



OFFICE OF STUDENT RECORDS
PROGRAM REVIEW ASSESSMENT
2009



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Introduction

Student Records has been a vital department within student affairs as long as institutions of higher education have existed. This division within higher education has gone through a metamorphosis that has made the organization stronger and more nimble. It has become an integral office where records are evaluated, processed and stored. The student's academic record and history remain valuable well beyond their tenure at any institution. This assessment will demonstrate that Portland Community College Student Records department is no exception.

The following assessment will include a background of the department at PCC as well as the national standards for student records and registrar functions. In our efforts for continuous improvement and implementation of best practices, the goal is to measure program and department quality of services as well as reflection and assessment for improvement. We will use this program review as part of the college's next accreditation report.

This Student Records assessment appears to be the first of its kind at Portland Community College. In an effort to encourage the expansion of program review from the academic side of the house into student affairs, each department in student affairs is now participating in this critical process. Since there have not been any other campus-wide assessments of student records, all measured evaluation that occurred as part of this process will serve as initial benchmarking data for future assessment and evaluation.

Student Records Background at Portland Community College

Portland Community College is a multi-campus institution that serves over 86,000 students. Approximately half of those students are credit students who seek to either earn a degree/certificate at the college or who hope to take courses that can be transcribed for future value at another institution or place of employment. Students need the services of student records at the point of entry to the college, graduation from the college and when the student attempts to share their PCC academic history with a third party. These are the critical services that the student records office provides to students. There are other times when a student interacts with the student records office (such as for enrollment verifications), although the main interaction occurs at the time a student plans to utilize their academic history for other goals.

In the summer of 2006, new leadership in Enrollment Services provided an impetus to improve student records. As a result of this new leadership, the department has mainstreamed with the rest of the college and is becoming a more active player in the college community focusing on academic integrity and adherence to college policy. These changes will be discussed in detail in this program review. The following departmental values are important background for the remaining assessment and were developed in collaboration with the new leadership.

Student Records Mission Statement

Student Records provides professional, accurate, friendly service to the college community.

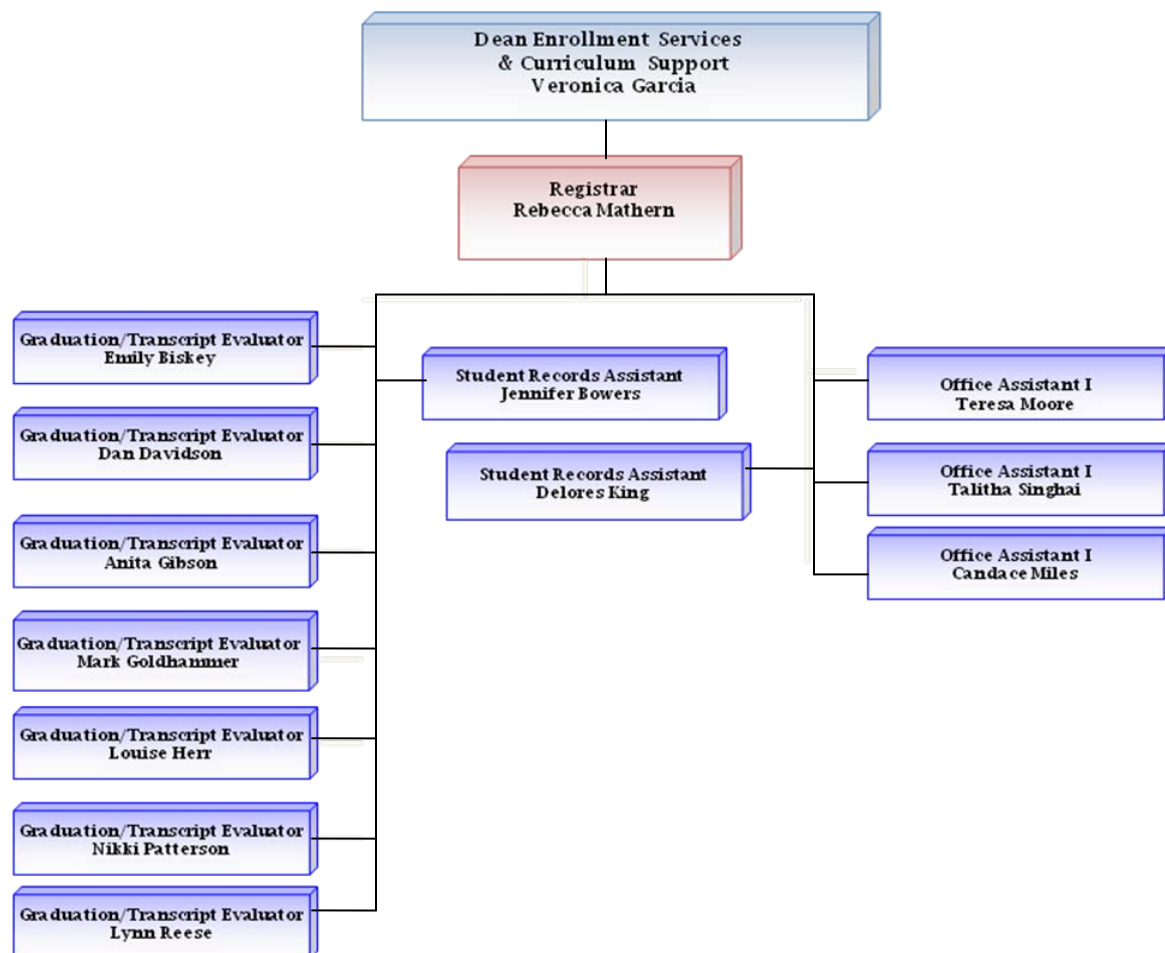
Team Norms

- | | |
|--|-------------------------------|
| 🕒 <i>Communicate quickly and honestly</i> | 🕒 <i>Hold confidentiality</i> |
| 🕒 <i>Check out assumptions and research facts</i> | 🕒 <i>Ask questions</i> |
| 🕒 <i>Create time together by meeting to assess and improve team effort</i> | 🕒 <i>Celebrate Successes</i> |
| 🕒 <i>Respect</i> | 🕒 <i>Have fun</i> |
| 🕒 <i>Be approachable and open</i> | 🕒 <i>Be patient</i> |

Since the development of these team norms and mission statement, the department has added several staff as well as the position of Registrar. The goal at our next annual staff retreat will be to focus on the expansion of the current team norms and mission statement to include the department's core competencies. Staff retreats occur each summer at an off-site location. These retreats include an internal review of the previous year's goals, as well as brainstorming on how to improve business practices and processes to meet students' needs.

Student Records Organizational Structure

The Student Records department has thirteen staff members. The Registrar manages the department; there are two student records assistants, three student records clerks and seven graduation/transcript evaluators. Prior to 2007, the department had a student records manager who supervised the staff. However, there were many registrar functions that were decentralized and had not been enforced at the college, or were enforced with minimal oversight. Additionally, many of these standard registrar functions were overlooked at PCC. As part of the transition process, there was a temporary manager who acted as the Student Records Manager for one year before the position changed. This time period provided an opportunity to review the needs of the department, which led to the creation of the Registrar position, and the subsequent hiring of a registrar in late 2007. The following is an organizational chart displaying the roles; the job descriptions for each staff position are contained in the appendix.



Service Standards

The core role of a student records department is to ensure the integrity of the student record. This is achieved not only through accurate maintenance of historical academic data, but also by providing student access to these records. The scope of service for student records functions is divided into several categories of records management.

In the spirit of providing these services in alignment with the professional qualifications and ethical standards of the function of the registrar, the mission of the student records department is to facilitate student access and to strive for continuous improvement in our service to students. We abide by the Council for the Advancement of Standards in Higher Education (CAS), and measure our business practices and processes against this benchmark.

Below is a table that offers an overview of specific services provided to students, staff and the college community. The first column states the service and the second column describes the department's adherence to our professional and ethical standards for that service. The third column identifies the goals of Portland Community College which align with that service.

Student Records Services	Professional Qualifications and Ethical Standards	PCC Goals
Compliance Subpoenas, Department of Education requests, Degree requirements, Athletic eligibility. Adherence to FERPA and Solomon Amendment.	Follows CAS Standards in compliance and partnership with athletic director, Department of Education Family Compliance Office, Department of Defense Solomon Amendment office, local judicial offices.	1, 2, 4, 5
Student Information Requests Incoming Transcripts, Imaging, Deceased students, Duplicate Identification, No grade reports, Consent to release forms, Transcripts- process both paper & electronic, Enrollment Verification – NSC, in person, DMV, Alaska, Health, Child Support, Name changes.	Follows CAS Standards in partnership with local, state and federal agencies requesting information. Work with students, faculty and other institutions of higher education to coordinate data sharing and transfers.	1, 2, 3, 4, 5, 6
Records and Systems Management Archiving, Microfilm and microfiche, Records email account, Image Now, data custodian.	Follows CAS Standards in partnership with Oregon State Archives Administrative Rules and federal compliance laws.	1, 4
Records Processing Honors Email, Work with special pops- PAVTEC, etc, Degree awarding, Dual Enrollment, Printing diplomas, Grades- process and roll all grades, grade changes, missing grades, GPA calculation, Quarterly Academic History processes, Degree submissions.	Follows CAS Standards in partnership with local, state and agencies requesting information. Work with students, faculty and other institutions of higher education to coordinate data sharing and transfers.	1, 2, 3, 4, 5, 6

<p>Evaluations</p> <p>Formal graduation evaluations, 2nd-year loan confirmations & other financial aid time-frame issues, unofficial degree audits for veteran students, high school diploma evaluations, upfront transfer articulation evaluations, special substitutions for courses, non-traditional credit evaluation such as military credit, CLEP, AP, etc.</p>	<p>Follows CAS Standards in compliance with national standards (AACRAO) for transfer evaluation, articulation, awarding degrees and grading standards.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Commencement</p> <p>Event planning and management of the President's Signature Event including all logistical components of the graduation ceremony such as: Faculty, Student, Promotional Extras (photos, etc), Catering, Distribution of Regalia, etc.</p>	<p>Follow AACRAO standards. New membership in NAACO (National Association of Commencement Officers) for resources on commencement best practices.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Registrar Role and Functions</p> <p>Serve as a resource to the college, industry colleagues and the community regarding best practices, compliance, training and development and innovative technology applications (waitlists).</p>	<p>The college now mirrors industry standards by instituting the Registrar position at the college.</p>	<p>4, 5, 6</p>

External Assessment

In an effort to create a registrar's office that performs more comparably with those of other institutions, the Dean of Enrollment Services and the Registrar asked for an external analysis of the current student records office. This analysis was performed by two different organizations; one focused on the technical system aspect of the student information system and the other focused on the personnel and institutional registrar functions.

