

Northwest Commission on Colleges and Universities

**Year Three Peer
Evaluation Committee Report**

**PORTLAND COMMUNITY COLLEGE
Portland, Oregon**

April 30 – May 2, 2012

*A confidential report prepared by the Evaluation Committee for the Northwest Commission on
Colleges and Universities*

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**Portland Community College
Evaluation Committee Roster
April 30 – May 2, 2012**

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Introduction

Portland Community College (PCC) is a large multi-campus college under one accreditation serving Washington County and portions of Multnomah, Columbia, Yamhill, and Clackamas counties. PCC centers are located throughout the College's service area. PCC enrolls about 56,800 credit and 35,685 non-credit students, which is equal to 32,326 full-time equivalent (FTE) using Oregon's annualized calculation for FTE. During the past four years the College has experienced a 42% growth in FTE, while during the same period, state funding to Oregon community colleges dropped by approximately 21%. In 2008 voters residing within the PCC district approved a \$374 million bond measure which provides for expansion and renovation throughout the PCC district.

This Year Three Peer-Evaluation Report for Portland Community College was written as a result of the evaluation committee's review of the College's Year Three Self-Evaluation Report and associated documents and a site visit conducted April 30 – May 2, 2012. This Year Three Peer-Evaluation Report contains an evaluation of the College's responses to recommendations 1, 2, 3, 4 and 5 of the Year One Peer-Evaluation Report.

The evaluation committee found the Year-Three Self-Evaluation Report to be well written and user friendly. The numerous links in the report were very helpful to the evaluators as they sought access to important documents, as was the electronic formats that the College utilized for providing requested documents during the actual visit. The progressive manner in which information was provided facilitated the entire evaluation process. The large number of College employees identified as being involved in the development of the Self-Evaluation Report is impressive and evidence for college-wide involvement in the process.

Site visit evaluation activities included interviews with key college personnel either in groups or individually. Faculty, students, staff, administrators and Board of Directors members all participated in the process. The evaluation committee visited the three campuses (Sylvania, Cascade, and Rock Creek) and the Southeast/Extended Learning Campus. The evaluation committee thanks the College for the professional and problem-free manner in which the logistics of the visit were handled and for the hospitality during the visit. It assisted the committee with its work and made for a productive and enjoyable site visit.

Eligibility Requirements

Eligibility Requirements 2 – 21 are appropriate to the scope of this evaluation report and the content of those Eligibility Requirements are addressed in the sections of the report that report on the corresponding standards. The Year Three Self-Evaluation Report addressed each of these Eligibility Requirements in a clear and concise manner.

Evaluation of Responses to Previous Recommendations from the Spring 2011 Year One Peer Evaluation Report

Recommendation One: Assessment is not used for improvement in teaching and learning. The evaluation panel recommends that PCC use assessment in the improvement of teaching and learning (Standard 4.A.3 and 4.B.2).

The evaluation committee finds that PCC faculty have made significant progress toward the systematic use of assessment for improvement in teaching and learning. Faculty have played a central role in the development and implementation of the five-year program review, annual assessment plans, and annual assessment reports through their leadership on the Learning Assessment Committee (LAC) and Subject Area Committees (SACs.) Assessment plans and reports are available for each subject area and each career and technical program offered at PCC. Although the plans and reports vary in depth and specificity, they demonstrate that all SACs are participating.

Recommendation Two: The panel recommends that PCC approve and post all instructor qualifications, and ensure that embedded related instructional content is clearly identified in all relevant course outcomes (Standard 2.C.11).

The evaluation committee finds that PCC has made significant progress in addressing Recommendation Two from its previous evaluation report.

PCC has a “general statement of instructor qualifications” that describes standard qualifications for faculty teaching in various broad categories, and that is accessible on its website. In addition, the College has developed a process for expanding and refining the qualifications for faculty teaching in specific programs. All programs have posted instructor qualifications by program and all but three of the 21 programs providing embedded related instruction have completed the process to refine their qualifications to specifically address related instruction competencies.

PCC has also developed a standard approach to identifying related instruction in its course outcomes and documenting the hours of instruction devoted to each component of related instruction covered in a course.

Recommendation Three: The panel recommends that PCC evaluate faculty on a periodic basis (Standard 2.B.6).

The evaluation committee finds that PCC has made significant progress in addressing Recommendation Three from its previous evaluation report, but encourages the College to take measures to ensure that all faculty, including adjuncts, are evaluated on a regular basis.

