Overview

Portland Community College (PCC) is a highly successful, comprehensive community college. It effectively serves a district of over 1,500 square miles, including most of the city of Portland and all or parts of five counties. It has both rural and inner city, native and non native English speakers, employed and unemployed, young and old, college educated and school dropouts, minority and majority, as its major constituents. The college enjoys an excellent reputation for its programs, has a dedicated and highly qualified faculty and staff, and is guided by a very effective leadership team. It is increasingly seen in the Metro area and in the state as a key player in education and economic development.

This self-study was undertaken with the purpose of enhancing PCC's effectiveness in the delivery and support of education. It has been used as a comprehensive assessment of our progress toward institutionalizing a continuous improvement culture which will ensure that college mission and goals will be achieved. It was also intended that this process be one of collaboration among faculty, staff and administrators, taking a joint and comprehensive look at our institution from each other's perspective. We believe we have achieved these goals.

Process

The first meeting to plan the college self study was held in the fall of 2002. A small team reviewed the process that PCC used to prepare for the last ten year visit and the results of that visit as well as the one interim and two focused visits since then. Discussions with college leaders were held to hear what expectations people had of our next self study. It became clear that most everyone wanted a self study that would be used to improve the institution and that would be inclusive of all employee groups. It was also important that the self study not be a one time event, but an effort that would be perceived and experienced as part of a larger process of planning, assessment, and action.

The president appointed the vice president for academic and student affairs and a full time faculty member to co-chair the self study. Subsequently, a Core Self Study Team was formed, consisting of the two co-chairs, the director of institutional research, and the coordinator of Title I and accreditation. Their first assignment was to design an overall structure for the process and bring together a self study steering committee. It was decided that each Standard, as well as Policy A-6, would be assigned to a committee, with Standard II having multiple committees representing the different educational programs. Each committee would be co-chaired by a faculty member and an administrator. Care was taken to choose co-chairs who did not represent or work in the area being studied. The co-chairs of each committee, additional key faculty and administrators, and administrative staff from the contracting colleges formed the Self Study Steering Committee. It is important to note that everyone on the Steering Committee served voluntarily and with the understanding that they were undertaking an assignment that would result in change at PCC.

In the spring of 2003, the newly formed Steering Committee participated in a half-day workshop with staff from the Commission who explained the purpose and structure of self study. The Core Team worked with the co-chairs to identify and recruit members for ten subcommittees: Standards I and IX; Standards II and IV Pre-College, Professional Technical and Lower Division Transfer; Standard II G and H; Standard III; Standard V and Policy 2.6; Standard VI; Standards VII and VIII;

and Policy A-6. By fall of 2003, each subcommittee had begun designing a process specific to their particular goals and gathering the evidence they would need to write their report. Also during fall term, faculty in all subject areas responded to a series of questions about their programs. Many Subject Area Committees used the results of earlier program reviews to complete these "templates," and the information was used by Standard II and VI committees as they drafted their reports.

Beginning in the spring of 2004, each of the subcommittee co-chairs presented a draft report with recommendations to the Core Team who provided feedback before they presented their draft to the entire Steering Committee. The reports and recommendations were reviewed by the Steering Committee, and recommendations for further study were made. Additional follow-up continued throughout the summer.

In September of 2004, the committee met for an all day retreat at which the recommendations for each Standard/Policy were discussed, reviewed and prioritized. Shortly after this, the Core Study team began to combine all the drafts into one report with recommendations.

As drafts were completed, the subcommittee co-chairs presented the results and recommendations of their study to the president and his cabinet for discussion. The Board of Directors also heard self study progress reports at their public meetings and the recommendations were presented to them at their winter 2005 retreat. This process has already led to the college taking action on several recommendations. As issues have arisen that were timely, such as the role of faculty and staff in the budgeting process, action has been taken to address the concerns raised in the report.

Findings

The highest priority recommendations derived from the self study fall into three broad categories: assessment; budget process and lack of sufficient funds; and the role of faculty and staff in governance.

The Steering Committee found assessment concerns at all levels of the college. Although the Board goals and the Educational Master Plan goals and objectives identify areas to concentrate on, there are no benchmarks established to indicate if progress is being made in pursuit of these goals and objectives.

Assessment of personnel, especially faculty and administrators, is seen as inconsistent and not tied to any organizational plan; in addition, it often does not involve the participation of significant stakeholders in the results.

Educational assessment has made significant progress since 1995. This is particularly evident with the successful implementation of Program Review and the conversion of all courses to a learning outcome based format. However, there is still need for additional development of classroom and program assessment and the assessment of the Core Learning Outcomes. Subject Area Committee's also must be more proactive in ensuring that the learning outcomes they have identified for each course are being achieved no matter what campus the course is being taught on.

Budget issues were at the heart of many recommendations, in particular the budget process and the opportunity for meaningful input from faculty and staff. Several recommendations identified staff

and faculty personnel needs, issues related to curriculum and staff development, and library and other support needs. Given the last five years of reduced resources from the state legislature, resource allocation decisions have left some key educational and support services without the financial support they need. A plan to increase the percentage of full time faculty was abandoned three years ago; student service needs, advising in particular, have been set aside; and library resources have not been increased sufficiently to keep pace with increasing demand. Although, recommendations in this study about the timing of the budget process and the involvement of all employee groups are already being addressed, the budget development process is still in need of change to make it more transparent and collaborative. The budgeting process also needs to be more effectively linked with the college planning process.

An extensive governance survey was conducted by the Standard VI subcommittee. The co-chairs met with many groups at the college, sharing the results of the survey and facilitating discussions of what can be improved. Perception of non involvement and exclusion may be the most difficult problem identified by the survey. Included in this study are recommendations that would facilitate better understanding and recognition of the vast committee work that transpires at PCC and how changes are made as a result of that work.

This self study was conducted under three presidents, during two major budget cuts that resulted in personnel reductions, higher student costs, and more pressure on everyone to do more with less. A high number of retirements due to favorable PERS policies in the past four years has also left PCC without some institutional history and without some of its most seasoned "veterans" in instruction and support services. Morale among all employees has been down in the past several years, partly as a result of not feeling valued by the state government, where community colleges have not fared well in the allocation process. However, facility improvements made as a result of a bond passed by voters in the district, as well as what seems to be a more appreciative legislature this session, have bolstered spirits, at least temporarily, until the next state budget is passed.

In general, the impact of this self-study is already being felt. It has influenced the current budget process, informed the views of our new president, strengthened the involvement of our faculty and staff in institutional governance, and has demonstrated how successful we have been over the last ten years. The self-study has reaffirmed the excellence of this institution, and the commitment to continue to make it even better.

Institutional Strengths

One primary strength of Portland Community College (PCC) is the diversity of the student body. As a comprehensive community college serving the educational and training needs of students through credit and non credit, general fund and grant funded programs, PCC attracts a very diverse student population that generally reflects the population of the Portland metropolitan area. All campuses and most classrooms have learning environments that are enhanced by the age, race and ethnic differences of those present.

Another strength of PCC is how it serves this diverse student population. PCC has developed an extensive infrastructure of facilities and an excellent faculty and support staff. Faculty and staff repeatedly indicate both knowledge of and support for the college mission, as demonstrated in their responses to the governance survey conducted for this self study. They are highly qualified for their

assigned tasks and demonstrate the willingness to take an extra step if they believe it will benefit students and programs. P CC has been generously supported by the community through passage of several tax measures that have resulted in attractive and modern facilities. The most recent $144 million capital bond has provided for major redevelopment of the Cascade Campus, construction of a new Southeast Center, and the addition of new classroom and support buildings on the Rock Creek and Sylvania campuses.

PCC enjoys widespread support within its community and in the state. Various surveys and news articles show the depth of this support and recognition of the value of the college in the Metro area. The reputation of the college is often enhanced by the presence of its faculty and staff on state and national committees, which present opportunities for both groups to share what we have learned and to learn from others how to improve our services.

Institutional Challenges

Many of the things that make PCC strong--its size, diversity and complexity--are also its most difficult challenges. The organizational structure is always being tested, with occasional changes made based on new presidential leadership or the need for a more responsive, timely service delivery. Over the last four years PCC has had four district presidents, each bringing unique strengths and philosophy to the institution. Although challenging, this frequent turnover in presidential leadership also served to benefit the college by bringing new ideas and methods into the organization and fostering a greater sense of responsibility for college leadership among other district and campus leaders.

One of the initiatives of the new president is to match PCC's student diversity with a more diverse faculty and staff. Despite Board direction and leadership from the administration and labor federations, PCC has not been able to make much progress in this area, especially within its faculty ranks. The challenge is not only in developing a more diverse staff, but also in reviewing how we deliver services to our changing student population.

Money, or more accurately, not enough money, is a challenge for every college. Education is the great under funded mandate from our communities. In Oregon, because of a significant economic downturn, state funding for community colleges has fallen behind enrollment growth. Because of property tax limitation measures over the last 15 years, PCC is more dependent on state resources and student tuition than ever before. The amount of money the Legislature grants community colleges is not based on enrollment, but on what amount it is politically possible to pass, given limited resources and other competing interests. The challenge for PCC as well as other public colleges in Oregon is to present its needs in a compelling way that will result in sufficient funds to serve with high quality programs a growing population. In the past three years, PCC has had to cut course offerings and eliminate programs because of decreased state revenue—and tuition has been increased more then at any other time in the history of the college, raising a major concern about student access.

It has also been a challenge for PCC to respond quickly to these external threats with decisions that are in the best interest of students and the college, within an academic organization that values process, collaboration and transparency. The roles of faculty, classified staff, unions, campuses, students and administrators have all been reassessed as budgets are developed, programs are

reviewed and positions are cut. And good communication among all these constituent groups is not the least of the challenges during these difficult times.

A final challenge is one occurring gradually in our culture. It has been part of the founding philosophy of PCC that this was a place where every student had a right to come, try and fail. Recently there has been a general agreement among faculty and administrative leadership that this is no longer a responsible, or even ethical, approach to providing educational services. There is more emphasis on the need for student support services, and maybe more significantly, a proposal for mandatory reading, writing and math pre-requisites for all general education courses. This change is significant for PCC and will hopefully result in an increased level of student success.

Response to the General Recommendations from 1995 Self-Study:

1) Adopt an assessment scheme responsive to its mission and needs that centrally gathers, analyzes, and reports the effects of the educational program upon students as outlined in policy Standard V, policy statement 25. It is further recommended that the college initiate a planning process that will provide the college with an overall focus and vision for the future, and provide an umbrella framework for departmental and program planning and the evaluation of institutional effectiveness. (Standard V, Policy Statement #25 and Standard I)

During the past ten years, PCC has made significant progress in both assessment and planning and taken steps to ensure that the two processes complement each other. A comprehensive framework for assessment was developed in 1996, building on the existing program review process and a set of institutional effectiveness indicators that were already in place. The new framework added a component for the assessment of course and program outcomes and for core learning outcomes that apply across the curriculum. Since then, faculty have established learning outcomes for all courses and programs and developed a set of core outcomes for all PCC graduates. The program review process has been revised substantially and now utilizes a self study format that addresses five general outcomes and provides sufficient flexibility for faculty to focus on areas of specific concern to their program or discipline. Program review has also become the primary vehicle for assessing student achievement of course and program outcomes and the extent to which students attain skills related to the core outcomes. The Goals and Institutional Effectiveness Indicators report is presented annually to the Board of Directors and the college community. It is keyed to college goals and has been expanded considerably since the first report in 1996.

In response to the recommendation by the visiting team, the college also began to take a more strategic approach to planning. Working with an outside consulting firm, teams of PCC staff participated in a comprehensive scan of trends in the external environment and helped to determine implications for the college. The resulting document, Market Forecast 2001, served as the basis for revision of college goals—which, in turn served as the basis for campus and departmental planning.

In 2001, the college moved to a new phase of strategic planning, which culminated in the establishment of an Educational Master Plan (EMP) for PCC. The EMP lays out strategic directions in seven key areas and is linked to college assessment and budget processes. Areas of institutional focus were identified for the first two years of implementation and several additional initiatives were incorporated with the arrival of a new district president in May 2004. A District Planning Council is charged with keeping the plan relevant and establishing benchmarks to measure progress and assists

in setting priorities within the plan. Since its inception, the EMP has served as guide for making budget decisions and allocating college resources.

Although modified somewhat over time, the framework developed in 1996 still serves as the basis for a continuous improvement model that links college planning, assessment and budget activities in meaningful ways.

2) These requirements to be in compliance with Standard V, Policy 25 and Standard I similarly apply to Columbia Gorge, Oregon Coast and Tillamook Bay Community Colleges.

PCC's relationship with the contracting colleges has changed significantly since 1995. In 1996 Oregon Coast Community College moved from PCC to Chemeketa Community College for purposes of accreditation oversight. Klamath Community College was established as a contracting college in 1998 and began operating under its own accreditation status two years ago. The relationship with the two remaining community colleges, Tillamook Bay (TBCC) and Columbia Gorge (CGCC), was the focus of a visit from the Commission in 2001. As a result of that visit and subsequent meetings with the Commission and the three colleges involved, all parties reached agreement on the form of the contracting relationship for purposes of accreditation. In essence, PCC is responsible for oversight under policy A-6 for all academic and support programs that lead to earning PCC credit. Since 2000, to assist in this oversight, PCC has employed a part-time staff person who works with the vice president for academic and student affairs to make regular visits to the two colleges and serves as the primary liaison between the contracting colleges and PCC.

3) While there is no specific standard requiring long-range planning, it may be helpful to establish a process for a District-wide, coordinated plan for future development – including program location, expansion, and reduction (if necessary), which is responsive to anticipated demographic and economic changes and demands.

In addition to planning activity noted in the response to Recommendation 1 above, PCC also engaged in extensive facilities planning during 1996 and 1997. Information that was gathered to prepare Market Forecast 2001 also led to a comprehensive review of college facilities in light of the population growth and increasing workforce needs in the Portland metro area. An expansion plan was formulated and eventually led to the voters passing a $144million capital bond for facilities improvement. PCC is nearly finished with these improvements and is already preparing with the Board for next steps in facility and program planning.

4) Ensure that the relationship between the college and its service districts continues to be enhanced through the strengthening of mentorship activities, including regular and ongoing contact regarding curriculum, assessment, and management of information and resources and services. Additionally, Portland Community College should work cooperatively with service district colleges to ensure the adequacy of their financial resources. (Policy #17, Contractual Relationships)

Since the 1995 visit there has been an increasing level of contact and cooperation between PCC and the contracting colleges. Regular meetings are held between staff at the colleges. Faculty and staff sharing is ongoing including participate in PCC SACs. Most recently the deans of instruction for the contracting colleges were added as members to the PCC Educational Advisory Council, (EAC), the primary review body for all curriculum and policy change. Academic records for credit students at

Tillamook Bay Community College are included in the PCC Banner system, and Columbia Gorge Community College uses Banner to maintain records for all enrolled students—credit and non credit. Recently, Columbia Gorge Community College selected a new administrative data base system (RogueNet) that will enable the college to integrate financial and student records. CGCC will continue to utilize Banner software to create class sections and provide PCC with enrollment records for all credit students, which will require development of an interface between the two systems to exchange necessary data. Both colleges have been assured by the vendor that the systems can be integrated and that there should be no disruption to the accurate transcripting of grades and the awarding of financial aid.

5) While it is not related to a specific accreditation standard, the college is nevertheless urged to ensure that any administrative change to the Open Campus does not weaken its founding philosophy, vision and current effectiveness.

Since 1995, the college has gone through two major changes related to the Open Campus. At the time of the last visit, PCC had just separated the Open Campus into two units and placed them under the direction of the executive deans at the Rock Creek and Cascade campuses. Each Open Campus 'branch' was led by its own dean of instruction who reported to the respective campus executive dean. To ensure coordination and communication among staff from both units who were responsible for programs focused on workforce training, a series of regular meetings that included Open Campus personnel and district officers was initiated about five years ago. These meetings were held once a term, chaired by the president, and resulted in a productive information exchange in addition to an occasional partnership on a project.

In the summer of 2003 the two open campus units were brought together as one Extended Learning Campus (ELC) with its own campus president (formerly the campus executive dean). At the same time, the Southeast Center, the administrative home of the ELC, was sold and a new center was being developed at a nearby location, with long-range plans to eventually build a comprehensive campus at the site. The new ELC consisted of all workforce, contracted training, pre-college, computer education, and community education programs. It also was responsible for the credit courses and programs based at the Southeast Center.

Early this year the district president announced the appointment of the ELC president as the new vice president for academic and student affairs, bringing together all credit and non credit workforce and transfer programs and all programs for student support. Although the primary reason for this move was financial, combining all academic programs under one office is hoped to increase the level of coordination and cooperation among them. Also, key connections such as those between pre college and college level courses and non credit instruction and credit instruction in the same fields, should enhance these programs and make them more effective.

It is anticipated that the Southeast Center will continue to grow and eventually become a comprehensive campus. For the immediate future, oversight of the Center and its credit programs and student services will come under the Cascade campus president and his deans.

Eligibility Requirements

1. **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 State Board of Education. These regulations clearly delineate the authority and responsibilities of the college.

2. **MISSION AND GOALS**. Portland Community College's mission is clearly defined and adopted by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education. Portland Community College's mission is to "Provide quality educational programs and services that are affordable and accessible." It allocates all of its state funds, student tuition and local property taxes to support its educational mission and goals.

3. **INSTITUTIONAL INTEGRITY**. Portland Community College is governed by and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs of the constituencies it serves, as determined by its chartered purposes and accredited status.

4. **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.

5. **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. Along with the district and campus presidents, the other officers of the college include the vice president for academic and student affairs and the vice president for administrative services.

6. **ADMINISTRATION**. Portland Community College has the administrative and support services required to achieve its mission and goals.

7. **FACULTY.** Portland Community College employs a core of 410 full-time and 1,176 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 goals. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, student academic advising, and institutional governance and are evaluated in a periodic and systematic manner. Faculty workloads reflect the mission and goals of Portland Community College and the talents and competencies of faculty while allowing sufficient time and support for professional growth and renewal.

8. **EDUCATIONAL PROGRAM**. Portland Community College offers two-year associate degrees in college transfer and professional technical education, one- and two-year certificates, career training, GED and high school completion programs.

9. **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. 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 nine quarter credits of related instruction or the equivalent.

10. **LIBRARY AND LEARNING RESOURCES**. Portland Community College provides library resources, technology and services for students and faculty appropriate for its mission and for all of its educational programs wherever located and however delivered.

11. **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.

12. **STUDENT ACHIEVEMENT**. Portland Community College identifies and is in the process of publishing the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it is demonstrated that students who complete their programs, no matter where or how they are offered, achieve these outcomes.

13. **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.

14. **PUBLIC INFORMATION**. Portland Community College publishes in various media accurate and current information that describes admission requirements and procedures, programs and degrees offered, program costs, and what financial aid may be available. Academic rules and regulations and student rights and responsibilities including grievance procedures, are made readily available in student handbooks or on-line through MyPCC, the college web portal.

15. **FINANCIAL RESOURCES**. Portland Community College is required by law to have a balanced budget. Each year a citizens review board is required to review and approve the budget and ensure that all legal obligations are being met, prior to the adoption of the budget by the Board of Directors.

16. **FINANCIAL ACCOUNTABILITY.** Portland Community College's financial records are audited annually by Talbot, Korvola and Warwick, LLP, an independent certified public accountant on a regular schedule set by a state audit agency. The audit includes an opinion on the accuracy of PCC's financial statements.

17. **INSTITUTIONAL EFFECTIVENESS**. Portland Community College systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituencies.

18. **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.

19. **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.

20. **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.

Accreditation Self-Study
Committee Members

Steering Committee

Guy Sievert, Co-Chair Former Vice President, Academic and Student Affairs, Sylvania
Lauren Kuhn, Co-Chair Instructor, Psychology, Sylvania

Staff to the Steering Committee

Susan Bach Director, Institutional Research, Rock Creek
Jan Volinski Grants Officer, Rock Creek
Monica Stevens Information Technology Specialist, Rock Creek
Jacqlyn Stephanson Office Support Specialist, Rock Creek

Ex-Officio Staff to the Steering Committee

Wing-Kit Chung Associate Vice President, Financial Affairs, Washington County Workforce Center
Paul Hill Interim Campus President, (Chair, Assessment Committee), Sylvania
Dan Kidney Instructor, Auto Service Technician (Faculty Chair, Program Review), Sylvania
Karen Jolly Instructor, Computer Applications and Office Systems (Chair, Educational Advisory Council), Sylvania
Susanne Christopher Instructor, Personal Health, Sylvania

Standard 1: Institutional Mission and Goals, Planning and Effectiveness
Standard 9: Institutional Integrity

James Harrison, Co-Chair Instructor, History and Political Science, Cascade
David Goldberg, Co-Chair Director, Institutional Advancement, Sylvania
Susanne Christopher Instructor, Personal Health, Sylvania
Tina Heber Instructional Administrative Assistant, Rock Creek
Eddie Lincoln Coordinator, Business Services; Workforce Development -DWP/Region Extended Learning Campus
Susan Wilson Coordinator, Academic Advising, Cascade

Standard 2: Educational Program and Its Effectiveness
Standard 4: Faculty

Lower Division Transfer
Henry Mesa, Co-Chair Instructor, Mathematics, Rock Creek
Jeff Triplett, Co-Chair Division Dean, Math and Industrial Technology, Sylvania
Mike Flaman Instructor, Machine Manufacturing Technology, Sylvania
Frank Goulard Department Chair, Mathematics, Sylvania
Diane Kamali Instructor, English, English as a Non-Native Language, Cascade
Porter Raper Instructor, English, Cascade
Shari Rochelle Instructor, Personal Health, Rock Creek
Sandy Schramm Director, Occupational Programs, Professional Skills, Southeast

Professional Technical Education

Matt Scott, Co-Chair	Instructor, Welding, Rock Creek
Steve Hudson, Co-Chair	Division Dean, Lower Division Transfer, Humanities and Social Science, Retired
Rob Burns	Instructor, Education Department, Developmental Reading and Writing, Cascade
Robin Burwell	Specialist, Student Resource, Sylvania
Hal Carman	Instructor, Auto Body Repair, Rock Creek
Tom Duncan	Director, Apprenticeships and Trades, Cascade
Anne Jackson	Director, Dental Program, Sylvania
Kelly Peden	Instructor, Computer Applications Systems, Office Systems, Rock Creek
Lucy Sheehey	Specialist, Learning Skills, Cascade

Pre-College

David Jacobsen, Co-Chair	Instructor, Developmental Education, English, Sylvania
Linda Gettman, Co-Chair	Campus Director, Student Services, Extended Learning Campus
Kathy Glankler	Administrative Assistant, Admissions, Cascade
Loretta Goldy	Instructor, History, Sylvania
Linda Huddle	Director, Alternative Programs, Southeast
Marilyn Marshall	Instructor, Alternative Learning Center, Rock Creek
Lee Miller	Office Support Specialist, Admissions, Sylvania

Standard 2, G and H: Off-Campus and Other Special Programs Providing Academic Credit, and Non-Credit Programs and Courses

Pam Kessinger, Co-Chair	Reference Librarian and Faculty Chair, Librarians, Rock Creek
Frost Johnson, Co-Chair	Director, Enrollment Services, Rock Creek
Ann Carlsmith	Manager, Community Education, Rock Creek
Kevin Lien	Instructor, Biology, Rock Creek
Michael Morrow	Coordinator, Child Care Services, Financial Aid-Administration, Sylvania
Linda Palmer	Campus Director, Student Services, Cascade

Standard 3: Students

Jane Zunkel, Co-Chair	Instructor, Composition and Literature, Cascade
Narce Rodriguez, Co-Chair	Campus Director, Student Services; Coordinator, Multicultural Center, Rock Creek
Dennis Bailey-Fougnier	Campus Director, Student Services, Sylvania
Kendi Esary	Coordinator, Student Leadership, Cascade
Joanne Harris	Instructor, Ophthalmic Medical Technology, Cascade
Trina Hing	Part-Time Instructor, English as a Second Language, Southeast Center
Robin Jacobs	Rehab Guidance Counselor, Office of Students with Disabilities, Sylvania
Craig Kolins	Dean, Student Development, Rock Creek
Claire Oliveros	Coordinator, Resource Center, Multicultural Center, Sylvania
Pauline Siekas	Instructor, Mathematics, Rock Creek
Mary Severson	Specialist, Academic Advising, Sylvania

Standard 5: Library and Information Resources
Standard 2, Policy 2.6: Distance Delivery of Courses, Certificate, and Degree Programs

Kathy Casto, Co-Chair	Instructor, Composition and Literature, Southeast
Steve Ward, Co-Chair	Division Dean, Visual and Performing Arts and Design, Sylvania
Kate Carney	Instructor, English as a Non-Native Language, Cascade
Flora Lippert	Reference Librarian, Library and Media Services, Sylvania
Michael McDowell	Instructor, English, Sylvania
Hope Pearson	Coordinator, Academic Advising, Rock Creek
Loraine Schmitt	Manager, Distance Learning Program, Sylvania
Art Schneider	Instructor, Computer Applications, Office Systems, Sylvania

Standard 6: Governance and Administration

Holli Adams, Co-Chair	Instructor, Mathematics, Cascade
Scott Huff, Co-Chair	Dean of Instruction, Cascade
Dorina Cornea-Hasegan	Instructor, Microelectronics, Rock Creek
Becky Hughes	Office Systems Specialist, Office of the Dean of Instruction, Rock Creek
Penny Thompson	Coordinator, English as a Non-Native Language Resource Center, Cascade

Standard 7: Finance
Standard 8: Physical Resources

John Somers, Co-Chair	Instructor, Economics, Sylvania
Cecelia Barry, Co-Chair	Manager, Community Education, Extended Learning Campus
Lonn Aldridge	Manager, Plant Services, Cascade
Wing-Kit Chung	Associate Vice President, Financial Affairs, Washington County Workforce Center
Carol Ann Kirby	Manager, Accounting Services, Washington County Workforce Center
Greg Malone	Manager, Information Technology Services, Sylvania
Odie Sarmiento	Manager, Budget, Washington County Workforce Center
Steve Sivage	Director, Physical Plant, Sylvania
Kristin Watkins	Manager, Grants Office, Sylvania
Dee Wilson	Manager/Bursar, Treasury and Receivables, Washington County Workforce Center

Policy A-6 – Contractual Relationships with Organizations not Regionally Accredited

Brian Davis, Co-Chair	Interim Division Dean, Business and Humanities, Retired
Stuart Savin, Co-Chair	Division Dean, Mathematics, Manufacturing and Transportation, Rock Creek
Larry Altree	Instructor, Aviation Science, Rock Creek
Edward Lindsey	Instructor, Fire Science, Cascade
Duncan Thomas	Director, Industrial Occupation, Cascade

Columbia Gorge Community College

Frank Toda	President
Karen Carter	Dean of Student Services
Susan Wolff	Dean of Instruction

Tillamook Bay Community College

Ralph Orr	President
Fred Bennett	Instructor, Writing and English
Lori Gates	Dean of Instruction and Student Services
Cindy Rowe	Coordinator, Institutional Research

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA

Information and data provided in the institutional self-study are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide the Commission and the members of the evaluation committee with current data for the year of the visit.

After the self-study report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-study distributed to Commissioners, the Commission office, and members of the visiting committee.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution:	**If part of a multi-institution system:**

Name: **Portland Community College**   Name of System:

Address: PO Box 19000   Address:

Address: 12000 SW 49th Avenue, Portland, OR 97219   Address:

City: Portland   State: OR   ZIP: 97280   City: State: ZIP:

Highest Degree Offered: ____Doctorate ____Masters ____ Baccalaureate __X__ Associate ____Other (specify) _____

Type of Institution: _X__Comprehensive ____ Specialized ____Health-related ____Religious-based ____Tribal

                Other (specify)

Institutional control: __X_Public   ____City   ____County   ____State   ____Federal

                ____Private/Independent   __X__Non-profit   ____For Profit

Institutional calendar: __X__Quarter   ____Semester   ____Trimester   ____4-1-4   ____Continuous Term
                Other (specify)_____

Specialized/Programmatic Accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the Council for Higher Education Accreditation (CHEA). (Add additional pages if necessary.)

Program or School	**Degree Level(s)**	**Recognized Agency**	**Date**
Auto Collision	AAS	National Automotive Technicians Education Foundation	2002
Aviation Maintenance Technology & Aviation Science	AAS	Federal Aviation Administration	On-Going
Child Development Center	AAS	National Association for Education of Young Children (NAEYC)	2002
Dental Assisting, Dental Hygiene, Dental Laboratory Technology	One-Year Certificate, AAS, AAS	Commission on Dental Accreditation (CDA)	2003
Diesel	AAS	National Automotive Technicians Education Foundation	2000

Revised August 2001

Specialized/Programmatic Accreditation: (Continued)

Emergency Medical Services	AAS	Oregon Department of Education, Office of Professional Technical Education	2002
Fiber Optics/AMP classes`		Tyco Industries	On-Going
Health Information Management	AAS	Commission on Accreditation of Health Education Programs	2000
Medical Assisting	One-Year Certificate	Commission on Accreditation of Allied Health Education Programs	2000
Medical Laboratory Technology	AAS	National Accrediting Agency for Clinical Laboratory Sciences	2000
Nursing	AAS	Oregon State Board of Nursing (OSBN) and National League for Nursing (NLN)	2006, 2000
Ophthalmic Medical Technology	AAS	Commission on Accreditation of Health Education Programs	2000
Radiography	AAS	Joint Review Committee on Education in Radiologic Technology	2004
Veterinary Technology	AAS	American Academy of Veterinary Medical Acupuncture	2005
Welding	AAS	American Welding Society (affiliated not certified)	2005

Full-Time Equivalent (FTE) Enrollment

State the formula used by the institution to compute FTE:　**1 FTE = 510 clock hours**

(# hrs. class is scheduled/week x # weeks class meets

x enrollment in class)

DS = Degree Seeking　　Non-DS = Non-Degree Seeking

Official Fall Term Enrollments

Classification	Current Year	One Year Prior	Two Years Prior
	Dates:　Fall 2004	**Dates:　Fall 2003**	**Dates:　Fall 2002**
Undergraduate **DS**	5,571	5,536	5,475
Graduate			
Professional			
Unclassified **Non-DS**	563	668	1,121
Total all levels	6,134	6,204	6,596

Full-Time Unduplicated Headcount Enrollment. Count students enrolled in credit courses only.

Official Fall Term Enrollments

Classification	Current Year	One Year Prior	Two Years Prior
	Dates:　Fall 2004	**Dates:　Fall 2003**	**Dates:　Fall 2002**
Undergraduate **DS**	21,166	20,803	20,332
Graduate			
Professional			
Unclassified **Non-DS**	4,197	4,463	8,563
Total all levels	25,363	25,446	28,895

Numbers of Full-Time and Part-Time Instructional Faculty & Staff and Numbers of <u>Full-Time (only)</u> Faculty & Staff

by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number　　　　　Number of <u>Full Time</u> (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	407	949	16	16	35	275	0	65
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Number of instructional staff added for current year:	23 Full-time
Number of instructional staff who were employed previous year but not reemployed:	30 Full-time

<u>Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Staff</u>. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	$ 56,703.25	12.14
Lecturer and Teaching Assistant		

Research Staff and Research Assistant		
Undesignated Rank	4	

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: PCC's fiscal year end is June 30. Entity wide financial data form our Comprehensive Annual Financial Report (CAFR) has been summarized and entered in the schedules below. The CAFR's are available with greater detail at our web site: http://www.pcc.edu/pcc/res/cafr.htm

Reporting of income:	Accrual Basis	The entity wide summaries below report income for the last 3years on an accrual basis.	Accrual Basis	Reviewer note: protected cells in this worksheet did not allow the requested entries but the information is available at the website shown above.
Reporting of expenses:	Accrual Basis	The entity wide summaries below report expenses for the last 3 years on an accrual basis.	Accrual Basis	

BALANCE SHEET DATA

ASSETS	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: FY 2004	Dates: FY 2003	Dates: FY 2002
CURRENT FUNDS			
Unrestricted			
Cash	22,499,415	33,314,690	40,898,775
Investments	31,645,355	21,916,821	18,540,279
Accounts receivable gross	26,096,410	25,634,042	25,597,050
Less allowance for bad debts	0	0	0
Inventories	1,648,368	1,985,141	1,552,310
Prepaid expenses and deferred charges	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Unrestricted	81,889,548	82,895,694	86,558,414
Restricted			
Cash	37,429	37,175	1,992,274
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	37,429	37,175	1,992,274
TOTAL CURRENT FUNDS	81,926,977	82,932,869	88,580,688
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended	0	0	0
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			

Land	29,954,967	25,187,215	16,411,802
Land improvements	1,512,674	334,282	467,841
Buildings	107,327,617	74,518,780	76,486,497
Equipment	5,812,492	5,048,273	4,400,349
Library resources	856,615	853,436	1,055,565
Other (identify)	60,659,586	37,446,036	14,320,002
Total investments in plant	206,123,951	143,388,022	113,142,056
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	0	0	0
OTHER ASSETS (IDENTIFY)	162,029,184	205,120,786	120,306,595
TOTAL OTHER ASSETS	162,029,184	205,120,786	120,306,595
TOTAL ASSETS	450,080,112	431,441,677	322,029,339

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: FY 2004	Dates: FY 2003	Dates: FY 2002
CURRENT FUNDS			
Unrestricted			
Accounts payable	9,870,340	7,067,146	4,133,862
Accrued liabilities	13,036,120	12,366,380	11,845,303
Students' deposits	0	0	0
Deferred credits	791,325	804,729	117,530
Other liabilities (identify)	17,238,941	20,434,680	27,054,014
Due to	0	0	0
Fund balance	0	0	0
Total Unrestricted	40,936,726	40,672,935	43,150,709
Restricted			
Accounts payable	0	0	0
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS	40,936,726	40,672,935	43,150,709
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended	0	0	0
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0

Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	0	0	0
OTHER LIABILITIES (IDENTIFY)	282,147,184	291,728,548	180,126,327
TOTAL OTHER LIABILITIES	282,147,184	291,728,548	180,126,327
TOTAL LIABILITIES	323,839,100	332,401,483	223,277,036
FUND BALANCE	126,996,202	99,040,194	98,752,303

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: FY 2004	Dates: FY 2003	Dates: FY 2002
Tuition and fees	36,291,684	32,727,654	28,266,851
Federal appropriations	0	0	0
State appropriations	62,345,929	34,994,579	51,653,466
Local appropriations	36,014,549	33,390,739	35,605,061
Grants and contracts	40,546,158	36,987,476	35,493,876
Endowment income	0	0	0
Auxiliary enterprises	13,062,238	13,304,645	12,564,918
Other (identify)	7,610,058	13,409,506	13,897,764
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	67,490,045	64,436,309	61,207,086
Research	0	0	0
Public services	0	0	0
Academic support	15,180,364	14,361,428	14,157,889
Student services	17,228,305	17,239,479	15,976,443
Institutional support	12,241,395	11,043,396	11,434,198
Operation and maintenance of plant	16,611,051	21,488,484	22,054,489
Scholarships and fellowships	7,756,632	8,194,995	8,274,491
Other (identify)	17,249,566	14,737,539	16,343,231
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	153,757,358	151,501,630	149,447,827
Auxiliary Enterprises			
Expenditures	14,157,250	13,025,078	11,809,993
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	14,157,250	13,025,078	11,809,993
TOTAL EXPENDITURE & MANDATORY TRANSFERS	167,914,608	164,526,708	161,257,820
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	27,956,008	287,891	16,224,116

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: FY 2004	Dates: FY 2003	Dates: FY 2002
For Capital Outlay	167,767,337	175,231,279	198,059,524
For Operations	155,316,573	157,170,204	25,217,512

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered.

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
        Degrees Awarded – report the <u>number</u> of degrees (by program) awarded at the location last year.
        Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
        Student Headcount – report the <u>total number (headcount)</u> of students currently enrolled in programs at the site.
        Faculty Headcount – report the <u>total number (headcount)</u> of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites Within the United States

Location of Site Name City, State, ZIP	Degree Programs	Degrees Awarded	Academic Credit Courses	Student Headcount	Faculty Headcount
Tillamook Bay Community College 2510 First Street Tillamook, Oregon 97141	Associate of General Studies	9	51 Offered 44 Filled	89	21
	Associate of Science OR Transfer	2		18	6 FT 15 PT
	Associate of Arts OR Transfer			33	*Includes Certificate Course Faculty
	Associate of Applied Science:				
	Criminal Justice			9	
	Early Childhood Education	3		1	
	Administrative Assistant (Business Tech)				
	Administrative Assistant Office Management				
	Accounting (Business Admin)				
	Management			5	
	Certificates:				
	Alcohol and Drug Studies				
	Business Admin Accounting	1		2	
	Business Admin Marketing				
	Computer App & Office Systems				
	Criminal Justice				
	Early Childhood Education			These Represent Declared Majors Only	
	Ed/Instructional Assistant				
	Emergency Medical Technician			Total Credit: 256	
	Employment Skills Training			Total Non-Credit: 764	

Location of Site Name City, State, ZIP	Degree Programs	Degrees Awarded	Academic Credit Courses	Student Headcount	Faculty Headcount
Columbia Gorge Community College 400 East Scenic Drive The Dalles, OR 97058	Associate of Arts OR Transfer	26		190	102 total for credit classes
	Associate of Science OR Transfer	13	133 Offered	195	
	Associate of General Studies	29	42 Filled	130	13 Full-time
	Associate of Science OR transfer Business	0		0	89 Part-time
	Associate of Applied Science:				
	Accounting	4		23	
	Administrative Assistant	0		0	
	Administrative Assistant, Office Management	3		6	
	Early Childhood Education	7		16	
	Electronic Engineering Technology	11		34	
	Management	2		10	
	Nursing	19		45	
	Certificates:				
	Accounting Clerk	1		7	
	Computer Application/ Office Systems	8		9	
	Computer Information Systems	1		3	
	Early Childhood Education	6		15	
	Emergency Medical Technician	0		6	
	Instructional Assistant (Para-Educator)	1		5	
	Juvenile Corrections	1		11	
	Marketing	1		0	
	Practical Nurse (first year of RN program)	20		26 (Students in first year of Nursing program)	
	Professional Skills Training	0		2	

				224 credit students did not declare a major Total credit headcount: 936 students Total Non-credit headcount: 1,506 students	

Programs and Academic Courses Offered at Sites Outside the United States. Report information for <u>sites outside the United States</u> where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases.

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Degrees Awarded – report the <u>number</u> of degrees (by program) awarded at the location last year.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Degrees Awarded	Academic Credit Courses	Student Headcount	Faculty Headcount
London, England	None (Term long program)	None (Term long program)	12-15 credits in General Education Courses	10-15 (varies)	2 or 3 (varies)
Florence, Italy	None (Term long program)	None (Term long program)	12-15 credits in General Education Courses	10-20 (varies)	2 or 3 (varies)
Nagasaki, Japan	None (Year long program)	None (Year long program)	45 Credits in Japanese	2	Faculty and instruction are provided by site location.
Oaxaca, Mexico	None (8 week long program)	None (8 week long program)	12-16 credits in Spanish	9-15 (varies)	Faculty and instruction are provided by site location.
Barcelona, Spain	None (Term long program)	No (Term long program)	12 credits in Spanish	5-8 (varies)	Faculty and instruction are provided by site location.

Glossary of Terms

ACRONYM	DEFINITION
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science
ABE	Adult Basic Education
ABS	Adult Basic Skills
ACRL	Association of College Research Libraries
ADA	Americans with Disabilities Act
AGS	Associate of General Science
ALA	American Library Association
AS	Associate of Science
ASCGCC	Associated Students of Columbia George Community College
ASOT	Associate of Science Oregon Transfer Degree
ASOT-BUS	Associate of Science Oregon Transfer in Business
ASPCC	Associated Students of Portland Community College
ASSET	Portland Community College Student Placement Test
ASTBCC	Associated Students of Tillamook Bay Community College
AVS	Aviation Science
BANNER	Student Information System
CAFR	Comprehensive Annual Financial Reports
CAM	Contract Administration Committee
CAMP	College Assistance Migrant Program
CAS/OS	Computer Applications and Office Systems
CCC	CAPITAL Career Center
CCOG	Course Content and Outcome Guides
CED	Community Education Department
CEP	Computer Education Programs
CEU	Continuing Education Unit
CGCC	Columbia George Community College
CIS	Computer Information Systems
CORT	Core Outcomes Rubric Teams
CPWTC	Central Portland Workforce Training Center
CWT	Customized and Workplace Training
DE	Developmental Education
DHS	Oregon Department of Human Services
DL	Distance Learning
DOE	Department of Education
DWP	Dislocated Worker Program
EAC	Educational Advisory Council

Glossary of Terms

ACRONYM	DEFINITION
EEOC	Equal Employment Opportunity Commission
EET	Electronic Engineering Technology
ELC	Extended Learning Campus
EMP	Educational Master Plan
ENNL	English as a Non Native Language
ESL	English as a Second Language
FP	Fire Protection Technology
GASB	Government Accounting Standards Board
GED	General Education Diploma
GFOA	Government Finance Officers Association
HAI	Hillsboro Aviation, Inc.
HEC	Hillsboro Education Center
IHP	Institute for Health Professionals
IIP	Instructional Improvement Program
IMS	Instructional Media Services
IR	Institutional Research
ISC	Instructional Services Council
ITS	Information Technology Services
ITV	Interactive Television
LEP	Limited English Proficiency
MyPCC	Web 'Portal' System
NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rules
OCCURS	Oregon Community College Unified Reporting System
OCCWD	Office of Community Colleges and Workforce Development
ODE	Oregon Department of Education
ORS	Oregon Revised Statutes
OSD	Office of Students with Disabilities
OUS	Oregon University System
PAVTEC	Portland Area Vocational Education Consortium
PCC	Portland Community College
PCCFCE	Portland Community College Federation of Classified Employees
PCCFF	Portland Community College Faculty Federation
PMWTC	Portland Metro Workforce Training Center
PORTALS	Portland Area Library System
PSU	Portland State University
PTE	Professional Technical Education
SAC	Subject Area Committee

Glossary of Terms

ACRONYM	DEFINITION
SALG	Student Assessment of Learning Gains
SBDC	Small Business Development Center
SBITO	Small Business International Trade Office
SDC	Student Development Committee
SEC	Southeast Center
SLC	Student Leadership Coordinator
SSI	Senior Studies Institute
TBCC	Tillamook Bay Community College
TLC	Teaching Learning Center
TSLS	Technical Skills Learning Specialist
VP	Vice President for Academic and Student Affairs
WCWTC	Washington County Workforce Training Center
WFN	Workforce Network

STANDARD ONE:
Institutional Mission and Goals,
Planning and Effectiveness

Introduction

In the context of a broadly stated mission, Portland Community College (PCC) has established a clear focus on accessible and affordable education for district residents. College goals have been clarified; strategic planning and assessment processes are now in place. This effort has been led by the Board of Directors through its annual review and assessment of college goals and its approval of the Educational Master Plan (EMP). For all major decisions of the college it is common practice to measure choices against the mission of access and affordability. Each officer of the college is also evaluated on his or her success in accomplishing the goals and activities of the EMP which ensures that there is a continuous process of planning, activity and assessment at the highest leadership levels of the college.

The mission and values of the college are communicated to all employees. In a survey done for this self study most faculty and staff indicated knowledge of and support for the college mission. It is common for the members of a college committee or task force to review the relevance to mission and goals when policy and procedural issues are discussed. This has also extended to the EMP, which in a relatively short time has become the source document for departmental planning.

Response to the 1995 Recommendations

As part of the 1995 Self-study, both internal and external surveys and studies were used to ascertain the broad understanding of the Portland Community College Mission. As a result, several recommendations were made.

1. **Designate an office or individual, appointed by the president, to oversee printing and distribution of the Institutional Mission, Goals and Objectives to provide consistent and broad dissemination of the statement and to ensure it is widely known to the PCC community. Monitor the consistent and appropriate inclusion of the mission statement, goals and objectives in certain key publications.**

    While there is general consistency regarding the inclusion of the mission and goals in key PCC publications, there is still a need for increased monitoring. The district Office of Institutional Advancement does provide this oversight but given the size and number of organizational units at PCC that produce their own publications, this is a difficult task.

2. **Model future mission statement revisions after the highly successful and participatory process used for the 1990 statement and include representation from the students (including Open Campus), classified staff, faculty, administration, and governing board.**

The college mission statement is reviewed annually by the PCC Board of Directors, but it has not been revised since prior to the last self-study. A shortened version of the mission statement was introduced with a new vision statement and institutional goals developed in 1996. It captures the essence of the longer mission statement, which still guides college planning and the setting of institutional priorities, but is easier to remember and fits more readily in college publications.

3. **Give careful consideration to setting institutional priorities when revising the mission statement.**

   Although the mission statement has not been revised in the past ten years, there have been several inclusive efforts to develop institutional priorities. Development of the Educational Master Plan began with meetings which included representation from all college groups. Year-to-year priorities from that plan have been set in consultation with the District Planning Council. Also, in response to a need to balance the budget, in 2002-03 a Budget Advisory Committee was formed to help develop principles and priorities to guide the process. These were shared with the college community for review and comment before they were implemented.

4. **Develop and implement a clear, attainable, systematic set of quantitative and qualitative benchmarks to assess effectiveness in meeting the institutional mission, goals, and objectives. Perform brief, standardized annual assessments to measure PCC's effectiveness in meeting these benchmarks.**

   The Institutional Goals and Effectiveness Indicators Report has been published annually since 1995 and is available on the Institutional Research (IR) web site. Indicators are keyed to Board goals and results are reviewed each year by the Board. To date, no official benchmarks have been set, but annual priorities determined by the Board and the District President and his advisory groups clarify the direction in which the institution needs to move.

5. **Communicate to the college community the processes of institutional planning, decision making, and prioritization.**

   Through college-wide meetings, advisory councils, a planning web page and general announcements on email, there is now regular communication about planning, priority setting and budget issues.

1.A Mission and Goals

The mission of Portland Community College is important as a beacon for the goals and activities of the entire college. Simply stated, PCC's mission is to "Provide quality educational programs and services that are affordable and accessible."

College Mission

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

affordable education to the residents of its 1,500 square mile district and to the residents of its service districts.

As a public, comprehensive, post-secondary institution, this multi-campus college offers lower division, college transfer programs, occupational and technical programs, basic skills education, and community education programs. Partnerships with business, industry, labor, educational institutions and public sector agencies provide training opportunities for the local workforce and promote economic development. Through effective teaching and supportive student services, Portland Community College prepares students for success as individuals, members of a democratic society, and citizens of a rapidly changing world. (December 2003)

Vision
Building futures for our students and communities.

Values Statement
The Board of Directors and the college community believe that certain fundamental values characterize the institution in which we work and guide us in the accomplishment of this mission. These values are:

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

Effective and ethical use of public funds. In addition, the Board believes that the college should be a good steward of the environment, engaging in energy-saving and environmental performance improvement strategies to the greatest extent possible. (December 2003)

Goals
Goal 1 – Access: We will ensure that college programs are accessible to all residents of the district through effective use of technology and strategic location of facilities.

Goal 2 – Student success: We will promote success for all students by focusing on student-centered instruction and services.

Goal 3 – General education: We will provide learning experiences that enrich the individual, foster engagement in the community and prepare students to live and work in a rapidly changing society.

Goal 4 – Professional technical education: We will provide quality professional technical education that is responsive to industry needs and prepares students to work in a global marketplace.

Goal 5 – Transfer preparation: We will be a leader in providing lower division transfer education that prepares students for success in obtaining baccalaureate degrees.

Goal 6 – Readiness: We will provide adult literacy and basic skills instruction that promotes readiness for college-level programs and for employment.

Goal 7 – Partnerships: We will pursue strategic alliances with business, government agencies and educational institutions that enable PCC to serve the educational needs of district residents.

Goal 8 – Continuous improvement: We will commit ourselves to improvement in all aspects of the institution in order to ensure the quality of programs and services we provide.

Goal 9 – Diversity: We will promote and celebrate diversity in our student body, faculty and staff in order to enrich the educational experience and reflect the diversity of our society.

Goal 10 – Resources: We will develop and safeguard our resources (human, financial, capital and technological) to ensure that we can continue to provide quality educational programs.

Goal 11 – Community: We will serve as a key resource in the life, growth and development of our district communities.

1.A.1 Development of Current Mission and Goals

The Portland Community College Board of Directors adopted the current mission statement on September 21, 1988 (Board Resolutions 89-34 and 89-35). The summary version noted above was introduced in August 1996. The college mission statement is reviewed and affirmed annually at the January meeting of the Board. The major emphasis of the mission is to provide quality educational programs that are affordable and accessible to residents of the district.

The 1996 Market Forecast 2001 report commissioned by the Board listed projections of economic and demographic trends for the PCC district. The Board of Directors used that report to develop a new vision statement ("Building Futures for Our Students and Communities") as well as to draft a revised set of college goals. In October 1996, the draft was distributed to the entire college community for comment. In addition, a series of public forums were held by the Board to elicit feedback. As a result, the institutional goals were revised and adopted by the Board in November 1996. (Exhibit 1.1a)

In fall 2000 the PCC president began a strategic planning process by seeking feedback on the college goals and their effectiveness. A sub-committee of the Board was also formed to study, and if necessary, re-write the college goals. The committee reviewed existing goals, added one regarding diversity and recommended a slight modification of the college's mission statement to read:

"Provide quality educational programs and services that are affordable and accessible." In January 2001 the Board adopted the revised PCC goals (Resolution 01-049). (Exhibit 1.1b)

In 2002, the PCC president commissioned an employee survey to assess "…our internal community about our climate, issues and trends, and our own views about our preparedness and capacity to meet the challenges ahead." Questions were asked to determine whether the internal community understood and was guided by PCC's mission and values. The results indicated a high level of agreement that these statements were clear and well-defined, and that work unit goals were consistent with them. However, regarding the question of whether these statements guided staff in their interactions with each other and students, only half said "yes."

Evidence
PCC Survey of Internal Climate – Office of Institutional Research, July 2002
http://www.pcc.edu/ir/surveys/climate%20survey/Clgwideonly.htm

1.A.2 Mission in Institutional Publications

The PCC mission and values statements have appeared prominently in PCC Catalogs from the 1980s to the present. However, the listing of the mission and goals statements in other important PCC publications that inform our staff, students and public has been inconsistent. Even in the most widely distributed PCC publication, the quarterly course schedule, there is no mention of nor reference to the mission, vision, values or goals of PCC.

1.A.3 Documentation of Progress

Each December, the Institutional Research office prepares a report for the Board of Directors and the college community entitled Goals and Institutional Effectiveness Indicators. The report is a summary of student and employer surveys, student transfer information and student enrollment data. Since the Board revised the goals in 2001, this report has linked the indicators directly to those goals (Exhibit 1.2). The annual report is presented and discussed in an open board meeting and is available in its entirety on the PCC web site.

In the 1997 Focused Interim Report, page 33 (Available in hard copy in Evidence Room) there is a detailed section related to the establishment of effectiveness benchmarks for each goal, but to date no benchmarks have been established. The establishment of benchmarks was delayed in order to collect enough consistent data over a number of years to see real trends and to be able to establish benchmarks reliably. However, such benchmarking would serve to focus Board and administration efforts to specific measurable indicators that promote the mission and goals of PCC.

1.A.4 Goals Consistent with Institution's Mission and Resources

The goals adopted by the Board are consistent with PCC's mission and its available resources. Indeed, in the last several years when public financial resources have decreased, the mission and goals of PCC guided the budget process and the setting of financial priorities.

1.A.5 Mission and Goals Direct Major Efforts

Educational Activities
The college offers a balanced educational curriculum of pre-college language and basic skills programs, professional technical programs leading to degrees and certificates, lower division transfer disciplines and non-credit, short-term programs. Wherever possible, it integrates the many grant-supported workforce development programs into career pathways leading to college certificates and degrees.

All degrees and certificates are reviewed and approved by the Board. In addition, several academic planning processes have occurred over the last ten years to look at program mix, instructional delivery, and student access, as they all relate to institutional goals.

Admissions Policies
Goal 1 states: "We will ensure that college programs are accessible to all residents of the district through effective use of technology, and the strategic location of facilities." PCC has an open door admission policy. Some age restrictions and requirements are set by state policy, but for the most part, anyone who has the ability to benefit from any program offered by PCC is admitted. Basic skills testing is required for all certificate and degree students but there is no mandatory placement in pre-college courses. Some college level courses and programs require certain levels of reading, writing and math, and currently the college is reviewing the necessity for setting prerequisites across the board for all general education courses.

Two years ago an admissions fee was added, and there was some concern that this would impact student access. However, the fee does not seem to have been a barrier to students, especially given that staff have the option of waiving it for individuals who do not have the resources to pay.

Selection of Faculty
Faculty appointments are recommended by the campus presidents and the District President and are finally approved by the Board of Directors. Instructor qualifications are developed and recommended by the Subject Area Committees (SACs) in each discipline and are approved by the Vice President for Academic and Student Affairs. As part of the instructor recruitment process, hiring committees (composed of a majority of faculty) must be instructed by the Director of Affirmative Action on both legal employment issues and college objectives related to diversity. The hiring committees then develop a list of preferred candidate qualifications as well as an Ideal Candidate Profile. These must be approved by the Campus President and the Director of Human Resources in consultation with the Vice President for Academic and Student Affairs. It is the responsibility of the Campus President to ensure that the college goal of diversity is served by the pool of candidates. If not, the Campus President may authorize reopening the search. The selection of part-time faculty is processed at the faculty department chair and division dean level, and there is no requirement for screening committees or diverse candidate pools. A review of this process is currently underway.

Each year the Director of Affirmative Action presents a detailed report to the Board of Directors regarding progress made towards increasing the diversity of PCC's workforce. With all of the dedicated efforts to further diversify PCC's faculty, there has been little actual progress, since a high number of full-time positions are filled from the ranks of part-time PCC faculty where current

recruitment and hiring practices are not as rigorous in terms of establishing a diverse pool from which to draw future full-time instructors. As a strategy to increase faculty diversity, the college is embarking on a 'grow your own' project to encourage and support minority students who are interested in teaching at a community college to complete their studies (through graduate school) and come to PCC as faculty members.

Planning

In 2002 the PCC Educational Master Plan was developed at the request of the Board and the President. A representative group of faculty, staff and students drafted a framework for the plan, and through multiple college-wide and campus-based reviews, the master plan was submitted to the Board for approval. As part of the plan, a District Planning Council was formed to monitor and review progress on the goals and activities of the plan and to update the plan on a regular basis.

Allocation of Resources

PCC serves a large and diverse geographic area. With three comprehensive campuses, an Extended Learning Campus and many centers and community locations for classes, the mission of accessibility is supported.

In 2002 district residents approved a $144 million capital construction bond levy for new and remodeled buildings at all three campuses and the Southeast Center. The new buildings include much needed classrooms and labs at all four sites, a new library at Rock Creek and a new gymnasium at Cascade. The bond initiative was focused on improving access and the delivery of quality instruction as directed by the mission of the college.

The college budget process includes a review of district progress on campus and college-wide goals and initiatives, the institutional effectiveness indicators and both formal and informal assessments of community needs. These are all reviewed with the Board as priorities for expenditures are set and tuition and fees are determined.

1.A.6 Public Service

Public service is characteristic of the college's involvement in the community. Within the past few years employees have served on the Chambers of Commerce of a number of towns and cities, including Portland, Hispanic Metro, Beaverton, Hillsboro, Forest Grove, Lake Oswego, Tigard and Tualatin. Countless members of the college community are engaged in charitable activities. College clubs participate in community outreach projects that include volunteering at homeless shelters, providing food for women's shelters, "adopt a family" for Thanksgiving and Christmas and donating to community campaigns such as United Way and the Black United Fund.

PCC also serves as a major resource to the local community. PCC facilities (classrooms, auditoriums, sports facilities, etc.) are used by numerous community organizations. In addition, PCC faculty, staff and students are committed to service learning where thousands of volunteer hours provide assistance to our local communities. Annually there are hundreds of examples of how PCC serves the greater community. A sampling of these is shown in Table 1.1 on the following page.

Lectures
Rev. John Jackson Annual Memorial Lectures
Mark Mathabane on Kaffir Boy and other topics
Black History and Women's History Months presentations

Athletics
PCC Panther basketball games
Intercollegiate sports
Local high school sporting events: basketball, wrestling, swimming, table tennis, volleyball
State Games - Pickleball competition

Fine Arts and Performances
Sylvania Performing Arts Center productions
Cascade Festival of African Films
Art Beat
Pendulum Aerial Dance Theater
Pacific Festival Ballet

Business & Economics
National Dental Board
Oregon Trucking Association
Northwest Diesel Industry Council
Semiconductor Workforce Consortium

Cultural Events
Annual Pow Wow
Cinco de Mayo celebration
Asian New Year
Black History Month activities
Hispanic Film Festival

Outreach to K-12 Students
PAVTEC program for high school students interested in Professional Technical Education
SUN (Schools Uniting Neighborhoods)
HEAT (Higher Education Alternative Transportation) - Oregon colleges and universities

Community Groups
Saturday Academy
Humboldt Neighborhood Association
Portland Rose Festival Association
Springleaf Chinese School
Testing sites - Portland Public Schools, GED, LSAT (Law School Admission Test)
African American Leadership Conference

Table 1.1 Sample of Usage of PCC Facilities by Community Organizations

1.A.7 Recent Substantive Changes

In September 1999, PCC submitted a Distance Learning Substantive Change Notification Prospectus to the Commission seeking approval to expand the scope and geographic area of the College via distance learning delivery options. Approval was also requested for granting the Associate of Arts Oregon Transfer degree (AAOT), and other degrees and certification in various professional technical programs to students completing all college requirements through one or more distance learning delivery modes and from local or remote sites. Both requests were approved.

1.B Planning and Effectiveness

Since 1995, Portland Community College has engaged in two major strategic planning initiatives. In addition, staff have been involved in a variety of campus and departmental planning efforts focused on district-wide issues of strategic importance to the college such as distance learning, technology, and facilities. The current Educational Master Plan was developed with broad participation from college students, staff, and faculty. Each of its goals and activities are linked to the Board's goals, presidential initiatives, and findings of this self-study. Progress on the EMP is monitored by the College Planning Council and is part of the annual assessment of each college officer. Results of these reviews are included in new priorities and activities for the coming year.

1.B.1, 1.B.2 and 1.B.3 Strategies for Achieving Institutional Goals

Background
In fall 1995, PCC initiated a new planning process to address recommendations from the last ten-year accreditation. As a first step in this process, a private consulting firm was retained to help the college develop a comprehensive market survey to guide future planning. During 1995-96, research teams made up of a cross section of PCC staff participated in an environmental scan of six major areas: postsecondary education, technology, demography and income, education reform, housing and mobility, and industry and workforce.

A summary of market trends and their implications for PCC were compiled in a Trends Analysis Report. In spring 1996, internal and external groups met to review and critique the report; feedback from this process was used to refine trends and implications for Market Forecast 2001, which was completed in June 1996 (available in hard copy in the Evidence Room). Using this market projection, the PCC Board of Directors developed a vision statement and goals for the college, and in fall 1996, a draft was distributed to the entire college community for comment. As a result of this process, institutional goals were revised and subsequently adopted by the Board in November 1996.

Executive staff submitted plans based on making the goals operational and advancing them within their units. Campus plans were reviewed and analyzed at the district level for consistency and approval; annual reports to the Board summarized progress and accomplishments related to goals. Specific planning initiatives were also undertaken to address areas of strategic importance to the entire college: technology, distance learning, enrollment management, program mix and facilities.

In winter and spring 2001, a task force was appointed to conduct a district-wide inventory of plans and planning activities in order to provide background for the incoming president. The task force

also developed a set of recommendations for the new president to consider, and in summer 2001, a new strategic planning process was initiated.

Following a presentation to the PCC Board regarding the need for a more comprehensive approach to planning, the District President and Cabinet identified key components and desired outcomes of an Educational Master Plan. It was agreed that the EMP would build on college mission, vision, values and goals that were already in place. It would serve as a strategic guide to help the college achieve its goals, provide a meaningful context for campus and department planning and link plans to the allocation of resources. The planning process itself would be as inclusive as possible in order to ensure broad support and "buy-in" from the college community. Finally, the development of an EMP should result in several specific outcomes:

- A comprehensive planning document
- Criteria to monitor progress and assess both the success of the plan and achievement of college goals
- A process to update the plan on a regular basis
- An institutional culture committed to planning
- Greater community understanding of where PCC is headed in the future.

Several activities during 2001-02 helped shape the plan and promote awareness of the planning process. The District President hosted information forums for the college community featuring presentations by guest speakers in five key scanning areas:

- Oregon legislative/revenue environment
- Local economy and labor market trends
- Populations and demographic trends
- Technology trends
- Emerging issues in higher education, particularly for community colleges.

A series of external forums elicited input from business, civic, educational and community leaders throughout the district. These forums asked three questions: What are the biggest challenges (or opportunities) you will face in the foreseeable future? How can PCC help you meet these challenges (or take advantage of these opportunities)? What is the most important contribution PCC can make to the community? During this same time period, the Institutional Research office conducted an internal climate survey to assess staff perceptions regarding college mission, organization and working environment (Exhibit 1.3)

The year culminated with a planning retreat in May 2002 that was attended by more than 150 PCC staff and students. The retreat focused on key messages from the environmental scans, community forums and climate survey. Participants identified core institutional characteristics and competencies and developed statements regarding possible future directions for the college.

Following the May retreat, the plan took shape in three phases:

- **Phase 1** - Develop a *Blueprint for the Future*: Identify strategic directions and actions that serve as a framework for the EMP
- **Phase 2** - Move from Blueprint to EMP: Identify and prioritize major activities to move the college forward in key areas of the plan
- **Phase 3** - Implement the EMP.

During summer 2002, a Planning Task Force with broad-based representation from management, faculty, classified staff and student leaders drafted a framework for the EMP. Strategic directions and actions were identified in seven key areas critical to the future of PCC and closely aligned with college goals: Educational programs and services, student access and development, community and economic development, college workforce, fiscal affairs, technology and facilities. The draft document was reviewed with the Board in August and was the focus of an extensive review by the college community in September. Printed copies of Blueprint for the Future: Strategic Directions and Actions were distributed to all staff at district and campus in-service meetings. Approximately 500 individuals provided feedback via on-line and paper surveys or by participating in focus groups facilitated by campus staff. Community leaders who attended forums during the preceding spring were also asked for comment. As a result of this process, substantial revisions were made to the document, and it was formally approved by the Board in December 2002 (Exhibit 1.4)

Following Board approval, a District Planning Council was appointed. The Council was charged with oversight for further development and implementation of the EMP and with ongoing responsibility for monitoring and updating the plan to keep it relevant. In March 2003, more than 100 faculty, staff and students attended a one-day work session to recommend major activities for each key area of the plan. The Planning Council reviewed and prioritized these recommendations and identified leaders for all high priority activities, and this currently serves as the working document for making the goals of the EMP operational (Exhibit 1.5). It retains the designation as a 'draft' to acknowledge that specific activities will change over time as the college moves forward in each strategic direction.

