

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

MINUTES

BOARD OF DIRECTORS BUSINESS SESSION
Cascade Campus, Moriarty Arts Building Auditorium
November 17, 2005

BOARD ATTENDANCE

Board Members Present:

Denise Frisbee, Jim Harper, Doreen Margolin, Karen McKinney, Harold Williams

EXECUTIVE SESSION

The Board of Directors convened an executive session for Real Property Transactions, Labor Negotiations, and Litigation in accordance with ORS 192.660 (1), (a) (c) (e) (h) at 6:55 PM, adjourning at 7:20 PM.

CALL TO ORDER

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

APPROVAL OF MINUTES

The October 20, 2005 business meeting minutes were approved as published.

Dr Pulliams announced that a tentative labor negotiations agreement has been reached with the faculty and classified federations

APPROVAL OF THE AGENDA

The agenda was approved as published.

INFORMATION SESSIONS

State Board of Education's New Policy Paper

Cam Preus-Braly, Commissioner, Department of Community Colleges and Workforce Development and Dr Jerry Berger, Oregon State Board of Education.

Ms. Preus-Braly and Dr. Berger presented information to the Board regarding the Oregon State Board of Education Notice of Policy Review and Request for Comments. The essence of the policy is to set forth the State Board's current thinking regarding the Certificate of Initial Mastery and the Certificate of Advanced Educational Mastery, what

they mean to standards, and their relevance to post secondary education particularly to community colleges. Information received from Community College Governing Boards and the public will be analyzed and prepared as a report for the next Legislative Session. The last legislative session increased the number of credits required to receive a high school diploma from 22 to 24. Information is currently being gathered from Community College Governing Boards regarding educational proficiencies students need to successfully cross the bridge between the exit of high school and the entrance to post-secondary education. They are especially interested in the effect completing the Certificate of Initial Mastery (CIM) and the Certificate of Advanced Mastery (CAM) have on student success. Written responses need to be submitted to the State Board of Education by December 16, 2005.

Director Harper asked whether the response should be from the Board as a unit or from individual Board members. Dr. Berger answered they would appreciate either or both forms of response. The goal is to get as much input as possible from Boards and also from individuals regarding what is required of high school students entering Community College.

Director Frisbee inquired into what has been observed to date about proposals in terms of impacts on community colleges. If minimum high school graduation requirements are increased it seems Community Colleges will need to provide classes to some students to earn those additional credits. She asked if there are other ways anticipated changes will affect Community Colleges. Dr. Berger explained that until the last legislative session high school graduation requirements in Oregon were credit or unit based without proficiency requirements. The (CIM) provides proficiency requirements that better assure college bound high school student's success when they reach post-secondary education. Neither the CIM or (CAM) currently are required for high school graduation. The biggest impact to Community Colleges will likely be better prepared students entering college.

Chair Williams addressed to Dr. Berger and Ms. Preus-Braly his concern about teachers teaching classes outside their areas of expertise to create enough classroom seats to accommodate the student population. He asked what is planned to address that problem. Ms. Preus-Braly agreed that in the past meeting professional development benchmarks for teachers teaching classes correlated to the CIM have all been voluntary and that recognizing that there are unintended consequences around teacher preparation and suggesting resolutions to this would be the first step to correcting this situation.

Director Frisbee observed that while looking at proficiencies and peer learning papers is important she has concerns about the need students have for career and guidance counseling. Her observation is that most public high schools have only one guidance counselor to serve 300 to 400 students. If 100 of those students are preparing to graduate from high school and enter college, making appropriate decisions about education and career opportunities will be much more difficult without adequate information from counselors. Current funding is inadequate to provide counselors who would inform students how to make wise choices. She requested that time and effort to

secure adequate funding is needed because without adequate funding this will be just another really good idea without the ability to make it happen.

Director McKinney reflected that larger school districts are more able to find funding than smaller schools. She also remarked that students enter college through testing and placement but there seems to be a lack of connectivity between students entering college and K-12. Dr. Berger responded that through this position paper and input from the Governor the State Board of Higher Education is working to examine and look at what students need to more successfully transition from K-12 into college. Colleges all accept advanced placement but each accepts a different advanced placement. If all Community Colleges and the State System of Higher Education were to agree on what will be accepted for advanced placement scores, high school students would clearly know what is required of them. Discussions are also being held regarding institutional economy and other topics important to education.

