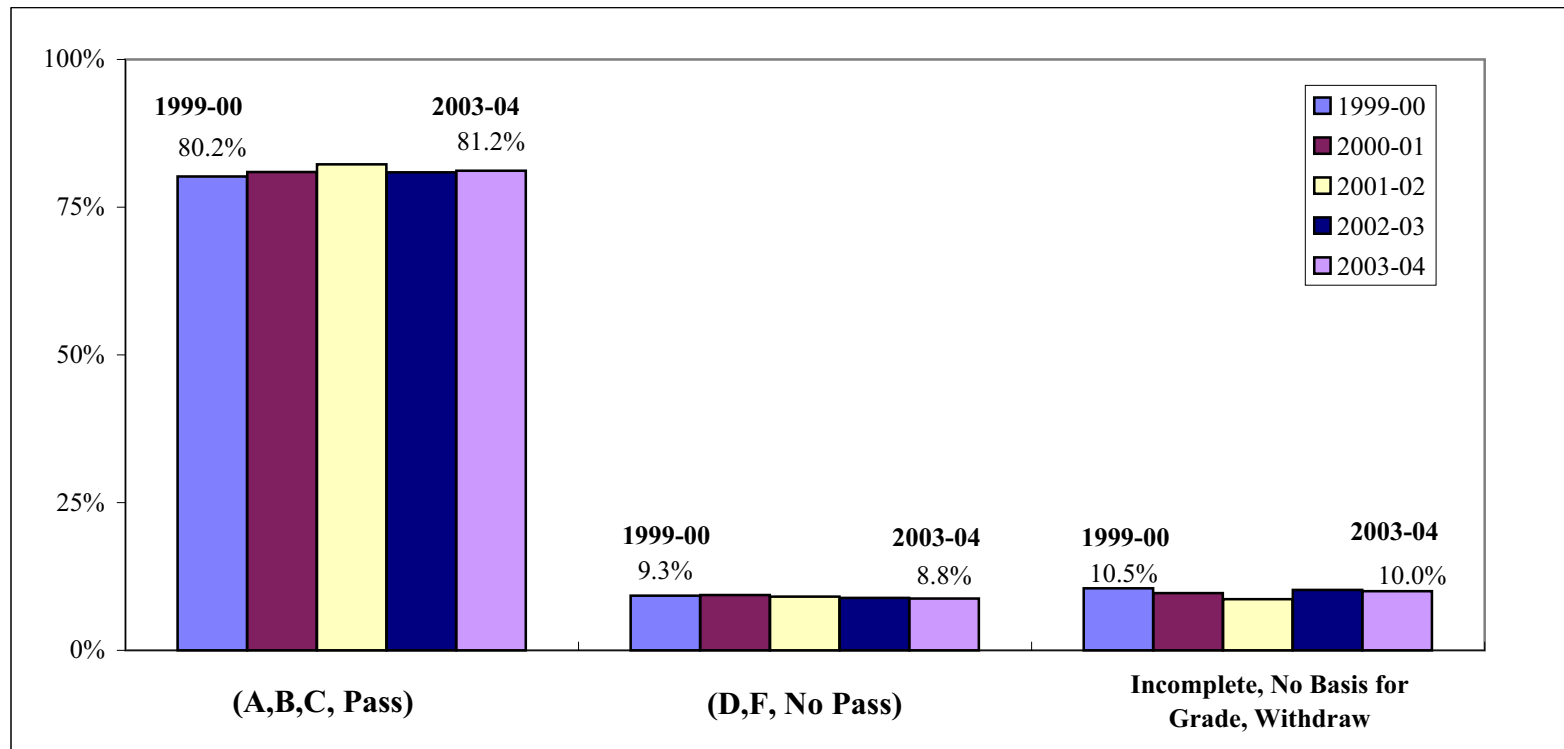
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### *Goal 2: Student Success - Classroom Learning*

**Indicator** Students successfully complete college credit courses.

**Measure** Percent of courses in which students **ACHIEVE A, B, C OR PASS GRADES**

- An average of **81.1%** of college credit courses were successfully completed (A, B, C, Pass) by students during the past five years.



Source: 1990-00, 2000-01, 2001-02, 2002-03 and 2003-04 Banner Student grade distribution data

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## INSTITUTIONAL EFFECTIVENESS 2004

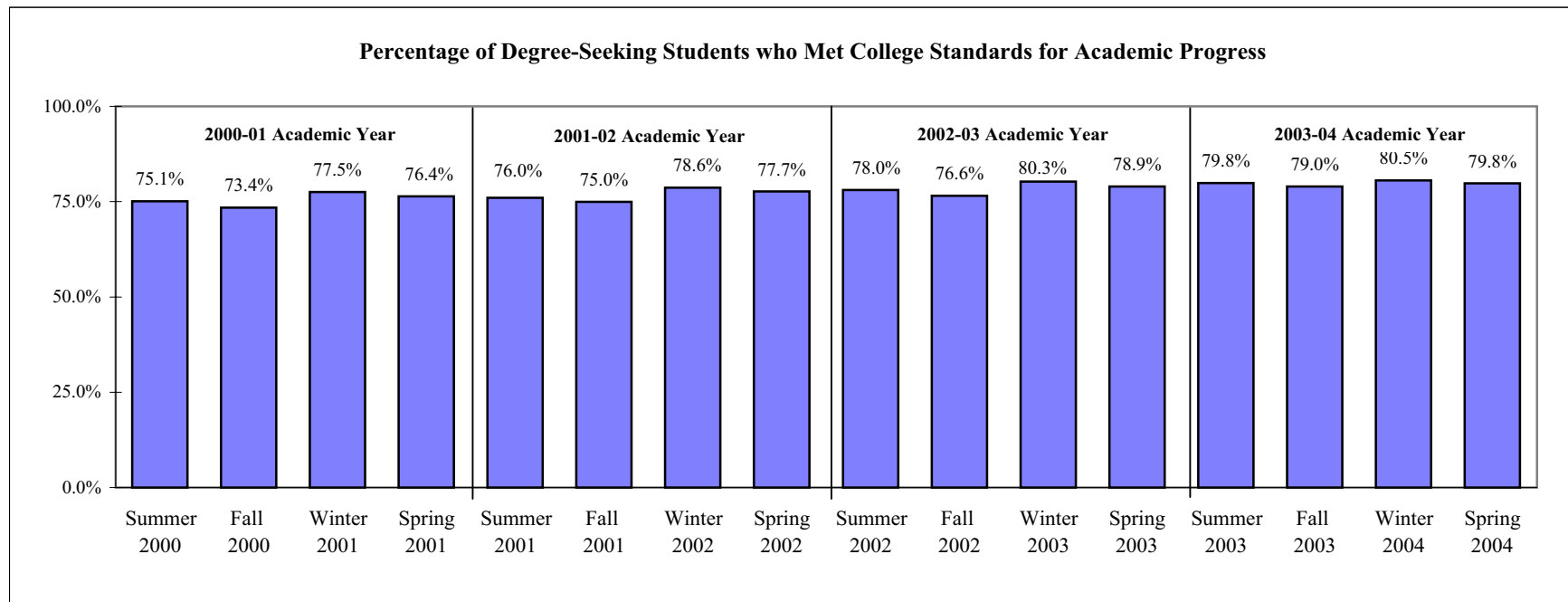
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### *Goal 2: Student Success - Classroom Learning*

**Indicator** Students meet college standards for satisfactory academic progress.

**Measure** Percent of degree-seeking students who **SUCCESSFULLY COMPLETE AT LEAST 50% OF CREDIT HOURS ATTEMPTED WITH A MINIMUM 2.0 GPA**

- From summer term 2000 to spring term 2004, an average of **77.9%** of all **degree-seeking** students achieved the college standard for student academic progress.
- From summer term 2000 to spring term 2004, an average of **70.7%** of **all credit** students achieved the college standard for student academic progress.



Source: Banner Student Data

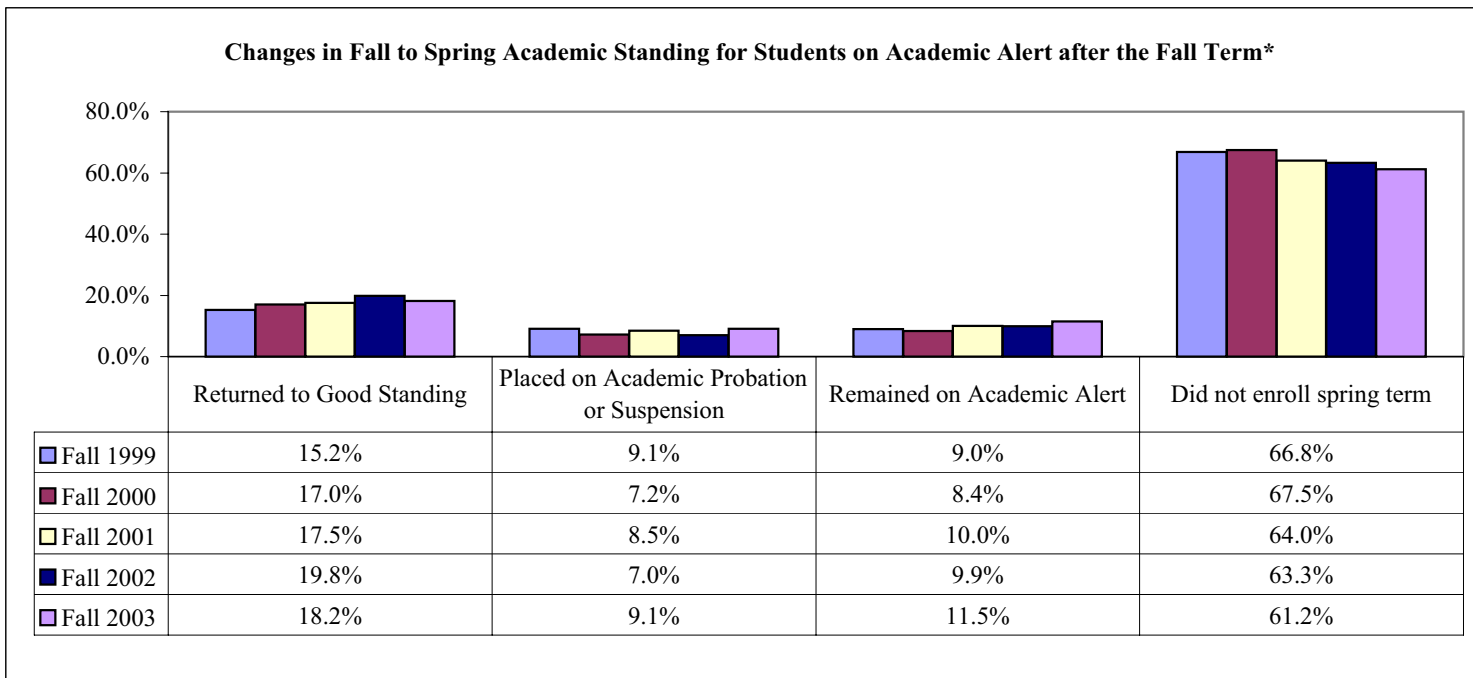
## INSTITUTIONAL EFFECTIVENESS 2004

### *Goal 2: Student Success - Classroom Learning*

**Indicator** Students placed on academic alert return to good standing.

**Measure** Percent of students placed on academic alert at the end of the fall term who **RETURN TO GOOD STANDING** within one academic year

- A combined total of 15,139 (16.4% of all Fall term degree-seeking students) were on **academic alert** at the end Fall of 1999, Fall 2000, Fall 2001, Fall 2002 and Fall 2003 terms. Of these, 2,225 (14.7%) were **disqualified for financial aid** for the following winter or spring term due to a lack of satisfactory academic progress.



Source: Banner Student Data

\* 125 of 15,139 students did not have an academic standing in Banner and were not included in the graph.

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## INSTITUTIONAL EFFECTIVENESS 2004

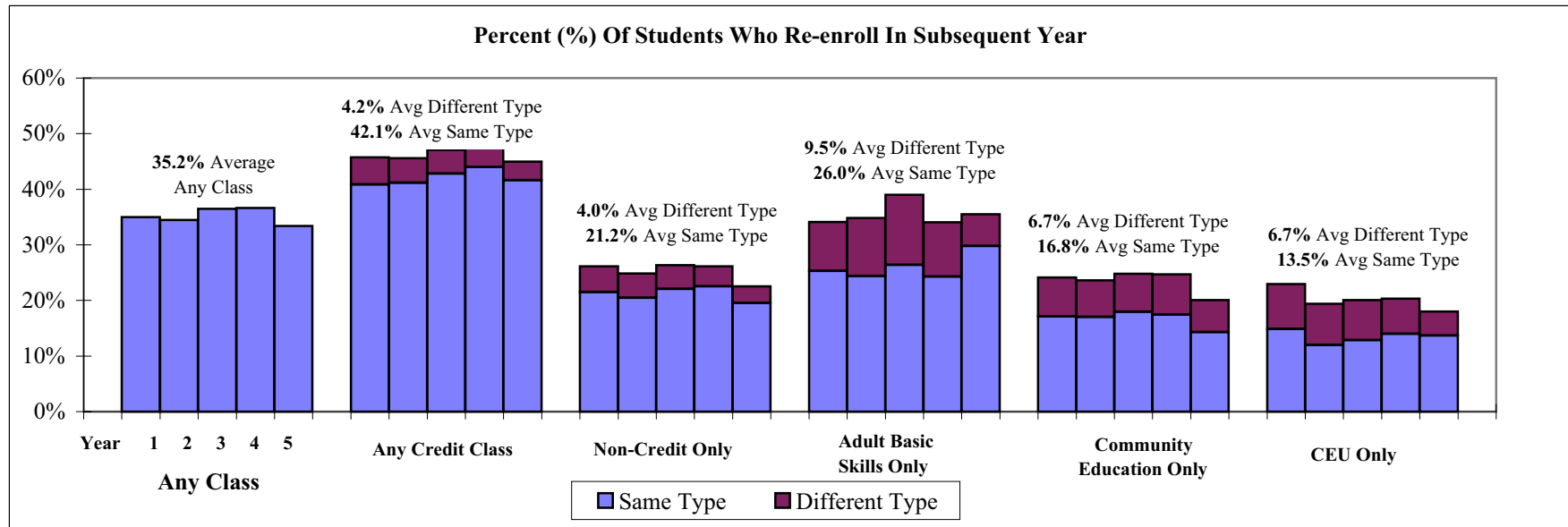
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### Goal 2: Student Success - Progress

**Indicator** Students continue to participate in PCC credit and non-credit courses.

**Measure** Percent of PCC students who RE-ENROLL IN A SUBSEQUENT YEAR

- Approximately one **out of three students** enrolled during an academic year re-enrolls in classes during the following academic year.
- Students who enroll in **Any Credit Class** show the highest percentage of re-enrollment (41.6% in 2003-04) in the *same* type of course.
- Some students re-enroll in courses of different types. Students who enroll in **Adult Basic Skills Only** show the highest percent (on average 9.5% during the past five years) of re-enrollment in a *different* type of course during the following year.



Note: Year 1 - Enrolled in 1998-99 and returned in 1999-00  
Year 2 - Enrolled in 1999-00 and returned in 2000-01  
Year 3 - Enrolled in 2000-01 and returned in 2001-02

Year 4 - Enrolled in 2001-02 and returned in 2002-03  
Year 5 - Enrolled in 2002-03 and returned in 2003-04

See Appendix 2 for data table related to this measure.

# INSTITUTIONAL EFFECTIVENESS 2004

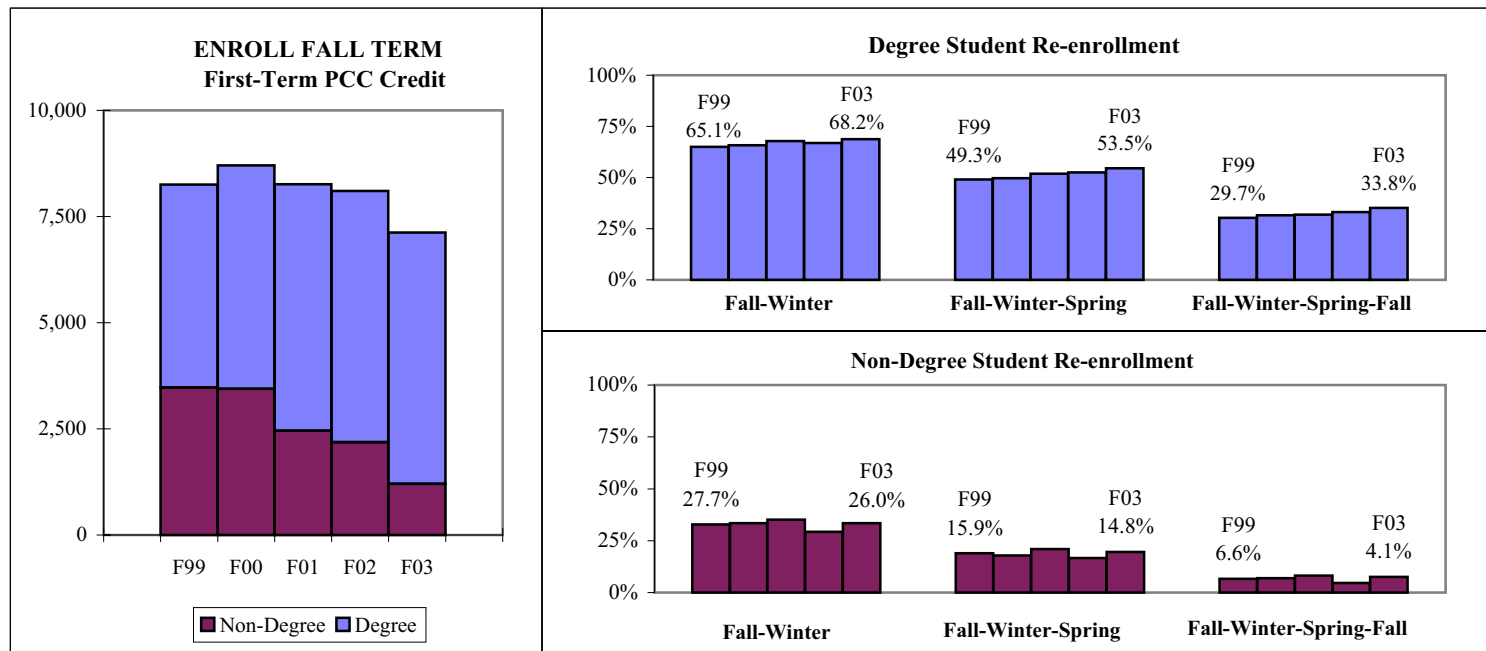
## Goal 2: Student Success - Progress

**Indicator** Students continue to enroll in credit classes.

**Measure** Percent of Fall term, first term (new to PCC) credit students who **ENROLL DURING SUBSEQUENT TERMS IN AN ACADEMIC YEAR**

Over a five-year period, of all **degree-seeking students** enrolled for the first time in credit classes during fall term:

- **67.0%** re-enrolled in credit classes during the subsequent winter term.
- **51.7%** re-enrolled in credit classes during *both* winter and spring terms.
- Approximately **one out of three students (32.6%)** remained enrolled in credit classes during winter and spring terms *and* re-enrolled for the next fall term.



See Appendix 3 for data table related to this measure. Includes full and part time students.

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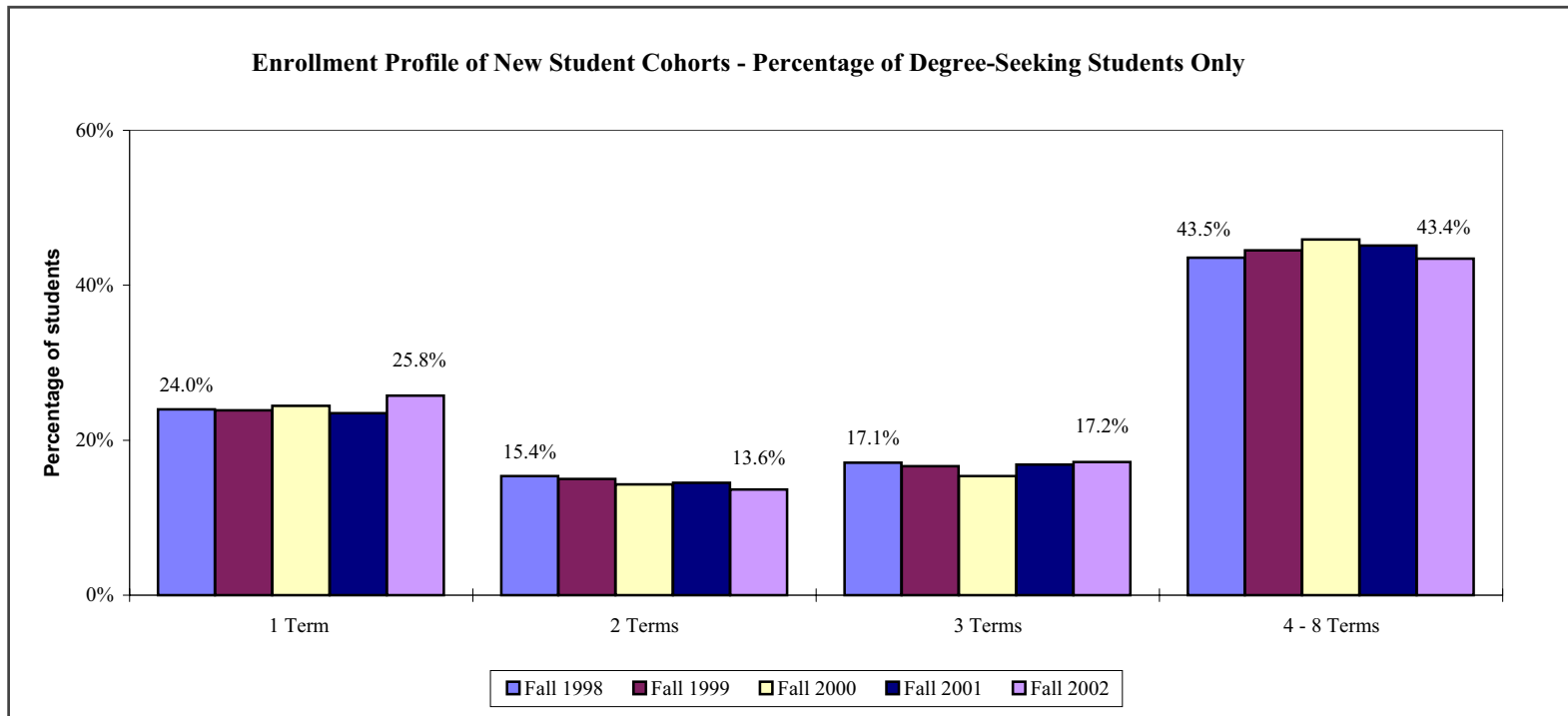
## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 2: Student Success - Progress*

**Indicator** Students continue to enroll in credit classes.

**Measure** Number of terms in which degree-seeking Fall Term, first-term (new to PCC) credit students **ENROLL DURING A TWO-YEAR PERIOD**



Note: The five-year average number of new credit students enrolled fall term = 5,004. Includes full- and part-time students.

See Appendix 4 for data table related to this measure.

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## INSTITUTIONAL EFFECTIVENESS 2004

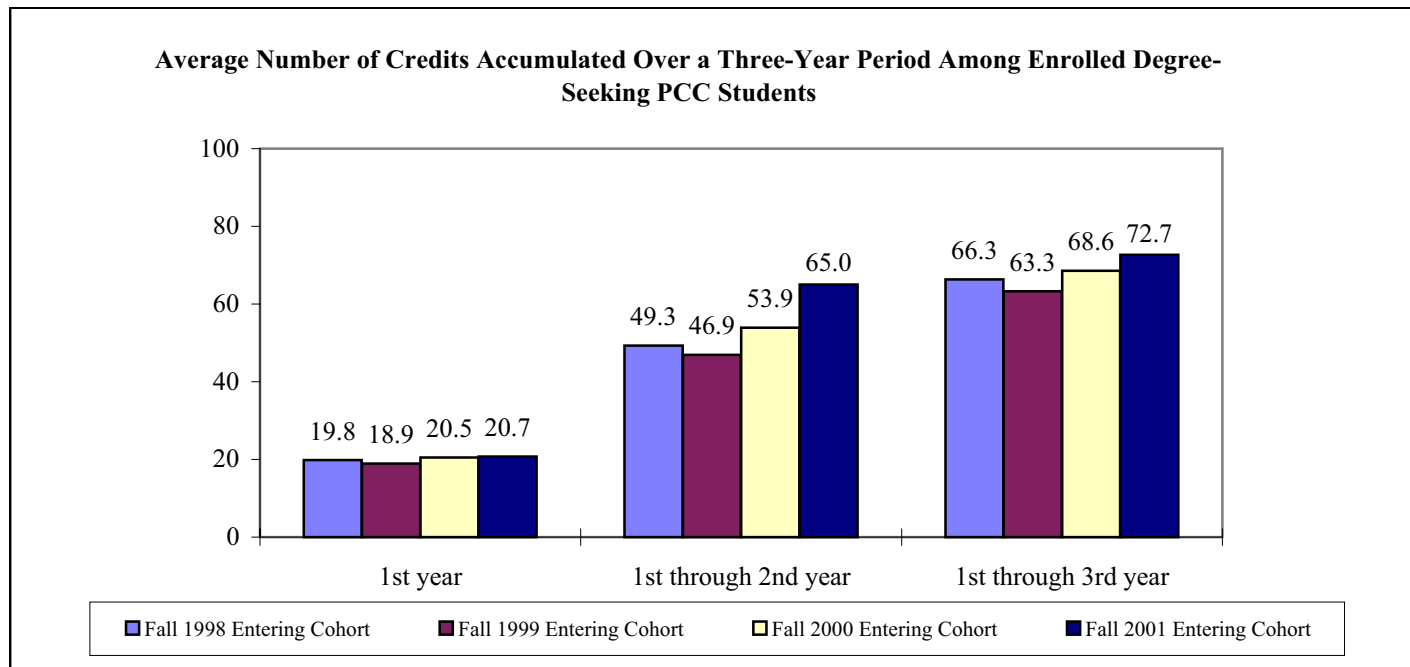
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### *Goal 2: Student Success - Progress*

**Indicator** Students make progress towards degrees/certificates.

**Measure** **AVERAGE CUMULATIVE CREDITS EARNED** by degree-seeking students within three years of initial enrollment at PCC

- The percentage of degree-seeking students who entered in Fall 98, Fall 99, Fall 00 or Fall 01 and earned a degree or certificate by the end of their third year was **8.4%, 8.3%, 8.7%, and 8.6%**, respectively (not shown in graph).
- Approximately 30% of students from these entering cohorts did not enroll in credit classes during the third year.



Note: Graph excludes students who did not take credit coursework because they dropped out or had earned a degree or certificate. Figures for Fall 98 cohort reflect enrollment through 2000-01; Fall 99 cohort, enrollment through 2001-02; Fall 2000 cohort, enrollment through 2002-03; and Fall 2001 cohort, enrollment through 2003-04.

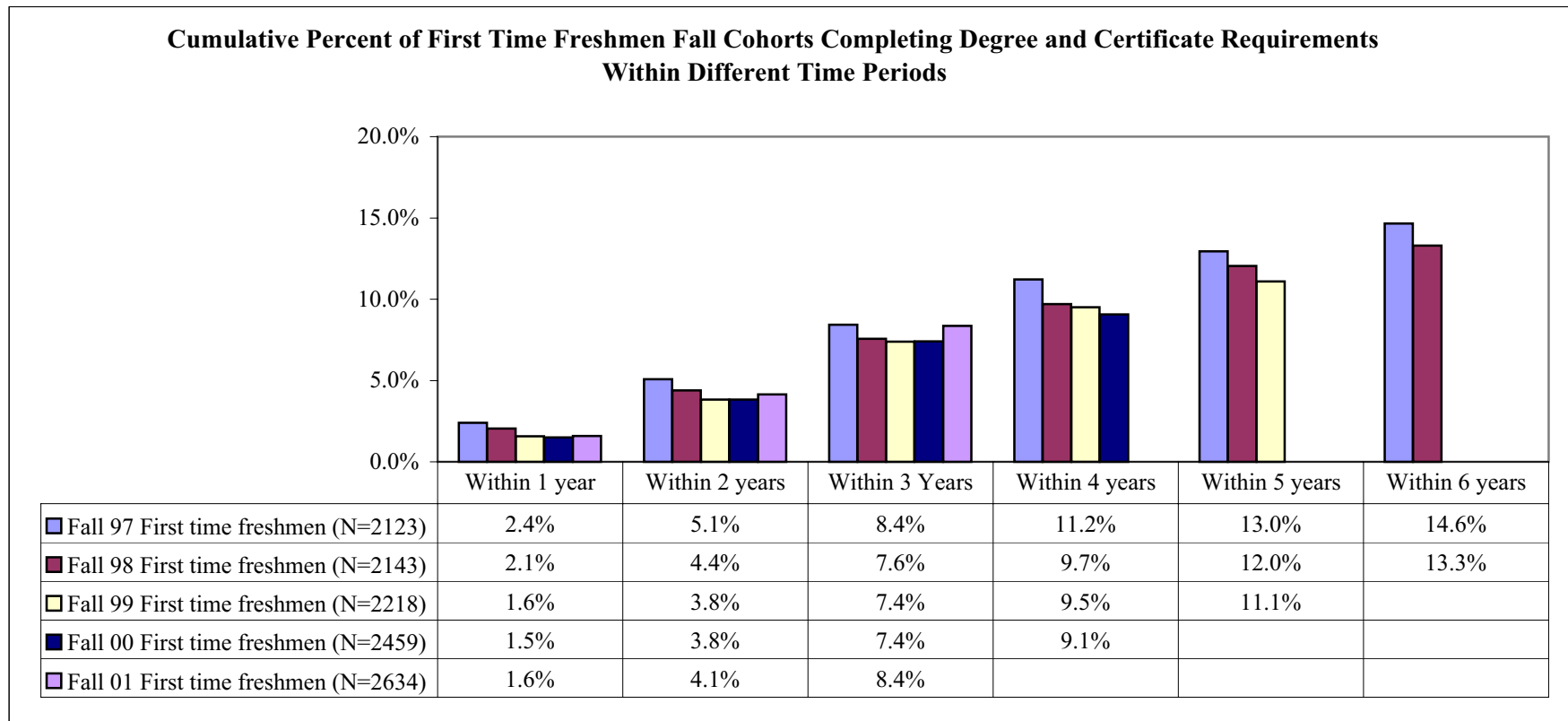
Source: Banner Student Data

## INSTITUTIONAL EFFECTIVENESS 2004

### Goal 2: Student Success - Complete goals

**Indicator**      Students successfully complete the requirements for certificates and degrees awarded by Portland Community College.

**Measure**      Time required to **COMPLETE REQUIREMENTS FOR A PCC CERTIFICATE OR DEGREE**



Note: Numbers for each year are cumulative and reflect the length of time students took to complete degree requirements, regardless of when students petitioned for and received the degree or certificate. Fall cohorts include full- and part-time degree-seeking students.

Source: Banner Student Data



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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 2: Student Success - Complete Goals***

**Indicator**      Students successfully complete the requirements for certificates and degrees awarded by Portland Community College.

**Measure**      **Number of PCC students who EARN CERTIFICATES AND DEGREES**

- In 2003-04, **775 students** earned a General Education Development certificate (GED) awarded by the state of Oregon.

<b>Degrees and Certificates Awarded</b>					
	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Certificates</b>					
One-Year	207	225	269	325	364
Two-Year	42	53	54	66	58
Other	<u>29</u>	<u>20</u>	<u>41</u>	<u>22</u>	<u>24</u>
Total	278	298	364	413	446
<b>Degrees</b>					
Associate of Arts, Oregon Transfer	250	233	208	219	250
Associate of Arts	0	0	0	0	1
Associate of Science	261	305	305	347	324
Associate of General Studies	128	127	152	203	283
Associate of Applied Science	<u>529</u>	<u>514</u>	<u>579</u>	<u>678</u>	<u>644</u>
Total	1,168	1,179	1,244	1,447	1,502
High School Diplomas	159	156	184	181	128
<b>Total Degrees/Certificates</b>	<b>1,605</b>	<b>1,633</b>	<b>1,792</b>	<b>2,041</b>	<b>2,076</b>

Award year is based on date degree is conferred (that is, the year in which a student petitions for graduation), regardless of when coursework is completed. This definition is consistent with federal and state reporting requirements, and data from prior years have been adjusted to reflect the same reporting standards.

**Certificates** now includes a category for 'Other,' which is generally defined as certificates that require fewer than 45 credits.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 2: Student Success - Complete Goals***

**Indicator**    Students achieve primary educational goals.

**Measure**    Percent of students who indicate **ATTAINMENT OF A PRIMARY EDUCATIONAL GOAL**

Primary Goal	1998-99		1999-00		2000-01		2001-02		2002-03	
	Percent Accomplish Goal	Number of Students	Percent Accomplish Goal	Number of Students	Percent Accomplish Goal	Number of Students	Percent Accomplish Goal	Number of Students	Percent Accomplish Goal	Number of Students
Prepare for New Career	92.7%	179	90.5%	228	83.1%	217	83.5%	248	82.1%	280
Upgrade Skills to Keep Job or Get Better Job	86.0%	37	87.5%	56	93.5%	43	88.9%	80	84.6%	66
Take Classes to Transfer to Four-year College	95.8%	181	96.9%	185	93.8%	167	94.4%	218	94.5%	224
Take Classes for Personal Interest	100.0%	10	85.7%	6	100.0%	13	91.7%	11	90.9%	20
Other	96.2%	25	92.3%	24	88.5%	23	92.0%	23	91.2%	31
<b>Total who Achieved Primary Goal</b>	<b>93.7%</b>	<b>432</b>	<b>92.4%</b>	<b>499</b>	<b>88.4%</b>	<b>463</b>	<b>88.5%</b>	<b>580</b>	<b>87.2%</b>	<b>621</b>
<b>Number of Students who Provided Information</b>		<b>461</b>		<b>540</b>		<b>524</b>		<b>655</b>		<b>712</b>

Source: Follow-up surveys of 1997-98, 1998-99, 1999-00, 2000-01 and 2001-02 graduates and completers in all degree categories

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## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 2: Student Success - Satisfaction*

**Indicator**      Students are satisfied with the quality of their educational experience at PCC.

**Measure**      Percent of graduates/program completers who **RATE LEARNING ENVIRONMENT EXCELLENT OR GOOD**

Learning Environment Rated Excellent or Good	1998-99 (N =463)	1999-00 (N =558)	2000-01 (N =561 )	2001-02 (N =694)	2002-03 (N =750)
All surveyed students were asked to evaluate:					
Range of Subject Matter Available	82.6%	76.2%	75.5%	65.2%	79.7%
Class Size	78.2%	74.8%	74.2%	64.3%	70.5%
Competence of Instruction	77.6%	77.6%	74.8%	65.7%	71.5%
Facilities	69.2%	66.4%	67.3%	61.5%	67.3%
Availability of Classes When Needed	67.3%	73.4%	71.3%	61.0%	67.4%
Availability of Instructors Outside Class	64.4%	63.8%	60.2%	55.4%	60.3%
Equipment Availability	63.4%	59.6%	62.1%	55.5%	63.6%
Equipment Quality	61.4%	54.7%	57.5%	54.1%	63.3%
Students who used the following services evaluated:					
Advising by Program/Instructors	67.3%	69.0%	64.9%	56.4%	65.0%
Cooperative/Work Experience Program	65.7%	59.3%	60.4%	50.7%	55.1%
Availability of Tutors	63.4%	51.8%	54.5%	47.3%	53.9%
Advising by Admissions/Counseling	56.2%	53.9%	55.4%	46.5%	52.1%
Vocational /Career Planning	56.1%	55.5%	52.1%	42.6%	44.2%
Job Placement Services	54.4%	44.8%	43.5%	37.8%	36.1%

Source: Follow-up surveys of 1997-98, 1998-99, 1999-00, 2000-01 and 2001-02 graduates and completers in all degree categories

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 3: General Education - Core Competencies***

**Indicator**        Students demonstrate mastery of core learning outcomes.

**Measure**        **Results of assessment related to CORE LEARNING OUTCOMES**

College staff are currently engaged in a process to develop rubrics and assessment strategies related to core learning outcomes:

- PCC faculty teams have identified assessment criteria essential to measuring student learning in five core areas: critical thinking and problem solving, communication, community and environmental responsibility, self-reflection and cultural awareness.
- Faculty teams were organized during Fall Term 2001, and twenty faculty members participated in a training session conducted by a team of assessment experts from Washington community colleges. After the training, PCC faculty teams developed rubrics that can be used to measure the degree to which students demonstrate proficiency in each core outcome.
- Assessment rubrics created by the PCC teams were reviewed by the college assessment committee in the Spring of 2002. In 2002-03, a faculty work group drafted a set of assessment criteria and performance levels using the assessment rubrics.
- During 2003-04, Subject Area Committees (SACs) created outcomes 'maps' using these criteria to indicate the level at which courses and programs address each core outcome.
- Analysis of the outcomes mapping data and student course-taking patterns is underway. This analysis will yield information on the extent and level to which students were exposed to instruction addressing the core outcomes.
- Next steps include work by SAC's to incorporate outcomes mapping information into program review and course content and outcomes guides (CCOGS).

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 3: General Education - Civic Responsibility and Teamwork***

**Indicator**          Students participate in activities that promote civic responsibility and teamwork.

**Measure**          **Examples of related STUDENT ACTIVITIES**

#### **Service Learning**

- Service learning integrates volunteerism into the traditional class experience. By combining learning objectives, community service and reflection, service learning helps students better understand course material; explore values, ethics, leadership and civic engagement; learn about diverse cultures and lifestyles; and appreciate their ability to make a difference by participating in community problem-solving.
- During 2002-03, 108 **faculty** taught courses with service learning components; during 2003-04 that number grew to **120**. Of those, 18 were new to service learning. There are 35 administrators and staff performing support functions specific to service learning.
- During the four terms of the 2002-03 academic year, approximately **1,200** students spent more than 8,700 hours in class-related service learning activities. During the 2003-04 academic year, participation grew to **1,218** students and more than 13,000 hours. There were 46 students working with local schools through the Learn and Serve Grant Project and an additional 133 students in other schools.
- PCC was recognized by the National Campus Compact as an exemplary community college for our college's mission of service, our faculty development and our efforts to promote community dialogue. In June 2004, the Center for Service-Learning was established as an institutional program. Prior to that, the program was supported by grants from the Corporation for National and Community Service.

