



DISCOVERING NEW POSSIBILITIES

Transform Our
Learning Culture
Toward Creating
a Sense of Belonging
and Well-being for
Every Student

Redefine Time, Place, and
Systems of Educational
Delivery to Create a
More Learner-Centric
Ecosystem

BELONGING

DELIVERY

ENTERPRISE

WORKFORCE

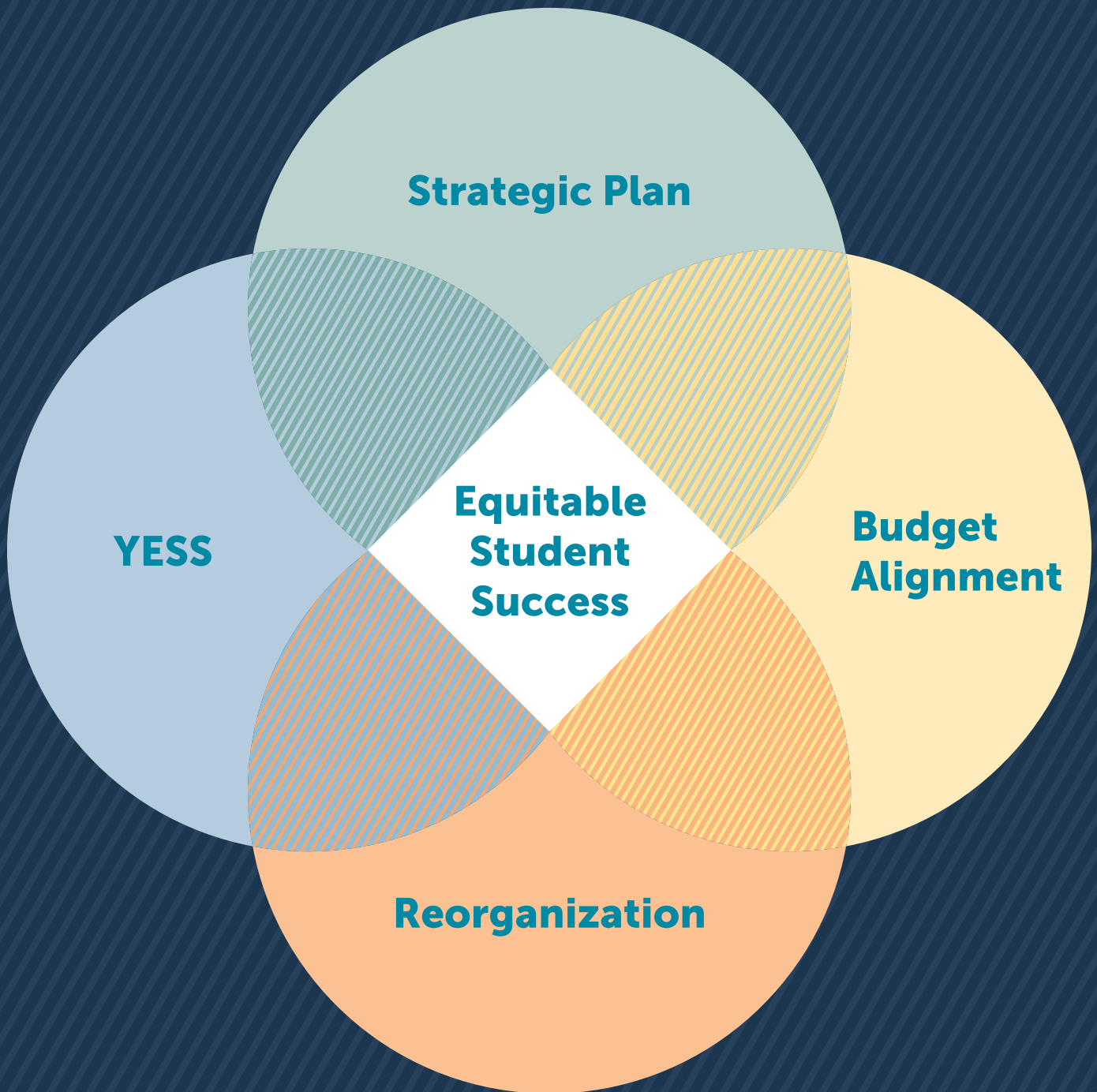
Cultivate a Long-term
Sustainable College
Enterprise

Respond to Community
and Workforce Needs
by Developing a Culture
of Agility



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ONE COLLEGE

FOR EQUITABLE STUDENT SUCCESS

PRESIDENT MITSUI'S STRATEGIC PLANNING MESSAGE

DEAR MEMBERS OF THE COLLEGE COMMUNITY,

As a community college, we are uniquely designed to help build a better future for our students and our community. Education is a bridge out of poverty, and a change in trajectory can be felt by more than just the individual. When someone earns a certificate or degree, this positively impacts the educational attainment of the entire family, broadening its impact with every subsequent generation. The reverberations of that achievement ripple out into the entire community.