The current Faculty Negotiated Agreement includes specific language related to periodic faculty evaluation. Nearly 100% of all full-time faculty evaluations have been completed on time. The College acknowledges it is behind on evaluation of its adjunct faculty due to the recent 40% increase in its enrollments and the attendant increase in the use of adjuncts. Overall on-time completion of adjunct evaluations is at 78%.

Recommendation Four: The panel recommends that the institution identify an acceptable threshold or measure that can be used to determine mission fulfillment (Standard 1.A.2).

The evaluation committee acknowledges PCC's effort to identify an acceptable threshold or measure that can be used to determine mission fulfillment. In so doing, the College has indicated that, "the acceptable threshold of mission fulfillment is attainment of 75% or more of the indicators of achievement performance targets" (Year Three Self-Evaluation Report, p.26). However, it appears that not all the indicators of achievement are measurable in a way that can be factored into the stated methodology for determining mission fulfillment. For example, the target for demonstrating quality education through the results of core learning outcomes assessment is identified as "students meet or exceed anticipated performance levels" (p.31). The measures for this target are not adequately defined. This makes it difficult to identify an acceptable measure of mission fulfillment (1.A.2).

Recommendation Five: Although PCC has established objectives for each of its core themes, the panel recommends that the institution develop indicators of achievement that provide results that are meaningful and measurable for evaluating the accomplishment of the objectives for each core theme (Standard 1.B.2).

The evaluation committee finds that PCC has developed indicators of achievement that are intended to provide results that are meaningful and measurable for evaluating the accomplishment of the objectives for each core theme. However, this is not evident in all cases. For example, as mentioned earlier in the section on Recommendation Four, the target for demonstrating quality education through the results of core learning outcomes assessment is not adequately defined and therefore difficult, if not impossible, to measure.

Concern

1. The evaluation committee is concerned that the College has not fully completed the task of determining meaningful and measurable indicators of achievement and targets for all the objectives of the core themes. Standard 1.A.2, 1.B.2.

Compliment

1. The evaluation team compliments the PCC faculty for developing assessment activities designed to promote reflection and change.

STANDARD ONE – Institutional Mission, Core Themes, and Expectations

1.A Mission

The current PCC Mission Statement was approved by the governing board June 2010 after a college-wide participatory review of mission, goals and values. Input from faculty, staff and students about the mission statement was solicited and used to inform the Board of Directors during their review process. The mission is clearly defined and provides the institution with direction for the allocation of resources and application of capacity. The mission statement is widely published and generally understood by its community.

The College defines mission fulfillment and identifies accomplishments and outcomes that represent an acceptable threshold of mission fulfillment. The College has made significant advancement since the Year One Self-Evaluation Report in identifying acceptable thresholds or measures that can be used to determine mission fulfillment. All core theme objectives now have indicators of achievement that have “targets” and “acceptable minimum” thresholds.

1.B Core Themes

PCC’s mission includes “...quality education to support the academic, professional, and personal development of the diverse students and communities we serve.” Although all of the core themes relate to this, the associated objectives and indicators of achievement do not directly measure student success at the racial/ethnic level. The College is doing this, but its core themes and indicators do not manifest this significant element of its mission. Standard 1.B.1.

The College has identified core themes and objectives that cover basic elements of the mission and provide for a means to determine mission fulfillment respectively. The core themes are Access and Diversity, Student Success, Quality Education and Economic Development and Sustainability. Each core theme has an objective with indicators of achievement. The evaluation committee found that not all of the indicators of achievement are assessable and verifiable, but that considerable progress has been made by the College in this area and with mission fulfillment thresholds since the Year One Peer Evaluation Report. (See concern on page 2.)

As mentioned earlier in this report, under the core theme Quality Education the indicator “College learning outcomes assessment results” has a target that students meet or exceed anticipated performance levels. The evaluation committee could not determine how the College assesses whether PCC graduates achieve the College Core Learning Outcomes and verifies that students have met or exceeded anticipated performance levels which are not clearly defined. The target for this indicator for the core theme Quality Education is not a verifiable indicator of achievement that can be used for evaluating accomplishment of the core theme objective. Standard 1.B.2.

