Portland Community College
Year One Self-Evaluation Report
Spring 2016
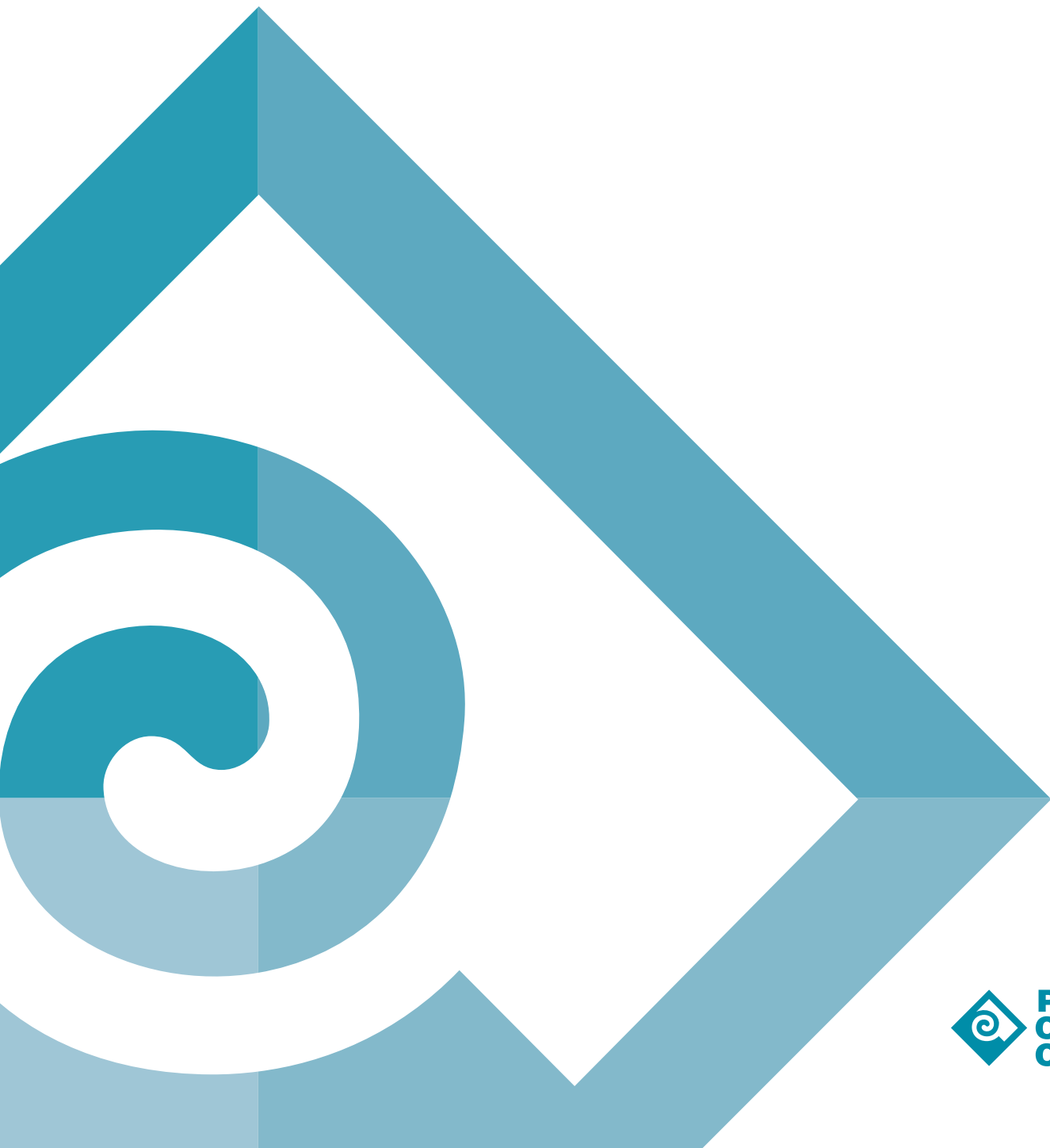
Portland Community College

February 26, 2016

Dr. Sandra Elman
President, Northwest Commission on Colleges and Universities
8060 165th Avenue, NE, Suite 100
Redmond, WA 98052

Dear Dr. Elman:

On behalf of the PCC Board of Directors, faculty, staff and students, I am pleased to present you with this Year One Self-Evaluation Report.

Through five decades of growth, Portland Community College has evolved into Oregon's largest post-secondary institution, providing vital access to educational resources and opportunities across a 1,500 square miles district.

To meet tomorrow's challenges and opportunities, PCC must evolve and move forward. Accreditation reporting provides an important occasion to engage in a productive ongoing examination of our processes and outcomes. As always, we welcome this opportunity, and are grateful to all our partners whose expertise helps us understand and embrace our next steps.

Sincerely,

Sylvia Kelley
Interim President, Portland Community College

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Institutional Overview

The [Portland Community College](#) (PCC) educational district area comprises Washington County as well as portions of Multnomah, Columbia, Yamhill, and Clackamas counties. The district area population is more than 1.26 million residents and contains approximately 31 percent of the total population of the State of Oregon. PCC's accreditation also extends to [Oregon Coast Community College](#) (OCCC) who deliver college credit instruction, certificates and degrees through its Intergovernmental Agreement with PCC. On January 29, 2016, OCCC received approval from the Northwest Commission on Colleges and Universities (NWCCU) to begin preparation of its Application for Consideration for Candidacy.

The College's total operating biennium budget is almost $464 million. PCC employs approximately 3,182 full- and part-time faculty, academic professional, classified, and management personnel. PCC operates four comprehensive [campuses](#) located throughout its district: **Cascade Campus** in a diverse urban neighborhood in the heart of Portland; **Rock Creek Campus** in the high-tech corridor near Hillsboro; **Southeast Campus** in the central eastside of Portland; and **Sylvania Campus**, PCC's largest campus, on a wooded hillside between Tigard and Lake Oswego.

PCC also operates eight [centers](#).
- The **Swan Island Trades Center** is the most recent addition. Built as a result of the College's 2008 voter-approved $374 million capital construction bond, the Center offers Career Technical Education (CTE) credit programs and noncredit Workforce Development opportunities to more than 65 industry partners.
- The **Willow Creek Center** is located in Hillsboro and houses a workforce development facility as well as numerous social agencies.
- The **PCC CLIMB (Continuous Learning for Individuals, Management and Business) Center** is located on the industrial east side of Portland and offers professional development, a small business development center, and non-credit professional training in the health professions.
- The **Downtown Center** serves as an administrative hub for human resources, financial and enrollment services, institutional effectiveness, and the grants office.
- Other PCC centers include the **Portland Metropolitan Workforce Training Center** in Northeast Portland, **Hillsboro Center** in Hillsboro, and the **Newberg Center** in Newberg. PCC is a committed partner in **Columbia County**. Credit classes are offered fall, winter, and spring terms in Scappoose and St. Helens. Classes include general education, lower division transfer and career technical (trades) training. In addition, Community Education classes are offered at a variety of locations in the area. Locating a training/educational site in Columbia County is still under discussion. There is interest in continued explorations and dialogue is ongoing at this time.