The first assessment was performed by a Sungard consultant who provided a Process Improvement Analysis (PIA) of two Banner modules: the Transfer Articulation module and the Academic History module. This consultation was on site for three days of interviews and provided a written report outlining recommendations for system improvement. This analysis was not only needed to improve our business processes in student records but also helped to prepare our system for a successful implementation of Degree Works. Due to the technical nature of this assessment (and an effort to save our beautiful Oregon forests), we have not included a copy in the appendix. This assessment was performed in collaboration with PCC's Technology Solution Services.

The second assessment was provided by two highly regarded consultants from the national registrar's association, AACRAO (American Association of College Registrars and Admissions Officers). This analysis resulted in a 48 page PowerPoint presentation that included a SWOT analysis, performance assessments and recommendations for improvement, as well as a "blueprint" guide for the new registrar as it relates to the changes in the student records office. The summary here will include the recommendations for improvement as well as a cursory review of the SWOT analysis. There will not be a complete copy of the report contained in this program review for purposes of brevity and confidentiality with respect to personnel issues that resulted from the analysis.

Consultant Report Executive Summary

Over the course of the three-day visit, the consultants observed that PCC's culture involves adherence to status quo and lack of experience with change.

This culture manifested itself in the general reaction of those we interviewed regarding the system-wide changes coming from the Enrollment Services division and more specifically the Records office. Recent changes have been received with guarded optimism regarding the possibility of improved student services but staff hopes to be more included in the change process.

PCC has made a wise decision to re-create the Registrar position. However, there must be a strong relationship between the Admissions and Registration office and the Records office (for purpose of function and compliance).

There are five overriding opportunities for improvement relative to the Records office:

Effective change management

Strong cross-functional communication

Clarification in organizational structure and responsibilities

Procedure documentation

FERPA compliance for student records college-wide

The overall report was rather firm about the recommendations and changes that need to occur but it was also complimentary of the change process that had already begun. The five opportunities listed above

have been the focus of the past two years. Additionally, there has been a strong focus on streamlining the graduation process and complementing it with upfront transcript evaluation. Delving deeper into the five overarching opportunities, the following recommendations are an ***adapted version*** of the consultants' recommendations as the Student Records leadership has interpreted them and plans to operationalize the recommendations.

Consultant Report Recommendations

The adapted recommendations are in italics and response actions are listed underneath each recommendation where action has been taken. Recommendations without current action are also listed below.

Develop the Registrar's role as a resource for advisors and students for the college.

The Registrar attends or presents information at each quarterly advising meeting.

The evaluators have met with specific advising teams in order to share information.

Involve advisors in transfer articulation planning.

This has occurred as a result of attending the quarterly advising meetings.

Communicate the role of the Registrar to the college and include the organizational structure as part of that communication.

This is a slow process that will happen over time through both implicit and explicit actions. Thus far, working closely with the Vice President for Academic and Student Affairs as well as the Dean of Enrollment Services has been a successful approach toward communicating with the college about the role of the registrar.

Develop a registrar newsletter to share project status and other updates such as policy/guideline changes with student services, faculty and administration.

The department has created a newsletter to share departmental information with the college including a staff photo so that faculty department chairs can better identify the staff with whom they work. The newsletter is subsequently posted online after it is shared with the college community.

Work with current student, advisor, and faculty groups to collect and share information about system changes.

Thus far, the registrar has worked closely with the Career and Technical Education Faculty Department Chairs to discuss and consult on academic changes including grading policy, graduation requirements and other comprehensive degree requirements.

Join the National Association of Commencement Officers (NAACO) for resources on commencement.

This has been done.

Develop business continuity and disaster recovery plans.

This is being done in conjunction with the entire enrollment services division and led by the Dean of Enrollment Services. Specific to Student Records will be a document recovery plan for the on-site and electronic archives.

Allow professional development for the Registrar & records staff.

All staff attended the Pacific Regional registrars meeting (PACRAO) held in Portland, OR in 2008. Additionally, in 2007 four staff members traveled to this conference in Utah. Four staff members have always attended the ORACRAO conference on an annual basis.

Staff members attend on-campus training sessions for technical support training any time upgrades and changes are made to technical systems.

The Registrar has attended conferences for three national, professional organizations as well as a week-long intense technical training event with Sungard (Banner training). At one national conference focused on technology, the Registrar presented on a topic area of expertise – wait lists.

Develop back-up for all functions in the Registrar's Office so tasks can be shared and there is a brain trust to ensure continuity during absences.

Cross-training has begun and a plan for shifting specialty functions between evaluators every six months is now in place. Additionally, the work of student records assistants, clerks and evaluators is also shared amongst the team to increase cross-staff training.

Develop procedure manuals that can be kept in-house and used for future development when TSS can support it.

Approximately 50% complete as of December 2008.

Develop a comprehensive training program for FERPA and other privacy and security regulations.

For the past two years, training is performed at each campus quarterly with a total of 16 annual trainings (4 per campus) and department specific trainings upon request. Additionally, the Associate Deans at each campus are being trained to act as campus-based FERPA experts so they can provide instant support for the college.

The online training is currently in-progress and should be completed by the end of Winter 2009.

A national FERPA expert, John Snodgrass (Registrar at Chapman University), held a day long presentation on FERPA for all of Academic and Student Affairs.

Review use of comment fields across the institution for appropriate use (and not for data entry).

This is being reviewed in the FERPA and privacy training sessions.

Ensure that anyone who is authorized to do name changes is properly trained and is collecting appropriate documentation and works in student records.

This compliance process has been rescinded from staff outside of student records and only five specially trained staff members in student records are authorized for name changes. The implementation of fine-grain access in Banner will improve the ability to control such access.

Have the Registrar establish regular meetings with the Records Office leads and staff.

The Registrar meets bi-weekly with the Student Records Office and as-needed with lead staff.

Establish a plan for rolling out transfer articulation and work with departments on campus so everyone understands their role and the timeframe.

This is 50% complete; the Registrar will work closely with department faculty for the remaining CTE coursework evaluation that needs to occur.

Review all student record documents for compliance (FERPA, etc).

Forms and documentation in Student Records have been reformatted and redone. This needs to continue throughout the college for full compliance.

Registrar should meet regularly with Associate Registrar, Institutional Effectiveness and the Curriculum Support Director.

This is currently being done through monthly staff meetings with the Enrollment Services Division. The Institutional Effectiveness Director and the Registrar meet on an as-needed basis with the intention of a more regular meeting in 2009.

Review how records services are provided across the college.

This review has just begun in cooperation with the Dean of Enrollment Services and the Admissions and Registration Manager.

Develop athletic eligibility policies and procedures.

This is currently being reviewed in conjunction with the Athletic Director at the college and the Men's and Women's Commissioner.

Conduct desk audits to find excess work capacity.

The Registrar will work with the Human Resources office to perform these audits.

Develop well-defined expectations for student record lead positions.

Work with state archivists and with other Oregon registrars to update and simplify state record retention schedule.

Update retention schedule and then inventory and implement.

Learn the rules for athletic certification and develop a procedure manual for athletic compliance.

Review job descriptions of all records staff to ensure coverage for responsibilities needed for new initiatives and for core responsibilities of records.

Meet with leads to review all office job duties and to ensure staff understand their new responsibilities.

Involve the data custodian in decisions to change data to avoid even the appearance of data tampering.

Clearly define the records retention practice and provide training for all of the impacted departments, especially those that maintain program specific applications.

Develop better systems for identifying and correcting duplicate PIDMs.

Develop better use of student self-service and provide training guides for advisors.

Activate the advisor/faculty menu in self-service and use in place of Banner.

Train staff so comments are used appropriately and are suitable for student/judicial inspection.

Develop a data dictionary.

Internal Assessment

New Leadership

The most prominent change in the last several years in student records is the leadership change. With the addition of the new Dean of Enrollment Services and the Dean's subsequent creation of the Registrar's position, much change has followed. Shifting the Student Records Manager position to the Registrar position has resulted in many areas of authority being appropriately housed within Student Records and the Office of the Registrar. The goal of this shift is to infuse the Registrar into the academic decision-making processes at the college so that the integrity of the degree, certificate and academic history are protected.

Staffing Reclassification

The Dean of Enrollment Services immediately reviewed the staffing levels upon her arrival to the college. The student records assistants and the graduation/transcript evaluators were drastically underclassified until late 2006. The assistants were reclassified to level 18 and the evaluators were reclassified to a level 16 as a stop gap measure. All reclassifications (including the creation of the Registrar position) were funded through existing department budget as to not negatively impact other areas of the college. Prior to mid-2006, the evaluators performed only graduation evaluations at the time a student petitioned for graduation as well a few other minor roles as requested by other departments. As a step toward upfront transcript evaluation, the evaluators began participating in upfront evaluation of transcripts from other schools and accepting formal requests from students who need their transcripts evaluated.

Evaluators also began evaluating transfer credit in a more systematic way, including a new transcript grading schematic that includes a "T" in front of transfer grades from other schools. Not only did the evaluators actively participate in the decision to make this change, they also have been responsible for making sure that all grades were changed. In addition to these core functions, all evaluators are also actively involved in foreign transcript evaluations; CLEP, AP and other non-traditional testing score evaluations; Financial Aid and Veterans Services academic progress evaluations and many other roles that have long been needed in the student records department. A further review of this staff grouping may be performed again now that all evaluators perform these other duties listed and will be actively playing a role in the implementation of new degree audit software system next year.