STANDARD TWO – Resources and Capacity

2.A Governance

PCC has a very large multi-campus governance system with clearly defined authority and responsibility at the college and campus level. Decision making at the campus and college level is informed by the views of the faculty, staff, administrators, and students when they have a direct and reasonable interest. The Evaluation Committee found that collaboration is a defining characteristic of the culture at PCC. This governance structure and collaborative spirit supports major college-wide successful initiatives like the Bond Program, specifically, and mission fulfillment at the college and campus level, generally. Standard 2.A.2

The Board of Directors for PCC evaluates its performance annually and reviews the results at a summer retreat. The evaluation begins with a facilitator contacting and interviewing each of the seven Board members individually. This process allows for Board members to express interests and concerns in a confidential environment. At the work sessions, the Board's responses are discussed in an engaging and constructive environment which leads to plans and action steps for improvement of Board effectiveness.

The PCC Board of Directors exercises broad oversight of College policies including those regarding its own operations. Interviews with some Board members provided evidence that the PCC Board leadership is very knowledgeable about major governance and legislative issues at the state level that may have an impact on PCC at the policy level.

The administrators provide effective leadership and management for the College's functions and work collaboratively across different college functions, campuses, and centers to support mission fulfillment.

The evaluation committee finds PCC has clear academic policies related to teaching, academic freedom, co-curricular activities, intellectual property, and the treatment of others and that the College appears committed to promoting a collaborative and open environment in which its constituencies are intellectually free to examine thought, reason, and perspectives of truth.

Supporting documents include The Faculty Negotiated Agreement, The Academic Standards and Practices Handbook, and various Board policies. Discussion with administration, staff, and faculty provide evidence of awareness of these policies and their implementation.

PCC library policies regarding access to and use of library and information resources, including those that address acceptable use, collection development, intellectual freedom, privacy, and confidentiality of library records, are documented and published on the library website. Library staff members use these policies as operational guidelines and as a means to instruct library users about use of an academic library. These policies are complemented by the "Library A - Z" section of the library website that lists many of the library's resources and services.

Compliment

1. The evaluation committee compliments PCC Board of Director's for a regular self-evaluation process that is engaging and constructive and leads to plans and action steps for improvement of Board effectiveness. Standard 2.A.8.

2.B Human Resources

Human Resources staff reported that financial resources were sufficient for the division to provide the support appropriate to its role, to the College's mission, core themes, goals, and objectives. Human Resources supports the Access and Diversity core theme, specifically, in terms of the achievement indicator about "racial distributions of existing and newly hired faculty and staff." The College strives to diversify its workforce by recruiting a pool of diverse candidates when hiring for new positions. Hiring pools are reviewed for diversity at each state of the selection process. If a particular pool lacks diversity, the affirmative action officer will assist the selection committee with efforts to increase the diversity of the selection pool. The Board has assisted this effort by authorizing the College District President to appoint a diverse candidate in any position where the district president deems such action is necessary to make progress toward meeting affirmative action goals. The district president uses this authority with extreme discretion in order to honor the efforts of hiring committees and managers in reaching the same objective.

The evaluator reviewed job descriptions for every employee class employed at the College, finding the descriptions accurate and the qualifications appropriate to the scope of responsibilities and background required to be successful.

Similarly, performance evaluation systems are in place and utilized for all employee groups. Implementing a simple innovation, classified staff are now evaluated on their anniversary date, rather than a standard calendar deadline, which provides more time and attention to performance review for both managers and staff.

Despite significant reductions in financial support from the state, the College has maintained its commitment to professional development programs for all employee groups and the employee groups participate actively in the programs. In house, best practice leadership brown bag forums, led by faculty, deans, and other college leaders, are held once per month for eight months during the year and are attended to capacity. Ninety percent of classified employees participate in professional development programs that are primarily designed by classified lead staff.

The hiring of faculty is driven by Subject Area Committees of department faculty members. Human Resources enables timely hiring of part time faculty by creating and maintaining distinct, subject matter pools of qualified candidates on file. The evaluator noted comments from faculty forum participants that credited the chief human resources officer with establishing a positive working relationship with the faculty.

2.C Educational Resources

The evaluation committee finds PCC's lower division collegiate (LDC), career technical education (CTE), and personal enrichment programs to be consistent with its mission. It also finds degree and certificate designators to be consistent with the program content as evidenced through the published outcomes and the courses comprising them.

Program development and adoption follows a rigorous process involving appropriate administrators and significant involvement and ownership by an appropriately credentialed faculty. The final decision on significant additions and modifications to programs and curriculum is made by the chief academic officer, the Vice President for Student and Academic Affairs.

The evaluation committee feels the College has provided evidence that it publishes and communicates its learning outcomes to its students.