Further discussion by Cabinet narrowed the scope of high priority activities and established areas of institutional focus for implementation and reporting during 2003-2005 (Exhibit 1.6). Campuses, departments/programs and college committees have begun to incorporate EMP priorities into their operational plans and goals and have started (or continue) work in areas of institutional focus. Although tangible accomplishments were somewhat limited during 2003-04, the college is beginning to make progress in each of these areas, and two general themes emerged from reports submitted by activity leaders in spring 2004:

- Improved communication and/or increased knowledge among college staff as a result of activities that have taken place during the year
- Increasing reliance on technology to deliver instruction and services to students—in addition to accomplishing administrative work.

Also during 2003-04, workable links among planning, assessment and budget processes were outlined and roles of the Cabinet, Planning Council and Budget Advisory Committee were clarified. A continuous cycle for updating the plan was also proposed. As staff gains experience with the EMP, the college continues to refine these links and the roles of various participants to ensure an integrated and workable process.

With the arrival of the current District President in May 2004, several new strategic initiatives related to curriculum, expanded services to business, resource development, diversity and staff development have been incorporated into the EMP. In 2004-05, the Planning Council began a series of internal and external scans in preparation for updating two sections of the plan.

To assess how well the college is accomplishing its mission and goals, the Institutional Research office annually publishes the Goals and Institutional Effectiveness Indicators report. Results of the report are reviewed each year with the college Board, District Planning Council and campus administrative teams, and the report is available on the IR web site. Indicators are keyed to college goals and are reviewed and updated periodically by IR staff to improve both clarity and utility of information contained in the report. Following revisions to college goals in 2001, the Indicators report was expanded considerably and realigned to match new goals. To date, no work has been done to establish benchmarks for the effectiveness indicators.

A number of other activities help the college assess its effectiveness, provide information to support planning and promote continuous improvement of college programs and services:

- Faculty Subject Area Committees (SACs) conduct regular reviews of all professional technical programs, lower division transfer disciplines and developmental education programs. Results of issues and concerns identified in the most recently completed program reviews have been collected and presented to the District Planning Council and Instructional Services Council.
- Cross-district teams of student development staff are implementing models to assess functional areas such as admissions and advising in order to improve services to students.
- PCC routinely undertakes surveys of its graduates and current students. Results from these surveys are incorporated into the annual Effectiveness Indicators Report and are included in on-line data profiles used by SACs for program review. Survey results provide valuable information regarding the employment market and how well PCC graduates are prepared to enter the workforce and/or transfer to other postsecondary institutions. Feedback on student satisfaction with college programs and services provides input for improvement in these areas.
- Student feedback is also a required part of faculty assessment and contributes to faculty growth as teachers.
- Surveys of district residents, feedback from advisory committees and forums with business and community leaders inform the institution about how the college is viewed by the external community.
- Periodic environmental scans identify regional demographic and labor market trends helpful in determining the need for expanding or contracting programs.
- In their annual assessments, college officers are evaluated according to the progress made on EMP activities under their direction.

Analysis

PCC leadership and staff are engaged in planning strategically for the future and have made significant strides toward the implementation of a comprehensive educational master plan for the college. Clear objectives, an inclusive process and support from staff have enabled the college to move steadily forward with development of the EMP through three presidents, including one interim term. As a result, many members of the college community are invested in the plan and the planning process and are working to help the college achieve success with both. Although the college uses information from a variety of sources to assess progress and improve programs and services, additional work is needed to solidify links between planning, assessment and budgeting.

Results of various assessment efforts are reported regularly and are generally available to college staff, but more work is needed to establish benchmarks that accurately describe the extent to which the college is achieving its goals.

1.B.4 and 1.B.5 Integration of Planning and Resource Allocation

During the past two fiscal years, state funding for public education in Oregon, and for community colleges in particular, has been severely constrained. In FY 2004, PCC faced a revenue shortfall of more than $17 million. To address this shortfall, the Educational Master Plan was used to determine where revenue increases and program/budget reductions would have the least impact on mission (accessibility and affordability) and on the goals of PCC. Based on strategic directions outlined in the EMP, the Board and District President, in consultation with the Cabinet and a newly-formed Budget Advisory Committee, established guidelines and a planning context for increasing revenues and cutting expenses:

- Continue to maintain the quality of educational programs and services
- Place priority on academic and student support services
- Continue to maintain access to our educational programs for students
- Continue to support a diverse student population, across different ages, ethnicity, economic strata and areas of the district
- Strive to make "narrow and deep" rather than "across the Board" budget reductions
- Balance any cuts with revenue increases, and consider the impact of any recommendations on student access.

These principles were used to build a balanced budget that best met the goals of the college given the limitation of resources.

A number of factors, including a tuition increase, planned reductions in the class schedule, self-support for non-credit programs, and a cost-cutting decision not to mail the schedule of classes to district residents, contributed to a significant decline in enrollment in 2003-04. Before proposing an additional increase in tuition, the District President and Cabinet reviewed a summary of the impact of earlier budget decisions on students and programs prepared by the IR office (Exhibits 1.7 and 1.8). After careful consideration of the information provided, a second tuition increase was proposed and subsequently approved by the Board.

In addition, PCC regularly uses the results of systematic evaluation activities to inform planning and improve college programs at district, campus and department levels.

Every three years each academic program and transfer discipline is required to undergo a formal self-review (http://spot.pcc.edu/assessment/). The purpose of the review is to assess whether course offerings and course outcomes are appropriate for the current state of the discipline, to consider whether changes have been made in the way the discipline is taught at four-year universities to which PCC students articulate, to offer faculty across the college who teach in a particular discipline the focused time to critique the effectiveness of course offerings, and to evaluate and assess whether students are achieving identified course outcomes. In addition to the program review process at PCC, some SACs have specialized accreditation for which they also go through a self-evaluation process.

Other College Services

Cross-district teams of student development staff have used the EMP to identify key directions and activities to improve services to students. Program reviews for all student service functions are currently under way. In addition, central service units periodically review the satisfaction of their clients with services and procedures in order to improve productivity.

Internal and External Surveys

The college annually surveys program graduates and completers (students who complete a substantial body of coursework but do not receive a degree or certificate). College-wide results are reported in the Goals and Institutional Effectiveness Indicators report; when sufficient responses are available, program-specific results are included in on-line data profiles used for program review. The ACT Student Opinion Survey is administered every other year to students enrolled in a random sample of credit classes throughout the district; national norms and statewide results are available on-line for comparison with college and campus results. At the Sylvania campus, the Noel-Levitz Campus Climate Survey is conducted biannually. The nationally standardized questionnaire is administered to a random sample of campus students. Other studies include periodic surveys of employers which provide feedback regarding student preparation for employment and analysis of transfer data based on PCC student enrollment and success in the Oregon University System. The results of all the above surveys are reviewed regularly and used in program planning and budget discussions.

Grants

Grant-seeking efforts are focused on opportunities for external funding that will support the EMP. Priorities for grants have been approved by Cabinet and disseminated through appropriate administrative channels. Evaluation measures for several grants parallel existing effectiveness indicators; the Grants Office and Financial Services provide oversight for achievement of grant objectives, financial accountability, and satisfaction of all legal requirements, including required reporting.

National Community College Benchmarking Project

PCC was invited to participate in the pilot phase of a national project to develop benchmarks for community colleges based on student and program outcomes. Since the project is still in its infancy, results have not been widely disseminated, but IR staff feels there is considerable potential for using the benchmark data as a tool to assess PCC performance in selected areas compared to other community colleges of similar size and organizational structure.

Analysis

College decisions regarding resource allocation are guided by the Educational Master Plan, which also helps set priorities for grant-seeking. Information from a variety of sources is used to identify areas in the college that require change or improvement, to support resource-related decisions and to evaluate the results of those decisions. Instructional programs and college services benefit from regular reviews that highlight areas for improvement and feed into department and campus planning and budgeting. A summary of results from recently completed reviews is now available to inform planning efforts at the district level. In conjunction with the Cabinet, the District Planning Council and Budget Advisory Committee are beginning to serve as the nexus for establishing institutional priorities for improvement in both the short and long term. A new approach to academic planning

initiated by the Vice President for Academic and Student Affairs and campus deans of instruction integrates college-wide considerations with campus planning in order to make decisions about program expansion, reduction and delivery throughout the district. The process relies on data profiles, results of program reviews and other information (such as labor market outlook) to guide budget and resource allocation decisions about academic programs.

1.B.6 and 1.B.7 Resources and Support for Effective Planning and Evaluation

PCC has a well staffed Institutional Research Office which is very responsive to evaluation and planning needs. The college has a well maintained data base and provides several "tools" that enable staff to study data relationships and generate reports. Through its commitment to involve representation from all college constituencies, it has supported through time and other resources the involvement of faculty and staff in planning and budgetary processes.

Planning and evaluation are supported by the college in a variety of other ways.
- To support the program review process, the office of the Vice President for Academic and Student Services funds a faculty chair who serves as a peer advisor to Subject Area Committees engaged in program reviews. His role is to assist SACs to better understand the goals and process of program review and to provide other support when needed. Also, each SAC is given a substantial budget to conduct these reviews.
- Instructional Improvement Program (IIP) grants are funded internally to assist faculty who undertake review and update of individual courses and programs.
- An Assessment Steering Committee comprised of administrators and faculty leaders from each of the campuses guides assessment at all levels of the district, including classroom, course and program assessment and institutional effectiveness.

Institutional research is integral to the evaluation and planning efforts of PCC. The Director of Institutional Research serves as staff to the District Planning Council, and IR staff serve on district and campus committees related to assessment and enrollment management. The IR office provides extensive information and analytical support for planning, institutional effectiveness and program review. Results of special studies and surveys administered by the office are available on the IR web site, which can be accessed by all PCC staff. Implementation of the PCC portal presents new opportunities for targeting research information to specific audiences, particularly instructional administrators and faculty. As a first step in this direction, a 'Reports' channel is being activated on MyPCC and will be used initially to disseminate daily and weekly enrollment reports to staff.

IR staff members often serve on task forces looking at specific policy or program changes. Recent examples include the three- to four-credit conversion, general education pre-requisite review and the pre-college academic program study.

Annually the EAC and faculty leadership (and perhaps all department and SAC chairs) should meet with the Institutional Research staff to go over the latest Goals and Institutional Effectiveness Indicators report. From these work sessions, the faculty leadership should recommend improvements that could positively impact student success.

1.B.8 Review of Institutional Research Processes

In fall 2003, the Institutional Research Office conducted its most recent program review facilitated by an outside evaluator. Ten focus groups from across PCC were convened, and a written survey was completed by each focus group participant. The results were encouraging. The study found that IR staff is "held in high regard" and that end users experience them as "highly professional, competent, approachable, collaborative and eager to be of assistance." The study went on to suggest some potential future directions for IR (Exhibit 1.9).

Since the last self-study the college has undergone a major revision of its program review process. In 1998 a new Assessment Committee was formed in part to review current program review processes. The new process was modeled after the accreditation self-study. Five goals were established for the reviews, and the SACs and other departments were given the flexibility to design their own assessment process. Financial support was also provided by the college to conduct these reviews, which have resulted in faculty recommending many curricular changes. Since it is relatively new, there has been no review of the current institutional planning process.

1.B.9 Communication of Evaluative Data

PCC communicates evidence of institutional effectiveness to the public in a variety of ways. The Educational Master Plan and a status report of progress related to areas of institutional focus are available on the PCC web site, as are Goals and Institutional Effectiveness Indicators and other studies (http://www.pcc.edu/ir/). The annual Factbook provides detailed information about PCC enrollment and students and is available on-line at the IR web site. A summary of Quick Facts about PCC is also widely distributed and available on each PCC campus. PC*Communities* is sent to more than 3,000 community leaders three times per year in either hard copy or via email. This publication focuses on PCC's partnerships with industry, community agencies and government. A fact letter is also regularly distributed to Oregon legislators providing enrollment highlights and information about new grants, accreditations, etc. An annual presentation of institutional effectiveness is provided at the public meeting of the PCC Board of Trustees. Further, professional technical programs all have industry advisory committees. These groups frequently participate in program reviews and are routinely provided with program effectiveness information. A biennial report to the district is distributed throughout the community. And finally, the Insider is a weekly online newsletter of PCC news for the PCC community.

Recommendations

Standard 1.A Mission and Goals

1. Feature the all-important mission and values statements, or a summary version of them, prominently in all college publications.

2. Adopt, at the level of the Board of Directors, specific benchmarks for the Effectiveness Indicators Report to allow a more accurate assessment of progress towards institutional goals.

3. Post the entire text of the admission policy, revised to make direct reference to the college's commitment to open admissions, on the college web site.

4. Continue the current practice of requiring members of personnel screening committees to attend a training session on legal hiring issues and college affirmative action policies.

5. Increase the diversity of faculty adjuncts as many full-time hires come from part-time ranks.

Standard 1.B Planning and Effectiveness

6. Under the leadership of the new District President, the College Planning Council should set benchmark indicators of progress for the Educational Master Plan to assist in a more effective annual assessment process.

7. The college should continue to assess the impact of increased tuition and program reductions on student access.

8. The Educational Advisory Council and other leadership groups should annually review the Goals and Institutional Effectiveness Indicators report and make recommendations on strategies and programs to assist in reaching college benchmarks.

9. Institutional Research should implement the recommendations of their recent departmental review with particular focus on moving the college "from data to information to strategic action and subsequent assessment of that action."

10. The program review process should be reviewed by the SACs and administrators; recommendations to improve the effectiveness of these reviews should be implemented in a timely manner.

11. Utilize the Educational Master Plan to guide additional resource development activities—PCC Foundation, private grants, future capital campaigns, etc.

12. Continue to integrate assessment, planning and budgeting activities at all levels of the institution and improve the flow of information among them in order to ensure that results are reflected in institutional priorities.

Standard Two:
Educational Program and Its Effectiveness

Introduction

Portland Community College (PCC) is a comprehensive two year institution offering a wide variety of credit and non credit courses and programs. All educational programs fall under the purview of the Vice President for Academic and Student Affairs who is responsible for oversight of curriculum throughout the district. The PCC organizational structure is designed to provide consistent administration of academic policy across the district, give campuses the flexibility to deliver instruction that meets community needs, and ensure that students are achieving the learning outcomes that have been approved for courses and programs.

2.A General Requirements

All credit programs and some non credit courses are offered at the three comprehensive campuses (Cascade, Rock Creek and Sylvania). Each campus is staffed by a Campus President, Dean of Instruction, Dean of Student Development and several division deans and directors as needed. They are responsible for day to day delivery of the academic and student support programs. Following district policies, they also have responsibility for all personnel matters on the campus and regularly evaluate faculty and instruction at their campus. They also schedule classes in coordination with deans from other campuses.

Each degree and certificate program, and each general education/transfer discipline, is represented by a Subject Area Committee (SAC), which consists of all faculty who teach in that area and an administrative support person, usually a division dean. Most professional technical SACs are based on one campus and most general education SACs are multi-campus. Through regular SAC meetings, faculty assist in the coordination of curriculum, scheduling, planning and other tasks. Single campus SACs meet as both a SAC and campus department. There is little distinction between the two in practice, although the role of the SAC related to curriculum is specifically spelled out in the Academic Policy Handbook (Exhibit 2.1), and there are campus based issues other than SAC issues which do fall within a department.

 Most non credit and some credit courses are offered at the five workforce training and educational centers (Central Portland, Hillsboro, Portland Metro, Southeast Center, and Washington County). There are a small number of credit and non credit courses offered at other locations such as Newburg, St. Helens and various high schools and community centers throughout the district. Credit courses offered at workforce centers or other such sites are overseen by an instructional administrator from the nearest comprehensive campus.

All pre-college and college-level courses and programs follow a curriculum approval process that involves SACs, the Educational Advisory Council (EAC) and its committees, and appropriate administrators, including the Vice President. All Continuing Education Unit (CEU), Community Education (CED) and other non credit courses are subject to administrative approval, and final authority resides with the Vice President for Academic and Student Affairs.

The EAC recommends policies and standards for the district that pertain to academic, curricular, student development and student governance issues. The Council is broadly representative of the academic community, including students, administrators, staff and faculty (in the majority) drawn from a cross section of subject areas, programs and locations of the college. Much of the work of the EAC is conducted by standing committees that address various aspects of academic and student governance. (http://www.pcc.edu/edserv/eac/eac.htm)

- Curriculum/General Education: Reviews and evaluates requested changes to the curriculum and makes recommendations to the EAC. The committee also recommends course designations for general education, cultural diversity and transfer lists.
- Degrees and Certificates: Reviews and evaluates requested changes to PCC degrees and certificates and recommends new degrees and certificates.
- Policy: Reviews and develops the academic policies of the college and recommends them to the EAC.
- Student Development: Reviews and recommends policies and procedures that directly affect student life at PCC.
- Membership: Recommends EAC members and replacements as needed and conducts annual elections for the EAC chair.

2.A.1 Resources Supporting Educational Programs

Portland Community College offers its educational program over a large district of approximately 1,500 square miles, covering all or part of five counties, in both rural and urban settings. To accomplish this, four major campus units deliver services throughout the district via three comprehensive campus facilities, five educational centers, and multiple other sites where programs are offered. The physical and financial infrastructure to support this effort is centrally administered and funded. Staffing and resources for each campus and center are determined by campus executives based on local needs and programs offered.

The educational programs at PCC are comprised of credit and non-credit instruction, pre-college and college level courses, grant based and tuition funded programs. In recent years, given decreasing state support of community college education and the desire to provide access to as many students in the district as possible, PCC has evolved its funding structure to maximize access and achieve the goals of the Board of Directors. Non-degree workforce programs are only offered when they are grant funded. Non-credit continuing and community education programs are now all self supporting. The focus of the General Fund, which derives its revenues from tuition and state support, is on degree and certificate programs and those pre-college programs which provide a pathway to college credit work.

Staffing General Fund programs is always a challenge. Increasing the percentage of full-time faculty beyond its current 50 percent level has been hampered by state funding cuts. Student Development programs provide the basic services needed to support students, but an on-going need for more academic advisors has not been addressed. Advancements in the use of technology have improved some transactional student processes such as financial aid and registration, but the need for personal student to staff contact continues to increase. Beginning in the fall of 2005, faculty teaching in the general education areas will see a reduction of course load from five to four courses, with a corresponding drop in student load each term. However, this was accomplished by increasing the

course credits from three to four, thus increasing total instructional hours for faculty each week. Professional Technical Education (PTE) faculty will continue to have a high number of student contact hours since many of their courses are offered in lab and lecture-lab formats, and current workload demands often make it difficult to keep industry contacts current. Pre-college programs have a very high percentage of part-time faculty, especially in Adult Basic Education (ABE) and English as a Second Language (ESL), which leads to a very heavy workload for full-time faculty in those departments.

Recent improvements in part-time faculty benefits have helped in their overall work with students. The most recent Faculty and Academic Professional Agreement significantly increased pay for part-time faculty and added language that speaks to increasing their availability to students. Part-time faculty members are compensated for attending SAC in-service meetings and for participation in program review, departmental committee assignments and faculty governance activities. Curriculum development funds are now available to part time faculty. However, office space for part-time faculty still remains inconsistent across the district, and heavy reliance on part-time faculty in some programs limits the amount of curriculum review and student advising that occurs since these responsibilities normally fall to full-time faculty.

Faculty Development

PCC offers opportunities for faculty to attend conferences, develop new courses or integrate different teaching methodologies into their instruction. However, there is concern that what is currently offered is either not uniformly available throughout the district or not sufficiently supported by campus budgets. Also, in many cases, opportunities for faculty development are not as easily accessed by PTE faculty because of time commitments in the classroom and, in some cases, because of the lack of available substitute faculty.

Each comprehensive campus supports a Teaching Learning Center (TLC) which is directed by faculty for the purpose of offering programs and services to support classroom and online learning activities. The TLCs often sponsor extended workshops for faculty on assessment, learning styles and other topics of interest.

The college also offers support for faculty to develop new curriculum or improve or revise current courses through its Instructional Improvement Program (IIP). Grants are awarded twice a year by a faculty review committee. Faculty also may apply for Staff Development Grants which support conference attendance or other professional development activities related to their discipline or program.

There is no regular budget to fund faculty and staff development for programs that need to keep pace with rapidly changing technology and to develop new curriculum for instruction. This has been particularly true in programs such as Computer Applications and Office Systems (CAS/OS) and Computer Information Systems (CIS). Although funds have been provided on an ad hoc basis, or made available through the limited IIP and Staff Development funds, lack of a consistent funding mechanism for these programs has been problematic.

Equipment

Most PTE programs are offered at only one campus location. While this reduces unnecessary duplication of equipment budgets, PTE programs still face difficulties in maintaining state of the art equipment. This is particularly true of programs like Aviation Maintenance, Diesel, Radiography, and Graphic Design that must equip students with the skills needed to compete in ever changing, technology driven industries.

Through the limited use of grant funds and the development of industry partnerships, some programs have been able to keep pace with their equipment needs, but despite these efforts, the demands to keep these programs fully equipped are challenging.

For PTE and other programs that are multi-campus, there is often inconsistency in the equipment with which each department has to work. Even though Subject Area Committees (SACs) are district based, instruction is funded by the campuses. For example, recent bond construction has greatly improved the science labs at the Rock Creek and Cascade campuses, while the Sylvania Campus has not kept pace. This may prevent the SAC from delivering a consistent curriculum throughout the district.

2.A.2 College Instructional Goals

PCC has clearly defined processes for review of academic programs and policies. They include a successful mix of faculty oversight and administrative review and approval that is time intensive but results in general agreement when change is necessary.

All curricular changes involve discussion and recommendations that originate in the Subject Area Committees. These recommendations are reviewed by committees of the Educational Advisory Council (EAC) for a final recommendation to the appropriate administrator for approval. Academic and Student Development policies are also reviewed and recommended by committees of the EAC. EAC committee chairs meet monthly with the District President and the Vice President of Academic and Student Affairs to discuss recommendations and common issues. EAC committee chairs are also members of the Budget Advisory Committee and District Planning Council. In these meetings, they are a not only privy to discussions of the college mission and goals but are a part of the process of reviewing them.

The EAC has conducted regular reviews of its processes, resulting in several significant changes in recent years. Curriculum Committee processes have been enhanced recently to be more supportive of SACs in their proposals and to eliminate unnecessary duplication in the administrative review. In 2001, a review of SAC policy conducted by the Academic Policy Committee of the EAC resulted in several changes to SAC responsibilities that strengthened their role in the oversight of teaching methodologies and course delivery. A change that gave SACs oversight of learning outcomes for all courses was approved and now forms the basis for curricular consistency in the district.

PCC's mission of providing affordable and accessible programs and services has been partly served by the use of alternative course delivery methods such as web based courses, interactive television, and televideo instruction offered on its own cable TV channel. Extension sites in Yamhill, Columbia and outer Washington counties have also helped serve populations that find it difficult to travel long distances for classes. All courses delivered by these methods or at these sites are

overseen by SACs and supervised by campus based instructional deans. The web course approval process ensures that these courses result in students achieving the intended learning outcomes.

2.A.3 Design of Degrees and Certificates

The Degrees and Certificates Committee of the Educational Advisory Council reviews all requirements for degrees and certificates awarded by PCC. The criteria used to evaluate changes to existing requirements or new degrees and certificates include a review of course and program learning outcomes, general education requirements, educational level of courses, appropriate number of credits proposed compared to hours of student learning activity required, delivery and assessment modalities planned and relevance to student and community needs. A professional librarian is included in this process to ensure that student information needs will be met.

All Professional Technical Education degrees and certificates are regularly reviewed by the SACs for content, appropriate and relevant outcomes and student success. All Associate of Applied Science (AAS) degrees have minimum competencies in writing and math and contain a standard core of general education. PTE certificates either contain general education courses for related instructional requirements or embed the applied communication, computation, and human relations core relevant to their program.

Although PTE programs have identified both course and program learning outcomes, many of the latter are not yet published in the college catalog. In general, there is a good description of the careers for which these programs prepare students and the skills needed to be successful in the field, but this is not the case for degree or certificate outcomes.

The PTE SACs actively engage their advisory committees on a regular basis and seek input from business and industry to develop their programs. It is this effort that makes programs coherent, dynamic and practical in nature.

The Associate of Science (AS), Associate of Science-Oregon Transfer in Business (ASOT-BUS, and the Associate of Arts-Oregon Transfer (AAOT) degrees all meet minimum course requirements set by the Oregon Department of Education. All three degrees also meet the transfer standard set by the Oregon University System (OUS). PCC has added requirements to the AAOT that include diversity, sequences in the distribution area and health. Changes to these degrees are being carefully reviewed this year to accommodate the move from three to four credits for general education courses.

All transfer degrees contain minimum requirements in math and writing and a core of general education courses. Each degree also requires a distribution of its general education core by academic divisions. Although plans exist to review each transfer degree in regards to the Core Learning Outcomes, time has not yet permitted this to happen.

The Associate of General Studies (AGS) is a nontransferable, generalist degree designed to accommodate students who have multidisciplinary interests and wish to combine their credits into an associate's degree.

All degree changes are reviewed by the Degrees and Certificates Committee of the EAC, which is chaired by a faculty member. Changes must be recommended by the EAC and approved by the District President. New degrees and certificates are also reviewed and recommended by the committee and the EAC and approved by the District President and the Board of Directors. For all degrees, PCC has identified Core Learning Outcomes in six areas: Communication, Community and Environmental Responsibility, Critical Thinking and Problem Solving, Cultural Awareness, Professional Competence, and Self Reflection. An in-depth description of each outcome can be found at http://www.pcc.edu/edserv/academic, along with suggested indicators to ascertain whether a course addresses that outcome.

2.A.4 Degree Designators

Degree designators in PTE programs are consistent and logical abbreviations; for example, Criminal Justice = CJA and American Sign Language = ASL. First and second year classes are typically indicated by 100- and 200-level designators respectively and, in general, indicate an increasing level of competence and mastery to complete, although this is not true in all cases since lower division transfer courses must follow the state master course list in determining course descriptors. History, for example, lists Western Civilization as a 100-level sequence, and US History as a 200-level sequence, following dictates of the Oregon University System.

In 1997 the college began a process to move from a content model of defining student learning, to a learning outcomes model. Initially, the process focused on converting Course Content Guides into Course Content and Outcomes Guides (CCOGs). Faculty attended workshops on learning outcomes methods over a three-year period in a "train-the-trainer" model, and then those trained worked with SACs in a process to convert every course. Financial support was provided by the college to complete this process; the majority of courses have been converted. Each course must now be reviewed once every three years by the SAC for it to be scheduled.

Under the leadership of the EAC, a set of Core Learning Outcomes was defined for all degree students. Rubrics have been developed for their assessment and shared with the faculty, though the process of assessing these outcomes remains incomplete. Last year the SACs "mapped" each course they offer according to the level of core outcome to be achieved. Next steps include degree mapping for the core outcomes, assistance with core outcomes assessment in each course and a review of the outcomes themselves.

The program review process was intended to result in each PTE program designating and publishing clear learning outcomes for their degrees and certificates, but this process is not complete. SACs have been more engaged in tying the college's core learning outcomes to their programs and courses and responding to the self-study. Time is probably the most limiting factor in completing this work.

PTE programs pride themselves on career preparation. Whether the program is "certified" by a national association or works to meet local business and industry requirements, the students exit with the requisite skills and knowledge to meet entry-level performance requirements. Evidence of this is found in the ACT Student Opinion Survey (http://www.pcc.edu/ir/surveys/sos/sos_index.htm) where a majority of the respondents were currently working in industry. Periodic surveys of employers about the training of PCC graduates have indicated a high degree of satisfaction with their skills.

2.A.5 Compressed Programs

PCC offers a limited number of open-entry, open-exit PTE programs in which students can proceed at their own pace. Within these programs the labs are open and staffed so that the students can "drop in" and work on course requirements.

Under this system, it is imperative to have training materials for the student to follow through the course. The training packets include all the components to complete the course (i.e. syllabus, reading and writing assignments, projects and exams) providing the student with a "road map" through the course.

In Welding, for example, to assure students meet the learning outcomes in the course, their work is measured against national industry standards. As students progress through their training materials, their grades for each project are documented in their training packets. Upon completion of the work, the students are required to take a final exam to demonstrate mastery in the outcome areas.

2.A.6 Instructional Hours/Credits and Program Length

The Oregon Department of Education (ODE) determines all minimum requirements for degrees and certificates. Working with the Office of Community Colleges and Workforce Development (OCCWD), ODE staff reviews all community college requests for degrees and certificates to determine if they meet state standards. In addition, OCCWD reviews and approves all new courses. Lower division transfer courses are not approved unless there is a matching course within the Oregon University System. These guidelines are published in the Oregon Community College Handbook, available online at http://www.oregon.gov/CCWD.

The Curriculum Committee and the Degrees and Certificates Committee of the EAC both use a standard in which 30 to 36 hours of student learning activity equate to one quarter credit. The Curriculum Committee also uses the State Master List of General Education Transfer Courses to review course content and learning outcomes. The Degrees and Certificates Committee requires each new proposal to present the intended learning outcomes and then determines if the program length and other requirements are sufficient for a student to achieve them.

Many of PCC's PTE program and course credits are governed by requirements set by industry or by what has been determined for certification in the field.

2.A.7 Design, Approval and Implementation of Curriculum

Processes to develop, modify and delete courses and programs are governed by the EAC and are consistent with state guidelines. Subject Area Committees are charged with the responsibility for coordinating the curricula within their programs or disciplines.

Most curriculum development begins at regularly scheduled SAC meetings, in addition to some individual, small group and committee work as necessary. Most of the work is done by full-time faculty, partly because part-time faculty attendance at SAC meetings is limited and inconsistent. There is a high percentage of part-time faculty in all Pre-College SACs and this results in difficulty in

curriculum redesign. The same is true for small PTE and general education/transfer SACs that are heavily dependent on part-time faculty.

Once a SAC determines what curriculum changes it wants, it meets with its SAC administrative support person, usually a campus division dean, and reviews the requests with them. From there the faculty take the proposed changes to either the Curriculum or Degrees and Certificates committee of the EAC. There they present their proposed changes and respond to any questions that may arise. The agendas of these committees are posted in advance in case there might be others interested in the proposals. After review, the committees follow the prescribed process for approval. Once approved, the SAC is notified and given an implementation date. Changes are recorded in the Curriculum Office for inclusion in the College Catalog and forwarded to the State for review and approval when necessary. For new courses and programs, State approval is needed before implementation.

The above process is sometimes perceived as a barrier by faculty because of its length and because they are reluctant at times to defend their changes to faculty colleagues. The process has shifted somewhat in the last two years in order to have the Curriculum Committee, in particular, be seen as more of a support for change rather than an impediment to change.

The Curriculum Committee consists of faculty from the three major campuses and strives to balance the membership between PTE and Lower Division Transfer faculties. Additional support staff, such as student advisors and academic administrative staff, sit on the committee as non-voting members to lend expertise. The Degrees and Certificates Committee is composed of faculty and staff from each campus. Both committees are chaired by a faculty member.

The EAC conducted a thorough review in 2001-02 of the curriculum process. Based on this review, significant improvements were made by streamlining both the processes and forms. An Internal web site offers detailed information regarding the procedures to follow and has links for the necessary curriculum forms. (http://www.pcc.edu/edserv/curricul.htm)

The description of the Curriculum/General Education Committee that appears below is their own agreed upon statement of purpose and function. This faculty committee reviews its work each year as to its effectiveness and support for curriculum change. Its members see their work as critical to the academic function of the college, and the chair is often consulted by other faculty for curriculum advice.

Table 2.1 Curriculum General Education Procedures

Purpose
Within the framework of PCC's mission and its desire for excellence in education, the Curriculum/General Education Committee will advise faculty on curriculum requests and make recommendations to the Educational Advisory Committee (EAC) and administration of these requests. The Curriculum Committee is a subcommittee of the EAC.

The Curriculum Committee will review and evaluate requested changes in curriculum brought forward by the faculty. It will advise the faculty of issues of concern and

assist with the requests to see they are complete and accurate. A recommendation to accept or reject the curricular change will then be forwarded to the administration. A request for a new program will require the recommendation of the EAC before forwarding the request to the administration. This evaluation will be based on the following: current trends, course duplication, learning outcomes that are appropriate to the credit awarded, quality of content, community needs, and additional costs to students.

In addition, the committee will evaluate courses for general education listing and for listing for the AAOT Distribution Lists and diversity status.

Meetings are open to all who wish to attend.

Committee Membership
The committee will consist of representatives from the faculty and from student support areas. There will be 14-18 full-time faculty who will be voting members; the composition will attempt to represent faculty from Lower Division Transfer, Professional Technical, Developmental Education or ENNL, Counseling, and the Library as well as the various campuses. Non-voting members will include the Supervisor of Curriculum or representative. It is also recommended that representatives from Enrollment Services and Student Services also serve as non-voting members. Additional employees from the college may join the committee as non-voting members.

Term of Office
An appointment to the Curriculum/Gen Ed committee is for a three-year term, renewable. Members are appointed by the Curriculum Committee Chair and approved by the EAC.

The chair of the Curriculum Committee is appointed by the chair of the EAC for a one-year term, renewable. If at all possible, the chair should be selected from the current Curriculum Committee membership.

Quorum
A quorum of 50 percent of the voting membership is necessary for final recommendations of curricular proposals. If a quorum is not reached, curricular discussions will take place; however, recommendations will require consensus of the entire committee via e-mail within a week following the committee meeting.

Table 2.2
Curriculum[1] Review and Approval Process
Approved November, 2002

Levels of Review

1. SAC	2. SAC Administrative Support
3. Vice President for Academic and Student Affairs	4. Curriculum Committee
5. Dean of Instruction	6. Campus President
7. Degree And Certificate Committee	8. EAC
9. District President	10. Board

Course Revision
SAC/Faculty Recommended Changes

Change Categories	Review Levels[2] In Order of Review
Title Change	1, 2, 4, 3*
Credit/Contact Hours	1, 2, 4, 5, 6*, 3*
Course Description	1, 2, 4, 5, 3*
Course Number	1, 2, 5, 3*
Pre/Co requisites, Concurrent	1, 2, 4, 5, 3*
Learning Outcomes	1, 2, 4, 5, 3*
Pedagogy (Delivery System/Modality) Distance Learning All Others	1, 2, 5, 3* 1, 3*
Gen Ed/AAOT/Diversity	1, 2, 4, 3*
Inactivate	1, 2, 5, 3*

*Approval required; others are recommendations

New Course
SAC/Faculty Prospectus Development

Change Categories	Review Levels[2] In Order of Review
Proposal for New Course Final Approval of New Course	1, 2, 4, 5 6*, 3*
CCOG development Approved	1 2*
Experimental Courses (199/299)	1, 2, 5*

Programs/Degrees

Change Categories	Review Levels[2] In Order of Review
New Program/Degree Review and Recommendation Final Approval	1, 2, 7, 5, 6*, 8, 3, 9* 10*
Program/Degree Changes Approval	1, 2, 7, 5, 6* 3*
Program/Degree Entrance Requirements Approval	1, 2, 7, 5, 6* 3*

*Approval required; others are recommendations

Appeals of any recommendation/approval may be made through the EAC to the District President.

[1]   The Curriculum/General Education Committee also reviews requests for inclusion in the General Education, diversity, and AAOT lists.

[2]   The Curriculum Committee and the Degrees and Certificate Committee have developed additional criteria for review.

2.A.8 Use of Library

All Subject Area Committees are assigned a member of the library faculty to act as a resource liaison (http://www.pcc.edu/library/about/specialists.htm). The SACs are not only responsible for informing the liaisons of any changes made to the curriculum that would impact library services, but they are also called upon to support library collection development and evaluation. Also, the professional library staff frequently sends new resource links to the SACs.

Throughout the instructional year, the library staff trains students on the effective use of available library resources. Typically, faculty members schedule training sessions to support specific instructional goals—documented papers, research projects—but some instructors (particularly in developmental classes) schedule library activities to underscore the importance of this resource in higher education. Unfortunately, as reported in the data given by the library concerning library training for classes, it is noted that PTE programs do not use library facilities nearly as much as the transfer disciplines.

One recommendation made to ensure that research techniques were being emphasized across the disciplines was to promote "information literacy" as a core outcome for PCC graduates. An information literacy core outcome would compel each discipline to reflect on the intensity of research their students experience and to explore ways of increasing that experience. (See Standard 5.)

Faculty also works closely with library staff to plan and utilize customized library tours, staff-developed tutorials, reserve systems (print and e-reserves), inter-library loans and class presentations by library staff. Library staff has been invited to SAC meetings to consider how they might best help students in conducting their research. Many SACs regularly survey library holdings to ensure they are up-to-date in their disciplines and request new materials when appropriate.

In addition to the above library connections, faculty use a variety of other information resources to enhance student learning: guest speakers, community-related resources through service learning, trips to museums and other cultural destinations, community forums, websites, interviews and readings.

2.A.9 Program and Course Planning

Periodically, the college undertakes a comprehensive review of degrees and certificates offered and looks at the 'mix' of programs and courses available to students at all college facilities. Recommendations from the most recent Program Mix Committee report in December 2000 confirmed the focus on three comprehensive campuses but noted the need to expand and diversify course offerings at both Cascade and Rock Creek. The committee also recommended exploration of expanded coursework in several professional technical areas as well as the establishment of mechanisms to identify and fund new offerings in response to emerging community needs. Finally, the report urged more cooperative planning efforts among the campuses, creation of career pathways in selected occupational clusters, and use of creative strategies to replicate programs on more than one campus. (Program Mix Committee Report is available in hard copy in Evidence Room.)

This past year, the Vice President for Academic and Student Affairs and the Deans of Instruction at each campus were charged with developing an overall academic plan for the district that addressed, among other things, a balance of offerings at each campus. The deans and the vice president outlined principles for college wide academic planning for consideration by the campus and district presidents that included alignment with college goals and the Educational Master Plan, planning based on continuous improvement, and district allocation of resources for program development. This process has been interrupted by the current budgetary process, which most likely will result in program cuts. However, given the beginnings of college-wide academic planning that have already taken place, budget decisions affecting academic programs are being made using a similar, one-college view.

In general, well-defined processes, guidelines and forms provide SACs with a framework around which programs and courses are developed. SACs that are only on one campus work closely with their division dean to coordinate scheduling classes, facility use, term offerings, etc. SACs that are multi-campus usually discuss college wide offerings at their term meetings. However, only a few multi-campus SACs have successfully been able to schedule courses district wide. Usually each campus division dean determines what courses will be offered and when they will be scheduled. Because of this past lack of coordination, there has been a recent movement to form "Leaders Groups," usually a committee of SAC chairs, department chairs, and division deans in a particular discipline area, who meet to discuss common issues and review availability of courses throughout the district. Leaders Groups have been formed in the computer technologies, social sciences, physical and life sciences and mathematics. This has had a very positive result for students who have benefited greatly from a more coordinated district offering in these areas.

Many courses are offered in a multitude of ways to optimize access, including on-line, interactive television (ITV), telecourse, hybrids and the traditional campus based instruction. Campus deans meet regularly with the Director of Distance Education to plan what new courses to develop and

schedule. Additionally, both service learning and cooperative education opportunities offer students alternative ways to meet learning outcomes in the community.

Some PTE programs are now offering open-entry/open-exit programs to adapt to student schedules and styles of learning. A number of programs are duplicated at night for students who work during the day. Computer labs are open extended hours to accommodate student needs as well.

2.A.10 Credit for Experiential Learning

PCC does not award credit for prior experiential learning. It does have a process by which courses taken as CEUs or from a non-accredited institution may be evaluated by the faculty for credit.

2.A.11 Addition of Programs or Courses

Through work by representative standing and ad hoc committees, the EAC revises policies and standards pertaining to academic, student development and student governance issues. The EAC has developed forms to be used for all curricular changes, including the addition or deletion of courses, and has posted them on the PCC intranet. One of the EAC's most important subcommittees is the Curriculum/General Education Committee. Through SAC deliberations, input is made to the Curriculum Committee and the EAC regarding these policies and procedures.

In meeting its responsibilities, the EAC and its sub-committees recommend policies, curriculum changes and standards to the District President for adoption. It also periodically reviews existing policies and standards to determine whether they adequately address the issues for which they were initially created. In short, the EAC is responsible for anticipating and responding to the changing education and training needs of the PCC community.

Finally, it is noted that while the EAC and its various subcommittees meet regularly to conduct business, and while all policies, regulations and procedures are periodically reviewed by the EAC, no timelines have been developed or published to indicate when changes are implemented, and this kind of cumulative historical record is needed.

2.A.12 Deletion of Programs or Courses

PCC has a standard practice of following accreditation guidelines when instructional programs are eliminated. In most cases, admissions to the program are stopped and the faculty are retained to enable students remaining in the program 'pipeline' to complete their studies.

2.B Educational Program Planning and Assessment

Educational program planning for existing programs and disciplines within the college include a triennial program review process, and in the case of PTE programs, on-going communication with program advisory committees. Program advisory committees meet regularly, usually two or three times each year, with membership consisting of local members of the professional community and employers in the field. Additionally, both transfer programs and PTE programs are assessed using graduate surveys conducted regularly by the Office of Institutional Research. The results of all the assessments described above (program review, feedback from advisory committees, institutional

research studies) are shared with faculty and administrators responsible for the programs involved. Data and information gathered during these assessment processes are used for academic planning in subsequent years.

2.B.1 Assessment of Educational Programs

All PCC programs engage in regular, periodic program review on either a three- or four- year cycle. In addition, some PTE programs also conduct program accreditation self-studies, as required by the profession. In those cases where the program accreditation cycle is different than that for PCC program review, accommodations have been made to allow SACs to adjust the schedule of their program reviews to coincide with these external cycles.

Program/discipline review at PCC falls under the auspices of the Vice President for Academic and Student Affairs and is coordinated with the college Assessment Committee. Program review for all instructional and student services programs follows the same format, but also allows for faculty and staff in the program to add important questions or areas of inquiry to be examined during the review process. The basic steps of the review process are outlined below; a complete guide to program/discipline review is available on the PCC web site at http://www.pcc.edu/edserv/dpreview/.

1. Notification of need to undertake program review.
2. Meeting with SAC chairs and administrative supports to review the process and make sure programs know how to access online data profiles provided by the Institutional Research office.
3. SACs name a program review chair and undertake the program review; outcomes of the review are listed below.
4. Upon completion of the program review, SACs present a report to the Vice President for Academic and Student Affairs, the Campus President, deans of Instruction and Student Development, and the division dean responsible for the program or discipline. When programs involve multiple campuses, all affected administrators are invited to participate in the program review presentation.
5. An administrative response addresses issues and recommendations presented in the program review.

Program review at PCC has evolved since its first inception and has been modified over time to best assist SACs in conducting a thorough self study of important issues impacting their program. It continues to move to a greater focus on assessment of student learning. Faculty are key participants in program review, as the introduction to Program/Discipline Review clearly states:

> Unlike previous efforts, this is not an administrative review process. The continuous improvement of teaching and learning has always been primarily the responsibility of teachers at PCC. Your review will be guided by the assessment, priorities and values of you and your colleagues. The Program/Discipline Review process helps the college demonstrate constant instructional improvement, but more importantly, the process will ensure that your work to improve learning is acknowledged and supported by the college. The process exists for the benefit of you and your students.

Ideally, the process engages all SAC members in the planning, assessment, analysis, reporting and recommendation phases of the review.

Program review focuses on five outcomes that are applicable to all programs/disciplines:
- Improve the quality of teaching and learning by asking faculty, staff and administrators to reflect upon and examine teaching methodologies, learning outcomes and curriculum.
- Maintain instructional quality consistent with the standards of excellence within the program/discipline.
- Respond to changing needs of students and the community.
- Ensure that curriculum keeps pace with changing industry demand and continues to successfully prepare students to enter a career field.
- Develop recommendations for improvement to the program/discipline.

The purposes of the review are to assess whether course offerings and course and program outcomes are still appropriate; to consider whether changes have been made in outcomes or content at four-year universities to which students articulate; to offer faculty the time to critique the effectiveness of course offerings; and to evaluate and assess whether students are achieving identified course outcomes. The PTE programs also review their curriculum according to the needs of business and industry. To support this process, the Office of Institutional Research (IR) provides various kinds of discipline/program specific data: enrollment trends, student demographics, student success data (retention, course and program completion), and graduate and completer survey results (where available).

All reviews use the same fundamental format for self study. In addition, each SAC designs and conducts focused research on specific topics of concern to the faculty, such as student progress through course sequences. Staff from IR provide technical support and analytical assistance where needed. The SAC utilizes these studies and data to inform themselves on the effectiveness of instruction in their program/discipline. Written reports and public presentations note program strengths and challenges and provide recommendations for program improvement, which are incorporated into department and campus planning and budgeting. Administrative responses to program/discipline review are typically the responsibility of campus deans of instruction, and the timeliness of responses has been a problem for many reviews. Completing the program review process is also an issue for many SACs. In particular, SACs cite difficulty with one or more of the following elements of the assessment cycle:
- Beginning the process
- Data gathering/survey development
- Analysis of survey results
- Timely use of resources provided by the IR office—data, technical assistance, etc.
- Reliable administrative support needed to accomplish assessment tasks

Common themes identified in the most recently completed program reviews were summarized by the Assessment Committee and presented to the District Planning Council in order to provide information regarding long-range and systemic improvements that should be addressed through the Educational Master Plan. The summary was also distributed to members of the Instructional Services Council for discussion and feedback about how to address more immediate operational issues.

Several PTE programs also have program specific accreditation and undergo periodic review by external professional and governmental accrediting agencies. The schedule is different for each program. These efforts involve a self-study, typically a site visit by external reviewers and a process of commendations and recommendations requiring redress. Here again, IR provides considerable program-specific data and technical assistance to program faculty and managers. The results of accreditation reviews are received by the District President as well as by the program staff. Fully addressing accreditation recommendations is expected. All program accreditations are up-to-date and in good standing. Program accreditation self-study reports and agency responses are available in the office of the division dean or program director for each of the specific programs. Program specific accreditation and the accrediting agency are listed below (**Table 2.3**).

Program	**Accrediting Agency**
Nursing (RN program)	National League of Nursing
	Oregon State Board of Nursing
Dental Hygiene	American Dental Association Commission
Dental Assisting	on Dental Accreditation
Dental Technology	(for all three programs)
Radiography Tech	Joint Review Committee on Education
	in Radiologic Technology
Emergency Medical	Oregon Health Division of Emergency
Technician (EMT)	and Trauma Services
	Oregon Board of Education
Fire Science	Oregon State Department of Public
	Safety Training and Standards
Veterinary Technology	American Veterinary Medical Association-
	Committee on Veterinary Technician
	Education and Activities

In addition, individual classes offered by the PCC Institute for Health Professions are either accredited or meet requirements of approval board and associations. Courses offered by the Institute for Health Professions are approved by the following boards and associations:

Addiction Counselor Certification Board of Oregon (ACCBO)
Adult Home Care Program: Multnomah County (AFC)
American Association of Medical Assistants (AAMA)
American Heart Association (AHA)
California Board of Registered Nursing (CBRN)
Department of Aging Services: Washington County (AFC)
Multnomah County Aging and Disability Department
National Association for Addition Professionals (NAADAC)
National Board of Certified Counselors (NBCC)
Nutritional Therapy Association, Inc.

Oregon Board of Chiropractic Examiners
Oregon Board of Licensed Professional Counselors and Therapists (LPC)
Oregon Board of Naturopathic Examiners (OBNE)
Oregon Board of Message Therapists
Oregon Board of Nursing Home Examiners (NHA)
Oregon Occupational Therapy Licensing Board (OOTLB)
Oregon Board of Radiologic Technology (OBRT)
Oregon State Board of Nursing (OSBN)

2.B.2 Degree and Certificate Outcomes

Student outcomes for transfer degrees are reviewed by the Degree and Certificate Committee and the EAC. Professional Technical Education SACs review their program outcomes as part of the program review process. Over the past two years, newly proposed degrees and certificates have been required to explicitly define their program outcomes. In the fall of 2004, a review process began to ensure that outcomes have been established and published for all existing degrees and certificates; most PTE SACs have completed this task as part of the program review process. The current PCC Catalog includes degree and certificate outcomes for a small number of PTE programs. Outcomes for substantially more programs are slated for publication in the 2005-06 catalog, and as all SACs complete work related to program-level outcomes, these will be included in future catalog publications.

Achievement of program-level outcomes is generally assessed on the basis of completion of degree requirements. Some PTE degree students also take specialized licensure or certification exams and the results are used by the SACs for program improvement. Some SACs have or are currently developing capstone projects, exit exams and/or portfolios to more consistently measure the skills of program graduates. Both the portfolio and capstone classes could provide the student and faculty with an excellent opportunity to assess what students are learning and to identify where change needs to be focused for program and student improvement. A number of faculty have also indicated the need for training with these assessment tools in order to maximize their utility.

At present, there is still a "disconnect" between the college-wide core outcomes and how they are assessed at the program level. There is no listing of the Core Outcomes in the college catalog, and degree requirements listed in the catalog do not include mention of the Core Outcomes at this time. This past year SACs were asked to determine for every course they teach what level of each core outcome would be achieved upon successful completion of that course. However, the next step, which is to use this information to ensure that students completing degrees achieve the highest level for each outcome, has not been taken.

Data provided by the Oregon University System (OUS) serve as a general measure of transfer success for PCC students who enroll at four-year public institutions in Oregon. OUS enrollment records are matched with data in the Oregon Community College Unified Reporting System (OCCURS) to produce information about student performance after transfer. Data are aggregated by community college; reports compare average GPA for PCC students with all Oregon community college transfers, all other transfers and all 'native' OUS students. Recent reports include some discipline-specific (Mathematics) and clustered (social sciences) results as well as an institutional

overview of performance, but the utility of this information is very limited and it does not provide useful assessment data for individual programs or disciplines at PCC.

The PTE programs use a variety of methods to measure student success, including standardized and locally developed tests, student surveys, pre and post tests, student portfolios, class observations, performance on national licensure tests, course embedded assessment, exit interviews, job placement statistics, and external and internal juried reviews of projects. For PTE programs, advisory committees continue to be an integral part of the assessment cycle. Advisory committee involvement can contribute to a more meaningful and relevant assessment activity.

Each year the IR office publishes the Goals and Institutional Effectiveness Indicators report (http://www.pcc.edu/ir/Effect_Ind/eff_ind.htm) which includes such student success indicators as grades earned, degrees and certificates awarded, employer satisfaction with training received by graduates, and GPAs earned by PCC transfers within the OUS system. This report is presented to the Board of Directors for their review each year.

2.B.3 Assessment and Improved Teaching and Learning

Assessment activities at PCC that lead to the improvement of teaching and learning occur both formally and informally. The oldest method of assessment, and one still heavily relied upon, is the informal method. It consists of instructors engaging in conversation with other instructors about teaching methods that work and do not work. The information used to make judgments is based on student performance in courses and on exchanges among faculty and between faculty and students. This type of activity results in changes regarding the curriculum, how course material is delivered, and how students are assessed.

In 1997, the college began a major project of converting from content based to learning outcome based courses. The existing Course Content Guides became the Course Content and Outcome Guides (CCOGs), but this was more than a simple word change. The college utilized a "train the trainer" process, identifying three groups of 20 faculty to complete a 30 hour workshop on learning outcomes and assessment. SACs were supported with time and money to convert each course to the new outcome-based format, a process which took place over a five year period. The feedback from SACs, after they realized that this was more than just another administrative exercise, was generally one of appreciation for the opportunity to discuss with their colleagues exactly what they wanted their students to be able to do with what they were learning. These formal and informal debates eventually lead to further discussions on what SACs should be assessing. The focus moved from content knowledge, to what students could do with that knowledge and then how to assess that knowledge.

To facilitate this change, the college administration has supported the TLCs in offering programs on outcomes assessment and has sent faculty groups to the Washington Assessment Conference and other relevant meetings. It revamped the program review process and provided financial support to enable SACs to assess how they were assessing students and to determine if their students were successful in achieving course and program learning outcomes.

As noted above, program/discipline review is the primary opportunity for faculty to come together during one year, with institutional support, and review their program or discipline according to the

five prescribed outcomes of PCC's review process. Many SACs have used this process to add new courses or revise old ones, make degree changes, examine teaching and assessment methodologies, bring in external stakeholders for feedback, and invite faculty colleagues from other institutions to review their progress.

A survey of the program/discipline review documents on file with the Vice President for Academic and Student Affairs reveals many examples of curriculum improvement based on program review activities. The program reviews also indicate the myriad of ways in which student success may be measured, depending upon the specific program or discipline. These methods may include standardized and locally developed tests, student surveys, pre and post tests, course embedded assessment, student portfolios, class observations, performance on national licensure tests, exit interviews, job placement statistics, and external and internal juried review of projects.

Specific examples below from each educational program area (Pre-College, Professional Technical and Lower Division Transfer) serve to illustrate some of the accomplishments, challenges and changes that are highlighted in the process of program review.

- Based on student feedback, the Environmental Studies SAC has modified their courses to include more "hands-on" experiences. Courses now feature field work (e.g., field trips to Mount Hood National Forest and the Opal Creek Reserve in the Willamette National Forest) and post evaluation of field experiences.

- A Title III grant allowed the mathematics faculty to explore new methods of approaching the way mathematics is taught using national guidelines set by the American Mathematical Association of Two-Year Colleges (AMATYC). In addition, as a result of student assessments, the number of contact hours in key math courses was increased to improve student success.

- Philosophy faculty found that their Logic course was not meeting the critical thinking criteria of the college Core Learning Outcomes. They eliminated the existing course and developed a new one in critical thinking which better aligns with the core outcome.

- In General Engineering, faculty maintains constant contact with Oregon universities to ensure that courses meet expectations of incoming students at the upper division level.

- Early Childhood Education regularly convenes a series of focus groups with stakeholders to identify themes that should be reviewed and acted upon.

- The ESL department is in the third year of a five year Johns Hopkins grant that has created an ESL lab at Portland State University. The instructors at the lab are and hired and managed by PCC, but the program is coordinated with PSU. All lab classes are videotaped and reviewed to correlate best teaching practices with test scores.

- Dental Assisting reviews student evaluations and then uses these evaluations to make appropriate curriculum/program changes at their annual meetings. This use of an "Evaluate, Review, Discuss and Implement Changes" rubric introduced needed consistency and reliability into assessment activities.

- Drafting Technology discovered in their review that graduates of the program were getting jobs in areas previously thought of as non traditional. They changed the makeup of their advisory committee to reflect more of the new career opportunities. Additionally, they rewrote the curriculum and began offering courses in different time slots, as well as offering short term CEU courses for those already in the industry who just needed practice on new software applications.

- In the Sociology SAC, two members of the full-time faculty are leaders in the PCC Service-Learning Program, and all full-time instructors have received grants to implement service learning in their courses.

- As a result of its program review, Machine Technology revamped every course to better respond to industry changes.

- Using a major National Science Foundation grant to assess and develop new curriculum support, Welding has revised its teaching materials and methods.

- In response to discussions with students and other faculty, at least three instructors in the Psychology SAC report using writing intensive formats in order to facilitate students' ability to master and apply the course content to practical purposes.

- The Chemistry SAC wished to review how labs could be changed and become more interactive and less "cook book" in nature. Working together they revamped their lab curriculum, using technology and new instructional methodologies to enhance this experience for students. The faculty have also begun using an online student assessment tool, Student Assessment of Learning Gains (SALG), that will gather information on course components to lead to more effective individual learning.

- The Biology department continues to collect data on student success in selected courses for which biology is a prerequisite—Microbiology, Anatomy and Physiology—in order to guide future curriculum decisions in the Biology program.

- In April of 1999, the Composition and Literature SAC invited representatives of Alverno College (Wisconsin) to give a series of talks on how they structure their curriculum and used the information gained from these lectures to re-structure the curriculum at PCC around learning outcomes. In fall 2002, the SAC conducted a student survey to assess the effectiveness of changes that were made and to gather information about other issues. The survey revealed student confusion about the purpose of Writing 121 and Writing 122 courses and helped writing faculty identify key areas that still needed to be addressed.

- Rapid change in the field of computer science requires the faculty in that program to constantly engage in reevaluation of the curriculum, and they continue to develop external measures of program success in cooperation with Portland State University and industry groups.

Standard 2.C Undergraduate Program

PCC has three transfer degrees, one applied science degree and one general studies degrees. All degrees are reviewed and approved by OCCWD and the State Board of Education. Transfer degrees are each coordinated and approved by the Oregon University System. The Associate of Arts-Oregon Transfer (AAOT), and the Associate of Science degrees have a core of general education prescribed by the state that is distributed across the major general education divisions. These degrees also allow students to focus on special interests. The ASOT in Business is the first discipline specific transfer degree and facilitates a more seamless transfer for students in that area. PCC also offers an Associate of General Studies that allows students to personally design their degree around a core of general education courses.

PCC offers professional technical certificates of varying length. All certificates of one year or longer have either a core of general education courses representing the communication, computation and human relations areas, or they have identified where this core is embedded within program specific courses.

2.C.1 General Education Requirements

General education requirements and related instruction are required for all degrees and certificates. They are clearly stated starting on page 14 of the 2003-2004 PCC Catalog.

The rationale for PCC's general education requirements is clearly articulated on page 15 of the 2003-2004 Catalog under the heading "Philosophy Statement."

2.C.2 Oversight of General Education Requirements

The Degrees and Certificates Committee of the EAC has as its primary responsibility the oversight of the general philosophy and specific requirements of all degrees and certificates. Any change in a degree or certificate must be reviewed and recommended by this committee and the EAC before administrative and Board approval. All new degrees and certificates must go through an extensive review process before final PCC review and approval by the Board. Once approved, they are forwarded to the Oregon Department of Education for further review and final approval.

2.C.3 Distribution of General Education Offerings

PCC requires a distribution of courses among the following divisions for its associate degrees: Arts and Letters (Humanities), Social Science and Science and Math. Some courses that focus on the interrelationships among these major fields of study also meet distribution requirements. These courses are approved on a course-by-course basis. In addition, the AAOT degree requires a three-course sequence to be completed in each of the above divisions.

2.C.4 Acceptance and Transfer of Credit

PCC has a well established process for reviewing and accepting transfer credit. Courses taken at other institutions are matched to their corresponding course at PCC by content and outcomes. If there is any question about match, PCC faculty is asked for input.

It is most common for PCC students to transfer to one of the seven Oregon University System (OUS) universities; more than 60 percent of these students enroll at Portland State University (PSU). A number of articulation agreements exist between PCC, the OUS universities, and most of the private universities in the Portland metro area. PCC also admits students as part of dual enrollment programs with PSU, Oregon State University and Oregon Institute of Technology. Students are admitted to PCC and one of these universities simultaneously and take classes at both institutions until graduation.

2.C.5 Academic Advising

PCC employs professional advisors at each campus who are available to new and current students as needed. They also oversee the new student orientation process, which is offered both on line or on-campus. No student is required to meet with an advisor, and this is considered by some as part of an overall retention problem. Budget limitations at this time prevent making even new student advising mandatory, and currently, new student appointments with advisors are of very limited duration.

To partly compensate for the lack of advisors, PCC has developed an on-line advising process through the MyPCC web portal. Approximately 4,000 questions come in each month and a team of student services staff responds to them.

PTE students tend to rely on faculty and Technical Learning Skills Specialists (TLSS) for advising on what classes to take in order to complete certificates and/or AAS degrees. Some students are more experienced in navigating the college bureaucracy on their own, and these students may or may not come to faculty or TLSS for specific questions. Technical Learning Skills Specialists are funded by the Federal Carl D. Perkins Title I grant.

The three comprehensive campuses also provide transfer centers to assist students in making the transition from PCC to other institutions. Often advisors from one of the area universities meet with students in these centers. In addition, each campus regularly hosts transfer days during the year, inviting representatives from a number of local and regional colleges to talk with interested students. These have proved very successful and are well received by students.

The Faculty and Academic Professional Agreement states that "The instructor will be responsible for guiding assigned students in meeting their respective educational goals, exercising professional judgment based upon adequate professional judgment of the subject matter, needs of the individual students, teaching strategy, inter-personal relationships and teaching theory" and "Instructors will provide registration, advising, and guidance assistance to students." In many departments, faculty forms the core student advising team.

2.C.6 Developmental and Remedial Course Work

All students who indicate at the time of admission that they are seeking a degree or certificate are required to take a placement test (ASSET) in reading, writing and math. These test scores are recorded in the student data system and, along with course completions, are used to determine whether a student meets the prerequisites for courses or programs that require them. For students who do not have the necessary prerequisites, PCC offers an extensive pre-college program in Adult Basic Skills, Developmental Education (DE), English as a Second Language (ESL), and English as a Non Native Language (ENNL). PCC polices make it clear that other than ENNL, no remedial course credit can be used towards a degree or certificate and this is clearly stated in the PCC Catalog on page 15. Some AAS degrees use developmental education levels as required competencies for a degree (Math 65 is the most common) but no college level credit is given for these courses.

Many college courses do not require a reading, writing or math prerequisite. For years, the general philosophy of the college was that students had a "right to fail," and even if they did not possess the necessary skills to be successful in college level courses, they were not prevented from enrolling. This past year, however, under the leadership of the EAC, the Academic Policy Committee has proposed a mandatory set of prerequisites for all general education courses. This is currently being debated among college faculty and staff, and a recommendation from the EAC is expected in June. If approved, a significant shift of enrollments would occur in the first year of implementation as students are directed to DE courses.

Most PTE programs have minimum requirements for entry, but they often use ASSET scores to either indicate a need for further testing within the department or require the student to take a basic competency module within the department that is more applied than a DE course. Given the skill-based nature of most of these programs, students who do not gain the basic competencies needed are generally not allowed to proceed in the program.

2.C.7 Faculty Qualifications

Minimum faculty qualifications for all community colleges in Oregon are determined by the State Board of Education. In some cases, SACs recommend additional criteria for hiring faculty to the Vice President of Academic and Student Affairs. Some specialty courses also have additional requirements that are determined by the same process.

Among other criteria, the state of Oregon requires that all PTE faculty have some work experience in their field. All faculty teaching transfer level courses must have an earned masters degree in their discipline or hold a masters degree (in a related subject) and have completed at least 30 graduate credits in the teaching discipline. Hires based on candidates' demonstrated competency in the field, other than teaching, may be approved by the Vice President for Academic and Student Affairs.

PCC employs full-time faculty for all programs and disciplines except Audiovisual Technology, which is an on-line degree offered by a national consortium of community colleges. Faculty from the Electronic Engineering Technology (EET) SAC have been assigned to oversee the degree at PCC. In the late 1990's, PCC embarked on a plan to increase the percentage of instruction provided by full-time faculty to an administrative goal of 60 percent by adding ten new full-time hires each year. However, as the plan was implemented, the college began to experience steady enrollment

growth, and although full time faculty positions were added as intended, many more part time faculty were also added in order to keep pace with increased student demand—making it difficult to improve the ratios. After a period of time, this practice stopped due to budget cuts from the state legislature. It is recognized by all that a core group of full-time faculty is needed for curriculum development, student advising and participation in governance. The table below shows the distribution of full-time/part-time teaching loads across the four campuses.