#### **Associated Students of PCC (ASPCC) Activities**

ASPCC sponsors many social, educational, civic and special interest activities and clubs. The following list highlights some of their outstanding accomplishments:

- **Political Activities**

Register-Educate-Vote (REV) campaign  
Lobbying for student issues in Salem and Washington  
Political Forums  
Federal Financial Aid lobbying  
Student input on PCC's budget

- **Activism Activities**

Hate Hurts Conference  
International Education Week  
Yom HaShoah  
Sponsored many multi-cultural events  
Board meeting rallies

- **Helping / Building Community**

Blood drives  
Provided families with holiday dinners and gifts  
Club Fair  
Outreach to evening students  
Food drives

Source: Elizabeth Worley, Service-Learning Coordinator; Coordinators/Student Leadership

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## INSTITUTIONAL EFFECTIVENESS 2004

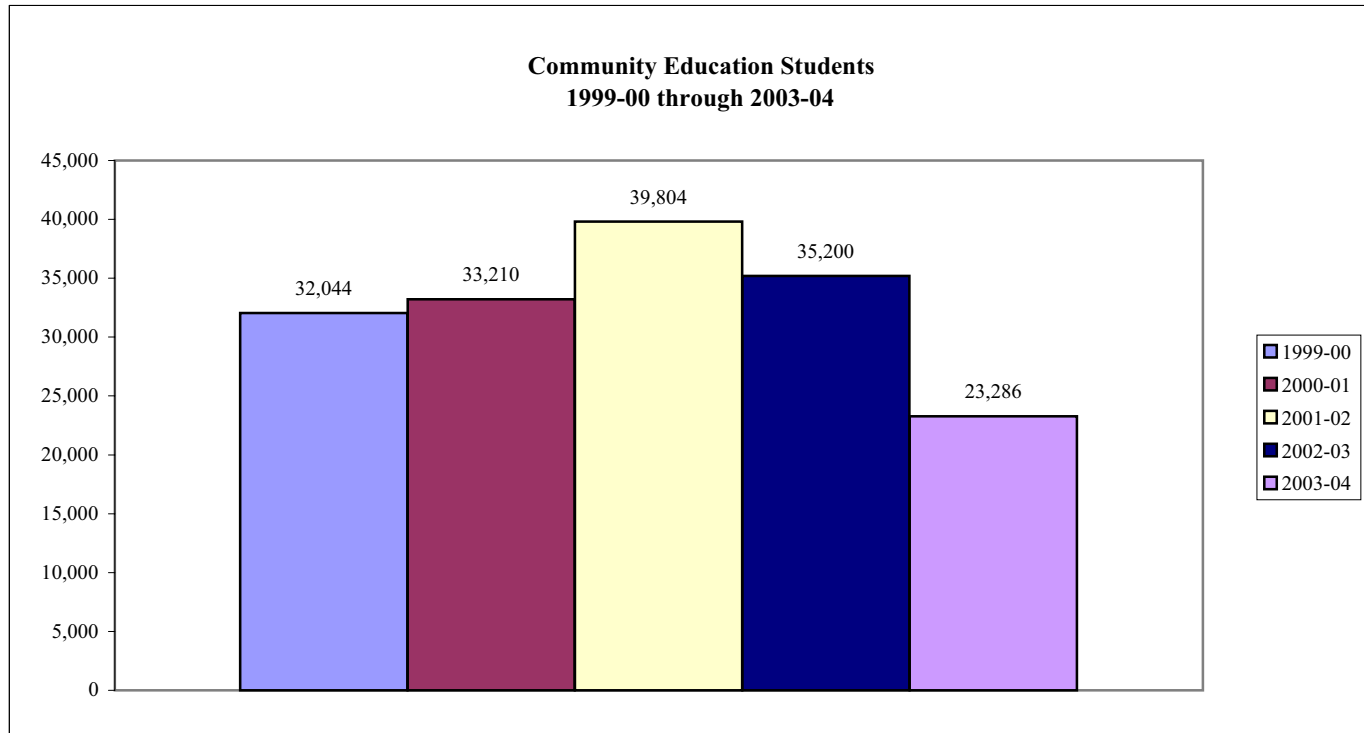
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### ***Goal 3: General Education - Enrichment***

**Indicator** Students participate in educational experiences that enrich/enhance their lives.

**Measure** Enrollment in COMMUNITY EDUCATION courses

- After several years of steady growth, factors including college budget cuts and changes in state reimbursement policy contributed to the recent drop in Community Education enrollment, which declined 33.8% between 2002-03 and 2003-04.



Source: Banner Student Data

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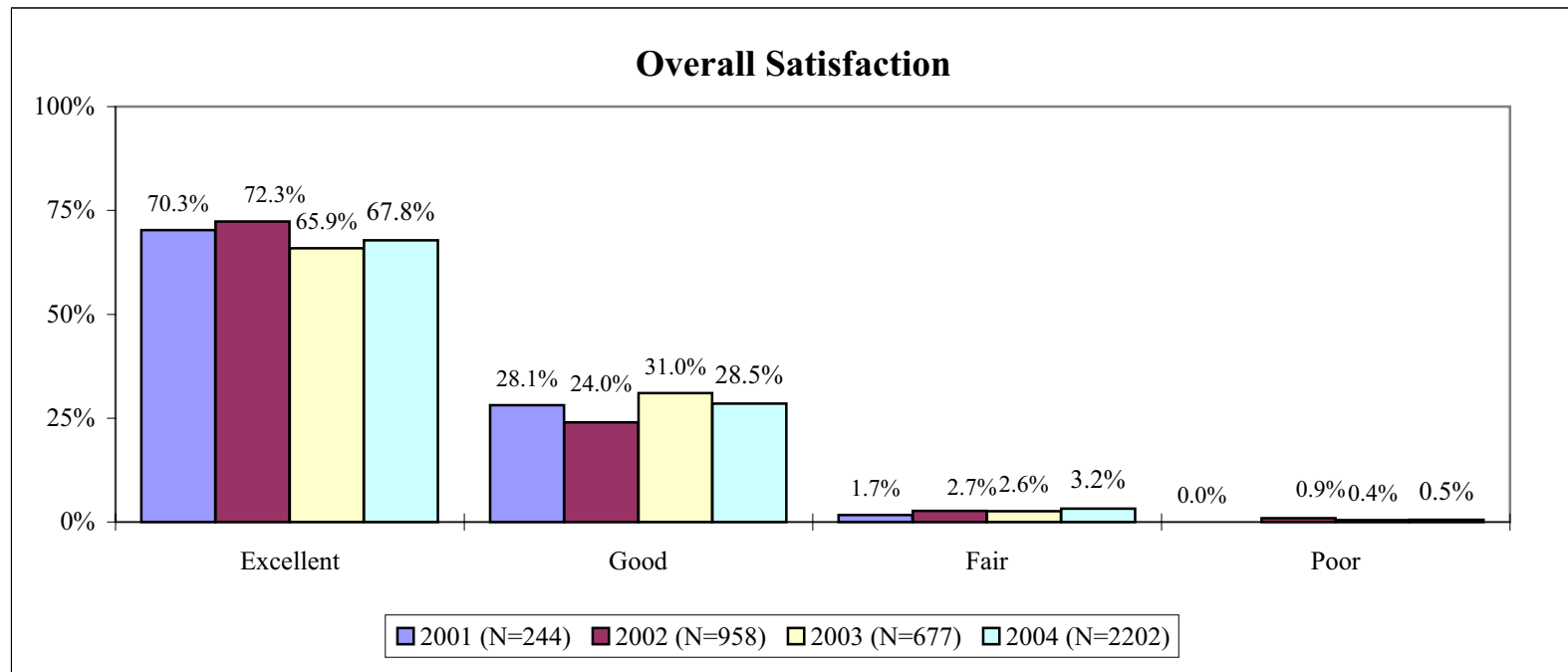
## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 3: General Education - Enrichment***

**Indicator** Students participate in educational experiences that enrich/enhance their lives.

**Measure** Student **SATISFACTION WITH COMMUNITY EDUCATION COURSES**



Note: The number of all Community Education enrollments was 33,210 in 2000-01, 39,804 in 2001-02, 35,200 in 2002-03 and 23,286 in 2003-04

Source: Community Education class evaluations.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 4: Professional Technical Education - Employment Success***

**Indicator**      Students obtain employment as a result of training provided by PCC.

**Measure**      **Percent of Students who ENTER EMPLOYMENT IN JOBS RELATED TO TRAINING**

<b>PROFESSIONAL/TECHNICAL Students - Job Related to Program of Study</b>					
<b>Survey Response</b>	<b>1998-99 (N= 257)</b>	<b>1999-00 (N=316)</b>	<b>2000-01 (N= 283)</b>	<b>2001-02 (N= 349)</b>	<b>2002-03 (N= 371)</b>
<b>Yes, it is directly or closely related</b>	<b>73.9%</b>	<b>71.2%</b>	<b>68.9%</b>	<b>64.2%</b>	<b>65.0%</b>
<b>Yes, it is somewhat related</b>	<b>12.8%</b>	<b>14.9%</b>	<b>12.4%</b>	<b>15.2%</b>	<b>15.4%</b>
<b>Not Related</b>	<b>13.2%</b>	<b>13.9%</b>	<b>18.7%</b>	<b>20.6%</b>	<b>19.7%</b>

<b>ALL Students - Job Related to Program of Study</b>					
<b>Survey Response</b>	<b>1998-99 (N= 368)</b>	<b>1999-00 (N=452)</b>	<b>2000-01 (N= 457)</b>	<b>2001-02 (N= 554)</b>	<b>2002-03 (N= 549)</b>
<b>Yes, it is directly or closely related</b>	<b>54.9%</b>	<b>54.6%</b>	<b>51.6%</b>	<b>46.2%</b>	<b>48.5%</b>
<b>Yes, it is somewhat related</b>	<b>14.1%</b>	<b>17.3%</b>	<b>14.7%</b>	<b>17.1%</b>	<b>19.3%</b>
<b>Not Related</b>	<b>31.0%</b>	<b>28.1%</b>	<b>33.7%</b>	<b>36.6%</b>	<b>32.2%</b>

Source: Follow-up surveys of 1998-99, 1999-00, 2000-01, 2001-02 and 2002-03 graduates and completers in all degree categories



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## INSTITUTIONAL EFFECTIVENESS 2004

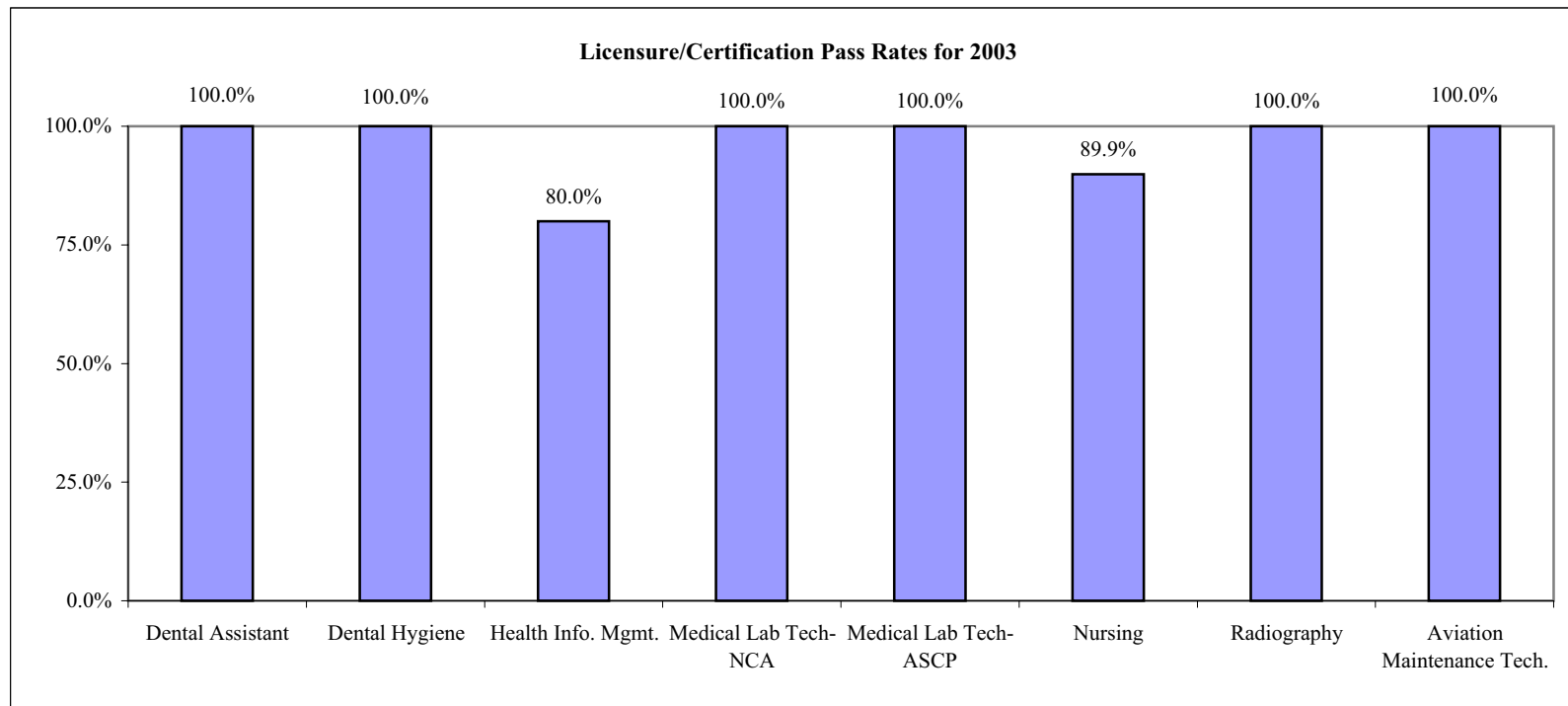
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### *Goal 4: Professional Technical Education - Employment Success*

**Indicator** Students obtain employment as a result of training provided by PCC.

**Measure** Percent of students who **PASS LICENSURE/CERTIFICATION EXAMS RELATED TO TRAINING**

- In 2003, licensure/certification pass rates at PCC **exceeded national pass rates** in all program areas for which national data were available.<sup>1</sup>



<sup>1</sup>Oregon pass rate data not available for most programs.

Source: PCC instructional and administrative staff, Oregon Office of Community College Services

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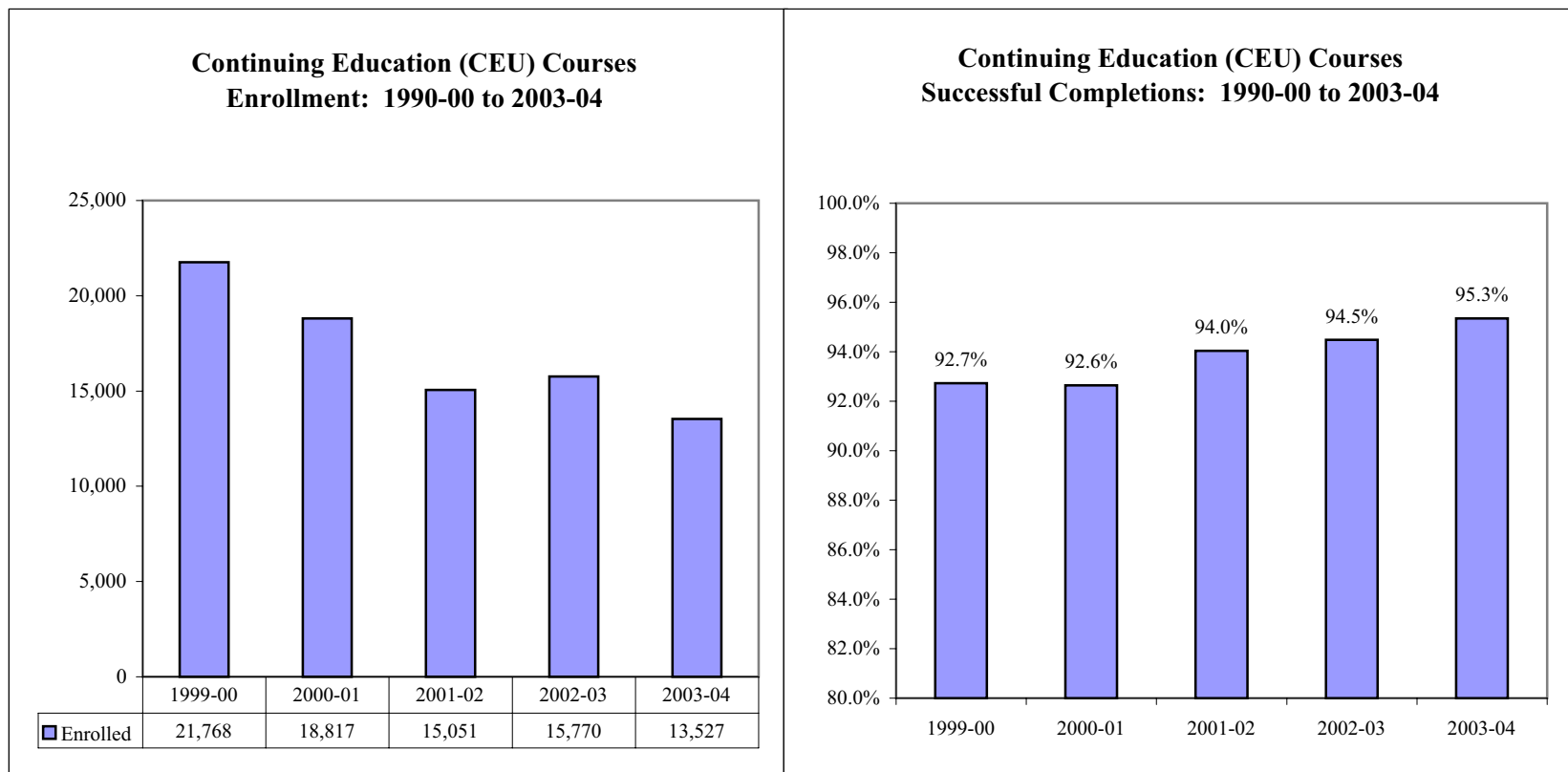
## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 4: Professional Technical Education - Employment Success*

**Indicator** Students upgrade employment-related skills.

**Measure** Percent of Continuing Education (CEU) courses in which students **ACHIEVE AN SC<sup>1</sup> GRADE**



<sup>1</sup>SC = Successfully Completed

Source: Banner Student Data

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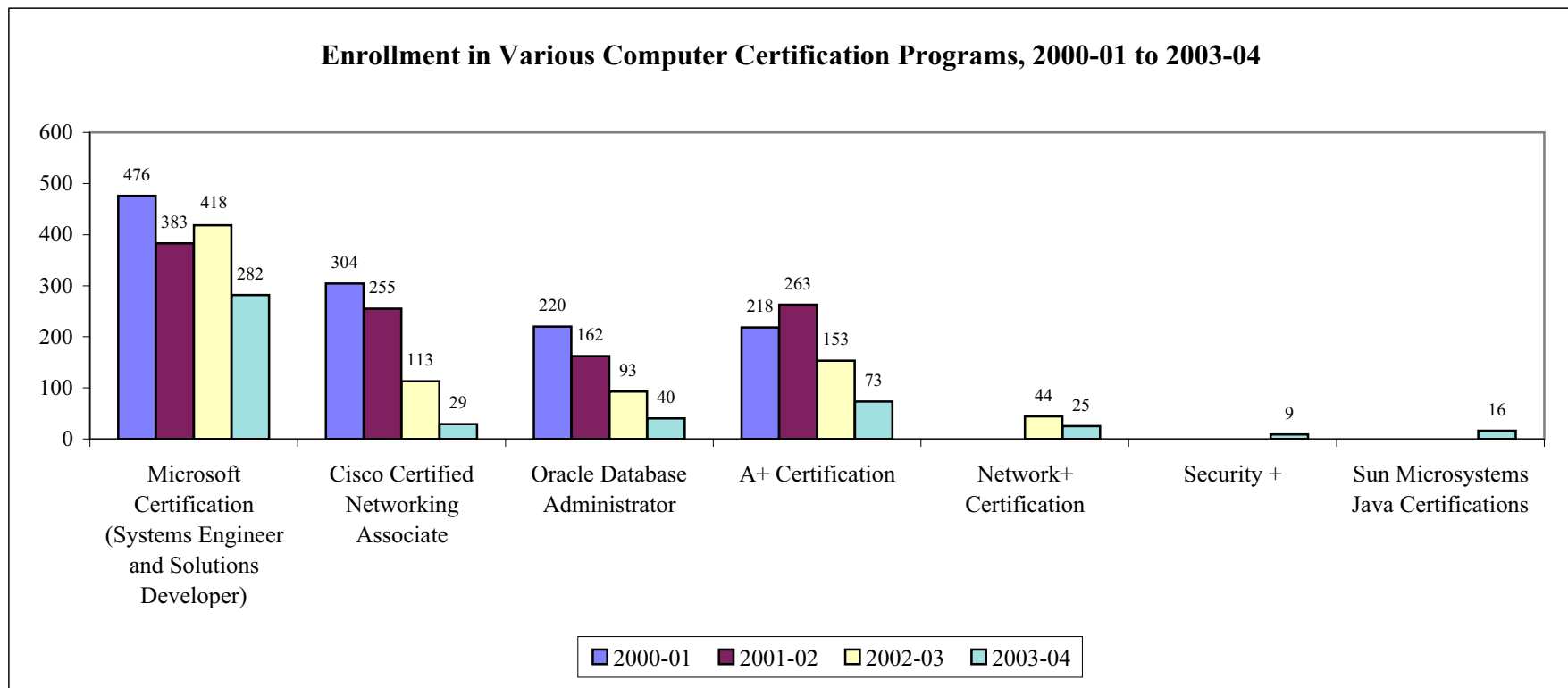
## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 4: Professional Technical Education - Employment Success*

**Indicator** Students upgrade employment-related skills.

**Measure** Enrollment in **COMPUTER INDUSTRY CERTIFICATION PROGRAMS**



Note: Enrollment numbers provide duplicated counts of students, since some certification programs require more than one course.

Source: Open Campus Computer Education Program

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## INSTITUTIONAL EFFECTIVENESS 2004

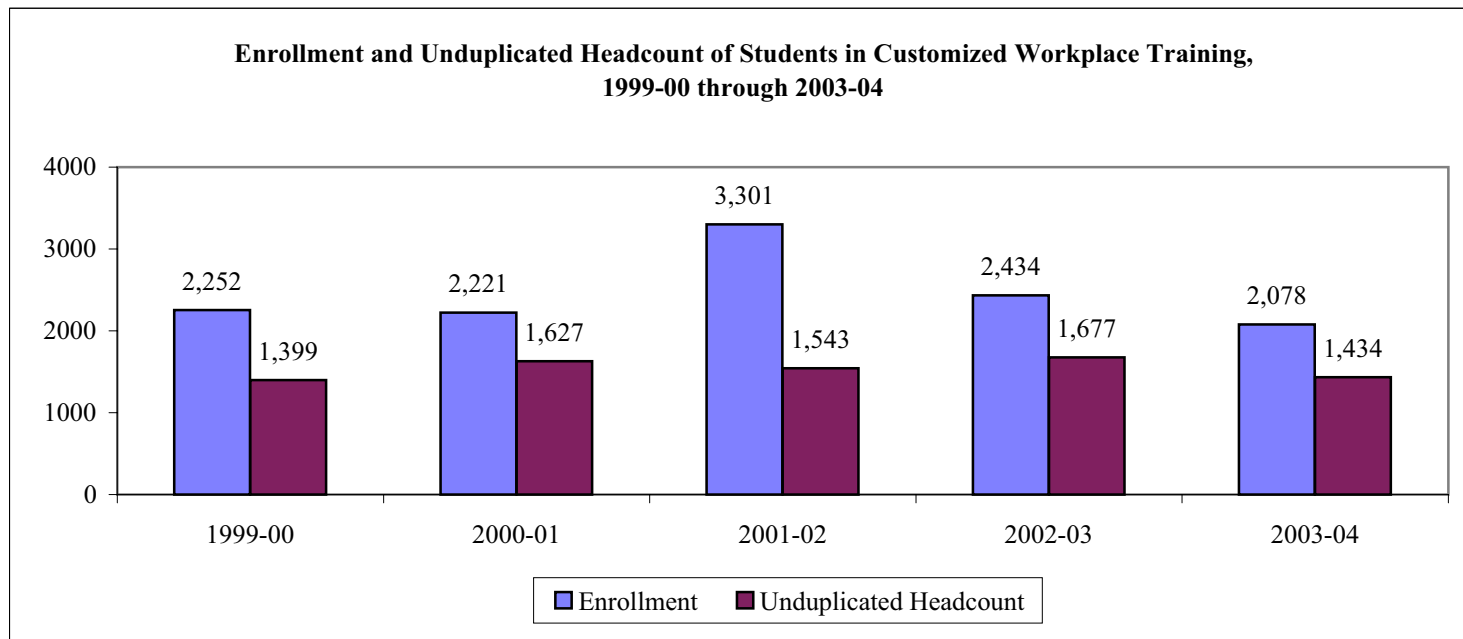
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### *Goal 4: Professional Technical Education - Business and Industry Needs*

**Indicator**      The college is responsive to industry requests for customized workplace training.

**Measure**      Numbers of students served by **CUSTOMIZED WORKPLACE TRAINING PROGRAMS**

- In 2003-04, approximately **47 businesses** were served through customized workplace training programs.



Note: Enrollment numbers represent duplicated counts of students, since some students may take more than one Customized Workplace Training Course in a given academic year.

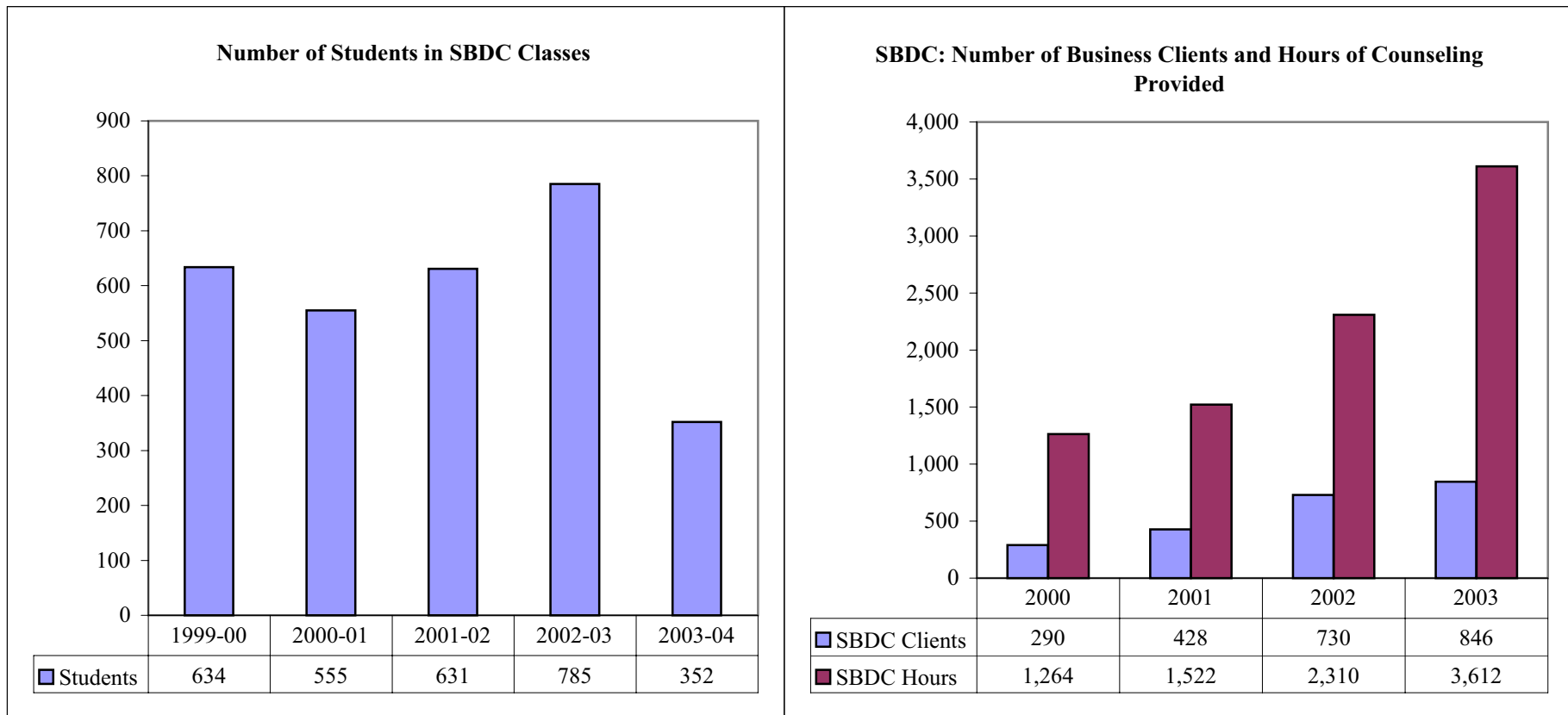
Source: Banner Student Data

## INSTITUTIONAL EFFECTIVENESS 2004

### *Goal 4: Professional Technical Education - Business and Industry Needs*

**Indicator**      The college is responsive to training needs of small business owners.

**Measure**      Numbers of students and businesses **SERVED BY THE SMALL BUSINESS DEVELOPMENT CENTER (SBDC)**



Source: Banner student data

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## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 4: Professional Technical Education - Business and Industry Needs*

**Indicator**      The college is responsive to training needs for small business owners.

**Measure**      Numbers of students and businesses SERVED BY THE SMALL BUSINESS INTERNATIONAL TRADE PROGRAM (SBI)



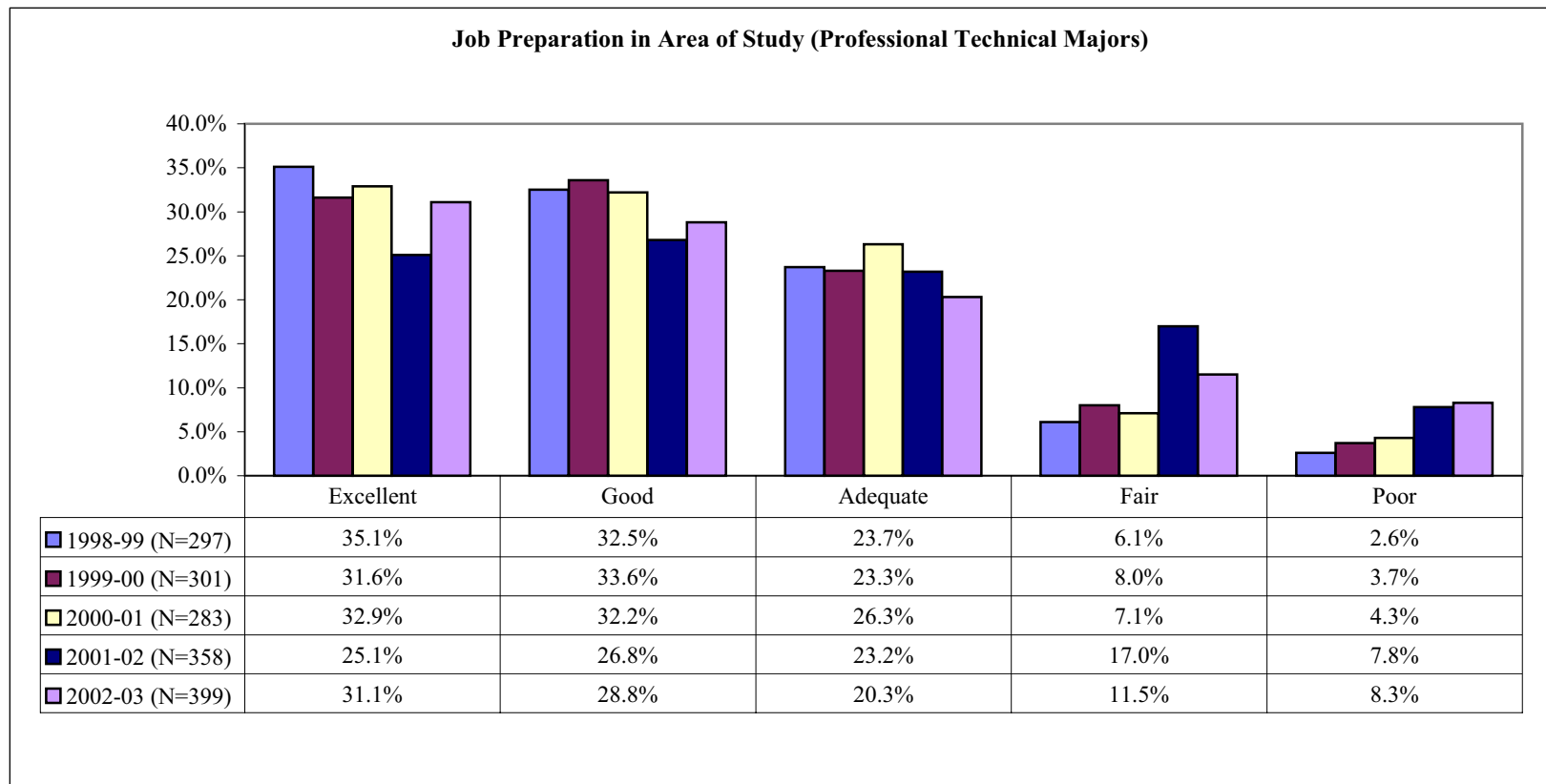
Source: Small Business Development Center and Small Business International Trade Office

## INSTITUTIONAL EFFECTIVENESS 2004

### *Goal 4: Professional Technical Education - Satisfaction*

**Indicator**      Students are satisfied that they acquired skills needed to enter employment or to enhance/improve current employment.

**Measure**      **Percent of students who indicate that they RECEIVED EXCELLENT/GOOD PREPARATION IN THEIR AREA OF STUDY**



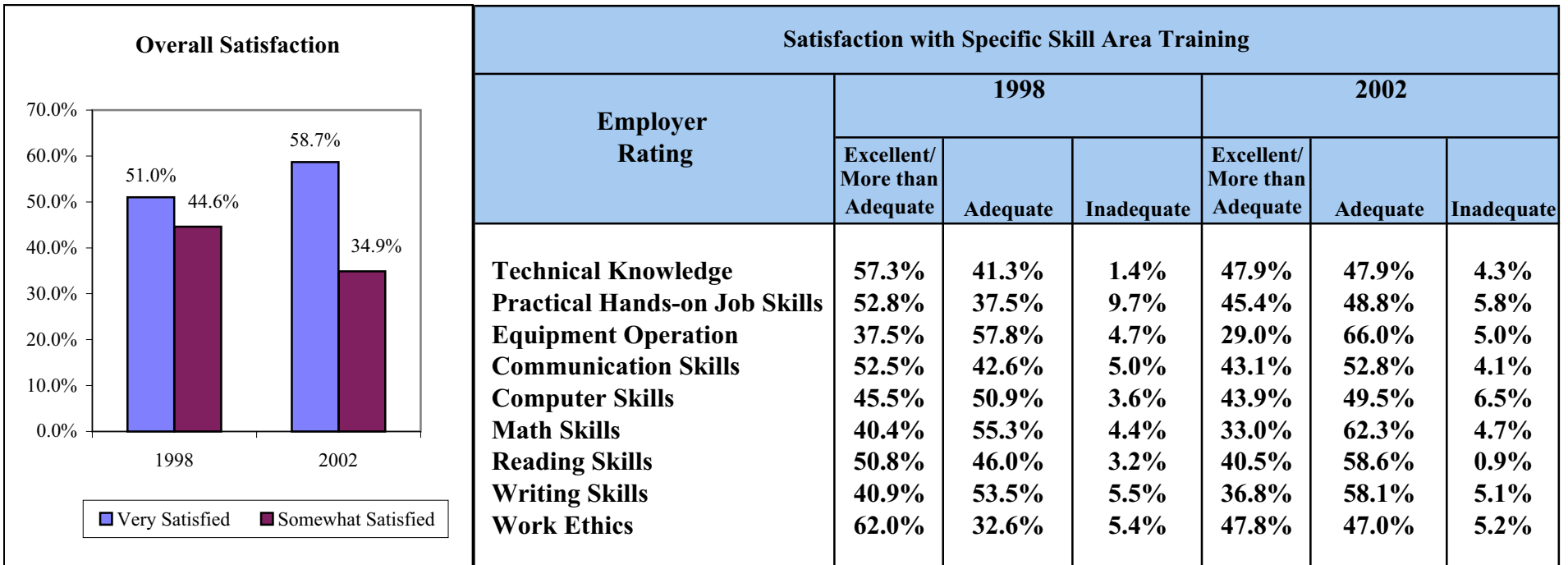
Source: Follow-up surveys of 1998-99, 1999-00, 2000-01, 2001-02 and 2002-03 graduates and completers in Professional/Technical areas.

## INSTITUTIONAL EFFECTIVENESS 2004

### ***Goal 4: Professional Technical Education - Satisfaction***

**Indicator**     Employers are satisfied with the skills/workforce preparation of employees who received training at PCC.

**Measure**     Percent of employers who indicate **SATISFACTION WITH TRAINING PROVIDED BY PCC**



Source: Fall 1998 survey of employers (N = 181) and Winter 2002 survey of employers (N=126)



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## INSTITUTIONAL EFFECTIVENESS 2004

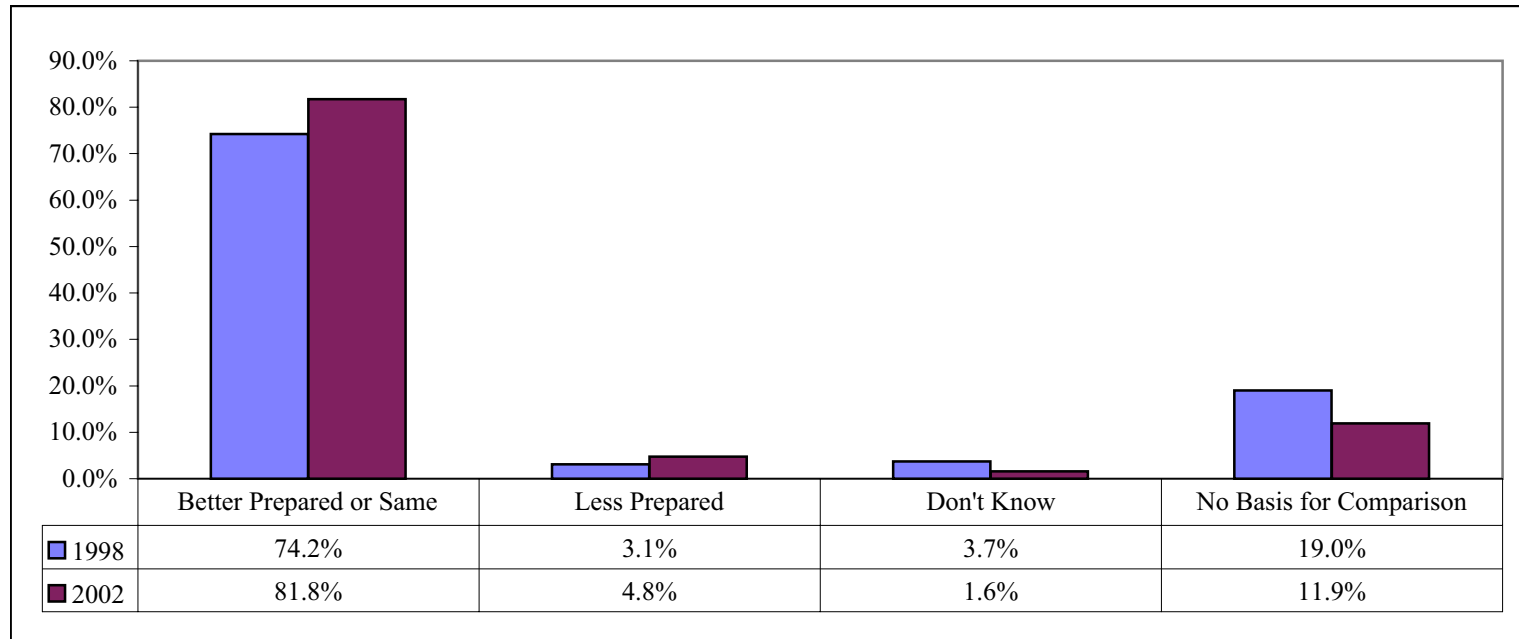
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### *Goal 4: Professional Technical Education - Satisfaction*

**Indicator** Employers are satisfied with the skills/workforce preparation of students who receive training at PCC.

**Measure** **Percent of employers who rate JOB PREPARATION OF EMPLOYEES WHO ATTENDED PCC AS COMPARABLE TO OR BETTER THAN job preparation of other employees**

- A combined **77.1%** of 1998 and 2002 employers who were surveyed agreed that employees trained by PCC were better prepared than or as well prepared as other employees who were doing similar work.