Learning outcomes for the College's courses, its CTE programs and certificates, and its three transfer degrees are available through the PCC website. Links exist on the website to the Course Content and Outcomes Guides (CCOGs) which list course level outcomes. There are also links to individual program outcomes and the Core Outcomes common to all transfer degrees. Moreover, syllabi, which are required for all courses regardless of location or mode of instruction, provide students links to course, program, and degree outcomes.

Based upon its review of the College Catalog and the Academic Standards and Practices Handbook, the evaluation committee feels the College has policies governing the awarding of credit and degrees that are appropriate to an institution of higher education and that they reflect documented student achievement.

PCC offers three transfer associate degrees, an associate in general studies, and a career technical degree with multiple program pathways. The evaluation committee finds these degrees demonstrate a coherent design and appropriate breadth, depth, and sequencing of courses. Moreover, the curriculum development process appears to be well designed and to function well in ensuring changes to existing program and degrees, new programs will continue to exhibit these attributes.

Admission and graduation requirements are clearly defined and are published on the College's website and in the paper version of the College's catalog.

The evaluation committee finds ample evidence indicating faculty exercise a major role in the design, approval, implementation, and revision of curriculum; selection of new faculty; and fostering the assessment of student learning. Meetings with faculty members and administrators from the Learning Assessment Committee, the Curriculum Committee, the Academic Standards and Practices Committee, and the Degrees and Certificate Committee were very helpful in understanding these functions and the faculty roles.

The Subject Area Committee (SAC) is composed of faculty members who teach in a program or discipline. Curriculum design and revision begin with the SAC and the SAC is ultimately responsible for the implementation of curricular changes. The faculty is intimately and substantially involved in the approval process for curricular proposals through their participation in one of three standing committees (Curriculum Committee, Degrees and Certificates Committee, and Academic Standards and Practices Committee.) The faculty chairs of these committees are also members of the Education Advisory Council which is advisory to the Vice President for Academic and Student Affairs, who is ultimately responsible for the approval of curriculum.

The SACs are also responsible for proposing program specific faculty qualifications and assisting in the hiring of adjunct faculty members. According to policy, faculty representation on full-time hiring committees must be at least 51%.

The Learning Assessment Committee (LAC), composed mostly of faculty members, has developed and retains responsibility for learning outcomes assessment procedures. The SACs have the responsibility for implementing these procedures.

The evaluation committee finds noteworthy the high level of faculty involvement in the development, maintenance, and assessment activities related to the curriculum and its implementation.

The evaluation committee feels there is broad evidence that the teaching faculty, in concert with the librarians and IT staff, ensure the use of the library is integrated into the learning process.

While numerous faculty members with teaching responsibilities embed resource-based learning in their course syllabi, instruction in information literacy is a key component of WR 121 (English Composition), and WR 121 is required for every PCC degree. Students compose several essays using a variety of strategies to present evidence in support of a thesis. This requirement ensures that every degree-seeking student receives instruction in the use of library and information resources.

Library personnel at PCC are key partners in the process of integrating the use of library and information resources in the curriculum. Library faculty work collaboratively with instructional faculty to develop customized instructional sessions for specific classes. Subject librarians serve as liaisons to subject/discipline areas, make presentations at subject area committee meetings, provide orientations for new and part-time faculty, post content-specific information to faculty-only listservs, and maintain a *Faculty Services* website.

PCC offers Credit for Prior Learning only on a very limited basis and only through a course challenge examination. Only 10 SACs offer this option on a limited number of courses. The policy governing the course challenge is published in the Academic Standards and Practices Handbook and the 25% credit limit is noted in the non-traditional credit section of the handbook. Issuance of credit is overseen by the registrar and there is no evidence this limit is ever approached. It has been noted that the Academic Standards and Practices Committee is in the process of reviewing this policy.

The evaluation committee finds that the policies governing the acceptance of transfer credit (found in their Transfer Credit Standards and Processes document) provide safeguards to ensure academic quality, relevance to student's programs, and integrity of the College's degrees. This includes non-traditional credits such as those earned through CLEP, AP and IB, Military, and those credits earned through non-accredited institutions.

The College has established dual enrollment programs with a number of baccalaureate institutions and has developed a broad array of transfer guides.

The evaluation committee found the transfer associate degree programs contain a recognizable core of general education comprised of the humanities and fine arts, mathematical and natural sciences, and the social sciences. Each of these degrees requires course work in writing, mathematics, and speech communications and a minimum of 21 credits distributed among the Arts and Letters (humanities and fine arts), Social Sciences, and Math, Science, and Computer Science.