With the anticipated changes that will come from demographic shifts and other disruptions in higher education, it is more important than ever for Portland Community College to develop a blueprint for the future.

With leaders throughout the college, as well as faculty, staff, and students leading the way, PCC embarked upon a strategic planning journey in August of 2019. From the very beginning, our Strategic Planning Steering Committee pledged to lead a strategic planning process that placed equity at its center, and was inclusive, transparent, forward-thinking, and data-informed. Over 1,600 faculty, staff, and students have been involved with the planning process through numerous town hall sessions, focus groups, surveys, and deep-dives into internal and external environmental data.

In the midst of our Strategic Planning process, the global Covid-19 crisis made us even more aware of how critical it is for PCC to make innovative and adaptable plans for the future of education. We had to quickly pivot to primarily online and remote operations while continuing to serve students and the community. Despite all the challenges that faced us, from Covid-19 to wildfires to racial injustice, we continued to plan for the future.

I am so proud of the work that has culminated in PCC's 2020-2025: Discovering New Possibilities Strategic Plan. Our efforts produced four strategic areas of focus, twenty Board-approved initiatives, and thirty-eight strategic planning projects, all of which form PCC's 2020-2025 Strategic Plan. This plan provides both the foundation and the roadmap to fulfilling our mission, transforming the lives of our students, and serving the needs of our community, well into the future.



Mark Mitsui
Portland Community College President

STRATEGIC PLANNING, 2020-2025:

DISCOVERING NEW POSSIBILITIES

The 2020-2025: Discovering New Possibilities Strategic Plan prepares Portland Community College for the future of higher education. It addresses both the long-term impacts of the pandemic on academic life and positions the college to adapt to future enrollment and demographic shifts. Our strategic plan and associated projects reflect our commitment to equitable student success, to fulfill the mission of delivering access to quality education in a collaborative culture of diversity, equity, and inclusion.

The revised Strategic Plan builds upon the college's Yes to Equitable Student Success (YESS) efforts, a framework that establishes inclusive systems and quality support for students throughout their journey at PCC. This alignment will ensure a comprehensive and coordinated approach to help students achieve their goals and improve equitable student outcomes. Building on the foundations of YESS and the college reorganization, our Strategic Plan ushers in a culture shift at PCC. The 2020-2025 plan takes YESS, the reorganization, and our strategic goals and threads them together throughout our everyday work. Our Strategic Plan is not separate from the college's work; implementing the projects associated with our plan IS the college's work. To achieve these goals, the college has allocated \$6.5M in strategic investment funds to support the identified project work associated with the plan.

From September 2019 to November 2020, PCC developed the new Strategic Plan with a five-to-10 year vision. To begin this work, a preliminary pre-planning team was formed to start the process and manage logistics. A strategic planning consultant, Ian Symmonds of Ian Symmonds & Associates, was brought on board to facilitate the process, conduct research, and provide analysis of the findings. He analyzed internal data files from the college, including financials, recent initiatives, and enrollment dashboards.

The pre-planning team developed an equity framework, which was adopted as a core strategic planning principle. To help in this work, PCC engaged a leading consultant, Sonali Sangeeta Balajee, founder of Our Bodhi Project. A Strategic Planning Steering Committee was formed including 27 internal and external members, who participated with substantial input and support from the community. Throughout the process, students, faculty, staff, community leaders, board members and interest groups contributed their insight. Prior to the COVID pandemic, in-person listening sessions at six different PCC campuses or centers hosted nearly 400 people, followed by the distribution of a web survey that garnered nearly 1,200 responses. Each effort helped to identify the college's strengths, weaknesses, opportunities and concerns.

Through a long and inclusive process of engaging the community, students, staff and faculty, PCC compiled fifteen major research findings to guide its work.

MAJOR RESEARCH FINDINGS

- Environmental factors in the city of Portland are rapidly accelerating and, as a result, are more impactful to the PCC learning community and mission. These include income disparity, urban displacement, food insecurity, congested transportation, affordable housing, and cost of living.
- PCC does not have a core competency in organizational onboarding. It is difficult to find information, join, connect, and engage in the PCC community as a new student, employee, or community leader.
- The mission statement of PCC is a living guidepost (and an ideal) that generally outlines an image of organizational success; most stakeholders validate the mission yet believe the college falls short in specific ways.
- Cultural and functional silos are a prevalent perception among PCC stakeholders, often referring to inequity among groups, campuses, and stakeholders.
- There is initiative fatigue and an overwhelming sense of complexity of current priorities and studies, resulting in either 1) a desire for simplicity for the future, or 2) apathy about direction.
- The college has developed organizational muscle around being an exceptionally inclusive, connected community that places high value on dialogue, consensus-building, equity, and student-centeredness.
- While a critical driver of the region, especially in the area of education and workforce development, PCC functions in an organizationally-centered, highly internally focused manner.
- PCC enjoys deep respect from community leaders as a brand and organization, yet these leaders doubt the agility, adaptability, and workforce dexterity of the organization to play a lead role for the region in workforce development.
- Community leaders desire a deeper connection to PCC as it shapes programs, services, and training for industry in a more scalable, flexible way for the future.
- Generally speaking, PCC faculty, staff, and students are passionate about the mission of the college and hold high affinity for the work of the organization and their colleagues. It is a “life’s work” for many staff and faculty.
- PCC works hard to build and maintain internal relationships but struggles to cultivate and build effective relationships in the broader or regional community.

