

**Portland
Community
College**

Board of Directors

AGENDA

January 17, 2013

Vision

Building futures for our Students and Communities

Mission

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

Who We Are

Portland Community College is a public, multi-campus, comprehensive community college serving the lifelong learning needs of our students. We offer college transfer programs; career technical education programs; adult basic skills; opportunities to develop English as a second language; high school completion and dual credit; community and continuing education programs; and service-learning opportunities that foster the development of civic responsibility and engagement. Through extensive partnerships with business, industry, labor, educational institutions and the public sector, we provide training and learning opportunities for the local and state workforce and promote economic and community development.

We Value

- Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy
- An environment that is committed to diversity as well as the dignity and worth of the individual
- Leadership through innovation, continuous improvement, efficiency, and sustainability
- Leadership through the effective use of technology in learning and all College operations
- Being a responsible member of the communities we serve by actively participating in their development
- Quality, lifelong learning experiences that helps students to achieve their personal and professional goals
- Continuous professional and personal growth of our employees and students including an emphasis on fit and healthy lifestyles that decrease disease and disability
- Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated
- Collaboration predicated upon a foundation of mutual trust and support
- An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve – making students marketable for jobs in the future and promoting economic development
- The public's trust by effective and ethical use of public and private resources

Goals

Access: Access to learning opportunities will be expanded through the cultivation of community and business partnerships.

Diversity: Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty and staff.

Quality Education: Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.

Student Success: Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer.

Economic, Workforce, and Community Development: Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs.

Sustainability: Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served.

BUSINESS SESSION
January 17, 2013
Sylvania Campus, College Center Building, Board Rooms A/B
BOARD OF DIRECTORS
PORTLAND COMMUNITY COLLEGE
12000 S.W. 49th Avenue
Portland, Oregon

AGENDA

- 6:00 PM **Board Dinner** – Sylvania Cafeteria - Oak Room
- 6:45 PM **Executive Session** - in accordance with ORS 192.660 (2), (d) Labor Negotiation, (e)-Real Property Transactions, (f) Information Exempt from Public Disclosure (Attorney-Client Privilege) and (h) Litigation
- 7:30 PM **Call to Order**
 - Introductions
 - Approval of Minutes – December 6, 2012
 - Approval of Agenda
- 7:35 PM **Information Session**
 - ◆ Commissioner Community Colleges and Workforce Development-Cam Preus (10 minutes)
 - ◆ Foundation Update – Chris Neilsen (10 minutes)
 - ◆ 50th Anniversary Update – Kristin Watkins (5 minutes)
 - ◆ Budget Update – Jim Langstraat and Wing-Kit Chung (10 minutes)
- 8:10 PM **Public Comment on Agenda Items** (A sign-up sheet is on a table at the entrance of the meeting room.)
- 8:15 PM **Business Meeting**

Consent Agenda: (All items will be approved by consent agenda unless an item is withdrawn by request of a member of the Board. A separate motion will then be required to take action on the item in question.)

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Academic Professional Appointments:	
Haris Gunadi, Alternate Media Specialist, Academic and Student Affairs	
Jennifer McBratney, Program Officer – PCC Foundation, Office of the District President	

Lida Rafia, Retention and Multicultural Center
 Coordinator, Office of the Dean of Student
 Development, Rock Creek Campus
 Briar Schoon, Sustainability Analyst, Academic Services,
 Temporary

Administrative Appointments:

Tyler Harvey, Bond Project Manager, Bond Program
 Luis Rodriguez, Interim Associate Dean of Student
 Development, Office of the Dean of Instruction and
 Student Development, Southeast/Extended Learning
 Campus, Temporary

Faculty Appointments:

Hilary Campbell, Instructor, Building Construction
 Technology, Business, Applied Technology and
 College Prep Division, Rock Creek Campus,
 Temporary
 Cynthia Phillips, Instructor, Dental Assisting, Office of
 the Dean of Instruction, Sylvania Campus,
 Temporary
 James White, Instructor, Ceramics, Arts and Professions
 Division, Cascade Campus, Temporary

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8:20 PM **Public Comment on Non-Agenda Items** (A sign-up sheet is on a table at the entrance of the meeting room.)

8:25 PM **Reports**
 Faculty
 Classified
 Students
 Board Members
 President

8:35 PM **Adjournment**

The Board of Directors meetings are held in accordance with open meeting laws and accessibility requirements. If a person with a disability needs assistance in order to attend or participate in a meeting, please notify the PCC Disability Access Services at least 48 hours in advance at (971) 722-4341 (voice) or (503) 246-4072 (TTY). A sign-up sheet for those who wish to offer comments or testimony on any item will be available at the entrance of the meeting room.

PORTLAND COMMUNITY COLLEGE - BOARD OF DIRECTORS
12000 S.W. 49th Avenue - Portland, OR 97219

MINUTES

BOARD OF DIRECTORS BUSINESS SESSION
Sylvania Campus, Board Rooms A/B
December 6, 2012

BOARD ATTENDANCE

Board Members Present:

Jim Harper, Gene Pitts, David Squire, Kali Thorne Ladd

EXECUTIVE SESSION

The Board of Directors convened an executive session for Real Property Transactions, Information Exempt from Public Disclosure (Attorney-Client Privilege) and Litigation Employment of a Public Officer, Labor Negotiations and Real Property Transactions in accordance with ORS 192.660 (2), (e), (f), and (h) at 6:45 PM, adjourning at 7:10 PM.

CALL TO ORDER

Acting Chair Harper called the business meeting to order at 7:30 PM and invited all present to introduce themselves.

APPROVAL OF THE MINUTES

The November 15, 2012 minutes were approved as published. Squire/Pitts

APPROVAL OF THE AGENDA

The agenda was approved as published. Pitts/Ladd

INFORMATION SESSIONS

Annual External Audit Report

Kenneth Kuhns and Scott Muller, Certified Public Accountants, Kenneth Kuhns and Company

Earlier this evening the report was presented at the Board Audit Committee Meeting.

Page 1 of the report is the independent auditors report and is the opinion on the college's financial statements. The audit was conducted with standards that are generally accepted accounting principles (GAAP) in the USA, and because the college receives federal dollars the audit was also conducted in accordance with governmental auditing standards. In the third paragraph of the opinion letter, it is the opinion of the auditors that the financial statements are fairly presented in all

material respects. This is what is called a clean opinion, and is the best opinion an entity can receive. The opinion of the Government Auditing Standards audit can be found on page 104. During the audit, internal control was reviewed on an entity wide basis. Also, compliance with laws and regulations was reviewed on an entity wide basis, and found no exceptions. On page 106, Federal Programs were audited and there were no exceptions or findings. The final piece of the audit, on page 102, because the college is a local government in the State of Oregon, there is a requirement to test certain state laws and regulations. These tests included deposits of public funds, budgets, outside funding and surplus public funds, and contracting procedures. Based on the tests, no exceptions were found. The college's records are well maintained and staff are doing a good job preparing documents, as well as safeguarding college funds. Stakeholders, bond-holders, credit companies can rely on the information as being accurate. Directors Gene Pitts and Jim Harper thanked all involved in preparing this document.

Textbook Update

Laurie Bales, District Manager, Bookstore and Linda Eden, Director, Auxiliary Services

Ms. Bales gave an overview of what the bookstore is currently doing to serve the students in the most cost effective ways. She stated that this is not a new topic. In the last 7-8 years, the Oregon legislature has also taken an interest in this topic. The bookstore has been working hard to offer choices to students. The strategy is to have a large selection of used books, custom books, and old editions when approved by the instructors. The SAC Committee and the Faculty are the folks making the choices of the content that is being used in the curriculum. The role of the bookstore is to support these community partners and be a resource for them, while being aware of what students' needs & wants. With such a diverse student population at PCC, there is no one-size-fits-all. Custom books amount to about 40% of the books sold. These books have been abbreviated versions of for the full books due to PCC being a quarter schools. The faculty and publisher representatives work together to segment only the chapters that will be covered during the quarter for rebounding at PCC to reduce the costs of the book for the students. In a HECC hearing, PCC was recognized for aggressively working on cost saving incentives with the publishers for students. PCC was also recognized as being the most effective in the Pacific Northwest in these efforts. The Bookstore works with 7 national wholesalers to supply used books for students. We also offer a very robust buyback. In order for this to be a success, we work with the Faculty and departments to get the book needs in a timely manner. These buybacks provide the student more money for the books they are done with, cash in their pockets, used books on the shelf for incoming students and cost savings on shipping for the bookstore. Sometimes new editions are released, but the Faculty wants to continue using the old edition, the bookstore will work with the publishers and wholesalers to secure as many old edition copies as possible. PCC has been a promoter of the E-books and digital books since they were first piloted in 2005. We were part of 12 schools that offered digital versions of textbooks to students on a pilot basis. However, in the Fall term the Bookstore sold over 65,000 books, with less than a dozen digital. That is not to say they are not buying them other places. Our students

are very savvy shoppers. Prices comparisons are also offered on the website from other competitors. As students look for classes, at the same time they can look up the costs of the books. Trying to remain a good option for students, we have a very viable and e-commerce and web order option for students. Fall term 2012, sold 4,300 books, making this a 19% increase. Students like the convenience of online ordering. There are pilot projects on campus turning to digital options; CIS 179 is a class encouraging this. Only 5 students had purchased the digital option, rather than the printed materials. Student success cannot be evaluated at this time, as the class is still in session. PCC participated in a National Student Watch survey in 2011. PCC was one of 18 participants in the survey, with over 1,100 students responding. It was reported that 71% of the students still preferred their textbooks in printed format. That means just 29% are opting for digital or electronic versions. Some other results from other pilot programs were that students really like the initial savings with buying digital materials and the portability, but less than thrilled with the reading experience and that the instructors failed to use all of the collaborative features built into the platform. We strive to stay abreast of what are students are thinking and feeling. HECC (Higher Education Coordinating Commission) convened a work group of students, faculty, publishers, bookstore managers, and members of the OUS. They held three public hearings in the spring and summer. There is a preliminary draft of the recommendations that will be presented include incentivizing the Higher Education Opportunity Act that was done in 2008. As a reminder, the HECC put forth some guidelines for institutions, publishers, and bookstores so that students can see how much all their costs for school will be, including course materials. The HECC is promoting open source materials, library reserves of the books, and initiatives to address the high cost of text books. PCC will launch a rental program in Winter 2013. If all goes well, we hope to expand the program. Open-source and online content development is getting a lot of attention. Much of it is being done through philanthropic groups like the Gates Foundation. California legislation signed off to development 50 development education courses in time for the academic year. The fundamental problem with all these changes is there is no sustainable model that will continue to fund these movements. One thing to note: open source, doesn't mean that they are free. The industry is not what it used to be and student preferences are changing. There is significant awareness about the high cost of textbooks and that something needs to be done. New business models are emerging that address both cost and content delivery options. The publishers are very concerned about this as well. They want to remain relevant and play a part in helping train faculty. As new content is in development, they are considering all formats, not just print. The bookstore is an integral partner in students achieving success at PCC. As an institutional store, staff takes pride in their role to enhance student success, provide quality service and to provide affordable products. The bookstore contributes to the General Fund and recognizes that a possible decrease in course materials may well reduce the revenues and contributions in the future, but we recognize that we are a partner. Participation in National Buying Groups and attendance at Educational Sessions on the regional and national fronts, and staying informed in what is going on contributes to the success of the Bookstore. The bookstore respects the rights and responsibilities of the SACs, the Faculty, and the Departments to choose the course content and the role of the Bookstore to put the

materials on the shelf. The bookstore is dedicated to continuing to peruse affordable options for the students and want to continue to be included in the conversations.

OEIB Update

Rob Wagner, Manager, Government Relations

Mr. Wagner acknowledged the active involvement and participation from the PCC Board of Directors who have been following the conversations quite closely. The conversations around governance are still at the 10,000 foot level. The OEIB Governance Subcommittee is attempting to link “form and function” of a seamless K-20 education enterprise consistent with SB 909 and the Governor’s vision for education reform. The OEIB Governance Committee has met three times; this committee is chaired by Matt Donegan and includes Mary Spilde from Lane.