The Associate in Applied Science requires a minimum of 16 credits distributed among the categories mentioned above. In addition, students must demonstrate competency in writing and mathematics through specific courses or testing.

CTE certificate programs include related instruction in communication, computation, and human relations. These may be obtained through standalone courses or through embedded instruction.

The institution has identified core learning outcomes that represent common elements in all transfer degrees. These are: Communication, Community and Environmental Responsibility, Critical Thinking and Problem Solving, Cultural Awareness, Professional Competence, and Reflection. These are also the general education outcomes.

The Associate in Applied Science and the CTE certificates all have program specific student learning outcomes. For those CTE programs that use embedded related instruction to provide the general education component, the related instruction outcomes and hours dedicated to the achievement of these outcomes is documented for each course used for this purpose. Certificates of 45 credits or more must provide a minimum of 240 hours dedicated to the achievement of the related instruction outcomes. This equates to 8 credits of related instruction under the assumption the 240 hours includes both in and out of class effort.

The College has made a considerable effort to complete the documentation of embedded related instruction and the SACs have developed minimum faculty qualifications for those faculty members who teach courses with embedded related instruction.

Some faculty who attended a forum with the evaluators expressed some concern that additional work on student and course outcomes assessment may be at the risk of less attention being paid to the active teaching and learning process, unless they are diligent about maintaining the right balance. This dynamic indicates the College is focusing attention on designated NWCCU standards and implications are understood and taken seriously by faculty.

Continuing Education courses can be linked to the College's mission through each of the five core themes. One example is through the core theme: economic development and sustainability which connected directly to training.

Credit bearing CEU courses involve the creation of a Course Content and Outcomes Guide (CCOG) which is created by a qualified academic professional. CEU courses which are developed within existing CTE programs are developed by the appropriate SAC. These CCOGs are retained in the CLIMB Center for Advancement office and the curriculum department office at PCC. Moreover, policies governing the development of CEU courses - what types of courses are acceptable as credit bearing CEU courses, the processes for approval of CEU courses, course credit equivalencies, and record keeping - are documented in the College's Academic Standards and Practices Handbook.

2.D Student Support Services

Student support services are comprehensive, consistent across campuses and centers, and fulfill the expectations indicated in the College mission and core themes. Evidence contained in the self-evaluation report, imbedded web links, and supplemental materials submitted upon request, indicate that the College has policies in place as identified in Standards 2.A.15, 16 and 17, in the elements enumerated in the Standard for 2.D, and in the eligibility requirements relevant to student support services.

While growth in enrollment has exceeded 40% since 2008, the Student Affairs Division has adjusted its service delivery systems, utilized IT innovations, and revised front-line position responsibilities in order to meet the unprecedented demand without additional staffing. Though the multi-campus college is a large and complex organization, the Student Affairs Division operates as a cohesive unit, working together to recommend program changes to the college administration that benefit the division as a whole, as well as advocating for service adjustments at individual campuses when needed.

It is apparent that consistent service delivery is accomplished through leadership of major student services functions from the college level. Though student development deans on individual campuses report to the designated campus presidents, the College Dean of Students Affairs meets regularly with the campus student development deans to coordinate planning, assessment, and program innovations. For example, student affairs, bursar, student development deans, and the foundation are introducing a new program to teach financial literacy to incoming students as an access and retention initiative. This program, designed to coordinate financial assistance and systems, provides an example of a paradigm shift in viewing access from a “right-to-fail” approach to “guidance-toward-success” emphasis. Students want more structure in educational planning and student affairs staff view financial planning transactions as learning opportunities. The requirement that new students secure financial aid or create a payment plan before enrolling will ensure that students start at PCC with a plan to pay for a PCC education and beyond. With a plan to pay for college settled, students can begin their course of study at PCC concentrating on the coursework needed to accomplish their educational objectives.

Student affairs/development deans’ efforts to integrate mission, core themes, objectives and performance indicators included five retreats in the last year to create a student success model supported by a culture of evidence. A culture of evidence steering group has created a framework for outcomes-based assessment and a 24-month master plan for assessment practice. An advising MAP template from student entry to exit identifies five specific learning outcomes. As a result of outcomes assessment planning, mining available data from CCSSE, Noel Levitz surveys in 2005, 2007 and 2009, and SENSE, the division is prepared to help the College meet the benchmarks coming from the new achievement compacts. It is expected that the assessment master plan will foster student success in measurable ways that will provide evidence to core themes of access and diversity, student success, and quality education, in addition to providing outcomes data for the achievement compact. Staff reflection about how they are serving students and whether students receive the help they need when they call, provides qualitative input that also informs decision making.