Restructure

Much of the information mentioned above is part of the long-term vision to restructure the student records office that could only occur once the registrar position was created, implemented and held accountable for the necessary roles and responsibilities. In addition to those areas of additional responsibility, other functions picked up by the Student Records office and the Registrar include college-wide FERPA compliance, Records Custodian roles (such as Subpoena responses, Department of Education requests for information, student information requests, data storage and retention, etc), Degree and Certificate Committee leadership and involvement in other college-wide academic decision making processes. This new structure has provided the college with leadership on issues that have been long overlooked with no dedicated staff time to those responsibilities.

In addition to the organizational restructure, there has also been a physical reconfiguration of the office space in order to promote increased communication and collaboration. As a direct result of this reconfiguration, there has been marked improvement in team collaboration among the graduation

evaluators. One of the student records assistants has been physically relocated to be in close proximity to the Registrar as well as the front office staff (student records clerks). This move has resulted in more leadership and support to the front office staff and increased cross-training opportunities among the staff.

Accomplishments

The student records office accomplishments over the past several years have been quite extensive in number and far reaching in subject matter. Many of the accomplishments are a direct result of acting on the AACRAO consultant's report and some of them are a result of performance improvement since the leadership change in 2006. They are highlighted below.

Commencement

In order to develop the commencement ceremony as a signature event for the District President, a fully engaged college-wide commencement committee was developed. The synergy of this new team resulted in:

- ② An upgraded event with a more professional and succinct appearance (less than two hours).
- ② Streamlined processional and recessional that enhance the event.
- ② Free shuttle service to the coliseum for graduates, staff, faculty and guests.
- ② Grad fairs at each of the college bookstores.
- ② Sign-language interpretation on large screens so that hearing impaired attendees could be seated with their families instead of in separate designated areas.
- ② One of the top-ten most read stories on the PCC website.
- ② Addition of a streaming video to the graduation website.
- ② An improvement in the process for selecting the student speaker.

One goal for the 2009 graduation is to work with the welding, machine manufacturing and building construction departments to design and build a mace for the college to use at commencement.

Upfront Transcript Evaluation

All articulation tables were set up for Oregon schools, a new request process was developed for students who wish for their other schools transcripts to be evaluated. As of December 2008, over 1000 students have had their transcripts evaluated upfront. Additionally, over 35,000 paper transcripts on file were electronically imaged so that the transcript evaluation can be more easily performed.

College-Wide Compliance

Plans for a system of checks and balances for compliance areas have been developed. This includes FERPA, curriculum, degree awarding and transcript printing.

Communication

All of the web pages on the Student Records website have been reviewed, edited and redesigned in conjunction with the PCC Web team. The department developed a quarterly newsletter for the college community; past newsletters can be found online.

Structure

The new leadership (Dean) developed the Registrar role and focused on the student records department as well. The reclassification of the evaluator positions assisted in the ability to hire new staff as positions became open which resulted in a renewed energy and the increased ability to serve students in multiple languages other than English (Spanish, Russian, Thai, Laotian, Croatian, Macedonian, Serbian, and Bosnian). Two new positions were funded by the college new initiative process in order to go live with degree audit.

Online/Automated Service Focus

There has been a move toward students requesting official transcripts through the newly developed and efficient web request process that allows student records clerks to process more transcripts with fewer staff. Additionally, the increased participation in sharing transcripts electronically with other institutions has increased. Grades are no longer mailed to students; they can now be accessed online. Faculty have also benefited from new automation- requests for grade changes are now submitted through Banweb and ensure full security. Other routine reports processed in student records have been automated in order to free up staff for more intensive manual processes.

Degree Audit

As a result of benchmarking other schools best practices, PCC has purchased degree audit software, called DegreeWorks, which will enable students to track their progress toward earning a degree. This is an enormous achievement and will facilitate an effort toward improved advising of students and encourage student efficacy. Additionally, degree audit will improve faculty members' ability to provide substantive program advising for each student's unique situation. These improvements will not only increase student retention, but will allow for better collaboration between Student Records and the college community. In the long term, faculty will benefit from better course planning and program completion. Expected implementation should occur in Fall 2010.

Waitlist

The newly automated waitlist process has allowed the college to automatically move students from a waitlist into a class. This has benefitted over 20,000 students since its inception. The registrar has presented this topic at a national conference (AACRAO Tech) and was highlighted as a top presenter by the conference leaders and featured on their website.

Professional Development & Training

A commitment has been made to place a high priority on this effort, including the institution of annual staff retreats for student records. This annual retreat has now occurred for three consecutive years. Additionally, the reclassification of staff along with added responsibilities (upfront transcript articulation) have transformed the evaluator positions into a training/breeding ground for other student services departments such as advising and financial aid. Other specifics are listed as a response to the consultant recommendations.

Diploma Printing

The department purchased a product called Diploma on Demand which allowed us to print all diplomas for degrees, certificates and high school diplomas without having to outsource this costly service to another company. Staff can now process diplomas monthly so that students do not have to wait for an entire term to receive their diploma.

Surveys

One form of the internal assessment performed for the program review was a survey delivered to both faculty department chairs for professional technical departments and academic advisors. The survey was identical in nature but delivered separately and during different time periods to increase participation. The survey used closed-ended questions and the Likert Scale to measure feedback. There was a five-point scale which ranged from Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree and Not Applicable. While the actual N was fairly low for each survey population, the response rate was higher than average for a survey of this nature. Nevertheless, the information is helpful.

PCC Student Records & Graduation Survey of Faculty Chairs

Conducted June 10, 2008 to July 2, 2008 by the PCC Office of Institutional Effectiveness

N=27 (34.6% Response Rate)

Please indicate the extent to which you agree or disagree with the following statements:

The PCC Student Records and Graduation Office is EFFECTIVE in ...

1. Developing publications that provide information about PCC courses, programs, policies, and procedures.

	Counts	Percents	Percents 0 100
Strongly Agree	3	11.1%	
Agree	13	48.1%	
Neutral	7	25.9%	
Disagree	2	7.4%	
Strongly Disagree	1	3.7%	
Not Applicable	1	3.7%	
Totals	27	100.0%	

PCC Student Records & Graduation Survey of Advisors

Conducted Aug 29, 2008 to Sept 5, 2008 by the PCC Office of Institutional Effectiveness

N=13 (38.2% Response Rate)

Please indicate the extent to which you agree or disagree with the following statements:

The PCC Student Records and Graduation Office is EFFECTIVE in ...

1. Developing publications that provide information about PCC courses, programs, policies, and procedures.

	Counts	Percents	Percents 0 100
Strongly Agree	0	0.0%	
Agree	5	38.5%	
Neutral	2	15.4%	
Disagree	2	15.4%	
Strongly Disagree	1	7.7%	
Not Applicable	3	23.1%	
Totals	13	100.0%	

2. Communicating with other individuals and departments at PCC.

	Counts	Percents	Percents 0 100
Strongly Agree	1	3.7%	
Agree	8	29.6%	
Neutral	9	33.3%	
Disagree	4	14.8%	
Strongly Disagree	3	11.1%	
Not Applicable	2	7.4%	
Totals	27	100.0%	

2. Communicating with other individuals and departments at PCC.






	Counts	Percents	Percents 0 100
Strongly Agree	1	7.7%	
Agree	3	23.1%	
Neutral	6	46.2%	
Disagree	1	7.7%	
Strongly Disagree	2	15.4%	
Not Applicable	0	0.0%	
Totals	13	100.0%	





3. Ensuring that the security and confidentiality of student record data are maintained.






	Counts	Percents	Percents 0 100
Strongly Agree	5	18.5%	
Agree	13	48.1%	
Neutral	5	18.5%	
Disagree	1	3.7%	
Strongly Disagree	0	0.0%	
Not Applicable	3	11.1%	
Totals	27	100.0%	





3. Ensuring that the security and confidentiality of student record data are maintained.

	Counts	Percents	Percents 0 100
Strongly Agree	4	30.8%	
Agree	6	46.2%	
Neutral	3	23.1%	
Disagree	0	0.0%	
Strongly Disagree	0	0.0%	
Not Applicable	0	0.0%	
Totals	13	100.0%	

4. Preparing and distributing diplomas.			
	Counts	Percents	Percents 0 100
Strongly Agree	4	16.0%	
Agree	10	40.0%	
Neutral	7	28.0%	
Disagree	2	8.0%	
Strongly Disagree	0	0.0%	
Not Applicable	2	8.0%	
Totals	25	100.0%	

4. Preparing and distributing diplomas.			
	Counts	Percents	Percents 0 100
Strongly Agree	2	15.4%	
Agree	7	53.8%	
Neutral	3	23.1%	
Disagree	0	0.0%	
Strongly Disagree	0	0.0%	
Not Applicable	1	7.7%	
Totals	13	100.0%	

5. Providing accurate information.			
	Counts	Percents	Percents 0 100
Strongly Agree	1	3.8%	
Agree	14	53.8%	
Neutral	9	34.6%	
Disagree	0	0.0%	
Strongly Disagree	1	3.8%	
Not Applicable	1	3.8%	
Totals	26	100.0%	

5. Providing accurate information.			
	Counts	Percents	Percents 0 100
Strongly Agree	2	15.4%	
Agree	9	69.2%	
Neutral	1	7.7%	
Disagree	1	7.7%	
Strongly Disagree	0	0.0%	
Not Applicable	0	0.0%	
Totals	13	100.0%	

6. Providing timely services.			
	Counts	Percents	Percents 0 100
Strongly Agree	2	7.4%	
Agree	16	59.3%	
Neutral	1	3.7%	
Disagree	3	11.1%	
Strongly Disagree	4	14.8%	
Not Applicable	1	3.7%	
Totals	27	100.0%	

6. Providing timely services.			
	Counts	Percents	Percents 0 100
Strongly Agree	0	0.0%	
Agree	6	46.2%	
Neutral	2	15.4%	
Disagree	3	23.1%	
Strongly Disagree	2	15.4%	
Not Applicable	0	0.0%	
Totals	13	100.0%	

7. Supervising and professionally developing staff in the Student Records/Graduation Office.			
	Counts	Percents	Percents 0 100
Strongly Agree	3	11.5%	
Agree	7	26.9%	
Neutral	11	42.3%	
Disagree	1	3.8%	
Strongly Disagree	1	3.8%	
Not Applicable	3	11.5%	
Totals	26	100.0%	

