Portland Community College

YEAR SEVEN EVALUATION OF INSTITUTIONAL EFFECTIVENESS REPORT

Submitted to Northwest Commission on Colleges and Universities
March 2, 2022

COVER IMAGES

Top left: Aviation Science (AVS) student training on a helicopter flight simulator at the PCC Rock Creek Campus.

Top right: PCC Print Center staff preparing course materials.

Right above bar: PCC student speaker at commencement, 2017.

Left below bar: Students in a PCC business/entrepreneurship course.

Bottom left: Llama, sheep, and goats grazing near a solar array at PCC Rock Creek Campus.

Bottom right: Student in PCC's Dealer Service Technology (DST) Program (ThinkBIG in partnership with Caterpillar) repairing large construction equipment.

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INSTITUTIONAL REPORT CERTIFICATION FORM

NWCCU
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

On behalf of the Institution, I certify that:

- ☑ There was broad participation/review by the campus community in the preparation of this report.
- ☑ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Portland Community College

NAME OF INSTITUTION

Mark Mitsui

NAME OF CHIEF EXECUTIVE OFFICER

Mark Mitsui

(SIGNATURE OF CHIEF EXECUTIVE OFFICER)

March 2, 2022

DATE

ACRONYMS *(as used in this document and related to PCC business)*

AAS	Associate of Applied Science degree
AA	Academic Affairs
AAOT	Associate of Arts Oregon Transfer degree
AAC&U	American Association of College & Universities
ACP	Academic and Career Pathway
ABE	Adult Basic Education
ABS	Adult Basic Skills
ADA	Americans with Disabilities Act
ASOT	Associate of Science Oregon Transfer degree
ASPCC	Associated Students of Portland Community College (student government)
BIPOC	Black, Indigenous, and People of Color
B-JEDI	Belonging, Justice, Equity, Diversity, and Inclusion
CA	Cascade Campus
CCOT	COVID-19 Coordinating Operations Committee
CCSF	Community College Support Fund
CCWD	Oregon Office of Community College and Workforce Development
CED	Community Education
CEU	Continuing Education Units
CIS	Computer Information System
COLT	COVID-19 Opening Leadership Team
CS	Computer Science
CTE	Career and Technical Education
CTLE	Center for Teaching and Learning Excellence
DE	Development Education
DS	Diversity Statement
DSAC	Discipline Studies Area Committee
ER	Eligibility Requirements (NWCCU)
EAC	Educational Advisory Council
ELIWG	Education Advisory Council-Learning Assessment Council Integration Workgroup
FA	Finance and Administration
FTE	Full-Time Equivalent
GED	General Education Diploma
GEARS	General Education Assessment Review Subcommittee
GF	General Fund
HECC	Oregon Higher Education Coordinating Commission
IE	PCC Office of Institutional Effectiveness

IHP	Institute of Health Professionals
IMPD	Institute of Management and Professional Development
IPEDS	Integrated Postsecondary Education Data System
ISLO	Institutional Student Learning Outcomes
ISS	International Student Services
LAC	Learning Assessment Council
MTH	Math
MSC	Multi-State Collaborative to Advance Learning Outcomes Assessment
NSF	National Science Foundation
NWCCU	Northwest Commission on Colleges and Universities
OC	Open Campus
OEIB	Oregon Education Investment Board
OHSU	Oregon Health and Science University
OL	Online Learning
OLMIS	Oregon Labor Market Information System
OPB	Oregon Public Broadcasting
PACTEC	Portland Area Career Technical Education Consortium
PCC	Portland Community College
PDP	Postsecondary Data Partnership
R&D	Research and Development
RC	Rock Creek Campus
SA	Student Affairs
SAC	Subject Area Committee
SE	Southeast Campus
SY	Sylvania Campus
SEM	Strategic Enrollment Management
WIOA	Workforce Investment and Opportunity Act
WDB	Workforce Development Board
WR	Writing
YESS	Yes for Equitable Student Success

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INSTITUTIONAL OVERVIEW

PREVIOUS PAGE IMAGE

Sylvania Campus at sunrise. Photo taken by PCC student using a drone in GEO 252 Unoccupied Aerial System Data Integration and Interpretation.

INSTITUTIONAL OVERVIEW

Portland Community College (PCC), founded in 1961 as the adult education program of Portland Public Schools, is the largest post-secondary institution in Oregon. The College serves more than 50,000 full-time and part-time students annually across a 1,500-square-mile district that spans five counties: Multnomah, Washington, Columbia, Yamhill, and Clackamas. PCC advances equitable and sustainable economic prosperity for students and the community by providing high-quality education with flexible delivery methods, fostering a culture of belonging for all, being innovative and enterprising, and preparing students to thrive in work and life. A seven-member Board of Directors, publicly elected from geographic zones, governs PCC.

The College's *physical footprint* ("Locations") includes four comprehensive locations (Sylvania, Rock Creek, Cascade, and Southeast), ten smaller centers, and dozens of independent locations throughout its service area. It continuously strives to maintain high-quality learning environments at all instructional locations and has been extremely successful in garnering public support for capital improvements. In 2017, local voters overwhelmingly approved a $185 million bond measure to improve workforce training programs, expand Health Professions and STEAM (science, technology, engineering, arts, and math), and meet needs for safety, security, building longevity and disability access.

In addition to improvements to existing facilities, PCC completed its first physical location in Columbia County. The center opened in fall of 2021 and hosts a range of educational opportunities, including the new *Oregon Manufacturing Innovation Center (OMIC) Training Center*, a hub for advanced manufacturing training that supports OMIC's research and development work. In another collaboration, PCC partnered with the City of Portland, Oregon Health & Science University (OHSU), and Portland State University (PSU) to build the seven-story, 175,000-square-foot Vanport Building in downtown Portland. The College's dental programs and clinic moved from the Sylvania Campus to the third floor of this building for Fall Term 2021. The project is vital to Oregon higher education and is an unprecedented collaboration between the city and Portland's three public higher education institutions. The innovative joint project provides more professional development for students, boosts local economic growth, and creates more public/private partnerships.

STUDENT AND EMPLOYEE PROFILE. Despite significant enrollment declines since the onset of the COVID-19 pandemic, PCC enrolls more than 50,000 students in credit and noncredit instruction each year (50,576 in 2020-2021 compared to 60,037 in 2019-2020). Although staffing levels declined in the same period, PCC still employs over 2,500 individuals as faculty, staff, and administrators (2,691 in November 2021 compared to 3,046 in November 2019). The total employee number for 2021 includes 421 full-time faculty, down from 433 in 2019, and 1,086 part-time faculty, a decline from 1,330 employed in 2019. It should also be noted that the PCC administrative structure is very different from just a few years ago. An overview of the new administrative structure is provided under *Institutional Changes since the 2015 Comprehensive Report, One College for Equitable Student Success* ("One College Reorganization" subsection). The following table reflects characteristics of students enrolled in Fall Term 2021 (Integrated Postsecondary Education Data Systems (IPEDS) Reported Data for Credit Students).

TABLE 1. FALL TERM 2021 STUDENT DEMOGRAPHICS

	Credit	Non-Credit
Average Age	27	44
Female*	58%	73%
Male*	42%	27%
White	55%	56%
Black/African American	5%	4%
American Indian/Alaskan Native	<1%	<1%
Asian/Asian American	8%	9%
Pacific Islander	<1%	<1%
Hispanic/Latinx	19%	14%
International	1%	1%
Multi-Racial	7%	3%

** Non-binary gender identification not reported in IPEDS.*
Note: Unreported race/ethnicity: 5%/13%

ACADEMICS. PCC offers two-year degrees, one-year certificate programs, short-term training, alternative education, pre-college courses, and life-long learning. Online learning gives students the ability to take classes off-campus. There are 96 programs offered at PCC through a unique system of Academic and Career Pathways (ACPs). There are six pathways that organize the PCC curriculum and help students identify career goals:

Arts, Humanities, Communication, and Design

The programs in this pathway can lead to careers in creative professions and offer life-enriching learning that can apply toward a four-year degree.

Healthcare and Emergency Professions

Students can become professional healers and enter a specialized medical field with the programs in this pathway. They learn in clinical settings with advanced technology. This pathway includes a full range of healthcare programs.

Business and Entrepreneurship

Organizing information, improving communication, and making business decisions are central to careers in this pathway. Solving problems and achieving goals can lead to building a career in business.

Construction, Manufacturing Technology, and Transportation

Careers in this pathway are for people who like to work with their hands and enjoy constructing, repairing, and maintaining buildings, systems, and technology.

Science, Technology, Engineering, and Mathematics (STEM)

This pathway can help students launch their professional careers in one of these programs or earn credit with science classes that will transfer to a university.

Public Service, Education, and Social Sciences

The programs in this pathway can lead to a career in public service and expand knowledge of the world and society.

STUDENT LIFE. Student Life is prioritized at PCC to build a strong and equitable community, one that promotes and supports the interests of PCC students throughout their collegiate journey. By way of student government, civic-engagement events, and much more, the College's Student Belonging and Wellbeing and Student Life and Engagement divisions and resources cultivate a sense of belonging, support student well-being, and empower students to enrich their college experience through a variety of leadership opportunities. Numerous student resources and clubs are in evidence, as are five identity-based student centers: Queer Center, Multicultural Center, Veterans Center, Women's Center, and the DREAMers Center.

INSTITUTIONAL CHANGES SINCE THE 2015 COMPREHENSIVE REPORT

PREVIOUS PAGE IMAGE

PCC's new Vanport Building, a unique collaboration with the City of Portland, Oregon Health & Science University (OHSU), and Portland State University (PSU).

INSTITUTIONAL CHANGES SINCE THE 2015 COMPREHENSIVE REPORT

Since its *Year Seven Self-Evaluation Report (Spring 2015)*, Portland Community College (PCC) has experienced a number of significant changes that have reshaped the institution and sharpened the College's sense of mission fulfillment as a commitment to equitable student success, including mitigating student achievement gaps.

When the Northwest Commission on Colleges and Universities (NWCCU) adopted new standards in 2010, NWCCU staff encouraged many community colleges to adopt core themes that reflected their missions. Like others, PCC adopted this approach, using four Core Themes (Access and Student Success; Economic Development and Sustainability; Quality Education; and Diversity, Equity and Inclusion) as the basis for its Year One Self-Evaluation Report in 2016 and Year Three Mid-Cycle Evaluation Report in 2018. When PCC identified equitable student success as the convergent point of all plans and initiatives in 2017, the core themes approach became frustrating for those working to foster a comprehensive and meaningful evaluation of institutional effectiveness and mission fulfillment. Many did not feel connected to the core theme work and the core theme indicators structure came to feel artificial to those working on institutional effectiveness. When the 2020 NWCCU Standards presented an opportunity to move away from core themes, PCC was already invested in reimagining the institution with equitable student success as the College's North Star and **One College for Equitable Student Success** as its vision.

The College's move toward a new strategic plan to succeed its 2015-2020 plan also coincided with the shift away from core themes. Additionally, the 2020 Standards for Accreditation better support the alignment of PCC's institutional efforts to realize equitable student success and mission fulfillment. The institutional changes that prompted PCC to center on equitable student success across the entire College community as the primary indicator of institutional effectiveness, and the work supporting that movement, are highlighted in the following paragraphs. The current accreditation process, particularly the College's *Year Six, Standard Two, Policies, Regulations and Financial Review (PRFR) Report* and the current self-study, has allowed PCC to illustrate the great work accomplished college-wide and to reflect on where PCC still has room for improvement and growth.

LEADERSHIP

Mark Mitsui, carrying his signature backpack, on the first day of Fall Term 2016.

President Mark Mitsui. In 2016, PCC welcomed its seventh president, Mark Mitsui, to the district. In 2017, President Mitsui advocated for PCC's membership to Achieving the Dream, a network of community colleges across the country that shares data and best practices to build inclusive systems of education and support so that more students reach their goals. Before joining PCC, he served as president of North Seattle College in Washington State and as Deputy Assistant Secretary for Community Colleges within the Office of Career, Technical, and Adult Education for the U.S. Department of Education. At PCC, he has collaborated with colleagues, students, and community members to define the College's commitment to equitable student success, galvanize integrated planning activities, and move forward the College's strategic plan.

Presidential Transition. In the spring of 2021, President Mitsui announced his plan to retire in June 2022. The PCC Board of Directors began a yearlong *search process* in June 2021. The Board identified the search firm RH Perry & Associates in October 2021 to assist with the recruitment and selection of PCC's next president. The internal and external campus community engaged in a series of listening sessions and feedback opportunities that helped inform the creation of the presidential profile. A broad committee of stakeholders, led by two members of the PCC Board of Directors, was established to help forward finalists for the position to the full Board of Directors. The official presidential job announcement was released in December 2021 with applications due February 1, 2022. The timeline is such that the Board of Directors aims to have a new president identified by April 2022.

Executive Leadership Changes. Between October 2021 and January 2022, the President's Cabinet experienced additional transitions due to retirements and other job opportunities for the following positions: Executive Vice President, Associate Vice President for Human Resources, and Chief Diversity Officer. With these vacancies, the College is taking the opportunity to reevaluate all the functional areas these key leaders were responsible for and how they might look in the future in the new One College model (see "One College Reorganization" below). This work began in January 2022 and will take into consideration the timeline of the presidential transition. Until then, there is a transition plan in place with interim coverage and other Cabinet members covering key areas. Previous executive leadership changes occurred due to the larger college-wide reorganization efforts. Campus President positions no longer exist within the new structure, and all past Campus Presidents transitioned out of PCC before or during the 2020-2021 Academic Year. Finally, the College's prior Vice President for Student Affairs left PCC in summer of 2019 and Dr. Heather Lang has been serving as Interim Vice President of Student Affairs since that time.

Governing Body. The *PCC Board of Directors* consists of seven members elected by zones to four-year terms. Among the duties of board members governing the College are selecting the president, approving and adopting the institutional budget, and establishing policies that govern the operation of the College. Since 2019, the elected board welcomed five new members: Laurie Cremona Wager, Tiffani Penson, Serin Bussell, Dan Saltzman, and Kristi Wilson. The College's Student Trustee was also newly appointed in 2021. As new board members are elected, the College, in conjunction with the Chair and Vice-Chair of the Board, provides an orientation and overview of the role of the board, institutional programs and services, accreditation, and an in-depth review of the budget. Board training on policies and expectations is also provided.

ENROLLMENT

Like many community colleges across the nation, PCC is experiencing significant enrollment changes. Enrollment numbers have been declining since peaking in 2011-2012 from an initial boom during the 2007 recession. The experiences and population of students has shifted dramatically. Currently, PCC enrolls about 50,570 students (90% of whom are credit students) equal to 20,245 full-time equivalent (FTE) using the State of Oregon's annualized calculation for FTE. This is down from 78,765 students and 28,065 FTE in 2015-2016. Credit student enrollment in 2020-2021 was composed of approximately 75% Lower Division Transfer, 19% Career Technical, and 6% other credit categories. The College has become more racially and ethnically diverse, as has the region it serves, over the same period. The proportion of white students declined from 59% to 55%, while Latinx students increased from 11% to 16% of PCC's credit

student population. After experiencing gradual but steady credit and non-credit enrollment decline, approximately 11% total from 2015-2016 to 2018-2019, the College suffered an unprecedented decline with the onset of the COVID-19 pandemic. From 2018-2019 to 2020-2021, overall enrollment fell 19% and student headcount decreased by 25%.

The COVID-19 pandemic has and will continue to fundamentally impact the institutional context in ways that PCC and other colleges are only beginning to understand. Lower-income and BIPOC communities have been disproportionately impacted by the pandemic and other cascading crises. Economic recovery and resiliency have not been shared among all Oregonians. Lower-income households continue to struggle with job loss, decreased job prospects, and inconsistent federal assistance. Community college students are particularly vulnerable and marked disparities continue to persist for student populations at PCC. These realities have strengthened the College's commitment to preparing for the future of education while working to close opportunity gaps for historically underserved students. For example, centering efforts on those communities that can most benefit from education and training is at the core of PCC's strategic enrollment management (SEM) work (see *Standard 1.D.1 - Students*).

ONE COLLEGE FOR EQUITABLE STUDENT SUCCESS

Yes to Equitable Student Success (YESS)

Yes to Equitable Student Success

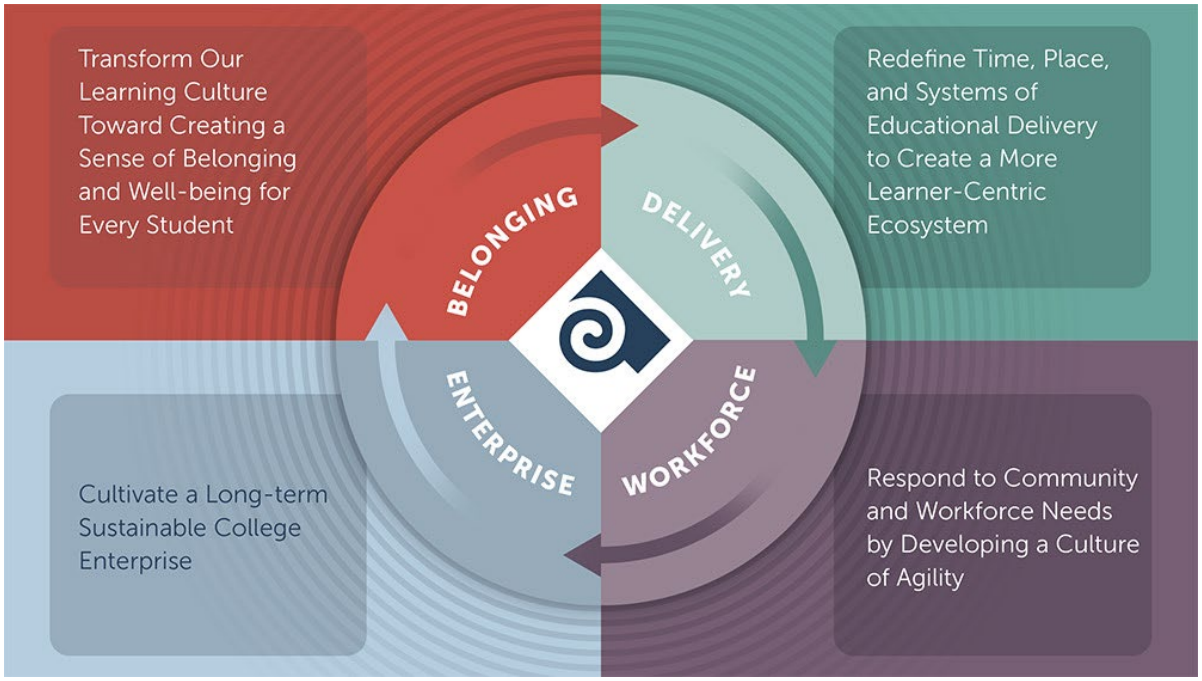
The College joined the *Achieving the Dream Network* and began its *YESS: Yes to Equitable Student Success* work in 2017 with the goal of deep systemic transformation in order to eliminate disparities and improve student outcomes. At PCC, "**Equitable student success means improved success rates and the elimination of gaps based on race/ethnicity, socio-economic status, gender, and other identity-based factors reflected in our diverse community**."
The College is about halfway through its journey to realizing the results of its collective efforts. The YESS movement has evolved to focus on the College providing holistic student experiences and implementing guided pathways reforms. As illustrated in the diagram below, PCC has mapped ongoing reform activities to the four pillars of guided pathways. These efforts are being enhanced by PCC's current Title III grant, *Reimagining Integrated Support for Equitable Success (RISES)*. Additional strategies continue to be identified and prioritized as PCC collectively better understands what does and does not work to support equitable student success.

Clarifying & Mapping Pathways to Student End Goals	Helping Students Choose and Enter a Program Pathway	Helping Students Stay on Path	Ensuring Students are Learning
• Academic Pathways • Program Maps • Developmental Education/Gateway Course Redesign • General Ed Redesign • Academic planning (EAB technology) • Onramps for "Pre-Credit" Students • Labor Market/ Sector info • Transfer Partnerships	• Strategic Enrollment Management • New Student Onboarding • Onramps for "Pre-credit" Students • First Year Experience • Career Exploration/ Advising "Pathway" Decisions • Developmental Education/Gateway Course Redesign	• Assigned Advisors (case load/holistic) • Strategic Course Scheduling/ Annual Schedules • Coordinated student case management (EAB technology) • Academic planning (EAB technology) • Early Alert/Coordinated Care Networks • Momentum Points • Pathways to Opportunity (affordability/ basic needs)	• General Education Redesign • Culturally/Diversity Responsive Teaching • Learning Assessment • Program Review Redesign • Applied Learning Opportunities • Labor Market/Skills Needs

The *milestones of the YESS work* ("Follow the YESS Journey") document institutional progress toward what is often a decade-long process for institutions as they await results after

implementing similar initiatives. Through much effort and discussion engaging internal and external constituents, PCC has identified the *Academic and Career Pathways* (ACPs) identified above in *Institutional Overview, Academics*. These are PCC's own holistic pathways to improve student outcomes by shifting the way the College groups and offers academic programs, and by meaningfully integrating student guidance and support through pathway completion. Now guided by the *2020-2025 Strategic Plan*, this work aims to keep students at the center and transform their experience.

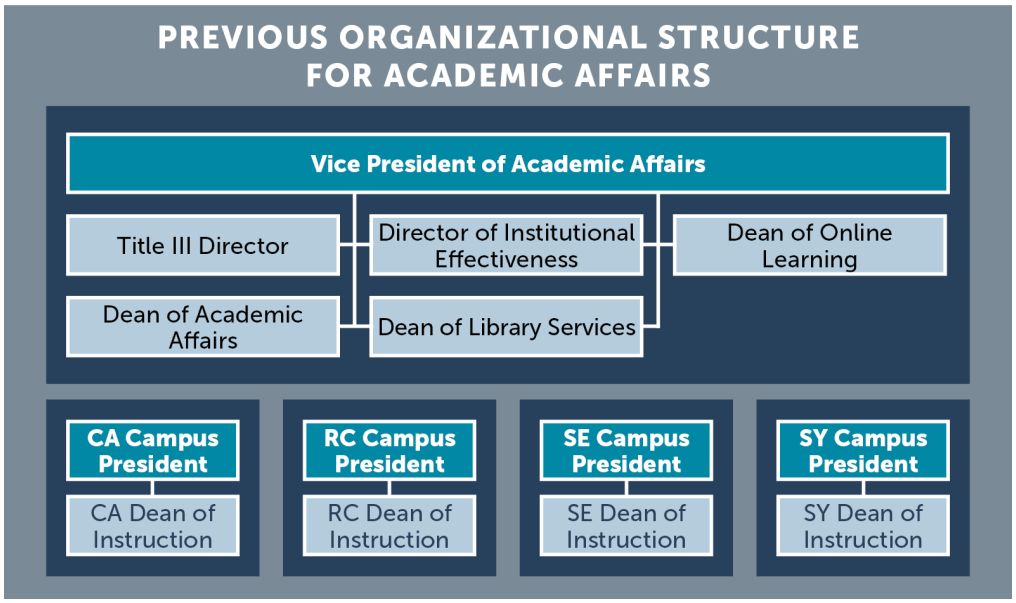
Strategic Planning 2020-2025: Discovering New Possibilities

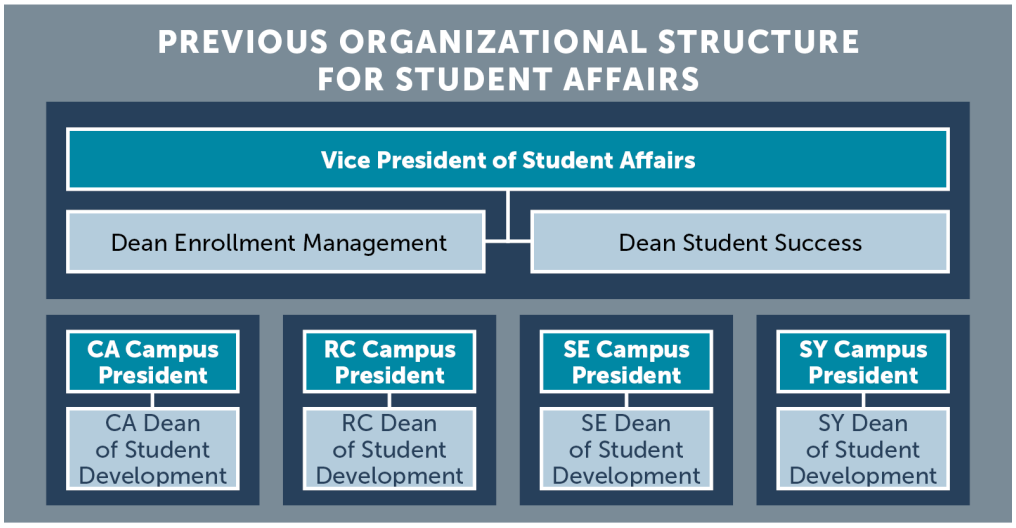


The College's new *2020-2025 Strategic Plan* identifies four interconnected themes that reflect PCC's commitment to equitable student success and fulfilling the mission of delivering access to quality education in a collaborative culture of diversity, equity, and inclusion. The interconnected themes of the plan focus PCC's goals in **Belonging**, **Delivery**, **Workforce**, and **Enterprise**. Strategic planning aims include adapting to the future of higher education, responding to shifting demographics and enrollment patterns, and integrating critical learning. The College expanded from the four themes to twenty initiatives approved by the Board in November 2020. From those initiatives, *42 projects* were developed that launched beginning in November 2021, in some cases continuing work that had already begun. The result is a prioritized body of work that reflects PCC's mission and values and is aligned with the *accreditation standards* as well as the College budget.

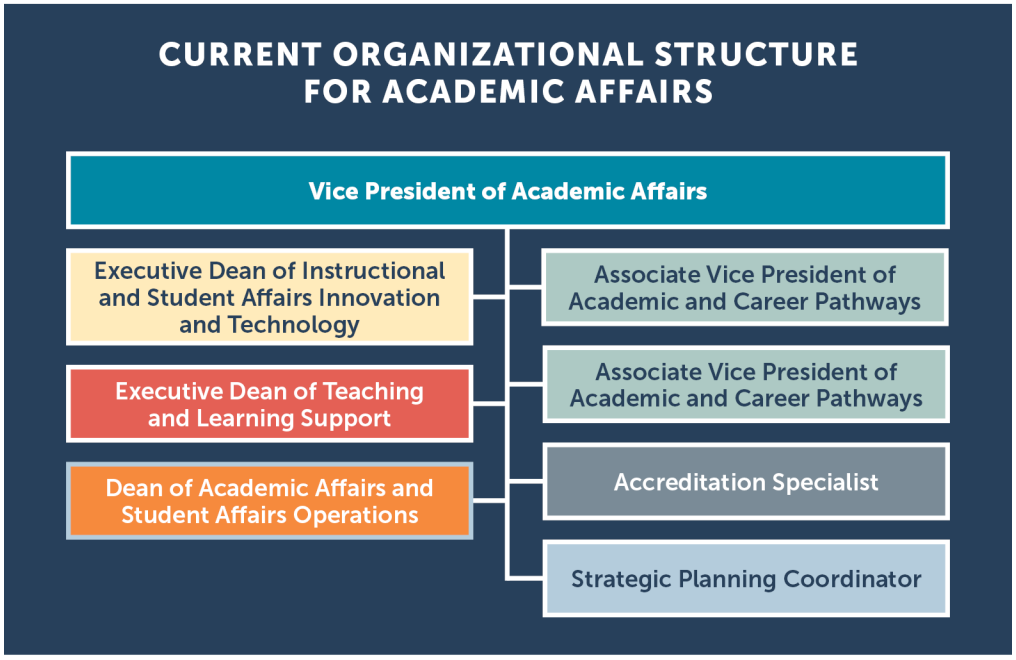
One College Reorganization

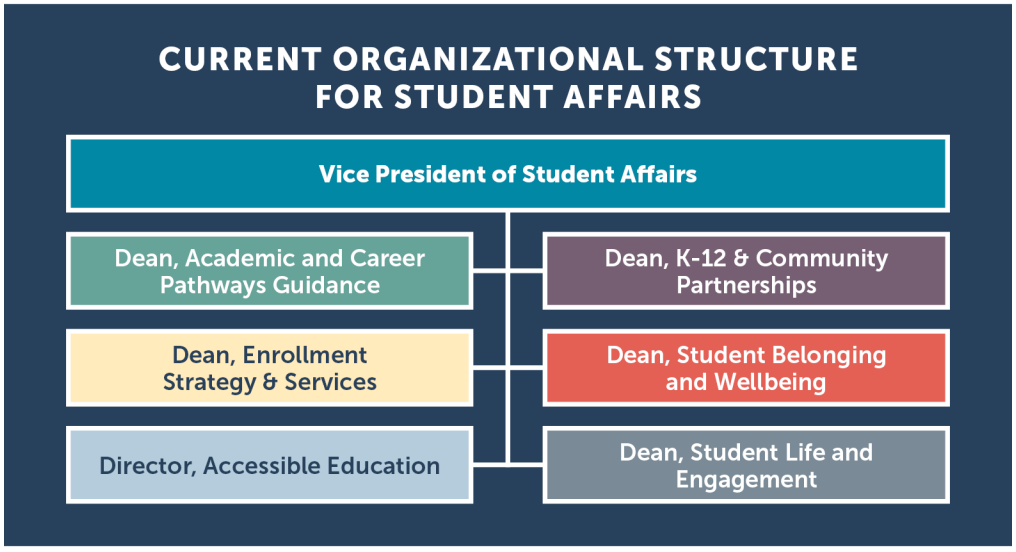
With equitable student success as its central vision, PCC realized that to achieve meaningful change would require reimagining its organization, both administratively and operationally, and implementing new ways of working together in service to students, teaching and learning excellence, and the belonging and wellbeing of the entire college community. In early 2019, PCC commissioned an organizational structure study. This work included a massive survey, town hall meetings, focus group interviews, and other forums for dialogue. Thousands of PCC faculty, staff, and students participated in the critical examination of the existing structure and systems. The decision to reorganize was based on many months of data collection, discussion, and community engagement. In January 2021, PCC officially implemented the first phase of this college-wide restructuring titled the One College for Equitable Student Success, or One College, reorganization.





With the announcement of ten new senior leadership positions in Academic Affairs and Student Affairs, the College put into place a new administrative structure that moved from multiple campus and center structures into a true one-college model. The details of reporting lines and structures were determined in collaboration with key stakeholders. For example, the new Associate Vice Presidents of Academic and Career Pathways held 37 listening sessions regarding reorganization within their areas of responsibility. This large-scale, holistic reorganization of the institution is designed to advance equitable student success. For example, it facilitates meaningful integration of learning, guidance, and support throughout student pathways





This significant transformation has not been without challenges. The College is continuing to refine the administrative structure and anticipates having the rest of the key leadership positions filled by June 2022. Other areas of the College, such as Financial Services, College Advancement, Human Resources, and Equity and Inclusion, have begun to evaluate functions and administrative structures and are at varying stages of implementing changes to support the one-college model.

Budget Alignment

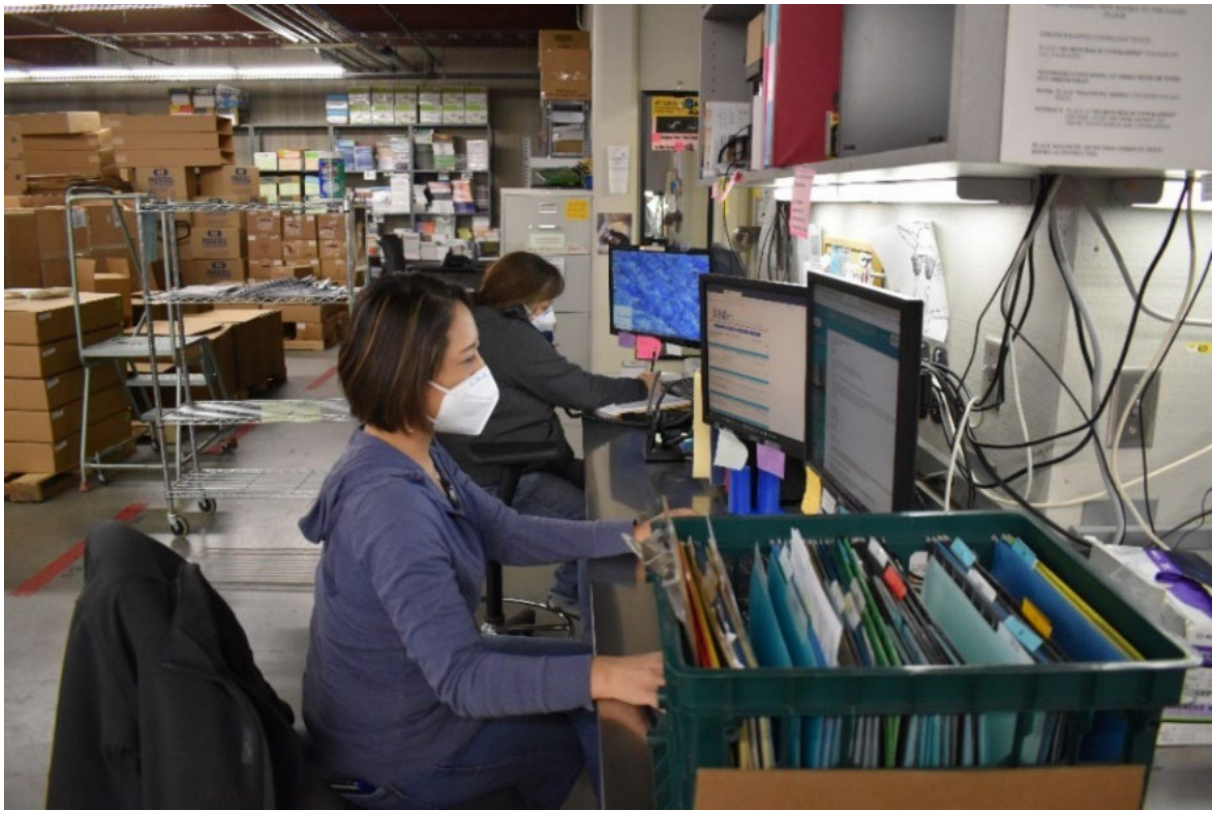
One of the early strategies of the equitable student success work was "long-term alignment of the new strategic plan, the biennial budget development process and accreditation along with alignment of the college and board goals" (President's Work Plan 2018-21). Alignment of the budget development process has included changes to PCC's internal allocation formula to emphasize equitable distribution of funds across the College to support student success regardless of physical location, rather than being primarily based on FTE at each campus; identification and allocation of strategic initiative funding to support equitable student success projects college-wide; and shifting budget practices as part of the internal realignments helping the College transition from operating as multiple, self-contained locations and identities to operating as One College.