Enrollment

PCC enrolls about 54,249 credit and 30,746 non-credit students, which is equal to 30,170 full-time equivalent (FTE) using the State of Oregon's annualized calculation for FTE. Of the total instruction delivered, lower collegiate transfer (LDC) subjects represent 57 percent, career and technical education (CTE) 23 percent, pre-college (including ESOL) 17 percent, and non-credit community education 3 percent. Approximately 6,740 high school students enroll annually in the College's Dual Credit Program, and more than 11,000 students take classes through distance learning each fall, winter, and spring term.

Enrollments at PCC reached a record high during the recession and peaked with a five-year increase of 43 percent. While its students continued to reflect the diversity of the communities it serves, the College also witnessed during this period a significant growth in older students and those already possessing baccalaureate degrees. The number of degrees and certificates awarded more than doubled during this time and remain at a record high. State funding to Oregon community colleges decreased from $500 million in the 2007-2009 biennium to $396 million for the 2011-2013 biennium. Even in this volatile funding environment, PCC was able to meet demand, safeguard curriculum integrity, and ensure that the classroom experience was rigorous and rewarding. For the 2013-2015 biennium, state funding for all community colleges was $450 million and the Legislature increased this allocation by $15 million (one-time dollars) for the 2014-2015 year with a directive for some type of a tuition reduction. PCC implemented a $1 per credit decrease, as well as a system of completion awards for eligible students.

Enrollment began to decline in 2012-2013 and by 2013-2014 was six percent below 2011-2012's record high levels. Corresponding budgets were built around a projected seven percent decline. PCC enrolled more than 3,600 FTE over the State's cap of 28,000 reimbursable FTE. In 2014-2015, enrollments were declining about seven percent and, for the first time, fell below the FTE reimbursement cap by 1,346 FTE. State funding significantly improved for the 2015-2017 biennium with a $550 million allocation to Oregon community colleges; however, enrollments continue to decline at about 7% annually. One-time funds were also allocated for the purpose of improving student success, STEM education, accelerated education, free tuition for eligible high school students, and dual credit. Allocations are currently under discussions.

Tuition and Fees

PCC's Board of Directors strives to contain the rise in tuition and fees to enable access, retention, and completion. From 2011-2013 to 2013-2015, student tuition had risen 16 percent from $79 to $92 per credit. With the current increase in State-supported funding, the Board of Directors recently took action to roll back a previously approved tuition rate increase of $3 per credit hour for resident students and $5 per credit hour for non-resident students for 2016-2017. The roll back equated to $2 for resident students and $3 for non- resident students. Tuition is now $96 per credit for residents and $224.00 per credit for non-residents and international students.

Preface

Update on Institutional Changes since the Last Report

Governance

PCC Board of Director Courtney Wilton was appointed in 2014 when Director Bob Palmer resigned. Director Wilton ran for election in May 2015, but he lost the election to Dr. Michael Sonnleitner, a retired PCC faculty member. Director Sonnleitner took up service on the PCC Board of Directors in July 2015 and represents Zone 3 – SE Portland.

In July 2013, the College's president, Dr. Preston Pulliams, retired from PCC. After a national search, the Board of Directors selected Dr. Jeremy Brown, who assumed the office of college president that same month. In July 2015, Dr. Brown left the College and executive vice president Sylvia Kelley became acting president and is now the interim president.

Presidential Search

Board of Director Gene Pitts and Director Kali Thorne-Ladd are serving as co-chairs of the PCC president search committee. The Board of Directors spent the summer conducting a thorough review of the last presidential search process as well as College stakeholder input into that process. The 2015-2016 academic year officially began with the return of faculty on September 14, 2015. On that day and immediately following the College In-Service Program, breakout sessions that accommodated well over 1,500 employees were facilitated to provide opportunity for input concerning the next president at PCC. Stakeholders chose between five breakout sessions: PCC Culture(s); PCC Students; PCC Programs and Offerings; PCC Community Connections; and PCC Employees. Information gathered from breakout sections has been shared with the presidential search firm and posted on the PCC Website. See College President Search.

On October 26, 2015, the PCC Board of Directors unanimously voted to name Gold Hill Associates, an executive search firm based in Jackson, Mississippi, to lead PCC's presidential search. Former PCC President Preston Pulliams is a Gold Hill principal, which puts the firm in a unique position to understand PCC's culture, characteristics, and needs.

In January 2016, nominations were solicited and the Search Advisory Committee was formed. Gold Hill Associates conducted a number of internal forums between February 2-6, 2016, at campuses and major center locations to gather input from PCC faculty, staff, and students about preferred qualities in the next PCC president. Dr. Pulliams facilitated these meetings. Interim president Sylvia Kelley met with external advisors to review and solicit their input as well. All the information gathered will be compiled and shared with the Search Advisory Committee. It is anticipated that the announcement

and profile will be made public in March 2016. The Board of Directors have been very deliberate and thorough with this process and they do not want to rush through it at the expense of governance and input.

College Leadership

Other leadership changes have occurred since the last accreditation report. Dr. Lisa Avery became the Sylvania Campus president in July 2015. The chief financial officer (CFO) also retired in early 2015. An interim (retired) CFO was recruited from Edinboro University, and after a national search, the permanent CFO was appointed. James Langstraat, associate vice president for finance at PCC, assumed the position of CFO in September 2015. He is currently searching for the associate vice president of finance. An associate vice president position was created over Workforce Development and Community Education. A national search was conducted and Marc Goldberg was appointed to this position in March 2015. During the reorganization of Technology Solution Services, a position of chief information officer (CIO) was created and filled by an interim CIO--Michael Northover, an outside consultant. It is anticipated that the second national search will conclude by the end of April 2016 and a permanent CIO will be named.

State Education Leadership and Reform

State reform in K-12 and higher education continues to be a political focal point in Oregon. College administrators, staff, and faculty continue to participate in state-wide discussions, keeping abreast of the changes, and assessing the impacts on Portland Community College (PCC).

Under the leadership of the state's former governor, Dr. John Kitzhaber, the Oregon Legislature established the "40-40-20" aspirational goal. By 2025, 40 percent of Oregonians will have a baccalaureate degree, 40 percent of Oregonians will have an associate's degree or certificate(s), and 20 percent of Oregonians will have earned at least a high-school diploma. In an effort to achieve this goal, the former governor introduced an educational reform initiative that includes pre-K-12, community colleges, and universities to promote student retention and completion. The governor's Oregon Educational Investment Board (OEIB) was established for the purpose of improving retention/completion and to provide incentive investments in institutional best practices that result in the achievement of degree/certificate completions.

The Oregon Educational Investment Board hired a chief educational officer, Dr. Rudy Crew, who was responsible for implementing this reform initiative through achievement compacts that were negotiated with 197 school districts, 17 community colleges, and seven universities. Dr. Crew departed this position after about one year. Governor Kitzhaber then appointed Dr. Nancy Golden, superintendent of the Springfield Public Schools. Governor Kitzhaber resigned his office and Dr. Golden has since retired and the Oregon Educational Investment Board disbanded along with their Achievement Compacts. Governor Katherine (Kate) Brown succeeded Governor Kitzhaber. Her acting chief education officer is Lindsey Capps. Governor Brown is also creating a position

entitled, "Education Innovation Officer," saying she wants to improve high school graduation rates and intends to create new investments in technical education.