Source: Fall 1998 survey of employers (N = 181) and Winter 2002 survey of employers (N=126)

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## INSTITUTIONAL EFFECTIVENESS 2004

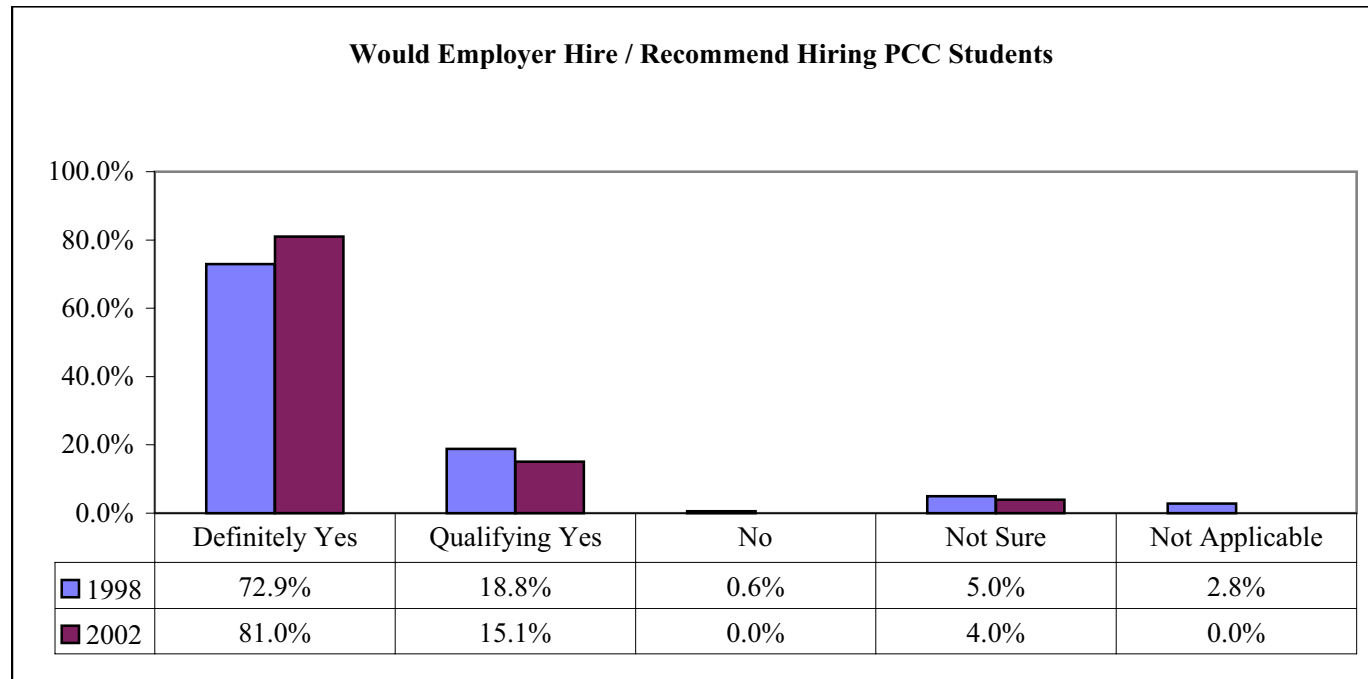
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### ***Goal 4: Professional Technical Education - Satisfaction***

**Indicator** Employers are satisfied with the skills/workforce preparation of students who receive training at PCC.

**Measure** Percent of employers who would **HIRE OR RECOMMEND HIRING OF INDIVIDUALS WITH PCC TRAINING**

- **76.2%** of all employers surveyed in 1998 and 2002 indicated that they would definitely recommend individuals trained by PCC for appropriate position openings.
- An additional **17.3%** of all employers surveyed said that, with some qualification, an individual trained by PCC would be recommended for an appropriate position.



Source: Fall 1998 survey of employers (N = 181) and Winter 2002 survey of employers (N=126)

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## INSTITUTIONAL EFFECTIVENESS 2004

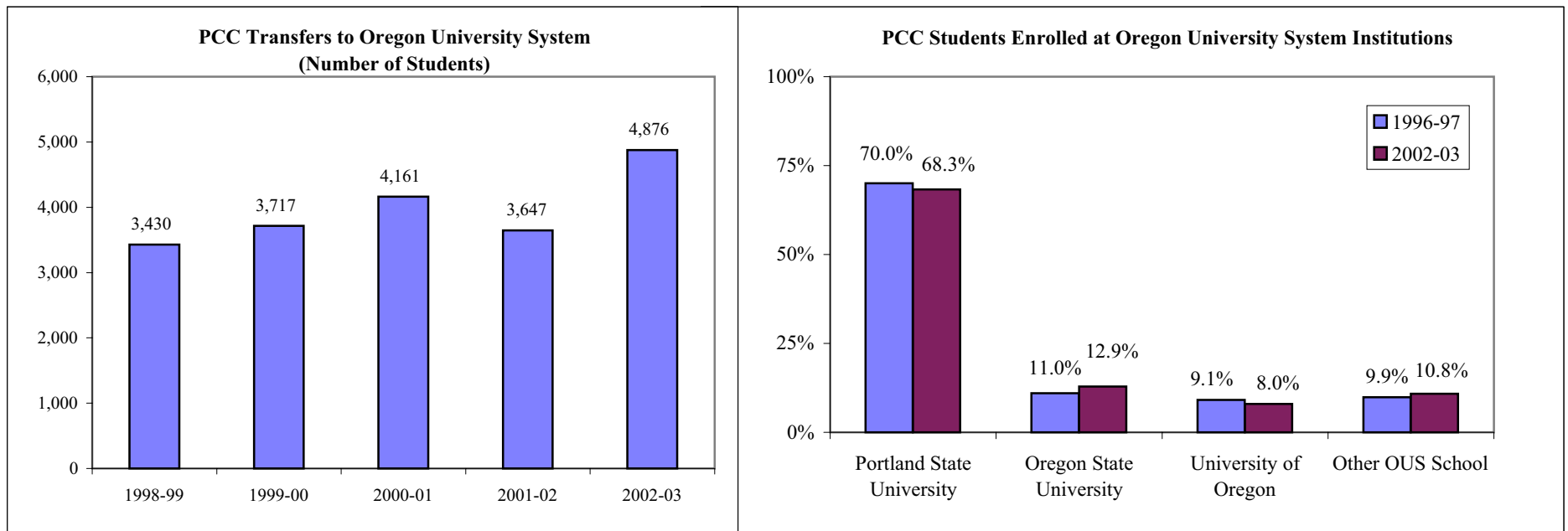
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### *Goal 5: Transfer Preparation - Performance*

**Indicator** Students move successfully from PCC to another educational institution.

**Measure** Students **TRANSFER TO OREGON UNIVERSITY SYSTEM INSTITUTIONS**

- Most Portland Community College transfer students enroll at **Portland State University**.



**Note:** PCC students transferred to an OUS institution during any term of the academic year indicated. Only those students who were enrolled at PCC during the prior academic year are counted. For example, the 3,430 students who transferred to the Oregon University System in 1998-99 had enrolled at PCC during the 1997-98 academic year. Since some students may also attend more than one institution within the subsequent year, counts may be duplicated among OUS institutions.

**Source:** OUS Office of Institutional Research and OUS Match Reporting: October 1999, April 2000, November 2002 and June 2004 reports, distributed by the Oregon Department of Community Colleges and Workforce Development.

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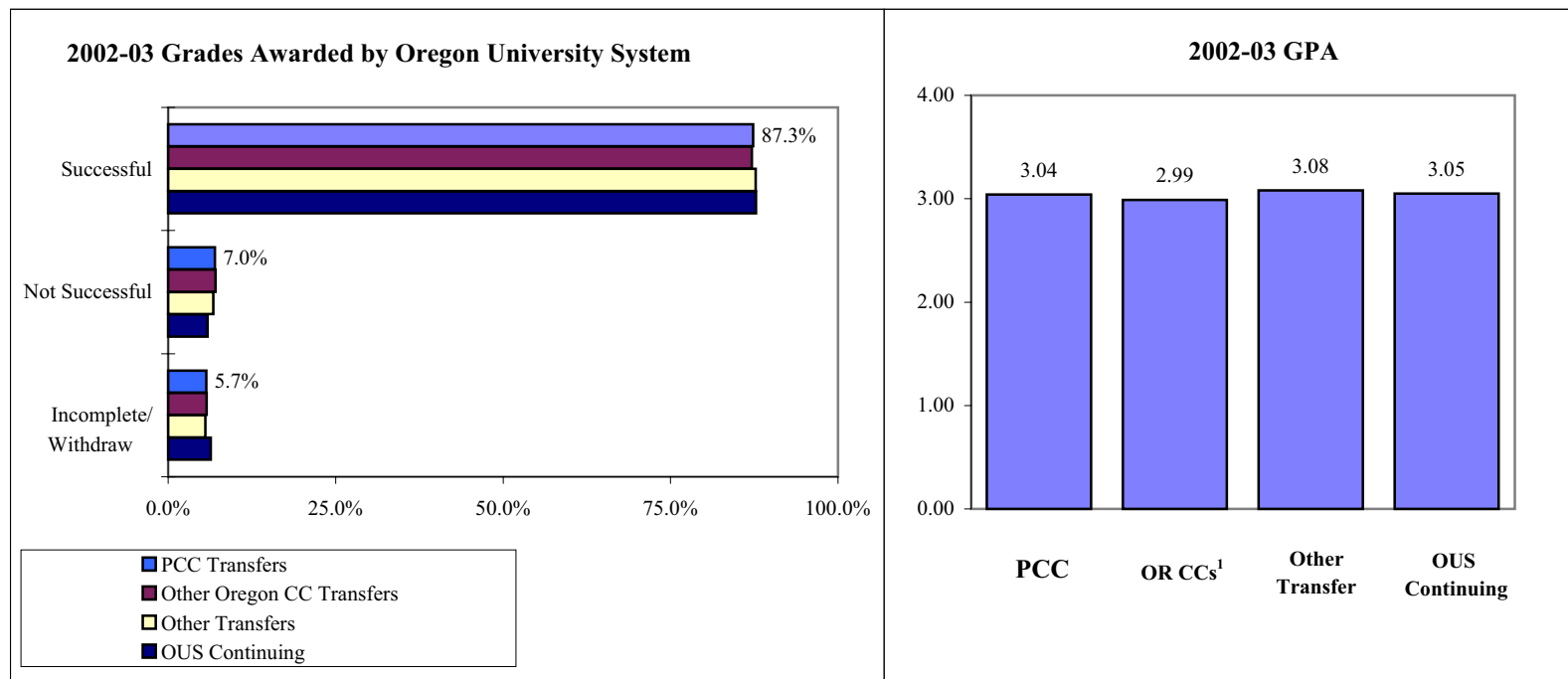
## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 5: Transfer Preparation - Performance*

**Indicator** Students move successfully from PCC to another educational institution.

**Measure** GPA/ACADEMIC PERFORMANCE AFTER TRANSFER of PCC students compared with other transfer students and Oregon University System 'native' students



<sup>1</sup>Oregon CCs represents the grade point average of students including Portland Community College transfer students.

Source: OUS Office of Institutional Research and OUS Match Reporting: June 2004 report distributed by the Oregon Department of Community Colleges and Workforce Development.

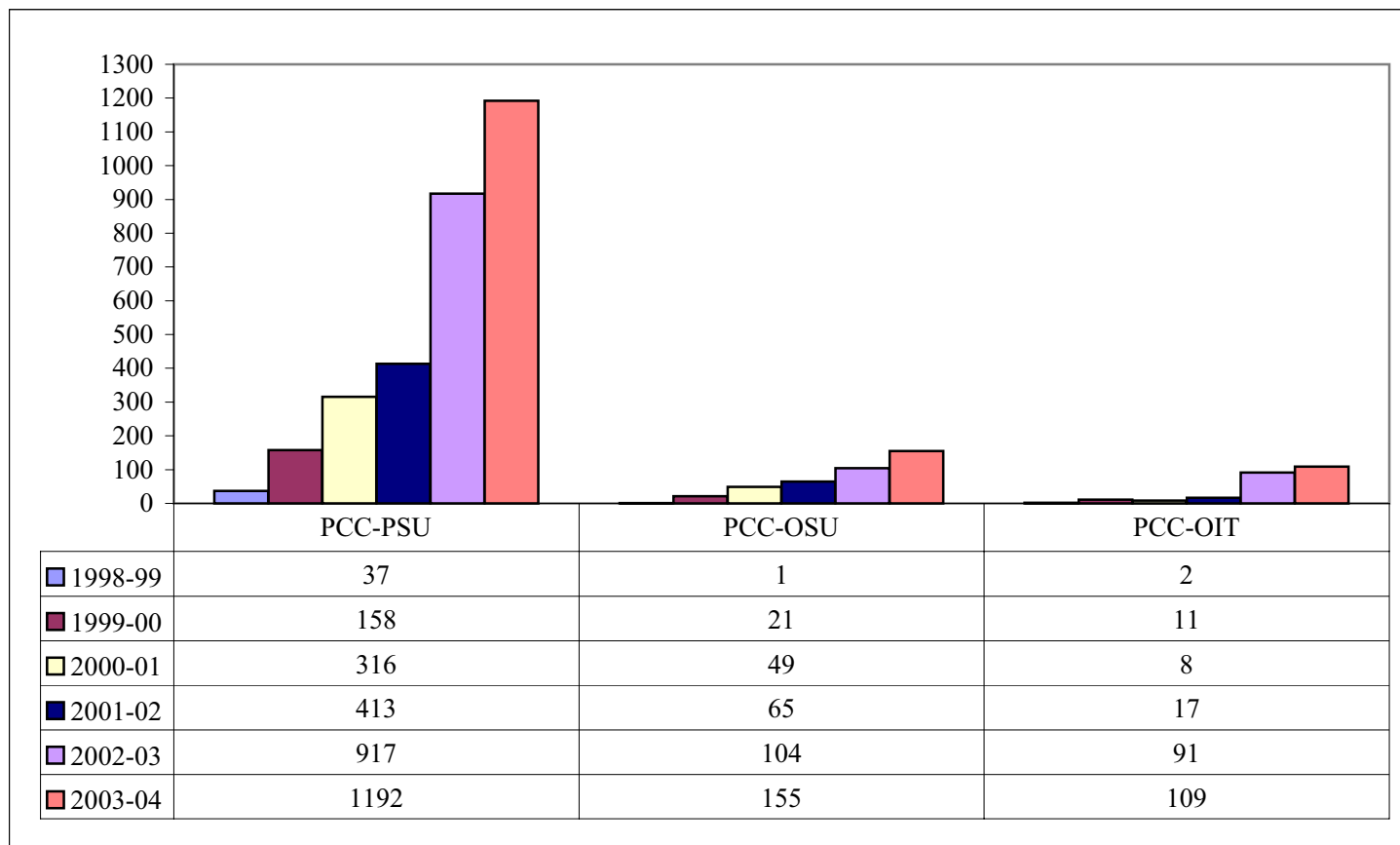
## INSTITUTIONAL EFFECTIVENESS 2004

### *Goal 5: Transfer Preparation - Services*

**Indicator** Services are in place to facilitate transfer from PCC to other institutions.

**Measure** Student PARTICIPATION IN CO-ADMIT PROGRAMS WITH OUS SCHOOLS

- The number of PCC students who participate in co-admission programs has increased from 40 in 1998-99 to 1,456 during the 2003-04 academic year.



Source: Banner Student Data. Figures represent students enrolled at PCC who have a co-admit flag in Banner.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 5: Transfer Preparation - Services***

**Indicator** Services are in place to facilitate transfer from PCC to other institutions.

**Measure** **ARTICULATION AGREEMENTS WITH OTHER POSTSECONDARY INSTITUTIONS**

PCC has agreements with other colleges and universities that articulate and facilitate the transfer process for students. There are a variety of these agreements, ranging from those for students with Oregon Transfer degrees to those who have completed programs in professional technical areas.

- **Associate of Arts Oregon Transfer Degree (AA/OT)**

Any student who holds an Oregon community college Associate of Arts Oregon Transfer degree that conforms to...guidelines...and who transfers to any institution in the Oregon University System will have met the lower division general education requirements of that institution's baccalaureate degree programs. Course, class standing or GPA requirements for specific majors, departments or schools are not necessarily satisfied by an Associate of Arts degree. Students transferring under this agreement will have junior standing for registration purposes. (Source: Oregon University System web site <http://www.ous.edu/aca/transferdeg.html>)

- **Other Articulation Agreements**

In addition to the statewide OUS agreement, PCC has formal articulation agreements with three private colleges (Marylhurst University, Clark Atlanta University and Western Governors University) providing for the acceptance of students with AA and AS degrees as having completed general education requirements or for being admitted as juniors.

There are also formal agreements with schools facilitating the transfer of students in a variety of professional technical programs. Altogether, PCC has agreements with 12 schools covering 33 programs. (Programs may be duplicated; for example, the same program at PCC may be covered by agreements with more than one school.) These schools include 10 in Oregon (four private and six public), one in Montana and one in Washington. There are also agreements covering the transfer of specific classes with the Los Angeles School of Chiropractic and the National College of Naturopathic Medicine.

PCC has articulation agreements with two international institutions. One is a Sister School Agreement with the Changchun Education Commission in the People's Republic of China. The second is with Nagasaki Wesleyan University in Japan.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 5: Transfer Preparation - Satisfaction***

**Indicator**     Students are satisfied with their preparation for further study at other postsecondary institutions.

**Measure**     Percent of former PCC students who report **ADEQUATE OR SUPERIOR PREPARATION FOR ADDITIONAL STUDY**

Preparation for Additional Study				Transfer Program Related to PCC Program		
Survey	Very Well Prepared Very Satisfied <sup>1</sup>	Well Prepared Satisfied <sup>1</sup>	N	Survey	Related to PCC Major	N
1998-99	45.1%	40.0%	255	1998-99	87.9%	239
1999-00	46.7%	42.1%	261	1999-00	78.1%	251
2000-01	40.6%	45.0%	249	2000-01	77.8%	230
2001-02	40.5%	40.8%	316	2001-02	77.4%	233
2002-03	38.9%	46.2%	329	2002-03	74.1%	237

<sup>1</sup> Beginning in 1999-00 the question was changed to ask specifically about the level of satisfaction with preparation for transfer ("Very Satisfied" and "Satisfied").

Source: Follow-up surveys of 1998-99, 1999-00, 2000-01, 2001-02 and 2002-03 graduates and completers in all degree categories

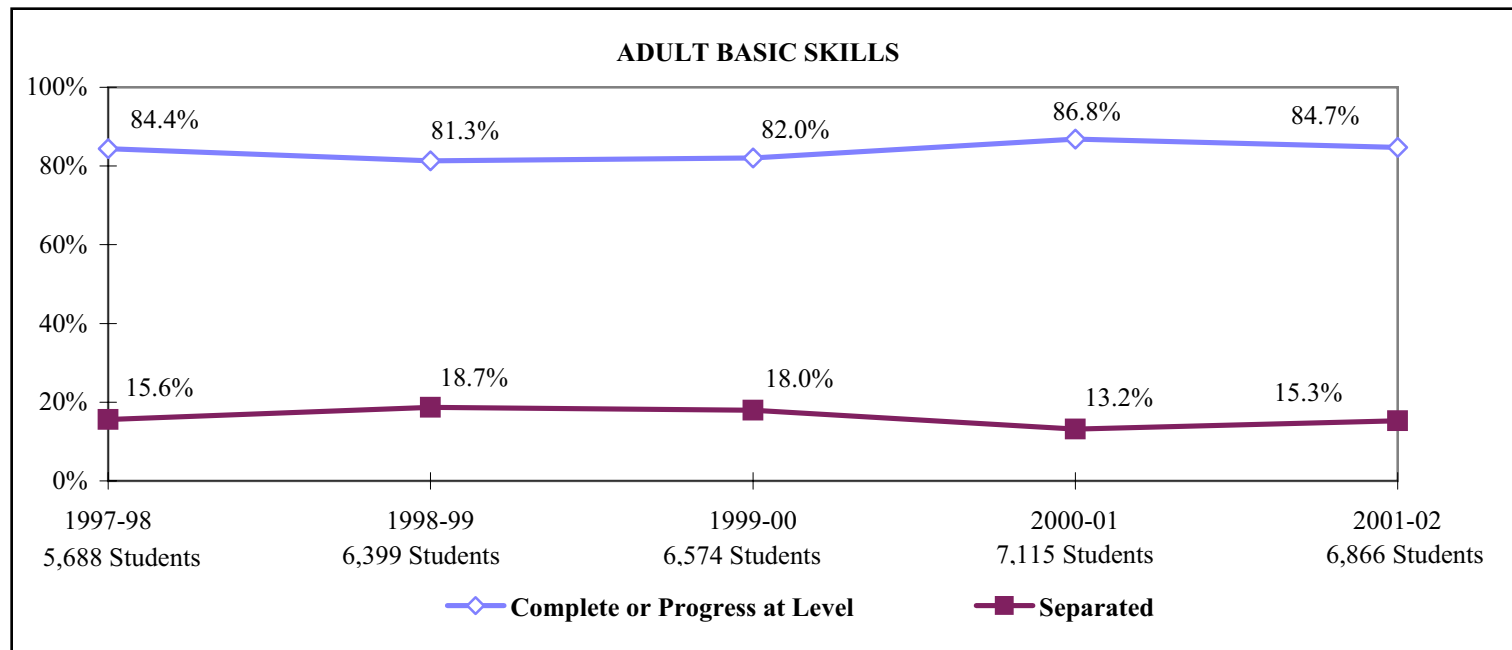
## INSTITUTIONAL EFFECTIVENESS 2004

### Goal 6: Readiness - Adult Basic Skills

**Indicator** Students progress to the next level in adult education classes.

**Measure** Percent of students who **COMPLETE A LEVEL OF INSTRUCTION OR CONTINUE TO PROGRESS SATISFACTORILY** in Adult Basic Skills courses

- From 1997-98 through 2001-02, an average of **16.3%** of all students completed at least one level of instruction or made satisfactory progress within a level during each year.
- Adult Basic Skills programs are implementing a new data system and reporting procedures (TOPS -Tracking of Programs and Students). Updated information based on the TOPS system will be available next year.



Source: 1997-98 to 2001-02 Annual Adult Education Reports - Based on Banner student data



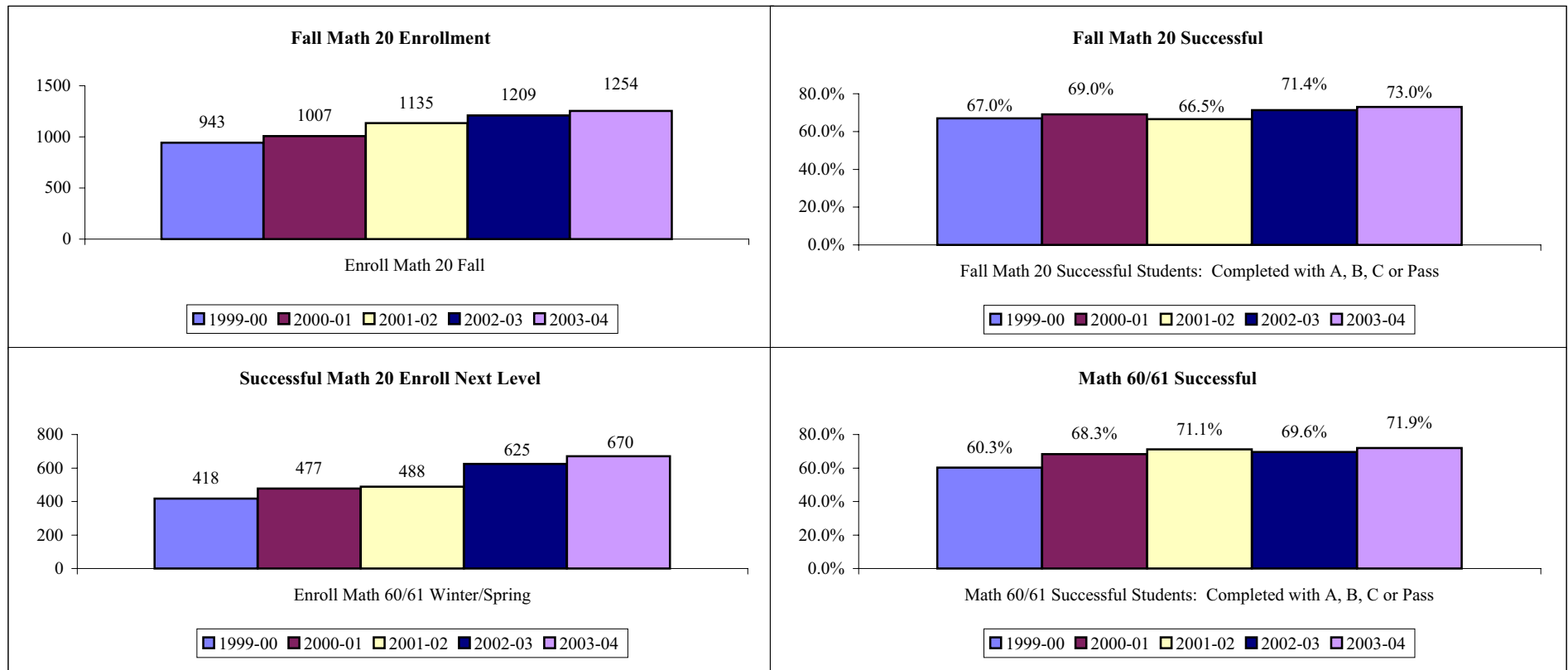
## INSTITUTIONAL EFFECTIVENESS 2004

### Goal 6: Readiness - Developmental Education

**Indicator** Students move successfully from Developmental Education classes to enrollment in next-level courses.

**Measure** Percent of Fall Term MATH 20 STUDENTS WHO SUCCEED IN NEXT-LEVEL MATH COURSES

- Across all years, **33%** of the students enrolled in Math 20 during fall term go on to enroll in and successfully complete a next-level math course within one academic year. Since many students are not required to pursue additional math courses, this number is significantly lower than the number of fall term Math 20 students who are successful. In addition, some successful students may pursue next-level math courses at a later date.



Source: Banner Student Data

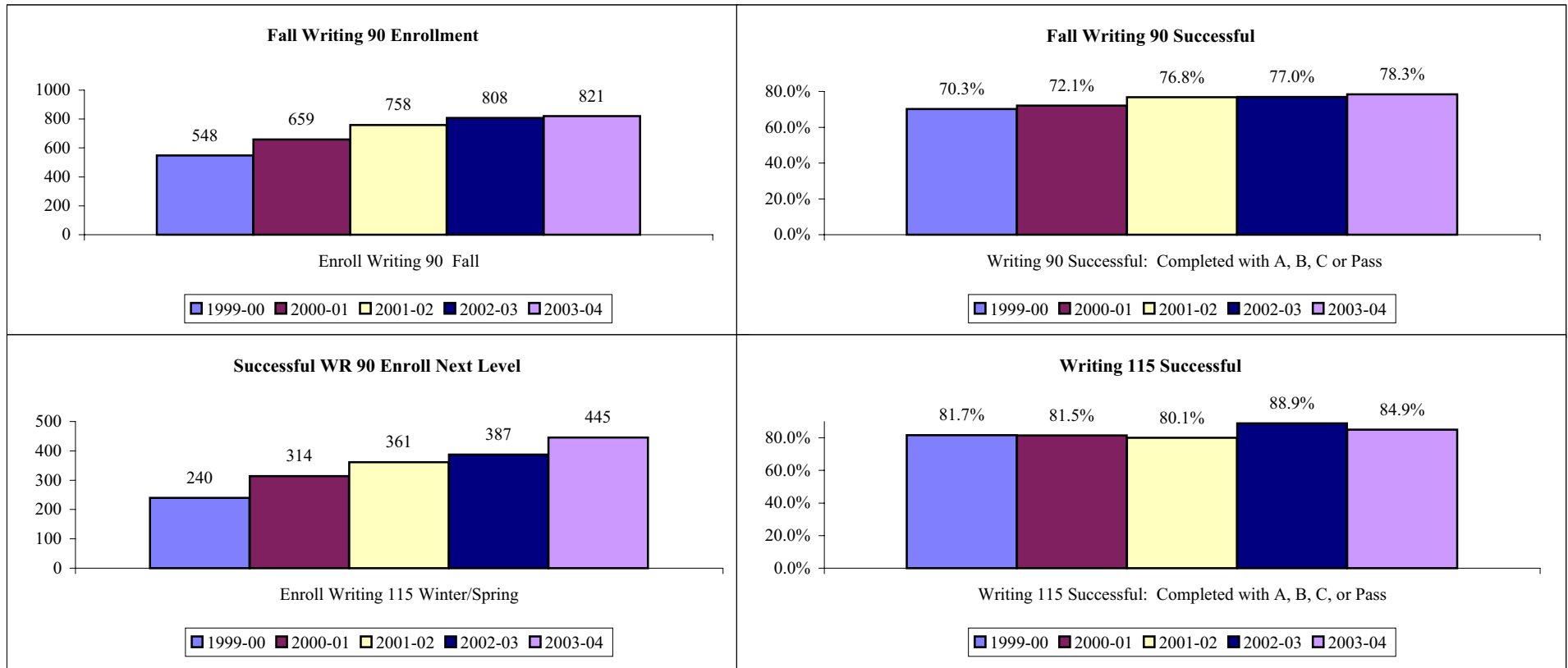
## INSTITUTIONAL EFFECTIVENESS 2004

### Goal 6: Readiness - Developmental Education

**Indicator** Students move successfully from Developmental Education classes to enrollment in next-level courses.

**Measure** Percent of Fall Term WRITING 90 STUDENTS WHO SUCCEED IN NEXT-LEVEL WRITING COURSES

- Across all years, **41%** of the students enrolled in Writing 90 during fall term enroll in and successfully complete the next level writing class within one academic year.
- Since many students do not pursue additional writing courses, this number is significantly lower than the number of fall term Writing 90 students who are successful. In addition, some successful students may pursue college writing at a later date.



Source: Banner Student Data

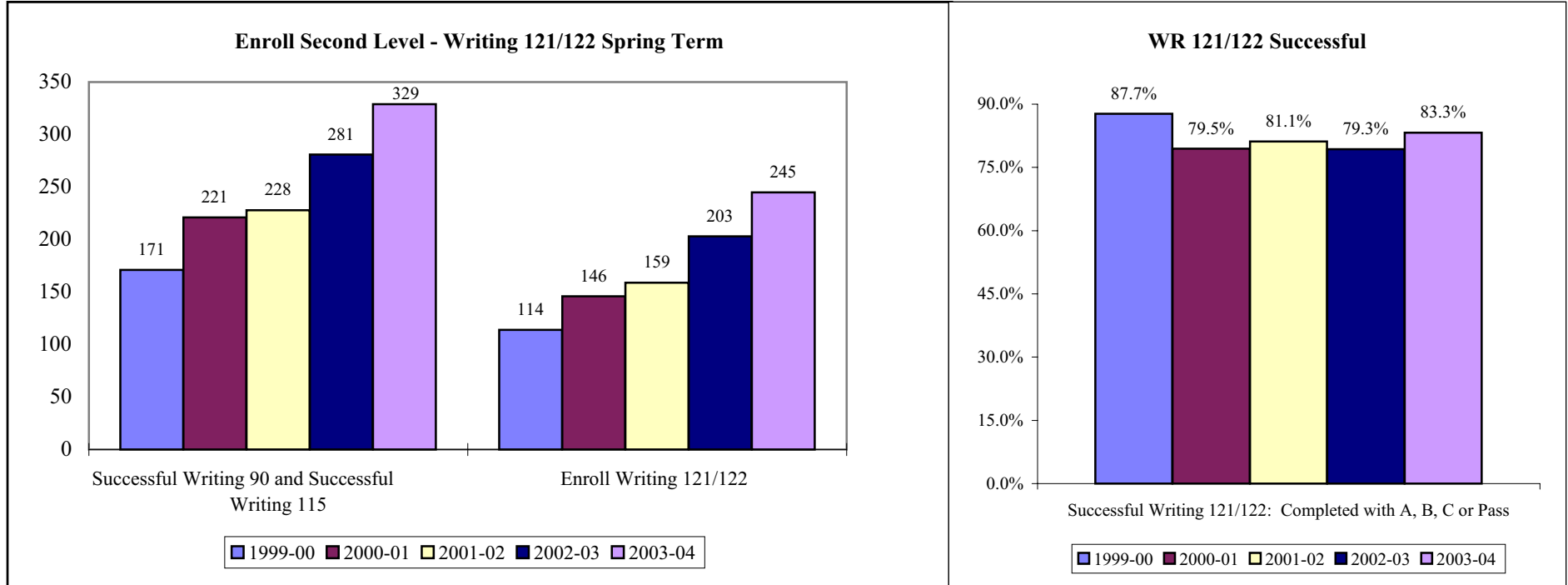
## INSTITUTIONAL EFFECTIVENESS 2004

### Goal 6: Readiness - Developmental Education

**Indicator** Students move successfully from Developmental Education classes to enrollment in next-level courses.

**Measure** Percent of Fall Term WRITING 90 STUDENTS WHO SUCCESSFULLY COMPLETE A SECOND WRITING COURSE

- Approximately **one out of four** students who successfully completes Writing 90 during fall term goes on to enroll in and complete two next-level writing courses (Writing 115 and Writing 121 or 122) within one academic year.



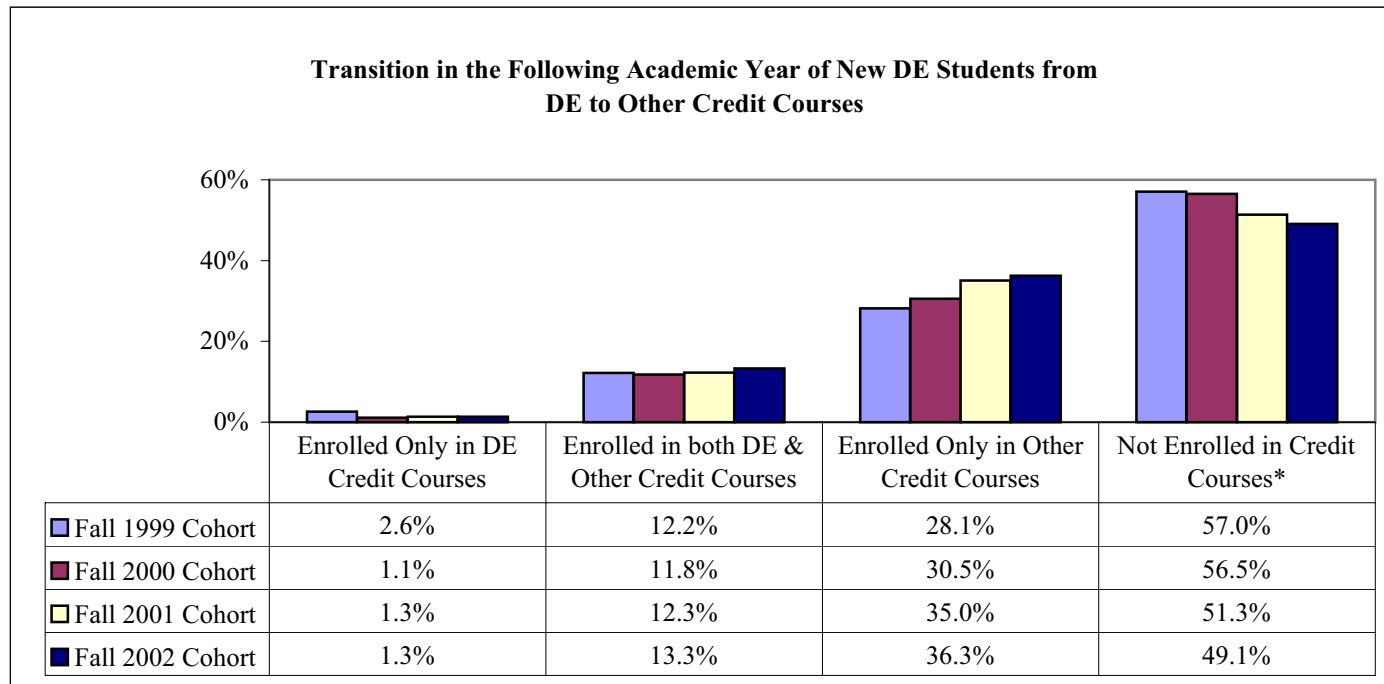
Source: Banner Student Data

## INSTITUTIONAL EFFECTIVENESS 2004

### *Goal 6: Readiness - Developmental Education*

**Indicator** Students move successfully from Developmental Education classes to enrollment in next-level courses.

**Measure** **Percent of students who TRANSITION FROM DEVELOPMENTAL EDUCATION (DE) COURSES TO OTHER COLLEGE-LEVEL COURSES/PROGRAMS IN THE FOLLOWING ACADEMIC YEAR**



Fall 1999 Cohort: Percent enrolled in DE/other courses at any time during the subsequent academic year (Fall to Spring 2000-01)

Fall 2000 Cohort: Percent enrolled in DE/other courses at any time during the subsequent academic year (Fall to Spring 2001-02)

Fall 2001 Cohort: Percent enrolled in DE/other courses at any time during the subsequent academic year (Fall to Spring 2002-03)

Fall 2002 Cohort: Percent enrolled in DE/other courses at any time during the subsequent academic year (Fall to Spring 2003-04)

\*For comparison purposes, 61.9% of *all* new credit students enrolled in Fall 2002 were not enrolled in any credit classes during the subsequent academic year.