The *2021-2023 Biennium Adopted Budget* began alignment with the 2020-2025 Strategic Plan and One College reorganization. This alignment reinforces PCC's objective of becoming One College for Equitable Student Success. Across PCC, a variety of reforms in processes and practices are being adopted to advance alignment of resource allocation with data-informed assessments of institutional effectiveness (see *Standard 1.B.1 - Continuous Improvement Process*), student learning (see *Standard 1.C.7 - Use of Learning Assessment Results*), and student achievement (see *Standard 1.D.4 - Use of Student Achievement Indicators*). For example, a new Program Proposal and Sustainability Review process is being piloted that focuses on resources and budget allocation to support equitable student success within programs. Budget alignment also underpins the current reorganization effort to support Academic Affairs and Student Affairs with integrated financial expertise.

COVID-19 AND PANDEMIC RESPONSE

Since the onset of the COVID-19 pandemic, the College has moved through iterative phases of response and organization to address operational shifts, public health, student needs, and workforce implications. Immediate response and decision-making came from the President's Cabinet, an impromptu task force and policy group, followed by more coordinated efforts

deploying an emergency action team, then later *COLT* (COVID Opening Leadership Team). As a testament to PCC's ongoing commitment to and investment in technology, the institution was able to seamlessly transition to fully remote operations in 10 days with no disruption to students. All PCC remained in remote operations from March 2020 to March 2021. Readying a college of PCC's size and scope for increased in-person activity, while maintaining exceptional health and safety practices, has been a complex endeavor. Limited reopening began in Spring Term 2021, with a set of academic programs (deemed essential to maintaining the health and safety of Oregonians) offering components of their courses in-person. Summer Term 2021, PCC entered a Modified Reopening Phase, with some additional instruction taking place on campuses.



PCC bookstore staff working to ship textbooks and course materials to remote students.

This (2021-2022) is a "bridge year" between phased and full reopening. In September 2021, PCC entered a new phase with additional courses, programs, and services offered in-person in addition to online. However, most classes and services continued to be online or remote through Fall Term. A Reopening Office was established to manage planning and execution of a safe and thoughtful "return" plan for Winter Term 2022 and beyond. CCOT (COVID-19 Coordinating Operations Team) was formed to support this effort at the tactical and operational level, guided by a Thoughtful Return framework, including *Guiding Principles* and a *Thoughtful Return Roadmap*.

Student worker helps fill a box of food during PCC's Panther Pantry Home event (2021).

The pandemic pushed PCC to unprecedented innovation, but also created unprecedented challenges. It's difficult to truly be in community, and form new one-college teams, when the community can't be physically together. The College started the year with an even clearer sense of direction and purpose, but continues to expand approaches to gathering input from students, faculty, and staff to understand how to collaboratively address these challenges. A *COVID-19 resources page* keeps employees, students, and the public aware of ongoing developments. In a time of transition and renewal, PCC is thoughtfully considering, planning, and implementing ways to become a more flexible college, one that provides a variety of options and contexts for learning, instruction, and work. All the while, PCC is engaged in the intentional creation of systems and practices that advance equitable student success.

RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

PREVIOUS PAGE IMAGE

Students and Lab Tech in the PCC Sylvania Campus MakerLab learning how to use a 3-D printer.

RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

PCC received three recommendations as part of its *Year Seven Peer-Evaluation Report (Spring 2015)*. Recommendation 1 asked PCC to "develop a process to produce a technology update and replacement plan that includes opportunity for staff and constituent participation" (2.G.7 and 2.G.8). Recommendation 2 concerned embedded related instruction components of applied degree and certificate programs. Recommendation 3 asked PCC to complete a Facilities Master Plan. In 2017, PCC submitted an *Ad Hoc Report on Recommendations 1 and 3* then, in conjunctions with its *Spring 2018 Mid-Cycle Self-Evaluation Report*, provided an *Addenda for Recommendations 1, 2, and 3*. In July 2018, NWCCU recognized Recommendation 1 of the Spring 2015 Year Seven Peer-Evaluation Report as fulfilled with no further action required, but directed that Recommendations 2 and 3 be addressed as part of PCC's Spring 2022 Evaluation of Institutional Effectiveness Report. In early 2021, NWCCU revised both to align the original 2015 Recommendations to the 2020 Standards. Responses to those recommendations follow. *Appendix A. Response to Year Six, Standard Two, Policies, Regulations, and Financial Review (PRFR) Peer Evaluation Report* contains PCC's response to peer review of its *PRFR Report* (2021).

NWCCU Recommendation 2 – Embedded Related Instruction/Assessment

> ***Original Recommendation (2015):*** *The evaluation committee recommends that the College ensure that embedded related instruction components of applied degree and certificate programs have assessable learning outcomes, and that those components are taught or monitored by teaching faculty who are appropriately qualified in those areas. (Former Standard 2.C.11)*
>
> ***Revised Recommendation (January 15, 2021):*** *Engage in an effective system of assessment to evaluate the quality of learning in its programs, recognizing the role of faculty to establish curricula, assess student learning, and improve instructional programs. (2020 Standard 1.C.5)*

Since the original recommendation focused exclusively on Career and Technical Education (CTE), this response only addresses assessment of student learning within CTE programs. At the time of the 2018 Mid-Cycle Self-Evaluation, it was noted that PCC was moving toward a place where meaningful data could be collected and used by faculty at all levels of assessment (course, program, and institutional). Plans for assessment were being developed and implemented at that time. Significant progress had been made on each of these fronts since then (see *Standard 1.C.5 - Effective System of Assessment* and *Standard 1.C.6 - Institutional Learning Outcomes*).

For individual CTE programs, program assessment of student learning is done in a way that fits with their specific curriculum and industry. Faculty in CTE programs have continued to assess student achievement of degree and certificate outcomes through technical skills assessments and other developed assessment tools. An in-depth example of a technical skills assessment by the Automotive Collision Repair (ACR) program was included in PCC's *2018 Mid-Cycle Self-Evaluation Report*, Part II, page 6, or page 10 of the document slide bar.

Since then, PCC has put in place a process to ensure that all outcomes are assessed in a regular, systematic way that is tracked and monitored. Annually each fall, CTE programs complete a form that documents the course(s) in which their various degree and certificate outcomes are assessed, the type of assessments conducted, and the year each outcome will be assessed over a three-year period. Each outcome at the degree and certificate level may include one or several technical skills and program, degree, and institutional outcomes. In the spring, each program provides a "summary data report" for the specific degree and certificate outcomes they assessed that year. This report includes a description of the assessment, maximum score, benchmark, number of students assessed, and the percentage that met the benchmark. *Assessment reports* for each program are posted online.

In addition to summary data reports, each CTE program also identifies one focal outcome to assess each year. This assessment is more in-depth and asks faculty to qualitatively reflect on student learning and the teaching process. With PCC's shift to an annual reporting model for program review, each CTE program now reports annually on their assessment work as part of their program update and is asked to reflect on assessment of student learning with the goal of improving the process of teaching and learning. See *Standard 1.C.1 - Programs* for more information on program review practices.

Student Services Building, Cascade Campus

NWCCU Recommendation 3 - Facilities Master Plan

> ***Original Recommendation (2019):*** *The evaluation committee recommends that the College complete the process necessary to produce a Facilities Master Plan. (Former Standard 2.G.3)*
>
> ***Revised Recommendation (January 15, 2021):*** *Complete the process necessary to produce a Facilities Master Plan. (2020 Standards 1.B.1 and 2.I.1)*

The College recently completed its two-phase Facilities Plan. After completing Phase I in 2019, PCC completed the second and final phase of the plan as of December 31, 2021.

The College began its first ever comprehensive facilities plan in 2016. Given the sheer size of PCC, the work was split into two phases. The first phase was essentially an existing conditions assessment of all college-owned facilities. It also included the following technical reports:

- *Space Utilization -* Phase I found that the College is using its existing space efficiently. The only area for increased classroom use would be Friday afternoons and weekends, which are difficult to fill.
- *Transportation and Parking –* PCC students are using alternative travel modes at a high rate with the PCC shuttle service highly valued.
- *ADA –* Accessible Travel Networks are identified for each campus with an emphasis on parking to building entrances and continuous routing through campus. Sylvania is of highest priority for accessibility improvements.
- *Information Technology and Safety and Security –* Both of these areas are well serviced.
- *Sustainability –* PCC is at the forefront of sustainable practices from its large solar array and LEED-certified buildings to recycling practices and learning gardens.

Work groups, made up of internal staff and external consultants, were formed for each of the above areas. The work groups conducted site visits and held meetings with PCC stakeholders and specialists to collect and assess data. With collaboration driving the process, the chairs of each workgroup met monthly to review information and coordinate workflow. The findings were then shared with an internal steering committee that was supported by a project management task force. Altogether, more than 100 people were actively engaged in the project. Making this plan unique was the incorporation of Critical Race Theory (CRT) as a framework to examine society as it relates to the categorization of race, law, and power. Combined with Spatial Theory, the workgroups applied a CRT lens to explore how race and space play a role in shaping campus climate. Space is not neutral and finding ways to better understand students' perspectives of the built spaces supports a more welcoming and comfortable learning environment.

The project also supported student-led CRT inquiry research. Students combined storytelling with inquiry for a more authentic engagement process. A repository of CRT resources can be found on the "*Space Matters*" website. Because of the students trained in CRT and directly involved in the project, PCC removed "Master" from the Facilities Plan title.

The College is now data rich with findings and technical reports for each area studied. For example, data on Accessible Travel Networks to prioritize investments, deferred maintenance projects catalogued and prioritized, and capital projects identified and costed for inclusion in a potential November 2022 college capital construction bond measure.

Phase II of the Facilities Plan was future focused. It built from the wealth of data compiled in Phase I, including CRT building surveys, to determine the capacity for growth at each location; assess the sufficiency of support space; and offer a vision for future development. The Facilities Plan is specifically designed to align with other PCC plans. The Space Utilization section is organized via Academic and Career Pathways to integrate with strategic planning projects.

The objectives of the Facilities Plan included:

- Ensuring PCC has the necessary space in the appropriate locations to support its mission of equitable student success.
- Evaluating the physical design of the College to support its role as an educational, economic, and social hub of the community.
- Incorporating design elements and building uses that support and complement the surrounding neighborhood.
- Promoting principles of sustainability and resiliency.
- Facilitating a collaborative process and communicating effectively with a variety of participants.
- Exploring alternative processes to aid in the application of CRT tenets throughout the project.

To better support the Facilities Plan, additional studies were conducted in regional demographic trends, enrollment projections, affordable housing need, and CTE student and industry trends. This information will better inform land use and space management.

Using historic and current demographic and enrollment data, the Facilities Plan provides a snapshot of district trends and projected enrollment growth that can be expected by 2030. The population of the PCC district is growing and diversifying. From a 2019-2020 baseline, depressed due to the impact of the pandemic, combined enrollment at all four PCC campuses is projected to increase approximately 1.1% annually through 2030, which could result in need for approximately 140,000 additional gross square feet of built space (see *PCC Facilities Plan*, Appendix E, for full methodology and limitations of PCC projections). The College continues to monitor enrollment trends that inform decisions about campus growth.

The future of PCC's campuses will be impacted by several service delivery trends, including shifts to multiple learning modalities; changes in mobility patterns; and gaps in educational equity exacerbated by the increasing economic vulnerability of many community college students. Strategies to address these trends include transit-supportive mobility hub amenities,

welcoming and visible resource areas for students, and adaptation of campus facilities to prioritize supportive and flexible spaces that are responsive to students' greatest needs.

New to PCC is consideration of affordable community housing. The current housing crisis in Portland is not expected to be resolved any time soon. Recent student surveys reflected that approximately 19% of PCC students experienced housing insecurity and 5% self-identified as homeless (#RealCollegeSurvey). As such, it became imperative that the College take action to help stabilize the lives of students, which will help overall retention and graduation rates.

The Facilities Plan quantifies student housing need from Pell grant data. Approximately 4,000 students who live within a five-minute travel time of a campus face housing insecurity, and about 2,000 students are experiencing homelessness. Housing need among students varies across campuses. It is estimated that 20% of students who attend Southeast Campus and live nearby face housing insecurity compared to 13% at Cascade, 7% at Rock Creek, and 7% at Sylvania. Through partnerships with low-income housing providers, the College intends to bring on about 500 affordable units, so students can remain housed even if they are not consistently enrolled. The College is providing the property and housing partners from the community are providing the capital construction funds for this project.

Along with the collection of quantitative data, qualitative input was equally important. Outreach and engagement for the plan was robust even when conducted remotely due to the COVID-19 pandemic. Online surveys and virtual focus groups, open houses, and listening sessions were held with students, staff, faculty, and neighbors throughout the project. This qualitative input enriched campus development concepts and added a level of confidence to future projections.

The application of CRT continued as an influencing factor in facilities planning and project work. In each phase, a student cohort trained in the tenets of CRT actively engaged in design workshops and listening sessions. The work evolved into the development of a Critical Race Spatial Lens (CRSL), which combines CRT and Spatial Theory that can be applied not only in project development, but also in procurement, outreach, and space management at PCC. For example, a subsequent exercise will complete a space audit to confirm use and size of space. A CRSL "read" of the space will be documented in the audit.

Other outcomes of the completion of the Facilities Plan include:

- Conceptual development plans for each campus with future growth scenarios that include identified sites for community affordable housing.

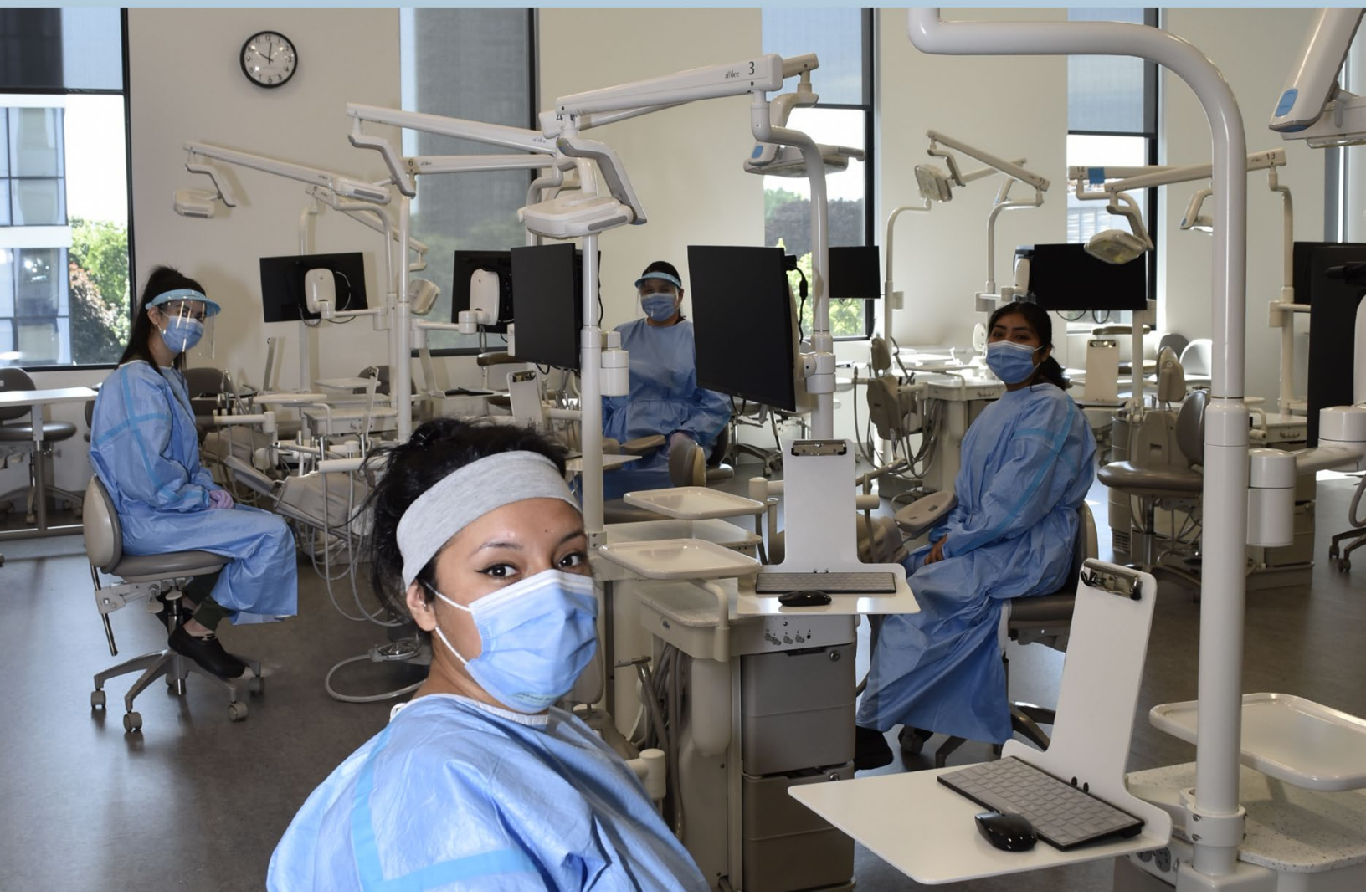
- Space use assessments noting that of the existing 1,293,900 assignable square feet on PCC's campuses, 70% is dedicated to Academic Affairs.
- Transportation and parking assessments using big data to determine pre-COVID trip generation. The College currently provides 3.3 parking spaces per 1,000 gross square feet, lower than national standards.
- Guiding principles for college centers to inform decisions on opening, closing, or modifying them in the future.
- Action items that include near-term and far-term capital projects. Some near-term capital projects were costed and are now under consideration for inclusion in PCC's capital bond measure slated for November 2022.

The final phase of the Facilities Plan was overseen by a Project Management Committee made up of staff from the Office of Planning and Capital Construction and the consultant team. Additionally, the Plan was guided by two interdisciplinary committees: an Integration Team made up of representatives from college administration and a Technical Advisory Committee that represented the many areas included in the plan, such as Facilities Management Services, Informational Technology, Sustainability, Public Safety, and Transportation and Parking.

Additional information, including the complete *PCC Facilities Plan* (2021), can be found on the College website's *Facilities Planning* page.

Building 5, Rock Creek Campus

STANDARD ONE: STUDENT SUCCESS AND INSTITUTIONAL MISSION AND EFFECTIVENESS



The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

PREVIOUS PAGE IMAGE

PCC Dental Hygiene students following COVID-19 social distancing and PPE health and safety protocols in the Vanport Building.

STANDARD 1.A. INSTITUTIONAL MISSION

1.A.1. – MISSION STATEMENT

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The Portland Community College (PCC) mission statement, adopted by the Board of Directors in 2016 (*BP1200*), describes the College's commitment to equitable student success and its overarching educational purpose to deliver accessible quality education in such areas as university transfer preparation, career technical skill attainment, and non-credit community education **[Relates to ERs 1, 2, and 3].** This comprehensive mission served as the basis for development of President Mitsui's *Bridge to 2020 Work Plan*, the *YESS movement*, the *2020-2025 Strategic Plan*, and other ongoing integrated planning efforts.

> *Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.*

When PCC first joined Achieving the Dream in 2017, a widely representative workgroup established a vision statement for the College. This vision continues to help guide PCC's equitable student success work in conjunction with the College's mission: ***Recognizing the unique value, perspectives, strengths, and challenges of every person who comes to PCC for education, all students will achieve their academic goals through equitable support, quality instruction, clear guidance to persist, and an unwavering commitment to completion shared by the entire college community.***

PCC's strategic planning process officially kicked off in Fall Term 2019 with a series of listening sessions with the College's internal and external (community) stakeholders. The themes from the listening sessions and results of a subsequent survey, both coordinated by external consultant firm Ian Symmonds & Associates, affirmed that the College's mission statement was still relevant for the future direction of PCC and would continue to serve as a touchstone for all PCC's structures, processes, and planning.

STANDARD 1.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

1.B.1 – CONTINUOUS IMPROVEMENT PROCESS

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Assessing Institutional Effectiveness

In addition to a commitment to PCC's mission (see *Standard 1.A.1 – Mission Statement*), the Board of Directors is "committed to developing institutional goals that measure the ongoing condition of Portland Community College's operational environment" and "the Board of Directors, in collaboration with the College President, regularly assesses Portland Community College's institutional effectiveness" (*BP 3225 - Institutional Effectiveness*). As such, the College is

focused on continuously improving institutional effectiveness and, in particular, equitable student learning and achievement outcomes. As an institution, **PCC is centered on equitable student success across the entire college community as the primary indicator of mission fulfillment**.

This centering is expressed in the *Yes to Equitable Student Success (YESS)* movement and development and use of disaggregated equitable student success indicators, known as the *YESS Metrics*, throughout PCC to assess equitable student success college-wide (see *Standard 1.B.2 - Meaningful Goals, Objectives, and Indicators*). In addition to the YESS Metrics and use of that data to inform improvements, other ongoing evaluation structures and practices inform PCC's assessment of institutional effectiveness. The "Mission Fulfillment" diagram at the start of this section represents levels of assessment and planning that support mission fulfillment. These ongoing structures and processes include assessments of instructional and non-instructional programs, departments, and services; student learning outcomes across PCC; and student achievement of equitable student success outcomes. Regular processes for assessment of institutional effectiveness result in continuous quality improvement across these areas. The College's *2020-2025 Strategic Plan* development, ongoing implementation of strategic planning projects, and their assessment will also contribute to continuous quality improvements across the institution (see *Standard 1.B.3 - Inclusive Planning Process*). The examples below illustrate how these activities across the College contribute to assessment of institutional effectiveness and evidence-informed planning processes.

Continuous Improvement and Institutional Effectiveness

A variety of systematic assessment and planning processes across PCC inform and improve the College's effectiveness at every level of the institution and ensure mission fulfillment **[Relates to ER 4].** These evaluation and planning processes also inform assignment of resources and improvement of student learning and achievement. Collectively, they inform institutional effectiveness and progress toward achieving equitable student success (i.e., mission fulfillment) at PCC. The *Office of Institutional Effectiveness* supports data collection and distribution for indicators used to track success and to raise awareness of areas in need of improvement. These data and more are used for evidence-informed planning processes across PCC, including progress toward equitable student success and academic program review.

YESS: Yes to Equitable Student Success. The *YESS movement at the College is at the heart of PCC's success in centering on equitable student success across the organization*. As indicated above, the YESS Metrics (i.e., equitable student success measures) are used across PCC to inform planning, institutional effectiveness, and the use of assessment for resource allocation and improvement of student learning and achievement. Disaggregated YESS Metrics data is shared college-wide with standing committees (e.g., Education Advisory Committee, Student

Affairs leadership) and *ad hoc* groups (e.g., Math YESS Team, strategic planning committees) to inform identification of potential opportunities for improvement. Groups then "drill down" into data more specific to their area of concern and propose evidence-informed changes and resources needed, if any, for implementation. Faculty and staff assess improvements using direct evidence, while the cumulative impacts of successful interventions on institutional effectiveness are reflected in YESS Metrics data. *Standard 1.B.2 - Meaningful Goals, Objectives, and Indicators* elaborates on the YESS Metrics and their use to advance institutional effectiveness through continuous improvement and resource allocation and *Standard 1.D.4 - Use of Student Achievement Indicators* illustrates focused use to improve student achievement.

Strategic Planning. Over the last two years, PCC developed its *2020-2025 Strategic Plan: Discovering New Possibilities*. Equitable student success as mission fulfillment was its driving force. The planning process, resulting plan, and implementation align with other PCC initiatives to support assessment of institutional effectiveness and continuous improvement college-wide. *Standard 1.B.3 - Inclusive Planning Process* elaborates on strategic planning and its use to advance institutional effectiveness through continuous improvement and resource allocation. The interconnected themes of the plan focus PCC goals in four strategic areas: **Belonging**, **Delivery**, **Workforce**, and **Enterprise**. The College is creating a culture of learning that centers students' sense of belonging and well-being. This is so much more than just access or inclusion; it is the intentional creation of systems and practices that cultivate in every student the certainty that PCC is for them.

Academic Program Review. Each year, programs are provided with a wealth of program-level and course-level information. Updates incorporate learning assessment, disaggregated student success rates, program-level reflection activities, and an opportunity to request financial and non-financial resources. Program reviews have driven numerous improvements and resource allocation decisions. For example, the hiring of additional evening lab technicians to increase safe provision of in-demand evening laboratory classes for working students was one outcome from the most recent *Chemistry Program Review*. Please see *Standard 1.C.1 - Programs* for more discussion of academic program review at PCC. Additionally, a new **Program Proposal and Sustainability Review** process is currently being piloted to function alongside PCC's academic program review processes as a systematic review specifically focused on program resources and reallocation.

Learning Outcomes Assessment. The *assessment of student learning* is primarily coordinated by the faculty-led **Learning Assessment Council (LAC)**. Assessment results are reported on in the program review process and analyzed by faculty, departments, and deans for improvement, modification, and resource implications. See *1.C.5 - Effective System of Assessment*, *1.C.6 -*

Institutional Learning Outcomes, and *1.C.7 - Use of Assessment Results* below for more discussion of learning assessment at PCC. For example, recently an Anthropology learning assessment project identified a gap in student achievement. Namely, 100% of the students who engaged with suggested Library resources met the benchmark level compared to 30% of the students who did not. Instructors worked with a librarian to add a library research module with discussion board area to their courses with additional targeted instruction, and the reassessment showed marked improvement.

Non-instructional Unit Review. The College has long had a *system for reviewing student services programs* that parallels the academic program review process. As the five-year program review process transitions to annual reviews, PCC is reimagining how **co-curricular and student services areas** will be reviewed going forward. This will be informed by lessons learned by student affairs teams in using a variety of available data to make decisions, allocate resources, implement, and assess results of multiple changes related to PCC's abrupt pivot to remote operations. *Standard 1.C.7 - Use of Learning Assessment Results, Learning Support Practices*, includes information on the Student Learning Centers Program Review (2019). Additionally, PCC is establishing a review process for **administrative services areas** that will be facilitated by the new Effectiveness and Planning Division.

Information Technology (IT). The *IT Strategic Plan* (2017) established a mission, vision, strategies, and collaborative framework for supporting opportunity and equitable student success at PCC. The technology infrastructure planning process, including technology update and replacement planning, is linked with other plans that inform institutional effectiveness (e.g., YESS, strategic planning) and includes quarterly IT portfolio projects analyses and client services scorecards (see *https://www.pcc.edu/technology/*) and an IT Portfolio Annual Report and IT Client Services Annual Summary to inform assessment of institutional effectiveness and resource allocation. IT also conducts an independent Customer Satisfaction Survey of IT products and services across faculty, students, and staff every 1-2 years. These surveys demonstrate continuous improvement and consistently exceed the survey vendor's benchmarks for higher education institutions. These assessments and analyses inform Chief Information Officer Michael Northover's annual reports to the PCC Board of Directors on IT and information security priorities.

Online Learning. PCC's *Online Learning Department* uses a variety of formal and informal assessments to evaluate their effectiveness, support resource allocation requests, and make continuous improvements. These include student surveys such as the *Priorities Survey for Online Learners*, lessons learned from experience, administrative data analysis (e.g., enrollment, student course-taking) and data-informed projections, and feedback from faculty

and advisors. For example, over the past few years Online Learning has completely redesigned their online course development model to include instructional designers, media personnel, and content producers in addition to the faculty member as the content expert; increased the types of faculty development provided; increased the effectiveness of the online planning guide for students; and added courses based on enrollment data and identified student needs. Resource allocation for Online Learning has increased since the pandemic began and, in alignment with PCC's new Strategic Plan, a strategic investment of $2,200,000, *Bold Innovative Growth (BIG)*, will expand course modalities and add resources to create a foundation to better support digital learning from here forward.

Facilities Planning. The College began its first ever comprehensive, institutional (i.e., across PCC's campuses and other locations) facilities planning effort in 2016. The first phase of planning focused on assessment of all existing college-owned facilities. It produced several technical reports to inform completion of a future-focused Facilities Plan. A second phase built from the wealth of data compiled in the first to determine the capacity for growth at each PCC location; assess the sufficiency of non-academic, support space; and offer a common vision for future development. PCC's *Responses to Topics Previously Requested by the Commission, NWCCU Recommendation 3 - Facilities Master Plan*, elaborates on facilities planning and provides examples of its use to advance institutional effectiveness through continuous improvement and resource allocation.

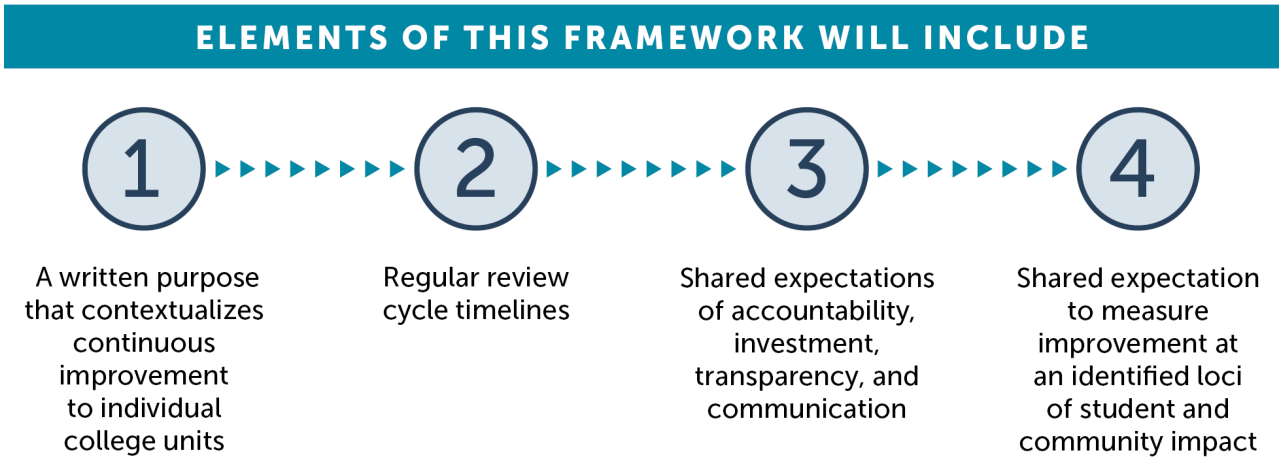
Climate Action Plan. Recently, PCC adopted a new *Climate Action Plan* (CAP): "Resiliency, Equity, and Education for a Just Transition" (2021). Key elements of the CAP have been incorporated into PCC's new *Strategic Plan* as strategic action items, items (i.e., strategic planning projects), with goals, timelines, and funding. For example, the *"Climate Friendly Fleet and Equipment"* project will develop and update policies and standard operating procedures and equipment to support fleet vehicle and diesel equipment emissions reduction targets and establish a roadmap for full fleet electrification at PCC. Having a climate-friendly fleet supports PCC's carbon neutrality goals, enhances air quality, and provides on-campus examples of climate action for the community.

Integrated Planning for Continuous Improvement. The connection and alignment of the College's strategic planning and priority actions for improving equitable student outcomes, the development of Academic and Career Pathways, the shift to a One College structure, budget alignment, and PCC's seven-year accreditation visit are making this a pivotal year for PCC. Recently, several environmental factors have been identified in the local region that are rapidly accelerating and that will impact the PCC learning environment and mission fulfillment. These include income disparity, urban displacement, food insecurity, congested transportation,

housing affordability, and cost of living. PCC's systems, structures, and practices, including budgeting, will be responsive to these factors. Through **integrated and collaborative planning for the future**, PCC is committed to continuous quality improvement to prepare for the future of education. At the same time, the College is committed to improving student learning and increasing student achievement while working to close opportunity gaps for historically underserved students.

Through its development of a meaningful and comprehensive mission, vision, and strategic plan, PCC has been able to make significant progress towards establishing authentic assessment and planning processes and practices, both within programs and departments (e.g., academic program review) as well as across operational areas (e.g., IT) and at the institutional level (e.g., strategic planning). The examples of systematic evaluation and planning processes above demonstrate the College's commitment to ongoing, systematic, evidence-informed evaluation and planning.

The strategic planning project *"Establish a Continuous Improvement Process"* focuses on creating a systematic and integrated process for all operational areas. This unified review and continuous improvement process will facilitate assessment of progress toward achieving common mission fulfillment thresholds at PCC over time. To further systematize and regularize the process of assessing institutional effectiveness, including student learning, achievement, and support services, this strategic project will refine a framework of shared values, beliefs, and practices that will drive a unified and sequential Continuous Improvement Cycle for PCC. The implementation of this framework across the College will be central to ongoing, systematic, evidence-informed evaluation and planning at PCC.



Continuous Improvement Processes: Accomplishments and Opportunities

The College's continuous process to evaluate institutional effectiveness, including student learning and support services, is centered on equitable student success across the entire institution as the primary indicator of institutional effectiveness and mission fulfillment. The examples presented above demonstrate systematic assessments of institutional effectiveness that lead to continuous quality improvement across PCC. Ongoing, evidence-informed evaluation and planning processes inform and refine systems, practices, strategies, and allocation of resources. Although PCC exhibits consistent and continuous commitment to improving institutional effectiveness, the College saw an opportunity to establish a unified and integrated institution-wide model for continuous improvement centered on equitable student success, based on a shared framework for assessment of institutional effectiveness, and capable of monitoring progress toward achieving common mission fulfillment indicators over time. The "Establish a Continuous Improvement Process" strategic planning project described above, scheduled to be completed by June 2023, will be the primary vehicle for implementing these improvements.

Portland Community College leaders, college partners, and local leaders officially broke ground on PCC's 50,000-square-foot Opportunity Center, which will feature extensive sustainability aspects as it aims for LEED Gold certification.

1.B.2 – MEANINGFUL GOALS, OBJECTIVES, AND INDICATORS

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

As described above and in PCC's *2018 Mid-Cycle Report* under NWCCU 2010 Standards, the College had four core themes, nine supporting objectives, and 33 key indicators to define and determine mission fulfillment. The 2018 self-study questioned the sustainability of the complex structure and the need to tie key indicators to strategic priorities and initiatives. The College moved to adopt the 2020 NWCCU standards prior to submitting its *Year Six Report: Policies, Regulations, and Financial Review Report* (2021). During this transition, PCC reviewed the Key Indicators that had been created under the prior standards and reported on in 2018, while continuing to enhance and refine meaningful equitable student success metrics **[Relates to ER 4]**. In the past five years, the College has undergone significant changes such as the One College reorganization, awarding of a $2.25 million dollar *Title III Strengthening Institutions Program Grant*, establishment of Academic and Career Pathways (i.e., Guided Pathways reforms), development and implementation of the *2020-2025 Strategic Plan*, and numerous personnel transitions (retirements, position changes, resignations for employment elsewhere). Much of this work began or was completed while the College operated in a predominantly remote delivery mode due to the global pandemic. Upon completion of the Strategic Plan, it became clear that the College should clarify how it defines and measures mission fulfillment.