- While intended to be a learning ecosystem comprised of various campuses and centers that benefit our students and support the greater Portland region, PCC often functions more practically as separate campuses, cultures, and communities that compete against each other for resources, attention, and influence.
- Education will fundamentally change during the life of this strategic plan, ranging from the role of technology, delivery, accessibility, to the role and value that culture places on higher education.
- As the college responds to shifting demographics and changing enrollment patterns, it will need to respond with stronger funding mechanisms, such as improving retention and recruitment systems and other revenue sources.
- COVID-19 will accelerate the pace of change in learning delivery, assessment, credentialing, use of time and space, and other preexisting circumstances that the education industry was already experiencing in early 2020.

STRATEGIC PLAN THEMES

The Strategic Planning Steering Committee used these key findings from the data analysis to identify four strategic areas of focus for its next five-to-10 year Strategic Plan:

BELONGING: Transforming our learning culture toward creating a sense of belonging and well-being for every student.

DELIVERY: Redefining time, place, and systems of educational delivery to create a more learner-centric ecosystem.

ENTERPRISE: Cultivating a long-term sustainable college enterprise.

WORKFORCE: Responding to community and workforce needs by developing a culture of agility.

The pandemic's arrival necessitated the move to online collaboration. The steering committee expanded into four work groups around each focus area and included both external partners as well as faculty and staff. The work groups gathered input from more than 100 additional faculty, staff, students, and community partners. The steering committee finalized the work of these groups in fall 2020, identifying 20 individual initiatives, with five each for each of the four major strategic areas of focus. In November 2020, PCC's elected board of directors approved the final version of these initiatives.



BELONGING

Transform our learning culture toward creating a sense of belonging and well-being for every student

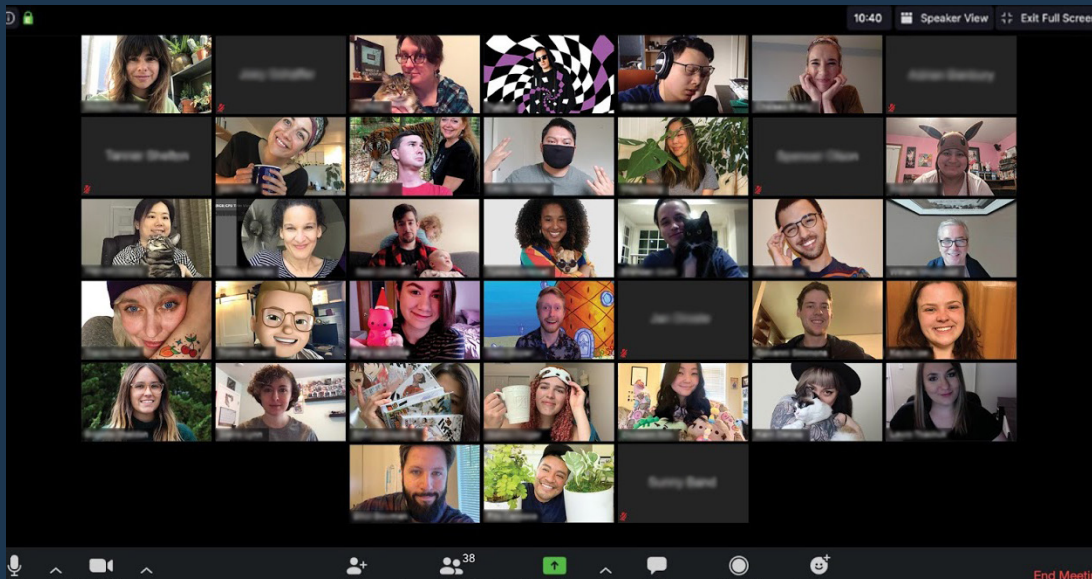
BELONGING: Transform our learning culture toward creating a sense of belonging and well-being for every student

Definition of belonging: After an individual's basic needs are met, the door is opened to create a sense of belonging. This sense of belonging is foundational to helping an individual self-actualize and thrive within an institution. In the college environment, both the academic and social elements work in tandem to create a sense of belonging. A sense of belonging is relational, reciprocal, and dynamic. It cultivates a feeling that the individual matters to the group, and that their personal identity and contributions are valued. Individuals experience that they are indispensable to the group and feel safe presenting themselves authentically in the group.

For the Belonging strategic area of focus, the 2020-2025 strategic initiatives are:

- Create a sense of belonging in our learning environment as a college priority, and as a key factor in equitable student success.
- Ensure every student has the opportunity to participate in an orientation experience.
- Provide onboarding to all new employees to create a sense of belonging.
- Provide training to all employees to develop competencies in principles of intercultural communication, systemic racism and social oppression, and culturally responsive practices that support our students and each other.
- Develop and support a culture where all faculty and staff feel regularly acknowledged, inspired, engaged, and supported by each other and the college.