IFTE – Instructor Full-time Equivalent
FT – Full-time
PT – Part-time
SFTE – Student Full-time Equivalent.

Table 2.4 Full-time- Part-time Instructor Loads for PCC – Fall 2003								
Campus	Full-time IFTE	Overload IFTE	Total FT IFTE	IFTE/ Total % FT	Part-time IFTE	IFTE/ Total % PT	Total IFTE	SFTE	IFTE/ SFTE Ratio
Sylvania Campus	175.471	4.331	179.802	56.7%	137.369	43.3%	317.171	2,884.56	9.1
Cascade Campus	58.585	2.154	60.739	46.4%	70.228	53.6%	130.967	1,065.92	8.1
Rock Creek Campus	91.65	2.652	94.302	48.1%	101.582	51.9%	195.884	1,538.23	7.9
Total	325.706	9.137	334.843	**52.0%**	309.179	**48.0%**	644.022	5488.71	8.5
Extended Learning Campus	6.986	1.02	8.006	10.1%	71.613	89.9%	79.619	881.49	11.1

Includes Credit & Non-Credit

Notes
1. **Excludes** Apprentice, Trade Extension and Skill Center programs at Cascade.
2. **Includes** SFTE and IFTE from distance learning classes.
3. **Excludes** SFTE and IFTE from field experience sections of Cooperative Ed.; SFTE and IFTE from seminar sections are included.

Data source: SWRVFTE. *Institutional Research: FT-PT Ratios – F2003 11- 04 -03*

Many SAC reports for this self-study state that the current full-time/part-time faculty ratios are problematic. These SACs believe that the current full-time to part-time ratios have a negative impact on student achievement and retention. While there are many examples of anecdotal evidence to support this, there is currently no empirical evidence to validate this belief. Clearly, curricula are being maintained and programs and disciplines are functioning adequately, but the extent to which

reliance on part-time faculty is affecting student achievement and retention is unknown and further study is required. Attempts to address this issue have included better part-time faculty orientations and more part-time faculty mentoring, but a relatively small number of full-time faculty are relied upon to do this work and widespread faculty concern is evident. While there are many dedicated part-time faculty members, without whose assistance some programs would not function properly, the fact remains that these are part-time faculty, who may not have the necessary time to attend to student needs.

2.C.8 Job Placement Rates, Licensing, and State Examinations

Each year the Goals and Institutional Effectiveness Indicators report provides pass rates for students taking licensure and certification exams. This data is shared and reviewed by faculty, administrative staff and the Board.

Job placement rates are more difficult to collect, and the college relies primarily on graduate and employer surveys for information about employment of former students. College wide results are published in the Goals and Institutional Effectiveness Indicators report, and information is also provided in on-line program/discipline data profiles when responses are sufficient to aggregate at the program level. On behalf of all Oregon community colleges, staff from the Oregon Community College Unified Reporting System (OCCURS) have developed agreements with the Oregon Employment Department to provide unit records that contain detailed data regarding employment by industry, wages and hours worked. Institutional Research analysts have done some preliminary work with these files and will be adding placement data to the on-line profiles during the coming year. Once this is done, it will become a significant piece of the overall assessment plan for PCC.

2.G Off-Campus and Other Special Programs Providing Academic Credit
2.H Non-credit Programs and Courses

Introduction

Portland Community College has many off-campus credit and non-credit programs. All of these programs support the college mission. Credit programs available include Study Abroad and dual credit courses offered in secondary schools for postsecondary college credit. Non-credit programs include programs delineated to serve specific populations and/or provide specific services and products. The program areas include Community Education, Computer Education, Customized and Workplace Training, Institute for Health Professionals, Small Business and International Trade, Small Business Development Center, the PCC Skill Center, Senior Studies Institute, and Corrections Education. Currently, all but two of the non-credit programs listed above are organizationally housed in the Extended Learning Campus (ELC). The exceptions are the Skill Center that is currently part of the Cascade Campus and the Senior Studies Institute that is coordinated through the district president's office.

The college also offers programs in Adult Basic Education and English as a Second Language under the Extended Learning Campus. These instructional programs are reviewed under Standard 2.

The Extended Learning Campus, formerly the Cascade and Rock Creek Open Campuses, was reorganized in July 2003. This change returns PCC to an organizational structure that existed just

prior to the 1995 Commission visit and addresses concerns raised in the last self-study about loss of focus and integration by assigning key functions under two comprehensive campus deans. Now, the ELC is the fourth PCC campus headed by a campus president.

Programs and services provided by the college's many workforce development programs can respond quickly to changes in Federal and regional programs. PCC operates centers at Northeast Metro in Portland and the Capital Career Center in Washington County, working with multiple partners such as Department of Human Services (DHS), Vocational Rehabilitation, Housing Authority of Portland, and the Oregon Employment Department to serve more than 11,000 individuals during 2002-03. ELC programs are also offered at PCC's Southeast Center and the Central Portland Workforce Training Center. PCC also leases space at various locations for workforce, community and continuing educational programs.

Response to the 1995 Recommendations

General

In 1997, strategic plans were developed and implemented in what was then the Open campus, beginning with the Division of Business and Government Relations. Plans for additional programs and services were implemented through 2002.

The formation of the ELC in 2003 brought all of the Open Campus programs together as one administrative unit. Individual program planning has continued in accordance with the overall Educational Master Plan (http://www.pcc.edu/ir/planning/) now in place college wide.

In response to the recommendation for a more consistent and formalized evaluation system, Community Education (CED) has developed and implemented an in-depth evaluation process to assess learning and student satisfaction.

The recommendation to review non-credit instructor compensation has resulted in an upgrade to current market rates.

CED no longer offers credit courses at remote locations, as was the former practice. All credit courses are offered through one of the campus academic divisions.

Community Education programs are now self-supporting, in response to the recommendation for greater self-sufficiency.

Microcomputer Training

The 1995 accreditation team recommended that the college evaluate the degree of support it offers the Computer Education Programs (CEP) for publicity and marketing as well as long-range and strategic planning since the potential for growth of these programs appears unlimited.

Computer Education Programs, as part of the Division of Business and Government Relations, surveys clients to determine the effectiveness of its marketing efforts. By far the most effective marketing tool is the printed class schedule. The Community Education Department (CED) and CEP programs continue to print and mail a combined schedule, but the current practice of mailing the PCC master schedule to every home in the district is under review.

Steps to Success

Similarly, the previous accrediting team recommended that the vitality, resourcefulness, and results of the Steps to Success program be more broadly communicated throughout the PCC community.

The college has received much publicity from its workforce programs. In addition, the PCC publication *Communities*, widely circulated in the district, presents various workforce partnerships and programs within the PCC district. PCC *News* is also distributed internally and externally by e-mail and often publicizes programs in the Extended Learning Campus like Steps to Success.

Dislocated Workers Project

In response to the l995 recommendation that both the college and the Dislocated Workers Project explore relationships with other college programs, the college is in the process of integrating its workforce development programs while at the same time creating "Educational Pathways" that students can follow after their initial job training has concluded.

During the past three years, Dislocated Workers Program Career Pathways Training developed eight professional-technical occupational Career Pathways in conjunction with college credit programs. During the three years, approximately 250 unemployed adults and dislocated workers have completed these training programs.

These eight professional-technical occupational Career Pathways include:
- Accounting/Bookkeeping - Cascade Business Administration
- Corrections Clerk - Cascade Criminal Justice
- CNC Operator - Sylvania Machine Technology
- Phlebotomy - PCC Institute of Health Professionals
- Medical Coding/Insurance Billing - Institute of Health Professionals and Professional Skills
- Emergency Dispatch Operator - Cascade Emergency Dispatch Operator 9-1-1
- Medical Lab Assistant - Cascade Medical Lab Technology
- HVAC Installer - Industrial Occupations

Additional professional-technical occupational Career Pathways currently under discussion include:
- Emergency Medical Tech Assistant - Emergency Medical Technician
- Pharmacy Technician - Institute of Health Professional and Professional Skills
- Sales and Service/Management - Management and Supervisory Development
- Legal Assistant - Cascade Paralegal

2.G. Continuing Education and Special Learning Activities

Study Abroad Programs

Portland Community College has offered study abroad programs since the early 1990's. Currently, there are five active programs at PCC. These include academic term programs in London, England (spring term); Florence, Italy (fall term); Barcelona, Spain (spring term); an academic-year-long program in Nagasaki, Japan and a short-term program in Oaxaca, Mexico. The number of students served has remained fairly constant. Totals for the past seven calendar years are included in the evidence file for the Study Abroad program.

Supporting documentation can be found on the Study Abroad program website and in the PCC Study Abroad Handbook. (http://www.pcc.edu/pcc/pro/progs/internat/studyabroad/)

PCC Dual Credit

The PCC Dual Credit (articulation) program is coordinated by the Portland Area Vocational Technical Educational Consortium (PAVTEC). Managed by PCC, the consortium includes representatives from all public high schools in the PCC service area and is funded by membership contributions and Federal Carl D. Perkins Title II funds.

PCC Dual Credit is a program in which high school students have the opportunity to earn "dual credit" (high school and college credit for the same course) for courses that match PCC credit courses. They are taught at the high school by high school teachers who meet PCC faculty qualifications. These courses provide an opportunity for students to transition smoothly from high school to college in a non-duplicative program of study. As part of the articulation agreements, PCC faculty conduct on-site evaluations of the curriculum and learning outcomes to ensure instructional quality for all classes. Copies of the evaluations are kept in the PAVTEC office. PCC faculty are also responsible for reviewing all aspects of the course including textbooks used, syllabi, contact hours and delivery methods.

PCC faculty from some PTE programs regularly visit the high schools to maintain contact with the high school faculty and establish good working relationships with the schools and their students.

Table 2.5 below summarizes the overall student participation in PCC Dual Credit over the last five years and the number of credits awarded.

School Year	Unduplicated Students*	Credits Earned
1998-1999	1,437	11,618
1999-2000	1,781	12,463
2000-2001	1,715	12,729
2001-2002	1,867	13,902
2002-2003	1,872	14,063

*Total number of individual students who received articulated (dual) credit.

2.H: Non-credit Programs and Courses

Community Education

The Community Education program offers over 2,000 courses per year in areas such as computers, foreign languages, creative arts and cultural offerings. Throughout the college district, courses are scheduled according to community needs, administered by nine managers who direct one of the largest community education programs in the country, and have served as many as 35,000 students per year.

The Extended Learning Campus is responsible for the administration of the Community Education department through the office of the Extended Learning Campus President and the Dean of Instruction. Community Education has operated as a self-directed work team for the past nine years. The department was recently shifted to self-support and moved outside the General Fund budget. As a self-supporting department, Community Education has had to establish a fee structure based on real department expenses including administrative and instructor salaries and direct program costs. In addition, the department pays an overhead fee to the General Fund of the college, based on a per student contact hour rate.

Changes in state reimbursement policy over the past two years have substantially limited the number of Community Education courses for which the college can receive FTE reimbursement. Combined with the move to self-support and internal budget cuts, the number of class sections offered has been reduced and course costs have increased. As a result, Community Education has lost nearly fifty percent of its enrollment over this time period.

Regular evaluations of community education classes and instructors are conducted by the area managers; surveys to assess student learning and satisfaction are included in this process.

Small Business and International Trade
Small Business Development Center
The Small Business Development Center (SBDC) started at PCC in 1983 and the Small Business International Trade Office (SBITO) in 1986. The SBDC and SBITO are members of the Oregon Small Business Development Center Network (OSBDCN) providing business advising, training and resources to individuals and businesses. The SBDC provides services throughout the Portland Community College District and the SBITO provides its services throughout the State of Oregon. The SBDC and SBITO, while operating in different locations, are administered by one Director and operations are centralized.

The SBDC and SBITO are funded by grants from the U.S. Small Business Administration, the Oregon Economic and Community Development Department and from general funds and indirect support from Portland Community College.

Both organizations serve individuals interested in starting businesses as well as serving established businesses by providing individualized, confidential business advising and a variety of workshops, seminars, and classes on business topics. Each center has a resource library containing business start-up guides, resource materials and forms as well as computer access to business planning and financial management software.

The SBDC and SBITO maintain records describing each training program, number of participants and evaluations of each program by the participants. Departmental summaries can be found in Section 3 of their program briefing handbook. The evaluations of each class, seminar and workshop are reviewed, and changes made as appropriate.

Computer Education Program
The Computer Education Program under the Extended Learning Campus offers both credit and non-credit computer related education courses. Non-credit programs are offered for Microsoft, Cisco, Oracle, Sun, and CompTia certification exams. There are also self-paced programs in Microsoft Office, use of the Internet, and keyboarding. Credit programs are offered in CAS and CIS, both using the SAC-approved CCOGs. Most courses are offered at all the ELC sites.

Courses are taught in computer labs by instructors who are qualified in their subject areas. Classes vary in length from four-hour skill seminars to sixty-four- hour courses over the full term. Many of the classes are taught in the evening and on weekends to accommodate working adults.

Courses offered for Continuing Education units are scheduled based on the needs of the workforce, business and industry, and student requests. When a new non-credit course is developed, the Course Content and Outcome Guide is created according to the guidelines mandated by the State of Oregon. CEU courses designed to prepare the student for an industry exam include the industry guidelines for the course. Each CCOG is on file in the program office as well as in the Curriculum Office.

Regular meetings are held with the part-time faculty to plan the curriculum. Since most of the instructors are industry professionals, they are able to anticipate the needs of the workforce and businesses in the area, which helps the program plan for the future.

Each course offered is evaluated by students and these evaluations are used to produce a comprehensive report on each course by class, by term, and by year. The instructors also have available to them a mid-term feedback tool that can be used to more effectively receive and respond to student feedback before the term is over.

Customized and Workplace Training

Customized and Workplace Training (CWT) provides contracted training and educational services to private and public organizations. Content for training courses is determined by the needs of the workforce and business and industry and is directly related to workplace needs.

CWT instructors have a background either in education or work experience in the appropriate subject area. CWT instructors are part-time and are selected for specific assignments by CWT Management staff based upon their technical knowledge as well as demonstrated mastery of adult education methodologies. CWT instructors and management staff are responsible for the design and delivery of all CWT courses.

All CWT courses have targeted, measurable, discrete, competency-based outcomes that have been developed in collaboration between CWT and its clients. To ensure high quality and relevant instruction, instructors and course content are continuously monitored by CWT Management staff through the use of informal and formal monitoring and evaluation instruments and processes All CWT courses are eligible to receive Continuing Education Units. CWT provides the Curriculum Office with a form that includes course title, a description of the course, targeted audience, and hours of instruction. CEUs are awarded based upon approved college policy.

Institute for Health Professionals

The Institute for Health Professionals (IHP) offers timely, relevant, and innovative solutions for healthcare providers using traditional classroom format, customized on-site training, or distance education. The educational opportunities offered are professional development/continuing education, certification/re-certification, entry-level healthcare training, preparation for licensure, and customized training.

Training Programs
- Nursing Assistant (CNA)
- Health Care Interpreter; statewide provider with ITV partnerships
- Nurse Re-entry; statewide program using distance learning
- Phlebotomy
- Histology
- AHA Training Center for ACLS, BLS & PALS; largest in Oregon*
  * American Heart Association (AHA), Advanced Cardiac Life Support (ACLS), Basic Life Support (BLS), Pediatric Advanced Life Support (PALS)

Continuing Education
- Emergency medical professionals
- Addiction professionals
- Behavioral health professionals
- Nurses

- Health Education Specialists
- Coding professionals

IHP works with over 15 associations and boards to provide continuing education.

Other Highlights
- Contracts with the major hospital systems: OHSU, Legacy, Providence, Kaiser for training thousands of their employees.
- Contracts with over 15 other agencies/hospitals.
- Successfully manages health care conferences, such as Emergency Medical Services Conference, Limited Permit Holders Radiology, Oregon Public Health, Adult Home Care, etc.
- Over 250 part time practicing health care professional instructors: physicians, nurses, social workers, addiction specialists, etc.

Workforce Development Programs, Metro/Regional Steps to Success

PCC's Workforce Network Department (WFN) consists of three federally funded employment and training programs: Steps to Success, which serves individuals receiving public assistance, and The Dislocated Workers program and the Adult/One Stop program serving unemployed and underemployed adults in the N/NE region of Portland.

Workforce Network provides services in multiple locations, including Oregon Department of Human Services (DHS) offices in N/NE and SE Portland and three One Stop locations (Metro, Northeast and Goalpost). WFN offers an array of comprehensive educational, training and employment services to assist individuals and businesses, offering the following non-credit courses: Adult Basic Education/GED; English As a Second Language; self-paced computer classes; and a variety of short-term training opportunities. It also offers the above classes in non-credit form, in addition to Office Occupations, Health Career Cluster, and Customer Service.

Adult Basic Education/GED

The Workforce Network offers twenty hours per week of ABE and/or GED instruction. Classes are available to participants in WFN programs by referral to the appropriate staff.

The ABE instructional staff consists of one full-time faculty member and one part-time faculty member. The GED class is instructed by two part-time faculty members. WFN coordinates all ABE/GED services with the college's Adult Basic Skills Department (ABS). Curriculum and program design are the responsibility of the faculty and follow the ABS CCOGs. Work experience and computer lab time are both a part of the curriculum.

English as a Second Language

Depending on funding and demand, WFN offers between two and five levels of ESL classes per term. Classes are generally 12-20 hours per week including computer lab time. The classes are only available to participants in any one of the three employment and training programs. Instruction is provided by one part-time ESL faculty member per class.

WFN coordinates all ESL services with the College's Adult Basic Skills Department. Curriculum and program design are the responsibility of the faculty and follow ABS CCOGs for ESL with a focus on work and employment.

Self-paced Computer Classes
WFN offers non-credit, self-paced computer classes. Enrollment is open entry/open exit. Classes include basic keyboarding, Windows, Excel, PowerPoint, Word and Access.

All curricula are developed by part-time faculty from the CAS department. CAS hires and evaluates the faculty. The self-paced lab is staffed by a full-time Computer Lab Coordinator, a part-time instructional assistant, and three casual lab assistants. All classes are evaluated by student feedback, both formal and informal. Adjustments are made periodically to the curriculum to address the needs of the students.

Variety of Short-term Training Opportunities
WFN offers short-term trainings throughout the fiscal year. The trainings are generally four to six weeks in length with a four-week internship. During FY 2003-04, WFN offered Office Occupations, Customer Service and Health Careers Cluster. In the Health Career Cluster, classes offered include Medical Vocabulary I, Internship Development, Windows and Word for Health Careers, Work Simulation Lab I, Medical Vocabulary II, Medical Law and Ethics, Excel/Access for Health Careers, and Work Simulation Lab II.

PCC's Workforce Network offers a wide variety of high quality non-credit courses for individuals enrolled in WFN's employment and training programs. All students are registered and tracked through the college's student information system (BANNER). Human Resources' policies are strictly adhered to by WFN management. New classes are established in accordance with college policies. Curriculum is developed by Faculty and trainers who are hired for this purpose. Classes are continuously evaluated and redesigned as needed.

Workforce Development Programs, Washington County
The PCC CAPITAL Career Center (CCC), the One Stop Center in Washington County, offers a comprehensive menu of workforce services to job seekers and businesses. The Center provides a range of educational, employment, and business services through a collaboration of partners.

The CCC operates three major programs funded by large federal and state grants. These are the Steps-To-Success program serving welfare and food stamp recipients, the Dislocated Workers program serving people laid off from their jobs, and the Adult/One Stop program serving unemployed adults with low/moderate incomes who have barriers to employment.

The CCC offers a wide range of services to job seekers including a resource room with computers, printers and fax machines for job search. Other services include job listings, job search workshops, career counseling, assessment and testing, computer classes, adult basic education, English-As-A-Second-Language instruction, professional technical training on site and by referral, and post-employment training by referral. It offers the following non-credit classes on site: Adult Basic Education/GED; English as a Second Language; entry-level computer classes, and entry-level electronic manufacturing training in conjunction with a consortium of electronic manufacturing businesses.

The CAPITAL Career Center coordinates with the college ABE/ESL departments in offering instruction, and follows their policies and curriculum. Center staff provide an orientation to students, maintain student data and provide general referral services. Students enrolled in any CCC classes also receive case management and support from a Career Specialist.

Entry-Level High Tech Skills Training

The CAPITAL Career Center offers a non-credit class that provides skills required for entry-level jobs in electronic manufacturing, which was developed at the request of the Electronic Manufacturing Consortium. The target population is limited English speakers. The businesses served developed the course outline, while PCC's Customized Workplace Training department developed the curriculum, and the CCC modified the curriculum for instruction to Limited English Proficiency (LEP) students. The CCC recruits applicants and assesses their language and math skills. Students are interviewed and selected by company representatives. The companies hire from the class and pay a fee at hire to help support the class.

The CCC follows all general PCC policies for instruction and personnel services.

Workforce Development Programs, Regional Dislocated Worker Program

Located at the PCC Southeast Center, the Dislocated Worker Program (DWP) Regional Office provides services to the PCC Capital Career Center, PCC Workforce Network, and Mt Hood Community College Workforce Connections.

The Dislocated Worker Program offers a full range of programs and services to laid-off and unemployed workers at these three comprehensive One-Stop Career Center sites. DWP regional services are also supported at two other One-Stop centers in Multnomah County on a part-time basis, SE Works and Central City Concern.

With eight individual grants contributing 8.2 million dollars in FY2003-04, the DWP Regional Office provides services to achieve economy of scale, leverage resources, and avoid duplication of services. These include most administrative services, rapid response coordination, and career pathways training.

Corrections Education

The Corrections Education Department at PCC supports the overall mission of PCC in providing education, job training and access to further job and educational opportunities to high need, disenfranchised students who would not otherwise have access to upgrading skills, obtaining GEDs or gaining valuable job training. They take ABE and GED classes as well as computer training, hair design and optical technician training.

The goal is to offer students incarcerated in three area state prisons an opportunity to prepare themselves for the outside, receive high quality training and education, and continue to pursue further education and career goals upon their release.

Senior Studies Institute

The Senior Studies Institute (SSI) at PCC is a program that offers non-credit community education classes at four locations within the PCC service area. Supporting the overall mission of the college by providing personal growth opportunities to persons of all ages, the SSI gives its members the

flexibility to share their interests with each other in a pressure-free atmosphere where the mission is "We learn from each other and we never stop learning."

Membership is $30 per year. The fee covers the tuition for all SSI classes. The program currently has a membership of approximately 300 individuals. Courses are developed and delivered by the membership in response to member demands. Enrollments are recorded and reported as non-reimbursable, non-credit community education classes.

PCC Skill Center
The PCC Skill Center provides workforce training to unemployed and under-employed individuals in the north and northeast area of Portland. As a community based organization, the PCC Skill Center works closely with businesses, community service providers, and churches to help break the cycle of poverty by giving people the education and skills to get family-wage jobs.

All students entering the PCC Skill Center are first assessed to determine their academic and language skills. For students needing basic literacy and numeracy skill development, a class is provided to improve their skill levels to enable them to enter one of the training programs.

Office Skills Training
Training involves a set of classes that last one term. This program is designed for people who are interested in working in an office environment, or who may need to upgrade their office skills. The classes include written and oral communications, math, office procedures, and computer applications. The students also take classes in workforce issues such as resumes, job search, and personal networking.

Principles of Technology
Like Office Skills Training, Principles of Technology is a one-term, five-day-a-week program. In addition, students enroll in an applied communications course and a math class. This program is designed to help people who are seeking positions more technical than office work. The math is more rigorous and the Principles of Technology class is an applied physics class. Many of the Skill Center students who have completed coursework have gone on to careers in information technology and manufacturing.

Evening Computers
The Evening Computer classes are designed for people who are underemployed and want to improve their computer skills for upward mobility. These classes are offered evenings and Saturdays. The classes focus on computer applications such as Microsoft Office XP. The coursework in the evening computer classes extends beyond introductory computing. Some students work on very advanced refinements of their computing skills, while others are just starting out.

Training
Employers work closely with the Skill Center to develop the basic skills curriculum needed by job seekers for family wage jobs. Students develop competencies in computer applications, math and workplace communications, as well as technical knowledge. Instruction is practical and hands-on. The instructional day is the same length as a typical workday to help long-time unemployed individuals develop good work habits.

Placement
The continuous involvement of employers helps students find quality, permanent jobs. The Skill Center staff also works with agencies and community organizations to help students find jobs of which they can be proud.

Strengths
There is strong faculty oversight of the curriculum.

The process of curricular change through the EAC was recently reviewed, revised and streamlined.

A Program Review Process has been created and implemented, and continuous efforts are being made by the SACs to improve assessment by better identification and mapping of core outcomes.

State-of-the art facilities have been created for some programs/disciplines through bond dollars/projects.

Challenges

Interdisciplinary SACs, by their very nature, do not afford their members adequate time to conduct business as all members of these SACs have primary responsibilities with their discipline specific SACs which typically meet at the same time.

Facilities (labs/classrooms) not targeted by bond dollars need upgrading and maintenance.

There is need to create and distribute administrative responses to Program Reviews in a more timely manner, perhaps by means of a "macro" level response—a summary overview for the district to common issues found in the Reviews, and a "micro" level response, a detailed analysis for the SAC.

There continues to be concern regarding the impact of current full-time/part-time ratios on student achievement and retention.

Resources for curriculum development, especially for new program initiatives, are limited, and new resources need to be found.

Recommendations

Program Review

1. Continue the college policy of Subject Area Committee (SAC) Program Reviews on a three-year cycle.

2. Develop a firm schedule of Program Review and a way to ensure timely completion by SACs and administrative departments.

3. Administrative responses to each Program Review should occur promptly.

4. Develop a process by which recommendations from Program Review become part of the budget process.

Subject Area Committee (SAC)

5. Evaluate the effect of current full-time/part-time ratios on student achievement and retention. The study must be broad enough to cover the full range of disciplines and programs. Based on the results of this study, adjust program/discipline ratios accordingly.

6. Provide release time for SAC chairs to conduct the business of the SAC.

7. Analyze current administrative support assignments for their effectiveness in providing the SACs leadership and guidance.

8. Facilitate better faculty/administration communication by providing administrators with more training in communication and management skills.

9. Support on-going efforts by SACs to improve the alignment of district Core Outcomes with program/discipline outcomes and course content and outcome guides.

10. Promote communication between SACs and their academic colleagues at other colleges.

11. Require all full-time faculty to attend SAC meetings.

12. Provide on-going training for ABE/GED faculty in TOPS (Tracking Outcomes and Progression of Students). Integrate data collected from TOPS with Banner.

13. Facilitate SACs' awareness and acquisition of alternative funding sources.

14. Increase Capstone, Cooperative Education and Service Learning experiences for students.

15. Communicate throughout the district best practices such as the use of advisory committees, tracking students, student retention, collecting student/graduate input, and new technology.

16. Initiate an annual SAC generated report on accomplishments and challenges as part of the continuous improvement process.

Testing and Advising

17. Centralize academic assessments at admission for all college level and pre college students.

18. Provide more advising assistance regarding course selections for students upon admission. Require enrollment in the appropriate level of reading, writing and math, if needed.

19. Define and enforce required prerequisites for all credit courses. Create a successful pathway for all students.

20. Encourage/require ESL and ENNL to develop a comprehensive, consistent, assessment system to be applied at all campuses.

Continuing Education and Special Learning Activities

21. Evaluate and document the assessment process for dual credit courses, to ensure that PCC faculty is regularly assessing the instruction delivered in the high schools.

22. Describe the Study Abroad programs in greater detail in the college catalog, including contact information.

Non-credit Programs and Courses

23. Include the Community Education assessment results as part of the overall college outcome assessment process.

24. Evaluate for possible duplication of services the Skill Center and the Adult/One Stop program.

25. Pursue a cost-benefit analysis for non credit programs of mailing the printed Schedule of Classes to every mailbox in the District.

26. Investigate opportunities for expanding credit and non-credit offerings at correctional facilities. (Relevant to both Standards 2G and 2H)

2.1 Policy on General Education/Related Instruction Requirements

General Education

The Oregon Joint Boards Articulation Committee has outlined requirements necessary for transferring students to meet their lower-division general education requirement in the OUS for a baccalaureate degree – http://www.ous.edu/aca/transferdeg. The Associate of Arts Oregon Transfer Degree requires completion of at least 90 credits including a distribution from Arts and Letters, Social Science, Science and Mathematics. The Portland Community College Catalog 2003-2004 (page 18) outlines the requirements.

For students who are pursuing a bachelor's degree in fields such as computer science or engineering, the Associate of Science transfer degree offers more flexibility than the AAOT and fewer, less restrictive distribution requirements. This allows a student to add more courses in an intended major field. The Associate of Science Oregon Transfer – Business degree is designed for students who plan to transfer credits to any OUS school and to seek entry into that institution's business school program. All of the above degrees result in a student meeting the lower division general education requirements at OUS universities.

All AAS degrees require a general education component and competency requirements in math and composition that meet the standards for related instruction in applied programs. Degree requirements are listed on pages 14-20 in the 2004-2005 PCC Catalog. Certificates of one year or more are required to either include course work in the three related instructional disciplines (writing, math and human relations) or embed the instruction into their program courses. Only a few

certificate programs that do not use general education courses to meet this requirement have listed how they embed this instruction. The Degrees and Certificates Committee now requires programs to demonstrate how each SAC intends to meet this requirement. The Curriculum Committee also now requires a SAC to state on any course revision form or for all new courses, whether or not it contains embedded instruction. Instructor approval forms are being changed to indicate which faculty members are qualified to teach the three related areas of instruction and what criteria will be used to make those judgments. This process to ensure that certificates are meeting the related instruction requirement has been in place since 2003-04 and it is planned that all programs will be compliant with this standard soon.

The PCC Core Learning Outcomes have yet to be included in degree requirements. The college is still in the process of mapping these outcomes to its degrees and developing assessment criteria that will indicate how well students meet the core requirements. The Core Learning Outcomes have been identified and approved by the Board; they have been mapped for every course according to rubrics developed by the College Assessment Committee, and now await the final inclusion into college degrees.

2.2 Policy on Educational Assessment

Overview

In response to the 1995 Accreditation Evaluation report, Portland Community College (PCC) has made substantial progress related to educational assessment. The college has established a framework for assessment that includes four major components: institutional effectiveness, program review, learner outcomes and core outcomes. (Assessment Framework for the Future is available in hard copy in the Evidence Room.) The curriculum has been refocused to emphasize learning outcomes. A more consistent focus on student outcomes is now evident in all major assessment activities, and there are clear connections among the components of assessment.

- Learning outcomes are specified in all course content and outcome guides (CCOGs), and Subject Area Committees (SACs) are developing appropriate assessment methods and criteria to measure student achievement in their courses. Program-level outcomes are also required for all professional technical degree and certificate programs, and approximately half of SACs have completed this work.
- Core outcomes have been established and all courses have been 'mapped' to determine how well they address each outcome.
- Program review requires faculty to give evidence that discipline/program outcomes are being met by students and describes how courses address college core outcomes. Results are used to improve both curriculum and instruction.
- Effectiveness indicators and measures related to student progress and student success, particularly those keyed to Board Goals 2 through 6, have been improved and expanded.

Work has moved steadily forward during the past decade, and although progress has been slowed at times due to organizational and personnel changes and budget constraints, systematic assessment is being integrated into the academic fabric of the college. SACs continue to work on assessment of course and program outcomes, and next steps include developing effective ways to summarize and report institutional results related to student achievement at this level. The college also needs to establish mechanisms to demonstrate student proficiency related to core learning outcomes.

Assessment History

In February 1996, an Assessment Pre-planning Committee comprised of faculty and administrators met to review existing assessment strategies and make recommendations for developing a more comprehensive assessment system. Representatives from the contracting colleges also participated in this process. The committee affirmed the value of institutional effectiveness indicators, the program review process, and campus Teaching Learning Centers (TLCs) that were already in place, and considered recommendations from a 1995 Student Success Strategies Report aimed at improving the overall success rate of students enrolled at PCC.

A set of guiding principles for assessment was formulated on the premise that "successful student experiences are at the heart of the college mission" and included the following provisions:

- Assessment is an extension of existing activities and processes.
- Institutional effectiveness indicators and program review are the primary avenues for measuring institutional, program and learner outcomes.
- Faculty plays a central role in planning and evaluating programs and assessing learner outcomes.
- Assessment activities are responsive to student needs and measure student learning.
- Assessment is consistent with college goals related to access, equity and diversity.
- Assessment is a collaborative activity supported by all sectors of the institution.
- All departments that provide instruction or support the instructional process are involved in assessment.

Led by the Dean of Academic Services, the committee developed a comprehensive assessment model focused on improving teaching and learning and promoting student success at PCC. A four-year implementation plan included provisions for increased data collection and reporting to support assessment activities; it also laid out a format to link assessment with college planning and budget processes. The plan stressed that assessment results should be used for continuous improvement of programs and guide resource allocation at campus and district levels.

In August 1996, the Pre-planning Committee was transitioned into a permanent Assessment Committee charged with responsibility for overseeing implementation of the assessment plan. The model and implementation plan were formally introduced to the college community at fall in-service, where keynote speaker Peter Ewell of the National Center for Higher Education Management Systems (NCHEMS) spoke about the importance of assessment as an integral part of institutional accountability. Work to implement the plan got underway, and then, for a period of time following this start-up phase, the Assessment Committee was relatively inactive until it was re-constituted in 1998 under a new Dean of Academic Services (now the Vice President for Academic and Student Affairs).

The assessment model was further refined in 2001 to clarify relationships between student learning at the course level, student progress at the program level and student success at the institutional level. The inter-relatedness of continuous improvement loops on all three levels was also articulated.

Subsequent work by the Assessment Committee to develop a Multi-level Outcomes Assessment Plan continues to emphasize that the over-arching objective of assessment is to improve student learning. The framework for the plan suggests a sequence of goals and activities to establish a

college-wide culture of assessment, develop useful assessment tools and processes, and create continuous improvement loops at class, course, program and college levels. The format of the plan serves as a model for identifying outcomes and using rubrics to assess the extent to which objectives are being met. While some tasks have been accomplished, changes in leadership and efforts to complete the accreditation self-study have largely sidelined Assessment Committee efforts during 2004-05 to move forward with the multi-level plan.

Assessment Components

Institutional Effectiveness: Goals and Institutional Effectiveness Indicators is an annual report prepared by the Institutional Research (IR) office for the PCC Board and college community. The report takes a broad look at institutional effectiveness and is keyed to college goals that were revised by the Board in 2001. The report is published on the IR web site and a limited number of print copies are also available.

The process to establish effectiveness indicators for the college began in 1994-95. Faculty and staff were invited to attend a series of forums held throughout the district where they reviewed the college mission and suggested ways to measure its accomplishment. Based on results from these forums, a task force drafted indicators and proposed a set of measures that focused initially on student progress toward educational goals and on outcomes related to transfer, employment, basic skills and personal enrichment. A limited set of indicators related to institutional processes that promote successful student outcomes (access, curriculum, resources, communication and partnerships) was also included. The first Goals and Institutional Effectiveness Indicators report was presented in 1996.

Indicators and measures have evolved over time as college goals have been modified and capacity for data collection and reporting has improved. Staff in the IR office have developed operating definitions for measures and incorporated new indicators into the report based on input and feedback from a variety of college committees and working groups: Management Information and Strategic Enrollment Management committees that were active in the late 1990s, Instructional Services Council, Assessment Committee, campus administrative staff and deans groups, and the college Board and District President. The most recent major revision was undertaken in 2001-02 to re-align the Indicators report with revised Board goals.

Program Review: Program review efforts in the 1970s and 1980s focused primarily on state and federal requirements related to funding for vocational education. In the late 1980s and early 1990s, the college developed a more comprehensive system for regular review of all instructional programs, including lower division transfer disciplines and developmental education. Although review components differed for PTE programs and transfer disciplines, the model was generally based on a three-year cycle, with SACs addressing different segments of review each year. The system eventually languished for a variety of reasons; SACs tended to use the process primarily as a vehicle for making budget requests and there was no administrative response to program review findings.

In 1998-99, the newly-revived Assessment Committee made substantial changes to the program review process, refocusing it on student success. Program review now asks SACs to determine if students are meeting course and program outcomes, to look at whether students are achieving success after they leave the program (in employment, at transfer institutions) and to review environmental changes that might impact curriculum. The underlying philosophy put forth by the

Vice President for Academic and Student Affairs (VP) is simple: "Program review goes right to the heart of what we do at PCC; it attempts to identify what it is we want our students to be able to do when they complete a course or program, and then gives evidence that in fact, they can do it."

All SACs use a self study format to respond to five basic review outcomes, but faculty may further shape the review to address program-specific concerns and pursue areas of inquiry that are most relevant to their area. Based on results, SACs write a plan and set goals for the future that are shared with administrators who then provide feedback to the SAC in writing.

Process and general timelines are outlined on the (http://www.pcc.edu/edserv/dpreview/) although the grid regarding SAC review status is often not up to date and needs to be maintained on a regular basis. To facilitate the review process in the beginning, several faculty were identified and trained to assist SACs in the review process. In the last year fewer SACs are requesting this kind of assistance. SACs may request funds from the Office for Academic and Student Affairs to pay for program review activities (such as surveys or focus groups), and SAC members who serve as chair for program review may receive release time or, in the case of part time faculty, may be compensated for the assignment.

The current program review process was implemented in fall 1999, with approximately one-third of SACs beginning the process over a three-year period. To date, 90% of reviews have been completed; a second cycle will begin in 2005-06 and SACs who did not complete reviews are slated to start in the first round. Members of the Assessment Committee recently analyzed completed program reviews and summarized common themes, issues and concerns; results have been shared with the Instructional Services Council and will be considered by the District Planning Council when the Educational Master Plan is updated.

A number of professional technical programs conduct accreditation self-studies required by the profession. In cases where external cycles differ from the three-year PCC cycle, the schedule is adjusted to accommodate SAC needs.

In addition to the review of instructional programs, student services staff are engaged in reviewing all their departmental areas across the district—advising, counseling, etc. Approximately half of the reviews are completed and results are being used to make improvements in programs and services. Some Administrative Services departments also conduct periodic surveys of constituent groups to assess the effectiveness of services provided.

Learner Outcomes: Beginning in fall 1997, PCC began the process of shifting curriculum to emphasize course and program outcomes. The college contracted with Dr. Ruth Stiehl from Oregon State University to assist faculty in a three-year effort to convert all Course Content Guides to Course Content and Outcome Guides (CCOGs) and to identify appropriate methods for assessing student achievement. Using a 'train the trainer' model, three groups of 20 faculty attended outcomes and assessment workshops led by Dr. Stiehl and then worked with one or more Subject Area Committees to convert course guides to the new format. As part of this process, faculty members were asked to address two questions: What do we want our students to learn? How do we know they learn it?

Faculty were paid to attend learning outcomes workshops and for time spent working with SACs to develop new CCOGs. Part-time faculty members were also paid to attend SAC meetings where

work on learning outcomes and assessment was done. Although the process took more than five years, it has been highly successful; currently 95% of all courses have been converted to the CCOG format. Learning outcomes and assessment strategies are now required for all new and reactivated courses submitted to the EAC Curriculum Committee for approval.

Many professional technical SACs have completed the work of identifying outcomes for their degrees and certificates, which will be published in the 2005-2006 PCC Catalog. These program-level outcomes are more broadly stated; they synthesize learning based on course outcomes and incorporate competencies that students should demonstrate at the completion of a program of study. For incoming students, program-level outcomes also provide a comprehensive picture of what a graduate can expect take away from a program and be able to apply in the world of work—and students can determine how well this matches their own educational goals. Some SACs have added capstone projects, portfolios and work experience components to their programs in order for students to demonstrate competence related to program-level outcomes.

Core Outcomes: During 1999-00, a subcommittee of the college Assessment Committee identified core learning outcomes that would be common to graduates of all PCC programs and aligned with general education goals. Core outcomes were proposed in six areas—communication, community and environmental responsibility, critical thinking and problem solving, cultural awareness, professional competence and self-reflection—and after much discussion among faculty, were approved by the EAC in December 2000. An extensive list of suggested indicators to measure student achievement related to each outcome was also generated by the committee.

In September 2001, a Core Outcomes Work Group was charged with developing a strategy for assessing core outcomes. The group surveyed models and methods used by other community colleges to assess core learning and established a set of basic parameters that includes obtaining institutional buy-in for any assessment strategies adopted by the college. Assessment methods should produce information that can be used for program improvement and aggregated for institutional reporting. Results should be valid and reliable; the assessment process should be cost-effective and manageable with limited staff resources.

Twenty faculty members were recruited to serve on Core Outcomes Rubric Teams (CORT) formed in fall 2001. A team of peer consultants from Washington community colleges (led by Bill Moore from the Washington State Board for Community and Technical Colleges) provided training and mentoring to help PCC teams develop assessment rubrics for each core learning outcome. Results of this work were shared with the Assessment Committee during spring 2002. In 2002-03, work of the rubric teams was standardized to establish four common performance levels for all core outcomes.

- Level 1: Limited demonstration or application of knowledge and skills
- Level 2: Basic demonstration and application of knowledge and skills
- Level 3: Demonstrates comprehension and is able to apply essential knowledge and skills
- Level 4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills

SACs reviewed the rubrics and provided feedback regarding the appropriateness of these performance levels as measures for student attainment at PCC. A core outcomes mapping tool was devised to help the college establish an inventory of core outcomes, and in spring 2004, all SACs

were asked to compare their courses against the descriptors for each core outcome and to provide a rating based on the level at which course outcomes address skill development related to core outcomes.

The next step for SACs is to provide evidence of how core outcomes are addressed in the curriculum (via instructional activities, assignments, etc.) and to designate assessment methods that are used to gauge student attainment. SACs will also need to demonstrate levels of student achievement related to core outcomes as part of the program review process. In addition, data from these 'maps' will enable the college to answer a number of larger questions related to core outcomes:

- Does course sequencing make sense in terms of core learning? Is there a natural progression from simple to more complex skills as students move through the curriculum?
- When we look at the curriculum as a whole, are core outcomes sufficiently addressed? Are there areas where we don't do enough and where subjects/disciplines need to 'grow' in terms of skills related to core outcomes?
- What do individual degree and certificate programs look like in terms of core outcomes? Do required, related, general education and elective courses work together to adequately address the core outcomes and ensure that students achieve the highest level of learning in each area?

Finally, the college still needs to develop effective mechanisms to summarize and report student achievement related to core outcomes.

Assessment Information
Assessment information is generated from a variety of sources and is intended to provide multiple perspectives on student, program and institutional performance.

- Student information is collected via college admission and registration processes and stored centrally in college data systems (Banner). In addition to reports published annually by the IR office such as the PCC Factbook and Goals and Effectiveness Indicators Report, staff can access a wealth of student and enrollment information on the IR web site that is specific to campuses and programs (http://www.pcc.edu/ir/). Ad hoc reporting capabilities available in Banner and the college data warehouse enable programs to customize data requests using a variety of report parameters.
- Surveys of current and former students are regularly collected and analyzed by staff in the IR office. At various times, campuses, instructional programs and other college departments also collect information about the students they serve. College-wide results are reported in the effectiveness indicators report and, when responses are sufficient, survey results are aggregated at the program level and included in the program/discipline profiles. Data collected by campuses and departments is used for planning and program improvement but results are not systematically shared outside the 'local' level.
- Information about what happens to students after they leave PCC is also obtained from national data bases (such as the National Student Clearinghouse) and through data matches with Oregon University System and Employment Department records.
- Employer surveys are conducted periodically to determine satisfaction with training received by PCC graduates and completers (students who complete a substantial body of course work in a professional technical program).

- On-line resources such as the Oregon Labor Market Information System (OLMIS) also provide faculty with access to data related to labor market trends and employment outlook for their programs.
- Faculty and staff throughout the institution provide information about partnerships, connections with the communities in our district, facilities use, and other processes that support instruction—curriculum, staff development, instructional and financial resources—that are included in effectiveness reporting to the Board.

In general, assessment information is intended to inform the Board, the District President and college community, and our external constituents regarding the extent to which PCC is achieving institutional mission and goals. It also plays an essential role in the review of instructional programs and student performance, and where it is possible, college-wide indicators are replicated at the program and campus level in order to provide relevant information for program improvement. Results of special studies inform college policy and decision making (such as whether or not to require pre-requisites for general education courses) and information supports college planning and marketing functions.

More specifically, information collected via the admissions process and combined with enrollment and survey data enable the college to assess many aspects of a student's experience at PCC.

Student background: Data collected at the time of admission provides background information about each student, including a basic demographic profile (gender, age, race/ethnicity), prior educational attainment, reasons for attending PCC and specific educational goals related to degree completion and transfer, employment status, residency and high school attended. Changes in the basic profile of our students are tracked and reported over time. Recently, staff in the IR office conducted a detailed analysis to determine if a substantial tuition increase combined with the college's decision not to mail the schedule of classes to district households had adversely impacted some students (particularly minority students) more than others. Results of the analysis indicated that although enrollment had dropped substantially, the demographic profile of credit students at the college remained essentially the same (ie, that all groups were equally impacted by the changes), and the Board moved ahead with a second tuition increase.

Currently, PCC does not collect data related to family or financial status on all students, although some information is available for students who receive financial aid and some information is collected via surveys for representative samples of the student population. The college also does not ask for updates on student educational goals or collect more current information related to employment status, although in the future, students will be able to update goals and other information each time they register.

Student preparedness for college: Placement test scores enable staff to determine appropriate course placement and to investigate the correlation between completion of remedial coursework and subsequent performance in college level classes. (Recent studies on Developmental Education available in hard copy in Evidence Room.)

Student progress: Enrollment and course taking behavior are analyzed to determine if students are being retained from term to term (or remain enrolled—although not sequentially—for a substantial number of terms over a two-year period), the rate at which they are accumulating credits and the

length of time it takes to complete coursework for a certificate or degree. As part of their program review, SACs frequently request assistance from the IR office to track student progress through course sequences and to determine if completion of course pre-requisite makes a difference in terms of student success in follow-on courses. Some of this work during the last round of program review led directly to a more broad-based analysis of course pre-requisites and the development of a pre-requisite policy that is currently under consideration by the EAC. (See Prerequisite Study in Evidence Room)

Student success: The college regularly looks at whether students are successfully completing courses, maintaining standards of satisfactory academic progress and completing degrees and certificates. As noted earlier, student attainment of course and program-level outcomes is assessed by faculty during program review.

Student transitions: Student enrollment and performance in specific developmental mathematics and writing courses is regularly tracked through next-level courses. College wide data are provided in the Goals and Effectiveness Indicators report and the IR office periodically prepares campus reports using the same model. Data are also used to track the general movement of Developmental Education and English as Non-native Language students into regular credit classes and retention rates after one year are compared with rates for the general credit student population. A similar model is used to track students from non-credit Adult Basic Education and English as a Second Language programs into regular credit classes.

Drop-outs/Non-completers: The IR office tracks and publishes college-wide term to term retention data in the Goals and Institutional Effectiveness Indicators report, and program-level retention information is provided in data profiles used for program review. However, the college devotes very little in terms of time or resources to studying why students leave, and PCC does not have mechanisms in place to regularly survey dropouts and/or non completers. In recent years, there have been limited efforts by campus staff to contact students who drop or do not complete classes, and a pilot study of early leavers was conducted by the IR office in 1997-98. The study surveyed a sample of students enrolled in fall 1997 who either did not complete the term or did not re-enroll in classes during winter term. While the scope of the survey was limited, results were consistent with the literature on community college retention. Students dropped and/or did not return to school primarily because of changes in family or work circumstances, financial reasons, or illness. Most students were satisfied with their experience at the college and indicated that they planned to return at a later date. A second survey of early leavers conducted the following year in conjunction with preparation for a facilities bond yielded similar results.

Under the new Title III grant more emphasis is being placed on retention and the factors that cause students to leave. In the past, when enrollments were good, there was little incentive to increase retention and, in reality, there were barely enough resources to serve the students who remained. However, with decreasing state support and decreasing enrollments, student retention has taken on greater importance. Helping students to stay in school until they accomplish individual educational goals is also now perceived as an ethical as well as a budgetary issue. The previous attitude that all students have a right to enter and fail is no longer acceptable. PCC remains an open admissions college, but it is designing programs and policies that will assist students in achieving their success.

Student satisfaction: The college regularly surveys students enrolled in credit classes to determine satisfaction with college programs and services. The ACT Student Opinion Survey is administered every other year at three campus locations; results are available on the IR web site and are used in the annual Goals and Effectiveness Indicators report. In recent years, the Sylvania Campus has also conducted the Noel-Levitz Campus Climate Survey and used results to make program improvements in student development and other services. During spring 2005, the survey will be expanded to include students enrolled at Cascade and Rock Creek campuses and the Southeast Center.

The IR office conducts an annual survey of graduates and completers (students who complete a substantial body of coursework but do not petition for a degree or certificate) to determine student satisfaction with their experience at PCC and with their preparation for employment or transfer. Results are included in the Goals and Effectiveness Indicators report, and when sufficient responses are available, they are aggregated at the program level and included in the online data profiles used for program review.

Transfer success: Data matches with the Oregon University System provide general information about student transfer to public universities in the state and about academic performance after transfer, but program-specific information is not available. Access to the National Student Clearinghouse is becoming a more useful tool for tracking students who enroll at other postsecondary institutions, and the IR office is looking at how best to incorporate Clearinghouse information into the on-line program/discipline profiles.

Employer satisfaction: The IR office periodically surveys a sample of employers in the metro region to determine a sense of satisfaction with training received by PCC graduates; survey results are used for institutional effectiveness measures related to professional technical education. Employer lists are developed using information obtained from students via the annual Graduate and Completer survey and from contacts provided by PTE faculty and the Career Placement office. Survey results tend to represent responses from small and mid-size businesses (since it is easiest to identify individuals who have contact with PCC graduates and knowledge about their training), and IR staff continues to work with faculty and career placement specialists to expand the pool of larger employers for whom direct contact information is available. Since the sample for each survey is relatively small, results are most useful at the highest level of aggregation (college-wide); numbers are not sufficient to provide any useful assessment or feedback for individual programs. PTE programs receive regular feedback from their advisory committees on graduate performance, and this has often led to changes in curriculum and teaching methodologies.

Strengths

A conceptual framework for planning, assessment, and continuous improvement is in place and implementation has progressed steadily over the last ten years.

Challenges

The College needs to fully implement the assessment of learning outcomes, in particular the Core Learning Outcomes.

Providing college wide leadership for assessment and maintaining momentum for continuous improvement is an on going challenge in a district the size of PCC.

Recommendations

1. Provide district wide leadership for the continued implementation of the Assessment Plan.

2. Establish mechanisms to demonstrate student achievement related to Core Learning Outcomes.

2.6 Policy on Distance Delivery of Courses, Certificate, and Degree Programs

Introduction

Portland Community College (PCC) utilizes four modes of distance delivery: online, telecourse, interactive television (ITV) and teleweb (a combination of online classes and telecourses). Currently, students can earn three degrees entirely at a distance: the Associate of Applied Science degree in both Computer Information Systems and Management and Supervisory Development and the Associate of General Studies Degree. Through a combination of telecourses and WebCT classes, students can earn nearly all credits necessary for both the Associate of Arts Oregon Transfer (AAOT) and Associate of Science Oregon Transfer (ASOT); the ASOT-Business will be entirely online by 2006.

Until the fall of 2004, the Office of Distance Education coordinated course offerings and provided training and support for faculty, among its other activities. Individual campuses and departments oversaw all distance learning (DL) courses, with responsibility for course development, scheduling and assessment. An organizational change placing Distance Education under the office of the Vice President for Academic and Student Affairs (VP) has resulted in centralization of oversight for distance learning classes and the faculty who teach them. Also, many support functions formerly provided by the Distance Education department have been split between Information Technology Services and the newly-formed Curriculum Support department, which is also under the VP. This allows the DL team to focus on identifying, scheduling and evaluating their courses. It has also given them freedom to develop programs in the non-credit area in conjunction with the Extended Learning Campus.

Approval and Purpose

2.6.a The institution's delivery programs have a clearly defined purpose congruent with the institutional mission and purpose.

The Distance Education department provides courses, degrees and certificates that meet the needs of learners regardless of their location. It is also tasked with attracting new students and expanding enrollments by providing such access and providing delivery methods appropriate to the needs of teachers and students.

At a 2004 planning retreat, undertaken in conjunction with its departmental partners throughout the college, the office of Distance Education developed goals and objectives that were consistent with

the Educational Master Plan (EMP), the mission of the college, and the needs of its constituents. The Director of Distance Education has on a regular basis reviewed with the President's Cabinet the vision, goals and objectives of the DL program to ensure compatibility with overall college plans.

2.6.b Each program has been approved through established institutional program approval mechanisms.

When proposed to be offered entirely by distance methods, degrees (e.g., the ASOT, AAOT, etc.), are reviewed by the Degrees and Certificates Committee of the Educational Advisory Council (EAC), and recommendations are made accordingly.

College policy calls for approval and review of specific distance education courses at three different points in their development and implementation.

- First, after new distance learning courses are proposed by a department and approved for development by campus deans of instruction, faculty and/or division deans bring the proposals before the appropriate Subject Area Committee (SAC) for review and approval. At this point in course development, the SAC is required to determine whether or not teaching the course at a distance will accomplish course outcomes and whether it has appropriate assessment activities.

- After a new course has been developed, both Distance Education staff and department chairs and/or division deans review it before the instructor is paid for development and the course is offered to students. Approval here indicates that all assignments and lectures are complete; that the syllabus and course orientation are clear and readily available; and that the course overall provides for easy navigation and frequent interaction with other students and with the instructor.

- Finally, after a year's implementation, each new DL course is to be submitted to the SAC for review, again so that the SAC can determine whether or not teaching the course at a distance has negatively affected outcomes and assessment activities. After both the first and second SAC review, division deans or department chairs are to submit appropriate approval forms, signed by SAC chairs, administrative support, and deans of instruction, to the Office of the Vice President for Academic and Student Affairs for final approval. From this point forward, the course is subject to the same review and evaluation as any other course.

The official approval process described above, however, is not followed with any consistency by SACs and administrators. Records show that many DL courses have never been officially approved; many courses that have been approved have not gone through the final assessment described in the process. Reasons for this are several. Many courses predate the process, and faculty and deans are reluctant to go back and approve courses already being taught. Some SACs and deans are unaware of the full process. This is particularly true for the second, final approval needed. And until this past fall, there has been no central office charged with reviewing and scheduling these courses. One further reason for the lack of formal reviews may be the lack of expertise of faculty and deans to review a distance learning course, and the general reluctance of faculty in particular to be critical of a

colleague's work. Now the Director of Distance Education has the authority to not schedule courses that are not approved.

Evidence
Report from 2004 Planning Retreat, Distance Education Office
Distance Learning Faculty and Staff Website
http://www.distance.pcc.edu/distancehq/
Resources for Online Instructors
http://www.distance.pcc.edu/distancehq/OnlineHQ/
Introduction to Distance Education
http://www.distance.pcc.edu/distancehq/dgDisplay.cfm?style=7&dispgroupID=41
Course Development Checklist
[dload_courseprepcheck.pdf]
Online Program Administrative Information
http://www.distance.pcc.edu/distancehq/ssdisplay.cfm?ssid=43
Overview of Course Development Process
http://www.distance.pcc.edu/distancehq/infopages/index.cfm?kbid=4580&DispGroupID=122&ssid=43
Curriculum Procedures Handbook: Course Revision Procedure—Distance Learning
http://www.pcc.edu/edserv/handbook/dismod.htm
SAC Distance Learning Approve List 8-11-03

Curriculum and Instruction

2.6.c Programs provide for timely and appropriate interaction between students and faculty, and among students.

The Instructional Standards for Distance Education courses stipulate explicitly that learning activities should include "frequent, meaningful interactions among learners, between learners and content and between learners and faculty"; likewise, the Basic Agreement for Online Course Development states that instructors will "provide opportunities for student-teacher, and student-student interaction and provide prompt feedback on progress to students." Software used for online instruction promotes such interaction through the use of chat rooms, discussion boards, and email, and faculty training for online courses emphasizes and outlines ways to employ these features.

Interaction is more problematic in telecourses; in fact, the student guidelines state outright that *"these courses may not provide much opportunity for interaction with other students and instructors."* On the other hand, some include an on-campus orientation, visits with instructors during office hours, email and phone calls or conferences

2.6.d The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction.

Both SAC and departmental reviews provide for faculty oversight over distance education materials and programs. DL courses originate with the faculty and cannot be offered without SAC approval.

As stated above, however, official records of these approvals are spotty, but this does not indicate that courses are being offered without faculty oversight.

2.6.e The institution ensures that the technology used is appropriate to the nature and objectives of the program.

SAC and departmental reviews ensure that technology is appropriate. The Office of Distance Education regularly assesses available technology and works with instructors to make sure that software and hardware meets instructors' needs. The 2000 Distance Learning Strategic Plan outlines the vision that has underlined the development of distance education technology for the past three years; the planning session in summer 2004 further outlined technology goals. See these goals in section **2.6a.**

2.6.f The institution ensures the currency of materials programs and courses. See 2.6.b

2.6.g The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses or other media products.

The Faculty and Academic Professional Agreement outlines policies concerning ownership of intellectual property. By and large, faculty are compensated for training in the use of DL technology, and for both course development and course revision. The agreement stipulates the extent to which (if at all) such materials are owned by the college and how they may be used. Further, faculty enters into a specific agreement with the Office of Distance Education when they undertake to develop and teach DL courses. If faculty employ previously created materials in developing any DL course, they retain ownership of those materials.

2.6.h The institution provides appropriate faculty support services specifically related to distance education.

The Office of Distance Education offers extensive training and support for faculty, whether they are undertaking their first DL course or are veteran teachers wishing to enhance their skills.

2.6.i The institution provides appropriate training for faculty who teach in distance education programs.

All new distance learning instructors first go through a skills and hardware/software checklist to make sure that they are equipped to teach at a distance. They also take an online course (via the Online Training Site) to prepare them for a later two-and-a-half- day training session in which they learn about and practice using the technology, and discuss course design and pedagogy. Further, Curriculum Support Services offers extensive support to faculty who wish to enhance their skills. Workshops, offered on the three main campuses, include assistance in editing graphics for

presentation online and in using e-packs (courseware developed for specific disciplines); presenters also help faculty in the use of discussion boards, quizzes, Powerpoint, PDF files and Excel.

Faculty may also avail themselves of online or phone support in a variety of ways. The Distance Learning Faculty and Staff Web site provides tutorials in WebCT and access to exemplary online courses; it links faculty to online resources for web page development and discussions of disability issues, copyright law, and instructional design. Faculty may request assistance from the DL faculty helpdesk or write directly to Distance Education staff via the website.

In most cases, DL instructors can take advantages of more extensive support and training than their onsite counterparts, especially if they are part-time faculty. Yet, perhaps because of the constant changes in technology and the complexity of developing DL courses, faculty noted increased support and training as one of their three wishes for distance learning at PCC at the 2004 retreat. In particular, they expressed desire for more time for course development, more interaction with colleagues, and more technical support.

Evidence

Distance Education at Portland Community College, Strategic Plan, 2000
Distance Education Faculty and Staff Website
http://www.distance.pcc.edu/distancehq/
Resources for Online Instructors
http://www.distance.pcc.edu/distancehq/OnlineHQ/
Instructional Standards for Distance Education Courses
http://www.distance.pcc.edu/distancehq/infopages/index.cfm?kbid=4705
Basic Agreement for Online Course Development
http://www.distance.pcc.edu/distancehq/infopages/index.cfm?kbid=4706
Online Training Site
http://www.distance.pcc.edu/distancehq/OnlineHQ/ots_intro.html
Online Instructor Training Options
http://www.distance.pcc.edu/distancehq/infopages/index.cfm?kbid=4711
2002 Student Survey
http://www.distance.pcc.edu/distancehq/aboutdehq/survey02.cfm
PCC Libraries Services for Faculty
http://www.pcc.edu/library/faculty/
IMS Training Workshops and Schedule
http://www.pcc.edu/library/training/
IMS Staff Offering Training and Support
http://www.pcc.edu/library/ims/staff.htm
PCC Faculty and Academic Professional Agreement: Article 28, Intellectual Property Rights
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/facultyagreement/facultyArt28.htm
Distance Learning Workload Matrix
https://view.pcc.edu:2443/login?url=http://intranet/hr/contracts/FacultyAgreement/facultyDLMatrix.htm

Library and Information Resources

2.6.j The institution ensures that students have access to and can effectively use appropriate library resources.

Students taking courses at a distance can access all library materials with a library barcode and a PCC ID card. The library's web-based catalog allows students to request materials and have them sent to the nearest campus library or the Southeast Center. By accessing the library's website, off campus students can also read articles online through EBSCOhost and various discipline-based databases; the library also subscribes to online versions of the *Oregonian* and the *New York Times*. The library's webpage offers tutorials and guides for students beginning their research; students also may query a librarian either online or by phone. Finally, like their onsite counterparts, distance learning students have ready access to materials placed on e-reserve by instructors of individual courses.

Further, PCC has been accepted into the Orbis Cascade Alliance, which will give students and faculty access to the Alliance's Summit Union catalog, a consolidated, merged catalog of holdings from member libraries and the Center for Research libraries. The catalog embraces a collection of 22 million books, sound recordings, films, etc., with 48-hour delivery service serving more than 60 drop sites in Oregon, Washington, and Idaho. The Alliance will also give PCC purchase discounts for selected electronic reserves, available to online and on-campus students alike.

2.6.k The institution monitors whether students make appropriate use of learning resources.

The library does not distinguish between online and on-campus students as it monitors use of its materials. As is true of any course, departmental and SAC oversight ensures that students fully use the resources at their disposal.

2.6.l The institution provides laboratories, facilities, and equipment appropriate to the courses or program.

Students can use computers in any campus CRC to do their online coursework. The Distance Learning Virtual Campus provides maps for all ITV locations. Campus libraries also house both computers and televisions for student use. In addition, all campus libraries have an assistive learning station, available to students with disabilities and allowing them easier access to computer resources.

Faculty production labs are located at each campus, although Office of Distance Education maintains its own production facility only at Sylvania. Instructors can request initial production help or a "course tune-up" through the faculty website, and receive assistance with, and access to, DL production equipment. Such assistance can include instructional design consulting, graphics and multimedia enhancements, use of learning objects, alternative assessments, and audio or video additions.

Although full-time faculty have access to desktop PCs, part-time faculty must rely on either faculty labs or their own equipment to teach their courses. Each faculty member must inventory his or her own software, hardware, and Internet connections before undertaking to teach a DL course.

Evidence
Distance Education Virtual Campus
http://www.distance.pcc.edu
Distance Education Resources
http://www.distance.pcc.edu/resources/
Portland Community College Libraries Homepage
http://www.pcc.edu/library/
Portland Community College Libraries and Instructional Media Services Self-Study, 2004
Portland Community College Distance Learning Substantive Change Notification Prospectus,
September 1999

Faculty Support

2.6.m Training is provided for faculty who teach via electronic delivery.