Defining Mission Fulfillment and Improving Effectiveness

PCC's *2020-2025 Strategic Plan* provides a roadmap toward mission fulfillment. By building upon the Key Indicators work done during the mid-cycle self-evaluation (2018) and aligning with the equitable student success metrics emerging from the *Yes to Equitable Student Success (YESS)* movement (i.e., YESS Metrics), the College can ultimately measure mission fulfillment through identification of meaningful goals, objectives, and indicators. The College's *work on Key Indicators and YESS Metrics evolved* to better reflect assessment of progress over time toward the ultimate objective of **One College for Equitable Student Success** through work on YESS, alignment with the 2020 NWCCU Accreditation Standards, and PCC's new Strategic Plan.

The 2020-2025 Strategic Plan is YESS. YESS is Academic and Career Pathways (ACPs), online and hybrid learning, equitable and culturally responsive teaching, and sustaining instruction and holistic systems of support. These more equitable systems are the heart of PCC's strategic

planning and One College for Equitable Student Success vision. Several of the original Key Indicators still resonate with the direction of ongoing strategic planning and will be lifted up and placed with PCC's YESS Metrics. These combined indicators are also mapped to goals that have been articulated through the *2020-2025 Strategic Plan*, the *2021 Climate Action Plan*, and the continued focus on YESS efforts. They will serve as PCC's overarching set of institutional effectiveness indicators moving forward. **The College defines mission fulfillment as meeting PCC's institutional goals measured through an aligned set of institutional metrics.**

Institutional Goals. When 2020 Standards provided the opportunity to shift from core themes, the College opted to focus on "One College for Equitable Student Success" as the manifestation of mission fulfillment. Three College goals collectively embody the College's aspirational definition of mission fulfillment:

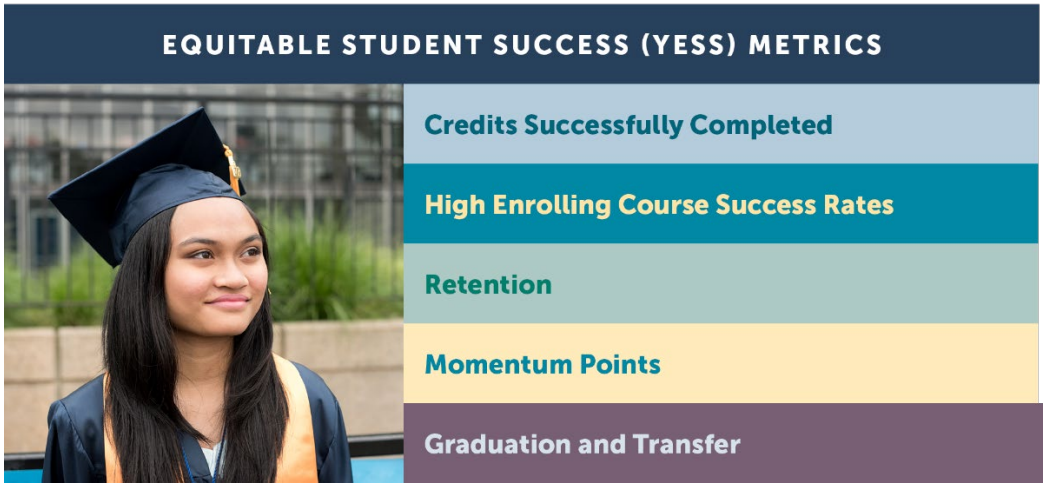
1. Our student population reflects the diverse communities we serve
2. Our students graduate at a constantly increasing rate
3. Disparities in student outcomes are significantly reduced or eliminated

These goals were initially developed in 2018 within the YESS framework. Collectively, these institutional goals embody PCC's student-centered definition of mission fulfillment.

YESS Metrics. As part of the College's YESS movement, PCC developed and refined a set of quantitative metrics to assess equitable student success and provide insight for data-informed decision making and measuring PCC's progress. These are known as PCC's *Equitable Student Success Metrics (YESS Metrics)* and consist of leading and lagging indicators (see also *Standard 1.D.2 - Student Achievement* for additional discussion of these indicators). The YESS Data Team initially identified the YESS Metrics in 2017-2018 based on existing PCC data, particularly disaggregated data, comparisons with other institutions, and national research on higher education best practices. Their refinement in 2018-2019 was purposely focused internally on ensuring the measures would be meaningful for PCC in assessing equitable student success, not be limited by the availability of data from other institutions, and be accessible college-wide using existing data tools at PCC.

The YESS Metrics were established before PCC began implementation of guided pathways reforms to establish ACPs, before NWCCU's 2020 Revised Standards were published, and when few other colleges were sharing comparative data, particularly disaggregated data, publicly. By design, the majority are leading indicators to enable the monitoring of short-term results that are correlated with long-term student goal attainment such as degree completion. For example, the PCC community identified percentage of credits successfully completed by all students, particularly disaggregated results, as a powerful leading indicator for the College. Summary

reports include five-year performance trends and, when possible, outcomes disaggregated by race/ethnicity, gender, first-generation status, age, Pell grant recipient status, and calculated equity gaps.



PCC is centered on equitable student success across the entire institution as the primary goal of institutional effectiveness and the YESS Metrics have become core indicators for institutional assessment structures and processes. The YESS Metrics also serve as PCC's indicators of student achievement (see *Standard 1.D.2 – Student Achievement*).

Additional Measures of Success. Student *surveys* provide contextualized performance measures that complement less-informative quantitative equitable student success metrics at PCC. Survey findings help identify what systems and practices may be impacting student success, and therefore mission fulfillment, positively or negatively. In recent years, PCC students responded to the *Survey of Entering Student Engagement (SENSE)*, *#RealCollege Survey*, *Priorities Survey of Online Learners (PSOL)*, *COVID Student Impact Survey*, and *Community College Survey of Student Engagement (CCSSE)* in addition to several brief "pulse surveys" designed to quickly solicit feedback on important, time-sensitive topics (see the *Summer 2021 Student Pulse Survey Report* as an example).

Use of Data to Inform Planning. The College uses the YESS Metrics to better understand the student experience at PCC and influence action plans. Over the last several years, as workgroups and teams have formed around each of the institutional goals, disaggregated longitudinal data have played an instrumental part in creating foundational understanding of equitable student success challenges and opportunities. This has resulted in the creation of many recommendations and ultimately action plans aimed at improving achievement of mission fulfillment. Two major examples are the work around advising redesign and the body

of work around pre-college and gateway course student outcomes. Both bodies of work are represented in the College's 2020-2025 Strategic Plan.

The *Advising Redesign Initiative* was one of the first and most significant reforms implemented as part of the YESS movement. **Redesigning the academic advising model** was informed by analysis of student achievement data and evidence-based best practices. It is a critical element of PCC's pathways model and improvement of equitable student success outcomes. The initiative began in 2016 and remains a priority strategy of YESS work. The College allocated resources for hiring additional advisors, hiring a program manager, purchasing student success technology, and developing a community of over 100 advising practitioners with a focus on inclusive, developmental, and holistic practice. For planning, the initiative used a variety of data, disaggregated by meaningful student characteristics whenever possible (e.g., YESS, administrative, student information, surveys, program reviews). The implementation of EAB Navigate (see *Standard 1.B.4 - Monitoring Internal and External Environments*) as part of the initiative is providing additional data for continuous improvement of advising redesign, strategic enrollment management, and other interventions to further equitable student success.

The **actions and recommendations from examination of pre-college and gateway student outcomes** started first with pre-college Reading, Writing, and Math. The body of recommendations, which included a focus on developing inclusive practices to address opportunity gaps and scaling co-requisite and other curricular best practices, were brought forward and responded to by the Cabinet in January 2020. At the time, the administrative response noted several next steps in terms of implementation. Shortly after the response, the One College reorganization efforts began in earnest and the COVID-19 pandemic hit. Two things became clear during this time. First, the pandemic would have a major impact on best laid plans for implementing anything new as resources and attention were diverted to pivoting to a remote working and learning environment. Second, it became even more clear that to successfully execute the many recommendations, administrative structures for academic and student affairs needed to change. This was once again highlighted as the next phase of the pre-college work, which focused on English for Speakers of Other Languages (ESOL) and Adult Basic Education (ABE), was being completed. With the new academic organizational structure, the College now has an entire administrative division for Academic Foundations, Essentials, and Gateways. This division brings together the disciplines of ABE, College Success, ESOL, Reading, Writing, English, and Math. With the hiring of a new Pathways Dean in winter of 2021, this division is poised to integrate and execute the many related pre-college recommendations that have evolved from the YESS work groups and strategic planning work.

Next Steps. Created in 2021 as part of One College reorganization efforts, the Effectiveness and Planning Division will support use of existing goals, objectives, and indicators as well as refinement of PCC's institutional goals measured through an aligned set of college-wide metrics. This division is leading PCC efforts to use institutional and program-specific data and performance measures to inform unit planning, strategic priorities, and future plans. For example, near-term objectives include establishing targets and acceptable thresholds for existing metrics; developing measures for Strategic Plan objectives and action items, including targets and thresholds; and revising national and regional peer groups (see below) by using criteria in addition to IPEDS data and creating "Aspirational Peer Groups" of colleges that have excelled at closing equity gaps.

Comparisons to National and Regional Peers

PCC identified national and regional peer institutions to evaluate mission fulfillment and institutional effectiveness in the context of, and in comparison with, other two-year institutions. The identification of peer institutions using IPEDS data was an interactive process wherein numerous criteria, including enrollment size (20,000 and above), degree of urbanization (large city), sector (two-year), highest degree offered (associate degree) and others, were considered to determine a national peer group for appropriate and meaningful comparisons. Ultimately, twelve community colleges were selected for the *national peer group*. Enrollment size was excluded so that four Oregon community colleges would be among the six *regional peer institutions*.

Data from these peer groups are analyzed to assess PCC's effectiveness in comparison with peers. For example, the College monitors retention, graduation, and transfer rates for national and regional peer groups in *summary reports* ("Beyond PCC: Peer College Data") that include five-year trends and PCC's ranking within each group measurement. Comparisons of PCC to national survey findings (e.g., #RealCollege Survey, Priorities for Online Learners, etc.), when appropriate, enable the College to understand where student experiences differ, identify areas of strength, and identify opportunities for improvements.

Goals, Objectives, and Indicators: Accomplishments and Opportunities

The College defines mission fulfillment as meeting PCC's institutional goals for equitable student success measured through an aligned set of institutional metrics. The YESS movement has established meaningful goals, objectives, and a core set of equitable student success indicators (YESS Metrics) to define mission fulfillment and improve effectiveness. These and additional standardized and program-specific measures are used college-wide to inform unit planning, program review, and strategic planning **[Relates to ER 4].** The YESS movement has

also heightened awareness of the importance of data access, meaningful indicators, disaggregated data to assess equitable student success, and data-informed decision-making. PCC has established both national and regional peer groups for contextualizing and comparing institutional effectiveness, particularly equitable student success measures. The College has identified opportunities for improvement through a more unified system of assessment for institutional effectiveness across the institution (see *Standard 1.B.1 - Continuous Improvement Process*) and establishing regular review of selection criteria and peer institutions to ensure appropriate and meaningful comparisons.

1.B.3 – INCLUSIVE PLANNING PROCESS

> *The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

The College is especially proud of the new Strategic Plan because it involved hundreds of students, staff, faculty, academic professionals, administrators, board members, the PCC Foundation, and community members. It was completed while in remote operations and under very challenging circumstances. It is PCC's guide, its roadmap, for the next five years and beyond.

New Strategic Plan. From September 2019 to November 2020, PCC developed the *2020-2025 Discovering New Possibilities Strategic Plan* (2020-2025 Strategic Plan). A Strategic Planning Steering Committee was formed, which included 27 members, made up of PCC students, staff, faculty, and administrators as well as external community members. Students, faculty, staff, community leaders, board members, and interest groups contributed their insights to the Steering Committee throughout the development process. Prior to the COVID-19 pandemic, in-person listening sessions at six different PCC campuses or centers hosted nearly 400 people, followed by the distribution of a web survey that garnered nearly 1,200 responses.

In March 2020, the pandemic's arrival necessitated a move to exclusively online collaboration. The Steering Committee expanded into work groups around each identified focus area (**Belonging**, **Delivery**, **Workforce**, and **Enterprise**) and included both external partners as well as faculty and staff. The work groups gathered input from more than 100 additional faculty, staff, students, and community partners. The Steering Committee finalized the work of these groups in fall of 2020, identifying 20 individual initiatives, five each for the four areas of strategic focus. The following page illustrates the 2020-2025 Strategic Plan with its four areas of focus and five related initiatives for each area as approved by PCC's Board of Directors in November 2020.

BELONGING

- Ensure every student has the opportunity to participate in an orientation experience.
- Provide onboarding to all new employees to create a sense of belonging.
- Provide training to all employees to develop competencies in principles of intercultural communication, systemic racism and social oppression, and culturally responsive practices that support our students and each other.
- Develop and support a culture where all faculty and staff feel regularly acknowledged, inspired, engaged, and supported by each other and the college.

DELIVERY

- Cultivate a culture of student-focused teaching excellence, grounded in culturally-responsive, anti-racist pedagogies.
- Design and strengthen the innovative and appropriate use of technology, becoming a leader in advancing equitable student success in all learning modalities.
- Develop and scale learner-centered class offerings by expanding access in time, place, duration, and delivery in response to student and community pathways and barriers to our current course and class models.
- Create a teaching, learning, and technology innovation hub centered around equity and driven by assessment of student learning outcomes, the unique needs of learners, and our workforce needs.
- Implement comprehensive and equity-conscious support services that center the experiences of students who are most directly impacted by college delivery decisions.

ENTERPRISE

- Advance equitable student success through the creation and diversification of new revenue streams that cultivate sustainability, align with PCC's mission, and imagine new opportunities.
- Create a more equitable college model and experience while expanding sustainable operations across the college that are responsive to the community and agile in the face of change.
- Center and use proven anti-racist and anti-oppression systems to foster positive economic, environmental and social growth, and provide accountability at all levels of the organization.
- Collaborate with our Portland metro area community, colleges and universities, primary and secondary educational partners, and business community to improve efficiency and ensure the long-term viability of our enterprise.
- Align and coordinate proactive college-wide planning based on the assessment of internal and external factors, conditions, and constituents with service toward our most marginalized and vulnerable populations as a guidepost.

WORKFORCE

- Create new and sustain existing programs that lead to living-wage jobs with partners that are rooted in core values related to equitable opportunity through education.
- Establish a holistic college and career readiness experience that is integrated in student orientation and connected to inclusive, anti-poverty, and equitable support programs and resources that include in-program coaching and career-launching support.
- Provide students with a path for professional growth and advancement through work-based learning opportunities.
- Create a data-informed continuous improvement ecosystem to establish agile decision-making and build the infrastructure for implementation.
- Welcome prospective students and partnerships with local employers including private, public, and non-profit sectors, and community partners by removing barriers to entry and engagement.

The development of the 2020-2025 Strategic Plan provided an opportunity to reflect on several aspects of planning processes and alignment to resource allocation and institutional effectiveness. The College's previous strategic plan (2015-2020) served to propel PCC forward in many ways, including a deepened commitment to climate action and setting a foundation for addressing equitable student success by adopting frameworks such as critical race theory to advance reflection, discussion, and decision making. However, it was not well aligned with resource allocation and overall institutional effectiveness. The 2020-2025 Strategic Plan was an opportunity for harmonic convergence: the alignment of PCC's strategic planning to its mission and values, to resource allocation processes, and to equitable student success work and College organization. This alignment also provides PCC with a more meaningful way to define and measure mission fulfillment through a set of overarching indicators.

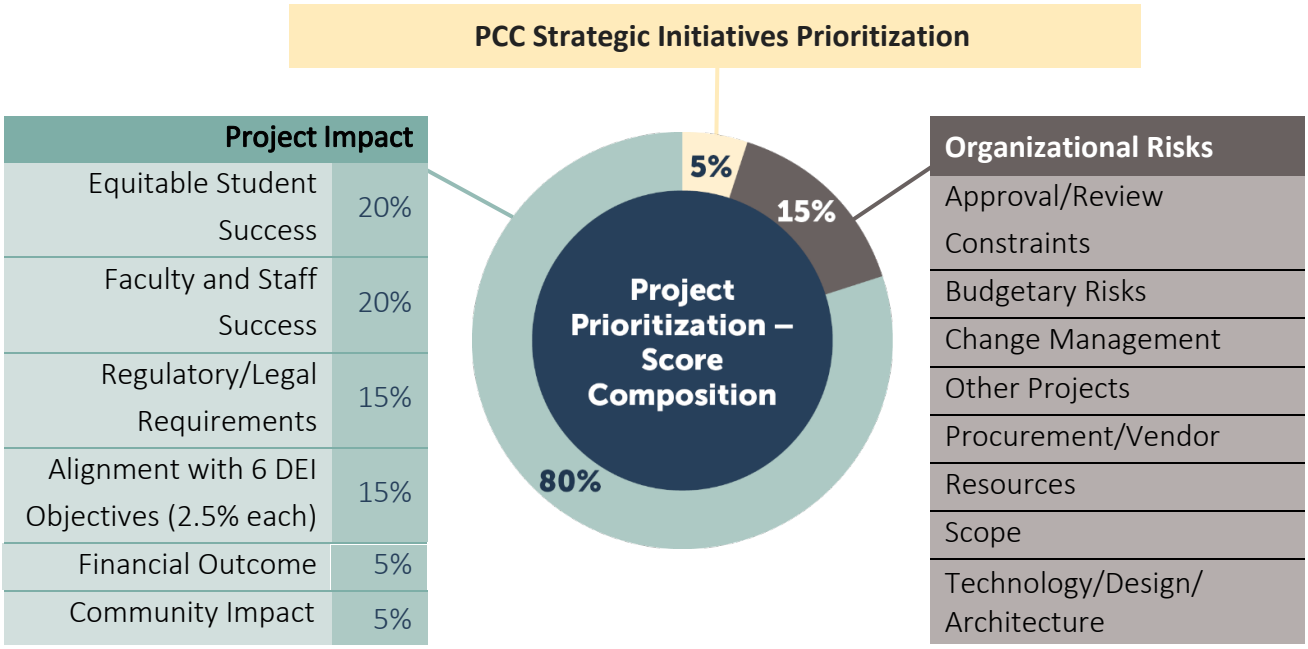
The College's 2020-2025 Strategic Plan is enabling PCC to:

- Evolve and adapt as a means to stay relevant and pertinent for those it serves.
- Integrate equitable and inclusionary strategies, objectives, action plans, and measurements into decision-making processes.
- Re-imagine PCC's path moving forward, improving completion rates and reshaping the student experience.
- Stay competitive, ensuring PCC's long-term viability.

It offers a 10-to 20-year vision related to future needs and opportunities. Higher education will fundamentally change in the next few years. As PCC responds to shifting demographics and changing enrollment patterns, it will need to respond with stronger funding mechanisms, including improving retention and recruitment and developing other revenue sources. By developing robust and bold plans, PCC is committing to preparing for the future of education while working to close opportunity gaps for historically underserved students. The College's staff and faculty are collaborating across the institution to bring planning to fruition by implementing structural changes and holistic student-centered support systems.

Strategic Plan Projects. While developing an implementation plan for the twenty initiatives approved with the 2020-2025 Strategic Plan, the College continued to focus on inclusivity in the planning process to ensure that appropriate constituencies were able to provide input. From the initial twenty related initiatives approved by the PCC Board in November 2020, *42 projects* ("All Strategic Planning Projects") were developed by cabinet sponsors and identified project managers. The leaders for each of the projects developed a project proposal, each of which was reviewed by relevant stakeholders throughout PCC. The College selected TeamDynamix, a project and portfolio management software, to manage the intake and prioritization of each strategic planning project proposal. Using the data input by each project manager,

TeamDynamix generated a preliminary priority score. The greatest emphasis and weight in the calculation was given to the impact on equitable student success as well as faculty and staff success as illustrated in the diagram below.



The project prioritization score served as a starting place for Cabinet discussion. The composition of the score reflects elements the College's values and mission by specifically weighting the impact of each project on how it will impact the College's equitable student success metrics (YESS Metrics), improve faculty and staff success, and align with the College's six *Diversity Equity and Inclusion objectives*. In addition, the score also considered organizational benefits and risks, representing a true project management approach.

As the President's Cabinet stepped through the prioritization process, further refinement occurred by having Cabinet members reflect upon a set of seven elements:

1. **Equitable student success:** Is it likely to close equity gaps and improve student outcomes? Is the project aligned with equitable student success and social justice values and goals?
2. **Faculty and staff success:** Is it likely to improve employee outcomes such as retention, sense of belonging, productivity, and increased sense of professional growth? Does it have broad reach within employee group(s)?
3. **Regulatory and legal requirements:** Is it likely to strengthen the college's ability to comply with regulatory and legal requirements?

4. **Financial (cost savings and/or revenue generation):** Is it likely to generate increased and sustained revenue and cost saving streams for the college? Does it address historical infrastructure and resource gaps?
5. **Community impact:** Is it likely to strengthen or develop the college's position as a leader in higher education and as a trusted workforce and community partner, regionally and nationally?
6. **Factors not included in the scoring:** What are the factors that may contribute to the importance of the project that haven't been addressed in the data input by project managers?
7. **External factors:** What factors outside of PCC's control impact the college and drive the need for these projects, such as changing laws, climate change, sustainability, supply chain issues, and others?

The International Student Life Team at PCC is a group of student leaders and staff who work together across all four PCC campuses.

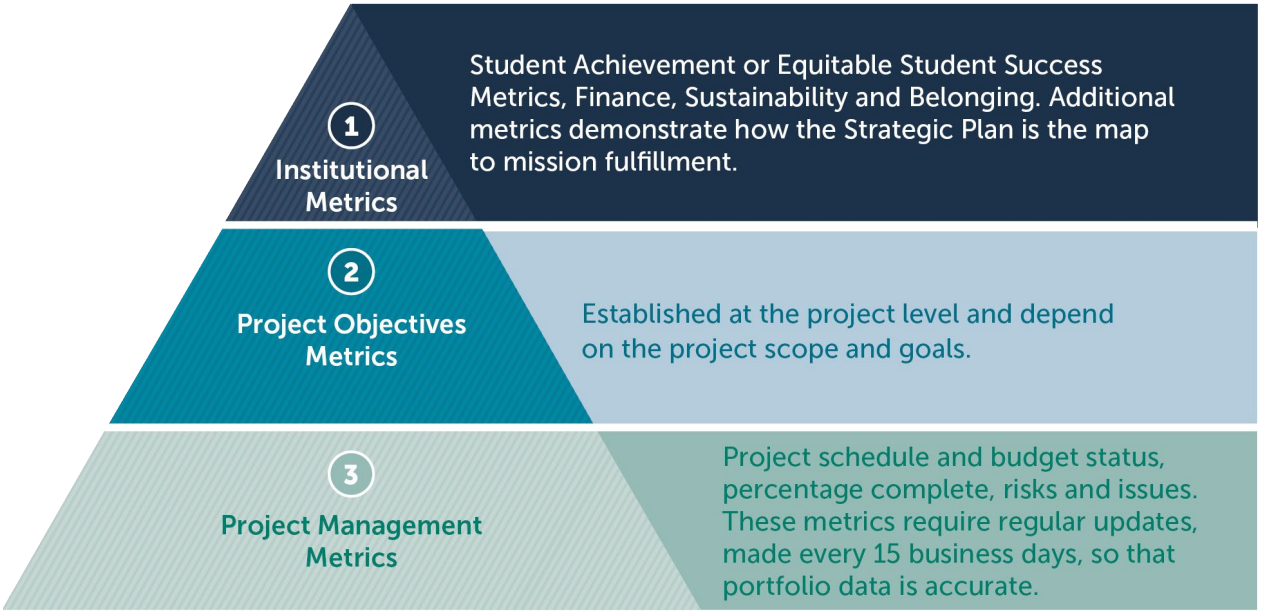
The first wave of projects launched in November 2021, in some cases continuing work already begun, and projects are now rolling out on a continuous basis based on each project's priority and needs. As part of this process, not all the projects will begin at the same time, and new projects may be proposed and added to the list.

Beginning with the current FY 2021-23 Biennium Budget, the College set aside $6.5 million, $3.25 million annually, in the General Fund to be used as Strategic Investment Funds. The Board

allocated the funding to *ten prioritized projects* ("Projects Funded with Strategic Investment Funds") to move forward with strategic investment funds. The remainder of the projects are moving forward, but the scope may shift as funding—existing resources, general fund budget allocations, grants, and philanthropy—are identified.

The TeamDynamix software allows for easy collaboration and communication across different areas of the college, and appropriate constituencies will be included in project plan development as well as quarterly goal setting and review. Community engagement goals for each project will also be set and reviewed on a quarterly basis. The portfolio of strategic planning projects will be reviewed by Cabinet quarterly, allowing the College to continuously evaluate current projects, make budget adjustments, and consider new project proposals.

Strategic Planning Metrics. Each strategic planning project will be evaluated using three layers of metrics: Institutional, Project Objective or Goal, and Project Management as illustrated in the diagram below. The integrated use of *equitable student success (YESS) metrics* as indicators of institutional impact directly ties strategic planning activities to evaluation of institutional effectiveness and student achievement. The use of common metrics also offers a means of aligning strategic planning with other planning efforts across PCC to advance equitable student success.



Integrated Strategic Planning. The 2020-2025 Strategic Plan *aligns with several other movements and plans that contribute to institutional effectiveness and mission fulfillment* at the College. These include:

- Yes to Equitable Student Success (*YESS*);

- Accreditation Standards for NWCCU;
- The College's budget planning process;
- The Office of Equity and Inclusion's *six equity objectives*;
- Other plans for institutional progress (e.g., climate plan, facilities planning, IT planning).

Standard 1.B.1 - Continuous Improvement Process contains multiple examples of assessment, planning, and use of results to inform continuous improvement, allocate necessary resources, and lead to improvement of institutional effectiveness at program, unit, and institutional levels. The College's ongoing strategic planning efforts are central to developing robust and bold plans to prepare PCC for the future of education while working to close opportunity gaps for historically underserved students (see *"Why Strategic Planning Is Critical"*).

One of the strategic planning projects moving forward that did not require Strategic Investment funding is the "Establish a Continuous Improvement Process" project. It is beginning by evaluating the current mechanisms for the improvement of institutional effectiveness, such as academic program review and IT surveys. The project will then establish a common institutional effectiveness framework to ensure consistency throughout PCC (see *Standard 1.B.2 - Meaningful Goals, Objectives, and Indicators*). This systematic review and continuous improvement process will analyze administrative procedures, operations, and practices through a racial equity and social justice framework. The framework will be implemented across the college (e.g., Academic Affairs, Student Affairs, Finance and Administration, Advancement, the Office of Equity and Inclusion, Human Resources, and IT). A shared framework will facilitate internal organization and drive the type of transparent continuous improvement cycles that PCC desires: to support the prioritization of historically marginalized communities, to visibly align with PCC's strategic priorities, and to explicitly connect with PCC's resource allocation processes.

Inclusive Planning Process: Accomplishments and Opportunities

The College has made much progress in recent years to establish inclusive and broad-based planning processes. The development of the 2020-2025 Strategic Plan and aligned projects was accomplished with meaningful participation and input by appropriate constituencies. Use of common measures (YESS Metrics) connect assessments and planning across PCC. Planning is connected to allocation of necessary resources as illustrated above for strategic planning projects, including investment of strategic initiative funds, and other planning processes, including those for student learning and achievement, as described in *Standard 1.B.1 - Continuous Improvement Process*. The College has also identified an opportunity for further integration (i.e., unification) of assessment and planning across the institution into a system for

evaluation of institutional effectiveness and continuous improvement that is cyclical, uses a common equity framework, connects to resource allocation, and leads to improvement of institutional outcomes.

Open house for PCC's Portland Metro Opportunity Center and student housing.

1.B.4 – MONITORING INTERNAL AND EXTERNAL ENVIRONMENTS

> *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.*

Internal and External Environmental Monitoring

The College engages in various methods and processes to monitor external and internal environments to inform its practices, programming, and planning **[Relates to ER 4].** This monitoring is vital to PCC's overall strategic direction and identifying current and emerging patterns, trends, and expectations. The following examples illustrate some of the structures that systematically monitor internal and external environments and use that information at program and division levels to inform planning and resource allocation.

Community Interaction. The College monitors the external environment through a variety of partnerships that keep PCC informed of developments in local communities. This includes participation and membership in business-oriented organizations such as the Portland Business Alliance, Greater Portland Inc, and Westside Economic Alliance. Additionally, PCC's Small Business Development Center (SBDC) constantly engages with the local business community. The College has ongoing partnerships with culturally specific community-based organizations (CBOs) such as the Coalition of Communities of Color, Adelante Mujeres, Immigrant and Refugee Community Organization (IRCO), and Native American Youth and Family Center (NAYA), and other CBOs, including Central City Concern, Community Action, and Human Solutions. For example, PCC's Opportunity Council is a group of leaders of culturally specific CBOs that are doing work at the intersection of anti-poverty and race/ethnicity. It centers on the work of PCC's *Pathways to Opportunity* efforts and other basic needs and Belonging, Justice, Equity, Diversity, and Inclusion (B-JEDI) initiatives.

State, Regional, and National Participation. College leaders, representatives, and faculty also participate in a wide variety of statewide, regional, and national organizations and initiatives that keep PCC apprised of the wider external landscape and educational environments. Examples of this type of engagement include the Governor's Workforce and Talent Development Board, which allows PCC to keep abreast of new developments in workforce; the National Skills Coalition; American Council on Education (ACE) Board engagement; the American Association of Community Colleges (AACC) and Association of Community College Trustees (ACCT); and federal agency relationships (e.g., National Science Foundation, National Security Administration, Department of Agriculture, Department of Education). PCC provides both leadership and collaboration with statewide groups, including serving as the lead for all 17 public community colleges in the Oregon Community College STEP Consortium and a statewide lead for the Pathways to Opportunity Coalition that bring together educational, public agency, community-based, and anti-poverty stakeholders.

Annual Program and Discipline Updates. In Fall Term 2021, the College moved toward full implementation of an annual reporting model that focuses on key elements of data evaluation, student learning assessment, goal setting, and resource planning for each of its academic programs and disciplines. The move toward an annual update allows for a more proactive assessment and identification of needs for resource allocation as well as provides a more frequent and focused assessment of the status of programs and disciplines. Each program and discipline is provided a data set with disaggregated information on metrics such as student achievement, enrollment, and demographics. The data is accompanied by a set of questions around how programs and disciplines are addressing equitable student success, what external factors may lead to curricular adjustments (workforce dynamics, job placement, transfer, etc.),

and student assessment. *Standard 1.C.1 – Programs* describes academic program review at PCC in more detail and *Standard 1.C.7 - Use of Learning Assessment Results* provides examples of the use of program review evidence for improvement of student learning and allocation of resources at PCC.

Career and Technical Education (CTE) Advisory Committees. Each of the individual CTE programs have an established volunteer Advisory Committee comprised of industry partners, alum, students, workforce partners, and other key stakeholders. The committees meet regularly and serve to provide guidance to CTE program on industry and workforce trends, curriculum and program improvements, equipment and facilities investments and improvements, and creating and maintaining critical partnerships to the external community. For programs with additional accreditation, the committees also play an important role in reviewing professional and technical standards.

Enrollment Updates. The college-wide reorganization in student affairs resulted in a newly defined Enrollment Strategy and Services Division that allows for a more strategic and efficient way to lead PCC's strategic enrollment management efforts. As part of this work, the College has improved upon its enrollment updates. These updates now serve as a critical touchpoint for monitoring and comparing enrollment trends continuously and systematically. In addition to internal enrollment data presented in quarterly updates, including year-to-year comparisons and longitudinal data on key indicators, the annually-updated *Admissions and Recruitment Plan* (see *Standard 1.D.1 - Students* for more information) includes data on the external environment, particularly other community colleges in Oregon. This information is then used to adjust enrollment-related service delivery, inform instructional leaders as they make decisions around scheduling, and inform budget projections.

EAB Navigate. A critical component to PCC's Advising Redesign Initiative (see *Standard 1.B.1 - Continuous Improvement Process* for more information) included implementing an integrated student success management platform that would enable practitioners to provide coordinated case management. This comprehensive tool, known as EAB, encompasses robust student and advisor communication tools, a one-click registration feature, *academic planning tools*, *student-initiated appointment scheduler*, *study buddies*, consistent and accessible case notes, comprehensive data collection and reporting features, interactive surveys, and embedded resources. Since its official launch in January 2021, more than 20,500 students have accessed the tool. As PCC looks to expand the tool's reach and its impact on student progression, the College will develop more consistent user guidelines across all user types, contextualized training and development opportunities for practitioners and students, and more robust practices for data gathering. Data pulled from EAB will enhance the advising program's

continuous improvement process as well as provide more data on students and their experiences at PCC for other areas of the College.

IT Portfolio and Services Reports. PCC's IT Portfolio Management process is specifically designed to ensure non-IT stakeholder engagement (e.g., Academic Affairs, Student Affairs, Online Learning, the Grants Office, Finance, Human Resources, and other areas) in project intake, prioritization, and budgeting to provide complete transparency throughout the project life-cycle. The IT Portfolio Management Office publishes quarterly and annual portfolio status reports (see *QTR 2 FY22 Quarterly IT Portfolio* example). These are shared with the President's Cabinet and reviewed with the IT Project Intake and Prioritization Committee (who discuss, approve, and prioritize projects requesting IT resources) and are publicly accessible through the *Information Technology web page*. The CIO hosts a monthly meeting to review portfolio status with all IT managers and the IT purchasing team.