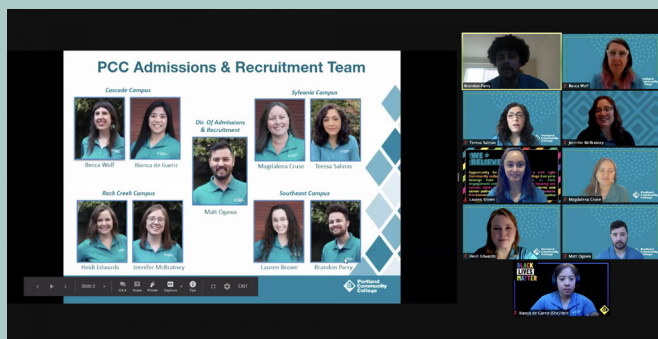
DELIVERY

Redefine time, place, and systems of educational delivery to create a more learner-centric ecosystem

DELIVERY: Redefine time, place, and systems of educational delivery to create a more learner-centric ecosystem

For the Delivery strategic area of focus, the 2020-2025 strategic initiatives are:

- Cultivate a culture of student-focused teaching excellence, grounded in culturally-responsive, anti-racist pedagogies.
- Design and strengthen the innovative and appropriate use of technology, becoming a leader in advancing equitable student success in all learning modalities.
- Develop and scale learner-centered class offerings by expanding access in time, place, duration, and delivery in response to student and community pathways and barriers to our current course and class models.
- Create a teaching, learning, and technology innovation hub centered around equity and driven by assessment of student learning outcomes, the unique needs of learners, and our workforce needs.
- Implement comprehensive and equity-conscious support services that center the experiences of students who are most directly impacted by college delivery decisions.





ENTERPRISE

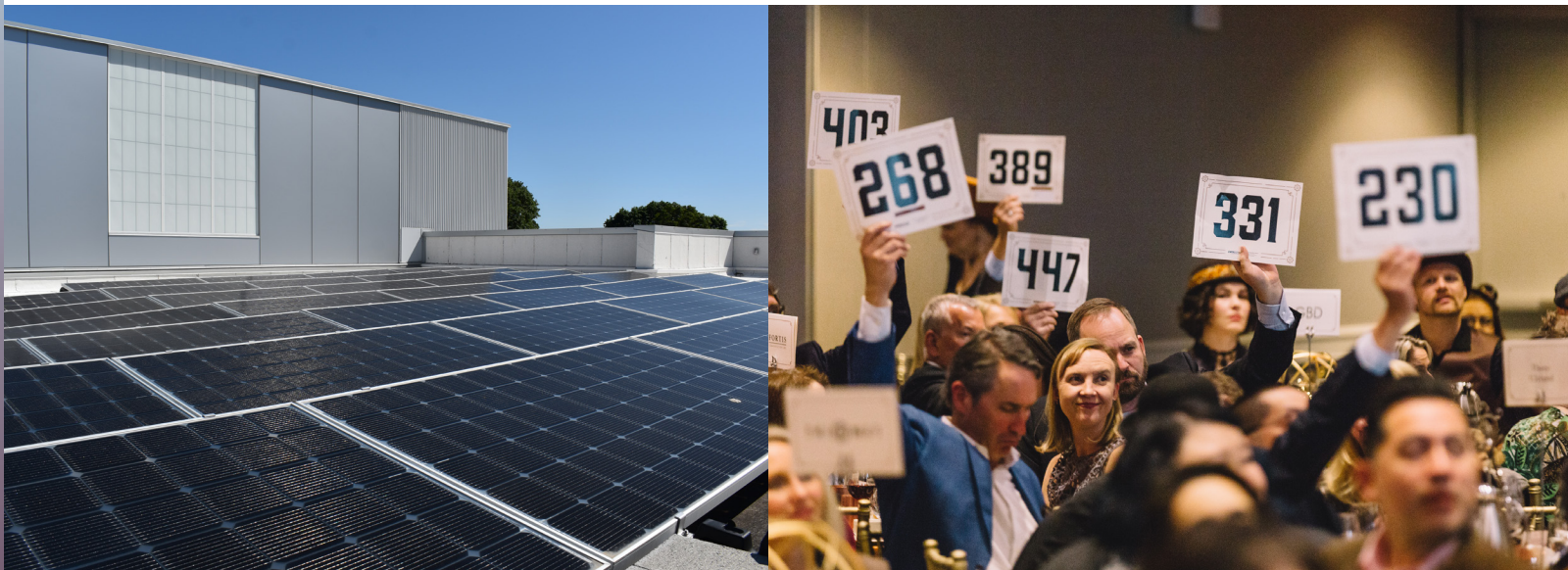
Cultivate a long-term sustainable college enterprise

ENTERPRISE: Cultivate a long-term sustainable college enterprise

Definition of sustainability: Sustainability is the capacity to continue mission-aligned services while promoting economic prosperity, social equity and environmental stewardship. This “triple bottom line” approach informs the college’s mission, vision, and values, and promotes PCC as a positive economic, social, and environmental steward.