2.6.n The institution has faculty support services specifically related to teaching via electronic delivery.
See 2.6. h/i

Student Services

2.6.o The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Distance education students have access to services on any PCC campus and through MyPCC web page. They can take the Orientation to Online Learning to familiarize themselves with distance learning and to check on their own skills and equipment. They can also view the schedule of classes; find information about degrees, certificates and prerequisites; order textbooks; contact an advisor; and access the libraries. Students can register for classes online and contact instructors. They can also be admitted to the college and take the PCC New Student Orientation via the Web. PCC's webpage presents information about varieties of financial aid available; forms are also online in PDF format.

Although specific advisors from each campus are designated for online students, most must still come to campus to take the ASSET test. (Out-of-district students may take the ASSET at a testing center at a local college.) Scores are not available online, and advisors cannot release test scores over the phone.

On-line counseling, tutoring, and financial aid advising are all in the development stage.

Students can also find out about distance learning in the printed schedule and through brochures from the Office of Distance Education.

2.6.p The institution provides an adequate means for resolving student complaints.

Since distance learning courses are offered through the divisions, students can resolve complaints through the same process as do on-campus students. The Student Grievance Procedure is available through the PCC website, as are department phone numbers. Unfortunately, it is difficult to ascertain through the schedule of classes, either in print or online, exactly which campus division is running a particular DL course, since the courses are not located at a specific place. However, the Office of Distance Education retains a full-time staff person (whose number is publicized in all DL materials) who directs students to the department running any course about which they have a complaint.

2.6.q The institution provides to the students advertising, recruiting and admissions information that adequately and accurately represents the programs, requirements and services available.

For the web-savvy student, the PCC website and the Distance Education Virtual Campus provides access to nearly all the information available on paper at the different campuses—and much that is not available anywhere but on the web. The Virtual Campus allows students to link easily to a wealth of information on degrees and certificates; in addition, distance learning students can link to the email address of advisors specifically designated for them. Students can also link to Oregon One and the Oregon Community College Distance Education Consortium to find courses currently unavailable at PCC and required for their degree.

As mentioned above, students can apply for admission and register for classes online.. Currently, although they can find the location and hours of testing centers, they must go to campus or a testing center located at another college in their area to be tested.

For students less familiar with PCC resources on the web (or how to navigate through various interconnected links), information is available through a brochure from the Office of Distance Education or the printed schedule.

2.6.r The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

The Online Student Orientation describes the online learning environment: it notes that students need to be self-disciplined, that they must learn best (or adequately) through reading and writing, that they must be willing to ask for assistance and attention if they are bored, confused or frustrated. It also describes the work habits and skills, both technical and academic, of successful online students. Students fill out a questionnaire, plan a schedule, and complete an inventory of their equipment. Also available are tutorials on basic skills such as cutting and pasting, saving and finding files, and online research. A tutorial on WebCT navigation is included as well. Before they enroll,

students can also view Course Information Pages completed by individual instructors describing the requirements of their courses.

There is no online orientation designed specifically for televised courses (telecourses, Teleweb, and ITV) although the work habits, skills, and learning styles described in the online orientation would hold true here as well. The Virtual Campus offers extensive information about all these courses; students can access additional information about ITV through a FAQ page that links them to the bookstore, registration, technical information, and a helpdesk.

The student computer helpdesk offers assistance Monday through Saturday by phone or email; technicians aid students not only with WebCT, but also with most of the software they will use in creating documents for online courses.

Evidence
PCC Distance Education Virtual Campus
http://www.distance.pcc.edu
Online Learning Orientation
http://www.distance.pcc.edu/orientation/mod1/mod1_succ.cfm
Portland Community College Homepage
http://www.pcc.edu
For PCC Student Services Page
http://www.pcc.edu/pcc/students/
Student Rights and Responsibilities Page
http://www.pcc.edu/pcc/abt/rights/student_rights/
Title III Grant Description
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/titleiii/default.htm

Facilities and Finances

2.6.s. The institution possesses the equipment and technical expertise required for distance education.

Currently, the Office of Distance Education maintains its operations support unit at the Sylvania campus, with technical staff who oversee the design, construction, installation, integration, maintenance and repair of various electronic communications. There is also a distribution satellite facility at each comprehensive campus and workforce training center.

Distance Education works in conjunction with several other units, inside and outside the College, to provide services to faculty and students. The college outsources its WebCT server to the state of Oregon's Online Services. Further, IMS funds part of the cost of leasing WebCT and currently provides 2 FTE in staff support for faculty, although this is likely to change in the current reorganization of instructional computing services. Right now, IMS provides basic technology training, while Distance Education focuses specifically on development of distance learning courses and programs.

As a result of the recent bond measure, the college will construct extensive new distance learning infrastructure at Sylvania in the new tech arts building, as well as ITV classrooms at each campus. Construction will be 90 percent complete in fall 2004 and finished by fall 2005.

2.6.t The institution's long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the program.

Distance education is featured in the college's Educational Master Plan, in the area of Educational Programs and Services. Under Strategic Direction One for 2003-2005 (that the college will offer a mix of transfer and professional-technical programs), the EMP notes that PCC will "develop a comprehensive institutional vision for distance learning and the role it will play in the design and delivery of curriculum." The EMP also focuses on ways to expand services for DL students and coordinate with other institutions in DL offerings, stating that the "College will use technology in ways that enhance teaching and learning and improve the delivery of student services."

The Office of Distance Education developed its own strategic plan in 2000 as a vision for its future in the next two years. As a result, processes for course and program development and assessment are now in place as are an expansion of student services for DL students and varied delivery methods appropriate for the curricula. The Office of Distance Education sponsored a retreat in the summer of 2004 for another planning session to lay out its vision for the coming years

The college funds ongoing distance learning courses as part of the general fund allotment to each campus and its divisions. These courses are funded in the same way as onsite courses. New DL courses are also funded in the same manner as any other course new to the division.

The current budget for the Office of Distance Education both maintains the existing program and includes a growth component to provide for increased enrollment. The second piece, tied to a distance learning fee paid by students, grows as enrollment grows and covers both the cost of developing new courses and the ongoing cost of infrastructure.

Evidence
Strategic Planning at PCC
http://www.pcc.edu/ir/planning/
Budget Document 2003-04 General Fund/Operating, Requirements in Detail
Distance Education at Portland Community College, Strategic Plan, 2000

Commitment to Support

2.6.u The institution offering the program demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable enrolled students to complete the degree or certificate.
See 2.6.s-t

Evaluation and Assessment

2.6.v The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruitment policies and decisions.

The first heading on PCC's Distance Learning Virtual Campus page invites the student to learn about distance education and take the online learning orientation. As noted above, the inventory explains and asks students to inventory the skills, equipment, and learning style necessary for success. The college does not require this orientation; students who enter DL courses meet the same prerequisite and test score requirements as those on-site.

2.6.w The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.

The Instructional Standards for Distance Education Courses represents a best practices list for DL instructors, and the Course Development Checklist provides a way for Distance Education and division staff to assess courses before they are ever offered. As noted above, the EAC requires that SACs review course proposals before they are developed; when a new course is proposed, a copy of course outcomes accompanies the approval form, and the instructor should note any anticipated changes. SACs are also required to perform a one-year review of all new DL courses to determine whether or not the change in modality has affected outcomes and assessment activities. Department chairs and division deans are responsible for assessment of the distance education courses they offer once the course has been reviewed and approved by the SAC. As also noted above, these reviews are not yet being consistently carried out/and or, records of the reviews are not always kept.

The 2002 survey represents the college's effort to ascertain overall student satisfaction and success in distance education. Of the students surveyed, 71 percent received a passing grade for their work; 12 percent did not pass; and 15 percent received some indication of withdrawal or absence (an I, W, X, Drop Aud, or CIP). Of the students who responded to the survey, 70 percent took the survey and found it useful. Seventy percent were satisfied with the outcome of the course, while 26 percent were somewhat satisfied. Just under half (49 percent) found the course to be about as difficult as an on-site course, while 32% found it more difficult. The overwhelming majority (95 percent) would take another online course.

Although most departments examine retention in their courses, both onsite and DL, the Office of Distance Education does not regularly do so. DL faculty often sense that they lose more students than their onsite counterparts, but figures from Fall 2003 indicate that overall, retention figures in DL and onsite classes are similar.

2.6.x The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.

WebCT offers various safeguards to ensure the integrity of student work: instructors can set the release date and time allotted for an exam, so that students are less likely to search the Internet or communicate via email while taking it; instructors can also opt to release grades in such a way that correct answers are unavailable or available later; instructors can vary question sets, so that different students receive different exams, and they may also designate a specific IP address for an exam, if they wish it to be proctored in a computer lab. As they might do onsite, instructors can also design short answer questions that don't require identical responses.

ITV instructors arrange for the dates and times of exams during the first week of school. They must complete and send out a Testing Instruction Form to each site in order to provide specific instructions and proper handling for each exam. ITV allows the instructor to see all students at all times and two-way video and audio is used to monitor activities during exams.

Most telecourses require students to come to campus for an orientation, and midterm and final exams.

Strengths

Both the EAC and the Office of Distance Education have created the means by which DL courses are to be approved and reviewed by both departments and the SACs. Further, the faculty agreement provides for assessment of the work of all PCC faculty, full- and part-time, whether the courses are new or ongoing, delivered via distance or onsite. Finally, the Office of Distance Education, in conjunction with faculty and department chairs, has undertaken to create a rubric for division deans and department chairs so that assessment is more uniform and widespread; it should be available by fall 2004.

The Office of Distance Education promotes sound pedagogy through its many avenues for training and ongoing support for faculty engaged in distance learning. The college has provided a mechanism for faculty oversight of DL courses and programs, and a system of compensation for faculty engaged in course development and revision. That the college intends for courses to be as rigorous, engaging, and rewarding as face-to-face classes is reflected in the Instructional Standards for Distance Education Courses and in the specific agreements faculty enter into when they develop new courses.

These policies and the overall good faith efforts of DL instructors are evident in the 2002 survey of Distance Learning students enrolled in courses for credit. Just under half of the 2554 surveys mailed out to students were returned. Of these students, 70 percent were very satisfied with the course they were currently taking and 26 percent were somewhat satisfied; 95 percent would take another online course.

The survey also provided useful information concerning interaction between faculty and students and among students themselves. Most students (69 percent) were satisfied with the amount of interaction in their classes, while 29 percent were not; 84 percent participated in some kind of online interaction, whether email or discussion, while 14 percent did not; and 65 percent of those who

participated in some kind of online discussion found it to be valuable, while 18 percent did not. Seventeen percent said that no form of interaction was offered.

PCC offers a wide array of library and computer resources to its students, distance and on-campus alike. The 2002 survey indicated that student respondents lived primarily in the metro area, most with physical access to PCC campuses if need be. The library's website gives students access to many general and discipline-based online databases; further, students can order materials from any PCC library (and, of course, through inter-library load) and pick them up at the nearest campus. Students can also work from libraries or computer resource centers to take online or televised courses.

The Orbis system will widen this access, and provide more drop sites convenient to distance learning students.

The Virtual Campus and the MyPCC website offer a plethora of information to students who are familiar with navigation on the Web, who have a clear educational plan, and who understand the complex requirements of their degree. They are able to seek help, find information about degrees and certificates, inventory their skills and equipment, buy books, and gain access to most of the services available to on-campus students. The online student orientation is an excellent tool for those students who use it. Technical support is widely available, as is advising.

Both the budget and the Educational Master Plan provide evidence for the college's full commitment to its Distance Education program. The multiple sources of funding for distance learning—the general fund allotments to divisions for DL courses and to the Office of Distance Education for programming and operations, as well as the fee-based growth component—indicate the college's ongoing support. Further, the prominent inclusion of distance learning as part of the Educational Master Plan solidifies its current place within the curriculum and creates avenues for change and expansion.

Because of this support, the Office of Distance Education has been able to offer faculty ample support in course development. Although the Office itself is located at the Sylvania campus, as are its production facilities, IMS staff at each campus offer a wide array of workshops and one-on-one training sessions at times and places convenient to most faculty.

The Office of Distance Education provides valuable guidelines for instructors and administrators for use in the development and assessment of distance learning courses. These best practices reflect the kinds of activities that should occur in any course, regardless of modality; particular to distance learning is the insistence that students should have control over time, place, and pace of learning; that instructors identify requisite technological skills; and that the course includes support for students to develop confidence and competence with the processes and technology of distance education. As noted, the EAC has provided the mechanism by which SACs can ensure that course outcomes and assessment activities are not significantly altered when the course is offered at a distance. Whether or not they do so depends on the willingness and expertise within the SAC to perform the assessment.

The student survey suggests that many students are satisfied with their online coursework and that most complete the term with a passing grade. Perhaps more indicative of student interest in these

courses are enrollment figures: enrollment in distance learning programs is growing, and most courses fill rapidly—many, the day registration begins.

Challenges

The challenges to PCC seem to lie both in its record-keeping and the process by which SACs review courses, both new and ongoing. It's likely that some SACs and divisions have reviewed distance learning courses—both initially and after a year--but that these reviews are unreported. Clearly, it's also critical that SACs create a process for course review—and that department chairs and division deans follow through by bringing DL courses before the SACs and by implementing the SACs recommendations.

Assuring faculty and departmental oversight of distance learning courses may be the biggest challenge that the college faces. We note in response to **2.6.b** problems related to this at PCC. Overall, what may seem like a problem in oversight may be more a problem in record-keeping. Discussions with department chairs in Math and CIS/BA/CAS suggest that these SACs have been apprised of new courses as they arise and that they get the opportunity to review courses once they have been offered for a year.

On the other hand, it seems important that the college make improvements in both record-keeping and assessment if its distance education program is to remain viable. It is easier overall for teaching deficiencies caused by overloaded instructors not to "show up" at a distance: that is, for instructors to rely on dated material; to fail to monitor or oversee discussion boards; to comment minimally, if at all, on student work. When instructors, like students, use distance learning courses to take on far more work than they could handle otherwise, communication dwindles. Thus, departmental and SAC oversight in these courses is critical—and problematic, as noted above.

Telecourses seem most prone to limited interaction by their very nature. The move toward ITV and Teleweb courses should enhance communication and assure that these classes have the rigor and intellectual energy of their face to face counterparts.

PCC's vision of extending online access to courses and degrees into low-income, underserved communities has not been realized in the way outlined in the original Distance Education plan. Access to all students, especially those who cannot come to a campus and cannot afford home computing is still a concern.

Newcomers, undecided students, and anyone relying on printed materials are at a disadvantage. The Virtual Campus makes it relatively simple to navigate between PCC's homepage and information specific to distance learning. But degree and transfer requirements, fee structures, deadlines, and equipment requirements compose a maze for the unwary and uncertain. Online students must make their way through often without the aid of face-to-face meetings with an advisor or faculty member. Further, although it lists distance learning courses, the printed class schedule includes only three pages devoted to the specific requirements of distance education. It's also very difficult to ascertain from the printed PCC Catalog what degrees or certificates are available online.

Although PCC offers the online orientation, students are still on their own to determine whether distance education is right for them. There is no requirement that they go through the orientation

or that they check their skills and equipment against what is likely to be required of them. If they are dissatisfied, it may be difficult to reach a faculty member or resolve a complaint, since it's unclear in the schedule to whom they should direct it.

The Title III grant PCC has recently received may resolve some of these problems, especially for at-risk students. Its components include work on retention through increased focus on online advising: students will have access to a virtual advising assistant to answer frequently asked questions and remind them of important deadlines; a goal-setting and tracking system to allow for online academic and career planning; online transfer and degree audit systems; and an online early warning system for those at risk of academic probation.

Currently, the Office of Distance Education does not employ a faculty member to offer assistance and support in pedagogy and curriculum development. Distance learning staff relies heavily on IMS for support; thus, it's critical that, in the coming reorganization of instructional computing staff, this connection be maintained and strengthened.

Beyond the challenges posed by SAC and departmental review of courses, the college faces the same issues in retention in DL courses that it deals with across the board. The Title III grant refers to these challenges in candid terms: "PCC does not adequately prepare students for college life or support them as they navigate its complexities, leading to high numbers of freshmen being placed on academic alert at the end of their first terms and low retention rates." The good news for distance education students is that many of the Portals system enhancements apply quite directly to them: most of the services will be online and will remedy problems that they may experience to a greater degree than onsite students, since face-to-face advising is sometimes unavailable. But low retention in math courses is likely to remain a problem that both the Math SAC and the Office of Distance Education should address.

For instructors who make heavy use of multiple choice or short answer exams, WebCT seems to provide reasonable safeguards against cheating. The issue is more problematic for writing instructors, or in any course requiring substantial written work. So much is available online from paper mills which sell student work that the English Department runs across at least two cases of cheating each term—and these are just the incidents that instructors have documented and reported. Costs have prevented PCC from subscribing to an online anti-plagiarism service, such as Turnitin, but the relatively high incidence of plagiarism in writing course may make this necessary.

Evidence
PCC, Institutional Research: Fall 2003 Registration, Withdrawal and Drop Comparison: Distance Learning v. On-Campus.
PCC Virtual Campus http://www.distance.pcc.edu
PCC Distance Education Faculty and Staff Website http://www.distance.pcc.edu/distancehq/
Distance Education Resource for Teleweb/Telecourse Instructors
http://www.distance.pcc.edu/distancehq/telecoursehq/
Distance Education WebCT Tutorials
http://www.distance.pcc.edu/distancehq/ssdisplay.cfm?ssid=10
Instructional Standards for Distance Education Courses
http://www.distance.pcc.edu/distancehq/infopages/index.cfm?kbid=4705
2002 Student Survey http://www.distance.pcc.edu/distancehq/aboutdehq/survey02.cfm

Title III Grant Description https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/titleiii/

Recommendations

1. Improve record-keeping and assessment of the approval process for distance learning courses since it is unclear whether the Subject Area Committee review (initial and one-year) is effective.

2. Department chairs and division deans need to more fully understand how to conduct assessments of distance learning courses, complete with course observations and student evaluations. Further, assessment of an instructor's Distance Learning courses should be part of the review stipulated by the Faculty Agreement.

3. An on-going review of retention in Distance Learning courses should be implemented, with particular attention given to student persistence in on-line math courses.

4. Portland Community College should subscribe to a plagiarism prevention system to deter students from cheating and to support faculty in identifying evidence of plagiarism.

5. The Educational Advisory Council should review the implications for students by offering a degree, especially the Associate of Arts Oregon Transfer, entirely at a distance.

6. Since telecourses are most prone to limited interaction by their very nature, the College should encourage departments to move toward ITV and Teleweb courses. This migration should enhance communication and assure that these classes have the rigor and intellectual energy of their face-to-face counterparts.

STANDARD THREE: Students

Introduction

Portland Community College (PCC) has a comprehensive student services program with a staff of dedicated professionals that serves to enhance student success. Support services include admissions, orientation, advising, testing, counseling, financial aid, career counseling and employment services, student government and programs designed for both general and specific populations.

Response to 1995 Recommendation

A recommendation to "… investigate the use of ASSET demographic and skills testing data to assist decision makers in developing a comprehensive picture of its entering students" resulted in some data being gathered and analyzed. However, this has not been consistently done; the section of the ASSET test that provides this information is not currently in use. Still, improvements in the admission form and full implementation of the Banner system allow for the collection and dissemination of similar information. In addition, the college is in the process of switching from ASSET to Compass/ESL which will provide more opportunity for data collection.

3.A Purpose and Organization

Student programs and services support the achievement of the institution's mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution. The institution provides essential support services for students, regardless of where or how they are enrolled or the means by which educational programs are offered.

3.A.1 Organization of Student Services

The student services organization at PCC has gone through several changes in the last ten years. In the mid 1990's, the district positions of Director of Student Services and Vice President for Educational Services, both of which served to coordinate college-wide student services, were eliminated. Student services were decentralized under campus Deans of Student Development. In 2002, in recognition of the lack of supervisory staff at the campuses in student services, temporary management positions were added to each campus under the Deans of Student Development.

In the spring of 2003, the PCC District President and Board decided to reestablish the position of Vice President for Academic and Student Affairs (previously the Vice President for Educational Services). It was recognized that for consistency of policy and procedure, as well as for planning and development purposes, it was necessary to have a district officer providing leadership in this area.

The Vice President for Academic and Student Affairs (VP) now plays a critical role in providing this leadership. A major undertaking of the new VP has been to make permanent four new Director of Student Services positions. Three positions provide administrative support to the Deans of Student

Development at the Sylvania, Cascade and Rock Creek campuses. The fourth position manages all aspects of student development services for the Extended Learning Campus (ELC).

To assist in district wide coordination, the VP, three Deans of Student Development, the Director of Enrollment Services, the Director of Student Services for the ELC and the Division Dean of Student Support Services at the Sylvania Campus meet twice a month. Once each month they are joined by all the managers of student services, the Director of the Title III program and the Director of Business Services from the Financial Services division. These meetings serve as the primary vehicle for planning and development as well as for resolving operational issues in Student Services.

The Vice President for Academic and Student Affairs works directly with the PCC District President and his Cabinet. He also provides direct communication and leadership to the Deans of Student Development for the college mission, Board goals and student related objectives in the Educational Master Plan (EMP). In order to effectively implement these various goals and objectives, the VP, along with Student Development deans and directors, the Director of Enrollment Services and Director of Business Affairs, planned and implemented a series of in-service meetings beginning in January of 2003. All student services staff attended and participated in the development of implementation strategies to address specific sections of the EMP.

As a result of these sessions, six key directions were identified for all student services departments. Each department then developed implementation strategies to move in these directions. This "matrix" of key directions and strategies has become the district plan for student services. Each of the 13 departments has set strategic priorities which will form the basis for future assessments of programs and services.

In response to the EMP and concerns expressed by student development deans, the college now employs student services managers at Sylvania, Cascade and Rock Creek campuses who communicate with faculty and students to support and enhance student success. A recent Title III grant is also focused on retention and is well integrated into the student services structure.

Based on the results of the recent planning sessions, it has been recommended that Student Development and Enrollment Services need to implement the following:
- Provide on-going training to advisors and counselors
- Assess the current role of counselors at PCC compared to other community colleges nationwide
- Increase consistency of services district wide
- Increase communication among student services staff
- Implement consistent testing procedures across the district
- Improve the quality and increase the availability of tutoring district wide
- Adopt a district wide "Best Practices" strategy to increase student retention
- Improve the relationship between student services and instruction
- Create a Financial Aid help line (like Business Office and Registration). Increase the number of incoming phone lines in Financial Aid.
- Hire more bilingual staff

- Create a student services open computer lab with staff trained to assist with web processes such as Free Application for Federal Student Aid (FAFSA), PCC Admission Form, new student orientation, registration, student loan entrance/exit counseling
- Implement E-payment options

Evidence
PCC Organizational Chart: http://www.pcc.edu/ir/OrgChart/OrgChart.htm
Benchmark Report – Student Services Staffing Comparison
Educational Master Plan: http://www.pcc.edu/ir/planning/
Student/Enrollment Services Matrix
Student Services/Student Development (Small group In-service Reports)
Student Access and Development – Strategic Direction 1 (six key directions)
Meeting Notes from District wide meeting addressing (six key directions)
Program Review Reports: http://www.pcc.edu/edserv/dpreview
Interview Deans of Student Development
Interview Vice President of Academic and Student Affairs

3.A.2 Staff Qualifications

PCC's student services programs employ highly qualified, dedicated staff members who are evaluated regularly. Clear job descriptions exist for each position and appropriate minimum qualifications are set for each. Positions are filled on a competitive basis.

Evidence
Resumes from Student Services Staff, Student Affairs Staff Profile

3.A.3 Student Development Policies and Procedures

Student development programs and services strive to operate by a consistent set of policies and procedures. A clear statement of values and goals guides the work of each operating component.

Student Development: Purpose Statement (revised 12/5/03)
In addition to providing the services that move students into, through, and out of the community college and on to careers and/or further education, our primary goal is the enhancement of student learning and development. We work in partnership with the faculty to create policies, environments, and interactions that promote intellectual, interpersonal, emotional, and ethical development, with increased competence, purpose, identity, and self-esteem. We agree with "The Student Learning Imperative" (American College Personnel Association [ACPA], 1994, p. 1) that: A college-educated person gains not only cognitive skills and an ability to apply knowledge, but also an appreciation of differences, practical skills, such as decision-making and conflict-resolution, and an identity characterized by self-esteem, confidence, integrity, aesthetic sensibilities, and civic responsibility.

There are particular challenges associated with serving students and fostering their development in community colleges. Many of our students are under-prepared, undecided, and by necessity over-committed to life outside the college. Most are dealing with life transitions, and many are at risk of

failure. They need support, in and out of the classroom, but the support needed may vary with each student and with each term. Part-time faculty outnumber full-time faculty, and few faculty are willing and able to advise students outside of professional/technical programs. Limited resources, competition, changing economic realities and more legislative mandates make it difficult for staff to deliver clear policies and procedures, let alone carry out the "Principles of Good Practice in Student Affairs" (National ACPA/National Association of Student Personnel Administrators [NASPA] Study Group, 1997):

- engaging students in active learning;
- helping students develop coherent values and ethical standards;
- setting and communicating high expectations for student learning;
- using systematic inquiry to improve student and institutional performance;
- using resources effectively to achieve institutional missions and goals; and
- building supportive and inclusive communities.

Yet we value these principles and strive to live by them. Given our students and our current environment, we also value programs and try to develop the following:

- focus on student success, and are proactive and prevention-oriented;
- focus on student needs, and are guided by the belief that one size does not fit all;
- simplify processes, cluster services, and provide a variety of ways to access services;
- use technology to deliver basic services, communicate with internal and external customers, and reduce costs;
- are economical and move beyond out-dated practices, and procedures.

Past planning efforts have resulted in department and campus goals and objectives that are consistent across the district and with the EMP. Program reviews conducted on a regular basis also assure alignment with overall college goals.

3.A.4 Resources

PCC offers a wide range of student services and programs at each of its campuses. With the exception of Enrollment Services, which is funded as a district office, budgets are primarily campus based. Resource allocation and staffing levels are developed to address specific campus needs, and given that campus priorities frequently differ, budgets and staffing are not consistent across the district. With the new VP for Academic and Student Affairs position, some district-wide needs are being coordinated and included in district budget requests.

In addition, federal and state grant monies in programs such as Sylvania ROOTS, Rock Creek's College Assistance to Migrants Program (CAMP), and Cascade's Portland Teachers Program help to supplement college resources for student services. PCC was awarded a Title III grant in the fall of 2003 to focus on student retention. Staff and resources from this grant have been invaluable to student support services this past year. Learning skills specialist have been employed under the Perkins grant to serve students in Professional Technical Education programs. Some special services in disability services have also benefited from the use of Perkins funds. TRIO programs (Gear-up at Cascade, Educational Talent Search at Rock Creek, Upward Bound at Sylvania), are focused on middle and high school students and help supplement PCC's community outreach programs.

Evidence
OSD Report; Organizational Chart
Admissions facilities description report
Advising program review report

3.B General Responsibilities

3.B.1 Identifying Needs of the Student Population

PCC identifies the characteristics and needs of students using information collected on the Admission Form, results of placement tests (ASSET, Compass, English as a Non-Native Language, and specialized professional/technical exams), and through various student surveys (ACT Student Opinion Survey, Noel-Levitz Campus Climate Survey, ACT Faces of the Future, PCC Graduate/Completer Survey). Through the admission form and placement tests, student services staff acquire information on age, geographic location, educational background, educational goals, and skill levels in math, writing and reading. Surveys administered to representative samples of current students and to all graduates and students who exit after completing substantial coursework in professional technical programs are geared to assess student satisfaction with college programs and services.

Counselors, advisors and career center staff gain more detailed information about individual students through career interest testing and one-on-one meetings; current assessment tools include Myers-Briggs Type Indicator (MBTI), Strong Interest Inventory, Self-directed Searchand Oregon Career Information Systems (CIS).

Demographic data reveal significant changes in PCC's student population over the last five years. During this time period, the percentage of Caucasian students dropped about five percent while the percentage of ethnic minority students rose, including an increase of Hispanic students of over four percent. The number of students in the traditional age range of 18-20 has decreased while the percentage of students aged 21-25, 31-35 and 56-60 has increased about two percent for each category.

These changes have required shifts in how student services programs are designed and administered. For example, with the increase in the number of Hispanic students at the Rock Creek Campus, an effort has been made to employ bilingual staff, and a recent count identified 13 staff members who were fluent in Spanish. At the Sylvania Campus, faculty and staff meet to review student satisfaction surveys and make adjustments to services and programs. The ELC, with its significant Asian population, has integrated many community ethnic activities into its programming. And at the Cascade Campus, there is strong community involvement and cooperation with local public schools. Each campus has made efforts to hire staff and offer activities that reflect the ethnic and racial makeup of its student body.

PCC is engaged in an ongoing effort to increase awareness of specific factors and conditions that are conducive to optimal learning. Over the last three years, many faculty and staff have received training in learning styles methodology based on the research of Dunn and Dunn. This training has been funded by the Office for Academic and Student Affairs and facilitated by faculty and staff through the Teaching and Learning Centers. As a result of this training, faculty learn to assess

student learning styles (as well as their own), provide feedback to students and use the information themselves to better facilitate teaching and learning in the classroom. Implementation of a learning styles program based on Dunn and Dunn's model has been shown to increase student retention and success, and although there is currently only anecdotal evidence of the success of this grass roots program at PCC, it has created much more awareness of teaching and learning styles at the college.

In addition to addressing academic needs, PCC offers programs and services that enhance student success by supporting students' logistical needs and affective development. The college has a free shuttle service that runs throughout the district, offering added transportation options. Each campus has a childcare center or referral program (including the Evening Child Care program at Rock Creek), a Women's Resource Center, a Multicultural Center or program, and a peer advocacy program; the district has a Veterans Affairs office that serves students at all locations.

Through a recent federal TRIO grant, the college has established the ROOTS program at Sylvania, which offers both academic and non-academic assistance to low-income, first-generation students and students with disabilities. Participants benefit from free seminars on topics related to student success, additional counseling and advising services, free summer tuition and on-campus employment opportunities.

In partnership with Chemeketa Community College, Rock Creek Campus offers assistance to qualified seasonal migrant workers through CAMP; the program benefits low-income, first generation students.

PCC also offers multiple programs to assist students in finding pathways to higher education. ABE/GED, ESL, High School Completion, PCC Prep, Project Independence, Steps to Success and various dislocated workers programs enroll students who need to gain foundation skills to prepare them for college-level work or employment. Federally funded programs such as Educational Talent Search, Upward Bound and Gaining Early Awareness and Readiness for Undergraduate Programs (Gear-Up) target district area high school and middle school students from low income families and/or traditionally underrepresented groups in order to help them enter and succeed in higher education. PCC also recently received a multi-year grant from the Gates Foundation to replicate its highly successful Gateway to College program at 17 sites around the country.

PCC has always served a significant population of students with disabilities. Students who experience a disability and desire accommodations must register with the Office for Students with Disabilities (OSD). Registering with OSD ensures that students obtain effective accommodations designed to address their specific disability related issues. After a student is registered with OSD and accommodations are identified, the student meets quarterly with his or her OSD counselor to prepare a letter for instructors that communicates the accommodations the student will need in each class. As needed, counselors may meet with instructors to facilitate implementation of the accommodations.

Additionally OSD offers transition training for parents and pre-college students, as well as participates in secondary education transition activities designed to educate students about disability services at PCC.

OSD has led the effort for a Universal Design Policy at the college that would require all equipment purchases and facility development to consider accessibility needs for all students. This effort has met with mixed success.

Evidence
1997-98 and 2002-03 demographic report; Learning styles report;
Sylvania ROOTS report;
Interview with Mary Severson, Academic Advising Specialist, Subcommittee Member;
OSD Departmental Brochure;
OSD catalog and course schedule descriptions;
OSD Student Handbook;
OSD Departmental website (http://www.pcc.edu/resources/disability/);
CAMP report;
Strategic Planning and Program Review documents

3.B.2 Students and College Governance

PCC students participate in many aspects of college governance. They make recommendations on college issues through the Student Senates, departmental committees, the District Planning Council, the Budget Advisory Committee, and the Auxiliary Services Committee. The EAC and the EAC Student Development Committee (SDC) both require student membership; the SDC is the primary committee where student policies are developed. By-laws of the SDC and the EAC also mandate faculty membership, ensuring that faculty assists in policy development for student services programs. Students were very involved with recent revisions to policies outlined in the Student Rights and Responsibilities Handbook. During the 2003-04 academic year, student representatives also worked with the administration to implement a student bus pass program. A plan based on enrollment of all PCC students was eventually tabled, but efforts did result in significant public transportation benefits for GED and high school completion students.

ASPCC student leaders meet with District officers, and campus administrators regularly to discuss current education initiatives, issues and problems at PCC and at state and federal levels. A student representative attends every meeting of the college Board of Directors, and a time is always included on the agenda for a student government report. Students often comment at the Board meeting on current college issues.

The 2004 Student Opinion Survey revealed a high level of satisfaction in student government. Only6 percent of students answered "Dissatisfied" or "Very Dissatisfied."

Evidence
ASPCC Program Reviews; SDC By-laws; EAC By-laws
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.B.3 Student Rights and Responsibilities

Policies related to student rights and responsibilities are consistent across the district and available to students in the printed catalog, in brochures, in student handbooks and online. The policies undergo consistent review and revision to keep them in line with current practice. Three years ago,

the SDC and EAC developed an Academic Integrity policy, which clearly describes the forms of and penalties for academic dishonesty. Last year, the SDC completed a major revision of the Student Rights and Responsibilities Handbook. The Deans of Student Development work together to develop fair and consistent materials and procedures for use college-wide.

Policies provide for due process and an appeals mechanism at each level, helping to guarantee that students receive fair and equitable treatment. Students also have the option of having an advocate present at any hearing in order to make sure that their rights are protected. In the 2004 Student Opinion Survey, 95.8 percent of students indicated neutrality or satisfaction with "rules governing student conduct at this college."

OSD provides clear and direct communication to students with disabilities regarding their rights and responsibilities related to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Information is disseminated via the OSD Student Handbook, the ADA Procedures for Requesting Accommodations document, an OSD Counselor Disclosure Statement and the departmental website. This information is also available in alternate formats such as large print and audio tape.

Evidence
Student Rights and Responsibilities: http://www.pcc.edu/pcc/abt/rights/
College Catalog: http://www.pcc.edu/pcc/pro/catalog.htm
2004 Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.B.4 Student Safety and Security

The Department of Public Safety provides direct response to medical, crime and fire emergencies at PCC campuses and centers. A direct emergency phone line serves all PCC campuses. There are courtesy phones placed at strategic building locations to connect callers to the Department of Public Safety.

Concern has been expressed by students, faculty and staff using the PCC centers that there is not enough presence of Public Safety staff on those sites. In particular, Central Portland Workforce Center, which is located near an industrial district, and which holds evening and weekend classes, has only part time staffing for security.

In addition, to ensure the safety of the college community and to maintain a safe college environment, the Department of Public Safety patrols and monitors all campus and ground facilities and provides immediate response to both emergency and non-emergency calls. Other services provided upon request include escort service, battery jumps and vehicle lock-out assistance. The department also provides a Victim's Assistance Referral Program to individuals throughout the college community who are victims of personal and property crimes.

These services are publicized throughout the college via the college's web site, publications, campus student handbooks, the college catalog and posted notices and information.

Crime Prevention

The Department of Public Safety conducts and provides numerous crime prevention services and outreach activities to promote and ensure the safety of the college community. Services and activities include publishing and posting crime alert bulletins via e-mail, college publications and posted notices; conducting crime prevention presentations to campus groups; publishing and distributing crime prevention educational materials (brochures, posters, fliers and booklets) at college campuses and centers; and conducting comprehensive security surveys and safety audits to the college community upon request. In addition, the Department of Public Safety operates and manages electronic security alarm systems to monitor and detect building intrusion and fire at college campuses and centers.

The Department of Public Safety has developed and oversees a comprehensive disaster preparedness plan to promote and ensure the safety of students and staff at all PCC campuses and centers in the event of major natural disasters, earthquakes or floods, confirmed bomb incident, major or violent civil disturbances or demonstrations, explosion, aircraft crash or similar incidents. In addition, the Department has developed, organized, and implemented the Child Safety Alert Program to provide immediate response and assistance should a child be reported missing at a PCC campus or center.

Other college programs also work to ensure student safety. The Women's Resource Centers (WRC) offer the Women's Self Defense Program twice a year, and ASPCC has organized and presented a Stop the Hate program for the last two years. Each campus posts hate-free notices that encourage students to act with respect and civility towards each other and the staff. A district-wide hate crime task force is developing a strategy for students, faculty and staff to report harassment and hate crimes online.

The 2004 Student Opinion Survey revealed high levels of satisfaction in the area of personal security/safety: 18.4 percent Very Satisfied, 48.4 percent Satisfied, 27.2 percent Neutral. Dissatisfaction levels were approximately 8 percent higher at the Sylvania and Cascade campuses than at other locations in the district.

Evidence

Information gathered and initial report written by Robin Jacobs, Subcommittee members; crime statistics brochures, campus crime bulletins, ASPCC Program Review, 2004 Student Opinion Survey:
http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf
http://www.pcc.edu/pcc/abt/rights/security/
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/pubsafe/
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/finance/safety/
http://www.pcc.edu/pcc/pro/progs/internat/studyabroad/PCC_Emergency_procs.pdf

3.B.5 Catalog and Handbook

PCC offers students a comprehensive catalog in both online and printed forms. Each student who participates in orientation receives an electronic copy of the PCC Catalog (in disk form or via link to the PCC web site); print copies are available for purchase in the college bookstores. Currently, student handbooks are produced and distributed by ASPCC. They vary from campus to campus

and are not official college documents. The college is in the process of creating a uniform, district-wide student handbook.

Evidence
College Catalog http://www.pcc.edu/pcc/pro/catalog.htm; Student Handbooks; 2004 Student Opinion Survey http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.B.6 Evaluation Processes

In the past year all the student services staff have participated in a review of each department within the division, using the Educational Master Plan as a measure of where they were. As a result of this review, they developed six key directions that each department needed to focus on to meet the goals of the EMP. Subsequent meetings resulted in each department developing plans to move in those key directions and meet those goals.

The college reviews specific student service programs internally through its program review process. Each of the 13 student service departments follows a review process according to a cycle set by the Deans of Student Development and Vice President for Academic and Student Affairs. Each student services department conducts its review using the goals and directions set for their area. The results are presented to the deans and other interested stakeholders at the end of the review. The results of these reviews are used in setting new goals and objectives for each department.

In addition, multiple surveys are used to gain feedback from students. The Deans of Student Development and other student services staff review the results of these surveys and make necessary changes in services if possible. For example, in response to feedback about the lack of available transfer information, transfer centers were created at each campus and more transfer information was made accessible online. An online E-Transfer Center was created in September 2003 and will be expanded over the next five years in conjunction with the college's current Title III grant. Students and staff are able to find transfer information easily and develop appropriate academic plans. The Transfer Centers--and increased availability of transfer information in general--have helped reduce errors and confusion concerning transfer requirements.

A district-wide student services group meets once a term to assess and review current services and programs in relation to student needs. Federally funded programs such as Sylvania ROOTS also participate in rigorous annual evaluations that require documentation on each student served by the program.

One of the most effective evaluations used in recent years has been the Noel Levitz Campus Climate Survey at the Sylvania campus. The results of the survey have been used to make changes in many areas, and student focus group discussions based on the results have been conducted to obtain more information and direction. The use of the Sylvania Campus Climate survey should serve as a model for the college.

Evidence
Key Directions Matrix

Program Reviews and Program Review Schedule; interview with Mary Severson, Academic Advising Specialist, Subcommittee Member; Sylvania ROOTS Report; Sylvania Advising Focus Group Reports
E Transfer Center: http://www.pcc.edu/pcc/pro/transfer/

3.C Academic Credit and Records

3.C.1 Awarding of Credit

Grading criteria and credit descriptions are clearly stated in the college catalog, and they align directly with the NWCCU Glossary definition. PCC ensures the accuracy and security of its records (see section 3.C.5). The Director of Enrollment Services oversees the awarding and transcripting of credit, which ensures consistency across the district. A waiver process for policy exceptions is available.

Evidence
College Catalog policy (pg. 26)
 Interview with Elaine Joy, Supervisor of Student Records (by subcommittee member Pauline Siekas)

3.C.2 Criteria Used for Evaluating Student Performance

General criteria for evaluation of student performance are listed in the Grading Guidelines section of the PCC Catalog. Specific evaluation criteria and guidelines must appear on each instructor's course syllabus, as required by the Syllabus Policy stated in the Academic Policy Handbook (Policy S704). Students also have online access to Outcome Assessment Strategies listed in the Course Content and Outcome Guide (CCOG) for each course. Each Subject Area Committee ensures that evaluation criteria meet the standards for the learning outcomes they have identified.

Evidence
Catalog Grading Guidelines (pgs. 26-27) http://www.pcc.edu/pcc/pdf/current_catalog.pdf
Access to CCOG list through college website: http://www.pcc.edu/edserv/ccg/
Syllabus Policy: http://www.pcc.edu/edserv/acadpol/acad33.htm

3.C.3 Degree and Non-Degree Credit

Policies regarding the distinctions between degree and non-degree credit are clearly stated in the PCC Catalog (pg. 12). The Supervisor of Student Records works directly with the Director of Enrollment Services and staff from Information Technology Services (ITS) to review and update information for the catalog, the schedule and the web site. They ensure that information regarding degree and non-degree credit is clear and well-publicized. The college maintains two separate transcript records for credit and non-credit courses, each with its own grading legend. Credit grades include standard letter-grades (A, B, C, D, F) and a Pass (P)/No pass (NP) option. Audit, continuing progress and course withdrawal 'grades' are also utilized. In an effort to improve the clarity of its credit grading system, the college removed the X grade (No basis for grade) from its policies because it was vague and had begun to serve different purposes from what was originally

intended. For Continuing Education Units (CEUs), PCC requires a mark of satisfactory completion (SC) or Not satisfactory completion (NSC).

Evidence
PCC Catalog (pgs.12-29): http://www.pcc.edu/pcc/pdf/current_catalog.pdf
Interview with Elaine Joy, Supervisor of Student Records (by subcommittee member Pauline Siekas)

3.C.4 Transfer Credit

The PCC Catalog contains the policy for the acceptance of transfer credit (pg. 8). At the time of enrollment, a student may meet with an advisor for an unofficial evaluation of transfer credit. Students receive an official evaluation of transfer credit when they petition for graduation (usually two terms before the expected date). When transfer credits are approved, they are added to the student's PCC transcript. PCC uses Banner Curriculum and Advising Program Planning (CAPP) degree software to evaluate transfer credits.

Evidence
College Catalog policy (pg. 8) http://www.pcc.edu/pcc/pdf/current_catalog.pdf; Interview with Elaine Joy, Supervisor of Student Records (by subcommittee member Pauline Siekas)

3.C.5 Student Records

PCC's student records are complete, private and secure. PCC was first accredited in 1967 and has maintained records from that time to the present.

The Director of Enrollment Services stays current on Family Educational Rights and Privacy Act (FERPA) guidelines and gives workshops to staff on issues of privacy. Student information can only be released through completion of the official "Consent to Release Confidential Information" form (available online) or under guidelines of the Solomon Act; Accounts Receivable also has a consent to release form. PCC's legal counsel reviews this form periodically to make sure that it includes all necessary information. PCC does not accept power of attorney for release of a student's records. To further ensure privacy, PCC does not identify any student information in a directory or other form. PCC is one of the few colleges that require all directory information to be sealed.

In compliance with Oregon Administrative Rules (OAR 581-41-460) and the federal Privacy Act of 1974, the college publishes a detailed statement regarding use of student Social Security numbers for reporting, research and record keeping. The complete statement is printed in the PCC Schedule and is referenced on printed admissions and registration forms. A complete version of the disclosure statement is also linked to online admissions and registrations forms.

Records are kept in a variety of forms and locations. Historical records are imaged and on a server at the Sylvania campus. Original hard copies are kept in Building 3 at Rock Creek Campus; microfilm copies are maintained in Building 2 at Rock Creek.

Student records staff attend an annual workshop for training in record management and security. PCC is a member of the American Association of Collegiate Registrars and Admission Officers (AACRAO) and the Pacific Association of College Registrars and Admission Officers (PACRAO).

The Supervisor of Student Records is a member of the SDC, and a staff member from the Student Records office is a member of the EAC. The policies and procedures in these areas that relate to student records are consistently reviewed and revised.

Evidence
College Catalog (pgs. 29-30): http://www.pcc.edu/pcc/pdf/current_catalog.pdf
Consent to Release Form: http://www.pcc.edu/pcc/pdf/consent_to_release.pdf
Interview with Elaine Joy, Supervisor of Students Records (by subcommittee member Pauline Siekas)

3.D Student Services

3.D.1 Admission Policies

Admission to PCC is available to anyone who has the ability to benefit from its educational programs. Assessment on entry helps determine whether students are prepared for college or pre-college programs. PCC Board Policy B-403 states: "Portland Community College shall make a strong attempt to fit programs to the needs of each individual in every way possible." The Policy also provides for pre-admission testing and interviews, which help to match students' skill levels with their course placements.

Evidence
Board Policy B403: http://www.pcc.edu/pcc/abt/rights/boardpol/b403.htm
Academic Policy E201: http://www.pcc.edu/edserv/acadpol/acad19.htm
International Student Form: http://www.pcc.edu/pcc/pro/progs/internat/
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf
Interview with Dennis Bailey-Fougnier, Director of Admissions, Subcommittee Member

3.D.2 Student Diversity

To respond to the diversity of students at PCC, programs such as the Women's Resource Centers, the Multicultural Centers, the Portland Teachers Program, the Oregon Leadership Institute, Sylvania ROOTS and CAMP were developed to help to create an environment in which each student has a network of support and assistance. Activities organized by these offices and by ASPCC often focus on issues of diversity, cultural sensitivity and community. For example, the Illumination Project (an innovative social justice theater project sponsored by the Sylvania Women's Resource Center with support from Sylvania Sociology and Theater Arts departments and the Multicultural Center) addresses issues of oppression through interactive classroom and community presentations.

The College implements its students' rights and responsibilities policies fairly and consistently. Student leaders are trained in these policies so that they can assist other students, sharing critical information and helping to create an informed student body.

Evidence
Board Policy B207 - http://www.pcc.edu/pcc/abt/rights/boardpol/b207.htm
Student Rights and Responsibilities: http://www.pcc.edu/pcc/abt/rights/
Women's Resource Center Program Review

Faces of the Future Survey
ASPCC Program Reviews

3.D.3 Placement Processes

Test scores (from the ASSET, Compass and English as a Non-Native Language tests) are the primary guide for course and program placement. All degree and certificate students are required to take the placement tests. Intake specialists in professional technical programs also help students to enter appropriate courses based on their abilities. All students receiving financial aid must qualify under the Federal guidelines for "ability to benefit" from postsecondary education.

Although assessment in reading, writing and math are required at entry, PCC does not require students to take basic skills courses in these areas, even if the tests so indicate. Also, many college level courses do not have mandatory pre-requisites in these basic skills; as a result, students may enroll in courses where they have less of a chance for success. Recent studies at PCC have shown a significant difference in student success between those students who have the ability to read and write at the college level and those who test into pre-college skill levels. Math ability is also an indicator of success for some college level and professional technical courses.

The Adult Basic Skills (ABS) program uses a standardized assessment—Comprehensive Adult Student Assessment System (CASAS)--to place students at appropriate levels of instruction. ABS must comply with guidelines and policies from the State and Federal governments; the program typically meets or exceeds educational benchmarks set by these standards.

Evidence
ASSET Test Cutoff Information
Report from Tanya Batazhen, ABS Coordinator; ABS Comprehensive Grant Summary 2002-03 (and interview by Trina Hing, Subcommittee Member)
Interview with Robin Burwell, Student Resource Specialist, Perkins (by Jane Zunkel, Subcommittee Member)
Ability to Benefit Form – http://www.pcc.edu/pcc/pdf/fa_ability_to_benefit.doc.pdf

3.D.4 Continuation, Termination, and Readmission Policies

PCC maintains a clear Academic Standards and Student Progress Policy, which outlines the alert, probation and suspension system as well as the appeals process. Students who are not making satisfactory progress are provided with counseling, advising and tutoring. Any individual may be denied admission or continued enrollment if the appropriate college procedure indicates that the student has demonstrated they cannot benefit from instruction.

The Financial Aid Office uses federal guidelines for student progress, which are somewhat more stringent than PCC's own policies. It is possible for a student to be denied financial aid because of not meeting federal standards for aid, and still continue as a PCC student.

Evidence
Standards for Student Progress Policy: PCC Catalog (pg. 29)
http://www.pcc.edu/pcc/pro/catalog.htm
Financial Aid Appeals Form: http://www.pcc.edu/pcc/pdf/fa_academ_progress_appeal.pdf
Academic Integrity Policy: http://www.pcc.edu/pcc/abt/rights/student_rights/integrity.htm
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.D.5 Graduation Requirements

Graduation requirements for each degree and certificate program are listed in the college catalog and on the PCC web site. Exceptions to these requirements require approval by the Vice President for Academic and Student Affairs. The catalog also contains information regarding PCC graduation rates that is required by the federal Student Right-to-Know Act (pg. 6).

Evidence
Graduation Policy: http://www.pcc.edu/edserv/acadpol/acad21.htm
Student Right-to-Know Act: http://www.pcc.edu/pcc/abt/rights/graduationstats.htm

3.D.6 Financial Aid

The Financial Aid (FA) department has knowledgeable, dedicated staff members who work with students to access a variety of state and federal funding sources. The majority of current funding comes from grants, which the students do not need to repay. Students have easy access to financial aid information on each campus and online. Seventy percent of students now apply electronically, and most award letters are sent electronically, allowing for a faster turn-around time. As MyPCC is implemented, the college website will improve, and the application process will be even faster.

The Financial Aid department undergoes an annual independent audit at both state and federal levels. Awards are monitored very closely by the college and by outside financial institutions.

The college also uses a small portion of general operating funds to award grants to students who are determined to be 'most in need' of financial assistance to attend college. This program was started recently to make up for cuts in the need-based Oregon Opportunity Grant.

Evidence
Interview with Corbett Gottfried (by subcommittee member Joanne Harris)
Financial Aid Website: http://www.pcc.edu/pcc/fin/finaid/
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf
Faces of the Future Survey: http://www.pcc.edu/ir/surveys/fof.pdf

3.D.7 Scholarship and Grant Information

Information on financial assistance is available on the college website and in multiple printed forms (pamphlets, brochures, booklets, etc.). The Financial Aid department has a staff liaison to other support programs that are available to students.

Programs such as the Women's Resource Center also offer scholarship information to students through workshops and one-on-one advising.

In the 2004 Student Opinion Survey, 31.1 percent of students indicated that they use scholarship services. Of those, 16.8 percent answered that they were "Very Satisfied" with the services, 31.9 percent "Satisfied," 33.3 percent "Neutral," and 18 percent "Dissatisfied" or "Very Dissatisfied." The dissatisfaction level at Cascade Campus was five percent higher than the college wide average.

Evidence
Interview with Corbett Gottfried (by subcommittee member Joanne Harris)
Advising Program Review
Financial Aid Website: http://www.pcc.edu/pcc/fin/finaid/
Student Opinion Survey http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.D.8 Student Loan Monitoring

The United States Department of Education (USDOE) regularly monitors all federal loan recipients. PCC is notified by lending institutions of any students in default and students are then contacted by Financial Aid to offer assistance. The Financial Aid department recently received new default prevention software from USDOE which has been successful at other institutions.

The college offers informational sessions on campus and online. Students receiving awards must participate in a session before receiving monies. The college also offers debt management services via group counseling, videos and online.

Evidence
Interview with staff member Joanne Harris)
Financial Aid Website: http://www.pcc.edu/pcc/fin/finaid/

3.D.9 New Student Orientation

PCC offers new student orientation at each campus and online. The online orientation program is being revised and updated in coordination with a Title III grant.

Orientation sessions are offered in other areas as well. Professional technical education programs provide sessions that introduce students to program requirements, policies and necessary academic and technical skills. Programs such as Adult Basic Skills and PCC Prep also offer orientation sessions. ABS provides brochures in multiple languages to increase student access to the program.

Evidence
New Student Orientation Handbook,
Online Orientation: http://www.pcc.edu/pcc/nst/online_orientation.htm
Report by Tanya Batazhen, ABS Coordinator
Interview with Robin Burwell, Student Resource Specialist, Perkins (by subcommittee member Jane Zunkel)
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.D.10 Advisement

PCC is a multi-campus institution with academic advisors located at each comprehensive campus and the Southeast Center. Advisors provide information to students interested in professional and technical programs in addition to lower division departments. Unfortunately, because of staffing levels, advising sessions are limited to students enrolling for the first time and are limited in duration to only 10 to 15 minutes. Most advising efforts are focused on preparing the student to register for classes.

Advisors at PCC have formed their own self-directed team in order to share information about college programs, policies and procedures. They use a listserv to communicate on a daily basis and keep current advising guides for transfer programs at local and state universities. This team approach has added some consistency to advising services college wide, despite existing campus differences in enrollment procedures.

Evidence
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf
Faces of the Future Survey: http://www.pcc.edu/ir/surveys/fof.pdf
Sylvania Advising Focus Group Reports

3.D.11 Career Counseling and Placement Services

PCC provides an Employment Services/Cooperative Education program and Career Resource Center on each campus.

Employment Services/Cooperative Education
Cooperative Education at PCC is the responsibility of the faculty, who set learning outcomes and do assessments for each placement. Co-op specialists assist the faculty in finding placements and supporting students in their co-op experiences.

Cascade, Rock Creek and Sylvania campuses provide comprehensive services to assist students seeking cooperative education work sites, the Southeast Center offers 20 hours per week of career advising, and career counseling services are available at the Hillsboro Education Center.

All students have access to an online job posting system, Career Connections. This helps ensure that evening and distance-learning students also receive services. Employment Quest is an online tutorial program developed by specialists with the goal of helping students prepare professional work search materials

Career Resource Centers
The Career Resource Centers offer services to students and the community. Resource materials provide current career and job market information to individuals making initial career decisions as well as to those who are making career changes.

The Centers also provide information through library resources and online career assessments. The Career Center website contains links to career assessments, occupational information, major and scholarship information, salary surveys, information interview instructions, and resume and

interview guides. College catalogs and scholarship information are also available in the Career Centers.

The Office for Students with Disabilities also provides career counseling and placement. OSD counselors are available to do individualized career planning to assist students in identifying career paths that suit their skills, interests and abilities. OSD maintains an excellent web based career development resource specifically designed for students with disabilities at www.pcc.edu/guides. This resource is free to students as well as other members of the community.

Evidence
Cooperative Education/Employment Services Report (February 2004)
Career Resource Center Report (February 2004)
Information gathered and interviews conducted by Robin Jacobs, Subcommittee Member
Student Opinion Survey http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf
OSD Online Career/Employment Program (http://www.pcc.edu/guides)
OSD Online Career/Employment Brochure

3.D.12 Health Care Services

PCC provides no physical health care to students. Students can purchase health insurance on a voluntary basis. The Women's Resource Centers provide health-related programs and information brochures, and WRC staff members have made great strides in ensuring that students have health care benefits by offering screening sessions for the Oregon Health Plan. Student advocates at each Women's Resource Center have been trained by the Oregon Health Plan to provide application assistance for students.

Psychological health care is offered on a limited basis only through PCC's Counseling Centers. All PCC counselors are professionally trained and hold degrees at the Master's level and above. They provide crisis intervention, psychological assessment and short-term counseling for career and personal issues. They also work with students on academic alert, probation and suspension to assess problems and to help them succeed. The Counseling departments offer credit courses in test anxiety, assertiveness, stress management, decision-making, college study skills, college success and career development.

Evidence
Reports from Counseling Centers, each campus
Counseling Site: http://www.pcc.edu/pcc/res/counseling.htm
Student Opinion Survey http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.D.13 Student Housing

PCC has no student housing. Housing availability is periodically published in the Classified Section of *The Bridge*, PCC's student newspaper. Housing information is also posted on bulletin boards that are approved by the ASPCC Student Government Offices on each campus.

3.D.14 Food Services

PCC offers food service on each campus for student and staff use. Prices are competitive with local vendors.

Food service facilities and food offerings vary greatly by campus. Sylvania recently had a major upgrade to their facility which resulted in the development of a modern food court. The kitchen is state of the art and allows for many different menu options. In addition to the main dining center, Sylvania also has three smaller specialty food service areas. Rock Creek has one small food service area and a walk-up window, both with limited offerings. Cascade has a larger area but limited food preparation and service areas. The Southeast Center has a very limited service area.

Food service staff throughout the college are professionally trained and provide good service considering the limitations of space and equipment. All staff hold appropriate food handling cards.

Evidence
Report from Head of Food Services
Interviews with staff
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.D.15 Co-curricular Activities

Each comprehensive campus has an active student activities office staffed by a Student Leadership Coordinator (SLC) and administrative assistant. In addition to organizing co-curricular activities they work closely with their student governments (ASPCC) to sponsor various student programs. Staff also provide the ASPCC officers and senate members with opportunities for leadership development. In addition, the Women's Resource Centers and the Multicultural Center offer co-curricular activities that enhance student development. Together the student government leaders and staff provide programs in the following areas: academic/educational, social, service-based, multicultural, physical and political. The activities align directly with two areas of PCC's mission: to "provide quality education in an atmosphere that encourages the full realization of each individual's potential" and to "offer students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals."

The campus groups co-sponsor activities that address all students (such as Journey to A Hate Free Millennium, the Student Book Exchange, International Education Week, Register-Educate-Vote [REV] voter registration campaign), and each campus plans activities that suit its unique campus culture. (See lists in ASPCC Program Reviews.) The ASPCC groups also help to facilitate and organize student clubs in specific interest areas. The Student Leadership Coordinators and their staff work to make sure that activities are inclusive and accessible to all students. The co-curricular programs reflect PCC's strong commitment to community access and responsive community service.

Evidence
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf
ASPCC Program Reviews, including activity lists and student activities survey results

3.D.16 Policies Regarding Co-curricular Activities

Each ASPCC campus group has a set of by-laws that governs its activities and procedures, and the ASPCC operates within the parameters of its own constitution. ASPCC also maintains clear guidelines for establishing and facilitating student clubs. Student Leadership Coordinators at each campus oversee the co-curricular activities to ensure that they align with PCC's mission and goals.

The Student Leadership Coordinators periodically administer campus-based student activities surveys and facilitate student focus groups to gain feedback about co-curricular activities. Through the outstanding student leadership training and mentoring programs, students become active stakeholders in the programs they organize and facilitate.

Evidence
ASPCC Campus By-laws and Constitution; ASPCC Program Reviews

3.D.17 Recreational and Athletic Opportunities

According to PCC Board Policy B-411, "The college district shall maintain a comprehensive, current physical education program which substantially meets the diverse needs of the district citizens. Limited intramural, intercollegiate and recreational programs for various ages and skill levels will also be provided." In line with this policy, PCC offers recreational and athletic opportunities at each campus, including an intramural program and a variety of special events. At Sylvania campus, the Director of Intramurals organizes these activities, while the ASPCC groups at Rock Creek, Cascade and Southeast Center organize athletic events at their locations. Each of the comprehensive campuses has modern recreational facilities that are well used by students. The Southeast Center has a new but modest exercise facility and dance studio.

Evidence
Board Policy, Athletics:
Catalog, Activities Description, page 37: http://www.pcc.edu/pcc/pdf/current_catalog.pdf
ASPCC Program Reviews
ASPCC Rock Creek Games Site: http://www.pcc.edu/services/index.cfm/174,1261,30,html
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf

3.D.18 Bookstore

The mission of the PCC Bookstore states its intent to support the college mission by providing service to all while maintaining a fiscally sound operation. The Bookstore functions within the Auxiliary Services department. There is an Auxiliary Services Advisory Committee composed of 12 members, three of whom are students. This committee provides advice on the bookstores, parking, food services and transportation services. The Committee has a limited policy role, ensures that fees are appropriate, reviews student satisfaction with services and advises on future plans and development.

The college Bookstore recently added a web site which offers students textbook and technology information; links to store locations, hours, services, and other information; and the option to

purchase books securely online. Web orders, mail orders and transfers of merchandise between campuses are services available to all students, staff and faculty.

Evidence
Report from Laurie Bales, Bookstore Manager
Student Opinion Survey: http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf
Faces of the Future Survey: http://www.pcc.edu/ir/surveys/fof.pdf
E-Mail report from Randy McEwen, Vice President Administrative Services

3.D.19 Student Media

PCC has a student newspaper (*The Bridge*) and three student literary magazines, *Alchemy (*Sylvania), *Rock Creek Review* (Rock Creek), and *Pointed Circle* (Cascade). PCC Board Policy B-414 defines the relationship between the college and The Bridge and mandates professional journalism standards and clear communication lines between the newspaper staff and administration. The Bridge is published by the college, which takes responsibility for editorial content, and is overseen by the Assistant to the District President.

The literary journals operate through the English departments of Sylvania and Cascade campuses and are directed by creative writing faculty. These high-quality magazines allow PCC students to publish their creative work and to learn design and publication skills in a professional setting. However, resource allocations for these journals are inconsistent from campus to campus and therefore not all students have access to the same opportunities.

Evidence
Interview with Tami Steffenhagen, *The Bridge* Editor (February 2004)
Report from Cynthia Kimball on *Pointed Circle* (4/15/04)
The Bridge Policy (hard copy)
Student Opinion Survey http://www.pcc.edu/ir/surveys/sos/district_campus04.pdf
Board Policy B-414

3.1 Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

3.1.A Advertising, Publications and Promotional Literature

All PCC publications are overseen by a district wide Marketing Communications Director. Clear policies exist for the development and distribution of college publications.

The primary goal of PCC's Marketing Communications Director is to provide clear, accurate information about educational services and programs. All college publications adhere to the guidelines listed in Policy 3.1. College web publications also follow clear, consistent standards as required by the college's web publishing policy.

The college catalog contains all of the information listed in section 3.1.A.3, with the exception of three items: frequency of course offerings (which may be included in future online course planners),

length of time required to obtain a degree, and part-time faculty listings. Part-time faculty is included in the online staff directory, though their degrees are not listed.

Evidence
Web Publishing Policy: http://www.pcc.edu/pcc/webcenter/standards/harmony.htm
College Catalog: http://www.pcc.edu/pcc/pdf/current_catalog.pdf

3.1.B Student Recruitment for Admissions

General student recruitment is conducted by college admissions personnel. PCC does not employ independent contractors for recruitment. PCC recruitment personnel follow the "Good Principles of Practice" for admissions offices approved by the National Association for College Admissions Counseling (NACAC) and AACRAO.

For specialized programs, faculty and administrators also participate in the recruitment of students.

3.1.C Representation of Accredited Status

PCC's representation of its accredited status complies with NWCCU guidelines. The college's accreditation information is described on page 3 of the PCC Catalog, and certain specialized programs list their accreditation information with their program descriptions.