Online Learning. Although IT planning commonly informs institutional priorities and resource allocation, there are typically gaps when it comes to learning technologies used for academics. To address this gap, *PCC's Online Learning Department* continuously and systematically monitors internal and external environments to inform planning, resource allocation, and continuous progress toward equitable student success. For example, the online planning guide for students was improved over time through data-informed decision-making, strategic scheduling of online courses, use of data-informed projections, and feedback from key stakeholders. Improvements resulted in increased fill rates, reduced cancellations, and reduction in duplication of offerings. Online Learning also implemented a new course development model, and is currently revising online teaching guidelines, because of student feedback through multiple channels (PSOL, Pulse Surveys, prior online learning surveys). Resources have been allocated to create an Academic and Student Affairs Portfolio Management Office and an Academic and Student Affairs Application Systems and Support Office that will provide the ability to assess online learning needs and develop a strategic technology roadmap to better support equitable student success. Additionally, PCC's strategic investment in the *"BIG (Bold Innovative Growth) Project for Multiple Modalities"* project was influenced by lessons learned through remote instructions and the impact of the pandemic.

Beyond the specific departmental and division examples, **PCC conducts internal and external evaluation and monitoring at an institutional level**. The following examples illustrate these processes and practices.

Facilities Planning. The creation of PCC's first-ever institution-wide Facilities Plan (see *Response to Topics Previously Requested by the Commission, NWCCU Recommendation 3 - Facilities Master Plan*) involved a multitude of external assessments done on enrollment trends, land

use, and other factors. These assessments resulted in a series of technical reports representing Phase I of the planning process. Phase II of the project utilized these reports as well as additional internal and external scanning to determine the appropriate development patterns and growth capacity of the College. The *Facilities Planning web page* provides access to project documents, including the *cumulative Facilities Plan Report*, *Facilities Planning Phase 1* (executive summary, technical reports, key documents), and *Facilities Planning Phase 2* (Facilities Plan Report, technical reports, project information).

Student Surveys. The College regularly administers surveys to students to better understand and respond to the student experience. Examples of this type of surveying include:

- The **Community College Survey of Student Engagement (CCSSE)** addresses college practices and student behaviors highly correlated with student learning and retention. This survey was last administered in Spring Term 2021. Results were used to inform ongoing strategic planning activities and inform areas of practice in student affairs such as academic advising.
- A **Priorities Survey for Online Learners (PSOL)** provides students an opportunity to rate the importance of, and their satisfaction with, PCC online teaching and learning support services and systems. This survey was last administered in Winter Term 2021. Previous administrations provided key information to help influence strategic planning, the One College reorganization, and system and process improvements for online learning. The most recent results will inform ongoing planning and continuous improvement at both institutional and departmental levels.
- The **#RealCollege Survey** provides insight into the challenges faced by students related to housing and food insecurity and students facing homelessness. This survey was administered in 2019 and 2020. Findings helped shape the College's legislative agenda, ongoing strategic planning, and continued focus on addressing basic needs insecurity. The 2020 survey added questions to examine the impact of the ongoing pandemic on students' health, access to and knowledge of emergency aid and resources.
- To pivot toward more proactive support for students during the challenges of living and learning through a pandemic, **COVID-19 Student Impact Surveys** served as multiple touch point surveys for students. These "pulse" surveys asked students about preference of instructional modalities, their comfort level of being in-person, plans for vaccination, and enrollment behavior. This critical information has informed decision making as it relates to the College's COVID-19 approach.

Labor Market Data. One key activity with PCC's current Title III grant, PCC RISES, is to increase data-capacity and data-informed decisions through the use of consistent labor market data. Through the grant, the College has committed to an institutionally-funded Labor Market Data Coordinator position. This position now sits within the new division of Effectiveness and Planning and plays a key role in not only the strategic and consistent dissemination of labor market data across academic and student affairs units, but also imbedding labor market data into various curriculum and assessment processes college-wide.

Governance System Engagement in Institutional Effectiveness

The College's governance, policy, and decision-making processes also rely on reports, findings, and recommendations informed by the processes identified above to assess the College's strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The *President's Cabinet* engages most directly in institutional effectiveness. The President and Cabinet provide leadership consistent with the culture, mission, and strategic goals of the College. To do so, they take into account data, findings, and recommendations from key internal advisory committees and consultative bodies. These are informed, in turn, by the assessments of institutional effectiveness, planning, evaluation of institutional effectiveness, comparisons to regional and national peers, YESS Metrics data, and internal and external scans described in the preceding standard responses.

The *PCC Board of Directors* is regularly provided data and information on internal and external environments as well as institutional effectiveness reports, findings, and recommendations that they use to assess PCC's strategic position, define future direction, and review and revise, as necessary, the mission, planning, the intended outcomes of programs, services, and student achievement. For example, the Board's Strategic Calendar includes annual reports on YESS and IT; periodic reports on topics such as strategic planning, planning and capital construction, and legislative activities; and monthly presentations from college offices and programs. In the last five years, the College has emerged as a thought leader in cybersecurity for Oregon's community colleges. PCC's Chief Information Officer (CIO) and Chief Information Security Officer (CISO) provide confidential quarterly updates and annual reports to the PCC Board of Directors on information security matters. Board Planning Sessions and Quarterly Work Sessions review findings from a variety of sources to make evidence-informed decisions. For example, the PCC Board directed College officials to conduct an equity analysis of a vaccine mandate and used the information from that analysis, and other pertinent information and data, to amend policy and to inform the Board vote on a vaccine mandate.

Monitoring Environments: Accomplishments and Opportunities

The College monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. This is accomplished through a variety of tools and processes that include administrative data reporting, advisory committees with external representation, internal and external surveys, academic program reviews, departmental and institutional assessments and planning, and other sources of information to support data-informed planning and resource allocation. An opportunity exists to strengthen engagement of PCC's formal governance system in the evaluation of institutional effectiveness in conjunction with planned reforms to establish a unified system of planning and assessment for continuous improvement.

Congresswoman Suzanne Bonamici and U.S. Secretary of Education Miguel Cardona discuss community college partnerships with Mark Mitsui.

STANDARD 1.C. STUDENT LEARNING

1.C.1 – PROGRAMS

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Academic Program Review

The College's instructional programs are consistent with the PCC's mission and vision. To ensure that there is alignment between academic programs and mission, PCC employs a multi-layered, systematic process for overseeing learning assessment, curriculum development, degree and certificate approval, and program-level review. Faculty-driven processes for proposing, reviewing, and updating course and program content, including learning outcomes, ensure curriculum is relevant and aligned with currently recognized fields of study **[Relates to ER 12].**

College-wide Curricular Review Processes. Faculty develop curriculum with the support of PCC's *Curriculum Office* staff. Prior to being approved by the Vice President of Academic Affairs, proposed changes are reviewed by other academic administrators in addition to the Curriculum Committee (courses) or Degrees and Certificates Committee (awards). PCC documents the curriculum review and approval process through a curriculum management system (Courseleaf).

The *courses*, *CTE programs*, and *degrees* offered at PCC are approved through established curriculum development processes. At the course level, a faculty-led *Curriculum Committee*, composed of faculty from a broad range of disciplines in addition to staff members, reviews and recommends curriculum monthly. Their primary focus is on each course's outcomes, description, prerequisites, and credits (including credit structure). In recent years, the committee has worked on incorporating an equity lens into their review process. This work is evolving and ongoing. Similarly, a faculty-led *Degrees and Certificates Committee* is responsible for reviewing proposed degrees and certificates. They also review the associated degree and program outcomes.

As part of PCC's curriculum review processes, all curricular content is reviewed for relevance and applicability in line with currently recognized fields of study. For example, the *course development process* requires faculty to provide a rationale for creating the course. All CTE courses must be associated with a CTE degree or certificate, and all lower division transfer

(LDC) courses must be generally transferable to at least two Oregon universities. The *degree and certificate development process* includes provision of a rationale (needs statement), labor market information, and documentation of other similar higher education programs for initial approval to develop a new award. One recent example of the review process ensuring relevance and applicability to current needs of the field is the revision to several courses in the *Addiction Counseling* (AD) program that took place last year. The program requested approval of revisions prompted by the field's focus on better supporting clients from marginalized populations; in the *review process*, further changes suggested by the curriculum staff and committee faculty related to inclusive language and marginalization were discussed and included with the program's agreement, and ultimately approved.

Annual Program and Discipline Update and Review (APU and ADU). The work of faculty to evaluate and improve academic disciplines and programs primarily occurs in PCC's program review process. This is one reason that PCC chose to shift program review from a five-year cycle, where systematic review of program contents by faculty and administrators took place only once every five years, to an annual review process. The current program review model asks faculty to reflect on program structure; disaggregated enrollment data; external factors (e.g., transferability, program accreditation, changes in the field); course and program success rates; course modalities; assessment of student learning results; and additional achievements, challenges, and opportunities. *Annual Program and Discipline Updates* (APU and ADU) are supplanting PCC's prior program review model based on a five-year cycle for reviews.

Five disciplines and programs piloted the new model and processes in 2019-2020 followed by 24 additional programs and disciplines in 2020-2021. These were programs scheduled to complete their five-year program review in the previous model. The current timeline calls for all of PCC's 96 academic programs and disciplines to be transitioned to the new model and processes in 2022-2023.

The annual review process now incorporates student learning outcomes assessment, disaggregated student success data and analysis, program-level reflection activities, and an opportunity to request financial and non-financial college resources. An example of resource allocation based on program review is included in *Standard 1.B.1 - Continuous Improvement Process*. The new program review process directly encourages collaboration between instructional teams (PCC faculty and program deans) and non-instructional units (e.g., Disability Services, Advising, Tutoring, Library) to support changes that impact students' out-of-classroom development. Additionally, Cross-functional units that include both learning support (e.g., PCC Library faculty) and direct instruction are included in the Annual Update process.

Programs

PCC courses, degrees, and certificates are comparable in content and rigor to the other community colleges and public universities in the region, or other higher education standards in the case of innovative curriculum not yet offered in the region **[Relates to ER 13].** Course sequencing is based on traditional course numbering and rigor is expected to build across an academic program. This is verified through systematic *course development processes* and documented in *required CCOG content*. The *degree and certificate development processes* and degree and certificate standards in the *Academic Handbook* set minimum expectations for curricular structure. Additionally, the curriculum approval processes described above include review of student learning outcomes (SLOs) to ensure they are appropriate to course levels, award levels, and sequential learning, and that learning activities provide students opportunities to create and demonstrate their understanding. See PCC's *electronic CCOG inventory* for examples of course numbering, sequencing, learning outcomes, contents, and assessment strategies in specific courses.

Course-level outcomes are developed by faculty in specific disciplines with the support of the Curriculum Office staff. These are reviewed by the Curriculum Committee and administration for appropriate rigor and measurability. Program and degree outcomes are created for each degree and certificate. These are reviewed by the Degrees and Certificates Committee and administration. Degrees and certificates are then reviewed by the Educational Advisory Council (EAC). In each of these processes, faculty are considered the content experts and administrative review is responsible for ensuring appropriate course-level and various compliance requirements, such as additional accreditation requirements that might be applicable (e.g., licensure, program accreditation, State approval).

The College offers two-year transfer degrees, intended to prepare a student to transfer to a four-year university, as well as two-year CTE degrees, intended to prepare a student to work in a given profession. The College operates on a quarter system and all two-year degrees require a minimum of 90 credits. Credit requirements for CTE certificates are set by the State of Oregon and indicated below. Additionally, all CTE degrees adhere to the *Oregon Higher Education Coordinating Commission (HECC) CTE program approval standards*. Approximately 20 of the College's CTE programs are also externally accredited. These include programs such as *Nursing (NUR)*, *Early Childhood Education (ECE)*, and *Auto Collision Repair Technology (AB)*. See *Program Accreditation Table* for a full list of these programs. Programs to which the *Oregon Bureau of Labor and Industries* guidelines apply, such as *Apprenticeship and Trades (APR)* programs, adhere to those requirements as well. The College is currently authorized

to award the degrees and certificates in the table that follows, for which requirements are documented in the *Academic Handbook* and *PCC Catalog*.

DEGREES PCC CURRENTLY OFFERS
Transfer degrees:
Associate of Arts Oregon Transfer (AAOT)
Associate of Science Oregon Transfer in Business (ASOT - BUS)
Associate of Science (AS)
Associate of Arts Transfer (AAT)
Associate of Science Transfer (AST)
CTE degree:
Associate of Applied Science (AAS)
General degree (not specifically intended for either transfer or CTE):
Associate of General Studies (AGS)
PCC also offers smaller CTE awards in the form of certificates, which include:
Career Pathways Certificate (12-44 credits)
Less than Once Year Certificate (12-44 credits)
One Year Certificate (45-60 credits)
Two Year Certificate (61-108 credits)

With the genesis of *Oregon House Bill 2998* and degrees associated with Major Transfer Maps (referred to as Unified State Transfer Agreements or USTAs in the legislation), community colleges in Oregon have begun to offer major-specific transfer degrees. Both AST (Associate of Science Transfer) and AAT (Associate of Arts Transfer) options were developed for this purpose. In Fall Term 2021, PCC began offering the Associate of Arts Oregon Transfer in Education (AAOT-Education) as a result of this statewide work. PCC plans to offer the AAT-English starting Fall Term 2022. Future major-specific AAT and AST degrees may be offered in years to come.

The College's *Learning Assessment Council* (LAC) is a faculty-led body that develops assessment processes college-wide. For CTE programs and any other program that has a degree, they facilitate the process for systematically assessing and reporting on the degree and program outcomes in each degree and certificate. For LDC disciplines, the LAC facilitates the process through which disciplines annually assess either course outcomes or General Education Outcomes and report on these assessments. The development and assessment of PCC course, degree, and program outcomes are outlined in the narrative for *Standard 1.C.5 - Effective*

System of Assessment. Processes for the development and assessment of institutional learning outcomes are outlined in the narrative for *Standard 1.C.6 - Institutional Learning Outcomes*.

Student Learning: Accomplishments and Opportunities

College programs lead to collegiate-level degrees and certificates with designators consistent with program content in recognized fields of study, and all program content is systematically reviewed for relevance and applicability in line with currently recognized fields of study **[Relates to ER 13]**. This is accomplished through systematic review of program contents, including student learning outcomes, at course and program levels. The College's new APU and ADU model facilitates systematic review and continuous improvement of program contents, relevance, rigor, student learning outcomes within programs, and institutional student learning outcomes (ISLOs) for degrees. This ensures appropriate rigor in student learning outcomes builds across a program and leads to college-level degrees and certificates in recognized programs of study. Students are made aware of learning outcomes through CCOGs, course syllabi, and teaching, but there is an opportunity to more systematically ensure that students across programs can articulate rigor in terms of their learning. By creating an annual program review model, PCC has positioned the institution to respond to future opportunities to implement evidence-based improvements in equitable programs of study, teaching, and student learning in more effective and more timely ways.

Commencement - Portland Community College, 2017

1.C.2 – CREDIT, DEGREES, CERTIFICATES, AND CREDENTIALS

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Awards Based on Student Learning

As described in *Standard 1.C.1 - Programs*, PCC awards credit, degree, and certificates of appropriate rigor and in line with currently recognized fields of study. Clearly stated learning outcomes and consistent assessment practices are important factors in ensuring awards are based on student learning (see *Standard 1.C.5 – Effective System of Assessment* and *Standard 1.C.6 – Institutional Learning Outcomes*).

Course Credit. Faculty at PCC create *course-level outcomes* ("Writing Course Outcomes") that are established as part of required curriculum development processes, based on the content of the course and overall objectives of the program. The curriculum development and review processes, including program reviews, involve ensuring that the outcomes appropriately capture student learning and are measurable. Clearly stated outcomes for every course are included in each CCOG, available to students before enrollment, included in syllabi, and assessed. Faculty use outcomes assessment strategies identified in CCOGs to assess course outcomes and assessment results for each student inform class grades and awarding of credit.

Degree and Certificate Awards. Faculty also create program-level outcomes for each CTE certificate or degree **[Relates to ER 3].** These are created according to credential standards, emerging industry trends, and in coordination with each program's advisory board. Existing program outcomes are reviewed as part of program review processes, see *Standard 1.C.1 – Programs*, and the *Degrees and Certificates Committee* is responsible for reviewing program-level outcomes for each new or revised CTE credential. Additionally, *Standard 1.C.5 – Effective System of Assessment* discusses program-level outcomes assessment and *Standard 1.C.6 – Institutional Learning Outcomes* discusses institutional-level outcomes assessment.

Learning Outcomes

Curriculum development and review processes at PCC include evaluation of learning outcomes to ensure appropriate breadth, depth, and sequencing as well as appropriate course sequences and prerequisite requirements. Intended outcomes for each course are assessed based on student demonstration relative to expected performance targets. Each CCOG identifies appropriate assessment strategies for this purpose. Program and discipline review (see

Standard 1.C.1 – Programs) and student learning outcomes assessment (see *Standard 1.C.5 – Effective System of Assessment* and *Standard 1.C.6 – Institutional Learning Outcomes*) processes and practices evaluate existing courses and programs. The Curriculum Committee (course-level) and the Degrees and Certificates Committee (program-level) evaluate these elements for new and substantively revised curricula.

The College's primary composition sequence (WR 115, WR 121. WR 122) is an example of these practices at the course level (see the table below). The English and Writing SAC scaffolded their courses and aligned the outcomes to one another in a way that helps students understand what they are gaining in each course and intentionally builds on the outcomes from the previous course. This work was completed in winter of 2020 after many years of conversation among faculty. As a result, PCC anticipates that alignment of these courses with others across the state will be easier to achieve.

Example of Learning Outcomes Across a Course Sequence

	WR 115 - Introduction to College Composition	*WR 121 - College Composition*	*WR 122 - Intermediate College Composition*
ADAPT	Read and compose texts for different purposes.	Experiment with different genres.	Negotiate academic genres with purpose and control.
INQUIRE	Locate information that will help them in their thinking.	Locate relevant information sources in a process of inquiry.	Locate multiple and various information sources that are appropriate to the given process of inquiry.
CONNECT	Convey and support a perspective.	Use rhetorical tools to convey and support a perspective.	Craft an argument in conversation with others who are thinking about the same subject.
REFLECT	Analyze their own learning in writing.	Analyze their own learning in writing.	Analyze their own learning in writing.

The process of creating degree outcomes for the *Civil and Construction Engineering Technology (CCET) degree* illustrates processes at the program level. The former Civil and Mechanical Engineering Technology (CMET) program used the *DACUM* process as the basis for redesigning its degree structure and associated curriculum. This comprehensive curriculum design process included an intensive two-day facilitated focus group meeting with nine industry professionals representing civil and construction engineering. Data from this meeting was used to develop learning pathways that informed the individual coursework and relationships between courses. Faculty members and industry partners worked together to align coursework to the knowledge

and skills applicants need for a variety of entry level positions in the civil and construction engineering industry.

Learning Outcomes and Awards: Accomplishments and Opportunities

The College awards credit, certificates, and degrees for academic programs based upon student learning and learning outcomes. Learning outcomes and assessment practices are clearly stated, widely shared, and consistent across PCC at course, program, and degree levels **[Relates to ERs 5 and 13]**. These outcomes offer appropriate breadth, depth, sequencing, and synthesis of learning across course sequences and within programs. Learning outcomes for CTE programs and general education disciplines are mapped from course to program and institutional levels. Outcomes are assessed based on student demonstration relative to expected performance targets. *Standard 1.C.5 – Effective System of Assessment* and *Standard 1.C.6 – Institutional Learning Outcomes* contain more examples of these practices. However, an opportunity exists for including learning outcomes, not just courses taken and awards received, on student transcripts. This is something PCC continues to explore as part of equitable student success and learner-centered reform initiatives.

1.C.3 – EXPECTED STUDENT LEARNING OUTCOMES

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Published Learning Outcomes

All PCC *program and degree learning outcomes are published on the website* and in the annual *Catalog*, updated each academic year **[Relates to ER 5].** The Catalog serves as the primary data source for all curricular requirements and is integrated with various systems, including the Banner Student Information System, GRAD Plan (DegreeWorks), and *PCC website*.

Course-level learning outcomes are published in PCC's *Course Content and Outcome Guides (CCOGs)*. CCOGs also include outcome assessment strategies for learning outcomes in the course. The College provides these to students through a variety of ways before they enroll for courses, including the online *schedule of courses*, *course detail web pages*, and through the student registration portal in MyPCC.

All course syllabi are required to have learning outcomes included on the syllabus or linked to the appropriate CCOG, as outlined in the *syllabus policy* (S704-Syllabus Standards for Credit Courses) in the Academic Policies and Standards Handbook.

Students Provided Expected Learning Outcomes

Enrolled students are provided expected learning outcomes for all courses as indicated above. The purpose of making learning outcomes availability through multiple methods is to provide transparency and reinforce the idea that outcomes form the framework of courses and credentials **[Relates to ER 5].** Each course CCOG links learning outcomes to assessment strategies. For example, last year Computer Science (CS) faculty used learning outcomes and other course-level data to identify where scaffolding and additional content would improve student learning outcomes. They then implemented changes to CS 160 and now are using outcomes data to assess the efficacy of the improvements.

Expected Learning Outcomes: Accomplishments and Opportunities

The College identifies and publishes all course, program, and degree learning outcomes, making them available to student and the public via multiple methods, such as program web pages, term schedules, syllabi, online program descriptions, and printed brochures **[Relates to ER 5].** For example, PCC provides all students with expected learning outcomes for all courses through course schedules before enrollment and syllabi after enrollment. All outcomes use language commonly understood at the entry level. Learning outcomes form the frameworks of courses and programs. CCOGs provide both learning outcomes and outcomes assessment strategies, making their relationship transparent to students. However, opportunities exist to increase the clarity and transparency of relationships between course, program, and institutional outcomes. These improvements are ongoing as part of the LAC's work on continuous improvement of college-wide learning assessment and a work group currently reviewing the *PCC website* in preparation for restructuring to increase transparency, content availability, and accessibility of information on learning outcomes and other topics of interest to learners and others.

Commencement - Portland Community College, 2019

1.C.4 – ADMISSION AND GRADUATION REQUIREMENTS

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admissions Requirements

The College has an open admissions policy, aligned with its mission as an access institution. The enrollment process is outlined on the publicly accessible *Steps to Getting Started web page*. Admissions requirements are developed for readability and accessibility, given the diverse student population that PCC serves **[Relates to ER 17]**. Admissions and Recruitment staff *work directly with prospective students* ("Visit PCC: Connect with Admissions") to support the admissions and onboarding process. Applicants can track their application progress and any remaining requirements in PCC's admissions application online portal, which also enables users to save any information input in the application and return to it at a later time. The system also provides automated reminder emails and text messages for students with incomplete applications, as well as students not progressing through the onboarding and initial registration process.

When specific programs have closed or have limited entry admissions requirements, the requirements are published on program web pages and in recruitment materials **[Relates to ER 17]**. Additionally, closed and limited entry programs regularly provide information sessions for interested students to go over program-specific admissions processes.

Graduation Requirements

Graduation requirements are published in PCC's online *Catalog*. The catalog serves as the source data for graduation requirements listed on program web pages as well as official student-facing progress monitoring tools: EAB Navigate Academic Planner and *GRAD Plan* (Degree Works), PCC's degree audit system. All degree- and certificate-seeking students work with an assigned academic advisor to monitor their academic progress and have access to both tools through the student portal, *MyPCC*.

Both GRAD Plan and EAB Navigate Academic Planning tools allow students and advisors to do real time "what if" scenarios, highlighting how changing degree, program, or catalog years will impact degree progress. In those tools, students have a complete view of all available programs and catalogs, updated each academic year as part of the catalog production cycle.

The Office of the Registrar monitors student degree progress using GRAD Plan data and Argos reporting tools. *Degrees and certificates are auto-awarded to students* ("Steps to Graduation"); no graduation application is required to confer a credential. Students can also submit a graduation application to the Office of the Registrar at any time to do a formal check on degree progress. Students are notified when they have completed 98% of their requirements and are in their final term. Their graduation status is changed to "pending" until their final term concludes. Once all final grades are submitted, a final formal evaluation is performed, and students are notified if they have graduated.

Currently, PCC is completing implementation of *EAB Navigate*, a web-based student success platform, at scale. One of the key functions of EAB Navigate is the Academic Planner function. PCC is adopting mandatory, advisor-initiated academic plans for all new students beginning in Spring Term 2022. Academic plan templates incorporate all degree or certificate requirements and can also incorporate specific transfer planning information if the student intends to transfer to a four-year university upon graduation. This will centralize all academic planning information into a single platform for students and advisors, moving away from separate transfer guides, catalog information, paper-based degree worksheets, and academic planning information embedded in the degree audit.

Admissions and Graduation: Accomplishments and Opportunities

The College's admissions and graduation requirements are clearly defined, widely published, and easily accessible to students and the public via the College's public website, including program pages and the Catalog, and to students through the MyPCC student portal **[Relates to ER 17]**. The portal is the primary tool for keeping students regularly apprised of their progress toward meeting graduation requirements and GRAD Plan allows them to identify the impacts of changing majors or programs on graduation requirements. Requirements are systematically monitored and updated. Through the YESS movement and strategic planning, PCC identifies opportunities for improving these practices by making requirements, processes, and related information for students more accessible, holistic, and student-centered. Some improvements are already implemented, such as initial use of EAB Navigate, mandatory advising, and identification of ACPs for all students. Additional enhancements are already planned and reflected in strategic plan priority projects, including full integration of EAB Navigate; building out and refining new student onboarding; Strategic Enrollment Management; and development of a comprehensive service delivery philosophy and operating model across Student Affairs that incorporates multiple, accessible modalities for consistent and useful information, proactive intervention and support, clear student progress tracking of academic and career goals, and culturally responsive and inclusive interactions (see *All Strategic Planning Projects*).

1.C.5 – EFFECTIVE SYSTEM OF ASSESSMENT

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

The College is deeply committed and engaged in assessing the learning that happens in classes and across programs. All PCC credit courses, programs, and degrees have associated learning outcomes that are publicly available. Faculty are integral to this work. Assessment structures and practices are faculty-led and driven to determine and implement this work at PCC **[Relates to ER 12]**. Additionally, with the One College reorganization and new program review model, PCC is poised to better use the results of assessments to inform changes and resource allocation, create more equitable student success, and decrease opportunity gaps for students.

System of Assessment

The **Learning Assessment Council (LAC)**, established in 2008, is a faculty-led body that supports the establishment of effective systems and practices of assessment at the College. Along with the Curriculum Committee and Degrees and Certificates Committee, it is a standing sub-committee of the EAC and part of PCC's established practices for reviewing curricula, analyzing student learning, and planning for instructional improvement across disciplines. It is the primary cross-disciplinary body for discussing PCC's system of assessment, student learning outcomes assessments, and use of assessment results to improve teaching and learning across programs and disciplines.

The College's system of assessment relies on the LAC, to facilitate learning outcomes assessment and to guide and support a faculty-led assessment process to continually improve teaching and learning at classroom, discipline, program, and institutional levels. Detailed information is captured on LAC activities and available on *Learning Assessment at PCC web pages*. Key components of the LAC include facilitating assessment plans, providing coaches for faculty doing assessment work, and providing peer reviewer feedback on completed assessment reports. The LAC also functions to facilitate cross-disciplinary discussion of student learning and support the collection and reporting of assessment results in such a way that decision-making at PCC will be evidence-informed and integrated at all the different levels.

Course-Level Outcomes Assessment. Each instructor conducts classroom assessments of a course's student learning outcomes in their particular section. Classroom assessment may involve the grading of assignments, projects, and exams or general assessment to identify areas where future content or delivery could be improved. Each *CCOG*, linked to section offerings in

the schedule of classes, includes both student learning outcomes and outcome assessment strategies for the course.

CTE Program Assessment. For every CTE program, program-level learning outcomes assessment is done in a way that fits with each program's specific curriculum and industry. Faculty in CTE programs assess student achievement of degree and certificate outcomes through technical skills assessments and other developed assessment tools. The College has a process to ensure that *all outcomes are assessed in a regular, systematic way that is tracked and monitored* ("Learning Assessment at PCC"). In the fall of each year, CTE programs complete a form that documents the course(s) in which their various degree and certificate outcomes are assessed, the type of assessments conducted, and the year each outcome will be assessed over a three-year period. Each outcome at the degree and certificate level may include one or several technical skills and program, degree, and institutional outcomes. In the spring, each program provides a "Summary Data Report" for the specific degree and certificate outcomes they assessed that year. This report includes a description of the assessment, maximum score, benchmark, number of students assessed, and the percentage that met the benchmark. Assessment reports for each discipline are posted on the PCC website (*Program/Discipline Review at PCC*).

In addition to summary data reports, each CTE program also identifies one focal outcome to assess each year. This assessment is more in-depth and asks faculty to qualitatively reflect on student learning and the teaching process. With PCC's shift to an annual reporting model for program review, each CTE program now reports on their assessment work on an annual basis, reflects on assessment of student learning with the goal of improving teaching and learning to support equitable student success, and receives their peer review feedback in the Annual Program Update (APU).

Transfer Discipline Assessment. With the implementation of PCC's new framework for General Education (wherein General Education Outcomes are assessed through rubric-based cross-disciplinary scoring), transfer disciplines are now expected to design an annual assessment project with a focus of their choice as part of ADU review. See *Standard 1.C.6 - Institutional Learning Outcomes* for a full description of PCC's General Education Outcomes, framework, and assessment. Many discipline-based faculty groups (DSACs) have chosen to work on their signature assignments and assess their General Education outcome, while others have chosen to continue assessing the Communication outcome, and others have developed assessment projects specific to their course outcomes. These projects are created with the support of learning assessment coaches and are reviewed during the peer review process. The peer review feedback is then incorporated into the ADU review, where faculty are asked to reflect on their

assessment work and identify ways to improve the teaching and learning process, including elimination of equity gaps.

Faculty Responsibility

Faculty at PCC are engaged actively in the work of establishing curricula, assessment of student learning, and instructional improvement **[Relates to ER 12].** PCC has a **Subject Area Committee (SAC) structure** that allows for programs and disciplines college-wide to work together on curricula and to establish student learning outcomes for courses and programs. The SACs, which now include Discipline Studies Area Committees (DSACs) for general education distribution areas, are defined and governed by PCC's Academic Policy and Standards Handbook in *S701- Subject Area Committees (SACs)* which is overseen by the Educational Advisory Committee (EAC). Faculty are responsible for writing curriculum and course-level outcomes and content, and these are submitted in PCC's curriculum software management system (Courseleaf) and reviewed through curriculum review processes, including review by the faculty-led **Curriculum Committee**.

Faculty in programs that offer degrees and certificates are responsible for writing program-level outcomes for their degrees and certificates. These are submitted in Courseleaf and reviewed through curriculum review processes and by the faculty-led **Degrees and Certificates Committee**. For both courses and programs, faculty must provide a rationale for proposed curricular changes and identify any potential impacts on other existing programs. Administrative review and cross-disciplinary review by the Curriculum Committee or Degrees and Certificates Committee ensures any potential impacts on other programs of study are addressed prior to curriculum approval. Faculty discuss ongoing course- and program-level assessment through Annual Program Updates (APUs) and Annual Discipline Updates (ADUs). See *Standard 1.C.1 - Programs* for more discussion of these review processes.

Assessment System: Accomplishments and Opportunities

The College has a well-defined and effective system of assessment to evaluate the quality of learning in its programs and the effectiveness of its learning assessment plans, including training, timelines, scoring rubrics, and accountability measures across academic departments. PCC recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs through clearly identified faculty responsibilities **[Relates to ER 12]**. The SACs and DSACs are the primary structures for program faculty to exercise their responsibilities for the curricula, assessment of student learning, and instructional improvement in the courses offered by their CTE programs and transfer disciplines. The faculty-led Curriculum Committee, Degrees and Certificates Committee, and LAC all are part of

established practices and cycles for reviewing curricula, analyzing student learning, and planning for instructional improvement across disciplines. These same faculty groups address Impacts of curricular decisions on programs of study within and across programs. As PCC's assessment system continues to evolve through evidence-based and data-informed continuous improvement cycles there will be opportunities to increase the efficiency and effectiveness of the system across departments, including alignment with new ACP structures. See also *Standard 1.C.6 - Institutional Learning Outcomes* and *Standard 1.C.7 - Use of Learning Assessment Results* for further discussion of assessment and impacts.

Welding booths, Oregon Manufacturing Innovation Training Center at PCC Columbia County Center.

1.C.6 – INSTITUTIONAL LEARNING OUTCOMES

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

The establishment and assessment of institutional learning outcomes (ILOs) and core competencies for all PCC students has evolved a great deal over the past two decades **[Relates to ER 5].** The diagram below illustrates movement from Core Outcomes, mapped to courses but not suited for standardized assessment of all PCC students, to a set of Institutional Student Learning Outcomes (ISLOs) embedded in the assessment system for both CTE and transfer-degree students. Multiple improvements in assessment practices at PCC accompanied this transformation and are described below. These improvements in institutional assessment practices impacted student learning outcomes assessment at course and program levels as well.

Early Institutional Learning Outcomes Work. PCC established a set of six Core Outcomes in the early 2000's through extensive efforts across the institution to identify outcomes for all PCC students. Those outcomes were (1) communication, (2) community and environmental responsibility, (3) critical thinking and problem solving, (4) cultural awareness, (5) professional competence, and (6) self-reflection. These "Core Outcomes" were loosely identified as ILOs. *Faculty in each subject area mapped their course-level outcomes to these Core Outcomes*. This mapping project was completed in 2012. Although each of the outcomes was represented in some areas, not every Core Outcome connected to content taught across the institution. When PCC took an intentional look at meaningful assessment of these outcomes, faculty realized that assessment of the outcomes would be impractical on an institutional level and PCC could not track nor measure results in a systematic way.

Advancement of Learning Outcomes Assessment. PCC participated in the American Association of College & Universities (AAC&U) Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC) in its first three years (2014-2017). This expanded faculty capacity to conduct meaningful, rubric-based assessment across multiple disciplines through use of three VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics that were the cornerstone of the national work: (1) Critical Thinking, (2) Written Communication, and (3) Quantitative Literacy. Each year PCC faculty conducted their own scoring of the same student artifacts that were sent forward to be scored by the project. This engaged more PCC faculty in rubric-based assignment design and scoring.

In the evaluation of student work via rubrics, multiple raters are important to both the integrity and the capacity of the work. Establishing inter-rater reliability is both a need and a challenge. In the third year of MSC, PCC was able to have a reasonable number of artifacts scored by two raters. The results indicated a need to look closely at internal assessment processes and underlying assumptions. To address the issue of establishing meaningful assessment of ILOs college-wide, a group was formed that included members from the EAC (Educational Advisory Committee) and LAC (Learning Assessment Council). The group, predominately faculty, is referred to as the EAC/LAC Integration Workgroup (ELIWG) and took a hard look at how learning assessment intersected with PCC's curriculum development processes and what PCC labeled Institutional Student Learning Outcomes (ISLOs).

