

Portland Community College

Year Three Self-Evaluation Report

Spring 2012



OPPORTUNITY – THEN. NOW. ALWAYS.

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Institutional Overview

Portland Community College (PCC) is celebrating 50 years of public educational service to its district area, which comprises Washington County and portions of Multnomah, Columbia, Yamhill, and Clackamas counties. The PCC district area population is over 1.1 million residents and contains 28 percent of the total population of the State of Oregon.

With a total operating biennium budget of \$364 million, PCC employs 3,075 full- and part-time faculty, academic professional, classified, and management personnel. PCC operates three comprehensive campuses that are strategically located throughout its district: Cascade Campus in North Portland, Rock Creek Campus in the Beaverton area (a suburb of Portland), and Sylvania Campus in Southwest Portland. PCC centers are located in Southeast Portland (Southeast Center), and in Northeast Portland (Metro Center). Additional centers are located in Hillsboro and Newberg. Noncredit continuing education (CEU) and community-education classes are offered throughout most of the PCC district. Welding is offered in Portland's ship-building industrial site on Swan Island, in partnership with Vigor Industrial. Two additional centers are in the conceptual stages: one in Scappoose, which may serve as a first-responder training site in partnership with police, fire, and emergency services agencies within the PCC District; and a recently purchased state motor-pool facility on Swan Island that is being considered for some of the career and technical educational programs. A large, multi-social agency workforce development center, Willow Creek, is located in Hillsboro. The PCC CLIMB (Continuous Learning for Individuals, Management & Business) Center for Advancement is located on the industrial east side of Portland and offers professional development, a small business development center, and professional training services in health professions. A recently renovated building, known as the Downtown Center, serves as an administrative hub for human resources, financial services, enrollment services, institutional effectiveness, and the grants office.

PCC's accreditation also extends to Columbia Gorge Community College and Tillamook Bay Community College, which are both in process as candidates for accreditation. In 2008, voters residing within the PCC district approved a \$374 million bond measure that provides significant opportunities to expand the Cascade and Rock Creek campuses, renovate and remodel parts of the Sylvania Campus, and fully develop the Southeast Center into the fourth comprehensive campus. With this bond, PCC will also have an opportunity to fulfill its obligations under the President's Climate Action Plan and its commitment to sustainability, which has statewide and regional relevance in terms of economic development and job-creation throughout Oregon. In addition to the strategic investments in sustainable facilities, faculty are championing and coordinating the infusion of sustainable theory and practice into the existing PCC curriculum. As the bond builds out the facilities, practical hands-on educational opportunities continue to grow for students as well, including the installation of a large solar photovoltaic field at the Rock Creek Campus.

PCC enrolls about 56,800 credit and 35,685 non-credit students, which is equal to 32,326 full-time equivalent (FTE) using the State of Oregon's annualized calculation for FTE. Of the total instruction delivered, lower collegiate transfer subjects represent 56 percent, career and technical education 27 percent, pre-college (including ESOL) 14 percent, and non-credit community education 3 percent. Approximately 4,500 high school students enroll annually in the college's Dual Credit Program, and approximately 9,000 students per term take classes through distance learning each fall, winter, and spring.

The past five years have been marked by national and regional economic challenges, causing record growth in PCC's enrollments and significant reductions in state-supported funding. While the college's students continue to reflect the diversity of the communities it serves, during this recession it witnessed a significant growth in older students and students who already possess baccalaureate degrees. Between 2006-2007 and 2010-2011, the college experienced 42 percent growth in FTE and the number of degrees and certificates awarded increased 66 percent. During this same time, state funding to Oregon community colleges dipped from \$500 million to \$396 million. PCC's focus has primarily been to implement policies and practices that promote student retention and completion, streamline operations and services with technology and automation, ensure sufficient and equitable placement of qualified personnel throughout the district, strategic investment of limited resources, and an employee incentives program for identifying cost-savings opportunities in the work place.

PCC's Board of Directors strives to contain the rise in tuition and fees so not to restrict access, retention, and completion. From 2006-2007 to 2010-2011, student tuition has risen from \$67 to \$76 per credit, or 13 percent. A \$19 registration fee was instituted in the summer of 2009 and the graduation application fee, admissions fee, and transcript request fee (for up to three transcript requests) were eliminated. Four dollars of this registration fee has been dedicated to expanding shuttle bus services for students throughout the district.

PCC has partnered with its affiliated foundation to increase the foundation's capacity to raise additional funds on behalf of student access and success--a critical strategy as state revenues have declined and tuition has increased. The PCC Foundation's annual revenues and support have more than tripled from approximately \$1 million in FY05 to over \$3.5 million in FY11. During this same time, the PCC Foundation's net assets grew from \$3 million to nearly \$8.5 million (19 percent growth per year), and its annual distributions to support PCC scholarships and programs grew from \$560,000 to \$1.3 million. However, even with this growth, student demand for scholarships at PCC outpaces available funds. This academic year, the Foundation turned away 600 students who applied for support.

The governor of Oregon is instituting a new educational reform initiative from preschool to graduate school with oversight provided by the newly appointed Oregon Education Investment Board (OEIB). While only in the initial stages, and in need of further legislative support at the time of this report, the governor intends to use achievement

compacts to significantly increase high school and college completion numbers by 2025. PCC Board chairman, Jim Harper, and the college's district president, Preston Pulliams, have been active participants in the statewide educational reform discussions. Internally, for the past five years, PCC's focus has been on the development of systems, programs, and processes that enhance student access and completion. PCC is well positioned for the educational reform and completion agenda in Oregon.

Glossary of Terms

<u>Acronym</u>	<u>Definition</u>
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science
ACRL	Association of College and Research Libraries
AFP	Association of Fundraising Professionals
APSCC	Associate Students of Portland Community College
BIT	Behavioral Intervention Teams
BPAC	Budget and Planning Advisory Council
CAFR	Comprehensive Annual Financial Committee
CASE	Council for Advancement and Support of Education
CCOG	Course Content and Outcome Guide
CCSSE	Community College Survey of Student Engagement
CCWD	Oregon Department of Community Colleges and Workforce Development
CEU	Continuing Education Units
CLEP	College Level Exam Program
CLIMB	Continuous Learning for Individuals, Management and Business
CMMS	Computerized Maintenance Management System
CPA	Certified Public Accountant
CRC	Computing Resource Center
CRD	Council for Resource Development
CTE	Career and Technical Education
DAC	Degrees and Certificates Committee
DMV	Oregon Department of Motor Vehicles
DPS	Department of Public Safety
EAC	Educational Advisory Council
EEOC	Equal Employment Opportunity Commission
EOP	Emergency Operation Plan
ESOL	English for Speakers of Other Languages
FCNI	Facility Replacement Needs Index
FERPA	Family Educational Rights and Privacy Act
FRC	Facilities Replacement Act
FTE	Full Time Equivalent
FY	Fiscal Year
GED	General Education Diploma
GFOA	Government Finance Officers Association
HR	Human Resources
ILL	Interlibrary Loan
LAC	Learning Assessment Council
LEDS	Law Enforcement Data System
MAN	Metropolitan Area Network
MOU	Memo of Understanding
NAO	Nonprofit Association of Oregon
NCES	National Center for Education Statistics
NCIC	National Crime Information Center

NIMS	National Incident Management System
NWACC	Northwest Athletic Association of Community Colleges
NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rules
CCWD	Oregon Department of Community Colleges and Workforce Development
OEIB	Oregon Education Investment Board
ORS	Oregon Revised Statutes
PACMACC	President's Advisory Committee on Management and Confidential Compensation
PCC	Portland Community College
PEAK	President's Entrepreneurial Advisory Council
PO	Purchase Order
PPDS	Portland Police Data System
RFID	Radio-Frequency Identification
REMTEC	Regional Emergency Management Technical Committee
SAC	Subject Area Committee
SAN	Storage Area Network
SPARC	Sustainable Practices for Academics and Resources Council
TLC	Teaching Learning Center
TSCC	Tax Supervising and Conservation Committee
TSS	Technology Solutions Services
VLAN	Virtual Local Area Network
VoIP	Voice over IP
WVDO	Willamette Valley Development Officers

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Year Three Self-Evaluation Supporting Documentation Table

(This report uses URLs, rather than hardcopy evidence)

2.A.1	Board Policies Handbook Guiding Principles Board Policy B 103 Board Operations & Bylaws Board Policy B 202 College Policies ORS Chapter 341 Board Duties and Responsibilities Board Policy B 214 College President's Duties and Responsibilities Board Policy B 213 Related Instruction Templates for Certificates
2.A.2	Oregon Department of Community Colleges and Workforce Development
2.A.3	College Mission Resolution 11-011 Resolution 11-031 PCC Cornerstone
2.A.4	ORS Chapter 341 Board Code of Ethics Board Policy B 203 ORS Chapter 244 Board Duties and Responsibilities Board Policy B 214 Board Operations & Bylaws Board Policy B 202
2.A.5	Board Operations & Bylaws Board Policy B 202 College President's Duties and Responsibilities Board Policy B 213
2.A.6	PCC Board Policies Board Policies Distribution Board Policy B 211 Board Operations & Bylaws Board Policy B 202
2.A.7	Board Duties and Responsibilities Board Policy B 214 College President's Duties and Responsibilities Board Policy B 213
2.A.10	Board Duties and Responsibilities Board Policy B 214 College President's Duties and Responsibilities Board Policy B 213
2.A.12	Faculty and Academic Professional Agreement Academic Standards and Practices Handbook Academic Standards and Practices Syllabus Standards for Credit Courses
2.A.13	Library Website Library A to Z
2.A.14	Transfer Credit Standards and Processes Oregon Transfer Guides Dual Enrollment Programs
2.A.15	PCC Catalog Student Rights and Responsibilities Handbook Resolving Complaints in Disability Services Policies and Procedures
2.A.16	Admissions Section of the Catalog Prerequisites Academic Standards for Satisfactory Academic Progress
2.A.17	Co-Curricular Program Board Policy B 405 Student Rights and Responsibilities Handbook
2.A.18	Management Rights Board Policy B 301

	College Policies Faculty and Academic Professional Agreement Classified Agreement Management and Confidential Employee Handbook
2.A.19	New Employee Orientation to Policies and Procedures Benefits Faculty and Academic Professional Agreement Classified Agreement Management and Confidential Employee Handbook Academic Professional Job Classifications Classified Job Classifications Management and Confidential Job Classifications Human Resources Contact Information
2.A.20	HIPAA privacy Notice
2.A.21	Possibilities Playbook
2.A.22	Oregon Government Ethics Commission Nondiscrimination & Nonharassment Policy Complaint Form Faculty and Academic Professional Agreement Classified Agreement Management and Confidential Employee Handbook Academic Professional Job Classifications Classified Job Classifications Management and Confidential Job Classifications Human Resources Contact Information
2.A.23	Board Code of Ethics Board Policy B 203 Conflict of Interest Board Policy B 209 Values Statement Board Policy B 104 ORS Chapter 244 Ethical Conduct Board Policy B 303 Ethicspoint Website
2.A.24	Faculty and Academic Professional Agreement Article 28 - Intellectual Property Rights
2.A.27 and 2.A.28	Faculty and Academic Professional Agreement Article 13 (Academic Freedom) Preamble ORS Chapter 341.009 Article 28 (Intellectual Property Rights) College Mission Board Policy B 101 Philosophy Board Policy B 102 Guiding Principles Board Policy B 103 Values Statement Board Policy B 104 Nondiscrimination Board Policy B 206 Nonharassment Board Policy B 207 Board Policies Distribution Board Policy B 211
2.A.29	Academic Freedom--Article 13 Faculty and Academic Professional Agreement

2.A.30	ORS Chapter 294 College Budget Board Policy B 501 Cash and Investment Program Board Policy B 502 Student Tuition and Fees Board Policy B 503 Past Due Debts Board Policy B 504 Purchasing and Contracting Board Policy B 505 Minority, Women-Owned and Emerging Small Business Participation and Workforce Development Board Policy B 506 Safety and Risk Management Board Policy B 507 Accounting, Financial Reporting and Audit Board Policy B 508 College Debts Board Policy B 509 Comprehensive Annual Financial Report (CAFR)
2.B.1	Human Resources Employment Opportunities Website. Faculty/Academic Professional Collective Bargaining Agreement Instructor Qualifications Academic Professional Job Classifications Classified Job Classifications Management and Confidential Job Classifications
2.B.2	Human Resources Employment Website Performance Assessment Faculty and Academic Professional Assessment Probation and Performance Assessment
2.B.3	Professional Development Professional Leave Probation and Performance Assessment Career Development
2.B.4	Academic Standards and Practices Handbook Instructor Qualifications Instructions for Revising Instructor Qualifications
2.B.5	Hours and Workload of Full-Time Faculty and Academic Professionals Professional Duties
2.B.6	Faculty and Academic Professional Assessment
2.C.1	EAC Degrees and Certificates Committee Degrees & Certificates Committee Meetings, Agendas & Minutes Learning Assessments Reports and Plans. Establishment of External Advisory Committees Subject Area Committees PCC Core Outcomes
2.C.2	CCOG Subjects Degree and Certificate Outcomes PCC Core Outcomes Academic Standards and Practices Handbook
2.C.3	Grading Guidelines Credit Guidelines Course Challenge Standard and Practice
2.C.4	Subject Area Committees Establishment of External Advisory Committees

	10 Steps to Achieving Your Dreams Degree, Certificate, and Course Overview
2.C.5	Subject Area Committees Instructor Qualifications Article 26
2.C.6	Subject Librarians Faculty Services
2.C.8	Transfer Credit Standards and Processes Dual Enrollment Programs University Transfer Guides
2.C.9	Degree, Certificate, and Course Overview Instructions for Revising Instructor Qualifications Related Instruction Overview Related Instruction Guidelines Related Instruction Templates for Certificates
2.C.10	PCC Core Outcomes
2.C.11	Course Content and Outcome Guide for AB 100 Related Instruction Templates for Certificates Instructor Qualifications
2.C.17	Continuing Education Units (CEU)
2.D.2	Crime Statistics Campus Specific Public Safety Information Crime Prevention Emergency Preparedness
2.D.3	Orientation Orientation to PCC Web Courses
2.D.4	Oregon Community Colleges Handbook and Planning Guide (see page 88)
2.D.5	The PCC Catalog Admissions Grading Policy Academic Credit Programs Student Rights and Responsibilities Financial Aid Academic Calendar
2.D.7	Privacy Policies
2.D.8	Financial Aid
2.D.10	Academic Advising
2.D.11	Student Leadership (ASPCC) Women's Resource Centers Multicultural Centers
2.D.12	PCC Sustainability Council (PSC) Parking and Transportation Services PCC Print Center Bookstore Dining Services
2.D.14	Proctored Exams

2.E.1	Orbis Cascade Alliance
2.E.2	National Center for Educational Statistics (NCES) Association of College and Research Libraries (ACRL) Program Review of Library Instruction, 2011
2.E.4	Library Mission Statement PCC Mission Standards for Libraries in Higher Education Assessment Task Force
2.F.2	Annual Adopted Budget Student Tuition and Fees Board Policy B 503 Grants Development Process
2.F.3	Annual Adopted Budget
2.F.4	Accounting, Financial Reporting and Audit Board Policy B 508
2.F.5	Bond Program Website
2.F.7	Comprehensive Annual Financial Report (CAFR)
2.G.2*	https://intranet-pcc-edu.view.pcc.edu/finance/safety/
2.G.4*	Facilities Management intranet site: https://intranet-pcc-edu.view.pcc.edu/plant/

Preface

Institutional Changes since the Last Report

There are many things occurring outside of Portland Community College (PCC) that will have great impact in how it fulfills its mission. The college remains vigilant in observing these occurrences, assessing their impact on its mission, teaching, and learning, while adjusting within the institution to best position its students for success.

Enrollments at PCC have surpassed the record high and continue to increase in the credit area matched by decreases in non-credit. There has also been a significant increase in the number of certificates and degrees awarded at PCC during the past two years. Public funding has diminished and, while the college strives to keep tuition and fee increases at a minimum, PCC students now bear more of the costs of instruction than the State of Oregon.

In addition to significant changes on the horizon for education in Oregon, the college's district president, Dr. Preston Pulliams, officially announced on March 15, 2012, his intentions to retire from Portland Community College. He and the Board of Directors have worked out a very gracious transition plan. A national search will be launched by the Board of Directors this spring and Dr. Pulliams will remain at the college until July 2013 so that he may assist in the new district president's transition into this very large, complex, dynamic organization.

Under the leadership of the state's current governor, Dr. John Kitzhaber, the Oregon Legislature has established the "40-40-20" 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 governor has introduced an educational reform initiative that will include pre-K-12, community colleges, and universities to promote 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 is in the process of hiring a new educational officer who will be responsible for implementing this reform initiative, possibly through achievement compacts that will be negotiated with 197 school districts, 17 community colleges, and seven universities. This is still evolving and more legislative support will be necessary before it becomes a reality. The college is a part of all discussions concerning this reform initiative, and it continues to position itself for the completion agenda. More substantial at this time is the State of Oregon's cap on enrollments for FTE reimbursements. This is coming at a time when student demand is at the highest in the college's history. PCC has begun exploring and implementing enrollment management processes to ensure that students are academically and financially ready

to pursue a college education through to completion. PCC anticipates significant changes in the state-wide community college budgeting process in Oregon.

Internally, PCC has been successfully implementing several initiatives that are resulting in significant organizational and cultural changes. Its prerequisite policy for reading, writing, and mathematics is in its sixth year and has proven to be a significant tool to guide access and success for students who may not be prepared for college rigor.

For the past three years PCC faculty, through the Learning Assessment Council, have researched and implemented assessment for learning at the program/degree level, and through PCC core outcomes. PCC is witnessing more robust and meaningful program reviews that focus on issues and challenges that are being addressed in subject area committees to improve teaching and learning. This is a faculty-driven initiative with faculty consulting faculty on how to improve assessment plans and measurements and implement change in the curriculum or pedagogy. The college is in its second full year of implementation and better able to capture the information and data for planning purposes, as well as provide administrative responses and resolutions to resource needs.

In 2011 the college was awarded a Title III grant of nearly \$2 million over five years to improve its awarding processes in financial aid and the Foundation, improve the college default rate and business practices, and to better prepare students for college success through financial literacy. While PCC is still in the initial stages of this five-year program, its intention is to change and improve student choices and behaviors that will translate into college completion, as well as improve institutional financial operations. It is becoming evident in these early stages that PCC will also need to change its own behaviors and how it defines and promotes student success through a guided-access process. Related to the Title III grant and efforts to improve the financial aid process, the deans of students and enrollment services recently completed a district-wide effort of aligning Standards of Academic Progress criteria between federal financial aid policies and PCC Student Support Services. The result is one policy governing progress toward degree and coordinated communications about status to its students.

In October 2010, the college implemented a degree audit system, known as the PCC GRAD Plan. Students and counselors may use this tool to determine courses necessary to complete a degree/certificate, as well as explore course requirements for other degrees and certificates. It gives the college a snapshot into student course-taking behaviors, which in turn allows it to anticipate and plan ahead to offer necessary courses to facilitate student completion. The college is also able to perform advising at critical points to better inform students when they are near completion and help to work out strategies to achieve that end.

PCC continues to utilize the Community College Survey of Student Engagement (CCSSE) to determine how it changes and improves students' academic experiences at PCC. The survey is heavily utilized by Student Support Services as a means to measure the success and need for student services support programs. This year the college made a point to take a full day with faculty and administrators to share the results of the

survey as it pertains to instruction. Over 80 people attended this session, and faculty requested more presentations at their annual Anderson Conference, a forum where they explore research and how it might be successfully applied in the classroom. The college was also, for the first time, able to share the results at the campus level as well as the district level. PCC is confident that this information will spur discussions among faculty and student development services personnel that will result in new ideas for enhancing student engagement, a necessary ingredient for student success.

While the future of educational reform in Oregon is still unknown, internally, PCC has focused on implementing initiatives and strategies that positively change student behaviors. The college's intentions have been to position its students and itself well for a new era that will be heavily reliant upon demonstration of and accountability for student retention and completion.

Response to Recommendations Previously Requested by the Commission

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 assessment system at Portland Community College (PCC) was developed to be strongly faculty-based. The key assumption has been that the faculty will be more engaged in a process that allows them to develop assessments that are most meaningful for their program or discipline. For this reason, the assessments used by PCC faculty are very diverse in design, execution, and analysis.

Starting in fall 2008, the five-year Program Review system was revised to have a more specific structure and intent. An outline was developed, with sections to specifically address assessment results and assessment-driven change. However, faculty had not traditionally been rewarded for an honest appraisal of weaknesses in their teaching, and doing so in the program review was counter-intuitive.

Since that time, the college has implemented Annual Assessment Reports from each program and discipline to be submitted every June. These reports have been instrumental to the evolution of institution-wide understanding of, and systematic participation in, assessment activities. There are essentially three questions:

- 1) What changes were made as a result of what you learned from the assessments done last year?
- 2) What program-level assessments were carried out this year, and what were the results?
- 3) What changes are planned based on these assessments?

This evidence is also summarized in the program review system and integrated as a logical component of that reporting.

The examples presented below are summarized from the 2011 reports and show a strong link between the assessment results and action by the respective Subject Area Committee (SAC). Many of the reports reflect established patterns of ongoing assessment of student learning and assessment-based changes to improve teaching and learning.

The selections below suggest value assessment is permeating PCC's academic culture, and we anticipate that future self-evaluation reports will provide even stronger evidence of assessment of student learning outcomes and assessment-driven improvements to teaching and learning.

[Learning Assessment Reports and Plans](#) are available as a resource to assist in improving this key area.

Additionally, as a result of the summer peer review of the June 2011 assessment reports, the report templates have been revised, and a rubric for assessment of the assessment reports that was developed by faculty involved in the peer review of assessment reports has been posted as guidance for the SACs. (See: [Annual Report Template and Rubric for Evaluation under Assessment Guide](#).)

The following examples are summarized from the responses to Question 1: Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year [2009-2010, Critical Thinking and Problem Solving].