For the Enterprise strategic area of focus, the 2020-2025 strategic initiatives are:

- Advance equitable student success through the creation and diversification of new revenue streams that cultivate sustainability, align with PCC mission, and imagine new opportunities.
- Create a more equitable college model and experience while expanding sustainable operations across the college that are responsive to the community and agile in the face of change.
- Center and use proven anti-racist and anti-oppression systems to foster positive economic, environmental and social growth, and provide accountability at all levels of the organization.
- Collaborate with our Portland metro area community, colleges and universities, primary and secondary educational partners, and business community to improve efficiency and ensure long-term viability of our enterprise.
- Align and coordinate proactive college-wide planning based on assessment of internal and external factors, conditions and constituents with service toward our most marginalized and vulnerable populations as a guidepost.





WORKFORCE

Respond to community and workforce needs by developing a culture of agility

WORKFORCE: Respond to community and workforce needs by developing a culture of agility

For the Workforce strategic area of focus, the 2020-2025 strategic initiatives are:

- Create new and sustain existing programs that lead to living wage jobs with partners that are rooted in core values related to equitable opportunity through education.
- Establish a holistic college and career readiness experience that is integrated in student orientation and connected to inclusive, anti-poverty, and equitable support programs and resources that include in-program coaching and career launching support.
- Provide students with a path for professional growth and advancement through work-based learning opportunities.
- Create a data-informed continuous improvement ecosystem to establish agile decision making and build the infrastructure for implementation.
- Welcome prospective students and partnerships with local employers including private, public and non-profit sectors, and community partners by removing barriers to entry and engagement.



STRATEGIC PLANNING PROJECTS

For each of the initiatives, work groups suggested action steps, which resulted in more than 80 proposals. In the spring 2021, PCC's Executive Vice President and the Vice President of Finance and Administration led the effort to organize and refine these action steps into strategic planning projects. The vice presidents of the college worked to further sort and prioritize these projects. The projects were condensed, winnowed, and folded into 38 projects, developed by Cabinet sponsors and the project managers they identified. The first wave of projects launched in November 2021, in some cases continuing work that had already begun, and new projects will roll out on a continuous basis as determined by each project's priority and needs. As part of an ongoing process, not all of the projects will begin at the same time, and new projects may be proposed and added to this list. To kick off the efforts, 10 projects were approved to move forward with strategic investment funds.

 = Funded with Strategic Investment Funds

ACADEMIC AND CAREER PATHWAYS CROSS-FUNCTIONAL OPERATING TEAMS

The traditional community college system has been difficult to navigate, with silos that have strengthened the already existing barriers for historically marginalized students. This project focuses on implementing a guided pathways framework and building cross-disciplinary teams focused on creating student and equity-centered processes for students. This model emphasizes the student experience in process building and refinement, and is grounded in a continuous improvement and human-centered design approach. These cross functional teams will enable us to better understand and serve our students and achieve more equitable outcomes.

ACKNOWLEDGE AND SUPPORT PCC'S NATIVE AND INDIGENOUS COMMUNITIES

The goal of this project is the establishment of regular community engagement and dedicated programming, as well as physical spaces, for Native and Indigenous communities. Our goal is to move away from the models we've had in the past and move toward a more specific and culturally responsive way to build community and to honor Native treaty rights. We hope to establish an inclusive process that will seek the feedback of these communities that have been excluded in the past. This opportunity will operationalize recommendations that have come from our Native and Indigenous community members, including everything from curricula to community representation. The purpose of this project is to cultivate a culture of belonging, moving beyond land acknowledgement to action.

BOLD INNOVATIVE GROWTH (BIG PROJECT FOR MULTIPLE MODALITIES)

The BIG project helps address barriers to higher education and training through expanded educational opportunities in multiple modalities to meet student needs for access and flexibility. Depending on the extent of growth, we can generate new revenue opportunities through expansion of courses and programs delivered online – whether credit or non-credit. This project houses six individual projects:

Big Innovation/Tech Operations

To establish the executive dean's office operations that oversee the creation of the new division of innovation and technology in support of achieving AA/SA's strategic initiatives.

BIG Online Growth & Quality

To add Online Learning staffing resources to increase the quantity and quality of online and hybrid instructional modalities through instructional design, media, faculty development, support, training, mentoring and course development. Practices and procedures will also be developed where needed in alignment with Academic Affairs leadership and department or operating policies.

BIG Learning Technology and Innovation

To increase human resources and operational infrastructure, expanding support for learning technologies across all instruction at the college. This includes, but is not limited to expanded technology management resources, faculty technology training, user support for faculty and students, and emerging technologies.

BIG Online Student Success

Establish leadership to support Student Affairs leaders as they develop a comprehensive service delivery philosophy and operating model that incorporates multiple, accessible modalities and pilot success coaching for online students.