There is a lot of confusion about what the OEIB is actually adopting. In speaking with Andrea Henderson from OCCA about their position, she stated that they don’t feel that the proposal provides enough policy structure for them to feel confident in recommending a position. The biggest changes from the current policy are at the agency level with the creation of a new Department of Postsecondary Education – combining OSAC, CCWD, OUS (newly redefined by allowing “Institutional” Boards for U of O and PSU). The second change is with public oversight and the administrative rule-making for community colleges, will shift from State Board of Education to the Higher Education Coordinating Commission (HECC).

Given the lack of specificity in the proposal, and the lack of clear direction and consensus, the way this is likely going to play out will be with the Governor’s Office pulling together a work group consisting of: Representative Michael Dembrow (Chair, House Higher Education Committee), Ben Cannon (Chief Education Policy Advisor), and Senator Mark Hass (Chair, Senate Education and Workforce, who works closely with his former aide, Dana Richardson, who is now the education policy advisor to the Senate President).

There is a lot of time to be actively involved in the process. In meetings this week with legislators, there is great level of respect for community college autonomy as being a model. There is no one in a position of authority advocating for attacking local control, but we’ll remain vigilant in defense of our structure; and actively engaged in the development of legislation.

The Governor’s Budget on education reflects his changes in the delivery of K-20 education. The budget provides new funding for strategic investments around student retention, best practices around teacher preparation, early childhood education and STEM.

OCCA and OPC are working on a new model for funding which will incorporate “outcomes based” funding. The work that PCC is doing with CIC is not only on the right track, but with the higher retention and completion rates in the near future we may see some additional weighting. The Governors’ Budget funding proposal of \$428 million is a high water mark and is good news as a first measure. If the

Governor is successful with PERS, he's saying it will "spend like" \$460 million given cost assumptions. The strategy we will take is one of active engagement before and during the legislative session. The Legislative Agenda of Community College Support Fund Budget, support PCC's capital request, need-based financial aid, and targeted investments: financing for STEM, CTE, completion, scaling best practices and Governance will do no harm and allow for local control.

We are doing some polling to find out what the general public feels about PCC, and how to message our college. We also plan to launch on a project that will data map students in our Zones. We are currently doing active outreach by holding a series of Legislative Breakfasts focused on the importance of advocacy, especially students and our partners. Messages about the 40/40/20 will go out in Communities Magazine and Diamond Pride E-Newsletter. We're looking at tools for lobbying; this could mean sending a letter to your legislator or coming to our lobby day, March 4 in Salem. For the long term, we are not leaving resources on the table, but also keep in mind we are not burning bridges.

Access and Success Report

Laura Massey, Director, Institutional Effectiveness, Dr. Chris Chairsell, Vice President, Academic and Student Affairs, Heather Lang, Dean, Student Development and Kurt Simonds, Division Dean, Liberal Arts and Sciences

Dr. Chairsell drew attention to the 40-40-20 publication stating what PCC is already doing to reach the goal. Laura Massey reported that almost every aspect of the college has the potential to influence student access and success. From the physical location of facilities, to capacity of classrooms, the courses offered, the availability of financial aid, costs of attending are all factors. This year's Access Goal Report highlights a couple partnerships that contribute to student access and success as well as two areas, distance learning and financial aid, that are playing a larger role with regard to student access. Through our community partnerships with 46 high schools, 4,300 high schools completed college credits while in high school. These are courses that are taught in their high schools, by their high school teacher who is qualified to deliver that college level instruction. There is a listing of the schools on the last page of the report, as well as the number of students that are served through dual credit at each of the high schools. Another partnership that contributes to student access and success is 3rd billing partnerships. In essence, this is when employers or federal and state agencies actually pay the tuition for the students who attend. These cases include employers who pay for their employee to attend and another example may be an individual who has been hurt on the job and can no longer perform that type of work and needs to be retrained. Technology also supports access for 35% of our students who are currently taking distance learning courses. While the majority of these students are also taking courses on campus, there is an increasing number, currently 4,600 students this term took all of their courses through distance learning. That is more than the total students served at seven different community colleges in Oregon. Those are students that do not step foot on our campus. Financial aid number continue to increase, almost 50% of our degree seeking last year received \$186 million in federal and state aid, as well as an additional \$1.9 million were awarded in PCC Foundation and private donor

scholarships. We have never had so many students using financial aid to help pay for their education, but for many of these students they are using these dollars to help pay living expenses. Thus we have the heightened importance of the Student Financial Literacy Program, which is one of the outputs of our Title III, 5-year grant that we received. We are beginning year three of FLAIR. We are currently on track to accomplish the outcomes that are proposed in that grant. Director Harper asked if the percentage of folks using Distance Learning is from underserved areas of the district. The response was that it has not been broken down in the service area, but surprising that 82% of the folks live right here. So we are not seeing folks in remote areas. We surveyed our current students and the number one reason was that it worked best with their work schedules. Also, women had family circumstances, and then transportation followed that. Kali Ladd asked why none of the schools (in her district) in the Dual Credit Program were Portland Schools. Dr. Chairsell responded that they have not been ready to come to the table because of their size.

Heather Lang provided a quick snapshot of some of the activities and initiatives PCC is engaging in with specific attention to students' earliest experiences with PCC. The goal of student access is what makes the community college mission unique in higher education. The focus on access, especially when discussing the most marginalized populations of our community, without also discussing systems of support and engagement of students is incomplete. At PCC we have always been focused on student success and have been concerned about quality progression of our students to goal completion, but the current climate is forcing us to pay even more attention to measurable student outcomes. This climate is offering us an opportunity to reframe some of our institutional discussions so that the goals of access and success are inextricably linked. We are continuing to shift a broader community college culture that, at one point in the past, considered it a student's "right to fail" – that we simply needed to provide access to quality education and some services and students' own work and motivation would dictate the outcome. What we now know to be true is that simply offering the curriculum and student services are not enough. We need to engage in a full partnership with our students, one of shared responsibility for learner outcomes. This means embracing every student's "right to succeed" at PCC and doing so by constructing an experience inside and outside the classroom that is challenging, yet attainable regardless of a student's background or the challenges and barriers they may face. A key strategy to engage the institution in this conversation and to move forward with intentional planning for improved student outcomes is the creation of the Completion Investment Council, charged with serving in an advisory capacity to the college Cabinet. The Council held its first meeting in November, 30 faculty, staff, managers and students representing broad institutional interests and knowledge. The group began by having critical conversations about the PCC student experience that will set the stage for important advisory work and recommendations for action.

A key charge of the Completion Investment Council is to refine and roll out an institutional student success framework. The current draft is being called the Panther Path. The framework depicts students' journey through our institution, identifying key stages of progress towards completion of their goal, with an

associated intended outcome at each stage. We believe the Panther Path will serve as a powerful organizing tool for the institution, one that will support our clear communication and expectations to students, as well as assist faculty and staff with planning instruction and services that support our stated outcomes. These types of student success models are being adopted at other community colleges across the country and have been labeled “visible and integrated roadmaps for the core business of the college”. One of the benefits of the framework is that it can help us focus our efforts on interventions and initiatives without losing sight of the bigger picture. We have determined through institutional evidence that the stage we need to first focus efforts on is the Prepare phase. Based on evidence, both within our institution and from national studies, we know that students who start classes after the term starts are less likely to success. We know that students who are not financially prepared to be a student are less likely to succeed and more likely to end up in debt. We know that students who don’t know what they want to do and lack the knowledge or skills to plan a career and the curriculum path to get them to that career are less likely to stay motivated and persist in higher education.

A focus on learner outcomes has become central to conversations of higher education reform and change efforts. In way of illustrating how the Panther Path may be used to articulate learner outcomes for both communicating outcomes to students and help organize

Over the past 5 years or so, we have developed numerous interventions based on knowledge of our own students and national research. The enrollment policy changes are clear and aggressive payment deadlines, enrollment deadlines, prerequisite screening, and other enrollment related policy changes are serving to define for students what we mean by “prepared” for the first day of class. The Orientation Centers have over the past 3 years established Orientation Centers at all four main campuses and the Newberg Center. These are physical spaces that blend high touch with high tech where students can go through new student orientations, learn how to use MyPCC student portal. Establishing Answer Centers & Bond planning, with related high touch, high tech support is rolling out with student services Bond related renovations. Campuses will house “Answer Centers” with physical locations where students can access enrollment and financial aid related information at computer kiosks, with the support of staff and student mentors. The Advising District Council, based on recommendations stemming from a recent Program Review, a district Advising Council has formed and will take a look at our advising model with an eye toward maximizing availability of quality academic advising tools available to our students. Among these is our degree audit system – GRAD Plan – and we are in the process of maximizing its utility to benefit students.

Dr. Chairsell added that a snapshot of the Deletion for Nonpayment that was implemented in the summer, we are holding steady, with enrollment decreasing 2.4%, or 850 students. More important, we have a 118% increase in payment plans for students that have committed to payment. Past due payment plans were -5%. We are hoping that will get better. Holds are students for financial reason has gone down 46%, and late fees are down to -70%.

Kurt Simonds reported that many of the items listed have been implemented over the past several years, including the prerequisite implementation for reading, writing and math. As we focus on prerequisite and outcomes assessment, we also have the opportunity to align our curriculum more effectively for the students when students move from a level in reading, writing and math are more confident at the next level. With Adult Basic Education and English as a Second Language learners, faculty are working to align all the course sequences so that when students complete their pre-college work, we are confident that they can go into college level English, reading, writing courses and be successful. This has been a long process of working with the Faculty around outcomes assessment, and alignment around the District. A number of initiatives are taking place within math, including an intensive one week, pre-semester math review with students. This is a 15-hour intensive review that would then let students retake the placement test and perhaps start at a higher level with less time in development education non-credit classes. A second initiative is that we are looking at a math sequence that is geared toward our career technical programs. This will support students entering into career technical programs they may not necessarily need to go through Algebra sequence, depending upon career goals. Third, we are aligning our curriculum with the high schools to make sure students are prepared for college math. Some of this work is taking place at the Cascade Campus between the collaboration between the Math faculty and the Jefferson High School faculty, with Middle College. Dr. Chairsell added that this has been a collective focus at PCC for the last 5 years, moving away from open access with the right to fail to guided-access towards completion. In this new world of outcomes we have to focus on answers that will determine student success. We really believe and can't forget that access and success needs thoughtful input, not just outcomes. It is a quality education, outstanding teaching and learning, student development services that go beyond the academic experience and the student being prepared on the first day of class both academically and financially to take classes. As we look at our first glimpse of retention here at PCC we have had the highest number of returning students ever, at 70% this is returning term to term. This will move them toward completion.

Budget Update

Jim Langstraat, Associate Vice President, Financial Services and Wing-Kit Chung, Vice President, Administrative Services

The reasons why we are facing the deficit are from a number of factors including state funding changes, rising PERS, enrollment increases with no increase from state funding or little increase in property taxes, moderate tuition increase, and dwindling reserves. The economic forecast highlights were presented by Mr. Langstraat. The key risk we are dealing with is that some of the Governor's financial planning counts on the PERS adjustment; it is hard to know if these changes will happen. The \$428 million that the Governor has proposed gives us about \$5.5 million more dollars per year, than the \$395 funding level that was first discussed. A caution for folks is that this is "almost" enough money to cover the projected PERS cost for the next biennium. These uncertainties have us moving forward with a dual budget funding model in case funding comes in lower. The budget needs to be

approved in April 2013 before all of the key data points are known. Notable upcoming factors are that Dr. Pulliams will be hosting Budget Forums across the campuses; the February board meeting will be looking for action on tuition increases, in Spring legislators will be meeting on the funding level for community colleges, and negotiations with the Federations open up then also. On March 17 and April 21 the board will be having public hearings on the proposed budget.