As ELIWG worked to align Core Outcomes/ISLOs with PCC's General Education structure to ensure that students pursuing non-CTE degrees engaged in both instruction and assessment focused on ISLOs, administration asked faculty to develop outcomes and rubrics within Discipline Studies areas (i.e., general education distribution areas) that are part of statewide transfer degrees. Work at PCC shifted to designing rubrics for general education areas (Arts and

Letters; Social Science; Math, Science, and Computer Sciences; and Cultural Literacy), so that students, faculty, and scorers would understand what each criteria "looks like" in context.

General Education Outcomes Assessment. Based on its experiences with MSC and using rubrics for cross-disciplinary assessment, ELIWG determined that PCC would identify key outcomes for each Discipline Studies area of General Education: (1) Arts and Letters; (2) Social Science; and (3) Math, Science, and Computer Sciences. Work on Cultural Literacy, which crosses all discipline studies areas, was initially postponed (see below for more discussion of this designation). Faculty formed groups, referred to as DSACs (Discipline Studies Area Committees), for each of these General Education areas. Each of the DSACs convened to determine what was the most important and common outcome taught across their disciplines. They then developed common rubrics for that outcome for their Discipline Studies area. Links to rubrics are shared on the *PCC Spaces DSAC page* ("DSACs - Discipline Studies Area Committees").

GENERAL EDUCATION OUTCOMES
ARTS & LETTERS
Integrative Learning: Reflect on one's work or competencies to make connections between course content and lived experience.
SOCIAL SCIENCE
Social Inquiry and Analysis: Apply methods of inquiry and analysis to examine social contexts and the diversity of human thought and experience.
MATH/SCIENCE/COMPUTER SCIENCE
Quantitative Reasoning: Analyze questions or problems that impact the community and/or environment using quantitative information.
CULTURAL LITERACY
Cultural Literacy: Analyze and evaluate how cultural systems relate to broader social dynamics.

General Education Outcomes Assessment Pilots. Following its three-year run with the MSC, and its own "All In" assessment project in 2017-2018, PCC ushered in a new era of institutional assessment. The DSACs first piloted their new rubrics and the first drafts of their signature assignments, designed to measure attainment of the outcomes listed above, in 2018-2019. This

"College-Wide Assessment Project" is described on the *College-Wide Assessment web page*, which also includes links to summary data from the 2019 project.

With General Education Outcomes and rubrics in place for the three general education distribution areas, PCC formed a subcommittee of the Curriculum Committee to create a process for reviewing each of the courses on PCC's General Education List within this new framework. The group was called GEARS (General Education Assessment Review Subcommittee). It contained expertise from faculty involved in the Curriculum Committee, LAC, Degrees and Certificates Committee, and each of the DSACs. The group developed a process to review all existing courses contained on the General Education List over a two-year period (2019-2021). Each discipline submitting General Education courses was assigned a review month, with about three or four disciplines reviewed by GEARS each month. For each course, faculty were responsible for submitting a signature assignment (see below) that mapped to their DSAC's rubric, a statement about how the course embodies PCC's *General Education Philosophy Statement* (A107 - Associate Degree Requirements - General Education) and an updated CCOG. The relevant General Education Outcome was included as a course outcome for each course on PCC's General Education List.

This review of General Education courses by GEARS did not include review of the cross-disciplinary Cultural Literacy outcome. When the original rubric was piloted, the data showed some concerning patterns that made it clear that the dimensions being assessed were not taught in each course. Faculty decided to pause the review of this designation and take the time to re-develop the rubric. They revised the rubric and decided to re-name the outcome for this area **Social Justice**. This *rubric* is being piloted in Winter Term and Spring Term 2022. Once the rubric is finalized, PCC will develop a process for reviewing General Education courses that hold the Cultural Literacy designation.

Signature Assignments. For General Education courses, part of the outcome development process included the creation of a signature assignment that mapped to the relevant rubric and could be used to measure the specific outcome. As part of the new General Education assessment framework, **every course on the General Education List as of Fall Term 2021 must administer a signature assignment to every student every time the course is taught** to provide faculty artifacts to assess each of the Discipline Studies Area's General Education Outcomes.

Scaling General Education Outcomes Assessment. The College originally planned to collect all signature assignments, but experiences in piloting assessment processes in 2020-2021 caused PCC to pause and reconsider how and when to roll out collection of assignments at scale. One reason for this is the sheer volume of signature assignments produced at PCC, roughly 20,000 artifacts per year. In the initial pilot, PCC faculty scored over 492 artifacts. Most (n=472) of

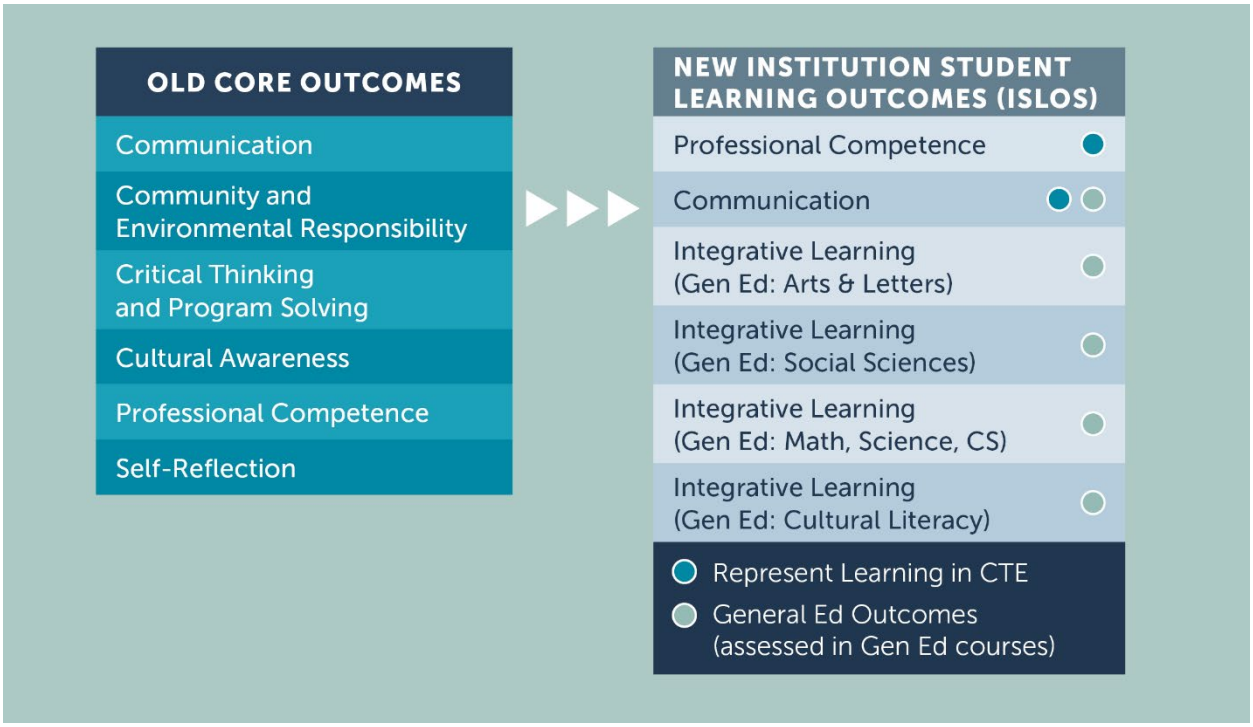
these were double scored (see *2021 data report example*). Data is summarized for sharing with the PCC community as well as discussion, use for improvement of student learning, and program improvement at course, program, and institutional levels. The *College-Wide Assessment web page* includes an example of summaries for 2019 (see "2019 College-Wide Assessment Summary Documents").

The College collected demographic information (race, Pell eligibility, gender, and age) for each student artifact that was scored in 2020-2021. PCC did not deeply analyze the data for outcomes reporting purposes because they noted significant disparities in rates of submission across demographics. For example, in a Math, Science, and Computer Science area class, 41.7% of the whole class did not submit the assignment but 80% of females did not submit. In an Arts and Letters class, faculty noticed that 53.6% of students in the course identified as underrepresented by race category, but 70% of students who did not submit an assignment identified as underrepresented by race category. For the 2021-2022 academic year, faculty are continuing a pilot process through voluntary college-wide scoring of signature assignments. Faculty are fine-tuning the logistical aspects of large-scale scoring before rolling out full-scale collection processes. Submission disparities is an identified barrier to PCC being able to fully understand how students are achieving General Education Outcomes across demographics and is something PCC plans to address before moving forward with full-scale collection of artifacts.

CTE Programs and ISLOs at PCC. With the General Education Outcomes in place, the College sought to determine if those outcomes encompassed all of PCC's institutional outcomes. CTE is a major aspect of PCC's identity as a community college and the things students learn in CTE programs are not necessarily represented in the General Education Outcomes. The College determined that assessment of learning outcomes within the General Education curriculum was not sufficiently representative of expectations for PCC learners across all degree programs. Administration engaged CTE faculty in determining which high-level outcomes best represented the learning that happens in CTE programs. Through work group sessions and discussions, CTE faculty reviewed the focal outcome selections from each CTE SAC from 2019-2020 and reviewed the *Top 10 21st-Century Skills* from the *New World of Work* curriculum. Through these discussions, CTE faculty identified the outcomes of **Professional Competence** and **Communication** as ISLOs representing teaching and learning across CTE programs. Unlike the General Education Outcomes, faculty across CTE disciplines will not necessarily use common rubrics but will instead assess each of these outcomes individually based on the competencies required in the professions for which they prepare students.

Communication ISLO. Through General Education and CTE institutional outcomes work, Communication was identified as both a General Education Outcome and an ISLO for CTE

programs. In March 2020, just prior to the pandemic, PCC was preparing to convene faculty and engage them in a process of developing dimensions and a rubric for the Communication outcome, as well as to engage faculty in considering the different ways that the outcome appears across curriculum at PCC. This work was paused with the pandemic and will be resumed in the upcoming year (2022-2023) to determine a systematic means of assessing the Communication ISLO across degree programs. Since CTE programs will use their existing assessment processes for program and degree-level outcomes to measure the Professional Competence ISLO within their field, PCC expects that they will measure the Communication ISLO in a similar manner, again focused on the key aspects of communication needed for respective CTE fields. Since both outcomes were part of the previous Core Outcomes, CTE SACs largely have robust tools already in place to assess these outcomes and using those assessment results.



Institutional Learning Outcomes: Accomplishments and Opportunities

The College has established ILOs (ISLOs at PCC) for all degree programs **[Relates to ER 5]**. Authentic methods of assessment are implemented for General Education and CTE **[Relates to ER 5]**. Courses are mapped to ILOs and assessment practices are integrated in annual program reviews. These practices are established, followed, monitored, and used to inform improvements (see also *Standard 1.C.7 - Use of Learning Assessment Results*). Cross-disciplinary review and co-planning for improvements takes place through the LAC. However, PCC continually sees opportunities for improvement through continued refinement of processes

and practices, including deeper dives into disaggregated data to identify opportunity gaps and use of SLOs assessment data to inform interventions to eliminate disparities.

1.C.7 – USE OF LEARNING ASSESSMENT RESULTS

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

The College has made significant progress in the last few years toward building a culture of meaningful and authentic assessment and of using the results both to improve student learning outcomes and to inform college-wide planning and decision-making. It has done this through collective efforts to create more transparency in data collection and results, distribution of that data, and use of that data to inform decisions. The College uses several types of assessment efforts to inform academic program and learning-support planning, including **annual program and discipline review** (see *Standard 1.C.1 – Programs*), **learning outcomes assessment processes** (see *Standard 1.C.2 - Credit, Degrees, Certificates, and Credentials* and *Standard 1.C.6 – Institutional Learning Outcomes)*, PCC's evolving **college-wide institutional effectiveness model** (see *Standard 1.B.2 – Meaningful Goals, Objectives, and Indicators* and *Standard 1.B.3 - Inclusive Planning Process)*, and better operational alignment as an outcome of the **One College reorganization** (see *Institutional Changes since the 2015 Comprehensive Report, One College for Equitable Student Success*).

Academic Programs

The College uses student learning outcomes assessment results in multiple ways both within programs or disciplines and across them **[Relates to ER 5]**. Annual program and discipline reviews and updates (APUs and ADUs) are carried out by faculty who teach in the area. Assessment results are used within programs and disciplines to improve learning through course redesign, changes in course sequences, new teaching practices, and revised program design. General Education Outcomes assessment by multi-disciplinary DSACs engage faculty across disciplines to use assessment results to inform and improve learning for students within Discipline Studies areas. Faculty teams representative of the courses that comprise each area co-plan for improvements, including curricular improvements within courses, disciplines, and general education areas.

Use of Assessment Results within Programs and Disciplines. The case studies below demonstrate the use of student learning outcomes results to inform and improve teaching and learning over time in a CTE program and a transfer (LDC) discipline.

Computer Information Systems (CTE). In 2020-2021, the Computer Information Systems (CIS) SAC carried out a reassessment of Teamwork, one of the outcomes of its capstone course, CIS 234A. The SAC's initial Annual Program Update (APU) the year before had yielded good results but prompted the SAC to consider ways in which students could be more systematically and consistently given opportunities to communicate as teams. The COVID-19 pandemic disrupted the SAC's plans, since the course had to be offered entirely online, but CIS faculty quickly adapted and set up a new requirement for students to meet weekly (using technology) in "stand up" meetings discussing their progress on course projects. CIS faculty were present during these meetings and, at the end of the term, used the VALUE rubric for Teamwork to assess student performance over the course of the term.

This reassessment project accomplished two things: (1) it prompted the faculty to create more effective avenues for communication between students on teams; and (2) even though the overall rates of student achievement reached benchmark levels in almost all of the rubric's dimensions, scores were slightly lower in students facilitating one another's work. CIS faculty concluded that the meetings should be altered slightly to afford more opportunities for back-and-forth collaboration between students that could improve that dimension. Changes in instruction and the structure of the capstone course helped students achieve an important program outcome. The project was not just about verifying how well students were already doing but taking concrete steps to improve student performance.

Economics (LDC). The 2019-2020 Economics assessment project focused on a key outcome ("Understand market structures and market power") in their highest-enrolling course, EC 201 Principles of Economics: Microeconomics (4 credits). EC 201 faculty administered a quiz, which was also a regular graded assignment in classes, along with a short survey related to potential determinants of student success. Analysis of results indicated that that the vast majority (86%) of students met or exceeded their benchmark, but one question's design appeared flawed, based on biserial correlation analysis. Survey data showed correlation between a student's previous coursework in math and how well they scored on the quiz.

Based on their analysis of assessment results, faculty proposed that inclusion of a math skills review and revision of the quiz question would improve student learning. Prior to Winter Term 2021 (reassessment) they made changes in the course (addition of a math skills review) and quiz design (randomizing the order of response options). The reassessment data indicated an overall improvement (86% to 93.6%) in student achievement over the previous year's results,

that quiz re-design improved assessment validity, and the math review did not have a statistically significant impact on student performance. Therefore, faculty will implement more instructional changes, conduct learning assessments, and complete rigorous analysis of results to identify plans of action to improve student learning and close identified equity gaps.

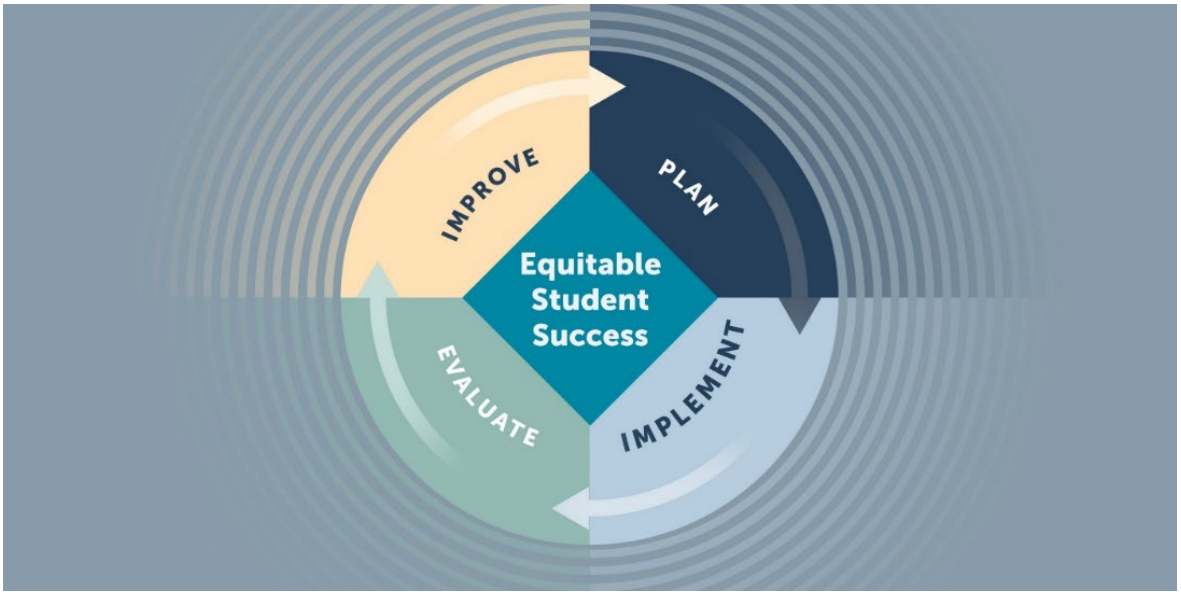
These assessment projects demonstrate ways programs/disciplines are "closing the loop" for learning outcomes assessment at PCC: measuring student achievement of an outcome, making concrete changes in instruction to help students achieve the outcome, and measuring to see if those changes succeeded. To support SACs with these activities, the LAC has developed *course-like materials* to support the assessment-reassessment process that are quite comprehensive.

Cross-Disciplinary Use of Assessment Results. A primary purpose of the LAC is to demonstrate that PCC students are learning what the College says they are learning (i.e., achieving learning outcomes) and to make improvements where needs for improvements are identified (see *Standard 1.C.5 – Effective System of Assessment* for more discussion of the LAC). Council members are predominantly faculty from across CTE programs and LDC disciplines (see *Members of the Learning Assessment Council 2020-2021* example).

The *mission and bylaws of the LAC* ("Final Guidebook and By-Laws") identifies the value and role of learning assessment across PCC as being to "continually improve teaching and learning" at PCC. Methods of assessment should be "meaningful, useful, and respectful to faculty and students" to measure learning that is complex, multi-dimensional, and ongoing. The LAC is committed to monitoring national and international conversation around assessment and accountability in higher education, assisting PCC faculty members in their awareness and understanding of, and participation in, this conversation; and maintaining student learning outcomes assessment as faculty work. The LAC is the primary vehicle for examination, discussion, and use of outcomes assessment results across the institution. As discussed in *Standard 1.C.1 - Programs* and *Standard 1.C.5 – Effective System of Assessment*, the multi-disciplinary Curriculum Committee and Degrees and Certificates Committee as well as the EAC itself all engage in use of learning assessment results to inform improvements at course, program, and institutional levels.

Institutional Support for Continuous Improvement. PCC's strategic initiative and plan to further systematize and regularize the processes of assessment, including student learning assessments, will provide a framework of shared values, beliefs, and practices that will drive evidence-based continuous improvement (see *Standard 1.B.1 – Continuous Improvement Process*). As part of PCC's One College model (see *Institutional Changes Since the 2015 Comprehensive Report, One College for Equitable Student Success*), PCC created a Dean for Academic and Student Affairs Operations. One of the responsibilities for this position is to

identify and prioritize resources to support student learning, retention, and success. As programs and disciplines identify resource needs to support student learning and success through the annual review processes described above, those recommendations can be assessed holistically college-wide in relation to the PCC mission, goal attainment, and strategic plan. General Fund resources, Perkins-funded equipment dollars, professional development and training funds, and grants can be allocated strategically, as appropriate, based on the needs identified through the program review processes, including professional development and training needs that directly support improved student learning.



Learning Support Practices

Results of student learning outcomes assessments are also used, along with academic and non-instructional program reviews, to inform and improve learning support practices. For example, the Anthropology SAC worked with the Library to embed a library research module with a discussion board area in Anthropology 101 along with additional targeted instruction. Re-assessment results showed marked improvement. It was clear that the library tutorial and "ask a librarian" discussion forum both have had a positive impact on student learning. The future integration of the library tutorial and the "ask a librarian" discussion forum into more anthropology classes is indicated and has been recommended by faculty.

The One College reorganization established a Teaching and Learning Support Division, led by Executive Dean Sarah Tillery, with student learning outcomes assessment along with learning support (e.g., tutoring and other academic support services, the Library, testing services, and teaching and learning centers for faculty) in one administrative area. This will facilitate more

holistic evaluation of learning support practices inside and outside classes. However, even before this change, results of student learning assessments within courses were being used to improve services. For example, the Student Learning (Tutoring) Centers program review in 2019 discussed the use of course-level assessment results to inform a pilot to increase student outcomes in MTH 95 through in-person supports such as embedded tutoring, workshops, and supplemental instruction. Improved student outcomes data were leveraged to inform resource allocations to support improvements that were feasible to scale. A suite of MTH online resources specifically aligned to CCOGs was created, first funded through a campus-based Math Department and since awarded a State Open Education Resources grant, to expand the site for students enrolled in all levels and types of mathematics courses. The developer worked closely with Disability Services to ensure the resource meets standards for accessibility. Providing academic support services specifically focused on math remains one of the largest areas of tutoring and supplemental support that the learning centers provide their campuses.

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Building 9, Rock Creek Campus

1.C.8 – TRANSFER CREDIT AND CREDIT FOR PRIOR LEARNING

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Transfer Credit

PCC has an established *Transfer Credit Standards* and *Transfer Credit procedures* that are clearly defined, easily accessible, and ensure comparable quality. Students may request to have prior college coursework evaluated at any point in their PCC experience post-admission. Coursework taken at other institutions is considered for transfer if it meets the established requirements of having a minimum grade of C- or higher, as documented on a submitted official transcript from the sending institution. Students may submit official transcripts and request evaluation of their transfer credit at any time prior to graduation.

Faculty subject-matter experts, typically faculty department chairs or *SAC* chairs, establish transfer credit equivalencies. If a course is articulated as equivalent to a PCC course, it is added to the transfer credit articulation database, maintained by the Office of the Registrar. The Office of the Registrar facilitates periodic review of existing articulations in the database by faculty to ensure continued alignment between transfer courses and the PCC curriculum.

Credit for Prior Learning (CPL)

Other forms of prior learning are also considered for credit through established processes of review. Credit by exam, such as Advanced Placement (AP), International Baccalaureate (IB), and the College Level Exam Program (CLEP), is awarded upon submission of official scores to the Office of the Registrar. Minimum cut scores for *AP exams, IB exams,* and *CLEP exams* are determined by faculty subject-matter experts and published on the *Student Records web pages*. This is done in alignment with Oregon's statewide policies on *AP/IB course credit* and *college credit while in high school.*

The College has a formal *Credit for Prior Learning policy* (C102 - Credit for Prior Learning) and related *student procedures* that clearly map out the processes for applying for prior learning credits. PCC categorizes prior learning into two areas: (1) **institutionally-assessed credit**, awarded through a course challenge process, and (2) **externally assessed credit for prior learning**, which encompasses industry certifications, professional licensures, American Council on Education

(ACE)-recommended credits, and other forms of credit by examination. For both categories, faculty subject matter experts determine the content and outcome objectives that need to be met to award credit. For institutionally-assessed prior learning, faculty subject-matter experts build an assessment tool to evaluate student learning and determine if awarding equivalent PCC credit is appropriate. For externally assessed credit for prior learning, faculty subject-matter experts determine minimum standards for awarding credit.

The College continues to refine CPL procedures. Development of a web-based process for internally assessed CPL is underway. Utilizing the AODocs platform, Student Records is transitioning away from paper-based processes into a modern, transparent, and trackable system for managing these assessments.

Transfer Credit and CPL: Accomplishments and Opportunities

The College has clearly defined, widely published, and easily accessible policies and processes for transfer of credit and CPL that ensure academic quality and comparability. The Office of the Registrar is responsible for review and implementation of the relevant policies and student procedures. These processes engage faculty in determining comparable quality on an ongoing basis. However, the College has identified an opportunity to increase the efficiency of CPL processes and is currently implementing improvements to do so.

1.C.9 – Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

This standard is not applicable to PCC.

STANDARD 1.D. STUDENT ACHIEVEMENT

1.D.1 – STUDENTS

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Recruitment and Admissions

The College recruits and enrolls a diverse community of learners. Outreach efforts are led by the *Admissions and Recruitment Team* ("Visit PCC - Connect with Admissions") and represent college-wide program offerings and educational opportunities to key learner populations, including:

- Outreach and connection to the 168 high schools in PCC's service area, supporting first-time student enrollment;
- Collaboration and programming with community-based organizations, government entities, and employers, supporting adult and returning student enrollment; and
- Remote and virtual programming, supporting online learners, which has become more significant in the COVID-19 pandemic.

An intentional, focused, and comprehensive *Admissions and Recruitment Plan* is updated annually and guides college-wide outreach and recruitment efforts. The plan promotes equitable access and targets the primary populations of high school students, adult learners, and online learners. These efforts include integration of recruitment college-wide, particularly across student services and academic affairs units. For example, a comprehensive review and revision of academic program web pages was started during the 2020-2021 academic year and continued in the 2021-2022 academic year. This work was completed in late 2021. The team enhanced all 96 program pages to include critical program and career information. See *Addiction Counseling*, *Fire Protection*, *GIS and Geospatial Technologies*, *Veterinary Technology*, and the *ASL/English Interpreting Program web page* with its *award requirements* integrated from the current online Catalog.

Admissions and recruitment efforts are evolving with the One College reorganization and 2020-2025 Strategic Plan. Analysis and action to centralize many functions that have historically been

embedded within CTE programs is in process. The goal is a more-consistent admissions process for all closed and limited entry programs and leveraging PCC's constituent relationship management (CRM) system to support enrollment and user experience.

The College adopted its first CRM solution, EnrollmentRx, in 2018. Prospective student interest is tracked beginning with requests for information (RFI), through the application process, to registration and enrollment. The EnrollmentRx platform manages targeted communication plans via email and text message campaigns. PCC is committed to improving and scaling the use of this type of platform as a critical enrollment management strategy.

The College's last Strategic Enrollment Management Plan (2018-20) was focused on establishing systems and models (data and processes) to support enrollment management at PCC, including the acquisition of technology-based tools to support student enrollment and retention. It was intended to provide short-term goals and strategies to stabilize enrollment. It most significantly informed the Admissions and Recruitment Plan, which continues to be updated annually. The intention was to bridge efforts leading to a more robust data-informed comprehensive Strategic Enrollment Management Plan and capacity for ongoing enrollment management at the College. That bridge lengthened due to impacts of the COVID-19 pandemic and academic and student affairs reorganization. Current strategic enrollment management planning is now fully underway as a *key strategic plan priority project* ("Projects Funded with Strategic Investment Funds"). The *Strategic Enrollment Management project's 2021-2023 Action Plan* details a multi-phased approach that will result in a new, comprehensive Strategic Enrollment Management (SEM) Plan in 2022-2023. A recent (February 2022) *update to the PCC Board of Directors on strategic enrollment planning* discusses SEM, the regional and national enrollment contexts, the College's approach, and PCC's progress.

Orientation and Onboarding

Once admitted, all new students must complete an *online orientation* as part of PCC's new student onboarding process. New students are not able to register or gain access to their institutional email account until the orientation is completed. For students taking online coursework there is a separate required orientation, the *Virtual Backpack* ("Virtual Backpack: The Start Guide for Online Learning"). An expanded orientation curriculum with information on college processes, resources, and student success strategies is also available to students and is incorporated into various courses and student retention programming (see *Panther Tracks: Guides to Student Success*). Additionally, a *strategic planning project* ("New Student Onboarding Process") is underway to build and refine existing onboarding efforts, expand offerings to every student through various modalities and formats, and provide content that is relevant to the student.

The College introduced *New Student Advising and Registration Sessions* (NSARs) in 2019, adding *additional programming* to support new student onboarding. NSARs are currently designed to support new students without prior college experience or credit. Work is underway to expand NSARs and make completion a mandatory momentum point activity for most students. This effort is aligned with One College organizational redesign and another component of the *"New Student Onboarding Process"* strategic planning project.

Additionally, various programs have specialized orientation programming to assist in welcoming new students and setting them up for success. New students from outside the United States, attending PCC on an F-1 student visa, participate in a robust *orientation program for international students* ("International Students: Orientation Week"). Many CTE programs, such as *Interior Design* (ID), *Nursing* (NUR), and *Microelectronics* (MT), also provide contextualized orientation experiences for students entering their programs.

Course *placement* ("Placement at PCC") is part of the onboarding process for all new students. PCC uses multiple measures to support a student and advisor-assisted evaluation of appropriate placement for courses in which the student is academically prepared and has potential to benefit. The shift to remote operations during the COVID-19 pandemic created the need to adapt elements of course placement, such as pausing the use of Accuplacer placement tests for reading and writing and elevating the advisor-assisted placement process. Refining and improving the course placement experience and outcomes for students is part of the new student onboarding priority project work identified in the 2020-2025 Strategic Plan.

All credit seeking students are assigned an academic advisor or coach by the end of the third week of their first term enrolled in courses. Advisors and coaches utilize the case management tools in EAB Navigate to proactively engage students around clarifying goals, for developing and maintaining an academic plan, and for identifying and referring to critical support resources throughout each student's collegial journey at PCC.

Students: Accomplishments and Opportunities

The College recruits and admits diverse students who have the potential to benefit from PCC's educational offerings. The intentional and focused *Admissions and Recruitment Plan* identifies multiple groups of potential students and is coordinated with other student service units and academic programs. PCC's required online orientation for all new students ensures they receive timely, useful, and accurate information to support equitable student success. Other onboarding experiences offer customized (e.g., online learning, closed and limited entry programs) and expanded (e.g., Panther Tracks guides) orientations. All orientations are designed to help students understand requirements related to their programs of study. NSARs

provide additional programming to support onboarding. Contact with academic advisors now occurs systematically and continues throughout each student's career at PCC. The College is currently pursuing opportunities to strengthen SEM, the onboarding process, and NSARs.

1.D.2 – STUDENT ACHIEVEMENT

> *Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).*

The College defines **equitable student success** to mean that: "**Our student population reflects the diverse communities that we serve, our students graduate at a constantly increasing rate and disparities in student outcomes are significantly reduced or eliminated.**" PCC's student achievement indicators align with the College's student-centered mission and focused commitment to "One College for Equitable Student Success" **[Relates to ER 6]**. These measures further define a subset of the institutional equitable student success metrics at the course, program, and student cohort levels. Where possible, the indicators are disaggregated by one or more of the following characteristics: race, ethnicity, gender, first-generation status, age, and Pell grant status, used as a proxy for socioeconomic status **[Relates to ER 6]**.

Indicators of Student Achievement

Because of the centrality of equitable student success to PCC mission fulfillment, a common set of indicators, the *Equitable Student Success (YESS) Metrics*, are both PCC's indicators of student achievement and core to PCC's evaluation of institutional effectiveness (see *Standard 1.B.2 - Meaningful Goals, Objectives, and Indicators*).

The **YESS Metrics** are regularly shared as part of PCC's ongoing work to advance equitable student success college-wide. For example, PCC held a YESS Summit in 2019 and invited the entire PCC community to look at equitable student success. In a break-out session, student achievement stakeholders engaged in looking at the YESS Metrics and preliminary data reports. Participant insights on the metrics (indicators) were gathered to inform their further refinement and future use.

EQUITABLE STUDENT SUCCESS (YESS) METRICS

Credits Successfully Completed

Successful completion of attempted credits propels students toward the achievement of their educational goals. The higher the credit completion rate, the greater the likelihood students will efficiently progress through their academic pathway saving time and financial resources.

High Enrolling Course Success Rates

Given most students enroll in more than one "high enrolling course" during their time at PCC, improvements in these course success rates have the potential to impact a large number of students.

Retention

Attending college for longer than a single term is generally needed for new students to achieve their educational goal. Additionally, when students re-enroll the next immediate term, they are more likely to continue their successful academic progression.

Graduation and Transfer

Graduation rates are typically based on a group of students known as a cohort, whose educational progress is tracked for a fixed period of time. However, students may choose to transfer before completing a community college credential.

Momentum Points

Students who are first time ever enrollments in college are grouped as a cohort. Progression based on the following metrics is tracked through the end of the cohort's first fall term and first academic year.

YESS Momentum Points Defined

By end of first term, successful completion of:

- 6 or more college credits
- 12 or more college credits

By end of first year, successful completion of:

- College math (100-level or higher)
- College writing (121-level or higher)
- Both college writing and math
- 24 or more college credits
- 36 or more college credits
- 45 or more college credits

The publicly-accessible YESS web pages provide information on *why equitable student success matters* ("Why We Are Committed to YESS") and *how the YESS Metrics measure progress* ("Measuring Our Progress") in easily understood language and graphics. Additionally, these indicators of student achievement are integrated into assessment and planning processes such as PCC's new academic discipline and program review model (see *Standard 1.C.1 - Programs*) and strategic planning (see *Standard 1.B.3 - Inclusive Planning Process*). This broad engagement

with the indicators empowers faculty and staff to examine, make meaning of, and ultimately make necessary changes in their own practices to improve student outcomes.

Since the establishment of the YESS Metrics, the Board of Directors has received regular updates. Throughout the last five years, updates have served to keep the Board and community informed of not just progress, but the learning journey the College is on through the development and refinement of the metrics. The Board's strategic calendar includes updates on YESS, including the equitable student success metrics, at least annually (usually in December or January). For example, Vice President for Academic Affairs Katy Ho and Interim Vice President for Student Affairs Heather Lang provided a video update in December 2021 on *"Measuring Equitable Student Success"* to the PCC Board.

EXAMPLES OF INDICATORS OF STUDENT ACHIEVEMENT	
Persistence	course-level pass rates, successful credit completion rates, achievement of various credit thresholds (first term and year), completion of gateway math and English courses
Retention	Fall to Winter Term continued enrollment, first Fall Term to second Fall Term enrollment
Completion	credential award counts and graduation, transfer no degree, combined graduation transfer rates

Student achievement at PCC is also viewed through other widely shared and publicly available indicators of PCC student success. These include *academic discipline and program review data sets*, *Oregon Pathways dashboards*, *Federal (IPEDS) Reports*, and performance measures in various grant accountability reports. The table above lists examples of PCC student achievement indicators as they pertain to persistence, retention, and completion.