7. Supervising and professionally developing staff in the Student Records/Graduation Office.			
	Counts	Percents	Percents 0 100
Strongly Agree	0	0.0%	
Agree	2	15.4%	
Neutral	6	46.2%	
Disagree	0	0.0%	
Strongly Disagree	0	0.0%	
Not Applicable	5	38.5%	
Totals	13	100.0%	

8. Administering academic eligibility policies (including, graduation, honors).

	Counts	Percents	Percents 0 100
Strongly Agree	2	7.4%	
Agree	14	51.9%	
Neutral	7	25.9%	
Disagree	1	3.7%	
Strongly Disagree	1	3.7%	
Not Applicable	2	7.4%	
Totals	27	100.0%	

8. Administering academic eligibility policies (including, graduation, honors).

	Counts	Percents	Percents 0 100
Strongly Agree	1	7.7%	
Agree	6	46.2%	
Neutral	4	30.8%	
Disagree	1	7.7%	
Strongly Disagree	0	0.0%	
Not Applicable	1	7.7%	
Totals	13	100.0%	

9. Properly evaluating and recording transfer credit.

	Counts	Percents	Percents 0 100
Strongly Agree	2	7.4%	
Agree	12	44.4%	
Neutral	7	25.9%	
Disagree	4	14.8%	
Strongly Disagree	1	3.7%	
Not Applicable	1	3.7%	
Totals	27	100.0%	

9. Properly evaluating and recording transfer credit.







	Counts	Percents	Percents 0 100
Strongly Agree	3	23.1%	
Agree	7	53.8%	
Neutral	2	15.4%	
Disagree	0	0.0%	
Strongly Disagree	1	7.7%	
Not Applicable	0	0.0%	
Totals	13	100.0%	





10. Prescribing and practicing ethical behavior.			
	Counts	Percents	Percents 0 100
Strongly Agree	2	7.4%	
Agree	11	40.7%	
Neutral	10	37.0%	
Disagree	0	0.0%	
Strongly Disagree	0	0.0%	
Not Applicable	4	14.8%	
Totals	27	100.0%	







10. Prescribing and practicing ethical behavior.			
	Counts	Percents	Percents 0 100
Strongly Agree	3	23.1%	
Agree	7	53.8%	
Neutral	1	7.7%	
Disagree	0	0.0%	
Strongly Disagree	0	0.0%	
Not Applicable	2	15.4%	
Totals	13	100.0%	






11. Initiating collaborative interaction between the Student Records/Graduation Office and other individuals/departments at PCC.			
	Counts	Percents	Percents 0 100
Strongly Agree	1	3.7%	
Agree	9	33.3%	
Neutral	6	22.2%	
Disagree	5	18.5%	
Strongly Disagree	4	14.8%	
Not Applicable	2	7.4%	
Totals	27	100.0%	

11. Initiating collaborative interaction between the Student Records/Graduation Office and other individuals/departments at PCC.			
	Counts	Percents	Percents 0 100
Strongly Agree	0	0.0%	
Agree	0	0.0%	
Neutral	8	61.5%	
Disagree	3	23.1%	
Strongly Disagree	2	15.4%	
Not Applicable	0	0.0%	
Totals	13	100.0%	

12. Developing forms and procedures, as required.			
	Counts	Percents	Percents 0 100
Strongly Agree	1	3.7%	
Agree	11	40.7%	
Neutral	8	29.6%	
Disagree	3	11.1%	
Strongly Disagree	2	7.4%	
Not Applicable	2	7.4%	
Totals	27	100.0%	

12. Developing forms and procedures, as required.			
	Counts	Percents	Percents 0 100
Strongly Agree	1	7.7%	
Agree	4	30.8%	
Neutral	7	53.8%	
Disagree	0	0.0%	
Strongly Disagree	0	0.0%	
Not Applicable	1	7.7%	
Totals	13	100.0%	

13. Providing information in general on PCC regulations, policies, and procedures.			
	Counts	Percents	Percents 0 100
Strongly Agree	2	7.4%	
Agree	9	33.3%	
Neutral	9	33.3%	
Disagree	3	11.1%	
Strongly Disagree	3	11.1%	
Not Applicable	1	3.7%	
Totals	27	100.0%	

13. Providing information in general on PCC regulations, policies, and procedures.			
	Counts	Percents	Percents 0 100
Strongly Agree	2	15.4%	
Agree	4	30.8%	
Neutral	3	23.1%	
Disagree	3	23.1%	
Strongly Disagree	1	7.7%	
Not Applicable	0	0.0%	
Totals	13	100.0%	

Please indicate the extent to which you agree or disagree with the following statements:

14. The Student Records/Graduation Office serves as a catalyst in team building with other individuals/departments at PCC.

	Counts	Percents	Percents
			0 100
Strongly Agree	1	3.8%	
Agree	0	0.0%	
Neutral	9	34.6%	
Disagree	9	34.6%	
Strongly Disagree	5	19.2%	
Not Applicable	2	7.7%	
Totals	26	100.0%	

Please indicate the extent to which you agree or disagree with the following statements:

14. The Student Records/Graduation Office serves as a catalyst in team building with other individuals/departments at PCC.

	Counts	Percents	Percents
			0 100
Strongly Agree	0	0.0%	
Agree	1	7.7%	
Neutral	5	38.5%	
Disagree	3	23.1%	
Strongly Disagree	3	23.1%	
Not Applicable	1	7.7%	
Totals	13	100.0%	

Please indicate the extent to which you agree or disagree with the following statements:

15. The Student Records/Graduation Office is at the forefront of technological advancements.

	Counts	Percents	Percents
			0 100
Strongly Agree	2	7.7%	
Agree	2	7.7%	
Neutral	11	42.3%	
Disagree	5	19.2%	
Strongly Disagree	4	15.4%	
Not Applicable	2	7.7%	
Totals	26	100.0%	







Please indicate the extent to which you agree or disagree with the following statements:

15. The Student Records/Graduation Office is at the forefront of technological advancements.

	Counts	Percents	Percents
			0 100
Strongly Agree	0	0.0%	
Agree	1	7.7%	
Neutral	4	30.8%	
Disagree	4	30.8%	
Strongly Disagree	3	23.1%	
Not Applicable	1	7.7%	
Totals	13	100.0%	





Please indicate the extent to which you agree or disagree with the following statements:

16. The Student Records/Graduation Office is sensitive to the special needs of all students, including evening students, commuting students, married students, single parents, students with disabilities, students of non-traditional age, students from various racial/ethnic and cultural groups, and students from other groups.

	Counts	Percents	Percents 0 100
Strongly Agree	3	11.1%	
Agree	6	22.2%	
Neutral	14	51.9%	
Disagree	0	0.0%	
Strongly Disagree	1	3.7%	
Not Applicable	3	11.1%	
Totals	27	100.0%	

Please indicate the extent to which you agree or disagree with the following statements:

16. The Student Records/Graduation Office is sensitive to the special needs of all students, including evening students, commuting students, married students, single parents, students with disabilities, students of non-traditional age, students from various racial/ethnic and cultural groups, and students from other groups.

	Counts	Percents	Percents 0 100
Strongly Agree	0	0.0%	
Agree	5	38.5%	
Neutral	5	38.5%	
Disagree	1	7.7%	
Strongly Disagree	0	0.0%	
Not Applicable	2	15.4%	
Totals	13	100.0%	

Findings and Focus of Future Work

The overarching findings of the student records assessment is that the department has changed drastically over the past 2 ½ years and the dynamics of the group have blossomed. This metamorphosis that has occurred thus far is a result of the hard-working staff that believes in improving the department's ideals, values and maxims as they relate to the integrity of the college and its degrees awarded. To that end, the following areas will be the focus of future work as the department strives for continuous improvement toward meeting the national benchmarks of the registrar function.

Consultant Recommendations

The AACRAO and Sungard consultants reports will become our benchmarking standards as we continue to implement many of their recommendations and strategize for our future (see pages 9-13). The Sungard technical recommendations are included in the PIA, which can be found in the Enrollment Services Office. Those recommendations have been interpreted by the Student Systems Support Manager and the Enrollment Services Management team works as a group to prioritize their implementation.

Survey results

The internal surveys performed allow the department to focus on improving areas that call for improvement such as:

- Providing timely services
- Collaborative interaction with other departments
- Acting as a catalyst for team building among other departments
- Staying at the forefront of technical advancements
- Providing information on PCC regulations, policies and procedures

These efforts must be made in conjunction with further action on the recommendations from the AACRAO and Sungard reports. By improving the identified areas in alignment with national standards for both the department's functional aspect and the technical infrastructure behind it, a new standard will be set for service to the college community.

Additionally, a survey of students is currently underway. The complete survey results should be available in March, 2009. These survey outcomes will be assessed and implemented as appropriate in tandem with the faculty and advisor surveys completed last summer.

Documentation

Part of the infrastructure that supports the above endeavors is the documentation for the functional processes. The department has improved the documentation process by creating position manuals for each staff function. These are not yet complete but will continue to be a priority for the department. In addition to the position manuals, cross-training the lead positions and the other staff members will further reinforce the new standards of the department. Externally, the documentation of processes and service standards needs to improve specifically in reference to the website. While this area has improved immensely in the past two years, there is much room for improvement. Prior to 2007, there was no external website for students to access- the only online information about student records was on the

intranet! Now, the website is helpful, professionally written and published by the TSS Web team and includes the services offered by the department. During 2009-10, this area will be reviewed further and improved. The next phase of website improvements will consist of resources for faculty and staff.

Improved Access

The Registrar's office, a district function, is located on one campus which causes access challenges for students in need of immediate service. Enrollment verifications are available mainly online for students but a small number of forms must be completed in person. Currently students travel to one campus for this service if they cannot wait for it to be mailed. The department will be reviewing avenues for distributing these services among the campuses in a way that ensures compliance standards are met.

The admissions process for both open and limited entry programs at the college will be reviewed for continuous improvement. The Registrar will work with the admissions staff across the college to provide resources for compliance and consistency in this area. The goal is for the college to review both limited and open entry processes holistically.