- Adult Basic Education-General Education Development (ABE-GED) refined the capstone project and conducted trainings, workshops, and web-materials to ensure that all instructors were giving students consistent direction for the capstone project. Capstone projects will be posted on the ABE website to share ideas and provide support for new instructors.
- In the Alcohol and Drug Counseling Program, Trauma Informed Services, and Wellness Informed Services will be infused throughout the curriculum to allow students to be current with employer requirements, and an elective tract of courses is being developed to allow students to choose specific content areas that will be required by their prospective employers and/or credentialing bodies.
- In Chemistry 104 labs, some of the analysis questions at the end of the labs were retooled to more directly engage students in critical thinking about the data they collected and the conclusions they are able to make.
- Computer Science (CS) assessment results indicate that the problem-solving techniques employed by students may be focused on particular technologies, and not helpful when a different technology is required. The CS SAC has diversified the technology used in course sequences to avoid reliance on technology-specific methodologies. (e.g., *CeeBot* software is used in CS 160, *DevC++* is common in CS 161, and *Visual Studio* is common in CS 162.)
- In Dance, the 2010 assessment of Critical Thinking sparked a conversation about how part-time faculty use exercises to promote critical thinking in their classes. Ideas were shared about how different approaches might be used including choreography assignments, group projects, movement improvisations, viewing and summarizing dance documentaries or video, and applying concepts learned in class to practical experiences outside of the classroom.
- In Environmental Studies (ESR) 201, the approach to evaluating an environmental issue was modified based on winter 2010 Critical Thinking Core Outcome Assessment. The

evaluation for winter 2011 showed student improvement in evaluating environmental problems.

- In Geology, new lecture and lab texts for the G201, G202, and G203 course cluster were adopted which emphasize critical thinking and open-ended problem solving rather than memorization and “cook book” laboratory activities.
- In Geology, refinement of field-based projects which require students to make and interpret their own observations has become an ongoing iterative process where examination of student results from the previous year’s projects shapes the details of the following year’s projects. This year the expanded projects by incorporating a literature review component, rewrote project descriptions to set clearer expectations, and added a draft review component to aid students in attaining these outcomes.
- Physics (PHY) piloted a set of conceptual questions across the three sets of General Physics courses at both the beginning and the end of the term, and compared the results. The conceptual question on rotation was the most frequently missed in the post-test for all three Physics questions, which led the faculty to make improvements in the manner we approach the subject of rotation with our classes. The PHY 201 post-test scores were the weakest of any group—20% of students still answered less than half of the questions correctly. This finding resulted in several changes to instructional strategies, and when the post-tests were applied this year, only 9% of students answered less than half of the questions correctly.
- In Political Science, assessment results indicated that students need more guidance on how to recognize arguments, construct arguments, assess evidence, identify fallacies, and detect biases. Planned changes involve more in-class practice exercises and assignments, and grading rubrics ahead of time to indicate to students what is expected.
- In the Skill Center, starting in winter 2011, a new class was added to the curriculum: Thought Patterns for a Successful Career. This class develops positive self-talk that allows individuals to quickly adjust their self-concept into a more positive framework.
- Architectural Design and Drafting (ARCH) 200 found that having students assess each other’s work privately (not shared with other students) allowed for better development of critical thinking skills and practice of design vocabulary. This method will be introduced into ARCH 101 and 224 during the 2012-2013 academic year, with the hope of improving critical thinking.
- Also in ARCH, an unexpected and very successful critical thinking tool evolved from the practice of several instructors who used a “Guest Panel” at the end of their courses. The guests critiqued student work in small groups, and then came together to address the whole class in a panel, speaking to the importance of critical thinking issues such as integration of aesthetic and technical issues. This “voice from the industry” is highly respected, and the faculty has discussed the idea of creating a “pool” of guests to critique student work routinely.

- In Auto Service Technology, critical thinking in customer relations has been the focus of recent attention and remains an area in need of further development, so the department has added new Auto Shop Lab courses as a capstone to the program. These courses are a simulation of a live shop environment in which the students are required to fulfill the role of a service technician. The automotive department has worked in conjunction with their advisory committee to develop a vehicle inspection checklist that simulates work completed in the field.
- In Bioscience Technology, assessment results indicated that students did not always take enough time to fully analyze their data and determine conclusions and appropriate next steps in their experiments. The practice of not allowing students to remove their notebook from the laboratory (which more appropriately reflects industry practice) puts limits on the students to fully process the data gathered. In the future, more time will be set aside at the beginning and end of each class for students to analyze data and do the critical thinking required to draw conclusions from their data.
- In Criminal Justice, based on assessment results from 2008-2009 that revealed a lack of organizational skills in report preparation, a Technical Report Writing course was added to the curriculum in 2010-2011.
- Dealer Service Technology (DST) (Caterpillar “Think Big” program) added specialized tooling and training aids for DST 115 and DST 114, as a result of last year’s outcome assessment. Additionally, online study courses for all DST students were developed.
- The Dental Hygiene Senior Capstone Project is a rubric-assessed portfolio representative of their accomplishments over the two years of training. To assist with completeness and potential time-management concerns, a Portfolio Outline and Progress Report, as well as examples of what a typical reflection might look like, was added for students to get early direction and feedback.
- In the Paraeducator program, every single student in last year’s class needed clarification in understanding what “Local School District Code of Conduct” was, and most had not read one. The SAC realized this was not explicitly covered in any classes, so an assignment was added to the practicum this year requiring students to review and report on the Code of Conduct of the school district in which their practicum took place.
- In Gerontology, assessment of all 6 core outcomes was carried out through the Life Stories Project in Sociology (SOC) 223 and the Applied Research Project in SOC 230. Students were introduced to revised evaluation rubrics earlier in the term, so they could plan their projects better. Other adjustments were made in how components of the projects were scheduled, which led to a slight increase in outcome attainment and expressed student satisfaction with the evaluations.
- In Interior Design (ID), students used a rubric in ID 131 in order to facilitate student peer reviews, and to allow students to clearly see the criteria on which they are being evaluated. In ID 238, Advanced Kitchen and Bath Planning, a National Kitchen and Bath Association (NKBA) rubric was also provided to students early on. This resulted in more

responsibility placed on the student to comply with NKBA standards and better interpretation (critical thinking) of the standards in their individual projects.

- Management and Supervisory Development (MSD) developed and launched an MSD Groups page for all faculty members to discuss various teaching, student, and learning issues.
- In Medical Assisting, the requirement for Mathematics (MTH) 22A (Measurements) was eliminated in favor of identifying and enhancing embedded related instruction in computation within the program. This will allow for more practical critical thinking exercises within the lab courses, such as more real-life medication calculation activities.
- Laboratory exercises in Medical Laboratory Technology were revised to include more activities that require critical thinking (e.g., preparing reagents by making dilutions from limited volumes of concentrated solutions), and laboratory questions were revised to include more critical thinking and problem solving questions.
- In Ophthalmic Medical Technology, lab modules now include at least one scenario where the students must deliberate and draw a conclusion. In these scenarios, the student is presented with a case study and asked what steps s/he would take in a clinical setting to move the appropriate care to the next level. In addition, instructors have revised test questions to emphasize critical thinking more and memorization less.
- In Radiography, clinical affiliates assessing students in the workplace suggested adding additional information on communication with diverse populations, clinical personnel, and patients' family members.
- In Radiography, both clinical instructors and managers indicated that some students were not as adept as they should be in critical thinking situations. This was especially apparent in situations that involved trauma patients or patients in compromised conditions requiring a change in protocols and positioning techniques. Additional lab experiences were developed that challenged the students to work through unusual situations. The Nursing Program's simulation lab was also used to evaluate students' ability to assess a patient, with changing vital signs and conditions, while performing radiographic procedures.

The following examples are summarized from the responses to Question 3: Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

- In Auto Collision Repair Technology the assessments suggested a lack of understanding and skill regarding self-reflection. The curriculum was modified to require more frequent use of journal entries. Interestingly, this provided instructors even more information about student progress and more opportunities to intervene.
- Also in Auto Collision Repair, the assessment results indicated that non-native English speakers were struggling and needed more help with crossing the language barrier.

Specific steps were taken to give these students more support with regards to instructional materials and shop vocabulary.

- Review of the ARCH capstone projects revealed some weaknesses, specifically in building systems and structures, and also in techniques for portfolio illustration and presentation. As a result, basic structural content currently covered will be covered more comprehensively in some classes. In other classes, the content is being revised to include applications and in-class practice.
- Art faculty found that the while many students became adept at analyzing the visual elements of the work, drawing conclusions about the work's meaning remained a challenge. The majority of students were unsuccessful at communicating an overall interpretation of the work they researched. The report suggested several approaches (free writing, examples of professional art interpretation) that might be used to encourage development of this skill; these will be discussed at the fall 2012 SAC in-service day.
- Many SAC's identified a need to change methodology of the assessments. For example, Biology revisited the rubric they currently utilize, with the intention of more accurately and easily assessing the critical features of each outcome component.
- Upon analysis of assessment results the Counseling and Guidance Assessment subcommittee found that while students gathered research data about career choices, they were often not competent in drawing conclusions that matched that data. The SAC has identified a number of ways to enhance their instruction around critical thinking and decision-making as they relate to career choice. This will be reviewed at the fall 2012 SAC in-service day.
- Computer Science found through assessment that the students lack teamwork skills, and, in particular, are unable to identify and address teamwork problems. The SAC plans to increase the requirement for group work. In addition to imparting collaborative skills as part of the course material, teamwork will receive increased emphasis on lab assignments and other assessments in all CS courses.
- Environmental Studies (ESR 202) assessments suggested that students need to better understand the Council of Biological Editors format for literature citations. Also, while students were able to apply their knowledge to their ideas on restoring Bronson Creek, they need to better understand these techniques relative to time input, societal expectations, and inherent costs. The instructor plans to develop a new lecture along with using published DVD's and perhaps a field trip to additional restorations sites in order to help students achieve a better understanding of the intricacies of watershed restoration.
- The Geology and General Science SAC is considering moving to more portfolio-based course assessment which should allow more efficient documentation of how well students are meeting SAC goals, such as critical analysis of the features surrounding them, demonstration of the processes involved in the scientific method, relevance of

course-related materials to students' everyday lives, and the ability to convey what they have learned to both their peers and instructor.

- In Library (LIB) 101, library faculty assessed information literacy in the context of articles relating to cultural awareness and found elements of their method that seemed to interfere with meaningful results (i.e.: given two examples, one of which was at a very sophisticated reading level, left students at lower reading levels unprepared to compare the two). Suggestions for change relate mostly to the assessment methods but also address ensuring consistency in LIB 101 instruction with regards to this skill.
- The Math SAC determined through assessment that they need to address several key issues, specifically to help develop students' ability to support their conclusions, to better understand equivalence, and to address their misuse of percentage.
- The Skill Center assessments highlighted the need for improvement in communication. While results for Organization and Subject Knowledge met the SAC's benchmarks, those for Eye Contact and Delivery fell short of that goal. To address this, a module on presentation skills will be added to the applied communication class.
- The Sign Language Interpreting Program found that students not making appropriate progress in developing the linguistic and social skills necessary for professional interpreting were spending considerably less time off campus in the deaf community. The SAC has decided to mandate tutoring, offer suggestions of different ways of communicating with the deaf population, and use regular assessments to assess the students' skills and contact with the deaf community.
- The Management/Supervisory Development SAC has found, through indirect assessment, that many of their students lack confidence in their skills. The program is working to develop more instructional strategies to help students learn to transfer classroom-learned skills into their future workplaces.
- Health Information Management reported pass rates for the national Registered Health Information Technician (RHIT) exam. Out of 20 students, the 4 that did not pass the national exam had graduated from the program over a year prior to taking it. Domain scores that were below the national threshold have been addressed since those students graduated. Specifically, the instructor for classifications systems has been replaced, and a virtual lab has been added to address various health systems technologies.
- The Facilities Maintenance Technology SAC determined through assessment that the students could benefit from more discussion and instruction around workplace communication and customer service. The faculty will emphasize this instruction in the several courses where it is already part of the curriculum.
- Results from the assessments Computer Applications and Office Systems SAC started conversations about course prerequisites, the accuracy and relevance of the outcomes to today's technology, and the need for more directive alignment of the curriculum across many sections district wide. Interestingly, concerns about differences in online

vs. face-to-face instructions were allayed (within the limitations of the sample size this year).

- Based on assessment results, Computer Aided Drafting and Design has decided to begin using the exams from the CAD software vendors to help students understand the skills needed in the workplace. In addition, a teamwork approach will be included in an advanced course to better prepare students for entry into the drafting profession.
- Bioscience Technology (BIT) assessments revealed that the students did not do as well regarding some aspects of safety in laboratories as was hoped. As a result, changes to the key BIT 110 course included more emphasis on proper use, handling, and disposal of laboratory chemicals.
- The Nursing Program found that they should change the sequence of testing more appropriately for students to get remedial help and faculty assistance in a more timely fashion.

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).

Instructor qualifications are recommended to administration by specific program and discipline faculty through their respective Subject Area Committee (SAC). Instructor qualifications are posted on a separate website. In addition to a [general statement of instructor qualifications](#), nearly all programs have developed more specific parameters. These often specify the subject and related areas by degree title, clarify expectations for experience, or identify critical certification or licensure. In some programs, individual courses are identified with specific requirements, including those for embedded related instruction. Once they have been approved by administration, they are posted by subject area at [Instructor Qualifications](#).

For related instruction, specific instructor qualifications may or may not be needed, depending on which of the Related Instruction strategies are used.

- 1) For courses from another discipline (e.g., WR, PSY, MSD, or BA), the instructor qualifications of the discipline offering the course apply.
- 2) For program-specific courses that are clearly devoted to one of the three areas (e.g., CMET 112 Technical Algebra/Trigonometry, BA 285 Human Relations - Organizations) the content is so clear that established instructor qualifications for their program (sometimes specific to the course level, but sometimes not) have been designed to ensure qualification to teach these courses.
- 3) For embedded related instruction, specific instructor qualifications must be addressed in order to ensure that instructors hired for such courses are appropriately qualified.

These are proposed by the program and approved by administration in one of two ways on the curriculum form requesting revisions to related instruction (content, outcomes, hours of related instruction), or on the instructor qualification revision form to which the content of related instruction is attached. Either method ensures that the administrators who approve the related instruction and/or the instructor qualifications for it will be able to see them on the same form. (Courses that have embedded related instruction must be approved—the form requires the program to describe the content, hours, and outcomes that apply to the related instruction, as well as the instructor qualifications. See the link to [Related Instruction](#) in Career and Technical Education (CTE) Courses from the Curriculum Office Forms Page. The alternative approval pathway involves use of the [Instructor Qualification Form](#).) In this way, Instructor Qualifications for Related Instruction are reviewed when either the course or the program's Instructor Qualifications are revised.

Of the 35 CTE programs at PCC, 29 have certificates requiring related instruction. Of these, eight use only “stand-alone” courses (1 and 2 above) for related instruction, and, as noted above, specific instructor qualifications are not needed for such courses if the normal program qualifications apply.

There are 21 CTE programs in which some related instruction is embedded: Auto Collision Repair, Automotive Service*, Aviation Maintenance, Computer Application Systems *, Computer Information Systems*, Culinary Assistant Training, Dental Assisting, Diesel Service, Dental Technology, Paraeducator, Emergency Medical Service, Emergency Telecommunication, Fitness Technology, Interior Design, Landscape Technology, Medical Assisting, Machine Manufacturing, Multimedia, Occupational Skills Training, Paralegal, and Sign Language Interpretation.

Approved instructor qualifications for related instruction have been posted for all but three (noted as * above) of these programs, and appear at the end of each entry.

Embedded related instructional content is clearly identified in all relevant course outcomes. Courses identified for embedded related instruction must be reviewed and recommended by the Curriculum Committee. The outcomes and content for the related instruction in each of the courses listed are described in the [Course Content and Outcomes Guide](#) (CCOG), which can be accessed by clicking on the course \ title in the template. For example: on the template the Auto Collision Repair Technology Certificate <http://www.pcc.edu/resources/academic/eac/curriculum/resources/documents/AB2yrRI.pdf>), clicking on AB 100 Auto Body Basic Skills will bring up the CCOG. An example showing the specific instructor qualifications that apply to courses with embedded related instruction shown for Machine Manufacturing: is here: <http://www.pcc.edu/resources/academic/instructor-qualifications/mch.html>

Recommendation Three:

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

The intent of the faculty assessment process is to evaluate and provide feedback on the performance of job duties and the professional responsibilities described in [Article 5](#) of the Faculty/Academic Professional Agreement (“the Agreement”). These faculty responsibilities relate to providing service to students, remaining current in the teaching discipline, maintaining safe work standards, and complying with college policies and procedure, all of which support ensuring excellence in the delivery of service leading to student success.

[Article 7](#) of the Agreement establishes the cycle of faculty assessments, the components of assessment, and the methods to be used. Division deans/administrative supervisors are responsible for conducting full-time faculty assessments, as well as part-time faculty assessments for the purpose of earning assignment rights. All other part-time faculty assessments are conducted primarily by faculty department chairs, or designees.

Full-time faculty are assessed annually during a three-year probationary period. Temporary faculty are also assessed annually. Once approved for continuous appointment, full-time faculty are assessed on a regular cycle, which was recently changed in collective bargaining from three years to five years. This is discussed further below.

Each full-time faculty assessment consists of an assessment plan developed by the faculty member in consultation with the division dean/administrative supervisor. The plan identifies goals and job activities that will be completed. The plan also identifies professional development activities and how they will be supported with the purpose of enhancing job knowledge and competence, and encouraging college service. These plans are reviewed annually.

Progress toward completion of the assessment plan is evaluated through an assessment review, which includes a management assessment and a self-assessment. These assessments are intended to address the elements of job performance, professional development activities, and performance of college service. The faculty member and division dean/administrative supervisor work together to agree on the methods used to gather assessment information (such as peer and management observations, and student evaluation, work, and focus-group discussion). Work area visitations are specifically identified as possible elements of the management assessment for probationary faculty, and some form of student feedback is a required element of the assessment review for all full-time faculty. The assessment process culminates in an assessment conference wherein the faculty member and division dean/administrative supervisor meet to discuss all of the elements that compose the complete assessment.

For part-time faculty, assessments are conducted for each subject taught at each campus, which results in more than one assessment for those teaching at more than one campus. Part-time faculty receive assessments at multiple stages of teaching: First they receive an initial assessment by the end of their second (and preferably first) term of employment, followed by a third-year assessment, and thereafter, an assessment every three years. Each assessment must include, at a minimum, some form of student evaluation and a classroom visit. Additional assessment tools such as self-assessments, peer observations, or portfolio presentations may also be used. An assessment conference will be held at the request of either the faculty member or the supervisor, and the faculty member may respond to any element of the assessment.

Part-time faculty are also assessed prior to earning assignment rights to teach classes. The assignment rights assessment must be completed by the division dean/administrative supervisor and includes a management assessment and a self-assessment based on mutually developed criteria as described in the collective bargaining agreement.

In 2011, the college and the Portland Community College Federation of Faculty and Academic Professionals (PCCFFAP) negotiated the terms of a successor collective bargaining agreement. These negotiations resulted in two important changes that will further improve the college's ability to ensure that the faculty assessment facilitates improvement of teaching and learning, and that faculty are assessed on a periodic basis in accordance with the recommendations made in the spring 2011 [Year One Self-Evaluation Report](#).

First, new language in the Agreement requires student evaluations (commonly known as course evaluations) for each section taught using a college-approved evaluation tool. Student evaluations will eventually be done in every section every term for both credit and non-credit offerings, starting with credit offerings. As with assessments, the purpose of student evaluations is to provide the faculty member with feedback concerning job performance and to ensure excellence in the delivery of service. Accordingly, the results of the student evaluations will be available to the faculty member, and will also be a component of the assessment process.

Under the Agreement, all student evaluations conducted for part-time faculty will be available to the faculty department chair, a designated faculty member, and/or the division dean/administrative supervisor. For full-time faculty, student evaluations for at least one section per year will be made available to the division dean/administrative supervisor during non-assessment years. The faculty member will identify which class evaluation will be made available prior to teaching the class. During a full-time faculty member's assessment year, student evaluations of all sections will be provided to the division dean/administrative supervisor, and the faculty member may provide additional evaluations from prior years.

After researching evaluation instruments to support meeting these requirements, and previewing the product with a group of faculty members and managers last spring, the college is in the process of selecting a software vendor used by other educational

institutions. During the 2011-2012 academic year, the college is staging implementation of student evaluations by first conducting overall planning, creating communication plans for faculty and students, and developing evaluation questions. (It is anticipated that the evaluation content will include a set of questions that are applicable to all college programs, as well as customized questions that are subject area-specific and instructor-specific.) The college has recruited the assistance of both full-time and part-time faculty in developing evaluation questions and identifying subject area committees to participate in a small pilot of credit classes targeted for spring of 2012. A larger pilot and then full roll-out first to all credit classes, and then to non-credit classes, will occur in subsequent terms.

Second, the 2011 negotiations resulted in a change in the assessment cycle for full-time faculty with continuous appointment. Previously PCC conducted assessments of full-time faculty with continuous appointment on a three-year cycle. However, with the high ratio of faculty to division deans, maintaining this cycle on a timely basis has been difficult. Under the new agreement, full-time faculty assessments will be done on a five-year cycle, except for a student evaluation in one section per year in non-assessment years. This is compared with no student evaluations in non-assessment years in the past. (The probationary period for full-time faculty members will remain at three years, with probationary and temporary faculty members assessed annually.) The college anticipates that this change will allow for a more manageable assessment workload that will help ensure that assessments are completed on a timely basis.

To transition to the new cycle, each division dean/administrative supervisor will make a plan to meter completion of full-time faculty assessments over from a three-year cycle to a five-year cycle. Assessments will first be conducted on those faculty who have not been assessed in the last five years, followed by faculty who have not been assessed in the last three to five years. The PCCFFAP supports the plan and will assist with the transition by advising members that some faculty will be assessed early in order to transition from three to five years and still have assessments spread out for each manager. (Under the five-year cycle, managers will now complete assessments on one-fifth of their faculty members each year.) However, faculty members who have been assessed within the last five years will be allowed to defer assessment to the fifth year if they choose to.