Survey data indicated that students wanted more timely financial aid awards and access to staff. As a result, changes were implemented to make more timely awards, partially through an automated ATM system. Data also showed fewer returns to Financial Aid for customer service transactions. Student survey responses also resulted in implementation of degree audit software that informs students and advisors about progress toward degree attainment. In addition, course progress notification software now provides notification to students, faculty, and advisors about poor performance in class in time to make adjustments earlier in the term. Faculty and student feedback allows for annual modification of the Course Progress Notification software.

Another review of data showed that online students are not progressing at the same rate as on ground students. Analysis of whether certain gatekeeper classes are more difficult for online success or if the lower success rate is due to more students taking online classes because of high demand, will be used to initiate new strategies to increase the overall student success rate for online courses. While the division believes it has sufficient resources to support the mission and core themes, a goal to provide services to online students that are similar to those provided to on-ground students may require additional technology resources. Online security policy requires a secure log in and pass code. Examinations are proctored and online students are emailed a link to the College’s IT acceptable use policy.

Interview responses from Associated Students of Portland Community College (ASPCC) leaders provided evidence of well-established, continuous, and supported co-curricular programs. Student leaders shared that involvement in ASPCC leadership expanded learning opportunities for students and several felt more successful, academically, because of involvement in student programs. The student leaders shared

that they met their education plans at PCC and were particularly pleased with library resources, technology, and staff. Though intercollegiate athletics is limited to men's and women's basketball, data showed that student athletes GPA attainment matched college wide averages.

An auxiliary services advisory committee provides input and evaluation for parking and transportation, the print center, the bookstore, dining and vending services. Planning for the 2008 bond election further provided extensive opportunities for input from students, faculty and staff. Through surveys and focus groups, input about desired auxiliary services informed building design that will improve services and facilities college-wide.

Compliments

1. The evaluation committee compliments the College for conceiving the new Plan to Pay for College and for securing a major grant to implement the Financial Literacy program. The plan embraces the core themes of access and diversity, and student success by ensuring that entering students learn the financial commitment required to realize an educational plan.
2. The evaluation committee also compliments the College's student affairs division and campus development deans for creating a framework for outcomes-based assessment and a 24-month master plan for assessment practice.

2.E Library and Information Resources

The evaluation committee finds that the PCC library does an exceptional job of providing access to library and information resources with appropriate levels of currency, depth, and breadth to support the College's programs and services whenever offered and however delivered. As a member of the Orbis Cascade Alliance, a consortium of 37 academic libraries in Oregon, Washington, and Idaho, PCC students have access to the collections of all Alliance libraries, including those of baccalaureate and graduate degree granting institutions. This expands access to resources beyond those that any one institution can normally afford, while providing students and faculty access to the diversity of collections in the region's academic libraries. This also allows PCC librarians to focus their collection development efforts on holdings that are directly aligned with the College's programs and local demand. The library's collections include print and non-print resources, full-text databases, e-books, online articles, and streaming media.

PCC Library uses a variety of data sources to inform decisions. These include usage data, interlibrary loan (ILL) transaction data, web statistics, gate counts, and vendor-generated database usage numbers. Librarians track reference transactions and instructional sessions. The library also uses surveys to garner student feedback. Much of this data was used to inform the five-year review of the academic library program.

However, the library does not appear to have a formal operational plan and is in the early stages of investigating assessment methodologies. While the PCC library is well-positioned to implement a regular and systematic planning regime that is guided by data and encompasses all dimensions of its mission, the library has deferred this enterprise in order to align its planning with institutional priorities. Standard

2.E.2. This may require the College first develop a comprehensive planning process that utilizes assessment results in a college-wide plan that informs resource allocation and identifies institutional priorities. Standards 3.A.3, 3.A.4. (The evaluation committee is aware that Standard Three is beyond the scope of this evaluation, but wanted to make this note about planning at the institutional level.) Planning, informed by the results of assessment, provides direction and leads to the achievement of the intended outcomes of a library's programs and services.

The Library's mission is to provide "an environment that fosters discovery, critical thinking, creativity, and innovation." Librarians accomplish this mission through instruction and instructional support. In the process, they enable students to navigate the complex information environment while acquiring the skills necessary to succeed academically and to become lifelong learners.

Library faculty provide instruction and support for students, faculty, and others to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support PCC programs and services. As subject liaisons between the Library and subject area faculty, librarians develop partnerships with classroom faculty that enable them to support the curricula of all programs. Faculty librarians routinely attend subject area committees (SACs).