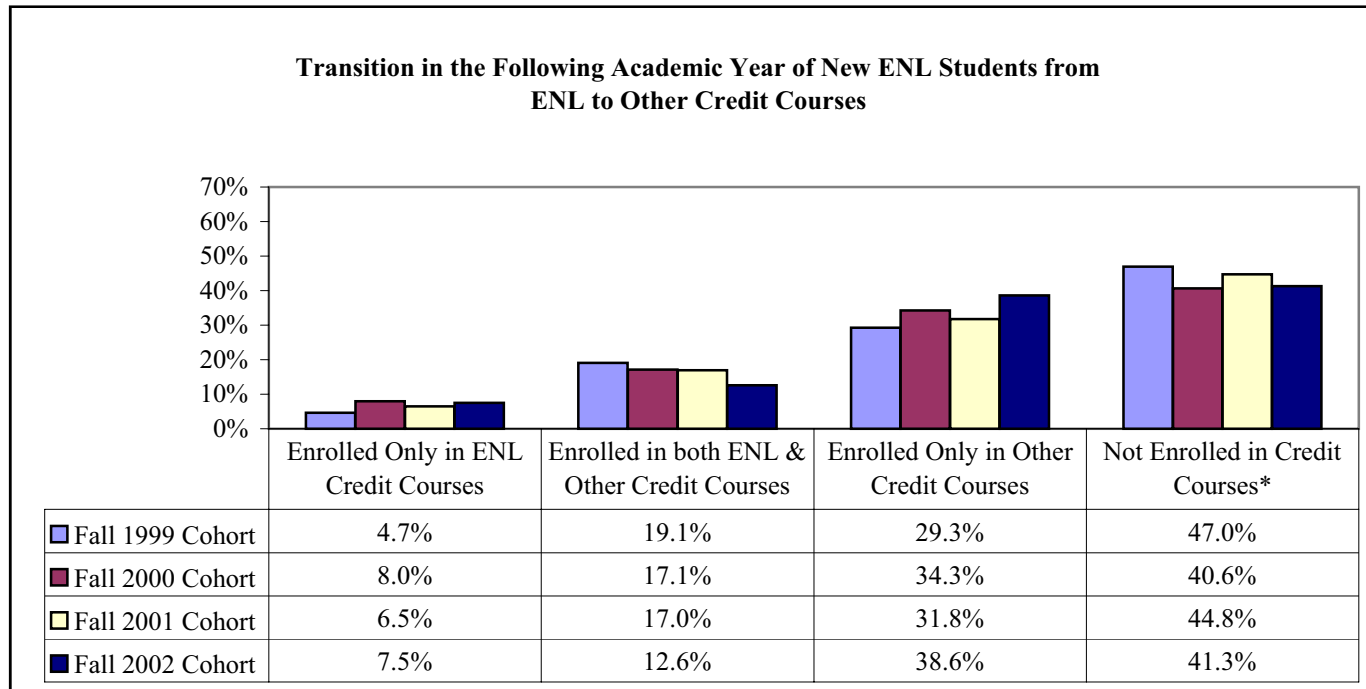
Source: Banner Student Data

## INSTITUTIONAL EFFECTIVENESS 2004

### *Goal 6: Readiness - English Language Preparation*

**Indicator**      Students move successfully from English language courses to other college courses/programs.

**Measure**      **Percent of students who TRANSITION FROM ENGLISH AS A NON-NATIVE LANGUAGE (ENL) COURSES TO OTHER COLLEGE LEVEL COURSES/PROGRAMS IN THE FOLLOWING ACADEMIC YEAR**



Fall 1999 Cohort: Percent enrolled in ENL/other courses at any time during the subsequent academic year (Summer to Spring 2000-01)

Fall 2000 Cohort: Percent enrolled in ENL/other courses at any time during the subsequent academic year (Summer to Spring 2001-02)

Fall 2001 Cohort: Percent enrolled in ENL/other courses at any time during the subsequent academic year (Summer to Spring 2002-03)

Fall 2002 Cohort: Percent enrolled in ENL/other courses at any time during the subsequent academic year (Summer to Spring 2003-04)

\*For comparison purposes, 61.9% of *all* new credit students enrolled in Fall 2002 were not enrolled in any credit classes during the subsequent academic year.

Source: Banner Student Data

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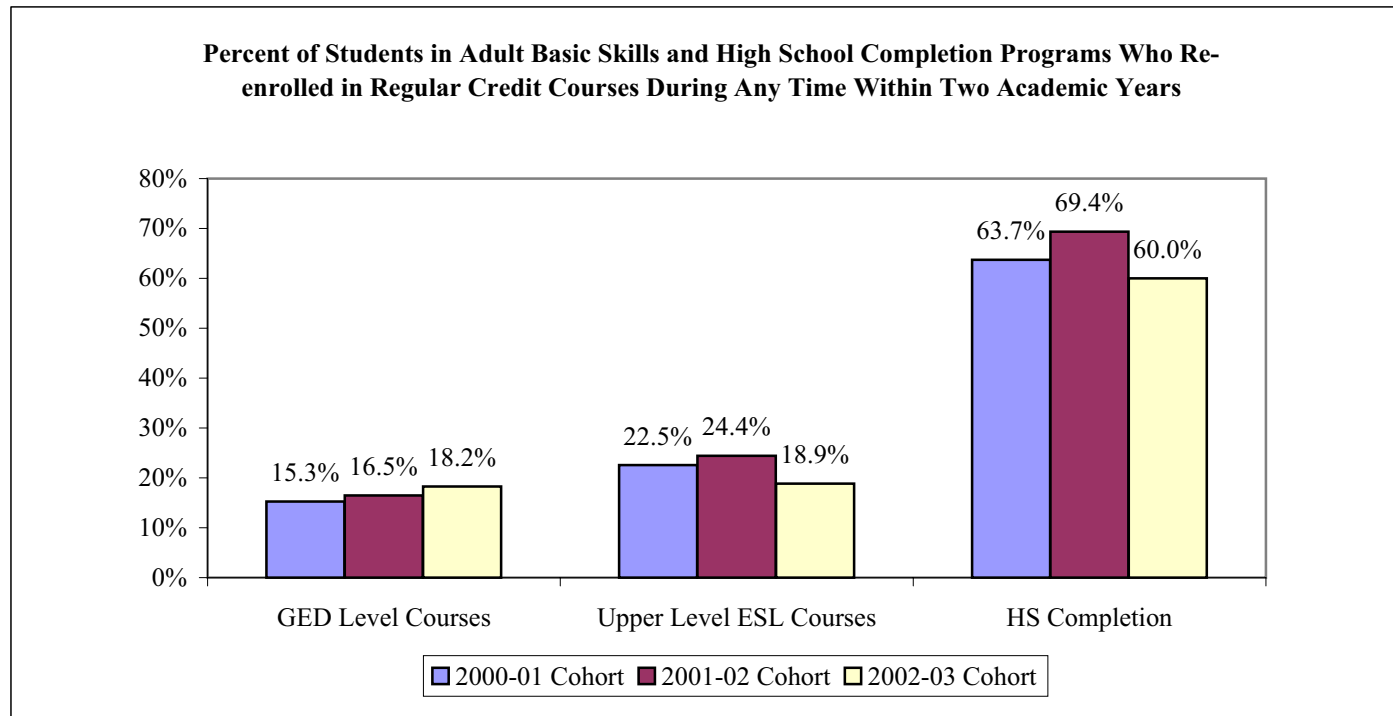
## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 6: Readiness - Transition Programs***

**Indicator** Students move from alternative to regular college courses/programs.

**Measure** Percent of students who TRANSITION FROM GED LEVEL-ADULT BASIC SKILLS, UPPER LEVEL ESL AND HS COMPLETION PROGRAMS TO REGULAR COLLEGE COURSES/PROGRAMS



2000-01 Cohort (GED N=2345; ESL N=741; HS Completion N=157): Percent re-enrolled any time during 2000 - 2002

2001-02 Cohort (GED N=1878; ESL N=749; HS Completion N=182): Percent re-enrolled any time during 2001 - 2003

2002-03 Cohort (GED N=1464; ESL N=991; HS Completion N=175): Percent re-enrolled any time during 2002 - 2004

Source: Banner Student Data

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 7: Partnerships***

**Indicator** PCC pursues strategic alliances with businesses, public agencies and private agencies.

Portland Community College is engaged in partnership activities with a variety of businesses and public and private agencies. While it is impossible to list all of the partnership activities that occur, following is a sample of typical partnership programs and services.

- Chief Industries places state-of-the-art equipment on permanent loan with the Auto Collision Repair program and provides technical support and equipment maintenance free of charge. In exchange, Chief uses college facilities to offer industry upgrade training and certification, which is also open to PCC students and staff at no charge on a space-available basis; since this partnership began, more than 90 industry certificates have been awarded to PCC students. Similar agreements are in place for Diesel Technology (Bobcat of America, GM Isuzu) and Welding Technology (Lincoln Electric, Victor Cutting and Welding Torches). Other programs with industry partners focus on testing and referrals that leverage job opportunities for PCC students.
- In order to help high school students understand engineering careers, roles and expectations and to be better prepared for the rigors of postsecondary engineering programs, a 'pre-engineering' partnership has been formed between Portland, Clackamas, Chemeketa and Linn-Benton community colleges, Oregon Institute of Technology and several K-12 school districts. The partnership meets regularly to address common issues and organizes summer summits for high school students interested in engineering careers; more than 100 participants attended the most recent summit (July 2004) held at the PCC Central Portland Workforce Training Center.
- Two multi-year grants fund partnerships between the PCC Education program and several K-12 school districts in the metro area to provide advising services and classes for currently employed paraeducators who need to complete an associate degree. 100 employees from Portland Public Schools are funded by the Portland Paraeducator Opportunity Program (PPOP); in Washington County, a total of 300 employees from Beaverton, Forest Grove, Hillsboro and Tigard/Tualatin school districts are served by the REAP program (Raising the Educational Achievement of Paraeducators).
- The Institute for Health Professionals (IHP) and Customized Workplace Training Department (CWT) collaborated with two long-term care organizations (Cedar Sinai Park and Avamere) to form the Assisted Living Training Consortium. CWT developed job profiles to create skill standards for entry-level care workers and frontline supervisory positions; staff from IHP created modularized instructional materials for use by company employees to train and systematically upgrade incumbent workers' skills. Curriculum is being finalized and train-the-trainer workshops for approximately 30 employees have been completed. IHP is also working with these industry partners and with PCC Career Pathways staff to create a pre-employment pipeline and provide training for new entry-level workers.
- During 2003-04, Beaverton and Tigard/Tualatin school districts partnered with the Sylvania Upward Bound (UB) program to assist some of the district's most at-risk Latino students to become successful in high school, enroll in and finish college and ultimately obtain a satisfying career. The districts provide student referrals; allow access to student records; make classroom space available for parent meetings, after-school tutoring and special student gatherings; and share transportation costs for college visits and cultural events. They also provide UB staff with opportunities for staff development, share professional expertise in areas of curriculum development and counseling, and supply office space and equipment as needed.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 7: Partnerships***

**Indicator** PCC pursues strategic alliances with businesses, public agencies and private agencies. (Continued)

- Cooperative education agreements with more than 100 veterinary facilities throughout Oregon provide hands-on clinical experience required for Veterinary Technology students. Participants include local veterinary hospitals and clinics, the College of Veterinary Medicine at OSU, Oregon Regional Primate Hospital, OHSU Department of Animal Care, and Portland Veteran's Administration-Veterinary Medical Unit. Partners adhere to an extensive set of curricular objectives that support program instruction and provide a foundation for future employment of Vet Tech students.
- In partnership with General Motors Corporation, the Automotive Repair Technology program provided hands-on training and certification testing for 871 auto technicians during 2003-04. The program builds on the success of past partnerships between GM and PCC and serves as a cost-effective alternative for automotive technicians who live in the Pacific Northwest and would otherwise have to travel to the Los Angeles Training Center for training and certification.
- PCC Alternative Programs contract with seven local school districts (Portland, Beaverton, Tigard/Tualatin, David Douglas, Lake Oswego, Newberg, and Hillsboro) to provide ESL, GED prep and high school completion services to 16-to-20 year old high school dropouts and students who are at risk of dropping out of school. Nearly 1500 youths are served annually; in 2003-04, 22 students earned high school diplomas and 67 college credits through Gateway to College, 155 students earned GEDs, and 13 limited-English proficient students earned a GED or high school diploma.
- The Building Construction Technology program recently partnered with the City of Portland to offer construction management classes to emerging business owners and employees participating in the city's Sheltered Market Program. City of Portland pays tuition and PCC classes are provided on three campuses using interactive television (ITV) technology.
- The Cascade Campus Transportation Taskforce includes representatives from the Cascade campus, Portland Department of Transportation and Parking, Humboldt Neighborhood Association, TriMet, and ASPCC. Members meet quarterly to hear updates on plans for improving traffic patterns and addressing transportation issues around the Cascade campus and to exchange information about new programs being offered by all partners on the task force.
- Using funds from a federal workforce training grant, PCC partners with Gunderson, Inc. and Marshall High School to operate a training program for welders at the Southeast Portland Lents Training Center. PCC provides the curriculum, an instructor and some materials; new students are trained in welding processes that meet Gunderson specifications. Once students are certified, they are hired as welder trainees, and an average of five new welders are trained for Gunderson's workforce every five weeks.
- PCC's Gateway to College program has been recognized by the Bill and Melinda Gates Foundation as a national model for serving high school dropouts, and the college is engaged in replicating this program nationally through the Early College High School Initiative sponsored by the Gates Foundation in partnership with the Ford Foundation, Carnegie Corporation of New York and the Kellogg Foundation. To date, PCC has selected five community colleges nationwide to replicate this successful model: Riverside Community College (CA), Montgomery College (MD), Palo Alto College (TX), Georgia Perimeter College (GA), Clackamas Community College (OR). When these programs are fully established, more than 1600 high school dropouts will return to their local community college to pursue a high school diploma and earn college credits leading to an associate degree.



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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 7: Partnerships - Workforce Development Programs***

**Indicator** PCC is a partner with state, regional and local workforce and economic development agencies.

**Measure** Students served by college WORKFORCE DEVELOPMENT PROGRAMS.

Working with multiple agency partners, the **Workforce Network** in Northeast Portland and **Capital Career Center** in Washington County served more than 13,000 individuals during 2003-04.

- **Steps to Success**-North and Steps to Success-West provide services focused on basic work readiness and job search skills to Department of Human Services (DHS) clients who are mandated to participate in employment training activities. During 2003-04, more than 6,000 clients received services and almost 3,000 were placed in employment with an average hourly wage of more than \$8.40.
- The **Dislocated Worker Program** (DWP) is a partnership between PCC and Mt. Hood Community College funded by the Workforce Investment Act (WIA) to provide a range of job search and training services to individuals who have been laid off from employment. DWP works closely with the Oregon Employment Department to dually enroll participants who have been laid off from companies that are certified by the Trade Act and also subcontracts with Community Service Agency to provide services to union employees and companies. In 2003-04, DWP programs served over 3,500 participants; more than 2,300 of these individuals were placed in jobs averaging \$13.50 per hour.
- More than 4,500 clients took advantage of 'core' self-help services from **One Stop Programs** during 2003-04; 1,175 individuals were enrolled for services, and 646 were placed in employment. Workforce Network saw a significant increase in non-English speaking customers, and in order to provide quality service to all program clients, Spanish, Russian and Vietnamese-speaking Career Placement Specialists were added to the staff.
- **Rapid Response** provides on-site assistance for companies in Multnomah and Washington counties that are downsizing. Sessions include information about services and benefits available, job search skills, resume preparation, interviewing and labor market information. Rapid Response also provides bi-weekly summary reports to local workforce and economic development agencies about current layoffs in the two counties. In 2003-04, the Rapid Response team served 43 companies with a total of 1,335 employees.
- In partnership with Mt. Hood Community College, **Career Pathways** offers short term training in nine professional technical and four ESL areas. During 2003-04, training programs prepared 250 dislocated workers and unemployed adults for entry level occupations that are currently in demand by business and industry.
- **Workforce Network** received additional funding from the Housing Authority of Portland (HAP) to provide training and employment services to Section 8 and public housing residents. HAP also contracted with Workforce Network to provide Neighborhood Network (computer lab) services in three public housing developments. In September 2003, more than 1,000 individuals attended a Job Fair and were able to network with 27 different employers.
- The **Capital Career Center** received a grant from United Way to provide employment, housing and mental health services to homeless Washington County residents. PCC subcontracts with Community Action Agency (housing) and Life Works Northwest (mental health) for non-employment services; staff from all three agencies are located at the Capital Career Center in order to coordinate case management for program participants.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 8: Continuous Improvement - Curriculum***

**Indicator**    The curriculum is relevant and current.

**Measure**    **COURSES AND PROGRAMS are added to/deleted from the curriculum on a regular basis.**

- To meet industry demands for skilled employees, three new degree programs in 2003-04 were implemented: Business (ASOT), Paraeducator (AAS) and Plant Propagation (certificate). In addition, 90 new credit courses were approved. Courses that have been inactivated must now go through the curriculum approval process as a new course.

**Measure**    **COURSE CONTENT AND OUTCOME GUIDES are reviewed and updated regularly.**

- Institutional policy requires that all Course Content and Outcome Guides (CCOG) be reviewed and updated at least once every three years. The Curriculum Office facilitates this process by providing annual course inventories to departments and adding updated CCOGs to the Internet. Faculty continue to adapt courses to the new CCOG format, which shifts the focus of the curriculum from competencies to learning outcomes.

**Measure**    **PROGRAM ASSESSMENT occurs on a regular basis.**

- Beginning in 1999-2000, the college implemented a new program review process in which each professional technical program and each transfer discipline goes through a major review once every three years. This process involves a review of program and course learning outcomes, student success, teaching methodologies and relevance of curriculum, and each review will result in a three-year plan for the subject area.
- As of June 2004, 54 programs have completed the review process.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 8: Continuous Improvement***

**Indicator**            The college has processes in place to promote institutional improvement.

#### **Assessment**

Assessment efforts during 2003-04 focused primarily on institutional accreditation and completing the self-study process.

- Led by the Accreditation Steering Committee, faculty and staff are preparing an institutional self-study that will be submitted to the Northwest Commission on Colleges and Universities (NCCU) in March 2005. During 2003-04, a project coordination team developed timelines, designed the framework for self-study and established a web site to house supporting evidence and serve as an information resource for accreditation. Ten sub-committees collected and analyzed data related to all standards and relevant policies in the NCCU accreditation handbook and made recommendations for institutional improvement based on this evidence. A draft report has been compiled, the Steering Committee has prioritized recommendations and during Fall 05, the college community will have an opportunity to comment on the draft and provide input for the final version of the self-study document.
- During 2003-04, all Subject Area Committees (SACs) completed a detailed questionnaire using information from their program reviews, and these SAC 'templates' provided valuable data for accreditation subcommittees charged with addressing standards related to educational programs and faculty. To support this effort, Institutional Research staff updated enrollment profiles for all college programs/disciplines and made this data available on the web.
- The Assessment Committee conducted an analysis of all program reviews completed during the most recent three-year cycle in order to identify major themes which will inform college planning and budgeting. A new round of program review will begin in 2004-05.

#### **Planning**

- Based on earlier work by Planning Task Groups and the District Planning Council, 25 action areas from the college Educational Master Plan (EMP) were identified by Cabinet as areas for institutional focus during 2003-05.
- 2003-04 was a start-up year for many of these activities. Status reports submitted by activity leaders during Spring 04 indicated that initial results were somewhat limited, although work did move forward in several critical areas. In addition, two general themes emerged from the reports: 1) Improved communication and/or increased knowledge among college staff and 2) increasing reliance on technology to deliver instruction and services to students. As activities continue during 2004-05, more concrete results (in terms of measurable outcomes) should be available by Spring 2005.
- Links between planning and budgeting were identified and the respective roles of Cabinet, District Planning Council and Budget Advisory Committee were clarified.

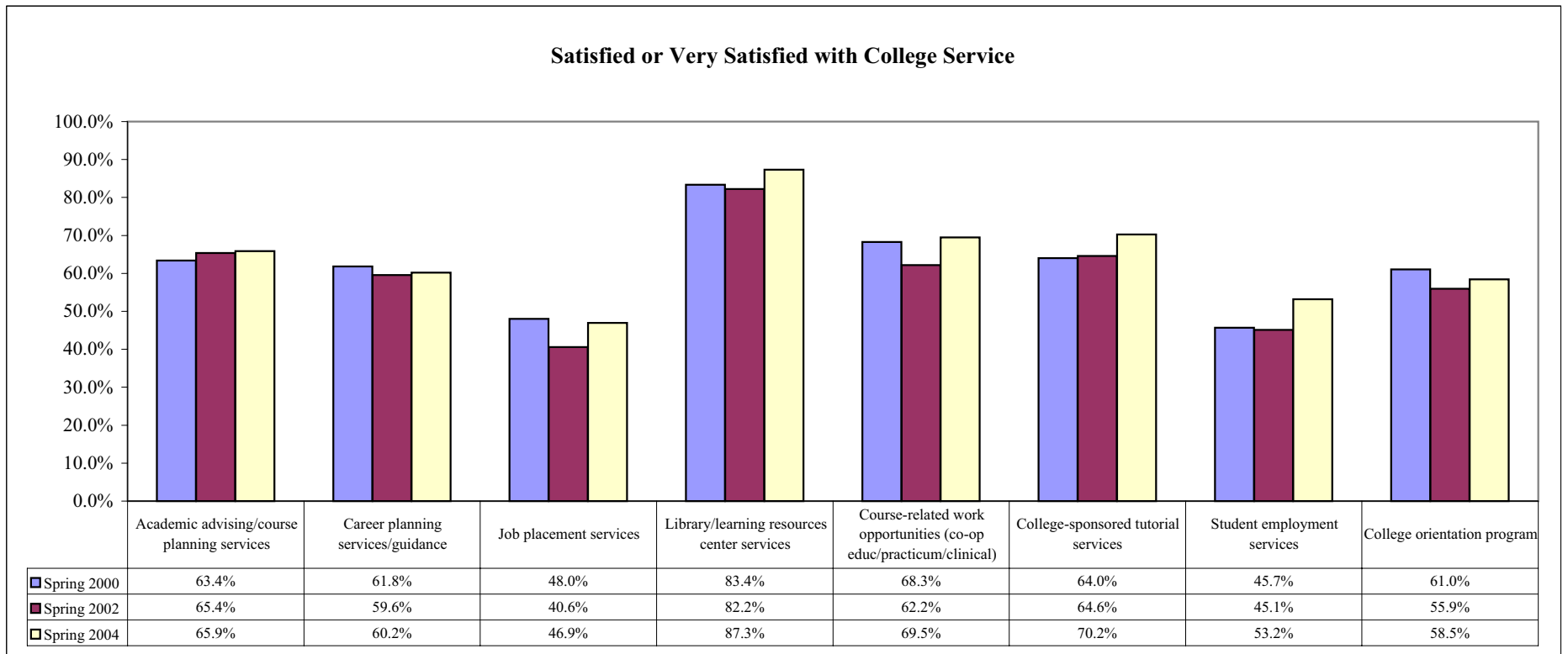
## INSTITUTIONAL EFFECTIVENESS 2004

### ***Goal 8: Continuous Improvement - College Services***

**Indicator**      Students are satisfied with college services.

**Measure**      **Numbers of students who INDICATE THAT THEY ARE EITHER SATISFIED OR VERY SATISFIED with college services.**

- In Spring 2004, **82.5% of students** indicated that they are either satisfied or very satisfied with the college in general, as compared to 84.4% of students in Spring 2000 and 78.3% of students in Spring 2002.



Source: ACT Student Opinion Survey: Spring 2000, 2002, 2004. Surveys are administered to credit students enrolled in a random sample of lower division transfer and professional technical classes.

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## INSTITUTIONAL EFFECTIVENESS 2004

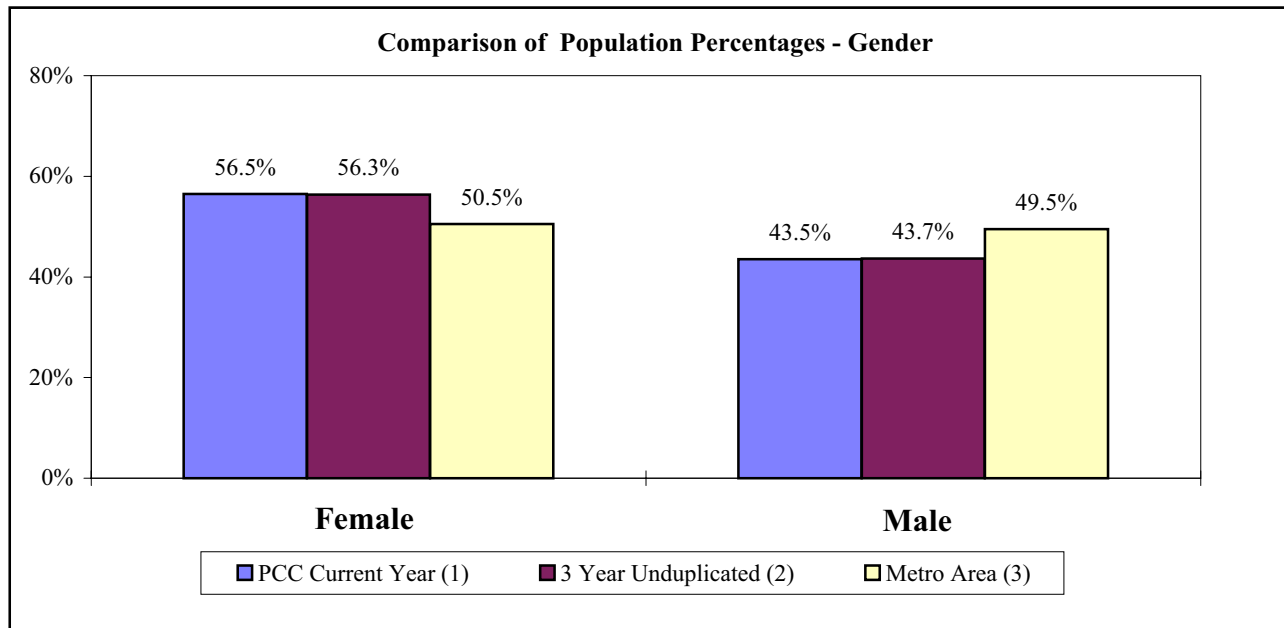
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### *Goal 9: Diversity - Students*

**Indicator** College enrollment reflects the demographic characteristics of the district.

**Measure** **GENDER OF PCC STUDENT POPULATION compared to Portland Metro area**

- **56.8%** of PCC students are female, as compared with **50.5%** of Portland Metro residents.



Source: (1) Banner Student Data

(2) 3 Year Unduplicated shows the number of students who attended at least one credit or non-credit course at any time during 2001-02, 2002-03 or 2003-04 academic years.

(3) 2000 Census

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## INSTITUTIONAL EFFECTIVENESS 2004

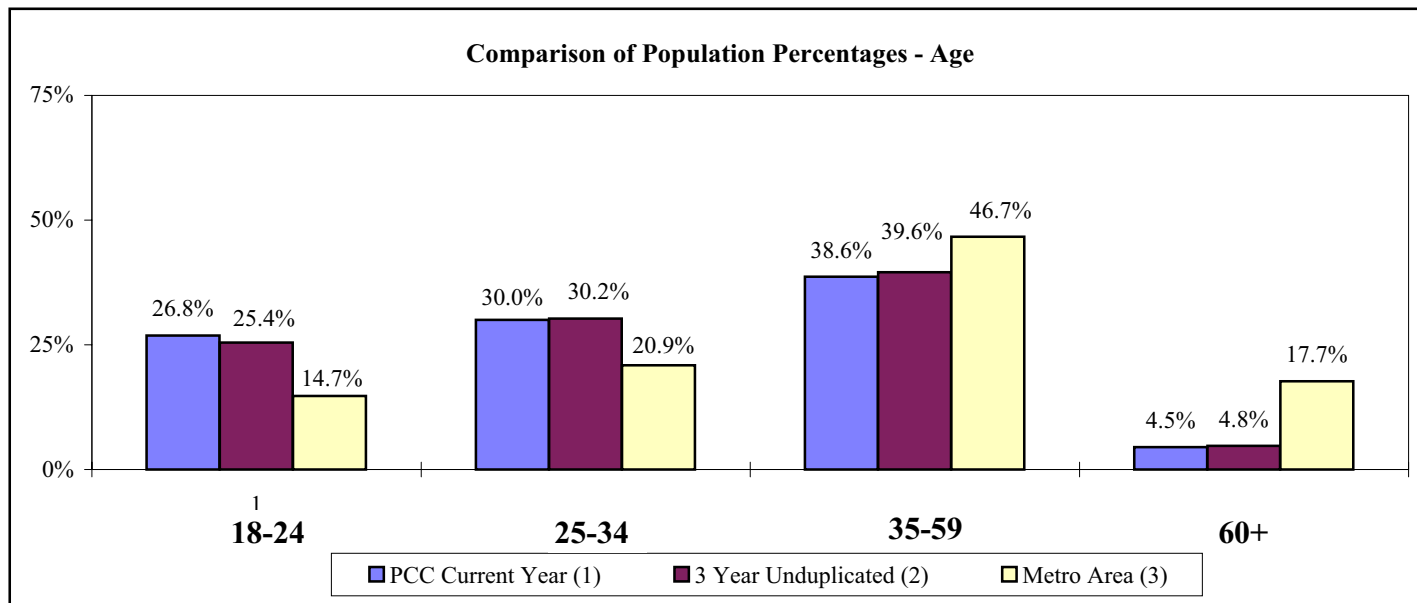
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### *Goal 9: Diversity - Students*

**Indicator** College enrollment reflects the demographic characteristics of the district.

**Measure** **AGE OF PCC STUDENT POPULATION compared to Portland Metro area**

- Currently, **25.8%** of PCC students are age 18-24, as compared with **14.7%** of Portland Metro residents.



Source: (1) Banner Student Data

(2) 3 Year Unduplicated shows the number of students who attended at least one credit or non-credit course at any time during 2001-02, 2002-03 or 2003-04 academic years.

(3) 2000 Census

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## INSTITUTIONAL EFFECTIVENESS 2004

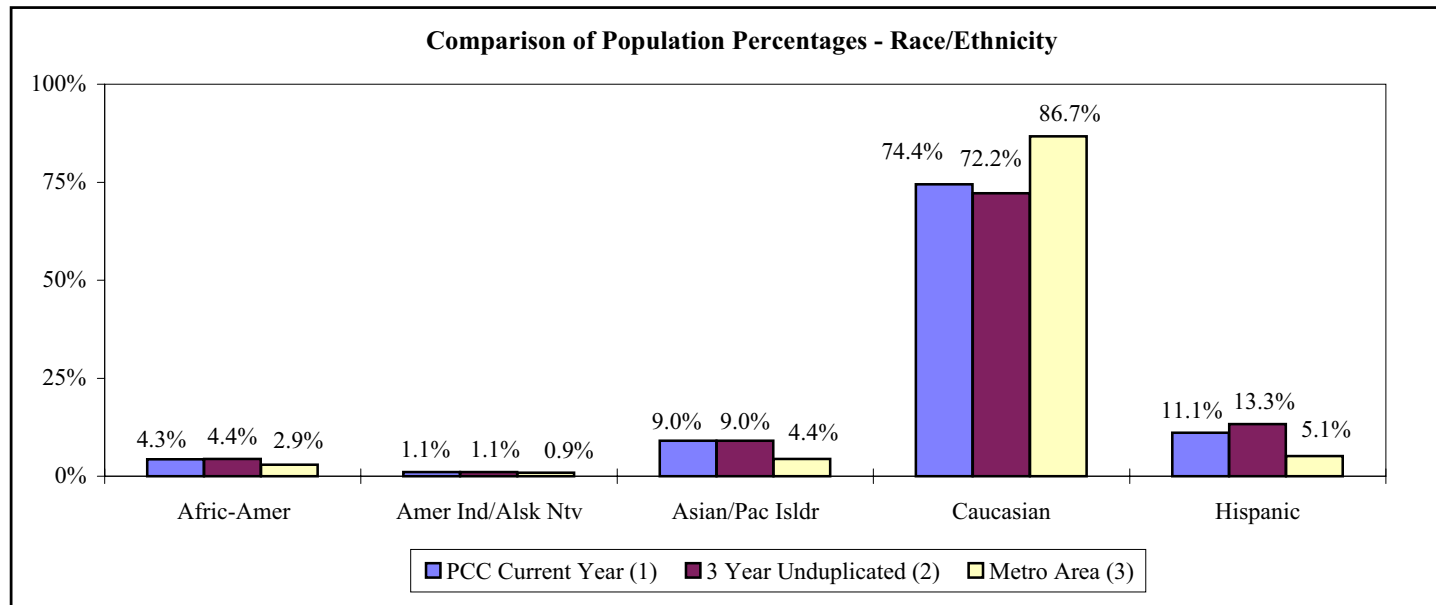
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### *Goal 9: Diversity - Students*

**Indicator** College enrollment reflects the demographic characteristics of the district.

**Measure** **RACE/ETHNICITY OF PCC STUDENT POPULATION compared to Portland Metro area**

- Currently, **25.6%** of PCC students are minority, as compared with **13.3%** of Portland Metro residents.



Source: (1) Banner Student Data

(2) 3 Year Unduplicated shows the number of students who attended at least one credit or non-credit course at any time during 2001-02, 2002-03 or 2003-04 academic years.

(3) 2000 Census

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## INSTITUTIONAL EFFECTIVENESS 2004

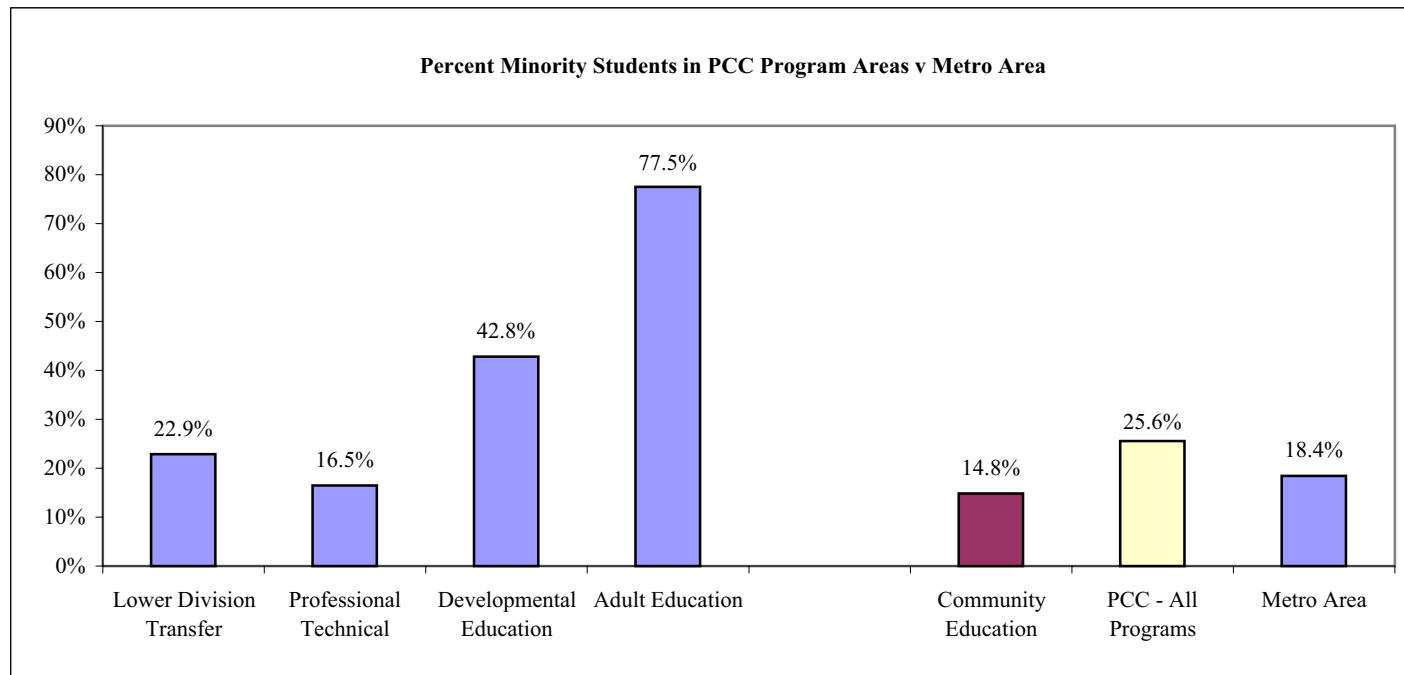
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### *Goal 9: Diversity - Students*

**Indicator** College enrollment reflects the demographic characteristics of the district.

**Measure** Representation of RACE/ETHNICITY OF STUDENTS IN ALL MAJOR PROGRAM AREAS (transfer, professional technical, developmental education, adult education and community education)

- Approximately **two-thirds of minority students** enrolled in credit classes indicate that they are either satisfied or very satisfied with ethnic/racial harmony at PCC, as compared to about **three-quarters of non-minority students**.\*



Source of PCC data: Banner Student Database, 2003-04. International students are excluded in order to be consistent with Census measures. Source of Metro Area data: 2000 Census, Portland-Vancouver OR-WA PMSA. With the 2000 Census, minority has been defined as: (1) any Hispanic person; or (2) any person indicating a race other than Caucasian (including those indicating that they are both Caucasian and non-Caucasian).

\* Spring 2004 ACT Student Opinion Survey, N=685. Surveys are administered to credit students enrolled in a random sample of lower division transfer and professional technical classes.



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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 9: Diversity - Curriculum***

**Indicator**      The curriculum provides opportunities to learn about other cultures.

**Measure**      **Summary of courses designated as CULTURAL DIVERSITY COURSES**

- "Students completing the Oregon Transfer degree must successfully complete (grade C or higher) one diversity course selected from the Oregon Transfer degree distribution list in the college catalog. The primary purpose of a diversity course is to examine the contributions and perspectives of people whose lives and works have traditionally been omitted from, or marginally regarded in standard western culture studies. The course content guide for a diversity course must clearly demonstrate this purpose as the predominant focus of the course."  
*PCC Academic Policy Handbook* (<http://www.pcc.edu/edserv/acadpol/acad9.htm>)

- 70 courses from the following disciplines meet college diversity requirements:

Art	Music	Geography
Dance	Speech	History
Humanities	Theater Arts	Political Science
Modern Languages	Women's Studies	Psychology
Literature	Anthropology	Sociology

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 9: Diversity - Activities***

**Indicator**      Students have opportunities to participate in a variety of MULTICULTURAL ACTIVITIES throughout the district.

The mission statement of the college includes these words: *"As a community college, we value the dignity and worth of each individual..."*

Portland Community College gives life and form to these words by sponsoring a variety of activities and events that celebrate the ethnic and cultural diversity of its students, staff and community. In addition to events and activities that focus on our diversity, there are other events, such as Art Beat, that have multicultural threads woven into the whole of its tapestry.

The following is a sample of these multicultural activities and events.