In addition to making changes in the Agreement, the college is taking steps to support division dean accountability for ensuring that assessments occur on schedule by having the deans of instruction work with the division deans to review and track completion of scheduled assessments on a periodic basis, and establishing an order of priority for completing assessments. The college is also in the process of making changes in Banner reporting that will improve college administrators' ability to track assessment due dates and the status of completed assessments on a periodic basis to ensure that assessments are completed and accurately recorded in the system. Finally, college administrators have completed campus reviews of part-time instructors teaching in two or more closely related subjects. Those part-time instructors teaching in groupings of two or more closely related subjects will be assessed in a single assessment per campus rather than a separate assessment being conducted for each subject. Closely

related subjects are grouped to reflect each campus' organizational structure. This is in accordance with Article 7.21, which requires that instructors be assessed by each department and/or campus in each subject area taught. All subjects applicable to a single assessment will be identified on the assessment form. The college anticipates that combining closely related subjects into a single assessment will eliminate redundancy in part-time assessments and improve the accuracy of assessment tracking.

The college is confident that with the contractual changes that have been made, the level of attention being given to tracking of assessments, and the process changes being made, it will fulfill the recommendations made last spring.

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).

PCC's four [Core Themes](#) (previously described in the Year One Self-Evaluation Report section 1.B.1) and corresponding objectives collectively represent the essential elements of the mission statement and are therefore critical to mission fulfillment. Portland Community College defines mission fulfillment as successfully meeting the core theme 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 75% or more of the indicators of achievement performance targets.

For example, assume the college has identified 20 indicators of achievement and meets the targeted performance levels on 16 of those indicators. This performance would meet the mission fulfillment threshold with one exception. If all the indicators for any one individual core theme are below targeted performance levels, even if 75% attainment is achieved overall, an acceptable accomplishment of mission fulfillment has not been met.

This additional achievement criteria reflects the importance of both individual and combined core theme success for mission fulfillment.

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).

Background

The college regularly analyzes and reports on a wide range of accountability measures to college leadership, the state of Oregon, and the Federal Government. A partial list includes the

- Oregon Legislature's Key Performance Measures (Legislature KPMs),
- Oregon Department of Community Colleges and Workforce Development (CCWD) Student Success Indicators (SSIs),
- PCC Board of Directors' Key Measures,
- Small Business Administration performance metrics,
- PCC Climate Action Plan (CAP), and
- Federal Student Right to Know (SRTK).

These measures which correspond to the accomplishment of the core theme objectives and meet the criteria to be meaningful, assessable, and verifiable also serve as indicators of achievement. When combined with additional indicators, some of which are new for the college, PCC is able to assess the accomplishment of core theme objectives and, thus, mission fulfillment. The following describes by core theme, the rationale for each indicator, performance target and data source. Where appropriate, an acceptable maximum, minimum or range value is also provided for the performance targets.

Core Theme: [Access and Diversity](#)

Objective: Competitively priced educational offerings are available in an environment enriched by student, faculty, and staff diversity.

Providing the diverse community population with access to higher education and employment opportunities is fundamental to PCC's mission and purpose. Without access, PCC falls short on all other commitments in serving the needs of the community.

*Indicators of Achievement	Rationale for Indicators
*Course tuition and fees <u>Target:</u> Total tuition and fees are less than the median tuition and fees of all Oregon community colleges. <u>Acceptable Maximum:</u> Total is no more than median	Cost can be a barrier to college access for students. However, as state funding continues to decrease colleges are likely to increase tuition and fees to help recover some of the lost funding. This measure assesses PCC's affordability relative to other Oregon community colleges impacted by decreased state funding. Data Source: Oregon Department of CCWD Additional reporting: Oregon Legislature Key Performance Measure (KPM)
*Student racial/ethnic distribution <u>Target:</u> Reflect diversity of	Enrolling a diverse student population is fundamental to PCC's mission and purpose. This measure assesses the student racial/ethnic

<p>service area community.</p> <p><u>Acceptable Range:</u> \pm 5% of service area distribution</p>	<p>distribution relative to the service area community.</p> <p>Data Sources: Census, PCC (Banner)</p> <p>Additional reporting: PCC Board of Directors, Legislature KPM</p>
<p>*Racial distributions of existing and newly hired faculty and staff</p> <p><u>Target:</u> Newly hired faculty/staff are more diverse than the existing employee group.</p>	<p>Employing a diverse workforce encourages a diverse student population and further enriches the learning environment for students and sense of community for employees.</p> <p>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.</p> <p>This measure assesses the diversity of newly hired employees relative to that of existing employees.</p> <p>Data Source: PCC (Banner)</p> <p>Additional reporting: PCC Board of Directors</p>

Core Theme: [Student Success](#)

Objective: Students' progress from developing skills needed to succeed in college to completing a degree, certificate, transfer, employment, and/or pursuit of life-long learning.

The academic, professional and personal development of students, as described in the college mission statement, is summarized as student success. No core theme is more critical to mission fulfillment than student success.

The college welcomes students at all levels of academic preparation through an open-door admissions policy. As a result, student success is frequently a process (i.e. starting with a student developing college-level academic skills) rather than the single end point of degree completion, employment, or transfer.

*Indicators of Achievement	Rationale for Indicators
<p>*Course completion rates</p> <p><u>Target:</u> 75% of credits attempted are successfully completed.</p> <p><u>Acceptable Minimum:</u> = 72% are successfully completed</p>	<p>Completing course(s) with a passing grade is fundamental to student success regardless of student academic or professional goals.</p> <p>This measure assesses the extent students are academically successful at the course level.</p> <p>Data Source: PCC (Banner)</p>

	Additional reporting: PCC Board of Directors
<p>*Former developmental student performance in college-level courses</p> <p><u>Target:</u> Former developmental students are as successful in courses as peers not needing remediation.</p>	<p>After completing developmental course work, students are expected to be academically prepared for success in college-level courses.</p> <p>This measure assesses the performance of former developmental students in college-level subjects corresponding to their prior developmental studies.</p> <p>Data Source: PCC (Banner)</p>
<p>*Graduation and transfer rates</p> <p><u>Target:</u> Combined rate meets that of peer institutions.</p> <p><u>Acceptable Minimum:</u> No more than 5% below peer institution average</p>	<p>While the majority of PCC graduates do not transfer most students who transfer do so before graduating from PCC. Both are successful student outcomes.</p> <p>The measure assesses these outcomes as one combined graduation and transfer rate. It is also a measure reported back to individual colleges in the annual IPEDS Data Feedback Report which includes the same for peer institutions for comparison.</p> <p>Data Source: IPEDS, Student Right to Know</p> <p>Additional reporting: PCC Board of Directors</p>
<p>*Degrees and certificates awarded</p> <p><u>Target:</u> Maintain “recession” high ratio measured as a proportion of awards to total credit headcount.</p> <p><u>Acceptable Minimum:</u> No less than 3% of target ratio.</p>	<p>Degree and certificate completion remain a primary measure of student success at the national and state levels and are likely to be an outcome determining future state funding. While always important to mission fulfillment, degree completion is even more critical in recent years.</p> <p>This measure assesses the number of degree and certificates awarded relative to total credit enrollment.</p> <p>Data Source: PCC (Banner)</p> <p>Additional reporting: PCC Board of Directors, Legislative KPM</p>
<p>*Employment status of Career and Technical Education (CTE) graduates</p> <p><u>Target:</u> 80% of CTE graduates are employed full-time earning a livable wage.</p> <p><u>Acceptable Minimum:</u> = 75% of graduates are employed</p>	<p>Students who complete a career and technical education program certificate or degree are expected to have a credential which has prepared them for employment.</p> <p>This measure assesses the full-time employment of students following graduation.</p> <p>Data Sources: Oregon CCWD, Oregon Department of Labor, PCC (Banner)</p>

<p>*Enrollments in continuing and/or community education courses</p> <p><u>Target:</u> Maintain current ratio of new to former students pursuing life-long learning.</p> <p><u>Acceptable Range:</u> $\pm 5\%$ of current ratio</p>	<p>Life-long learning is measured through student success beyond graduation, transfer and employment. Many adults enrolled in community or continuing education courses already have college degrees. For others, a community education course may be their very first college experience and lead to future credit courses.</p> <p>This measure assesses the success of enrolling both new and former students in continuing and community education.</p> <p>Data Source: PCC (Banner)</p>
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Core Theme: [Quality Education](#)

Objective: Evaluations external to PCC grades confirm students master expected learning outcomes.

The PCC Mission statement explicitly states the college will provide a quality education. Awarded grades reflect faculty assessment that students have (or have not) completed the required learning outcomes of a course. Assessment of student learning beyond course grades provides a different perspective. It informs the college not only about student performance but also indicates if curriculum and learning outcomes are appropriate for what is needed to be successful after transfer or in the workplace.

Indicators of Achievement	Rationale for Indicators
<p>*Licensure/certification exam pass rates</p> <p><u>Target:</u> Student pass rates meet or exceed national averages</p> <p><u>Acceptable Minimum:</u> Pass rates are within 5% of national averages</p>	<p>Many career and technical education fields require students to pass a licensure or certification exam in addition to completing their college credential. Students who have received a quality education are expected to pass these exams.</p> <p>This measure assesses the extent to which PCC has prepared students to obtain professional certifications.</p> <p>Data Source: Individual testing entities</p> <p>Additional reporting: PCC Board of Directors, Legislature KPM</p>
<p>*Student grade point average at transfer institution</p> <p><u>Target:</u> PCC transfer student performance is equal to or greater than other transfer and native university students</p>	<p>PCC students who have received a quality education are expected to be academically successful at their next transfer institution.</p> <p>This measure assesses how well students are academically prepared to transfer. A comparison to other transfer and native university students provides a frame of reference for interpreting the grade point</p>

<p>Acceptable Minimum: The collective grade point average of PCC transfers is within 5% of other transfer and native student averages</p>	<p>average.</p> <p>Data Source: Oregon University System</p> <p>Additional reporting: PCC Board of Directors</p>
<p>*College learning outcomes assessment results</p> <p><u>Target:</u> Students meet or exceed anticipated performance levels.</p>	<p>PCC graduates are expected to achieve the college Core Learning Outcomes and/or degree-specific outcomes. Assessment beyond course grades is required to address these broader learning outcomes.</p> <p>This measure assesses the extent to which graduates achieve institutional-level learning outcomes.</p> <p>Data Sources: PCC Subject Area Committees (SACs) annual assessment reports.</p>

Core Theme: [Economic Development and Sustainability](#)

Objective: Academic, training, and business development programs address the changing community workforce needs while college practices contribute to a sustainable environment.

PCC advances “the region’s long-term vitality,” as stated in the Mission, through the delivery of workforce training, contracted training, small business development, and continuing education unit (CEU) courses. PCC does this in an environment committed to protecting natural resources.

Indicators of Achievement	Rationale for Indicators
<p>*Inventory of training delivery methods</p> <p><u>Target:</u> Expand training offerings beyond traditional classroom instruction.</p>	<p>The Continuous Learning for Individuals, Management, and Business (CLIMB) Center supports economic development by providing accelerated, specialized training solutions to the business community. Responding to the needs of working professionals and organizations for the delivery of training via multiple modalities is essential for economic development.</p> <p>This measure assesses the extent to which CLIMB addresses the changing workforce learning needs – through increasing the different options for learning beyond traditional classroom delivery to include online, hybrid, experiential, and case studies.</p> <p>Data Source: CLIMB Sales Force database, PCC (Banner)</p>
<p>*Number of jobs created, jobs retained, net new sales, and capital formation</p>	<p>The Small Business Development Center (SBDC) is the hub of entrepreneur and economic development for small businesses throughout the PCC district. The</p>

<p><u>Target:</u> To meet the performance metrics established in compliance with the Oregon Small Business Development Center Network.</p>	<p>services provided support local job creation and retention and increased revenue for client entrepreneurs.</p> <p>This measure assesses the SBDC's success at responding to small business needs by meeting the established annual performance metrics. This reporting is required of Oregon SBDCs.</p> <p>Data Source: SBDC (CenterIC database)</p> <p>Additional reporting: Small Business Administration reporting.</p>
<p>*Employment status of students after completing training provided by workforce development departments</p> <p><u>Target:</u> Completers are employed and earning a livable wage.</p> <p><u>Acceptable Minimum:</u> 65% of completers are employed</p>	<p>Students who complete workforce-development-related training are expected to be prepared for employment.</p> <p>This measure assesses the employment of students following the completion of their training.</p> <p>Data Sources: Oregon CCWD, Oregon Department of Labor, PCC (Banner)</p>
<p>*Course offerings with green-related curriculum and completers of green related credentials</p> <p><u>Target:</u> Increase number of green completers proportional to growth in green course offerings.</p>	<p>PCC's Board committed the college to being a leader in academic programs and operational practices that model the sustainable use of resources (Board Policy B-707, December 2006).</p> <p>Incorporating sustainability "green" principles into the curriculum includes both the introduction of new courses as well as revisions to existing curriculum.</p> <p>The measure assesses the extent to which sustainability is being infused into instruction relative to students' successful completion of green-related credentials.</p> <p>Data Source: PCC (Banner)</p> <p>Additional reporting: State of Oregon (CCWD)</p>
<p>*College greenhouse gas emissions</p> <p><u>Target:</u> Reduce (i.e. 10% below 2006 levels by 2012, 40% below by 2030, etc.)</p>	<p>PCC's commitment to sustainability was further solidified when President Pulliams signed the American Colleges and University Presidents' Climate Commitment.</p> <p>PCC has a Climate Action Plan which includes</p>

	<p>achieving the college's greenhouse gas emission reduction goals.</p> <p>This measure assesses PCC's ability to reduce college emissions.</p> <p>Data Source: PCC's Annual Carbon Emissions Inventory</p> <p>Additional reporting: PCC Board of Directors</p>
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As described, the college's core themes with corresponding objectives and indicators of achievement collectively represent essential elements of the college's mission. Indicators of achievement include both new and long-standing college performance measures. A one-page summary of this information is available at http://www.pcc.edu/resources/academic/documents/Core_ThemeMatrixpdf.pdf.

Updated Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 1, 2, and 3

1. Operational Status

Portland Community College began in 1961 as the adult education program of Portland Public Schools. Candidacy accreditation status was granted in 1966 and approved in 1970. The college currently offers 61 associate degree programs and 116 certificates programs. In June 2011, the college awarded 2,774 degrees and 877 certificates.

2. Authority

Portland Community College is an independent college chartered by the Oregon Department of Education and governed by a locally elected Board of Directors. It is subject to state statutes and administrative rules formulated by the Legislature and the Oregon State Board of Education. These regulations clearly delineate the authority and responsibilities of the college.

3. Mission and Core Themes

Portland Community College's 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. Its mission statements reads: "Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve."

The college's core themes are clearly defined and each of the themes 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.

The core themes are:

- Access and Diversity
- Quality Education
- Student Success
- Economic Development and Sustainability

The college allocates all of its state funds, student tuition and local property taxes to support its educational mission and goals.

Standard 1.A Mission

1.A.1 Mission Statement

Portland Community College Mission

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

PCC Board of Directors (June 2010), Board Policy B-101 (December 2010)

Background

Portland Community College's (PCC) mission, goals and values statements are reviewed every one to two years by the college's board of directors. During the review that took place in 2009-2010, input from faculty, staff, and students about the mission statement was solicited and used to inform the board of directors during their review process. This was also an opportunity to update the PCC community about the new accreditation process and standards, introduce the concept of core themes, and explain or clarify how the mission plays an even greater role in the revised accreditation format.

The College community and several standing committees, including the Educational Advisory Committee, Academic and Student Affairs Council, Budget and Planning Advisory Committee, the All Managers Group, and the PCC Foundation discussed the college mission and values statements and suggested core themes. A WIKI site (www.spaces.pcc.edu/display/accreditation/Home) was created to capture the input to help keep the community apprised of the mission review process and the development of core themes. A district-wide Accreditation Summit held on April 9, 2010, completed the review process. In addition, faculty and staff also learned more about the new accreditation format at this event from guest speaker, Ron Baker, Executive Vice President, Northwest Commission on Colleges and Universities. After careful examination of the many suggestions from the college community, the college's advancement office proposed wording that was concise and clearly articulated the college's purpose.

The PCC Board of Directors approved the current mission statement in June 2010. It is intentionally shorter than prior mission statements and easier to reference, as a result. It is, however, definitive regarding PCC's intended role and impact on the community. The new mission statement was shared with the many groups who had provided input during the prior year's review, along with the rest of the college community, during the fall 2010 term.

The mission statement is available in print and in electronic documents. It is easily accessible from the college homepage www.pcc.edu/ by clicking on the "About PCC" tab and selecting "Mission" www.pcc.edu/about/administration/board/policies/b101.html

under the college “Quick Facts.” The revised mission statement is included in the 2011-2012 College Catalog. Internal documents such as the “Management and Confidential Employee Handbook” www.pcc.edu/hr/contracts/management/ also link to the mission statement under the heading “PCC Cornerstone” [www.pcc.edu/ir/edumasterplan/PCC Cornerstone.pdf](http://www.pcc.edu/ir/edumasterplan/PCC_Cornerstone.pdf).

1.A.2 Defining Mission Fulfillment

The PCC Board of Directors updated the college’s existing value statements and institutional goals at their August 2010 Planning Session to better align with the recently updated mission statement. The resulting document, “PCC Cornerstone - The foundation for what we do, who we are, what we value” at http://www.pcc.edu/ir/edumasterplan/PCC_CornerstoneOct2010.pdf encompasses the college mission statement, characteristics and expected performance.

Approximately six times per year the Vice President for Academic and Student Affairs and the Director of Institutional Effectiveness report to the PCC Board of Directors on one of the institutional goals. The reports include key performance measures or an informative narrative for goals that are process oriented and outcome data do not exist. Accomplishment of institutional goals is very important to the college but not all goals directly link to mission fulfillment.

See response to Recommendation 4 for updated definition of mission fulfillment.

Standard 1.B Core Themes

1.B.1 Core Theme Identification

The concept of core themes and the role they play in the revised accreditation format were introduced to the college community as part of the 2009-2010 mission review process. As the various groups discussed the mission, they were also asked to identify the core themes that would correspond to the proposed mission statements. Themes emerged early on and remained fairly consistent throughout the discussions. The following core themes were approved by the board in conjunction with the revised mission in June 2010.

Core Themes

- Access and Diversity
- Quality Education
- Student Success
- Economic Development and Sustainability

Three of the four core themes track verbatim to wording found in the college's mission with the exception of economic development and sustainability. This core theme corresponds to the college's ultimate impact on the community stated as "advances the region's long-term vitality" in the mission statement.

The core themes have titles similar to the updated institutional goals and address the accomplishment of the strategic intent of the goals such as increasing access, improving diversity, and providing a quality education. However, differences occur in the grouping and indicators related to each. For example, the core theme called access and diversity manifests essential elements of the mission statement yet the PCC Board of Directors requested two separate reports in these areas. As a result, this core theme overlaps what became two institutional goals. A similar overlap occurs with the core theme for economic development and sustainability and Goals 5) Economic, Workforce, and Community Development and 6) Sustainability.

1.B.2 Core Theme Objectives

See Recommendation 5 for updated response to Standard 1.B.2 Core Theme Objectives.

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

4. Operational Focus and Independence

The primary focus of Portland Community College is its educational programs (degrees and certificates) and student success. With its own Board of Directors and taxing district, PCC has the sufficient infrastructure, staffing, and operational independence to be held accountable to the standards of NWCCU.

5. Non-Discrimination

Portland Community College's goal is to provide an atmosphere that encourages individuals to realize their potential. Therefore, it is against the college's policy for any manager, supervisor, faculty, staff, or student to engage in harassment or discrimination of any member of the college community.

The college prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, marital status, height/weight ratio, disability, veteran status, age, or sexual orientation in any area, activity, or operation of the college. The prohibition against harassment or discrimination based on the use of native language does not, however, require the college to offer classes in any other language other than English.

Under this policy, equal opportunity for employment, admission, and participation in the college's benefits and services is extended to all persons, and the college promotes equal opportunity and treatment through application of this policy and other college efforts designed for that purpose.

Under the college's policy harassing or discriminatory behaviors are not tolerated. It is the responsibility of every member of the college community to strictly comply with this policy and any procedures directed by the District President to implement the policy. This includes notifying each employee/student of his or her rights and responsibilities under PCC's Non-discrimination and Non-harassment Policy. Management and staff are held accountable to take reasonable action to maintain work sections and educational environments free from conduct that causes, or reasonably could be considered to cause, intimidation, hostility, or discrimination.

Any person who believes he or she has been discriminated against or harassed by a college employee, representative or student is encouraged to file a complaint through the Affirmative Action / Equity Office. Complaints about issues other than alleged discrimination or harassment are submitted in accordance with any applicable appropriate collective bargaining agreement procedure or the procedure in the Management/Confidential Handbook, or, for students, through the student grievance procedure.

At any point in the procedure, the complainant may file a complaint with (1) the Equal Employment Opportunity Commission (EEOC); (2) the Office of Civil Rights; (3) the Oregon Bureau of Labor and Industries Civil Rights Division; or (4) the Oregon Department of Community Colleges and Workforce Development. If the complainant chooses to file through any of these agencies or in court, the college may suspend the internal complaint procedure.

The District President may establish additional procedures that implement this Policy consistently across the District.

6. Institutional Integrity

Portland Community College is governed by and administered with respect for the individual in a non-discriminatory manner while responding to the educational needs of the constituencies it serves, as determined by its chartered purposes and accredited status. State ethics laws are followed by all college constituents.

7. Governing Board

Portland Community College has an elected seven member governing board responsible for all financial and educational aspects of the college. The governing board has no contractual, employment, or personal financial interest in the college. Board members are elected to represent a district within the larger community college district, but only have the authority to take action as a full Board.

8. Chief Executive Officer

Portland Community College is led by a district president who is appointed by the governing board and whose full-time responsibility is to Portland Community College. The college's three comprehensive campuses each employ a campus president who reports to the district president. The college's extended learning campus is also led by a campus president. Along with the district and campus presidents, the other officers of the college include the district vice president, vice president for academic and student affairs, the vice president for administrative services, associate vice president for college advancement, and the interim director of affirmative action.

9. Administration

Portland Community College has the administrative and support services required to provide effective leadership and management for the college's major support and operational functions. The college's staffing structures are available in organizational charts which address all district and campus organizational structures detailing administrative and support service functions. Through collaboration between all departments, PCC is able to foster fulfillment of its mission statement and achievement of its core themes.

10. Faculty

Portland Community College employs a core of 499 full-time and 1,321 part-time, professionally qualified faculty. The faculty are adequate in number and qualifications to meet its obligations toward achievement of Portland Community College's mission and core themes. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, assessment, student academic advising, and institutional governance and are evaluated in a periodic and systematic manner. Faculty workloads reflect the mission and core themes of Portland Community College and the talents and competencies of faculty while allowing sufficient time and support for professional growth and renewal.