PUBLIC COMMENT ON AGENDA ITEMS

None

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

BUSINESS MEETING

Director Harper proposed approval of Resolutions 13-053 through 13-054. The motion passed unanimously. Squire/Pitts

Other Reports:

Frank Goulard, Faculty and AP Federation President

Mr. Goulard reported that the holiday party went well this past Saturday. About 300 people attended with their families. Some highlights that made the event a success were Santa, games and activities, and presents for the children. He commented on the work of Rob Wagner and the great week of breakfasts with legislators. Finals week is coming up next week, the grind is tiring, but the really neat thing is that everyone is in it for the tireless in the pursuit to learn.

ASPCC Student Representative, Jonathan Mena

In the 2 ½ weeks since the board has met the DSC has been addressing the initiative The Bridge, for the potential online school newspaper that hopes to bridge the communication between students, faculty, staff and administration. Hopefully, a decision will be made at the upcoming DSC meeting. The DSC has funded and is in full support of the legislation internships for Winter term. We are excited to see the results and impact that these internships will have down in Salem. We want to leave a PCC footprint. The Cascade Campus leadership is sponsoring a benefit for a local business that has been a victim of a hate crime. Campus leadership is preparing survival kits to help students during finals weeks. Mr. Mena thanked the board for the understanding expressed with discussions over tuition and appreciate that ASPCC is included.

Board Reports:

Kali Ladd and Jim Harper commented on how great the student intern program in Salem is going to be. It will have a larger than normal size footprint on Salem and the student voice is the most persuasive voice we have. They thanked him for his leadership to the program.

District President Report:

Dr. Pulliams closed with thanking the board members for their time at the breakfasts over the past few weeks. He called Neal Naigus forward to give an update on the Presidential search. Mr. Naigus noted that the committee met last week and put together an evaluation matrix for scoring of applications. Once the search closes application will then be reviewed. Dr. Pulliams called Dr. David Rule forward to address the board. Dr. Rule commented that moving from Rock Creek was one of the most difficult decisions in his career. He thanked everyone for their support. He will start at Bellevue College on January 3, 2013.

ADJOURNMENT

There being no further business, the meeting adjourned at 9:20 PM.

NEXT MEETING

The next business meeting of the Portland Community College Board of Directors will be held on January 17, 2012 at 7:30 PM in Board's Conference Room at the Sylvania Campus.

Denise Frisbee, Board Chair

Dr. Preston Pulliams, District President

Prepared by:

Jeannie Moton
Assistant to Board of Directors

Minutes approved on January 17, 2013

January 17, 2013

13-055

APPROVAL OF PERSONNEL ACTIONS

PREPARED BY: The Human Resources Department Staff

APPROVED BY: Dr. Preston Pulliams, District President

RECOMMENDATION: That the Board of Directors approve the following actions:

A. Approval of new hires, new positions and change of position

1. Academic Professional Appointment – Haris Gunadi

Alternate Media Specialist

Academic and Student Affairs

Annual Salary: \$60,405 Grade: 3 Step: 13

Effective: December 3, 2012

Education:	Oregon State University	MS	2006
	Electrical Engineering and Computer Science		
	Oregon State University	BS	2003
	Computer Science		

Most Recent

Experience: Oregon State University
Program Manager of Technology and Production Support Services

Applicant Flow:	Gender	Ethnicity
16	Male	25 White (not of Hispanic Origin)
16	Female	1 Asian
4	Not Disclosed	1 Hispanic/Latino
		1 American Indian or Alaska Native
		2 Two or More
		6 Not Disclosed
	<hr/> 36 Total	<hr/> 36 Total

2. Academic Professional Appointment-Jennifer McBratney

Program Officer – PCC Foundation

Office of the District President

Annual Salary: \$42,822 Grade: 3 Step: 3

Effective: January 14, 2013

Education: University of Portland MA 2009
 Music
 Pacific University BA 2004
 Vocal performance

Most Recent
 Experience: Portland Community College
 Financial Aid Advisor

Applicant Flow: Gender		Ethnicity	
18	Male	45	White (not of Hispanic Origin)
47	Female	5	Black or African American
4	Not Disclosed	2	Asian
		5	Hispanic/Latino
		3	Two or More Selections
		9	Not Disclosed
<hr/> 69 Total		<hr/> 69 Total	

3. Academic Professional Appointment – Lida Rafia

Retention and Multicultural Center Coordinator
 Office of the Dean of Student Development, Rock Creek Campus
 Annual Salary: \$48,569 + 5% Grade: 5 Step: 3
 bilingual differential
 Effective: December 14, 2012

Education: Portland State University MS 2010
 Post-Secondary, Adult and Continuing Education
 Curriculum Information
 Portland State University BA 2006
 English

Most Recent
 Experience: Portland Community College
 Retention and Multicultural Center Coordinator
 (temporary)

Applicant Flow: Gender		Ethnicity	
42	Male	34	White (not of Hispanic Origin)
52	Female	22	Black or African American
4	Not Disclosed	7	Asian
		18	Hispanic/Latino
		1	American Indian or Alaska Native
		6	Two or More
		10	Not Disclosed
<hr/> 98 Total		<hr/> 98 Total	

4. Academic Professional Appointment (Temporary) – Briar Schoon

Sustainability Analyst

Academic Services

Annual Salary: \$39,975

Grade: 3

Step: 1

Effective: January 7, 2013 to January 7, 2014

Education:	Arizona State University	MA	2012
	Sustainability		
	Arizona State University	BA	2010
	Sustainability		
	Arizona State University	BS	2010
	Justice Studies		

Most Recent

Experience: Arizona State University
School of Sustainability Research Assistant

Applicant Flow:	Gender	Ethnicity
17	Male	24 White (not of Hispanic Origin)
13	Female	1 Asian
5	Not Disclosed	10 Not Disclosed
35	Total	35 Total

5. Administrative Appointment (Temporary)-Tyler Harvey

Bond Project Manager

Bond Program

Annual Salary: \$67,028

Grade: L

Effective: January 21, 2013 to June 30, 2015

Education:	Michigan State University	BS	2007
	Construction Management		

Most Recent

Experience: Madden Industrial Craftsman
Contract Project Manager

Applicant Flow:	Gender	Ethnicity
8	Male	10 White (not of Hispanic Origin)
4	Female	1 Hispanic/Latino
2	Not Disclosed	1 Two or More Selections
		2 Not Disclosed
14	Total	14 Total

6. Administrative Appointment (Temporary)-Luis Rodriguez

Interim Associate Dean of Student Development

Office of the Dean of Instruction and Student Development,
Southeast/Extended Learning Campus

Annual Salary: \$76,000 Grade: M
Effective: December 3, 2012 to August 20, 2013

Education: Warner Pacific College MS 2010
 Management and Organizational Leadership
 Oregon State University BA 1997
 Anthropology
 Oregon State University BA 1997
 Spanish

Most Recent
Experience: Portland Community College
 Student Outreach and Orientation Coordinator

Applicant Flow: Direct Appointment

7. Faculty Appointment (Temporary)-Hilary Campbell

Instructor, Building Construction Technology
Business, Applied Technology and College Prep Division, Rock Creek
Campus

Annual Salary: \$271.67 per day Step: 2
Effective: December 21, 2012 to June 14, 2013 (2 term daily rate)

Education: Princeton University MAC 1989
 Architecture
 University of Virginia BS 1987
 Architecture

Most Recent
Experience: Portland Community College
 Instructor, Building Construction Technology (Adjunct)

Applicant Flow: Article 3.64 Appointment

8. Faculty Appointment (Temporary)-Cynthia Phillips

Instructor, Dental Assisting
Office of the Dean of Instruction, Sylvania Campus

Annual Salary: \$281.26 per day Step: 3
Effective: December 21, 2012 to June 20, 2013 (2 term daily rate)

Education: Chemeketa Community College CERT 1980
 Dental Assisting

Most Recent
Experience: Portland Community College
 Instructor, Dental Assisting (Adjunct)

Applicant Flow: Article 3.64 Appointment

9. Faculty Appointment (Temporary)-James White

Instructor, Ceramics

Arts and Professions Division, Cascade Campus

Annual Salary: \$290.99 per day Step: 4

Effective: December 21, 2012 to June 20, 2013 (2 term daily rate)

Education:	Rochester Institute of Technology	MFA	1997
	Ceramics		
	University of Puget Sound	BA	1993
	Art		

Most Recent

Experience: Portland Community College
Instructor, Art (Adjunct)

Applicant Flow: Article 3.64 Appointment

**ETHNIC AND GENDER DESCRIPTION OF STAFF
PROPOSED TO BE HIRED IN JANUARY 17, 2013 PERSONNEL REPORT**

Male	4
Female	5
	<hr/>
	9

White (not of Hispanic Origin)	6
Hispanic/Latino	2
American Indian/Alaskan Native	1
	<hr/>
	9

January 17, 2013

13-056

APPOINTMENT OF DR. BIRGITTE RYSLINGE AS
INTERIM CAMPUS PRESIDENT ROCK CREEK
CAMPUS

PREPARED BY: Lisa Bledsoe, Director -- Human Resources

APPROVED BY: Preston Pulliams, College President

REPORT: Dr. David Rule has served as Campus President – Rock Creek Campus since September, 2008. Dr. Rule left PCC for Bellevue College on December 31, 2012.

We will start the search process during Spring term 2013 with a goal of having a permanent Campus President – Rock Creek Campus selected by the end of the calendar year 2013. During the intervening year, it is essential that leadership and management continuity be maintained for the Rock Creek Campus and the communities it serves.

Dr. Birgitte Ryslinge has served PCC as Dean of Instruction for the Rock Creek Campus since July, 2008. Prior to joining PCC, Dr. Ryslinge was Dean of Academic Services, Vocational Education and Economic Development for Las Positas College in California.

Dr. Ryslinge received both her MA and PhD in Organizational Psychology from Alliant International University. She also holds an MA in Psychology from the University of the Pacific, and an MBA in Strategic Planning from the University of California – Berkeley. She has served in many key roles in the college and at the Rock Creek Campus, including leading bond planning and reorganizing the instructional divisions at Rock Creek to better serve the campus' growing student population.

RECOMMENDATION: That the Board approve the appointment of Dr. Birgitte Ryslinge as the Interim Campus President – Rock Creek Campus effective January 2, 2013 until such time as the recruitment and selection process for a permanent Campus President – Rock Creek Campus can be completed.

January 17, 2013

13-057

AUTHORIZE RIGHT-OF-WAY DEDICATION TO CITY
OF PORTLAND FOR PORTIONS OF PROPERTY ON N
KILLINGSWORTH AND N MICHIGAN AT THE
CASCADE CAMPUS

PREPARED BY: Kathy Kiaunis, Manager, Bond Finance

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Wing-Kit Chung, Vice President, Administrative Services
Randy McEwen, District Vice President
Dr. Preston Pulliams, District President

REPORT: As part of the 2008 Bond Program, the College is adding two surface parking lots on the east and west sides of the Telephone Exchange Building on N. Killingsworth. Both of these areas are currently lawn area. The new surface lots will help ease parking demand while during construction as well as meet future needs at the Cascade Campus. It is estimated that the new lots can park 50 cars. The City of Portland has required a right-of-way dedication for potential future street improvements on N. Killingsworth as one of the Conditions of Approval for the project. Exhibit A of this resolution is the legal description and survey of the affected property. There are three parcels identified; (1) 900 square feet, (2) 450 square feet, and (3) 382 square feet for the right of way dedication. Exhibit B is the City's Conditions of Approval.

RECOMMENDATION: That the Board authorize the dedication of right of way to the City of Portland Department of Transportation, subject to the concurrence of College counsel.

Jack Carlson
Otak, Inc.
January 7, 2013

RW #XXXX

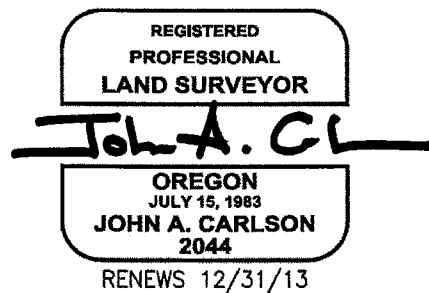
Portland Community College
N. Killingsworth Street
1N1E15CC 15000

Exhibit "A"Parcel 1 – RIGHT OF WAY

A strip of land lying in the southwest one-quarter of Section 15, Township 1 North,
Range 1 East, Willamette Meridian, Multnomah County, Oregon, to wit:

The southerly 9.00 feet of Lot 4, Block 5, NORTH ALBINA.