Oregon Legislature

The Oregon Legislature created the Higher Education Coordinating Commission (HECC) to operationalize educational reform in Oregon as it relates to community colleges and universities. Community colleges each retain local control through their elected board of directors. The executive director of HECC, Ben Cannon, is a former teacher at Arbor School of Arts and Science in Tualatin, Oregon. The Department of Community College Workforce Development, Office of Student Access and Completion, Private Post-Secondary: Office of Degree Authorization; Veterans Education: State Approving Agency; and the Office of University Coordination now report to the HECC.

In an effort to increase the high school to college transfer rate in Oregon, two state funding sources have been created. The Oregon Opportunity Grant is a state need-based grant. It funds qualified students after financial aid. For eligibility, one must be an Oregon resident, have no prior baccalaureate degree, enroll in college/university at least half time, have no loan defaults, and not be incarcerated. Last year, it was expected that the Oregon Opportunity Grant would award about $58 million.

During the last legislative session, another funding opportunity called the Oregon Promise was created. This funding impacts only community colleges in that it provides free community college tuition to qualified high school graduates. This will begin in fall 2016. To be eligible, a student must be an Oregon resident for at least 12 months prior to enrolling; have graduated from an Oregon high school, home school; or received a GED; have earned a cumulative high school GPA of 2.5+ or equivalent; enroll in the fall 2016 community college term within six months of high school completion; enroll in courses required for one year curriculum for students transferring, an associate's degree, or a program in career and technical education; complete a FAFSA (if eligible) or the Oregon Student Aid Application (ORSSA); and not have already completed more than 90 credit hours or curriculum/programs as noted above. Under consideration and discussions at the time of this report, is a legislative requirement that community colleges provide college success strategies for this cohort of students.

In preparation for the Oregon Promise and to expand recruitment strategies, PCC created a high school recruitment and orientation team to reach out to all 51 high schools in our district and to begin early preparation for attending college. Historically our college students were older and few high school graduates attended PCC immediately after high school. The intention is to change this trend and, perhaps, help address the decline in enrollments after the recession. PCC spent the past five years creating College Success programs that have focused on ensuring that incoming students are both academically and financially ready to pursue a college education through to completion. There is confidence that PCC will be able to effectively meet any legislative requirement(s) of the Oregon Promise.

Another state-wide attempt to increase the high school to college going rate has been the expansion of dual credit opportunities in Oregon high schools. The demand for dual credit increased significantly and PCC's dual credit program has increased 67% over the past five years. PCC serves a total 51 high schools and dual credit is now in 49. State elected officials, superintendents, principals, teachers, and parents are calling for more opportunities for students to earn college credit while in high school, preferably while attending their own high school.

The model developed in the Eastern Promise (Eastern Oregon University), which relies upon the close collaboration of college/university faculty in Professional Learning Communities have fueled these interests, and resulted in increased pressure to adopt practices that challenge our established practices. In response to this pressure, parameters and standards that would apply to variant models are currently being developed for proposal to the Oregon Higher Education Coordinating Commission. Thus far, PCC's approach has focused on traditional Dual Credit, following the previously adopted state standards that are nearly identical to the standards published by the National Association for Concurrent Enrolment Partnerships (NACEP), These require curriculum alignment to course outcomes, content and pedagogy, faculty-to-faculty collaboration and training, regular evaluation of courses, and notably, that the high school teachers meet the same instructor qualifications as instructors of the college.

As a result of recent "Eastern Promise Replication Grants," we are piloting two alternative approaches that will fall within the standards that are currently under development. In implementing these alternative models for accelerated credit, we rely upon the NWCCU accreditation standards, Oregon Dual Credit Standards, Oregon's Credit for Prior Learning Standards, and ACCRO as our guideposts, and in particular, with much more persistent involvement of our faculty than we do with traditional Dual Credit.

Offering accelerated credit comes at considerable cost to the College, costs incurred both in administering and coordinating the program and in compensating faculty for the additional non-contract work. High School students do not pay tuition or fees, and do not pay for textbooks. In 2014-2015, high school students and their families saved $3,864,368 in tuition and fees.

While PCC's enrollments were above the FTE reimbursement cap, the College received no FTE reimbursement from the State. Now that enrollments are below the cap, there is expectation for some FTE reimbursement based upon a three year weighted average. That may be enough to support the traditional Dual Credit that we offer, but it is likely that the alternative methods described above, with the higher costs due to the need for much more extensive involvement and support for our College faculty, will need to be passed on to either school districts or students once grant funding is no longer available.

The PCC Board of Directors, the interim college president, Sylvia Kelley, and members of the President's Cabinet, faculty, and staff have all been active participants in the statewide educational reform committee discussions. PCC continues to proactively

position itself for the completion agenda. Anticipated performance funding has yet to be implemented but could be implemented soon with criteria established in previous achievement compacts.

Assessment of Learning Outcomes and General Education Program

The faculty-led Learning Assessment Council, established in 2008, is a representative body of faculty, supported by administrators and staff, who provide academic leadership college-wide as faculty in the Subject Area Committees (SACs) develop meaningful learning assessments in their programs and disciplines. From the beginning the Learning Assessment Council invited faculty to interpret our institutional learning outcomes (Core Outcomes) in context, identify and implement assessments that are meaningful within their individual program or discipline. SAC assessment reports are submitted at the end of each academic year. These are monitored regularly and provide rich-on-going discussions among faculty and with their administrators. In a few instances, early signs that a program needed to be revised have surfaced from these reports. Administrators have placed these programs on a "watch list," and deans work closely with faculty to ensure that the necessary changes are made.

SACs conduct formal program reviews every five years and yearly assessment reports are included in summary form. There have been remarkable improvements in the program reviews, with very substantial and compelling information and data that have influence on academic planning and (re)directing of resources.

The Learning Assessment Council and the Educational Advisory Council are jointly revisiting and reconsidering the Core Outcomes and how we can assess them more systematically across the College, as well as whether the Core Outcomes adopted 15 years ago still accurately reflect what our students need to know or be able to do.

Faculty continue to step forward to provide consultative feedback to colleagues and others have been trained to help facilitate conversations within the SACs in order to cut through biases and obstructions that sometimes derail the best-intended discussions. Faculty are beginning to see the benefits of this work, some of the initial resistance has diminished, and many bright spots of assessment-based improvements are emerging.

Faculty is actively engaged in review of the PCCs General Education Program, and in particular, looking for models which will facilitate a more comprehensive approach to assessment of our institutional learning outcomes. Recently a long-standing administrative rule was removed, allowing Oregon community colleges to identify majors on students' transcripts and diplomas. Faculty are also actively exploring the concept of and practices around guided pathways. All of these discussions are closely related and are being conducted in concert often woven together, and engaging as many faculty as possible. They are at the very beginning stages. At the same time increased attention to the challenges for transfer students on the part of both our local university partners and from state legislators has contributed increased scope to the conversations.