BIG PMO Operations

Goal: Establish a new project management office including staffing, operations practices, department policies, and procedures to support technology project management for AA/SA in completing the strategic goals of the college.

BIG App Systems Operations

To expand the applications systems and support department with additional staffing, redesign of operational practices, department policies, and procedures, as the foundation for AA/SA technology systems and users to deliver on the strategic goals of the college.

BUSINESS AND INDUSTRY ENGAGEMENT AND PARTNERSHIPS

Our current state with regard to business & industry engagement is very decentralized, dispersed, and not tied to specific strategic goals. This project will establish an internal functional unit to cultivate and enhance external Business & Industry engagement and partnerships. This approach will support a proactive sector-based strategy, which serves to strengthen CTE and Workforce program nimbleness and foster collaborations that support underserved communities in career-based pathways.

CLIMATE FRIENDLY FLEET AND EQUIPMENT

PCC's Climate Action Plan strives to address climate justice as a critical component of addressing the climate crisis. Health impacts from air quality can limit our student's ability to participate fully in their education. Having a climate friendly fleet supports our carbon neutrality goals, enhances air quality and provides on-campus examples of climate action for the community to engage with. This project will develop and/or update policies/standard operating procedures and equipment to support fleet vehicle and diesel equipment emissions reduction targets and establish a roadmap for full fleet electrification at PCC.

COLLEGE-WIDE EQUITY PLAN

The Equity Planning Process will effectively respond to ongoing needs, enhance efforts already in progress, and accelerate transformative change toward a more equitable and socially-just PCC as part of departmental plans throughout the college.

COMMUNITY EDUCATION AND LIFELONG LEARNING (RE-ORG)

Community Education touches the lives of myriad citizens throughout the PCC district. On average, we see 25,000 registrations per year, offer more than 5,000 classes, and employ more than 250 part-time instructors. More than 335,000 hard copies of Communities magazine, a college-produced publication, are mailed to households in PCC's service district each term. This project seeks to support lifelong learning, which generates healthier individuals and communities.

Connection to the college increases support for PCC. With programs ranging from those for infants to seniors, Community Education generates connection to the entire community, enhancing support and positive affiliation for a segment of the population who may otherwise never have engaged with the college. Additionally, many of our students take CED classes for years, cultivating a long-term association with the college.

DEVELOP A COMMON EQUITY-FRAMED NARRATIVE FOR PCC

The college needs stable, sustainable funding in pursuit of broad-based funding sources. This project will develop an equity-framed narrative that engenders greater fiscal support among community and key stakeholders. Fluctuating funding from the legislature is a driving factor, and this project enables the college to share our financial story to make the case for continuity and support.

DEVELOP A COMPREHENSIVE TRANSITION PLAN (ASSESS AND ENHANCE)

The purpose of the Development of a Comprehensive Transition Plan is to establish a long-term plan to address deficiencies and areas out of compliance, so student accessibility is consistent across the college. The project will assess and enhance all college spaces, both physical and virtual, to increase the number of welcoming and healthy spaces that are designed as flexible and accessible, prioritize technological and educational systems that are interchangeable, and are easily updated and modified.

EFFICIENT AND SUSTAINABLE BUILDING ENERGY

The climate crisis poses threats to our community and additional barriers to opportunity by magnifying pre-existing inequities. The Portland metro region, home to the majority of the PCC community, has already seen and will continue to experience the effects of climate change through changing temperature and precipitation levels, reduced access to green space and increased exposure to weather events and natural disasters. While the community as a whole experiences these impacts through poor air quality generated by wildfires and power outages, disasters like these create a magnified impact on society's frontline and most vulnerable communities due to racial and economic inequities. Addressing the climate crisis through decarbonizing our energy systems is crucial.

ELECTRONIC SECURITY SYSTEMS (ASSESS AND ENHANCE)

Leveraging a 2020 commissioned analysis by the Faith Group (a consulting group focused on enterprise security systems) and an internal PCC working group, Phase I will completely restructure the support model for video surveillance, electronic door locks, mass notification, and emergency alert systems at the college. Phase II will see future Bond investments creating an upgraded, holistic, security infrastructure at the college.

ESTABLISH A CONTINUOUS IMPROVEMENT PROCESS

This project establishes a framework for a continuous improvement cycle that centers equitable student success through engagement with the college community. This systematic review and continuous improvement process will analyze administrative procedures, operations and practice through a racial equity and social justice framework. This framework will be implemented across the college (Academic Affairs, Student Affairs, Finance and Administration, Advancement, the Office of Equity and Inclusion, Human Resources, and IT.)

ESTABLISH ANTI-RACIST AND ANTI-OPPRESSION MODELS IN PLANNING

This project infuses social equity and Critical Race Theory in our planning processes. We will seek to align planning across the college with these as the foundation. This project will establish a framework and metrics for anti-racist and anti-oppression models in planning processes at the college, in support of a triple-bottom line approach to foster economic prosperity, social equity and environmental stewardship. It also seeks inclusion of representatives from marginalized populations.