11. Educational Reform

Portland Community College offers educational programs leading to a one- or two- year certificate, a two-year associate degree in college transfer or career and technical education, career training, General Education Diploma (GED) and high school completion. The Oregon Department of Education has criteria to which all degrees must adhere. The department identifies the number of credits required for a degree and the number of contact hours required per credit.

12. General Education and Related Instruction

Portland Community College's transfer associate degrees require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. Degree requirements include coursework in arts and humanities, social science, and math and science and computer science, as well as health, speech and cultural literacy. All other associate degree programs (applied science and general studies) and programs of study of 45 quarter credits or more for which certificates are granted require at least eight quarter credits of related instruction or the equivalent in computation, human relations, and communications.

13. Library and Information Resources

Consistent with its mission and the core theme of quality education, Portland community college provides access to library resources, technology, and information resources with an appropriate level of currency, depth and breadth to support the institutions programs and services regardless of delivery format. The college provides a core physical collection that is tied to the curriculum. Additionally, it provides access to a wide range of electronic research databases. Librarians work closely with instructional faculty and Subject Area Committees to ensure that the library supports the needs of their programs and accreditation agencies (where applicable). PCC library is a member of the Orbis Cascade Alliance, a consortium of 37 academic libraries in Oregon, Washington, and Idaho. Through this membership, PCC students have access to the collections of all member libraries. This greatly enhances the breadth and depth of the collection.

14. Physical and Technological Infrastructure

The college maintains a physical and technological infrastructure that is accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission and core themes, programs, and services.

As of December 2011, PCC had approximately 2,207,201 gross square feet of space in 53 buildings across the Portland metropolitan area. Three comprehensive campuses (Sylvania, Rock Creek, and Cascade) consist of 36 buildings covering 1,775,782 gross square feet. The remaining 17 facilities cover 431,419 gross square feet of space that provide physical facilities for the extended learning programs across the district.

In 2004, PCC reorganized its technology teams to improve efficiency and effectiveness of support for academics, administrative, and support services. Technology Support Services (TSS) comprises Solution Services (enterprise systems development, application support, Web services, help desk, training, technology procurement), Technical Services (voice/video/data network, enterprise servers/data center, information security), Media Services (classroom/event presentation, media/lecture capture/distribution, video production, cable channel management), and Campus Technology Services (Cascade, Southeast/Extended Learning, Rock Creek, Sylvania: staff/student devices/software, local servers, liaison with campus leadership teams). TSS also provides consulting services to departments, including selection and integration support for cloud-based services.

PCC has a 1 GB metropolitan area network (MAN) connecting all of its campuses and centers, with capacity for 10 GB. Virtual local area networks (VLANs) carry 100 MB to staff and student computers, with specialized labs receiving 1 GB. All computers are capable of connecting at 10 GB in anticipation of future needs. Wireless access is available and heavily used throughout the district; additional wireless access points will be added by summer 2012 to increase capacity by 50 percent.

15. Academic Freedom

Portland Community College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Portland Community College maintains an atmosphere in which intellectual freedom and independent thought are supported.

16. Admissions

Portland Community College has an open admissions policy. Specific programs or courses may require prerequisite course work or department/instructor approval for enrollment. Portland Community College publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices.

17. Public Information

Portland Community College publishes in various media accurate and current information that describes its mission and core themes; admission requirements and procedures; grading policies; course, programs and degrees offered; program costs including tuition and fees, refund policies and procedures; and financial aid opportunities and requirements. Names, titles and credentials of all administrators and faculty are detailed in the college catalog (both in print and on-line). Academic calendar, rules and regulations, and student rights and responsibilities including grievance procedures, are made readily available in faculty and student handbooks or on-line through MyPCC, the college web portal.

18. Financial Resources

Portland Community College is required by law to have a balanced budget. The financial planning and budget development process includes a review of the college's mission, core themes, and goals so that resources can be allocated to address program needs. The proposed biennial budget is prepared by PCC administrators with assistance from other cost center and fund managers who administer the budget. The budget includes contingency funds for unplanned expenditures, activities in the early planning stages, and contingency for uncertainties in revenue. PCC administration prepares an internal two-year budget that matches the two-year State of Oregon budget cycle.

19. Financial Accountability

Portland Community College's financial records are audited annually by Kenneth Kuhns and Company, an independent certified public accountant, on a regular schedule required by state law. The audit includes an opinion on the accuracy of PCC's financial statements.

20. Disclosure

Portland Community College agrees to disclose to the Northwest Commission on Colleges and Universities any and all such information required to carry out its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission

Portland Community College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, Portland Community College agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The Commission treats institutional self-study reports and evaluation committee reports as confidential. Portland Community College, however, may choose to release the documents.

Standard 2.A Governance

2.A.1 Governance System

The Portland Community College (PCC) Board of Directors is the governing body of the PCC District pursuant to [ORS Chapter 341](#). The primary duty of the Board under ORS (Oregon Administrative Rules) Chapter 341 is to adopt policies for the general governance of PCC. The Board considers, reviews, and acts upon the recommendations of the district president in matters of policy pertaining to the current and future welfare of the PCC District. The Board approaches its task in a manner that emphasizes strategic leadership rather than administrative detail, and keeps its major focus on the long-term effectiveness of the college. The PCC Board of Education defines its role in Board Duties and Responsibilities ([B 214](#)).

The district president defines his role in the College President's Duties and Responsibilities ([B 213](#)). Of note: "The [District] President is the Chief Executive Officer of Portland Community College and is responsible to the Board for the proper administration of the college" and "(s)hall exercise all powers and duties under ORS 341.290 to ORS 290.321 not retained by the Board."

The district president provides for consideration of the views of faculty, staff, administrators, and students through a wide variety of channels, which include:

- Educational Advisory Council (EAC) [Related Instruction Templates](#)
- Budget and Planning Advisory Council (BPAC)
- President's Advisory Committee on Management and Confidential Compensation (PACMACC)
- EAC Leaders group
- All managers/confidential employee meetings
- Individual meetings with students, faculty, and staff
- President's cabinet meetings (executive staff and other direct reports)
- Faculty, staff, and student leaders each have a fixed place for their comments to the Board at each regular Board meeting.

The following ORS statutes provide further details regarding the specified roles and responsibilities:

ORS 341.290 describes the range of authorities and responsibilities for each community college district's local board and provides the local board the authority to establish

district policies and procedures. The Portland Community College (PCC) Board of Directors articulates its policies in its Board Policies [handbook](#).

The Board's guiding principles are articulated in Board Policy [B 103](#). One of those principles states, "The college will function in an open climate with opportunities for students, faculty, and staff to provide input in policy making."

Board Policy [B 202](#) (Board Operations & Bylaws) affirms the Board's policy direction that "those who are affected by a policy or bylaw should be represented in the formation of that policy. The Board encourages staff and administration to review and recommend new policies or changes in existing policy."

Key college-wide procedures and guidelines are available to all at [College Policies](#).

2.A.2 Division of Authority and Responsibility is Clearly Defined

The State of Oregon does not have a community college "system" as might be typical in other states. Oregon establishes community-college districts based on a vote of citizens within the boundaries of the respective proposed community-college district. This process originates with those citizens. Oregon law describes the process by which a district is created, and, if created, provides the policy guidance (by the State Board of Education) and administrative guidance for the [Oregon Department of Community Colleges and Workforce Development](#) (CCWD). Governance of the district is reserved to the locally elected district Board of Directors.

The State Board establishes administrative direction broadly, with CCWD as its administrative manager. The local board has complete district governance authority, once established, and does not report to either the State Board or the Department of Community Colleges and Workforce Development.

Oregon Administrative Rules Chapter 589 (Administrative Rules for the Oregon Department of Community Colleges and Workforce Development) provides the rules that implement the statutory requirements applicable to community colleges on a statewide basis in those areas not reserved to the authority of each district's local board.

ORS 326.011 provides for the establishment of the Oregon State Board ("State Board") of Education and states that the board's mission includes "....administration and operation ofpublic community colleges ..."

ORS 326.051(1)(b) provides that the State Board shall "(a)adopt rules for the general governance of public kindergartens and public elementary and secondary schools and public community colleges."

ORS 326.370 establishes the Department of Community Colleges and Workforce Development under the direction and control of the State Board.

ORS 326.375 provides that a Commissioner for Community College Services shall be appointed by the State Board and states that the commissioner shall “(d) Be responsible directly to the State Board of Education for those duties enumerated in ORS chapter 341.”

ORS 341.005 through .255 provide for the creation of community college districts in Oregon, including the establishment of the district’s governing board of education (“local board”) and defines the role of the State Board in that process. Members of the local board are elected by citizens from the district, rather than appointed.

ORS 341.290 describes the (wide-ranging) responsibilities and authorities of the local board of a community college district.

2.A.3 Compliance with the Commission’s Standards for Accreditation

PCC undertook a review of its Mission Statement as a part of its ongoing compliance oversight process, in response to the Northwest Commission’s recently revised Accreditation Standards. That process entailed numerous collaborations amongst internal stakeholder groups and culminated in a revised [College Mission Statement](#) and related Core Themes being proposed to the PCC Board of Education. Staff indicated to the Board that revised Mission Statement and related Core Themes “...will form the foundation for NWCCU reporting over the next seven years.” The revised Mission Statement and Core Themes were approved by the Board on 15 July 2010 by [Resolution 11-011](#) .

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

Core Themes: Access and Diversity, Quality Education, Student Success, and Economic Development and Sustainability.

Approval of the Mission Statement lead next to development of revised PCC Values and Goals, which were approved by the Board on 14 October 2010 by [Resolution 11-031](#).

The Mission Statement and Core Themes form the basis for the [PCC Cornerstone](#) (which guides the PCC Board of Directors). The Board is provided an update at its regular meetings as to the college’s performance in each Goal/Objective area.

The college’s Vice President for Academic and Student Affairs is the Accreditation Liaison Officer. This individual is responsible for monitoring compliance with the Commission’s standards and responding appropriately to the impact of updates and changes in the college’s internal collective bargaining agreements, legislative actions and other mandates.

Governing Board

2.A.4 Functioning Governing Board

The PCC Board of Directors (Board) is the governing body of the PCC District, pursuant to [Oregon Revised Statutes \(ORS\) Chapter 341](#).

The PCC Board has seven voting members. Each member represents a defined zone within the PCC District, and is elected by the citizens of that zone. Each Board member serves without compensation, except reimbursement for reasonable expenses when performing college business. No Board member has a contractual, employment, or financial interest in the college. Each Board member must commit to the Board Code of Ethics which is Board Policy [B 203](#).

Further, each Board member is subject to Oregon law on conflict of interest and government ethics as defined in [ORS Chapter 244](#).

Board duties and responsibilities are further defined in Board Policy [B 214](#), and Board Operations and Bylaws are described in Board Policy [B 202](#).

2.A.5 Board Acts Only As a Committee of the Whole

Board Policy [B 202](#) (see “Authority of Members”) specifies that Board members have authority only when acting as a Board legally in session. The Board is legally in session only if a quorum is present.

Board Policy [B 213](#) (College President’s Duties and Responsibilities) defines certain powers and duties that are delegated to the college president. In addition, the Board may delegate its authority on a specific item to the president. Such decisions are made by approval of a resolution of the Board. Typically, the delegated decision requires the concurrence of the Board chair and college counsel.

2.A.6 Board Oversight of Institutional Policies

PCC Board policies are specified in its “Portland Community College Board Policies” document, which is available in hard copy or electronically: [Board Policies](#)

Board Policy [B 211](#) (Board Policies Distribution) directs that Board policy be widely available and distributed in a variety of methods, and directs that its policies “shall be available for examination by all employees of the college and members of the public.”

Board Policy [B 202](#) requires that “The Board shall evaluate its own operation and effectiveness annually.” The Board’s practice is that its self-evaluation is a part of its Summer Work Session, held annually typically in August. The most recent review was February 2012.

2.A.7 Selection and Evaluation of Chief Executive Officer

Board Policy [B 214](#) reserves to the Board its sole authority to “Recruit, appoint, compensate, and evaluate the President”.

Board Policy [B 213](#) establishes the office of the President, and delegates to the President the powers and duties stated in that policy and requires that the president “(S)hall prepare an annual work plan and report of accomplishments.” The president’s goals are typically developed in consultation with the Board at its Summer Work Session, and are typically reviewed annually at the Board’s June meeting.

2.A.8 Board Evaluation

As with the requirements addressed in 2.A.6 above, Board Policy B 202 requires that “The Board shall evaluate its own operation and effectiveness annually.” The Board’s self-evaluation is a part of its Summer Work Session, held annually typically in August—most recently in February 2012.

Leadership and Management

2.A.9 Effective System of Leadership

The district’s overall leadership is vested in the District President’s Cabinet. Members of the Cabinet are qualified administrators with appropriate levels of responsibility and accountability. They meet weekly or as needed to plan, strategize, organize, and manage the affairs of the college as well as assess its achievements and effectiveness. The district president; district vice president; vice president of academic & student affairs; vice president for administrative services; campus presidents from Sylvania, Rock Creek, Cascade, and Southeast/Extended Learning campuses; associate vice presidents for finance, technology solutions, and advancement; director of affirmative action & equity; and the assistant to the district president serve on the Cabinet.

Other college leaders may be involved in weekly meetings as appropriate. There are other standing groups of administrators who meet regularly to deliberate college operations and functions to better serve students.

2.A.10 Employs Appropriately Qualified Chief Executive Officer

The district president is the chief executive officer of the district and has full-time responsibility to the institution.

He is accountable to the Board for implementation of board-approved policies. The president represents the college in the community, to the legislature, and to other Oregon community colleges. He currently also serves on the Oregon University System Board.

The president and Board have a collaborative relationship ([B 214](#)), but the president does not serve as Board Chair ([B 213](#)).

Dr. Preston Pulliams became the district's fifth president on May 24, 2004. Dr. Pulliams has been a high school and community college professor and administrator for more than 35 years. He came to the district from State University of New York, where he served as vice chancellor for community colleges. His responsibilities were to coordinate and direct the activities of the 30 community colleges in the SUNY system.

Dr. Pulliams has over a decade of previous experience in similar roles as president of other community college districts. Dr. Pulliams received his associate degree in science from Muskegon Community College, his Bachelor of Science degree in social science from Michigan State University, a Master of Arts degree in counseling and personnel from Western Michigan University, and a Doctor of Education in educational administration from the University of Michigan in Ann Arbor, Michigan. Dr. Pulliams has received numerous leadership awards for his work in education administration.

On March 15, 2012, Dr. Pulliams officially announced his intentions to retire from Portland Community College. He and the Board of Directors have worked out a very gracious transition plan. A national search will be launched by the Board of Directors this spring, and Dr. Pulliams will remain at the college until July 2013 so that he may assist in the new district president's transition into this very large, complex, dynamic organization.

2.A.11 Employs Sufficient Number of Qualified Administrators

The District President's Cabinet together with the deans/directors at the campuses and district offices are the key leadership structure for the district. The district president also has many advisory committees comprising managers, faculty, and staff to advise the district president on various aspects of the operations in achieving the mission of the College District. The key councils are the Educational Advisory Council (EAC), the Budget and Planning Advisory Council, the President's Entrepreneurial Advisory Council (PEAK), Sustainable Practices for Academics and Resources Council (SPARC), leadership councils at each campus, Diversity Council, and the Learning Assessment Council (LAC). These committees meet regularly, usually monthly.

Policies and Procedures

Academics

2.A.12 Academic Policies

Information related to teaching and college service is outlined in the [Faculty and Academic Professional Agreement](#).

The [Academic Policy and Academic Standards and Practices Handbook](#) is developed and recommended by the Educational Advisory Council (EAC) to the district president. It is published and available to students, faculty, and staff on the PCC website.

Faculty are required to distribute a syllabus to students at or before the first class session, containing information outlined in the [Academic Standards and Practices Syllabus Standards for Credit Courses](#). This includes grading policies, code of conduct, ADA statement, and attendance policies.

2.A.13 Library Policies

The PCC Library maintains a list of library-related policies regarding access to and the use of library and information resources on its website. These policies are found in the “About PCC Library” section of the [library website](#). Library staff members use these policies as guidelines to enforce library rules and as a means to instruct library users about use of an academic library. The set of policies is complemented by the [“Library A-Z”](#) section of the library website that lists many of the library’s services and assets.

2.A.14 Transfer-of-Credit Policy

Transfer-of-credit policies from other schools to PCC are [posted on the PCC website](#).

Policies for the transfer of PCC credit to other institutions are [also posted on the PCC website](#) to inform students how to complete their educational programs in both university transfer and career and technical education programs. These policies and guidelines are reviewed annually by advising staff and the curriculum office to ensure efficient mobility of students between institutions.

[Dual enrollment programs](#) are available with several Oregon colleges and universities.

Students

2.A.15 Student Rights and Responsibilities

Policies and procedures regarding students’ rights and responsibilities are available annually in the PCC [catalog](#), as well as in [Student Rights and Responsibilities Handbook](#). The grievance procedure affords PCC the ability to administer policies and procedures in a fair and consistent manner; students may challenge decisions and/or actions taken by college faculty and staff that are alleged to violate their rights as defined in the student rights section of the Student Rights and Responsibilities Handbook. Information about accommodations for students with disabilities can be found in the [Disability Services College Policies and Procedures](#) document.

2.A.16 Admission and Placement Policies

The college has an open admissions policy, meaning that anyone may enroll at the college. Students who have not been active at the institution for two years are required

to fill out a new admissions application for readmission to the college. All new students must take the college placement test unless they have attended PCC or another institution. In the latter case, they may see an adviser for appropriate placement. Details about the admissions and testing process can be found in the [Admissions section of the catalog](#). The college enforces standard [prerequisites](#) in reading, writing, and mathematics.

Board policy allows programs to be open to all students who have the ability to benefit from those programs. However, the college may require specific academic standards for admission into programs when such standards are necessary for student success. The college has a compelling interest in ensuring student diversity in its programs. Students who are terminated from educational programs as a result of not making satisfactory academic progress may request reconsideration via the [Satisfactory Academic Progress Appeal process](#).

2.A.17 Co-Curricular Activities

PCC's posted policy on co-curricular programs ([B 405](#)), states:

"The college shall provide a diverse student activity program as part of the co-curricular educational plan at each campus. Students may be assessed a fee to support this program. Each campus shall establish a representative student government that will assist in the development and delivery of these activities."

In addition, the [Student Rights and Responsibilities Handbook](#) describes students' rights in participating in the formulation of policies, forming student organizations, fundraising, using college facilities, etc. It also specifically states that students have the right to "distribute free publications not in violation of state laws, federal laws, and/or College rules, such as books, magazines, newspapers, handbills, leaflets, and similar materials [...] on campus."

Human Resources

2.A.18 Policies and Procedures for Fair and Equitable Treatment

As outlined in [B 301](#), the PCC Board of Directors delegates duties for management of the college to the district president. The district president, or designee, is responsible for the organization and operation of the college, and shall appoint, remove, discipline, and supervise all employees of the college in a manner consistent with the college personnel system and applicable collective bargaining agreements.

Accordingly, various employment policies are drafted, maintained, and administered to ensure Board, legal, and contractual compliance, as well as consistent and equitable application to employees. These documents address various working conditions, use of college resources, employee benefits, ethics, compliance with legal requirements, hiring procedures, and student rights and responsibilities.

PCC publishes these documents on the [Human Resources website](#) accessible to all employees—via intranet link. Forms to enable administration of policies and procedures are also published online. These documents are periodically reviewed and updated as needed for legal compliance and to ensure that information is current. (The college is currently in the process of updating and expanding upon its published employment policies.)

In addition, the college maintains the [Faculty/Academic Professional Agreement](#) and the [Classified Agreement](#), which cover the majority of college faculty and staff, and a [handbook](#) applicable to managers and confidential staff. The labor contracts and handbook outline terms and conditions of employment and standards for discipline which provide a framework to ensure consistent and fair treatment of covered employees. The labor agreements are formally negotiated and updated through an agreed-upon cycle of collective bargaining, and the handbook is reviewed and updated periodically by Human Resources. The labor contracts and handbook are also published on the Human Resources website.

2.A.19 Conditions of Employment

Newly hired employees are apprised of basic terms and conditions of employment, such as salary potential, work location and FTE level, as well as job duty requirements, through the published vacancy recruitment announcement. After hire, employees receive letters confirming their appointments, including the agreed-upon starting salary.

Benefitted employees are required to complete an online [new employee orientation](#). The orientation includes a checklist of college policies and guidelines which advise employees of various expectations for conduct including ethics, use of college resources, and professional behavior. These policies and guidelines are reviewed and signed by the employee and maintained in the employee's official personnel file.

New benefitted employees are also provided a benefit orientation session which explains options and eligibility for college-sponsored benefits relating to group health, dental, and life insurance coverage; retirement and personal finance; leaves; tuition assistance; and use of college facilities. A [summary of benefits](#) is published on the Human Resources website, along with information about enrollment and frequently asked questions. A New Faculty Institute is also offered annually to provide newly hired full-time faculty with information on college policies, benefit options and other resources.

Pay and withholding information, as well as current leave accrual usage and balances, is available to employees online. Employees also receive annual salary notices confirming their salary, pay step (if applicable), and job classification. In addition, part-time faculty may view information regarding their step placement and accumulated contact hours online and have the option to receive a detailed statement of earnings with each paycheck.

Employees within the college's two bargaining units, the Classified unit and the Faculty/Academic Professional unit, are further apprised of terms and conditions of

employment through their labor agreement. Both the [Faculty/Academic Professional](#) and [Classified](#) agreements contain key employment provisions, including but not limited to types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves, assessment, disciplinary standards and due process, and non-discrimination and grievance procedures.

Management and confidential employees are covered by a [Management and Confidential Employee Handbook](#) which contains provisions in these same general areas. Hard copies of the Collective Bargaining Agreements are provided to covered employees, and Agreements and Handbook are also published on the Human Resources website.

Job classification descriptions for [Academic Professional](#), [Classified](#), and [Management/Confidential](#) employees, as well as the process for requesting classification reviews, are also published on the Human Resources website. A list of [Human Resources contacts](#) available to answer questions in the areas of employment, compensation, benefits, employee and labor relations, ADA accommodation, and employee records is also available on the website.