Librarians teach individual class sessions when resource-based learning is embedded into discipline or program-based curriculum. They provide individualized instruction at the reference desk as well as in online chat, text messaging, email, telephone, Facebook, and Twitter.

Students speak enthusiastically about their experience with the PCC Library. They appreciate the instruction they have received, the variety of resources available to them, and the willingness of Library administration to do all that it can to meet their needs. They view the Library as a learning partner.

Similarly, PCC faculty view the Library as a teaching partner. Librarians serve on the First Year Experience Committee, the Educational Advisory Council (EAC), and the Curriculum Subcommittee to the EAC. Classroom faculty compliment library faculty for reaching out to subject area faculty, and extol library services as "over and above" what one might typically expect. PCC library faculty are active members of the academic community, providing instruction in multiple formats, instructional support, leadership on college committees, and engaging in scholarship as evidenced by their essays posted to the Faculty News Archive.

As liaisons to PCC's various subject areas, faculty librarians evaluate the quality, adequacy, currency, and use of each area's materials. Librarians analyze the adequacy of the collection to support the curricular needs of the classroom faculty, and they analyze usage data in order to make decisions about weeding and replenishing the collection. However, while the PCC library is taking important steps toward adopting a system for regularly and systematically assessing the quality and adequacy of its resources and services, it has not yet implemented a framework by which systematic and regular assessment informs planning.

Although the formal assessment of library resources and services is still in development, it is apparent that library leadership, faculty, and staff are student centered and actively seek opportunities for enhancing and expanding the instructional mission of the PCC library. Anecdotal evidence based on discussions with students suggests that students use the PCC Library and appreciate the wide variety and accessibility of library resources.

The library also works to ensure the security of its resources. Most recently it has begun to install a radio frequency identification (RFID) security system to each campus library.

Compliment

1. The evaluation committee compliments PCC for developing and sustaining a vibrant Library program that is distinguished by the quality of its instructional program, library faculty who are active members of the academic community, staff who are committed to student success, and library leadership that advances the evolving role of an academic library.

2.F Financial Resources

The evaluation committee compliments Portland Community College on excellent, prudent, and inclusive financial management. The College uses sound policies, principles, and practices to maintain fiscal stability. Cash flows are sufficient and subject to the College policy of maintaining a cash balance equal to the total of the first three months of the fiscal year's expenditures, per established financial management policy. In addition, the College adheres to its policy of maintaining an un-appropriated balance in the General Fund equivalent to at least 7% of the total operating expenditure requirements for the fiscal year, a requirement that is articulated in the College's budgetary policy. While PCC is still in the first year of their biennial operating budget, the College has already begun planning for the 2013-15 biennium, including projections for the 2015-17 biennium. The College monitors cash flow and fund balances regularly, under the direction of the Board of Directors.

PCC budgets conservatively and, as a result, has been able to weather downturns in state funding by consistently planning for state funding levels lower than those ultimately adopted by the state legislature. In addition, the College continues to create its base tuition revenue budget based upon enrollment levels significantly lower than those recently experienced.

In looking forward, PCC conservatively anticipates a slowing of growth. Property taxes have continued to grow during the economic downturn, although at a lower rate than in the past, and the College bases its projections for this revenue source conservatively. The College does not count on grant revenues for long-term ongoing operations.

Budget planning for the current biennium was based upon clearly defined budget principles linked to the College's strategic goals. The budgeting process is inclusive and complies with Oregon State statute. The 2011-13 budget development process was not explicitly focused on the College's core themes as the organizing principles for resource allocation.

By College policy, PCC uses generally accepted accounting principles in its financial reporting and adopted Banner as its integrated financial management system in the mid-1990s. Budget and financial functions are performed centrally, as part of the College's central management structure. The College retains an outside accounting firm to perform annual financial audits. The most recent PCC audit did not include any findings. The College's fiscal leadership and staff have been recognized for excellence in their financial reporting for the past twenty consecutive years by the Government Finance Officers Association.

In 2008, voters approved a \$374 million ballot measure that allows Portland Community College to issue bonds for capital needs, including deferred maintenance, equipment replacements and technology improvements. The integrated planning for this bond issue focused on representing multiple capital needs in support of the College's educational mission. The proceeds support the College's ten-year facilities development and maintenance plan, as well as information technology initiatives. PCC is subject to a statutory limit on indebtedness and adheres to a more restrictive standard per its debt management policy. The College has very little outstanding debt.