The strip of land to which this description applies contains 900 square feet, more or
less.



Jack Carlson
Otak, Inc.
January 7, 2013

RW #XXXX

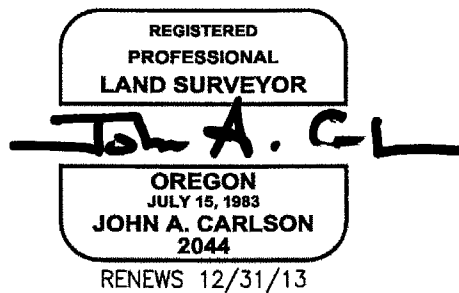
Portland Community College
N. Killingsworth Street
1N1E15CC 14400

Exhibit "A"**Parcel 2 – RIGHT OF WAY**

A strip of land lying in the southwest one-quarter of Section 15, Township 1 North,
Range 1 East, Willamette Meridian, Multnomah County, Oregon, to wit:

The southerly 9.00 feet of Lot 9, Block 5, NORTH ALBINA.

The strip of land to which this description applies contains 450 square feet, more or
less.



Jack Carlson
Otak, Inc.
January 7, 2013

RW #XXXX

Portland Community College
N. Michigan Avenue
1N1E15CC 14200, 14300, 14400

Exhibit "A"Parcel 3 – RIGHT OF WAY

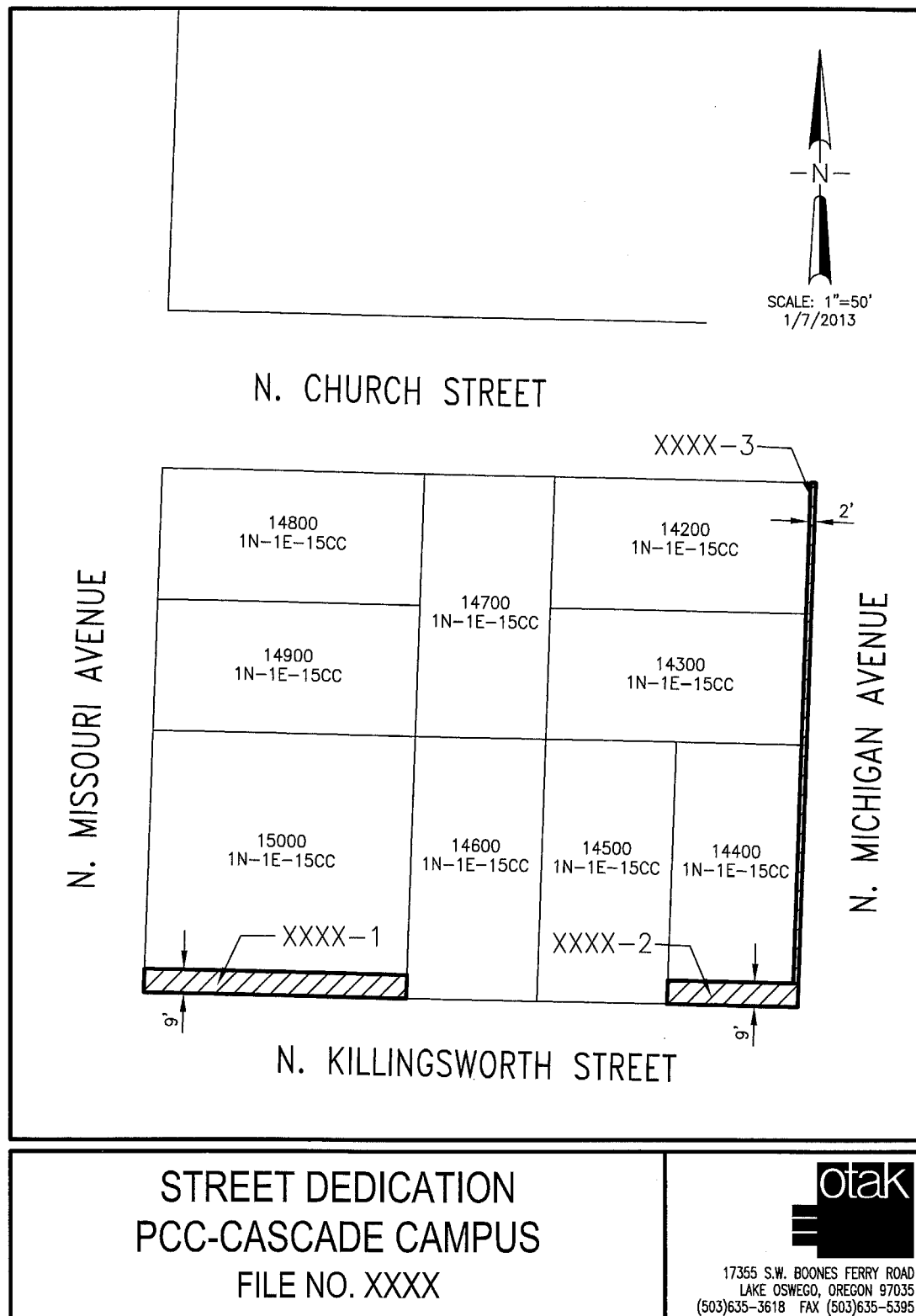
A strip of land lying in the southwest one-quarter of Section 15, Township 1 North,
Range 1 East, Willamette Meridian, Multnomah County, Oregon, to wit:

The easterly 2.00 feet of Lots 9 and 10, Block 5, NORTH ALBINA;

EXCEPT the southerly 9.00 feet of the easterly 2.00 feet of said Lot 9, Block 5,
NORTH ALBINA.

The strip of land to which this description applies contains 382 square feet, more or
less.





13-057

CITY OF PORTLAND PUBLIC WORKS PERMITTING

Exhibit B

1900 SW Fourth Avenue, Room 5000, Portland, Oregon 97201



Inquiry Number: 12-210772-WI – Public Works Inquiry Basic Guidance

Application Date: December 3, 2012

Applicant: Mark Reuland, KPFF

Properties: 1N1E15CC 14200, 14300, 14400, & 15000, 1001 N KILLINGSWORTH ST

Report Date/Manager: December 17, 2012 – Christopher Wier (503-823-7227)

PBOT Development Review Comments (Robert Haley, 503-823-5171):

Development of the sites with parking lots will require that adjacent street frontage be brought up to current City standards. The site is within a pedestrian district that requires 15-ft sidewalks along arterial streets (Killingsworth), and 12-ft sidewalks on Local Traffic Streets (Missouri, Michigan, and Church). As a condition of building/site permit approval, the following dedications and street improvements shall be required.

N Killingsworth: Dedicate 9-ft and widen the sidewalk to meet the Killingsworth Street Plan.

N Michigan: Dedicate 2-ft. Reconstruct sidewalk to current 12-ft standard which includes the existing 0.5-ft curb, 4-ft furnishing zone, 6-ft sidewalk, 1.5-ft frontage zone. Driveway must be a minimum of 25-ft from the Killingsworth property line.

N Church and N Missouri: No dedications needed. Repair any damaged sidewalk sections and install street trees where needed.

PBOT Permit Engineering Comments (Chon Wong, 503-823-7050):

N Killingsworth: There is an existing utility pole at the back of the existing sidewalk that will need to be relocated to accommodate the required sidewalk corridor. The sidewalk corner at Missouri does not meet current ADA standards (skewed). If the alignment or elevation of the existing ADA ramp cannot be matched with the required sidewalk elevation and alignment, the ramp and corner should be reconstructed. The through zone of the sidewalk should be reconstructed as it is not practical to salvage the existing sidewalk. The existing curb may be salvaged if the sidewalk can be removed without damaging the curb. The sidewalk intersection at Michigan does not meet current ADA standards (skewed and outside of the legal crossing) and should be replaced if it cannot meet the elevation and alignment of the required sidewalk corridor for both Killingsworth and Michigan.

N Michigan: The existing sidewalk should be replaced in its entirety as it is not practical to salvage the existing sidewalk.

BES Comments (Marc Jones, 503-823-7064):

PUBLIC STORMWATER MANAGEMENT

The stormwater runoff generated from the proposed development must meet the requirements of the City of Portland's Stormwater Management Manual (SWMM) current at the time of public works permitting. For all projects, the Stormwater Hierarchy must be addressed. Infiltration testing per the SWMM is required for all projects.

PBOT has required public street improvements to N Killingsworth St, N Michigan Ave, N Church St and N Missouri Ave. These improvements consist of sidewalk reconstruction along the property frontages. If the curb is to remain in the same location, and the new sidewalk is sloped to a vegetated area, no stormwater facilities will be required.

Page 1 of 2

13-057

CITY OF PORTLAND PUBLIC WORKS PERMITTING

Exhibit B

1900 SW Fourth Avenue, Room 5000, Portland, Oregon 97201



ONSITE (PRIVATE) STORMWATER

For information on onsite stormwater requirements, contact BES Development Review (503-823- 7761). For all projects, the Stormwater Hierarchy must be addressed per the SWMM. Infiltration testing is required to determine the feasibility of onsite infiltration and to demonstrate the need to move from Category 1 through each consecutive category.

PUBLIC SANITARY SEWER

There is an existing 8" CSP combined sewer (BES As-Built #0420) in N Missouri Ave, an existing 8" CSP combined sewer (BES As-Built #20665) in N Church St, an existing 10" combined sewer (BES As-Built #20665) in N Michigan Ave, and an existing 10" HDPE combined sewer (BES As-Built #E08178) in N Killingsworth St. It does not appear that your development will require sanitary disposal, but these sewers are available for this use if the proposal changes.

PWB Comments (Rick Nelson, 503-823-7475):

Street improvements do not appear to affect water facilities. The contractor will be responsible for protecting existing water facilities especially with the sidewalk widening of Killingsworth. The property owner is responsible for the plumbing past the water meter into the property. The approximate static water pressure range is 53-67 psi at elevation 207 feet. If it is desired that existing unused water services be killed, contact the Water Bureau permit desk at 503-823-7368.

Summary Comments:

The above referenced r.o.w. improvements will trigger a Public Works Permit through the City's recently revised Public Works Permitting process. A public works concept plan will require sufficient design and information to address street design requirements. Please contact the Public Works Permitting group at (503) 823-1987 to begin this process.

DISCLAIMER: Information provided within this report is applicable for one year from date of meeting. Bureau findings are based on the applicant's description of project scope, application materials and current city code. Changes in project scope or city code may invalidate bureau responses. To discuss changes in the scope of the project please contact the Public Works Permitting Group, at 503-823-1987.

January 17, 2013

13-058

AUTHORIZATION FOR HOFFMAN CONSTRUCTION
TO PROVIDE CONSTRUCTION SERVICES FOR
CONCRETE AND WATERPROOFING FOR THE
UNDERGROUND PARKING LOT FOR THE CASCADE
CAMPUS BOND CONSTRUCTION PROJECT

PREPARED BY: Kathy Kiaunis, Manager, Bond Finance

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Wing-Kit Chung, Vice President, Administrative Services
Randy McEwen, District Vice President
Dr. Preston Pulliams, District President

REPORT: With Board Resolution 12-060, the Board of Directors adopted the findings and approved the exemption to authorize the use of the CM/GC alternative contracting method for Cascade Campus.

After a formal Request for Proposals process, per Resolution 12-087, the Board awarded the Construction Manager/General Contractor contract for the Cascade Campus 2008 bond program to Hoffman Construction, for an initial amount of \$500,000.

With Resolution 13-028, the Board authorized the mass excavation of the site for the underground parking structure, and related work for a guaranteed maximum price (GMP) of \$2,798,824. At this time, the concrete work and waterproofing for the parking structure need to be authorized, increasing the GMP by \$4,322,332. Hoffman will issue a subsequent GMP for the balance of the project and academic building and Student Center projects. This resolution plus the earlier authorizations, including the Paragon work, totals \$8,262,793.