Director McKinney stated that when first brought in as a guideline for K-12, many students had trouble meeting proficiency requirements on the CIM test results. However, in looking at this report currently 60% of the tenth grade students are able to achieve at the CIM level. She asked if that understanding is accurate. Dr. Berger agreed that is generally an accurate understanding of the data.

Director McKinney then noted that about 40%, which is a large percent of graduating students, are going to receive a diploma but have not reached at least CIM level or able to move on to CAM which they need to go on to post-secondary education. Initially information was presented that many of these students were minorities and low income. This was a major concern because people who didn't have the proficiencies in English and other areas would not be able to achieve at the same level and were therefore held back. She asked if that recollection is accurate. Ms. Preus-Braly responded that she doesn't have sufficient depth of information to fully answer this question. However, the State Board of Education conducted a study that tracked success of students beginning their sophomore year of post-secondary education. Those who had earned the CIM did appreciably better than general population students who had not.

Ms. Preus-Braly also said there is a demographic role in how well students from different segments of population do. Not surprisingly, under-represented student populations do not do as well nor do they achieve the CIM as well as Caucasians. But when you look at students who have achieved, regardless of their demographic status, earning the CIM helps them do better when they get to college. Their grade point average is higher and their success in collegiate work is better. The Board asked for that study because it wanted to know if a CIM made a difference, if there is a parallel between having that higher level of proficiency and the way in which students achieve once they reach collegiate work. The resulting answer to those questions was yes. To establish a trend, the study is being conducted of first year students in three successive years. The first two years of the study have been completed and State Board is looking forward to the findings of the third year. There is concern about the achievement gap for under represented students because the data we have looked at clearly shows they don't do as well.

Chair Williams questioned the understanding the evaluators had of the cultural dynamics of the students they were evaluating. Whether evaluators were bi-lingual, Asian, Hispanic, or from the culture of the students they were evaluating? He understands the need for assessing mastery of educational proficiencies but suggests that assessment criteria may be creating results that may not be wholly accurate due to semantics and failure to understand cultural differences. He questioned whether training the evaluators is a priority and whether adequate funding for training will be committed. He stated adding new requirements and not having qualified people to carry them out is will create frustration for students. Dr. Berger replied that there are challenges in this process and looking at differences is important. He used Nyssa, Oregon as an example of how community commitment to student academic success can benefit. Nyssa is a rural community with a large Hispanic population and limited financial resources yet it has some of the highest student body test scores in the state. The citizens of Nyssa have made academic success of their students their priority. They work with students to provide assistance to help them succeed.

The State Board of Education wants to assist by setting reasonable expectations so everyone knows what is required. Focused learning will help students be successful. The State Board of Education is trying to find the most effective way to assist schools and communities focus on what the students need to know and then how to assist high schools work with individual students to get there. Community College is focused learning. Looking at the Welding program at Portland Community College, if students can't do the work and pass the tests they can't get their welding certificates. In K-12 students do not always graduate with proficiencies they will need in work or post-secondary education. He stated students face barriers and challenges and if the attempt isn't made to spell out for each individual student where they need to go it will be difficult for them to get there.

Director Harper agrees that the CAM should be required for high school graduation. He also admonished that once the decision has been made to make this change we must all have the courage to follow through. Time needs to be spent to figure what proficiencies are needed and help students reach them. Keeping the standards high will help graduating students be prepared for college.

President Pulliams asked Chair Williams and the Board Members whether their preference is to share their written comments individually or present their positions as a Board. Director Harper stated he would prefer to present their position as a Board after discussion about what the College should expect from K-12. Chair Williams, after visually receiving agreement from other Board Members, announced their decision to present their comments as a Board. President Pulliams will assemble tonight's comments into general positions for the Board to review. This topic will then be added to the agenda for the December 8 Board meeting. He complemented Ms. Preus-Braly and Dr. Berger's work on this critical issue that so directly impacts community colleges. In terms of using our critical resources to bring students up to college level this work has a direct impact on the College. He welcomes Board Member thoughts on what PCC

needs to do to support this effort because the goal is really to help the students, to make them stronger academically.