PCC is participating in the second year of the Multi-State Collaborative for Assessment of Student Learning, sponsored by the State Higher Educational Executive Officers

(SHEEO) and the American Association of Colleges and Universities (AAC&U). Focus is on testing the feasibility of evaluating authentic student work from specific assignments embedded across a large variety of courses and disciplines using a common tool – LEAP VALUE rubrics for Critical Thinking and Written Communication. This collaborative hopes to answer questions such as, "Can student work generated in a sociology class be properly evaluated against a general rubric, and by faculty from other disciplines? Even more challenging, "Can faculty from different disciplines come to a common understanding and agreement to established targets for student performance and what this looks like in authentic student work?" Participating in this collaborative informs PCC's efforts to improve assessment of the Core Outcomes across the General Education program.

## Faculty Federation and Part-Time Faculty

With the gradual decline in enrollments, business practices have been modified to ensure appropriate classroom fill rates, etc., and reduction in the numbers of PT faculty teaching sections has resulted. In an effort to provide some stability, the Faculty Federation and PCC administration have agreed to create a three year pilot during which three year contracts will be created that PT faculty may apply for. It is anticipated that one hundred contracts will be offered in year one. By the end of three years of this pilot, it is anticipated that approximately 300 PT faculty will be working under these three year contracts. Appropriate evaluations will follow.

On February 1, 2016, the Oregon Legislature reconvened in its regularly scheduled *short session*. It is not intended that significant changes to how Oregon funds community colleges will change during this session, but there is anticipation of allocation of additional one time funds to improve student success and completion. It remains to be seen if and how additional one time funding might be prescribed.

Completion Investment Council

The Completion Investment Council (CIC) continues its work. A representative body of approximately 30 faculty, staff, and student stakeholders invested in understanding the shift from an "access agenda" to a "success and completion agenda" and moving the College toward a proactive response to this shift. The CIC serves as an advisory body to the College administration to provide advice and guidance to improve student success and completion, and as a catalyst within the institution to proactively respond to the emerging regional and national "completion agenda." Initially, the CIC charge was to focus on recommendations to improve outcomes in the "Prepare" phase of the Panther Path:

- Entering students will be academically, personally, and financially prepared and will be able to navigate the PCC system on day one of classes.

PREPARE   ENGAGE   COMMIT   COMPLETE   THRIVE
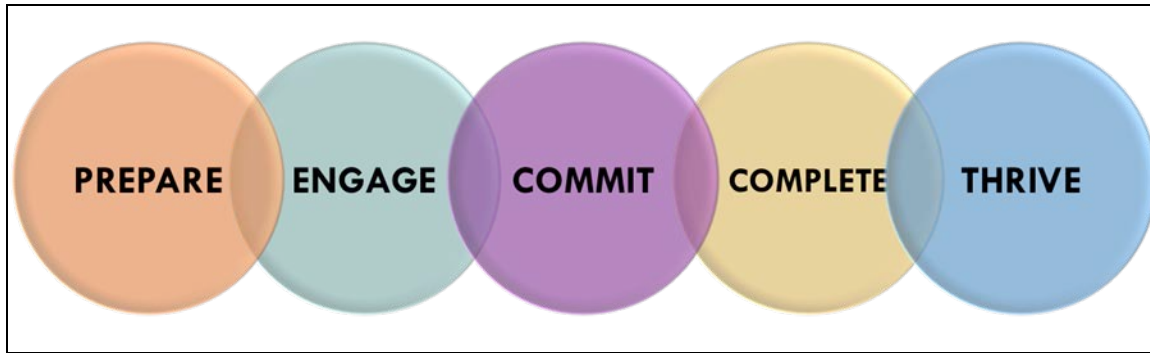
For the academic year, 2015-2016, CIC focus is dedicated to the "Engage" phase of the student experience. The CIC is still reviewing data, however, it appears that the Engage focus will include the Men of Color programs – engaging men of color, and particularly African-American men with services that support their academic endeavors. Another interest is to more closely align instruction with student services to create the network of support for all PCC students. The Development Education Subject Area Committee and the Writing/Composition Literature Subject Area Committee continue to meet in meaningful ways to build bridges between developmental and college level reading and writing for our students. It is expected that the "Engage" work will continue into the next academic year.

Title III Grant and Five Year Results

In 2010, the college was awarded a Title III grant of nearly $2 million over five years with the following goals.
- Improve financial access and business processes to increase transparency for students through the following actions
- Improve access to scholarships via the PCC Foundation through the following actions
- Demystify the financial aid process through the following actions
- Increase financial aid education and literacy through the following actions
- Support veterans through the following actions
- Establish a loan default prevention program

Just recently, the U.S. Department of Education approved a "no-cost" extension of the Title III FLAIR program for 2015-2016 to complete the following activities:
- Improve access to all job postings for student employment (regardless of the funding source) via a one-stop channel in MyPCC on the "Paying for College" tab
- Update the Career Connections job posting system to ensure an intuitive and simplified process to post job and internship opportunities and search for available positions
- Complete the revision of PCC's custom version of OR Career Information System (CIS) to increase access of career preparation and financial tools: 1) links to college and program costs in OR CIS; 2) average financial aid per college; 3) entry-level and median salaries for various occupations; 4) a budgeting tool to

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determine monthly budget according to long-term occupational goal (including an estimate of future student loan repayment); 5) planning worksheets to estimate costs of education per future occupations; 6) job outlook data needed to understand hiring trends for various occupations in OR and US; 7) scholarship database that highlights specific scholarships per student characteristics or interests; 8) employment law and licensing barriers that may affect students' career plans; and 9) job search information and resources.

- Pilot two final online tutorials *(*Choosing a Career and Landing That Job*)* and test their usability with students
- Establish a Career Development Communication Team (CDCT) to update existing career and student employment websites, plus manage and maintain student information and communication channels
- Implement a [Career Development Reference Guide](), available through the PCC Library, as a central location for students to access reliable and current career and employment resources

Results: Title III Objectives (2010 to 2015):

Objective 1: By 9/30/2015, **increase** the fall to winter retention rate for students on financial hold, from 31.4% (2009 baseline) to 35.4%. By 9/30/2015, the retention rate for students on financial hold from fall 2014 to winter 2015 was 55.4%.

Objective 2: By 9/30/2015, **decrease** PCC's cohort default rate (CDR, 3 -year default rate). In September of 2012, the first official 3-year CDR rates were released for all colleges, PCC's official three-year CDR cohorts:
Fiscal year 2009 - CDR of 18.5% (released in September, 2012)
Fiscal Year 2010 - CDR of 20.3%
Fiscal Year 2011 - CDR of 16.5%
Fiscal Year 2012 - CDR of 17.2% (released in September, 2015)

Objective 3: By 9/30/2015, **reduce** the proportion of Veterans benefit applicants who have to be re-certified from 71% (2009 baseline) to 45%. By 9/30/2015, the proportion of VA benefit applicants who had to re-certify was 36%.