RECOMMENDATION: That the Board of Directors authorize Hoffman Construction to renovate the Paragon Building for a GMP of \$4,322,332. The funds are from the 2008 Bond Program.

January 17, 2013

13-059

AUTHORIZATION FOR O'NEILL/WALSH COMMUNITY BUILDERS TO PROVIDE CONSTRUCTION SERVICES FOR THE DEMOLITION OF THE LEGIN PROPERTY FOR THE SOUTHEAST CENTER BOND CONSTRUCTION PROJECT

PREPARED BY: Kathy Kiaunis, Manager, Bond Finance

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Wing-Kit Chung, Vice President, Administrative Services
Randy McEwen, District Vice President
Dr. Preston Pulliams, District President

REPORT: With Board Resolution 12-059, the Board of Directors adopted the findings and approved the exemption to authorize the use of the CM/GC alternative contracting method for Southeast Center.

After a formal Request for Proposals process, per Resolution 12-075, the Board awarded the Construction Manager/General Contractor contract for the Southeast Center 2008 bond program to O'Neill/Walsh Community Builders, for an initial amount of \$500,000. With Resolution 13-027, the Board approved construction for the Learning Commons and Students Commons projects for \$26,749,147.

The Legin Restaurant property was offered to the College, and purchased as part of the 2008 bond program, with a lease back option for the restaurant owners. The construction access, staging, and utility infrastructure needs of the project, plus the cost savings of completing the construction for the Student Commons and Learning Commons concurrently, enabled by early demolition, made it advantageous to buy out the lease early and demolish the building. PCC negotiated the lease termination, and took possession of the building at the end of October. The cost for demolishing the building has been established, and needs to be authorized at this time.

The guaranteed maximum price (GMP) to demolish the restaurant building is \$905,525. This resolution plus the earlier authorizations total \$28,154,672.

RECOMMENDATION: That the Board of Directors authorize O'Neill/Walsh Community Builders to demolish the Legin Restaurant at Southeast Center for a GMP of \$905,525. The funds are from the 2008 Bond Program.

January 17, 2013

13-060

RATIFY CONTRACT AND AUTHORIZE CONTINUED
USE OF THE INTER-GOVERNMENTAL
COOPERATIVE CONTRACT FOR THE ACQUISITION
OF UNINTERRUPTIBLE POWER SUPPLY (UPS)
FROM CDW-GOVERNMENT (CDW-G)

PREPARED BY: Avelina Gulmatico, Bond Procurement Coordinator

FINANCIAL
RESPONSIBILITY: Linda M. Degman, Director, Bond Program

APPROVED BY: Wing-Kit Chung, Vice-President, Administrative Services
Randy McEwen, District Vice President
Dr. Preston Pulliams, District President

REPORT: The Board authorized the purchase of the Voice over Internet Protocol (VoIP) phone system for the College through Resolution 09-061, as part of the 2008 Bond Program Technology initiative. The intent of this project is to replace the College's original analog phone system with digital, as the analog system was no longer supportable. As the new VoIP equipment has been installed throughout the district, there has been a need to upgrade the uninterruptible power supplies (UPS) to provide backup power for the new equipment and network connectivity and to meet the power supply requirements of new buildings. The existing equipment no longer has the capacity to accommodate the increased demands of usage throughout the District. TSS staff selected the Smart UPS equipment, manufactured by American Power Conversion (APC), based on the following: reliability and manageability; protection of critical data and equipment from power problems; high efficiency at low, medium and high load levels; and is ideal for servers that have varying load consumption.

When the VoIP project began in 2010 as part of the State Stimulus package the projects had to be "shovel ready" within a few months' time, which left a shortened planning process. The planning process was focused on the system itself and implementation of moving from the college's existing phone system to new VoIP system. As

the implementation process moved forward it became clear that the UPS's in the telecom rooms needed to be upgraded to handle the new VoIP equipment loads. Each of these individual telecom room projects was/is managed as an individual project/upgrade, often times a subset of a larger renovation or new construction project. We expect the overall VoIP program to continue through 2015.

The total spending on UPS equipment since 2010 has been \$523,756.85. All of the purchases for each of these UPS upgrades undertaken to date have been individually under the \$150,000 threshold at which Board approval is required; however, cumulatively the amount is over the \$150,000 threshold. Due to the fast paced timeframe, separate management of these projects, the five-year envisioned project duration, and the smaller dollar amount of each unit the cumulative total expenditures on the UPS's will rise to a level that if taken together require Board approval. Due to all these factors we are now asking the Board to ratify those previous purchases.

At this time there is a need to purchase the UPS equipment for Rock Creek Buildings 2,3,5,7 and 9 concurrently, which is estimated at \$149,614. All remaining purchases to complete the balance of the projects for the other campuses are estimated to cost \$379,500; all these future UPS purchases total \$529,114, which exceeds the \$150,000 threshold, and requires the Board of Directors approval.

All the UPS upgrade projects combined is estimated to total \$1,052,871 over the life of the 2008 Bond TSS work.

TSS staff has used for the previous purchases and intends to continue using for future purchases one of the Inter-Mountain Education Service District (IMESD) cooperative contracts for the purchase of APC Smart UPS products. PCC is a member of IMESD, an organization dedicated to maximizing the value of classroom technology purchases for school districts, and state and local government. The College Procurement Rules (CCR 214) allow the use of cooperative contracts without issuing a competitive process.

RECOMMENDATION: That the Board of Directors ratify the contract and authorize staff to continue using an inter-governmental contract for the remaining acquisition of APC Smart UPS products. Pricing will be from CDW-G (authorized reseller of APC Smart UPS products) based on the IMESD contract, valid through 2014. The estimated total cost for all projects is \$1,052,871 (includes \$523,757 previously spent and an estimated \$529,114 to spend this fiscal year through 2015). Funding will be from the 2008 Bond Fund.

January 17, 2013

13-060

RESOLUTION FOR THE APPROVAL OF THE 2013
INTERNAL AUDIT PLAN.

PREPARED BY: David Terry, Internal Auditor

APPROVED BY: Wing-Kit Chung, Vice President of Administrative Services
Dr. Preston Pulliams, College President
The Board Audit Committee

REPORT: The International Standards for the Professional Practice of Internal Auditing requires that the internal audit activity's plan of audit engagements must be based on a documented risk assessment, undertaken at least annually. The input of senior management and the Board of Directors or its Finance/Audit Committee must be considered in this process. The accompanying 2013 Internal Audit Plan encapsulates the annual risk assessment that the Internal Auditor conducted at Portland Community College (PCC) and outlines the areas within PCC that the Internal Auditor plans to audit for 2013. This plan was reviewed with the Board Audit Committee on December 6, 2012. The Audit Committee approved the plan and recommended the Board for formal approval.

RECOMMENDATION: That the Board of Directors approve the 2013 Internal Audit Plan in Exhibit A.

Portland Community College
2013 Internal Audit Plan



December 2012

Prepared by:
David Terry, *PCC Internal Auditor*

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2013 Internal Audit Plan

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2013 Entity Wide Risk Assessment – Academic Units Exhibit C	7-8
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PLAN OVERVIEW

This document provides the 2013 Internal Audit Plan as required by professional auditing standards.

AUDIT PLAN – Exhibit A

The final audit plan covers a 12-month period beginning January 1, 2013 through December 31, 2013. This plan includes internal audits selected based on the results of the entity wide risk assessment performed by Portland Community College's Internal Auditor (IA), input from various stakeholders and managers throughout the college, and input and approval from the Board Audit Committee. Internal Audit work is assigned to the IA based on the results of the annual risk assessment, availability of the IA to perform the audit(s), and the approval of planned audits by the Board Audit Committee.

PRIORITIZED POTENTIAL AUDITS – Support Services – Exhibit B

The IA prioritized the Support Services areas, or auditable units, by sorting the units from highest risk to lowest risk based on scoring criteria used for the entity wide risk assessment. The IA analyzed the results to determine if risk ratings were consistent with what professional judgment would expect. In addition, the IA considered significant changes in processes units are currently undergoing and/or will be undergoing in the near future to help identify the timing of when an Internal Audit should occur. This resulted in the prioritized ranking of audits for Support Services listed in Exhibit B.

PRIORITIZED POTENTIAL AUDITS – Academic Units – Exhibit C

The IA prioritized the Academic Unit areas for each college campus and/or center, or auditable units, by sorting the units from highest risk to lowest risk based on scoring criteria used for the entity wide risk assessment. The IA analyzed the results to determine if risk ratings were consistent with what professional judgment would expect. In addition, the IA considered significant changes in processes units are currently undergoing and/or will be undergoing in the near future to help identify the timing of when an Internal Audit should occur. This resulted in the prioritized ranking of audits for Academic Units listed in Exhibit C.

RISK FACTOR DEFINITIONS AND SCORING CRITERIA – Exhibit D

The IA established risk criteria, based on best practices implemented by other Internal Audit Departments throughout governmental and academic entities in the State of Oregon, to be used in determining the overall risk for each potential audit unit. The IA scored risk for each auditable unit by: receiving input from key stakeholders throughout the college; scoring the complexity of each unit; scoring the significance of the impact an error and/or weakness would have to the college as a whole if a detrimental event were to occur in that unit; scoring the significance of revenues and expenditures flowing through the unit; and scoring risk based on the IA's professional experience and judgment.

AUDIT ENTITIES – Exhibit E

Exhibit E provides an overview of the audit universe at the college (i.e. "what is auditable"). Defining the audit universe is a critical step in helping plan future internal audits at the college. Each auditable unit must be distinct and contain activities structured to obtain common objectives. The IA's has broken auditable units for the college into two distinct classifications. The first being Support Services and the second being Academic Units. Support Services have been defined as units that provide critical support and customer services to other units throughout the college and assist in the college's daily business activities. Examples of Support Services units include Payroll, Procurement, Finance & Budgeting, etc... Academic Units have been defined as units that provide instruction to students attending the college and/or are administrative units overseeing instructional units. Examples of Academic Units include Office of the Campus President, Dean of Instruction, Dean of Students, Social Sciences Division, English/Modern Language Division, etc.... For the 2013 entity wide risk assessment, there are 65 auditable units, 26 for Support Services and 39 for Academic Units.

EXHIBIT A**Internal Audit Plan**

January 1, 2013 through December 31, 2013

Audit #	Engagement Title	Hours*	Timeframe**	Comments
Risk Assessment	Annual Risk Assessment	160	Nov-Dec. 2012	Annually required by IIA auditing standards.
Tier I Audits				
2013-1	Telephone Tax Follow-Up Audit	Estimated at 75 hours	Jan-Feb. 2013	
2013-2	Technology Services Solutions	Estimated at 625 hours	Jan - Apr. 2013	
2013-3	Allied Health, Emergency, and Legal Services - CA	Estimated at 500 hours	Mar.-June 2013	
2013-4	Public Safety – Clery Act	Estimated at 400 hours	July-Sept. 2013	
2013-5	Corrections Education Follow-Up Audit	Estimated at 180 hours	Oct.-Nov. 2013	
MISCIR	Investigations & Consulting Work	100	Jan.-Dec. 2013	Special reviews, investigations, and consulting work as needed/requested.
	Total Audit Hours for 2013 Calendar Year	1,880		
INDIRECT	Indirect hours for 2013	200	Jan. 2013-Dec. 2013	Hours are estimates for training, leave time, & mgmt. meetings.
	Total Budgeted Hours	2,080		
Tier II Audits				
2014-1	Parking Follow-Up Audit	Estimated at 400 hours	Estimated for early 2014	
2014-2	Bond Program Follow-Up Audit	Estimated at 600 hours	Estimated for mid to late 2014	
2014-3	Math & Advanced/Industrial Tech. Divisions – RC & SY	Estimated at 600 hours	Estimated for mid to late 2014	
2014-4	Bookstore	Estimated at 600 hours	Estimated for late 2014	

* Hours may be adjusted as needed based on scope and objectives of the planned audit and potential issues identified during fieldwork.