Development of Southeast Center

Dr. Preston Pulliams, District President

There are two key issues in moving the Southeast Center forward to become a comprehensive campus: First, the College is under-serving the Southwest region of the district. Secondly, the center is filled to capacity weekdays, evenings and weekends serving the needs of the community with credit and non-credit classes as well as student activities.

There are still many details to be worked out but he asked the Board to consider making Southeast Center a comprehensive campus and locating PCC health programs, Allied Health and Nursing programs there. He also proposed the possibility of a creating a satellite for health programs that would be located in the East Hillsboro area preferably somewhere on the Max line as was discussed at the August 2005 Board Retreat. Dr. Pulliams posed that the Board consider PCC moving on this project on our own. There has been discussion about partnerships with medical centers and hospitals but those partnerships may create difficulties that can be avoided. He asked Dr. Poppe, Campus President Extended Learning, and Laura Massey, Director for Institutional Effectiveness, to share demographic information about Southeast Center.

Ms. Massey discussed population density, for Southeast Center and all other PCC campuses. She noted that moving from west to east the population density increases. Information from the 2000 census revealed educational attainment, household income, population growth, employment, cultural diversity, and English language skills indicates the residents in the Southeast Center area present a diverse community that has historically had low educational attainment as well as low income. 42% of the adults have not received a high school diploma. 17% of those who received their high school diploma have not attended college. Education increases the opportunity for people to earn higher income.

The district as a whole has seen population growth. This growth includes an increasingly diverse population. This trend is most prominent in the Southeast Center and Cascade Campus areas. 2000 census data indicates 93% of adult population surveyed indicated they could speak English well while the 1990 census data indicated 97% could speak English well. This change has come about because diversity of the community has increased.

Increased enrollment trends in credit classes indicate the time has come to make Southeast Center a comprehensive campus to provide this population better access to education. Data show 56% of students enrolled in credit classes at Southeast reside in the Southeast Center area. This is significant because it demonstrates that credit students residing in the Southeast Center area have need for additional class offerings. There are currently over 30 subject areas represented in Southeast Center credit instruction. The subject area with the highest enrollment is college transfer writing followed by college transfer math. The average age of credit students is 31. Most take

only one class at a time. Only about 17% are taking two or more classes at a time. Students who attend Southeast Center tend to live nearby; it's very much a neighborhood Center. In contrast Cascade Campus is pulling a very high percentage of students from all over the district as well as outside the district area. Historically, many times unique programs or programs that are only offered on one or limited locations can also attract that type of mobility from our student population. Four high schools are located near Southeast. These high schools produce roughly a third of all Portland Public School graduates. About 13% of those graduates come to PCC immediately upon graduation. This indicates this population has a lower educational attainment than is seen in the population as a whole.

Dr. Poppe summed up the information saying the move to the new Center has been very well received. Unfortunately the view that the Center would not adequately serve the area has proved to be true. Credit class offerings at the Center are now filled to capacity. Southeast Center serves almost 5,000 students with 26% being students of color. Providing education for those students is very important to the Center. In looking at student populations from the four high schools in the area it is clear we are under serving these students. There is no indication that the current population trends will change and there is much more work to be done. Making Southeast Center a comprehensive campus is the right next step.

Dr. Paul Hill, Sylvania Campus Interim President described the need to expand the health care programs. Within the next 15 to 30 years it is likely PCC will need to double the current size of Allied Health and Nursing programs. Most of these programs are currently located at Sylvania Campus. It is important that PCC position itself to accommodate that need by making these programs physically accessible to PCC students. This becomes increasingly relevant as traffic becomes a more significant issue. Physical space limitations at Sylvania would hamper the ability of extending those programs because we will eventually reach the point where it simply becomes untenable. Consolidating these programs into a single location with a major satellite on the Max line in the Hillsboro area makes sense. Heightened activity between both sites becomes very important as technology is used more and more for simulations in instruction. Another important part of this program mix is the Institute for Health Professionals. Having the Institute for Health Professionals housed at the same campus as the other health programs creates synergies between our credit and non-credit Continuing Ed that would not otherwise exist.

President Pulliams opened the discussion to questions from the Chair and the Board.

Director Margolin asked if this proposal would mean that outside of any offerings at the proposed East Hillsboro satellite, nursing students would complete all requirements for their degree at Southeast Center. Dr. Hill replied that is correct.