2.A.20 Security of Human Resources Records

The college recognizes that its employees have an interest in maintaining the privacy of personal information. To that end, the Office of Human Resources is a secured area with limited access requiring authorization or escort for entry. Official personnel files are maintained in a locked storage room within Human Resources and are to remain on-site. Personnel files may be reviewed by the employee, an authorized college representative, or the employee's Federation representative. Review of files is under the supervision of HR staff. Personnel files of active employees may not be transported to other office locations.

Employee medical records and records of employee accommodation requests, grievances, and disciplinary matters are maintained in file cabinets within the secure Human Resources office, and many of these records are further secured within locked offices. Personnel, grievance, and disciplinary files of separated employees are maintained at a secure off-site storage facility. The privacy of employee medical information is also governed by the College's [HIPAA Privacy Notice](#).

Confidential employee records or personal employee information is maintained electronically in Banner. Access to this information is limited to employees who need access to do their jobs. Employees whose positions require them to view, access, or maintain confidential information are responsible to maintain the security and confidentiality of the information and to only use the information to conduct authorized PCC business. Personal employee information may be disclosed to third parties to conduct business operations, to respond to public records requests, or to comply with subpoenas for records.

To protect employees from identity theft, the college assigns each employee with a generated identification number (“G-number”) for purposes of employee identification. Providing a Social Security number is optional, except to the extent one is required by law (e.g., for tax reporting purposes).

Institutional Integrity

2.A.21 Integrity of Communications

The institution consistently markets to the community via the college website and catalog, department brochures, media ads, and [Possibilities Playbook](#). Outreach and orientation coordinators at each campus provide recruitment information to high schools, college fairs, and other community events. The college hosts an annual high-school counselor day and each campus hosts college preview and financial aid events. Specific programs and the College Advancement department regularly review and update program brochures and catalog content to ensure the integrity of publications.

2.A.22 High Ethical Standards

PCC employees are considered public employees and are held to the same ethical laws and standards as other Oregon state public employees. PCC’s Ethics Guide is posted on the college’s private intranet network; see [Oregon Ethics Commission](#) for more information about those laws.

PCC’s goal is to provide an atmosphere that encourages individuals to realize their potential. Therefore, it is against the [Nondiscrimination and Nonharassment Policy](#) for any manager, supervisor, faculty or staff member, or student to engage in harassment or discrimination toward any member of the college community. Under this policy, equal opportunity for employment, admission, and participation in the college’s benefits and services shall be extended to all persons, and the college shall promote equal opportunity and treatment through application of this policy and other college efforts designed for that purpose.

Any person who believes he or she has been discriminated against or harassed by a College employee, representative, or student is encouraged to file a complaint through the Affirmative Action / Equity Office. [Instructions](#) on the complaint process, as well as [complaint forms](#), are posted online. Complaints about issues other than alleged discrimination or harassment may be submitted in accordance with any applicable collective bargaining agreement procedure or the procedure in the Management/Confidential Handbook, or, for students, through the student grievance procedure.

Employees within the college’s bargaining units are further apprised of terms and conditions of employment through their contract. Both the [Faculty/Academic Professional](#) and [Classified](#) agreements contain key employment provisions, including but not limited to types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves,

assessment, disciplinary standards and due process, and non-discrimination and grievance procedures. Management and confidential employees are covered by a [Management and Confidential Employee Handbook](#) which contains provisions in these same general areas.

Job classification descriptions for [Academic Professional](#), [Classified](#), and [Management/Confidential](#) employees, as well as the process for requesting classification reviews, are also published on the Human Resources website. A list of [Human Resources contacts](#) available to answer questions in the areas of employment, compensation, benefits, employee and labor relations, ADA accommodation, and employee records is also available on the website.

2.A.23 Conflict of Interest

The PCC Board of Directors adopted a set of board policies as to how the board should operate. Two specific policies addressing conflict of interest and code of ethics are Policy [B 203](#) and [B 209](#), which address Board Code of Ethics and Conflict of Interest, respectively. In addition, the Board sets forth a set of values statements to guide the district president and staff in operating the college ([B 104](#)).

The last value statement is “effective and ethical use of public funds.” This sets the stage for the institution. The board also charges the district president with implementing rules and procedures to uphold the Oregon Ethics law and standards set forth by [ORS 244](#) by the college ([B 303](#)).

In 2008-2009, PCC initiated a hotline for reporting potential ethical violations. An [Ethicspoint Website](#) and a toll-free number from have been set up for students, staff, or the public to report any such potential ethical violations. The district designates the Office of Vice President for Administrative Services to investigate the reports from the hotline, unless the vice president is the target of the report. All the reports received thus far since 2009 have been satisfactorily investigated and resolved.

The district also hired its first internal auditor in December 2010 as a result of the Board’s setting up the standing Board Audit Committee in 2010. The district’s internal auditor, working with the Audit Committee chaired by the Board Director, has done a risk analysis on the internal controls for the district and completed two internal audits of two major departments.

2.A.24 Intellectual Property

PCC maintains clearly defined policies with respect to ownership, copyright control, compensation, and revenue derived from the creation and production of intellectual property in its [Faculty and Academic Professional Agreement](#), specifically [Article 28 - Intellectual Property Rights](#) of the September 1, 2011-August 31, 2015 agreement.

2.A.25 Accuracy in Accreditation Language

PCC maintains easily accessible records of accreditation status and actions, as well as relevant information from NWCCU at its Accreditation website. Reports, resources, and contracts are listed and updated.

2.A.26 Integrity in Contracts

The board of directors is designated as the local contract review Board for the college. In this capacity the board has the authority to change and establish all purchasing and contracting policies for the college in compliance with all ORS Chapters 279A, 279B, and 279C.

The Board of Directors, acting as the local contract review Board, shall periodically adopt updated public contracting rules for the college. Acting as the local contract review board, they may also grant specific exemptions from the adopted college rules.

Additionally the Board of Directors must approve procurement contracts in excess of \$150,000. In instances where time delay will potentially cause harm to the college, procurement contracts in excess of \$150,000 may be authorized by the president and ratified by Board resolution. Board approval is not needed for required expenses in excess of \$150,000 that lack acquisition choices or purchase goods or services for resale. Some examples are payments of utility charges, state and federal taxes, OPSRP (PERS) contributions, other college wide employee benefits and textbooks for students.

Academic Freedom

2.A.27 and 2.A.28 Policies Regarding Academic Freedom and Independent Thought

[Article 13](#) of the [Faculty and Academic Professional Agreement](#) codifies PCC's position regarding academic freedom. It states in 13.1: "Faculty are entitled to academic freedom which carries with it academic responsibility to the students, to the community and to the College. Academic freedom depends on the free search for truth and its free exposition and is applied to teaching and other College-related activities. Academic freedom in its teaching aspect is fundamental for the protection of the rights of faculty in teaching and of the student to freedom in learning."

It goes on to address academic freedom when teaching and as a member of the college, and employees as citizens of the community. Additionally, the [preamble](#) to the agreement states, "The Board and Federation share a desire to further the educational goals of the College in accordance with [ORS 341.009](#). The Board and Federation recognize that a major factor in pursuit of this goal is a harmonious and mutually supportive relationship conducted in a fair and equitable manner. The employees and College administration shall support excellence in instruction and services leading to student success."

[Article 28](#) (Intellectual Property Rights) further clarifies academic freedom by noting that “Materials or processes produced solely for the College and at College expense shall be owned by the College. The employee shall own materials or processes developed solely by an employee's individual effort and expense.”

PCC’s governing board further supports academic freedom indirectly through the following Policies. Board Policy [B 101](#) (College Mission) establishes the framework and context for all college actions. It notes, “Portland Community College advances the region’s long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.” Board Policy [B 102](#) (Philosophy) states that the college “relates to others openly and responsibly.” Board Policy [B 103](#) (Guiding Principles) includes the following statement: “The college will function in an open climate with opportunities for students, faculty, and staff to provide input in policy making.” Board Policy [B 104](#) (Values Statement) mentions the dignity and worth of each individual, open and honest communication, teamwork and cooperation, and an environment that encourages the expression of original ideas and creative solutions.

Additionally, Board Policies [B 206](#) (Nondiscrimination) and [B 207](#) (Nonharassment) endeavor to create an environment welcoming and in support of academic freedom. Finally, Board Policy [B 211](#) (Board Policies Distribution) specifies the means and vehicles through which all board policies are made “available for examination by all employees of the college and members of the public.”

2.A.29 Parameters of Academic Freedom

As mentioned above, [Article 13](#) of the [Faculty and Academic Professional Agreement](#) specifies faculty are entitled to academic freedom, which carries with it academic responsibility to students, the community and the college. Academic freedom depends on free search for truth and free exposition and is applied to teaching and other college-related activities.

Faculty are entitled to freedom in the classroom in discussing the subject at hand, but, while controversy is at the heart of free academic inquiry, faculty shall not persist in introducing material that has no relation to the subject.

As members of the college, employees seek to be effective in assigned duties. Although they shall observe regulations of the college, employees maintain their right to criticize and seek revision.

Finance

2.A.30 Financial Integrity

As required by [ORS 294](#), The Board reviews, makes changes, and approves the biennial budget. In addition, Board approval is required for supplemental budget requests that are needed to change the budget after the budget is adopted. Portland

Community College was incorporated in Multnomah County, Ore. This being in the largest county in Oregon, the District has to go through an extra level of outside budget oversight. ORS 294 also requires the Multnomah County Tax Supervising and Conservation Commission (TSCC) to hold a public budget hearing on behalf of the District before adoption, after the Board approves the budget as a Budget Committee.

PCC's Board-approved policies regarding the oversight and management of financial resources are established in Board Policies B 501-509 (Intranet links only):

- [College Budget - B 501](#)
- [Cash and Investment Program - B 502](#)
- [Student Tuition and Fees - B 503](#)
- [Past Due Debts - B 504](#)
- [Purchasing and Contracting - B 505](#)
- [Minority, Women-Owned and Emerging Small Business Participation and Workforce Development - B 506](#)
- [Safety and Risk Management - B 507](#)
- [Accounting, Financial Reporting and Audit - B 508](#)
- [College Debts - B 509](#)

PCC prepares a Comprehensive Annual Financial Report (CAFR) and is audited annually by an independent accounting firm as required by the Oregon Revised Statutes. PCC has been awarded the Excellence in Financial Reporting and the Excellence in Budget Presentation from Government Finance Officers Association (GFOA) since the 1990s. The June 30, 2011 CAFR is in the following link:

<http://www.pcc.edu/about/administration/documents/cafr-2011.pdf>

Investment and debt management guidelines have been developed to help management implement the finance section of the Board Policies.

<http://intranet.pcc.edu/finance/bursar/Treasury/Investment%20Standards%20april%202010.pdf>

http://intranet.pcc.edu/finance/director/board_policies/approved%20debt%20guidelines.pdf

Standard 2.B Human Resources

2.B.1 Qualified Personnel

The employment of qualified personnel in numbers sufficient to support college operations and to serve students is essential. As of March 2012, the college employed approximately 499 full-time faculty, 1,321 part-time faculty, 265 academic professionals (exempt professional staff), 767 classified staff, 190 administrative staff, 25 confidential

staff, and 8 executive staff. The college also employed approximately 936 casual employees and 612 student work-study employees to assist with support and operations functions.

General information describing the College's hiring processes is available on the [Human Resources website](#). More detailed information is available in the College's Hiring Procedures Manual published on the Human Resources website for internal use only.

A screening committee process is used for all regular full-time faculty, professional and management positions. The [Faculty/Academic Professional Collective Bargaining Agreement](#) also contains provisions regarding selection processes. It requires that faculty and academic professionals be involved in the selection process for regular vacancies and sets requirements for the composition of faculty involved in the selection process. The principal duties, criteria, and qualifications, as well as general selection process information, are posted online for each position vacancy announcement.

[Approved Instructor qualifications](#) are published online. All newly hired faculty must meet the approved minimum requirements established for the type of courses taught (lower-division collegiate transfer, career and technical education, and developmental education). For many subject areas, more specific qualifications and clarifications have been developed. The collective bargaining agreement applicable to faculty also describes the professional duties that faculty are expected to perform.

Job classification descriptions for [Academic Professional](#), [Classified](#), and [Management/Confidential](#) employees, as well as the process for requesting classification reviews, are also published on the Human Resources website. Managers and staff must meet the minimum qualifications for hire as documented in the college's classification descriptions. (Exceptions are occasionally made to provide temporary developmental opportunities.) In addition to minimum qualifications, these written descriptions broadly outline the nature and scope of work, principal duties, work environment, and physical requirements for each classification. Descriptions are periodically reviewed through reclassification requests, contractually required market reviews, departmental reorganizations, or prior to recruitment to fill a vacancy. Updates are made when it is determined that as essential functions, responsibilities, or requirements of the classifications have changed.

2.B.2 Staff Evaluation

Management and exempt confidential staff are assessed annually during a three-year probationary period. Non-exempt confidential employees complete a one-year probationary period. After completion of probation, management and confidential staff are assessed every three years. The management assessment tool is based on the American Association of Community College Statement on Competencies for Community College Leaders. The review discusses achievements, as well as leadership, planning, decision-making, communication, and interpersonal relationships. The assessment tool includes a 360-degree feedback component intended to identify patterns of performance. During years when a full assessment is not conducted, the

manager and employee are expected to meet to discuss goals and achievements and to develop goals for the coming year.

(Assessment information and forms are available on the [Human Resources website](http://www.pcc.edu/hr/contracts/management/section_09.html). Additional management/confidential assessment information is available at http://www.pcc.edu/hr/contracts/management/section_09.html.)

In accordance with the Faculty/Academic Professional Agreement, academic professional employees are assessed annually during a two-year probationary period. After completion of probation, academic professional staff are assessed every five years. Each staff member, in consultation with his/her supervisor, develops a five-year assessment plan designed to support job competence, enhance job knowledge, and encourage involvement in college activities. A statement of goals and activities to be accomplished and a review of the progress made toward the completion of goals and activities identified in the assessment plan is conducted annually. (See Articles 7.3 through 7.43 at <http://www.pcc.edu/hr/contracts/documents/faculty-ap-contract/article7.pdf>.)

In accordance with the [Classified Agreement](#), classified employees are assessed at three months, and upon completion of a nine-month probationary period. Thereafter, assessments, which include a supervisor's review and a self-assessment, are conducted annually to provide feedback in areas relating to job performance and interpersonal relationships and to ensure the delivery of quality service.

2.B.3 Professional Development

The college supports professional growth and development of faculty, staff, and administrators through a number of avenues. Management, full-time faculty, and academic professional employees are eligible to apply for up to 12 months of sabbatical leave, and to obtain release time for professional development activities. All eligible college employees are eligible to apply for grant funds to pursue numerous professional development opportunities such as conference and workshop attendance, curriculum development and revision, projects focused on student retention and assessment, and the development and implementation of special innovative department or team-centered projects. These funds are made available through the college's Staff and Organizational Development Office, the Foundation, the campus diversity committees, department budgets, and the president's office. Release time is also provided to full-time faculty to fill roles as faculty department chairs, to provide leadership roles on committees such as the Education Advisory Council, and to participate in other college activities.

In addition, each comprehensive campus hosts a Teaching Learning Center (TLC) which is directed by faculty and hosts a variety of trainings and services to enhance teaching effectiveness. In-service events for new full-time faculty, part-time faculty, and faculty department chairs are held each year to provide a forum for participants to share best practices.

The college's classified employees are provided development opportunities through a Career Development program which allows employees to attend a career workshop, develop a career plan, and work in new assignments or projects to expand their professional skills and experience. Classified employees are also eligible to participate in the college's leadership internship program, which supports leadership skill development and funds attendance at a national conference.

The Staff and Organizational Development Office supports leadership development throughout the college through a formal mentoring program for new managers and faculty department chairs as well as a series of leadership development institutes and training sessions available to classified lead employees, academic professional employees, and administrators. Moreover, the Staff and Organizational Development Office offers all employees up to four hours per year of one-on-one over-the-shoulder training to improve technology skills.

Lastly, the college offers benefit-eligible staff college tuition waivers and tuition reimbursement.

[Professional Development](#)
[Professional Leave](#)
[Probation and Performance Assessment](#)
[Career Development](#)

2.B.4 Faculty Credentials

PCC has established a general set of qualifications for instructors, outlined in Section I 301 of the Academic Standards and Practices Handbook:

<http://www.pcc.edu/resources/academic/standards-practices/I301.html>

Many Subject Area Committees (SACs) have established more specific requirements that either clarify (identifying appropriate subject and related areas, for example) or add critical elements (such as specific certifications or licensure requirements) for the subject area or for individual courses therein. Specific requirements for demonstrated competency, provisional approval, and related instruction may also be included. These qualifications are proposed by the SAC, and reviewed by the appropriate Division Deans, Dean of Instructional support, and Deans of Instruction prior to approval by the Vice President for Academic and Student Affairs.

[Instructor Qualifications](#) and [process for revision](#) are easily accessible.

All instructors, FT and PT, and those teaching off-site (such as instructors at our Contracting Colleges, and our Dual Credit HS teachers) must meet these minimum requirements unless qualified under demonstrated competency (as described in OAR 589-008-0100) or provisional approval. Both such approvals require rationale, documentation, and approval by the District President, acting through the Vice President of Academic and Student Affairs. (If the published Instructor qualifications include demonstrated competency or provisional approval parameters, a Dean of Instruction

may approve). Human Resources Information Systems verifies transcripts are official and from an institution approved by the Department of Education. Other credentials are verified by the hiring manager.

Through the several committees and processes described in standard 2.C.5, full-time and part-time faculty comply with various academic standards and practices in order to assure the integrity and continuity of our academic programs

2.B.5 Faculty Responsibilities and Workload

Faculty workload is governed by [Article 6](#) the Faculty/Academic Professional Agreement. The Agreement states that the intent of the workload provisions is to provide adequate opportunity for participation in departmental, campus, and college governance and to do quality work in meeting professional responsibilities. Within this framework the Agreement prescribes the annual workload of full-time faculty (180 days), the number of on-campus hours and office hours required each workweek, and the instructional workload of instructors.

The instructional workload, which may range from .92-1.15 FTE for a three-term teaching load average, is based on negotiated teaching load factors identified for each instructional component. The remainder of the faculty member's workload is spent performing various other professional duties as outlined in [Article 5](#) of the faculty agreement, including serving on committees, participation in college activities, guiding students in meeting their educational goals, and assessing and grading student achievement of learning outcomes. Teaching assignments will generally not exceed eight hours in one day, and instructors will not have more than four preparations in any one term without the instructor's consent. All faculty are required to remain current in their respective fields. Part-time faculty workload and professional duties are also governed by the faculty agreement. Subject to approval, course release time may also be available to faculty to allow participation on college committees and in college activities.

2.B.6 Faculty Evaluations

In accordance with the Faculty/Academic Professional Agreement, faculty will be assessed on the performance of job duties and professional responsibilities on a regular cycle ([Article 7](#)). Part-time faculty receive an initial assessment and a third-year assessment. Thereafter, part-time faculty are assessed on a three-year cycle. Assessments generally include at least some form of student evaluation and a classroom observation, and may include additional assessment tools.

The full-time faculty assessment consists of an Assessment Plan and an Assessment Review, which includes a management assessment and a self-assessment addressing the elements of job performance, professional development activities, and college service. Some form of student feedback is a required element of the Assessment Review. Probationary faculty are assessed annually, and full-time faculty with Continuous Appointment status are assessed on a five-year cycle.

The 2011 Faculty and Academic Professional Agreement includes new language on conducting student evaluations, which will eventually be done in every class every term. The Northwest Commission on Colleges and Universities requested in its Spring 2011 Year One Self-Evaluation Report that the college address the commission's recommendation that "PCC evaluate faculty on a periodic basis" (Standard 2.B.6). The college's response to Recommendation Three: *The panel recommends that PCC evaluate faculty on a periodic basis*, can be found in the Preface of this report under the Section titled *Response to Recommendations Previously Requested by the Commission*. The response to Recommendation Three provides substantially more detail regarding this Standard.

Standard 2.C. Education Resources

Responses to several standards in this section refer to elements of our committee structure related to educational resources. In brief, faculty oversight over programs or disciplines is exercised via the Subject Area Committees (SACs), which are composed of all faculty that teach in the subject area. Some SAC recommendations (such as textbook selection) do not require administrative approval, and some recommendations (such as Instructor Qualifications) are made directly to administration. Curricular changes that require administrative approval are recommended by the Educational Advisory Council (EAC) through its system of standing committees, specifically the Curriculum Committee (for new and revised courses), and the Degrees and Certificates Committee (for new and revised degrees and certificates). The Academic Standards and Practices Committee (also an EAC standing committee) reviews and recommends college wide standards and practices where there is a potential for academic impact. The Learning Assessment Council operates independently but collaboratively with the EAC and its subcommittees.

Some of this information will be repeated in one or more of the following sections when it is integral to the specific standard content.

2.C.1 Appropriate Content and Rigor

The Degrees and Certificates Committee and the Curriculum Committee at Portland Community College (PCC) are tasked with reviewing all curriculum and degrees and certificates for appropriate content, rigor and achievement at a collegiate level. Their responsibilities and work of the [Curriculum Committee](#) and the [Degrees and Certificates Committee](#) are posted online.

As part of this process, all degrees and certificates are required to show clearly identified student learning outcomes. These outcomes are reviewed as part of the new and revised degree and certificate process. Examples of the review process can be found in the [minutes of the Degrees and Certificates Committee](#). Once approved the [Degree and Certificate outcomes](#) are posted online.

Achievement of student learning outcomes is assessed by faculty through the assessment plans and reports submitted on a yearly basis, as outlined in respective sections of [Learning Assessments Reports and Plans](#).

The review and approval process for degree and certificates, curriculum development, and the use of PCC's core outcomes provides the support necessary for programs to be consistent with the college's mission.

As an example, all PCC career and technical education programs are required to have an advisory board. One part of the charge of these advisory boards addresses PCC's core theme of economic development. As outlined in [A 108](#) of the Academic Standards and Practices Handbook: "State regulations require advisory committees to assist in the development of career and technical education programs. The Advisory Committee and the staff of the corresponding career and technical education program are to work together to ensure that the program addresses current business, industry, labor, and/or professional employment needs."