- **Festivals / Celebrations**

International Extravaganza  
Asian-American & Pacific Islander Heritage Month  
ESL Awareness Week  
National Coming Out Day  
Martin Luther King Jr. Birthday events  
Asian New Year  
Fifth Annual Winter Pow-Wow  
Yom HaShoah  
Multicultural Center Completion Ceremony

- **Performance**

Heart of the Son  
Hughes' Dearm Harlem (film & discussion)  
Gospel Extravaganza  
African Film Festival  
Latino Film Festival

- **Classes / Lectures / Educational**

Multicultural Leadership Program  
Daniel Orozco (Author)  
Community Law Week: Brown v. Board of Education  
National Poetry Month  
    Walidah Imarisha  
    Al Letson Jr.  
An Evening with Naomi Morena  
Robert Guthrie "Even the Rat was White"  
Hate Hurts Conference

- **Exhibits**

Silent Witness Exhibit  
The Material World  
International Fair  
Diversity Bulletin Boards  
The Dreyfus Affair Display  
African Art Exhibit

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## INSTITUTIONAL EFFECTIVENESS 2003

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### ***Goal 10: Resources - Faculty and Staff Development***

#### **Indicator** Staff have access to a variety of opportunities for professional development

- **Staff Development** grants fund a variety of projects and events throughout the district. During 2003-04, 48 grants totaling more than \$49,000 were funded to sponsor diverse activities such as departmental workshops for staff or faculty, personal professional training, and teaching and learning projects. Also during the past year, nine full time faculty, three part time faculty and nine classified employees received funds (administered via lottery) to attend conferences or workshops of their choice.
- To date, 83 employees (classified and academic professionals) have participated in ‘Take Charge of Your Life!’—a **career development course** offered by Staff Development in collaboration with the Institute for Management and Professional Development. Students identify career goals, update resumes and brush up on interviewing skills; they are also introduced to PCC’s Career Centers and meet with Human Resources representatives. At the end of the eight-hour course, participants complete a Career Development Plan; 17 individuals have filed their plans with the Human Resources department.
- A **Staff Development Task Force** was appointed by the president to review current staff development opportunities, survey college personnel regarding staff development needs and make recommendations for a comprehensive plan for staff development.
- In response to a Task Force recommendation, Staff Development and Human Resources collaborated to implement a new leadership program for managers. A six-week **Effective Leadership Development Series** provides 24 hours of leadership training for management staff; six series have been scheduled between April 04 and April 05. Twenty-five managers participated in the first round of training in Spring 04, and all full time management staff are expected to complete training by Spring 05.
- During 2003-04, full and part time staff and their dependents utilized 2,291 **tuition waivers** to enroll in credit and non-credit courses offered by the college. In addition, 55 staff participated in the **tuition reimbursement** plan and completed 521 credit hours of undergraduate or graduate education at four-year institutions with support from PCC.
- Approximately 300 faculty and staff participated in training and workshops provided by the **Affirmative Action** office during 2003-04; topics included the psychology of differences, personal awareness theory and conflict resolution. Affirmative action and diversity workshops were also presented to student groups.
- The annual **Classified Staff Retreat**, co-sponsored by the Federation of Classified Employees and the Staff Development office, brings together full and part time classified staff from throughout the district for a day of workshops to promote personal and professional development. In June 2004, 450 staff members learned how they could ‘Make A Difference’ by participating in a variety of sessions focused on volunteerism. Representatives from various city, state and national organizations presented information on how individuals could make a difference in the lives of others, in politics, the environment and other areas of interest.
- During 2003-04, the **Information Technology training team** delivered 1,279 hours of software/technology training related to college business processes to 435 employees. **Human Resources (HR)** sponsored employment law workshops during 2003-04 for those unable to attend in the prior year. In addition, 148 staff attended workshops on Oregon’s ethics laws for public employees presented by the college’s attorneys. Nearly 100 employees attended HR-sponsored sessions on financial planning, and 24 employees participated in “Life Options After Retirement,” a pilot program jointly sponsored by the Office of Community Relations, Staff Development, Human Resources and the Faculty and Classified federations.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 10: Resources - Faculty and Staff Development***

**Indicator** Faculty have access to and utilize resources that support instruction (LRC, classroom technology, teaching-learning centers, etc.); training and equipment are available for faculty.

- During 2003-04, approximately 550 **faculty and staff** participated in 242 group **training/** “Bits & Bytes” sessions. In addition, 493 individuals participated in one-to-one meetings with staff from the Instructional Media Services (IMS) department. As a result of this training -
  - Faculty have incorporated new instructional technology into the curriculum, and faculty-student communication has improved through the use of online email, class listservs and discussion boards. Student-student collaboration has been enhanced by online discussion groups.
  - Faculty have started to use online assessment as a learning tool, giving students more opportunities to interact with course materials.
  - Faculty have started to develop and teach ‘hybrid’ courses that use a combination of class time and online time.
- Using funds from the PEW Program in **Course Redesign**, work continued on two IMS grants awarded to college departments (Anatomy and Physiology, ESL) for the purpose of curriculum redesign and use of technology to solve an academic problem. Work began on long-term course re-design projects with the Nursing and Medical Laboratory Technology departments, and IMS also funded the development of several hybrid classes.
- Ten **sabbaticals** were granted to full time faculty and academic professionals for the 2003-04 academic year. Staff used this extended time away from the classroom to conduct research in discipline-specific areas, develop course materials, complete writing projects, study trauma-based counseling, prepare an exhibit for a display of contemporary Native American art, work with at risk high school students to establish educational development plans and study the background of undocumented migrant students in order to help them succeed in college.
- Twenty-five projects received **Instructional Improvement Program (IIP) funds** during 2003-04. Faculty utilized funds and/or release time to revise course syllabi and study guides, develop new courses, take classes to upgrade professional skills, attend conferences and workshops, develop outcomes-based instructional packets, develop case studies for classroom/lab use, expand tutoring curriculum, implement library literacy classes, establish writing standards for ENL and integrate use of a wireless laptop network into lab activities.
- **Campus TLCs** offer a wide range of programs to serve faculty throughout the district. During 2003-04, TLC topics included tools for teaching, service learning, preventing disruptive classroom behavior, learning styles, improving information literacy, using on-line quizzes and teaching in small groups. Keynote for the annual Winter Conference was Christine Cress from Portland State University who presented a workshop on Transformational Learning. TLCs also participate as planners and presenters for the New Faculty Institute and for part time faculty and campus inservice programs.
- Faculty members use the Library’s **electronic reserves** to make course materials available 24/7 to students on and off campus. In 2003-04, more than 300 instructors placed 3,380 electronic files and images on reserve—which received 51,540 hits, an increase of 45% over the prior year. In addition Librarians collaborated with faculty members to integrate library skills instruction into courses (369 sessions) and helped design library assignments (78) that directly support classroom goals.
- **Equipment purchases** for faculty to use in teaching continued to be a priority. As part of a five-year plan (in conjunction with bond construction) to improve classroom technology, more than 70 new ‘technology rooms’ were equipped by IMS staff during 2003-04. To date, 125 rooms meet new classroom technology standards that feature ease of operation and remote access for managing, troubleshooting and maintaining the system; a total of 200 rooms should be fully equipped by the end of 2004-05.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 10: Resources - Financial***

**Indicator** Financial resources are optimized to ensure that programs and services are available to district residents.

**Measure** **GRANT FUNDS support programs and services available to students and district residents.**

- Over \$9 million in funding was awarded to PCC as a result of grants submitted during 2003-04. PCC received grants from the US Department of Health and Human Services to prepare Head Start teachers to work effectively with Hispanic/Latino young children; from the US Department of Education to provide training for local small businesses, PCC faculty and students on international business and to enhance the ability of instructional assistants and teachers in the Portland Public Schools to work effectively with English language learners; and from Worksystems, Inc. to help unemployed and dislocated workers in Washington and Multnomah counties get back to work. The United Way of the Columbia-Willamette funded PCC to help job seekers at risk of losing their housing in Washington County to find jobs and stable housing. Other areas funded included Service Learning, Survival English, Early Childhood Education, Distance Education, Life Options for Retirees and the Cascade Festival of African Films.

**Measure** **BOND FUNDS provide for expansion of college facilities to accommodate enrollment growth.**

- The \$144 million bond measure approved by district voters in November 2000 fueled PCC construction activities in fiscal year 2003-04. As of June 2004, over \$26 million of these bond funds have been spent to build the new Southeast Center that opened in Winter 2004. Over \$36 million have been used on the Cascade campus to upgrade Jackson Hall, renovate the Student Services Building and build a new Physical Education Building. Over \$26 million has been spent on the Sylvania campus to construct the Technology Classroom building scheduled to open in the fall of 2004. Other projects at the Sylvania campus include upgrading the air conditioning throughout the campus, and completing fire sprinkling system improvements, site electrical infrastructure and emergency power system upgrades. Over \$21 million have been spent on the Rock Creek campus on construction of the Library building as well as a major addition to the Science building.

**Measure** **FOUNDATION FUNDS support programs and services available to students.**

- Revenues and gains from the PCC Foundation totaled \$925,094 in 2003-04, an 11% increase over the previous year. Revenue/gains from grants and cash contributions in 2003-04 totaled \$581,105, with the remaining revenue/gains (\$370,989) from in-kind contributions, investment income and capital gains. Grants and expenses totaled \$858,011, about a 10% increase over the previous year. Net assets as of June 30 were \$2,836,966, about 50% higher than net assets as of June 30, 2003.

**Measure** **TECHNOLOGY FEES support the use of technology in campus classrooms and programs.**

- In 2003-04, almost \$1.9 million in technology fees were collected, providing funds for staff, equipment and supplies in support of technology improvements throughout PCC. Almost \$1.5 million was targeted toward library technology services and equipment, and about \$570 thousand was specifically provided for staff to support instructional technology.

**Measure** **STUDENT ACTIVITY fees support activities that link students to the college and promote student leadership.**

- In 2003-04, \$659,777 in student activity fees were collected, supporting intramural and student government activities.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### *Goal 11: Community*

**Indicator** Community participation in the life of the college

**Measure** The college hosts events that are open to district residents, and college facilities are available to district residents for a variety of **CULTURAL AND EDUCATIONAL ACTIVITIES**.

- A wide range of **college-sponsored (or co-sponsored) events** are open to the public and draw community residents to the three comprehensive campuses each year. Art Beat, Cascade Festival of African Films, performances by the Sylvania Theater Department, Rock Creek Harvest Festival, the Winter PowWow, PCC Panther basketball games, Draft Horse Plowing Contest, career fairs, music concerts, craft fairs and speech and debate tournaments bring an estimated 30-35,000 visitors to the campuses annually.
- The Sylvania Performing Arts Center (PAC) serves as **rehearsal and performance space** for groups such as Tapestry Theater, Pacific Festival Ballet, Kinetic Images Dance Company, PICA, Portland Opera, Lake Oswego Academy of Dance and the Pacific Crest Wind Symphony. Individual performers appear on the PAC stage throughout the year; Russian, Middle Eastern and other cultural groups also sponsor concerts and performances.
- **Community groups** utilize available space at campuses and centers throughout the district for meetings, training sessions, seminars, language schools, and social and cultural events. Saturday Academy, American Red Cross Blood Drive, Oregon Women's Summit, Boy Scouts of America, Humboldt Neighborhood Association, Portland Rose Festival Association, Cascade Sports Car Club, Multnomah County Democratic Committee, Rose City Romance Writers, Lions Club, Portland Society for Calligraphy, Society of Manufacturing Engineers, Oregon Ethiopian Community, Providence Hospice Training, Clean Water Festival, Salvation Army, Independent Living Resources, Vietnamese Language School, 4-H classes, Chinese Times, Outer Southeast Caring Communities and Black College Fair are just a few examples of groups and activities booked into college facilities during the past year.
- During 2003-04, **gymnasiums and physical education facilities** served as the venue for community basketball teams and volleyball leagues, swim meets, dance rehearsals, lifeguard training, soccer practice, self-defense workshops, picnics, a model rocket launch, hydrostatic weighing and the Tae Kwan Do World Tournament.
- City and county agencies (such as Multnomah County and City of Portland) and other educational institutions (Portland Public Schools, Lake Oswego and Riverdale school districts, National College of Naturopathic Medicine) **hold classes and conduct training sessions** for staff at a variety of PCC sites.
- The college also serves as a **testing site** for several agencies and for-profit organizations. Students come to campus to take a variety of educational skills and professional certification tests ranging from GED proficiency exams to Federal Court Interpreters exams.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 11: Community***

**Indicator** College participation in the life of the community

**Measure** College staff serve on a variety of boards, development forums and committees throughout the Portland metropolitan region

- The college is represented on the **Chambers of Commerce** of a number of communities in the PCC district: Portland Business Alliance, Hispanic Metropolitan, Beaverton, Hillsboro, Forest Grove, Lake Oswego, St. Helens, Tigard and Tualatin.
- College staff serve on **key economic and community development boards, forums and committees** throughout the district, including the Portland Multnomah Progress Board (identifies, monitors, and reports on indicators for important community-wide goals), Washington County Business Education Compact (focuses on business and education-related projects that can make a difference in the community), Housing Authority of Portland/HOPE VI Community Advisory Committee (working to re-design and revitalize Columbia Villa in North Portland), Oregon Workforce Investment Board (planning and implementing a comprehensive workforce system in Oregon), and Oregon Association of Minority Entrepreneurs (provides service to minority, women, and emerging small business owners). Other civic groups include Portland City Club, Rotary, Centro Cultural, Urban League of Portland, United Way, Vision Action Network, 82nd Avenue Business District Association and several neighborhood associations.
- **Local and regional education-related groups** in which PCC staff participate include Portland Leaders Roundtable (representative from education and social service agencies focus on efforts to improve K-12 completion and transition to college or work), Schools Uniting Neighborhoods (SUN works through the Portland Public Schools on projects to improve neighborhoods in areas surrounding elementary and middle schools), Regional Higher Education Collaborative (focus on coordinating postsecondary education in the Portland metro area), NorthWest Education Loan Association Center for Student Success (NELA offers free resources, information and counseling about higher education options), Junior Achievement (provides learning activities related to the American free enterprise system for high school-age students), and the German-American School of Portland.
- The college is also represented on the Oregon Newspaper Publishers Association/Foundation Board, comprised of publishers of newspapers around the state. The Board focuses on major issues facing the community and the news media and raises money for journalism scholarships.
- PCC staff serve on **boards and steering committees related specifically to college programs and services**, such as Oregon Campus Compact (support for service learning at Oregon colleges and universities), National Alternative Fuels Consortium (participation enables us to locally operate a National Training Center for Alternative Fuels), Joint Boards Articulation Committee (inter-sector committee charged with identifying and resolving transfer issues), Semiconductor Workforce Consortium (brings together industry and educational partners to develop a viable semiconductor workforce in Portland and the Northwest region), Portland Area Library System-PORTALS (committed to meeting the research and educational needs of people in the greater metro area through cooperative and creative access to information resources and services).

## INSTITUTIONAL EFFECTIVENESS 2004

### *Goal 1: Access - Participation (see page 1)*

**Indicator** District residents utilize educational opportunities available through PCC.

**Measure** Percent of DISTRICT RESIDENTS WHO ENROLL IN CLASSES at PCC

	Number of Students Enrolled					Percent (%) of District Population <sup>1</sup>				
	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04
<b>Current Year</b>										
All Students	75,458	78,846	84,839	80,638	68,004	9.9%	9.6%	10.1%	9.5%	7.9%
Any Credit Class	34,503	33,778	38,850	38,037	35,622	4.5%	4.1%	4.6%	4.5%	4.1%
Non-Credit Only	40,955	45,068	45,989	42,601	32,382	5.4%	5.5%	5.5%	5.0%	3.7%
<b>Unduplicated 3 Year<sup>2</sup></b>										
All Students	158,534	166,257	174,474	176,314	166,037	20.8%	20.9%	21.7%	21.0%	19.4%
Any Credit Class	72,431	76,031	79,050	79,487	75,278	9.5%	9.6%	9.8%	9.4%	8.8%
Non-Credit Only	86,103	90,226	95,424	96,827	90,759	11.3%	11.3%	11.9%	11.5%	10.6%
<b>Unduplicated 5 Year<sup>3</sup></b>										
All Students	224,990	233,876	242,354	247,315	241,477	29.5%	30.5%	30.1%	30.4%	28.6%
Any Credit Class	103,161	107,444	111,292	112,280	110,010	13.5%	14.0%	13.8%	13.8%	13.0%
Non-Credit Only	121,829	126,432	131,062	135,035	131,467	16.0%	16.5%	16.3%	16.6%	15.6%

<sup>1</sup>Population includes only persons age 15 and above. For the 3-year and 5-year calculations, district population is based on population estimates during the midpoint year.

<sup>2</sup>Unduplicated 3 Year shows the number of district residents who enrolled in at least one course any time during the current year or the previous 2 years. For example, 158,534 district residents enrolled in at least one credit or non-credit course any time during 1999-00, 1998-99, and 1997-98.

<sup>3</sup>Unduplicated 5 Year shows the number of district residents who enrolled in at least one course any time during the current year or the previous 4 years. For example, 224,990 district residents enrolled in at least one credit or non-credit course any time during 1999-00, 1998-99, 1997-98, 1996-97, and 1995-96.

Source: PCC Student Banner 1995-96 through 2003-04; Population estimates for 1999 and prior from National Decision Systems, Equifax Database; 2000 through 2004 population estimates from US Census Bureau.

### Appendix 1



## INSTITUTIONAL EFFECTIVENESS 2004

### Goal 2: Student Success - Progress (see page 13)

**Indicator** Students continue to participate in PCC credit and non-credit courses.

**Measure** Percent of PCC students who RE-ENROLL IN A SUBSEQUENT YEAR

	Year Enrolled	Number Students Enrolled	Year Re-enrolled	Re-enrolled in Subsequent Year					
				Any Class		Same Type of Class		Different Type of Class	
				Number	%	Number	%	Number	%
<b>Any Class</b>	1998-99	<b>88,307</b>	1999-00	30,883	<b>35.0%</b>				
	1999-00	<b>95,506</b>	2000-01	32,912	<b>34.5%</b>				
	2000-01	<b>96,764</b>	2001-02	35,309	<b>36.5%</b>				
	2001-02	<b>103,877</b>	2002-03	38,045	<b>36.6%</b>				
	2002-03	<b>100,270</b>	2003-04	33,495	<b>33.4%</b>				
<b>Any Credit Class</b>	1998-99	<b>40,014</b>	1999-00	18,299	<b>45.7%</b>	16,340	<b>40.8%</b>	1,959	<b>4.9%</b>
	1999-00	<b>44,208</b>	2000-01	20,154	<b>45.6%</b>	18,207	<b>41.2%</b>	1,947	<b>4.4%</b>
	2000-01	<b>47,297</b>	2001-02	22,274	<b>47.1%</b>	20,254	<b>42.8%</b>	2,020	<b>4.3%</b>
	2001-02	<b>49,954</b>	2002-03	23,947	<b>47.9%</b>	21,977	<b>44.0%</b>	1,970	<b>3.9%</b>
	2002-03	<b>48,536</b>	2003-04	21,822	<b>45.0%</b>	20,206	<b>41.6%</b>	1,616	<b>3.3%</b>
<b>Non-Credit Only</b>	1998-99	<b>47,963</b>	1999-00	12,527	<b>26.1%</b>	10,313	<b>21.5%</b>	2,214	<b>4.6%</b>
	1999-00	<b>51,292</b>	2000-01	12,757	<b>24.9%</b>	10,501	<b>20.5%</b>	2,256	<b>4.4%</b>
	2000-01	<b>49,497</b>	2001-02	13,045	<b>26.4%</b>	10,929	<b>22.1%</b>	2,116	<b>4.3%</b>
	2001-02	<b>53,913</b>	2002-03	14,097	<b>26.1%</b>	12,142	<b>22.5%</b>	1,955	<b>3.6%</b>
	2002-03	<b>51,734</b>	2003-04	11,673	<b>22.6%</b>	10,103	<b>19.5%</b>	1,570	<b>3.0%</b>
<b>Adult Basic Skills Only</b>	1998-99	<b>7,173</b>	1999-00	2,446	<b>34.1%</b>	1,816	<b>25.3%</b>	630	<b>8.8%</b>
	1999-00	<b>7,261</b>	2000-01	2,531	<b>34.9%</b>	1,772	<b>24.4%</b>	759	<b>10.5%</b>
	2000-01	<b>6,466</b>	2001-02	2,523	<b>39.0%</b>	1,708	<b>26.4%</b>	815	<b>12.6%</b>
	2001-02	<b>5,991</b>	2002-03	2,040	<b>34.1%</b>	1,454	<b>24.3%</b>	586	<b>9.8%</b>
	2002-03	<b>7,227</b>	2003-04	2,565	<b>35.5%</b>	2,155	<b>29.8%</b>	410	<b>5.7%</b>
<b>Community Education Only</b>	1998-99	<b>26,269</b>	1999-00	6,346	<b>24.2%</b>	4,504	<b>17.1%</b>	1,842	<b>7.0%</b>
	1999-00	<b>26,722</b>	2000-01	6,307	<b>23.6%</b>	4,550	<b>17.0%</b>	1,757	<b>6.6%</b>
	2000-01	<b>27,676</b>	2001-02	6,869	<b>24.8%</b>	4,971	<b>18.0%</b>	1,898	<b>6.9%</b>
	2001-02	<b>31,284</b>	2002-03	7,725	<b>24.7%</b>	5,461	<b>17.5%</b>	2,264	<b>7.2%</b>
	2002-03	<b>29,118</b>	2003-04	5,843	<b>20.1%</b>	4,167	<b>14.3%</b>	1,676	<b>5.8%</b>
<b>CEU Only (Continuing Education Unit)</b>	1998-99	<b>11,176</b>	1999-00	2,565	<b>23.0%</b>	1,663	<b>14.9%</b>	902	<b>8.1%</b>
	1999-00	<b>13,696</b>	2000-01	2,658	<b>19.4%</b>	1,640	<b>12.0%</b>	1,018	<b>7.4%</b>
	2000-01	<b>11,511</b>	2001-02	2,312	<b>20.1%</b>	1,478	<b>12.8%</b>	834	<b>7.2%</b>
	2001-02	<b>11,337</b>	2002-03	2,305	<b>20.3%</b>	1,584	<b>14.0%</b>	721	<b>6.4%</b>
	2002-03	<b>11,584</b>	2003-04	2,089	<b>18.0%</b>	1,588	<b>13.7%</b>	501	<b>4.3%</b>

Source: Banner Student Data

## INSTITUTIONAL EFFECTIVENESS 2004

### ***Goal 2: Student Success - Progress*** (see page 14)

**Indicator** Students continue to enroll in credit classes.

**Measure** Percent of Fall term, first term (new to PCC) credit students who **ENROLL DURING SUBSEQUENT TERMS IN AN ACADEMIC YEAR**

	Fall 1999 Group	Fall 2000 Group	Fall 2001 Group	Fall 2002 Group	Fall 2003 Group	5-Yr Avg
<b>All Credit Students</b>						
Students Enrolled Fall Term	8,256	8,705	8,261	8,100	7,595	
Re-enrolled Winter Term	4,251 <b>51.5%</b>	4,612 <b>53.0%</b>	4,800 <b>58.1%</b>	4,601 <b>56.8%</b>	4,797 <b>63.2%</b>	<b>56.4%</b>
Re-enrolled Winter and Spring Terms	3,007 <b>36.4%</b>	3,233 <b>37.1%</b>	3,527 <b>42.7%</b>	3,467 <b>42.8%</b>	3,726 <b>49.1%</b>	<b>41.4%</b>
Re-enrolled Winter, Spring and Subsequent Fall Terms	1,676 <b>20.3%</b>	1,901 <b>21.8%</b>	2,052 <b>24.8%</b>	2,066 <b>25.5%</b>	2,335 <b>30.7%</b>	<b>24.5%</b>
<b>Degree Seeking Credit Students</b>						
Students Enrolled Fall Term	4,782	5,263	5,807	5,920	6,392	
Re-enrolled Winter Term	3,112 <b>65.1%</b>	3,462 <b>65.8%</b>	3,939 <b>67.8%</b>	3,963 <b>66.9%</b>	4,395 <b>68.8%</b>	<b>67.0%</b>
Re-enrolled Winter and Spring Terms	2,347 <b>49.1%</b>	2,619 <b>49.8%</b>	3,012 <b>51.9%</b>	3,104 <b>52.4%</b>	3,490 <b>54.6%</b>	<b>51.7%</b>
Re-enrolled Winter, Spring and Subsequent Fall Terms	1,448 <b>30.3%</b>	1,661 <b>31.6%</b>	1,853 <b>31.9%</b>	1,965 <b>33.2%</b>	2,245 <b>35.1%</b>	<b>32.6%</b>
<b>Non-Degree Seeking Credit Students</b>						
Students Enrolled Fall Term	3,474	3,442	2,454	2,180	1,203	
Re-enrolled Winter Term	1,139 <b>32.8%</b>	1,150 <b>33.4%</b>	861 <b>35.1%</b>	638 <b>29.3%</b>	402 <b>33.4%</b>	<b>32.9%</b>
Re-enrolled Winter and Spring Terms	660 <b>19.0%</b>	614 <b>17.8%</b>	515 <b>21.0%</b>	363 <b>16.7%</b>	236 <b>19.6%</b>	<b>18.7%</b>
Re-enrolled Winter, Spring and Subsequent Fall Terms	228 <b>6.6%</b>	240 <b>7.0%</b>	199 <b>8.1%</b>	101 <b>4.6%</b>	90 <b>7.5%</b>	<b>6.7%</b>

Source: Banner Student Data.

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## INSTITUTIONAL EFFECTIVENESS 2004

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### ***Goal 2: Student Success - Progress*** (see page 15)

**Indicator**      Students continue to enroll in credit classes.

**Measure**      Average number of terms in which degree-seeking Fall Term, first-term (new to PCC) credit students **ENROLL DURING A TWO-YEAR PERIOD**

	Fall 1998	% Total	Fall 1999	% Total	Fall 2000	% Total	Fall 2001	% Total	Fall 2002	% Total	5-Yr Avg
<b>Fall First-Term PCC Credit</b>											
1 Term	2,629	37.0%	2,947	35.7%	3,114	35.8%	2,641	32.0%	2,456	35.6%	35.1%
2 Terms	1,100	15.5%	1,300	15.7%	1,319	15.2%	1,266	15.3%	981	14.2%	15.2%
3 Terms	1,029	14.5%	1,213	14.7%	1,182	13.6%	1,268	15.3%	1,061	15.4%	14.7%
4-8 Terms	2,347	33.0%	2,796	33.9%	3,090	35.5%	3,090	37.4%	2,399	34.8%	35.0%
<b>TOTAL</b>	<b>7,105</b>		<b>8,256</b>		<b>8,705</b>		<b>8,265</b>		<b>6,897</b>		
<b>Degree-Seeking Only</b>											
1 Term	1,071	24.0%	1,140	23.8%	1,287	24.5%	1,366	23.5%	1,211	25.8%	24.3%
2 Terms	686	15.4%	717	15.0%	753	14.3%	844	14.5%	640	13.6%	14.5%
3 Terms	764	17.1%	796	16.6%	808	15.4%	979	16.8%	807	17.2%	16.6%
4-8 Terms	1,944	43.5%	2,129	44.5%	2,415	45.9%	2,622	45.1%	2,041	43.4%	44.6%
<b>TOTAL</b>	<b>4,465</b>		<b>4,782</b>		<b>5,263</b>		<b>5,811</b>		<b>4,699</b>		

Source: Banner Student Data

**Portland Community College**  
**EDUCATIONAL MASTER PLAN**

## **EDUCATIONAL MASTER PLAN INSTITUTIONAL FOCUS 2003-05**

### **Areas of Institutional Focus 2003-05 – Progress Report**

2003-04 was a planning year for many activities identified as areas of Institutional Focus in the PCC Educational Master Plan (EMP), and tangible accomplishments are somewhat limited at this point.

However, it is clear that work is underway and we are beginning to move forward in a number of strategic directions that support college goals, particularly those related to access, student success, professional technical education, readiness, partnerships, diversity, and resources. As plans developed in 2003-04 are implemented during 2004-05, we expect to see more concrete results (in terms of measurable outcomes) by this time next year.

Overall, two general themes emerge from reports submitted by activity leaders this spring:

Improved communication and/or increased knowledge among college staff as a result of activities that have taken place during the year.

Increasing reliance on technology to deliver instruction and services to students—in addition to accomplishing administrative work.

More specific observations (and some recommendations) related to activities in each Key Area of the plan are summarized below.

### **Educational Programs and Services**

Educational Pathways is off to a strong start, with initial work focused on development of Employment Skills Training (EST) certificates aimed at a variety of entry level job markets. In the coming year, it is hoped that the 'pathways' concept will be extended to include multiple avenues for access to PCC and other higher ed—ie, clear pathways through available student services as well as pathways from developmental to college-level programs, from non-credit to credit programs, from high school to community college, and from community college to four-year schools.

ABE/ESL instruction has been transitioned to campuses and the Basic Skills Coordinating Council is working to develop links between remedial/developmental skills programs. Both steps are laying groundwork for future discussions concerning student preparation and movement to college level programs. The pre-requisite study slated for presentation next fall will also serve as a springboard for faculty discussion on this topic.

Distance Learning has begun a process to review its current strategic plan but still needs to address the issue of a 'comprehensive institutional vision.'

## **EDUCATIONAL MASTER PLAN INSTITUTIONAL FOCUS 2003-05**

### **Educational Programs and Services-continued**

Technology has helped expand access to ESL instruction but will require resources to continue if the department wishes to adopt this strategy long term. As grant funds dwindle, this needs to be considered during talks regarding budget development.

Core outcomes mapping has been completed; results will be shared with departments in the fall. SACs and instructional administrators should be encouraged to actively use results from this process (and from the most recently completed round of program review) to inform decisions about program improvement.

### **Student Access and Development**

Student development staff has made a strong start in terms of district planning to improve services; as a follow-up to this process, it would be helpful to clearly articulate how outcomes/results of activities will directly benefit students.

More work is needed to ensure student access to services available via the PCC portal (ie, training in basic technology competence and access to equipment).

### **Community and Economic Development**

More emphasis is being placed on the entire district's role in workforce development, and links are being established between credit and non-credit programs.

An inventory of Extended Learning Campus (ELC) participants in external workforce development groups has been completed and gaps/areas of overlap have been identified.

Completing a similar inventory for the entire district and developing an effective mechanism for internal communication/feedback regarding workforce initiatives is scheduled for 2004-05.

## **EDUCATIONAL MASTER PLAN INSTITUTIONAL FOCUS 2003-05**

### **College Workforce**

Initial data gathering and planning related to increasing staff diversity has been completed.

A comprehensive staff development plan has been drafted and approved by Cabinet; work to implement the plan is just beginning.

### **Fiscal Affairs**

Despite a daunting fiscal environment, funds have been made available for EMP priorities related to technology (implement the first year of a district-wide telecommunications strategy) and student services (implement the PCC Portal).

1900-Fund programs, Grants Office, and the PCC Foundation are all making good progress in terms of securing non-state funds to support college operations. In the coming year, the Foundation needs to address specific EMP activities related to self-support and targeting funds for staff development.

Work to clarify and strengthen links between planning and budget development and to modify the budget development process (to provide for broader input) are priorities for 2004-05.

### **Technology**

The college has made major strides in terms of establishing a district framework for technology planning and operations.

More effective connections have been established between instructional departments and technology support staff (Instructional Media Services, Distance Education).

The Portals project is underway with strong ties to instruction and student services; the next EMP update needs to address accessibility issues directly.

## **EDUCATIONAL MASTER PLAN INSTITUTIONAL FOCUS 2003-05**

### **Facilities**

Current bond expansion is nearing completion, and the president and executive staff will need to initiate discussion with the Board regarding future strategic development of the district.

SE Center is up and running—and enrollment is growing!

### **Recommendations for 2004-05**

Many staff are aware of the plan, and college departments and committees are making an effort to link their work to the EMP. However, several responses suggest an effort to adapt EMP priorities to work already in progress—rather than re-focus work to align more closely with directions and activities laid out in the plan—and this is an area that needs attention. During fall term, we suggest that activity leaders and committees/teams be more proactive in setting annual goals that directly support the plan. In the following spring term, they will be asked to assess the extent to which this work was accomplished and provide evidence of results.

Annual reports could also be improved by including sections for comment regarding:

Challenges or problems that impede progress with an activity (funding, leadership, participation, etc.)

The need to change, redirect, or drop specific activities from the EMP (if they are completed, no longer feasible or relevant, etc.)



PCC Educational Master Plan – Institutional Focus 2003-05  
Implementation Status – Spring 04

**Key Area: Educational Programs and Services**

**Strategic Direction 1:** The college will fund and offer a well-defined mix of transfer disciplines and professional technical programs as the core of its educational programs and services.

**Action Area 1:** Design and implement educational pathways that offer students multiple avenues to transfer and employment and facilitate student movement toward their educational goals.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Analyze pathways that currently exist at PCC and develop multiple pathway models such as Employment Skills Training (EST) certificates, pathways for Basic Skills students, etc. <ul style="list-style-type: none"> <li>Look at systems/barriers/policies that need to be addressed to accomplish this action (ie, consider how credits are awarded, etc.).</li> </ul> </li> </ul>	New/Getting underway	<b>Campus President, Extended Learning</b> (Nan Poppe) VP, Acad/Student Affairs Deans of Instruction

1. What work has been accomplished to date?

- District-wide Taskforce on Career Pathways established in September 2003. Taskforce has met five times. Purpose: Develop strategy and plans to implement career pathways through open enrollment and ESTs (Employment Skills Training) district wide.**
- Four subcommittees were formed in February 2004.**
  - Student Success (chair Mimi Maduro)**
  - Curriculum (chair Kate Dins)**
  - R & D (chair Guy Sievert)**
  - Portals (chair Paul Hill)**
- On April 16, 2004, Amy Alday-Murray, Frank Brown, and Mimi Maduro provided training on Career Pathways and ESTs for all advisors and counselors college wide. A similar training is scheduled in May for the Perkins Learning Specialists.**
- The Student Success subcommittee has identified a strategy for linking high school graduates to Career Pathway opportunities over the coming year through PAVTEC.**

2. Who has been involved?

- Committees, work groups, individuals, etc.

**See above**

PCC Educational Master Plan – Institutional Focus 2003-05  
Implementation Status – Spring 04

3. Are you beginning to see results from this work?
- What are they?
  - If not, when do you expect to see results?

**Yes, much broader knowledge campus wide. We have been able to change the 9-1-1 Program that was slated for termination into a shorter, condensed career pathway.**

4. What are next steps—ie, activities are outlined for...
- The remainder of this year
  - 2004-05

**The committee plans to continue its work focusing developing more pathways, and pathways from basic skills to credit programs.**

**Key Area: Educational Programs and Services**

**Strategic Direction 1:** The college will fund and offer a well-defined mix of transfer disciplines and professional technical programs as the core of its educational programs and services.

**Action Area 1:** Design and implement educational pathways that offer students multiple avenues to transfer and employment and facilitate student movement toward their educational goals.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Develop a comprehensive institutional vision for distance learning and the role it will play in the design and delivery of curriculum.</li> </ul>	Continue/ Expand	<b>Dir, Distance Learning</b> (John Sneed)  <b>Deans of Instruction</b> (Marilyn Davis, Ellen Long, Joan Hayward, Scott Huff)

1. What work has been accomplished to date?
  - a. **Test current vision: “The college uses a planned, systematic approach to providing a full range of courses, programs, and services, that allow students to meet their educational goals, without constraints of time and place”**
  - b. **Implement a more comprehensive, systematic and planned approach to developing and scheduling distance learning courses and services. This has included development of a complete ASOT in Business; creating a new developmental Math sequence of courses (MTH 60,65,95); creating a process and tools for Reusable Learning Objects**
  - c. **Initiated college-wide planning process to explore the current distance learning vision and create a roadmap for the future, using the Appreciative Inquiry approach. The initial round of planning will be held with students on April 15, and with college-wide stakeholders on May 4.**
2. Who has been involved?
  - Committees, work groups, individuals, etc.
  - a. **The Deans of Instruction and the distance education managers have been involved in developing a more systematic approach to distance learning. The division deans, the department chairs, and individual faculty have been involved in implementing it.**
  - b. **The four division deans responsible for business education and a cross campus group of business education faculty leaders are working on a three year project to create a new ASOT business transfer degree on-line. Barb Van Amerongen has been designated lead dean on this project.**
  - c. **The Math SAC has designated a group of math leaders who are working with the distance learning department to create a comprehensive approach to creating new Math Telecourses and on-line courses.**

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- d. **The RLO project involves distance education and library/Instructional Media staff in creating the database, creating the RLO. Distance Learning instructors are involved in creating the RLO**
  - e. **The planning process involves the four deans of instruction, the director of distance education, and a consultant. All attended a four day workshop on the Appreciative Inquiry approach to planning, and have developed the two planning events. Thirty students and one hundred college faculty and staff will be involved in the process.**
3. Are you beginning to see results from this work?
- What are they?
    - a. **Thirty new courses identified for development in 2004-05. The majority related to degree and certificate priorities.**
    - b. **Process for annual planning of distance education projects is gaining acceptance among stakeholders.**
    - c. **Business project currently working on a business plan for ASOT. This is the first time any distance learning development has involved faculty and staff in planning outcomes, budget, timelines, etc.**
    - d. **Participation in NSF grant proposal to develop new developmental math telecourse, with Oregon Public Broadcasting.**
4. What are next steps—ie, activities are outlined for...
- The remainder of this year
    - a. **April 15 student forum**
    - b. **May 4 stakeholder forum**
    - c. **Refine current vision, and next steps.**
    - d. **Cross reference new distance education plan with other key areas of EMP (facilities, student services, etc)**
    - e. **Report vision recommendations and next steps to ISC**
    - f. **May complete plan for math telecourses 2005**
    - g. **May 1 complete ASOT business plan**
    - h. **June report to ISC on ASOT and Math projects**
  - 2004-05
    - a. **Develop implementation plan from college-wide planning**
    - b. **Implement communication plan for vision**
    - c. **Complete distance education reorganization to fit plan**
    - d. **Complete ASOT course development**
    - e. **Implement math plan**

**Key Areas: Educational Programs and Services**

**Strategic Direction 2:** The college will support programs that teach developmental education and adult basic skills for students who need to prepare for college and/or employment.

**Action Area 1:** Create stronger links between developmental education and college-level coursework in order that students will be successful in next-level transfer and professional technical programs.

Activity	Priority	Status	Leader
<p>1. Establish an initiative to connect developmental education and college-level programs so that SACs can learn more about what skills students acquire/develop in DE and create new prerequisites for college-level courses if needed to improve student success.</p> <ul style="list-style-type: none"> <li>- Align exit level skills of pre-college and other preparatory courses (in math, reading, writing, and English communication) with entry level skills for lower division transfer writing and math courses.</li> <li>- Develop sequence models and design courses for basic skills students wanting to take content courses concurrently with basic/developmental and/or ESL/ENL classes.</li> </ul>	High	New	<p><b>Divn Dean, Pre-College Basic Skills</b> (Terri Greenfield) Subject Area Committees (SACs)</p>

1. What work has been accomplished to date?

- **District ABS (Adult Basic Skills) staff have been transferred to campus-based deans for day to day supervision and coordination with Development Education and ENNL.**
- **Fall 2003 saw the continuation of efforts with the creation of a basic skills coordinating council comprised of deans, department chairs, a campus president, and AP representation. Sub-committees have been formed to examine subject areas curriculum more closely (one for ESL/ENNL and one for ABE/DE) in addition to committees working on the issue of balancing resources for these programs across the district, and creating a model for a community advisory committee.**
- **During Fall 2003 the college did a district wide research test for assessment and placement of students in these classes. Several hundred students were tested and results from ACT/COMPASS have just been presented to the council and faculty and advising staff.**

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2. Who has been involved?
- Committees, work groups, individuals, etc.

**See above**

3. Are you beginning to see results from this work?
- What are they?
  - If not, when do you expect to see results?

**Most significant result is the consistent feedback from faculty that they have learned a great deal about each others' programs. There is also agreement that by shifting supervision of Adult Basic Skills faculty to the campus deans, the faculty has felt more included, more likely to obtain assistance with classrooms, and participate in campus events.**

4. What are next steps—ie, activities are outlined for...
- The remainder of this year

**The council has one more meeting and will try and agree at that meeting about the acceptability of moving forward using a common assessment instrument for testing and placement of all pre-college students in classes. The curriculum committees will also present the interface between classes in adult basic skills (ABE/GED/ESL) and DE and ENNL.**

- 2004-05

**During the coming year, with direction from the new district president and new campus presidents and deans of instruction, the council plans to continue its work on curriculum and present recommendations based on the committee findings, first to the council, then to the rest of the college.**

**Key Area: Educational Programs and Services**

**Strategic Direction 2:** The college will support programs that teach developmental education and adult basic skills for students who need to prepare for college and/or employment.