Evidence
College Catalog: http://www.pcc.edu/pcc/pdf/current_catalog.pdf

Challenges

Because PCC is a large, multi-campus institution, student services programs often face the challenge of offering services and implementing policies consistently across the district. Past efforts to provide services to the unique populations at each campus and to take advantage of the strengths of campus staff have sometimes resulted in procedures and operational practices that differ district wide. For students who take courses at multiple campuses, this has been a challenge at times.

Because of recent extensive budget cuts, available resources do not always meet the demand for services. There is a need for more advisors and financial aid counselors on all campuses. The Office for Students with Disabilities has been under-funded for the last four years due to a change in Perkins funding and recently had to cut learning disability (LD) testing, resulting in students being denied services due to lack of documentation. Even with recent additions of management positions, inconsistencies in workload and responsibilities among student services personnel still exist from campus to campus.

An additional obstacle to providing comprehensive services at the campus level is the employee classification system. A desire to use staff in a flexible "One Stop" model has been difficult to implement because of the very specific job duties described for each employee. Efforts are underway to change this and allow staff to be cross trained and deliver more comprehensive services.

Though students have many opportunities to be involved in college governance, the 2004 Student Opinion Survey indicated that only 37.5 percent of students felt satisfied with the student voice in college policies. This response may indicate that many students do not know that they have access to college governance procedures.

The cost of printing and distributing the PCC Catalog is increasing, and the college is looking for ways to make the on-line catalog more user friendly. Also, because there is no official student handbook, much of the information usually contained there is included in the catalog.

Because of the number of students, staff do not officially evaluate transfer credit until students are ready to graduate. This sometimes leads to confusion about what courses a student needs to take at PCC to meet degree requirements.

PCC's limited childcare offerings create an access barrier for student parents. Funding for these programs has been cut over the past five years, and not all services exist at each campus. Resource allocation for these services has been inconsistent in the budget process in the past, and a lack of a "district view" in student services has allowed campuses to make separate decisions on the value of certain services.

PCC's size and multi-campus structure make it difficult to keep placement procedures consistent across the district. At times, students take multiple tests before they are placed into the appropriate program. The recent Compass pilot test was a step toward having one assessment instrument instead of three or four. In the fall of 2005, the college will move to a standard Compass/ESL test for all new students.

Since PCC does not require students to take basic skills courses if needed, many students enroll in courses for which they are not prepared. The challenge is to convince students that these skills are basic to student success--or the college needs to change its policy on mandatory placement.

In a related issue, disagreement over prerequisites currently exists among college administrators, faculty and staff. Many believe that a mandatory prerequisite system would ensure student success; others do not agree with this assumption. The Educational Advisory Council (including the Policy and Curriculum committees) are looking into this issue and will make a recommendation in the next year.

Federal and state funds available for financial aid are outpaced by the cost of education. An increasing percentage of students now receive most of their financial aid from loans instead of grants. The number of applicants for aid has also increased, which places greater limits on local scholarship and grant funds to meet student needs. Students who are academically at risk of losing their financial aid pressure faculty and deans to adjust grades so that they can continue in school and receive aid. The challenge for PCC is to counsel these students earlier in the term to help them recognize both their financial and academic obligations. Students who do not successfully complete their academic program and have a significant amount of student loans are at a higher risk for default.

Another challenge to PCC is that even though more and more students are filing financial aid forms and receiving awards electronically, staff counselors and technicians find it difficult to respond personally to student needs. A complaint among students and staff is the inability to reach a

Financial Aid staff member during high use times. Strategies are being developed to respond to these concerns.

At times, students might have too much information in too many places, especially if they do not read or understand the available materials. The new web portal, MyPCC, will be a place where students will be able to find all available funding resources in one location.

The Financial Aid department does not have a staff person dedicated solely to loan repayment, and staffing levels are expected to remain as they are for the next two to three years. Outreach and education programs are limited due to budget constraints as well.

PCC does not provide any funding for ABE/ESL new student orientation. Also, given the time it takes for admission, testing, orientation and advising, it is sometimes difficult to schedule students for the whole process in one day. Some students don't come back to complete the process if it takes more than one visit. The on-line orientation helps in this regard but a new, revised program is needed.

Since the elimination of a district-wide Cooperative Education Director, PCC's Cooperative Education program has been negatively impacted by not having a central resource to help standardize policies and procedures among programs. Program staff has tried to fill this gap by creating a unified message on the web and by attempting to offer a full range of services at all locations.

The Career Centers face challenges in marketing services to students and in tracking the number of students accessing information and resources.

Budget constraints have placed added pressure on counseling services. Counselors often spend more of their time on academic advising, taking time away from counseling students who are at risk because of life and work problems that impact their ability to attend and succeed in school. With added funding, the departments could extend evening and summer hours to accommodate student schedules. Also, counselor staffing is not consistent across the district.

The workload of the Student Leadership Coordinator (SLC) position has increased dramatically in recent years, making it difficult to maintain all aspects of the position. This has been especially true of the Cascade Campus SLC which has had to provide activities for the Southeast Center as well as Cascade. With the rapid development of the new center it will be necessary to add staff to provide this service in the future.

Providing office space for student leaders has also been a challenge at all three comprehensive campuses. It is hoped that through the recent additions of facilities on each campus that this problem will be alleviated.

Communication lines between general admissions personnel and specialized program staff are not always clear. Coordination of visits and communicating program requirements sometimes get confused.

Recommendations

1. Staff student support services as needed to reflect student demographic changes at each campus.

2. Create a Student Affairs home page similar to that of Academic Affairs.

3. The VP and Deans of Student Development need to clearly state their goals and objectives for each year to the District President, Campus Presidents and staff.

4. Based on the results of the recent planning sessions it has been recommended that Student and Enrollment Services implement the following:
   a. Increase training for advisors and counselors, especially for new hires
   b. Assess the current role of PCC counselors compared to other community colleges
   c. Increase consistency of services district-wide
   d. Improve communication among student services staff district-wide
   e. Implement consistent testing procedures across the district
   f. Improve the quality and increase the availability of tutoring district-wide
   g. Adopt a district-wide "Best Practices" strategy to assist in increasing student retention
   h. Improve the relationship between student services and instruction
   i. Create a Financial Aid helpline (similar to the Business Office and Registration lines)
   j. Hire more bilingual staff
   k. Create a student services open computer lab with staff to assist with web processes, such as FAFSA, PCC Admissions Form, new student orientation, registration, and student loan entrance/exit counseling
   l. Increase the availability of E-payment options

5. Ensure consistent student services policies and procedures across the district.

6. Review resource distribution and staffing issues to create balance and equity throughout the district.

7. Locate the admissions offices as close to the front/center of each campus as possible.

8. Create a one-stop information center for students and the general public.

9. Create a welcoming atmosphere at each campus that allows the student to feel part of PCC.

10. Redeploy admissions and advising staff to be more involved as the first contact for potential students.

11. Create more student-friendly intake facilities at Sylvania, Cascade, and the Southeast Center.

12. Create a central and campus-based planning mechanism for student service facilities.

13. Use student data in a more comprehensive way to analyze and respond to the changing needs of students.

14. Conduct campus climate surveys at each campus and use the results to respond to student needs.

15. Student Services administrators should work closely with the Institutional Research Office to make sure student survey results are interpreted accurately.

16. Increase childcare options at Rock Creek, Cascade and Southeast Center.

17. Research partnership opportunities with local and state childcare programs.
    .
18. Provide more advising programming and outreach to students to better meet their needs.

19. Utilize MyPCC fully as an effective advising tool for students and staff.

20. Assess advising services and goals annually.

21. Emphasize student leadership opportunities during new student orientation and advising sessions.

22. Provide faculty, especially part-time faculty, with information sessions concerning syllabus requirements, grading criteria and other assessment policies.

23. Provide funding for orientation of special student populations.

24. Create consistency in student support facilities across the district.

25. Review process for setting prices in college bookstores and food services.

26. Add a Student Leadership Coordinator for the Extended Learning Campus.

27. Use survey results and other student feedback as well as input from the Auxiliary Services Advisory Committee to improve consistency of services across the district.

28. Implement a plan to create more satisfaction with *The Bridge* at the Cascade Campus. Review the relationship of the college to the *Pointed Circle* literary magazine.

STANDARD FOUR: Faculty

Introduction

The teaching and learning process at Portland Community College (PCC) is facilitated by highly qualified faculty who are dedicated to their students and to the continuous improvement of the work they do. Through their Subject Area Committees (SACs), faculty members determine course content and learning outcomes, participate in instructional planning and curriculum development and are involved in discipline/program reviews in numerous ways. Although the primary engagement of the faculty is at the department level, many are actively engaged in their respective divisions and campuses and at the central planning levels as well. In addition, faculty members actively participate in many aspects of college governance.

4.A Faculty Selection, Evaluation, Roles, Welfare, and Development

4.A.1 Qualifications

At all instructional levels, full-time and part-time faculty members are well qualified. Whether measured by academic qualifications, work-related training and/or experience, professional activities or instructional experience, they distinguish themselves. (Exhibit 4.1)

Full-time and part-time faculty qualifications are developed by the Subject Area Committees and approved by the Vice President for Academic and Student Affairs. The qualifications serve as minimum requirements for part-time faculty hires and are used to determine profiles of ideal candidates when hiring full-time faculty.

All applications for faculty positions are reviewed by the Human Resources Department (HR) to determine whether a candidate meets the minimum qualifications. Once that is decided, a candidate is referred forward in the hiring process. If a candidate has special qualifications based on competencies gained during work experiences, the Vice President for Academic and Student Affairs may approve their appointment in consultation with the SAC chair and administrative support dean.

In all but one of its programs (Audio Video Technician), the college employs full-time faculty whose primary commitment is to PCC. The number of full-time faculty in multi-campus programs is sometimes not equitably distributed among the campuses and major centers and plans are being made to address this. Most every program and discipline is also dependent on part-time instructors who have varying degrees of commitment to PCC. Time demands on part-time faculty who hold full-time jobs elsewhere, or who teach at multiple institutions, make it difficult for them to become fully involved in the life of the college.

PCC is fortunate to be located in a large metropolitan area with several colleges and universities. The availability of part-time faculty in most areas is not a problem. In some specialty disciplines, such as computer technologies and the high paying trades, it is difficult to recruit faculty because of the comparatively low teaching salaries.

4.A.2 Academic Planning

There is one Subject Area Committee for each program and transfer discipline at PCC, and each of these committees is composed of all full-time and part-time faculty who teach in those areas. The faculty address instructional and curricular concerns of their respective subject areas and make recommendations to ensure the consistency of the curriculum across the district.

SACs are responsible for a variety of curricular matters:
- Developing and revising curriculum (in conjunction with the administration)
- Discussing curriculum issues that have college-wide impact
- Making recommendations regarding internal academic and curricular issues as well as high school-college articulation and community college-baccalaureate college articulation
- Developing Course Content and Outcome Guides (CCOGs) for each course that is offered
- Making recommendations for hiring criteria in the selection of full-time and part-time faculty
- Approving textbooks and other instructional materials
- Making recommendations regarding library acquisitions
- Making recommendations regarding equipment purchases that impact its curricula.

A full description of SAC duties and responsibilities can be found in the Academic Policy Handbook (Policy S-701) (http://www.pcc.edu/edserv/acadpol/acad31.htm)

Faculty are members of the Educational Advisory Council (EAC) and its committees, the District Planning Council and the Budget Advisory Committee. They serve primary roles on the College Assessment Committee and the Basic Skills Coordinating Committee. Faculty also serve on a variety of other committees such as Service Learning, faculty/management screening committees, Enrollment Management Committee, and numerous task forces and special event planning committees. Few part-time faculty participate on these committees because of time commitments and the lack of compensation for most committee work; part-time faculty are, however, compensated for one SAC meeting per term and participation on official governance committees.

Most faculty advise students on a regular basis. The type of advising is often focused on academic planning related to degrees or certificates, but student advising also occurs in a variety of formal and informal contexts. In addition, faculty keep catalog materials and web pages updated and facilitate the establishment and development of subject area clubs.

4.A.3 Faculty Workloads

Faculty workload is subject to collective bargaining, and as such is clearly specified in detail in the Faculty and Academic Professional Agreement (http://www.pccff.org/). Instructional and professional responsibilities, participation in the college community, definition of workload for various types of programs/disciplines, overloads, and telecommuting and employment conditions related to part-time faculty including assignment rights are explicitly outlined and described in Articles 4, 5, 6, 8, 9, 10 and 26.

Throughout the agreement, workload concerns are framed by a desire to "provide quality educational programs and services that are affordable and accessible" in accordance with the PCC mission statement. As stated in Article 6: "The intent of the workload provision of this Agreement is to provide bargaining unit members with an adequate opportunity to participate in departmental, campus and college governance and to do quality work in meeting their professional responsibilities . . ." Budgets for professional development have been limited in the past, but as a result of the recent Staff Development Task Force Report, more resources are being planned for the coming year. (https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/staffdev/)

Workload concerns will undoubtedly be affected by the four-credit conversion that is currently underway. The conversion is intended to benefit students academically in terms of their learning experiences in addition to facilitating ease of transfer to four-year institutions in the state. It is hoped that an additional benefit will be to make faculty workloads more manageable by reducing to four courses the current five course load per term that many faculty are required to teach, even though they will be required to spend an additional hour per week in the classroom as a result.

Every six years faculty are eligible to apply for a one- to three-term sabbatical leave. Further information regarding professional leave is described in Article 20 of the agreement. Unfortunately, declining budgets in recent years have resulted in reduced funding for professional growth and renewal activities like sabbaticals. The effect of the loss of these professional revitalization opportunities to faculty has been significant.

Professional development funds are mainly distributed by campus according to budget priorities set by each campus president. There is no standard of support among the campuses. Limited funding is available through the district Staff Development Office for professional development, such as attending discipline specific conferences (faculty and academic professionals), tuition waivers for PCC classes and tuition reimbursement for undergraduate and graduate level course work.

Each comprehensive campus supports a Teaching Learning Center (TLC) that provides opportunities for faculty development and exchange. The TLCs sponsor various conferences, workshops and discussion groups facilitated primarily by faculty members but also by other staff members. Other forums include the Social Science Forums, News Speak, Brown Bag Forums, and various listservs that broadcast messages to full- and part-time faculty groups through email.

Faculty interested in course redesign or new instructional delivery methods may receive training and support funds through the Office of Distance Education or the Curriculum Support Office. Support is available through these offices to use technology in the classroom, teach hybrids (a combination of in class and on-line instruction), or teach fully on-line.

4.A.4 Salary and Benefits

The Faculty and Academic Professional Agreement delineates full-time and part-time salary levels over the life of the contract (Articles 14-20 and Appendices).

The process for setting faculty salaries and benefits within the collective bargaining process is outlined in Board Policy B302. The contract also specifies a variety of benefits for full-time faculty including health care, tuition waivers, early retirement, professional leave and assorted absences and

leaves. Total compensation analysis is done with other comparator community colleges and shows PCC's full-time faculty near the fiftieth percentile (Exhibit 4.2). Initial salary placement for full-time faculty is based on a combination of education and work experience. Further analysis performed with salary and benefit schedules attempts to ensure a fair progression through salary schedules steps along with equitable pay for part-time faculty.

Discrepancies between the salaries offered by industry and those offered by PCC for new, full-time faculty make attracting qualified professionals in a variety of programs and disciplines a challenge. In some instances, the college has negotiated higher starting salaries, which is allowed in the contract.

PCC continues to struggle with creating a diverse work force and believes faculty salaries and benefits may be a contributing factor, especially regarding part-time faculty compensation. The fact that many full-time faculty hires come from the ranks of existing part-time faculty, where there is less emphasis placed on the diversity of applicants, may also be a contributing factor (Exhibit 4.3).

4.A.5 Faculty Evaluation

Articles 5 and 7 of the Faculty and Academic Professional Agreement establish specific guidelines for assessing both part-time and full-time faculty. Division deans are responsible for conducting full-time faculty assessments following contract guidelines while faculty department chairs are responsible for conducting assessments for part-time faculty.

Support for and institutional interest in faculty performance is ubiquitous. The topic is highlighted in the Educational Master Plan (Strategic Direction 1/Action Area 2; Strategic Direction 2/Action Area 1) and the Faculty Handbook, as well as the collective bargaining agreement. Perhaps most importantly, the purposes of assessment are "to provide the employee with feedback concerning job performance; to provide the College administration with guidance in staffing, planning and budgeting; and to assure excellence in the delivery of service" (Article 7).

Despite this commitment and detailed requirements in the faculty contract, adherence to timelines in completing evaluations has been problematic. Additionally, evaluation as a tool to guide teaching effectiveness has shown to be elusive and less standardized than would be ideal. Data provided by HR show that through last year, 166 assessments for temporary, probationary and continuous appointment faculty and academic professionals were past due.

4.A.6 Part-time and Adjunct Faculty

Each campus holds a part-time faculty orientation to disseminate important information about the policies and procedures of the college. These orientations are attended by staff from Enrollment Services and Student Development and by academic administrators. Part-time faculty are also given an e-mail address and access to MyPCC, the college web portal. Individual departments have instituted mentorships and other methods of assisting part-time faculty. In most cases, the primary contact for part-time faculty are the faculty department chairs, who are full-time faculty in the discipline released from some teaching duties to support, among other things, the evaluation and scheduling of part-time faculty.

4.A.7 Academic Freedom

Article 13 of the Faculty and Academic Professional Agreement and Board Policy B102 each define clear outcomes relevant to academic freedom. Subject Area Committees, the EAC, activities and workshops in the Teaching Learning Centers and thoughtful department chairs and division deans all help to defuse potential problems. As noted in the faculty contract, "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."

4.A.8, 4.A.9 and 4.A.10 Qualifications of Part-time and Adjunct Faculty

Part-time faculty must meet the same instructor qualifications as full-time faculty. Applications are received and reviewed by the HR office to determine minimum qualifications and then are kept on line for the use of various campus departments. In some cases a SAC will identify and request qualifications for a specific course that may vary from general qualifications for the discipline. These requests are reviewed and approved by the Vice President for Academic and Student Affairs.

Part-time faculty apply for positions through the HR web site. Contained on the site is a wealth of information about the college and the community. Applicants are also referred directly to certain policies and requirements of the college that pertain to part-time faculty. All part-time faculty are provided a copy of the Faculty and Academic Professional Agreement which details their rights and responsibilities as faculty.

The College Workforce component of the PCC Educational Master Plan (EMP) claims as a strategic direction the obligation to "recruit, hire, retain, and promote a skilled and diverse workforce . . .." Action Area 3 under this strategic direction addresses the need to increase the ratio of full-time to part-time faculty by encouraging the administration to "review the concept of FT-PT faculty ratios and [to] recommend policy regarding the establishment of ratios that are reasonable and appropriate for institutions of similar size and program mix." Further, the district is called upon to "explore underlying issues related to faculty ratios . . . [to] look at both bargaining and resource issues . . . [to] establish goals for full-time/part-time faculty ratios at designated program levels" (http://www.pcc.edu/ir/planning/Phase2/index.htm, pp. 22-23). However, the EMP does not assign a specific priority to this action item, which relegates the concern to the work of committees and the Faculty Federation.

There is a general concern among faculty and administrators regarding the impact of full-time/part-time faculty ratios on student achievement and retention. In some programs and disciplines, students may benefit by having faculty who work full-time in the community and teach a class or two and are thus able to share their expertise in the classroom. However, in many instances, most faculty believe that students benefit from the support and availability of full-time faculty. While there is no doubt that the college hires the most competent, qualified people available to staff its part-time class sections, there is concern regarding the increasing reliance on part-time faculty, who:

- are typically not familiar with the campus and its programs, services and resources to the same extent as full-time faculty and consequently may be less helpful to students.

- are given limited financial incentive (and may not have the time due to work or teaching commitments at other institutions) to hold regular office hours or participate in other college activities that serve to support students in their professional and personal growth.
- are often unable (or unwilling, due to lack of incentive mentioned above) to attend SAC, division or other meetings on a regular basis that help keep faculty current with what is transpiring in their programs and disciplines and engaged with one another in the issues facing their students.
- are not consistently assigned adequate office spaces, desk computers with access to email and the web, or reliable phone, copy and fax machines, depending upon the campus or location where they are assigned to teach.
- because of their greater tendency to work evenings or on weekends, are unable to avail themselves of services such as campus libraries, bookstores, business offices, counseling and advising services, generic support services, etc.

While evidence to support the concerns outlined above is largely anecdotal, many SAC templates noted this as a problem, and it warrants further commitment to exploring the impact of full-and part-time faculty ratios on student achievement and retention.

4.B Scholarship, Research, and Artistic Creation

4.B.1 Faculty

Portland Community College supports the scholarship, research and artistic efforts of its faculty - both Lower Division Transfer and Professional Technical - through various funding processes such as grants, stipends, sabbatical leaves and tuition waivers (Faculty and Academic Professional Agreement Articles 5, 6, 7). The outcomes of these funding investments are formally recorded in Board minutes (sabbatical leaves), faculty assessment plans and reviews (presentations and publications), SAC minutes, and program reviews. More frequently, faculty accomplishments are informally noted by means of district newsletters, email notices, college newspaper (The Bridge), and other internal media.

Faculty members have written and published a number of texts, monographs and scholarly pieces in refereed publications. In addition, the art that some faculty create has been represented in juried and non-juried showings. Many faculty have been supported by funds to present papers at professional conferences.

Faculty members have also completed advanced degrees, participated in scientific research projects and joined international travel programs with the support of college funds. Others have completed various professional-technical upgrades through industry workshops and training programs.

4.B.2 Policies and Procedures

The college has an ongoing determination and commitment to state clearly, in different formats, the institutional policies and procedures necessary for faculty to pursue their scholarship, research and/or artistic efforts. To that end, the Faculty and Academic Professional Agreement (Articles 13.1 to 13.51), Academic Integrity Policy, Faculty and Staff Handbook, PCC Catalog and Course

Content and Outcome Guides (CCOGs) all highlight the concerns about values, ethics and integrity that should define faculty work. Significantly, the institutional policies and procedures for faculty are echoed by material published in the Student Rights and Responsibilities Handbook.

4.B.3 Research Policies and Practices

As a teaching and training institution, PCC has limited need for extensive research policies and practices. The primary focus of review practices involves research on human subjects. PCC receives several requests a year from outside researchers to conduct surveys of its students. These requests are reviewed by the vice president for academic and student affairs to ensure proper research methods are being used and that the rights of the students are protected. In cases where the researcher is completing academic requirements from another institution, a signed research approval form is required from that institution. For requests from PCC faculty or staff not related to academic work at another institution, a review by the vice president is still required. Research conducted by the Institutional Research Office is subject to the oversight of the vice president as part of her supervisory responsibility.

4.B.4 Guidelines for Sabbaticals and Professional Leaves

The Faculty and Academic Professional Agreement (Articles 6.2, 13, 20, and 28) has established guidelines for sabbaticals and professional leaves. Conditions of eligibility, compensation, appropriate activities and specific application procedures are widely published. In the past each campus has set up its own process to review sabbatical requests and to determine a priority order for each proposal. The four campus presidents then met to determine which proposals would be accepted, given criteria previously developed, the current needs of the college, and the funds available. In the past two years the sabbatical fund has been reduced by over 40 percent because of budget cuts. This has greatly limited the number of faculty and staff who have been awarded sabbaticals during this time.

4.B.5 Professional Development

There are few barriers (except for time and money) to prevent staff members from participating in various forms of professional development. The faculty contract presents a clear process for applying for a sabbatical (Article 20), while Articles 3.2, 3.5, 5.12 (and others) establish specific guidelines, processes and requirements for other forms of professional leave. Faculty members are also encouraged to make use of instructional improvement grants and tuition waivers, and to tap the expertise of campus librarians, Institutional Research, the Grants Office and peers.

Financial support for the various activities comes through Staff Development grants, the Instructional Improvement Program (IIP) and Diversity grants. A variety of related funding channels such as tuition waivers and grants, release time and in-kind grant support for projects funded outside the college are also available (https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/staffdev).

Given the lack of importance of research and scholarship to the mission of Portland Community College, it is not surprising that salary and/or promotional advancement are not incentives for

participation in professional development activities. Rather, participation reflects the commitment of faculty members to their disciplines and professions and to their professional roles.

4.B.6 Fund Acquisition

Both the PCC Grants Office and the Foundation Office use the EMP and other institutional goals and objectives in formulating their priorities for fund acquisition. These priorities are reviewed regularly by the District President and his cabinet to ensure that the resources being sought are in line with the overall needs of the college.

The Grants Office has been very successful in assisting faculty, especially in professional technical programs, to secure significant curriculum development grants. Several National Science Foundation (NSF) grants have been received in the past few years in Microelectronics, Welding and Building Construction. A major Title III grant enabled the Math SAC to revamp their curriculum. Other smaller, more targeted grants have been awarded to faculty in transfer disciplines.

PCC's Grants and Contracts Web page (http://www.pcc.edu/grants/), Foundation Web page (http://www.pcc.edu/pcc/fin/foundation/), and Service Learning Web page (http://www.pcc.edu/resources/service-learning/) accurately identify the relationship of grants, contracts and gifts to PCC's mission and goals.

4.B.7 Academic Freedom Related to Scholarship, Research, and Artistic Creation

Articles 13 and 28 of the Faculty and Academic Professional Agreement clearly and unequivocally grant faculty members academic freedom to pursue scholarship, research and artistic creation that relate to their disciplines.

4.1 Policy on Faculty Evaluation

a. **Institutions develop collegially and implement internal plans and procedures that specify the process and criteria by which faculty members are evaluated on a continuing basis.**

Regulations and guidelines for faculty evaluation have been developed and are contained within the Article 7 of the Faculty and Academic Professional Agreement: "The purposes of assessment are to provide the employee with feedback concerning job performance; to provide the College administration with guidance in staffing, planning and budgeting; and to assure excellence in the delivery of service." Full-time faculty are evaluated annually during the probationary period; after receiving continuous appointment, they are evaluated every three years, partly based on a mutually agreed upon development plan. During each year of that plan, they provide an update to their dean of progress on the plan. Part-time faculty are assessed on a regular basis by their department chair, the terms of which are specificd in the Faculty Contract. If part-time faculty members wish to apply for assignment rights, giving them special consideration in hiring, they must be evaluated by their dean in a manner similar to full-time faculty.

b. **Collegial participation in faculty performance evaluation is critical in order to bring subject matter and pedagogical knowledge substantively into the assessment process.**

Assessments for part-time faculty minimally include student evaluations and classroom visits. Other components may be added through mutual consent. Assessment for full-time faculty requires both a management and self assessment and may also include peer observations and management observations, among other types of evaluation. (Article 7.333) The particulars of the faculty review are negotiated between the faculty member and their dean and are agreed to as part of their development plan. All assessments must include some form of student evaluation.

c. **Multiple indices are utilized by the administration and faculty in the continuing evaluation of faculty performance.**

According to the faculty contract, the mutually agreed upon assessment of an individual faculty member "may include peer observations, management observations, some form of student evaluation, student work, student focus group discussions…and some form of student feedback." (Article 7.333) This agreement is mostly followed by campus division deans but execution may vary according to individual management styles, the academic disciplines involved and the tenure of the faculty member being reviewed.

Though the expectation of scholarly performance or research productivity is generally not present with community college faculty, this may be incorporated as part of a professional development plan and reviewed every three years.

d. **Where areas for improvement in a faculty member's performance are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.**

While not specifically addressed within the agreement, when needed, this is an intended outcome of assessment.

Strengths

The hiring procedure at Portland Community College is rigorous, scrupulously fair and successful. The result is a well-qualified, committed instructional staff that is academically and experientially prepared to facilitate quality teaching and learning environments for their students. To sustain the instructional commitment, PCC makes a concerted effort to help faculty members evolve and improve as instructors, to provide appropriate compensation for instruction, to supply technological support when needed, and to promote a healthy, secure instructional atmosphere.

It is commonly believed that effective faculty-management relations have been developed through the persistent efforts of district and campus leadership and the Faculty Federation and its members. Through the collective bargaining agreement and HR policies and procedures, a full range of functions, activities and responsibilities have been documented and are addressed in an ongoing process that emphasizes continuous improvement in serving students and supporting the faculty who help facilitate their success. Specific accomplishments in this regard include:
*   Creation of mentoring opportunities for new full and part-time faculty

- Annual review of the faculty block hire process by Human Resource representatives, campus leadership and screening committee chairs
- Creation of a part-time faculty orientation program
- Review and subsequent improvement of the curriculum development process by the Educational Advisory Council.

Portland Community College recognizes the importance that contributions of scholarship, research and artistic creation make to the ability of the institution to provide quality educational programs. The institution offers faculty members, full-time and part-time, many opportunities (through grants, sabbaticals and release time and staff development and curriculum support funds) to pursue pedagogical interests. Furthermore, the Faculty and Academic Professional Agreement and the culture of the institution support these pursuits visibly and persuasively.

Challenges

Although Portland Community College's hiring process is rigorous, the block-hire protocol does not always succeed in producing a hiring pool that is sufficiently diverse. Recent efforts to address this issue have improved the situation, but not to the extent desired.

Across the district, Portland Community College employs more part-time than full-time instructors. Many point to the current full-time/part-time ratio (47 percent compared to 53 percent college-wide for 2003-04) as a source of difficulty for the institution, the faculty, the administration and the students.

Currently, support for scholarship, research and artistic creation may seem arbitrary to faculty who apply. The decision regarding who receives a sabbatical or who is granted an instructional improvement grant appears to depend more upon the persuasiveness of a particular dean or the whim of a particular committee. Process is present, but for the general faculty member that process is not always clear. Further, not all grant/sabbatical/in-kind grant recipients seem anxious to share their accomplishments with the community at large. Campus TLCs provide an appropriate forum, but too few members of the community take advantage of the opportunity.

Recommendations

FT Faculty

1. Increase funding for professional development and sabbaticals.

2. Promote and officially recognize the creative and scholarly accomplishments of PCC faculty.

3. Promote faculty awareness of resources and policies and procedures concerning scholarship, research and artistic creation.

4. Adopt recommendations made by the Staff Development Task Force in their 2004 report.

5. Increase faculty involvement in the budget process and in helping determine departmental line item allocations for staff development.

6. Assess the impact of current faculty workloads on the achievement of student outcomes.

7. Faculty who teach in programs that are impacted by rapidly changing technology and computer software need adequate time for curriculum and professional development.

8. As disciplines have evolved to increased use of alternative types of assessment that require more time to administer and evaluate, current course enrollment caps may need to be reevaluated.

9. Assess how related instructional requirements are achieved across the district in Professional Technical Education certificate areas and develop standards that are consistently used.

10. Begin the block hiring process earlier in the academic year to enable PCC to access and interview a stronger and broader pool of candidates.

11. Develop a more aggressive marketing, outreach and recruitment strategy to attract a more diverse applicant pool. Additionally, develop stronger ties with institutions which may assist in recruiting a more diverse faculty pool.

12. Evaluate the effect of current full-time/part-time ratios on student achievement. The study must be broad enough to cover the full range of disciplines and programs. Based on the results of this study, adjust program and discipline ratios accordingly.

13. Encourage the use of staff tuition waivers and other tuition support.

14. Encourage Professional Technical Education faculty members to return to industry on a regular basis in order to stay current in their respective fields.

15. Develop strategies to increase response rates for annual graduate surveys and share pertinent data with corresponding departments.

16. Assess the impact of salary and benefit schedules on the success of recruitment, retention and the diversification of the faculty, making adjustments to compensation as needed.

17. Develop a more structured mentoring process for newly hired full-time and part-time faculty to supplement the New Faculty Institute. Assess the results of these efforts and share them among all academic departments.

18. Develop mentoring programs which coordinate with select graduate schools to provide internship experiences for members of underrepresented populations.

PT Faculty

19. Streamline the on line part-time application process by automatically targeting appropriate divisions and/or departments and department chairs with applicants specific to their disciplines.

20. Improve and monitor processes that both establish and use minimum qualifications for hiring part-time instructors. Ensure that the qualifications are up to date and consistent with what has been most recently approved by SACs.

21. Encourage/require division deans who are responsible for hiring part-time faculty not in their own discipline to seek assistance from full-time faculty in the appropriate subject area before making hiring decisions.

22. Provide training for managers on faculty assessment. Provide training for faculty chairs on assessment of part-time faculty. Put tracking systems in place to ensure that all assessments are completed in a timely manner.

23. Related to the above, share "best practices" in conducting part-time faculty assessments among administrators and department chairs.

24. Support more consistent participation of part-time faculty in SAC and EAC activities.

25. Because a considerable number of classes are taught by part-time instructors whose primary job/career commitment is not to the institution, PCC should collect data on part-time instructors similar to the Faculty Federation study in 1996. This would provide departments and administrators with more data to help guide future decisions related to academic programs.

26. Survey part-time faculty regarding their needs for orientation and mentoring. Adjust these processes accordingly in order to better support them in the work they do.

27. Ensure that updated part-time faculty transcripts are readily available and accessible through Human Resources as well as the appropriate division in which the faculty member is employed.

28. Improve the review process for part-time instructors by standardizing the evaluation process district wide and requiring student feedback for part-time instructors.

STANDARD FIVE:
Library and Information Resources
and Instructional Technology

Introduction

Portland Community College operates comprehensive libraries at the Cascade, Rock Creek and Sylvania campuses. Each campus offers books, tapes, CDs and other materials, as well as providing reference help, audiovisual equipment and services, and technical support and training for faculty. The collections are expanding, the available equipment is increasing in amount and in technological complexity, and the online services are growing.

A major accomplishment has been the ongoing installation of computer podiums in hundreds of classrooms, effectively tying most classrooms to the Libraries through the internet. Instructional Media Services (IMS) has trained hundreds of faculty members in technology use. The Libraries have also made vast amounts of material available to PCC faculty and staff through agreements with regional consortiums such as the Portland Area Library System (PORTALS) and membership in the Orbis Cascade Alliance of libraries throughout the Pacific Northwest.

Response to the 1995 Self-Study Recommendations

As noted ten years ago, staffing remains perhaps the most critical problem facing the PCC Libraries. Too few staff members in general and too few reference librarians in particular create problems in providing consistent services, scheduling employees and meeting demands on a timely basis.

The adequacy and utilization of resources at the Southeast Center was a concern in 1995. With the move to the new Southeast Center in winter 2004, the problems have become exacerbated. Not only is there no library at the new center, but library items requested by students and faculty at the Southeast Center are delivered to the Admissions Office, where students and staff must go to pick them up. The small core reference collection at the old Southeast Center has been abandoned because no room was allocated for it at the new center, and there is no reference librarian available for instruction there. Many online resources are available at the center, but students may not know how to use them without a reference librarian to instruct them. Further, IMS personnel are not available to train faculty or provide audiovisual (AV) services at the Southeast Center.

The 1995 recommendations noted that many areas of the curriculum failed to incorporate or to assess information competency. Information literacy is implicit in Critical Thinking and Problem Solving, a PCC Core Outcome. However, a concerted, collaborative effort to develop student information competency has not occurred. Individual faculty members address information literacy in classes, especially in classes using the web for research, and faculty members bring classes to the library, but there is no consistency across the curriculum.

In response to the recommendation that the Libraries should consider instituting a formal planning process in which goals, objectives, and action plans are revised on a regular basis, library and

information resource staff, faculty, and administrators have prepared a strategic plan consistent with the college's Educational Master Plan (EMP). The PCC Libraries have also adopted a Vision Statement, a Mission Statement, and a Statement of Values that describe the Libraries' goals and assumptions in addressing user needs. Unfortunately, the statements and strategic plan were developed with minimal student or subject-area faculty input, so it is unclear whether they accurately reflect what the majority of the PCC community consider most important. The library is also beginning a regular "program review" process similar to those in the academic and student service departments.

5.A. Purpose and Scope

The Libraries at PCC recognize their integral role in the institution as a whole and in the individual lives of all constituents, including students, staff, faculty and administrators at the college. A recently developed Strategic Plan for Libraries at PCC reflects this awareness by aligning with the goals of PCC's Educational Master Plan, particularly in EMP key areas related to Educational Programs and Services and Student Access and Development.

The Strategic Plan for Libraries at PCC focuses on three key areas: Access to information resources and services, Learning and Teaching partnerships and Information Leadership in the development of technology and information-related policies.

In the key area of Access, the strategic plan aims to eliminate barriers to the use of the library, align resources with the needs of constituents, provide students and staff with the skills and tools needed to access and process information, and maintain a welcoming atmosphere that encourages a sense of community and connection to the college.

In the key area of Learning and Teaching, the strategic plan calls for collaboration with faculty in the development of curricula incorporating information literacy, the introduction of new or adapted technology to enhance learning and teaching, and the recognition of librarians as instructors who contribute to the educational experience of students.

Finally, in the key area of Information Leadership, the Libraries set policies to ensure appropriate use of resources, guide the adoption and use of information and instructional technology, and pursue internal and external partnerships to maximize library and college resources.

The Strategic Plan for Libraries at PCC can be seen as an umbrella plan for two primary departments within the library structure, the Reference department and Instructional Media Services. Both of these entities have formulated their own plans, incorporating and interpreting the key areas of Access, Learning and Teaching and Information Leadership in order to more easily set and achieve relevant goals.

The Reference Librarians Strategic Directions focus on professional leadership, collection development and instruction and reference. The Instructional Media Services Strategic Plan highlights curriculum redesign, equipment and software, training and support.

Evidence
Educational Master Plan (http://www.pcc.edu/ir/planning/index.htm)
Portland Community College Libraries Strategic Plan (Final Draft, 2-06-04)
(http://www.pcc.edu/library/accreditation/#5E3)
IMS Planning – Key Areas and Strategic Directions (Draft 2)
Reference Librarians Strategic Directions

5.A.1 Resources for Library and Information Access

Libraries
The College maintains libraries at all three comprehensive campuses: Cascade, serving 9,000 students each year; Rock Creek, about 10,000 students; and Sylvania, approximately 26,000 students. However, Southeast Center (SEC), which has an enrollment of 11,500 students, has no library. The other educational centers--Washington County Workforce Training Center (WTWTC), Central Portland Workforce Training Center (CPWTC), Portland Metropolitan Workforce Training Center (PMWTC), and the Hillsboro Education Center (HEC)--also do not have libraries.

The three campus libraries maintain collections that include books, films/videos, magazines, journals, musical tapes/CDs, audio books, computer files and maps. Appropriately, Sylvania has the largest collection, with a total of 130,029 volumes. Cascade's collection is the second largest, although relative to Sylvania it is a distant second, with 59,072 volumes. Rock Creek, although slightly larger than Cascade in enrollment, has a smaller collection of 51,621.

Concerted efforts have been made in the past four years to distribute IMS AV equipment more equitably across the district. However, although the new Southeast Center has some AV equipment and five computer podium rooms available, it has no on-site IMS services. The campuses are expected to expand their in-classroom AV inventories through built-in computer podiums and other equipment as needed. The projected number of multimedia presentation classrooms college-wide will be 255 by the year 2010.

The number of library staff members also varies greatly among campuses. Sylvania maintains the largest staff: 3.34 FTE reference librarians and 6.36 FTE of circulation staff; Cascade's library has 2 full-time reference librarians and 2.67 FTE of circulation staff; Rock Creek has 1.69 FTE reference librarians and 2.38 FTE of circulation staff.

Evidence
PCC website, About Campuses and Centers: http://www.pcc.edu/pcc/abt/campuses/
PCC Titles Held FY03
Audio Visual Equipment, March 1, 2004 PCC Instructional Technology and Learning Resources
Organizational Chart
PCC Library Circulation Services Organizational Chart
Audiovisual Delivery Statistics, July 2003-February 2004

Computing and Telecommunications
The following information provides an analysis of Portland Community College's computer and telecommunications infrastructure as it relates to Standard 5.A.1.

Information Technology Services

Evidence of the ongoing commitment and collaboration toward supporting and improving the computing and telecommunications infrastructure include the following:

- Full-time students are currently charged a $135 annual technology fee. This compares to an average fee of $115 as reported in the 2003 Campus Computer Project survey of two-year public community colleges by Kenneth C. Green.[1]
- Three active advisory committees have been created and meet regularly to discuss policy, recommend improvements, and create five-year plans. The three committees are the Telecommunications Plan Advisory Committee (TPAC), Technology Planning Committee (TPC) and Network Advisory Committee (NAC). All of these committees have representatives from administration and faculty.
- A five-year Telecommunications Plan was developed in 2003. The plan includes a wireless strategic plan and provides for the implementation of a college-wide web portal system that is being funded by a Title III grant. The portal system serves all PCC faculty, staff and students and includes a personal "MyPCC" interface with a common email system. The Telecommunications Plan will be updated on an annual basis.
- PCC created and filled an Associate Vice President for Information Technology Services position in 2004 to oversee the continued centralization of computing and telecommunications services and to consolidate the infrastructure that supports both administrative and academic computing.
- PCC currently has 4,550 computer stations and 321 networked servers. This compares with the Green study of an average of 1,517 computers and 31 servers for two year public community colleges.

Instructional Technology

In response to a 1995 recommendation to consider centrally managing instructional computing, the following actions have been taken:

- Instructional computing services have been centralized under the Manager for Instructional Computing (now the Manager for Curriculum Support).
- An instructional technology plan has been developed and is updated annually.
- A working advisory committee, Faculty Technology Development Committee (FTDC), was formed to assist the manager in setting policy, establishing annual priorities, and providing feedback from faculty and students. This committee is composed of faculty and instructional technology staff and interfaces with student groups to ensure student involvement when necessary.
- A three-year computer-leasing program has been implemented to replace and upgrade all student computer labs and classrooms. Some academic departments also participate in the leasing program to upgrade faculty computers.
- A classroom podium project is underway to upgrade and install technology-equipped classrooms at all campuses. The "podium standard" is composed of hi-speed CPU, monitor, audio enhancement, internet connection, multiple device output, DVD/VHS, LCD projector, projection screen and laptop connectivity. The current plan calls for installation of 15 to 22 podium stations per year. The goal is to place a podium station in every PCC classroom within 15 years.

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[1] The Campus Computing Project is an annual detailed random survey of public and private four-year and two-year institutions of higher education in the U.S. This is the 14th year of the survey.

- The libraries at the three main campuses have been enabled for wireless connectivity, and additional areas for wireless capability are underway.

Each campus library has a computer lab with lab assistants and technical support. The number of computer stations varies from campus to campus: 60 at Sylvania, 30 at Cascade, and 22 at Rock Creek. All the computers in library computer labs at Cascade and Rock Creek are laptops using wireless connectivity. Users report reliability problems with these computers at Cascade.

Each campus also has one or more computer resource centers or labs. These labs are available to all PCC students. Each lab is staffed with supervisors, tutors, lab assistants and technical support personnel. The number of computer stations, levels of staffing and available lab hours varies considerably from campus to campus (see following chart). Based on the judgment of the directors of these facilities, only Sylvania Campus appears able to meet student demands.

Campus	Computers	Staffing	Hours	Adequate?
Sylvania	Computer Resource Center (CRC): 112 PCs; 7 Macs Mac Writing Lab: 18 Macs	4 staff; 2 tutors; 16 student assistants	**CRC** M – Th 8a – 9:45p F – Su 9a – 4:45p **Mac Lab** M-F: 9a – 5p	Yes
Cascade	CRC: 38 PCs	2.5 staff; 1 tutor; 8 student assistants	M – Th 8a – 9:45p F – Sa 9a – 4:45p	No
Rock Creek	35 PCs PC Writing Lab: 28 PCs (very limited hours)	2 staff; 1 tutor; 8 student assistants	M-Th: 8a – 9:45p F – Sa: 9a-4:45p	No
Southeast	29 PCs	2 staff; 0 Tutors; 2 student assistants	M: 8a-6p T – Th: 8a – 8:45p F: 8 - 4:45p Sa: 9a-1:45p	No

Table 5.1 Computer Resource Center and Labs

5.A.2 Core Collection and Related Information Resources

Reference librarians are assigned as liaisons to each Subject Areas Committee (SAC) at PCC, with the express purpose of making sure that the core collection and related information resources adequately support the curriculum. These contacts vary in their frequency and content, but at least some are quite effective.

The Libraries have begun to use the "Best Books for Academic Libraries" database as a way to compare PCC's holdings with a nationally recognized list of "best" titles for each subject area. From there, librarians develop a list of potential future materials to be ordered and work with the SAC liaisons on selection of the most appropriate items.

Evidence

https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/selfstudy/responses/nursing.pdf
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/selfstudy/responses/psychology.pdf
SAC Liaison Documents
Introduction, "Best Books for Academic Libraries"
Best Books Database Comparison 2003, March 7, 2004

5.A.3 Scope of Service

In addition to striving to provide materials sufficient for the curriculum (see 5.A.2), the Libraries also serve as a resource for "life-long learners with a broad range of interests and prior education experiences." This may include those whose research or scholarly interests require materials beyond the scope of the library. Inter-library loans, through the Portland Area Library System or other service agreements, make additional resources available.

The Libraries at PCC comprise a single, central service that maintains one catalog serving the whole district. Distribution of material purchases follows a "2-1-1" ratio; that is, for every two titles ordered for Sylvania, one title each is ordered for Cascade and Rock Creek. Furthermore, one-day delivery service allows borrowing between college campuses. As discussed in 5.A.1, there are no library facilities at any of the PCC educational centers; however, deliveries of library materials are available throughout the district.

Evidence

 http://www.pcc.edu/library/policies/collection.htm
ORBIS Cascade Alliance Memorandum of Understanding
Oregon Community College Library Association Directory
PORTALS Consortium

5.B Information Resources and Services

The Libraries provide print, audiovisual and online resources that support its mission and the needs of its users. The library Mission, Strategic Plan and Collection Development Policy all use curriculum support as a primary focus in providing resources and services. Materials are varied, authoritative and up-to-date. Collections are largest at Sylvania, the biggest campus, and smaller at Cascade and Rock Creek. The same services are offered at each campus.

5.B.1 Equipment and Materials

PCC Libraries follow standard best practices in library policies and procedures. Materials are selected primarily by librarians and teaching faculty, although an online purchase request form encourages suggestions from anyone. All Subject Area Committees have a librarian liaison who works with that SAC to see that appropriate materials are added to and deleted from the collection. Specific selection profiles have been developed for many areas and are available on the web site. Recent accreditation reviews in several disciplines (nursing, dental, EMS, veterinary technology) have found no library concerns.
The small size of the library professional staff makes it difficult to devote a sufficient amount of time to thoughtful collection development. One coping strategy is to target certain subjects each

year, giving special emphasis to biology one year, for example, and engineering another. There have been several efforts to set up approval plans, but this seems difficult to arrange at the community college level. One that has worked well is with Majors, a library vendor of medical books.

The collection size for 2002-03 was 259,967 items. This is down from the previous two years. Although 17,073 items were added in FY 2003, many old, out-dated items were removed from the libraries. Although this resulted in a net decrease in collection size, it made the collections more relevant and useful.

In addition to print materials, PCC Libraries are increasingly collecting full text electronic books and journals. Collections from netLibrary (multi-disciplinary), Safari (computer books) and Oxford Reference have been popular with students and faculty.

Faculty production labs provide an extensive array of equipment to assist faculty in their classrooms.

Students can use computers at each library for research, word processing, email and creating presentations. Users can find detailed information about lab equipment and services from the IMS web page.

The manager of IMS administers the revenue from the student technology fee. Computer equipment in the student labs in each library and a fully staffed student help desk are among the benefits from the fee. Laptop computers and a wireless network in each library allow students to work collaboratively in small groups. Digital cameras, multimedia computers and software are available for student projects.

Evidence
Collection Development Report FY 01 - FY 03
http://www.pcc.edu/library/accreditation/documents/Coll-Dev_FY01-03.xls
Collection development policies and profiles

5.B.2 Training Library Users

Librarians give individual instruction at the reference desks, which are staffed weekdays from 8 a.m. to 8 p.m. They are also available for class instruction during these hours. For many hours each day there is only one librarian at each campus. If that person is giving classroom instruction there is no one available for reference desk assistance. There are no librarians on weekends, although paraprofessionals answer reference questions. Reference desk coverage and class instruction are limited during the summer due to budget restrictions.

Librarians answer reference questions via email and chat as well as in person. PCC joined the statewide Answerland (now L-Net) synchronous reference project as a pilot library in March 2003. This has potential to serve PCC students during hours when PCC librarians are not available, but it does take time away from other tasks. It would be easier to take on this project with a larger staff.

In 2003 librarians taught 350 bibliographic instruction classes for 30 academic departments or programs. Each library has a classroom with either desktop or laptop Internet-connected computers.

Librarians collaborate with teaching faculty to plan instruction sessions that are interactive and are targeted to the needs of a particular course.

Librarians have devised sequential instruction modules in a few programs, for example Nursing and Dental Assisting. The Biology program at Sylvania brings each BI 101 class for library instruction during the first week of the term. Assignments throughout the term build on the skills learned during this initial session. However, information literacy has not been adopted by the college as a separate core outcome. Many students do not receive any instruction in information literacy during their time at PCC, despite the fact that it is a critical skill for both transfer and professional-technical students.

The Libraries offer numerous tutorials and independent skill building tools. The Texas Information Literacy Tutorial (TILT) is available from the library web site. It can be used as a part of WebCT classes or for any class in addition to or instead of group library instruction. Web pages explain library resources for various subjects and for specific classes. Librarians are experimenting with a streaming video product which looks promising for creating short demonstrations; these could be linked from the web site and incorporated into WebCT classes.

Instructional Computing Services for Faculty

Instructional Media Services offers numerous training sessions each term to help faculty learn how to use available technology. In the Faculty Fellows program, a group of faculty leaders met with IMS staff throughout the year to learn about new technologies and how to incorporate them into their instruction. Librarians make presentations at faculty events throughout the year.

A Faculty Instructional Technology Coordinator has been hired to develop and provide training for faculty in the area of infusing technology into the curriculum. This fulltime faculty position provides on-going workshops, one-on-one training and technical assistance to faculty.

Faculty are offered a range of services revolving around improving teaching and learning through the use of technology. Services such as monetary and release time incentives, project support and coordination, and equipment and technical support are provided. Three part-time positions were created at each campus to help faculty with technology projects. In addition, there is a faculty production lab at each campus that provides "high-end" functions such as scanning, video editing and graphic manipulation.

A comprehensive training resource document has been developed to provide faculty with guidance on where to obtain training for updating computer skills. This training includes regular on-site workshops, "over-the-shoulder" training and funding for attendance at off-site training conferences.

A course management system (WebCT) has been adopted as the standard tool for creating and managing online and hybrid courses. This tool is required for teaching online classes and recommended for supplementing on-campus classes with online material.

Instructional Computing Services for Students

PCC was recently awarded a Title III grant which seeks to utilize technology to enhance retention and the overall PCC student experience. The primary focus of this grant is the development and implementation of a college-wide 24/7 "portal" via the Internet to provide online services to students. The services of the portal will include a "virtual advising assistant," online orientation services, an online early-warning system for poor academic performance, an online educational goal-setting and tracking system, an online transfer center and an online degree audit system.

The following resources are currently offered online: course catalog, registration, applications, student transcripts, financial aid services and bookstore services.

Library services now offered online include the card catalog, electronic course reserves, online full-text magazine databases, librarian support and assistance.

A digital services coordinator has been hired for the Libraries with the responsibility to create and implement digital services throughout the library system.

Each campus library provides a "high-end" student production and presentation computer lab. In addition, a student Web server is available which offers file transfer protocol (FTP), directory space, student listserv capability and other services. The Libraries also have equipment such as digital cameras, digital video cameras and laptop computers available for checkout.

A student help desk staffed by students is available from 7:30 a.m. until 10 p.m. Monday through Friday, with reduced hours on the weekends.

Evidence
PCC response to ACRL instructional guidelines
Library instruction summary
Instruction plan for nursing department
Faculty training
Online tutorials

5.B.3 Policies and Procedures

The complete library policy manual is available on the Libraries' web site. The Collection Development Policy provides guidelines for the selection of library and audiovisual materials and the criteria for withdrawal of materials. Included in this is a collection development policy for Internet resources. Selected web sites have been included in the library catalog. Internal procedures are available on a staff-only web site.

Evidence
Library Policies http://www.pcc.edu/library/policies/

5.B.4 College-wide Participation

The Libraries encourage students, faculty and staff to share their ideas for purchases and service needs. Each page of the library web site has a "contact us" button for suggestions. An Online Purchasing Request Form is available to anyone via the library web site. This form goes to the Collection Development coordinator for a funding check and to make sure that the request falls within collection development parameters. Normally a requested item is ordered within a week or so.

Librarians solicit faculty input on library collections and services through their liaison with Subject Area Committees. Librarians communicate with their assigned SACs regularly and try to visit SAC meetings at least annually. Subject faculty suggests purchases and also helps weed the collections in their areas of expertise. Database trials are announced in faculty email and on the web site, with requests for feedback.

Informal opportunities for input arise when library faculty and staff participate in college-wide committees and collaborate with other departments. Library faculty members have served on the Educational Advisory Council, Curriculum Committee, Teaching Learning Center committees, Faculty Development Technology Committee, Portal Committee, Web Mail Task Force and others. Library staff has been working with the Distance Education department to develop and catalog a repository of learning objects.

In fall 2003 the Libraries invited faculty to serve on a panel talking about perceptions of the library and its services. The insights gained were used in completing the library strategic plan. Established in 2002, the Friends of the PCC Libraries are a support group that can advise about services. They also raise funds for special needs.

The Libraries do not have an Advisory Council, but the circulation manager has taken this on as a personal goal for 2004. It will be composed of staff, faculty and students and will give advice on library and instructional media services.

Student input on library services could be expanded. Students were included in usability studies when the library web site was redesigned in 2000 and 2003. Librarians are getting some feedback from classes they instruct, but there have not been other organized efforts recently to seek ideas. Input from non-users might be especially valuable.

Evidence
See links above.

5.B.5 Use of Computing and Communication Resources

PCC Libraries have consistently been in the forefront for using computing and communications resources to enhance services. An online catalog was installed in 1988, and at the same time the libraries began to install computers for student use. Access to the Internet and to Microsoft Office software has been provided from the beginning. The goal is to help students do research, compose papers and complete projects.

An increasing portion of the budget supports online database subscriptions, especially full text. There are currently more than 50 database subscriptions. Usage statistics are evaluated to determine continued subscription. Participation in the Oregon State-wide Database Licensing Group results in significant savings for EbscoHOST and The *Oregonian* (newspaper) databases. The number of databases and amount of use has steadily increased. Off-campus use has gone up substantially; for example, October 2002 had 35,325 off-campus student hits; October 2003 had 82,638. The Libraries have belonged to the Online Computer Library Center (OCLC) since 1988.

Every year students and faculty borrow resources from other libraries – perhaps nearby, but possibly from other countries. Interlibrary loans (ILL) are easy to request through stand-alone web-based forms and ILL forms in databases. The library is consistently a net lender, sharing our resources with other libraries.

PORTALS membership gives students at PCC walk-in checkout privileges at 11 academic libraries in the local area. Catalogs of these libraries are linked from the PCC library web site. PORTALS has also funded online database subscriptions at member libraries, but budget reductions will end that support in 2004.

In 2004 PCC joined the Orbis Cascade Alliance, a group of 28 academic libraries. The Summit union catalog is a consolidated, merged catalog of over 22 million books and AV materials from member libraries and the Center for Research Libraries. Through this catalog, faculty, students and staff at member institutions have on-site and automated borrowing privileges at any Orbis Cascade Alliance library. Materials are delivered within 48 hours. PCC expects to begin Summit borrowing in fall 2004. Orbis Cascade also helps negotiate group purchases of databases at reduced rates.

PCC Libraries participate in the Answerland (now L-Net) email reference service. This collaborative project involves libraries from around the state, answering reference questions using chat most afternoons and evenings.

Evidence
See links above
Online database subscriptions
PORTALS (Portland Area Library System)
Orbis Cascade Alliance

5.C Facilities and Access

5.C.1 Accessibility

Buildings
Full libraries are located at each of the three main college campuses. The Cascade campus library is 25,000 square feet, has 317 study stations and houses a collection of about 59,000 volumes. It includes multiple computer workstations connected to the Internet and has a model classroom and several group study rooms.

The Rock Creek campus library on the second floor of Building 9 is a new 31,000 square-foot facility that opened in the fall of 2004.

The Sylvania campus library, completed in 1994, is 61,000 square feet, has 868 study stations and houses a collection of about 130,000 volumes. It provides a computer lab for students, an electronic classroom and several meeting and study rooms.

The libraries offer four kinds of rooms which may be reserved: classroom computer labs, meeting rooms, study rooms and library instruction rooms.

All PCC Libraries have wireless network access. Students may bring their own laptops and connect using an 802.11b (WiFi) network card. No login or password is needed.

With support from a student technology fee, PCC libraries have been able to install state-of-the-art instructional podiums in high-use classrooms, effectively spreading library resources throughout each campus. These rooms have a "presentation station" which includes a high-speed CPU, monitor, audio output, Internet connection, multiple device input, DVD and VHS player, LCD projection and projection screen. Thirty-four of Sylvania's 181 classrooms are currently podium rooms; 23 additional rooms are scheduled to have podiums by September 2005. By that time Cascade should have podiums in 62 of its 97 rooms; while Rock Creek will have podiums in 35 of its 114 rooms.

In addition to its three comprehensive campuses, PCC offers classes at five centers, which are smaller facilities devoted to job training, specialized programs and a limited variety of transfer courses: Central Portland Workforce Training Center, Portland Metropolitan Workforce Training Center, Washington County Workforce Training Center, Southeast Center, and Hillsboro Education Center. Library services at these centers are limited to what is available online, although faculty may have library materials sent to their offices.

The 1995 report criticizes PCC for not ensuring equal access to resources at the centers. It doesn't appear that the situation has improved, beyond providing increased online access to electronic resources. Most troubling is the absence of any library facilities at the new Southeast Center completed in 2003-04. Despite the fact that the 1995 NASC PCC Evaluation Committee Report recommended that "Serious analysis be directed to the adequacy and utilization of resources at the Southeast Center," there is no library or librarian at the Southeast Center, and library items requested by students and faculty at the center are illogically delivered to the Admissions Office, where students and staff must know to go pick them up. The Southeast Center has actually lost ground with the new construction; the small core reference collection at the old Southeast Center has been abandoned because no room was allocated for it at the new center. Lack of audiovisual support is an even bigger problem for faculty teaching at the center. Plans to eventually make the Southeast Center a full campus cannot be realized without a library.

Equipment

Each of the campus libraries provides students access to photocopiers, computers, computer printers, fax machines, laptops, digital cameras, digital movie cameras and other equipment.

Each library also includes a faculty production lab. Faculty and staff are encouraged to take advantage of these facilities and personal assistance to develop their presentations, whether transparencies or web pages. Labs at each campus are identical, except for the number of

workstations. Each has a core collection of presentation development software as well as updated computers and peripherals.

The hardware includes Internet-connected computers, both Windows and Mac; color and black-and-white laser printers; flatbed and slide-film scanners; and Zip and DVD/RW (rewritable) drives.

Hours

The Cascade and Rock Creek libraries are each open 60.5 hours a week; the Sylvania Library is open 73.5 hours a week. Hours had been expanded to Sundays at the Sylvania Library but they were subsequently eliminated as part of budget reductions. Now all campus libraries are open six days a week, Monday through Saturday.

The library catalogue and electronic resources such as article databases are available twenty-four hours a day.

PCC Libraries need to be open longer hours and to institute permanent Sunday hours. This can't happen until inadequate staffing problems are addressed (see 5.D.1).

Disabled Access

Each of the buildings in which the three campus libraries are located has a handicapped-accessible entrance and a handicapped-accessible internal elevator for public use.

The Libraries and Instructional Media Services (IMS) strive to accommodate users with disabilities in a variety of ways. The Libraries actively include consideration of Americans with Disabilities Act (ADA) concerns in policy and decision making and work closely with the Office for Students with Disabilities in making accommodations for disabled users. Adaptive computer equipment is available in all libraries, and all television equipment has closed caption translators as standard equipment.

Each campus library has an assistive learning workstation, also called an ADA station, which can be used by all students, though its primary use is for students with vision, hearing, mobility and learning disabilities. Standard personal computer systems often present barriers to users with disabilities. It is the goal of assistive computer technology to support students who have special computer access needs.

Each of the adjustable workstations has a twenty-inch LCD monitor, text/image scanner, ergonomic keyboard, trackball and an accessible CPU. These computers have the standard lab software but also come with software allowing students with disabilities easier access to educational computer technology.

PCC Libraries always purchase films and videos with closed captions or subtitles when they are available. Library staff lobby video vendors to increase the availability of closed-caption materials by noting its preference with every video ordered and encourage faculty to be aware of the need for closed captioning when they request the purchase of new materials.

Libraries work actively to assure that library and instructional web pages created at PCC are usable by visually impaired users.

Library staff has done extensive usability testing of online services and take into account nonnative speakers and those with limited language ability. The libraries have also developed ADA-compliant online resources.

Collection

The Libraries are strongly committed to evaluating services and working to meet the needs of PCC students, faculty and staff. Library staff uses a variety of methods to determine those needs, including frequent interaction with faculty, student evaluations, a campus climate survey and usability testing for web page redesign.

Recently published materials, rather than research materials, are most often the resources users want. Library staff monitor the age of the printed collection with a report from the online catalog. An active weeding program removes deadwood from the collection.

In the past, much of the material most directly related to courses was purchased because of faculty requests. For the past ten years, the Libraries' informed and vigorous collection development practices have often already put the most necessary recent books into the library, freeing faculty to focus purchase requests on more specialized and enriching supplemental material.

PCC's instructional-friendly policies on collection development have enabled the libraries to acquire depth in some areas where courses require it. For instance, the PCC Libraries' Native American holdings are among the best in the state.

The Libraries supplement holdings with online databases and have established a four-year leasing plan for student computers.

Off-campus Accessibility

Library services are available to students enrolled in online and distance education courses and those who do not have easy access to campus libraries. From off-campus, students may access the web-based online library catalog to request materials and have them sent to the nearest campus library or the Southeast Center.

PCC's online library catalog was recently given the prestigious "Be Innovative!" award, ranking it among the best in the world. The site was selected from the thousands of international libraries that use Innovative Interfaces Inc. software. Following are some of the features for which the Libraries' online catalog has been praised:

- Lots of usability testing
- Clean, fast-loading web pages
- Time-saving links
- Pictures of book jackets
- Floor maps showing where materials are located

From off-campus, students can read magazine and newspaper articles in a number of databases such as the EBSCOhost, the *Oregonian,* and the *New York Times* databases. Students can also access materials that faculty have placed on Electronic Reserve.

PCC students can also check out books from any of the member libraries of the Portland Area Library System (PORTALS) consortium. The 17 member libraries include most of the colleges and universities in the Portland area.

In addition, PCC Libraries offer an inter-library loan service which brings books from all over the country into PCC students' hands and sends out books out to other libraries. One problem with inter-library loans is that the PCC libraries often can't get the materials off the shelves fast enough to send them, due largely to inadequate staffing.