ESTABLISH PATHWAY AND/OR SECTOR-BASED ADVISORY COUNCILS

Given the community college's role in supporting workforce development, it is clear that we have a need to be more deeply connected to our partners in business, industry, and community to ensure our credit and non-credit programming are responsive to business and community needs. This project will establish Pathway and/or sector-based advisory councils of business/industry partners, community organization/agency partners, K-12 and university partners, and current/alumni students. These councils will inform college decisions related to academic programming and support for improved access, retention, and outcomes for underserved and marginalized populations. By aligning Advisory Councils with the new Academic & Career Pathways organizational structure, a holistic and more equitable perspective of industry and corresponding student/ employee needs will be gleaned. This information will be used to create, refine, and adapt programs to industry and employment needs, better setting students up for success.

EXCELLENCE IN TEACHING AND LEARNING

This project will define, create and support capacity building and programming around Excellence in Teaching & Learning, which will center on our values around Belonging, Justice, Equity & Inclusion. It will promote the latest strategies in teaching, learning, and innovation to our college community.

FOSTERING STUDENTS' SENSE OF BELONGING

The purpose of this project is to ensure all students, employees, and community feel a sense of belonging at the college. Definition of belonging: After an individual's basic needs are met, the door is opened to create a sense of belonging. This sense of belonging is foundational to helping an individual self-actualize and thrive within an institution. In the college environment, both the academic and social elements work in tandem to create a sense of belonging. A sense of belonging is relational, reciprocal, and dynamic. It cultivates a feeling that the individual matters to the group, and that their personal identity and contributions are valued. Individuals experience that they are indispensable to the group and feel safe presenting themselves authentically in the group.

INCREASE THE PURSUIT OF NEW FUNDERS

The PCC Foundation and the Grants Office support the College by finding funding that supports inclusive and equitable education programs. To better support student success, both through direct aid and programmatic support, the Foundation and Grants Office will pursue grant and philanthropic opportunities with funders. Both Grants and the Foundation will partner with college stakeholders on grants/gifts that encumber the college to ensure projects align with college's strategic objectives and are grounded in equity.

IDENTIFY AND PURSUE NEW BROAD-BASED FUNDING SOURCES

This project will identify and pursue new broad-based funding sources to boost institutional viability, including but not limited to local county tax levies and regional tax strategies.

INSTITUTE FOR HEALTH PROFESSIONALS (RE-ORG)

The Institute for Health Professionals (IHP) offers a range of non-credit, entry-level healthcare programs and continuing education opportunities in the same division as our allied health degree and certificate programs. IHP provides an unprecedented opportunity for collaboration. The healthcare industry also indicates that there is an emerging need for more responsive programming that doesn't need to necessarily fit into a traditional non-credit box. With reported significant shortages of healthcare workers, amplifying IHP will allow the college to respond more nimbly to industry needs and serve a base of our service district who might benefit from short-term, stackable credentials. This aligns with workforce trends and would help ensure that the college is better positioned to thrive in a rapidly changing economy.

K12, COLLEGE, AND UNIVERSITY SERVICE MODELS

The purpose of this project is to research and support development of administrative service models between K12/College/University. This project will culminate in a report with recommendations for reduced costs and efficiencies. An internal audit department and process or cybersecurity protocols, for example, may be developed and offered to Oregon's high schools or post-secondary schools. These service models could potentially impact rural areas and other less-resourced institutions.

NEW PROGRAM PROPOSAL AND PROGRAM SUSTAINABILITY PROCESS

Through the use of diverse data, this project will reimagine and refine the New Program Proposal and Program Sustainability process in order to ensure that academic programming and training are innovative, nimble and meet the needs of our community. The processes will be informed by alignment with labor market and sector-based trends; broad access to credentialing (credit and non-credit) and pathways that lead to living-wage jobs; optimized opportunities for students to gain critical professional growth and work experiences; collaborations with external partners; and an equity conscious continuous improvement model.

NEW STUDENT ONBOARDING PROCESS

National best practices underscore the importance of a contextualized and intentional onboarding experience to set students up for academic and career success. As part of our YESS efforts, in 2019 PCC began offering onboarding sessions to students new to PCC and without prior college experience. This project will build and refine on those existing efforts, expand offerings to every student through various modalities and formats (in-person, asynchronous, synchronous), and provide content that is relevant to the student. College administrators, faculty, and staff have the power to change this process to create a positive impact for students, in which the student benefits from the resources and preparation to ensure a seamless entry to PCC.

PATHWAYS TO OPPORTUNITY (RE-ORG)

Pathways to Opportunity (PTO) is one of the core YESS priorities and teams. PTO, SNAP Employment and Training Program, (STEP), and Career Pathways are all designed to increase college completion, close opportunity gaps and disproportionate outcomes for BIPOC and low-income students, and increase the diversity of students served (especially adults needing opportunities for economic mobility). This work will be a critical through-line between Academic and Student Affairs, between community partners and the college, between employers and career pathways, and most importantly between our students and the college. These areas have been effective on-and-off-ramps into and from the college, and are a critical strategy to advance racial equity and economic mobility in our community.

