

November 21, 2002

03-035

Approval of "Blueprint for the Future: Strategic Directions and Actions" (First Reading)

PREPARED BY: Randy McEwen, Vice President

APPROVED BY: Jesus "Jess" Carreon, President

REPORT: The college has been engaged in a strategic planning effort for the past year to develop an Educational Master Plan to guide the college for the future. The "Blueprint" will form the basis for continuing to refine the Educational Master Plan. The Board will discuss, amend and approve the blueprint for the first reading in November, with the goal of adoption at the December 5 meeting.

RECOMMENDATION: That the Board of Directors approve the first reading of the "Blueprint for the Future: Strategic Directions and Actions."

Director McKinney moved for approval of resolution 03-035 and it passed unanimously.

ROUGH DRAFT

**BLUEPRINT FOR THE FUTURE:
STRATEGIC DIRECTIONS AND
ACTIONS**

-Framework for an Educational Master Plan-

FIRST READING DRAFT

PORTLAND COMMUNITY COLLEGE
NOVEMBER 2002

Planning Task Force Members



Jesus Carreon, President

Susan Bach, Institutional Research

Jennifer Baldwin, ASPCC/Sylvania

Lucia Barnett, Public Safety

Linda Bastian, Mathematics/Sylvania

Craig Bell, Student Development/Sylvania

Bill Christopher, Rock Creek Campus

Susanne Christopher, Health/Sylvania

Wing-Kit Chung, Financial Services

Can Coulton, Public Affairs/Foundation

Michael Dembrow, English and Writing/Cascade

Sharon Hennessey, ESL/Cascade-Open Campus

Jane Holman, English and Writing/Sylvania

Alice Jacobson, Sylvania Campus

Karen Jolly, Computer Applications and Office Systems/Sylvania

Jesse Lohrke, ASPCC/Rock Creek

Randy McEwen, Administrative Services

Violet Nazari, ASPCC/Sylvania

Mildred Ollee, Cascade Campus

Bryan Ruzicka, ASPCC/Cascade

Guy Sievert, Academic Services

Sylvia Welch, Affirmative Action

Executive Summary

Introduction

Portland Community College has embarked on a path to develop a collegewide Educational Master Plan (EMP) designed to provide the focus for how we do business and deliver our programs and services over the next 10 to 20 years. This process is designed to be inclusive, systemic and build upon the values, mission and goals set out by the PCC Board of Directors. Our goal with this effort is to ensure that PCC scans both the internal and external environments on a regular basis, utilizes up-to-date and accurate data to shape planning, and creates a dynamic framework that ensures this institution is accountable to our constituencies. Moreover, it is critical that PCC prepare for the future in order to continue a tradition of delivering high quality, low cost education and training to the communities we serve.

The college district's Educational Master Plan (EMP) will be a road map that delineates how the institution focuses its efforts, resources and energy. In essence, it is our "game plan" for delivery of programs and services in an efficient, effective and continuously improved fashion. Basically, the EMP will take shape in three phases as follows:

Phase 1 – Development of the "Blueprint for the Future: Institutional Directions and Key Strategies," which will serve as the essential framework for work that follows. **After the Board approves the 'Blueprint' at the December 5, 2002 meeting (first reading will take place on November 21, 2002), phase 1 will be complete.**

Phase 2 – Development of action plans in each designated strategic direction area which forms the core of the EMP will occur January – August 2003.

Phase 3 – Implementation of the EMP will begin September 2003.

Phase 1 is critical to setting the foundation upon which the future of this college district rests. Planning collegewide is not an option—it is a necessity. With limited resources, heightened public scrutiny, and increased demand for education and training, what we do now to prepare for the future will reap benefits that generations of district residents will enjoy.

Overview of the Phases

Phase 1 – Blueprint (November 2001 – November 2002)

This portion of the process has resulted in a basic framework for setting institutional direction and establishing strategies in seven key areas:

1. Educational Programs and Services
2. Student Access and Development
3. Community and Economic Development

4. College Workforce
5. Fiscal Affairs
6. Technology
7. Facilities

This phase began in November of 2001 and will culminate in December of 2002, with Board approval of the "Blueprint." Key to this effort was the college **Planning Task Force** (a temporary ad hoc group) made up of students, faculty, classified and management personnel from throughout the district. This group met several times over the summer and fall of 2002 to shape the overall focus on collegewide planning. They drafted the strategic direction statements and the action areas for each of the seven main portions of the blueprint. The committee analyzed the feedback received from the external community and from the internal college community and considered comments from many individual staff persons. Other components of Phase 1 completed are:

- **Environmental scans. (December 2001 to April 2002)** The college managers and others invited experts in several fields to give overviews of the current and future status of a variety of external factors that will affect the college: the state and national economy, demographic changes, technology, employment, and education.
- **Community outreach. (April and May 2002)** The president held eight forums in the community to solicit information from business, education, industry and community leaders.
- **Internal scan. (May 2002)** The college conducted in-depth surveys of staff and faculty about the challenges and opportunities the college faces, and perceptions of the institution's ability to address these issues.
- **Management retreat. (May 2002)** The college managers held an all-day meeting to synthesize the variety of data points received and to set priorities for the 'Blueprint' and eventually the Educational Master Plan to address.

Phase 2 – Action Plans (January 2003 – March 2003)

In this phase, collegewide teams will develop action plans for each of the seven areas noted above. The result of this effort will be a document that lays out specific steps designed to implement key strategies outlined in the Blueprint. Our intent is that this will result in an Educational Master Plan that not only guides the development of programs and services but also the allocation of the physical, fiscal and human resources that bring them to life.

Phase 3 – Implementation (Spring 2003→)

This will be the phase where the proverbial "rubber meets the road" and the college begins to implement the EMP. Clearly, this will mean that committee structures, reporting relationships and overall communication vertically and horizontally in the organization will have to be clearly defined in order to make progress toward that implementation. The planning process from that point on will be guided by a collegewide **Planning Council** made up of students, faculty, classified and management staff throughout the district. The President will

oversee the flow and implementation process, and report regularly to the Board of Directors, who are ultimately responsible for the overall direction of the college district.

In sum, from the first environmental scan in November 2001 to actual implementation of the EMP in late spring of 2003, this process will be dynamic and inclusive and will focus on improving what we do in support of student success and service to our communities.

We will, as a college team, challenge the future and change lives!

Key Area: Educational Programs and Services

Goals address by Strategic Directions in this area: 2, 3, 4, 5, 6, 7, 8

At Portland Community College, our focus is on the continuous development of educational programs and services that will meet the needs of our students and the communities we serve. Our aim is to provide courses, programs, and services that are rigorous, high quality, and innovative. Transfer and professional technical education anchor the curriculum and are complemented by programs that provide instruction in developmental education and adult basic skills, workforce preparation and training, and courses that promote lifelong learning.

Strategic Direction 1: The college will fund and offer a well-defined mix of transfer disciplines and professional technical programs as the core of its educational programs and services.

Action Areas

- Design and implement educational pathways that offer students multiple avenues to transfer and employment and facilitate student movement toward their educational goals.
- Strengthen relationships and improve coordination with our strategic partners in K-12 districts and four-year schools to better serve students and ensure that they are well prepared to move from high school to community college and from community college to university.
- Strengthen relationships with employers to ensure that students are well prepared to enter the workforce.
- Ensure that the curriculum remains relevant and faculty have the tools/resources they need to teach on the “cutting edge” in all programs that we choose to offer, particularly those in rapidly changing, highly technical fields.
- Encourage and reward successful innovation related to curriculum and the delivery of instruction.
- Measure and document student achievement and use this information as part of a continuous process to improve educational courses, programs, and services.

Strategic Direction 2: The college will support programs that teach developmental education and adult basic skills for students who need to prepare for college and/or employment.

Action Areas

- Create stronger links between developmental education and college-level coursework in order that students will be successful in next-level transfer and professional technical programs.
- Lead statewide efforts to address the growing need for English language classes.
- Obtain additional funding for adult basic education in order to expand class offerings.

Strategic Direction 3: The college will rely primarily on grants and other funding to support programs targeted to workforce preparation and workforce training.

Action Areas

- Use internal partnerships among key college departments to establish effective and innovative workforce training programs.
- Actively pursue funding to support these programs.

Strategic Direction 4: The college will continue to offer programs that deliver community education and other personal and professional development courses by making them financially self-supporting.

Action Areas

- Explore cost-effective and innovative ways to provide courses, programs and services for lifelong learning.
- Evaluate and refine the funding model for community education and other programs designated as self-supporting.

Strategic Direction 5: The college will provide opportunities for students to acquire knowledge and skills that enable them to be productive, contributing members of an increasingly complex world community.

Action Areas

- Integrate instruction and assessment of core outcomes (communication, community and environmental responsibility, critical thinking and problem solving, cultural awareness, professional competence, and self-reflection) across the curriculum.
- Integrate technology and technology competence throughout the curriculum.
- Expand and refine the inclusion of international and multicultural aspects of our world across college curricula, services, and related activities.
- Link the delivery of instruction to what we know about how students learn and incorporate new approaches to the curriculum that provide students with experiences in the community that complement and enhance classroom activities.
- Offer courses and services that facilitate access to education for under-served and under-represented populations.