Director Margolin asked what the percentages of district resident population reside in the Rock Creek, Sylvania, and Cascade service areas. Ms. Massey will get that information and report back.

Director Margolin noted that people already refer to Southeast Center as a comprehensive campus and that it is time to proceed with the decision to make the change. She also felt the idea of Southeast becoming the hub for Allied Health has merit and asked if there are proposed time frames. President Pulliams responded that there is not a current time line. That right now he is asking the Board if changing Southeast Center to a comprehensive campus should be pursued. Either way there is a lot of work that needs to be done. The Board's decision in this matter will be the beginning of the process.

Director McKinney wants to look at needs throughout the district not just Southeast. She said this seems to be leading to a bond measure with the largest need for funding in the Southeast Center. She feels a lot more questions need to be addressed before that kind of decision can be made. The Allied Health Profession and Nursing Programs need to be reviewed. Information regarding what is needed from PCC in terms of student training and program location from the major area hospitals needs to be obtained and evaluated. She said this direction is not to say there is not a need to change Southeast Center to a comprehensive campus and house these programs at Southeast but to gather more information before making that decision. President Pulliams responded that the program pieces and surveys of program needs indicate there is an immediate need within the Southeast to re-focus on the investment PCC has already made in the vicinity, to increase PCC's capacity for service. The discussion in January will include a more comprehensive plan with information about the effectiveness of the other campuses throughout the service district.

Information regarding partnerships with area hospitals is being gathered by Dr. Hill. Having served on a hospital board, President Pulliams has first-hand experience that these partnerships are challenging to put together. He told the Board, as in any partnership often the issue comes down to whose needs are being served and whose mission will be met. We should and will explore hospital partnership possibilities. Current Advisory committees in Nursing and Allied Health have provided input to programs regarding industry needs for student skills. Medical facilities will be surveyed to get a sense of their future planning and staffing needs.

Dr. Hill shared with the Board that PCC has many partnerships with many kinds of providers with benefits for all parties. Partnering should be done carefully to ensure benefits to PCC students and programs.

Director Margolin asked that the question of making Southeast Center a comprehensive campus be addressed as a separate issue from the possible need for a bond measure. When the possible bond measure is discussed, needs throughout the district should be addressed. She then asked for confirmation that the question right now is should Southeast Center be made a comprehensive campus so students in that heavily populated area can register into programs?

Chair Williams recalled that in years past, Director Roger Buchanan talked about the students at Southeast Center being under served. Chair Williams agreed the increase in area population makes looking at this issue now logical. Director McKinney clarified that

she was not suggesting partnerships with individual hospitals but that surveys be done to assess the specific needs hospitals have and how PCC health programs can fill that need. She agrees that Southeast Center needs to be expanded and she has no objection to making Southeast Center a comprehensive campus.

President Pulliams thanked the presenters, the Chair and the Board and said the issue needs more discussion and will be pursued at the January Board meeting.

Marketing Plan Update

David Goldberg, Director of Institutional Advancement

Presented short video containing five PCC student success stories that told who they were, where they came from, where they are now and what part PCC played in their lives. This video and footage about other students will be used in marketing the College.

This marketing plan will has been designed to; support strategic objectives; identify College needs of target audiences; facilitate and target teaching improvements to increase enrollment; provide structure for deliberate communication through clearly defined action plans, timelines and role responsibilities; and offer a vision for the College by identifying market potential, making recommendations and providing communication support.

The guiding principles of the marketing plan will be consistent with the mission and values of the College; driven by data and research; provide messages to the public that are consistent, purposefully designed and controlled; include a long-term strategic vision for raising PCC's image; take a focused, tactical approach to achieve stated objectives, and be evaluated and updated each year; make the best use of current staff and resources, with a concern for breaking down organizational silos, and maximizing return on investment.

The strategy of the marketing plan is composed for five college products; traditional college transfer and professional-technical programs; continuing education for current professionals; customized training for business and industry; non-credit and personal enrichment classes; opportunities to change lives through philanthropy. This last item brings the Foundation into the marketing plan.

Thinking about PCC as a brand, we wanted to know what do people think of when they think of PCC. Two telephone surveys were conducted that showed while people placed PCC in a positive light, they were non-specific in terms of knowing what the College does. To address that question four brand promises were created: 1. PCC will offer unparalleled opportunity by making education possible for everyon;; 2. PCC is good for the economy of the community; 3. PCC offers a quality product that we can all be proud of; 4. At PCC diversity is a valued priority. From that, a brand slogan was distilled: "We're all about your future."