Objective 4: By 9/30/2015, **reduce** the median benefit financial aid processing time (for students who cannot be completed by PCC's automated system). Financial aid (FA) operations have been streamlined and automated to expedite eligible funding to PCC students, thus reducing institutional barriers for student enrollment, registration, and payment deadlines. Median FA processing times, per aid year:
Aid year ending September 30, 2010: median of 70 days
Aid year ending September 30, 2011: median of 78 days
Aid year ending June 30, 2012: median of 60 days
Aid year ending June 30, 2013: median of 52 days
Aid year ending June 30, 2014: median of 50 days
Aid year ending June 30, 2015: median of 40 days

Objective 5: By 9/30/2015, **increase** the number of major gift prospects qualified from 20 (2009 baseline) to 60. By 9/30/2015, the PCC Foundation had 119 qualified major gift prospects (those prospects capable of gifts of $50,000 or greater).

Objective 6: By 9/30/2015, **increase** the number of alumni who respond annually to PCC Foundation communications from 400 (2009 baseline) to 1500 annual responses. On 9/30/2015, the PCC Foundation had 11,921 alumni responses via targeted outreach events.

Additionally, PCC's current retention rate for first-time students has increased:
2009 - 57% for <u>full-time, first-time</u> fall 2009 cohort still enrolled in fall 2010 (baseline)
2013 - 60% for <u>full-time, first-time</u> fall 2013 cohort still enrolled in fall 2014
2009 - 40% for <u>part-time, first-time</u> fall 2009 cohort still enrolled in all 2010 (baseline)
2013 - 44% for <u>part-time, first-time</u> fall 2013 cohort still enrolled in fall 2014

"Based on the comprehensive analysis of institutional strengths, weaknesses and significant problems, PCC's overall goal relating to the single Title III activity is to improve student success by reducing institutional barriers to access and management of education-related finances" (PR/Award # P031A100086. p.9). The following improvements have also contributed to the overall goal of the Title III FLAIR program:

- Late fees have been reduced by 40% (2012 to 2015)
- Past due accounts sent to collections have been reduced by 32% (2012 to 2014)
- Financial holds on student accounts have decreased by 68% (2012 to 2015)
- Enrollment in online payment plans has increased by 113% (2012 to 2015)
- The PCC Foundation endowment has increased from $4,921,431.00 (June, 2011) to $6,966,204.00 (June, 2015)
- The annual amount awarded for scholarships has increased from $786,197.00 (2011-12) to $1,143,556.00 (2014-2015)
- The number of students applying for scholarships has increased from 900 students (2011-2012) to 1,941 students (2014-2015)
- Access and usage of online student tutorials in *Panther Tracks: Guides to Student Success* has increased by 286% (June 2012 to June 2015), even though overall usage of the college's website has decreased (in that same time period) by 13%. *Panther Tracks: Guides to Student Success* includes PCC's online orientation as well as financial education tutorials developed as part of the Title III FLAIR program.

Other system initiatives have been implemented for the purpose of enhancing student retention, success, and completion:

- Creating Answer Centers – one-stop intake process for students and mandatory orientations for incoming students
- Aligning the Standard of Academic Progress between Financial Aid and Student Support Services
- Automatic institutional awarding for certificates (leading to degrees) and degrees (when confirmed with students)
- Allowing "reverse transfers" when students transfer to universities without completing a degree at PCC

- Automating Financial Aid, Bursar, and Registration processes
- Adding Veteran Certification to the MyPCC portal

Advising Model and Placement Testing Changes

Most recently, PCC has begun a college-wide inquiry on advising. Consultants from the American Association of Collegiate Registrars (AACRO) were invited to the college to review advising practices and provide recommendations for creating more comprehensive and consistent advising services on all four campuses and PCC centers. The Advisory Council and a newly constituted Advising Process Review Leadership Team (APRLT) have convened for the purpose of selecting a college-wide advising model, harnessing the existing technology for tracking advising, and improving the student experience either at the campuses or via online student support services.

It was announced in the spring of 2015 that the ACT Compass test would be discontinued in 2016, creating an urgency to consider changes to PCC's current system for placing students in reading, writing, and math courses. PCC welcomed the opportunity to examine new models that would reduce reliance on a single high-stakes test, and potentially provide the opportunity for more students to successfully move beyond developmental education requirements.

A task force was convened in the fall of 2015 to examine current research and best practices, and charged to bring forward a recommendation for a new placement process by spring of 2016. At the same time, PCC participated in a state-wide work group looking at the issues of appropriate placement as part of a state-led developmental education redesign work.

The task force concluded that the institution should move towards a multiple measures approach for determining placement, particularly for recent high school graduates, and to incorporate assessment of non-cognitive skills as part of those factors. The work ahead will be to make specific determination regarding what factors we will include in those multiple measures, and to determine an effective and affordable means of providing those placement evaluations to students.

Institutional Technology

PCC engaged Moran Technology Consulting, an IT consulting firm, to conduct a comprehensive review of PCC's technology capability. Their analysis highlighted the existing PCC network and IT governance as key focus areas for improvement. PCC initiated a complete network redesign and upgrade, which will be completed in March, 2016.

In addition, a new college-wide IT governance structure is being created, including five new committees: Executive Technology; Instructional Technology; Administrative Technology (all College operations including student services); Technology Infrastructure; and Information Security. The Executive Technology Committee will oversee the work of the other committees, ensure IT focus aligns with the strategic goals

of the institution, and set priorities with strategic budgetary impacts under consideration. The establishment of this governance structure is the beginning of the development of the process in which technology updates and replacements occur (Recommendation 1, 2.G.7 and 2.G8, Year Seven Evaluation Report) and will partially impact the development of the facilities master plan process (Recommendation 3, 2.G.3, Year Seven Self-Evaluation Evaluation Report). Information Security is another area of focus that is beginning to be addressed.

Strategic Plan

At the end of the year-long process (fall 2013 to fall 2014), the new strategic plan was formally approved by the PCC Board of Directors in November 2014. Interim President Kelley has engaged with a consulting firm, NXT Consulting Group, for the purpose of beginning the implementation of the strategic plan. At the time of this report, an environmental scan has been completed and presented to the Board of Directors and the Interim President. Groups of internal/external stakeholder are being assigned around each strategic theme. Strategic initiatives are being inventoried and each group is expected to review and prioritize these initiatives for allocation of funds.

At this time it is anticipated that these strategic theme groups will recommend to the interim president's Budget and Planning Advisory Council (BPAC) that will, in turn, consider the recommendations and then advise the interim college president about which initiatives are best suited to the strategic vision and ultimate strategic funding. Approximately $2.75 million will be dedicated as resource allocation to the strategic plan initiatives.

The review and revision of the PCC Mission and Core Themes were approved by the Board of Directors in January 2016. With the submission of this Year One Self-Evaluation Report, the College is well-prepared to embark upon the next seven-year cycle of self-reflection and evaluation.

Response to Topics Previously Requested by the Commission

Portland Community College does not have any addenda requested to be submitted with the spring 2016 Year One Self-Evaluation Report.

Spring 2017

The College will submit an Ad Hoc Report without a visit in spring 2017 to address Recommendations 1 and 3 of the spring 2015 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report.