** Dates will be adjusted as needed to avoid a negative impact on agency projects, available staff and resources.

See next page for description of audits.

Audit Plan
Description of Audits
January 1, 2013 through December 31, 2013

Audit #	Description
2013-1	A follow-up audit on the status of the recommendations made in the Telephone Tax memo (report # 2011-0) provided to PCC management in February 2011.
2013-2	A detailed risk assessment of TSS, which will include an examination of TSS's internal controls over financial transactions. The audit will include an assessment of whether controls are designed and implemented to reduce the risk of error in processing of transactions, safeguarding college assets, complying with key rules and regulations, and ensuring Technology Funds are being used for intended purposes.
2013-3	An examination of the Allied Health, Emergency, and Legal Services division at Cascade Campus. The audit will include determining whether controls are designed and implemented to reduce the risk of error in financial transactions, safeguarding college assets, compliance with key rules and regulations, and monitoring performance of this auditable unit.
2013-4	A detailed review of Clery Act compliance at PCC. This project will look at supporting documentation for Clery Act reporting requirements to help gain assurance that PCC is in compliance with key compliance requirements over campus crime statistic reporting, supporting documentation retention requirements, the completeness and accuracy of the crime statistics captured and reported on, and other key requirements of the Clery Act.
2013-5	A follow-up audit on the Corrections Education Program at Coffee Creek Correctional Facility and Columbia River Correctional Facility. The follow-up audit will focus on the status of the reportable findings outlined in report # 2012-2 issued on this PCC program.
Risk Assessment	The annual risk assessment forms the basis of the audit plan. Auditing standards require the IA to conduct an annual risk assessment for the purpose of preparing the annual audit plan.
Follow-Up Audits	Required to be performed to meet IIA standards. Annually performed on past internal audits conducted to determine the status of all IA recommendations and management corrective action plans.
Irregularity Reviews	Includes hours for unplanned, special requests for audit reviews and investigations arising from allegations received and/or actual detrimental events occurring at the college.

EXHIBIT B

2013 Prioritized Audit Risk Model – Support Services

Auditable Entity / Unit	Total Risk	Risk Ranking	Risk Category	IA Planned for Calendar Year (CY) 2013?
Capital Projects (FMS)	110.8	1	High	No
Bookstore	106.4	2	High	No
Media Services (TSS)	104.6	3	High	Yes
Human Resources & Payroll	104.2	4	High	No*
Risk Mgmt.	101.5	5	High	No*
Technical Services (TSS)	98.4	6	High	Yes***
Campus Technical Services (TSS)	94.1	7	High	Yes
Public Safety	93.6	8	High	Yes
Financial Aid	92.4	9	High	No**
Food Services/Vending	91.8	10	Moderate	No
Instructional Support	91.8	11	Moderate	No
2008 Bond Program	91.0	12	Moderate	No**
Plant Maintenance-Collegewide (FMS)	89.8	13	Moderate	No
Grants Development	89.8	14	Moderate	No**
Institutional Advancement	88.6	15	Moderate	No
Procurement	87.7	16	Moderate	No*
Business Office(s)	85.2	17	Moderate	No*
Office of the District President & Governing Board	85.2	18	Moderate	No
Parking & Transportation	83.6	19	Low	No**
Institutional Effectiveness	82.2	20	Low	No
A/R & Treasurer	81.1	21	Low	No*
Student Affairs (Financial Aid assessed separately)	74.9	22	Low	No
Affirmative Action	61.7	23	Low	No
Finance/Budget	57.5	24	Low	No*
Print Shop	38.8	25	Low	No
Libraries	38.5	26	Low	No

* - IA may indirectly audit aspects of this auditable unit via the planned audits for 2013. For example, certain procurement processes, such as contract creation, contract monitoring, and contract enforcement may be audited via the 2013 planned audits. Also, supporting documentation may be reviewed at the Business Office, Risk Management, Financial Services, Payroll, and Human Resources.

** - The IA conducted an internal audit work over this unit during 2011 or 2012. This unit will be subject to a follow-up audit most likely in 2014.

***- The IA conducted some consultation review work over this unit during 2011 or 2012. This unit will be subject to a follow-up review during 2013 based on the recommendations made from the prior work.

EXHIBIT C

2013 Prioritized Audit Risk Model – Academic Services by Campus

Cascade Campus – Auditable Units	Risk Score	Risk Ranking	Risk Rating	IA Planned for CY13?
Allied Health, Emergency & Legal Services	126.8	1	High	Yes
Student Services	111.9	2	High	No
Arts & Professions Division	86.6	3	Moderate	No
Enrollment & Employment Services	70.9	4	Moderate	No
Office of the Campus President	69.9	5	Moderate	No
Dean of Instruction	64.8	6	Low	No
Dean of Students	62.4	7	Low	No
Liberal Arts & Pre-College Programs	47.7	8	Low	No

Rock Creek Campus - Auditable Units	Risk Score	Risk Ranking	Risk Rating	IA Planned for CY13?
Student Development	141.6	1	High	No
Science & Technology Division	125.7	2	High	No
Math, Aviation, & Industrial Tech Division	118.0	3	High	No**
Communications & Humanities Division	95.2	4	Moderate	No
Business, Applied Tech, Coll. Prep Div.	93.9	5	Moderate	No
Social Sciences & Health Division	88.4	6	Moderate	No
Dean of Instruction	71.8	7	Moderate	No
Office of the Campus President	67.8	8	Low	No
Hillsboro Center	49.5	9	Low	No
Columbia County	47.4	10	Low	No

Southeast Center and Sylvania Campus are present on the next page.

EXHIBIT C
Cont.

2013 Prioritized Audit Risk Model – Academic Services by Campus

Southeast Center – Auditable Units	Risk Score	Risk Ranking	Risk Rating	IA Planned for CY13?
CLIMB Center – Workforce Trng. & Dev.	129.5	1	High	No
Workforce Development	128.4	2	High	No
Community Education	108.2	3	High	No
Student Development SVCS & Admin.	78.1	4	Moderate	No
Dean of Instruction	78.1	5	Moderate	No
Office of the Campus President	67.8	6	Low	No
Pre-College Skills Programs	58.1	7	Low	No**
Core Campus Programs	57.6	8	Low	No

Sylvania Campus - Auditable Units	Risk Score	Risk Ranking	Risk Rating	IA Planned for CY13?
Health Prof., ECE, & Phys Ed.	121.5	1	High	No
Math & Industrial Tech. Division	120.0	2	High	No
Science & Engineering Division	111.4	3	High	No
Visual & Performing Arts Division	93.4	4	High	No
Business, Computer Tech, & Real Estate	83.3	5	Moderate	No
Student Services	69.4	6	Moderate	No
Dean of Students	67.6	7	Moderate	No
English/Modern Language Division	61.7	8	Moderate	No
Dean of Instruction	61.0	9	Moderate	No
Student Activities	59.2	10	Low	No
Social Sciences Division	58.9	11	Low	No
Development Education	56.8	12	Low	No
Office of the Campus President	55.6	13	Low	No
Newberg Center	46.4	14	Low	No

EXHIBIT D

Risk Factor Definitions and Scoring Criteria

Overview of Entity Wide Risk Assessment

A		Complexity of Unit and Impact to PCC					B	C = A x B	D	E	F = C + D + E
Auditable Unit	Risk Assessment Survey Score	Strategic	Operational	Financial	IT	Legal Compliance	Total Business Risk Factors	Combined Risk Assessment & Complexity Score	Financial Significance Score	Last Time Audit by IA Score	Total Risk Score
Example Unit A	30	1	1	1	1	1	5	150	15	25	190
Example Unit B	10	0	1	0	0	0	1	10	.2	0	10.2

Risk Assessment Survey Score – The IA held interviews with key stakeholders from the various auditable units to help gain an understanding of risks and obstacles each unit was facing and to gain a more thorough understanding of the duties and responsibilities of each unit. The IA met with ~20 stakeholders throughout PCC to obtain input on the 2013 risk assessment and reviewed input received from ~60 stakeholders interviewed for the 2011 risk assessment and ~25 stakeholders from the 2012 risk assessment. The IA asked stakeholders questions on:

General Risks

- **Control Environment** – This describes the tone management sets/displays for personnel in regards to how policies and procedures are followed and control activities are performed.
- **Risk Assessment** is management's identification and analysis of risks relevant to the achievement of objectives and goals. In addition, it includes a plan for determining how known risks should be managed to help the organization achieve its objectives and goals.
- **Control Activities** include policies and procedures, segregation of duties, and physical & automated controls that help management ensure directives are carried out.
- **Information and Communication** is the identification, capture, and exchange of information in a form and time frame that enable people to carry out their responsibilities. Information systems deal with both internally generated data and information about external events, activities, and conditions.
- **Monitoring** is a process established by management that assesses the quality of internal control and program performance over time. Monitoring provides external oversight, either ongoing or in the form of independent checks of internal controls by management or other parties outside the process.

Specific Risks

- **Obstacles the unit faces** – examples include spikes in demand on services, lack of adequate infrastructure, etc...
- **Known risks the unit faces** – grant requirements, monitoring requirements, safety risks, etc...
- **Confirmed or alleged instances of fraud, waste, or abuse** – misappropriation of assets, loss of funds, termination of personnel, etc...

- **Risks with turnover of personnel** – The risk that the organization will lose a significant amount of institutional knowledge at a key time in operations.
- **Other areas of concerns** – manual vs. automated processes, lack of key data to help manage programs, perceptions of program processes that cause concerns, etc...

The IA scored the responses provided by stakeholders to the 10 topic areas listed above based on his professional experience and observations of each unit by the IA. The IA then received rankings and/or scores of risk from each stakeholder either via input provided on an Excel spreadsheet/questionnaire or during interviews with the stakeholders via verbal rankings of units by stakeholders. The IA then averaged his risk score with the stakeholders' risk scores and placed this averaged score into Column A above. The highest score possible for this section of the risk assessment was 30 points and the lowest was 10 points.

Complexity of Unit and Impact to PCC Scores – The IA scored each unit based on his understanding of the complexity of processes overseen by the unit and the impact that an actual error in the unit's processes could have to the college as a whole. Complexity and impact were broken out into five various subject areas as defined below:

- **Strategic** – The IA scored this category primarily based on his understanding of high level goals the current college administration wants to strive to achieve. A few examples of a significant strategic impact for PCC might include the college's goals for student access, sustainability measures, and diversity of the college's workforce and student population.
- **Operational** – The IA scored this category primarily based on customer service aspects the auditable unit provided to students and to other college units. An example of a significant operational unit for PCC would be the Business Office and/or Financial Aid.
- **Financial** – The IA scored this category primarily based on the number of funding streams each auditable unit had and the significance of the amount of funds flowing through the unit. An example of a significant financial unit would be Financial Aid and/or the Bond Program.
- **Information Technology** – The IA scored this category primarily based on the significant amount of information technology (i.e. computers, specialized equipment, etc...) the unit used within its daily processes. Also, the IA looked at how significant a role the unit had in determining what type of information technology was used and how it would be implemented throughout the college. An example of a unit that had a significant impact on information technology would be TSS (Technology Solution Services).
- **Legal Compliance** – The IA scored this category primarily based on the complexity of legal and regulatory compliance requirements each auditable unit faced. The IA considered FERPA, HIPPA, ADA, PCI, grant rules and regulations, etc... in scoring each audit unit for this category. An example of an audit unit with significant and/or complex legal compliance requirements over it would be Financial Aid.

The IA would give a score of either 0 or 1 for each of these five complexity/impact areas per auditable unit. These complexity/impact scores were then used as a "multiplier" score to help assess risk. The total complexity/impact scores were placed in Column B above and used to compute C above for each unit. The highest risk score possible for Column C, after the risk "multiplier" was considered, was 150 points and the lowest was 10 points.