The College operates its auxiliary enterprises – food service, bookstores, parking and transportation, and print services – on the basis that these enterprises must be, at a minimum, self-sufficient. Generally, the enterprises provide substantial funds from their operations to support College operations.

Board policy B704 names the Foundation as the organization that exists to further the mission of the College. Two District Board Directors serve as ex-officio members on the Foundation Board. The Foundation is subject to an annual independent financial audit. Its most recent audit issued an unqualified opinion regarding the Foundation's finances. The College and Foundation have a written agreement outlining their relationship.

Compliment

1. The evaluation committee compliments Portland Community College on excellent, prudent, and inclusive financial management.

2.G Physical and Technological Infrastructure

PCC is a very large institution with multiple locations in over 2.2 million gross square feet. The College was successful in passage of a \$374 million bond issue in late 2008. Proceeds from this bond issue, over a ten-year period, will fund facilities expansion, renovations, deferred maintenance and other college priorities. However, the College faces significant challenges in meeting needs for capital renewal, maintenance and adaption that exceed the capabilities of the proceeds of this bond issue. Furthermore, upon expenditure of the bond proceeds, the College will be faced with the new challenge of funding further campus improvements and expansions.

The College's facilities and grounds are very well maintained and present a welcoming environment for students, faculty and staff. PCC is working towards establishing maintenance and custodial standards suitable for each of its locations' facilities requirement, while sustaining a College standard for its facilities.

The College has implemented a new computerized maintenance management system to facilitate a preventative maintenance schedule for its facilities-related equipment.

The College implements a comprehensive program to ensure safe use, storage and disposal of hazardous/toxic materials.

The College has engaged in significant capital planning, particularly in preparation for the successful passage of its 2008 capital bond issue. The resulting development plans for each of the College's locations are linked to enrollment demand and instructional needs. The planning level of each College location varies depending upon the permitting requirements of the various jurisdictions within which the College operates. The College has developed a detailed ten-year plan for maintenance.

PCC's technology infrastructure focuses on the institution's future and is operating on a model of forward planning. Funding to support major moves has come primarily from the College's 2008 bond program. Monies to support ongoing infrastructure improvements remain a concern. The College has a clearly articulated technology development plan, although it is part of a loosely confederated group of College plans and not yet completely informed by the recent development of core themes.

The College's Technology Support Services team, in combination with a broad-based college team from various disciplines, provides training in the use of technology and systems to faculty, staff, students, and administrators. Training is offered in a variety of modalities, and lecture-capture is available as streaming media.

Technology initiatives are planned with user and administrative involvement commensurate with the nature of the technology proposal. Planning teams that reach across disciplines and campus/centers are used to develop projects and initiatives.

PCC has an articulated and funded plan to replace computers across the college. Beyond planning for hardware replacement, the College has embarked on technology solutions that are focused on the future of technology; for example, a focus on access to applications vs. a focus on hardware. While recognizing that provision of access points – computer labs, devices such as laptops and IPADS for checkout, and desktop computing for faculty and staff – remains a reality in the near-term, PCC is looking ahead to a technology structure centered on access to required technology.

Compliment

1. The evaluation committee compliments Portland Community College on its outstanding stewardship of the College's facilities and grounds.

Commendations

1. The evaluation committee commends PCC as a multi-campus college for a governance system that is clearly defined, understood, collaborative, and supports major college-wide successful initiatives like the Bond Program, specifically, and mission fulfillment at the campus and college level, generally. Regular and ongoing collaboration across organizational and logistical boundaries appears ubiquitous at PCC. PCC administrators, faculty and staff are commended for their effective use of networking and college-wide relationships to achieve a holistic approach to problem solving and multi-campus governance. Standard 2.A.1, 2.A.2
2. The evaluation committee commends PCC for the active and central role taken by its faculty in all levels of curriculum development, the hiring of full- and part-time faculty, and ongoing efforts to improve student outcomes assessment. Standard 2.C.5
3. The evaluation committee commends PCC for developing and sustaining a vibrant Library program that is distinguished by the quality of its instructional program, library faculty who are active members of the academic community, staff who are committed to student success, and library leadership that advances the evolving role of an academic library. Standard 2.E.3

Recommendations

1. The evaluation committee recommends that the College develop indicators of achievement for all of the College Core Learning Outcomes that are assessable and can be used as a basis for determining that an established target for student performance levels has been achieved and that such achievement contributes to demonstrating mission fulfillment. Standard 1.B.