Faculty can now order videos and audiovisual equipment through the web, with confirmation soon following by e-mail, which has increased faculty accessibility considerably.

Evidence
Collection Development Policy http://www.pcc.edu/library/policies/collection.htm
Leslie Riester. Library Response to Questions from PCC Accreditation Committee on Standard 5.
16 Dec. 2003.
Cascade, Rock Creek, and Sylvania library brochures

5.C.2 Documented Agreements

PCC Libraries is a member of the Orbis Cascade Alliance, which is a consortium of Oregon and Washington academic libraries. The PCC Director of Libraries serves on its governance council and various staff members participate in committee and task force initiatives. Cooperative borrowing through its union catalog, Summit, gives PCC students important supplementary access to resources that do not fit PCC's own collection development parameters. The catalog represents a collection of over 22 million books, sound recordings, films, videotapes and other items. The Alliance negotiates group prices for many of the databases to which PCC subscribes. At this point, PCC Libraries have not yet become a fully participating member of the alliance, and PCC has yet to load its catalog into the union Summit catalog.

PCC is also part of the founding group for the Portland Area Library System. The consortium's mission is to meet "the research and educational needs of people in the greater Portland area through cooperative and creative access to information resources and services." PORTALS libraries share their collections with each other through shared borrowing, consortial purchasing, cooperative continuing educational efforts and joint disaster planning.

PCC also has formal agreements with three Oregon community college service districts: Columbia Gorge Community College (CGCC), Klamath Community College (KCC), and Tillamook Bay Community College (TBCC). PCC Libraries provide these service districts with library services and include their staff and students in the PCC library database with "permissions" that give them the same library services for which PCC students or staff members are eligible. Students at these three other community colleges have access to the library collection on the web as well as other web accessible services such as full-text periodicals indexes and multiple research databases. Other services are available by phone and web, such as interlibrary loans, reference and circulation services. The PCC library staff checks materials in or out to the service district users and ships them to their respective libraries for pickup. Columbia Gorge Community College is the exception; it provides full library service to its students and faculty and uses the PCC collection as a supplement to its

collection. When users look for an item in the PCC catalog, they see both PCC and CGCC holdings. The CGCC collection is outstanding considering its size, and PCC borrows as much as it lends to CGCC.

The TBCC library does not meet Association of College and Research Libraries (ACRL) standards, but it is important to consider the following: Tillamook Bay does not aspire to be a metropolitan community college offering a full range of transfer and technical courses. Second, Tillamook offers library services through agreements with other organizations, among them PCC. Third, Tillamook plans to augment its current library services through increased funding. (See Policy A-6 for further detail.)

Evidence
Service Agreements between PCC and Columbia Gorge CC, Klamath CC, and Tillamook Bay CC.
Orbis Cascade Alliance Memorandum of Understanding
http://www.pcc.edu/library/accreditation/documents/OrbisCascadeAllianceMemoofUnderstanding.pdf
PORTALS website

Standard 5.D Personnel and Management

Insufficient staffing was noted by the 1995 PCC Accreditation Report, which recommended "more effective staff-to-service ratios." Current staffing is still below national standards, especially for reference librarians.

5.D.1 Library Staff

The PCC Libraries do not meet the 1994 ACRL Standards for Community, Junior, and Technical College Learning Resources Programs, the most recent standards available for two-year colleges. Staffing is decidedly insufficient considering that PCC has libraries on three campuses and that services are also extended to the SE Center (which has no library facility), as well as to other centers and distance education students. The greatest staffing deficiency is among reference librarians, termed professional librarians by the ACRL, as documented in the following table.

Table 5.2 Reference Librarian Staffing Analysis

Campus	2002-2003 Average Term FTE	ACRL Standard Min.	Excellent	2002-2003 Average Term Headcount	Actual Staff
Cascade	1012	3	5	5986	2.00
Rock Creek	1379	3	5	7173	1.69
Sylvania	2732	3	5	12934	3.34
Open	336	2	4	3109	—

Average Term FTE and Headcount figures include only lower division transfer and professional-technical prep students, who are considered most likely to use the libraries. Average Term FTE and Headcount exclude summer enrollments, when a few librarians are hired part time to provide extremely limited reference and instructional assistance. Summer staffing is also excluded from the analysis.

ACRL standards for minimum and excellent reference librarian staffing are based on student FTE. ACRL standards call for additional staffing when student headcount exceeds FTE by 50 percent or more. The smallest discrepancy between student FTE and headcount in the table above is at Sylvania, where headcount exceeds FTE by 373 percent.

PCC Libraries have not provided separate staffing for Open Campus programs, which until the end of the 2002-2003 academic year were administered through the Cascade and Rock Creek campuses. These programs are now administered through the Extended Learning Campus which is headquartered at the Southeast Center, where regular credit courses are also being offered. As plans go forth for the continued development of the Southeast Center, it will be absolutely essential to add library facilities and staff.

Low reference staffing has a number of negative effects at the current comprehensive campuses. For many hours of the day research help is not available in the libraries at Rock Creek and Cascade; this is also true during the evenings at Sylvania at times when the sole librarian is teaching a class or attending a meeting. Reference librarians are not available on any campus on weekends. Given these limitations, it is not surprising that subject-area faculty at all campuses report that students frequently complain they are unable to find librarians for help.

Understaffing also restricts reference librarians' ability to increase information literacy among PCC students. Beyond having trouble covering the reference desk and teaching bibliographic instructional sessions, reference librarians have limited time to work collaboratively with subject-area faculty to design new information literacy programs. For example, if they had time, reference librarians could use the PCC portal currently being developed through a Title III grant to "push" directories of web links and documents in channels related to specific academic areas and assignments.

Based on the ACRL standards in place at the time this report was written, and reflecting the report of the 1995 Evaluation Team, at least four reference librarians should be added to the PCC staff, one at each comprehensive campus and one dedicated to distance students, including Southeast Center. Southeast Center also needs an IMS/AV person on site.

Evidence
ACRL Standard for Community, Junior, and Technical College Learning Resource Programs (1994)
PCC Factbook Enrollments for 2002-2003
PCC Library Services for Distance Learning Students/ Current Services Compared to Current ACRL Standards

5.D.2 Qualifications

The Libraries' professional and technical staff is qualified and their responsibilities are clearly defined. All reference librarians have earned Master of Library Science (MLS) degrees.

Evidence
Job descriptions collected in the PCC Library self-study.

5.D.3 Staff Development

Skeletal staffing of both professional and support positions in the library limits the opportunities for professional growth and training. In addition, there is no line in the annual budget for conference attendance by librarians. There are few opportunities for classified and technical staff to develop professionally, largely due to budget constraints. However, staff development is enhanced by PCC's benefit package, which includes tuition-free PCC classes and tuition reimbursement for classes taken at area colleges and universities.

Spending on training for Instructional Media Services staff over the last two years is about three times the amount spent on training and development for other library staff, although the IMS staff is only half as big. The discrepancy in professional development spending can be explained in part by the need for IMS staff to stay up-to-date with technical programs and hardware that they use and teach, as well as by available funding from the student technology fee. However, non-IMS library faculty and staff also have professional development needs, including being trained on sophisticated Innovative Interfaces used for check-out, cataloging and purchasing. Some library faculty and staff perceive the greater amount spent on IMS training as inequitable.

5.D.4 Support of Institutional Mission and Goals

The Libraries have representatives on committees that develop the action plans to support the college mission and goals. For example, library administrators and faculty serve on the Instructional Services Council, the Educational Advisory Council Curriculum Committee, the Technology Planning committee, and the Telecommunications Planning and various web portal committees.

The reporting structure for the Libraries and Instructional Media Services is in flux. See Standard 5.E.2 for a discussion of recent and possible future changes in the Libraries' organizational structure and reporting relationships that concern library and subject-area faculty.

5.D.5 Support for Curriculum Development

PCC Libraries have been represented on the Curriculum/General Education Subcommittee of the Educational Advisory Council since October 2001. The reference librarian who serves on the committee regularly sends reports of new curriculum or significant curricular changes to the library listserv. In addition, departments proposing new courses or programs are required to fill out a form for the subcommittee stating what additional cost the Libraries could expect.

5.D.6 College Financial Support

Libraries and Instructional Media Services receive about 2.3 percent of the college's General Fund. Revenues for this fund primarily come from state resources, student tuition and local property taxes. IMS also receives a student technology fee of $3.00 per credit hour, up to a total of $45.00 per term per student. The terms of the fee require that it be spent exclusively on technology services, training and equipment that will directly foster student success. The technology fee in 2004 added an additional 1.1 percent of the college General Fund to the library/IMS.

Evidence
Technology fee. This documents the appropriate uses for technology fees.
PCC Libraries Instructional Media Services Budget Summary, FY00-FY04.

5.E Planning and Evaluation

The Libraries and IMS carefully plan their initiatives to support teaching and learning at PCC. Although users are not always included in planning, the Libraries and IMS are generally well regarded by students and faculty. The quality and use of resources are regularly checked, and special tests have been conducted to assess the usability of the Libraries' web site. However, the Libraries have not surveyed user satisfaction throughout PCC. They also have not systematically checked contracting colleges' satisfaction with their services.

As assessment of general student satisfaction with library services has been available through surveys conducted by the Institutional Research Office and the Sylvania Student Services division. Currently, the Libraries are planning a program review similar to those conducted by the instructional and student services departments.

5.E.1 Planning Process

Over the past few years PCC has conducted an institution-wide strategic planning process. Although the Educational Master Plan does not mention the PCC Libraries specifically, library and information resource staff, faculty and administrators have prepared a strategic plan consistent with the EMP (see Standard 5.A). The PCC Libraries have also adopted a Vision Statement, a Mission Statement and a Statement of Values that describe the Libraries' goals and assumptions in addressing user needs. These statements are consistent with PCC's institutional mission and values. However, neither student nor faculty users were involved in developing the Libraries statements and strategic plan.

PCC reference librarians and the Instructional Media Services staff have created documents identifying key areas, strategic directions and actions to implement the Strategic Plan for Libraries (see Standard 5.A). The strategic plan was formally adopted in February 2004, and a number of actions have been taken to implement it. Especially notable is the rapid addition of digital projection and audiovisual systems to classrooms throughout PCC (see Standard 5.C), progress that is spelled out in monthly updates to an installation schedule that is shared by email with PCC academic administrators.

Evidence

Portland Community College Libraries Strategic Plan (Final Draft, 2-06-04)
Portland Community College Libraries Vision Statement, Libraries Web Site
Portland Community College Libraries Mission Statement, Libraries Web Site
Library Planning – Statement of Values (Final Draft, 2-06-04)
IMS Planning – Key Areas and Strategic Directions (Draft 2)
Reference Librarians Strategic Directions
Classroom Podium Installation, Upgrade and Maintenance Project

5.E.2 Computing and Telecommunications Infrastructure

The Computing and Telecommunications section of this report in Standard 5.A.1 describes PCC's continuing collaborative efforts to improve its computing and telecommunications infrastructure. Significantly, PCC just created a new position of Associate Vice President for Information Technology Services and hired the former Library Director to fill it. The primary reason for creating this position was to unify planning, resources and services related to academic and administrative computing.

For the past several years, the Libraries and Instructional Media Services (IMS) have reported to the Sylvania Campus President, who reports to the PCC District President. In the fall of 2004, the Libraries and Instructional Media Services began reporting to the Vice President for Academic and Student Affairs as separate departments. Some faculty are concerned that with Instructional Media Services split from the Libraries, technical support essential to providing high-quality library information services might be lacking.

PCC Instructional Media Services administrators and staff are heavily involved in planning for increased use of informational technology to support instruction throughout the college. Beyond the planning and development of digitally equipped "smart classrooms" discussed in the previous section, IMS offers training sessions to faculty who plan to use the equipment or digitally based instructional support software such as WebCT. The manager of Instructional Media Services regularly meets with staff development personnel to plan such training. IMS administrators and staff also work closely with the PCC Distance Education department, although Michael Rose, a reference librarian at the Sylvania Campus, notes that "PCC Libraries involvement in the planning for Distance Education student services is a fairly new concept."

Evidence

Northwest Association of Schools and Colleges, Commission on Colleges, Evaluation Committee Report, Portland Community College, April 10-13, 1995.
IT Services Organization, Email from Jerry Berger, Interim PCC President, May 11, 2004.
PCC Library Service for Distance Learning Students / Current Services Compared to Current ACRL Standards, Michael Rose, February 20, 2004.

5.E.3 Collection Evaluation

The PCC Libraries regularly evaluate the quality, adequacy and utilization of their collections. Collection development reports are issued yearly, and The Best Books for Academic Libraries database is used to assess the quality of collections (see Standard 5.A.2). Librarians also review

assessments of collections by disciplinary faculty, including regular discussions of collection development and weeding, as well as formal evaluations of library holdings for disciplinary accreditation reports.

Information services are also monitored for use and quality. For example, the Libraries Director recently reported to the PCC Deans of Instruction that the use of electronic reserves increased 40 percent from the winter 2003 term to the winter 2004 term. Three types of usability tests were conducted for the Libraries web site during the 2002-2003 academic year; the results were combined with server logs to inform a redesign of the web site launched in fall 2003 (see Standard 5.B.4). These efforts to improve information services are yielding results: the online library catalog recently won the "Be Innovative" award, recognizing it as one of the best sites in the world among thousands of libraries using Innovative Interfaces, Inc. software.

Reference librarians use a variety of measures to assess student learning in library skills instruction and information literacy program sessions, although outcomes are not assessed for every session. Reference Librarians' Strategic Directions call for conducting student and faculty focus groups to evaluate reference and instructional services (see Standard 5.A); focus groups had not been scheduled through April 2004.

Students gave the Sylvania Library very high marks in Noel-Levitz Campus Climate surveys conducted in 2001 and 2003. ACT Student Opinion Surveys conducted at all three campuses over the past ten years also indicate that most students (more than 75%) are satisfied or very satisfied with library facilities. Contracting colleges have not been asked for nor have they provided systematic evaluations of the PCC Libraries and information resources.

In the near future, the library will begin to implement an on-going program review process which will provide the college with a comprehensive review of library services and an opportunity to institute a continuous improvement process in all aspects of library services.

Evidence
- Collection Development Reports, FY 01, 02, 03
- http://www.pcc.edu/library/accreditation/#support
- Reference Librarians Strategic Directions
- Noel-Levitz Campus Climate Survey Reports, 2001 and 2003
- Interview with Berniece Owen, Interim Instructional Technology and Learning Resources Director, April 26, 2004

Strengths

PCC Libraries have strong and growing collections in a variety of formats, with a growing electronic collection to serve off-campus users. There is up-to-date equipment for staff and users. The three campus libraries maintain consistency in their collections, and materials from all libraries are readily available through inter-campus loan. The Libraries maintain agreements with a network of public and academic libraries in order to serve diverse constituents despite a limited budget; memberships such as PORTALS enable quick access to most local academic collections. Wired networks have further expanded resources available. The Orbis Cascade Alliance will make a huge difference in what is available to students and staff.

Library collections are evaluated regularly against external and internal criteria. The Best Books database serves as a concrete and systematic way for the Libraries to stay abreast of relevant titles in each field.

Access to the library database has been made easier and more serviceable with the addition of the Millennium software. Library staff has done a good job of incorporating electronic resources and equipment to use them. There is wired network access in each library, and expanded resources are available. Further, an excellent web page facilitates access to library services.

The Libraries have a highly qualified professional and support staff, whose job descriptions are clear and comprehensive.

Policies are readily available and appear to be current.

PCC Libraries use a strategic planning process with agreed-upon goals and directions and are beginning implementation of strategic plans. The managers, faculty and staff of the Libraries and Instructional Media Services work with colleagues throughout the district to plan and implement information resources collaboratively. PCC has hired a new Vice President for Information Technology Services to lead the continued integration of academic and administrative computing. Faculty input is sought in a variety of ways. The planned Advisory Council will add another avenue of input from a variety of users.

Use of library collections and services is monitored continuously. A variety of outcome measures are used to assess library instruction. Specific information services are refined on the basis of user tests.

SACs report that instructors in the majority of subject areas use the Libraries to support and supplement their teaching.

PCC Libraries has a very good relationship with Columbia Gorge Community College, benefiting both collections, and a good relationship with Klamath Community College.

Challenges

The Rock Creek library collection is substantially smaller than collections housed at Cascade and Sylvania. This was reportedly due to the small physical size of the library at Rock Creek. Plans are being made to increase the collection now that the Rock Creek library has moved to its new, larger location.

The number of library personnel across the three campuses is insufficient. None of the campuses has full-time coverage of their reference desks, with particular problems at Rock Creek and Cascade. This affects student access to reference help, the number of hours the libraries can be kept open and the amount of time that can be devoted to collection development and maintenance.

There are no library or on-site IMS services at the newly constructed Southeast Center although it serves 11,500 students enrolled in courses ranging from art, history, writing and general science to professional technical training programs like Computer Applications and Industrial Occupations.

Students are forced to access the libraries on the comprehensive campuses, further stretching already thin resources.

The three campus libraries and the IMS departments also serve students at the WCWTC, CPWTC, PMWTC and HEC. Courses offered at these educational centers range from the natural sciences, social sciences and humanities to professional technical and developmental programs. Students at these centers need to access library resources just as campus-based PCC students do, but they share the same challenges faced by students at Southeast Center.

Libraries need a more direct, consistently used method to get feedback from SACs about the adequacy of actual holdings in subject areas.

The college needs an institutional commitment to information literacy. Currently, by the time a proposed curricular change arrives at the General Education Subcommittee, it is too late to integrate information literacy into the curriculum.

Although the college is following a plan to upgrade the technology available in each classroom, the number of podium classrooms currently in operation is inadequate.

There is no mechanism for evaluating service agreements with contracting colleges.

Funding for staff development is limited, and low staffing levels hinder staff members from attending professional development training.

Given the key roles that technology and curriculum development and support play in student and faculty lives at PCC, 2.31 percent of the General Fund, plus a variable amount from the technology fee (which comes with strings attached), is not enough to support staffing and equipment needs for the Libraries and IMS.

The Tillamook Bay Community College Library (TBCC) is not connected to the PCC library, (as is the Columbia Gorge Community College library), and it is difficult for those students to access PCC library services. It is also more difficult for PCC to monitor the availability of library services at TBCC as a consequence of this lack of connection.

Recommendations

Libraries

1. Form a Library SAC to develop and oversee information literacy instruction.

2. Review and update library policies on a regular basis.

3. Institute an on-going process for continuous improvement of the Libraries.

4. Conduct systematic evaluations of user satisfaction with PCC Libraries at all PCC locations.

5. Ask contracting colleges to evaluate library and information resources provided by PCC on a regular basis.

6. Ensure that students, faculty, and other members of the PCC community are involved in library planning.

College

7. Provide adequate library facilities at the Southeast Center.

8. Extend library evening, weekend and summer hours and make reference services available during all library hours.

9. Add reference librarians to assure appropriate services are available to students and faculty.

10. Develop a budget plan to fund the annual costs of keeping the current library collection intact without cutting other services, and explore ways to fund improvements in the availability of information services.

11. Include Libraries and their strategic plans in the PCC Educational Master Plan.

STANDARD SIX: Governance and Administration

Introduction

Portland Community College (PCC) has a complex governance structure with a mixture of line and staff authority and numerous coordinating committees whose work is clearly defined in places, flexible in others but generally understood by most parties. Administrative functions are founded in the organizational structure and written documentation about the roles of various administrators. Academic governance channels through the Educational Advisory Council (EAC) and its committees, which are flexible, operate smoothly and serve the college well.

The Board of Directors is experienced and fully engaged in their responsibilities primarily through their relationship with the District President. Roles for Board members are clearly defined, and evidence indicates appropriate oversight by the Board on all major issues.

The District President has assembled a group of talented and committed administrators to assist in carrying out the goals of the college. These administrators are charged with the responsibilities of hiring, assessment, budgeting and coordination of efforts throughout the district.

Faculty members participate in governance with respect to academic policy through the Subject Area Committees (SACs) and through the Educational Advisory Council. The roles and functions of these committees are clearly defined in the Academic Policy Handbook.

Students participate in governance through campus-based student government organizations. Each student government organization has three major components - Legislative Affairs, Campus Affairs and Programming Board – through which students govern themselves with input from student government advisors. There is also a Council of Presidents which brings together the three campus student body presidents to coordinate district wide issues.

Response to the 1995 Recommendations

As part of the 1995 self-study, a survey was administered to determine attitudes of major employee groups towards various issues of governance. Many of the recommendations related to the governance standard of the 1995 self-study were based on the results of this survey. In preparation for the 2005 self-study, a similar survey was conducted to follow-up on those recommendations.

The results and analysis of the most recent governance survey can be seen at https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/selfstudy/committee/standard6.htm. A table summarizing the analysis, which groups questions by topic, can be found in the Governance Survey Appendix.

Recommendations regarding administration and involvement of staff in decision making:
The 1995 self-study recommended that the college investigate the number of administrators at PCC, preferably through an outside group; increase understanding of the roles of administration, especially Central Services; provide the means for all individuals to give feedback about the effectiveness of

administration; increase the representation of classified staff in decision making; and establish a clear process for input by all concerned in major institutional decisions.

In regard to numbers of administrators, no study has been undertaken in the last ten years. Union officials periodically raise concerns, while the college administration perceives that management positions have not kept pace with need and believe that an outside study undertaken for 2005 accreditation would be costly and accomplish little.

The governance survey for the current self-study shows that understanding of the roles of administrators diminishes with distance in the organization chart. To improve communication, several means are being used: PCC has formed a Budget Advisory Committee and a District Planning Council, each chaired by the District President and comprised of members from every employee group; intra-college publications also communicate plans and request feedback; open campus forums offer a chance to discuss budget issues and proposed academic changes.

Last year the District President asked each campus to develop a system of evaluating its managers that includes feedback from faculty and staff who work with them. The same is being done for central office managers.

With respect to inclusion of classified staff in decision making, there have been modest gains in classified participation on hiring committees and some college-wide committees; still, the governance survey indicates that more than a third of classified employees feel they have no meaningful input at the campus or district level. The feeling of involvement is greater at the department level and diminishes toward the district level.

Over the last three to four years, there has been a concerted effort to involve members of the college community in developing plans for future action. Evidences are the Educational Master Plan that included a broad spectrum of college employees; the Budget Advisory Committee, which provided advice on budget cuts in 2003 and 2004 and continues to meet today. Further evidence is the EAC's engagement of the broader community through the use of ad hoc committees, public forums and e-mail surveys.

Recommendations regarding faculty involvement in academic governance: The 1995 self-study recommended that the college explore why 66 percent of faculty were uncertain that the Academic Advisory Council (now the EAC) is an effective means for faculty to have input into academic decision making.

This attitude of faculty has not been addressed until recently, and the situation still persists. Recently, an EAC retreat was held to develop a plan to make the EAC more widely understood and accessible.

Recommendations about hiring: The 1995 self-study recommended that the college review its hiring process to ensure equability and efficiency.

As documented in the Hiring Process Appendix, the college has taken steps to ensure more uniformity and equability in hiring procedures. Hiring plans must be submitted for approval by the Human Resources Office (HR), and all applicant/interview questions approved by the Affirmative

Action Office. A "block hire" process has been set up for the same time each year to gain efficiency. A recent on-line hiring process has met with great enthusiasm.

Recommendations regarding professional development and professional esteem: The 1995 self-study recommended that the college increase support for professional development, especially for classified staff, and provide for a greater feeling of inclusion by classified staff.

Since the last accreditation, significant progress has been made in the area of professional development. A Career Development program is held twice a year for interested classified and confidential staff. Participants are urged to file a career development plan with the Human Resources Office and may apply for funds through the district staff development internal grant process to assist in its implementation. In addition, PCC now has a classified staff conference lottery, held twice a year, which provides funds for classified staff to attend workshops or seminars in relevant areas.

At the time of the previous accreditation, surveys of classified staff indicated that they felt estranged. It was recommended that the college develop a plan to make them feel more valued, respected and included in decision-making.

Survey results still show classified staff as having concerns about respect and perceived value within the college as compared to other college groups. The college is attempting to address this through its inclusion of classified staff in more committees, a more aggressive staff development program and increased communication.

In winter 2004 the college conducted a survey of all staff to determine the scope and effectiveness of staff development activities at PCC. The survey assessed the value of activities to the college and to individual employees, perceptions about the availability of staff development opportunities, and participation in and satisfaction with activities. Survey results were used to formulate a number of recommendations, including the appointment of a full-time staff development coordinator, that are currently being implemented.

Recommendations regarding involvement in budget decisions: The 1995 self-study recommended increased information about and participation in the budget process at all organizational levels throughout the college.

A Budget Advisory Committee with broad representation across all employee groups was formed in 2003 to discuss the college's financial situation, along with possible actions to deal with shortfalls. This committee continues to meet and advise the District President on budget policy.

Recommendations with regards to Affirmative Action and Equal Opportunity: The 1995 self-study recommended that the college continue to strengthen efforts to attract applicants of diverse backgrounds and strengthen the affirmative action plan in the specific area of retention and development of employees with diverse backgrounds and cultures. It targeted several areas for improvement: an aggressive recruitment plan, redefinition of "most or best qualified" in order to minimize unintentional bias on screening committees, and development of the Faculty Mentoring Internship already being considered.

PCC has continued its commitment to workforce diversification. By implementing a program of affirmative action, the college has been able to extend employment and promotional opportunities to minority groups, women and other legally protected classes. The plan to attract qualified diverse applicants has been somewhat successful. The college tracks its efforts annually and presents a report to the Board indicating the extent to which the PCC work force reflects the diversity of the available labor market. Prior to approval of management, faculty and academic professional appointments, the Board reviews the composition of each candidate pool to ensure diversity. Increasing the diversity of the college work force is addressed in the Educational Master Plan (EMP); it is included in Areas of Institutional Focus for 2003-05 and in strategic initiatives introduced by the new District President.

PCC is also embarking on a "grow your own" approach to educating, mentoring and supporting future faculty members from under-represented groups. Participants will be mentored as students while at PCC and receive continued support while enrolled in upper division and graduate education and while working in appropriate non-academic positions before joining the faculty ranks at PCC.

Regarding retention, there are no specific programs to retain or develop current minority employees at PCC.

6.A Governance

Portland Community College is a large and complex educational institution which encompasses four campus units that operate in three comprehensive campus facilities, five centers and various other sites throughout the district. The district covers approximately 1,500 square miles and serves a population of 1,060,000; at times in recent years, more than 100,000 students have attended PCC annually. In order for the college to be successful in accomplishing its mission, it is necessary that it have a governance structure that is clearly defined and understood by all parties and that functions consistently. The current structure operates smoothly and serves the college well.

6.A.1 Authority and Responsibility

Multiple policy documents define the responsibilities and relationships among and between the Board, administration, faculty, staff and students. The Board Policy Manual Bylaws (Policy B203) describe the responsibilities and operational procedures of the Board. The Board Policy Manual also details which tasks are to be delegated to the District President. The Board Policy Manual underwent an extensive review and revision in 2003-2004. Memoranda detailing the process and timelines are included in the Board Policy Review Appendix.

The rights and responsibilities of faculty and academic professionals are covered in the PCC Faculty Federation (PCCFF) agreement. Academic governance matters are detailed in the Academic Policy Manual. The rights and responsibilities for classified staff are covered in the PCC Federation of Classified Employees (PCCFCE) agreement. The Management/Confidential Employee Handbook is a reference used by all administrative and confidential support employees in reference to their responsibilities and obligations to the college, as well as the college's responsibilities and commitments to them. Students are governed by the Students Rights and Responsibilities Policy.

6.A.2 Roles in Governance

To ascertain various groups' understanding of their respective roles, surveys were conducted of all employees at the college and of all Subject Area Committees (SACs). Interviews were conducted with the Board, the campus presidents and the PCCFF president. Further input was solicited from the advisors of the Associated Students of PCC.

The Governing Board and District President's Cabinet have an excellent sense of their respective roles as described in the Board Policy Manual. The Board communicates on a regular basis with the District President, and each has a clear understanding of their duties not described in the Board Manual. District administrators in general understand their respective roles and the governance policies. They have a good sense of how they interface with and relate to the Board and to each other.

The results of the Governance survey provide evidence that the various employee groups understand and fulfill their respective roles as defined in the college's various governance documents. Although there is some vagueness on the part of the faculty, academic professionals, and classified staff regarding the specific function of certain district administrators, all employee groups indicated a strong understanding of the functioning of the college at the department level and the division level

6.A.3 Shared Governance

The Board regularly receives input from the District President, the presidents of the PCCFF and PCCFCE, and student representatives at each Board meeting, as outlined in the Board Policy Manual. While other sources of input are not required, standard practice is to welcome any person from the PCC community who wishes to participate in regularly scheduled meetings.

The faculty has input on academic matters through the SACs and the Educational Advisory Council and its subcommittees as detailed in the Academic Policy Manual.

Students are represented on the EAC, and additionally, students contribute to student conduct policies through the Associated Students of PCC, the EAC and the Student Development subcommittee of the EAC.

In addition, the administration seeks input from faculty, students and staff informally in many instances. Budget forums provide information and an opportunity for input. Search committees at all levels have a broad base of representation of faculty and administration and in many cases include classified staff and students. For example, the District Presidential Search Advisory Committee included faculty, classified employees, administrators and students.

Numerous short-term task forces and committees are formed with representation from various groups. Many recent examples are detailed in Sections 6.D and 6.E.

6.A.4 Authority and Responsibilities of the College within the State Framework

Portland Community College is an independent college chartered by the Oregon Department of Education. It is partly governed by state statutes and administrative rules formulated by the Legislature and the State Board of Education. These regulations clearly delineate the authority and responsibilities of the college within the state framework.

PCC is one college with multiple campuses and has clearly defined regulations, policies and curriculum that extend throughout the district. The President's Cabinet, consisting of the chief operating officer of each campus and district officers, meet weekly to coordinate college-wide policies, procedures and budgetary issues. Campus deans of student development and deans of instruction meet regularly with the district Vice President for Academic and Student Affairs to coordinate and plan for the programmatic and student support aspects of PCC.

In order to facilitate coordination between central services and the campuses and centers, the Instructional Services Council (ISC) was formed. The ISC is composed of the Campus Presidents, Deans of Instruction and Deans of Student Development for all campuses, the district Vice President for Academic and Student Affairs, the Associate Vice Presidents for Finance and Information Technology Services, and other college-wide administrators. The ISC reviews college policies and procedures and serves to ensure consistency on the campuses in these areas. It also provides a means of sharing information among the campuses and district offices. Faculty members and other administrators are invited to make presentations when appropriate. The Campus Presidents are responsible for ensuring that system policies and procedures are equitably administered at their respective locations. The exact division of responsibilities between the central administration and the campuses and centers is not contained in any governance document and is largely determined by the District President through organizational charts and job descriptions for each officer.

6.B Governing Board

The mission of the Board of Directors of Portland Community College is "to lead in the constant definition, interpretation, articulation and evaluation of the college mission and to supervise its implementation as trustees elected by our communities." (Board Policy Manual, Policy B201) PCC is fortunate to have engaged Board members who take their mission seriously. Many of the members have served PCC during the tenure of several District Presidents. Their long terms impart stability in the face of multiple administrative personnel changes and are a testament to the loyalty which PCC inspires in so many people in the community. In the spirit of continuous improvement, the Board has goals of greater clarity for its role as a policy making body, better preparation for meetings and full member participation in ongoing Board activities, and clearer definition of long term goals.

6.B.1 Representation of Public Interest

Members of the Board are elected by district every four years. Members must reside in their district during their term of office. Provisions exist for filling unexpired terms. No PCC employee has ever

been a member of the Board. Currently the seven member Board consists of four women and three men; two are members of minority groups.

6.B.2 Board as a Committee

6.B.3 Board Bylaws

The Board Bylaws specify individual member duties as well as duties of the Chair, Vice Chair and District President. Types of meetings and provision for public notification, agendas and minutes are all specified in the Bylaws. A Code of Ethics within the Bylaws articulates the expectation of honest work with the greater good in mind. (Board Policy Manual, Policy B 203 Bylaws) Some duties of the Board are also indicated in Oregon State Statutes.

6.B.4 Evaluation of Chief Executive Officer

6.B.5 Board Review and Approval of College Mission

6.B.6 Self Evaluation of the Board

6.B.7 Board Oversight of the College

6.B.8 Board Budget and Fiscal Oversight Responsibilities

6.B.9 Board Participation in the Accreditation Process

The Board appoints the District President, who is evaluated annually. The Board regularly reviews the mission of the college and approves all major changes. It also approves all new programs and degrees. It reviews its own performance and makes changes as necessary to improve its overall functioning. It largely delegates the hiring process for faculty and staff to the District President but officially approves all administrative, faculty and academic professional appointments. The Board requires an annual personnel report from the District President and reviews an annual report on the operation of the college from the District President as part of his evaluation process. The Board establishes all financial policies and has final approval of the budget and all student tuition and fees. The District President is designated as the budget officer for the Board and is charged with preparing an adequate budget and controlling expenditures. The Board is knowledgeable of and participates appropriately in the accreditation process. (Board Policy Manual Policy B-203 Bylaws, Policy B-303 Personnel, Policy B-501 Budget, Policy B-503 Student tuition and fees, and Board minutes) Notes from an interview by members of the Self Study Steering Committee with the Board can be seen in the Standard Six Exhibit Detail and Exhibits.

6.C Leadership and Management

6.C.1 Chief Executive Officer

The District President is responsible for the development and review of the Educational Master Plan and sets annual college-wide strategic initiatives that are used by campus and district administrators to establish operating priorities for their units. He also approves, in consultation with the Board, budget priorities each year. The president continually reviews the organizational structure to match the needs of the college mission and goals. The President's full time responsibility is to PCC.

6.C.2 Duties of College Administration

Section 2 of the Management & Confidential Employee Handbook contains mission and values statements of the college. The Handbook also provides for regular performance assessments of administrators to ensure that their conduct is consistent with their duties and responsibilities. Job descriptions for the various administrative positions are available on the Human Resources website.

6.C.3 Administrators' Qualifications and Evaluation

Administrators are selected using appropriate procedures, which often involve national searches. They are subsequently evaluated by a standard assessment process, as delineated in the Management & Confidential Employee Handbook. Last year the District President instructed members of his Cabinet to develop an assessment plan for their administrators that included feedback from multiple sources. This was in response to the governance survey conducted for this self-study and is almost fully implemented.

6.C.4 Institutional Advancement Activities

The primary organization for development and fund raising within the college is the Portland Community College Foundation, Inc. The bylaws of the Foundation indicate that one of its purposes is "fostering the interests of students, faculty, alumni, and friends of Portland Community College … and promoting the college's development, including its educational programs." A full time director for the Foundation was recently hired in order to expand efforts related to fund-raising and alumni relations.

6.C.5 Institutional Decision Making

Administrators are charged with timely decision-making in budgeting, hiring, assessment and other areas. Block hire deadlines are set by HR. Personnel assessment deadlines are set by the Management & Confidential Employee Handbook, the Faculty and Academic Professional Agreement and the Classified Staff Agreement. A detailed budget timeline is distributed each year to meet Board requirements and a detailed Finance calendar is available on the PCC website. Procedures and timelines related to curriculum (approvals, course and program changes, catalog submissions, etc.) are also clearly outlined and communicated to staff. In conjunction with

implementation of the EMP, a calendar to link planning, assessment and budget activities during the academic year has been drafted.

6.C.6 Communication and Coordination

Numerous groups within the college have been established to promote coordination within and among organizational units. Faculty serve on college-wide Subject Area Committees, and all faculty and administrators address academic policies through the Educational Advisory Council and its committees. Several disciplines have formed college-wide oversight groups (Math Leaders, Science Leaders, Computing Technology Leaders and Social Science Leaders) to address administrative and curricula matters affecting instruction at the college. These groups are comprised of department chairs and division deans from each campus along with the SAC chair. In 2002-03, the District President formed the Basic Skills Task Force (now the Basic Skills Coordinating Council) to address issues related to coordination for students needing pre-college level skills. This group is comprised of faculty from various disciplines, division deans, and student services personnel. Each campus regularly has meetings for all deans, and there are also periodic college-wide meetings for all deans and directors.

Numerous district-wide meetings allow faculty and administrators to coordinate various academic and administrative functions. Faculty meet primarily in their SACs but also serve on committees within the governance structure. Administrators meet more regularly to conduct the business of the college. The President's Cabinet meets weekly. The deans of student development and the deans of instruction each meet twice a month with the Vice President for Academic and Student Affairs. Meetings of the college Assessment Committee, the Enrollment Management Committee, multiple technology committees and many other groups are on-going and necessary given the complexity of the PCC organization and the broad mission it serves.

6.C.7 Use of Institutional Research

Institutional Research (http://www.pcc.edu/ir/) maintains an extensive website which provides access to the annual Factbook, Goals and Institutional Effectiveness Indicators report, the results of major surveys, data profiles for all instructional programs/disciplines, and various annual reports on goals and strategic planning. Additionally, Institutional Research prepares specific reports in response to requests by the administration, the SACs, departments or programs.

6.C.8 Policies and Procedures for Administrative and Staff Appointment

The college has detailed policies on the appointment, promotion and termination of employees. Faculty and staff have assessment and evaluation processes described in their union contracts. Management personnel do not have any published assessment or evaluation procedures.

The Management & Confidential Employee Handbook, along with both union contracts, is at https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts.htm. The former is updated as needed, and the latter are modified through negotiations. The Hiring Procedures Manual is at https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/HPM/hpmtoc.htm. This document is undergoing a thorough review and update as a result of issues that arose during the

2004 block hiring process. Information about personnel assessments is at
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/assess.htm

6.C.9 Administrative and Staff Compensation

The PCC Board of Directors adopted Board Policy B302 which sets forth a "market pay"
philosophy. The Policy, which was reaffirmed by the Board on January 15, 2004, states in part, "It is
the intent that, within resources reasonably available, compensation and benefits paid to college
employees shall be consistent with total compensation in comparable labor markets for similar
services being performed." In addition, the policy states, "For employees in represented bargaining
units such compensation and benefit packages shall be negotiated in accordance with applicable
laws."

To implement this policy, the Human Resources department conducts periodic reviews of salaries
and benefits by employee category. Salaries and benefits of classified employees, instructors,
librarians, counselors and academic professionals are established through collective bargaining
processes. Salaries and benefits for management and confidential employees of the college are
reviewed annually on the basis of external market and internal equity. Generally, management and
confidential salaries are considered to be "at market" when the overall average mid-point
comparison is within plus or minus 10 percent of the market average.

6.D Faculty Role in Governance

Faculty members participate in governance with respect to academic policy through the Subject Area
Committees and through the Educational Advisory Council. The roles and functions of these
committees are clearly defined in the Academic Policy Handbook. How well individual faculty
members understand the role of these committees was addressed in the governance survey.
Additional surveys of the SACs and EAC members were administered to ascertain faculty
assessment of how well the governance procedures work. Faculty input into non-academic
governance issues occurs in a variety of ways.

Educational Advisory Council
The mission of the EAC is to "work with the college community to explore and examine issues
concerning the educational experience at PCC and create and recommend district-wide policies and
standards." After eliciting input and offering opportunities for college-wide discussion, especially
among those most affected by a pending proposal or change in policy, the EAC recommends
policies, curriculum changes and new academic standards to the District President for adoption.
EAC membership includes faculty members (in majority), administrators, academic professionals
and three students (one from each campus). An attempt is made to include faculty from all
campuses/centers working in a variety of disciplines and/or services. The current makeup of the
EAC includes three students, three academic professionals from Student Development, one Dean of
Student Development, one classified staff member, eighteen full-time and one part-time faculty
members, four Division Deans, four Deans of Instruction, and the Director of Enrollment Services.
The Vice-President of Academic and Student Affairs is an ex-officio member.

The EAC includes five standing committees: Curriculum, Degrees and Certificates, Membership,
Policy and Student Development. Each standing committee is chaired by an EAC member, usually

a faculty member. Committee members include EAC members as well as staff from the college at large. Standing committees focus on specific issues, areas or projects; members gather information and formulate recommendations which are presented to the EAC.

Policy recommendations are made to the District President by the EAC. Changes in policies and/or new policies are presented to the EAC by students, faculty or administrators. Both the Policy Committee and the Student Development Committee discuss these proposed policies and make recommendations to the EAC.

Curriculum changes and additions follow a similar process starting with either the Curriculum Committee or the Degrees and Certificates Committee. In most cases, SACs bring to these committees their recommendations for change. After committee review, recommendations are sent to the EAC.

Subject Area Committees

Subject Area Committees (SAC) provide faculty an opportunity for discussing and formulating recommendations related to specific disciplines. Each SAC is comprised of faculty who teach in one subject area or program, and there are approximately 90 SACs at PCC. All faculty, full-time and part-time, belong to a SAC although voting rights of part-timers vary from SAC to SAC. Each SAC is chaired by a faculty member from that discipline and has an Administrative Support Person assigned to it. College-wide instructional and curriculum issues are discussed at SAC meetings, and specific SAC roles and authority are delineated in the Academic Policy Handbook. The work of the SACs is overseen by Vice President of Academic and Student Affairs.

Recent changes by the EAC Policy Committee have strengthened the role of SACs in the oversight of instruction. SACs now have the responsibility to oversee the delivery of all courses, including newly developed distance learning formats for existing courses to ensure that the approved learning outcomes are being met. Thus, it is within the SACs that most discipline/curriculum-related recommendations originate.

Based on a SAC survey, professional technical program faculty, who are usually based at one campus, and faculty from single campus SACs are clearly most satisfied with their ability to give input and receive feedback regarding their input. Faculty members in college-wide and general transfer subject areas reported being less satisfied about their voice being "heard" at the higher levels of administration. Administrators, however, report many instances of responding to these faculty concerns and ideas. This difference in perception is often attributed to lack of communication between the two groups.

Despite efforts to strengthen the role of faculty related to curriculum and instruction, there are some SAC members who see SAC meetings as time spent on administration-generated projects focusing on review, analysis and proposals for change. While processes are clearly outlined in policy handbooks, faculty members indicate that many times these processes are either "ignored" or a fruitless use of their time. Faculty report a desire to spend more time in SAC meetings on direct instructional issues such as teaching methods and assessment.

College-wide and Campus-based Committees

In addition to the EAC and SACs, a number of college-wide and campus-based committees and task forces provide faculty and staff opportunities for input. Many of these committees and task forces address issues and concerns unique to a group of related programs/services, one particular campus or specific activities. They may be on-going or short-term and usually include staff from all employee classifications. When appropriate, information and input gathered in these "smaller" settings is sent on to the EAC for review and/or recommendations.

District Planning Council

The District Planning Council brings together representatives from college stakeholder groups to share information and develop a common understanding of institutional priorities so that district planning benefits from a variety of perspectives and ideas within the broad college community. Members of the Council include faculty, administrators, academic professionals, confidential and classified staff and students. The Council has been actively engaged in development of the PCC Educational Master Plan; it is charged with updating the EMP on a regular basis in order to keep the plan relevant and responsive to district needs and with recommending criteria for measuring the progress and success of the plan.

Budget Advisory Committee

During 2003 a Budget Advisory Committee, which included students, classified staff, faculty and administrators, was created to provide input regarding suggested cuts needed to balance the budget. In response to recommendations from the Governance survey conducted in 2004, the committee was re-activated and now has a permanent role in the budget process.

6.E Student Role in Governance

Student government leaders are represented on the EAC, the Student Development Committee of the EAC, the District Planning Council and the Budget Advisory Committee. They have been active participants on all of these committees and their input has been well received. Many student leaders were also involved in the development of the Educational Master Plan and now, through their membership on the District Planning Council, are involved in its assessment and revision. Student government leaders are also represented at each Board meeting and given a specific time on the agenda to address the Board.

At each campus, students have formed a governance structure to assist in activities, campus polices and support of the academic program. Each campus elects a student body president who, in addition to his or her role on campus, is a member of the PCC Council of Presidents that meets regularly with a dean of student development to coordinate district-wide programs. The Council of Presidents also meets periodically with the District President to discuss common issues. In the past five years the student government leaders have been actively involved at the state level on funding and policy issues.

6.1 Policy on Affirmative Action and Nondiscrimination

PCC manages and coordinates its policies, procedures and programs governing affirmative action matters based on an Affirmative Action Plan overseen by the Affirmative Action Office. The area of responsibility of this office includes handling discrimination and harassment complaints as well as

conducting district-wide training in the areas of cultural, gender and sexual harassment; team-building and conflict mediation. In addition, this office participates in and advises the college's personnel recruitment process.

Faculty, staff and students may contact the Affirmative Action Office to inquire about their rights regarding discrimination and harassment issues or about whether they are being unfairly treated or discriminated against. In addition, individuals may file a complaint or request mediation. All individuals are protected from retaliation for filing a complaint or for receiving any assistance from this office during an investigation under the college's Non-Harassment Policy.

The web site of the Affirmative Action Office presents in detail the Affirmative Action & Equal Employment Opportunity Laws, First Amendment of the US Constitution the Nonharassment Policy Statement, Consensual Relationship Statement, etc. It also presents a list of training opportunities offered through the Affirmative Action Office. This includes topics such as affirmative action/equal opportunity laws, sexual harassment, gender and cultural awareness, diversity in the workplace and communication styles.

6.2 Policy on Collective Bargaining

There are two bargaining units at PCC, the Portland Community College Faculty Federation (PCCFF), which represents full and part-time instructors and academic professionals, and the Portland Community College Federation of Classified Employees (PCCFCE), which represents classified staff. During the year of the self-study (2003-04), the Classified Federation is in the middle of a five-year contract and negotiations are not an issue. The Faculty Federation is in the last year of a five-year contract and is preparing to enter negotiations.

The PCCFCE agreement supports the quality and effectiveness of the college by ensuring a positive work environment and providing a framework for staff evaluation, professional development and participation in the governance of the college.

The Faculty Federation's bargaining agreement also supports the quality and effectiveness of the college. Procedures for full-time faculty members to advance to continuous appointment (similar to tenure) and assignment rights of classes to part-time faculty members are clearly defined. Professional evaluation is specified, including new language in the current agreement regarding evaluation of part-time faculty, which was developed in response to accreditation standards on faculty evaluation and recommendations from the last accreditation review. The agreement specifies other conditions of employment, such as workloads, overloads and professional duties, and covers compensation and due process procedures. The agreement mandates faculty representation on some standard college committees such as a Presidential search committee and the staff development committee.

The college has two contract administration committees (CAMs), one consisting of representatives from the PCCFF and college administrators and the other consisting of representatives from the PCCFCE and college administrators. In each case, the purpose is to work cooperatively within the agreement to resolve issues and unforeseen situations. Recent examples include: a) an agreement as to how the college would handle pay issues caused by a week of closure due to inclement weather, b) an agreement to vary the maximum load for part-time math faculty due to a significant change in

credit structure for math courses, c) exceptions to release time limits, and d) special compensation for faculty developing distance learning classes.

While the PCCFF is a vigorous organization within the college, its purview is clearly defined and limited to issues of working conditions. Matters of an academic nature are addressed by the faculty through the Subject Area Committees, which are referenced in the agreement, and the Educational Advisory Council.

Strengths

The College has numerous policy manuals which address various issues of governance. For the most part, roles and responsibilities are well defined and well understood by all parties. As a practical matter, the division of responsibility between central services and the various campuses and centers is understood by the administration. There is a formal provision for input by faculty, staff and students in some matters.

Many aspects of the governing board function very well. The Board members have a good grasp of their role and tasks and take their responsibility seriously. The Board operates as described in its bylaws. In making decisions, its members continually use the guiding principle of what's good for the students. The procedures for developing, approving and managing the budget are well defined and operate smoothly. The Board does not circumvent the District President nor does it interfere in the management of the college. The PCC Foundation activities are clearly related to the goals of the college.

Sufficient mechanisms are in place to attract and keep quality administrative personnel. The Management/Confidential Employee Handbook clearly delineates procedures for appointment, promotion and termination for administrative personnel, as well as general expectations for behavior. Evaluation of administrators occurs on a regular basis but the format is not consistent across the college. Administrators at the department, program and division levels promote cooperative working relationships within their units.

The EAC, EAC committees and SACs provide for direct faculty participation in the formulation of academic policies. EAC bylaws provide guidelines which ensure that proposals related to curricular change are generated by faculty. Those serving on the EAC recognize its role in soliciting and expressing faculty opinions and suggestions to the administration. In addition, according to the 2004 Governance Survey, most of the faculty college-wide understands the functions and responsibilities of the EAC. Professional technical education SAC faculty, who are usually based at one campus, along with faculty members from other single-campus SACs, are very satisfied with their ability to give input and receive feedback regarding their input.

Student representation in PCC governance is valued and encouraged. Student input is sought to help the college make critical decisions related to student access to instructional programs and services and on tuition and student fees.

Challenges

The issue of providing opportunities for input from faculty, students and staff is still problematic. Results of the Governance survey indicate that faculty, academic professionals and classified staff would like more opportunity for meaningful participation in the formulation of college policies in general and in the budget process in particular. While the various policy manuals formalize certain mechanisms for stakeholder participation (notably, faculty input on academic policy and student input on student conduct), much of the policy formulation has no such formal requirement. Current practices provide for more participation at all levels than is required, but current practice changes with the personnel who fill key administrative positions. Consequently, who is asked for input, the amount of input and how it is used varies widely depending on the operating philosophy of the administrator in charge.

The division of responsibility between the district and the various campuses and centers is absent from the governance documents of the college. There may be too much reliance on job descriptions and "history" to determine authority issues at the college level.

Based on discussions with Board members, there are three areas in which Board operation could be improved: the evaluation of the District President; the role played in defining lower division transfer, professional technical education and pre-college programs; and the mechanism for self-evaluation. The Board evaluates the District President yearly. However, no input is gathered from anyone other than the President. The District President's evaluation process is also not prescribed in the Board Bylaws. Similarly, the Bylaws contain no mention of the role played by the Board in defining programs, courses of study, degrees and/or certificates. It is unclear exactly what and how much the Board does relative to instruction other than approving new degrees and certificates. Likewise, there is no provision in the bylaws for evaluation of the Board and evidence indicates that this has been an uneven process at best, determined by the particular wishes of individual Board members. The Board spent last year reviewing and refining its bylaws, and although it did not include a policy regarding evaluation at that time, the Board recently set formal goals for itself and established criteria to measure performance in three areas: planning and assessment; advocacy, community relations and resource development; and Board communications.

The official evaluation procedure for administrators is strictly "top down" and not well defined. According to the Governance survey, only 35 percent of administrators feel the evaluation process helps them professionally. Further, according to the Governance survey, feedback opportunities about administrative effectiveness at the district level was the second lowest rated item among all employee groups.

There is no evidence that the mission and goals of the Foundation are periodically reviewed.

Conducting business on three campuses and four centers is a logistical problem. In recent years, more attention and effort has been spent on coordination of activities throughout the district, but there is still a need for more coordination. Unfortunately, more coordination usually means more meetings, and much time is spent getting to and attending meetings.

Many EAC and SAC members question the composition of the EAC. The voting majority of the EAC are faculty; however, administrators generally comprise the majority of those attending

meetings. There is also uncertainty regarding whether the faculty who serve on the EAC represent broad faculty concerns and to what extent they communicate with their SAC and division colleagues about EAC business.

Faculty members in college-wide and lower division transfer SACs and administrators differ on whether or not the faculty are listened to on academic issues. Communication between these two groups needs improvement. Many SAC members see SAC meetings as time spent on administration-generated projects with the end results generally going ignored. Many of the negative perceptions expressed in 1995 still persist to the same degree or perhaps to a greater extent. While processes are clearly outlined in policy handbooks, faculty who responded to the SAC survey indicate dissatisfaction with the degree to which their opinions on academic matters are considered and the degree to which they are able to use SAC time doing what matters to them.

While many opportunities for participation exist, they don't seem widely known. College-wide committees (by definition) generally have limited membership and, as a result, are perceived as excluding wide participation. There are also concerns that committees do not seek broader input from stakeholders and constituent groups who may not be represented at the table.

Students sometimes feel intimidated and lacking in training to the extent that they might not offer their perspective. Some students have complained that while they are asked for input, their advice is ignored. Also, retention on student committees is hampered by the dynamics of the student population, e.g., students' plans and schedules are subject to rapid change.

Recommendations

1. Increase the level of collaboration in regard to decision-making among faculty, staff and administration and review the roles of these groups in the development of policy, budgets and in personnel decisions. When forming committees, ensure that there is broad representation from all groups, including classified staff and students.

2. Develop and adhere to a standard procedure for responding to all college committee recommendations, including how the recommendations are eventually used.

3. Define and communicate the division of responsibilities between central administration and campuses and centers.

4. The Board Bylaws should be amended to include:
   a. Regular evaluation of the District President, including assessments by those personnel reporting directly to the District President and other key internal and external stakeholders
   b. Board approval of all new programs, degrees and certificates issued by the College. Responsibility for changes to existing programs, degrees or certificates is delegated to the EAC and the Vice President for Academic and Student Affairs.
   c. Regular self-evaluation conducted by the Board.

5. Implement a mechanism by which all employee groups have the opportunity for input into the assessment of administrators/managers. Consider using the current practice of administrative assessment at the Sylvania Campus as a model.

6. Review periodically, and update as needed, the mission and goals of the PCC Foundation.

7. Continue efforts to communicate that classified staff members are respected and valued. Increase classified staff representation on college committees.

8. Disseminate information about the purposes and activities of the EAC and its committees, thereby recognizing the critical role (and thus improving the perception) of the EAC as a viable means for shared governance. This includes faculty input to academic policy as well as curricular, degree and certificate changes. Encourage faculty member attendance at EAC meetings by providing work and teaching schedules to accommodate attendance at the meetings. Develop a method to ensure regular communication between EAC members, SAC chairs and other colleagues. Include EAC membership as an integral piece of professional development plans for those who participate.

9. Institute a mandatory leadership workshop for new EAC committee chairs and administrators who participate in the EAC process. Workshops should focus on an inclusive process for discussion and decision-making for institutional changes and policy. The process should be the basis on which recommendations are agreed upon and followed.

10. Implement the plan to promote professional development for all employee groups and increase financial support for the same. Form a task force to study and prioritize how professional development funds at all levels could be allocated more equitably.

11. Increase the pool of committed students willing to assume governance responsibilities and provide leadership training for them prior to being assigned these roles.

12. Annually survey a sample of students to identify governance-related concerns.

13. Review the Affirmative Action policies of the College with the College's legal counsel at least once every five years.

14. Increase efforts to diversify faculty and staff in all areas.

Evidence for 6.A
Board Policy Manual
Administrative Policy Manual
Academic Policy Manual (http://www.pcc.edu/edserv/acadpol/)
Students Rights and Responsibilities Policy
(http://www.pcc.edu/pcc/abt/rights/student_rights/default.htm)
Management/Confidential Employees Handbook
(https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/Management-Confidential-Handbook/HandbookIndex.htm#MANAGEMENT), PCC Faculty Federation
agreement
(https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/FacultyAgreement/facagreetoc.htm)
PCC Federation of Classified Staff agreement
(https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/Classified/CAtoc.htm)
PCC Organization Charts (http://www.pcc.edu/ir/OrgChart/OrgChart.htm)
Interview with Campus Presidents
Interview with the Vice President of Academic and Student Affairs
Job descriptions of College President, Vice Presidents, Campus Presidents, Deans of Students and
Deans of Instructions –
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/classdesc.htm

Evidence for 6.B
Board Policy Manual
Board Minutes https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/board/archive.htm
Board interview notes

Evidence for 6.C
Job Descriptions (https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/classdesc.htm)
Management/Confidential Employees Handbook
(**https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/Management-Confidential-Handbook/HandbookIndex.htm#MANAGEMENT**), PCC Faculty Federation
agreement
(https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/FacultyAgreement/facagreetoc.htm)
PCC Federation of Classified Staff agreement
(https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/Classified/CAtoc.htm)
Assessment files for administrators, available from HR
Sylvania's administrative assessment summary
Mission and Goals of the PCC Foundation
(http://www.pcc.edu/pcc/fin/foundation/mission_goals.htm)
Budget deadlines and Block Hiring deadlines
Institutional Research (http://www.pcc.edu/ir/)
Hiring Procedures Manual
(https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/HPM/hpmtoc.htm)
Assessment (https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/assess.htm)

Evidence for 6.D
Educational Advisory Council By-Laws and Standing Rules, http://www.pcc.edu/edserv/academic/

Interview with the Vice President of Academic and Student Services, Guy Sievert, December 22, 2003 and February 20, 2004
Educational Advisory Council Structure Chart, http://www.pcc.edu/edserv/academic
2003-2004 Educational Advisory Council Membership List, http://www.pcc.edu/edserv/academic/
Educational Advisory Council, Agendas and Minutes, http://www.pcc.edu/edserv/academic/
Interview with EAC Chair, Karen Jolly
Survey responses from EAC Chair and Faculty Members Curriculum and Policy Signature Sheets, **http://www.pcc.edu/edserv/academic/** Academic Policy Handbook, Subject Area Committees – Policy S – 701, **http://www.pcc.edu/edserv/academic/**SAC Chair Roster, October 17, 2003, **http://www.pcc.edu/edserv/academic/**
SAC Listing, http://www.pcc.edu/edserv/sacc.htm
SAC Survey responses
Interview with Campus Presidents, Marilyn Davis for Bill Christopher, Alice Jacobson, and Nan Poppe, December 10, 2003
Survey of Deans of Instruction and Deans of Student Services (Marilyn Davis, Scott Huff, Joan Hayward, Craig Kolins, Diane Mulligan, Nan Poppe, Linda Reisser) and responses
Interview of Larry Clausen, Division Dean Allied Health and Sciences

Evidence for 6.E
Information from Craig A. Kolins, Guy Sievert, Mandy Ellertson, Kendi Esary, and students Rylee Keys, Paul Wolcott, Jessica Espinoza
Minutes of the Board of Directors Business,
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/,
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/board/minutes/99-3-4.htm,
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/board/minutes/03-2-20.htm,
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/its/general/committees/nac/nac101702.htm

Evidence for Policy 6.1
Affirmative Action Office, http://spot.pcc.edu/affirmativeaction/LinksFirstAmendment.htm
Classified Agreement, Article 3 "Nondiscrimination"
e-mails from Sylvia Welch, Jan Coulton

Evidence for Policy 6.2
PCC Faculty Federation agreement
(https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/FacultyAgreement/facagreetoc.htm)
PCC Federation of Classified Staff agreement
(https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts/Classified/CAtoc.htm)

Customized survey work and a variety **Standard Six – Governance and Administration – Appendices**

Governance Survey Appendix
The "results" and "analysis" of the Governance survey can be seen
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/selfstudy/committee/standard6.htm
The table below summarizes the analysis, gathering similar, but individual, questions into groupings.
Note that neither the results nor the analysis differentiate between full-time and part-time
instructors, as that latter group did not respond in sufficient numbers to provide statistically
significant results.

Response to	Summary
How well respondents know the role of upper administration	About 2/3 of the respondents are confident in their understanding of the roles of the District President and the Director of Human Resources. More than 70% understand the roles of the Campus Presidents and the Deans of Instruction. The roles of the district Vice Presidents are understood by around 40%. The management category had responses significantly higher than the overall averages.
Awareness of the college mission and goals statement	About 88% of the respondents responded positively. This was the strongest positive response in the entire survey.
Awareness of the functions/responsibilities of the Educational Advisory Council and its standing sub-committees.	Just over 40% of the respondents understand the function of the EAC, and about 36% understand the functions of the sub-committees. Only 27% consider the EAC an effective forum for faculty input into academic decision-making, 25% are neutral and 41% have no opinion.
Feedback opportunities on administrative effectiveness	About 2/3 of the respondents responded positively at the department/program level. The percentage decreased as the administrative level increased, to a low of 17% responding positively at the District level (most of those were from management). The negative response to feedback opportunities at the District level was among the strongest overall in the entire survey.

Existence of an established procedure for gathering input at all levels	Positive responses ranged from a high of 60% at the department/program level to a low of 21% at the district level. Faculty responses were quite positive at the department/program and division level (75% and 63% respectively). Classified respondents were uniformly the lowest at every administrative level.
Procedures for input are effective	Positive responses ranged from a high of 56% at the department/program level to a low of 13% at the District level. Positive responses in all employee groups drop significantly at the Campus and District levels.
Opportunities for input into the budget process at various levels	Positive responses started at less than half at the department/program level and decreased to 7% at the District level. The negative response at the campus and district level was the strongest of the entire survey.
Budget results in equitable distribution of funds at various levels	Positive responses were very low at all levels, although the N/A or No Opinion responses ranged from 30% to almost 50% of the respondents.
Opportunities for input into decision-making at various levels	Nearly three-fourths of the respondents feel positively about this at the department/program level. Positive responses decrease to a low of 13% at the district level. The positive response for opportunity for input at the department/program level was among the strongest in the survey.
Administrators consider my input when making decisions at various levels	About 70% of the respondents feel positively about this at the department/program level. Positive responses fall off sharply to a low of 11% at the district level. The positive response regarding input being considered was among the strongest in the survey.
Hiring procedures are consistently followed for various employee groups.	In every case the named employee group responded more positively than the total respondents. About 2/3 of management and faculty each responded positively, as did more than half of the academic professionals and classified. The N/A or No Opinion category ranged from 30% to 45%.
The workforce has become more diverse.	Positive responses averaged about 30% at all levels, as did N/A or No Opinion
Administrators encourage professional development at various levels	More than 3/5 of all employees responded positively at the department/program level, but less than 30% are positive at the campus and district level. Faculty, management and academic professionals responded more positively than classified at all levels.
There is adequate financial support for professional development at various levels.	Across all levels and all employee groups, only an average of 16% of respondents agree. The negative responses at the division, campus and district levels were the second most negative in the entire survey.

An effective staff evaluation process exists for various employee groups.	Positive responses ranged from slightly over 30% for classified and faculty to 15% for management. In each case, the identified employee group has a more positive view than the entire group of respondents. N/A or No Opinion accounted for 30%-50% of respondents.
Staff evaluation helps personal professional development.	Overall, almost 40% responded positively. More than 50% of faculty responded positively. Nearly 30% of all respondents feel negatively.
Mutual respect exists between administrators and faculty/staff at various levels.	Positive responses ranged from a high of 73% at the department/program level to 30% at the district level. Management responded most positively at all levels. Classified responses were about 30 percentage points less than management at all levels.
Administrators support an atmosphere of respect and support at various levels.	Positive responses ranged from a high of 74% at the department/program level to 34% at the district level. Management responded most positively at all levels. Classified responses were about 30 percentage points less than management at all levels.
Administrators support a climate that values diversity at various levels.	Positive responses ranged from a high of 72% at the department/program level to a low of 47% at the district level. Some of the strongest positive responses in the entire survey.
Committee recommendations are used in decision-making.	Overall positive responses averaged 44%, with 72% of management responding positively but only 30% of classified responding positively. More than 30% had N/A or No Opinion.
Ultimate decisions and their relationship to committee recommendations are communicated.	Overall, 37% of respondents agree, with nearly 60% of management responding positively and 27% of classified responding positively. More than 30% had N/A or No Opinion.
Administrators communicate openly with the employee groups at various levels.	Positive responses ranged from 67% at the department/program level to 24% at the district level. At the district level, only management responded positively (nearly 60%) while the positive response of all other employee groups was under 30%.
Procedures exist for my employee group to communicate openly with administrators at various levels.	Positive responses ranged from a high of 68% at the department/program level to 24% at the district level. Positive responses at the department/program level were among the strongest in the entire survey.