**Action Area 1:** Create stronger links between developmental education and college-level coursework in order that students will be successful in next-level transfer and professional technical programs.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Ensure that students have the foundation skills necessary to succeed in college level courses. <ul style="list-style-type: none"> <li>Begin policy discussion and decisions regarding DE enrollment.</li> <li>Address funding issues, evaluate pre-requisites, etc.</li> <li>Study the role of DE in preparing students for success in college-level courses.</li> </ul> </li> </ul>	New	<b>VP, Acad/Student Affairs</b> (Guy Sievert) Educational Advisory Council (EAC) Deans of Instruction Institutional Research

1. What work has been accomplished to date?

The activities around Developmental Education have basically taken on two forms. First, the Basic Skills Task Force under the leadership of Nan Poppe has been meeting since last fall to discuss the coordination and organizational issues around pre college programs. The DE faculty has been represented in these meetings. Also the EAC and the Academic Policy subcommittee has instituted a study looking at the effectiveness of requiring math, reading and writing DE pre-req's for general education classes. The results will inform an EAC discussion this fall on whether a policy recommendation needs to be made requiring pre-req's of all college level courses. Along with the look at DE and general education classes a study is also being planned to look at the DE program pre-req's for professional technical programs. Currently most programs have listed pre-req's but are somewhat lax in enforcing them.

2. Who has been involved?

- Committees, work groups, individuals, etc.

**The Basic Skills Task Force, the EAC, IR, ASA Vice President**

3. Are you beginning to see results from this work?

- What are they? **See Basic Skills Task Force report.**
- If not, when do you expect to see results? **This fall we should see a recommendation from EAC on DE pre-reqs.**

4. What are next steps—ie, activities are outlined for...

- The remainder of this year **More IR study and EAC discussion**
- 2004-05 **Same**

**Key Area: Educational Programs and Services**

**Strategic Direction 2:** The college will support programs that teach developmental education and adult basic skills for students who need to prepare for college and/or employment.

**Action Area 1:** Create stronger links between developmental education and college-level coursework in order that students will be successful in next-level transfer and professional technical programs.

Activity	Status	Leaders
<ul style="list-style-type: none"><li>Increase access to English language classes by using proven technology to diversify the approach to instruction and by being smarter about how we use available resources.</li></ul> <p>→Note: The primary focus here is on methods of delivering instruction.</p>	New/Getting Underway	<b>Basic Skills Coordinating Committee</b> (Nan Poppe, Chair)

1. What work has been accomplished to date?

- Since fall of 2003, the Adult Basic Skills Division has implemented two major projects related to technology and student learning: the Community Technology Centers Program and the Computer Assisted Language Learning pilot.

**Community Technology Centers Program (CTC)**

The CTC Computer Lab Project was a collaborative partnership between Portland Community College's Adult Basic Skills Division, PCC's Workforce Development Program, the Housing Authority of Portland, Department of Human Services, and Forest Grove High School. Throughout the course of the partnership, three technology centers were developed to provide access and instruction for non-native English speakers in the areas of technology and language skills. The project established three centers at the following sites: Portland Community College's Southeast Center, the Goalpost One-stop in North Portland, and Forest Grove High School. Due to unforeseen challenges, in fall of 2003 the center at Forest Grove High School was moved to Centro Cultural (a Hispanic community-based organization) in Cornelius.

This project was guided by five major goals:

- to increase access to English-language instruction for disadvantaged residents in three communities
- to increase English skills of participants in three disadvantaged communities
- to provide linkages with educational, workforce development and social services that will allow residents to pursue lifelong learning and economic advancement
- to improve teacher effectiveness through a comprehensive training system on how to augment English-language instruction using technology
- to promote program findings to the general public, instructors and other ESL providers, and sustain the program beyond year one.



Thanks to a strong collaborative effort among all community partners, this project was a clear success. In addition to providing additional instructional opportunities for students in three high-need areas, this project also resulted in a new commitment to exploring new and varied ways of delivering basic skills instruction. Throughout the district, the commitment of Adult Basic Skills faculty and staff to integrate technology into language and basic skills instruction continues to be a priority.

#### **Computer Aided Language Learning (CALL) Project**

In 2003, the ESL Department received a technology grant (funded by the Instructional Media Services Department) to do research into computer assisted language learning (CALL), and to pilot the integration of some CALL applications into a regular integrated-skills ESL class. The ESL SACC chair, several part time ESL faculty, ABS Division Dean and Program Managers, Instructional Media Services staff and the Rock Creek Dean of Students have all been major players in the implementation of this project.

#### **Hypothesis**

As suggested by preliminary results from the CTC project, learning is more effective when scaffolded by technology. Students will show greater progress, when compared with a control group, when technology is integrated into regular instruction.

#### **Benefits**

- ESL students will be more successful because of the enriched and individualized learning environment provided in a learning center
- Instructors will have another way to address the needs of multi-level classes and individual learning styles
- Data from this study will contribute to efforts to establish learning centers for ESL students on each campus

#### **Project Goals**

- Identify and provide a variety of computer-based technologies for ESL students
- Test student access and use of technology
- Address individual learning differences (learning styles, learning needs, etc.)
- Provide a richer learning environment leading to more effective learning
- Accelerate student progress toward their goals

#### **Project Timeline**

- Fall 2003 – Preparations (These have all been addressed)
  - work on “typical” lesson plans for ESL integrated skills class level C (low intermediate)
  - review the literature on CALL
  - identify learning activities that would be enriched by technology
  - prepare activities for computer room/learning center
  - determine criteria for measuring and evaluating effectiveness
- Winter & Spring 2004 – Pilot
  - One level C class at RC (pilot group) will be a hybrid class with five hours a week in the classroom and one hour in a learning center.

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- **A second class (control group) will follow a typical integrated level C course plan with six hours of classroom instruction.**
- **Evaluate effectiveness of computer technology component after 2 terms of instruction**

2. Who has been involved?

- Committees, work groups, individuals, etc.

**CTC**

**Curriculum:** Following extensive research into best practices, a curriculum which integrates technology and language acquisition skills, was written and successfully used in the classroom. The most interesting part about developing this curriculum, was that there was very little information about programs that had created courses merging technology and language skills. This package curriculum, which can be used by any instructor, tutor, or instructional assistant teaching students in a lab, is currently available on the ESL website.

**Participation:** Throughout the course of the project, 445 students accessed the CTC - program. In addition, over the course of the project students were either retained in the program or enrolled and/or advanced in campus-based ESL classes by the following percentages:

- Forest Grove High School: 40%
- Goalpost Center: 60%
- Southeast Center: 61%

In addition, when students were interviewed in focus groups conducted by an external evaluator, they mentioned that one of the greatest aspects of the program was that by participating in a class where they were gaining language and technology skills, they felt better prepared to gain or enhance employment.

**Improved Teaching:** One of CTC's greatest accomplishments was to change instructor attitudes toward using technology as part of instruction. CTC staff met many times over the course of the project with ESL faculty members to discuss how to best integrate technology skills into classroom instruction. In addition, since the implementation of the CTC project, more instructors have implemented technology into their classroom instruction and have reserved the CTC lab for use with their students. Finally, through the PCC ESL list-serve and various staff and faculty meetings, at least 90% of instructors, staff members and VLT Coordinators have been educated about the CTC program design as well as the benefits of technology-enhanced curriculum.

**Sustainability:** When grant funds ended in December 2003, the ABS division committed to continuing this very successful program. Through strong community partnerships, and the use of alternative funding sources, students at all three sites continue to have the opportunity to improve both technology and language skills.

**CALL**

***Pilot:***

**After successfully overcoming several logistical issues (such as lack of access to a computer lab) the first level C pilot was completed winter term. The preliminary results are encouraging, as students have shown (through informal, teacher made assessments) good progress in both language and technology skills. At the beginning of the term, it was necessary for the instructor to accompany and ‘hand hold’ the students during the computer lab portion of their class. By the conclusion of the term however, the instructor no longer needed to do so, and in fact was not present in the lab at all.**

3. Are you beginning to see results from this work?
- What are they?
  - If not, when do you expect to see results?

**CTC**

- **Sustainability will continue to be an issue. While all three centers continue to be operational this term, there is no long term plan for maintaining staffing and funding. Securing stable funding for comprehensive computer access and learning opportunities for ABE, GED and ESL students will continue to be a priority for the ABS division.**

**CALL**

- **A second pilot will be held spring term incorporating additional instructors and classes at other campuses (in addition to Rock Creek).**
  - **When the project is completed, the SAC will be responsible for evaluating the implications for the current ESL curriculum, and making decisions about if/how to integrate learning center activities into the curriculum and/or the ESL program.**
4. What are next steps—ie, activities are outlined for...
- The remainder of this year
  - 2004-05

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**Key Area: Educational Programs and Services**

**Strategic Direction 5:** The college will provide opportunities for students to acquire knowledge and skills that enable them to be productive, contributing members of an increasingly complex world community.

**Action Area 1:** Integrate instruction and assessment of core outcomes (communication, community and environmental responsibility, critical thinking and problem solving, cultural awareness, professional competence, and self-reflection) across the curriculum.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Address core outcomes in the program review process. <ul style="list-style-type: none"> <li>Subject Area Committees (SACs) identify which of the core outcomes are addressed by course, program, degree or certificate.</li> <li>Train faculty and staff in learning outcomes assessment.</li> </ul> </li> </ul>	Underway	<b>Assessment Committee</b> (Paul Hill, Chair)  VP, Acad/Student Affairs

1. What work has been accomplished to date?

Since Fall 03:

- Established and finalized a multi-year college wide assessment plan
- Established a college wide Assessment Steering Committee made up of leadership team and 12 faculty from across the college
- Engaged all SACS in Core Outcomes Mapping project
- Created Assessment Resource Centers in TLCs and Libraries
- Designed process to scan program reviews for threads and trends across the institution

2. Who has been involved?

**Assessment Leadership Team**  
**Faculty from all SACS**  
**VP Instruction and Academic Services**  
**Faculty Support Person (Dan Kidney)**

3. Are you beginning to see results from this work?

- What are they?
  - Core Outcomes Mapping by SACS is almost completed. Will be done by end of May
  - Assessment materials gathered for distributing to resource centers
  - Plan completed- but remains to be distributed

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- If not, when do you expect to see results?
  - **Resource Centers- up and open to faculty/staff before Fall In-Service**
  - **Distribution of Assessment Plan- at Fall 05 SAC meeting**
  - **Sharing of Core Outcomes Mapping information with all SACS at Fall meeting**
  - **Convene Steering Committee in Fall 05**
- 4. What are next steps—ie, activities are outlined for...
  - The remainder of this year
    - **Collate Core Outcomes Mapping results by program**
    - **Scan program reviews**
  - 2004-05
    - **Distribute assessment plan**
    - **Engage faculty in discussion of results of outcomes mapping**
    - **Continue expansion of assessment resource centers**
    - **Convene Steering Committee**

**Key Area: Student Access and Development**

**Strategic Direction 1:** The college will focus on student development services that facilitate student success and continuous, lifelong learning.

**Action Area 4:** Provide easy access to information about everything related to educational opportunities at PCC.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>• Provide “high tech” and “high touch” options for informing students about educational options, steps in the enrollment and graduation process, and how to design a “roadmap” to reach their goals.               <ul style="list-style-type: none"> <li>- Utilize tools such as web portals, statewide web-based advising, etc.</li> <li>- Implement an on-line orientation process while continuing to improve and offer in-person orientation.</li> <li>- Provide admissions/intake specialists for in-person advising when the student is considering applying for admission to clarify the steps in the process admission, assessment and advising.</li> <li>- Improve and disseminate information about programs, degree requirements, and admissions procedures in a standardized format. Clarify advising procedures and contacts within each program.</li> <li>- Organize Campus Resource Fairs at the beginning of each term, with display/information tables showcasing each department’s services and offerings.</li> </ul> </li> </ul>	New	<p><b>VP, Acad/Student Affairs</b> (Guy Sievert)</p> <p><b>Deans of Students</b> (Diane Mulligan, Craig Kolins, Linda Reisser)</p> <p>Coordinator, Title III</p>

1. What work has been accomplished to date?

**In Fall Term 2003, we gathered all student and enrollment service employees together for a half-day exercise to identify student and enrollment service issues. Twelve randomly selected mixed groups were asked staff to answer three questions.**

**1. What are the obstacles to delivery of services?**

**2. What services are we not providing that we should be?**

**3. What services should we scale back?**

**Each small group developed a list in response to each item and then we met back together as a large group to share ideas and discuss.**

**A smaller group of Deans and Directors of Student and Enrollment Services then synthesized that information to determine six key directions. These directions include:**

**1. Increase consistency of service**

**2. Improve information sharing and communication with students and staff**

**3. Help our students expand their use and understanding of technology**

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4. Implement continuous improvement driven by program review and assessment
5. Review staffing and organization for improved efficiencies and functionality
6. Adopt best practices to increase student retention

In addition we drafted a Student Development Purpose Statement and finalized a timetable for completion of program reviews in the student and enrollment services areas.

We then scheduled another half-day workshop during Winter Term to further refine our plans. At this workshop we broke the 150-160 staff into 13 work-related groups. In these small groups facilitators lead the participants through the process of identifying work tasks for each of the six key directions. Later in the day groups identified their top 5 priorities and then shared them with the larger group.

Again, after the second large gathering, the Deans and Directors of Enrollment and Student Services met and began shaping the ideas into a three-year plan of action. (As you can see from the attached document the activities you have identified in the master plan are included in our planning document as well.)

There is also a very detailed and elaborate Title III-led process to develop a student and faculty portal. (See the Technology section of this update.)

2. Who has been involved?
  - Committees, work groups, individuals, etc.**See above**
3. Are you beginning to see results from this work?
  - What are they? **Target day is Sept 1<sup>st</sup> for Portal to be ready.**
  - If not, when do you expect to see results?
4. What are next steps—ie, activities are outlined for...
  - The remainder of this year**On May 5 small group facilitators will meet to receive training for working with their small groups to further define the tasks, determine subtasks, set timelines and assign responsibilities. Small groups will meet in May and complete their plans by early June.**
  - 2004-05**Work on the key directions has already begun and will continue through 2006.**

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**Key Area: Student Access and Development**

**Strategic Direction 1:** The college will focus on student development services that facilitate student success and continuous, lifelong learning.

**Action Area 4:** Provide easy access to information about everything related to educational opportunities at PCC.

Activity	Status	Leaders
<ul style="list-style-type: none"><li>Ensure that students have access to training and resources that will build technology competence needed to access services.</li></ul>	Continue/ Expand	<b>VP, Acad/Student Affairs</b> (Guy Sievert)

1. What work has been accomplished to date?

**We have not accomplished much in this area. There has been for several years discussion about requiring a computer use class but none is required at this time. It is recognized that once the Portal is in place the college needs to provide greater access to machines that access the Web and that is currently being planned for. But there is no plan to increase training for students.**

2. Who has been involved?

- Committees, work groups, individuals, etc.

3. Are you beginning to see results from this work?

- What are they?
- If not, when do you expect to see results?

4. What are next steps—ie, activities are outlined for...

- The remainder of this year
- 2004-05



**Key Area: Community and Economic Development**

**Strategic Direction 1:** The college will take the leadership role in establishing a regional workforce development system.

**Action Area 1:** Interact with leaders of business, government, education, and community-based organizations to ensure participation in key decisions and initiatives that enhance commerce and the preparation of a competitive workforce.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Provide on-going labor market and trend information to all PCC managers.</li> </ul>	New	Dir, Institutional Research (Susan Bach)

1. What work has been accomplished to date?

**IR review conducted last fall confirmed that program managers/faculty want an up-to-date (and consistent) source for labor market information.**

- Direct links to Oregon labor market info available via PAVTEC and OLMIS (Oregon Labor Market Information System) web sites are being added to the IR home page and program review pages; work should be completed by mid-May.

2. Who has been involved?

- Committees, work groups, individuals, etc.

**Currently only IR staff; we will be asking for input (and feedback) from prof tech admins and faculty to help us evaluate links and ease of access to info via the IR web site**

3. Are you beginning to see results from this work?

- What are they?
- If not, when do you expect to see results?

**Not yet**

4. What are next steps—ie, activities are outlined for...

- The remainder of this year

**Complete PAVTEC and OLMIS links**

- 2004-05

**Summer 04—identify and add links to sources re: regional and national labor market trends**

**Summer-Fall 04—develop annual summary/update re: employment trends for use by Planning Council, Cabinet, and staff engaged in program planning/ curriculum development**

**Key Area: Community and Economic Development**

**Strategic Direction 1:** The college will take the leadership role in establishing a regional workforce development system.

**Action Area 1:** Interact with leaders of business, government, education, and community-based organizations to ensure participation in key decisions and initiatives that enhance commerce and the preparation of a competitive workforce.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Strengthen links between credit and non-credit programs that provide workforce training. <ul style="list-style-type: none"> <li>Continue the President's quarterly meetings with internal stakeholders working on workforce and economic development issues.</li> </ul> </li> </ul>	Continue/ Expand	<b>District President</b> (Jerry Berger)

- What work has been accomplished to date?
  - The President's workforce meetings with internal stakeholders have continued.**
  - Much work has been done in putting (the former) Open Campus back together and leveraging resources and opportunities through the newly formed Extended Learning Campus.**
- Who has been involved?
  - Committees, work groups, individuals, etc.

**Current participants in workforce meetings include managers from the ELC, Kristin Watkins and Bill Manley (Academic and Student Affairs), Neal Naigus (President's Office) and Paul Hill (Sylvania); the group has recommended expanding membership to include more instructional division deans next year.**
- Are you beginning to see results from this work?
  - What are they?
  - We are seeing stronger links between non-credit workforce and business programs.**
  - Three programs (CIS, CS and CSET) are forming a new Computer Technology SAC. Avenues are being explored for including non-credit classes in these programs; Carol Squire (who works mostly with non-credit instruction) has been designated as SAC admin support.**
  - If not, when do you expect to see results?
- What are next steps—ie, activities are outlined for...
  - The remainder of this year
  - 2004-05

**We will be focusing on stronger links between credit and non-credit programs (via expanded membership) and orienting the new president to workforce development issues.**

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**Key Area: Community and Economic Development**

**Strategic Direction 1:** The college will take the leadership role in establishing a regional workforce development system.

**Action Area 1:** Interact with leaders of business, government, education, and community-based organizations to ensure participation in key decisions and initiatives that enhance commerce and the preparation of a competitive workforce.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Identify and inventory <u>key</u> external groups and initiatives in which PCC participates (or should participate) for purposes of policy formation and other initiatives related to workforce development. <ul style="list-style-type: none"> <li>Identify or make known existing PCC “point persons” for each group or initiative.</li> <li>Set up mechanisms for internal communication and feedback regarding each group or initiative.</li> </ul> </li> </ul>	New	<b>District President/Cabinet</b> <b>Campus President, Extended Learning</b> (Nan Poppe)

- What work has been accomplished to date?
  - President Berger has served on the Workforce Investment Board (WIB).**
  - Nan Poppe has served on the executive committee of the Youth Council.**
  - An inventory of key groups that PCC participates in has been identified for the Extended Learning Campus**
- Who has been involved?
  - Committees, work groups, individuals, etc.**Rick Aman completed survey for ELC.**
- Are you beginning to see results from this work?
  - What are they?
  - If not, when do you expect to see results?**Gaps and overlaps in representation in key external groups were identified.**
- What are next steps—ie, activities are outlined for...
  - The remainder of this year
  - 2004-05**We need to complete for the entire district next year and figure out a simple feedback look for internal communication.**

**Key Area: Community and Economic Development**

**Strategic Direction 1:** The college will take the leadership role in establishing a regional workforce development system.

**Action Area 1:** Interact with leaders of business, government, education, and community-based organizations to ensure participation in key decisions and initiatives that enhance commerce and the preparation of a competitive workforce.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Provide strong PCC participation and leadership to the new Regional Workforce Response Teams that the Governor is creating to provide a single point of contact for business retention and workforce training.</li> </ul>	New/ Expand	<b>Campus President, Extended Learning</b> (Nan Poppe)

1. What work has been accomplished to date?

**The Regional Workforce Response Team has been formed and recognized by the state. PCC is providing strong leadership and participation. The team has recently completed its first funding cycle and made grant awards.**

2. Who has been involved?

- Committees, work groups, individuals, etc.

**The Workforce Response Team is split into two groups, a policy group and an operations group. Nan Poppe sits on the policy group and Paul Wild and Pamela Murray are on the Operations Team.**

3. Are you beginning to see results from this work?

- What are they?
- If not, when do you expect to see results?

**Yes, several of the grants awards were made to companies that PCC will partner with to provide the actual training. As a region the economic development education and workforce partners are working together and aligning our goals with each other.**

4. What are next steps—ie, activities are outlined for...

- The remainder of this year
- 2004-05

**On-going. We will continue to try and build a regional workforce system and build a regional workforce system and allocate through a competitive process grants to local companies for incumbent worker training.**

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**Key Area: College Workforce**

**Strategic Direction 1:** The college will recruit, hire, retain, and promote a skilled and diverse workforce that is committed to the mission and values of PCC.

**Action Area 2:** Strengthen recruitment and internal development processes that will improve the college's ability to attract, hire, and retain a diverse faculty and staff.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Establish a task force (ad hoc) to identify areas of concern related to recruitment and retention of staff and to recommend measures to address these issues. <ul style="list-style-type: none"> <li>Conduct a review of the recruitment process (screening committees, 1:1 interviews, initial evaluation of applicants, personal contacts for outreach).</li> <li>Review methods for recruitment of part-time faculty pool.</li> </ul> </li> </ul>	New	<b>Dir, Human Resources</b> (Jerry Donnelly)  <b>Dir, Affirmative Action</b> (Sylvia Welch)

- What work has been accomplished to date?
  - Data gathering on current workforce demographics; hiring patterns of management and professional staff; and, recent applicant sources and patterns**
  - Presented information on 10 year demographics data, issues and challenges to the PCC Board of Directors**
  - Initiated discussions in the collective bargaining process to engage the Faculty Federation in this effort as many of our formal processes are set forth in the labor agreement**
  - Determined that task force will include representatives of full-time and part-time faculty and academic professionals**
- Who has been involved?
  - Committees, work groups, individuals, etc.
    - Staff from Human Resources, Affirmative Action, and Institutional Research have participated in the initial data gathering phase**
    - Held a meeting with all campus Deans & Directors to share information from the data gathering, discuss faculty hiring process and brainstorm short term actions**
    - Currently working with the Federation to determine representatives to participate in the task force.**
- Are you beginning to see results from this work?
  - What are they?
    - Meeting with Deans & Directors resulted in some specific ideas which were incorporated in the current faculty "block hire" process; results are not yet apparent as the process is still underway.**
    - Too early to evaluate other aspects**

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- If not, when do you expect to see results?
  - **See notes on 2004-05 below.**
- 4. What are next steps—ie, activities are outlined for...
  - The remainder of this year  
**We will have the task force participants identified by end of spring term and depending on availability over the summer, will have a more structured plan in place by fall term 2004**
  - 2004-05  
**Anticipated major activities in 2004-05 will include:**
    - further data gathering processes such as: surveying recent hires regarding perspectives on the hiring process;
    - evaluating current college compensation and benefits practices to evaluate effect on retention;
    - addressing any contractual issues relating to hiring processes during negotiations with both the Classified and Faculty Federations

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**Key Area: College Workforce**

**Strategic Direction 2:** The college will support the continuing development of employees so that they can contribute to student success and to our strategic directions.

**Action Area 1:** Implement a professional and organizational development plan that enables staff to grow both personally and professionally and fosters growth in leadership capability for the college.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Develop a comprehensive, districtwide (ie, a “real”) plan for staff development that clearly delineates areas of responsibility and accountability. <ul style="list-style-type: none"> <li>Activate a joint staff development committee to evaluate current staff development programs and training opportunities.</li> <li>Create mentor/internship programs for interested employees (e.g., career paths, growth opportunities, minority outreach).</li> </ul> </li> </ul>	New	<b>Staff Development Committee</b> (Susanne Christopher and Neal Naigus, Co-Chairs)

1. What work has been accomplished to date?

**In the fall, the President appointed a Task Force to review current staff development structure and activities. The Task Force conducted surveys and focus groups of employees and has drafted a report which has been submitted to the President and Cabinet. The Cabinet has accepted the report and an ongoing Staff Development Steering Committee will appointed to follow-up on the recommendations. In addition, planning was begun for management training for all current PCC managers, administrators, and directors. The six session series began April 23 and will be repeated in summer and fall.**

2. Who has been involved?

- Committees, work groups, individuals, etc.

**The Task Force membership is attached. A survey was sent to all PCC employees and focus groups were held with representatives of all employee groups.**

3. Are you beginning to see results from this work?

- What are they?
- If not, when do you expect to see results?

**The report was accepted by the Cabinet on April 15, and recommendations are beginning to be implemented.**

4. What are next steps—ie, activities are outlined for...

- The remainder of this year
- 2004-05

**The Steering Committee will be appointed within the next month, and they will develop a plan to review the recommendations and begin implementation of the plan. Management training will continue in summer and fall**

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**Key Area: College Workforce**

**Strategic Direction 2:** The college will support the continuing development of employees so that they can contribute to student success and to our strategic directions.

**Action Area 1:** Implement a professional and organizational development plan that enables staff to grow both personally and professionally and fosters growth in leadership capability for the college.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Implement a comprehensive, districtwide plan for staff development.</li> </ul>	New	<b>Executive Officers</b> (Bill Christopher, Paul Hill, Randy McEwen, Nan Poppe, Guy Sievert)

- What work has been accomplished to date?
  - Staff Development Task force appointed by Dr. Berger has developed a plan for moving forward; plan was submitted to Cabinet and approved this spring.**
  - Sylvania Campus planning retreat (May 04) will identify campus-specific staff development goals.**
- Who has been involved?
  - Committees, work groups, individuals, etc.

**Staff Development Task Force comprised of faculty, staff, managers and VP for Academic and Student Affairs Cabinet**

**Design team for Management Leadership series**

**At Sylvania – Division deans, DOI, DOS, Campus President**
- Are you beginning to see results from this work?
  - What are they?
  - Management Leadership series is underway (Group 1 is halfway through the series; Group 2 is being formed)**
  - Streamlining of the application process for faculty development funds**
  - Coordination of the four major streams of money that support curriculum and faculty development (IIP and Staff Development, IMS, Distance Learning, International Education)**
  - If not, when do you expect to see results?

**Sylvania activities will begin in FY05**



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4. What are next steps—ie, activities are outlined for...

- The remainder of this year

**Complete Group 1 of Management Leadership series; plan for future groups (2 through 6)**

- 2004-05

**Complete Groups 2-6**

**Continue to explore approaches to organization, planning and budgeting for Staff Development**

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**Key Area: Fiscal Affairs**

**Strategic Direction 1:** The college will develop a fiscal plan that is driven by the Educational Master Plan (EMP) and the effective and efficient use of available resources.

**Action Area 2:** Use the Educational Master Plan as a basis for determining fiscal priorities.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Develop a process to base budgeting decisions on priorities determined by the Educational Master Plan. <ul style="list-style-type: none"> <li>Identify the decision-making process—who makes decisions, annual timetable for budget allocations, input and review opportunities.</li> <li>Develop an evaluation process to review the progress made on current priorities before new allocations are made for the next fiscal year.</li> <li>Establish a rolling three-year perspective on institutional goals and objectives as part of the budget process.</li> </ul> </li> </ul>	New/Getting Underway	<b>District President/Cabinet</b> <b>VP, Admin Services</b> (Randy McEwen)

- What work has been accomplished to date?
  - Resources (\$) have declined since Fall 03**
  - Pres. Staff determined that budget reductions were needed in order to fund any new initiatives for F05; this reality has been reviewed with Budget Advisory Committee and with campuses (Budget Forums) and Federation presidents**
  - With that said, we have supported the EMP in two critical ways even in this daunting fiscal environment:**
    - We have funded, from multiple sources across the College, the first year of our District-wide telecommunications strategy in order to support the Technology plank of the EMP. The EMP was the driving force for these funding decisions and for sacrifices by many departments**
    - We have funded the Portals (Title III) project in support of both the Technology and Student Services planks of the EMP**
- Who has been involved?
  - Committees, work groups, individuals, etc.

**President's staff, Budget Advisory Committee, Network Advisory Committee, various heads of departments (L. Riester, T. Billick, J. Sneed, S. Sivage etc.), Portals Project Team**
- Are you beginning to see results from this work? **Yes**
  - What are they?
    - The Telecomm Strategy and Portals work is happening!!!**
  - If not, when do you expect to see results?

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4. What are next steps—ie, activities are outlined for...

- The remainder of this year
- 2004-05

**But more broadly to this EMP plank, we need to and will identify a budget development process for F06 that meets a number of improvement objectives: 1) starts the process sooner, regardless of the external environment; 2) provides an earlier engagement of the Budget Advisory Committee; 3) provides broader and more planned opportunities for input on budget reduction ideas and new initiatives**

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**Key Area: Fiscal Affairs**

**Strategic Direction 2:** The college will broaden the revenue base to support programs and services.

**Action Area 2:** Coordinate resource development efforts throughout the college in order to secure more non-state resources.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Support the mission of self-supporting, entrepreneurial college departments. <ul style="list-style-type: none"> <li>Tie these programs to the fiscal priorities determined by the Educational Master Plan (see SD1-AA2 above).</li> <li>Provide responsive student and general operating services that meet the unique needs of these departments and create better mechanisms for distributing funds generated by these programs to cover necessary costs associated with these services.</li> <li>Clearly designate the entrepreneurial role of these programs in serving the business community.</li> <li>Provide for better coordination/communication and more focus on internal partners.</li> <li>Centrally coordinate/broker service delivery and determine who will be responsible.</li> </ul> </li> </ul>	New/ Expand	<p><b>District President/Cabinet</b></p> <p><b>VP, Admin Services</b> (Randy McEwen)</p> <p><b>Campus President, Extended Learning</b> (Nan Poppe)</p>

1. What work has been accomplished to date?

- All 1900 funds have developed business plans to totally move to a self-support basis by 2005.**
- Open Campus has successfully been “put back together” and the individual programs are working together.**
- The ELC has been very aggressive in obtaining grant funds to bring in additional dollars to support our mission.**

2. Who has been involved?

- Committees, work groups, individuals, etc.

**Four taskforces involving ELC staff from across the district were formed to work on integration and leverage issues.**

3. Are you beginning to see results from this work?

- What are they?
- If not, when do you expect to see results?

**Yes, all of our 1900 funds are “on their way” to becoming self-support and within ELC we have reduced some duplication and programs have a much better understanding of what each other does and how they could work together to increase their effectiveness.**

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4. What are next steps—ie, activities are outlined for...
- The remainder of this year
  - 2004-05

**Next year we need to continue to make the necessary adjustments to get everyone to self support and to focus on our customized training program and how we centrally coordinate and broker service delivery across the district.**

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**Key Area: Fiscal Affairs**

**Strategic Direction 2:** The college will broaden the revenue base to support programs and services.

**Action Area 2:** Coordinate resource development efforts throughout the college in order to secure more non-state resources.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>• Tie grant priorities to the Educational Master Plan. <ul style="list-style-type: none"> <li>- Establish a clearinghouse for information about grants currently in place.</li> <li>- Widely disseminate information from the Grants Office to the college community about possible funding opportunities.</li> <li>- Feed information from departments and Subject Area Committees (SACs) to the Grants office.</li> </ul> </li> </ul>	Continue	<b>Director, Grants Office</b> (Kristin Watkins)

1. What work has been accomplished to date?

- **A list of grants funded from 1999-present (and developed/coordinated through the Grants Office) is now posted on the Grants Office website.**
- **Grants Office activity reports are distributed quarterly to the Cabinet and announcements of new funded grants are sent to the Cabinet and to College staff via mail-users.**
- **Two TLC workshops (one on how to identify grant funding and one on NSF grants) have been conducted for faculty and staff. A presentation to the Sylvania Business and Computer Technology Division was made.**
- **Identification and dissemination of grant opportunities that support the EMP and are linked to the College's grant-seeking priorities has continued.**
- **The Grants Office has submitted 34 grants (requesting over \$9.7 million in funds) to date in 2003-04. Nearly all support the EMP. These include submission of a preliminary NSF proposal to improve developmental/pre-college math instruction that supports the basic skills reorganization, three grants to support the ability of the Distance Learning Department to achieve its vision, grants to support entrepreneurial programs such as Computer Education and Community Education, a grant to increase the offerings of the Small Business Development Center and the Business Administration departments that supports the coordination of credit and non-credit programs, grants to support the internationalization of the curriculum, grants that support PCC Foundation programs and scholarships, and multiple grants to support workforce development programs.**
- **Grants Office staff attend and participate on several committees in order to gain departmental, instructional, and student services information, including the Educational Advisory Committee, the Subject Area Curriculum Administrative Support Committee, the Instructional Services Committee, the Basic Skills Coordinating Committee, and the Career Pathways Committee.**
- **Grants Office staff routinely review key program review documents of the departments we are working with.**

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2. Who has been involved?

**The Grants Office works with a wide array of stakeholders to accomplish its assigned EMP activity, including the Cabinet, Deans of Instruction and Student Services, Division Deans, program directors, faculty and staff. Large grant development teams usually include a division dean, program director or manager, and one or two faculty and staff. Small grant proposals may only involve one dean or faculty member. Specific departments the Grants Office has worked with this year include Cascade Education; Sylvania Early Childhood Education, Biology, Nursing, and Student Services; Rock Creek Math and Manufacturing Division; Collegewide Business Administration, Collegewide Developmental/Pre-College Math; Distance Learning; Service Learning; International Education; the Library; and Extended Learning Workforce Development, Computer Education, Small Business Development Center, and Community Education, among others.**

3. Are you beginning to see results from this work?

- What are they?

**The following grants submitted in 2003-04 have already been funded: Business and International Education (\$127,759 over two years), Metropolitan Area Communications Commission (for distance learning, \$122,018), Early Childhood Education scholarships (\$100,000 over 5 years), Beaverton Survival English (\$5,000), expansion of the Sylvania Childcare Center (\$228,368 over 2 years), Campus Compact Service Learning (\$10,000), Sylvania Illumination Project (for student services project, \$4,800), Dislocated Workers Program (\$312,910), Customer Service Training (\$34,484), and Portland Area Vocational Technical Education Consortium (\$15,000).**

- If not, when do you expect to see results?

**We expect to learn whether pending grants are funded by October 2004.**

**Based on feedback obtained from faculty in late 2003, the Grants Office has been focusing on increasing faculty awareness and interest in grants, particularly those that support the EMP. A faculty survey will be conducted in December 2004 (and compared to 2003 results) to determine whether faculty interest has increased.**

4. What are next steps—ie, activities are outlined for...

The remainder of this year

- **Conduct spring grant development workshop (May 18), distribute quarterly activity report (May) and mail-users announcements of new grants (as awarded), continue to identify and disseminate grant opportunities that support the EMP**
- **Create guidelines for the use of Grants Office funds for faculty release time to write grants**
- **Submit Hispanic Head Start (Early Childhood Education for Head Start teachers of Hispanic children), Portland Bureau of Environmental Services (Sylvania Habitat team), and Portland Bureau of Housing and Community Development grants (N/NE Workforce Development), possibly others.**
- **Begin work on TRIO SSS grants**

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- **Update funded grants list on website**
- **Talk with staff development about making a presentation on the Grants Office at the new faculty orientation**
- **Identify key SAC or division meetings to make presentations to during the year**
- **Identify and attend key instructional review presentations**
- **Publicize guidelines for the use of Grants Office funds for faculty release time to write grants**
- **Conduct quarterly grant development workshops, distribute activity reports (quarterly) and mail-users announcements of new grants (as awarded), continue to identify and disseminate grant opportunities that support the EMP**
- **Grant proposals planned or under consideration for 2004-05 include final NSF developmental/pre-college math proposal, preliminary NSF proposal focused on Career Pathways, renewal of Sylvania ROOTS (TRIO SSS) grant and submission of new SSS grant, and Verizon workforce development grant. Additional grants will be pursued as faculty and administrators indicate interest and new grant opportunities become available.**



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**Key Area: Fiscal Affairs**

**Strategic Direction 2:** The College will broaden the revenue base to support programs and services.

**Action Area 2:** Coordinate resource development efforts throughout the college in order to secure more non-state resources.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Expand role of PCC Foundation. <ul style="list-style-type: none"> <li>Seek out donations.</li> <li>Ensure the PCC Foundation is self-supporting.</li> <li>Tie Foundation priorities to the Educational Master Plan.</li> <li>Increase staff development funding.</li> </ul> </li> </ul>	Continue/ Expand	<p><b>Director, Foundation</b> (Mike Drake)</p> <p><b>District President</b> (Jerry Berger)</p>

1. What work has been accomplished to date?

- **Faculty Staff Annual Campaign**
  - Reorganized campaign to expand committee and implement peer-to-peer cultivation and solicitations on each campus/center location.
  - Implemented solicitation plan to part-time and retired staff
  - Increased participation rate from 19% to 28%
  - Increased dollars from \$40,000 to \$69,000
- **Implemented 2 Direct Mail Solicitations**
  - Increased the # of renewal gifts and new gifts ahead of last year.
- **Implemented Major Gifts Campaign (\$1k & over)**
  - Major gifts ahead of last year
- **Actively coordinated with college grants office to better respond to staff and program funding requests**
  - Developed system to clear and coordinate prospects and “match” programs to prospective funders
  - Conducted workshop to train staff on proposal prep and clearance system
  - Met one-on-one with many college staff to develop strategies to target specific funders and prepare proposals
  - Increased the # of proposals submitted and grant funds received.
- **Developed Board Development process**
  - Secured two new board members
- **Developed and Scheduled new Fundraising event (Golf Tournament)**
  - Recruited and involved key construction industry leaders in Golf Tournament Committee
- **Reviewed and Developed Core Purpose and Core Values for Foundation**
  - Involved industry and community members in reviewing, evaluating and development new and updated purpose and values to be utilized in future marketing, cultivation and solicitation materials

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- **Reviewed, evaluated and Implemented a new financial accounting procedure to better track and record foundation assets in a more timely and accurate manner.**
    - **Secured a plan for new accounting software to be implemented in new fiscal year.**
    - **Reviewed and update endowment distribution guidelines to better preserve capital and stabilize scholarship distributions.**
    - **Began the process of updating investment guidelines for our investment managers.**
    - **Expanded the Finance Committee with new members and including the Foundations Bookkeeper.**
2. Who has been involved?
- **Campus Presidents**
  - **Program Directors**
  - **Foundation Board Members**
  - **Committee Members from industry and committee**
3. Are you beginning to see results from this work?
- **Foundation assets and gifts are ahead of last year**
  - **Foundation Board is actively engaged**
  - **Committees are expanding**
  - **Financial numbers are more timely and accurate increasing credibility and stewardship.**
4. What are next steps
- **Conduct Golf Tournament Event and Scholarship Reception Event**
  - **Continue to research new fundraising event concept looking for a “signature” event for the future.**
  - **Finish Major Gifts Campaign and plan for next years Campaign**
  - **Involve new President in contacting major corporate and business leaders**
  - **Add new Board members and expand volunteer participation in committees**
  - **Expand the Faculty Staff Campaign and increase participation and dollars**
  - **Develop marketing materials**
  - **Fully implement financial accounting software**

**Key Area: Technology**

**Strategic Direction 2:** The college will use technology in ways that enhance teaching and learning and improve the delivery of student services.