Strategic Direction 6: The college will operate as a single district—that is, it will deliver a consistent message to students and ensure that policies, procedures and curriculum reflect District-wide approaches based on PCC's common purpose and values.

Action Areas

- Review and refine the college organizational structure to improve and support more effective delivery of educational programs and services.
- Review and define student development programs to ensure consistency of services.

Key Area: Student Access and Development

Goals addressed by Strategic Directions in this area: 1, 2, 8, 9, 11

Portland Community College will direct greater attention to improving how students access college courses, programs, and services and supporting the development of students once they are a part of the college learning community. It is incumbent upon Portland Community College to enable students to be responsible and to take advantage of opportunities to grow personally and professionally as a result of utilizing our programs and services. Moreover, the college will continue to support and celebrate the diversity of our students and our community throughout its educational courses, programs, services, and activities.

Strategic Direction 1: The college will focus on student development services that facilitate student success and continuous, lifelong learning.

Action Areas

- Implement an effective, comprehensive, and integrated college student development plan.
- Provide class schedules built with students' needs foremost in mind.
- Provide an effective skills assessment program district-wide.
- Provide easy access to information about everything related to educational opportunities at PCC.
- Simplify and clarify the processes that support student access to programs and services.
- Promote student participation in the life of the college with opportunities to provide feedback on programs and services and input into college decision-making.
- Support a learning environment that welcomes everyone, promotes diversity and respect, and fosters tolerance for differing points of view through open discussion and debate.

Strategic Direction 2: The college will remain a low-cost provider of higher education.

Action Areas

- Price tuition to be competitive with other two- and four-year colleges in the area.
- Set tuition and fee rates that are sensitive to students' ability to pay, availability of financial aid and other financial support, and the cost of operating programs.
- Increase financial support to students through private or public scholarships and grants.

Key Area: Community and Economic Development

Goals addressed by Strategic Directions in this area: 7, 11

Portland Community College has an extensive network of professional relationships and associations throughout the community that continues to expand. The college is a key player in the academic, economic, and social fabric of the community. Specifically, it is one of the key providers of workforce education and training in the region. As the community and nature of our region develops, PCC will be a more active partner in that development with business, government, education, and community-based organizations as our strategic allies.

Strategic Direction 1: The college will take the leadership role in establishing a regional workforce development system.

Action Areas

- Interact with leaders of business, government, education, and community-based organizations to ensure participation in key decisions and initiatives that enhance commerce and the preparation of a competitive workforce.
- Continuously scan the environment to understand the education and training needs of the region.
- Partner with business and industry to train and retrain the workforce in companies of all sizes.
- Provide leadership regionally to nurture new business opportunities and support continued development of existing businesses.

Strategic Direction 2: The college will aggressively promote its core programs and services to the community.

Action Areas

- Improve how we inform the public about the variety of college programs and services we offer as well as about our accomplishments.
- Implement a focused marketing and public relations plan to improve our strategic partnerships with state, regional, and local governments; educational entities (public and private); community-based organizations; and business and industry.

Key Area: College Workforce

Goals addressed by Strategic Directions in this area: 2, 9, 10

The college is guided by the belief that a diverse faculty, staff, and student population enriches the learning environment. It is critical to our success as an institution of higher education and to the success of our students to employ and support a qualified, skilled, flexible, and diverse workforce that supports the college's community of learners.

Strategic Direction 1: The college will recruit, hire, retain, and promote a skilled and diverse workforce that is committed to the mission and values of PCC.

Action Areas

- Strengthen the college so that it is attractive to and supportive of a culturally sensitive, culturally competent, and diverse workforce.
- Strengthen recruitment and internal development processes that will improve the college's ability to attract, hire, and retain a diverse faculty and staff.
- Increase the ratio of full time to part time faculty.

Strategic Direction 2: The college will support the continuing development of employees so that they can contribute to student success and to our strategic directions.

Action Areas

- Implement a professional and organizational development plan that enables staff to grow both personally and professionally and fosters growth in leadership capability for the college.
- Use feedback from students to improve faculty and staff performance as well as college programs and services.
- Ensure that management and employee groups work in a collaborative and visionary manner to craft collective bargaining agreements that support institutional directions.
- Explore the changing roles of faculty in the college environment.