Financial Significance Score – The IA also assigned a risk score to each auditable unit based on how much revenues the unit processed during fiscal year 2012 (FY12) or how much expenditures the unit incurred during FY12. The primary concept of the risk scoring for this attribute was that as the amount of revenues

and/or expenditures increases in a unit the risk for that unit also directly increases. The IA primarily used financial data extracted from FY12 using Banner's FGIBDSR report to obtain the revenue and expenditure amounts. Also, the IA used PCC's FY12 CAFR and 2008 Bond Program bond limitation amounts to obtain revenue and expenditure amounts for some auditable units. The greater of revenues or expenditures being processed through the unit for FY12 was used to score the financial risk for the unit using the scoring matrix outlined below:

Support Services Risk Score Matrix for Financial Significance:

Revenue or Expenditure Total for FY12	Multiple Risk Score in Column C to Calculate Financial Risk Score Placed in Column D
> \$15,000,000	10.00%
\$15,000,000 to \$8,000,001	8.00%
\$8,000,000 to \$4,000,001	6.00%
\$4,000,000 to \$2,000,001	4.00%
\$2,000,000 to \$0	2.00%

Academic Units Risk Score Matrix for Financial Significance:

Revenue or Expenditure Total for FY12	Multiple Risk Score in Column C to Calculate Financial Risk Score Placed in Column D
> \$9,000,000	10.00%
\$9,000,000 to \$5,000,001	8.00%
\$5,000,000 to \$2,000,001	6.00%
\$2,000,000 to \$1,000,001	4.00%
\$2,000,000 to \$0	2.00%

The highest score an audit unit could obtain from the financial risk scoring here would be 15 points, and the lowest possible score an audit unit could obtain from this scoring would be .2 points. The highest combined risk score possible for Column D, after the Financial Significance "multiplier" was considered, was 165 points and the lowest was 10.2 points.

Last Time Audited by the IA Score - The IA also assigned a risk score to each auditable unit based on how much time has elapsed since the IA conducted an Internal Audit or consultation review at each of the auditable units. A risk score was added onto each auditable unit using the scoring matrix below based on the length of time that has elapsed from the IA's last audit of the unit.

Last Time Unit was Audited by IA	Risk Points Scale
Never Audited by the IA	25
Audited 10+ years ago	15
Audited 8-9 years ago	9
Audited 5-7 years ago	7
Audited 3-4 years ago	5
Audited by IA in 2011 with no follow-up audit performed at this time	3
Internal Audit conducted during 2012	0

The risk scores from the length of time elapsing since an internal audit has been conducted at the auditable unit was placed in Column **E** above. The highest combined risk score possible for Column **E**, after the Last Time Audited score was considered, was 190 points and the lowest was 10.2 points.

Total Risk Score - To obtain the total risk score for each auditable unit, the IA took the risk score in Column **C** and added it to the financial risk score calculated in Column **D**. In addition, the risk score in Column **E** based on the last time the unit was audited was added in to get the total risk score was placed in Column **F** above. These risk scores are the scores presented in Exhibit B and Exhibit C that were used to sort the various auditable units from high risk (i.e. a large risk score) down to low risk (i.e. a small risk score). The highest total risk score an audit unit could obtain using the risk scoring criteria above would be a score of 190 points, and the lowest score an audit unit could obtain would be a score of 10.2 points. Finally, to help designate high, moderate, and low risk audit units, the IA took the highest third of the audit units total risk scores (i.e. the top 33% of the audit units) and classified these as high risk units. The next third were classified as moderate risk units, and the bottom third were classified as low risk units. **Note – IA had to round the audit units up and/or down a risk classification based on the total number of units being assessed. Also, the IA reviewed risk scores between academic units college-wide and adjusted the risk rankings if outliers were denoted from this college-wide review.**

EXHIBIT E

Auditable Units Summary Descriptions

Support Services Units

1. **Accounts Receivable & Treasury Management** – The Accounts Receivable Office works to support the College’s mission and goals by providing students financial and informational assistance and accurately receipting, recording and reporting College revenues. The department is also charged with assisting in collecting on delinquent accounts.

The Treasury Office at the College works with various departments throughout the college to help support their banking needs. In addition, this office manages the College’s investment portfolio. Both the Accounts Receivable and Treasury Offices are budgeted under Organization Code S20310 in Banner.

2. **Affirmative Action** – The Affirmative Action Office is responsible for managing and coordinating college policies, procedures and programs governing Affirmative Action matters. This area of responsibility includes handling discrimination and harassment complaints as well as conducting district-wide training in the areas of cultural and gender awareness, sexual harassment, team-building and conflict mediation. In addition, this office participates in and advises the college’s personnel recruitment. The Affirmative Action Office is budgeted under Organization Code R20000 in Banner.
3. **Bookstores** – The college’s bookstores fall under Auxiliary Services the college provides to students and faculty. There are currently four bookstores operated throughout the district. Bookstores offer books, equipment, supplies, materials, Panther clothing, and other miscellaneous goods to students and faculty. College bookstore operations use MBS (Missouri Bookstore System) to account for their detailed accounting. Summary level accounting information is then interfaced into Banner on a periodic basis. The bookstore operations are budgeted under Organization Code S50400 in Banner.
4. **Business Offices** – The College’s Business Offices provide critical customer service and support to not only students but also other College departments and personnel. Students use the Business Office to pay for tuition and fees, buy parking permits and Tri-Met passes, and receive financial aid. College departments primarily use the College’s Business Offices for cash receipting and depositing needs. There are currently four Business Offices operated throughout the district. The Business Office is budgeted under Organization Code S20320.
5. **Campus Technical Services (TSS)** – Campus Technical Services for this risk assessment has been defined as Technology Solutions Services (TSS) minus Technical Services and Media Services, which have been broken out and assessed separately in #’s 26 and 16 below. TSS helps to support enterprise and campus computing and telephone needs, provides technology training to personnel,

procures College technology, and assists the College in restoring systems when technological problems arise. TSS is budgeted under Organization Code S401 in Banner.

6. **Capital Projects (FMS)** – Capital projects is one of the critical support arms of FMS (Facilities Management Services). FMS is a centralized, district-wide function that has responsibility for maintaining a healthy and safe physical environment. It is charged with stewardship of all College facilities and grounds. Per FMS, capital projects are any project that changes the physical facilities of the College. Capital projects are budgeted under Organization Code S603 in Banner.
7. **Finance and Budget** – For the entity-wide risk assessment presented here, Finance and Budget includes the following departments: Associate Vice President of Finance, Accounting, Accounts Payable, Central Distribution Services, Debt Management, and Records Management (i.e. archives). These departments are budgeted primarily under Organization Code S202 & S204.
8. **Financial Aid** – The Financial Aid Office provides customer service and financial assistance through grants, scholarships, loans, work-study, and/or a combination of these aid packages to students to help students with educational costs. Financial Aid administration is budgeted primarily under Organization Code T80400, and funds granted and loaned out are budgeted under Organizational Code S30800.
9. **Food Services & Vending** – Food Services & Vending falls under Auxiliary Services the College provides to students, faculty, and the general public. Food Services & Vending provide cafeteria style eateries, other small eatery shops, and food and beverage vending machines for students and faculty to use district-wide. In addition, the department provides catering services for special events. Food Services is budgeted under Organization Code S50100.
10. **Grants Development and Grants Management** – The Grants Development Office serves as the clearinghouse for all college departments and personnel seeking grant opportunities to advance the mission of the college, prevent duplication of efforts, and maximize grant revenue for the college. In addition, the Contract and Grant Accounting department assists the college in the accounting and compliance oversight of the grants that the Grants Development Office has helped the College receive. These offices have been combined into one auditable unit for this risk assessment. Contract and Grant Accounting is budgeted under Organization Code S20220, and the Grants Development Office is budgeted under Organization Code T9 in Banner.
11. **Human Resources & Payroll** – The Human Resources department assists the College with hiring personnel, negotiating various unionized employment contracts, employee performance management, and employee compensation and benefits management. Human Resources is budgeted under Organization Code S8 in Banner. The Payroll office helps oversee paying employees for their services to the College. Payroll is budgeted in Banner under Organization Code S205.
12. **Institutional Advancement** – Institutional Advancement includes the PCC Foundation, Marketing, and Public Affairs. These departments assist in obtaining funds for scholarships for students; advertise and promote the College; and assist with public, government, and media relations. The Foundation uses Financial Edge accounting software provided by Blackbaud for its non-profit operations. In addition, the Foundation receives an annual financial statement opinion audit that is

separate from PCC's annual CAFR audit. Institutional Advancement departments are primarily budgeted under Organization Code R3 in Banner.

- 13. Institutional Effectiveness** – Institutional Effectiveness assists the College in conducting research and surveys, reporting FTE figures to the State of Oregon and Federal Government, grant accountability, and other ad hoc requests by management. Institutional Effectiveness is budgeted under Organization Code T7.
- 14. Instructional Support** – Instructional Support includes Distance Education, International Education, and PAVTEC. These departments assistance in providing distance learning opportunities to students, assisting international students attend PCC courses, and to enhance the access high school and PCC students have to quality career and technical education. These offices are primarily budgeted under Organization Codes T100, T2, and T4 in Banner.
- 15. Libraries** – The PCC Library department assists students and faculty with homework, research, and other informational needs. There are currently five libraries operating district-wide for students and faculty to use. The Library department is budgeted under Organization Code T5 in Banner.
- 16. Media Services (TSS)** – Media Services helps to provide all audio and visual support for classrooms to help facilitate instructional goals of faculty. Media Services is primarily budgeted under Organization Code S40103 in Banner.
- 17. Office of the District President, Office of the District Vice President, and Governing Board of Directors** – These offices and positions help to oversee and administer the core mission and objectives of the College. These offices and positions are budgeted in Banner with Organization Codes R10000, R40000, and V.
- 18. Parking & Transportation** – The Parking & Transportation office falls under Auxiliary Services. Parking & Transportation sells parking permits to students and faculty, enforces parking rules throughout the College and within close proximity neighborhoods, and provides shuttle services to students and faculty. Parking & Transportation is budgeted in Banner under Organization Code S50300.
- 19. Plant Maintenance-Collegewide (FMS)** – The Plant Maintenance (FMS) office helps to maintain College facilities through the district. The Plant Maintenance (FMS) office is budgeted under Organization Code S601 in Banner.
- 20. Print Center** – The Print Center falls under Auxiliary Services. The Print Center produces print and non-print materials for students, instructional and administrative staff for the College. The Print Center is budgeted under Organization Code S50200 in Banner.
- 21. Procurement** – The Procurement department helps oversee procurement and contracting processes throughout the College. Procurement is budgeted under Organization Code S20410 in Banner.

- 22. Public Safety** – The Public Safety department helps to promote a safe and secure campus community through the delivery of personal and facility security, crime prevention services, public safety communication, a disaster preparedness program, emergency medical services and public assistance. The Public Safety department is budgeted under Organization Code S7 in Banner.
- 23. Risk Management** – The Risk Management helps oversee the College’s various insurance policies, environment waste removal processes, safety training and drills for emergency preparedness, and other safety and health risks present at the College. Risk Management is budgeted under Organization Code S20400 in Banner.
- 24. Student Affairs** – Student Affairs includes the Registrar’s office, the Curriculum Support office, and Disability Access Services. **Note – The Financial Aid office was assessed separately from Student Affairs as outlined in #8 above.** Student Affairs is primarily budgeted under Organization Code T8 in Banner.
- 25. Technical Services (TSS)** – Technical Services provides support for the College’s data and voice networks, the administrative host computer systems, e-mail and related internet and web technologies. Technical Services is one of the critical support arms of Technology Solution Services, and the department is budgeted under Organization Code S40102 in Banner.
- 26. 2008 Bond Program** – The Bond Program team has been empowered to centrally administer the \$374 million bond the public passed in 2008. The funds are being used to expand PCC campuses and locations, make PCC facilities more sustainable, and renovate current facilities to meet the increased demand in student enrollment. The Bond Program has implemented the use of the “E-Builder” application to help account for and manage the various projects for the 2008 Bond.