Recommendation 1: The evaluation committee recommends that the College develop a process to produce a technology update and replacement plan that includes opportunity for staff and constituent participation (Standard 2.G.7 and 2.G.8).

Recommendation 3: The evaluation committee recommends that the College complete the process necessary to produce a Facilities Master Plan (Standard 2.C.11).

Spring 2018

The College will submit an addendum to its spring 2018 Mid-Cycle Report to address Recommendation 2 of the spring 2015 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report.

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

Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

2. Authority

Portland Community College (PCC) is an independent college chartered by the Oregon Department of Education and governed by a locally-elected seven member board of directors. PCC is subject to state statutes and administrative rules formulated by the Legislature, the Oregon Higher Education Coordinating Commission (HECC), and the Department of Community Colleges and Workforce Development (CCWD). These regulators clearly delineate the authority and responsibilities of the College.

3. Mission and Core Themes

Portland Community College's (PCC) mission is clearly defined and adopted by its board of directors consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education. The updated mission statement and core themes (January 2016) closely resemble the prior mission and core themes which were in place during the previous accreditation cycle. Feedback from the Year Seven Self-Evaluation visit supported keeping many of the existing indicators of achievement while additional indicators have been created for new core theme objectives.

The College's mission reads: "Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity, and inclusion."

The College's core themes are clearly defined and each theme is closely aligned with the College's mission statement, followed by the College's interpretation of how the themes manifest themselves in college planning, processes, action, and assessment.

PCC's core themes are:
- Access and Student Success
- Economic Development and Sustainability
- Quality Education
- Diversity, Equity and Inclusion

PCC allocates all of its state funds, student tuition, solicitation of public and private grants, and local property taxes to support its educational mission and goals.

Standard 1.A Mission

Portland Community College Mission

Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.

<div align="right">PCC Board of Directors (January 2016)</div>

During October and November 2015, College stakeholders were invited to participate in a mission review process, which signaled the beginning of the next seven-year cycle for accreditation reporting and evaluation. A total of twenty-three meetings were convened across the PCC District for this review and approximately 365 faculty, staff, and students attended. Stakeholders were asked to review and provide feedback on the current mission and core themes. An intranet site ("Spaces" page) was set up as another means to collect input and was utilized by approximately 65 people.

In November, December, and January, the Board of Directors discussed the purpose of the mission within the filter of accreditation, and held two work sessions which afforded additional discussions and testimony from faculty, staff, and students. On January 21, 2016, the Board of Directors approved the proposed mission and core themes. Though very similar in scope to the mission which served the College well through the prior accreditation cycle, the wording of the updated mission better represents the College today and into the foreseeable future.

The mission statement is widely available. It is found on posters throughout the College, easily accessed at About PCC under "Quick Facts" as well as the home page for PCC's Board of Directors. It is included in the College Catalog and the updated statement will be in the next catalog release. Internal documents such as the "Management and Confidential Employee Handbook" link to the PCC Cornerstone which also contains the mission statement.

Defining Mission Fulfillment

The College defines mission fulfillment as successfully meeting PCC's core themes through attainment of corresponding objectives. Each objective has outcome-oriented indicators of achievement which can be measured and assessed according to predetermined targets. The acceptable threshold of mission fulfillment is attainment of 70 percent or more of the indicator performance targets.

For example, if the College has identified 20 indicators of achievement and meets the performance targets on 16 of those indicators, the institution is on track for mission fulfillment - with one exception. If all the indicators for any one core theme assess below targeted performance levels, an acceptable threshold of mission fulfillment has not been met. This additional criteria reflects the intrinsic roles of both individual and combined core themes as essential elements of the mission.

Standard 1.B Core Themes

The following core themes were approved by the College's Board of Directors in conjunction with the revised mission in January 2016.
- Access and Student Success
- Quality Education
- Economic Development and Sustainability
- Diversity, Equity and Inclusion

The core themes track verbatim to wording found in the College's mission statement and individually and collectively encompass the College purpose of teaching and learning. They are similar and in some instances identical to those from the prior accreditation reporting cycle.

The College regularly analyzes and reports on a wide range of accountability measures to College leadership, the State of Oregon, the Federal Government and grant funders. A partial listing includes:
- Oregon Legislature's Key Performance Measures (Legislature KPMs),
- Federal Integrated Post-Secondary Data System (IPEDS) reports,
- Carl D. Perkins Title I Annual Reports,
- Title III Grant Reports, and
- Numerous file submissions throughout the year to the State of Oregon through Data for Analysis (D4A) reporting.

Feedback from the NWCCU Year Seven Self-Evaluation Report and Visit, and an evaluation of external accountability measures, supported keeping many of the existing indicators of achievement and eliminating those no longer meaningful or assessable. Additional indicators were developed for the new core theme objectives as well. All indicators are designed to "stand the test of time" – to be relevant and meaningful for the next seven years.

The indicators of achievement are college-level measures. Although hundreds of data points by campus, by program, and by student sub-groups are regularly collected to support continuous improvement efforts, mission fulfillment is informed by achievement of college-level objectives. The majority of indicators are outcome oriented, quantitative by design, and have targeted performance levels. The few that are process measures address practices that are critical for the accomplishment of a core theme objective and thus mission fulfillment.

Each core theme is further described in the following section. Corresponding objectives are listed as well as the rationale for each indicator, performance target, and data source. Where appropriate, an acceptable maximum or minimum value is provided with the performance target.

Core Theme: Access and Student Success

The College welcomes students at all levels of academic preparation through an open-door admissions policy while fully acknowledging "Access without success is an empty promise." Although no single definition of success applies to all students, the educational journey starting with enrollment, development of college-level skills (for some) and the accumulation of credits to fulfill individual goals is shared by all students.

Objective: Competitively priced educational offerings enhance access to higher education for area residents and attract out-of-state and International student enrollment.	
Indicators of Achievement	**Rationale**
*In-State course tuition and fees *Target:* Total tuition and fees are less than the median tuition and fees of Oregon community colleges. *Acceptable Maximum:* Total is no more than median.	Cost can be a barrier to college access. However, when state funding decreases, colleges frequently increase tuition and fees. This measure assesses PCC's affordability relative to other Oregon community colleges impacted by same changes in state funding. Data Source: Oregon Tuition and Fees
*Out-of-State/International course tuition and fees *Target:* Total tuition and fees are similar to the average cost at other large community colleges in the Pacific Northwest. *Acceptable Maximum:* Total ranks below the top quartile.	The College does not receive state funding for out-of-state or International students. Thus, additional tuition and fees are charged to help offset the loss in state support. This measure assesses student access to the College based on tuition and fees compared to other large community colleges out-of-state or International students may consider. Data Source: Net Price Calculators
*Percent of students receiving PELL grants *Target:* At least 40% of students are PELL recipients. *Acceptable Minimum:* No fewer than 35% are PELL recipients.	PELL grants are based on financial need and facilitate college access for individuals who otherwise have the fewest educational options. This measure assesses access to the College for economically disadvantaged students. Data Source: PCC (Banner)