The College joined the *Postsecondary Data Partnership (PDP)* in 2021. The PDP enables participating institutions to explore progress and achievement data through interactive dashboards. As a member of the first cohort of NWCCU's PDP Accelerator, PCC has completed systems analysis, programming, and submission processing steps for PDP participation, resulting in new internal-to-PCC and limited *public PDP dashboards*. Once PCC's phased implementation of the PDP is complete, comprehensive dashboards will expand the availability of, and access to, disaggregated progress and success metrics. Next steps for completing PCC's implementation include:

- Revisiting the College's interpretation of the cohort definition and selection processing;
- Identifying gateway math courses across all PCC degree and certificate programs; and
- Possibly recreating the existing dashboards with revised and updated files.

Comparison to Regional and National Peers

The College's YESS Metrics were established and refined through study of best practices for meaningful indicators, input from the College community on relevance for PCC, and examples of measures being used by other colleges. Concurrent engagement with *Achieving the Dream* and the *Oregon (Guided) Pathways Project* also informed PCC's efforts.

Based on IPEDS data, PCC identified regional and national peers for comparison of student achievement results. *Standard 1.B.2 - Meaningful Goals, Objectives, and Indicators* includes information on criteria used by PCC to identify these peer groups. PCC's Office of Institutional Effectiveness maintains a *Beyond PCC web page* that includes *identified peer colleges* and provides peer college data on select indicators.

As PCC moves forward with PDP implementation, institutional effectiveness, and strategic planning projects, the College will have an opportunity to review its selection of national and regional peers for relevancy. This might include discussion of the appropriateness of using the same peers for comparison regarding both institutional effectiveness and student achievement as well as identifying aspirational peers who have succeeded in closing equity gaps.

Disaggregated Achievement Indicators

In keeping with the College's commitment to equitable student success (i.e., promoting equitable outcomes), the YESS Metrics and other indicators of student success shared with the PCC community are disaggregated whenever possible. For example, *YESS Metrics summary reports* include trended data and equity gaps disaggregated by race and ethnicity, gender, and Pell grant status (see *Credits Successfully Completed*, *Retention*, *Momentum Points*, *Graduation and Transfer*, and *High Enrolling Course Success Rates* examples). Additional disaggregated data (e.g., enrollment intensity, momentum points) can be accessed through the Argos Reporting Tool used by PCC faculty and staff. YESS Argos Reports are also compatible with Banner (PCC's enterprise and student information system) population selections to facilitate further disaggregated data analysis by course, program, and other student characteristics. PDP data is disaggregated by enrollment intensity, age, race, ethnicity, gender, grade point average, Pell grant status, and first-generation status. Once finished, PCC's PDP dashboards will be widely shared and integrated into existing institutional effectiveness and student achievement resources as the primary tool for accessing disaggregated cohort-based achievement.

Additionally, PCC's *Oregon Pathways Dashboards* display early momentum metrics the College reports to the Oregon Student Success Center as part of the Oregon Pathways Project. These metrics are similar, but slightly different, from PCC's defined momentum points and PDP early momentum metrics. In addition to the consistent use of disaggregated data on YESS Metrics, access to other disaggregated indicators and the ability to customize data reports empower faculty and staff to use multiple sources and comparisons with other institutions for analysis of equity gaps at PCC and specifically in their areas of operation. This empowers them to identify inequities and make data-informed decisions to improve equitable student achievement. See *Standard 1.D.4 - Use of Student Achievement Indicators* for specific information and examples of use disaggregated data to inform and assess student achievement improvements (see also *Standard 1.B.1 – Continuous Improvement Process* and *Standard 1.C.7 - Use of Learning Assessment Results* for more general examples of disaggregated data use).

Indicators of post-graduation student achievement, such as certification and licensure exam pass rates across programs, employment outcomes, and completion of a baccalaureate degree, are not yet widely available at PCC. Oregon's *State Longitudinal Data System* is designed to track students from K-12 to higher education to the workforce. Once this is open for individual college use, employment and subsequent degree completion outcomes can be explored as measures. Additionally, in time, the PDP dashboards will also include baccalaureate degree counts that can be disaggregated by student demographic characteristics.

Indicators of Student Achievement: Accomplishments and Opportunities

The College has a set of equitable student success indicators (YESS Metrics) that are its key indicators for student achievement **[Relates to ER 6].** These are shared widely, integrated into institutional processes college-wide, and regularly and systematically used in engaging student achievement stakeholders in discussion of equitable student success. Indicators were established in comparison with peer institutions, regional and national peers have been identified, and several relevant indicators are compared. Results are shared on the PCC website and data on indicators are disaggregated whenever possible by race and ethnicity, gender, and Pell grant status. In keeping with PCC's commitment to equitable student success, including identifying and closing opportunity gaps, they are used to inform and promote equitable student achievement through broad engagement of stakeholders at course, program, department, division, and institutional levels. These indicators are central to evaluation of institutional effectiveness and student achievement across PCC. The College sees opportunities for improvements in two related areas. Regional and national peers need to be regularly reviewed and PCC is considering adding a set of "aspirational peers" who have succeeded in

closing opportunity gaps. Additionally, indicators of post-graduation student achievement (e.g., employment, earnings, baccalaureate degree completion) should be explored.

1.D.3 – DISAGGREGATED INDICATORS OF STUDENT ACHIEVEMENT

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Sharing of Student Achievement Results

In addition to the indicators being shared widely, see *Standard 1.D.2 - Student Achievement*, YESS Metrics data are regularly shared and reported on in various ways college-wide and within program areas as part of PCC's ongoing work to advance equitable student success **[Relates to ER 6]**. For example, a recent communication to all staff from academic and student affairs leaders invited the entire PCC community to look at the documented *PCC YESS* work and milestones, including **YESS Metrics** and the use of that data to measure equitable achievement and progress toward equitable student success goals. and strategic planning (see *Standard 1.B.3 - Inclusive Planning Process*). For example, they are institutional-level measures for assessment of strategic planning projects as illustrated on the *How We Measure: Strategic Planning Metrics web page*. Additionally, **ADU and APU disaggregated data** is shared with programs and disciplines as part of the annual review process (see *Standard 1.C.1 - Programs*). The regular sharing of disaggregated data on student achievement indicators supports faculty in promoting student achievement, removing barriers, and mitigating perceived gaps in achievement and equity.

The whole of the *PCC YESS movement* has revolved around the sharing and use of disaggregated student achievement indicators data to prompt stakeholder discussion, identification of disparities in student achievement, use of additional data to "drill down" and further refine issues and potential solutions, and assess impact once improvements are implemented **[Relates to ER 6].** Recently, the Board of Directors was presented with an *update* (December 2021) on the state of equitable student success at PCC. In this update, a few of the metrics were highlighted and put into context of where PCC is in relation to external dynamics such as the pandemic and demographic shifts over the last several years. See *Standard 1.D.4 - Use of Student Achievement Indicators* for further discussion and examples of use of indicators to improve student achievement.

Aligning and Benchmarking Against Peers

The College compares data on its indicators of student achievement with established regional and national peer groups and shares the results via its website for internal and external audiences. For example, the Office of Institutional Effectiveness *Beyond PCC web page* includes *identified regional and national peer colleges* and provides access to peer college data on select indicators:

- *National and Regional Peers - Retention*
- *National Peers – Graduation and Transfer*
- *Regional Peers – Graduation and Transfer*
- *Customized National Peer Data Feedback Report*

The Beyond PCC web page also provides links to Oregon data (*Oregon Community Colleges Data Mart*, *Oregon Higher Education SnapShots*) and information on US Census Bureau data tools for accessing disaggregated data for comparative analysis. These sources facilitate comparison of disaggregated data on similar achievement indicators to be used for data-informed decision making and comparisons. Once PDP dashboards are made available college-wide, most dashboards will include a benchmark view which compares the College's data to other PDP participating colleges.

Comparison of disaggregated student achievement data with peer colleges also happens as part of programmatic improvement initiatives. For example, a Math YESS Team began by looking at disaggregated student achievement data to identify opportunities to increase student success overall and mitigate equity gaps. From institutional YESS Metrics data, the team moved to deeper analysis of barriers to equitable student success within their program, comparable results at peer colleges, and results of improvements at peer colleges to address similar disparities. Disaggregated data was to build a case for removal of MTH 20, a developmental education course with low pass rates, especially for students from historically marginalized groups. They also recommended that PCC change the default for the standard General Education prerequisite from placement into MTH 60 or 65 (Algebra courses) to placement into MTH 58 (a non-STEM course) or higher.

The recommendations were forwarded to PCC administration for response and action. The result was approval and PCC is moving forward with this recommendation. An implementation team (led jointly by the Division Director for Curriculum and Transfer Innovation, Program Dean for Math, and Program Dean for related programs) is being assembled now to prepare to roll out this change for the catalog year 2023-2024.

The College currently uses the median performance of its identified peer college groups as its threshold target for indicators of student achievement. It has established a definition of **equity gaps** as "any disparity in a metric like graduation rate or term-to-term persistence along racial, socioeconomic, gender or other demographic grouping." Eliminating those gaps is the aspirational benchmark for all student achievement indicators. See PCC's *Student Success web page* for additional context. The College shifted to focusing on use of a defined set of disaggregated indicators to advance equitable student success relatively recently (*ca.* 2017) and even more recently (*ca.* 2020) shifted to aligning indicator results against intentionally-selected peer colleges. Alignment and benchmarking of disaggregated student achievement data against peer institutions also happens at PCC as groups identify equity gaps and seek to develop, implement, and assess changes in processes, policies, and practices to promote achievement and close gaps. Moving forward, PCC will intentionally select and regularly review regional and national peers for benchmarking to ensure appropriate and meaningful benchmarking practices, including identification of "aspirational peers" that have successfully closed equity gaps in student achievement related to each indicator.

Disaggregated Indicators: Accomplishments and Opportunities

The College publishes disaggregated results for student achievement indicators on the PCC website, shares data broadly, and provides easy to access and understandable results for internal and external audiences. PCC has aligned its indicators against regional and national peers and information is shared on the public website. The College benchmarks by assessing its position as above or below the median of its set of peers. The next step will be for the College to use these results, review the relevance of its national and regional peer groups, and consider the use of multiple peer groups for setting appropriate threshold and aspirational targets.

1.D.4 – USE OF STUDENT ACHIEVEMENT INDICATORS

> *The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*

Use of Disaggregated Indicators

The College identifies and publishes a set of indicators of student achievement known as the "equitable student success (YESS) metrics" across PCC. This common set of disaggregated indicators (YESS Metrics) are used for continuous improvement by informing planning, decision making, and allocation of resources college-wide as demonstrated throughout this report (in

particular, see *Standard 1.D.2 - Student Achievement* and *Standard 1.D.3 - Disaggregated Indicators of Student Achievement*). The following narrative focuses on the use of these disaggregated metrics specifically as indicators of student achievement **[Relates to ER 6].**

YESS at PCC. The College joined Achieving the Dream in 2017, and since that time has been talking more openly about achievement data and how to democratize that data for decision makers across the College. Additionally, PCC has reorganized academic and student affairs areas to support looking at and critically analyzing the data more significantly. PCC is now acutely aware that disaggregating data is critical for efforts to achieve equitable student success. This work is ongoing and is known as the *YESS: Yes to Equitable Student Success movement* at PCC. The entire YESS effort is about interpreting disaggregated data on these indicators to identify systemic challenges and opportunities to improve overall student achievement and close equity gaps.

In 2020-2021, there were *26 YESS Teams* made up of PCC faculty, staff, and administrators working to make progress in the phased implementation of Academic and Career Pathways (ACPs) and a variety of other initiatives focused on improving equitable student success outcomes (i.e., to improve performance on student achievement indicators and close equity gaps). These included *20 ACP Implementation Design Teams* working to establish a continuous improvement model to develop pathway structures and improve the student experience to advance equitable success at PCC. Examples of work by these and previous YESS teams (e.g., Data, Advising Redesign, MTH, WR, Student Onboarding) are included throughout this report. In 2021-2022, YESS Teams are being replaced by representative, cross-functional stakeholder work teams organized around the 2020-2025 Strategic Plan projects (see *All Strategic Planning Projects*). This organization reflects the evolution of PCC's approach to realize equitable student achievement goals.

The *Academic and Career Pathways Design Process* illustrates an example of the use of disaggregated student achievement data for ongoing planning, decision making, and resource allocation as well as inspiring deeper data-informed efforts to advance equitable student success. Nearly 140 faculty, advisors, student service and workforce practitioners, and administrators participated in 20 different design teams with the charge to identify strategies, systemic implications, and recommendations to guide the implementation and continuous improvement of ACPs. Teams analyzed multiple quantitative and qualitative data sources and ultimately established Program Evaluation Tools (PETs) that deeply reflect equity, culturally responsive and inclusive practice, and enhanced systemic support for underrepresented students. The *ACP CORE Program Evaluation Tool* is an example of this work. The effort resulted in a comprehensive *YESS ACP Implementation Design Action Plan*, which extensively maps ACP

intended outcomes to the College's 2020-2025 Strategic Plan initiatives and strategies. The PETs and Action Plan are being used as framing documents for the *current strategic planning project* "Academic and Career Pathways Cross-Functional Operating Teams" and other strategic projects.

Examples of Disaggregated Data Use at PCC	
Current	**Under Development**
• YESS to Student Success (YESS) metrics • Annual Program Review of academic programs (APU/ADU data) • IPEDS reporting • Oregon Pathways Project • Institutional Effectiveness (practices, in general) • *Strategic planning project metrics* • Postsecondary Data Partnership and Complete College America (currently in implementation)	• Program Review for student services and other areas of the College are in the planning stages and anticipated to be in place by 2023. • A unified continuous improvement process with a framework for the College as a whole that centers equitable student success is part of a strategic plan initiative. Project activities began in Winter Term 2022.

Other Uses of Disaggregated Achievement Indicators at PCC. The table above provides examples of both established and emerging practices across the College that use disaggregated achievement data to focus on equity and closure of gaps. As part of the College's efforts to make existing data more transparent, PCC regularly publishes information on student success and achievement within programs on its web pages for *Institutional Effectiveness*. These *data* are updated annually in PCC's new APU and ADU reviews. Data can be filtered multiple ways so that program faculty can more easily see the impact of their work and to identify areas for improvement. *Annual Program Update Profiles*, used in these reviews, include course success rates disaggregated by delivery mode and student gender, race, ethnicity, and Pell status. These student achievement indicators, at the subject course level, enable faculty to "find the actionable N" for identifying and making changes to improve outcomes and narrow equity gaps. The academic program review process and use of results for ongoing planning, decision making, and resource allocation is discussed more in *Standard 1.C.1 - Programs*.

Processes and Methodologies

The College's processes and methodologies for collecting and analyzing the indicators of student achievement are transparent and they were specifically designed to inform strategies and allocate resources to mitigate gaps in achievement and equity. YESS is PCC's roadmap to dismantling barriers and building inclusive systems of education and support through evidence-informed decision-making using disaggregated data. In 2017-2018, the YESS Data Team led efforts to develop indicators of equitable student success (achievement). Their *efforts were framed by questions* related to (1) increasing the rate of achievement of students' goals and (2) eliminating outcome disparities between average rates of achievement and the rates of achievement for marginalized students.

In that first year, the Data Team was charged to "examine quantitative and qualitative data to develop a candid analysis of student outcomes (with a special focus on low-income students, students of color, and others who face barriers to success) and present findings in clear and concise ways to inform work of the YESS Team." Multiple stakeholder groups provided input to the Data Team to inform identification of meaningful indicators for PCC. The result is illustrated in the "Equitable Student Success (YESS) Metrics" diagram in *Standard 1.D.2 – Student Achievement, Indicators of Student Achievement*. In 2018-2019, the Data Team shifted its focus to increasing data and information literacy related to equitable student success and supporting the use of the identified metrics. In 2019-2020, YESS efforts moved on to focus on facilitating data access across PCC (Tech Team) and use of the metrics and disaggregated data by YESS design and implementation workgroups (e.g., Advising Redesign, Strategic Enrollment Management, Student Onboarding).

Transparency. The YESS Metrics and use of disaggregated indicators developed within PCC for institutional self-evaluation and improvement. To make the data itself transparent and more readily available to the College community, PCC regularly shares the YESS Metrics and disaggregated data on the indicators. The previously referenced YESS Summit in spring of 2019 presented the metrics to a college-wide audience and included a breakout session on data collection, methodology, and use. Periodic "all-college" announcements draw attention to the metrics as indicators of both achievement and remaining equity gaps. *Measuring Our Progress* and *Student Success* web pages present the rationale for the PCC measures and disaggregated data results. Additionally, the metrics are used across the College as a starting point for work groups and committees seeking to advance equitable success of PCC students and institutional effectiveness. The **YESS Data Dictionary** (see *Appendix B. YESS Data Dictionary*) is referenced on the *Student Success web page* and posted on an Institutional Effectiveness Spaces (Intranet) page. In addition to implementing use of PDP dashboards (see *Standard 1.D.2 - Student*

Achievement), efforts are ongoing to make data more democratized at the institution by investing in software, such as Tableau, to increase the accessibility of data across PCC and by the public.

Data Use to Inform Strategies, Allocate Resources, and Mitigate Gaps. Data on an established set of indicators for the entire institution has not historically been part of PCC's system for assessing and allocating resources. However, this is something the College has been moving toward in recent years. Examples include budgeting reforms for more effective use of resources to advance equitable student success and YESS investments such as those associated with advising redesign (e.g., increasing the number of academic advisors, EAB Navigate), Strategic Enrollment Management (e.g., EnrollmentRX, admissions and recruitment plan and staffing), strategic course scheduling (e.g., new Dean of Academic and Student Affairs Operations, AdAstra investment), and multiple strategies to support implementation of holistic, student-centered pathways reforms. Most recently, the new strategic planning projects, strategic initiative investments in ten priority projects, and the use of PCC's student achievement indicators as institutional measures in project evaluation highlight the connection of data-informed strategies and resource allocation to mitigate perceived equity gaps. Examples of strategic planning projects include creating a formal *Institutional Equity Plan*, enhancing the professional development program, and *strengthening and re-structuring college communications*, both internal and external.

Because the implementation of the earliest YESS reforms informed by disaggregated data took place only a few years ago, evidence that achievement gaps have improved significantly as a result is not plentiful. Additionally, the disruptions resulting from impact of the COVID-19 pandemic and related crises, particularly the disproportionate impacts on historically marginalized communities, also confound efforts to identify definitive examples of gaps closing. In general, YESS "success" metrics have declined during the pandemic, making it somewhat meaningless to identify definitive equity gap improvements. For example, the equity gap between retention of males and females narrowed Fall Term 2021 to Winter Term 2022, but the gap narrowed because the percent of females retained decreased.

Use of Disaggregated Indicators Data: Accomplishments and Opportunities

The College has made great strides since *ca.* 2018 to focus on equity, identify a set of common and meaningful measures for equitable student success, use those student achievement indicators for continuous improvement, use disaggregated data to identify and develop strategies to close student achievement gaps, and implement data-informed reforms to promote achievement and remove barriers **[Relates to ER 6].** The College's processes and methodologies, both in development of meaningful indicators and the use of disaggregated

data, are transparent. Analysis of disaggregated data on student achievement at PCC informs resource allocation to promote equitable student success and mitigate gaps in achievement and equity. Despite these many accomplishments (or rather, because of them), PCC is aware that opportunities for improvement exist. Democratization of data access, efforts to increase data literacy across all faculty and staff, and equitable use of data for decision-making are ongoing. The pandemic commenced as the College was poised to begin use of disaggregated achievement data to evaluate closing of achievement gaps because of early YESS reforms. Institutional focus shifted to pandemic response and identifying definitive evidence of closure of achievement gaps became problematic. However, as PCC continues to implement data-informed improvements, such as its 42 strategic planning projects, to promote achievement and remove barriers, use of disaggregated data to inform equitable recovery efforts and mitigate gaps in achievement and equity are even more critical.

Commencement - Portland Community College, 2019

CONCLUSION

PREVIOUS PAGE IMAGE

Solar array on the roof of PCC's Columbia County Center that is also the OMIC (Oregon Manufacturing Innovation Center) training center.

CONCLUSION

The College is poised to "move the needle" on equitable student success metrics through systematic and ongoing efforts to create "One College for Equitable Student Success" that is student-centered, culturally responsive, and aligned with local education and workforce needs. It has truly become **one college**, thinking and working together across divisions, disciplines, departments, and geography, to reimagine and transform the organization in service of **equitable student success**.

The new *2020-2025 Strategic Plan* builds on PCC's *YESS movement* as well as other established institutional effectiveness, planning, student learning, and student achievement work. Ongoing strategic planning efforts are aimed at advancing equitable student success systematically and across a united front. Use of disaggregated data to identify equity gaps and inform improvements to address disparities is central to this work. What makes the ongoing strategic planning process so exciting and unique for PCC is that it is really the first time that the College is intentionally, methodically, and strategically tying associated strategic action plans to college-wide indicators of equitable student success, budget planning, and resource allocation across the organization. Coupled with the operationalizing of the College's strategic action plans, this accreditation self-evaluation process has helped PCC see the ways in which the organization's transformation efforts are coming into alignment and the work left to do to unify and document these efforts across the institution. Additionally, the College has been paying attention to current and projected educational, demographic, and economic shifts and, through identification of strategic priorities, PCC is poised to meet these local, societal, and national changes.

Institutional Mission. The widespread and inclusive process to develop its new strategic plan affirmed that the College's mission statement is still relevant for the future direction of PCC and would continue to serve as a touchstone for all PCC's structures, processes, and planning. Additionally, PCC is centered on equitable student success as the guiding principle of its commitment to continuous improvement of institutional effectiveness, student learning, and student achievement.

Improving Institutional Effectiveness. The College's commitment to equitable student success is primarily measured through student learning and achievement. A common set of meaningful indicators (*YESS Metrics*) are being used collectively to identify where progress is being made toward equitable student success as well as outcomes where equity gaps continue. PCC has made significant progress in the past few years, despite pandemic-related disruptions, to implement processes and structures to support systematic evaluation and planning to inform and refine effectiveness, resource allocation, and student learning and achievement. These include an inclusive process to establish the 2020-2025 Strategic Plan, ongoing strategic planning projects, and creation of a college-wide Planning and Effectiveness unit. The College is poised to establish an equity-centered institutional framework and unified system for evaluation of institutional effectiveness, including thresholds and benchmarks based on disaggregated data and comparison with meaningful regional and national peers.

Student Learning. The College makes admissions and graduation requirements; transfer of credit and credit for prior learning policies; and student learning outcomes at course, program, and institutional levels widely available and easily accessible. Faculty drive processes for establishing curricula, program improvement, and student learning assessment. Faculty use learning assessment results systematically at all levels, reflecting outcomes on the student learning spectrum, for improvement within each program or discipline (e.g., APU, ADU, SACs) as well as across departments and disciplines (e.g., DSACs, LAC). The College uses assessment results for data-informed decision-making to continuously improve learning outcomes. Ongoing refinement of PCC's assessment system; implementation of cross-functional Academic and Career Pathways operational teams; increased connections between program approval, review, and sustainability with resource allocation; and integration of student learning in strategic planning will further strengthen student learning at PCC.

Student Achievement. The College's data-informed and annually-updated *Admissions and Recruitment Plan* supports recruitment and admission of diverse students with the potential to benefit from PCC's educational offerings. It represents a cross-functional approach to identifying opportunity populations within the diverse communities the College serves. Intentional focus on student onboarding has established mandatory and enhanced orientations coupled with additional programming and intrusive academic advising. Continuous improvement efforts are aimed at expanding support activities relevant to students. The YESS Metrics are the College's set of meaningful equitable student achievement indicators. The College developed and refined the metrics in 2017-2019 for meaningful self-evaluation and improvement of equitable student success at PCC. They focus on use of disaggregated data and are recognized, accessible, compared with peer institutions, and used college-wide to inform continuous improvement. Since 2017, PCC has shifted to use of disaggregated data across the

institution to focus on equitable student success, including mitigating achievement gaps. Peer comparisons informed the creation of the indicators, PCC has identified sets of regional and national peers based on IPEDS data, and these peer groups are used for alignment and benchmarking. In future, PCC will review its peer groups using additional criteria for appropriate and relevant benchmarking of the YESS Metrics.

Moving Forward. This accreditation self-study presents a "snapshot in time" of PCC's achievements and opportunities for continuous improvement. It captures the College at a time when significant improvements have been realized to support One College for Equitable Student Success. The College has positioned itself for efficient and effective development and implementation of further improvements to advance equitable student success by establishing student-centered Academic and Career Pathways, the One College reorganization, and the *2020-2025 Strategic Plan*. Widespread and meaningful use of a common set of disaggregated measures (YESS Metrics) to start conversations about student achievement and closing equity gaps, evaluate institutional effectiveness, and fuel continuous improvement is well-established. The College has implemented and sustained these improvements while also dealing with disruptions related to intersecting public health, social, and economic crises and their individualized impacts on PCC's students, faculty, staff, and local communities.

The College has established infrastructure to support continuous improvement of institutional effectiveness, student learning, and student achievement with equitable student success as the shared goal for mission fulfillment. This work is ongoing at all levels and across functional areas at PCC. Currently, it is represented by the work of *YESS*, particularly the evolution of PCC's approach to realize equitable student achievement goals, teams implementing the *42 strategic planning projects*, and alignment of budget development processes and strategic funding to support resource allocation that advances equitable student success.

As part of these efforts, PCC is establishing and implementing a common and integrated system for evaluating institutional effectiveness across the College based on a racial equity and social justice framework; implementing and monitoring continuous improvement of Academic and Career Pathways; and increasing use of meaningful benchmarking to set acceptable thresholds and meaningful aspirational goals for continuous improvement. Additionally, the College's recent accomplishments position PCC to take a more holistic look at its policies, processes, and practices across the institution, which are the subject of NWCCU's Standard Two and go beyond addressing the specific concerns raised in peer-evaluation of its PRFR report to ensuring that PCC clearly communicates, makes explicit, and makes accessible its policies and procedure as part of continuous improvement (see *Appendix A. Response to Year Six, Standard Two, Policies Regulations, and Financial Review (PRFR) Peer Evaluation Report*).

Portland Community College

YEAR SEVEN EVALUATION OF INSTITUTIONAL EFFECTIVENESS REPORT

APPENDICES AND REQUIRED ATTACHMENTS

Submitted to Northwest Commission on Colleges and Universities
March 2, 2022

COVER IMAGES

Top left: *Aviation Maintenance (AM) student at the PCC Rock Creek Campus.*
Top right: *PCC students and staff marching in Portland's annual NW Pride Parade.*
Left above bar: *Machine Manufacturing Technology (MCH) instruction at the Oregon Manufacturing Innovation Training Center at PCC Columbia County Center.*
Bottom left: *Commencement - Portland Community College, 2019.*
Right below bar: *Dental Hygiene (DH) students at the Vanport Building.*
Bottom right: *Art faculty Tatiana Simonova has adapted her printmaking courses for the online environment.*

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DIVIDER IMAGES

Appendix A: Students in PCC's Auto Collision Repair Technology program paint a car door.
Appendix B: Sylvania Campus, Winter Term 2022
Appendix C: Rock Creek Campus Learning Garden
Attachment 1: Exterior, Oregon Manufacturing Innovation Training Center at PCC Columbia County Center.
Attachment 2: Sunset at Southeast Campus

APPENDIX A. RESPONSE TO YEAR SIX, STANDARD TWO, POLICIES, REGULATIONS, AND FINANCIAL REVIEW (PRFR) PEER EVALUATION REPORT

APPENDIX A. RESPONSE TO YEAR SIX, STANDARD TWO, POLICIES, REGULATIONS, AND FINANCIAL REVIEW (PRFR) PEER EVALUATION REPORT

The College's *Year Six, Standard Two, Policies, Regulations, and Financial Review (PRFR) Report*, submitted in spring of 2021, raised various technical concerns related to a number of standards (see *NWCCU Peer-Evaluation Report*). These concerns were summed up in a single recommendation:

> **Recommendation 1 (July 6, 2021):** Spring 2021 Policies, Regulations, and Financial Review - The following standards are areas substantially in compliance but where improvement is needed. (2020 Standard(s) 2.D.1; 2.F.1; 2.F.2; 2.G.4; 2.G.5; 2.G.6; 2.H.1)

In reviewing the consensus report, PCC identified a common theme for improvement: the College needs to clearly communicate and make explicit its interpretation of a policy versus a procedure. This related to conversations already taking place at PCC regarding governance. The College identified a second and related issue: the accessibility of policies and procedures across the College. PCC needs to better document its practices and procedures, formal and informal, across the College website.

The College is taking a two-pronged approach to address these issues as well as the specific concerns raised regarding each standard included in the recommendation: (1) asking the department or departments responsible for each standard to review the peer evaluation and take corrective action (the results of these actions are summed up in the table below); and (2) initiating a more global review of its website in order to be sure evidence is documented and readily available (easy to find). This approach was adopted to both address specific concerns in the PRFR feedback and to strengthen PCC's articulation in meeting ***Standard 2 - Governance, Resources, and Capacity***, specifically "*Standard 2.C - Policies and Procedures: The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner*." To facilitate this process the following steps are being taken:

- Assign a staff person to coordinate a comprehensive policy and procedure audit to include cataloging Board Policies and what PCC has been calling College Policies and Procedures;
- The President's Cabinet create a Communication Task Group to provide a set of recommendations and framework (definitions, process, etc.) for how to prioritize, address, and reconcile policies and procedures, including long-term staffing implications

needed to maintain currency and ensure that documentation is in accordance with accreditation standards; and

- Update the Board of Directors by spring of 2022.

Standard	Review Panel Comment	Response	Evidence
2.D.1 **Truthful Representation**	The Review Panel did not identify… policies/procedures for reviewing published materials… that assures institutional integrity.	Cabinet created a Communication Task Group to develop a process and conduct a comprehensive review of PCC's communications (both online and print) through an institutional integrity lens.	*PRFR Evidence Links for 2.D.1*
2.F.1 **Employee Information**	Review Panel found evidence of HR procedures in employee group agreements or handbooks. However, the Panel did not find sufficient evidence of HR policies.	HR created a summary "*Policies and Procedures*" web page; discussion is ongoing about Board Policies for HR, updating and maintenance of policy connections, and adding links to specific contract sections related to policies.	*Board Policies* (Chapter 7); *College Policies* (operational); *Human Resources: Employee Policies and Procedures*
2.F.2 **Professional Development**	Review Panel….did not find evidence of professional development in policies or procedures….	*Board Policy B 302* references benefits being established in bargaining unit contracts. PCC will create a web page with links to specific contract sections for each employee class.	*Board Policy B 302*; *Contracts, Handbooks, and Policies*; *PRFR Evidence Links for 2.F.2*

Standard	Review Panel Comment	Response	Evidence
2.G.4 **Financial Aid**	Review Panel….did not find evidence of financial aid policies.	Access to financial aid policies is included on the Financial Aid "*Consumer Information*" web page	*Consumer Information* web page, specifically Academic, Financial Aid, and Health and Safety information sections
2.G.5 **Repayment/ Loans**	The Review Panel did not identify evidence of PCC's loan default rate on its website.	Access to default rates is included on the Financial Aid "*Consumer Information*" web page	*Consumer Information* web page; "*Official Cohort Default Rates*" link
2.G.6 **Advising**	Review Panel recommends follow up on the proposed assessment of advising services once it is deployed.	Preparation of an *area response to PRFR review*; implementation of a formal assessment plan for 2021-2022	*The PCC Advising Assessment Plan 2021 - 2022*
2.H.1 **Library and Information Resources**	There are no policies/procedures documenting these [information literacy and instructional] supports….	Drafting of a new Library Policy on Reference and Research Support; *course-specific Information Literacy Outcomes Guides* that include Librarian Outcomes	*Reference and Research Support*; *COMM 111: Public Speaking Guide*

APPENDIX B. YESS DATA DICTIONARY

APPENDIX B. YESS DATA DICTIONARY

(Extracted from College intranet pages and reformatted for printing purposes)

The purpose of this data dictionary is to provide a common understanding of the data used in the YESS Metrics. YESS data is available from 2010 forward. Data is refreshed weekly from the current year to three years back. Data of record can change at any time, however this approach will provide the most accurate data possible. There may be some minor discrepancies from the data of record. YESS data may be aggregated based on PCC focused aggregations and not necessarily federal, state or prior PCC report aggregations.

Note: PCC faculty and staff can access additional information including the Banner screen views of most metric data elements in the YESS Data Dictionary in the College Intranet (Spaces) site. All PCC employees with Argos access are able to run and interact with the Argos YESS Metric reports and data tables.

YESS METRICS

Successful Credit Completion Rates

Average Success Rates for Highest Enrolling Courses

Term to Term Retention of Credit Students

Momentum Points:

- College Level Credits Successfully Completed in the First Term
- College Level Credits Successfully Completed in the First Year
- Writing/Math Courses Successfully Completed in the First Year

Graduation and Transfer Rates

DATA DEFINITIONS

Age

Age is calculated as of the start date of the first term selected in the reports.

Range	YESS definition
Under 20	Less than 20
20-24	20 to less than 25
25-29	25 to less than 30
30+	30 and older

Enrolled

A student who has registered for at least one course for credit.

Enrollment Intensity

This is the number of credits a student has enrolled per term of interest.

Intensity	YESS definition
Full time	12 and more credits
Half time	6 credits to less than 12 credits
Less than half time	Greater than 0 and less than 6 credits

Gender

Gender is the student designation at birth -per student self-report. Labels correspond to IPEDS reporting.

Gender	YESS definition
Female	Female
Male	Male
Not Available	Unknown

First-Time in College (unique methodology, differs from that used for IPEDS reporting)

Any student who is new to PCC and does not provide transcripts from another institution. YESS data only includes first-time in college based on fall term enrollment.

- Excludes Dual Credit only students - but a student who has previously taken PCC dual credit is **included**
- Excludes AP credit - a student who has only taken AP credit is **included**
- Includes first-time in college who first attend summer term and are enrolled in fall
- Excludes students who have provided a transcript for articulated college credit from another institution.

Graduation and Transfer

Graduation and transfer data, generated by the Office of Institutional Effectiveness, is reported each year to Integrated Postsecondary Educational Data Systems (IPEDS). A fall cohort is based on the group of first-time in college, degree-seeking students enrolled full-time their first Fall Term. The students are tracked for three years at which time graduation, transfer no degree and combined graduation/transfer rates are calculated.

Graduation Rate = Total number of cohort students completing a PCC credential / Total number of cohort students.

Transfer Rate = Total number of cohort students transferring to another higher education before completing a PCC credential / Total number of cohort students.

Combined Graduation/Transfer rate = (Number of students who completed a PCC credential + Number of students who transferred before completing a credential) / Total number of students in the cohort.