Access to archived records poses numerous challenges, not only for access but for student retention. Continuing efforts toward consolidated records storage will also be a target project in 2009-2010. In addition to consolidating the storage, there will be a mass effort toward imaging old archived documents so that record retention meets state compliance.

Duplication of student accounts in our banner system creates a huge barrier for student access and creates havoc with other departments such as financial aid and veterans' services. When this occurs, students are blocked from access to their records until the duplicated records are fixed. At first glance there were about 6,000 duplicate records in the system; this number has not been reduced all that much. Conversely, it has not grown significantly in the past two years. There has been a significant focus on district-wide staff training to reduce the creation of a duplicate account using advanced search techniques. Three staff members have been designated for three hours each day to work on eliminating recently-created duplicate records. The focus for the department will be to continue educating departments on the impact of creating duplicate accounts and cross-training staff to eliminate these duplicates.

Conclusions

Change management is always a difficult process to experience and we have affirmed that only through collaboration and inclusion will a group be able to successfully implement change and experience positive growth. We have been successful because of the efforts of our staff and their ability to be nimble and implement change at the drop of a hat. The areas of improvement in the next two academic years will focus on the recommendations of the AACRAO and Sungard consultants as well as the survey feedback.

At the annual staff retreat, the following year's goals will be developed and prioritized based on student need, alignment with college goals and attainment of national standards. The student records mission and vision will be of continuous improvement for processes and student access. The baseline for future changes will be service to students.

Acknowledgements

The Student Records department wishes to acknowledge the following people/departments who have contributed to the compilation of the Student Records office assessment.

- ② Academic and Student Affairs Vice President, Dr. Christine Chairsell for supporting the growth in the student records department and creation of the new staff positions.
- ② Veronica Garcia, Dean of Enrollment Services, for her leadership and vision in the development of the student records department; the creation of the Registrar and staffing positions, and for her continued support and faith in the development of the staff and the department goals.
- ② Leslie Hackett and Jessica Morfin for providing leadership and selfless service to the department during times of growth, change and extreme stress.
- ② Craig Kolins for providing interim leadership during the search for the new Dean of Enrollment Services, Veronica Garcia.
- ② The Student Records staff who have demonstrated their flexibility and ability to adapt in the face of change.
- ② AACRAO Consulting led by Bob Bontrager and the consultants Dr. Wendy Kilgore and Dr. Nancy Krogh for their external assessment and professional consultation.
- ② Institutional Effectiveness and Rob Vergun for survey development, collection and analysis.
- ② Sungard Consulting and Lin Bowden for the process improvement assessment plan.
- ② Tsipora Dimant for mediation services and being an outstanding referee.
- ② ODI Imprints and Christina McGuire for team building and retreat exercises.
- ② Training Pays and Dave Benak for retreat consulting.

Appendices

Appendix A	Job descriptions
Appendix B	Forms
Appendix C	Newsletter
Appendix D	Portland Community College Goals
Appendix E	AACRAO Summary Report

Office Assistant I (Student Records Clerk)

Category: Classified*

Grade: Office Assistant I: 13

Job Summary

Positions in this job family perform a wide variety of responsible office support and administrative functions in support of the assigned college program, service or department. They require proficiency in the full range of general office services and functions as well as specific technical knowledge and expertise in the services of their department and work assignment.

Distinguishing Characteristics

Office Assistant I is the entry level in the job family but requires a significant level of general proficiency in office tools, processes, protocols and procedures. Positions at this level generally emphasize performing well defined, semi routine functions with relatively close supervision and requiring limited technical knowledge of the department or area of assignment.

TITLE: Graduation/Transcript Evaluator

CLASS: Classified

EXEMPT STATUS: Non-exempt

GRADE: 16

NATURE AND SCOPE OF WORK:

Under the general direction of student records management, performs student graduation checks and evaluates transcripts for acceptability for various college requirements and programs. Employs well-developed verbal skills to present and exchange technical or complex information. Interactions with others may include students, staff, the public, and officials from other educational institutions and government agencies. Work results impact the accuracy, reliability and acceptability of further results beyond the immediate work section. Responsible for producing journey-level work output on an independent basis subject to management direction and review.

PRINCIPAL ACCOUNTABILITIES:

1. Evaluates and verifies graduation petitions for all Portland Community College degrees and certificates (excluding departmental program certificates), including but not limited to, Associate of Arts-Oregon Transfer degree; Associate of Science degree; Associate of Applied Science degree general education requirements; Associate of General Studies degree; and High School Completion programs. Assigns and enters appropriate attributes that facilitates program compliance processes. Evaluates foreign transcripts.

2. Evaluates non-PCC transcripts to determine equivalencies with PCC courses and programs; assigns and enters appropriate attributes that facilitates program compliance processes.
3. Processes student and advisor requests for graduation checks and other college transcript evaluations.
4. Receives and assesses all petitions from students in vocational programs (e.g. professional technical, employment skills training certificates, and all certificate petitions--excluding departmental program certificates).
5. Evaluates and processes non-traditional credit requests which include, Military transcripts, Advanced Placement, CLEP, and course challenges. Evaluates waivers and substitutions.
6. Processes official transcript requests.
7. Assists management in developing and implementing new job related systems as needed (e.g., degree audit system, in house diploma production).
8. Answers inquiries from students, staff, and the public, and provides technical information and guidance as needed.
9. Develops and maintains student records and files, including evaluation and entry of degree attribute codes for transfer work of graduation petitions and transcript evaluation.
10. Assists with other student records' activities and graduation duties as needed.
11. Performs other related duties as assigned.

WORK ENVIRONMENT:

Work is performed in an ordinary office environment. There is some exposure to noise due to printers and copiers and working in an open office area. Exposure to video display terminals occurs on a routine basis.

PHYSICAL REQUIREMENTS:

Learned physical skill is required to perform keyboarding functions.

MINIMUM QUALIFICATIONS:

High school diploma or equivalent supplemented with two terms of college level course work in business technology or related area. Experience performing the duties described above for six months may substitute for the college level course work. Two years of experience applying good record keeping, data entry, and analytical and verbal communication skills. Must be highly detail oriented and accurate. Must have ability to apply detailed procedures and requirements to information received from a variety of institutions.

TITLE: Student Records Assistant

CLASS: Classified

EXEMPT STATUS: Non-exempt

GRADE: 18

NATURE AND SCOPE OF WORK:

Under the general direction of student records management, coordinates work processes within the student records department regarding maintenance, dissemination, processing and confidentiality of student records information. Depending upon position, is responsible for organizing the college's graduation ceremony. Leads and reviews the work of clerical staff. Decisions often require that the incumbent draw from knowledge and past experience in resolving issues/problems to maintain the college's credibility. Employs well-developed verbal skills to present and exchange technical or complex information. Interpersonal contacts include students, faculty and staff, and may also include vendors. Work results impact the accuracy, reliability and acceptability of further results beyond the immediate work section. Responds to work situations with minimum guidance or direction.

PRINCIPAL ACCOUNTABILITIES: (Includes some or all of the following)

1. Coordinates, organizes and schedules grading process which leads to the production of student grades.
2. Organizes the college's graduation ceremony; establishes timelines, monitors budget and follows through all segments of ceremony commencing with reserving facilities and concluding with thank you letters.
3. Oversees graduation which includes but is not limited to coordinating petitions to graduate, determining graduation eligibility and processing diploma orders.
4. Performs lead responsibilities for a specific work group: provides input into the performance evaluation process; assists in the training of new and current employees in tasks or new procedures to be learned; provides guidance in the resolution of problems.
5. Determines changes and corrections in the tuition files, assuring that changes comply with college policy and guidelines.
6. Registers, add/drops, grades students with unusual circumstances including correcting student course and fee information and coordinating the processing of grade reviews.
7. Maintains the graduation on-line program which encompasses inputting information daily that details student activity commencing with the petition and concluding with mailing of the diplomas.
8. Works closely with Business Office staff in problem solving of student refunds, student tuition and fees and other student debts.

9. Works closely with college programs in making special adjustments to student records as needed.
10. Schedules and produces reports pertaining to the grading process.
11. Compiles, edits and orders graduation forms used college-wide.
12. Provides leadership and direction to department members in the absence of supervisor.
13. Provides clerical support to supervisor as needed.
14. Performs other related duties as assigned.

WORK ENVIRONMENT:

Work is performed in an ordinary office environment. Workload occasionally necessitates working unscheduled extended hours. There is some exposure to noise due to printers and copiers and working in an open office area. Exposure to video display terminals occurs on a routine basis.

PHYSICAL REQUIREMENTS:

Learned physical skill is required to perform keyboarding functions.

MINIMUM QUALIFICATIONS:

High school diploma or equivalent. One year of college-level course work or training in records management, data processing, or related area. Experience performing the duties described above for one year may substitute for the college-level course work or training. Two years of experience in records management activities. Knowledge of student records procedures of higher education institutions required.

Must have the ability to lead others and to solve problems within proper guidelines. Good verbal, written, communication, organization, analytical and keyboarding/computer skills required.

TITLE: Director/Enrollment Services/Registrar

CATEGORY: Management

FLSA: Exempt

GRADE: N

JOB SUMMARY

Under the direction of the Enrollment Services Department Director plans, organizes, and manages an assigned division within the department to facilitate the enrollment of students in the College. This position works under broad, administrative direction with significant responsibility for an assigned area, such as registration or financial aid. Responds to inquiries from College

departments, educational institutions, the community, and/or external agencies and supervises academic services staff.

DISTINGUISHING CHARACTERISTICS

The Division Manager, Enrollment Services has overall responsibility and accountability for providing direction in the areas of registration or financial aid. Positions recommend operating policies and procedures.