Objective: Student success is demonstrated through course completion, next term retention, college-level skill attainment, and accumulating credits toward degree completion, transfer preparation or employment.	
Indicators of Achievement	**Rationale**
*Course completion rates *Target:* 70% or more credits are successfully completed. *Acceptable Minimum:* At least 65% of credits are successfully completed.	Completing course(s) with a passing grade is fundamental to student success regardless of student academic or professional goal. This measure assesses student success at the course level. Data Source: PCC (Banner)
*Fall to Winter Retention *Target:* 70% or more fall students enroll winter term. *Acceptable Minimum:* At least 65% of fall students enroll winter term.	The majority of students, those attending PCC for the first time in particular, will not accomplish their educational goal in one term. This measure assesses student progress as fall to winter retention. Data Source: PCC (Banner)
*Progress in Developmental Math, Reading and Writing *Target:* 75% or more of fall developmental education students enroll in a next higher related course by the end of the academic year. *Acceptable Minimum:* At least 70% of fall developmental education students enroll in a next higher course by year's end.	Students with pre-college math, reading and/or writing skills need to progress through the developmental course sequence prior to enrollment in most lower division transfer or career technical education courses. This measure assesses student success as progression through developmental course sequences. Data Source: PCC (Banner)
*Accumulation of college-level credits *Target:* 35% or more students complete 15 college-level credits within an academic year. *Acceptable Minimum:* At least 30% of students complete 15 college-level credits within an academic year.	Accumulation of college-level credits is required for all certificates and degrees as well university transfer preparation. Completion of 15 college-level credits within an academic year is a recognized progress benchmark from the state's prior Achievement Compact reporting. Data Source: PCC (Banner)
*Transfer and Still Enrolled Rates *Target:* Exceeds the state average for community colleges.	Many students transfer and continue their education elsewhere with no intent of first completing a PCC credential.

Acceptable Difference: No more than 5% below state average.	This measure assesses student progress as continued educational participation beyond enrollment at PCC. Data Source: StudentTracker Postsecondary Completions, National Student Clearinghouse
*Total Completion Rates *Target:* Exceeds the state average for community colleges. *Acceptable Difference:* No more than 5% below state average.	Student degree completion be it at PCC or a transfer institution is a successful outcome. This measures assesses college completion rates beyond institutional boundaries, across state lines over a six year period. Data Sources: StudentTracker Postsecondary Completions, National Student Clearinghouse Research Center, IPEDS Outcome Measures Report

Core Theme: Quality Education

The PCC Mission statement explicitly states the College will provide a quality education. To do so requires external validation that a quality education has been delivered and that the College practice continuous improvement to ensure the quality be maintained.

Objective: Evaluations and student accomplishments external to PCC confirm students have mastered expected learning outcomes.	
Indicators of Achievement	**Rationale**
*Licensure/certification exam pass rates *Target:* Exam pass rates average 85% or higher. *Acceptable Minimum:* Average pass rates of combined exams is no less than 80%.	Many career and technical education fields require students pass a licensure or certification exam in addition to completing a college credential. Students who have received a quality education are expected to pass these exams. This measure assesses the extent to which PCC prepares students to obtain professional certifications. Data Source: Individual testing entities
*Employment status of Career and Technical Education (CTE) graduates *Target:* 80% or more of CTE graduates are employed.	Students who complete a career and technical education program certificate or degree are expected to be prepared for employment. This measure assesses the employment of students following graduation.

Acceptable Minimum: At least 75% of graduates are employed.	Data Sources: Oregon CCWD, Oregon Department of Labor, PCC (Banner)
*Transfer student subsequent bachelor degree completion *Target:* PCC students meet or exceed the average bachelor degree attainment rate for Oregon community College transfers. *Acceptable Minimum:* Rate is no more than 5% below average.	PCC students who have received a quality education are expected to be academically successful after transfer. This measure assesses how well students are academically prepared to complete a bachelor's degree. Data Source: StudentTracker Postsecondary Completions, National Student Clearinghouse

Objective: All academic programs and student service areas engage in a regular ongoing planned cycle of program review.	
Indicators of Achievement	**Rationale**
*Academic Program Review *Target:* At least 90% of SACs complete their self-study during the prescribed reporting calendar. *Acceptable Difference*: No more than 15% of SACs delay their self-study to a later year.	Each academic subject area committee (SAC) follows a prescribed program review model which includes a comprehensive self-study, report and presentation to College leadership every five years. This measures assesses the College's ability to complete each program review cycle. Data Source: Academic Program Review Schedule
*Student Services Program Review *Target:* At least 85% of service areas complete their self-study within five years of the prior study. *Acceptable Difference:* No more than 20% of service area reviews exceed a five year cycle.	Each student services area engages in a program review. More than one-half of the reviews fall within the desired five year reporting cycle. This measures assess the College's progress getting all service area program reviews on a five year reporting cycle. Data Source: District Student Service Program Reviews

Core Theme: Economic Development and Sustainability

PCC advances the region's economic development by contributing to the growth of an educated workforce and as a community partner dedicated to protecting natural resources. The College fulfills this commitment through the delivery of accessible quality credit programs (addressed under previous core themes), non-credit and continuing education instruction and by supporting small business development and

expansion. Sustainability practices throughout PCC operations demonstrates the College's investment in preserving community resources.

Objective: PCC graduates and continuing education and business development programs enhance the local workforce.	
Indicators of Achievement	**Rationale**
*Number of jobs created, jobs retained, net new sales, and capital *Target:* Meet the Oregon Small Business Development Center Network performance metrics. *Acceptable Minimum:* Meet at least 70% of performance metrics.	The Small Business Development Center (SBDC) is the hub of entrepreneur and economic development for small businesses throughout the PCC district. Services provided support local job creation and retention and increased revenue for client entrepreneurs. This measure assesses the SBDC's success at responding to small business needs based on state performance metrics. Data Source: SBDC (CenterIC database)
*Continuing Education Units *Target:* At least 80% of CEUs are successfully completed. *Acceptable Minimum:* No fewer than 75% of CEUs are successfully completed.	The completion of continuing education units (CEUs) is a requirement for entry or continued employment in a variety of occupations. This measure assesses the completion rate of attempted continuing education units. Data Source: PCC (Banner)
*Degrees and certificates awarded to service area residents *Target:* At least 95% of awards are to area residents. *Acceptable Minimum:* No fewer than 90% of awards are to area residents.	A skilled and educated local workforce advances the economic development potential of the community. This measure assesses the geographic availability of PCC graduates in the Portland metropolitan area. Data Source: PCC (Banner)

Objective: College operational practices serve as a model for supporting a sustainable environment.	
Indicators of Achievement	**Rationale**
*Sustainability Tracking and Ratings System (STARS) status *Target:* Maintain at least a Silver Rating *Acceptable Minimum:* Bronze Rating	STARS, developed by the Association of Sustainability in Higher Education, is a comprehensive reporting framework in which the College reports hundreds of data elements that are used to measure the institution's sustainability performance. Participating in STARS provides the College

	recognition for sustainability efforts and engages the community in building a culture of sustainability.
	Data Source: STARS Report
*College greenhouse gas emissions *Target:* College emissions measure less than the prior year inventory. *Acceptable Maximum:* Emissions are no more than the prior year.	PCC is among the charter signatories of the American Colleges and University Presidents' Climate Commitment. PCC's Climate Action Plan 2013 details the College's comprehensive greenhouse inventory, supply chain emissions and all other sources of emissions. This measure assesses the College's progress toward reducing emissions detailed in the plan. Data Source: PCC Annual Carbon Emissions Inventory

Core Theme: Diversity, Equity and Inclusion

The community is becoming increasingly diverse in terms of race, ethnicity, sexuality, ability, gender, socio-economic status and age. In order to succeed as a college and support student success, PCC must be a welcoming environment to all students, faculty and staff. The College embraces a broad and inclusive definition of diversity but for core theme reporting purposes only, the primary focus of the equity lens is on race and ethnicity.