Lower Division Transfer (LDC)

Courses that may be transferred to another institution outside of PCC.

- 100 level and higher credit courses. Example: WR 121 is lower division. WR 80 is *not* lower division

Modality

Caution: The following definitions are only valid for terms prior to Spring 2020.

The instructional method of a course.

Modality	YESS definition
Course is taught onsite at a campus or center or other PCC instructional site.	On Campus
Course is taught fully within PCC learning management system	Online
Course is taught as a mix of onsite instructional meeting classes and online classes.	Hybrid
Modality refers to "courses" not student type.	

Passing grades

A grade of D or better: A, B, C, D, P (Pass).

Pell Status

A student who is Pell eligible based on having a Pell award at PCC. This flag is used to designate socio-economic status for demographic data aggregations.

Race/Ethnicity

Race/Ethnicity is self-reported by the student at time of admission. Changes may be later made in the Enrollment Services office.

If the individual self identifies as…	YESS definition
Hispanic only, or Hispanic and any race category	Hispanic
Not Hispanic; American Indian or Alaska Native only	American Indian/Alaska Native
Not Hispanic; Asian only	Asian
Not Hispanic; Black or African American only	Black or African American
Not Hispanic; Native Hawaiian or Other Pacific Islander only	Native Hawaiian/Pacific Island
Not Hispanic; White only	White
Not Hispanic; more than one race category	Two or more races
Indicates a Citizen Code of 'NA'	Nonresident Alien
Does not respond to both questions	Unknown
Responds **No** to the Hispanic question, but does not respond to the race question	Unknown
Responds to the race question, but does not respond to the Hispanic question	Report race as outlined above, as if individual self-identified as non-Hispanic

Race/Ethnicity for YESS follows the federal Integrated Postsecondary Education Data System (IPEDS) definition.

Retention

Refers to a student who is enrolled in a sequence of terms.

Terms	YESS definition
Student is enrolled in both Fall and Winter terms of an academic year	Fall to Winter
Student is enrolled in Fall Term of an academic year and subsequent Fall Term of the next academic year	Fall to Fall

Student Type

Type	YESS definition
First time in college. Student has no previous college credit in data of record.	F
New to PCC. Student has no previous PCC credit in data of record.	N
Continuing. Student has previously attended PCC.	C
This is a calculated field for YESS. Banner page SGASTDN also contains a data point for "Student Type" which is a student self-reported data point. The data points here are derived base on existing data in Banner.	

Successful Completion

A grade of C or better: A, B, C, P

Success Rate

Success rate at PCC is defined as the percentage of students who succeed in a course with a grade of C or better. It is calculated only for credit students and courses that are graded. A success rate = (sum of grades A, B, C, P) divided by [sum of grades A, B, C, D, F, P, NP (No Pass), I (Incomplete), CIP (Course in Progress), CIPR (CIP-Re-Register), and W (Withdrawal)].
Audit (AUD) grades are not included.

APPENDIX C. FREQUENTLY CITED RESOURCES AND HELPFUL LINKS

APPENDIX C. FREQUENTLY CITED RESOURCES AND HELPFUL LINKS

TOPIC	URL
Organizational Charts	https://www.pcc.edu/organization/
YESS	https://www.pcc.edu/yess/
Academic and Career Pathways	https://www.pcc.edu/yess/how/pathways/
Why YESS	https://www.pcc.edu/yess/why-measuring/
YESS Journey	https://www.pcc.edu/yess/how/progress/
Strategic Planning	https://www.pcc.edu/strategic-plan/
All Strategic Planning Projects	https://www.pcc.edu/strategic-plan/how/all-projects/
Projects Funded with Strategic Investment Funds	https://www.pcc.edu/strategic-plan/how/funded-projects/
Other Planning Efforts	https://www.pcc.edu/strategic-plan/where/
Institutional Effectiveness	https://www.pcc.edu/institutional-effectiveness/
YESS Metrics	https://www.pcc.edu/institutional-effectiveness/student-success/
Peer Colleges	https://www.pcc.edu/institutional-effectiveness/beyond-pcc/
Curriculum	https://www.pcc.edu/curriculum/
CCOGs	https://www.pcc.edu/ccog/
Curriculum Committee	https://www.pcc.edu/curriculum/curriculum-committee/
Degrees and Certificates Committee	https://www.pcc.edu/curriculum/degree-certificate-committee/
Learning Assessment	https://spaces.pcc.edu/display/AALAR/Learning+Assessment+at+PCC
Learning Assessment Council	https://spaces.pcc.edu/pages/viewpage.action?pageId=65256837
Program/Discipline Review	https://www.pcc.edu/program-review/
College-Wide Assessment	https://spaces.pcc.edu/display/AALAR/College-Wide+Assessment
Accreditation	https://www.pcc.edu/accreditation/
Admissions	https://www.pcc.edu/visit/
COVID-19	https://www.pcc.edu/coronavirus/

ATTACHMENT 1. YEAR SIX, STANDARD TWO, POLICIES, REGULATIONS, AND FINANCIAL REVIEW (PRFR) REPORT

PORTLAND COMMUNITY COLLEGE

Year Six, Standard Two, Policies, Regulations, and Financial Review (PRFR) Report

Submitted to

Northwest Commission on Colleges and Universities

March 1, 2021

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COMMUNITY
Portland
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1961

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MISSION FULFILLMENT (EXECUTIVE SUMMARY)

Portland Community College is Oregon's number one gateway to higher education and lifelong learning. The mission of Portland Community College (PCC) is to **support student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion**. As Oregon's largest post-secondary institution, PCC serves some 60,000 learners a year across a 1,500-square-mile district. Integrated planning activities across the College help ensure that long-term decision-making is strategic, inclusive, aligned with the budget, and mission-focused. These efforts reflect a larger intention at PCC to create a culture of planning and innovation.

After arriving at PCC in 2016, President Mark Mitsui drafted a Work Plan, based on conversations across the district and review of existing strategic documents, which identified opportunity and equitable student success as key themes. Included in the plan was a timeline that aligned the next strategic plan, accreditation, and budget development. In 2017, in pursuit of equitable student success, PCC became an Achieving the Dream College. The College has branded this work YESS or Yes to Equitable Student Success.

Over the past two years, the focus of YESS has evolved along with the College's work to become a truly student-centered institution. This has meant examining ways in which the College is providing holistic student experiences and implementing Academic and Career Pathways (i.e., Guided Pathways). While the twin themes of opportunity and equitable student success resonated, it emerged that if PCC wanted to improve equitable student success at scale, the College also needed to look at how it was organized. The cumulative learning from these efforts identified how the shape of PCC's organization influences the student's journey (i.e., equitable student success).

It quickly became clear that reorganization of the college needed to occur to successfully achieve these outcomes. This past year, PCC has undergone a number of changes in process and structure. The focus was in Student Affairs, Academic Affairs, Planning and Capital Construction, Community Engagement, and other student support areas (e.g., Academic and Career Pathways, Advising, and Enrollment Management). The organizational restructuring, starting with Academic Affairs and Student Affairs, represents a major shift for PCC from operating as multiple, self-contained locations and identities to functioning as a single college with multiple points of entry and service for students along their identified academic and career pathways. This will strengthen PCC's commitment to becoming One College for Equitable Student Success ("One College") in which we collaboratively and consistently support the needs of our diverse students.

The One College reorganization--aligned and integrated with strategic and other planning efforts, YESS (organizing our curricula, instruction, and support systems through Academic and Career Pathways), and budget development--is PCC's blueprint to help ensure that long-term decision-making is strategic, inclusive, and mission-

focused. After more than a year, amidst a global pandemic, remote operations, racial unrest, and regional wildfires, PCC's Strategic Planning Steering Committee and work groups, reinforced by input and broad participation from the PCC internal and external communities, developed a strategic plan for the College that was approved by PCC's elected Board of Directors in November of 2020. The PCC Strategic Plan 2020-2025 is a blueprint for the future, a set of agreed upon priorities that are intended to propel an organization forward with robust and bold plans for the future. At its heart are four major strategic areas of focus:

- **Belonging**: Transform our learning culture toward creating a sense of belonging and well-being for every student;
- **Delivery**: Redefine time, place, and systems of educational delivery to create a more learner-centric ecosystem;
- **Workforce**: Respond to community and workforce needs by developing a culture of agility; and
- **Enterprise**: Cultivate a long-term sustainable college enterprise.

To operationalize this new plan, each of the above themes and initiatives are tied to related action plans. These action plans will be prioritized, outlining the implementation and measurements of success within a technology system called Team Dynamics. The new strategic plan provides a tangible path forward to ensure PCC delivers on its commitment to opportunity and equitable student success for the students and communities it serves.

Standard Two explains how PCC is intentionally reimagining its college governance, student support resources, and resource allocations to provide the necessary scaffolding for continuous improvement in the four major strategic areas of focus and is completing foundational work for ongoing accreditation efforts (see the Moving Forward section in this report for information about this work related to improving institutional effectiveness, student learning, and student achievement).

Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Portland Community College

(Name of Institution)

Mark Mitsui

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

February 24, 2021

(Date)

STANDARD TWO: GOVERNANCE, RESOURCES, AND CAPACITY

The institution addresses each component of Standard Two in a concise and informative manner through narrative and appropriate hyperlinks to policies, website and Catalog pages, and other procedural materials. Additional guidance on required and suggested evidence may be found in the NWCCU Standard Two Checklist.

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Element 2.A ~ Governance

2.A.1 - Board

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

State Context for PCC Governance Structure

The State of Oregon does not have a community college "system" as might be typical in other states. Oregon establishes community college districts based on a vote of citizens within the boundaries of the respective proposed community college district. This process originates with those citizens. The history of this relationship stems from the partnership with the constituent school districts; thus, Portland Community College's (PCC) service area (PCC Board Zones) overlays those school district boundaries in portions of the five-county Portland metropolitan area.

Oregon Revised Statutes (ORS) Chapter 341 (Community Colleges) describes the process by which a community college district is created, and, if created, provides the policy guidance and administrative guidance for the community college. Specifically, ORS 341.005 through .255 provide for the creation of community college districts in Oregon, including the establishment of the district's governing board of education ("local board") and defines the role of the state board in that process. Members of the local board are elected by citizens from the district, rather than appointed. Governance of the district is reserved to the locally elected district board of directors. ORS 341.290 describes the (wide-ranging) responsibilities and authorities of the local board of a community college district.

The Higher Education Coordinating Commission (HECC) provides oversight and direction of community colleges. HECC oversees the Office of Community Colleges and Workforce Development (CCWD), which continues to provide leadership of Oregon's 17 community colleges. Through the CCWD Director, the HECC establishes administrative direction broadly, with CCWD as its administrative manager. However, the local board has complete district governance authority, once established, and does not directly report to either the HECC or CCWD. Oregon Administrative Rules (OAR) Chapter 589 (HECC, CCWD) provides the rules that implement the statutory requirements applicable to community colleges on a statewide basis in those areas not reserved to the authority of each district's local board.

PCC Board of Directors Roles in Governance

The PCC Board of Directors is the governing body of the PCC District pursuant to ORS Chapter 341 (Community Colleges). The primary duty of the Board under ORS Chapter 341 is to adopt policies for the general governance of PCC. The Board considers, reviews, and acts upon the recommendations of the College President in matters of policy pertaining to the current and future welfare of PCC. The Board approaches its task in a manner that emphasizes strategic leadership rather than administrative detail and keeps its major focus on the long-term effectiveness of the college. The PCC Board of Education defines its role in Board Duties and Responsibilities (B 214).

The PCC Board has seven voting members and a student trustee. Each voting member represents a defined zone within the PCC District (see PCC Board Zones) and is elected by the citizens of that zone. Each board member serves without compensation, except reimbursement for reasonable expenses when performing college business. No board member has a contractual, employment, or financial interest in the college. Each board member must commit to the Board Code of Ethics (B 203).

Further, each board member is subject to Oregon law on conflict of interest and government ethics as defined in ORS Chapter 244 (Government Ethics).

Board duties and responsibilities are further defined in Board Duties and Responsibilities (B 214), and Board Operations and Bylaws (B 202).

Board and College Policies and Procedures

ORS 341.290 describes the range of authorities and responsibilities for each community college district's local board and provides the local board the authority to establish district policies and procedures. The Portland Community College (PCC) Board of Directors articulates its policies in its Board Policies Handbook.

The Board's guiding principles are articulated in Guiding Principles (BP 1202). One of those principles states, "The College will function in an open climate with opportunities for students, faculty, and staff to provide input in policy making."

Board Operations and Bylaws (B 202) affirms the Board's policy direction that "those who are affected by a policy or bylaw should be represented in the formation of that policy. The Board encourages staff and administration to review and recommend new policies or changes in existing policy."

Key collegewide procedures and guidelines (College Policies web page) are available to all on the PCC website.

In 2019, the PCC Board of Directors and College adopted the Board Policy and Procedure Program (BPPP) of the Oregon Community College Association (OCCA) and the Board created a policy workgroup to oversee the implementation of the program. The BPPP reflects the community college policy-based governance model and templates provide customizable sample language that can be revised to reflect local practices. As an added value to Oregon community colleges, OCCA has worked to develop an integrated package of sample policies and procedures that are customized to reflect Oregon law and the Northwest Commission on College and Universities (NWCCU) accreditation standards. Each year, colleges receive legal updates to assist in ensuring policies remain current and consistent with federal and state law.

A Board Policy Workgroup is currently reviewing policies to ensure alignment with the BPPP, and proposals for new policies and policy changes are reviewed and approved by the full Board. The Workgroup is also in the process of developing a calendar for reviewing institutional and board policies and procedures.

Required Evidence for 2.A.1

☒ Institutional governance policies & procedures
- Board Policies (web pages)
  - Board Duties and Responsibilities (B 214)
  - Board Code of Ethics (B 203)
  - Guiding Principles (BP 1202)
- College Policies (web page)

☒ Board's calendar for reviewing institutional and board policies/procedures
- PCC Board of Directors Annual Strategic Calendar 2020-2021 (.pdf)

☒ By-laws and Articles of Incorporation referencing governance structure
- ORS Chapter 341 - Community Colleges (web page)
- OAR Chapter 589 (CCWD) (web page)
- Board Policies (web pages)
  - Board Operations and Bylaws (B 202)
  - College President's Duties and Responsibilities (B 213)

Additional Evidence for 2.A.1

- PCC Board Zones (.pdf)
- ORS Chapter 244 - Government Ethics (web page)
- Oregon Community College Association (OCCA) (web page)
- OCCA Board Policy and Procedure Program (BPPP) (web page)

President's Work Plan 2018-21 (.pdf)
College Reorganization Information Session PowerPoint (02/08/2021) (.pdf)

2.A.2 - Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

President's Cabinet. The President's Cabinet serves as the College's leadership team. Cabinet members serve at the President's invitation. The executive-level Cabinet members are: President; Executive Vice President; Vice President, Finance and Administration; Vice President, Academic Affairs; and Vice President, Student Affairs. The remaining management-level Cabinet members are: Chief Information Officer, Information Technology; Associate Vice President, Finance; Associate Vice President, Human Resources; Chief Diversity Officer, Office of Equity and Inclusion; and Program Administrator, Office of the President.

The President leads Cabinet, which meets weekly to discuss current and emerging issues, to advise and make recommendations to the President and to support him in the fulfillment of PCC's mission and strategic goals. Cabinet responsibilities include:

- Establishing administrative procedures
- Submitting the College budget to PCC Board of Directors
- Establishing a strategic plan with clear institutional goals
- Annually reporting on the status of the strategic plan
- Ensuring college compliance with federal, state, and local laws and regulations
- Fostering two-way communication on appropriate Cabinet agenda items within member areas of responsibility (which include collegewide committees as well as departments/divisions/campuses)
- Serving as liaisons to key campus committees

Cabinet members also have overall leadership responsibilities for their assigned areas, provide strategic and operational direction to their direct report Management teams to fulfill the College mission, goals and implementation of College operations. Information regarding Cabinet's leadership role and composition is posted on the Cabinet web page.

Structural Reorganization. The College is currently undergoing a comprehensive structural reorganization within Academic and Student Affairs. The focus of the organizational design work is to shift PCC from discrete, siloed enterprises at four semi-autonomous campuses to operating as One College with multiple points of entry and service for students along their academic and career pathways. In addition, decisions for leadership staffing to implement the reorganization are focused on key leadership competencies designed to shift PCC's leadership culture, and to provide clarity around the expectations and responsibilities of managers. The reorganization will be phased in,

with a goal of full implementation by July 1, 2021. During this time, the College will be in a period of transition between roles and responsibilities under the current structure and the new structure. The leadership organizational charts under both the current and the new structure were shared with faculty and staff in December 2020.

Required Evidence for 2.A.2

☒ Leadership organizational chart
Organizational Guide (web page)
☒ Curriculum vitae of President/ CEO
Curriculum Vitae of Executive Leadership (.pdf)

Additional Evidence for 2.A.2

Organizational Structures Comparison (December 2020) (.pdf)

2.A.3 – CEO/President

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Mark Mitsui (see College President Mark Mitsui and Curriculum Vitae of President) serves as the full-time President of Portland Community College. President Mitsui completed Doctoral Studies in Educational Leadership and Policy at the University of Washington, holds a Master's Degree in Education from the University of Washington and a Bachelor's Degree in Physical Education from Western Washington University. President Mitsui has served community colleges throughout his career. His professional roles include: Deputy Assistant Secretary for Community Colleges, U.S. Department of Education; President, North Seattle Community College; Vice President of Student Services, South Seattle Community College; Assistant Dean of Student Services, Green River Community College; Director of Student Success and Retention Services and of Athletics/Wellness Center, North Seattle Community College; and tenured Health and Fitness Technology Instructor, Renton Technical College.

Under its authority granted by ORS 341.290, the Board establishes the office of President and delegates to the President the powers and duties as described in President's Duties and Responsibilities (B 213).

- The President is the Chief Executive Officer of Portland Community College and is responsible to the Board for the proper administration of the College. The President, or the President's designee:
- Shall be responsible for the organization and operation of the College;
- Shall appoint, remove, discipline and supervise all employees of the College in a manner consistent with the College personnel system and applicable collective bargaining agreements;
- Shall prepare and submit a proposed College budget for the Board's review and approval pursuant to Local Budget Law (ORS 294.305 to 294.565) and shall properly administer the budget as adopted;
- Shall prepare an annual work plan and report of accomplishments;

- Shall keep the Board advised of the financial condition and needs of the College;
- Shall be responsible for maintaining open communications with the Board and for keeping the Board informed as to all matters pertinent to the governance of the College;
- Shall make recommendations to the Board concerning Board policy;
- Shall, subject to the approval of the Board, conduct all aspects of real property transactions on behalf of the College;
- Shall adopt operating policies and procedures as required by Board policy, as otherwise directed by the Board, or as the President deems necessary for the effective administration of the College;
- Shall act as the purchasing agent for the College and shall execute and administer contracts under authority of the Board;
- Shall perform other duties consistent with this policy and as required by the Board; and
- Shall exercise all powers and duties under ORS 341.290 to ORS 341.321 not retained by the Board.

Required Evidence for 2.A.3

☒ Curriculum vitae of President/ CEO

Curriculum Vitae of President (.pdf)

Additional Evidence for 2.A.3

President's Duties and Responsibilities (B 213) (web page)
College President Mark Mitsui (web page)
Portland Community College Mission (B 1200) (web page)
PCC Strategic Plan (web page)
PCC Educational Advisory Committee (EAC) (web page)
YESS: Yes to Equitable Student Success (web page)

2.A.4 - Decision-Making

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Portland Community College's approach to planning and decision-making is inclusive and provides for the consideration of views and feedback from various stakeholders within the institution in which each has a direct and reasonable interest. Examples include, but are not limited to, the College's Strategic Planning Committee, College Budget and Advisory Planning Committee, District Leaders of Diversity Council, Student District Council, and the Educational Advisory Council.

The College President's role is defined in the College President's Duties and Responsibilities (B 213). Of note: "The President is the Chief Executive Officer of Portland Community College and is responsible to the Board for the proper

administration of the college" and "Shall exercise all powers and duties under ORS 341.290 to ORS 341.321 not retained by the Board."

The President provides for consideration of the views of faculty, staff, administrators, students, and community members through a wide variety of channels, which include:

- President's Cabinet (executive staff and other direct reports)
- COVID-19 Opening Leadership Team (COLT)
- Educational Advisory Council (EAC)
- YESS Steering Committee
- College Budget Planning Committee
- District Student Council
- Bond Advisory Committee
- President's Advisory Committee on Management and Confidential Compensation (PACMACC)
- PCC Foundation Board of Directors
- District Leaders of Diversity Council (DLDC)
- All managers/confidential employee meetings
- Individual meetings with students, faculty, and staff

For example, the District Student Council's (DSC) mission is to uplift all Portland Community College Students. The DSC commits itself to diversity as it relates to awareness, education, and practice at every level of the College. The core values of the DSC are strengthened when all students have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of Portland Community College who make positive contributions to their local and global communities.

In addition, faculty, staff, and student leaders each have a fixed place for their comments to the Board at each regular board meeting.

The President and his Cabinet also lead the development of the College's strategic plan and the budget, both of which are approved by the Board. Previously, the President, after much discussion with PCC communities, provided a Work Plan 2018-21 as a bridge to the new strategic plan. Additionally, the President and his Cabinet are also leading a college-wide reorganization to enhance the One College for Equitable Student Success structure (see College Reorganization Information Session PowerPoint (02/08/2021).

Required Evidence for 2.A.4

☒ Institutional governance policies/procedures (see ***Required Evidence for 2.A.1***)

Element 2.B ~ Academic Freedom

2.B.1 - Principles of Academic Freedom

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Academic freedom is outlined in the Faculty and Academic Professional Agreement at Portland Community College (PCC). Article 13.1 states that "Faculty are entitled to academic freedom which carries with it academic responsibility to the students, to the community and to the College. Academic freedom depends on the free search for truth and its free exposition and is applied to teaching and other College-related activities. Academic freedom in its teaching aspect is fundamental for the protection of the rights of Faculty in teaching and of the student to freedom in learning." Further rights and responsibilities of faculty regarding academic freedom and teaching are described in articles 13.2 through 13.4 and Article 28. Article 13.2 acknowledges that "controversy is at the heart of free academic inquiry," while maintaining the limitation that the material be relevant to the subject being taught. Article 13.3 outlines the responsibility for employees to follow College regulations while asserting that they "maintain their right to criticize and seek revision." Article 13.4 states that "Faculty are entitled to full freedom in research and in the publication or production of the results subject to the adequate performance of other academic duties and in concert with the provisions of Article 28 Intellectual Property Rights."

The pursuit of academic freedom and independence aligns with the mission and values of PCC, in particular the delivery of a quality education as outlined in Portland Community College Mission (BP 1200) and the value of "An environment that encourages the expression of original ideas and creative solutions" as outlined in the Board Policy Values Statement (BP 1203). It is also supported by Guiding Principles (BP 1202), which states "The College will function in an open climate with opportunities for students, faculty and staff to provide input in policy making."

Underlying the specific policies on academic freedom are policies and statements that create a collegiate environment wherein these principles can be upheld. Board Policies Distribution (B 211) assures the broad and transparent distribution of board policies and updates to the college community. Nondiscrimination and Non-harassment (B 206) states that "Portland Community College's goal is to provide an atmosphere that encourages individuals to realize their potential. Therefore, it is against the College's policy for any manager, supervisor, faculty, staff, or student to engage in prohibited harassment or discrimination of any member of the College community." Additionally, the preamble of the Faculty and Academic Professional Agreement asserts that "The Board and Federation share a desire to further the educational goals of the College in accordance with ORS 341.009 (Community Colleges, Policy). The Board and Federation recognize that a major factor in pursuit of this goal is a harmonious and mutually supportive relationship conducted in a fair and equitable manner. The

employees and College administration shall support excellence in instruction and services leading to student success."

Required Evidence for 2.B.1

☒ Academic freedom policies and procedures
- Faculty and Academic Professional Agreement (.pdf)
  - Preamble (page 1)
  - Article 13 (Academic Freedom)
  - Article 28 (Intellectual Property Rights)
- ORS Chapter 341.009 (Community Colleges, Policy) (web page)
- Board Policies (web pages)
  - Portland Community College Mission (BP 1200)
  - Guiding Principles (BP 1202)
  - Values Statement (BP 1203)
  - Nondiscrimination and Non-harassment (B 206)
  - Board Policies Distribution (B 211)

2.B.2 - independent Thought in the Pursuit and Dissemination of Knowledge

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The Faculty and Academic Professional Agreement (Article 13) establishes the rights of faculty with regard to academic freedom and outlines their responsibilities to students, staff, and the larger college community. The freedom of faculty and individuals within the institution to freely test and examine knowledge are established there. In Article 28, intellectual property rights and expectations for the sharing and distribution of scholarship are established.

Board Policy Guiding Principles (BP 1201) "underscores the importance of presenting these programs and services in a manner that will help people to….Relate to others openly and responsibly" and to "Recognize, accept and encourage differences in personal, racial, ethnic and cultural backgrounds." It is here that the intellectual freedom of members of the institution--independent of particular personal, social, or religious philosophies they hold--is established, as well as the expectation that they allow the same to other members of the College.

There are particular rights and responsibilities for students that affirm their intellectual freedom, which are outlined in the Student Rights and Responsibilities Handbook (Policy on Student Rights). In particular, it states that "Student academic performance will be evaluated on an academic basis (which may include attendance), and the ability

to apply skills, and not on a student's opinions or conduct in matters unrelated to academic standards" and that "Students have the right to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, while still being responsible for learning the content of any course of study in which they are enrolled." It also outlines student rights within Nondiscrimination and Non-harassment (B 206).

Required Evidence for 2.B.2

☒ Academic freedom policies and procedures (also ***Required Evidence for 2.B.1***)

- Student Rights and Responsibilities Handbook (Policy on Student Rights)
- Faculty and Academic Professional Agreement (.pdf)
  - Article 13 (Academic Freedom)
  - Article 28 (Intellectual Property Rights)
- Board Policies (web pages)
  - Guiding Principles (BP 1201)
  - Nondiscrimination and Non-harassment (B 206)

Element 2.C ~ Policies and Procedures

2.C.1 - Transfer of Credit

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Transfer of Credit Policy. Portland Community College's (PCC) transfer credit policy is part of the official PCC Catalog, where it is published as part of PCC's overall Academic Regulations section. The related student procedure for evaluating transfer credit is published on the public Student Records web page.

For transfer credit to be accepted at PCC, courses must be passed with a grade of C- or better from the sending institution (P and S grades are transferable if the issuing school defines them as C- or better). Lower division collegiate (LDC) coursework is evaluated for all students; career technical education (CTE) and upper division collegiate coursework is evaluated upon student request and academic department approval. Submission of official transcripts from the sending institution is required for the evaluation of any transfer credit.

In evaluating transferability of external coursework, PCC uses multiple tools and information sources to ensure that transfer articulation decisions support both the integrity of the program's curriculum as well as supporting the student in making the best use of previous college credits. The Transfer Evaluation System (TES) database from CollegeSource, along with transfer articulation tables; student submitted syllabi; and faculty, advisor, and degree evaluator expertise are consulted when making decisions about transfer credit.

Coursework taken outside of the United States must be accompanied by a third party evaluation from a NACES-approved agency. Coursework taken at a non-regionally accredited institution is considered on a case-by-case basis, in close consultation with PCC faculty.

Credit for Prior Learning. Students are able to receive credit for prior learning through three primary means: industry certification, military or other workforce training, and course challenge. The first two are assessed externally and evaluated; course challenge is assessed internally. The full academic policy is Academic Policies and Standards (APS) Handbook, C102-Credit for Prior Learning. Credit for prior learning cannot exceed 25% of the credits applied to a degree or certificate.

Credit by Exams. Students are also able to receive credit for Advanced Placement Exams, as well as International Baccalaureate Exams. Per Oregon Senate Bill 207, students are awarded academic credit for any exam on which they score a three, four, or five (unless an exception is granted). Articulations for AP and IB credit are determined by faculty, in conjunction with the appropriate administration, and reported to the HECC.

Required Evidence for 2.C.1

☒ Transfer of credit policies and procedures

Transfer of Credit Standards (web page)
Transfer Credits to PCC (web page)

Additional Evidence for 2.C.1

NACES standards for international transfer credit evaluation (web page)
APS Handbook, C102-Credit for Prior Learning (web page)
Get Credit for Prior Learning (web page)
Advanced Placement (web page)
International Baccalaureate Exams (web page)

2.C.2 - Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Student Rights and Responsibilities. The division of Student Life and Engagement maintains and administers PCC's policies around student rights and responsibilities. The Student Code of Conduct Policy and Procedures outlines expectations for student behavior and the related processes to support students in upholding those expectations. The Student Rights and Responsibilities Handbook web pages offers this information in a variety of formats and languages to support access for PCC's diverse student body.

Academic Honesty. Academic misconduct is explicitly called out in PCC's Student Code of Conduct, available in multiple formats and languages. The College has also developed an Academic Integrity at PCC resource page for faculty, outlining PCC procedures for handling issues around academic misconduct.

Conduct/Appeals/Grievances. The College has multiple channels for students to submit appeals, grievances, and complaints, outlined on the PCC website. Work is underway to develop a more modern, streamlined system for students to submit appeals and complaints to reduce response times and to connect students with more holistic support. That work is expected to continue over the next academic year as the structural reorganization efforts continue.

Accommodations. Disability Services at PCC administers and leads the College's efforts on accessible education, including administering the interactive accommodation process for individuals experiencing disability.

Required Evidence for 2.C.2

Documentation of students' rights and responsibilities policies and procedures, which include:

☒ Academic honesty

Academic Integrity at PCC (web page)

☒ Appeals, grievances
Appeals, Complaints, and Feedback (web page)
☒ Accommodations for persons with disabilities
Disability Services (web page)

Additional Evidence for 2.C.2

Student Code of Conduct Policy and Procedures (web page)
Student Rights and Responsibilities Handbook (web page)
Academic Integrity at PCC (resource page for faculty) (web page)

2.C.3 – Admissions; Placement; Academic Standing

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions Policies

General College Credit Admissions. Portland Community College (PCC) programs are open to all students who have the ability to benefit, as outlined in PCC Board Policy Program/Class Admissions (B 403). This is in support of the institutional mission of supporting student success by delivering access to a quality education, reflected in the Portland Community College Mission (BP 1200). The Academic Policies and Standards (APS) Handbook has an enrollment policy (E201-Enrollment), which specifics that students enrolling in credit courses at PCC must complete the admissions process. PCC offers admission to students who are at least 18 years of age or who have completed high school or the GED®. Students under the age of 18 are admitted under specific guidelines (Applicants 16 or 17 Years of Age) with additional requirements to ensure that we are able to meet the students' educational goals and the student will be successful.

PCC's admissions process for credit programs has four main steps:

1. Application for Admission
2. New Student Orientation
3. Placement
4. Registration

Students are supported through the process by multiple teams at PCC who collaborate together to support the onboarding process. Admissions and Recruitment Coordinators, Enrollment Advisors, New Student Program Coordinators, Academic Advisors, and other front-line staff are able to assist students in completing any portion of the process.

Other Admissions. The admissions process is modified to meet the needs of programs outside of general credit admissions. Programs for ESOL, GED, international students, non-credit community education, and specialized non-credit, continuing education programs have different requirements, outlined on the PCC website.

Limited Entry Programs. Certain PCC programs have limited entry. Programs with specific entry requirements are identified in the Catalog, under the specific program, as well as on the program's public facing website. Many limited entry programs require an additional application for admission, while others require course prerequisites. Some programs require both. Examples of how these requirements are communicated to students can be seen in the PCC Nursing program's catalog entry, program overview website, and program-specific admissions website.

Placement Policies

All PCC credit-seeking students must complete the placement process, prior to registering for the first term to evaluate a students' prerequisite knowledge, skills, and abilities prior to registering for coursework. PCC uses a multiple measures approach to placement, allowing students to submit high school grades, high school GPA, test scores (ACT, SAT, AP, IB, GED), placement tests such as ALEKS or Accuplacer or prior college-level coursework to be considered. The placement process is outlined as the third step in the enrollment process for new students, and placement is electronically recorded and enforced by our registration system in Banner, PCC's student information system. The College also enforces prerequisites in reading, writing, and mathematics for general education courses and certain programs or courses may require additional prerequisite coursework, department approval, or an instructor's approval for enrollment.

Continuation, Termination, Appeal, and Re-admission

Once admitted to PCC, students remain active in their chosen program of study unless the student requests to change that program or does not enroll for eight consecutive terms (two years). After two years, the student receives an inactive status. Students who wish to resume their studies at PCC reapply for admission.

Expectations for satisfactory academic progress are outlined in the Academic Standards and Policies (ASP) Handbook under A109-Academic Standards and Student Progress. Students enrolled in a degree-seeking credit program are expected to maintain a cumulative GPA of 2.0 or higher as well as successfully complete 2/3 (66.67%) of the courses in which they register for in a given term. Based on that criteria, students will be classified in one of four levels of academic standing:

1. Good Standing
2. Academic Warning
3. Academic Probation or Continued Probation
4. Academic Suspension

Satisfactory Academic Progress (SAP) procedures are outlined on the PCC website (Academic Standards and Student Progress page) for students. Students who are not meeting SAP standards are notified via email after grades have been recorded for the term of their standing. Appropriate next steps are communicated to them to ensure support and resources for future success. If students fail to meet SAP standards three terms in a row, they are suspended from PCC. This means that they are administratively dropped from any registered courses, notified of their suspension status in writing, and suspended for a minimum of one term. To return to PCC, students must complete the re-entry process outlined or appeal for an exception, due to extenuating circumstances. Students receive support from academic advisors as needed.

Required Evidence for 2.C.3

☒ Policies and procedures for recruiting, admitting, and placing students

- Program/Class Admissions (B 403) (web page)
- Portland Community College Mission (BP 1200) (web page)
- APS Handbook, E201-Enrollment (web page)
- Applicants 16 or 17 Years of Age (web page)
- Placement at PCC (web page)
- Placement Tests (web page)
- Prerequisites (web page)

☒ Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures

- APS Handbook, A109-Academic Standards and Student Progress (web page)
- Academic Standards for Satisfactory Academic Progress (SAP) (web page)
- SAP Appeal Form (.pdf)

2.C.4 - Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Portland Community College (PCC) has a commitment to protecting the integrity and confidentiality of all student records. The College follows all applicable federal, state laws, regulations, and rules pertaining to protecting the confidentiality of student records as outlined in PCC Board Policy Student Records (B 407). PCC adheres to FERPA, notifying all enrolled students of their FERPA rights on a quarterly basis via email notification. The College also maintains a specific web page, Privacy Policies, for easy access by students and PCC's entire community.