Hiring Process Appendix
Evidence (from Maureen Judge-Morris, Manager, Employment Services)

Overview of Hiring Process:
PCC has uniform procedures for hiring bargaining unit (classified, faculty, academic professional) and most benefited positions. Procedures are governed by EEO considerations, Affirmative Action policies, bargaining unit contracts, and administrative practices overseen by the Human Resources Director, the College president, and the Board of Directors. Procedures are in writing and available to all hiring managers/supervisors via the HR web page. Hiring authorities and screening committees receive training and orientation on practices and policies related to EEO, Affirmative Action, and college procedures regarding employee selection. Procedures are enforced by HR - primarily by the Staff Employment unit, the Affirmative Action office, and the Director of Human Resources.

Hiring is decentralized. Recruitment, advertising and initial screening of applicants occur through HR while advanced screening and decision making occur through hiring departments. An internal recruiting process is employed for most classified and some professional positions, followed by an external hiring process if suitable internal candidates are not available. An external recruitment process is employed for most professional and management positions. Hourly/"casual" employees and student help are hired independently through departments, with time limits enforced. Part-time instructors are hired independently by academic departments often using HR's on-line application system for those seeking to part-time teaching positions. Some select positions, e.g., time-sensitive, limited duration ones like leave of absence replacements, are hired directly by departments without the use of advertising. HR advertises individual assignments for academic departments if requested.

Overview of Recruitment Process:
Fairness and equal treatment is emphasized in all recruitment practices. The Employment Services manager oversees recruitment staff and approves all recruitments. In some cases, the HR director is involved in the approval process. All recruitments go through a departmental and/or administrative approval process. New positions require presidential approval. Uniform "paperwork" processes are employed to elicit all necessary information to advertise positions to staff and the public. Specific information is included in all recruitment paperwork.

Formal advertising is utilized to solicit applications for recruited positions. Specific information about positions is included in all position announcements and advertisements. Information includes job title, job classification information, hours of work, salary information, education and experience requirements, knowledge, skills and abilities requirements, applications deadlines, application

requirements, physical/mental demands information, list of job duties, AA/EEO/ADA information, etc.

The scope of advertising varies by employee category. Most professional (faculty, academic professional, management) positions are advertised nationally (Chronicle of Higher Education, various websites and discipline-related journals), regionally, and locally via "The Oregonian". Most classified and confidential positions are advertised locally. All positions are advertised on the PCC Employment Opportunities page.

A formal lawful application process is utilized, requiring all applicants to report standard information related to demographics, past employment, education/training, references, and criminal history. Narrative information is solicited from most applicants in the form of resumes, cover letters, supplemental questions and other supporting documentation which is used by HR, hiring supervisors, and committees to determine qualifications for specific jobs. Only relevant, necessary information is solicited. A review process by the Manager of Employment Services, Affirmative Action director, and recruitment staff monitors the fairness of this process.

Supervisors/hiring authorities and/or screening committees participate in the selection process. Hiring authorities make the final hiring decision. Initial application review is conducted within Human Resources. The initial screening process is guided by a protocol review of applicant qualifications and completeness of materials and is uniform for all applicants.

All applicants are notified of their status in writing or by phone, during and at the conclusion of the selection process. Applicants are informed of general reasons for non-selection and, sometimes, specific reasons. Applicants have the opportunity to appeal to Human Resources, Affirmative Action, PCC administration and/or outside agencies, if they question their non-selection or feel they have been the subject of discrimination. Applicant status and reason for non-selection data are required for each recruitment. All recruitment materials and applicant files are retained for defined periods after recruitment is closed.

Regarding Equitability:
Most positions are recruited using a standard, monitored process. Non-recruited hires are scrutinized and regulated. Reviews of the non-recruited hiring process are frequently undertaken. Steps are being taken to improve the uniformity and equitability of the selection process for non-recruited positions and to recruit and retain diverse employees in the college.

Regarding Efficiency:
Automation to streamline the application process is underway. A web-based system will help applicants by allowing them to place their application "profile" on line, which will enable them to automatically apply for position openings. Automation of the recruitment requisition and screening process is also underway. This will enable hiring managers and supervisors to more efficiently and effectively add staff to their departments. And it will allow committees to be more efficient in that the web-based product will allow simultaneous desktop review of applicant submissions rather than the current process which requires travel to the location of hard-copy applications, time involved in travel and review, and extra absences from normal duties.

The efficiency of the part-time faculty hiring process has improved during the last three years with the installment of a web-based application process. This enabled interested applicants to apply to all

departments rather than the extensive department-to-department networking process previously required. In the past, departments had to advertise individual teaching assignments each term or rely on the system of networking which elicited a limited number of applicants. The current casual/hourly hiring "ad hoc" system allows departments the freedom to make hires as needed in order to accomplish specific projects, tasks or duties in a timely manner.

Recommendations (from Maureen Judge-Morris, Manager, Employment Services):

Employ uniform procedures in the advertising, recruiting, and screening in the hiring of part-time instructors and casual employees.

Assessment Appendix
Evidence (from Nancy Cloud, Office Support Specialist, Human Resources Management):

Since the previous self-study, the following has taken place:

- Assessment notification to managers has increased significantly.
  - Managers are notified each year of the assessment deadlines regarding probationary staff.
  - Beginning fall 2002, managers of Faculty and APs were notified in winter about developing assessment plans in preparation for assessment reviews.
  - Beginning spring 2003, managers were notified to assess Faculty and APs in temporary positions.

- The Faculty/AP cover sheet was edited to include the contractual changes regarding part-time faculty assessments.

- A Banner report was developed to identify and monitor full-time and part-time Faculty and Academic Professional assessments.

- An IAA-OSS listserv was created to disseminate information about the Faculty, AP and Classified staff assessment changes to all administrative support staff. A Faculty Department Chair listserv was also created for notification purposes.

- The assessment intranet page, https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/assess.htm, has been expanded and now includes:

  - Guidelines for part-time assessments identifying the types of assessments, the timeframe, who is to conduct the assessments, compensation, and required record keeping.
  - A new intranet page was created for the Classified Assessment with information regarding the roles and responsibilities of managers and employees, the different types of assessments with forms, and a "Frequently Asked Questions" page.

- Assessment deadlines for managers of Classified staff are sent out monthly. The employees receive the same e-mail so that they are aware of assessment timelines.

- An analysis of Classified Assessments was prepared including data about assessments district-wide and assessments by organization. A comparison of the statistics for the past three years was made.

- For the first time, a comprehensive assessment report was provided to each Campus President and Vice-Presidents identifying the last assessment completed for full-time Faculty, full-time and part-time AP, Classified and Management staff. The percentage of assessments completed in a timely manner will be used to compare to future statistics. (See table on following page.)

Organization	Mgt – Confidential		Classified		Faculty/AP		Total Assessments Completed	
	# Due	Completed	# Due	Completed	# Due	Completed		%
College-wide*	183	52%	651	85%	615	67%	1006 out of 1449	74%

*This does not include part-time faculty. (This table will be replaced when updated assessment information is available in Summer 2004.)

Recommendations (from Nancy Cloud, Office Support Specialist, Human Resources Management):

Implement procedures to improve timeliness and completion rate of assessments, including notification from HR to managers for all staff evaluations, not just classified employees and probationary instructors.

Campus Presidents Interview Notes from 10 December 2003
Interviewees: Marilyn Davis for Bill Christopher, Alice Jacobson, Nan Poppe

Interviewers: Holli Adams, Scott Huff, Becky Hughes, Penny Thompson

6.A
1. Jacobson reported that the Board has "an excellent sense" of its role and periodically reviews guidelines and that the Board communicates with

   the President regularly. Jacobson mentioned the Management/Confidential Handbook, which is presently under review, as a means of delineating rules. Davis said the Board understands its role and expectations.
2. Division of authority and responsibility, along with the equitable administration of policies and procedures, depends on who the President and Vice-Presidents are. Many issues at the Campus President level are easily decided and seen as equitable. At the Division Dean, Program, and SAC levels, more competition exists. Example: Physical Services has money for physical improvements college-wide and some folks are better than others at obtaining

that money. This may appear inequitable. The goal for college-wide issues is more coordination and less control.

6.C

   3. The Instructional Services Council is and informational and advisory group only; it does not render decisions. It does engage in long-term planning not does it evaluate itself.

6.D

   1. Jacobson said that Sylvania has some campus-based committees. Membership is both volunteer and by appointment. Committees do not develop policy but may focus on procedures and implementation. There is faculty input regarding policy governance at the Division level. No new money is available, so there's no input with budget. A staff development committee at Sylvania recommends projects for staff development funds. Poppe sees faculty input in areas at the Division level and through Directors. Davis said that Division Deans represent their faculty. Budget cuts are the responsibility of administrators with input from divisions. At Sylvania, faculty have evaluated administrators and identified areas for improvement with actions.

   2. Jacobson said there are very few campus-based committees and they are strictly advisory. Membership is voluntary, solicited and then appointed based on equitable representation from specific areas. Davis and Poppe had no response.

   3. Answered previously.

   4. Poppe indicated that the Basic Skills Task Force involved faculty college-wide. Their involvement directly affected the District President's decisions and has resulted in the Basic Skills Coordinating Council. In the area of bond construction, all building projects have relied on faculty input. Jacobson mentioned the Eductional Advisory Council, Screening Committees and Subject Area Committees, which establish faculty qualifications within subject areas, as groups with large instructor input.

   5. Jacobson acknowledged lack of follow-up to '95 study. She sees the idea of "upper administration making the decisions" as fantasy except when related to budget cuts and said that upper administration rarely makes decisions. Poppe mentioned that communication needs to be on-going and continually improved. There is a need to recognize more opportunities for communication.

Board Policy Review Appendix
Below is the content of two memos detailing the process and timeline for recent changes to Board Policy

Memo 1:
Board Policy Review – 2003
Suggested Process and Timeline

One of the primary jobs of the Board of Directors is to adopt policies for the governance and direction of the community college. Current PCC Board policy states that the Board will review the entire policy document on a 'regular' basis. It is time again to begin that process. The Board will

complete a review of all policies and propose changes and revisions for final adoption by the entire board. The board will appoint a Board subcommittee to work on the details of the timeline, the process and the actual rewriting of policy which it will then bring to the whole board for review and approval. It is envisioned that the process could take as long as a year to complete.

On June 19, 2003, the Board will establish a policy review committee consisting of two to three Board members, and the president will assign district staff to assist the subcommittee in the process of revision of policies.

The President will appoint the following to provide staff support to the Board policy review committee. Legal counsel (Jeff Condit) will be brought into the process to review drafts as needed.
Jerry Donnelly, Director, Human Resources
Guy Sievert, VP, Academic Services
Jan Coulton, Director, Public Affairs
Randy McEwen, VP Administrative Services

The Board Policy Committee will meet with assigned staff and president to map out a timeline and work plan.

The Policy Review Committee with support from appointed staff will do its work

The Policy Review Committee will provide an update on work completed with the full board at the September 2003 business meeting.

The Policy Review Committee will complete its proposed updates and revisions/deletions.

The role of the district staff support team will be to update codes, laws, regulations, etc. so that the Board subcommittee can concentrate their time on reviewing the language and content of existing policies and establish drafts of new policies as needed.

Memo 2, dated 05 September 2003:

Board Policy Review

Suggested Process:
Board members will each review the policies and identify those they would like to address immediately. President will ask Cabinet to review all policies and identify those that need revision, new policies or administrative practices that do not mesh with policies.

2. Board subcommittee will assign staff to review sections of policy

- Mission and Philosophy (Jan Coulton) – (May not need revision)
- Board Operation (Jan Coulton)
- Personnel (Jerry Donnelly)
- Students and Student Services (Guy Sievert)
- Finance (Randy McEwen)
- Facilities and Equipment (Randy McEwen)

- Administration (Jerry Berger)

3. Staff will review and identify policies that need to be revised and make initial proposed revisions. Staff will consult with others inside and outside the college in doing the review as needed. Staff will include the rationale for the changes, and if possible a statutory or administrative rule reference that gives the Board authority for the policy. Policies will be reviewed by Cabinet monthly.

4. Staff assigned to the review will send their drafts to the Jan Coulton, who will forward the drafts to legal counsel when appropriate.

5. The Board subcommittee will meet monthly to review the revisions proposed by staff/legal counsel.

6. The Board will hold a first reading of the policy revisions beginning in October 2003. The Board will have a second reading and adoption of the policies at the next monthly meeting, unless there are substantial changes that make that timeline impossible.

7. Policies will be completed by May 2004.

Involvement of College Community/Legal Counsel
The Board subcommittee will provide copies of the polices to the Federation Presidents for their input.

The college president will inform all staff that the Board is undertaking this review process and invite their input into the policies.

Staff on the committee will seek input from the appropriate and knowledgeable college personnel, and if necessary with the ODCCWD and other state agencies.

Legal counsel will review proposed revisions before the Board has its first reading.

Timeline
Review by Board subcommittee. Staff will present the proposed changes to Board subcommittee in monthly meetings.

- Mission & Philosophy and Board Operations – October 2003
- Personnel – November 2003
- Students and Student Services – December 2003
- Finance – January 2004
- Facilities – February 2004
- Administration – March 2004

- Board will have first reading of proposed changes the month following the report to the subcommittee:

- November 20, 2003 – Mission, Philosophy and Board Operations
- December 11, 2003 – Personnel
- January 15, 2004 – Students & Student Services
- February 19, 2004 – Finance
- March 18, 2004 – Facilities
- April 15, 2004 – Administration

Board will adopt policy changes at these meetings:

- December 11, 2003 – Mission & Philosophy, Board Operations
- January 15, 2004 – Personnel
- February 19, 2004 – Students and Student Services
- March 18, 2004 – Finance
- April 15, 2004 – Facilities
- May 20, 2004 – Administration

Board Interview Appendix

1. What are the significant accomplishments of the Board in the last 10 years?

   Presidential searches and hirings
   Bond measure passage, providing for new and remodeled buildings
   Funding the operation of new facilities
   Adding "top flight staff" to build excellent teams ("Bricks and mortar don't count if the people aren't there.")
   Making policy decisions with an eye to what's good for the students
   Reviewed/renewed/cleaned up Board Policy Manual
   Managed deficits/lack of resources – a major unpleasantness
   Served on national boards (some members)

2. How does the Board regularly evaluate the President?

   President is evaluated every day, every year through on-going discussion. Input given collectively and individually throughout year. Board and President work together in harmony setting and implementing policy. Goals are set at the beginning of year and measurement is done at end of year, with the President reporting on accomplishments starting in May. This is followed by discussion between Board Members and then by a discussion with President. The Board considers this a serious issue – one requiring ongoing, constant contact. They want "no surprises."

3. Does the Board regularly evaluate its own performance? Give examples.

   The Board considers itself a family, a team. They tell each other what they think and give themselves a grad of 95. Evaluation is not a pencil and paper process. Putting more structure into the evaluation process was discussed at last Board retreat. Dana Anderson would like to see it done more regularly. Norma Jean Germond has sat been through assessment training

and she, too, would like to be more formal and more regular. Doreen Margolin facilitated a self-evaluation in Summer 2003. An outside facilitator is needed.

Institutional Research Appendix (6.C.7)

Evidence (from Susan Bach, Director, Institutional Research):

Institutional Research distributes results of its work through

1. IR web site, which includes
     a. Support for planning and institutional effectiveness activities such as:
         - Annual report, including Institutional Goals and Indicators of Institutional Effectiveness providing college-wide data related to achievement of institutional goals
         - Results of major surveys, campus climate surveys, graduate/completer surveys, etc.
         - Annual Factbook—summary of college-campus-program enrollment, student demographics, community participation rates, etc.
         - Summary of strategic planning process, specific planning areas for institutional focus, and (coming in the future) work accomplished/results in focus areas
     b. Support for program review – data sets by discipline that include information, re: enrollment (history by course by campus), student demographics, student retention and success (grade distributions by course by campus), re-enrollment (term to term, across terms)
         - During 2003-04, added were degree/certificate completions, data from graduate/completer surveys (where we have sufficient responses), follow-up, re: transfer and employment (National Student Clearinghouse, Oregon Employment Dept)
     c. General enrollment info – daily/weekly enrollment reports comparing current enrollment to prior terms, official end of term reports, annual enrollment summaries, etc.
traditional reports for information related to specific questions, discussions, decisions, i.e., circulating electronic reports and information to executive staff members, campus administrators, Subject Area Committees, etc.
periodic oral presentations to the Board, Cabinet, campus administrator meetings, and other groups as needed

Specific research/reporting related to student success—results are usually sent directly to requestor (individual, department, committee, etc.)
- of data retention profiles (specific course sequences, impact of pre-requisites, etc) for SACs engaged in program review
- Developmental Education profiles by campus (success in DE classes, movement to/success in next level courses)
- Data provided to math faculty to assess outcomes related to Title III curriculum revisions (grade distributions, number of times students take classes before successfully passing) →*Actually, it would be nice if results from these analyses were shared with the IR office on a regular basis!*
- Support for grants focused on student success/special populations—particularly Title III and Trio (data, survey results, etc. to support both grant development and project evaluation)
- Data to support initial work related to re-organization of basic skills instruction
- Review of placement test scores, enrollment and student success

- Current student feedback, re: educational experience, services, etc. (ACT Student Opinion—college and campus results, Faces of the Future—college results); also being added to the IR web site
- Response to a variety of ad hoc requests from departments/programs
- IR staff provides support for Assessment Committee and facilitated initial planning for assessment of core learning outcomes.

IR also provides info support for budget and other management decisions that impact instructional programs and services—things like enrollment history and productivity data used as basis for FY04 budget decisions; distributed initially to Cabinet members, who in turn shared with campus administrators.

Competitive Labor Market Appendix (6.C.9)

Evidence (from Jerry Donnelly, Director, Human Resources Management):

A. Competitive Labor Market data:
   1. HR periodically conducts comprehensive surveys utilizing multiple market sources to review the competitiveness of PCC salaries and benefits. These surveys include not only published data such as the "Milliman & Robertson Portland Area Compensation Study" and the College and University Professional Association – HR, but also information gathered by PCC staff directly from an identified national group of peer institutions. The most recent comprehensive survey was completed in 2001. (A copy of the summary document is found in Exhibit A.1)

   2. Annually, HR updates information on management salaries on the basis of regional and national trends utilizing published data from multiple sources. This information is summarized and presented to the President's Advisory Committee on Management/Confidential Compensation and Benefits. The committee reviews the information on salaries as well as other benefits issues and makes recommendations to the District President. (Copies of the summaries presented to the Committee for 2001, 2002 and 2003 are found in Exhibit A.2)

   3. The President, in turn, makes recommendations to the Board of Directors for annual salary and benefit adjustments. The Board acts on the recommendations annually by formal resolutions. (Copies of the resolutions for 2001, 2002 and 2003 are found in Exhibit A.3)

   4. In addition to these periodic and annual summary surveys, the Human Resources department may also undertake targeted surveys of specific groups of employee classifications. Most recently, at the request of the Board of Directors, HR conducted a survey of "CEO compensation packages" to assist the Board in anticipating compensation and benefit consideration in the recruitment of a new District President. (Copies of the surveys of national peer community colleges, all Oregon community colleges and the Oregon University System are included in Exhibit A.4)

   5. Results of the market surveys noted above may trigger consideration of exceptional adjustments for specific classifications of employees. For example, the 2001 data for Deans

of Instruction, Deans of Student Development, and Division Deans showed that PCC had fallen significantly behind market for these classifications (see Exhibit A.1). On the basis of this data, Human Resources recommended to the District President that these classifications be adjusted two pay levels on the overall management/confidential pay structure.

B. Internal equity consideration:
    1. An overall salary structure for management positions at PCC was adopted in the early 1990s. The system classified jobs and rank ordered them using a point factor job analysis system. That system is still utilized by HR to evaluate internal equity and the appropriate salary placement of new classifications or other classifications where insufficient labor market comparators exist.

    2. Review of current management and confidential classifications may be initiated by individual employee request, request of the employees' manager(s), or periodic reviews initiated within HR.

    3. In addition, when market adjustments are triggered based on one or more of the survey processes noted in part A above, consideration is given to the internal equity impact of such adjustments on other related positions within the management ranks. In the 2001 example noted in item A.5, the market adjustments for academic deans resulted in an internal equity adjustment for other positions with District-wide responsibility. (See Exhibit B.1.a. for a list of all resulting classifications and salary adjustments which resulted.) Subsequent review by Human Resources in 2002 resulted in findings that a group of academic "director" positions were also affected by internal equity and additional adjustments were applied to incumbents in those classifications. (See Exhibit B.1.b.)

C. Special adjustments:
    1. The District President has the authority to approve special adjustments for management and confidential salaries and benefits. This authority has been infrequently exercised, but has been utilized for example, to correct internal disparities which would otherwise exist as a result of market differences at the dates of hire of individuals in the same job classification.

SAC Survey Appendix (6.D)

Two questions were asked of SAC Chairs:

1. Does administration seek your input? If so, provide examples.

There were very few positive responses, and most positive responses were from SAC Chairs or members in professional/technical programs regardless of campus or SACs limited to membership from one campus. Examples cited were generally related to recent construction projects and equipment purchases. Another respondent welcomed the feedback given at the program review presentation. Curriculum revisions/additions and course prerequisite recommendations were also mentioned. Most of the acknowledgment was at the Division and EAC level.

The vast majority of responses were negative, and a few responses were limited to an emphatic "No" for each question. While some faculty members recognize that SACs are an avenue for input, others feel the purpose of the SACs has evolved into a collection of committees which complete

"not very well-thought out" exercises to provide administration with "report" information. Specific examples included the Self Study, Program Review, Basic Skills Task Force, and the committee for programs/areas with the word "Computer" in their titles. The majority of SAC members who responded feel "left out" and, as support, cited examples of consultation from administration after major decisions seem to have already been made. These instances included "the administrative edict" regarding Distance Learning, the issue of class size, the objectives and timelines imposed by the Basic Skills Areas reorganization, the process for determining new Divisions and selection of Division Deans, and the most recent budget cuts.

A few faculty members use/imply terms such as "unilateral" and "top-down" when describing the decision-making process at PCC. The general perception is that when input is gathered, it is ignored. Discussion that does take place is described as "theatrical", "faux", "cosmetic" and "disrespectful". This disrespect is not only felt during discussion but during process as well. Recently, several important meetings have been scheduled at the last minute with little if any regard for instructor schedules or other commitments. Another example of this disrespect is "appointment" to committees without consideration of class schedule or current workload or the common courtesy of an invitation. These behaviors indicate to many that the administration is moving away from a "student centered" approach as it is the students who miss out on direct instruction, timely feedback and/or the opportunity to meet their instructors during office hours when their instructors are attending meetings. Many feel that administrators do not understand program goals, students, instruction, or instructor qualifications. In two instances, hiring qualifications/preferences were overlooked by administration which resulted in the hiring of a candidate who does not possess the qualifications as determined by the SAC and the hiring of a candidate who was not a screening committee finalist. Another recent staffing decision concerns "a loophole in the contract which was exploited." Members of the subject area involved complain that, without prior consultation or notification from SAC members, an administrator was placed in a classroom position for which he/she was not fully prepared.

Another concern voiced by many is workload caused by factors such as the inequity in number of part-time and full-time faculty on the different campuses, increases in contact hours per week without additional faulty hiring, the amount of SAC "busy work" requested for various reports, and the large number of new administrators who have little or no history with the college. When a new administrator is hired who does not possess prior history with the college, it is left to the faculty to "educate" and often times spend hours explaining and/or justifying current practices.

Many faculty members indicate dissatisfaction with the Program Review tasks and process as well. It is viewed as time-consuming with little impact in that most SAC recommendations cannot be fulfilled due to "budget" constraints, yet administrative recommendations require more faculty work and time without compensation. Many SACs expressed frustration with the Program Review guidelines and changes made to them throughout the process causing additional work to make the necessary amendments.

The Basic Skills Task Force Committee was seen by many SACs as "busy" work as the general perception is that the decisions had already been made regarding reorganization and implementation. Respondents see the work of this committee as an exercise in "going through the motions". For those programs/faculty directly affected by the recommendations coming from the Basic Skills Task Force, there is strong resentment and suspicion regarding the true motivation behind the recommended/imposed changes. In addition with the recent change in presidential leadership,

many question why the college is continuing with a "mandate" made by someone who is no longer with the college.

College-wide placement testing is another area in which many faculty feel their input is being asked for after a decision has already been made. Many faculty and their students took class time to participate in a "testing pilot" in early fall term, yet no statistical analysis or feedback has been reported. Finally, many stated that they have no input whatsoever into budget planning nor have they been asked for their input. Several indicated that they have never seen budget documents related to their subject areas. Those faculty members who have budget knowledge are concerned with the discrepancy in the current budget allocations between the campuses specifically related to Professional Development activities. While one campus Division may not have any travel money to attend conferences, another may have enough to send several faculty members to several different conferences throughout the year. There is also mystery surrounding why release-time or extra funds can be granted for certain activities at one campus/Division but not another.

In general, faculty responding do not believe their input is welcomed or considered by upper administration regarding planning, budgeting, or policy development. Much of the sentiment voiced currently regarding faculty input and its impact on decision-making and budget remains unchanged since the 1995 Self-Study in which faculty survey reported "deep frustration that their (faculty) input was elicited by upper administration, but not used," and "dissatisfaction with budget priorities and process."

While most comments were negative, altogether the responses signal a far greater openness and trust of communication at the Division level. Several faculty members see Division Deans as more understanding of student, classroom, and curriculum issues than high-level administrators. In an interview, the Campus Presidents also mentioned the Division Deans as primary recipients of faculty/staff input. However, several faculty and administrators commented that some Division Deans are more effective than others in this role which tends to leave some Divisions at a disadvantage when strong advocacy is required.

2. Does administration respond to your input?

Most SAC Chairs and members who responded mentioned acknowledgment at the Division-level. Some cited upper-level administrators as well. However, several commented that the common response for those outside the Division was, "Thanks for your input."

Campus Presidents were interviewed and asked a series of questions including those asked of SAC members. All Campus Presidents acknowledged the role of the EAC and SACs in faculty representation along with that of the Division Deans. They cited Division Deans as responsible for budget-related communication and recognize that the individual communication skills vary among the Division Deans. The Basic Skills Task Force was given as an example of an instance when faculty input had a direct impact on decision-making.

While suggestions were few, they were specific. Several concern EAC membership and maintaining a majority of faculty who represent department, program, subject area, or division viewpoints versus those of the individual. This might lead to better communication and a more broad-based level of participation college-wide. Additionally, class release-time for serving as either an EAC member or Subject Area Committee (SAC) chair was recommended coupled with an increased and deliberate

link between the EAC and SACs in order to provide all faculty members with a consistent understanding and view of college issues. Finally, one faculty member expressed concern about what happens to certain issues. For example, even though a large number of faculty members have expressed uneasiness about a specific topic, like Weekend College, planning/implementation seem to be continuing.

Standard Six –Supporting Documentation
Required:
1. Board and committee membership with a brief background statement on each board member, including term(s) of office and compensation (if any) for board service. Indicate which board members, if any, are employees of the institution. http://www.pcc.edu/pcc/abt/board.htm

2. Organization charts or tables, both administrative and academic, including names of office holders with a notation of any changes since the last accreditation visit. http://www.pcc.edu/ir/OrgChart/OrgChart.htm

Required Exhibits:
1. Articles of incorporation and bylaws.
   Board policy manual

2. Board policy manual, together with the agenda and minutes of the last three years of meetings.
   Board policy manual

3. Administrative policy manuals.
   See https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/hr/contracts.htm

4. Administrative position descriptions.
      See

5. Staff Handbook.
   These exist for CA, RC, and SY, and a common one for the entire College is being developed.

6. Salary data (including ranges if applicable) and benefits for administration and staff.
    HR has provided.

7. In multi-college systems, organization charts of central office, description of functions of central office personnel and their relationships to institutional personnel, and administrative or policy manuals of the system.
   Get from VP for Administrative Services and VP for Academic and Student Affairs.

8. Collective bargaining agreements, if any.
   They're at https://view.pcc.edu:2443/login?url= http://intranet.pcc.edu/hr/contracts.htm

9. Constitutions or bylaws of faculty and staff organizations, with minutes of meetings, for the last three years.
   Update list in last self study and contact current chairs about minutes.

10. List of currently active committees and task forces with names and on-campus phone numbers of committee or task force chairs.
See No. 9.

Suggested:
1. Reports to constituencies, including the public.
Annual reports, "CommuniTIES", "Insider", program newsletters.

2. Charter or constitution of student association.

STANDARD SEVEN: Finance

Introduction

Portland Community College (PCC) has benefited greatly from strong leadership and a conservative approach in financial matters. Despite uncertainties caused by changes in funding for all Oregon community colleges and increased demand for services in its district, PCC has remained fiscally sound with adequate reserves to provide for its future. There have been temporary reductions in service as a result of state funding, but the college has adjusted quickly, keeping a long term strategy of being prepared for growth when the opportunities present themselves.

The college has been very aggressive in pursuing grant funded programs but has structured these in a way that does not obligate the college when funds go away. Non credit programs have been set up to be self supporting and auxiliary operations are all expected to contribute back to the general fund.

In recent years, the college budget process has included the participation of all employee groups as part of a plan to make the process more collaborative and transparent.

All of the above have led to a financially strong institution able to support the academic and student programs that serve district residents.

Response to the 1995 Self-Study Recommendations

The 1995 self-study commended Portland Community College for its sound financial planning and the proactive steps taken to address the fiscal uncertainties created by the passage of a property tax limitation measure November 1991. Currently PCC is experiencing additional fiscal uncertainties due to the impact of recession and the high rate of unemployment. The effects of these factors are seen in reduced state revenues resulting in a reduction in state support for community colleges. State support for PCC amounts to approximately 42 percent of its revenue budget.

The 1995 self-study also recommended that PCC address and correct the reportable conditions revealed in its 1994 financial audit and continue to take the necessary steps to ensure an adequate internal control structure. These conditions were the result of the 1993-2004 computer systems conversion, which migrated several fragmented, stand-alone systems into the current all encompassing enterprise reporting system "Banner". The Banner system stabilized in its second year of implementation, and PCC resumed interim reconcilements in March 1995, thereby resolving the reportable internal control condition. Subsequent PCC Comprehensive Annual Financial Reports (CAFRs) have had no reportable internal control conditions.

Summary of the Financial Study Strengths Revealed

Budget planning at the college is proactive, and, college faculty and staff are involved in the process (see results of Budget Advisory Committee Questionnaire, Exhibit 7.1). The department of financial services prepares projections for both long and short term, with budget assumptions being updated on an on-going basis. The financial status for the college is regularly updated for the PCC Board of Directors to keep them informed of the overall financial status. Communicating openly about the various changes in revenue and expenditure projections has helped significantly as PCC responds to financial uncertainties.

Since the inception of the Educational Master Plan in 2002 (http://www.pcc.edu/ir/planning/index.htm), the college has incorporated those goals and activities in its budget preparation. One major activity of the Educational Master Plan is to undertake steps to "broaden the revenue base to support programs and services." And reduce financial support for programs not within the primary mission.

One example of this decision is the reorganization of the noncredit community education, business and government, and continuing education departments into a self-funding model, thereby eliminating the general fund subsidy to cover the costs of these programs. This has resulted in increased tuition for these programs as well as a paring down of offerings. To increase revenue sources, the position of executive director of the PCC Foundation was recreated to facilitate the growth of PCC's annual long-term giving programs.

A Budget Advisory Committee has been formed to continue college wide participation in the budget process and promote alignment with the Educational Master Plan.

7.A Financial Planning

7.A.1 Budget Authority

Portland Community College (PCC) is one of seventeen public community colleges that serve the state of Oregon. A seven-member Board of Directors, elected by zones to four-year terms, governs the college. The Board selects the District President, ratifies the hiring of other staff and faculty, approves the college budget, and establishes policies that govern the operation of the college. The Board publicly reviews and approves the annual budget once it has been developed by the college through a collaborative process. As a local government, PCC has the authority to levy property taxes and its budgetary process is subject to the provision of Chapter 294 of Oregon Revised Statutes (ORS). The ORS requires the college to do the following:
- Publish the budget;
- Submit the budget for review and approval by the Multnomah County Tax Supervising and Conservation Commission (an oversight agency);
- Make the budget document available to the public throughout the development process; and
- Hold a public hearing to encourage citizen involvement.

Despite the passage of the various property tax limitation measures in the last fifteen years and resultant heavy reliance on the resources of the Community College Support Fund--a state government fund for all community colleges--overall, PCC has sufficient financial autonomy to address its significant mandates and priorities through its planning and budgeting processes. However, with decreasing state funding it has become increasingly necessary to depend on tuition as a major revenue source.

7.A.2 Budget Planning

Planning at Portland Community College includes a minimum three-year projection of major income categories, specific plans for major expenditure categories, and plans for capital revenues

and expenditures. The college has a capital improvement plan that reflects institutional goals and objectives as it relates to the maintenance and construction of physical facilities and equipment acquisition.

The college's financial planning and budgeting processes are responsive to the current economic environment and are guided by its recent adoption of an Educational Master Plan (EMP), an on-going strategic planning process that was begun in 2002. The EMP is inclusive and systemic in its intent to build upon the values, mission and goals set out by the Board of Directors. Collaboration between internal constituents and the communities at large determines goals that reflect the college's tradition of delivering high quality, low cost education and training to the communities it serves. Additionally, although better use needs to be made of assessment results, the EMP serves as a guiding force in determining budget priorities and input by the college's Budget Advisory Committee and the college's Executive Officers who are held accountable for accomplishing their segments of the EMP, as tied to their budget priorities for their respective campuses.

Several strategies impact budget planning in the Educational Master Plan:
1. Development of processes to base budgeting decisions on priorities determined by the EMP
2. Continuing the mission of self-supporting, entrepreneurial college departments tied to priorities determined by the EMP
3. Tying grant priorities to the EM
4. Expanding the role of the Portland Community College Foundation.

7.A.3 Budget Publication

Portland Community College is organized as a local government and its budget publications and other budgetary phases are subject to Oregon budget law (ORS Chapter 294). The law sets out several specific procedures that must be followed during the budgeting process. Foremost, the budget must include a message explaining the document, outlining the process and the financial plan of the college, describing the important features of the budget in connection with the financial plan, setting forth and duly explaining the reason for salient items; further, the law mandates publishing and holding a public hearing on the budget. All these processes must be completed and the Board must approve a resolution adopting the budget by June 30, the day before the start of the fiscal year to which the budget applies. Without a budget for the new fiscal year in place, the local government's authority to spend money or incur obligations expires on June 30.

The budget law also provides several kinds of support:
- It sets standard procedures for preparing, presenting and using budgets for Oregon's local governments.
- It encourages citizen involvement in the preparation of the budget before it is formally adopted.
- It gives a method for estimating expenses, resources, and proposed taxes.
- It offers a way of outlining the programs and services provided by the local governments and the fiscal policy used to carry them out.

In addition to complying with requirements of the law, the college's budget document has been prepared to meet requirements of the Distinguished Budget Presentation Award as outlined by the

Government Finance Officers Association of the United States and Canada (GFOA). In order to receive this award the budget document has to satisfy nationally recognized guidelines for effective budget presentation. These guidelines are designed to assess how well an entity's budget serves as a) a policy document, b) a financial plan, c) an operations guide, and d) a communication device. For the last three years, the college budget document has received this award from GFOA and is confident that its latest budget document will also be recognized for this achievement.

Portland Community College's budget process is enhanced by its linking to the Educational Master Plan. The Education Master Plan's strategic direction and action areas facilitate the process for budget decisions that are consistent with strategic direction. The college's strategic planning process integrates planning, budgeting and assessment for all programs including instructional, non-instructional, state-supported, and self-supporting programs.

Once strategic direction and strategies are defined, all college programs participate in formal planning and assessment activities during which each program receives a preliminary base budget allotment, assesses progress on the previously stated goals, defines new goals and strategies, and identifies facility needs for the upcoming cycle.

The college publishes a budget preparation manual each fall that is made available to the college community on its web site at
https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/finance/budget/

7.A.4 Debt Oversight

PCC's Debt Policy includes objectives to provide the most efficient means of financing the college's short-term and long-term capital needs and to provide sufficient resources to pay for its obligations as they mature.

The college's bonded debt obligations are issued in accordance with the guidelines and limitations set forth in ORS Chapters 287 and 288 and Chapter 170 of the Oregon Administrative Rules (OAR). The college maintains a Debt Service Fund to account for revenues and other financing sources and to pay for the maturing principal and interest of its obligations.

Financing proposals or other extensions of college credit through the sale of securities, execution of loans or making or guarantees, directly or indirectly, or the lending or pledging of college credit, requires the approval of the District President and the Board. The Oregon Constitution requires the college to secure voter approval to issue long-term general obligation bonds that finance capital construction and improvements if the bonds are to be paid from property tax levy. All PCC bonded obligations are rated by the nation's leading rating agencies.

PCC has maintained an excellent grade credit rating of "AA" from Standard & Poor's on its general obligation debt. In recognition of PCC's continued financial stability, Moody's upgraded its rating in 2000 from "A1" to "Aa2". The college has not elected to purchase a Fitch rating.

ORS limits the amount of general obligation debt the college may issue to 1.5 percent of Real Market Value of properties within the college district. The current legal debt limit is $1.7 billion,

which is significantly higher than the college's outstanding general obligation debt. The college's current outstanding general obligation debt of $297 million is about 17.4 percent of the legal debt limit.

The college has separate funding processes for capital funding, operational funding and the funding of educational programs. Therefore, capital funding projects do not, for the most part, negatively impact resources for educational purposes.

The College uses only general obligation debt to finance capital construction and maintains a debt service fund to account for property tax revenues used to pay for maturing principal and interest on its outstanding obligations. In an effort to conserve resources, the college monitors changes in interest rates and, when conditions are favorable, refunds the existing debt in accordance with established guidelines.

In recent years population growth and increased enrollment have caused Portland Community College to undergo sizeable expansion. In November 2000 district voters approved a $144 million general obligation bond to fund necessary additions and improvements. The college will continue to open new facilities and complete new construction projects through 2006.

In addition to new construction, the college is undergoing facilities renovation at its campuses and training centers. Renovation and expansion programs are fully described in Standard Eight, Physical Resources of this self-study.
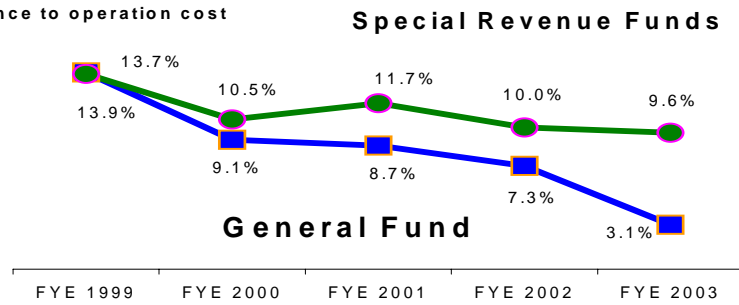
Standard 7.B Adequacy of Financial Resources

7.B.1 Sources and Commitment of Funds

Despite a weak economy during FY 2002, the college maintained a stable financial position and closed with a General Fund Ending Fund Balance of $7.7 million or approximately seven percent of the total operating resources. In fiscal year 2003, community colleges in the state of Oregon saw a significant decrease in state support due to the continued economic downturn. For the biennium ending June 30, 2003, the state legislature reduced the overall budget funding to community colleges by about $15 million, Portland Community College's share of this reduction being approximately $3 million. In an attempt to balance the biennium budget, the Oregon State Legislature passed Senate Bill 1022 (SB 1022), which deferred the fourth quarter State support disbursement to community colleges from April 2003 to July 2003. The effect of SB 1022 is reflected in the following table in the general fund reserve drop to 3.1 percent in fiscal year ending June 30, 2003.

FUND RESERVES
% of fund balance to operation cost
Special Revenue Funds

Chart showing Special Revenue Funds (green) and General Fund (blue) percentages:
- Special Revenue Funds: 13.7% (FYE 1999), 10.5% (FYE 2000), 11.7% (FYE 2001), 10.0% (FYE 2002), 9.6% (FYE 2003)
- General Fund: 13.9% (FYE 1999), 9.1% (FYE 2000), 8.7% (FYE 2001), 7.3% (FYE 2002), 3.1% (FYE 2003)

SPECIAL REVENUE FUNDS (dollars in millions)	FYE 1999	FYE 2000	FYE 2001	FYE 2002	FYE 2003
Fund Balance	$ 3.8	$ 3.2	$ 3.5	$ 3.7	$ 4.0
Total Expenditures	$ 27.8	$ 30.6	$ 30.0	$ 37.5	$ 41.3
GENERAL FUND (dollars in millions)					
Fund Balance	$ 10.9	$ 7.9	$ 8.4	$ 7.7	$ 3.4
Total Expenditures	$ 78.3	$ 86.6	$ 96.0	$ 106.5	$ 108.6

Table 7.1 Effect of Senate Bill 1022 on General Fund Reserves

To ensure financial viability as State support declined during the 2003 budget process, the college proactively managed its budgetary outlook and adopted budgetary guidelines and principles that address cost reduction and revenue enhancement. The college adopted the following principles to ensure that the PCC Core Mission was retained:

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

Revenue enhancements made during FY 2004 included an increase of $13 per credit in tuition, raising it from $45 to $58 per credit hour; initiating a tuition surcharge of $10 per credit hour for students from bordering states; and starting a $25 student application fee for new credit students. Through its Educational Master Plan (EMP) the college has committed to broaden its revenue base to support programs and services in several strategic areas:

- Strengthening relationships with community, business and legislative partners to secure additional resources;
- Partnering with business during the development of new facilities to encourage financial support;
- Supporting the mission of self-supporting, entrepreneurial college departments;
- Integrating grants functions into the Educational Master Plan, developing a grants information clearinghouse, and enhancing grants visibility as a potential resource for the college's programs.

Collaborative efforts in cost reduction and revenue enhancements and the integration of the EMP in the budget process have allowed the college to stay on course and maintain core academic programs. Operating efficiency has been achieved by closing some facilities, eliminating duplicated services, reducing offerings and eliminating thirty-two academic and support programs in the General Fund. This has been done over the past two years.

Taking these steps has resulted in significant budget reductions and revenue enhancements and has led to a balanced FY 2003-2004 budget, thereby averting a potential shortfall and avoiding major cut-backs in programs and services.

Through a series of financial and budgetary constraints, the college has maintained a stable financial position and continues to provide funds and resources to programs and services in accordance with its mission.

7.B.2 Debt Service and Repayment

As mentioned in 7.A.4, the college has a policy that addresses the financing of the its short-term and long-term capital needs and requires sufficient resources to pay for the college's obligations as they mature. The college's bonded debt obligations are issued in accordance with the guidelines and limitations set forth in ORS Chapters 287 and 288 and OAR Chapter 170. The college also maintains a Debt Service Fund to account for revenues and other financing sources to pay for the maturing principal and interest of its obligation.

Financing proposals or other extensions of college credit through the sale of securities, execution of loans or making or guarantees directly or indirectly, or the lending or pledging of the college credit requires the approval of the Board after review and recommendation from the Associate Vice President of Finance and the Vice President for Administrative Services.

The college's Associate Vice President for Finance is its Debt Officer and oversees compliance with the requirements of the Oregon Revised Statutes (ORS) governing public borrowing and issuance of bonds. The Debt Officer's role is to provide sufficient funds to meet current and future debt service requirements on all indebtedness and to ensure full compliance with regulatory requirements.

The following functions are the responsibility of the Debt Officer:
- Issuance of bond and other indebtedness;
- Maintaining a debt service fund to account for general obligation indebtedness and ensure adequate reserves for all obligations;
- Acting in the best interest of the college to market our debt and secure unbiased and appropriate professional advice;
- Periodically monitoring and refunding existing debt when feasible, within guidelines set by the state;
- Accounting for the debt and related transactions in accordance with local budget law, generally accepted accounting principles and other applicable accounting setting bodies.

Payments of the college's obligation are included as part of the budget process. Currently, Portland Community College has sufficient funds and resources to meet the demands of its debt repayment schedule.

7.B.3 Financial Stability

Portland Community College adheres to guidelines, procedures and legal budgetary requirements. The college maintains financial stability and has never accumulated a deficit.

Declining state revenues and high regional unemployment are among the factors that impact the college and pose a challenge to its stability. The college has proactively managed itself and faced these challenges by adopting a balanced budget that includes reductions in staff, a managed growth strategy, reductions and/or eliminations of approximately thirty-two academic and support programs when there have been major shifts in enrollment.

Copies of the Comprehensive Annual Financial Reports (CAFRs) for the last five years ending June 30, 1999 through June 30, 2003 are available in hard copy in the Evidence Room.

7.B.4 Interfund Activity

Transactions requiring transfers among major funds and inter-fund borrowings are subject to the provision of Chapter 294 sections 294.450 and 294.460 of the Oregon Budget Law. The law requires that transfers and inter-fund borrowings be authorized by official resolution of the Board.

Various transfers occur in the college's funds, generally between the General Fund and other funds. Transfers to the General Fund reimburse costs incurred in the General Fund to provide facilities and support services to programs in other funds. For example, Contracts and Grants, College Bookstores and Parking Operations reimburse the General Fund for various services provided to those operations. Transfers from the General Fund are for specific purposes required by contract or management decision. This includes matching funds for grants and financial aid and for the annual cost of maintenance and improvements to college facilities.
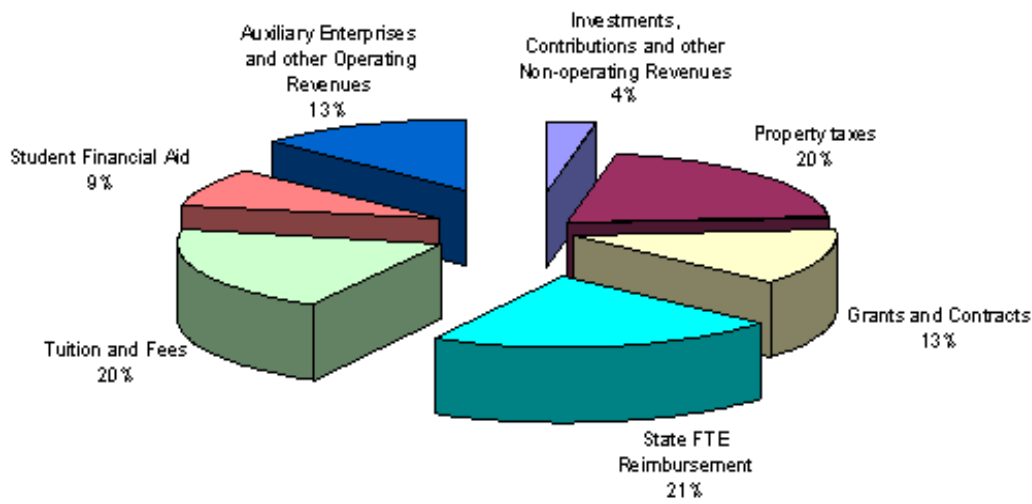
Inter-fund borrowing is permitted under Oregon Budget Law provided the loan is authorized by official resolution of the Board. The only restriction is that loans cannot be made from funds created for the purpose of retiring indebtedness.

7.B.5 Financial Solvency

Portland Community College currently serves between 85,000 to 90,000 enrollees from three comprehensive campuses and the Extended Learning Campus, and three "Workforce Training Centers" plus the Hillsboro Center. Each comprehensive campus and the Extended Learning Campus provides lower-division college transfer courses, two-year associate degree programs, certificate programs, continuing and community education classes, and professional technical education programs. Other sites provide varying degrees of courses and programs based on need.

Factors that contribute to the financial solvency of Portland Community College include relative size, when compared to other area institutions, and the advantage of several funding streams that allow it to keep pace with the changing educational needs of the college's service area.

In fiscal year ending June 30, 2003 the college provided $165 million in entity wide services that were funded by the revenue streams shown on the following page in **Table 7.2.**

Auxiliary Enterprises and other Operating Revenues 13%

Investments, Contributions and other Non-operating Revenues 4%

Student Financial Aid 9%

Property taxes 20%

Grants and Contracts 13%

Tuition and Fees 20%

State FTE Reimbursement 21%

The method by which resources are committed to the college's programs and services has recently become integrated with the college's Educational Master Plan and budget process, thus assuring more efficient and effective use of available resources.

The college realizes that the effective and efficient use of resources is an important part of public accountability, and has set a strategic direction that fiscal planning and budget development be driven by the Educational Master Plan (EMP).

With state resources finite, and at times unclear, it has become critical that the college take a more aggressive approach to securing additional resources, which support the continued enhancement and strengthening of what it does and how it delivers programs and services. The college, in setting its strategic direction in the EMP, has committed to actions that will help it broaden its revenue base for program support that looks both externally and internally for resources and resource development.

7.B.6 Financial Aid

Information regarding the sources of financial aid is available on the college's financial aid website (http://www.pcc.edu/pcc/fin/finaid/default.htm) and through publications available in the financial aid office. There are three types of financial aid available: grants, loans, and employment. Grant sources may be from the federal government (Pell Grant, Supplemental Opportunity Grant, and Leveraging Education Assistance Partnership Grant) and local (Portland Community College tuition waiver, Portland Community College Tuition grants, and Portland Community College Opportunity Grant). Loan sources may be from the federal government (Subsidized Federal Direct loan, Unsubsidized Federal Direct Loan, Federal Plus Loan, Perkins Loan, Nursing Student Loan). Student employment fund sources are Federal Work-Study and local Portland Community College Work-Study.

The institution provides evidence of planning for future financial aid requirements through the budgeting process. The college budgets for financial aid based on analysis of projected enrollment numbers, economic factors, and information from the Department of Education regarding funding levels for federal grant and loan programs. The college recently implemented the Portland Community College Opportunity Grant, an unfunded grant whose total is determined by the product of $1 per total credits taken in any one year that assists needy students with their tuition. In addition, the college provides various tuition grant and waiver opportunities in order to control the relationship between student financial aid requirements and tuition revenues.

7.B.7 Financial Reserves

The college realizes the importance of maintaining an unappropriated ending fund balance sufficient to provide cushion and avoid disruption in program offerings. The fund balance target, as stated by the Board, is to retain seven percent of total current operating expenditures and transfers.

Should difficult times necessitate bringing the unappropriated ending fund balance below this level, the reserves will be restored as soon as possible and annual resources will be targeted to exceed expenditures and transfers such that the fund balance is restored to target in a responsible manner.

Although Portland Community College finds itself in a situation of declining reserves, it is committed to its policy of maintaining sufficient financial reserves as it engages in budget planning for those programs whose reserves have fallen below the seven percent target. As mentioned in 7B.1, a number of cost cutting and revenue actions have been taken to ensure the continued fiscal strength of the institution.

7.B.8 Auxiliary Operations

By and large, the College does not depend on auxiliary enterprises to support the institution. Auxiliary enterprises operate in discreet funds, are generally self-supporting and generate revenues to support their own programs; any excess revenues they accumulate are transferred to the General Fund. The accumulations usually represent about one percent of General Fund revenue.

TABLE 7.3 AUXILIARY OPERATION TRANSFERS TO GENERAL FUND

	June 30, 2001	June 30, 2002	June 30, 2003
Enterprise funds			
Food Services	$103,356	$96,900	$95,000
Bookstores	670,167	408,600	400,589
Parking Operations	440,997	303,200	297,221
Total transfers	$1,214,520	$808,700	$792,810
Total general fund revenues	$110,790,072	$106,721,671	$97,827,897
Transfer Percent	1.1%	0.8%	0.8%

7.C Financial Management

Budget and Expenditure Control

Appropriations are the legal limitations on the amount of expenditures that can be made during the fiscal year. Appropriations are detailed in the resolution adopting the budget. Without an appropriation, the college has no legal authority to spend money or incur debt. The college's General Fund budget is appropriated at the Cost Center (campus/division) level and expenditures are controlled through well defined financial policy and procedures.

Individual organization or program budgets can be overspent but the major campus and support service division budgets cannot. Oregon Budget Law limits expenditures to the amount of money appropriated in the Board resolution and any expenditure exceeding the initial appropriation must be approved by the Board by resolution.

The budget document includes three years' actual expenditures, thus providing cost center managers an opportunity to review their budgets using an historical perspective in planning future budgets. The budget provides line item of expenditure detail that allows tracking and controlling budgeted dollars by type of expenditures. This budget review capability is beneficial to managers, and it is recommended that all administrators involved in budgeting maintain a high level of training in college budgeting procedures, including BRIO, a report generator using a data warehouse built each night.

The budget process is available for public input. Participation is strongly encouraged from the college community in the planning and deliberation of the final budget. The annual budget process also gives each department or division an opportunity to review their department's missions, goals, and objectives to insure that they parallel the college's mission statement, goals, and objectives. The college's mission statement and directive is included in the budget document and is used as a guide in evaluating programs and services. In the college wide governance survey it was noted that although staff participation is encouraged in the budget process, dissatisfaction concerning the nature of participation still exists. Public forums are often presented with timelines that do not allow for authentic input, and faculty and staff often feel that budgetary decisions have already been made by the time that they are asked for feedback.

Budget preparation methods vary from campus to campus and are strongly influenced by the leadership of each campus or division. Department and/or division priorities are usually decided at the department or division level. Usually, requests from the faculty or department chair go to the Division Dean. Requests from one division compete with those from other divisions on each campus. The Division Deans work with campus administration to prioritize the budget requests. This campus-based method of budgeting has benefited campus individuality. However, this campus-based method has led to discrepancies in funding levels between campuses. The college's financial services departments are undertaking the following enhancements to ensure the integrity of their role in the budgetary process and the day-to-day operations of the college.

1. All departments in Financial Services are re-evaluating and expanding their procedures as identified in such areas as accounts payable, contracts and grants, general accounting, internal control, student travel, risk services, and treasury functions. Financial managers identified major

areas for enhanced procedures and documentation in their Critical Success Factors (CSF) process. Approved administrative procedures are available on the college's website.

2. Financial Services departments are enhancing staff capabilities through programs to cross-train all functions in conjunction with the preparation of desk manuals and written administrative procedures.

3. Financial Services is finalizing procedures and forms that will be used in all departments and campuses to record donations. The college is also working with the PCC Foundation so that the two institutions have complementary processes.

7.C.1 Financial Reporting

The President and Board of Directors convene monthly to review the business of the college. Agendas and other relevant materials are sent to each member of the Board one week prior to each meeting. Financial operations and outlook of the college are an integral part of each monthly meeting and are usually presented to the Board by the Vice President for Administrative Services and the Associate Vice President for Finance.

The Board also reviews and adopts the annual budget once it has been developed through a collaborative process at the college. The District President, Vice President for Administrative Services, and Associate Vice President for Finance regularly update the Board of the status of the budget development process and any anticipated impact on College resources.

Additionally, the District President sends out regular memos to the College community with updates on budgeting issues as they arise. This open communication is commendable. Sample memos from 2004-05 are available in the Evidence Room.

7.C.2 Financial Functions

The college's Administrative Services Division, under the direction of the Vice President for Administrative Services, coordinates all institutional business functions. Several large departments report to the Vice President, including Financial Services, which is under the direction of the Associate Vice President of Finance, and the Associate Vice President of Information Technology. Additional departments include Human Resources, Plant Services, Auxiliary Services and Public Safety. Currently, Administrative Services is staffed to perform the services required in an increasingly complex organization.

The functions of financial Services include the preparation and management of the college budget, debt and treasury management, accounts receivable and collection, general ledger accounting and financial statement preparation, procurement and risk management, payroll, contracts and grants, campus business offices, central stores, system development, non-benefit risk management.

7.C.3 Fiscal Control

Financial, budgeting and auditing processes at Portland Community College are either centrally administered or centrally coordinated. A single enterprise information system (BANNER) is fully deployed throughout the college campuses and consolidates the college's financial data into a single source. Its current administrative and technology structures allow the college to manage large-scale programs such as financial aid, grants, and contracts that have many funding sources and individual requirements regarding how resources are expended.

Portland Community College currently operates with 16 funds (shown below in Table 7.4). The Contracted Programs Fund and Student Financial Aid Fund have extensive sub-fund structures that reflect the scale of the organization and allow operations to be discretely reported.

Table 7.4 PCC'S 16 Operating Funds

FUND	FUND TYPE
General Fund	General
Auxiliary Services Fund Student Activities Fund Contracted Programs Fund Student Financial Aid Fund	Special Revenue
General Obligation Debt Service Fund Capital Lease/Purchase Fund	Debt Service
Capital Projects Fund Capital Construction Fund	Capital Projects
Food Services Fund Bookstore Fund Parking Fund	Enterprise
Print Center Fund Risk Management Fund PERS Bond Fund	Internal Service
Pension Trust Fund	Fiduciary

7.C.4 Asset Control

To achieve the goal of asset preservation, the college has established investment policies, practices and procedures designed to minimize risk and optimize yield to the extent allowed by policy. The college uses cash equivalents to maintain liquidity for its daily operations.

Oregon Revised Statute Chapter 294 governs the college's investments and authorizes investment in general obligations of the U.S. government and its agencies and instrumentalities, certain bonded obligations of Oregon municipalities and corporations, repurchase agreements, certificates of deposit, and bankers' acceptances. The College's Board of Directors has instituted a cash and investment policy and formal investment procedures. The procedures, which are more restrictive than Oregon Revised Statutes, are reviewed periodically by the Oregon Short Term Fund Board and adopted by the college's Board of Directors.

7.C.5 Accounting Systems

The College's BANNER system, discussed in 7.C.3, is managed and designed on the budgetary basis so Portland Community College can fulfill the legal requirement that its reports adhere to local budget law. The College's Comprehensive Annual Financial Reports (CAFRs) and other reports, as required, are prepared in accordance with generally accepted accounting principles (GAAP).

Additionally, the college utilizes a standardized accounting system that is uniform college-wide. For financial reporting purposes, the college uses the accrual basis of accounting as required by Statement No. 35 of the Governmental Accounting Standards Board, "Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities".

7.C.6 Audit Firm Selection

Chapter 297.425 of the Oregon Revised Statutes requires an annual audit of the college's financial affairs. Even though Portland Community College is a local government, the law allows it to appoint an independent institution for auditing and annual reporting purposes.

An independent accounting and auditing firm, authorized by the Board, conducts an annual audit of the College's accounting records. During the past few years, the college's auditor has been Talbot, Korvola and Warwick, LLP. In accordance with state procurement law, the college is currently issuing a Request for Proposals for Auditing Services for the financial statements ending June 30, 2004. Copies of recent audit reports are available directly from Financial Services or can be obtained electronically at http://www.pcc.edu/pcc/res/cafr.htm.

7.C.7 Annual Reporting

Portland Community College is currently required to complete the following reports as a fulfillment of its annual audit:
* An opinion on the comprehensive annual financial statements.
* Audit comments and disclosures required by State regulation.

- A report on compliance and on internal control over financial reporting based on the audit of financial statements performed in accordance with Government Auditing Standards.
- A report on compliance with requirements applicable to each major program and internal control over compliance in accordance with OMB Circular A-133.
- The Federal Audit Clearing House Data Collection Form (Form SF-SAC).
- Independent Auditor's Report on Summary of Revenues and Expenditures for the Oregon Secretary of State Audits Division.
- A comprehensive management letter presenting conditions regarding internal control, compliance with applicable laws and regulations, adherence to generally accepted accounting principles, and/or other pertinent topics that are not reportable conditions.

7.C.8 Annual Reporting for Proprietary Institutions

Not applicable. The college does not report these functions separately on its financial report.

7.C.9 Annual Reporting for Public Institutions

Chapter 297.405 of the Oregon Revised Statutes requires an annual audit of the College's financial affairs. No state agency is required to audit Portland Community College. However, under Oregon Administrative Rules 162-10-050 through 162-10-320, an Audit Comments and Disclosures Report is required to be filed by the independent auditor with the Oregon Secretary of State, Audits Division.

7.C.10 Annual Reporting for Financial Aid

Financial Aid programs are in the scope of the college's independent annual audit and also a component of the audit of programs under the Office of Management and Budget (OMB) Circular A-133, or Single Audit.

As described in section 7.B.6 above, annual reports are submitted to the Department of Education for federal funds using the Fiscal Operations Report and Application to Participate (FiSAP).

7.C.11 Internal Audit Functions

The college does not have a formal internal audit function. However, the college has established a comprehensive internal control framework that is designed both to protect its assets from loss, theft, or misuse and to compile sufficient reliable information for the preparation of its financial reports. Because the cost of internal controls should not outweigh their benefits, the college's framework of internal controls has been designed to provide reasonable assurance that reports and financial statements will be free from material misstatement.

The college's Contract and Grant Accounting unit conducts both internal reviews and sub-recipient monitoring reviews.

The college conducts financial, program and efficiency reviews that are designed to do the following:

- Appraise the adequacy of controls,
- Determine compliance with laws, regulations and grant or contract requirements
- Determine whether the program is operating efficiently and economically.

The college's most recent internal control evaluations performed by the external auditors are shown below. All opinions are available in the Audit Sections of the Comprehensive Annual Financial Reports (CAFR) that are included with this survey.

> **INTERNAL CONTROL OVER FINANCIAL REPORTING – REPORTABLE MATERIAL WEAKNESSES:**
> None
>
> **INTERNAL CONTROL OVER FINANCIAL REPORTING – REPORTABLE CONDITIONS IDENTIFIED NOT CONSIDERED TO BE MATERIAL WEAKNSSES:**
> None reported
>
> **FEDERAL AWARDS INTERNAL CONTROL OVER MAJOR PROGRAMS – REPORTABLE MATERIAL WEAKNESSES:**
> None
>
> **FEDERAL AWARDS INTERNAL CONTROL OVER MAJOR PROGRAMS – REPORTABLE CONDITIONS IDENTIFIED NOT CONSIDERED TO BE MATERIAL WEAKENSSES:**
> None reported

7.C.12 Auditor Recommendations

The college is proactive and responsive to all audit findings; audit recommendations and areas of weakness discovered during the risk assessment process are discussed with appropriate college personnel. Corrective measures are developed and implemented when warranted. These procedures, along with other prior recommendations to correct identified weaknesses, are presented to the Board as the college continuously refines its business processes.

7.C.13 Report Availability

Audit reports of Portland Community College are available for public review and evaluation in Financial Services located at the Washington County Workforce Training Center in Beaverton, Oregon. In addition, the most recent two years of audit are available on its website at: http://www.pcc.edu/pcc/res/cafr.htm.

Standard 7.D Fundraising and Development

7.D.1 Policies

The foundation's bylaws, articles of incorporation, and gift acceptance policies comply with governmental requirements and guide the foundation's stewardship and management of contributed funds. The Foundation's Finance Committee reviews on a regular basis investment performance and financial operations of the Foundation.