TYPICAL DUTIES AND RESPONSIBILITIES

1. Supervises management, academic professional staff, classified staff, and/or technical/support staff and performs both direct and indirect supervision through subordinates. Hires, evaluates, trains, disciplines and recommends dismissal of staff as necessary.
2. Plans, organizes, administers, and manages processes and operations related to assigned area(s) of responsibility; interprets and applies federal and state mandated guidelines. Plans, implements, administers, and evaluates related projects and services impacting the college.
3. Establishes, monitors, evaluates, and modifies processes, procedures, and/or standards, ensuring alignment with the College's mission, values, goals, and objectives, as well as all local, state, and federal laws and regulations.
4. Serves as a liaison to applicable external agencies, internal departments, and applicable educational institutions representing the College with respect to registration and/or financial aid processes and procedures.
5. Advises and enforces College policies related to enrollment services in assigned area of responsibility.
6. Maintains a variety of student and program records and information in assigned area of responsibility. Oversees the preparation and maintenance of accurate federal and state statistical reports in assigned area of responsibility. Assists with applicable internal and external audits.
7. Analyzes, reviews, and oversees the preparation and dissemination of a variety of reports for the College for use and access by students and/or external agencies and institutions.
8. Develops and facilitates information sessions, presentations, and workshops related to assigned area of enrollment services.
9. Develops, plans, implements, and administers organizational goals and objectives.
10. Participates in developing and administering division budget; implements and allocates resources following budget approval; approves expenditures.
11. Evaluates and communicates the impact of potential legal or regulatory changes on the College.
12. Advises and responds to questions from College departments and external agencies regarding complex issues or policies impacting assigned programs and services.
13. Positions in this classification may perform all or some of the responsibilities above and all positions perform other related duties as assigned.

POSITION SPECIFIC DUTIES AND RESPONSIBILITIES

Registrar

Positions assigned to Registrar may also be responsible for:

- Managing registration, admissions, and student records programs.
- Managing the preparation and maintenance of a variety of student records, including attendance, permanent records, grades, and/or other applicable records.
- Overseeing commencement activities, including the maintenance of graduation files, the preparation of graduation lists, degree mailings, budget, and the coordination of commencement ceremonies.
- Recommending course transfer and substitutions for College course requirements and coordinating articulation with other schools.

MINIMUM QUALIFICATIONS

Master's Degree and six years progressively responsible experience managing a related academic department in business, industry, or a post-secondary institution.

KNOWLEDGE AND SKILLS

Knowledge of:

- Managerial principles;
- Student services administration principles and practices at post-secondary institutions;
- Records maintenance principles and practices;
- Budgeting principles and practices;
- Project management principles;
- Principles and practices in assigned area of responsibility;
- Higher education principles and practices.

Demonstrated Skill in:

- Supervising and providing leadership to subordinate staff;
- Developing, recommending, implementing, and monitoring policies, procedures, and work flow;
- Preparing a variety of reports related to departmental activities, including statistical analysis;
- Developing and managing a budget;
- Evaluating assigned programmatic area for compliance with applicable regulations;
- Speaking in public;
- Coordinating the preparation and publication of a variety of reports;
- Conducting research to identify solutions, resolve problems, or provide information;
- Working with diverse academic, cultural and ethnic backgrounds of community college students and staff;
- Utilizing computer technology for communication, data gathering and reporting activities;
- Communicating effectively through oral and written mediums.

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS

Work is generally performed in an office environment with frequent interruptions and irregularities in the work schedule. Learned physical skill is required for keyboarding. No special coordination beyond that used for normal mobility and handling of everyday objects and materials is needed to perform the job satisfactorily.

REV: 04/07

Appendix B

Transcript Request Form

Student Records Change Form

Consent to Release Form

Petition for Credit by Exam Form

Request for Non-Traditional Credit Form

Transfer Evaluation Request Form

Application for Graduation Form



Fax Form To:
Student Records/Graduation
Phone: 503-614-7100
Fax: 503-645-0894

Transcript Request

Mail Form To:
RC Business Office
P.O. Box 6119
Aloha, OR 97007-0119

PLEASE FILL THIS FORM IN COMPLETELY
Missing information may affect or delay your transcript request.

YOUR INFORMATION (PRINT CLEARLY)

First Name _____ Middle Name _____ Last Name _____ Student ID # or SSN _____
Other names known at PCC _____ Telephone # _____
Street Address _____
City, State & Zip _____

Special Instructions:

- ☐ Hold for current term grades
- ☐ Hold until degree is posted
- ☐ I will pick up

SEND OFFICIAL TRANSCRIPTS TO:

Number of Copies _____	Number of Copies _____
Name _____	Name _____
Address _____	Address _____
City, State & Zip _____	City, State & Zip _____

I authorize PCC to release my transcripts to the addresses indicated above.

Student signature (REQUIRED) Date _____

- Official transcripts are **\$3.00 each**. Payment must accompany your request.
- Please allow a minimum of 5 business days for processing. Allow additional time during peak periods such as final grade posting and degree posting.
- PCC cannot release transcripts from other schools.
- Transcripts cannot be released if there is a financial hold on your account.

FOR PCC OFFICE USE ONLY

of copies _____ ID _____
Amount _____ ID _____
Receipt _____

FOR CREDIT/DEBIT CARD PAYMENT- COMPLETE THIS PORTION

Student Name: _____ Student G#: _____
Name on card: _____ Card Type: Visa ☐ MasterCard ☐
Card Number: _____ Expiration Date: _____
Cardholder's Signature: _____ Date: _____



Student Records
RC 5 Room 123
P.O. Box 19000
Portland, OR 97280-0990

Student Records Change of Information Form

Phone: 503-614-7100
Fax: 503-645-0894

Name changes require:

1. One piece of valid photo identification **AND**
2. A copy of an official name change document

Valid photo identification: passport, Oregon Drivers License, military identification card, Alien Registration Receipt Card (with photograph), and photo identification cards issued by government agencies. All identification must be current and unexpired.

Official name change document: divorce decree, marriage license, immigration documents, etc.

Social Security Number changes must include a copy of the signed Social Security card.

Use this form to change/add the following information (check all that apply):

- ☐ Name
☐ Address/Phone
☐ Social Security Number

PCC OFFICE USE ONLY

Received by _____ Date _____ Campus _____

All documentation must be copied, validated and sent to the Student Records

Previous Information:

Last Name First Name Middle Social Security No.

Address Phone #

City State Zip Gender

New Information:

Last Name First Name Middle Social Security No.

Address Phone #

City State Zip Gender

Student Signature

Date



CONSENT TO RELEASE CONFIDENTIAL INFORMATION

Portland Community College must follow all applicable state and federal laws (FERPA), rules and regulations that apply to student records. Therefore, all information contained in the college records which is personally identifiable to any student shall be kept confidential and not released except upon prior written consent of the student or upon the lawful subpoena or other order of a court of competent jurisdiction. **Unless otherwise specified, this release will be valid for one academic year (fall through summer) and must be renewed annually.**

Student Information - Please Print Clearly

Last Name _____ First Name _____ M I _____

Mailing Address: _____ Phone _____

PCC ID or Social Security Number: _____ E-Mail _____

Please release the records specified below for the following year(s) and term(s) (please check all that apply):

☐ Current academic year – OR – Year(s): _____ Term(s): ☐ Fall ☐ Winter ☐ Spring ☐ Summer

Specific records to be disclosed (please check all that apply):

Student Account	Enrollment Status	Course Schedule	Attendance	Financial Aid	Phone & Address	Grades	Academic Transcript	Academic Standing	Graduation Date	Degree Status
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please list): _____ Restrictions (if any): _____

Purpose of disclosure (please check ALL that apply):

<input type="checkbox"/> Employment	<input type="checkbox"/> Scholarship	<input type="checkbox"/> Deferment	<input type="checkbox"/> Financial Aid	<input type="checkbox"/> Financial Assistance
<input type="checkbox"/> Insurance	<input type="checkbox"/> Housing	<input type="checkbox"/> Interpreter	<input type="checkbox"/> Payment	<input type="checkbox"/> Other _____

If requested for an insurance verification, please also provide the following information for the insured party:

Name: _____ ID Number: _____

Transcripts: Students must submit a *Transcript Request Form* available at any PCC business office or online at <http://www.pcc.edu/pcc/rec/transcripts.htm>. Please include a payment of \$3 for each copy requested.

Enrollment Certificates – Student: Available through Student Records link on the PCC student web.

Enrollment Verification – Third Party: Provided by the National Student Clearinghouse by calling 1-703-742-7791 or online at: https://www.studentclearinghouse.org/member_info/Commercial_home.htm.

RELEASE INFORMATION TO:

_____	_____
Name	Fax Number
_____	_____
Mailing Address	E-Mail
_____	_____
City	State Zip

I hereby authorize PCC to release confidential information about me contained in the college's records. I agree to hold PCC and its employees harmless for any unauthorized use of my student records obtained by the above named party.

Student Signature _____ Date _____

TO SUBMIT: In-person...Bring to any campus admissions, registration or business office
By Mail.....PCC, Student Records, PO Box 19000, Portland, OR 97280-0990
By Fax.....General record requests (503) 645-0894 – or – Student account requests (503) 533-2878



P.O. Box 19000 Portland, Oregon 97280-0990

Student Records/Graduation
Petition for Credit by Examination

Directions to Petitioner: Please read the following conditions very carefully. One petition must be submitted for each course challenge. Before paying the \$10.00 non-refundable challenge fee, meet with the appropriate course department chair to determine the advisability of proceeding further with this challenge.

Approved _____
Department Chair Signature

I desire to take an examination for the following course:
Dept. _____ Course No. _____ Course Title _____ Credit Hours _____

I UNDERSTAND AND ACCEPT THE FOLLOWING CONDITIONS:

- I must be currently registered in credit courses, or have previously completed credit courses at Portland Community College. I must have an established Portland Community College transcript before the challenge credits will be recorded.
- I may challenge a course in which I am presently enrolled only if I have not completed more than three weeks of the course. If I have enrolled for the course, I understand I must formally withdraw no later than the third week.
- I understand that I may not count challenge hours as credit needed to meet residency requirements.
- I may take the examination for a specific course only once. If I am successful a letter grade or a grade of pass will be entered on my transcript through a Grade Review Request Form submitted by the department chair.
- I may not challenge a course in which I have previously enrolled and have received either a letter grade, (A,B,C,D,F), "W", "CIP", "I", "NP", "P", "X" or an "AUD".
- If I challenge a course which may be transferable to another institution, I will assume the responsibility of determining that the institution will accept credit earned in this manner.
- I understand this challenge must be completed within two consecutive terms.
- I understand the charge for this challenge is in addition to any tuition I may have already paid.