In internal and external marketing videos, posters, radio and television messages will represent people and places in the district. Mayor Tom Potter is a PCC graduate. His first degree was earned at PCC. PCC has nominated him for a national American

Association of Community Colleges Distinguished Alumni Award. His story and others will be used to help market the idea that community college education is a goal reachable to all.

President Pulliams commended Mr. Goldberg on the creation of the marketing plan.

Cascade Campus Update

Dr. Algie Gatewood, Cascade Campus President and Dr. Kate Dins, Cascade Division Dean Business, Technology, and Public Services.

Dr. Gatewood congratulated Dr Dins for her newly awarded PhD in Community College Education. He told the Board the Cascade Campus has provided educational opportunities to tens of thousands of students in its 35 years of service. Between 2004 and 2005 headcount rose 11% serving almost 16,000 students. Liberal Arts and Mathematics Division is fully integrated offering basic skills and college level instruction. Last week the Medical Laboratory Technology program audit was completed with no significant concerns identified. During the exit interview the program was commended on the quality of curriculum, faculty, facilities, clinical affiliations and the 100% pass rate for program graduates over the past several years. Award of a \$130,000 federal grant will allow the program to be offered statewide. The Heating Ventilating and Air-conditioning Technology lab at Cascade Campus is one of the best equipped in the Pacific Northwest. This lab has the potential of becoming a regional training center. The Portland Police Bureau will provide a fully equipped police cruiser to Cascade Campus for use of all campus emergency programs. The 911 Call Center is being upgraded to allow students in these programs to listen to live 911 emergency calls in Portland. These partnerships will provide valuable training opportunities for students in emergency provider programs. November 28 Governor Kulongoski will present a \$150,000 check to the Cascade Skill Center. These funds allow Cascade's Skill Center to provide pre-jobs and skill training to unemployed and under employed. Upon training completion participants will acquire living-wage jobs in the transportation industry.

Dr. Dins highlighted three grant-funded programs that are serving paraeducators in local K – 12 schools. These grants total \$2,694,527. The REAP (Raising the Education Achievement of Paraprofessionals) grant allows 200 paraeducators to work with four schools in Washington County who serve K – 12 students in four school districts. The intent of the paraeducator program is to fulfill the requirements of the No Child Left Behind Act. PPOP (Portland Paraeducator Opportunity Program) allows paraeducators to work in Portland Public Schools while earning their associate's degree and hopefully continue their education. HQ-SPED (High Quality Special Educator) Teacher Pathway Program allows PCC students to transition into Portland State University and become highly qualified special education teachers with a bachelor's degree, licensed and prepared to instruct students in K – 12 who have special needs. These grants allow PCC to serve students who want to be teachers or paraeducators in schools. 80% of the students in these programs are bi-cultural and bilingual. Many of the students are low-income. The associate's degree and continuing education will give them the opportunity for wage production and career advancement. These grants make PCC the access point for students who want to be teachers.

Chair Williams commended Dr Gatewood for Cascade Campus accomplishments and congratulated Dr. Dins on award of her PhD. He also noted the aesthetic beauty and outstanding athletic facilities on Cascade Campus. He asked for a report to the Board regarding plans for future expansion to the Cascade athletic programs. President Pulliams said he will present a report to the Board the status of this Cascade program at the January Board meeting. He also noted the Executive staff is reviewing the athletic program and Skill Center housed at Cascade. As part of a budget decision it may be necessary that the Skill Center seek support by fund raising efforts. President Pulliams commended Dr. Gatewood for his success to date in raising funds for the Skill Center. Another item under consideration is the PCC student newspaper which was eliminated due to budget cuts. President Pulliams agreed to address these issues at the January Board meeting.

PUBLIC COMMENT ON AGENDA ITEMS

Ibeth Hernandez and Leah Gibson serve on Cascade student government. Ibeth is a recent graduate of Portland Public High School who did not complete necessary work for the CIM until three days before graduation. Her English teacher told her that if she completed a paper and turned it in by the end of the day she could earn the CIM. She completed a paper on affirmative action in 30 minutes and earned all five points qualifying her for the CIM. She did not see the value of the process. She believes not enough information is provided to students to make earning the certificate important. The result is many students don't pursue it. Getting thorough the process of earning graduation credits makes the CIM just one more headache for graduating seniors. She feels to make this important to graduating students adequate numbers of counselors need to be hired so students are guided appropriately. She also believes academic counselors should introduce CIM to students in middle school.

