

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.

Environmental Factors Influential to the PCC Community

The following overview was prepared for the PCC Board of Directors as a reference point for their subsequent discussions about the college vision, mission, and goals. Countless factors influence the community served by Portland Community College and the environment in which the college operates. This overview lists a select group of the many elements likely to play a role in shaping PCC's future.

Population Demographics

- **PCC serves a growing population that is becoming increasingly diverse** with the Hispanic population being the fastest growing ethnic group.
Service area examples:
 - Multnomah County = 72% White, 11% Hispanic, 7% Asian, 5% Black, 4% Multi-Racial, 1% Native American
 - Washington County = 69% White, 15% Hispanic, 9% Asian, 2% Black, 3% Multi-Racial, 1% Native American
 - PCC Students = 69% White, 11% Hispanic, 8% Asian, 6% Black, 3% Multi-Racial, 1% Native American (does not include 3% International students)
- **Diversity is greater among the youth** where the percentage of area pre-K through 6th grade students who are non-White is almost twice the proportion of non-White adults.
- **On average, the community population is getting “older”** while the percentage of younger residents remains fairly constant.
- **Languages other than English are commonly spoken** in over 20% of households in the community and more than 15% of the area population was not born in the United States.
- **Educational attainment is higher in the Portland area than the state average** with almost half (45%) of the area adult population having a college degree; In-migration of new residents with college degrees contributed to this higher educational attainment.
- **Poverty status varies significantly within the PCC service community** given 18% of Multnomah County residents live “in poverty” compared to 11% in Washington County.

Workforce Connections

- **The Portland area unemployment rate exceeded the national rate** during the peak of the recession but now matches the national average.
- **Persons with less than a high school diploma were unemployed at a rate 50% higher** than those with some college or an Associate's degree and more than double the rate of individuals with Bachelor's degrees or higher.
- **Increased numbers of retirements are projected over the next ten years** resulting in slightly more job openings due to replacements than projected growth.

- **Registered Nurses, Bookkeeping & Accounting, General & Operations Management, Truck Driving, and Computer Support** have the largest number of projected openings in the Portland area (between 2010-2020) of the occupations requiring postsecondary training or an associate degree.
- **Medical Laboratory Technicians, Emergency Medical Technicians and Paramedics, and Medical Assistants** are among occupations in the Portland area with the highest projected growth rates in the next ten years. (Note: High growth rate does not necessarily = large number of jobs.)
- **Although the Oregon Employment Department anticipates growth, ten year projections for emerging occupations such as “green jobs” are not yet available.** Currently, 2.8% of all jobs in Oregon meet the state’s definition of a green job.

Educational and Political Factors

- **Oregon’s Governor and Legislature are considering widespread reform** for all levels of education in the state including possible funding and governance changes.
- **The state’s 40-40-20 goal places a heightened emphasis on degree completion** and states all Oregonians will graduate from high school by 2025.
- **PCC’s mission addresses all levels of 40-40-20** from adult high school completion through dual credit, certificate/degree programs and university transfer preparation.
- **Oregon’s “on time” high school graduation rate is 4th lowest** in the country and may dip further when more rigorous math graduation standards are required starting in 2014.
- **Oregon has one of the highest percentage of residents with GEDs** and demand for test preparation may increase in the short-term if students do not meet new high school graduation standards.
- **Achievement Compacts are now mandated for all Oregon public secondary and post-secondary institutions;** Community college compacts have measures linking to high school and university enrollments.
- **PCC’s growth rate exceeded the state community college average** with a 5-year FTE increase of 43% compared to the state average increase of 27%.
- **State reductions in funding and financial aid** during record high recession/unemployment driven demand for higher education contributed to increased college tuition rates and students taking on more debt to pay for college and living expenses.

Data Sources: Reports, information and/or data from the following resources were reviewed as part of the environmental scanning process: Oregon Department of Education, Oregon Department of Community Colleges and Workforce Development, Oregon Labor Market Information System (OLMIS) Occupational Prioritization Tool, Brenda Turner, Occupational Economist, Workforce and Economic Research, Oregon Employment Department, American Community Survey, US Census Bureau, PCC Dual Credit Annual Reports: 2010-11 and 2011-12, National Student Clearinghouse, Portland Business Journal Book of Lists 2012, Portland School District website, US Bureau of Labor Statistics and The Oregonian

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