Key Area: Fiscal Affairs

Goals addressed by Strategic Directions in this area: 8, 10

The effective and efficient use of resources is an important part of how we will continue to be accountable to our publics. In like manner, with state resources finite and at times unclear, it is critical that the college take a much more aggressive approach to securing additional resources which support the continued enhancement and strengthening of what we do and how we deliver our programs and services.

Strategic Direction 1: The college will develop a fiscal plan that is driven by the Educational Master Plan (EMP) and the effective and efficient use of available resources.

Action Areas

- Continuously refine budget policy in order to support the EMP.
- Use the EMP as a basis for determining fiscal priorities.
- Establish a budget development and fiscal decision process that provides for appropriate feedback and clearly assigns organizational responsibility.

Strategic Direction 2: The college will broaden the revenue base to support programs and services.

Action Areas

- Actively pursue opportunities to increase/expand reliable and predictable financial resources.
- Coordinate resource development efforts throughout the college in order to secure more non-state resources.

Key Area: Technology

Goals addressed by Strategic Directions in this area: 1, 2, 8, 10

Technology pervades all aspects of the college today and will continue to be critical to our success as we serve our students and communities. The use and application of technology and related resources directly impacts the classroom and support areas and, basically, how we do our business on a day-to-day basis. Knowing that change in technology will continue at a break-neck speed, Portland Community College is committed to keeping pace with that change in order to remain current. Our aim in the use of technology is to be innovative and responsive to college needs.

Strategic Direction 1: The college will develop a single, comprehensive plan that aligns technology related to instruction, student support, and administrative systems.

Action Areas

- Evaluate and address issues related to funding for technology (including partnerships), efficiency of organizational structures related to technology, delivery of technological services, and effective use of technology tools.
- Evaluate the way we do business, then re-design as needed and select and employ technology to the best advantage in order to accomplish college goals.

Strategic Direction 2: The college will use technology in ways that enhance teaching and learning and improve the delivery of student services.

Action Areas

- Adopt technologies that enhance student learning and facilitate student-faculty interaction in the classroom and via distance learning.
- Adopt technologies that give students on-line access to a full range of enrollment and student development services.
- Increase the capacity to deliver distance learning through strategic partnerships with other institutions.

Strategic Direction 3: The college will integrate technology into our workplace and ensure that people have the skills they need to use it effectively.

Action Areas

- Hire faculty and staff who have good technology skills and focus professional development programs on continued enhancement of skills related to use of technology tools.
- Provide technology training that is geared to user needs—easy to access, convenient, and practical.

Key Area: Facilities

Goals that are addressed by Strategic Directions in this area: 1, 7, 10

The development, maintenance, and security of the facilities at Portland Community College are crucial to our success as a publicly supported community resource. We currently have three campuses, four workforce training centers, and over 200 sites around our five-county service area, and we will continue to evaluate those facilities to best meet community needs.

Strategic Direction 1: The college will ensure that educational programs and services are fully supported by continued development of the three existing PCC campuses.

Action Areas

- Regularly evaluate facilities use, physical condition and strategic fit on each campus.
- Complete campus expansion specified in the master plan for each of the comprehensive campuses.
- Continue to regularly maintain/update facilities and ensure compliance with all appropriate codes and regulatory requirements.

Strategic Direction 2: the college will continually review the district's network of educational centers and explore alternative delivery systems to meet changing community needs.

Action Areas

- Continue to develop the Southeast Center and assign full time faculty, staff, and support services in order to ensure effective operation and meet community needs.
- Expand access for students through enhanced public transportation; partnerships for shared facilities; use of community, business, and industry sites for instruction and work experience; and other strategies.
- Increase access to college programs through distance education rather than by adding facilities.
- Ensure appropriate space at each campus/center so that faculty and student support staff can meet and work with students in a professional environment.

Appendix: Summary of feedback from college and external community

Review of the draft Blueprint took place in September and early October. Copies were distributed to all college staff during in-service week and an on-line version of the document was available on the Planning web site. 146 individuals submitted response forms and an estimated 250-300 staff participated in 50 separate feedback sessions on the campuses. Students also had an opportunity to comment, as did business and community leaders who attended forums hosted by the president earlier in the year.

The majority of staff agreed that strategic directions and action areas drafted by the Planning Task Force were appropriate for the college, but many also offered thoughtful and constructive suggestions for improving the document. Responses were summarized by staff in the Institutional Research office, who identified major themes and issues that arose in each key area. These summaries guided the Task Force in making revisions to the draft, and all comments will be passed along to working groups for use during Phase 2 of the planning process.