Date _____ Signature of Student _____

Social Security No. _____ Address _____

Telephone Number _____ City _____ State _____ Zip Code _____

Return this petition to the Business Office with the \$10.00. If your challenge is successful, you must pay the course tuition rate in effect at the time of testing in order to receive credit. The \$10.00 fee will be applied to the tuition. The department chair will not issue your grade until you have presented him with a receipt for the balance of the tuition for each class. Business office forwards all documentation to Student Records/Graduation.

Exam Fee Paid _____
Amount _____ Date _____ Cashier Number _____
Tuition Paid _____
Amount _____ Date _____ Cashier Number _____

PM94347 03/12

FOLLOW DIRECTIONS BELOW

Student Name _____		SS# _____
Major _____		
TYPE OF CREDIT	CREDIT HOURS	DOCUMENTATION (Must be included)
<input type="checkbox"/> Military Training	_____	_____ training records
<input type="checkbox"/> Military PE	_____	_____ DD 214
<input type="checkbox"/> Advanced Placement	_____	_____ attach detailed documentation
<input type="checkbox"/> CLEP	_____	_____ attach detailed documentation
<input type="checkbox"/> Formal Course or Training/Non-accredited (See reverse)	_____	_____ attach detailed documentation
FEE		<u>\$10.00</u>

FOR EVALUATOR USE ONLY

If PCC course equivalents are to be posted on student's transcripts, please indicate.		
Course Number	Course title	Credit Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

DIRECTIONS

1. Student attaches appropriate documentation to this form.
2. Student presents attached documentation to Department Chairperson for equivalency evaluation. Department Chair indicates appropriate credit hours and course titles.
3. Student takes this form and all documentation to Business Office and pays \$10.00 fee.
4. Business Office forwards receipt and all documentation to Student Records/Graduation.

AUTHORIZATION

Dept. Signature of Approval

Date

Graduation Initials



Student Records/Graduation
RC 5 Room 123
P.O. Box 19000
Portland, OR 97280-0990

Request for Transfer Credit Evaluation

Phone: 503-614-7100
Fax: 503-645-0894

Name _____	G# _____
Address _____	Phone _____
_____	Degree/Cert _____

You must be a current credit PCC student to use this form.

Submit this form only after you have requested official transcripts from all transferring institutions;
your evaluation cannot be completed until we have received all of your transcripts.

Transfer evaluations may take up to 1 month to complete depending on the volume of requests.

LIST ALL INSTITUTIONS FROM WHICH YOU ARE
TRANSFERRING CREDITS:

Portland Community College currently evaluates official transcripts we receive from other schools for PCC students. For degree seeking students we will evaluate transfer coursework for all Lower Division Collegiate (LDC) classes where grades of A, B, C, or P/S (Pass/Satisfactory) were earned. Students will receive an email in their MyPCC inbox when their transcripts have been evaluated, including instructions for viewing transfer coursework on their unofficial PCC transcript.

For non-degree seeking students we will evaluate all coursework needed to satisfy PCC's Standard Prerequisites, as well as commonly used preparatory coursework in other subject areas (e.g. Biology).

Visit <http://www.pcc.edu/records> for more information.

Students may be required to provide course descriptions for transfer coursework completed prior to 1996.

Student Signature

Date

For Internal Use Only	
Evaluator:	Date Completed:
Notes:	



Mail Form To:
RC Business Office
P.O. Box 6119
Aloha, OR 97007-0119

Application for Graduation

Student Records/Graduation
Phone: 503-614-7100
Fax: 503-645-0894

Please fill out and submit this form one term in advance of your final term.
Graduation fee for EACH application is \$10.00; pay at any campus business office.
Be sure to include any department approved substitution or waiver forms with you application.

Your name will appear on your diploma exactly as recorded at PCC.

First Name Middle Name Last Name

Student ID # or SSN

Other names known at PCC

Telephone #

Dates attended PCC From To

Publish my name in the
commencement program?

☐

YES

☐

NO

Student Signature

Date

By participating in the commencement ceremony, you may be videotaped.

WHAT DEGREE/CERTIFICATE ARE YOU COMPLETING? •One request per application•
Expected Term of Graduation Catalog Year

☐ Associate of Arts – Oregon Transfer

☐ Associate of Science Oregon Transfer – Business

☐ Associate of Science

☐ Associate of General Studies

☐ Associate of Applied Science in

☐ Certificate

☐ One Year

☐ Two Year

Title

☐ Oregon Transfer Module

COURSES YOU INTEND TO ENROLL IN THAT ARE APPLICABLE TO YOUR DEGREE:

Please include Course Number, Title and number of credits. (Example: WR 121 - English
Composition - 4 cr.)

Term Year

Term Year

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

OTHER COLLEGES YOU HAVE ATTENDED

Please list the institutions that have
credits applicable to your degree or
certificate.

1.

2.

3.

4.

It is the student's responsibility to
have all official transcripts on file
in Student Records.

BUSINESS OFFICE USE ONLY: Receipt: ID:

Year

Student Records Use Only

Sequence

Evaluator

Degree/Certificate

Date Sent

Resent

Term

Date

Approved

Date

Highest Honors

GPA

Denied

Date

Date Awarded

The Portland Community College

Issue #1 - Winter 2008-2009

Student Records & Graduation News

Welcome to the first edition of the Portland Community College Student Records Office newsletter (since the year 2000, anyway). We hope that by publishing each term we can help keep the rest of the College up to date on important news and information coming out of our office, and in the process improve communication and collaboration between ourselves and other departments.

In this issue we'll be talking about some important new policies and procedures in Student Records, including upfront transfer credit evaluation for new and current PCC students, graduation application deadlines, brand new forms, and even a few lame attempts at humor. Very exciting stuff... hey, wake up! Is there something you'd like to see in the next edition of the newsletter? Have questions, comments or suggestions? Email mark.goldhammer15@pcc.edu. (If you want to complain, however, [Dan Davidson](#) is your man).

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Important Graduation Application Deadline Information!

Reminder: Students must file their application no later than one year after completing all degree requirements. Help keep our students informed about this deadline! See p. 9 of the current PCC catalog.

Those missing the deadline will be required to re-establish current coursework at PCC, and may also be flogged with a wet noodle.

Contact the PCC Registrar with questions or concerns:

mathern@pcc.edu or 503.614.7195 (after 9am, please – she's not a "morning person"... trust us).

New Advising Tool

The Graduation Office recently created a new advising tool for students working on any of the associate degrees offered by PCC. The idea was to come up with a one-page snapshot that students, advisors, and evaluators could use to quickly scan for general education, core, elective, and other degree-specific requirements. Anyone who works with students regarding their degree requirements may find the tool useful.



Please note: the snapshot was designed to provide as much information as possible on a single sheet for quick reference, and the catalog should always be consulted for details. Click on the document title to view, download and print a copy!

PCC Degree Snapshot

Portland Community College Associate Degree Requirements Snapshot					
DISCLAIMER: This is meant to be a quick reference guide. Please consult the faculty for comprehensive degree requirements and information.					
Requirement	AS	AS+T	AS	AS+T	AS+T
General Education	AS General Education	AS+T General Education	AS General Education	AS+T General Education	AS+T General Education
English	English 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000	AS+T General Education	AS+T General Education	AS+T General Education	AS+T General Education
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Upfront Transfer Course Articulation

A bit of important news coming out of the Student Records/Graduation office is our recently-launched project to evaluate transfer coursework for all new and current degree-seeking students. This is a big change from the way things used to be: transfer coursework was not previously evaluated until a student applied for graduation, and then only the coursework needed for the degree was evaluated and entered onto the student's unofficial PCC transcript. Needless to say this is a huge undertaking – since the project began in August we have evaluated transcripts for over 900 students, with thousands to go and more arriving every day. Heard any muffled screams coming from RC 5 lately..?

The new transfer articulation process was developed in anticipation of the launch of [Degree Works](#), a web-based application that is integrated with Banner and will allow students to see how their PCC and transfer coursework would apply to any degree. One of the great benefits of this project will be the vast amount of information we are compiling as we build transfer articulation tables for each new school we encounter. Each time one of us receives transcripts from a school that hasn't been seen before, we are getting them set up in Banner and building our database of course equivalencies. The more transfer evaluations we complete, the more time we'll save down the road. That's what we tell ourselves, anyway, to help diminish the suffering.

Please visit the [Student Records/ Graduation](#) website for more detailed information, including a fledgling FAQ about the process.

New Forms

The Student Records Office has recently updated a number of commonly-used forms that were outdated. If your office or department has hard copies of any of the following forms, please recycle and replace them with the current version! Click on the form titles below to view and/or print, or visit our [department website](#) for links to each document.

[Petition for Course Substitution](#)

This form is used to request a substitution for a required course. It includes fields for student information, course details, and a section for the student's explanation of the request. There is also a section for the advisor's signature and a date field.

[Student Records Change of Information Form](#)

This form is used to update personal information such as address, phone number, and email. It includes sections for current and previous information, a section for the student's signature, and a section for the advisor's signature.

[Application for Graduation](#)

This form is used to apply for graduation. It includes fields for student information, a section for the student's declaration of intent to graduate, and a section for the advisor's signature.

[Request for Transfer Course Evaluation](#)

This form is used to request an evaluation of transfer coursework. It includes fields for student information, a section for the student's request, and a section for the advisor's signature.

Did you know?

Current, degree-seeking students can now use the above form to request evaluation of coursework for transcripts on file with PCC. Otherwise we just pull names out of a hat – well, pretty close!



Get FERPA'd!

In addition to being one of the most tedious subjects in the history of civilization, the [Family Educational Rights and Privacy Act \(FERPA\)](#) is extremely important for the health and longevity of the College. Be sure to attend a training session annually – look for the schedule of Winter '09 trainings in the next edition of the Student Records newsletter! I know, you're already clicking furiously on your 'get mail' button in anticipation...

Improved Process for Course Substitutions

Important news for our CTE Department Chairs! The Student Records/Graduation office has clarified and streamlined the process for handling course substitutions, especially with regard to our AAS and certificate programs.