PEER GUIDANCE AND STUDENT EMPLOYMENT PHILOSOPHY

The rising cost of education, and the need to gain valuable skills and career-relevant experiences before graduation, are among the reasons why many of our students work while in college. Nationally, about 80% of college students participate in some form of paid employment, while working students represent a large portion of the student population on many college campuses. There are many challenges that exist, which is nationally referred to as the “working student dilemma”. The time, energy and resources required as an employee and as a student can present working students with tough tradeoffs and decisions on how to handle these competing priorities. This project will develop a comprehensive peer guidance and student employment philosophy and operating model across Student Affairs that elevates student assets and lived experiences, creates personal and professional learning opportunities, positively impacts belonging and wellbeing, and contributes to college workforce needs. As a result, PCC will have a shared understanding of our student employment philosophy and high impact practices that focus on leadership engagement, equitable hiring processes, growth, professional development opportunities, articulated student learning outcomes, and assessment and evaluation measures to support equitable student learning.

PRE-COLLEGE AND GATEWAY COURSE STUDENT OUTCOMES

This project will fully implement and resource recommendations related to pre-college and gateway course student outcomes and transitions. Many students find themselves in pre-college course sequences longer than anticipated, and some don't advance to college level courses. The WR and MTH Gateway courses have been unattainable to some students as a result of not advancing from pre-college courses. With proper advising, multiple measures and learning support, as indicated in the WR/MTH/ABE/ESOL recommendations, this project will address these issues and help to further equitable student success.

PROFESSIONAL DEVELOPMENT PROGRAM

The Professional Development Process will establish and provide training on key competencies, and align with employee assessment and goal setting to support accountability in our leaders, faculty and staff, and achieve college initiatives on Equity, Inclusion, Belonging and Excellence.

STRATEGIC COURSE SCHEDULING

This project will create a strategic course scheduling model that is responsive to the needs of our students and community and takes into account multiple modalities, time, location and academic program maps. The model will promote cross-location collaboration and coordination, efficiency, space utilization, and resources savings.

STRATEGIC ENROLLMENT MANAGEMENT (SEM)

Our Strategic Enrollment Management (SEM) project will expand upon and fully develop a strategic enrollment management philosophy, plan, marketing strategy, and associated budget model that recognizes and centers shifting community demographics and the education and training needs of underserved and marginalized community members.

STRENGTHEN AND STRUCTURE COLLEGE COMMUNICATIONS

College communications, both internal and external, have evolved organically over the years, with some oversight provided by district offices and some by campus leadership teams. With the adoption and implementation of a one-college model and college-wide reorganization, we have the opportunity to create a strategic, holistic plan for PCC that includes and unifies internal communications, media relations, public relations, community engagement, and marketing within the College Advancement division.

STUDENT AFFAIRS SERVICE DELIVERY PHILOSOPHY AND OPERATING MODEL

Many students—especially those from communities or with identities that have been historically marginalized and underserved by higher education and other social structures—struggle to navigate our college. This project is driven by a culmination of multiple, intersecting efforts and recommendations (YESS, the college reorganization, advising redesign, new student onboarding, etc) over the past four years, as well as learning that has come from our current pandemic-driven environment. This project will develop a comprehensive service delivery philosophy and operating model across Student Affairs that incorporates multiple, accessible modalities for consistent and useful information, proactive intervention and support, clear student progress tracking of academic/career goals, and culturally responsive and inclusive interactions. Students will benefit from aligned operations and clear standards for culturally adept and inclusive services and programming that create guidance and support for all students.

TARGETED PROGRAMMING FOR MARGINALIZED STUDENTS AND COMMUNITIES

This personnel investment ensures continuity and institutionalization of the Outreach and Advocacy Project that provides critical support and direct service to student survivors of gender-based violence and sexual assault. The program addresses equitable access and support for an increasing number of students reporting barriers to their educational progress due to interpersonal violence and its impacts. The program also provides advocacy and support for Title IX compliance.

WORKFORCE DEVELOPMENT AND OPPORTUNITY CENTERS

With a WorkSource Center and DHS office on site, and Community Workforce Development (CWD) staff situated in workforce partner offices across the Portland metropolitan area, we take PCC's front door to where the most marginalized and underrepresented populations are in need of a better job, training and education. With funding from the college and additional funding from contracts and grants, these centers aim to reverse racial and economic disparities. They offer equity-based strategies for the college to become "student-ready" and to create a pipeline of students prepared to succeed in education and connect with career track employment.

STRATEGIC WORKFORCE TRANSFORMATION

An initiative to fully analyze the long-term impact of how the pandemic has changed the ways we view the workplace and operate at the college. Factoring in national, local, and PCC-specific trends and "lessons learned," this initiative will define the future workforce operating model at PCC and the impact on current systems (including HR, Payroll, Finance, and IT implications).



pcc.edu/strategic-plan/