Academic Services Units (by Campus)

Cascade Campus

1. **Allied Health, Emergency & Legal Services** – This unit includes Allied Health, Emergency, and Legal Services; Alcohol & Drug Counselor; Medical Lab Technology; Medical Assisting; Health Information Management; Ophthalmic Medical Technician; Health Education; Medical Professions; Emergency Services Department; Emergency Medical Services; Emergency Telecommunicator; Fire Protection Technology; Emergency Management; Criminal Justice; and Paralegal. The programs under this unit are budgeted under Organization Code C402.
2. **Arts & Professions Division** – This unit includes Business Administration; Computer Applications/Office Systems; Art/Theatre Arts; Professional Music; Education/Library Media; Apprenticeship; Trade Extension; Multimedia; and the Margaret Carter Skill Center. The programs under this unit are budgeted under Organization Code C403.
3. **Dean of Instruction** – This unit includes the office of the Dean of Instruction, the Teaching Learning Center, and the Cascade Art Gallery. The offices under this unit are budgeted under Organization Code C401.
4. **Dean of Students** – This unit includes the office of the Dean of Students, Diversity Events, and District-Wide Testing. The offices and programs under this unit are budgeted under Organization Code C3. **Note – Enrollment & Employment Services, and Student Services have been broken out and assessed separately in #'s 5 and 8 below.**
5. **Enrollment & Employment Services** – This unit includes Placement Testing; Career Services; the Women's Resource Center; and Orientation & Outreach. The programs under this unit are budgeted in Banner under Organization Code C303.
6. **Liberal Arts & Pre-College Programs** – This unit includes Anthropology; Economics; English; ESOL; History & Humanities; Philosophy; Political Science; Psychology; Sociology; Spanish; Speech; Developmental Reading & Writing; the Student Learning Center; ABE/GED; Chinese; and Geography. The programs under this unit are budgeted under Organization Code C404.
7. **Office of the Campus President** – This unit includes the Office of the Campus President, the Cultural Affairs Program, and the Ethnic Minority (Tuition Waiver). The offices included in this unit are budgeted in Banner under Organization Code C1 and C30105.
8. **Student Services** – This unit includes Career Guidance; Advising; Intramural Activities; Student Leadership; Student Government; GED Testing Program; Student Fund Raising Activities; Student Honorary Membership; Child Care Program; Cascade Physical Education Facility; Project Independence; Men's & Women's Inter-Collegiate Basketball; Student Sponsored Diversity; District Student Council; District Student Programs; Student Activities;

and Counseling. The programs included in this unit are budgeted in Banner under Organization Code C302.

Rock Creek Campus

1. **Business, Applied Technology, and College Prep. Division** – This unit includes Business Administration; Computer Applications/Office System; Japanese; Spanish; French and American Sign Language; Landscape Technology; Building Construction Technology; ESOL; and ABE/GED. This unit is budgeted in Banner under Organization Code B406.
Note – Hillsboro Center and Columbia County have been broken out of this unit and assessed as separate auditable units.
2. **Columbia County** – PCC has two locations in Columbia County where credit classes are offered to students, Scappoose and St. Helens. The Columbia County unit is budgeted in Banner under Organization Code B40608.
3. **Communications & Humanities Division** – This unit includes Cultural Activities; the Student Learning Center; Developmental Writing/Reading; the Business Department; the Humanities Department; Chicano Latino Studies; Religion; the Writing Center; and the Social Science Department. The programs included in this unit are budgeted in Banner under Organization Code B402
4. **Dean of Instruction** - This unit includes the Dean of Instruction and the Teaching Learning Center. The offices included in this unit are budgeted in Banner under Organization Code B401.
5. **Hillsboro Center** – The Hillsboro Center is a satellite facility of the Rock Creek Campus. The center offers a variety of university transfer courses in Arts/Letters, Social Sciences, and Math/Sciences. Also, Professional/Technical classes and Developmental classes are offered at this center. This center is budgeted in Banner under Organization Code B40607.
6. **Office of the Campus President** – This unit includes the Office of the Campus President; Diversity Events; and Campus Operations & Facilities. The offices and programs included in this unit are budgeted in Banner under Organization Code B1.
7. **Math, Aviation & Industrial Tech Division** – This unit includes Shops & Labs; Computer Science; Computer Information Systems; Welding Technology; the Mathematics Department; Auto Collision; Diesel Technology; CAT Dealer Service Tech. Training; Aviation Maintenance Tech.; and Aviation Science. The programs included in this unit are budgeted in Banner under Organization Code B404.
8. **Science & Technology Division** – This unit includes the College Farm; Environmental Studies; Microelectronics; Landscape Department; Veterinary Technology; Computer Science; Biology & Management of Zoo Animals; and the Science Department. The programs included in this unit are budgeted in Banner under Organization Code B403.

9. **Social Sciences & Health Division** – This unit includes Anthropology; Psychology; Sociology; Economics; Geography; History; Political Science; Health Education; Physical Education; and Foods & Nutrition. The programs included in this unit are budgeted in Banner under Organization Code B405.
10. **Student Development** – This unit includes the Office of Student Development; Career Guidance; Career/Transfer Center; Women’s Resource Center; New Directions; Cooperative Education; Counseling; Testing Center; Developmental Writing/Reading; ESOL; Information & Facilities Services; Student Activities; Student Government; District Student Council; Student Activities Administration; Veterans Center; Child Care Program; Student Fund Raising; Student Honorary Membership; Oregon Leadership; GSA Resource Center; Student Sponsored Diversity; Intramural Activities; Student Employment & Cooperative Education; Orientation & Outreach; Enrollment Management; Rock Creek Advising; and Disability Counseling Services. The programs included in this unit are budgeted in Banner under Organization Code B3.

Southeast Center

1. **CLIMB Center** – This unit includes Extended Learning Campus Operations; CLIMB Administration; CEU/CED Administration; GED Testing; Life By Design; CLIMB Small Business Development Center; CLIMB Contract Training; CLIMB Health Professionals; CLIMB Professional Development; and PCC Prep. The programs included in this unit are budgeted in Banner under Organization Code E404.
2. **Community Education** – This unit includes Administration & Operations of Community Education; Home & Garden; Creative Arts; Language & Culture; Work & Life Balance; Recreation & Wellness; Motorcycle & Drivers Education; Travel; Online; and CEU’s. The programs included in this unit are budgeted in Banner under Organization Code E405.
3. **Core Campus Programs** - This unit includes Liberal Arts & Sciences; Humanities; Mathematics; Sciences; and Professional/Technical Programs. The programs included in this unit are budgeted in Banner under Organization Code E402.
4. **Dean of Instruction** – This unit includes the Dean of Instruction; Extended Learning Campus Operations; and the GED Tuition Grant offices. The offices included in this unit are budgeted in Banner under Organization Code E401.
5. **Office of the Campus President** – This is the Campus President’s Office at the Southeast Center. This office is budgeted under Organization Code E10100 in Banner.
6. **Pre-College Skills Programs** – This unit includes ABE/GED; ESOL; Volunteer Literacy; Testing; SE Tutoring Center; Corrections Education; Career Technical Education; Aviation Science; Computer Application Systems; Computer-Aided Design & Drafting; Culinary Assistant Program; and Occupational Skills Training. The programs included in this unit are budgeted in Banner under Organization Code E403.

7. **Student Development SVCS and Administration** – This unit includes Student Activities Administration; Disability Counseling Services; Student Government; Student Fund Raising Activities; Women’s Resource Center; Student Honorary Membership; Student Activities Administration; Child Care Program; Fitness Studio; Clubs Administration; Office of Student Development; Outreach and Orientation; Advising; Counseling; Placement Testing; and Career Guidance Instruction. The programs included in this unit are budgeted in Banner under Organization Code E406 and E301.
8. **Workforce Development** – This unit include Workforce Development programs at DWP, STS, Metro Center, and Capital Center. The programs included in this unit are budgeted in Banner under Organization Code E407.

Sylvania Campus

1. **Business, Computer Technology, & Real Estate** – This unit includes Business, Computer Technology & Real Estate; Computer Applications/Office Systems; Computer Information Systems; Computer Science; Real Estate; and Business Administration. The programs included in this unit are budgeted in Banner under Organization Code A402.
2. **Dean of Instruction** - This unit includes the Dean of Instruction and Teaching/Learning Center Administration. The offices included in this unit are budgeted in Banner under Organization Code A40100 and A40101.
3. **Dean of Students** – This unit includes the Office of the Dean of Students; Student Activities Administration; the Multicultural Center Administration; and the Women’s Resource Center Administration. The programs included in this unit are budgeted in Banner under Organization Code A301.
4. **Development Education** – This unit includes Career Guidance; Counseling; Student Support Services Administration; the Student Success Center; Developmental Math; Developmental Reading; Developmental Writing; ABE/GED; Associate Dean of Students; Advising; High School Completion; Transitions; Health Admissions; and Sylvania Testing. The programs included in this unit are budgeted under Organization Code A304.
5. **English/Modern Language Division** – This unit includes English; ESOL; French; German; Sign Language/Interpreter Program; Japanese; Russian; Spanish; Writing; Languages/Computer Lab; and the Writing Center. The programs included in this unit are budgeted in Banner under Organization Code A407.
6. **Health Professional, ECE, & Physical Education** – This unit includes Health Professional, ECE, & Physical Education; Physical Education Facilities; Child Development Center; Early Childhood Education; Foods & Nutrition; Nursing Programs; Dental Department; Rad/Sono Department; and New Venture. The programs included in this unit are budgeted in Banner under Organization Code A405.

- 7. Math & Industrial Technology Division** – This unit includes Math & Industrial Technology; Applied Manufacturing Technology; Automotive Technology; Machine Technology; Shop & Lab Service; and Mathematics. The programs included in this unit are budgeted in Banner under Organization Code A404.
- 8. Newberg Center** – The Newberg Center was opened during Fall Term 2011. The programs included in this unit are budgeted in Banner under Organization Code A5.
- 9. Office of the Campus President** – This unit includes the Office of the Campus President; and Cultural Activities. The programs included in this unit are budgeted in Banner under Organization Code A1.
- 10. Science & Engineering Division** – This unit includes General Science/Geology; Physics; Biology; Health Education; Civil/Mechanical Engineering; Engineering; Electronic Engineering Technology; Biological Sciences; and Chemistry. The programs included in this unit are budgeted in Banner under Organization Code A406.
- 11. Social Sciences Division** – This unit includes Anthropology; Economics; Geography; History; Humanities; Philosophy; Political Science; Psychology; Sociology; Gerontology; and Women's Studies. The programs included in this unit are budgeted in Banner Under Organization Code A409.
- 12. Student Activities** – This unit includes the Student Programs Involvement Network; Student Senate; the Women's Resource Center; Student Activities Administration; the Multicultural Center; Intramural Activities; Student Fund Raising; the Child Care Program; Student-Sponsored Diversity; Student Honorary Membership; Alpha Eta Iota; and Clubs Administration. The programs included in this unit are budgeted in Banner under Organization Code A303.
- 13. Student Services** – This unit includes Cooperative Education; Career Resource Center; and Orientation & Outreach programs. The programs included in this unit are budgeted in Banner under Organization Code A302.
- 14. Visual & Performing Arts Division** – This unit includes Architectural Drafting; Industrial Drafting; Interior Design; Visual & Performing Arts & Design; Art; Dance; Graphic Design; Journalism; Music; Speech; Theater; the Performing Arts Center; Graphic Design/Pub. Tech. CEU; and Graphics & Publishing CEU. The programs included in this unit are budgeted in Banner under Organization Code A408.

Portland Community College does not tolerate unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, marital status, height/weight ratio, disability, veteran status, age, or sexual orientation in any area, activity or operation of the District. In addition, the college complies with the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), USERRA – Uniformed Services Employment and Reemployment Rights Act, and all county, state and federal civil rights laws. Accordingly, equal opportunity for employment, admission, and participation in the college's benefit and services shall be extended to all persons, and the college shall promote equal opportunity and treatment through a positive and continuing affirmative action plan.