**Action Area 1:** Adopt technologies that enhance student learning and facilitate student-faculty interaction in the classroom and via distance learning.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Develop and implement a districtwide oversight committee for technology adoption.                             <ul style="list-style-type: none"> <li>Establish a baseline technology for classrooms and oversee technology purchases in order to adopt relevant technology and minimize duplication.</li> <li>Program-specific purchases would be excluded from this process, but they would still be required to inform the committee about such purchases.</li> <li>Collaborate with the security committee to develop effective systems of theft prevention.</li> <li>Develop a technology database, an inventory of technology purchases that would be accessible for all to view and explore.</li> <li>Tie the database to the purchasing workflow and to property control in order to stay up-to-date.</li> </ul> </li> </ul>	New	<b>Cabinet</b> <b>VP, Admin Services</b> (Randy McEwen) <b>VP, Acad/Student Affairs</b> (Guy Sievert)

1. What work has been accomplished to date?

- The College has made the strategic decision to bring a number of separate technology functions together, and that work is proceeding from an organizational perspective**
- Baseline classroom technology standards for Bond construction and renovation have been adopted and are being built into bond-driven facilities**
- Largely hidden from view, but of fundamental importance to the use of “technology in ways that enhance teaching and learning....” are the improvements being made to the power distribution systems at each campus. This technology plank is fundamentally dependent on that unglamorous but substantial investment**
- The Technology Policy Committee (TPC) is making recommendations on a new committee structure to oversee the new technology reorganization and the updated Telecommunications plan in light of the activities and goals of the EMP.**
- The TPC has mapped current technology plans to the EMP and identified areas (in the tech plan) that need updating.**

2. Who has been involved?

- Committees, work groups, individuals, etc.

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- **Campus bond committees and project teams**
  - **TPC**
  - **President's staff**
3. Are you beginning to see results from this work?
- What are they?
    - **Baseline technologies for classrooms are being built as we speak. These will continue through the completion of the bond program**
    - **Power distribution system upgrades are substantially complete**
    - **The beginnings of a new technology plan**
  - If not, when do you expect to see results?
4. What are next steps—ie, activities are outlined for...
- The remainder of this year
    - **Further development of technology organization**
  - 2004-05
    - **Development of ideas/approaches concerning: technology governance; technology standards; information security; technology redundancy; technology fee structure**
    - **It is hoped that by Fall 05, the TPC will have a new technology plan to bring to the District President.**

**Key Area: Technology**

**Strategic Direction 2:** The college will use technology in ways that enhance teaching and learning and improve the delivery of student services.

**Action Area 1:** Adopt technologies that enhance student learning and facilitate student-faculty interaction in the classroom and via distance learning.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Tie instructional technology purchases to learning outcomes.</li> </ul>	New/Getting underway	<b>Deans of Instruction</b> Instructional Media Services

1. What work has been accomplished to date?

- **Portals software has been/is being purchased to support the Title III project focusing on student success and retention**
- **Distance Learning (DL) and Instruction Media Services (IMS) have expanded software availability and training related to WebCT, on-line quizzes, reusable learning objects libraries, etc.**
- **Increasingly, instructors are using WebCT as an addition to conventional on-campus courses or in hybrid (on-line/on-campus offerings)**
- **Instructors have taken advantage of IMS's assistance via its course re-design grants, which are increasingly tied to Program Review recommendations. Programs participating include**
  - a. **English As A Second Language**
  - b. **Spanish**
  - c. **Biology, including Anatomy and Physiology**
  - d. **Nursing**
  - e. **Aviation**
  - f. **Physics**
- **IMS has provided resources to improve student computing labs**
- **IMS has supported the campuses by negotiating leasing and purchasing contracts for student lab computers and faculty/staff computers, freeing administrators to focus on where the computers go rather than negotiating separate contracts**
- **IMS is working closely with Deans of Instruction and Division Deans on each campus to increase the number of podium/projection systems in general purpose classrooms**
  - a. **At Sylvania, this included the planned takeover by IMS of nearly 30 Division-owned systems over the next two years**
  - b. **ELC has five podium/projection systems at the new Southeast Center, and these are supported the Computer Education Program.**
- **A new Computer Resource Room with 30 student computers was created at the new Southeast Center for students needing access to a computer to complete assignments, register, or access online student services.**

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2. Who has been involved?
  - Committees, work groups, individuals, etc.
    - a. **Instructors, classified staff, and administrators**
    - b. **IMS and DL staff members**
    - c. **Division Deans, as a group, on each campus have worked closely with IMS staff to prioritize new and “taken over” podium/projection systems**
    - d. **Deans of Instruction**
3. Are you beginning to see results from this work?
  - What are they?
  - If not, when do you expect to see results?
    - a. **More instructors are using podium/projection systems to enhance teaching and learning**
    - b. **Cooperation and collaboration between campus administrators (Deans of Instructions and Division Deans) has greatly improved**
4. What are next steps—ie, activities are outlined for...
  - The remainder of this year
    - a. **Implementation of the portal system**
    - b. **Continuation of the equipping of instructional spaces with standardized instructional hardware and software, i.e., podium and projection systems, so that instructors can transition easily from one room to another**
    - c. **Continuation of curriculum re-design to include various on-line elements**
  - 2004-05
    - a. **More of the same**

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**Key Area: Technology**

**Strategic Direction 2:** The college will use technology in ways that enhance teaching and learning and improve the delivery of student services.

**Action Area 2:** Adopt technologies that give students on-line access to a full range of enrollment and student development services.

Activity	Status	Leaders
<ul style="list-style-type: none"><li>Facilitate access to high-quality student services via technology.</li></ul>	New/Getting underway	<b>Deans of Students</b> Coordinator, Title III

1. What work has been accomplished to date?

- Very brief summary of major activities since Fall 03

**See Student Access and Development-Strategic Direction 1-Action Area 4 (1<sup>st</sup> Activity)**

2. Who has been involved?

- Committees, work groups, individuals, etc.

3. Are you beginning to see results from this work?

- What are they?
- If not, when do you expect to see results?

4. What are next steps—ie, activities are outlined for...

- The remainder of this year
- 2004-05

**Key Area: Technology**

**Strategic Direction 2:** The college will use technology in ways that enhance teaching and learning and improve the delivery of student

**Action Area 2:** Adopt technologies that give students on-line access to a full range of enrollment and student development services.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Ensure that the soon-to-be-implemented “Portals” system is as accessible as possible (Wireless Application Protocol enabled, ADA issues, accessible language, diversity). <ul style="list-style-type: none"> <li>Test and implement universal design standards for student access to technology (understandable language, accessible to people with disabilities, technologically sound, etc.)</li> </ul> </li> </ul>	New	<p><b>Assoc VP, Technology</b> (Leslie Riester)</p> <p><b>Portals Project</b> (Tammy Billick)</p> <p>Associate VP, Technology Coordinator, Title III</p>

- What work has been accomplished to date?
  - Portal software and hardware has been purchased and installed**
  - Guiding principles and first year priorities have implementation have been identified.**
  - Awareness activities such as campus demos and presentations to departments and committees started in late February and are continuing.**
  - Consultants completed various activities to identify portal requirements based on needs expressed by the PCC community during the month of April.**
  - Committee/work group structure for various tasks has been created and members recruited.**
- Who has been involved?
  - Committees, work groups, individuals, etc.
    - Four large committee groups have formed and are meeting, involving upwards of 75 people.**
    - Approximately 400 staff, faculty, and students have attended a portal demonstration**
    - Approximately 285 staff, faculty and students participated in focus groups and surveys as part of the requirements gather activities in April.**
    - Work is being strongly co-ordinated with Title 3 activities.**
- Are you beginning to see results from this work?
  - What are they?
  - If not, when do you expect to see results?
    - Committees are getting familiar with the technology and the available options, as well as how to assess and prepare for the institutional impact of implementing the portal.**
    - Major decisions will be made by May 25 about the initial roll-out of the portal for fall 2004**



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4. What are next steps—ie, activities are outlined for...

- The remainder of this year
- 2004-05
  - **Following May 25 decisions, various communications will inform the PCC community before the end of spring term on what to expect from the portal for fall.**
  - **Summer work will be completed to prepare for fall roll-out.**
  - **Phase 2 and 3 work will be identified and prioritized.**
  - **Committees will identify appropriate process and decision-making structures to support the portal long term.**

**Key Area: Facilities**

**Strategic Direction 1:** The college will ensure that educational programs and services are fully supported by continued development of the three existing PCC campuses.

**Action Area 2:** Complete campus expansion specified in the master plan for each of the comprehensive campuses.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Develop mechanisms for identifying goals for expansion in each campus master plan. <ul style="list-style-type: none"> <li>Establish guiding principles to ensure coherence among plans districtwide; build campus master plans based on district goals.</li> <li>Periodically evaluate how campus master plan goals fit with institution needs.</li> <li>Develop mechanisms to identify adequate funding for expansion project(s).</li> <li>Identify and publish necessary steps and timeline to implement campus expansion as specified in each master plan.</li> <li>Establish mechanism for disseminating progress of expansion activities.</li> </ul> </li> </ul>	Continue	<b>District President/Cabinet</b> <b>Campus Presidents</b> (Bill Christopher, Paul Hill, Nan Poppe)

1. What work has been accomplished to date?

- Current bond activities are within the limits defined/permitted by each campus's master plan (or equivalent)**
- Brief introductory conversations have occurred with the Board concerning future strategic development of the district; informal discussions have occurred among campus and district staff but no formal process has begun.**
- The whole Bond program!!! (From architects to campus teams to project-based teams to City of Portland/DEQ to Board of Directors)**

**More specifically at the campuses--**

- All work at SE has been completed**
- Construction at Cascade is on time and on budget**
- Funds have been secured to operate new facilities**
- Major renovations of CC, CT, HT, SS and ST buildings at Sylvania using bond funds**
- Nearing completion of the TCB (technology) building at Sylvania**
- Planning is underway for construction of a new Campus Services building**

2. Who has been involved?

- Committees, work groups, individuals, etc.
- PCC Board**
- President's staff**
- ODCCWD staff (with respect to Capital Construction program for the future)**
- A variety of campus and district committees**

PCC Educational Master Plan – Institutional Focus 2003-05  
Implementation Status – Spring 04

3. Are you beginning to see results from this work?
  - What are they?
  - If not, when do you expect to see results?
  - **New Southeast Center, expanded Jackson Hall, Cascade PE and Tech buildings, RC Library/Student Services Building and expansion of Bldg 7, Sylvania Tech bldg plus numerous renovations throughout the district**
  - **Yes, all buildings completed so far are exceeding our expectations.**
4. What are next steps—ie, activities are outlined for...
  - The remainder of this year
    - **Continue the Bond program; focus will shift after Summer 2004 to more renovation-oriented work, which will extend into 2006**
  - 2004-05
    - **Keep on truckin' in executing the identified projects under the 2000 Bond program**
    - **Commence planning process and conversations with the PCC Board in order to start shaping the future requirements for campuses, programs, and initiatives – which information is needed prior to the development of the next generation of Master Plans.**
      - **Cascade construction will continue for two more years. SE and Cascade will begin planning for the next bond expansion**
      - **Begin new Campus Master Plan for Sylvania, as current plan is now built out and will expire with completion of current bond projects**

PCC Educational Master Plan – Institutional Focus 2003-05  
Implementation Status – Spring 04

**Key Area: Facilities**

**Strategic Direction 2:** the college will continually review the district's network of educational centers and explore alternative delivery systems to meet changing community needs.

**Action Area 1:** Continue to develop the Southeast Center and assign full time faculty, staff, and support services in order to ensure effective operation and meet community needs.

Activity	Status	Leaders
<ul style="list-style-type: none"> <li>Work with staff, students and community representatives to develop a vision for SE Center. <ul style="list-style-type: none"> <li>Include targets for instructional and student FTE, adding/moving professional technical programs suitable for the SE community, and ways to link students with the Cascade campus.</li> <li>Assign full time faculty in key areas such as MTH and WR, providing transfer opportunities for current full time faculty and necessary support systems and facilities.</li> <li>Establish SE Center as a place with multiple educational opportunities that meet the needs of the SE community and encourage participation of the center by community members.</li> </ul> </li> </ul>	New/Work underway	<b>Campus President, Extended Learning</b> (Nan Poppe)

1. What work has been accomplished to date?

- We have successfully moved into the new space. Response from the community has been very positive. Our credit fte is up 20% for the year.**
- We have funding for a full-time English faculty member and are close to a full-time temporary Math position. Additional full time faculty members from other campuses will be teaching part of their load at SE.**
- We have developed an expanded tutoring center.**
- We have greatly expanded our lower division transfer offerings and are planning further expansion by utilizing courses on the margin.**
- We have hosted several community events since we opened.**

2. Who has been involved?

- Committees, work groups, individuals, etc.
- We have had several committees at work on various aspects of the Center. An academic committee consisting of Division Deans, Directors, and the Dean of Instruction and Campus President have been on point.**

PCC Educational Master Plan – Institutional Focus 2003-05  
Implementation Status – Spring 04

3. Are you beginning to see results from this work?
  - What are they?
  - If not, when do you expect to see results?
  - **Yes, increased fte, increased offerings.**
4. What are next steps—ie, activities are outlined for...
  - The remainder of this year
  - 2004-05
  - **We are looking at utilizing learning cohorts in developmental education and increasing our offerings to include second year general education requirements.**

Budget Calendar

Notice of Budget Committee Meeting

Notice of Public Hearing by the Board of Directors

Form ED-1 Financial Summary

Form ED-2 Funds Not Requiring a Property Tax  
To Be Levied

Form ED-3 Funds Requiring a Property Tax to be Levied

Form ED-50 Notice of Property Tax and Certification of  
Intent to Impose a Tax, Fee, Assessment, or  
Charge on Property

Res. 05-102 Board Resolution Adopting the Budget  
for the Fiscal Year 2005-2006

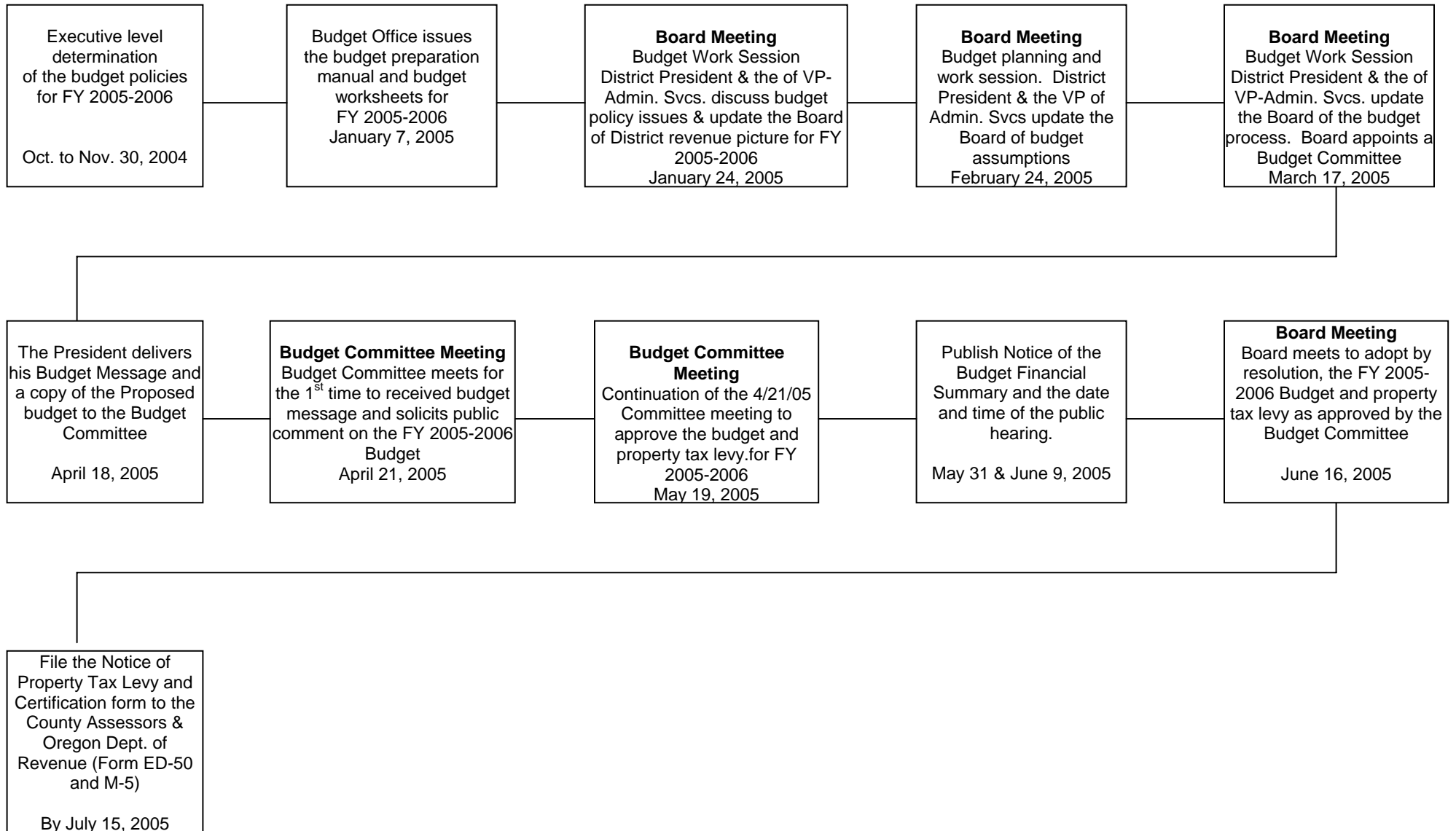
**PORTLAND COMMUNITY COLLEGE**

Fiscal Year 2005-2006

**BUDGET CALENDAR**

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**BUDGET CALENDAR**



## NOTICE OF BUDGET COMMITTEE MEETING

A public meeting of the Budget Committee of the **Portland Community College District**, Multnomah, Clackamas, Columbia, Washington and Yamhill Counties, State of Oregon, to discuss the budget for the fiscal year July 1, 2004 to June 30, 2005 will be held at the Board Room of Portland Community College, Sylvania Campus, 12000 S. W. 49<sup>th</sup> Avenue Portland, Oregon. The meeting will take place on the **15<sup>th</sup> day of April 2004 at 7:30 p.m.** The purpose of the hearing is to receive the budget message and to receive comment from the public on the budget. A copy of the budget may be inspected or obtained at Room 1513 Washington County Work Force Training Center, 18624 N. W. Walker Road, Beaverton Oregon between the hours of 8:00 a.m. to 5:00 p.m.

This is a public meeting where deliberation of the Budget Committee will take place. Any person may appear at the meeting and discuss the proposed budget with the Budget Committee.

Published: The Oregonian newspaper  
April 01, 2004  
April 08, 2004



## NOTICE OF BUDGET HEARING

A public hearing will be held by the Tax Supervising and Conservation Commission on the budget approved by the budget committee of the Portland Community College District, Multnomah, Clackamas, Columbia, Washington and Yamhill Counties, State of Oregon, to discuss the budget for the fiscal year July 1, 2004 to June 30, 2005. The hearing will be held at the Tax Supervising & Conservation Commission Board Room at 1120 S.W. 5<sup>th</sup>, 15<sup>th</sup> Floor, Room 1500, Portland, Oregon on the 26<sup>th</sup> day of May 2004 at 8:45 a.m. The purpose of the hearing is to discuss the budget with interested persons.

THE OREGONIAN ♦ THURSDAY, MAY 13, 2004

A copy of the budget may be inspected or obtained at Room 1513 Washington County Work Force Training Center 18624 N. W. Walker Road, Beaverton Oregon between the hours of 8:00 a.m. to 5:00 p.m.

Total Budget Requirements	Last Year's Total Levy		This Year's Total Levy		Change From Last Year	
	Rate	Amount	Rate	Amount	Rate	Amount
\$325,075,879 Subject to education limitation	\$0.2828	\$19,472,015	\$0.2828	\$21,373,935	\$ -0-	\$1,901,920
Excluded from the limitation		\$16,539,257		\$17,041,011		\$ 501,754

Published: The Oregonian newspaper  
May 13, 2004

### NOTICE OF BUDGET HEARING

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A copy of the budget may be inspected or obtained at Room 1513 Washington County Work Force Training Center, 18624 N. W. Walker Road, Beaverton, Oregon between the hours of 8:00 a.m. to 5:00 p.m.

<b>Total Budget Requirements</b>	
Subject to education limitation \$325,075,879	
<b>Last Year's Total Levy</b>	
Rate .....	\$0.2828
Amount .....	\$19,472,015
Excluded from the limitation .....	\$16,539,257
<b>This Year's Total Levy</b>	
Rate .....	\$0.2828
Amount .....	\$21,373,935
Excluded from the limitation .....	\$17,041,011
<b>Change From Last Year</b>	
Rate .....	\$0
Amount .....	\$1,901,920
Excluded from the limitation .....	\$501,754

Published: The Oregonian  
May 13, 2004

**Affidavit of Publication**

I, Glenda Hatter, being first duly sworn depose and say that I am the Principal Clerk of The Publisher of The Oregonian, a newspaper of general circulation, as defined by ORS 193.010 and 193.020, published in the City of Portland, in Multnomah County, Oregon; that the advertisement was published without interruption in the entire and regular issue of The Oregonian or the issue on the following date(s)

"PORTLAND COMMUNITY COLLEGE "

05/13/04

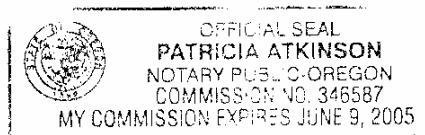
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Glenda Hatter  
Principal Clerk of The Publisher

Subscribed and Sworn to before me on MAY 27, 2004

Patricia Atkinson  
Notary Public for Oregon

My Commission expires 06/09/05



## NOTICE OF BUDGET COMMITTEE MEETING

A public meeting of the Budget Committee of the Portland Community College District of Columbia, Clackamas, Multnomah, Washington, and Yamhill Counties, State of Oregon, on the budget for the fiscal year July 1, 2005 to June 30, 2006 will be held on the 19<sup>th</sup> day of May 2005 from 4:00 to 6:00 P.M. at the Sylvania Campus, Conference Room A&B, 12000 S.W. 49<sup>th</sup> Avenue, Portland, Oregon.

This is a continuation of the April 21, 2005 Budget Committee meeting. The purpose of the meeting is to continue the Budget Committee deliberation and approval of the District's Fiscal Year 2005-2006 Proposed Budget.

This is a public meeting and any person may appear at this meeting and discuss the proposed programs with the Budget Committee.

Published in the Oregonian  
May 12, 2005

# The Oregonian

ESTABLISHED 1850

1320 S.W. BROADWAY PORTLAND, OREGON 97201-3499

## Affidavit of Publication

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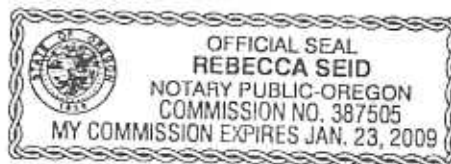
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Principal Clerk of The Publisher

Subscribed and Sworn to before me on June 18, 2005

  
\_\_\_\_\_  
Notary Public for Oregon

My Commission expires 1-23-09



FORM  
ED-1

## NOTICE OF BUDGET HEARING

☐ Republication

A meeting of the **Board of Directors of Portland Community College District** will be held on **June 16, 2005**  
(Governing Body) (Date)

at 7:30 ☐ a.m. ☒ p.m. **Southeast Center, Mt Tabor Hall-Romm 143 & 144, 2305 S.E. 82nd Avenue, Portland, Oregon.** The purpose of  
(Location)

this meeting is to discuss the budget for the fiscal year beginning July 1, 2005 as approved by **Budget Committee of the Portland Community**  
(District Name)

**College District.**

A summary of the budget is presented below. A copy of the budget may be inspected or obtained at **Room 1513 WCWTC 18624**  
**N.W. Walker Road, Beaverton, Oregon 97006** between the hours of 8:00 a.m. and 5:00 p.m.. This budget was prepared on  
a basis of accounting that is ☒ consistent ☐ not consistent with the basis of accounting used during the preceding year.  
Major changes, if any, and their effect on the budget are explained below. This budget is for: ☒ Annual Period ☐ 2-Year Period

County	City	Date	Chairperson of Governing Body	Telephone Number
<b>Multnomah</b>	<b>Portland, Oregon</b>	<b>May 26, 2005</b>	<b>Dana Anderson</b>	<b>(503) 977-4620</b>

## FINANCIAL SUMMARY

TOTAL OF ALL FUNDS		Adopted Budget This year 2004-2005	Approved Budget Next Year 2005-2006
<b>Anticipated Requirements</b>	1. Total Instruction .....	\$89,864,689	\$91,780,987
	2. Total Support Services .....	79,390,292	83,658,137
	3. Total Enterprise and Community Services .....	17,921,697	17,429,159
	4. Total Facilities Acquisition and Construction .....	62,654,488	23,622,832
	5. Total Other Uses (includes Debt Service and Transfers)	37,724,311	43,982,617
	6. Total Contingencies .....	7,684,874	10,375,682
	7. Total All Other Expenditures and Requirements .....	0	2,949,395
	8. Total Unappropriated or Ending Fund Balance .....	29,822,528	28,889,210
	9. <b>Total Requirements</b> - add lines 1 through 8 .....	<b>\$325,062,879</b>	<b>\$302,688,019</b>
<b>Anticipated Resources</b>	10. Total Resources Except Property Taxes .....	288,799,169	266,559,362
	11. Total Property Taxes to be Received .....	36,263,710	36,128,657
	12. <b>Total Resources</b> - add lines 10 and 11 .....	<b>\$325,062,879</b>	<b>\$302,688,019</b>
<b>Estimated Ad Valerem Property Taxes</b>	13. Total Property Taxes to be Received (line 11) .....	36,263,710	36,128,657
	14. Plus: Estimated Property Taxes Not to be Received		
	A. Loss due to constitutional limit .....	0	0
	B. Discounts Allowed, Other Uncollected Amounts .....	2,151,236	2,108,056
	15. <b>Total Tax Levy</b> - add lines 13 and 14 .....	<b>\$38,414,946</b>	<b>\$38,236,713</b>
<b>Taxes By Type</b>		Rate or Amount	Rate or Amount
	16. Permanent Rate Limit Levy (rate limit <u>\$0.2828</u> ) .....	\$0.2828	\$0.2828
	17. Local Option Taxes .....	\$0	\$0
	18. Levy for Payment of Bonded Debt .....	\$17,041,011	\$16,599,320

## STATEMENT OF INDEBTEDNESS

Debt Outstanding		Debt Authorized, Not Incurred	
<input type="checkbox"/> None	<input checked="" type="checkbox"/> As Summarized Below	<input checked="" type="checkbox"/> None	<input type="checkbox"/> As Summarized Below

## PUBLISH BELOW ONLY IF COMPLETED

Long-Term Debt	Estimated Debt Outstanding at the Beginning of the Budget Year	Estimated Debt Authorized, Not Incurred at the Beginning of the Budget Year
	July 1, 2005-2006 Approved Budget Year	July 1, 2004-2005 Approved Budget Year
Bonds .....	\$159,525,793	None
Interest Bearing Warrants .....	None	None
Other .....	119,615,000	None
Total Indebtedness .....	\$279,140,793	None

## Short-Term Debt

This budget includes the intention to borrow in anticipation of revenue ("Short-Term Borrowing") as summarized below:

FUND LIABLE	Estimated Amount to be borrowed	Estimated Interest Rate	Estimated Interest Cost
General Fund	\$4,900,000	2.80%	\$50,000

**FORM  
ED-2**

**FUNDS NOT REQUIRING A  
PROPERTY TAX TO BE LEVIED**

☐ Republication

Publish ONLY completed portion of this page. Total Anticipated Requirements **must equal** Total Resources.

<b>Name of Fund</b>	<b>Actual Data</b>	<b>Adopted Budget</b>	<b>Approved Budget</b>
<b>Capital Projects Fund</b>	<b>Last Year 2003-2004</b>	<b>This Year 2004-05</b>	<b>Next Year 2005-2006</b>
1. Total Instruction . . . . .			
2. Total Support Services . . . . .			
3. Total Enterprise and Community Services . . . . .			
4. Total Facilities Acquisition and Construction . . . . .	2,580,253	5,800,000	4,800,000
5. Total Other Uses . . . . .			
6. Total Contingencies . . . . .		870,000	150,000
7. Total All Other Expenditures and Requirements . . . . .			
8. Total Unappropriated or Ending Fund Balance . . . . .	4,530,124	915,941	426,927
9. Total Requirements . . . . .	7,110,377	7,585,941	5,376,927
10. Total Resources Except Property Taxes . . . . .	7,110,377	7,585,941	5,376,927
<b>Name of Fund</b>	<b>Actual Data</b>	<b>Adopted Budget</b>	<b>Approved Budget</b>
<b>Capital Construction Fund</b>	<b>Last Year 2003-2004</b>	<b>This Year 2004-05</b>	<b>Next Year 2005-2006</b>
1. Total Instruction . . . . .			
2. Total Support services . . . . .			
3. Total Enterprise and Community Services . . . . .			
4. Total Facilities Acquisition and Construction . . . . .	64,153,625	56,854,488	18,822,832
5. Total Other Uses . . . . .			
6. Total Contingencies . . . . .		0	1,612,252
7. Total All Other Expenditures and Requirements . . . . .			
8. Total Unappropriated or Ending Fund Balance . . . . .	45,263,275	0	0
9. Total Requirements . . . . .	109,416,900	56,854,488	20,435,084
10. Total Resources Except Property Taxes . . . . .	109,416,900	56,854,488	20,435,084
<b>Name of Fund</b>	<b>Actual Data</b>	<b>Adopted Budget</b>	<b>Approved Budget</b>
<b>Food Services Fund</b>	<b>Last Year 2003-2004</b>	<b>This Year 2004-05</b>	<b>Next Year 2005-2006</b>
1. Total Instruction . . . . .			
2. Total Support services . . . . .			
3. Total Enterprise and Community Services . . . . .	2,973,051	3,093,671	3,394,449
4. Total Facilities Acquisition and Construction . . . . .			
5. Total Other Uses . . . . .	44,687	107,500	107,500
6. Total Contingencies . . . . .		299,978	375,582
7. Total All Other Expenditures and Requirements . . . . .			
8. Total Unappropriated or Ending Fund Balance . . . . .	471,959	0	0
9. Total Requirements . . . . .	3,489,697	3,501,149	3,877,531
10. Total Resources Except Property Taxes . . . . .	3,489,697	3,501,149	3,877,531
<b>Name of Fund</b>	<b>Actual Data</b>	<b>Adopted Budget</b>	<b>Approved Budget</b>
<b>Auxiliary Fund</b>	<b>Last Year 2003-2004</b>	<b>This Year 2004-05</b>	<b>Next Year 2005-2006</b>
1. Total Instruction . . . . .			
2. Total Support services . . . . .	466,017	411,084	388,959
3. Total Enterprise and Community Services . . . . .			
4. Total Facilities Acquisition and Construction . . . . .			
5. Total Other Uses . . . . .	16,710	18,231	18,600
6. Total Contingencies . . . . .		34,224	41,871
7. Total All Other Expenditures and Requirements . . . . .			
8. Total Unappropriated or Ending Fund Balance . . . . .	351,367	362,941	254,401
9. Total Requirements . . . . .	834,094	826,480	703,831
10. Total Resources Except Property Taxes . . . . .	834,094	826,480	703,831

**FORM  
ED-2**

**FUNDS NOT REQUIRING A  
PROPERTY TAX TO BE LEVIED**

☐ Republication

Publish ONLY completed portion of this page. Total Anticipated Requirements **must equal** Total Resources.

<b>Name of Fund</b>		<b>Actual Data</b>		<b>Adopted Budget</b>		<b>Approved Budget</b>	
<b>Student Activities Fund</b>		<b>Last Year</b>	<b>2003-2004</b>	<b>This Year</b>	<b>2004-05</b>	<b>Next Year</b>	<b>2005-2006</b>
1. Total Instruction . . . . .							
2. Total Support services . . . . .			657,653		727,305		868,872
3. Total Enterprise and Community Services . . . . .							
4. Total Facilities Acquisition and Construction . . . . .							
5. Total Other Uses . . . . .							
6. Total Contingencies . . . . .					97,543		98,903
7. Total All Other Expenditures and Requirements . . . . .							
8. Total Unappropriated or Ending Fund Balance . . . . .			51,082		0		
9. Total Requirements . . . . .			708,735		824,848		967,775
10. Total Resources Except Property Taxes . . . . .			708,735		824,848		967,775
<b>Name of Fund</b>		<b>Actual Data</b>		<b>Adopted Budget</b>		<b>Approved Budget</b>	
<b>Contracts and Grants Fund</b>		<b>Last Year</b>	<b>2003-2004</b>	<b>This Year</b>	<b>2004-05</b>	<b>Next Year</b>	<b>2005-2006</b>
1. Total Instruction . . . . .			22,853,762		23,011,168		24,386,852
2. Total Support services . . . . .							
3. Total Enterprise and Community Services . . . . .							
4. Total Facilities Acquisition and Construction . . . . .							
5. Total Other Uses . . . . .			1,934,762		1,940,000		2,095,200
6. Total Contingencies . . . . .					1,247,133		1,303,099
7. Total All Other Expenditures and Requirements . . . . .							
8. Total Unappropriated or Ending Fund Balance . . . . .			2,162,681		788,131		2,004,187
9. Total Requirements . . . . .			26,951,205		26,986,432		29,789,338
10. Total Resources Except Property Taxes . . . . .			26,951,205		26,986,432		29,789,338
<b>Name of Fund</b>		<b>Actual Data</b>		<b>Adopted Budget</b>		<b>Approved Budget</b>	
<b>Financial Aid Fund</b>		<b>Last Year</b>	<b>2003-2004</b>	<b>This Year</b>	<b>2004-05</b>	<b>Next Year</b>	<b>2005-2006</b>
1. Total Instruction . . . . .							
2. Total Support services . . . . .			21,471,566		23,522,715		24,129,271
3. Total Enterprise and Community Services . . . . .							
4. Total Facilities Acquisition and Construction . . . . .							
5. Total Other Uses . . . . .			189,995		132,349		139,000
6. Total Contingencies . . . . .					360,000		245,000
7. Total All Other Expenditures and Requirements . . . . .							
8. Total Unappropriated or Ending Fund Balance . . . . .			1,478,384		0		0
9. Total Requirements . . . . .			23,139,945		24,015,064		24,513,271
10. Total Resources Except Property Taxes . . . . .			23,139,945		24,015,064		24,513,271
<b>Name of Fund</b>		<b>Actual Data</b>		<b>Adopted Budget</b>		<b>Approved Budget</b>	
<b>Bookstore Fund</b>		<b>Last Year</b>	<b>2003-2004</b>	<b>This Year</b>	<b>2004-05</b>	<b>Next Year</b>	<b>2005-2006</b>
1. Total Instruction . . . . .							
2. Total Support services . . . . .							
3. Total Enterprise and Community Services . . . . .			9,791,354		10,581,472		9,338,187
4. Total Facilities Acquisition and Construction . . . . .							
5. Total Other Uses . . . . .			636,737		516,417		1,080,960
6. Total Contingencies . . . . .					1,354,608		1,372,862
7. Total All Other Expenditures and Requirements . . . . .							
8. Total Unappropriated or Ending Fund Balance . . . . .			6,152,961		3,727,600		2,638,221
9. Total Requirements . . . . .			16,581,052		16,180,097		14,430,230
10. Total Resources Except Property Taxes . . . . .			16,581,052		16,180,097		14,430,230

**FORM  
ED-2**

**FUNDS NOT REQUIRING A  
PROPERTY TAX TO BE LEVIED**

☐ Republication

Publish ONLY completed portion of this page. Total Anticipated Requirements **must equal** Total Resources.

Name of Fund	Actual Data		Adopted Budget		Approved Budget	
	Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
<b>Parking Operations Fund</b>						
1. Total Instruction . . . . .						
2. Total Support services . . . . .						
3. Total Enterprise and Community Services . . . . .		1,285,609		1,442,303		1,478,764
4. Total Facilities Acquisition and Construction . . . . .						
5. Total Other Uses . . . . .		354,203		402,407		933,950
6. Total Contingencies . . . . .				227,533		180,578
7. Total All Other Expenditures and Requirements . . . . .						
8. Total Unappropriated or Ending Fund Balance . . . . .		1,071,389		380,805		58,891
9. Total Requirements . . . . .		2,711,201		2,453,048		2,652,183
10. Total Resources Except Property Taxes . . . . .		2,711,201		2,453,048		2,652,183

Name of Fund	Actual Data		Adopted Budget		Approved Budget	
	Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
<b>Risk Management Fund</b>						
1. Total Instruction . . . . .						
2. Total Support services . . . . .						
3. Total Enterprise and Community Services . . . . .		1,684,620		1,582,319		2,092,951
4. Total Facilities Acquisition and Construction . . . . .						
5. Total Other Uses . . . . .		0				
6. Total Contingencies . . . . .				177,531		278,512
7. Total All Other Expenditures and Requirements . . . . .						
8. Total Unappropriated or Ending Fund Balance . . . . .		3,014,986		2,834,272		1,003,280
9. Total Requirements . . . . .		4,699,606		4,594,122		3,374,743
10. Total Resources Except Property Taxes . . . . .		4,699,606		4,594,122		3,374,743

Name of Fund	Actual Data		Adopted Budget		Approved Budget	
	Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
<b>Print Center Fund</b>						
1. Total Instruction . . . . .						
2. Total Support services . . . . .						
3. Total Enterprise and Community Services . . . . .		1,051,800		1,221,932		1,124,808
4. Total Facilities Acquisition and Construction . . . . .						
5. Total Other Uses . . . . .		76,403		77,417		78,960
6. Total Contingencies . . . . .				162,671		200,752
7. Total All Other Expenditures and Requirements . . . . .						
8. Total Unappropriated or Ending Fund Balance . . . . .		464,624		169,858		215,379
9. Total Requirements . . . . .		1,592,827		1,631,878		1,619,899
10. Total Resources Except Property Taxes . . . . .		1,592,827		1,631,878		1,619,899

Name of Fund	Actual Data		Adopted Budget		Approved Budget	
	Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
<b>Early Retirement Fund</b>						
1. Total Instruction . . . . .						
2. Total Support services . . . . .		908,644		902,168		1,024,506
3. Total Enterprise and Community Services . . . . .						
4. Total Facilities Acquisition and Construction . . . . .						
5. Total Other Uses . . . . .						
6. Total Contingencies . . . . .				135,000		100,000
7. Total All Other Expenditures and Requirements . . . . .						
8. Total Unappropriated or Ending Fund Balance . . . . .		1,028,795		770,603		714,497
9. Total Requirements . . . . .		1,937,439		1,807,771		1,839,003
10. Total Resources Except Property Taxes . . . . .		1,937,439		1,807,771		1,839,003



**FORM  
ED-2**

**FUNDS NOT REQUIRING A  
PROPERTY TAX TO BE LEVIED**

☐ Republication

Publish ONLY completed portion of this page. Total Anticipated Requirements **must equal** Total Resources.