Leah Gibson did not graduate from high school. She earned her high school completion in the Gateway program. She dropped out of high school, didn't do any of the CIM work and does not feel her current education has suffered as a result. She currently participates in Cascade student government and feels that she is in the same place in her education as Beth. To her this illustrates the lack of need for students to be required to earn the CIM. Adding the CIM to the already long list of graduation requirements creates hardship for students. Better to focus effort on mentoring, training for teachers, and guidance counselors. President Pulliams requested these students submit their comments in writing to be forwarded to Ms. Preus-Braly and Dr. Berger.

Erin Morris works for Sylvania student government. Erin is a Sylvania pre Nursing student. She talks to new students every day; many tell her nursing is their priority. They share concerns that they will not be able to get into a Nursing program because of limited enrollment. She is a mother and works two jobs. Her husband works three jobs. Erin really wants to become a nurse and requests help be given that allows the program to be expanded so more students can be accepted. With current program design her 3.84 GPA is not enough. At Sylvania less than 10% of students who apply get into the program. She also heard from students at Southeast Center that classes are at capacity and they can't get in. Another Southeast issue is the lack of childcare. Providing better

student services at Southeast is an important component to access for diverse students in support of their opportunity for education. The district student representatives are all in support of making Southeast a comprehensive campus to better support the students it serves. She also requests that funding be provided for Student Services especially for Cascade Campus childcare and Multi-cultural Centers for Cascade and Southeast. Having only one Multi-cultural Center and that at Sylvania does not demonstrate real support for diversity.

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

BUSINESS MEETING

Director Margolin proposed approval of Resolutions 06-024 through 06-027. The motion passed unanimously.

Other Reports:

Michael Dembrow, Faculty Federation President, is very pleased with the discussion to move Southeast Center to a comprehensive campus. He asks that consideration be carefully given to the number of full-time faculty needed to teach these students. He believes that of the current 5,000 students at Southeast, less than 500 are taught by full-time faculty. He attended the OCCA Strategic Planning Retreat in November, learned a lot and enjoyed the experience. He thanked participants in the contract negotiation process for their productive, cordial diligence in reaching the tentative agreement.

Deborah Hall, Classified Federation Vice President, reiterated Michael Dembrow's comments about the contract negotiation process. She also said she anticipates the Classified Federation will ratify the contract.

Erin Morris, Sylvania student representative, reported students have partnered with Phi Theta Kappa, Cascade, Rock Creek and Southeast to put together a Spa Day including silent auction, raffle, facials, makeovers, hand and foot massage, and lots of pampering. The event will be held this Saturday at Sylvania to benefit Ann Jeanette, a cancer survivor with six children. All money collected beyond what is needed for her medical bills will be donated to the American Cancer Society.

Ibeth Hernandez, Cascade student representative, Chair reported Cascade ASPCC just had its intercultural extravaganza, showed the film "Walmart Aware", produced a volunteer fair with about 14 different volunteer organizations participating, provided training for all campus club representatives about what resources are available to them and how they can get access to those resources. The first Cascade basketball game will be at Cascade on December 2. The Student Government hopes to increase support of the games. They have been working on budget reconciliation, talking about possibly becoming a part of OCCA, are still working with deans to incorporate cultural awareness into curriculum and are making an effort to increase awareness of student's need for childcare, parking, and textbooks. They are also talking about the next bond measure.

Board Reports:

District President Report:

President Pulliams reported the new Board member orientation is scheduled for January 19, 2006 at 3:45 – 6:00pm. All Board members are invited to attend. Notices will be going out to you.

ADJOURNMENT

There being no further business, the meeting adjourned at 9:50 PM.

NEXT MEETING

The next business meeting of the Portland Community College Board of Directors will be held on December 8, 2005 at 7:30 PM in Board's Conference Room at the Sylvania Campus.

Chair Williams

President Pulliams

Prepared by:

Lorna J. O'Guinn
Assistant to Board of Directors

Minutes approved on December 8, 2005