An independent certified public accounting firm audits the PCC Foundation annually. The Foundation Board of Directors formally reviews the audit and an accompanying management letter at a Board meeting.

The college's most recent audit and management letter are available on disk and in hard copy in the Evidence Room.

7.D.2 Endowments

The Foundation Finance Committee reviews on a regular basis the performance of invested endowment and life income fund performance.   The Foundation contracts with a professional Trust Services Banking firm to manage the fund and this firm reports monthly to the Finance Committee. The performance of all funds is audited annually by an independent certified public accountant and reported to the Foundation Board of Directors.

Endowment and Life Income Fund for the past three years are provided in Exhibit 7.2.

7.D.3 Institutional Relationships

The PCC Foundation is a 501(c)(3) non-profit corporation dedicated to support the programs of Portland Community College. Its relationship to the college is defined in the Articles of Incorporation, Bylaws and policies that are provided in Exhibit 7.2.

Challenges

Improvements could be made in certain budget procedures. At this point, the budget process does not formally include the results of ongoing assessment of programs and services. As budget resources get tighter, it is critical for the college to allocate its resources in a way that includes performance-based criteria. Increased attention to overall EMP goals is also still needed.

Current budget procedures should expand timelines to allow for more budget input from the college community during the early stages of budget preparation. Public forums usually do not occur until after the Cabinet has made budget decisions. The Self- Study Governance Survey (https://view.pcc.edu:2443/login?url=http://intranet.pcc.edu/selfstudy/committee/standard6.htm) indicated that many administrators, classified and faculty members would like to have an earlier involvement in the process. Revision of the budget calendar would allow for greater input from the college community.

Departments now placed in the self-funding budget structure—community education, business and government, and continuing education—are increasingly pressured to generate revenue. Focus on revenue generation is beginning to outweigh concern for the college mission and goals with regards to the outcomes of these departments.

Additionally, the composition of the college's workforce is being affected by changes in OPERS, the Oregon Public Retirement System. Similar to other state and local governments, the college is losing experienced staff, faculty and administrators due to early retirement.

Recommendations

1. Begin the budget process earlier in the year to facilitate broader participation. Information on the budget process should be posted on MyPCC to improve access, clarity and transparency and to encourage input. Budget processes should be well defined so that consistency is obtained throughout the district.

2. Review every two years the allocation of funds budgeted to the campuses using current enrollment and program cost data.

3. Establish a fund to seed new programs and courses in order to respond to educational service needs of the district.

4. Review the new self-funding budget structure in community education, business and government, and continuing education to assure that these departments are able to operate within the college mission and goals. The words "affordable and accessible" need to be woven into all college programs, regardless of budget structure.

5. Give the Budget Advisory Committee a stronger role in the budgeting process. Committee members must encourage more voice from faculty, staff and students.

6. Develop a process whereby lab fees and other course charges form the basis for covering course delivery costs.

7. Administrators who have input in the budget process require additional training in budgeting procedures, including training in how to obtain budget information through BRIO, and how to conduct budget research. Additionally, more training in Banner finance is necessary for support staff, which assists in budget management. Additionally, managers must encourage more voice from faculty, staff and students as they develop their departmental budgets.

STANDARD EIGHT: Facilities

Introduction

Portland Community College (PCC) delivers educational programs and services at three comprehensive campuses, five educational and workforce training centers and various other sites throughout the district. In all, there are 32 major buildings on a total of 393 acres. At this writing, 11 new buildings or major additions are either in construction or in the final stages of planning at the campuses and at one of the centers. This construction has been funded by the 2000 facilities bond measure, which created a comprehensive college plan based on a demographic study completed in 1997. (Refer to the Comprehensive Programming notebook in the Evidence Room). In addition to new construction, the three comprehensive campuses are all scheduled for major renovations and maintenance upgrades. The majority of college buildings were constructed in the 1960s and 1970s, although some buildings are as new as 1994. A summary of statistical information for each site may be found in Exhibit 8.1 Facilities Inventory Summary.

PCC master facility plans for the comprehensive campuses and the Southeast Center were completed at the following times: Cascade in 2002, Rock Creek in 2002, Sylvania in 1991 and 1997, and the Southeast Center in 2002. Construction and renovations to execute these master plans are occurring at all three campuses sites, and a totally new Southeast Center has been constructed at a new site. Bond funds to implement these master plans and upgrades are designated as follows: $60 million at Cascade, $34 million at Rock Creek, $39 million at Sylvania and $25 million at Southeast Center. In addition to the $158 million in construction and related costs, the College is spending another $10 million to administer these projects. (Note: The original $144 million bond measure was increased due to property sales and interest, which brings the actual monies available for expenditures on facilities up to $158 million.) PCC master facility plans are regulated by master planning processes prescribed by various local jurisdictions. See 8.C.1 for details.

Response to the 1995 Self-Study Recommendations

The college was commended for its development of a physical and technological infrastructure that expanded its educational access to the community. However, concerns over the inadequacy of office space and infrastructure in some areas were noted, in addition to the need for development of campus master plans for expansion/construction, modernization and deferred maintenance projects. The creation of a more systematic program of institutional assessment to help the college monitor and anticipate future economic and demographic changes was also recommended. The current self-study addresses all of these concerns.

8.A Instructional and Support Facilities

8.A.1 Adequacy of Facilities

In addition to existing facilities, PCC is investing $168 million in new and renovated facilities which have been designed in harmony with the College's academic plans. Each Campus President has led the design effort to ensure that the facility plan is aligned with academic and program needs of a particular campus or center.

8.A.2 Functionality of Facilities

The planning effort at each campus/center has been inclusive and interactive to ensure that the newly built spaces support the instructional needs of individual programs. An example of this process is a totally renovated office and program space for the Dental Program facilities at the Sylvania Campus. There are now 22 new, state-of-the-art teaching stations designed by program faculty. Faculty office areas have also been totally upgraded from 30 year-old partitions to modern, modular workstations with integral electronics.

Some facility space is shared between campus programs and central administrative or auxiliary services. In these cases, facility design and requirements are still created at the campus level, despite the fact that not all users are campus based. At times, this results in difficulties allocating space to the non-campus groups.

8.A.3 Furnishings

The bond construction budget for each campus/center includes allocation for both new and replacement furniture. New and renovated classrooms, study areas and work areas are scheduled for furniture and work station upgrades. A specific example is at the Rock Creek Campus where a major portion of the new building is for a new library and resource center.

The facility survey conducted for the accreditation report indicated that improvements are needed in study space availability that has wireless access and where food consumption is allowed during study. Expansion of dining areas at Rock Creek and Cascade should be considered. Students also noted this need in the ACT Student Opinion Survey conducted in spring 2004 (http://www.pcc.edu/ir/surveys/grad0102/index.htm).

8.A.4 Management, Maintenance and Operation of Facilities

Each year the College budgets and expends almost $10 million to manage, operate and maintain its facilities. In addition, the College for some years has budgeted approximately $6.5 million for capital maintenance. For 2003-04, these amounts are $9,826,011 and $7,114,323, respectively. In addition, the current bond program has $25 million dedicated specifically in support of facility maintenance projects. The purpose of these expenditures is to keep buildings functioning adequately and maintained in good working order. This means that without bond passage, maintenance costs would not have been met in the existing budget.

8.A.5 Health, Safety and Access by the Physically Disabled

All new construction, additions or major renovations are required to comply with current building codes that regulate life safety and accessibility. In addition, the College has specifically identified dollars in both the bond and the Capital Maintenance Fund for upgrades to comply with the Americans with Disabilities Act (ADA). As a matter of policy, PCC requires that environmentally friendly products be specified in all bid specifications. PCC also requires its design teams to use the Leadership in Energy and Environmental Design (LEED) program as design guidelines for a healthy built environment.

The College maintains an ADA advisory group to insure proper execution of accessibility standards. Architects involved in new building construction and/or remodeling consult with this group to confirm facility compliance with ADA requirements and support of the College concept of Universal Design (UD). Universal Design refers to the process of encouraging facility planning and purchasing decisions that serve the broadest range of the institution's constituency, regardless of age or disability, and is discussed in more detail in 8.C.3. Furthermore, this group advises on the basis of real life functioning of the facility building and equipment and speaks to the question of access from more than just the standpoint of code compliance. The individual needs of students and staff are examined at every level of the facility process. The ADA advisory group brings feedback from the standpoints of administration, staff, students and public. The concept of Universal Design is employed at all phases of building design and equipment selection.

8.A.6 Off-Campus Facilities

The College has a strong presence in the community and offers service in over 124 off-campus locations. The largest departments serving these locations include Community Education, Customized Workforce Training, Computer Education and Cooperative Education. All off-campus programs work directly with non-college site administrators to ensure that adequate facility standards meet educational purposes: quiet and comfortable environment, appropriately equipped class areas complete with audiovisual (AV) and/or electronic equipment in addition to such teaching aids as flip charts and dry erase boards. Computer workstations are adequately equipped and licensed for the training to be conducted. Any special student needs are addressed at the inception of the class.

In the case of special needs students taking customized trainings in business locations, the assumption is made that the off-site business has made all necessary accommodations. In the case of special needs students in open enrollment classes, Community Education works directly with the Office for Students with Disabilities to make accommodations when needed.

8.A.7 Requirements of Off-Campus Facility

Educational requirements are written into every off-campus class contract, and costs associated with these requirements are taken on either by the sponsoring location or the College. In the case of the contracting colleges (Columbia Gorge and Tillamook Bay community colleges), facilities are required to adhere to PCC campus requirements. (This issue is fully addressed in Policy A-6.) In the case of custom designed classes taking place in businesses, all educational and class environmental requirements are clearly written into the course contract. Instructional support provisions are also included; space for instructional props, materials and books; photocopying privileges and other technical needs are assessed and secured. With open enrollment classes, such as Community Education and some Computer Education programs, on-site instructional needs are communicated on a class-by-class basis. Facility requirements are met through partnerships with the community facility sites. At this time, there is no standard list of facility requirements for these buildings. Though such a list may be difficult to construct due to the highly individual nature of many classes, it still must be acknowledged that facilities have been substandard at times.

8.B Equipment and Materials

A complete listing of the instructional support equipment for the college and replacement schedule is available in hard copy in the Evidence Room. Suitable computers, AV equipment and instructional aids are provided on each campus. A plan to equip all standard classrooms with instructional technology podiums is currently underway. (See Standard 5.)

8.B.1 Equipment Availability

Portland Community College currently has over 4,500 desktop workstations and over 300 servers distributed throughout the district and allocated for educational and administrative purposes to meet the goals and objectives of the college. Funds are allocated annually to maintain, upgrade and replace computers and laboratory equipment. New sources of funding are assigned or existing resources are reallocated for new computers and laboratory equipment when new programs and projects are introduced. The College has not provided for equipment needs for off-campus programs such as Community Education.

8.B.2 Equipment Maintenance

Equipment inventory control for the college is maintained in the asset database of the Central Distribution Services Department. Instructional and administrative departments use the Novell workstation asset management module to track PC assets and monitor operating system, software and hardware inventories.

PCC programs to refresh technology vary slightly as equipment lifecycles (and budget) dictate. The following are maximum anticipated lifecycles although, for various reasons, equipment could be replaced sooner as demands warrant. Currently there is no agreed upon centralized replacement strategy at PCC. In the future, planning will tie the equipment purchases and replacement cycles to the PCC Educational Master Plan, as indicated in the table below.

Equipment Type	Refresh Cycle (Years)	Comments
Desktop PCs (leased)	3	Lease cycle may be shorter for high technology programs.
Desktop PCs (purchased)	4	During current transition phase, the refresh cycles may be slightly longer.
Servers	3-5	Function and anticipated utilization dependent.
Laptops	3	
Local Area Network Equipment	4	
Metro Area Network Equipment	6-8	Function and anticipated utilization dependent.

Table 8.1 Equipment Purchases and Replacement Cycles

8.B.3 Hazardous Materials Management

Portland Community College has a clearly defined policy concerning hazardous waste management and reduction. The policy is applied district wide and managed by one director. All PCC campuses have Conditionally Exempt Generator (CEG) status with the Oregon Department of Environmental Quality (DEQ). All labs, shops and departments who generate waste participate in this program. Technical support staff and managers for these areas work with the director on a regular basis to approve chemical purchasing and reduce and dispose of the hazardous waste. PCC has successfully completed all six compliance inspections by DEQ. Currently there are two self-contained, stand-alone hazardous material storage buildings, one at Rock Creek and one at Sylvania. All wastes are moved from departments and stored in these units until safe disposal is secured. An annual report for each site is submitted to the DEQ on March 1 every year.

The detailed Risk Services Policy entitled "Environmental Safety and Pollution Controls" can be found on the PCC intranet:
http://intranet.pcc.edu/finance/safety/risk_ch12_environmental_safety.pdf

8.C Physical Resources Planning

8.C.1 Master Plan

As noted in 8.A.1 above, Campus Presidents and the Vice President for Administrative Services have led the campus facility master-planning effort to assure that the facilities plan complies with the college's long-range educational plan for that particular campus or center. In addition, each campus master plan is reviewed by the District President and the Board of Directors to ensure compatibility with district mission and goals. In Oregon, the term 'Master Plan' has very specific land use meanings for the planning agencies within PCC's boundaries, and Master Plans are required by and reviewed by these agencies every ten years in order to control campus development within the broader context of city and county development plans. The most recent master plans for Cascade, Rock Creek and Southeast Center were updated in 2002. The most recent master plan for Sylvania was completed in 1997.

8.C.2 Funding for Capital Needs

As noted in the overview above, the District is currently in the process of managing a $168 million development and renovation project. Funding for this program was planned for and allocated according to the needs of the campuses prior to asking District voters to approve a General Obligation Bond to finance the work. The project plans all include appropriate levels of funding for new operating equipment and maintenance equipment. The College operating budget includes the estimated funds necessary to heat, cool, clean and maintain these new spaces as they are built. In the past, the State has not supported capital construction for community colleges. However, this may change in the future. A new bill will be presented in the coming legislature that supports capital construction for community colleges.

8.C.3 Planning for Accessibility

As stated in section 8.A.5, PCC addresses the needs of special constituencies in all phases of physical facility planning: new construction, building remodel projects, furnishings and equipment selection. The college has adopted an overarching philosophy of Universal Design in an effort to address inclusively the needs of all students and staff. Universal Design describes the process of encouraging facility planning and purchasing decisions that look to the broadest range of the institution's constituency needs. UD calls for design of products and environments that are flexible enough to accommodate the needs of the broadest range of users, regardless of age or disability and incorporate ergonomic and accessibility considerations in the purchase of supplies and equipment, in remodeling and new construction plans, in technology software and adaptive equipment needs, in written and verbal communication and phone technology, in air quality and chemical usage, and in the area of transportation. Although the College has put the UD philosophy into practice, it is not officially stated in facility policy.

Money apportioned for building accessibility features is a specific line item in every construction, remodel and maintenance budget. Special needs for individual students and staff are funded through the Office for Students with Disabilities and the Human Resources department.

8.C.4 Involvement in Planning

The PCC Board of Directors approves the College Educational Master Plan, which is based on the College mission and goals. The Board has sole authority to allocate monies to construct facilities that support the mission and goals. All College facility projects will be reviewed by the Board in relation to the Educational Master Plan. The Board works closely with constituent groups. Staff, students and neighboring communities are brought into the facility decision-making processes.

Strengths

In 2000 PCC passed a $144 million bond measure for facilities. The college has completed campus master facility plans to provide comprehensive and effective facility management and planning for these bond funds. New facility construction projects were undertaken and renovations and deferred maintenance tasks were executed based on these plans. Issues such as increased office space and additional student areas were addressed in the new individual campus plans. The college has made a concerted effort to solicit input from students, staff and community members in the planning phases of these projects.

Challenges

A Facilities Survey conducted in April 2004 (Exhibit 8.2) indicated continued dissatisfaction with facilities in terms of adequate office space for part-time instructors and ventilation problems in the Washington County Workforce Training Center, Sylvania Campus and Portland Metro Workforce Training Center. Additional concerns about student meeting space have also been expressed. Budget levels for facility maintenance and renovation have remained low. During the past five years, the college has been able to draw on bond monies for these purposes, but there is concern that without the continuing passage of bonds, this area of facility management may deteriorate.

Recommendations

1. Provide increased stability in funding for facility maintenance. The current bond measure provided $25 million dedicated towards facility maintenance. This means that without bond passage, maintenance costs would not have been met in the existing budget.

2. Address concerns regarding the size and privacy of faculty office areas. Designate more space for faculty-student conferencing, which would also help minimize issues regarding lack of privacy. Improve office space and provide more computers for part-time faculty. Currently there are not enough places for part-time faculty to hold required office hours. Having no more than four part-time faculty in one office space is the recommended goal.

3. Assure proper ventilation in all office and classroom spaces.

4. Create a liaison group between the Office for Students with Disabilities and the various departments serving off-campus sites in order to better serve special needs students at these sites. Provide a broad list of facility requirements for all off-campus locations.

5. Improve campus parking. Surface parking is inefficient and expensive, and structured parking is a better use when space resources are limited.

6. Improve public transportation options, encourage more frequent use of these options and explore ways in which reduced costs might be offered to students and staff in order to address parking needs.

7. Improve student support space at every campus, providing study spaces with wireless access in areas that allow students to have food. Improve the dining facilities at Cascade and Rock Creek campuses. Strive for more consistency in student service facilities throughout the district. Improving student services facilities in the Amo DeBernardis College Center (CC) building at Sylvania is a high priority.

8. Improve the availability of public safety, especially at off-campus sites. Currently there is little or no public safety at the majority of off campus sites.

9. Create a district wide policy regarding leasing vs. purchasing computers that is consistent at all campuses and centers.

10. Create library facilities at the Southeast Center.

11. Include capitalization of adequate library collections to all campuses in future bond funding.

12. In future facilities surveys, evaluate the efficiency and function of the new buildings especially as they relate to student use and instructional effectiveness.

13. Encourage the college to formally adopt the concept of Universal Design (described in 8.C.3) in all of its facility policies.

STANDARD NINE: Institutional Integrity

Introduction

Institutional integrity is the *sine qua non* of an educational institution. An institution must promote the development of and adherence to policies that clearly delineate ethical conduct for all members of the college community. Portland Community College has developed and maintains high ethical standards through its policies and procedures. The Statement of Values adopted in 1993 continues to play an important role in how the college conducts its business. This section reviews several of the key policies dealing with the reliability and openness of the college.

Statement of Values

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

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

In addition, the Board of Directors believes that the college should be a good steward of the environment, engaging in energy-saving and environmental performance improvement strategies to the greatest extent possible.

9.A Institutional Integrity

9.A.1 High Ethical Standards and Practices

Board of Directors

The Board of Directors last reviewed and revised the PCC Board Policy Manual in May 2004. The Board of Directors, elected by districts within the college's service area, is dedicated to excellence, innovation and team work in carrying out the college's educational commitment district-wide. An excellent example of this commitment to ethical behavior is found in Policy B-105 (Exhibit 9.1) which states: "The Board of Directors encourages all college employees to commit themselves to the pursuit of excellence in all aspects of college life." More specifically Policy B-302 states, "The Board of Directors will ensure compliance with state and federal laws, administrative rules and other requirements relating to public employees, including collective bargaining rights, and fair labor practices." In policies B-204, 205 and 206, the Board affirms its commitment to fair hiring practices as well as non-discrimination and non-harassment.

Educational Advisory Council

The Educational Advisory Council (EAC), which consists of teaching faculty, professional staff, administrators and students, reviews and recommends policies to the District President for approval. Their primary areas of focus are academic policies and student development. However, the EAC

has on occasion made recommendations on issues of ethical behavior. One recent example is their development and recommendation of a policy on consensual relationships between faculty and students.

Faculty and Staff

The Faculty and Academic Professional Agreement (September 1, 2000 – August 31, 2004 (extended)) (Exhibit 9.2) includes a myriad of provisions that promote fair treatment of its members. The Agreement states in Article 5.1 that "All employees shall perform their duties in a professional manner during the course of the academic year, including the following: Provide services to students in a manner which does not discriminate as to race, creed, religion, color, national origin, disability, age, sex, sexual preference or marital status." Articles 21 through 25 refer specifically to due process in terms of non-harassment, discipline, reduction in force and grievances.

The faculty and staff handbooks reinforce Board policies by providing detailed information on policies regarding confidentiality, non-harassment and consensual relationships between faculty or staff and students (Exhibit 9.3).

Students

Portland Community College is committed to being a welcoming and inviting place for all students as noted in Board Policy B-103, which states, "The college will serve the total community; it will provide educational opportunity for all, regardless of social or economic class or status, level of aspiration or previous performance." In terms of non-discrimination, additional Board policies confirm that the college is dedicated to serving all students. Policies dealing with equal opportunity (B-205), non-discrimination (B-206) and non-harassment (B-207) provide detail ensuring that the college is a place for learning that is free from any legal or ethical obstacles. The college also guarantees privacy of students' records (B-415) and conforms to the Americans with Disabilities Act of 1991 (B-416). In order to guarantee that students are aware of their rights as well as their responsibilities, the Board has approved a Student Rights and Responsibilities policy covering all aspects of student life. Specifically, the policy guarantees the following rights and protections:

- Participation in policy formation and review of rules concerning student conduct.
- Academic freedom of expression as noted above.
- Freedom from harassment or discrimination based on "race, color, religion, ethnicity, use of native language, national origin, age, sex, marital status, height/weight ratio, disability, or sexual orientation."
- The right to impartial evaluation based on actual performance, which may include attendance, and the right to grieve.
- A right to "form student clubs and organizations under the provisions of the Associated Students of Portland Community College (ASPCC) constitution and campus by-laws."
- Clear definition of plagiarism, cheating, fabrication, collusion and academic honesty and the steps faculty can take in the event of perceived student misconduct, as well as a process for student grievance.
- Privacy of student records.

The Public: Integrity in Interacting with Campus Neighbors

All of PCC's three comprehensive campuses and the Southeast Center have seen considerable change in terms of growth within their respective neighborhoods. This has resulted in ongoing dialogs with adjoining neighborhood associations, as required by law, to mitigate any adverse

consequences of PCC campus expansions. All but the Rock Creek Campus fall within the city of Portland and must abide by the above requirement. A summary of how each campus has worked with its neighborhoods is outlined below.

Rock Creek Campus

When the Rock Creek Campus opened in 1977, it was located in a rural area surrounded by farms. In the past 12 years, urban growth has resulted in housing developments replacing grazing pastures on two sides of the campus. A large high school was built less than a mile from the campus in 1994. The Rock Creek Campus has added several new buildings in the past ten years, all on the existing 256-acre property. PCC has worked closely with Washington County planners in assuring cooperation in transportation and utility infrastructure. Recently an agreement was reached to include a major Tualatin Hills Park and Recreation District facility on the Rock Creek Campus to serve residents of the region.

Southeast Center

In the past two years, PCC has built a new facility, greatly increasing its size and capacity for service. This new and larger facility brings increased offerings to the neighboring community and is viewed as a positive change. The campus is used seven days a week for both PCC classes and community services. Future expansion plans are being discussed with the local community.

Sylvania Campus

PCC's largest campus exists in the midst of a residential area with no room for expansion. As enrollment dramatically increased in the last ten years, parking overflowed onto the neighborhood streets, traffic into the campus increased and speed limits were being ignored, all causing major concerns with Sylvania's neighbors.

In the early 1990's, PCC filed a master plan with the City of Portland expressing its interest in expanding campus facilities in three stages to meet the needs of the increasing number of students. As a result of meetings with the adjacent neighborhood associations, it was agreed that PCC would scale back its plans for Sylvania and limit enrollment growth on the campus. In addition, Sylvania has taken several measures to reduce traffic to campus and keep overflow parking from disrupting the neighborhood. Campus administrators also work closely with the neighborhood associations to update them on progress in the above areas.

Cascade Campus

The approval of a capital improvement bond measure in 2000 paved the way for renovations and new construction on the Cascade Campus. Prior to the expansion, the campus existed on an eight-block parcel in a neighborhood zoned both residential and commercial. In order for the campus to grow, it was necessary for the college to purchase adjacent land parcels. PCC paid market-value prices for the properties it sought. While most of the owners were willing to sell and felt the college treated them fairly, two were not. The Albina Church of God and the owners of the Renaissance Market criticized the college for its "takeover," and the college suffered some negative publicity. Extensive outreach efforts into the community were made by the college in an effort to resolve the concerns of the two owners in a fair, equitable way. In the end, the church and the market agreed to sell, receiving over-market value on the properties as well as sizeable stipends to cover moving expenses.

Throughout this time, PCC was able to keep an open door to the needs and concerns of local businesses and home owners. Comments from meetings, as well as feedback gathered at public forums, led to changes in Cascade's Good Neighbor Agreement and were submitted with its Application for Impact Mitigation in May 2001.

Since the expansion of the campus, parking on campus has become a major problem. Cascade administrators have been meeting with their neighbors and city police to work on possible solutions.

The examples above are evidence that PCC is ethical and responsible in its dealings with its neighbors. This has been especially true with the difficulties posed by the Cascade Campus expansion. The Board has monitored all these transactions and in some cases has met with local constituents on these issues.

9.A.2 Evaluation of Policies, Procedures and Publications

Portland Community College endeavors to maintain institutional integrity by establishing and enforcing pertinent policies that provide the underpinnings of a just, secure and high-caliber place of learning for all in the college community: faculty, administration, staff and students.

Specifically, PCC policies have been developed to do the following:
- Define and delegate responsibilities for all personnel: administrators, managers, faculty and academic professionals and support staff.
- Establish procedures to address disagreements and grievances.
- Clarify issues of intellectual property rights for instructional materials developed by faculty and academic professionals.
- Define ethical and legal concerns for all employees regarding gifts, honoraria, etc. as noted above.
- Encourage academic diligence and excellence through provisions for professional development and academic freedom and policies for student integrity in coursework.
- Assure high quality management, faculty and staff via hiring policies that involve members of the college community in selecting candidates for vacancies or new positions.
- Promote human rights, equal rights and non-discrimination.
- Ensure the confidentiality and security of all student information, including compliance with the Family Educational Rights and Privacy Act (FERPA) and other federal and state regulations.

To assure that Portland Community College policies are current, they are regularly reviewed and revised by the Board of Directors, the Educational Advisory Council or its subcommittees and the President's Cabinet. These reviews are conducted generally on a two-year cycle.

Academic Policies
The Academic Policy Handbook (http://www.pcc.edu/edserv/acadpol/acad3.htm) contains the ongoing results of faculty, staff and administrators working to maintain the integrity of the academic and professional technical offerings of the college. One policy requires Subject Area Committees (SACs) to update every course once every three years or it will not be taught. In this way the

integrity of the course is maintained and students can be assured that the education they receive is as up to date as possible. It is important to note that all academic policies must pass through the EAC for review and recommendation.

Fiscal Policies
The fundamental ethic that drives Financial Services is the stewardship of public trust. The role of PCC as the custodian of public funds is at the heart of its policies and practices. This applies to its use of resources, to its external reporting functions and to its internal support of management and the services the college provides.

Accounting Principles
PCC was among the first large institutions to implement the new annual financial reporting model from the Government Accounting Standards Board (GASB 34 and 35). PCC reviews available reports of other institutions to assure it is consistent with other like-sized community colleges. The intent in reporting is to convey the appropriate level of information to the target audience, whether citizen, grantor, source of financing or other entity.

Since 1992, the college has received the Government Finance Officers Association (GFOA) Award for Excellence for the Comprehensive Annual Financial Report. The college has also received the GFOA Award for Excellence for its Budget Documents since 2002.

Travel Policies
The PCC travel policy covers all personnel as well as members of the Board of Directors. It is designed to ensure reasonableness and fairness for those who have to travel to conduct college business. As a measure of economy the college contracts through the state of Oregon solely with the Azumano Travel Agency to take advantage of volume rates. These fall within state law (Oregon Revised Statutes, Ch. 244.040, Code of Ethics).

Purchasing Policies
These policies include contracting and use of purchasing cards for approved low dollar value purchases. All expenditures have a specific approval process that is now accomplished on line. Each employee has a limit on what amount can be approved. All purchasing policies fall within state law guidelines (Oregon Revised Statutes, Ch. 244).

Library Policies
The library has an acceptable use policy for Internet access and a collections policy that elicits and values input from the faculty; it also subscribes to the American Library Association (ALA) "Bill of Rights" that details a freedom of access policy as well as privacy of all library patrons. The library follows and enforces federal copyright laws. As a member institution of the ALA, PCC embraces the ALA Code of Conduct that details acceptable policies and procedures.

To facilitate student access to instructor-created or commercial information, e-Reserves were begun in the fall of 2003. Use of any copyrighted material requires the instructor to obtain permission for use. For further information see the library policies website: http://www.pcc.edu/library/policies/.

Electronic Use Policy

This policy applies to those who use and manage data and computer equipment. Confidentiality and adherence to the electronic institutional data policy is a high priority for the college. Management is responsible for seeing that all information system users understand their responsibilities under this policy. All electronic data belongs to the institution. Two types of access, inquiry and data updates, are available to users, and appropriate access combinations are assigned to each individual. Data custodians approve end-users' access on a need-to-know basis and are responsible for the accuracy, completeness, maintenance and control of data in their areas. Each employee is responsible for the security, privacy and control of their own data and use of their login and password.

The Director of Information Technology Services oversees this policy. The Information Technology Services department establishes security measures, conducts regular upgrades and maintenance of hardware and software, offers educational trainings and resolves conflicts that may arise. Violation of this policy or breach of security by any employee is met with disciplinary action and/or dismissal depending on the seriousness of the violation(s).

Publications

All official publications are approved by the Director of Marketing/Communications in the district Office of Institutional Advancement. Every attempt is made to verify information before it is approved. The PCC Catalog is edited by the Director of Enrollment Services, using changes provided regularly by the Curriculum Office and other departments collegewide. The Director of Institutional Advancement is responsible for all college marketing and reviews all advertisements and publications for accuracy.

Affirmative Action

The Director of Affirmative Action reports directly to the District President and is a member of his cabinet. She is actively involved in increasing the diversity of PCC's staff and faculty. The college has strict guidelines for hiring procedures, including a mandatory meeting for each screening committee with the Affirmative Action director. All questions asked of every candidate must be pre-screened by this office. A question on diversity must be asked of every candidate.

It is also noteworthy that diversity is mandated and on-going at PCC. The first diversity trainings were held district wide during the Fall In-service in 1991. Every year since, training sessions have been scheduled as needed to accommodate new employees. Increasing the diversity of the college workforce figures prominently in the Educational Master Plan and in the District President's strategic initiatives.

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 Office. Non-affirmative action complaints are filed in accordance with the appropriate collective bargaining unit, follow the student grievance procedure or follow procedures outlined in the Management/Confidential Employee Handbook.

At any point in the procedure, the complainant may file a complaint with (1) the Equal Employment Opportunity Commission (EEOC), (2) the Oregon Bureau of Labor and Industries Civil Rights Division or (3) the U.S. Department of Education, Region X. If the complainant chooses to file through any of these agencies or in civil court, the internal complaint procedure is stopped.

9.A.3 Accurate Representation to the Public

Portland Community College provides accurate and up-to-date information to its various publics through a variety of means. Foremost are the regular publications: quarterly PCC class schedules, annual PCC Catalog and various other print publications such as the annual Quick Facts booklet and *Communities*, as well the College web site: http://www.pcc.edu.

- **The College Catalog.** This document is published every year and contains an updated listing of active courses as well as information useful to both current and prospective students. Degree requirements and programs are updated regularly and are useful for student planning. Quarterly updates on the web are currently being provided. The first 37 pages of the 2003-2004 PCC Catalog include extensive information about PCC's policies, procedures and comprehensive degree requirements. Some of the information is duplicated in the Student Rights and Responsibilities Handbook (see above).

- **Quarterly Class Schedules.** The PCC Schedule, which is published quarterly and available in printed form and electronically, reiterates many of the policies covered in the PCC Catalog. One "fairness" issue that is uniquely covered in the PCC Schedule is the early registration privilege afforded only to currently attending, degree-seeking students. In 2004, the new District President, in response to staff concerns about decreasing enrollment, ordered the distribution of the schedule to every district household, a practice that had recently been stopped for financial reasons. This decision is still under review.

- **Quick Facts and Program Brochures.** These documents are published annually and are available on the campuses and other college sites. In addition, the newsletter *PCC Communities* is published and distributed to local and state government officials and agencies and to businesses, staff and students. *The Insider*, a weekly staff newsletter, is published on the PCC web site and paper issues are also available at campus, center and program sites throughout the district.

- The college web site (http://www.pcc.edu) provides information to the general public, and beginning in the fall of 2004, the college initiated MyPCC, a web 'portal' system which allows varying access to college information to the general public, registered students, staff and administrators; this includes web-based e-mail access for all registered students.

The Office of Institutional Advancement is responsible for developing and reviewing materials for distribution to the various sectors of the public. In order to assure both accuracy and consistency, it is mandated that all publications destined for the public are cleared through this office; once received they are referred to as many as fifteen individuals from different offices who proofread and check the information for accuracy. The only exception is that individual departments or divisions may publish their own brochures for internal purposes.

9.A.4 Conflict of Interest

All members of the Board of Directors as well as all employees of the college district are required by policy to adhere to strict standards regarding conflict of interest. Statements or policies on conflict

of interest are available in the Board Policy Manual and the PCC Management and Confidential Employee Handbook.

Conflicts of interest that are strictly prohibited include, but are not limited to, the following: use of position for personal benefit, preferential or discriminatory treatment, nepotism and/or acceptance of a substantial gift or donation from an individual or organization contracting with the college.

Board Policy B-203 states that the Board will operate "in the best interest of the educational needs of the entire college district." This section contains a 14-point Code of Ethics statement that must be agreed to and signed by every Board member. Also, Board Policy B-303 states the relationship between the Board and its appointed District President and Policy B-305 prohibits Board members from financially benefiting from their positions of trust.

Romantic Consensual Relationship Statement

In 2001, the EAC passed a recommendation which was signed by the president that stated "those who supervise or evaluate the work of students must be perceived to be making their decisions fairly and without favoritism. This mission is potentially jeopardized when faculty and staff enter into consensual romantic relationships with their students. Therefore, faculty and staff should not engage in consensual romantic relationships with their current students." It further stated that staff engaged in such relationships should not be in a position to supervise or grade the student.

9.A.5 Academic Freedom and Responsibility

PCC demonstrates its dedication to academic freedom through several policies and practices that stem from its mission and goals. Article 13 of the Faculty and Academic Professional Agreement with the PCC Faculty Federation states that faculty are entitled to academic freedom but have the responsibility to assure that topics are relevant to their courses; faculty are obligated to be accurate, to "show respect for the opinions of others" and to clarify that they are not speaking for the college. They also have the same Constitutional right as all citizens to speak and write free from institutional censorship or discipline. Furthermore, in its Statement of Values, the college "encourages the expression of original ideas."

Student freedom of inquiry is guaranteed as stated in the Student Rights and Responsibilities Handbook. It states clearly that "Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion." However, students still must learn the content of the courses in which they enroll. Students are also free to publicly disagree with College policy. This information is also included in the PCC Catalog.

9.1 Policy on Institutional Integrity

By academic tradition and by philosophical principle, an institution of higher learning is committed to the pursuit of truth and to the communication of truth to others.

To carry out this essential commitment calls for institutional integrity in the way a college or university manages its affairs, which can be seen in the way it specifies its goals, selects and retains

its faculty, admits students, establishes curricula and determines programs of research and fields of service.

The maintenance and exercise of such institutional integrity postulates and requires appropriate autonomy and freedom. Stated positively, this is the freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows--to be a learner and a scholar. Stated negatively, this is a freedom from unwarranted harassment which hinders or prevents a college or university from getting on with its essential work.

A college or university must be managed well and remain solvent, but it is not a business or an industry. It must be concerned with the needs of its community and state and country, but an institution of higher learning is not a political party or a social service. It must be morally responsible, but, even when church-related, it is not a religion or a church.

PCC conducts its business with the highest integrity. Its elected Board of Directors conduct business in open meetings at which all who are present have a right to speak on any topic, ensuring a transparent enterprise. PCC holds its status as the largest community college in Oregon, serving five counties and multiple cities in the Portland metro region, as a public trust. Its commitment to serve the educational, economic and social needs of the community is recognized by all.

Evidence
Faculty and Academic Professional Agreement, 2001-2004, p.43, "Article 13- Academic Freedom."
Student Rights and Responsibilities Handbook, (8/03)
PCC Goals and Values Statements: http://www.pcc.edu/pcc/abt/rights/boardpol
Academic Policy Handbook: http://www.pcc.edu/edserv/acadpol/acad3.htm
Faculty and Academic Professional Agreement (September 1, 2000 – August 31, 2004 (extended))
Management and Confidential Employee Handbook last updated March 2003.
Classified Employee Agreement (July 1, 2002 – June 30, 2005)

Recommendations

1. Develop a strategy to make students aware of their rights and also to allay their fears regarding bringing complaints forward.

2. Ensure that students have met prerequisites prior to enrolling in courses in keeping with the college's commitment to student success.

3. Enforce the Academic Integrity Policy more effectively by strengthening the disciplinary component and maintaining centralized records in order to identify repeat offenders. Specifically, commit to educating students regarding what plagiarism entails and what its consequences are by including this information in student orientations and course syllabi. Communicate more consistently to faculty their responsibility to follow policy procedures.

4. Review the Administrative Electronic Information Policy on an annual basis.

5. Continue to ensure that all PCC policies adhere to state and federal laws and guidelines, including the Family Educational Rights and Privacy Act (FERPA)

POLICY A-6:
Contractual Relationships with
Organizations Not Regionally Accredited

Introduction

Hillsboro Aviation
Portland Community College (PCC) has a contractual relationship to deliver instruction with Hillsboro Aviation, Inc. (HAI). The purpose of this relationship is to provide credit-bearing flight courses associated with the PCC Aviation Science program (AVS). PCC teaches ground school classes, academic courses and all other courses related to its AVS program with the exception of the flight courses. To meet the need for flight courses, PCC partners with Hillsboro Aviation, Inc. which is Federal Aviation Administration (FAA) certified. Copies of the contract, curriculum and instructor approvals are available in the Exhibit Room.

Apprenticeship
PCC has a contractual relationship to deliver instruction with two state-recognized apprenticeship programs, National Electrical Contractors Association/International Brotherhood of Electrical Workers (NECA/IBEW) Training Trust and Northwest Line Construction Training Trust. Relationships between PCC and the unions are regulated by Oregon Revised Statutes (ORS 589-007-0130 and ORS 589-007-0180) and Oregon Administrative Rules (OAR 589-007-0160). As stated in these contracts, PCC owns the curriculum and is responsible for its oversight and approves all instructors. Student records are maintained by both PCC and the respective unions. Admission into the unions is controlled by the unions and the Joint Apprenticeship Council. Copies of the contract, curriculum and instructor approvals are available in the Exhibit Room.

Fire Protection Technology
PCC contracts with approximately 30 local fire districts to provide instruction for courses necessary to complete PCC degrees and certificates in Fire Protection Technology (FP). A copy of a typical contract is available in the Exhibit Room. The same courses are also delivered at the Cascade Campus.

PCC has full responsibility for curriculum oversight and instructor approval and for registering and advising students. Fire districts provide all facilities and equipment required for these courses. The facilities and equipment are subject to PCC review and must meet all PCC standards.

A general concern is the ability of PCC staff to monitor instruction over so many fire districts. However, these programs are based on national and state standards which are strictly adhered to by the professional fire fighters who instruct in the program. This common agreement on standards and assessment makes it possible for PCC to oversee instruction in multiple fire districts.

Contracting Colleges

PCC maintains contracts with Columbia Gorge Community College (CGCC) in The Dalles (http://www.cgcc.cc.or.us) and Tillamook Bay Community College (TBCC) in Tillamook (http://www.tillamookbay.cc) in support of the Oregon legislature's statewide goal of providing access to community college services in rural areas and in other under-served regions. These contractual relationships, which allow non-accredited, state-approved colleges to provide credit classes, certificates and degrees in their districts, are provided for by the Oregon Revised Statutes (ORS 341).

Each of the contracting colleges is chartered by the State of Oregon with its own board of directors, president, administrative staff and faculty. Each receives separate funding from the State Board of Education and each is responsible for its own financial and personnel management and for submitting required state reports.

Credit courses and programs at the contracting colleges are offered by PCC through these contractual relationships. CGCC and TBCC hire instructors to teach using PCC guidelines and standards. Instructors from the contracting colleges are involved in the curriculum development and approval process through their participation in Subject Area Curriculum Committees (SACs). All students instructed under these contracts receive PCC credit and earn PCC degrees or certificates.

NWCCU, PCC and Contracting Colleges (1995 – Present)

The lens through which the Northwest Commission on Colleges and Universities (NWCCU) has viewed PCC's relationships with the contracting colleges has changed focus over the years. Initially, NWCCU viewed each of the contracting colleges as if it were a campus of PCC. This is evident in general recommendations from the Commission that were included in the 1995 Accreditation Report; however, at that time, there was mention of using NWCCU Policy 17 for Contractual Relationships to address part of PCC's relationships with the contracting colleges.

In March of 1997, a PCC interim report to NWCCU stated that each contracting college was, by Oregon law, a fully independent institution, accountable for all matters including financial, facilities, staffing, contracts and other legal matters.

In a June 1997 response, NWCCU commended PCC for improving its relationships with the contracting colleges but implied that PCC was still accountable (if not responsible) for the contracting colleges with respect to all NWCCU standards.

As a result of the five-year midterm visit from the Commission in 2000, it was recommended that PCC strengthen its relationships with and oversight of the contracting colleges "in view of the extension of PCC's accreditation to the contracting colleges." It was recommended that PCC have adequate oversight with respect to Policy A-6. It was also commented that PCC's oversight must verify ongoing compliance by the contracting colleges with respect to "accreditation eligibility requirements, standards and policies."

As a result of a 2001 Focused Interim Report and visitation from the Commission specifically to look at the contracting college relationship, it was again stated that PCC must use Policy A-6 in evaluating the contracting colleges. In the same letter, NWCCU stated that PCC was responsible for ensuring that both contracting colleges meet the commission's standards and policies.

In preparing for the Commission's ten-year visit, PCC officials and the presidents of the contracting colleges met with Commission staff to discuss the framework within which the Self-Study and review would be conducted. As a result, an agreement was reached by which the contracting colleges would be reviewed under Policy A-6, with the focus only on those aspects of the colleges that were involved in the delivery of college credit courses and programs and the services and resources necessary to support them.

Columbia Gorge Community College

Standard 2 - Educational Program and its Effectiveness

The general requirements of Standard Two are well met by Columbia Gorge Community College. Its educational programs are congruent with the college's mission, vision and goals, which were recently redefined in a year-long strategic planning process. CGCC credit programs represent the college's commitment to high standards of teaching and learning. CGCC faculty participates in PCC curricular processes.

CGCC follows Portland Community College curriculum as detailed in the Course Content and Outcome Guides (CCOGs). CGCC faculty and instructional administration participate as appropriate with PCC curricular bodies, including Subject Area Curriculum Committees and the EAC. CGCC educational policies and procedures mirror PCC policies and procedures as appropriate. This participation includes following the same core general education and related instruction processes as PCC.

All special programs such as study abroad, credit for prior learning and the evaluation of transfer credit are done through PCC.

Standard 3 – Students

The organization of student services is clear, and it meets the mission and goals for CGCC. The staff is well-qualified and experienced. Appropriate policies and procedures are in place for students' services, and they closely match PCC policies.

In respect to academic credit and records, CGCC faculty assesses student achievement and report grades to PCC. The criteria for awarding credit and evaluation for credit are clearly articulated in CGCC printed material and follow PCC polices.

As required by Oregon statutes, CGCC has an open admissions policy, which is clearly stated in their published material. College staff regularly analyzes the demographics of their community to ensure that they are keeping the needs of the community a consistent priority.

Based on PCC entrance standards, placement testing is used to guide students into programs and/or appropriate developmental work, if necessary. CGCC policies and process for continuation or termination from a program, as well as graduation requirements, are consistent with PCC policies. Graduation requirements are clearly stated in published material.

Financial aid for CGCC students, which is administered by PCC, is an effective program for meeting the needs of the community, with over $2,000,000 awarded last year. Information on financial assistance is regularly published and available. CGCC loan default data are included in PCC's default rate. Regular debt counseling is available and is required when students apply for financial aid loans.

CGCC has an adequate number of advising staff to meet its needs. Academic advising and new student orientations are conducted by CGCC advisors each quarter. Students with disabilities are usually advised individually. Each term, academic advising is required for students taking more than six credits. Career counseling and placement services are also available.
.
Contracts are in place for vending machines and manual food services.

CGCC co-curricular activities include a student council, Phi Theta Kappa, student nursing association and an environmental club, each of which have their own by- laws.

A contract with a local health and fitness club provides facilities for physical education classes.

The college operates a bookstore that supports the educational needs of the students. Student feedback regarding the bookstore is included in the annual survey of students.

CGCC is in full compliance with Policy 3.1. Most all of their processes mirror or closely match PCC. The accreditation status is clearly stated in all publications.

Standard 4 – Faculty

All full-time and part-time faculty members meet the same instructor qualifications as PCC faculty. Adherence to these qualifications is verifiable and systematically monitored. The performance of CGCC faculty who teach credit classes is regularly assessed and subject to continuous improvement based on classroom observations, student surveys, peer reviews, and self-assessments. Faculty files confirm that performance assessments are complete and current.

CGCC faculty members are fully informed about curriculum issues at PCC, both at the college-wide and departmental levels. Course Content and Outcome Guides for each credit class offered at CGCC are available from PCC via the web and are also provided in hard copy to each CGCC instructor. Despite the travel involved, data confirm that the average rate of involvement of CGCC faculty in Subject Area Committee activities is at least equal to that of PCC instructors. CGCC faculty members have initiated changes in curriculum and teaching materials via the SACs. Overall, electronic communication has led to significant improvement in the interaction between CGCC and PCC faculty since the 1995 NWCCU visit.

Article XIX in the CGCC faculty contract is the institution's only stated policy regarding academic freedom. The statement is quite brief and general. It is suggested that this article be re-examined during the next CGCC contract negotiation cycle to ensure that it is consistent with the institution's mission as regards credit instruction.

CGCC has 12 full-time instructors, five of whom are in Nursing. Full-time instructors teach approximately 25 percent of credit classes at the college. Although it is recommended that CGCC develop a plan to increase this percentage of full-time instructors, it is understood that geography and budget make this challenging. As it is, CGCC maximizes service to its district by using the part-time teaching talent within that community.

CGCC's recently-adopted Full-time Faculty Development and Evaluation Plan is a model document and, combined with other practices, suggests a strong commitment to the development of its faculty. Expectations of faculty are clear, and their achievement is supported by policies such as the scheduling of three half-days of planned in-service activities each year for full-time and part-time faculty. Each full-time instructor currently has a professional development plan on file.

Standard 5 – Library and Information Resources

Although CGCC meets minimum standards of the Association of College and Research Libraries (ACRL) for funding of community college libraries, it does not, on a stand-alone basis, meet ACRL minimum requirements for size of collection. Two factors ameliorate this situation, the most obvious being that CGCC students have ready access to the PCC library. The CGCC library collection is included in the PCC library data base, and students can easily access each of these resources on-line. In addition, CGCC offers a more limited range of courses, requiring less library support.

Data submitted by CGCC confirm that the college maintains a professionally managed library that serves its students and faculty well, encourages and responds to customer feedback and plans proactively for continuous improvement using both CGCC resources and partnerships with other organizations.

Remaining Standards

Standard 1 – Institutional Mission and Goals, Planning and Effectiveness

In the area of planning and effectiveness, CGCC has implemented a strategic planning model with both one-year cycles and three- to five-year cycles. The strategic plan is consistent with college mission and goals, which clearly state that the purpose of the institution is to deliver community college services to their district.

Affirmative Action/Equal Opportunity
CGCC has provided copies of all affirmative action and equal opportunity documents. These have been reviewed and found to be consistent with PCC values and goals that relate to credit instruction. In May 2004, 17 percent of CGCC's 178 faculty are Hispanic and Asian; the average age is 47, and 49 percent are female; 11.3 percent of CGCC students are Hispanic and 86.6

percent are Caucasian compared with a 7.6 percent Hispanic population and an 85.6 percent Caucasian population in the Mid-Columbia region. The CGCC Strategic Plan speaks to its goals of recruiting and retaining a diverse workforce and student population.

Standard 6 – Governance

CGCC supports student and faculty involvement in the governance structure of the college.

Student Involvement in Governance

CGCC has a constitution and bylaws for their Associated Student Council of Columbia Gorge Community College (ASCCGCC). Students are very active and involved in a number of activities related to the governance of the college. This includes activities ranging from involvement in reviewing the CGCC mission, participation in professional-technical advisory committees and other program- improvement discussions, safety, hiring a new president, student evaluation of instruction, budget, recruitment and high school relations.

Standard 7 – Finance

PCC regularly reviews the CGCC budget and audited financial records for the purpose of determining whether there are sufficient resources to deliver credit instruction. A concern has arisen in the last two years due to CGCC's need to use reserve funds to balance its budget. The recent annexation of Hood River, referred to below, may or may not exacerbate this problem depending on how instruction is delivered in the new area. The borrowing of reserves is also a concern given the recent reductions of the state's Community College Support Fund.

CGCC has been the recent recipient of several federal grants and recently passed a capital bond for facility improvement. These are certainly encouraging and it is believed that with sound financial management CGCC will be able to provide the essential resources to deliver credit instruction.

Standard 8 - Physical Resources

Since the 1995 NWCCU visit, CGCC has completed a Comprehensive Facilities Needs List (1997), Space Utilization Study (2001) and Facilities Master Plan (2003). These efforts confirm both that current space and facilities are appropriate for current credit programs and that CGCC is planning for future needs. The documents themselves are available for NWCCU inspection. The primary challenge regarding credit instruction appears to be responding to a plan for increasing class and lab sizes from their current level of eighteen to a desired level of twenty-five students. It was determined that about 27,000 additional square feet of classroom space is needed to accomplish this goal.

CGCC has five labs with instructional computers, all tied to a LAN with high-speed Internet access. Each year the IT Department replaces a minimum of 25 percent of the total number of computers on campus with new computers.

The college also has dedicated labs for biology, chemistry, electronics and art. The science labs were originally equipped when the college moved to the campus in 1994; equipment replacement

is being addressed both through grant acquisitions and selective general fund expenditures. The electronic engineering technology lab has been constructed via donations from Intel and the Corps of Engineers, general fund purchases and grant acquisitions. The college recently acquired a Highly-Automated Manufacturing Simulator, one of two in Oregon. The newly-opened Nursing Skills Lab was also developed through health-care industry donations, grant funding and general fund purchases. Most recently, CGCC received grants from the U.S. Department of Education ($500,000) and U. S. Department of Labor ($1.25 million) to develop a Rural Clinical Simulation Center Laboratory Facility.

Full-time faculty has dedicated office space, in most cases located adjacent to their instructional areas. Each has a computer with high-speed Internet access. Adjunct faculty shares additional spaces and computers.

In November 2001, the voters of Hood River and Wasco Counties approved a measure to annex a large portion of Hood River County into the CGCC education district, and CGCC is committed to offering an expanded transfer and professional-technical credit program in Hood River County. A number of efforts to provide space for this expansion have been frustrated by an inability, in the current economic environment, to secure funding. But recent negotiations with the Port of Hood River identified 5,000 square feet of space, which was renovated and opened for classroom use in fall 2004. This facility includes a state-of-the-art computer lab, two general 'smart' classrooms, a basic skills lab and office spaces.

Standard 9 – Institutional Integrity

In all areas, CGCC demonstrates a commitment to the highest ethical standards in its representation to its constituencies and the public. Printed material demonstrates support of academic freedom and addresses conflict-of-interest issues. Policies are in place to guarantee fair treatment of faculty, staff, administrators and students, and CGCC literature presents polices regarding codes of conduct and ethical behavior.

In cooperation with PCC, CGCC adopted a new statement for inclusion in all credit course-related material to better describe the accreditation relationship of CGCC credit courses with PCC.

Tillamook Bay Community College

Standard 2 – Educational Programs and its Effectiveness

TBCC credit programs are identical to those offered at PCC's Portland locations. Credit classes at TBCC follow the same CCOGs as those used by PCC and are subject to the same policies as those in force at PCC (e.g., textbook designation, assessment tools). Degrees and certificates are subject to PCC requirements and are awarded directly by PCC to TBCC students. Graduation petitions are processed through the PCC Graduation office.

Each credit course syllabus is checked against the corresponding PCC Course Content and Outcome Guide for consistency with course outcomes, objectives, assessment criteria and

methods. Annual classroom visits are used to confirm compliance. All syllabi are available for inspection.

TBCC's published policies with regard to "general education," distribution requirements, cultural diversity, basic competency in math and writing, oral communications and health/physical education are identical to those for PCC students for all degrees. Any credits transferred in from other institutions are evaluated and approved by the PCC Student Records office.

Through in-person attendance at SAC meetings, email correspondence and web postings of CCOGs and EAC proceedings, TBCC faculty have the same information about curriculum as Portland-based instructors. To further improve this interface, the TBCC academic calendar for 2004-05 does not schedule classes on two PCC college-wide in-service days during fall and spring terms. TBCC personnel participate in the PCC program review process and on the PCC college-wide Assessment Leadership Team.

TBCC is currently improving its administrative information system to enhance access to data regarding such variables as end-of-program assessment, alumni satisfaction, retention and employer satisfaction. The data currently gathered are available for inspection. It is noteworthy that TBCC graduation and transfer rates are consistently higher than the corresponding rates for PCC Portland-based students.

TBCC does not directly offer Distance Learning (DL) courses. Evidence submitted indicates that TBCC students taking PCC DL classes are well-supported with regard to technology, library, faculty access and student services.

Standard 3 – Students

The organization of student services is clear, and it meets the mission and goals for TBCC. The relatively small staff is well-qualified and experienced. Appropriate policies and procedures are in place for student services, and these closely match PCC policies and procedures.

Printed materials available to students are accurate and well-written. TBCC has a limited printed supply of the college catalog, with the focus on an on-line catalog. The catalog also includes information typically found in a student handbook.

With respect to academic credit and records, TBCC faculty assesses student achievement and report grades to PCC. The criteria for awarding credit and evaluation for credit are clearly articulated in TBCC's printed material and follow PCC polices.

Records are maintained in a manner consistent with the requirements of 3.C.5.

As required by Oregon Statutes, TBCC has an open admissions policy, which is made clear by their published material. TBCC staff regularly analyzes the demographics of their community to ensure that they are meeting its needs.

Entry testing guides the placement of students into programs and, if necessary, into developmental work. Since TBCC credit courses are in fact PCC credit courses, PCC entrance

standards apply. TBCC policies and processes for continuation or termination from a program are consistent with PCC policies, and TBCC/PCC graduation policies are clearly stated in published material.

Financial aid (administered by PCC) is an effective program for meeting the needs of the community; information is published and regularly available. TBCC loan default data are included in PCC's default rate. Regular debt counseling is available and required for students who apply for financial aid loans.

Quarterly academic advising and new student orientations are conducted by TBCC advisors; however, participation is only voluntary at this time, so students can enter credit-bearing programs without advising. Although TBCC attempts to encourage all students to see an advisor, the college is not in complete alignment with PCC advising policies at this time. Students with disabilities must self-declare and ask for accommodation. Career counseling and placement services are available.

Vending machines are available for minimal food purchases.

TBCC co-curricular activities include a student organization, Associated Students of Tillamook Bay Community College (ASTBCC), and Phi Theta Kappa. Each of these organizations has by-laws.

TBCC contracts with a local high school and the YMCA to provide facilities for physical education classes.

The college operates a bookstore, and it supports the education needs of the college.

TBCC is in full compliance with Policy 3.1. Most all of college processes mirror or closely match those of PCC. The accreditation status is clearly stated in all publications, with the exception of the printed catalog, which is not widely available.

Due to TBCC's size, offering a full range of student services is not possible. At this time, the essential services needed to support credit students are available, but this is an on-going concern and is closely monitored by PCC.

Standard 4 – Faculty

Full-time and part-time faculty meets the same qualifications as PCC faculty. Adherence to these qualifications is verifiable and systematically monitored. The performance of TBCC faculty who teach credit classes is regularly assessed and subject to continuous improvement based on classroom observations, student surveys and a position inventory.

TBCC faculty does not receive any guarantee of employment from year to year. College policy related to academic freedom is comprehensive and roughly comparable to PCC policy. Although the college has a policy permitting the award of professional leaves, no such leave has been requested or awarded in recent years. The TBCC faculty handbook is out of date and is currently being revised.

Data indicate that, via listserves, email correspondence and meeting attendance, TBCC faculty are informed about curriculum issues at PCC, both at the college-wide and departmental levels. Course Content Outcome Guides for each credit class offered at TBCC are available via the web and in hard copy to each instructor. The use of electronic communication has led to a substantial improvement in communication between TBCC and PCC faculty since the 1995 NWCCU visit.

TBCC has seven full-time instructors. They teach approximately 50 percent of the college's credit classes. TBCC is commended for maximizing the interface to its community by using the part-time teaching talent that is included within Tillamook and the surrounding area.

Actual full-time and part-time teaching salaries at TBCC are about 72 percent of those received by PCC instructors. A recent study indicates that the TBCC salary schedule is about 15 percent below other small rural colleges in Oregon. Factors that tend to ameliorate this situation are a lower cost of living in Tillamook County than in Portland, a tighter job market and a strong sense of community and commitment among TBCC faculty. The TBCC Board is considering changes to the college's compensation schedule for FY 2005 and beyond that will address this disparity. Despite salary concerns, TBCC has been able to find qualified faculty to teach needed courses.

Faculty professional development is an area in which TBCC acknowledges a need for improvement. Faculty does not currently have professional development plans and, although some funds are budgeted for this purpose, there hasn't been an organized program to utilize these funds. TBCC is currently developing a plan to improve in this area. The college does schedule in-service days to correspond with PCC's two annual in-service days, and data indicate that faculty are individually active in pursuing community and personal activities that contribute to their growth as educators. The college is urged to complete a professional development plan for each full-time instructor prior to the 2005 NWCCU visit.

Standard 5 – Library and Information Resources

TBCC serves a total of about 40 FTE students per term. Comparisons of collection size and funding with ACRL standards, viewed in isolation, would imply a very inadequate library. The following factors need to be considered in evaluating the TBCC library:
- TBCC offers a limited range of courses.
- TBCC relies heavily on partnerships. These provide online access to databases and interlibrary loans through PCC, the Coastal Resource Sharing Network and the Interlibrary Loan Code for Oregon Libraries.
- TBCC has recently focused more effort on upgrading its library services, developing policies and gathering statistics for planning future improvements. This includes hiring a professional Director of the Library and increasing the library budget from 1 percent to 2.3 percent of the college's overall budget.

Remaining Standards

Standard 1 – Institutional Mission and Goals, Planning and Effectiveness

TBCC has made significant organizational and personnel changes in the last two years. With new leadership and a recommitted Board, significant efforts have been made to focus on the needs of the community given the resources the college has available. Its mission and goals have been under regular review during this transition, and PCC is confident that this will result in a more functional institution. A strategic planning process which began in the spring of 2004 and involved faculty and staff, should result in a planning document soon.

Standard 6 – Governance

Student Involvement in Governance
Students have participated in the TBCC Planning and Steering Committee, search committees for administrators and other committees looking at information resources, student services, institutional integrity and budget.

The college supports an associated students organization (ASTBCC) and a chapter of the Phi Theta Kappa honor society. A representative of ASTBCC also participates in TBCC College Council meetings.

Standard 7 – Finance

PCC regularly reviews the TBCC budget and audited financial records for the purpose of determining if there are sufficient resources to deliver credit instruction. With respect to credit instruction, TBCC Budget Development Guidelines set the highest priority for financial support of degree and certificate programs and other credit courses.

Many funding challenges face Oregon's community colleges, especially those with small enrollments and tax base. To add support to these colleges, the Oregon State Board of Education has used a fund distribution formula that proportionately gives more support to colleges like TBCC than to larger colleges. This "small school adjustment" allows TBCC to maintain the necessary infrastructure to provide services to its district and support the offerings of PCC credit courses and programs.

Standard 9 – Institutional Integrity

In all areas, TBCC demonstrates a commitment to the highest ethical standards in its representation to its constituencies and the public. Policies support academic freedom and address conflict of interest issues. Policies are in place to guarantee fair treatment of faculty, staff, administrators and students.

In cooperation with PCC, TBCC adopted a new statement for inclusion in all their credit course related material to describe the accreditation relationship of TBCC credit courses with PCC.

Policy A-6 Summary of Strengths, Challenges, Recommendations

Hillsboro Aviation, Inc.

PCC contracts with Hillsboro Aviation, Inc. are excellent and fully compatible with Policy A-6. Its long-standing relationships are well managed by PCC and HAI. The only challenge at this time is to maintain current strengths. There are no recommendations.

Apprenticeship

PCC contracts with apprenticeship unions are excellent and fully compatible with Policy A-6. They involve long-standing relationships that are well managed by PCC and the unions. The only challenges are to maintain current strengths. There are no recommendations.

Fire Protection Technology

Strengths

PCC has excellent contracts through its Fire Protection Technology program that are fully compatible with Policy A-6, and the college enjoys long-standing relationships with multiple fire districts. It offers nationally designed curriculum in close association with the Northwest Association of Fire Trainers.

Challenges

PCC needs to closely monitor adherence to faculty qualifications and faculty assessment and to CCOGs.

Recommendations

1. Delegate provisional instructor approval authority to contractors for faculty who meet standard PCC qualifications.

2. Ensure district approval for any exceptions made in instructor hiring, and require annual review by the appropriate PCC division dean of all instructor files to confirm qualifications and satisfactory performance.

3. Create a listserv for direct communication with instructors in order to create a "virtual SAC".

Columbia Gorge Community College

Strengths

PCC has a stable, long-standing relationship with CGCC that is characterized by excellent management of academic and student services functions. CGCC has a stable, competent faculty. Connections to PCC academic and student services communities are greatly improved since 1995.

Challenges

CGCC's challenges are a low full-to-part-time faculty ratio, low faculty salary schedule, and a fiscal situation that is not strong, causing the college to operate on reserve funds.

Recommendations

1. Rewrite PCC contract to closely parallel A-6 and address any legal concerns.

2. Work to improve the full-time to part-time faculty ratio.

Tillamook Bay Community College

Strengths

TBCC and PCC have a stable, long-standing relationship. TBCC is characterized by excellent management of academic functions and runs a sound program given limited resources. Its connections to PCC academic and student services communities have improved greatly since 1995.

Challenges

TBCC is challenged by minimal student services, an improved but still limited library service, low faculty salary schedule and the need for additional, consolidated facilities.

Recommendations

1. Increase student services staff.

2. Rewrite contract to closely parallel A-6 and address any legal concerns.

3. Emphasize "diversity" statement in mission and/or goal statements.

4. Continue to increase credit offerings as possible.