When a department chair and one of our evaluators have worked out the details of any course substitutions for a student, our evaluator will email the department a specially-tailored substitution form containing all pertinent information. The department chair will simply need to print off the form, sign it, and fax or mail it back to Student Records/Graduation - this way all course substitutions done in conjunction with the department chair will be uniform and consistent. ***Prepare to live in harmony!***

Contact your [graduation evaluator](#) with any questions!

Grade Change Reminder for PCC Faculty & Instructors

As the end of the term nears, we would like to remind everyone of the grade change procedure that has been in place since Spring 2007. In order to maintain FERPA compliance, this is the only way we will accept grade changes electronically; to ensure full security.

To process an electronic grade change, follow the steps listed below:

1. Log on to MyPCC
2. Click on the Faculty Tab
3. Click on Summary Class List
4. Choose the Appropriate Term
5. Choose the Appropriate CRN
6. Scroll to the very bottom of the page and click the 'Grade Changes' link.
7. Complete the entries on the Grade Change Request page (instructions appear at the top of the page). When you have completed your entries, press 'Submit'.

Grade changes are processed based upon the Grading Guidelines in the catalog (see pages 144-146). These can also be found at:

<http://www.pcc.edu/resources/academic/academic-policy/acad20.html>.

Please be sure your grade change requests meet these guidelines. Contact the PCC Registrar at rmathem@pcc.edu if you have any questions about this process.

Who We Are: The Student Records & Graduation Team, circa 2008.



Emily Biskey
Grad/Transcript
Evaluator

Jennifer Bowers
Student Records
Assistant

Dan Davidson
Grad/Transcript
Evaluator

Anita Gibson
Grad/Transcript
Evaluator

Mark Goldhammer
Grad/Transcript
Evaluator

Louise Herr
Grad/Transcript
Evaluator

Delores King
Student Records
Assistant

Rebecca Mathern
PCC Registrar

Candace Miles
Student Records
Clerk

Teresa Moore
Office Assistant

Nikki Patterson
Grad/Transcript
Evaluator

Lynn Reese
Grad/Transcript
Evaluator

Talitha Singhai
Office Assistant

Polina Tsuber
Office Assistant



The Student Records Posse: Trust us - we're here to help.

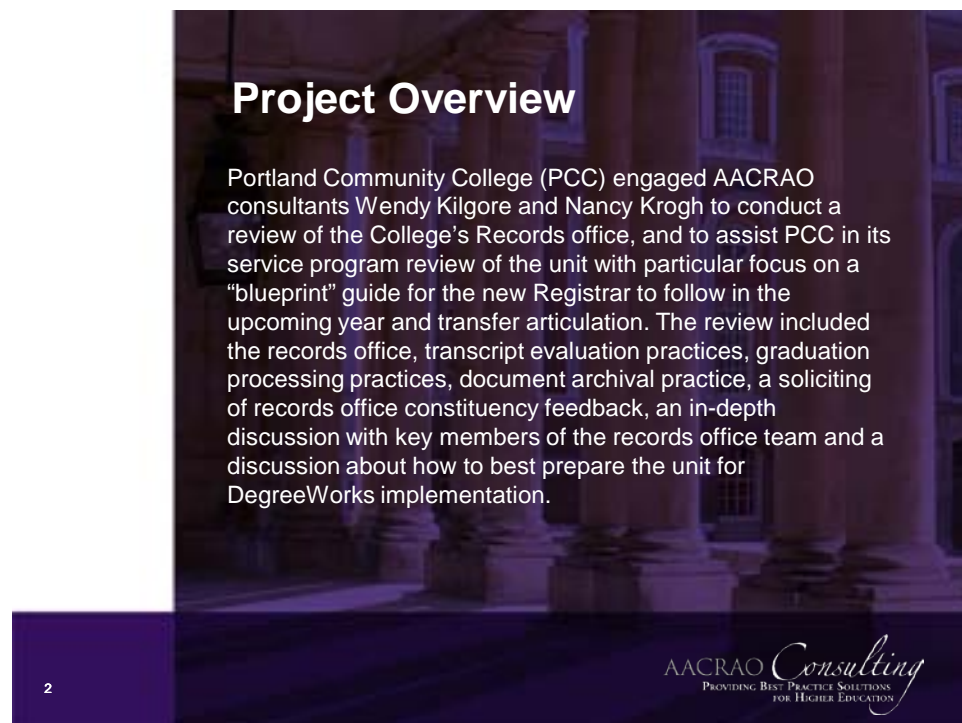
Appendix D

Portland Community College Goals

1. **Access:** We will improve access to quality lifelong learning opportunities through the effective use of technology, affordable classes and the strategic location of facilities.
2. **Student success:** We will promote success for all students through outstanding teaching, student development programs, and support services in all that we do;
 - *Professional technical education* will be responsive to industry needs and prepare students to work in a global marketplace.
 - *Transfer preparation* will prepare students for success in obtaining baccalaureate degrees.
 - *College readiness* will promote student preparation for college-level programs and employment.
 - *Community education/continuing education* will provide quality education to enrich students personally, socially, culturally, and to upgrade occupational/job skills.
3. **Diversity:** We will enrich the educational experience by committing to the development of diversity in our student body, faculty and staff.
4. **Continuous Improvement:** We will develop, safeguard and allocate our resources (human, financial, capital, and technological) to ensure through planning and assessment the delivery of relevant, quality programs and services.
5. **Cultivating Partnerships:** We will effectively respond to the educational needs of our students and communities through strategic alliances with business, government agencies and educational institutions.
6. **Community:** We will facilitate growth and development of our district communities by accepting a leadership role and serving as a key educational resource to the community.

Appendix E

AACRAO Summary Report (as adapted for implementation)



Visit Deliverables

- Three-day campus visit & meetings with PCC project managers, project teams & other faculty & staff.
- Review of policies & student records procedures referencing: transfer articulation, graduation clearance, electronic reports & data exchange, archiving, FERPA & privacy standards, degree audit & commencement.
- Evaluation of office work flow, staffing levels, position functionality & technical assessment for department. A critique of information provided to public: web, forms, accessibility, etc.
- Service assessment & student self efficacy.
- An executive summary and written report with observations, critical analysis (including SWOT) & recommendations aligning with national standards & best practices.

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3

Visit Outline

Visit: May 20-22, 2008

Meetings with

- Dean of Enrollment Services
- Registrar
- District VP for Academic and Student Affairs
- Banner Manager for Student Module
- Records Office Leads
- Records Office Evaluators
- Records Office Clerks
- Institutional Effectiveness
- Advisors
- Admissions and Registration Staff
- Associate Registrar
- Commencement Staff
- Faculty members

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4

Executive Summary

Over the course of the three-day visit, the consultants observed that PCC's culture involves status quo in that things have not changed much for many years and the college does not have experience with change.

This culture manifested itself in the general reaction of those we interviewed regarding the system-wide changes coming from the Enrollment Services division and more specifically the Records office. Recent changes have been received with guarded optimism regarding the possibility of improved students services but staff want to be more included in the change process.

PCC has made a wise decision to re-create the Registrar position. However, there must be a strong relationship between the Admissions and Registration office and the Records office (for purpose of function and compliance).

There are five overriding opportunities for improvement relative to the Records office :

- Effective change management
- Strong cross-functional communication
- Clarification in organizational structure and responsibilities
- Procedure documentation
- FERPA compliance for student records college-wide

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5

General Recommendations

- Develop the Registrar's role as a resource for advisors and students for the college.
- Communicate the role of the Registrar to the college and include the organizational structure as part of that communication.
- Develop a registrar newsletter to share project status and other updates such as policy/guideline changes with student services, faculty and administration.
- Work with current student, advisor, and faculty groups to collect and share information about system changes.
- Join the National Association of Commencement Officers (NAACO) for resources on commencement.
- Develop business continuity and disaster recovery plans.

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Records Office Recommendations

- Develop a plan and budget for regular professional development for the Registrar & records staff.
- Develop back-up for all functions in the Registrar's Office so tasks can be shared, there is one input when proposing changes, and to ensure continuity if someone is out of the office.
- Develop procedure manuals that can be kept in-house and used for future development when TSS can support it.
- Develop well-defined expectations for student record lead positions.

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Records Office Recommendations

- Conduct desks audits to find excess work capacity.
- Work with state archivists and with other Oregon registrars to update and simplify state record retention schedule.
- Update retention schedule and then inventory and implement.

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Records Office Recommendations

- Develop a comprehensive training program for FERPA and other privacy and security regulations. Making training available in various formats such as in person and on-line, and provide updates on a regular basis.
- Ensure that anyone who is authorized to do name changes is properly trained and is collecting appropriate documentation and works in student records.
- Have the Registrar establish regular meetings with the Records Office leads and staff.

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Records Office Recommendations

- Review how records services are provided across the college.
- Learn the rules for athletic certification and develop a procedure manual for athletic compliance.
- Review job descriptions of all records staff to ensure coverage for responsibilities needed for new initiatives and for core responsibilities of records.
- Meet with leads to review all office job duties and to ensure staff understand their new responsibilities.

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Organization/Operational Recommendations

- The data custodian must be involved in any decision to change data to avoid the appearance of data tampering.
- Define clearly the records retention practice and provide training for all of the impacted departments especially departments that maintain program specific applications.
- Registrar should meet regularly with Associate Registrar, Institutional Effectiveness and the Curriculum Support Director.
- Establish a plan for rolling out transfer articulation and work with departments on campus so everyone understands their role and the timeframe.
- Develop better systems for identifying and correcting duplicate PIDMs.
- Involve advisors in transfer articulation planning.

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Organization/Operational Recommendations

- Develop better use of student self-service and provide training guides for advisors.
- Activate the advisor/faculty menu in self-service and use in place of Banner.
- Review use of comment fields across the institution for appropriate use (not data entry).
- Train staff so comments are used appropriately and are suitable for student/judicial inspection.
- Develop a data dictionary.
- Review all student record documents for compliance (FERPA, etc).

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Respectfully Submitted

Wendy Kilgore, Ph.D. – Senior Consultant
Nancy Krogh, Ed.D. – Consultant

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