<b>Name of Fund</b>		<b>Actual Data</b>		<b>Adopted Budget</b>		<b>Approved Budget</b>	
<b>Capital Lease Purchase Fund</b>		Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
1. Total Instruction . . . . .							
2. Total Support services . . . . .							
3. Total Enterprise and Community Services . . . . .							
4. Total Facilities Acquisition and Construction . . . . .							
5. Total Other Uses . . . . .			196,974		197,783		198,320
6. Total Contingencies . . . . .							
7. Total All Other Expenditures and Requirements . . . . .							
8. Total Unappropriated or Ending Fund Balance . . . . .			44,257		43,564		45,595
9. Total Requirements . . . . .			241,231		241,347		243,915
10. Total Resources Except Property Taxes . . . . .			241,231		241,347		243,915
<b>Name of Fund</b>		<b>Actual Data</b>		<b>Adopted Budget</b>		<b>Approved Budget</b>	
<b>P.E.R.S. Bond Fund</b>		Last Year	2002-2003	This Year	2003-04	Next Year	2004-2005
1. Total Instruction . . . . .							
2. Total Support services . . . . .							
3. Total Enterprise and Community Services . . . . .							
4. Total Facilities Acquisition and Construction . . . . .							
5. Total Other Uses . . . . .			5,904,858		6,530,940		6,829,144
6. Total Contingencies . . . . .							
7. Total All Other Expenditures and Requirements . . . . .							
8. Total Unappropriated or Ending Fund Balance . . . . .			0		0		0
9. Total Requirements . . . . .			5,904,858		6,530,940		6,829,144
10. Total Resources Except Property Taxes . . . . .			5,904,858		6,530,940		6,829,144
<b>Name of Fund</b>		<b>Actual Data</b>		<b>Adopted Budget</b>		<b>Approved Budget</b>	
<b>Internal Charges-P.E.R.S.\Reserve Fund</b>		Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
1. Total Instruction . . . . .							
2. Total Support services . . . . .							
3. Total Enterprise and Community Services . . . . .							
4. Total Facilities Acquisition and Construction . . . . .							
5. Total Other Uses . . . . .			5,904,858		6,530,940		6,829,144
6. Total Contingencies . . . . .					650,000		650,000
7. Total All Other Expenditures and Requirements . . . . .							2,949,395
8. Total Unappropriated or Ending Fund Balance . . . . .			6,610,527		9,084,261		14,553,547
9. Total Requirements . . . . .			12,515,385		16,265,201		24,982,086
10. Total Resources Except Property Taxes . . . . .			12,515,385		16,265,201		24,982,086
<b>Name of Fund</b>		<b>Actual Data</b>		<b>Adopted Budget</b>		<b>Approved Budget</b>	
<b>CEU/CED (1900) Fund</b>		Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
1. Total Instruction . . . . .			5,100,587		6,978,581		6,838,500
2. Total Support services . . . . .							
3. Total Enterprise and Community Services . . . . .							
4. Total Facilities Acquisition and Construction . . . . .							
5. Total Other Uses . . . . .					300,000		408,685
6. Total Contingencies . . . . .					0		285,772
7. Total All Other Expenditures and Requirements . . . . .							
8. Total Unappropriated or Ending Fund Balance . . . . .			352,284		0		0
9. Total Requirements . . . . .			5,452,871		7,278,581		7,532,957
10. Total Resources Except Property Taxes . . . . .			5,452,871		7,278,581		7,532,957

**FORM  
ED-3**

**FUNDS REQUIRING A  
PROPERTY TAX TO BE LEVIED**

Publish ONLY completed portion of this page.

Name of Fund General Fund	Actual Data		Adopted Budget		Approved Budget	
	Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
1. Total Instruction . . . . .		\$59,087,841		\$59,874,940		\$60,555,635
2. Total Support services . . . . .		49,374,141		53,827,020		57,246,529
3. Total Enterprise and Community Services . . . . .		0		0		0
4. Total Facilities Acquisition and Construction . . . . .		0		0		0
5. Total Other Uses . . . . .		12,476,074		4,637,372		8,945,050
6. Total Contingencies . . . . .				2,068,653		3,480,499
7. Total All Other Expenditures and Requirements . . . . .		0		0		0
8. Total Unappropriated or Ending Fund Balance . . . . .		11,959,513		8,280,579		4,445,578
9. Total Requirements . . . . .		\$132,897,569		\$128,688,564		\$134,673,291
10. Total Resources Except Property Taxes . . . . .		113,749,696		108,511,569		114,247,592
11. Property Taxes to be Received . . . . .		19,147,873		20,176,995		20,425,699
12. Total Resources (add lines 10 and 11) . . . . .		\$132,897,569		\$128,688,564		\$134,673,291
13. Property Taxes to be Received (from line 11) . . . . .				20,176,995		20,425,699
14. Estimated Property Taxes Not to be Received . . . . .						
A. Loss Due to Constitutional Limit . . . . .				0		0
B. Discounts, Other Uncollected Amounts . . . . .				1,196,940		1,211,694
15. Total Tax Levy (add line 13 and 14) . . . . .				\$21,373,935		\$21,637,393
				Rate or Amount		Rate or Amount
16. Permanent Rate Limit Levy (rate limit \$0.2828 ) . . . . .				\$0.2828		\$0.2828
17. Local Option Tax . . . . .				0		0
18. Levy for Payment of Bonded Debt . . . . .				0		0

Name of Fund Debt Service Fund	Actual Data		Adopted Budget		Approved Budget	
	Last Year	2003-2004	This Year	2004-05	Next Year	2005-2006
1. Total Instruction . . . . .		0		0		0
2. Total Support services . . . . .		0		0		0
3. Total Enterprise and Community Services . . . . .		0		0		0
4. Total Facilities Acquisition and Construction . . . . .		0				0
5. Total Other Uses . . . . .		15,942,626		\$16,332,955		\$16,318,104
6. Total Contingencies . . . . .				0		0
7. Total All Other Expenditures and Requirements . . . . .		0				
8. Total Unappropriated or Ending Fund Balance . . . . .		2,573,271		2,463,973		2,528,707
9. Total Requirements . . . . .		\$18,515,897		\$18,796,928		\$18,846,811
10. Total Resources Except Property Taxes . . . . .		1,915,057		2,710,213		3,143,853
11. Property Taxes to be Received . . . . .		16,600,840		16,086,715		15,702,958
12. Total Resources (add lines 10 and 11) . . . . .		\$18,515,897		\$18,796,928		\$18,846,811
13. Property Taxes to be Received (from line 11) . . . . .				16,086,715		15,702,958
14. Estimated Property Taxes Not to be Received . . . . .						
A. Loss Due to Constitutional Limit . . . . .				0		0
B. Discounts, Other Uncollected Amounts . . . . .				954,296		896,362
15. Total Tax Levy (add line 13 and 14) . . . . .				\$17,041,011		\$16,599,320
				Rate or Amount		Rate or Amount
16. Permanent Rate Limit Levy (rate limit \$ ) . . . . .				\$0		\$0
17. Local Option Tax . . . . .				0		0
18. Levy for Payment of Bonded Debt . . . . .				\$17,041,011		\$16,599,320

**Notice of Property Tax and Certification of Intent to Impose a Tax,  
Fee, Assessment or Charge on Property for Education District**

**FORM ED-50  
2005-2006**

To assessor of: Clackamas, Columbia, Multnomah, Yamhill, and Washington, County.

☐ Check here if this is  
an amended form.

\*File no later than July 15

\*Be sure to read instructions in the 2003-2004 Notice of Property Tax Levy Forms and Instructions booklet.

The PORTLAND COMMUNITY COLLEGE DISTRICT has the responsibility and authority to place the following property tax, fee, charge or  
assessment on the tax roll of CLACKAMAS, COLUMBIA, MULTNOMAH, YAMHILL, WASHINGTON, County. The property tax, fee charge or  
assessment is categorized as stated in this form.

12000 S.W. 49th Avenue	Portland	Oregon	97219
Mailing Address of District	City	State	ZIP
Wing-Kit Chung	Associate Vice President	(503) 533-2911	June 30, 2005
Contact Person	Title	Daytime Telephone	Date

**CERTIFICATION--Check one box.**

- ☒ The Tax rate or levy amounts certified in Part I are within the tax rate or levy amounts approved by the budget committee.  
☐ The Tax rate or levy amounts certified in Part I where changed by the governing body and republished as required in ORS 294.435.

**PART I: TOTAL PROPERTY TAX LEVY**

		Subject to Education Limit	
		Rate-or-Dollar Amount	
1. Permanent rate limit tax (per \$1,000) . . . . .	1	\$0.2828	Excluded from Measure 5 Limits Amount of Levy
2. Local option operating tax . . . . .	2		
3. Local option capital project tax . . . . .	3		
4. Levy for "Gap Bonds" . . . . .	4		
5a. Levy for bonded indebtedness from bonds approved by voters <b>prior</b> to October 6, 2001. . . . .	5a	\$16,599,320	
5b. Levy for bonded indebtedness from bonds approved by voters <b>after</b> to October 6, 2001. . . . .	5b	\$0	
5c. Total levy for bonded indebtedness not subject to Measure 5 or Measure 50 (total of 5a + 5b). . . . .	5c	\$16,599,320	

**PART II: RATE LIMIT CERTIFICATION**

6. Permanent rate limit in dollars and cents per \$1,000 . . . . .	6	\$0.2828
7. Date received voter approval for rate limit if new district . . . . .	7	
8. <b>Estimated</b> permanent rate limit for newly merged/consolidated district . . . . .	8	

**PART III: SCHEDULE OF LOCAL OPTION TAXES** - Enter all local option taxes on this schedule. If there are more than two taxes,  
attach a sheet showing the information for each.

Purpose (operating, capital project, or mixed)	Date voters approved local option ballot measure	First Year Levied	Final Year to be levied	Total tax amount-or-rate Authorized per year by voters

150-504-075-6 (Rev. 12-03)

(see the back for worksheet for lines 5a, 5b and 5c)

File with your assessor no later than July 15,, unless granted an extension in writing

Bonds approved **prior to** October 6, 2001 (including advanced refunding issues):

	Principal	Interest	Total
Bond Issue 1			
Bond Issue 2			
Bond Issue 3			
		Total A	

Bonds approved **after** October 6, 2001 (including advanced refunding issues):

	Principal	Interest	Total
Bond Issue 1			
Bond Issue 2			
Bond Issue 3			
		Total B	
	Total Bond (A + B)		

<b>Total Bonds</b>		Allocation %	X Bond Levy =	
Total A =	=			
Total A + B =				(enter on line 5a on the front)
<b>Total Bonds</b>		Allocation %	X Bond Levy =	
Total B =	=			
Total A + B =				(enter on line 5b on the front)
		Total Bond Levy		(enter on line 5c on the front)

**Example --Total Bond Levy = \$5,000**

Bonds approved **prior to** October 6, 2001 (including advanced refunding issues):

	Principal	Interest	Total
Bond Issue 1	5,000.00	500.00	5,500.00
Bond Issue 2	3,000.00	250.00	3,250.00
Bond Issue 3	1,000.00	100.00	1,100.00
		Total A	9,850.00

Bonds approved **after** October 6, 2001 (including advanced refunding issues):

	Principal	Interest	Total
Bond Issue 1	3,000.00	50.00	3,050.00
Bond Issue 2			
		Total B	3,050.00
	Total Bond (A + B)		\$12,900.00

<b>Total Bonds</b>		Allocation %	X Bond Levy =	
Total A = \$ 9,850.00	=	76.357%	\$5,000	\$3,818
Total A + B = \$ 12,900.00				(enter on line 5a on the front)
<b>Total Bonds</b>		Allocation %	X Bond Levy =	
Total B = \$3,050	=	23.643%	\$5,000	\$1,182
Total A + B = \$12,900				(enter on line 5b on the front)
		Total Bond Levy		\$5,000
				(enter on line 5c on the front)

June 16, 2005

05-102

RESOLUTION ADOPTING THE PORTLAND COMMUNITY  
COLLEGE BUDGET FOR THE FISCAL YEAR 2005-2006  
COMMENCING JULY 1, 2005, MAKING APPROPRIATIONS  
AND DETERMINING AND DECLARING AD VALOREM TAX  
LEVIES

PREPARED BY: Odie Sarmiento, Budget Manager

APPROVED BY: Wing-Kit Chung, Associate Vice President of Finance  
Randy McEwen, Vice President of Administrative Services  
Dr. Preston Pulliams, District President

REPORT: On May 19, 2005, the Citizen Budget Committee, after due notice and public testimony on the President's Proposed Budget for the fiscal year 2005-2006, approved the Fiscal Year 2005-2006 budget with amendments. The Committee amended the Proposed Budget and restored approximately \$2.4 million in budget cuts and reduced the General Fund contingency account by the same amount.

Since its approval on May 19, 2005, there were changes made to the budget to reflect information that was not available at the time the budget was approved. Budget changes include updating the debt service requirement on maturing principal and interest for 2006 due to the refunding of the 2001 Series of Bonds along with several minor changes and corrections. These adjustments are within the limit set forth in ORS 294.435 and will not require a change in the property tax levy as approved by the Citizen Budget Committee. The adjustments are described and listed in Attachment "A" of this resolution

RECOMMENDATION: That the Board of Directors approve this resolution adopting the budget for Portland Community College District for the Fiscal Year 2005-2006 commencing July 1, 2005 in the total sum of \$302,598,019 for the following funds and appropriations as set forth as follows:

June 16, 2005

05-102

RESOLUTION ADOPTING THE PORTLAND COMMUNITY COLLEGE  
BUDGET FOR THE FISCAL YEAR 2005-2006 COMMENCING JULY 1,  
2005, MAKING APPROPRIATIONS AND DETERMINING AND  
DECLARING AD VALOREM TAX LEVIES

BE IT RESOLVED that the Board of Directors of the Portland Community College District hereby adopts the budget for the Fiscal Year 2005-2006 in the total amount of \$302,598,019.

BE IT FURTHER RESOLVED that the amounts for the fiscal year beginning July 1, 2005 and for the purposes shown below are hereby appropriated.

	Fiscal Year 2005-2006 ADOPTED BUDGET	Unappropriated Ending Fund Balance	TOTAL FUND
General Fund	\$130,137,713	\$4,445,578	\$134,583,291
CEU\CED (1900) Fund	7,532,957	0	7,532,957
Auxiliary Fund	449,430	254,401	703,831
Contracts and Grants Fund	27,785,151	2,004,187	29,789,338
Student Activities Fund	967,775	0	967,775
Student Financial Aid Fund	24,513,271	0	24,513,271
Capital Projects Fund	4,950,000	426,927	5,376,927
Capital Construction Fund	20,435,084	0	20,435,084
College Bookstore Fund	11,702,009	2,728,221	14,430,230
Food Services Fund	3,877,531	0	3,877,531
Parking Operations Fund	2,593,292	58,891	2,652,183
Print Center Fund	1,404,520	215,379	1,619,899
Risk Management Fund	2,371,463	1,003,280	3,374,743
Internal Charge-PERS\Reserve	10,428,539	14,553,547	24,982,086
Early Retirement Fund	1,124,506	714,497	1,839,003
Debt Service Fund (G.O. Bonds)	17,036,145	1,810,666	18,846,811
PERS Bond Fund	6,829,144	0	6,829,144
Capital Lease/Purchase Fund	<u>198,320</u>	<u>45,595</u>	<u>243,915</u>
TOTAL	<u>\$274,336,850</u>	<u>\$28,261,169</u>	<u>\$302,598,019</u>

Note: Unappropriated Ending Fund Balance is not an appropriation.

June 16, 2005

05-102

**RESOLUTION ADOPTING THE PORTLAND COMMUNITY COLLEGE  
BUDGET FOR THE FISCAL YEAR 2005-2006 COMMENCING JULY 1,  
2005, MAKING APPROPRIATIONS AND DETERMINING AND  
DECLARING AD VALOREM TAX LEVIES**

	<u>APPROPRIATION</u>
<b>GENERAL FUND</b>	
Sylvania Campus	\$32,338,712
Rock Creek Campus	18,499,865
Cascade Campus	15,435,230
Extended Learning Campus	6,700,135
Office of the President	2,471,357
Office of Student & Academic Affairs	10,652,239
Administrative Services	31,963,678
Debt Service (TAN)	4,950,000
Transfers	3,995,050
Contingency	<u>3,131,447</u>
TOTAL APPROPRIATIONS	\$130,137,713
Unappropriated Ending Fund Balance (see note)	<u>4,445,578</u>
TOTAL GENERAL FUND	<u>\$134,583,291</u>
 <b>CEU\CED (1900) Fund</b>	
Sylvania Campus	\$301,627
Cascade Campus	42,206
Extended Learning Campus	6,495,465
Transfer to General Fund	408,685
Contingency	<u>284,974</u>
TOTAL CEU\CED (1900) FUND	<u>\$7,532,957</u>
 <b>AUXILIARY FUND</b>	
Facilities Usage	\$182,395
The Bridge	71,392
Campus Activities	135,172
Transfers	18,600
Contingency	<u>41,871</u>
TOTAL APPROPRIATIONS	\$449,430
Unappropriated Ending Fund Balance (see note)	<u>254,401</u>
TOTAL AUXILIARY FUND	<u>\$703,831</u>
 <b>CONTRACTS AND GRANTS FUND</b>	
State Grants	\$5,430,709
Federal Grants	16,250,428
Local Contracts	2,705,715
Transfers	2,095,200
Contingency	<u>1,303,099</u>
TOTAL APPROPRIATIONS	\$27,785,151
Unappropriated Ending Fund Balance (see note)	<u>2,004,187</u>
TOTAL CONTRACTS AND GRANTS FUND	<u>\$29,789,338</u>

Note: Unappropriated Ending Fund Balance is not an appropriation.

June 16, 2005

05-102

**RESOLUTION ADOPTING THE PORTLAND COMMUNITY COLLEGE  
BUDGET FOR THE FISCAL YEAR 2005-2006 COMMENCING JULY 1,  
2005, MAKING APPROPRIATIONS AND DETERMINING AND  
DECLARING AD VALOREM TAX LEVIES**

	<u>APPROPRIATION</u>
<b>STUDENT ACTIVITIES FUND</b>	
Child Care	\$137,100
Student Governance	611,202
Intramural Activities	30,354
Student Activities	62,506
Phi Theta Kappa	28,500
Contingency	<u>98,113</u>
TOTAL APPROPRIATIONS	\$967,775
Unappropriated Ending Fund Balance (see note)	<u>0</u>
TOTAL STUDENT ACTIVITIES FUND	<u>\$967,775</u>
 <b>STUDENT FINANCIAL AID FUND</b>	
College Funded Programs	\$311,206
Federal Programs	22,627,406
Scholarship Programs	899,500
Short Term Student Loan Program	291,159
Transfer	139,000
Contingency	<u>245,000</u>
TOTAL APPROPRIATIONS	\$24,513,271
Unappropriated Ending Fund Balance (see note)	<u>0</u>
TOTAL STUDENT FINANCIAL AID FUND	<u>\$24,513,271</u>
 <b>CAPITAL PROJECTS FUND</b>	
Capital Outlay	4,800,000
Contingency	<u>150,000</u>
TOTAL APPROPRIATIONS	\$4,950,000
Unappropriated Ending Fund Balance (see note)	<u>426,927</u>
TOTAL CAPITAL PROJECTS FUND	<u>\$5,376,927</u>
 <b>CAPITAL CONSTRUCTION FUND</b>	
Physical Plant	\$2,522,832
Sylvania Campus	6,800,000
Cascade Campus	6,000,000
Rock Creek Campus	3,000,000
District-wide Projects	500,000
Contingency	<u>1,612,252</u>
TOTAL APPROPRIATIONS	\$20,435,084
Unappropriated Ending Fund Balance (see note)	<u>0</u>
TOTAL CAPITAL CONSTRUCTION FUND	<u>\$20,435,084</u>

Note: Unappropriated Ending Fund Balance is not an appropriation.



June 16, 2005

05-102

RESOLUTION ADOPTING THE PORTLAND COMMUNITY COLLEGE  
BUDGET FOR THE FISCAL YEAR 2005-2006 COMMENCING JULY 1,  
2005, MAKING APPROPRIATIONS AND DETERMINING AND  
DECLARING AD VALOREM TAX LEVIES

	<u>APPROPRIATION</u>
<b>COLLEGE BOOKSTORE FUND</b>	
Bookstore Operations	\$9,338,187
Transfers	990,960
Contingency	<u>1,372,862</u>
TOTAL APPROPRIATIONS	\$11,702,009
Unappropriated Ending Fund Balance (see note)	<u>2,728,221</u>
TOTAL COLLEGE BOOKSTORE FUND	<u>\$14,430,230</u>
 <b>FOOD SERVICES FUND</b>	
Food Services Operations	\$3,394,449
Transfers	107,500
Contingency	<u>375,582</u>
TOTAL APPROPRIATIONS	\$3,877,531
Unappropriated Ending Fund Balance (see note)	<u>0</u>
TOTAL FOOD SERVICES FUND	<u>\$3,877,531</u>
 <b>PARKING OPERATIONS FUND</b>	
Parking Operations	\$1,478,764
Transfers	933,950
Contingency	<u>180,578</u>
TOTAL APPROPRIATIONS	\$2,593,292
Unappropriated Ending Fund Balance (see note)	<u>58,891</u>
TOTAL PARKING OPERATIONS FUND	<u>\$2,652,183</u>
 <b>PRINT CENTER FUND</b>	
Print Center Operations	\$1,124,808
Transfers	78,960
Contingency	<u>200,752</u>
TOTAL APPROPRIATIONS	\$1,404,520
Unappropriated Ending Fund Balance (see note)	<u>215,379</u>
TOTAL PRINT CENTER FUND	<u>\$1,619,899</u>

Note: Unappropriated Ending Fund Balance is not an appropriation.

June 16, 2005

05-102

**RESOLUTION ADOPTING THE PORTLAND COMMUNITY COLLEGE  
BUDGET FOR THE FISCAL YEAR 2005-2006 COMMENCING JULY 1,  
2005, MAKING APPROPRIATIONS AND DETERMINING AND  
DECLARING AD VALOREM TAX LEVIES**

	<u>APPROPRIATION</u>
<b>INTERNAL CHARGE-P.E.R.S.\Reserve</b>	
Materials & Services (Payment to PERS for UAL)	\$2,949,395
Transfers	6,829,144
Contingency	<u>650,000</u>
TOTAL APPROPRIATIONS	\$10,428,539
Unappropriated Ending Fund Balance (see note)	<u>14,553,547</u>
TOTAL INTERNAL CHARGE-P.E.R.S.\Reserve FUND	<u>\$24,982,086</u>
<b>RISK MANAGEMENT FUND</b>	
Self Insurance & Risk Administration	\$2,092,951
Contingency	<u>278,512</u>
TOTAL APPROPRIATIONS	\$2,371,463
Unappropriated Ending Fund Balance (see note)	<u>1,003,280</u>
TOTAL RISK MANAGEMENT FUND	<u>\$3,374,743</u>
<b>EARLY RETIREMENT FUND</b>	
Personal Services	\$1,024,506
Contingency	<u>100,000</u>
TOTAL APPROPRIATIONS	\$1,124,506
Unappropriated Ending Fund Balance (see note)	<u>714,497</u>
TOTAL EARLY RETIREMENT FUND	<u>\$1,839,003</u>
<b>DEBT SERVICE (G.O. Bonds) FUND</b>	
Debt Service	\$17,036,145
Unappropriated Ending Fund Balance (see note)	<u>1,810,666</u>
TOTAL DEBT SERVICE (G.O. Bonds) FUND	<u>\$18,846,811</u>
<b>P.E.R.S. Bond Fund</b>	
Debt Service	\$6,829,144
Unappropriated Ending Fund Balance (see note)	<u>0</u>
TOTAL DEBT SERVICE (G.O. Bonds) FUND	<u>\$6,829,144</u>
<b>CAPITAL LEASE/PURCHASE FUND</b>	
Debt Service	\$198,320
Unappropriated Ending Fund Balance (see note)	<u>45,595</u>
TOTAL CAPITAL LEASE/PURCHASE FUND	<u>\$243,915</u>

Note: Unappropriated Ending Fund Balance is not an appropriation.

June 16, 2005

05-102

RESOLUTION ADOPTING THE PORTLAND COMMUNITY COLLEGE  
BUDGET FOR THE FISCAL YEAR 2005-2006 COMMENCING JULY 1,  
2005, MAKING APPROPRIATIONS AND DETERMINING AND  
DECLARING AD VALOREM TAX LEVIES

NOW THEREFORE, the Board of Directors of Portland Community College District hereby imposes the taxes provided for in the adopted budget at the rate of \$0.2828 per \$1,000 of assessed value for operations; and in the amount of \$16,599,320 for bonds; and that these taxes are hereby imposed and categorized for the tax year 2005-2006 upon the assessed value of all taxable property within the Portland Community College District of Clackamas, Columbia, Multnomah, Washington, and Yamhill Counties, State of Oregon. The following allocation and categorization, subject to the limit of Section 11b, Article XI of the Oregon Constitution make up the aforementioned levy:

	<u>Education Limitation</u>	<u>Excluded from the Limitation</u>
GENERAL FUND	\$0.2828 per \$1,000 of assessed value	
DEBT SERVICE FUND		\$16,599,320

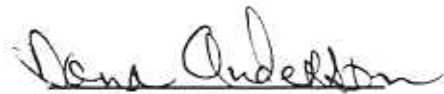
AND, that the President of Portland Community College District be hereby authorized and directed to file with the County Assessor of each County in which Portland Community College District is located, a notice of tax levy and a true copy of the budget as finally adopted in accordance with the provisions of ORS 310.060 and ORS 294.555.

ADOPTED BY THE GOVERNING BOARD OF THE PORTLAND COMMUNITY  
COLLEGE DISTRICT THIS 16th DAY OF JUNE, 2005.

**ATTEST:**

  
Dr. Preston Pulliams  
District President

**APPROVED:**

  
Dana Anderson  
Chair  
Board of Directors

## ATTACHMENT "A"

### Changes in the FY 2005-2006 Approved Budget for Adoption by the Board

#### 1. GENERAL FUND

	<u>Approved Budget</u>	<u>Adopted Budget</u>	BudgetChanges Increase (decrease)
<b>GENERAL FUND</b>			
Sylvania Campus	\$32,494,229	\$32,338,712	(\$155,517)
Rock Creek Campus	18,512,325	18,499,865	(12,460)
Cascade Campus	15,309,746	15,435,230	125,484
Extended Learning Campus	6,723,191	6,700,135	(23,056)
Office of Student & Academic Affairs	10,578,604	10,652,239	73,635
Office of the President	2,371,003	2,471,357	100,354
Administrative Services	31,813,066	31,963,678	150,612
Transfers	3,995,050	3,995,050	0
Debt Service (TAN)	4,950,000	4,950,000	0
Contingency	<u>3,480,499</u>	<u>3,131,447</u>	<u>(349,052)</u>
TOTAL APPROPRIATIONS	\$130,227,713	\$130,137,713	(\$90,000)
Unappropriated Ending Fund Balance (see note)	4,445,578	4,445,578	\$0
TOTAL GENERAL FUND	<u>\$134,673,291</u>	<u>\$134,583,291</u>	<u>(\$90,000)</u>

Adjustment includes sweeping budget savings from vacant positions and other minor budget corrections and adjustments.

#### 2. DEBT SERVICE FUND

	<u>Approved Budget</u>	<u>Adopted Budget</u>	BudgetChanges Increase (decrease)
<b>DEBT SERVICE (G.O. Bonds) FUND</b>			
Debt Service	\$16,318,104	\$17,036,145	\$718,041
Unappropriated Ending Fund Balance (see note)	<u>2,528,707</u>	<u>1,810,666</u>	<u>(718,041)</u>
TOTAL DEBT SERVICE (G.O. Bonds) FUND	<u>\$18,846,811</u>	<u>\$18,846,811</u>	<u>\$0</u>

Adjustment is to reflect the new debt service requirement due to the refunding of the 2001 Series Bonds on June 14, 2005. This change is within the 10% legal limit in adjusting the approved budget for adoption as required by ORS 294.435.

#### 3. STUDENT ACTIVITIES FUND

	<u>Approved Budget</u>	<u>Adopted Budget</u>	BudgetChanges Increase (decrease)
<b>STUDENT ACTIVITIES FUND</b>			
Child Care	\$97,100	\$137,100	\$40,000
Student Governance	657,912	611,202	(46,710)
Intramural Activities	30,354	30,354	0
Student Activities	55,006	62,506	7,500
Phi Theta Kappa	28,500	28,500	0
Contingency	<u>98,903</u>	<u>98,113</u>	<u>(790)</u>
TOTAL APPROPRIATIONS	\$967,775	\$967,775	\$0
Unappropriated Ending Fund Balance (see note)	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL STUDENT ACTIVITIES FUND	<u>\$967,775</u>	<u>\$967,775</u>	<u>\$0</u>

Adjustment is to increase the child care program and the central student activities program budget and reduced the budget of the student governance program.

## GLOSSARY OF TERMS

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**Academic Year-** means the year beginning July 1 and ending June 30 of the following year running concurrently with the fiscal year.

**Adult Basic Education (ABE)**– instruction in fundamental academic and pre-occupation skills for adults with less than the equivalent of ninth grade education. The main focus of instruction is on language arts and computational skills. The curriculum also includes life and citizenship skills.

**Appropriation-** an authorization granted by the Board of Directors to make expenditures and to incur obligations for specific purposes. An appropriation is limited to the fiscal year in which it is approved.

**Basis of accounting-** means the cash basis, the modified accrual basis or the accrual basis.

**Board-** means the Board of Directors of Portland Community College District.

**Cash basis-** means a basis of accounting under which transactions are recognized only in the period during which cash is received or disbursed.

**College Support Services-** means programs and activities related to institutional support including but not limited to executive management, fiscal operations, general administration and logistical services, administrative computing support, public relations and development, human resources activities and auxiliary enterprise operations.

**Community Education-** means courses which are offered to all persons living in the community which will enable them to broaden their educational, vocational and aesthetic horizons. It includes but is not limited to hobby and recreational programs, self-improvement courses, lecture series, seminars and institutes and similar educational and cultural programs.

**Credit Course-** applies to courses offered by the college as part of a lower-division transfer degree or approved occupational preparatory program.

**Credit Enrollment-** means students enrolled only in credit courses or for whom credit classes constitute the majority of their course load.

**Current year-** means the fiscal year in progress.

**Distance Education-** an all encompassing term used to either describe different technologies used to extend the educational capabilities of an institution (e.g., modem education, on-line course, hybrid course) or a means to provide educational opportunity to those incapable of receiving education through traditional classroom settings.

**English as a Second Language (ESL)** - courses designed to help individuals, whose native language is not English, for them to understand, speak and write the English language.

**Enterprise Fund** – a fund established to account for operations that are financed and operated in a manner similar to private business enterprises. It is the intent of the governing body that the cost of providing goods or services on a continuing basis be finance or recovered primarily through user charges and fees and that periodic determination of revenues earned, expenses incurred and/or net income is appropriate for capital maintenance, public policy, management control and accountability.

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## GLOSSARY OF TERMS

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**Expenditure-** means, if the accounts are kept on the accrual basis or the modified accrual basis, decreases in net financial resources and may include encumbrances. If the accounts are kept on the cash basis, the term covers only actual disbursement, the drawing of the check or warrant for these purposes and not encumbrances, except that deferred employee compensation shall be included as a personal service expenditure where an approved deferred employee compensation plan is in effect for a municipal corporation.

**Fiduciary Fund** – a trust and agency fund used to account for assets held by a government unit in a trustee capacity or as an agent for individuals, private organizations, other government units and/or other funds.

**Fiscal year-** means a period of 12 months commencing on July 1 and closing on June 30.

**Full-Time Equivalent (FTE) Student-** means a student or combination of several students who carry among them, within a single academic year, a minimum number of clock hours of instruction, in any program. For the purpose of receiving state reimbursement, it means a student who carries 510 clock hours over three (3) terms of instruction. As used in budgeting for the number of employees, FTE means full-time equivalent position.

**Fund balance-** means the excess of the assets of a fund over its liabilities and reserves except in the case of funds subject to budgetary accounting where, prior to the end of a fiscal period, it represents the excess of the fund's assets and estimated revenues over its liabilities, reserves and appropriations for the period.

**General Education Diploma (GED)-** a review of and instruction in basic academic skills to assist adults who have not graduated from high school to prepare for the five General Education Development tests. An Oregon Certificate of equivalency is issued by the Oregon Board of Education to individuals who earn passing scores.

**Governing body-** means the Board of Directors of the College.

**Grant-** means a donation or contribution of cash by a third party.

**Instruction-** means techniques or procedures used to conduct learning activities. For budgetary purposes, it includes, but is not limited to, expenditures relating to the salary and benefits of instructors, instructional supplies, teaching aides, references and methods of testing and evaluation.

**Instructional Support Services-** means activities and programs that support instruction. It includes, but is not limited to, administrative support, supplies and equipment, and office space.

**Internal service fund-** means a fund properly authorized to finance, on a cost reimbursement basis, goods or services provided by one organizational unit to other organizational units of the municipal College.

**Lower Division Transfer (LDT)-** means courses designated as transferable to most public and private colleges and universities. Courses may be applied to specific program requirements or to General Education elective requirements for Associate of Applied Science and Associate of General Studies Degrees.

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## GLOSSARY OF TERMS

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**Modified accrual basis-** means the accrual basis of accounting adapted to the governmental fund-type measurement focus. Under this basis of accounting, revenues and other financial resource increments, such as bond proceeds, are recognized when they become susceptible to accrual, that is, when they become both measurable and available to finance expenditures in the current period.

**Non-Credit Enrollment-** means students enrolled only in non-credit courses or for whom non-credit classes constitute the majority of their course load.

**Physical Plant-** means programs and activities that are directly associated in providing operation and maintenance of college facilities including, but not limited to, physical plant administration, building maintenance, custodial services, utilities, landscape and ground maintenance and public safety administration.

**Population-** the number of inhabitants in the District according to certified estimates of population made by the State Board of Higher Education.

**Portal** - is a system of integrated programs designed to make it easier for a user to find information. A portal is simply a web site that offers a doorway into a world of information. The portal provides access to personal records, business services and advanced communication tools in a collaborative environment. These tools include e-mail, chat, forums, course tools, targeted announcements and more. The purpose of all these integrated programs is to provide convenience and a sense of community to the user. A portal assists the user struggling with the current puzzle of diverse content and services in our journey to offer convenient, streamlined and individualized services.

**Professional Technical (or Vocational Education)-** means courses designed to build skills and knowledge which will qualify the student for employment in business and industry. It includes courses designated as Vocational Preparatory (entry level skills), Vocational Supplementary (skills upgrading) and Apprenticeship.

**Program-** a group of related activities aimed at accomplishing a major service or function for which the College is responsible.

**Publish or publication-** means the method of giving notice or making information or documents available to members of the general public.

**Revenue-** the gross receipts and receivables derived from taxes, tuition fees, state shared revenues and from all other sources, but excluding appropriations, allotments and return of principal from investment of surplus funds.

**Special Revenue Fund-** means a fund authorized and used to finance particular activities from the receipts of revenues that are legally restricted to expenditures for specific purposes.

**Student Support Services-** means programs and activities that support student needs including, but not limited to, student services administration, social and cultural development, counseling and career guidance, financial aid administration, admission, student records, intramurals and athletics and student organizations.

**Unduplicated Headcount-** means the number of students enrolled during a given term/year. A student is counted once for each campus where he/she attends classes; the same individual is counted only once for college-wide data.

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**ACRONYMS** (as used in the this document)

<b>ABE</b>	Adult Basic Education
<b>ABS</b>	Adult Basic Skills
<b>ABSD</b>	Adult Basic Skills Division
<b>ACT</b>	American College Testing
<b>ADA</b>	Americans with Disabilities Act
<b>ADE</b>	Adult Development Education
<b>AI</b>	Appreciative Inquiry
<b>AP</b>	Academic Policy
<b>ASA</b>	Academic & Student Affairs
<b>ASOT</b>	Associate of Science Oregon Transfer degree
<b>BAC</b>	Budget Advisory Committee
<b>BRAVO</b>	Bilingual Resource Assistance Volunteer Organization
<b>BS</b>	Basic Skills
<b>BSCC</b>	Basic Skills Coordinating Committee
<b>BSTF</b>	Basic Skills Task Force
<b>CA</b>	Cascade Campus
<b>CALL</b>	Computer Assisted/Aided Language Learning
<b>CED</b>	Continuing Education Degree
<b>CEU</b>	Continuing Education Units
<b>CIS</b>	Computer Information System
<b>COD</b>	Contract-Out-of-District
<b>COMPASS</b>	Comprehensive, computer-adaptive testing system for class placement
<b>CPC</b>	Career Pathways Committee
<b>CS</b>	Computer Science
<b>CSET</b>	Computer Software Engineering Technology
<b>CTC</b>	Community Technology Centers
<b>CTCP</b>	Community Technology Centers Program
<b>DE</b>	Development Education
<b>DEQ</b>	Department of Environmental Quality
<b>DL</b>	Distance Learning
<b>DOI</b>	Dean of Instruction
<b>DOS</b>	Dean of Student
<b>DVR</b>	Department of Vocational Rehabilitation
<b>DWP</b>	Dislocated Workers Program

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**ACRONYMS** -continued

<b>EAC</b>	Educational Advisory Council
<b>ECE</b>	Early Childhood English
<b>ELC</b>	Extended Learning Campus
<b>EMP</b>	Educational Master Plan
<b>ENL</b>	English as a Native Language
<b>ESL</b>	English as a Second Language
<b>EST</b>	Employment Skills Training
<b>FTE</b>	Full Time Equivalent
<b>GEARUP</b>	Gaining Early Academic Performance Readiness for Undergraduate Programs
<b>GED</b>	General Education Diploma
<b>HAP</b>	Housing Authority of Portland
<b>HPPI</b>	Health Professionals Partnership Initiative
<b>IAP</b>	Increasing Academic Performance
<b>IDT</b>	Integrated Device Technology
<b>IE</b>	International Education
<b>IHP</b>	Institute of Health Professionals
<b>IIP</b>	Instructional Improvement Projects
<b>IMPD</b>	Institute of Management and Professional Development
<b>IMS</b>	Instructional Media Services
<b>IMS</b>	Instruction Media Services
<b>IR</b>	Institutional Research
<b>ISC</b>	Instructional Services Committee
<b>JTPA</b>	Job Training Partnership Act
<b>MTH</b>	Math
<b>NAC</b>	Network Advisory Committee
<b>NAPIC</b>	National Association of Private Individual Councils
<b>NSF</b>	National Science Foundation
<b>OC</b>	Open Campus
<b>OCEPT</b>	Oregon Collaborative for Excellence in the Preparation of Teachers
<b>ODCCWD</b>	Oregon Department of Community Colleges and Workforce Development
<b>OHSU</b>	Oregon Health and Science University
<b>OLMIS</b>	Oregon Labor Market Information System
<b>OPB</b>	Oregon Public Broadcasting
<b>OTN</b>	Oregon Tradesman's Network

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**ACRONYMS** -continued

<b>PAVTEC</b>	Portland Area Vocational/Technical Education Program
<b>R&amp;D</b>	Research & Development
<b>RC</b>	Rock Creek Campus
<b>RITA</b>	Recruiting for the Information Technology Age
<b>RLD</b>	Reusable Learning Objects
<b>ROOTS</b>	Program for academically under-prepared, low income, 1st generation college students
<b>RWRT</b>	Regional Workforce Response Team
<b>SAC</b>	Subject Area Curriculum
<b>SACC</b>	Subject Area Curriculum Committee
<b>SD</b>	Staff Development
<b>SDC</b>	Staff Development Committee
<b>SDSC</b>	Staff Development Steering Committee
<b>TELT</b>	Training Effective Literacy Tutors
<b>TLC</b>	Teaching and Learning Center or Community
<b>TOPS</b>	Tracking of Programs & Students
<b>TPC</b>	Technology Policy Committee
<b>TRIO</b>	Federal Grant from US Dept of Education for low income first generation migrants and disabled students
<b>VLT</b>	Volunteer Literacy Tutoring
<b>WANTO</b>	Women in Non-Traditional Occupation
<b>WIA</b>	Workforce Investment Act
<b>WIB</b>	Workforce Investment Board
<b>WR</b>	Writing
<b>YES</b>	Youth Educational Services

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