Consistency of mission is also achieved through Subject Area Committee (SAC) responsibility, as outlined in section [S 701](#) of the Academic Standards and Practices Handbook: "These committees represent and articulate those subject area and program issues which are defined by the PCC Mission Statement and College-wide Core Outcomes, and the Northwest Commission on Colleges and Universities. As the curricular and content experts for their subject areas, SACs will make recommendations and must be consulted regarding all relevant academic and curricular issues as outlined in the SAC Responsibility section."

Another example of ensuring consistency of mission is through the use of a college-wide set of core learning outcomes. All degrees must include and assess [core outcomes](#). For example, one of PCC's core learning outcomes is cultural awareness, and one of PCC's core themes is access and diversity.

2.C.2 Learning Outcomes

PCC has identified and published expected course, degree, and certificate learning outcomes, which can be found online:

[Course outcomes \(in the Course Content and Outcomes Guides\)](#)

[Degree/certificate outcomes](#)

[Core outcomes](#)

Core outcomes are printed in the 2011-2012 catalog (pages 171-172), as is the website for the degree/certificate outcomes (page 172).

Section [S704](#) of the Academic Standards and Practices Handbook requires that course syllabi either list the Course Outcomes or include a link to the Course Content and Outcomes Guide (CCOG) in the syllabus. The expected course outcomes apply regardless of where the course is offered (e.g., by contracting colleges or as dual credit) or how it's delivered (e.g., on-line or hybrid course).

2.C.3 Awarding of Credit and Degrees

PCC transcripts institutional coursework based upon the grading guidelines set forth by the college. Faculty award grades based upon accepted learning outcomes. These policies are found both in the college catalog and the Academic Standards and Practices Handbook. Section [G 301](#) of the Handbook outlines the Grading Guidelines policy, and [C 103](#) outlines the Credit Guidelines. Transfer coursework is transcribed based on equivalency.

Challenge examinations are handled through the department chair and grades are awarded based upon student achievement. The standard for Course Challenge Standard and Practice can be found in section [C 102](#) of the Academic Standards and Practices Handbook.

2.C.4 Degree Programs

Degree programs are constructed based on a process which includes faculty development through their SAC with advisory board recommendations in order to achieve a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning.

SAC responsibilities can be found in section [S 701](#) of the Academic Standards and Practices Handbook:

Advisory board responsibilities can be found in section [A 108](#).

The [Degrees and Certificates Committee](#) is tasked with reviewing all degrees and certificates in order to ensure quality standards.

Admission guidelines for the college are published in the college catalog and state that PCC has an open admissions policy, meaning that anyone can enroll at the college.

Graduation requirements are clearly defined in the college catalog, with specific requirements for each degree and certificate:

<http://www.pcc.edu/about/catalog/steps2admission.pdf>

http://www.pcc.edu/about/catalog/comp_requirements.pdf

2.C.5 Faculty and Curriculum Development

At PCC, curriculum development and implementation is the responsibility of the Subject Area Committees (SACs), which are comprised of the faculty who teach in the program or discipline, and are the primary vehicle for faculty involvement in curriculum matters. SACs develop the Course Content and Outcomes Guides, instructor qualifications, degree and certificate requirements (for Career and Technical Education programs), assessments, selection of instructional material, and other important elements of instruction in the subject area. While the specific course offerings, instructor assignments, and instructor evaluations are administered at a campus level, the SACs

operate at a district level, ensuring that the curriculum is consistent across all campuses in the district. SAC responsibilities are outlined in [Section S 701](#) of the Academic Standards and Practices Handbook and referenced in [Article 26](#) of the Faculty Federation Contract.

SAC-developed curricular changes that require college approval are reviewed and recommended by faculty-based committees. In addition, faculty participation and oversight is prevalent in the form of the Educational Advisory Council (EAC), a majority-faculty body that advises the district president. The Council has three standing committees where there is strong faculty involvement. New courses and course revisions are reviewed and recommended by the Curriculum Committee (faculty chair and voting membership). The Degrees and Certificates Committee (faculty chair and majority-faculty membership) reviews and recommends new or revised degrees and certificates. The Academic Standards and Practices Committee (faculty chair and majority-faculty membership), makes recommendations on many general principles and practices relating to curriculum. Also, in the EAC's capacity as a forum for educational issues, the Council discusses curricular issues that emanate from its standing committees—allowing even more faculty to participate in matters that affect curriculum. While administrators are responsible for hiring, faculty are involved in three ways. First, minimum qualifications for the selection of faculty are based on instructor qualifications developed by SACs for the program or discipline. When these recommendations are approved by administration, they are posted at [Instructor Qualifications](#). Second, faculty are significantly involved in the selection committees for full-time faculty, and make recommendations as a committee to the hiring executive. Third, the Faculty Department Chairs typically play a key role in reviewing the qualifications of candidates for part-time teaching assignments and making selection recommendations to the division dean.

PCC's Learning Assessment Council (LAC), a district-wide council which is composed almost entirely of faculty, has defined/outlined an approach to assessment of student learning that is based on SAC responsibility. SACs design and carry out assessments that are meaningful for their discipline. They produce annual reports that are reviewed by faculty from many disciplines. Feedback is also faculty-generated and provided to the SAC's administration, which helps to guide efforts to align with accreditation requirements, support their execution, and collect and organize the related evidence.

2.C.6 Faculty and Library Resources

PCC faculty ensure that the use of the library and information resources is integrated into the learning processes in a number of ways. PCC's faculty [subject librarians](#) serve as liaisons to subject/discipline areas. Through the role of liaison/expert, librarians work collaboratively with instructional faculty to ensure that the collection, including physical and electronic resources, reflects the curriculum, and that instructional faculty are aware of all available resources. Librarians are also involved in a number of outreach efforts that are designed to ensure that full- and part-time instructional faculty are aware of library resources. These efforts include the publication of announcements on faculty-only Listservs, presentations at SAC meetings, presentations at new and part-time

faculty orientations, and maintenance of a [Faculty Services](#) website located off of the library's homepage.

Library faculty are also involved in a number of instructional efforts. They work collaboratively with instructional faculty to develop customized one-time instructional sessions for specific classes. In 2009-2010 for example, they taught over 700 one-time sessions across the District. During such classes, library faculty show students relevant resources and teach them how to search effectively. In addition to one-time instruction, the reference desks at PCC are staffed by professional faculty librarians, and students are able to access one-on-one instruction from the reference desk.

In addition to collaborative instructional sessions and the library's credit class, librarians support instruction in person at the reference desk and via chat and email reference services. The library also participates in L-net, a free statewide chat reference service that provides remote reference service to students 24 hours a day. The library contributes to this service by providing chat service several hours per week in exchange for PCC students' being able to use L-net after regular library hours.

2.C.7 Credit for Prior Experiential Learning

PCC does not award credit for prior experiential learning; rather, it awards non-traditional credit which is viewed differently and based upon Standard 2.C.8.

2.C.8 Transfer Credit

PCC's [Transfer Credit Standards and Processes](#) page offers details how the college accepts credit according to safeguards that ensure high academic quality and relevance to degree and certificate programs. The page also addresses different types of nontraditional credit, such as College Level Exam Program (CLEP) exams, Advanced Placement and International Baccalaureate coursework, military credit, and formal coursework at non-accredited Institutions (where course descriptions, outcomes and standards are all required).

Based on patterns of observed enrollment, the college has worked with institutions to establish [dual enrollment agreements](#) and articulation agreements for particular programs. Additionally, the college has [transfer guides](#) that show established course equivalencies between schools even when there are no articulation agreements.

Undergraduate Programs

2.C.9 Undergraduate General Education

All associate degrees at PCC require at least 16 credits of general education/discipline studies courses, with a minimum requirement from each of arts and letters, social science, and math, science, and computer sciences courses. In order to be approved for the general education/discipline studies list, disciplines must show that the courses

address the expectation of PCC's General Education Philosophy (see page 23 of the 2011-2012 catalog in hard copy, or [online](#)), which directly supports the goal expressed in this standard. Requests for additions to the list must show how the courses address discipline studies outcomes (established by statewide agreement for the associate of arts Oregon transfer degree, and adopted by PCC as a key element of its general education course list), using [forms](#) that are posted on the Curriculum Committee Website.

For applied certificate programs in Career and Technical Education (CTE) programs, there are three strategies used to provide related instruction in computation, communication, and human relations:

1. Specific courses from another discipline may be required as part of the certificate. For example, SP 111 or 215, and WR 121 or 227 are often used for communication, and some PSY, SOC, or MSD (management and supervisory development) courses are used for human relations.
2. The CTE program may develop a specific course to supply the necessary instruction. Examples include BCT 104 Construction Mathematics, CMET 112 Technical Algebra/Trigonometry, BA 285 Human Relations--Organizations, and BA 205 Solving Communication Problems with Technology.
3. The program may embed the related instruction content into program courses. A single course may contain embedded instruction for one, two, or all three related instruction areas.

For courses with embedded related instruction, the content, outcomes, and hours in the relevant areas are described in the Course Content and Outcomes Guide (CCOG). In order to normalize student engagement across a variety of course modalities (lecture, lab, etc.), the related instruction is tallied in hours, using the standard of 30 hours of student engagement per quarter credit hour. These elements of the CCOG require review and recommendation by the Curriculum Committee and administrative approval. Instructor qualifications that apply to embedded related instruction must be approved and posted on the [Instructor Qualifications](#) website. Further details regarding Related instruction principles and process are found on the [Curriculum Office resources](#) website (see [Related Instruction Overview](#) and [Guidelines](#) pages).

Programs may combine these strategies to provide the required body of related instruction. The collection of related instruction for the certificate, summarized in a document prepared for each certificate, is 45 credits or more, reviewed and approved by the degrees and certificates committee and administration. These [Related Instruction Templates](#) are available on the website.

The associate of applied science (AAS) degrees require 16 credits of general education, with a minimum of one course from each of arts and letters, social science, and math, science, and computer sciences courses. These courses have long been used to satisfy the related instruction requirement for the AAS degree, with the discipline study areas

providing instruction in communication, human relations, and computation, respectively. The guiding principle is that students in the applied programs should have at least a small measure of the same opportunity to develop the general-education breadth and depth as is offered to students in the transfer programs. They, too, need to develop as learners and prepare for a productive life of work, citizenship, and personal fulfillment. In fact, it is precisely for that reason that programs are allowed to prescribe only eight of the 16 required general education credits. In practice, many students seek courses that directly and clearly align with program outcomes and goals, but PCC has adopted the principle that students should have the opportunity to select at least two courses that reflect their personal goals.

2.C.10 Identifiable and Accessible Learning Outcomes

The institutional [core outcomes](#) are the common elements for all of PCC's associate transfer degrees (the associate of science, the associate of arts Oregon transfer (AAOT), the associate of science Oregon transfer-business) and for the associate of general studies. These degrees are distinguished from each other by unique outcomes that speak to the particular goals relevant to each degree. The core outcomes are directly related to PCC's mission statement ("quality education to support the academic, professional, and personal development") and reflect many elements in the values and goals statements that derive from the mission. The core outcomes are also aligned with the general education/discipline studies philosophy and outcomes, which all general education courses are required to address.

2.C.11 Related Instruction

At PCC there are three ways to provide related instruction, as described in 2.C.9. Two are considered "stand-alone" related instruction, for which the content and outcomes for the course must clearly relate to one of the three related instructional areas, and there is not a specific section in the Course Content and Outcomes Guide (CCOG) that covers related instruction.

The third option involves embedding content related to one or more of the three areas into program courses. Embedded related instruction is described in a designated section of the CCOG, and presented in hours of student engagement in order to normalize instruction and study/practice across different instructional modes (lecture, lab, lec-lab, etc). Proposed by the Subject Area Committee, the content, outcomes, and hours of related instruction are recommended by the Curriculum Committee and approved by administration with attention to appropriate alignment with and support of program goals. An example of related instruction in a CCOG is in [AB 100](#).

For associate of applied science degrees, the 16 credits of general education/discipline studies provide the related instruction as described in section 2.C.9. For certificates of 45 credits or more, the program must identify the courses used to supply the related instruction, which may include both "stand-alone" or embedded approaches. The one-year certificates (45 to 60 credits) are required to identify 240 hours of student engagement (lecture, lab, study, practice--30 hours per credit) in related instruction with

a minimum of 48 hours in each of the three areas. The full complement of related [instruction in a certificate](#) is reviewed and recommended by the Degrees and Certificates Committee (DAC), approved by administration.

Instructor qualifications for courses that are used for “stand-alone” related instruction are specified by the program or discipline offering those courses, and are not identified as qualifications specifically for related instruction. For courses from a different discipline (such as writing or business administration), the established qualifications from that discipline apply. For “stand-alone” courses in the CTE program, the instructor qualifications for the program (or individual courses therein) generally apply. However, 21 of the programs have embedded related instruction into program courses. Because the content may not be evident from the course title and description, the programs must identify any requirements for the related instruction and submit these for administrative approval. This can be done either on the curriculum form requesting revisions to related instruction (content, outcomes, hours of related instruction), or on the instructor qualification revision form to which the content of related instruction is attached. Either method ensures that the administrators who approve the related instruction and/or the instructor qualifications for it will be able to see them on the same form. Once approved, these qualifications are posted on the [Instructor Qualifications website](#).

Continuing Education and Non-Credit Programs

2.C.16 Continuing Education

Non-credit continuing education courses and programs are aligned with the college’s mission by serving the needs of local communities and businesses. Specifically, non-credit continuing education courses and programs outcomes are compatible with the core themes as detailed below:

Core theme: access and diversity

- evidenced by community and business partnerships in the CLIMB (Continuous Learning for Individuals, Management & Business) Center for Advancement, workforce development programs in Multnomah and Washington counties and the district-wide community education program.
- evidenced by courses and programs that offer life-long learning opportunities for youth, adults, and “encore” learners.

Core theme: quality education

- evidenced by the assessment of learner outcomes as outlined in course curriculum outcomes.

Core theme: student success

- evidenced by course completion and employment/job placement through the CLIMB Center and workforce development programs.

Core theme: economic development and sustainability

- evidenced by professional training and services, aligned with regional employers’ and employees’ needs, offered to community and business partners.

2.C.17 Academic Quality of Continuing Education

Continuing education courses are determined by the needs of the workforce, business and industry, and requests by students. When a new course is developed, the Course Content and Outcomes Guide (CCOG) is created by an academic professional according to the guidelines mandated by the State of Oregon. Each CCOG is on file in the CLIMB Center for Advancement office as well as in the curriculum department at PCC.

The college has regular [Continuing Education Unit](#) meetings with its part-time faculty to determine which courses to retire, which to change to better meet the needs of the students and the business community, and which new courses should be added to its programs. PCC instructors are industry professionals and, as such, are able to anticipate the needs of the workforce and businesses in the area and help the college to plan its curriculum accordingly.

Each course PCC offers is evaluated by the students at the end of the class. Each academic professional, instructor, and member of CLIMB management reviews all class evaluations, and uses this information for continuous improvement in college programs.

2.C.18 Continuing Education Units

Each new continuing education course has a Course Content and Outcomes Guide (CCOG) with hours, course objectives, format, target audience, instructor qualifications, content, and topics covered. The CCG is sent to the PCC Curriculum Department for approval before the course is offered. The number of continuing education units is determined by the content of the course and how long it will take to deliver the topics to be covered. The hours are strictly adhered to in the course delivery.

2.C.19 Non-Credit Instruction Records

The institution maintains records regarding the number of courses through the curriculum database and the master schedule. The nature of learning is captured through the institution's Course Content and Outcome Guides (CCOGs) for Adult Basic Skills and GED courses, Non-Credit English Speakers of Other Languages, and Continuing Education Units.

The institution maintains individual student records for courses in which the student enrolls.

Standard 2.D Student Support Resources

2.D.1 Learning Environments

Classroom instruction is designed to engage and support students through recognition of a variety of teaching and learning styles--a topic prominently featured in the New Faculty Institute held each September for those new to full-time teaching at the college. Tutoring is available in the student learning/success centers at each campus, in program- and discipline-specific settings (e.g., biology, engineering, or writing labs) and through online services. In fall 2010, student time officially logged in student learning/success centers exceeded 38,000 hours.

2.D.2 Student Safety and Security

Portland Community College has its own dedicated public safety department. The Portland Community College Department of Public Safety (DPS) is staffed by 34 officers and seven communication officers. Several part-time employees supplement the full-time staff during the academic year. The department operates 16.5 hours a day Monday through Friday, 16 hours on Saturday, and 12 hours on Sunday, and provides full public safety services to the district. After-hours response is provided by an armed contracted security-service provider.

PCC public safety officers have citizen's arrest authority granted by Oregon Revised Statute (ORS) 133.225 and are granted responsibility by the college to enforce all college rules and regulations as well as applicable federal, state, city, and county laws and ordinances on college property. All public safety officers are certified by the State of Oregon as private security officers and must either have completed a state-certified law enforcement academy or a certified reserve police-officer academy in the state of Oregon.

PCC complies with all federal requirements by preparing and publishing an annual security and fire safety report and crime statistics as required by the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. [Crime Statistics](#) reports can be found on the PCC public safety website.

Emergency Notification

As required by the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy, PCC has implemented a comprehensive notification system to provide prompt warnings, notifications and alerts of immediate threats to the health and safety of students, staff and visitors of the campus community.

PCC uses a variety of methods, including but not limited to email notices; phone, cellular phone, and text messages; website notices; and the Cooper Notification alert system, designed to broadcast an alert tone and hazard-specific voice message(s) using

speaker/strobe devices inside all campus buildings, as well as voice messages to the outside areas of campuses using high-powered speaker arrays. Crime prevention specialists are available at each campus' [DPS office](#).

A summary of crime prevention programs and strategies can be found on the [public safety department website](#).

Emergency preparedness and information on what to do in an emergency can be found on the [public safety department website](#).

A desk-guide reference provides response guidance for students, faculty, staff, and visitors for many emergency scenarios. These desk guides are posted in each classroom and office area.

2.D.3 Recruitment, Admission and Matriculation

Outreach and Orientation Coordinators recruit potential PCC students via regular visits to public and private secondary educational institutions, college fairs, businesses, and other events. They provide PCC information, sponsor campus events (financial aid and preview days), provide campus tours, and meet with prospective students and families. PCC maintains an open-access admission policy. New degree-seeking students are also required to complete a new student orientation. Orientation is provided [online](#) (and for [distance learning](#)) and in campus orientation centers and provides information about PCC academic programs, degree requirements, course offerings, prerequisites, college services and policies.

2.D.4 Program Elimination

Portland Community College follows the process set forth by the Oregon Department of Community Colleges and Workforce Development (CCWD) when suspending or deleting a program. The process is outlined in the [Oregon Community Colleges Handbook & Planning Guide](#).

Programs which are identified for suspension are presented at a Degrees and Certificates committee meeting. At this meeting a teach-out plan is reviewed. Typically, the following points are covered:

- Plans for students currently enrolled in the program to complete it in a timely manner,
- Reimbursements,
- Deletion from the college catalog
- Informing and transition faculty
- Notifying employers, workforce development organizations and other community stakeholder

If the plan is approved, the information is sent to CCWD through the Vice President for Academic and Student Affairs and the plan is implemented. After three years in suspension, the program is deleted.

The Oregon Department of Community Colleges and Workforce Development recognizes four factors in particular that may lead a community college to suspend or delete a program:

- low student enrollment
- lack of financial resources
- inability to recruit qualified instructors, and
- changes in the employment opportunities or workforce needs
([2011 CCWD Handbook, p.88](#))

In February 2010, the college followed this process, per the following details, in regards to the suspension of Building Inspection Technology, Commercial and Mechanical Inspection, and Residential Inspection. On Feb. 2, 2010, PCC sent a letter to CCWD, signed by the college's vice president for academic and student affairs, informing the department that the virtual collapse of the building-inspection workforce in the state and region made it prudent to suspend the college's AAS degree in Building Inspection Technology and certificate of completion in Commercial and Mechanical Inspection. The decision was based on information and advice provided by the college's program advisory board and other industry partners, especially given the news that approximately 600 people—half of the inspectors and building officials employed throughout the state—had been laid off or forced into retirement because of the downturn in the construction industry. Quite simply, there were no jobs available for students completing the college's programs of study. The college reached the same conclusion for its Residential Inspection certificate the following year.

The college consulted and communicated broadly in deciding and implementing the suspension of its Building Inspection Technology programs, making sure that all stakeholders in the programs knew what was happening and why. But students already enrolled in the programs were the critical concern, and they were served very well by the Perkins Title I student-resource specialist who served the college's building inspection programs. This staff person worked closely with the college in identifying and scheduling courses that students would need during a "teach-out," and made sure to communicate directly with students so they took the classes they needed to finish their programs.

There were many beneficial steps taken that made the teach-out process run smoothly. First, the college made a formal announcement via email to current and previous students with the designated major, and then visited classes of all enrolled students. The announcement explained the college's processes of coming to this decision and affirmed the college's commitment to supporting students. In addition to this, clear expectations for the students' engagement and deadlines within the college were set.

The main requirement was that all students who planned to continue were required to meet with the student resource specialist assigned to the program. The students were given a several-month deadline to set up and complete this meeting. At this meeting all students were given a structured term-by-term course plan to complete the degree or certificate. It was also explained which classes would be offered on an inflexible schedule and which classes had a flexible schedule. Many of these meetings also

included discussions regarding the degree and students' future career plans and options.

After this initial phase, the student resource specialist continued to track student registration and achievement over the following year and a half while courses were being phased out and made unavailable. This ensured that PCC knew how many students were enrolled, who was leaving the program, and who was still on track toward graduation. During this time, the student resource specialist also continued to meet with most students regularly. The specialist assuaged many of the rumors and misinformation that developed. In addition to this, the specialist provided support and information to students when they ran into any bumps in their education.

Overall, having one person as the final go-to person helped students and faculty maintain their footing while the program was in constant flux. It was positive to have one person established as the source of knowledge for the program when competing and contradictory information was being passed around. In addition to this, setting clear deadlines, making personal contact, establishing a required class plan, and keeping students informed of each phase made the process a success.