Objective: The College enrolls a diverse student population that is academically successful and satisfied with their college experience.	
Indicators of Achievement	**Rationale**
*Student racial/ethnic distribution *Target:* Reflect diversity of service area community. *Acceptable Range:* ± 5% of service area distribution.	Providing the diverse community access to educational opportunities is fundamental to PCC's mission and purpose. This measure assesses the student racial/ethnic distribution relative to the service area community. Data Sources: Census, PCC (Banner)
*Fall to Winter Retention *Target:* Retention of Students of Color meets or exceeds the College average. *Acceptable Minimum:* Retention is	This measure is previously reported for all students under an objective supporting the Access and Success core theme. Disaggregated by race/ethnicity, the rate indicates if Students of Color are retained at a rate similar to that of all students.

no more than 5% below the College average.	Data Source: PCC (Banner)
*Accumulation of college-level credits *Target:* The percent of Students of Color who complete 15 college-level credits within an academic year meets or exceeds the College average. *Acceptable Minimum:* The percent of Students of Color who complete 15 college-level credits within a year is no more than 5% below the College average.	This measure is previously reported for all students under an objective supporting the Access and Success core theme. Disaggregated by race/ethnicity, the rate indicates if Students of Color complete 15 college-level credits at a rate similar to that of all students. Data Source: PCC (Banner)
*Graduation/transfer rate *Target:* The combined rate for Students of Color meets or exceeds the College average. *Acceptable Minimum:* The rate is no more than 5% below the College average.	While the majority of PCC graduates do not transfer, most students who transfer do so before graduating from PCC. This composite measure acknowledges that both are successful outcomes and is detailed by race/ethnicity in federal reporting. Data Source: IPEDS
*Student Satisfaction Survey *Target:* Students of Color satisfaction with their college experience is equal to or higher than the average level for all students. *Acceptable Difference:* None at this time.	Student perceptions of the teaching and learning environment, instruction, support services and all other aspects of the college experience highlight areas of excellence as well as those needing improvement. Additionally, if differences are found among various student subgroups, targeted interventions are needed. Data Source: Various proprietary and PCC developed survey instruments

Objective: The College employs and retains a diverse workforce that is engaged and satisfied with the inclusive college culture.	
Indicators of Achievement	**Rationale**
*Racial distributions of existing and newly hired employees *Target:* Newly hired employees are more diverse than the existing College workforce.	The College has a low turnover rate and the number of new positions created each year is a small percentage of total employment. However, if the diversity of new employees is greater than the existing employee base, the College workforce is becoming more diverse.

Acceptable Minimum: Does not apply.	This measure assesses College progress toward achieving a diverse workforce. Data Source: PCC (Banner)
*Racial distributions of existing and newly hired faculty *Target:* New faculty are more diverse than existing faculty. *Acceptable Minimum:* Does not apply.	Improvements in College workforce diversity must include full-time faculty, in particular, which historically is less diverse than other employee groups. This measure assesses College progress toward increasing the diversity of full-time faculty. Data Source: PCC (Banner)
*Employee turnover by race/ethnicity *Target:* The turnover rate for Employees of Color is no different than the College rate. *Acceptable Difference:* Employees of Color turnover rate is within 5% of College rate.	Although employees leave the College for a variety of reasons, an inclusive and equitable culture would see no group leaving at a higher rate than another. This measure assesses the extent to which employee turnover impacts College workforce diversity. Data Source: PCC (Banner)
*Campus Climate Survey *Target:* Employees of Color satisfaction with the College climate is equal to or higher than the average for all employees. *Acceptable Difference:* None identified at this time.	Employee perceptions of their individual work environment and the campus climate as a whole are important for identifying potential barriers to having a diverse, equitable and inclusive college community. This measures assesses the extent to which employees have similar or different satisfaction levels with the College climate. Data Source: Various proprietary and/or PCC developed instruments

Summary

The updated mission statement and core themes closely resemble the mission and themes in place during the previous accreditation cycle. Feedback from the year seven visit supported keeping many of the existing indicators of achievement. The newly-enhanced core themes, objectives, and indicators collectively represent essential elements of the College's mission and are assessed to determine attainment of an acceptable threshold of mission fulfillment.

Conclusion

PCC's Board of Directors approved its updated mission and core themes on January 21, 2016. Along with the corresponding objectives and indicators of achievement, they represent meaningful measures of progress toward mission fulfillment.

PCC's Strengths

Faculty and Student Services work in tandem to place student learning and success first and foremost. The faculty-led Learning Assessment Council (LAC) oversees systemic instructional assessment efforts. Student Services maps initiatives to the Panther Path – a system which has become the conscience of student progression at PCC. Both instruction and student services use the data-driven program review process to identify areas for improvement and change. The Completion Investment Council (CIC) continues to use data to highlight areas in need of attention or resources. Examples of such work are found in improvements in the math and reading/writing programs as well as in support for the Men of Color program.

Work on the 2008 $374M bond measure projects is concluding. The Bond Team has met targets identified in the planning process and the new buildings contain operations and equipment needed to prepare students for the 21st Century workplace. PCC campuses have been greatly enhanced by this bond.

In 2013-2014, PCC used an inclusive process to create a strategic plan. The strategic plan provides an aspirational framework for the next fifteen years into which measurable five-year plans will be inserted. As the plan is implemented, priorities will be assigned to the $2.75 million strategic fund.

PCC's Challenges

Oregon's Lieutenant Governor stepped in after the mid-term resignation of the governor. This resulted in a number of changes in the educational arena. There have been changes in personnel and structure. PCC closely monitors and responds to such changes and engages in the State conversation at a number of levels. Evidence of PCC alignment with State educational reform is found in our work around completion, high school dual credit, and financial aid. The challenge is to keep up with the change while completing our institutional mission.

The recent recession resulted in a 43 percent enrollment increase. Conversely, as the economy recovered there has been an enrollment drop due the availability of job opportunities. There has been significant numbers of retirements at the College. Newly-hired people are getting to know this complex organization, and they present fresh perspectives about how to address new and long-standing issues. The challenge is to be open to new ideas while avoiding the loss of important institutional memory. The economy continues to be volatile and PCC executives are closely monitoring fluctuations. Best and worst case scenario planning has become a standard institutional operating procedure at the College.