2.D.5 Current and Accurate Information

The following information can be found in PCC's [college catalog](#), the quarterly schedule of classes, the advising sheets, or on a website that is available to all students:

- a) Institutional mission and core themes (college catalog and at [http://www.pcc.edu/ir/edumasterplan/PCC Cornerstone.pdf](http://www.pcc.edu/ir/edumasterplan/PCC_Cornerstone.pdf))
- b) Entrance requirements and procedures ([admissions](#))
- c) [Grading policy](#)
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; (college catalog and [academic credit programs](#) with the exception of "frequency of course offerings," which can be found in the advising guides)
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (college catalog)
- f) Rules, regulations for conduct, rights, and responsibilities (college catalog and [student rights and responsibilities](#))
- g) Tuition, fees, and other program costs (schedule of classes, website)
- h) Refund policies and procedures for students who withdraw from enrollment (schedule of classes and webpage)
- i) Opportunities and requirements for [financial aid](#)
- j) [Academic calendar](#) (and schedule of classes)

2.D.6 Eligibility Information for Licensure and Entry Into Professions

Educational programs at PCC have publications that are available on the Web, in the college catalog and via department brochures. These publications are reviewed

regularly for accuracy. Program departments continually update their publications regarding unique requirements for employment and career advancement. Programs with closed or selective entrance requirements include: Alcohol and Drug, Aviation Science, Biology and Management of Zoo Animals, Bioscience Technology, Civil Engineering Technology, Computer Tomography, Culinary Assistant Training, Dealer Service Technology, Dental Assisting, Dental Hygiene, Dental Laboratory Technician, Electronic Engineering Technology, Emergency Medical Services, Employment Skills Training, Fire Protection Technology, Health Informatics Management, Magnetic Resonance Imaging, Mechanical Engineering Technology, Medical Assisting, Medical laboratory Technology, Nursing, Occupational Skills Training, Ophthalmic Medical Technology, Paralegal, Radiography, Sign Language Interpretation, Veterinary Technology, and Welding Technology.

2.D.7 Records Retention

PCC adheres to state regulations regarding the security and retention of student and institutional records ([Privacy Policies](#)). These regulations are developed specifically for Oregon community colleges. All electronic records are backed up nightly, and the college houses this data in a separate location. Paper records have been backed up on microfiche and are stored separately. The college has a privacy policy for confidentiality and release of student records. PCC publishes this policy annually in the college catalog and on the college website. Additionally, it sends an electronic notification to all students annually. The college releases information only in accordance with this policy, which in turn, is in accordance with federal law and the Family Educational Rights and Privacy Act.

2.D.8 Effective and Accountable Financial Aid Program

PCC is compliant with the federal consumer information requirement as published in the federal student aid handbook. The [financial aid](#) department maintains a website that provides information on programs it administers to prospective and enrolled students. The website is available to the public at large. Additionally, there is printed literature available at each campus in the financial aid department seating area and also in other student services areas.

2.D.9 Student Loan Program

PCC complies with all federal student loan disclosure requirements. Obligations and repayment options are disclosed each award year. Students receive email notifications of loan disbursements and right to cancel. The financial aid office monitors its student loan programs via NSLDS, COD, and Direct Loan Servicing Center. The institution monitors its default rate annually via Direct Loan Reconciliation. PCC uses a third-party servicer to monitor its Perkins Loan portfolio. In addition, on an annual basis, PCC initiates an external A-133 audit via an independent auditor, Kenneth Kuhns and Company.

2.D.10 Academic Advisement

Academic advising offices and services are located on all PCC campuses. Professional academic advisers work with students using a developmental model and a distributive case-management process. Additional professional advisers are available, including: Perkins-funded advisers, career and technical education program advisers, learning and retention specialists, adult high-school diploma advisers, developmental education advisers, grant/TRIO advisers, and alternative education advisers. Some of these advisers offer “wrap-around” services to more fully support student success. All advising staff must meet minimum hiring requirements and training is conducted district-wide to ensure consistency of knowledge, expectations, and performance. Ongoing advising training is provided via quarterly district advising meetings, an advising Listserv, online advising resources, regular updates on new policies and curriculum procedures and initiatives, specialized training programs on new initiatives, and professional development needs.

Several college initiatives require students to participate in intentional, mandatory advising when they:

- a) Place in developmental education courses
- b) Fail to meet standards of academic progress
- c) Appeal financial aid decisions.

Some career and technical education programs and grant-funded programs require academic advising each term. Students are notified about [advising requirements and responsibilities](#) by email, letters, MyPCC notifications, the PCC advising website, the college catalog, and referrals from other departments.

2.D.11 Co-Curricular Activities

Co-curricular activities are primarily carried out by the campus ASPCC (Associate Students of Portland Community College), Women’s Resource Centers, and Multicultural Centers. In program reviews and annual reports, activities related to PCC’s core themes have been documented. Examples:

Core theme: access and diversity

- Welcome activities, campus tours
- Diversity-related programs, such as the African Film Festival, Winter Pow-Wow, Semana de la Raza (Week of the People), and Asian New Year’s Festival
- Student clubs for diverse groups (e.g., Black Student Union, MeCHA, Native-American Club, Q Center)

Core theme: student success

- Student leadership programs and clubs fostering active involvement, relationships, and retention
- Spaces and activities which provide a safe, inclusive, welcoming campus climate

Core theme: quality education

- Classes and workshops for student leaders

- Events and activities that promote co-curricular learning (on sustainability, social justice, etc.)

The Board of Directors has approved a constitution for the District Student Council, a body representing student leaders on all three comprehensive campuses and on the Southeast/Extended Learning Campus. Each campus also has [ASPCC bylaws](#).

All three comprehensive campus student governments, plus the Southeast/Extended Learning Campus student government, have been certified as meeting the standards established by the Oregon Council of Student Services Administrators. This has occurred after annual submission of portfolios demonstrating that standards have been met.

The [Women's Resource](#) and [Multicultural](#) Centers report to the deans of student of development.

2.D.12 Auxiliary Services

The Auxiliary Services Department at PCC comprises Parking and Transportation Services, the Print Center, the bookstore, and dining and vending services. These operations (with the exception of the print center) are business enterprises, while the print center is an internal-service fund. Each department is self-operated by the college, and pays a percentage of revenue back to the general fund to support college operations and to reimburse the costs the college incurred on behalf of the operations. The college does not provide student housing, and students commute to and from campus using various modes of transportation.

The Auxiliary Services Department seeks stakeholder engagement through the Auxiliary Services Advisory Committee. This committee comprises administrators, staff, faculty, and students. These constituents provide feedback with the desired goal of improving or enhancing services provided at all operations within the district.

Parking and Transportation Services

The Parking and Transportation Services Department strives to mitigate existing traffic and parking challenges to ensure that all members of the campus community have equal access to all campus facilities. The department is committed to sustainability, transportation-demand management, and to reducing the number of single-occupancy vehicles traveling to campus. In addition, the department promotes the goal of increasing participation in alternative modes of transportation by providing subsidized bus passes, a free inter-campus shuttle service, a ride share program, and an infrastructure that encourages bicycling.

Parking and Transportation Services is a member of PCC's [Sustainability Council](#) and chairs the Transportation Subcommittee.

The [Parking and Transportation Services website](#) provides extensive information about the services and programs provided by this department.

Print Center

The Print Center provides high-quality design, printing, and copying services and supports the mission of the college by supplying these services to all areas of the college community. In addition to a central printing service, the Print Center manages a fleet of staff copiers, available for last minute printing and equipped with scanning capabilities to support the college's sustainability goals, at all campuses throughout the District. The Print Center also oversees copiers for student convenience at larger campuses.

Services provided at the central location include syllabus and classroom-handout printing to help instructors provide a quality education to their students, affordable course-pack printing for student purchase at the bookstore, business cards for the college community, graphic design services, bindery, color and poster printing, blueprints for facilities and bond usage, and signage services. Print ordering is available at each campus and on line from the Print Center website with delivery to most campuses each morning.

The Print Center conducts an annual benchmark comparison of prices and a customer survey to help improve these services to the college.

The Print Center provides detailed information on its [Print Center](#) website regarding its program and the services it provides.

Bookstore

The PCC Bookstore supports the college mission by providing exceptional accessible service and reasonably priced educational materials in support of the academic, professional, and personal development of the diverse students and communities served by the college. The bookstore has locations on the Sylvania, Rock Creek, and Cascade campuses and at the Southeast/Extended Learning Campus. Students may acquire their educational materials at the brick-and-mortar locations, or may place an order online for shipment to their home. The online service allows students to conveniently obtain educational materials if they attend a center where a bookstore location is not available.

The bookstore provides the following to the college community:

- Reliable information
- New and used textbooks
- Trade and general books
- General merchandise
- Agency/scholarship charging
- Textbook buyback program
- Computers and software
- Electronic devices

- Art and engineering supplies
- Medical program supplies
- Drafting supplies
- Sundries and snacks

The bookstore makes every attempt to purchase sustainable products for resale when feasible or available.

The Rock Creek Campus and Southeast/Extended Learning Campus locations are scheduled for renovation as part of the bond program as outlined in 2.F.5. These renovations will address space deficiencies at these locations resulting from the increase in enrollment.

As with the other Auxiliary Service operations, the [bookstore website](#) describes the services available in support of the mission of the college.

Dining Services

Portland Community College Dining Services provides retail food operations, catering, and vending machine services on all campuses and centers throughout the district. The Sylvania campus offers one dining center and two coffee shops, while the Rock Creek, Cascade and Southeast/Extended Learning Campus locations each provide one dining center to service the needs of the campus community.

The Rock Creek and Cascade campus dining services operations are antiquated and the square footage is inadequate to service the students, staff, faculty, and administration. With the current bond construction, Rock Creek campus is scheduled to construct a new food-services facility by 2015 in the new Building 5 location. The Cascade campus dining service facility is scheduled to start construction by 2015 and will be located in the new Student Services Building.

The Southeast/Extended Learning Campus dining service facility is a newer location, but will be remodeled to enhance menu offerings and enlarge square footage to accommodate the increase in enrollment and overall expansion of the center. The target date for this expansion is 2012. The Sylvania dining services operation was remodeled in 2001, and continues to adequately serve the needs of the Sylvania campus.

Dining Services works in partnership with the Culinary Assistant academic program by providing a training site for students with learning disabilities. Additionally, over 50 percent of the Dining Services department staff represents a diverse background from such countries as Japan, Mexico, Germany, South America, Hong Kong, China, Vietnam, and Taiwan. The department is also one of the largest employers of international students in the college. Customer tips are used to provide scholarships for students who work within the department, including international students.

Prices for food items are offered at or below market pricing. Catering menus for student clubs are offered at cost in support of student activities for clubs with limited funding

resources. Students, faculty, staff, and administrators have opportunities for input through various meetings and forums. Dining Services is a member of PCC's [Sustainability Council](#) and chairs the food subcommittee.

More information can be found on [Dining Services' website](#).

2.D.13 Intercollegiate Athletics

PCC's intercollegiate athletics and co-curricular programs adhere to college policies and guidelines on budget planning, purchasing, and travel. Each campus has a student leadership coordinator who reports to the campus dean of student development. The coordinator organizes student activities and sets goals consistent with PCC's core themes. Examples are provided in 2.D.11. Student leaders must meet academic standards in order to maintain eligibility, and are paid an hourly rate.

Intercollegiate athletics at PCC consists of men's and women's basketball. The program is managed by the PE facilities/sports and athletics supervisor (a management position reporting to the Cascade campus president). Equal funding is provided for both teams. The college follows rules set by the Northwest Athletic Association of Community Colleges (NWAACC) regarding athlete eligibility, tuition waivers, and game management, among other things. The college Financial Aid Office approves tuition waivers prior to approval by NWAACC.

The intercollegiate athletics program addresses the institution's mission and core themes in the following ways:

Core theme: access and diversity

- Recruits prospective athletes from high schools; their admission draws diverse students from the local community who are attracted to the sport and the academic and financial support provided by team management.

Core theme: student success

- Motivates students to meet academic standards by providing individual advising, study tables, mid-term progress checks, and coaching.

2.D.14 Distance Learning Identity Verification

For distance learning courses and programs, PCC provides students with a unique user name and password based on his or her official admission and registration records. The initial password expires on first login, and a new password, compliant with strong policy restrictions (i.e nine character minimum, and at least one number and one letter) must be created by the student. Any assistance provided to the student regarding his or her account requires presentation by the student of information to validate identity. The student must enter his or her username and password each and every time the student enters into a distance-education course.

In courses that require proctored examinations, students are required to provide valid photo identification in order to sit for the examination. All PCC campuses offer

proctoring; the proctor's function is to ensure procedural integrity and security of the exam in a secure environment without additional cost. [Information](#) regarding proctoring can be found on PCC's website. Students living out of the PCC district area must obtain instructor approval for alternative proctoring arrangements, for which there could be an associated cost.

PCC distance education, financial aid, and enrollment services staff stay abreast of U.S. Department of Education rules and regulations associated with identity verification. Changes are addressed and implemented as needed. Distance education staff will continue to review and evaluate online proctoring or authentication technologies as they mature and become more affordable to institutions.

Standard 2.E Library and Information Resources

2.E.1 Appropriate and Sufficient Library Resources

Consistent with its mission and core themes, the institution holds or provides access to library and information resources with appropriate levels of currency, depth, and breadth to support the institution's programs, and services whenever offered and however delivered. In support of the Student Success, Quality Education, and Economic Development themes, PCC Library is a member of the [Orbis Cascade Alliance](#), a consortium of 37 academic libraries in Oregon, Washington, and Idaho. Through that membership, students have access to the collections of all Alliance libraries. This allows the PCC librarians to focus efforts on maintaining a current collection that is directly aligned with the college's programs while providing students and faculty access to the diversity of collections in the region's academic libraries.

The library strives to serve the entire college community through its collections and services. The library collection includes ebooks, online articles, and streaming media. The library supports the Access and Diversity themes by providing textbooks and electronic items that have been put on "reserve" by instructional faculty. This allows students who cannot afford textbooks to use them in the library. Library staff sees evidence of students completing entire terms without having to purchase expensive textbooks due to this practice.

2E.2 Library Planning

PCC Library uses a wide variety of data sources to inform decisions and strategic planning activities. The library depends on a number of traditional quantitative sources to track usage trends. Such sources include: consortium-generated statistics, local usage statistics, InterLibrary Loan (ILL) data, web statistics, gate counts, and vendor-generated database usage numbers. The librarians also manually track data to describe reference and instruction. The library regularly reports elements of this data to the [National Center for Educational Statistics](#) (NCES) and the [Association of College and Research Libraries](#) (ACRL).

The library also uses surveys and usability studies to gather qualitative data to support the development and continuous improvement of library services. In addition, a librarian-lead Assessment Community of Practice (CoP) that is in the early stages of investigating new systems for assessment management. To this end some librarians recently attended a workshop with Dr. Megan Oakleaf, a noted library assessment expert. They have also obtained a grant to bring Dr. Debra Gilchrist to PCC to work with the library faculty on these issues. A librarian also serves on the district-wide Learning Assessment Council.

In fall 2011, the library underwent an academic [library program review](#) to provide qualitative and quantitative evidence of the quality of its instructional program and to identify opportunities for improvement. Librarians presented the review in December and anticipate an administrative response in the near future. The library will conduct another such review in five years

2.E.3 Teaching Library Skills

Consistent with its mission and core themes, PCC provides appropriate instruction and support for students, faculty, staff, administrators, and others to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support programs. Specifically:

Core theme: access and diversity

- The library helps keep students' costs down by providing access to textbooks, computers, and other technology that students need for their assignments. The library has a diverse faculty librarian/staff and is committed to maintaining that balance.

Core theme: student success

- Librarians work collaboratively with instructional faculty to support the curricula of all programs. They also provide support to students at the reference desk, via chat, text, email, phone, Facebook, and Twitter.

Core theme: quality education

- Librarians support students and faculty as they navigate the complex information environment and work to ensure that they all have the skills needed to succeed academically after leaving PCC. Librarians serve on the First Year Experience committee, the Educational Advisory Council (EAC), and the Curriculum subcommittee to the EAC.

2.E.4 Library Resources, Evaluation and Protection

In recent years, the PCC library has made great strides toward regularly and systematically evaluating the quality, adequacy, utilization, and security of library and information resources. As liaisons to PCC's various subject areas, faculty librarians regularly evaluate the quality, adequacy, currency, and use of each area's materials. Each term, as part of a collection-development effort, librarians analyze material-usage data at a given campus in order to make decisions about weeding and replenishment of the collection.

The library takes its role as steward of campus learning materials seriously. In 2010, the library added a radio-frequency identification (RFID) security system to the Rock Creek campus library and will upgrade to RFID at Sylvania and Cascade campuses during bond-funded remodeling activities. The college also has plans to build a new library at the Southeast/ Extended Learning Campus, which will be equipped with RFID on opening day.

In fall 2011, the library revised its [mission statement](#), bringing it into alignment with that of the [college](#). In spring term 2012, the library will begin work of creating [standards](#) developed by the Association of College and Research Libraries (ACRL). PCC Library will use them as a guideline to create a customized plan to strategically support PCC's mission, goals, and objectives. This work will be complete by the end of fall term 2012.

In the past, the Alliance has provided usage data to member libraries in order to assist them with local evaluation efforts. Due to an increased focus in higher education on quantitative and qualitative assessment, the Alliance has expanded its efforts by creating an [Assessment Task Force](#). The task force will issue recommendations to the Board concerning a consortial approach to assessing the value and impact of the Alliance. The report will be complete in summer 2012. The PCC Library Director is a member of the task force.

Standard 2.F. Financial Resources

2.F.1 Financial Stability

The district monitors cash flow and the fund balances on a regular basis, under the direction of the board, to keep the fund balance at seven percent or above. The district often decides to deposit one-time resources into the fund balance, rather than spend it all, to help shore up the "rainy day" fund to better prepare for budget challenges in the upcoming biennium. Case in point: The district received some one-time state funds toward the end of the 2009-2011 biennium. Of the total \$4 million, \$1.5 million was deposited into the fund balance. The ending general fund balance as of June 30, 2011 was \$32 million on a budgetary basis (18 percent of the district's annual general fund budget). Plans for the future are to balance revenues and expenditures in order to maintain the seven percent fund balance. A temporary dip below seven percent is allowed should the state funding and economy take a drastic downturn, so long as there is a plan to replenish the difference in the future.

The district continues to proactively complete financial projections for two biennia. It reviews and refines assumptions for the projection periodically, so as to reflect the most current view of the revenues and expenditures.

2.F.2 Resource Planning and Development

The district adopts a transparent and fiscally responsible budget approach that involves maintaining both short- and long-term views of the budget, preserving stable and sufficient reserves, extensive stakeholder participation in budget planning, and good stewardship in expending district resources. Assumptions regarding enrollment are based on trends and the review of a host of other factors such as the economy and the demographics. This approach has allowed the district to weather the numerous and frequent budget challenges over the last two decades.

The district's [annual adopted budget](#), financial planning, and budgeting is realistic and timely. It was adopted with thorough deliberations with the college community, including the Budget Planning Advisory Committee (BPAC), the board's budget committee, and the board of directors.

Enrollment

Over the last two biennia, tuition and fee revenue has become the most significant part (48 percent) of the district's operating general fund budget. All tuition and fees that are of a general nature and impact the student body have to be approved by the board as specified in Board Policy [B 503](#). The current economic conditions have created an influx of college students, with enrollment up approximately 30 percent over the last three years to an overall 28,000 credit full-time equivalent (FTE) count. The district is monitoring tuition from credit enrollment and budgeting at a lower enrollment number (25,000 credit FTE) for the long term, as it is anticipated that such enrollment growth will not sustain as the economy rebounds. The district manages the gap between the budget FTE and the actual FTE strategically. It uses a "stair-step" approach to eventually step up to the budget at about 25,000 credit FTE for tuition and fees revenue budget, as it reflects a realistic long-term enrollment figure for budgeting purposes. (Note: Non-credit courses in the general fund usually do not charge tuition.)

Non-tuition revenue sources such as property taxes (16 percent) are projected based on historical or projected growth patterns and Oregon's constitutional limits. State revenue (35 percent) is projected based on information received from the Oregon Department of Community Colleges and Workforce Development (CCWD).

Grants

In addition to the operating budget, the district manages grant applications through the grant office under the vice president for academic and student affairs. The compliance/finance part of the grant management is under the grant and contracts accounting section of the associate vice president for finance. Since grants usually have an expiration day, the district does not count on grants for long-term ongoing operations, but to supplant services and programs that afford opportunities for the district to provide if and when the grant applications are successful.

A defined [grants development process](#) is in place for the district.

The Grants Office, in collaboration with each grant-project champion from the department, must receive approval from the cabinet to proceed on developing and submitting individual grant proposals. Potential grant applications are summarized on a grant-concept paper. After review and discussion by the grant office and the department in charge, it will be then presented to the cabinet for review, discussion, and approval. The Grants Office serves as liaison for all grant opportunities and grant seekers to advance the mission and core themes, prevent duplication of effort, and maximize grant opportunities.

Other Revenue

Other non-tuition operating revenue sources are very minor, accounting for about one percent of the total revenue or income. Donations are tracked and managed by the District Foundation and outlined in the MOU between The District and the District Foundation. Donations are used primarily for student scholarships only. For more details, see 2.F.8 Fundraising.

2.F.3 Financial Planning Policies, Guidelines, Processes

The district's biennial budget process usually starts in the fall of even-numbered years, as the biennium budget cycle falls on odd-numbered years. For example, the current biennium is 2011-2013. The budget process and calendar is included on pages 51 through 59 of the [adopted budget](#).

The district, under the leadership of the district president, adopted a set of budget development principles for this budget process with the help of the cabinet and the Budget and Planning Advisory Committee (BPAC). The principles are included on page 2 of the [adopted budget](#). The District advocates an open and participatory process to bring greater transparency, knowledge, and accountability to the budget process. As described in 2.A.30 Financial Integrity, the budget-planning process for the 2013-2015 biennium will start sooner than fall 2012, as there are many budget challenges coming in the near future.

2.F.4 Timely and Accurate Financial Information

The Board Policy [B 508](#) (Accounting, Financial Reporting and Audit) sets the parameters for the reporting requirements and internal controls. The day-to-day operation is delegated to the office of the associate vice president for finance, who reports to the vice president for administrative services. They both serve on the district president's cabinet. Financial functions are centralized in the budget and financial services office. Accounting functions are managed through an integrated financial-management system called Banner. Banner supports multiple reporting options for use by budget managers and the budget and financial services office. The system provides electronic purchase order (PO) requests that are electronically approved by budget managers. The system provides controls that limit a user's access to proper accounts and will alert the budget manager if a line item request exceeds the budget in the PO.

As mentioned in 2.A.30 Financial Integrity, financial records at the district are audited by an independent auditing firm. The auditors have been giving the district an unqualified opinion on its comprehensive annual financial report (CAFR), the highest possible opinion allowable by the auditing profession, with standards set by the American Institute of CPAs. The budget and financial services office performs monthly reconciliations, looking for any errors that need correction. Any corrections are made in a timely manner. See also response to 2.F.7.

2.F.5 Capital Budgets

Responsibility for capital improvement projects and facilities is delegated by the Board to the district president and his designees. The college has a 10-year capital plan for maintenance. See Section 2.G. Physical Infrastructure for additional details on the 10-year capital plan for maintenance.

On Nov. 4, 2008, voters of the district approved a \$374 million ballot measure for the College to issue general-obligation bonds to fund the acquisition, construction, renovation, and improvement of various college facilities and campuses. The passage of this measure was a welcome relief in setting aside funds required to pay for deferred facilities maintenance and equipment replacement projects. This, together with the state stimulus grant, enabled us to reduce the general fund annual support to pay for the deferred facilities maintenance and equipment replacement projects by approximately \$200,000 for each year of the current biennium. On March 19, 2009, the college sold \$200 million of the approved amount to finance the following projects:

- a) Willow Creek Center completed at \$35.2 million, of which \$7.5 million was funded by the state.
- b) The acquisition and renovation of the Willamette Block building in downtown Portland to house various administrative functions (financial services, human resources, institutional effectiveness, and enrollment services), completed at \$14 million.
- c) The completion of the Newberg Center at \$11.5 million, with classes started in fall 2011.
- d) Approximately \$18 million of the bond program is earmarked for deferred maintenance to continue the path of catching up on the maintenance backlog.
- e) Other projects in the bond program anticipated to start and/or be completed during the next three to four years.

The overall implementation of the bond program continues, with issuance of the remaining \$174 million in general obligation bonds anticipated in FY 2012-2013.

For up-to-date details, visit the [bond program website](#).

2.F.6 Auxiliary Enterprises

Auxiliary enterprises at the district are accounted for in proprietary and internal services funds. These include the bookstore, food services, parking and transportation, and Print

Center funds. The college president or designee is authorized to make fund transfers as necessary from the proprietary funds to support the general operation of the college. The current budget policy requires the auxiliary funds to reimburse the district general fund the indirect cost of providing utilities, technology, and the general support functions that the funds would have incurred if they were separate entities. The budgeted transfers are reflected in both the adopted budget and the audited comprehensive annual financial report (CAFR).

2.F.7 External Financial Audit

The district undergoes an audit of its comprehensive annual financial report (CAFR) every year by an independent accounting firm. For the fiscal year ending June 30, 2011, the [CAFR](#) has been completed.

The external auditor did not have any recommendations that warranted a written report. The Government Finance Officers Association of the United States and Canada (GFOA) awarded the district with a certificate of achievement for excellence in financial reporting for its comprehensive annual financial report for the fiscal year ending June 30, 2010. This was the 20th consecutive year the college has achieved this prestigious award. To be awarded a certificate of achievement, a college district must publish an understandable and efficiently organized comprehensive annual financial report. This report must satisfy both generally accepted accounting principles and applicable legal requirements.

2.F.8 Fundraising

The PCC Foundation is a 501(c)(3) organization that raises funds to support PCC. The Foundation, an “institutionally related foundation,” leads efforts of private philanthropic fundraising for the college. The Foundation works closely with the college’s Grants Office, which leads efforts to secure government grant funding for PCC. PCC and the Foundation have an agreement that lays out the relationship between the two entities

The PCC Foundation conducts all fundraising in a professional and ethical manner, and complies with government requirements. In order to remain current on relevant developments in this regard, the Foundation maintains membership in the following organizations: Council for Advancement and Support of Education (CASE), Council for Resource Development (CRD), Willamette Valley Development Officers (WVDO), Nonprofit Association of Oregon (NAO), the Association of Fundraising Professionals (AFP), and the Northwest Planned Giving Roundtable and Partnership for Philanthropic Planning. The Foundation complies with FERPA, the Pension Protection Act, and all other IRS regulations. The Foundation’s board of directors reviews the Foundation’s policies and procedures periodically, to ensure ongoing compliance with regulations and best practices, and updates these as warranted. The board and its committees also provide oversight of Foundation operations, accordingly.

The Foundation staff includes a development director, who leads fundraising efforts, and a managing director, who is the lead on financial and operational management. The

development director has a master's of public administration and 20 years of development experience in both K-12 private/public institutions and higher education. The managing director, as well as the in-house Foundation accountant, are both certified public accountants (CPAs) who take relevant continuing education classes to maintain current licenses. The Foundation is audited annually. The finance committee reviews this report in a closed session (that excludes staff) with the audit partner and, following any revisions, the final version is presented to the Foundation's board and shared with the college. As in recent years, in 2011 the auditor issued an unqualified opinion regarding the Foundation's finances.

Standard 2.G Physical and Technological Infrastructure

2.G.1 Physical Infrastructure

As of December 2011, PCC had approximately 2,207,201 gross square feet of space in 53 buildings across the Portland metropolitan area. Three campuses (Sylvania, Rock Creek, and Cascade) consist of 36 buildings covering 1,775,782 gross square feet. The remaining 17 facilities cover 431,419 gross square feet of space that provide physical facilities for the extended learning programs across the district. The college as an institution maintains facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission and core themes, programs, and services.

However, like most institutions of higher education funding for capital renewal*, deferred maintenance** and plant/program adaption*** (defined below) are similar in need to peer institutions within the higher education sector. In 2010, the college had a capital renewal backlog of \$81,906,772, a deferred maintenance backlog of \$105,750,510, and plant/program adaption needs of \$4,553,226, totaling \$192,210,508 in facilities maintenance needs. All of these projects have been incorporated into a 10-year plan that has been prioritized with the most critical facilities issues being addressed first. The maintenance system component needs are segregated as follows: electrical \$32,792,034; exterior (building envelop) \$13,361,508; fire/life safety \$6,904,746; health \$202,791; HVAC \$80,806,065; interior finishes and systems \$19,435,859; plumbing \$22,888,789; site work \$12,675,762; and vertical transportation (elevators) \$3,122,996. With the acquisition of several new sites including land on Swan Island, the German American Society building, the Paragon Club, and the Kanjaya building, the college's capital renewal, deferred maintenance and plant/program adaption in terms of dollars has increased.

The college will be demolishing portions of some of the buildings in the facilities portfolio and reconstructing them on the Cascade, Rock Creek, and Southeast/ Extended Learning campuses. Currently, the college allocates between \$2,200,000 to \$2,500,000 in capital renewal funds annually to address capital renewal and deferred maintenance. As time passes and the 2008 bond program ends, the capital renewal, deferred maintenance and plant/program adaption needs may continue to increase and can only

be mitigated with additional resources. However, additional resources will a big challenge due to the continued economic challenges and the state budget shortage in the recent years. The college will continue to prioritize resources to address the deferred-maintenance needs like it has been doing since its inception in the 1960s.

In 2010, when the college completed an assessment of the capital renewal, deferred maintenance, and plant/program adaption needs across the district, the facilities replacement cost (FRC) for 42 of the major facilities the district owned amounted to \$706,624,136. Most college and universities budget between 2.5 percent and 5 percent of the FRC amount annually to address deferred maintenance. If the college were using a similar methodology the annual capital renewal, deferred maintenance and plant/program adaption allocation should be in the range of \$17,665,603 to \$35,331,206.

Based on using a 3 percent FRC allocation for capital renewal, deferred maintenance, and plant/program adaption, the college needs to increase its capital renewal allocation from \$2.2 million annually to \$19.2 million annually. The other option is to program and plan for the next bond issuance to address the capital renewal and deferred maintenance backlog.

Another measure is the facility condition needs index (FCNI), which is derived by dividing the total capital renewal, deferred maintenance, and plant/program adaption costs by the facilities replacement cost (FRC) which equates to $\$192,190,547 / \$706,624,136 = .27$. This FCNI is a bit higher than the peer average of .25 compared with other colleges' and universities' FCNI numbers. However, PCC is only 50 years old, and thus the amount of capital renewal, deferred maintenance, and plant/program adaption needs is above the peer comparison in terms of above-average FCNI with below-average age.

***Capital renewal** is a subset of regular or normal facility maintenance that refers to major repairs or the replacement/rebuilding of major facility components (e.g., roof replacement at the end of its normal useful life is capital repair; roof replacement several years after its normal useful life is deferred maintenance).

****Deferred maintenance** refers to expenditures for repairs which were not accomplished as part of normal maintenance or capital repair which have accumulated to the point that the facility deterioration is evident and could impair the proper functioning of the facility. Costs estimated for deferred maintenance projects should include compliance with applicable codes, even if such compliance requires expenditures beyond those essential to affect the needed repairs. Deferred maintenance project represent catch-up expenses.

*****Plant/program adaption** involves expenditures required to adapt the physical plant to the evolving needs of the institution and to changing codes or standards. These are expenditures beyond normal maintenance. Examples include compliance with changing codes (e.g., accessibility), facility alterations required by changed teaching or research

methods, and improvements occasioned by the adoption of modern technology (e.g., the use of personal computer networks).

2.G.2 Hazardous and Toxic Waste Materials

PCC has many policies/procedures and follows many various governmental regulatory entities to be in compliance with the use, storage, and disposal of toxic materials, including but not limited to: OR-OSHA safety training, chemical hygiene policy, personal protective equipment, hazardous communication, asbestos removal and remediation, Oregon Department of Environmental Quality, MSDS/Right-To-Know, and compliance with the Oregon state fire marshal.

PCC routinely reviews and revises its policies and procedures on an ongoing basis and as needed. Many of the policies/procedures as stated are also published on the PCC risk intranet page.

For more information on the college's safety and risk management program, see the following link:

<https://intranet-pcc-edu.view.pcc.edu/finance/safety/>

2.G.3 Master Campus Facilities Plan

PCC's physical development process is a multi-phase, multi-year process, characterized by a methodical, "step-wise yet iterative" series of collaborations, check-steps, and control points. The board and staff engage in conversations about the implications that board goals regarding academic programs and services have for college physical facility development. The department staff develop initial concepts for board conversation. Staff may suggest, or board may direct, that wider concept conversations occur.

Board perspectives and initial concepts are discussed widely among various stakeholder groups, with repeated iterations produced incorporating different approaches, additions, and deletions to the concept. Basic cost information is developed to provide stakeholders with cost-effectiveness perspectives.

Concept iterations are discussed with the board as a check-step with board perspectives on concept fit with the college mission, vision, goals and core themes. The product of this step is a board direction as to concept, "go further/not go further," and to discuss more widely. (These collaborations may take three years, iterated continually.)

Staff and board repeat the above process, with a focus on district citizens. Conceptual physical development concepts are informed by public input as to needed educational plans. Product is a concept description family, encompassing a mix of district-wide and campus-specific development plans that support the long-range academic plan. Cost perspectives continue to be developed and discussed.

The Board may direct that the strategic concepts be taken to the voters for a funding decision (bond election).

If approved, district and campus planning and programming is undertaken to determine in more detail the elements of the strategic concepts. Multiple collaborations ensue, and detail timing and cost information is developed. The Board then reviews major elements that the staff foresees in strategy implementation. The final piece is the integration of constructors into the team to provide timing, constructability, and cost perspectives.

The overall plan involves collaborative development of specific designs and timing plans, modifications of plans to accommodate the academic schedule, construction start-up, and the formation of lessons learned and discoveries for future facility development.

2.G.4 Equipment

Facilities management services implemented a new computerized maintenance management system (CMMS) to proactively manage its facilities and equipment portfolio across the district. The CMMS system tracks all equipment in the areas of mechanical, electrical, plumbing, and building envelop (roofs, walls, doors) components. All major equipment has been bar coded and tagged allowing PCC to develop a preventative maintenance schedule for equipment replacement and life cycle schedules. This permits the college to keep its facilities-related equipment properly maintained. CMMS also allows for more timely and scheduled replacements to occur minimizing the impact to students, staff and ancillary functions supporting the fulfillment PCC's mission and core themes.

For additional information, the facilities management intranet site can be found at:
<https://intranet-pcc-edu.view.pcc.edu/plant/>

Technological Infrastructure

2.G.5 Technology Systems and Infrastructure

PCC reorganized its technology teams in 2004 to improve efficiency and effectiveness of support for academics, administrative, and support services. Technology Support Services (TSS) comprises Solution Services (enterprise systems development, application support, Web services, help desk, training, technology procurement), Technical Services (voice/video/data network, enterprise servers/data center, information security), Media Services (classroom/event presentation, media/lecture capture/distribution, video production, cable channel management), and Campus Technology Services (Cascade, Southeast/Extended Learning, Rock Creek, Sylvania: staff/student devices/software, local servers, liaison with campus leadership teams). TSS also provides consulting services to departments, including selection and integration support for cloud-based services.

PCC has a 1 GB metropolitan area network (MAN) connecting all of its campuses and centers, with capacity for 10 GB. Virtual local area networks (VLANs) carry 100 MB to staff and student computers, with specialized labs receiving 1 GB. All computers are capable of connecting at 10 GB in anticipation of future needs. Wireless access is available and heavily used throughout the district; additional wireless access points will be added by summer 2012 to increase capacity by 50 percent.

The primary data center supports 28 core enterprise servers; 78 percent of those servers support a virtualized environment. This has reduced the number of physical servers in the data center while allowing the number of services provided to expand without increasing the need for additional space and staff, and reducing the rate of increase in power and HVAC requirements. The storage area network (SAN) has been upgraded to meet increasing storage demands, and the college is in the process of implementing new backup software and processes to further reduce recovery time. The college has leased rack space for an alternate data center and is in the process of adding servers and services.

PCC provides a variety of desktop and online applications to support the educational mission. The core enterprise system, Banner, is the authoritative source for institutional data, as well as for the management of institutional identities for authentication. PCC deployed its online portal, MyPCC, in 2004. MyPCC is the deployment platform for any online applications and services that require secure delivery and authentication. As such, it is the primary gateway to online instructional resources, registration, student records, billing and payment, as well as the main conduit to communication tools such as email, messaging, and announcements. The content on MyPCC is under constant review and revision for user effectiveness and to enhance its offerings and usability for students.

The Distance Education Department provides support for PCC's instructional learning management system through a contracted hosting agreement with Desire2Learn. The system supported over 62,000 enrollments delivered via web, hybrid, and TV/web classes in over 2,300 sections during the 2010-2011 academic year. Additionally, the system also supports on-campus classes using the system to enhance teaching and learning with estimates of over 800 sections with over 12,000 enrollments per year. The system is also used as a student resource center to support student success.

Streaming video services for instructional content are provided through a contracted provider and the technology infrastructure to support virtual/online tutoring is hosted through a partnership with the Northwest eTutoring Consortium. A web conferencing system (Blackboard Collaborate) is integrated with D2L to allow for synchronous and archived interactive online sessions for instruction, training, academic advising, and faculty and student support. Faculty production labs with equipment and appropriate software applications are located in the libraries at the Rock Creek, Cascade, and Sylvania campuses.

The college phone system was converted to a voice over IP (VoIP) system with work completed in December 2011. Call-center functionality was deployed in high-need

areas, including admissions, registration, and financial aid, to significantly reduce phone wait times and improve service to students.

The campuses support 6,743 computers for faculty/staff/students, and 180 computer classrooms. Each campus has a student Computing Resource Center (CRC) open six to seven days a week; each campus library also has an open computing lab.

Media Services has grown from delivering A/V equipment to supporting 345 smart classrooms, using Crestron RoomView to manage the rooms remotely. The team makes 10,000 deliveries per year of portable presentation equipment to classrooms. Classrooms are continuously updated and are in the midst of a digital conversion; another 60 smart rooms will be added during the bond build out, with 75 current rooms completely rebuilt. Media Services also supports lecture capture; it now has 1,000 hours of material available for faculty/student use. PCC's Channel 27 airs seven days a week, 24 hours a day, 365 days a year, and it continues to produce original content for that channel. Media Services supports all major events, including video capture for cable and online distribution.

2.G.6 Training and Support in Effective Use of Technology

Instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems is provided by the Technology Solutions Services (TSS) training team, TSS help desk, Media Services coordinators, the Information Security Manager, librarians, Distance Education and Instructional Support staff, student help desk, and curriculum support specialists. Due to steady increased enrollment, staff have been added to the TSS training team and help desk to provide capacity for increasing demand for services. The TSS help desk, which serves staff, faculty, and students, has increased open hours by nearly 50 percent in the past four years to provide weekend coverage and late evening coverage Monday through Friday during the term. The Distance Education student/faculty help desk provides seven-day-a-week support to student and faculty on instructional applications and services.

The Distance Education and Instructional Support department offers training and support for the effective use of technology for teaching and learning. Instructional technology support specialists are located at each campus near the faculty production labs. Additionally, staff includes instructional designers, media specialists, accessibility specialists, faculty trainers, and faculty mentors. Development for faculty new to online instruction includes required participation in an online instructor orientation that addresses course design, technology tool use, and course facilitation. Faculty members are assigned a mentor who supports the development process and reviews the completed course using a modified version of the Quality Matters course design rubric. TSS also consults on business process to ensure technology is supporting best practice.

Training opportunities range from over-the-shoulder and individualized consultation to in-person classes (then captured and made available as streaming media) to online tutorials, classes, quizzes, and exams. Special events and web casts are also offered to

address both technology use as well as effective practices in media creation and teaching with technology.

The TSS and Distance Education help desks utilize call-center software and remote desktop software, which has allowed staff to easily handle a 30 percent increase in peak period calls over the past six terms. The procurement team works with departments to ensure acquisition of supportable technology and related systems for PCC's environment, and economies of scale are maximized where possible.

2.G.7 Technology Infrastructure Planning Process

Major technology initiatives, including investment in infrastructure updates and expansion, are reviewed with the president's cabinet for feedback and prioritization. Major application initiatives are reviewed and feedback is provided via the district-support projects committee and via meetings with campus leadership teams. Technology initiatives that affect end-user tools are reviewed with representative groups of the affected user group and, where appropriate, district-wide forum opportunities are provided for both in person and/or for online review and input. Technology Solutions Services utilizes a project management practice that requires establishing cross-functional teams with representatives from affected departments and programs on all major projects.

In spring of 2010, the TSS leadership team held a series of meetings with the leadership teams on each campus to get open feedback on technology needs and concerns. This feedback has been used to determine direction for technology development and the development of support strategies for technology.

2.G.8 Technology Update and Replacement Plan

PCC has designated a college-wide computer-replacement fund to supplement existing departmental computer replacement commitments. Computers are replaced every three to four years depending on use. TSS reviews the standard configuration every year in consultation with departmental managers and faculty in specialty disciplines. TSS coordinates decision-making and manages procurement of campus licenses for common software.

All enterprise hardware and software resources have a designated manager responsible for the life-cycle management of that resource. Planning is done for both major and routine upgrades and replacements on a one-to-three-year rolling cycle, and those activities are queued into the project-portfolio management process. Major infrastructure (network and enterprise servers) updates are tied to capital-projects funding and/or bond programs; minor upgrades come from the TSS operational budget. The lack of designated funding for infrastructure upgrades is a problem.

Conclusion

The revision of Portland Community College's (PCC) mission statement and related core themes was an inclusive process that involved the membership of several established college councils and committees; a special presentation from Dr. Ron Baker, formerly with NWCCU, to faculty and staff; and a College Summit (an open invitation to all faculty and staff to attend and participate) with input and discussion. The process evolved over a period of one academic year and was captured as a living, evolving document/process on a college *WIKI*. The final recommendation for the revised mission statement and related core themes was presented to the Board of Directors for consideration on October 14, 2010, and the Board of Directors accepted and approved these recommendations. The college's core themes, corresponding objectives, and indicators of achievement represent all essential elements of PCC's mission statement, and they are meaningful to the organization in terms of the ways PPC measures progress toward mission fulfillment. This report is respectfully submitted with substantial evidence that will support Portland Community College's capacity to fulfill its mission statement.

Portland Community College's Strengths:

PCC has approximately 1,799 full-time and part-time faculty who place student learning first and foremost. Together, with the Learning Assessment Council and through their Subject Area Committee (SAC) discussions, they have developed meaningful learning assessments. Many faculty have stepped forward to be peer reviewers and to provide consultative feedback to their colleagues. 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. Overall the assessment of learning processes is challenging faculty to think outside the box and in collaborative ways that have resulted in changes in pedagogy and content for the purpose of improving the delivery and receipt of education and knowledge. End-of-year assessment reports and the five-year program reviews have been substantial and compelling. Administration is capturing the results and related needs and elevating this information into budget and resource allocation planning.

The \$374 million bond measure provides PCC the opportunities to enhance capital and equipment necessary for preparing its students for the 21st Century workforce. PCC's budgeting principles focus on the necessity for planning today to ensure the institution is operationally able to support the build out of buildings and campuses in bond planning.

With recent contract negotiations finalized, PCC continues to formalize full-time and part-time faculty assessments, improvements in tracking the status of these assessments, and immediately embarking upon a more expansive student evaluation process for credit courses and eventually for non-credit courses as well. The representatives of the Faculty and Academic Professional Federation have been supportive of this plan and instrumental in communicating with their membership throughout the roll out these new initiatives.

The college has a solid process in place for approval and public posting of instructor qualifications. Embedded related instructional content is clearly identified in all relevant course outcomes via the Course Content and Outcomes Guides.

Portland Community College's Challenges:

PCC is a large, dynamic organization that works very hard to ensure the inclusiveness that is expected in a higher education, shared governance environment. Communication plans are sometimes more complex than the new initiatives they are supposed to serve. The college has tried to build a bureaucratic support infrastructure that is not a burden to progress and flexibility; however, it takes the entire village to *on-board* personnel and assist them in learning, understanding, appreciating, and capitalizing on the various communication avenues/processes/key meetings that will make them successful within the organization.

With the pending retirement of Dr. Pulliams, and as PCC begins the process for a national search and selection process, *on-boarding* new leadership will be a key component over the next 14 months. Dr. Pulliams understands this complex organization and has provided outstanding leadership for the past eight years, effectively positioning PCC as an organizationally strong, financially stable, dynamic 21st Century college in an era that will be marked by state and federal mandates for accountability and completion—a challenge welcomed by the college.