The College values student privacy, and as such, has not identified any student data as "directory information" under FERPA. That means that all student information is treated as confidential and student record data will only be released to PCC "school officials" who have a legitimate educational interest or to a third party, provided the student has supplied the required Consent to Release Confidential Information form. This consent to release can also be submitted electronically via the MyPCC student portal. Students can access much of their student record information through the MyPCC student portal,

and under FERPA, have the right to view or inspect any component of their PCC academic record.

The Office of the Registrar serves as the custodian of all student record information at the College and the Registrar serves as PCC's FERPA Compliance Officer. College staff complete a required FERPA training upon hire, and the Office of the Registrar provides quarterly in-person training sessions open to the PCC community.

The College follows the community colleges records retention guidelines meeting or exceeding the minimum recommended retention schedule for all student records. The College's Banner (student information system) serves as the primary location of student records, supported by an electronic document imaging system, ImageNow, and various other electronic database systems. The College has varying levels of permission/security groups in all systems that provide access to confidential student information, with users permissions assigned based on the legitimate educational interest of the employee and their job duties.

Required Evidence for 2.C.4

☒ Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies

FERPA (web page)
Student Records (B 407) (web page)
Oregon Secretary of State Records Retention Guidelines (web page)
AACRAO Academic Record and Transcript Guide (web page)
PCC Consent to Release Form (.pdf)
PCC Privacy Policies (web page)

Element 2.D ~ Institutional Integrity

2.D.1 - Truthful Representation

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Portland Community College (PCC) represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public, and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

College Communications. The College communicates with its students, faculty, staff, and the external public through a variety of channels and modalities. The main source of College information for all internal and external constituents is the public, external-facing website: pcc.edu. The About PCC web page showcases and highlights news; events; types of academic programs and courses; resources; accreditation processes; integrated planning efforts; institutional effectiveness; board policies and profiles; College policies; organizational structure; and much more. The Academic Programs web page presents the College's degrees and certificates to prospective students in a consistent presentation managed in partnership by the Marketing team, Admissions and Recruitment team, the Web Services/Web Team, and academic department contacts. This team worked recently to review and renew this page to ensure updated, consistent, and relevant content. Ongoing review and maintenance is coordinated between academic program contacts and the Web Services/Web Team.

The pcc.edu website also is used as a tool to communicate with internal and external constituents in crises, big and small. For example, the arrival of the COVID-19 pandemic prompted the creation of the COVID-19 web page, which continues to be regularly updated and includes vital information related to instruction, student services, resources, and business continuity. Meanwhile, an extensive crisis communications plan, led by College Advancement and in partnership with the Department of Public Safety and Web Services/Web Team management and staff, has been developed to complement the Department of Public Safety's collegewide Emergency Operations Plan, posted on its website.

The College's online portal, MyPCC, provides students with tools to interact with PCC offices, register, and learn more about their student status. For example, the Financial Aid Dashboard details a student's financial aid status: receipt status of their FAFSA (Free Application for Federal Student Aid) at PCC, notification of additional required documents, award readiness, and notification of events impacting their aid.

A recent addition to MyPCC is the *Virtual Help* tab. The Virtual Help tab was developed in partnership with Student Affairs staff to better support students while the College moved to remote operations in spring 2020, in response to the COVID-19 pandemic. This project coordinated efforts across the College to provide additional modalities for service delivery utilizing Zoom and other platforms as a means to increase access and utilization of student support resources. Collegewide standards and training were developed, and additional services continue to be added.

Inside PCC is the venue by which the College posts internal communication, including the President's Weekly messages and other important collegewide updates and information. Access is through the College's internal portal MyPCC. Also accessible to College employees through MyPCC are internal Spaces.pcc.edu pages where key communications staff members who play critical roles in crises have access to the Crisis Communications Plan. Spaces/Confluence is the enterprise wiki platform used by PCC for projects, documentation, committees, and meeting notes. Additionally, the College uses Rave Alert (email, text, and phone) to notify students, staff, and faculty of College delays, closures, or emergency situations.

The College publishes a quarterly magazine--*Communities*--which is mailed to approximately 335,000 households in its district and that covers news and events, features profiles on students and staff, and touts the work of PCC in the community at large, in addition to including the non-credit community education course schedule.

In a similar fashion, College Advancement produces a bi-quarterly e-newsletter, *Panther Pride*; produces content for a television outlet, Cable station Channel 27, through its Media Production team; and develops news content for PCC's social media accounts -- Twitter, Facebook, and Instagram. Via all of these outlets, the College communicates news to its constituents. And with a focus on recruitment to support enrollment efforts, Marketing and Communications regularly reaches out to prospective students via email, viewbooks, and advertising.

Standards and Oversight of Representation. Most printed, electronic, and other official PCC communications are created or reviewed by College Advancement (which includes Public Relations and Community Engagement as well as Marketing and Communications) and Web Services/Web Team personnel, who monitor them for clarity, consistency, accuracy, and adherence to the College's mission, values, and guidelines. Communications processes and guidelines related to Public Relations and Community Engagement, and Marketing and Communications can be found on both departments' websites. These include visual identity standards, media release forms, social media guidelines, and editorial styles. The Web Services/Web Team also maintains a style guide for the public website and a MyPCC portal style guide to ensure a consistent experience.

The College oversees a menu of internal communications channels on the MyPCC portal, which can be accessed by students, staff and faculty. Options and guidelines include adding events to student and staff calendars; publicizing news and

opportunities; accessing appropriate email listservs/groups; and the Inside PCC blog site for employee news.

The College's Curriculum office oversees publication of the Catalog, the official source of academic program and course information. Publication of the catalog is managed using curriculum management software (Courseleaf) to ensure that all catalog entries go through designated review and approval processes. The College's curriculum team works closely with the Office of the Registrar to maintain and support GRAD Plan, a student degree audit tool. GRAD Plan allows students and their advisors to view both completed and remaining degree requirements, and is accessed via the College's secure student portal, MyPCC. Additionally, PCC recently implemented EAB Navigate, a student success management platform with a robust academic planning module. Students can use EAB to set appointments with their advisor(s). It is an enterprise-level technology that links PCC administrators, advisors, deans, faculty, other staff, and students in a coordinated care network designed to support equitable student success.

Required Evidence for 2.D.1

☒ Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity

- Communication Guidelines (web page)
- Visual Identity Standards Manual (.pdf)
- Media Release Forms (web page)
- Social Media Guidelines (web page)
- Web [Public Website] Style Guide (web page)
- MyPCC [Portal] Style Guide (web page)
- Courseleaf Curriculum Management Software (web page)

2.D.2 – Ethics and Complaints

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Ethical Standards. The Board charges the College President with establishing procedures to keep PCC in compliance with Oregon public officials' ethics statutes (ORS Chapter 244-Government Ethics) and to prevent College resources from being used for personal gain (see also Ethical Conduct B-303 web page). The PCC Ethics Guide explains that all PCC faculty, staff, including student employees, and volunteers are defined as "public officials" per ORS 244 and describes rules that must be followed relating to conflict of interest and government ethics. The Ethics Guide is provided as part of New Employee Orientation and new employees are expected to review the Guide and sign off, confirming that they have done so.

Complaints and Grievances. The College has provided a hotline for reporting potential ethical violations since 2009. An Ethicspoint Website and a toll-free number

have been set up for students, staff, or the public to report any such potential ethical violations. The College has designated the Internal Audit Director within the Office of the College President to administer the reporting website and toll-free number and coordinate investigations with Human Resources, Financial Services, and the affected division. The Internal Audit Director follows established investigation procedures in the completion of this work. If the College President is the subject of an investigation, the Internal Audit Director, in consultation with Legal Counsel, will notify the Board of Directors' Audit Committee chairperson and the chairperson of the Board of Directors. All the reports received thus far since 2009 have been satisfactorily investigated and resolved.

The PCC Office of Equity and Inclusion (OEI) offers a variety of reporting options for the PCC community, applicants, and the public to file reports of discrimination, harassment, retaliation, bias, and gender-based/sexual misconduct. Members of the PCC community, applicants, and the public can file reports at https://www.pcc.edu/incident/ (Report an Incident) or https://pcc-gme-advocate.symplicity.com/public_report/ (Public Incident Report). Information about PCC's Policies, procedures, and processes can be found at https://www.pcc.edu/equity/policy/. Additionally, the College provides many formal and informal supports for students, faculty, and staff who have experienced discrimination, harassment, retaliation, bias, gender-based/sexual misconduct, or are involved in any grievance process.

Employee Grievances. The College's Faculty and Administrative Professional and Classified collective bargaining agreements contain various terms and conditions of employment for represented Full-time Faculty, Part-Time Faculty, Academic Professionals, and Classified employees. Employees covered by these agreements may file a grievance in accordance with their applicable contract if they believe that a provision has been violated. See Faculty and Academic Professional Agreement, Article 25, and Classified Agreement, Article 24. The responsibilities of Management and Confidential employees, and the College's obligations to them, are outlined in the Management and Confidential Employee Handbook. Employees covered by this guideline may appeal any act by a supervisor which they believe conflicts with it. See Management and Confidential Employee Handbook, Section 16. In addition, an employee who believes they have been subjected to unprofessional behavior may make a complaint under the Standards for Professional Behavior for PCC Employees complaint procedure.

Required Evidence for 2.D.2

☒ Policies/procedures for reviewing internal and external complaints and grievances

- ORS Chapter 244-Government Ethics (web page)
- Board Policies (web pages)
  - Board Code of Ethics (B 203)
  - Ethical Conduct (B 303)
- PCC Ethics Guide (.pdf)
- Ethicspoint (website)
- Investigation Procedures (.pdf)

Contracts, Handbooks and Policies (web page)
- Faculty and Academic Professional Agreement (.pdf)
- Classified Agreement (.pdf)
- Management and Confidential Employee Handbook (web page)

2.D.3 - Conflicts of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The Board and the College community believe that certain fundamental values characterize the institution in which we work and guide us in the accomplishment of the PCC mission. These values are defined in Board Policy B 104, and include "effective and ethical use of public funds." Board Policy B 203 and Board Policy B 209 address Board Code of Ethics and conflict of interest, respectively. Board members shall adhere to state laws as defined in ORS Chapter 244 (Government Ethics) relating to conflict of interest and government ethics. The PCC Ethics Guide describes rules that must be followed by all PCC employees relating to conflict of interest and government ethics.

The Board established the standing Board Audit Committee and hired PCC's first internal auditor in 2010. The internal auditor (Internal Audit Director), working with the Audit Committee chaired by a PCC Board Director, has conducted several annual risk analyses on the internal controls for the College and completed audit projects of various major departments.

Required Evidence for 2.D.3

☒ Policies/procedures prohibiting conflict of interests among employees and board members:

ORS Chapter 244 Government Ethics (web page)
Board Policies (web pages)
- Values Statement (BP 1203)
- Board Code of Ethics (B 203)
- Conflict of Interest (B 209)
- Ethical Conduct (B 303)

PCC Ethics Guide

Additional Evidence for 2.D.3

Board Audit Committee (web page)

Element 2.E ~ Financial Resources

2.E.1 – Audits; Oversight

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Audit Processes and Reporting. In accordance with PCC Board Policy on Financial Audits (BP 6400), Board Policy on Fiscal Management (BP 6300), and ORS 297.405-ORS 297.555 (Municipal Audit Law), the College adheres to audit, internal control, financial reporting, cash flow management, and budget policies to work toward maintaining financial stability, sound cash flow planning, forecasting, and strong budgeted reserves. It adheres to all audit requirements as specified by ORS 341.709 (Annual Audit Required).

The College is audited annually by an independent certified public accountant recommended by the President and selected by the PCC Board of Directors. The current auditor is Eide Bailly, LLP. The financial audit is conducted in accordance with auditing standards generally accepted in the United States of America as set forth by the Governmental Accounting Standards Board (GASB), the Financial Accounting Standards Board (FASB), and the American Institute of Certified Public Accountants. The purpose of the financial audit and related independent auditor's report is to express an opinion on the fairness of the Comprehensive Annual Financial Report (CAFR). Management's discussion and analysis (MD&A) provides narrative, overview, and analysis of the basic financial statements in the FY2020 report. The MD&A is found on page 4 of the FY2020 CAFR and immediately follows the independent auditor's report which provides detailed analysis. As part of the annual audit process, the President reports to the Board of Directors any deficiencies identified by the certified public accountants in their audit report, including a plan of action to address the deficiencies and a timeline for corrective action. The Board of Directors will formally adopt the plan of action including the timeline for corrective action.

In addition to audit controls, PCC adheres to strong financial reporting, treasury management, cash flow planning and analysis, purchasing review, budget management, and internal audit functions. The Board Policy on Reserve Funds (B510) establishes and maintains a General Fund unrestricted fund balance to ensure the availability of funds to continue the delivery of institutional services and to address any unexpected emergencies. It serves as a buffer against enrollment fluctuations and protects against the uncertainty of state support funding or any period of a revenue shortfall. All these processes and reporting functions are designed to safeguard and ensure strong and accurate financial planning. Budgeting based on accurate revenue and expense projections and debt service requirements is essential to maintain the College's financial stability through strong financial reporting and monitoring. Internal controls and prudent monitoring of resources and expenditures through the budget function enables us to end the year by not exceeding budget, and to maintain adequate reserves for the next year and the biennium to come. The end of year CAFR and strong

Aa1 credit rating illustrates the comprehensive oversight, financial planning, and reporting function of the Financial Services Division. After presentation to the Board of Directors, the annual CAFR is posted to the Budget and Financial Reports page of the PCC website, which includes links to more than a decade of CAFRs and Budget Reports.

Single Audit. In addition to meeting the financial audit requirements as set forth in Oregon Statutes, the audit is designed to meet the requirements of the Single Audit Amendment and OMB Compliance Supplement. The Single Audit is a portion of the audit which focuses on the Schedule of Expenditures of Federal Awards, required reports on internal controls, compliance with laws and regulations, and a schedule of financing and questioned costs.

Once the report is available, the Board of Director's Audit Committee receives the report and hears the presentation from management and the audit firm. Generally, this report is presented in December each year; however, due to the COVID-19 pandemic, guidance on the Single Audit was late for FY2020. The CAFR was presented in January, 2021 and the FY20 Single Audit Report will be presented to the Board in March 2021. PCC has been awarded the Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association of the United States and Canada (GFOA) for the past twenty-six consecutive years.

Required Evidence for 2.E.1

☒ Policies/procedures that articulate the oversight and management of financial resources
- 2019-2021 Biennium Adopted Budget, pages 117-134 (.pdf)
- Board Policy on Purchasing and Contracting (B 505) (web site)
- Community College Rules of Procurement (.pdf)

☒ Latest external financial audit including management letter
- FY2020 CAFR, page 21 (.pdf)

☒ Cash flow balance sheets
- FY2020 CAFR, page 35 (.pdf)

☒ Audited financial statements
- FY2020 CAFR, page 33 (.pdf)

☒ Tuition and fees, educational, and auxiliary revenue for undergraduate enrollments
- FY2020 CAFR, pages 117 and 135 (.pdf)

☒ Significant contracts/grants
- Schedule of Expenditures of Federal Awards (FY2020) (.pdf)

☒ Endowment and giving reports (not applicable)

☒ Investment revenue
- FY2020 CAFR pages 34, 42-44 (.pdf)

Additional Evidence for 2.E.1
- Budget and Financial Reports (web page)

2.E.2 - Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Financial Planning. Financial planning at PCC largely revolves around the cyclic development of biennial budgets and forecasting future revenues and expenses as part of a longer-term planning cycle. The College has created a financial forecasting model to aid in the development of the next biennial budget as well as projecting the following biennial budget. To the extent possible, each budget is aligned to the strategic goals and actions embedded in the College's Strategic Plan. The forecasting model considers revenue and expense variables, including state funding levels, enrollment, staffing, and operating costs. The model focuses on the College's General Fund, which is the institution's primary operating fund, to ensure the adequacy of funds for short-term needs with an eye toward longer-term financial viability and the achievement of the institution's strategic goals.

The Board Policy on Reserve Funds (B 510) establishes and maintains a General Fund unrestricted fund balance to ensure the availability of funds to continue the delivery of institutional services and to address any unexpected emergencies. It serves as a buffer against enrollment fluctuations and protects against the uncertainty of state support funding or any period of a revenue shortfall. PCC aspires to maintain an unrestricted General Fund balance within the range of 9% to 18% of the annual operating expenditures and transfers out of the General Fund. Balances in excess of the 18% may be set aside for restricted reserves or specific investment in one-time expenditures. Expenditures could include capital construction, capital equipment, and the capital costs associated with the implementation of an enterprise resource planning (ERP) system or projects related to the strategic direction of the College.

The PCC Foundation, a separate tax-exempt 501(c)(3) non-profit organization, fundraises and mobilizes private support for student scholarships and educational programs on behalf of the College.

Budgeting Process. The budgeting process at PCC is a highly participatory process involving many stakeholders. In accordance with the Board's Budget Development (BP 6200) policy, the President serves as the budget officer of the College. It is through the President that the PCC Board of Directors, acting as the College Budget Committee in accordance with Oregon Local Budget Law ORS 294.414, reviews, approves, and adopts the biennial budget in the course of public hearings that are advertised and open to the general public. Further, since PCC operates and levies property taxes in Multnomah County, the budget process is under the supervision of the Tax Supervising and Conservation Commission (TSCC). The TSCC, an oversight agency created under Oregon Revised Statute ORS 294.608, supervises local government budgeting and taxing activities within its jurisdiction. The Commission conducts a public hearing on the

College's biennial budget with input from the PCC Board of Directors, President, and senior administrators as well as the general public.

The President's Cabinet provides high-level guidance to the budget process by developing over-arching budget goals, principles, and assumptions based on existing internal, external, and environmental factors. Cabinet considers student accessibility and affordability and considers issues of disparate impact when setting budget direction. Consideration is given to estimating state level support for the biennium, determining realistic enrollment projections, and analyzing receipts of property tax revenues to formulate a range of valid budget scenarios. The budget assumptions are shared and further considered by the College Budget Planning Committee, an engaged team that represents a broad cross-section of the College including college faculty, academic professionals, deans, student leaders, and representatives from the PCC Federation of Faculty and Academic Professionals, and the College Federation of Classified Employees.

Student participation in financial planning is not limited to participation on the College Budget Planning Committee. Senior-level administrators and Cabinet meet regularly with the PCC District Student Council leadership to explain the budget process and solicit feedback from the leadership team, with an emphasis on collaborating on tuition and fee pricing and budget actions that will support student success, accessibility, and affordability in a more equitable fashion.

Budget managers throughout the College engage in the planning process by developing proposed budget scenarios using the College's current adjusted budget and making changes based on budget assumptions and principles that have been reviewed and vetted by both the President's Cabinet and the College Budget Planning Committee. The PCC Budget Manual, updated each biennial budget cycle, is intended to be a guide to PCC staff and managers throughout the various stages and steps of the budget development cycle. The Manual details operating policies and procedures related to the budget process as well as procedures related to budget changes after adoption including budget transfers.

Financial Resources Policies and Risk Management. PCC follows a Cash and Investment Program (B 502) that maintains sufficient liquidity to enable PCC to meet all operating requirements, which might be reasonably anticipated. It preserves investment capital and principal and seeks diversification and maximization of yield in accordance with the institutional Investment Standards and Practices. PCC also maintains a policy on College Debts (B 509) governing public borrowing and issuance of bonds through a College Debt Officer in accordance with a set of institutional Debt Management Standards.

Adequate planning at PCC requires adequate risk identification and mitigation. Board Policy on Safety and Risk Management (B 507) directs the President to establish a comprehensive risk management program. Risk Services, a unit of PCC Financial Services, is responsible for guiding the College in planning, coordinating, and managing

the comprehensive risk management program. This program is designed to protect the College from exposure to risks that could have an adverse impact on College operations, financial strength – both short and long-term, and community relations. Risk Services does this through loss prevention and loss control initiatives, insurance claims management and maintaining adequate insurance coverage.

Required Evidence for 2.E.2

☒ Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds.

- Board Policies (web pages)
  - Budget Development (BP 6200)
  - Cash and Investment Program (B 502)
  - Safety and Risk Management (B 507)
  - College Debts (B 509)
  - Reserve Funds (B 510)
- Budget Manual, Biennium 2021-2023 (.pdf)
- Investment Standards and Practices (.pdf)
- Debt Management Standards (.pdf)

2.E.3 - Management

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Financial Controls. In accordance with Board Policy on Fiscal Management (BP 6300), PCC strives to ensure the integrity of institutional finances. The College maintains a comprehensive internal control framework designed to both protect its assets from loss, theft, and misuse and to compile sufficient reliable information for the preparation of the College's financial statements. The framework ensures the integrity of the College's financial resources and that the institution remains compliant with all local, state, and federal laws, regulations, guidelines, and institutional policies. Under the direction of the College President, procedures have been put in place to ensure fiscal management is in accordance with Oregon Municipal Audit Law (ORS 297.405 - ORS 297.555), Oregon Local Budget Law (ORS 294.305 - ORS 294.565), and other applicable State or Federal laws and regulations.

As an example of adequate internal control, the College manages an accounting and financial reporting system, including books and records that conforms to Generally Accepted Accounting Principles (GAAP) adopted by the Government Accounting Standards Board (GASB), the National Association of College and University Business Officers (NACUBO), and Oregon Local Budget Law ORS 294.414. The institutional **Comprehensive Annual Financial Report (CAFR)** is prepared annually in accordance with accounting principles generally accepted in the United States of America as promulgated by GASB, the Financial Accounting Standards Board (FASB), the

American Institute of Certified Public Accountants (AICPA), and other recognized standard setting bodies (see FY2020 CAFR).

A coordinated system of internal financial controls is evidenced throughout the fiscal management and operations of the College. The Board Policy on Reserve Funds (B 510) establishes and maintains a General Fund unrestricted fund balance to ensure the availability of funds to continue the delivery of institutional services and to address any unexpected emergencies. It serves as a buffer against enrollment fluctuations and protects against the uncertainty of state support funding or any period of a revenue shortfall.

Investments. The College follows a Cash and Investment Program (B 502) policy that maintains sufficient liquidity to enable PCC to meet all operating requirements, which might be reasonably anticipated. It preserves investment capital and principal and seeks diversification and maximization of yield in accordance with the institutional Investment Standards and Practices. The Investment Standards and Practices themselves reinforce the responsibility for establishing and maintaining an adequate internal control structure designed to reasonably ensure that invested funds are invested within the parameters of the investment standards and are protected from loss, theft, or misuse. Internal controls address the following points:

- Compliance with Investment Standards and Practices, investment diversification by type and maturity;
- Control of collusion;
- Separation of transactional authority from accounting and record keeping;
- Avoidance of physical delivery of securities when possible and address control requirements for physical delivery;
- Clear delegation of authority to subordinate staff members;
- Confirmation of transactions for investments and wire transfers in written or digitally verifiable electronic form;
- Dual authorizations of non-repetitive wire and automated clearing house transfers;
- Staff training; and
- Review, maintenance and monitoring of automated and manual security procedures.

Debt Management. A Board Policy on College Debts (B 509) governs public borrowing and issuance of bonds through a College Debt Officer in accordance with a set of institutional Debt Management Standards. The Standards allow PCC to enter into debt obligations to finance the construction or acquisition of buildings and infrastructure and other assets, maintain existing facilities, purchase land and personal property, or act on the option to refinance or restructure existing debt and other legally acceptable obligations. Control objectives require that the College maintain conservative financial policies, budgets, and strategic planning efforts to support strong financial health and strive to:

- Reduce or avoid fluctuations in the debt rate;
- Minimize borrowing costs and taxpayer impact;

- Preserve or enhance the College's credit ratings;
- Ensure full, complete, and accurate financial disclosure and reporting compliance;
- Comply with applicable Federal, State and Local laws and regulations that govern public borrowing and issuance of bonds;
- Provide sufficient funds to meet debt service requirements on all indebtedness; and
- Ensure full compliance with the terms and conditions outlined in the bond resolution.

The control objectives govern all aspects of debt issuance and post-issuance compliance.

Required Evidence for 2.E.3

☒ Description of internal financial controls

Board Policy on Fiscal Management (BP 6300) (web page)
Oregon Municipal Audit Law (ORS 297.405 - ORS 297.555) (web page)
Oregon Local Budget Law (ORS 294.305 - ORS 294.565) (web page)

☒ Board approved financial policies, state financial policies, or system financial policies

FY2020 Comprehensive Annual Financial Report (CAFR) (.pdf)
Board Policies (web pages)
- Cash and Investment Program (B 502)
- College Debts (B 509)
- Reserve Funds (B 510)

Investment Standards and Practices (.pdf)
Debt Management Standards (.pdf)

Element 2.F ~ Human Resources

2.F.1 – Employee Information

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

New Employees. Newly hired employees are apprised of basic terms and conditions of employment, such as salary potential, work location and FTE level, as well as job duty requirements, through the published vacancy recruitment announcement. After hire, employees receive letters confirming their appointments, including the agreed-upon starting salary. Information regarding employment at PCC is also available to new employees within PCC's learning management system, MyCareer@PCC.

Benefitted employees are required to complete an online new employee orientation. The orientation includes a checklist of College policies and guidelines that advise employees of various expectations for conduct, including ethics, use of College resources, and professional behavior. These policies and guidelines are reviewed and signed by the employee and maintained in the employee's official personnel file.

New benefitted employees are also provided a benefit orientation session that explains options and eligibility for College-sponsored benefits relating to group health, dental and life insurance coverage, retirement and personal finance, leaves, tuition assistance, and use of college facilities. A summary of benefits is published on the PCC website (Benefits web page), along with information about enrollment and frequently asked questions. A New Faculty Institute is also offered annually to provide newly hired Full-time Faculty information on College policies, benefit options, and other resources.

Information for Employees. Pay and withholding information, as well as current leave accrual usage and balances, is available to employees online. Employees also receive annual salary notices confirming their salary, pay step (if applicable), and job classification. In addition, Part-time Faculty may view information regarding their step placement and accumulated contact hours online and have the option to receive a detailed statement of earnings with each paycheck.

Employees within the College's two bargaining units, the Classified unit and the Faculty and Academic Professional unit, are further apprised of terms and conditions of employment through their labor agreements. Each labor agreement contains key employment provisions, including but not limited to types of appointments, probationary periods, compensation and benefits, work location, employee job movement, reductions in force, leaves, assessment, disciplinary standards and due process, and non-discrimination and grievance procedures. Management and Confidential employees are covered by the Management and Confidential Employee Handbook which contains provisions in these same general areas.

Hard copies of the collective bargaining agreements are provided to covered employees, and Agreements and the Handbook are also published on the Contracts, Handbooks and Policies section of the Human Resources (HR) web pages. The HR webpages also include job classification descriptions on the Employment web page.

Human Resources contact information is available via the PCC website and HR personnel are available to answer questions in the areas of employment, compensation, benefits, employee and labor relations, ADA accommodation, and employee records.

Required Evidence for 2.F.1

☒ Human resource policies / procedures
- Contracts, Handbooks and Policies (web page)

☒ Policies/procedures related to teaching, scholarship, service, and artistic creation
- Faculty and Academic Professional Agreement (.pdf)

☒ Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination
- Employment (web page)
- Contracts, Handbooks and Policies (web page)
  - Faculty and Academic Professional Agreement (.pdf)
  - Classified Agreement (.pdf)
  - Management and Confidential Employee Handbook (web page)

2.F.2 - Professional Development

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Development Opportunities. The College provides multiple opportunities to support the professional growth and development of faculty, staff, and administrators. PCC's Office of Professional and Organizational Development (POD) is responsible for overall employee development, while PCC's Teaching and Learning Center (TLC) is focused specifically on the professional development needs of faculty. These efforts are also done in partnership with the Office of Equity and Inclusion (OEI) to align and collaborate around professional development opportunities as they relate to social justice, equity, diversity and inclusion. In February 2021, Anne Grey, Ed.D., joined PCC as the collegewide Teaching and Learning Coordinator. Throughout her experiences, Dr. Grey has specialized in promoting teaching excellence through culturally responsive curriculum development, instructional design, and faculty development. Together, POD, OEI, and TLC leadership will refine next steps as they relate to supporting teaching and learning at PCC to align with One College for Equitable Student Success strategies, Strategic Planning goals, and reorganization efforts.

In alignment with PCC's equitable student success goals, the College has provided opportunities for large teams of faculty and staff to attend key national conferences in recent years. For example, 19 faculty, staff, and students attended Achieving the Dream's Student Success & Equity Conference in 2020 in National Harbor, Maryland, and 90 attended the 2021 virtual conference in February (Dream 2021: Achieving the

Dream Annual Convening). In 2019, PCC sponsored 200 faculty, staff, and students to participate in the Annual National Conference on Race and Ethnicity in American Higher Education (NCORE) when it convened in Portland.

The College uses a learning management system, referred to as MyCareer@PCC, to support and manage employee training and professional development. The MyCareer@PCC system assigns new employees with onboarding curriculum, which includes College policies and procedures. The system also contains other essential College training, provides employees access to curated LinkedIn Learning trainings and supports the creation of career development plans to achieve professional development and career goals.

Support for Professional Growth and Development. Eligible College employees may also apply for grant funds to pursue numerous professional development opportunities, such as conference and workshop attendance, curriculum development and revision, projects focused on student retention and assessment, and special innovative department or team-centered projects. For example, POD provides innovative project grants for projects that support the achievement of PCC's Mission and Strategic Plan, as well as professional development grants to support attending conferences and workshops. In collaboration with the PCC Foundation, The Betty and Richard Duvall Scholarship provides $1,000 of professional development funds for innovation in the classroom (see also 2020 Betty & Richard Duvall Scholarship Recipients). The College also participates in the NISOD (National Institute for Staff and Organizational Development) Excellence Awards (see 2020 NISOD Excellence Award Recipients) which awards conference attendance to two employees. Additionally, POD and OEI have pooled resources for conferences and trainings that improve inclusive practices such as NCORE and Trauma Informed Practices training.

Faculty are provided an annual in-service, referred to as Teaching Week (see Teaching Week 2020 web page), which focuses on improving student outcomes through an enhanced understanding of culturally responsive instruction, reflecting on one's own teaching and classroom practices, and implementing new culturally responsive classroom practices. In addition, each campus hosts a Teaching and Learning Center (TLC), focused on the development needs of faculty. The TLCs host a variety of trainings and services to further develop teaching effectiveness and an understanding of culturally responsive practices through workshops, including the Anderson Conference, a one-day, collegewide premiere conference that culminates in professional development for faculty and staff focusing on student success.

Face-to-face and online in-service events for new Full-time Faculty, Part-time Faculty, and Faculty Department Chairs are also held each year to provide a forum for participants to share best practices.

The College's Classified employees are provided development opportunities through a career development program that allows employees to attend career workshops,

develop a career plan, and work in new assignments or projects to expand their professional skills and experience.

The College supports leadership development through the LEAD (Leadership Excellence and Development) Academy, which provides aspiring leaders the opportunity to develop leadership skills through a six-month program focused on servant leadership, working across difference, effective communication and project management. The College also offers all employees up to four hours per year of one-on-one over-the-shoulder training to improve technology skills.

Lastly, PCC offers benefit-eligible employees tuition waivers for PCC courses (see Tuition Waiver for PCC Classes) and tuition reimbursement for courses taken at other institutions. Management employees (Section 11) and Full-time Faculty and Academic Professional employees (Article 20 - Professional Leave) are eligible to obtain release time for professional development activities and apply for up to 12 months of sabbatical leave.

Required Evidence for 2.F.2

☒ Employee professional development policies/procedures

- Contracts, Handbooks and Policies (web page)
  - Management and Confidential Employee Handbook (web page)
    - Section 11: Professional Development (web page)
  - Faculty and Academic Professional Agreement (.pdf)
    - Article 4 Preamble
    - Article 6.53
    - Article 7.412
    - Article15 - Tuition Waiver
    - Article 19.92
    - Article 19.93
    - Article 20 – Professional Leave
  - Classified Agreement (.pdf)
    - Article 15.52
    - Article 17.54 - 17.55
    - Article 19 – Career Development

2.F.3 - Sufficiency

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The employment of qualified personnel in numbers sufficient to support College operations and to serve students is essential. As of November 20, 2020, PCC employed approximately 410 Full-time Faculty; 1,124 Part-time Faculty (1,023 credit and 101 non-credit); 288 Academic Professionals (exempt professional staff); 711 Classified staff; 212 Administrative staff; 32 Confidential staff; and 5 Executive staff for the 2020-2021

academic year. The College employs approximately 983 casual employees and 550 student/work study employees to assist with support and operations functions.

General information describing the College's hiring processes is available on the PCC website on the Work at PCC web page. The Employment web page provides links to a full array of "Resources for Managers" on hiring employees, including the College's Hiring Procedures Manual that is available on the Human Resources internal web pages (Intranet).

A screening committee process is generally used for all regular Full-time Faculty, Academic Professional, and Management positions. The Faculty and Academic Professional Agreement, Article 3, also contains provisions regarding the appointment processes of Full-time Faculty and Academic Professionals and part-time Academic Professionals. It requires that Faculty and Academic Professionals be involved in the selection process for regular vacancies and sets requirements for the composition of faculty involved in the selection process. The principle duties, criteria, and qualifications, as well as general selection process information, are posted online for each position vacancy announcement.

Approved instructor qualifications are published on the College website. All newly hired faculty must meet the approved minimum requirements established for the type of courses taught (Lower Division Collegiate, Career and Technical Education, and Pre-College). For many subject areas, more specific qualifications and clarifications have been developed. The collective bargaining agreement applicable to faculty also describes the professional duties that faculty are expected to perform. Human Resources maintains a list of job classifications for all classification types on the Employment web page.

Managers and staff must meet the minimum qualifications for hire as documented in the College's classification descriptions (exceptions are occasionally made to provide temporary professional development opportunities). In addition to minimum qualifications, these written descriptions broadly outline the nature and scope of work, principal duties, work environment, and physical requirements for each classification. Descriptions are periodically reviewed through reclassification requests, contractually required market reviews, departmental reorganizations, or prior to recruitment to fill a vacancy. Updates are made when it is determined that essential functions, responsibilities, or requirements of the classifications have changed.

The College is currently undergoing a comprehensive structural reorganization to support One College for Equitable Student Success. Reorganization is beginning within Academic Affairs and Student Affairs. The focus of the organizational design work is to shift PCC to operating as a single college with multiple points of entry and service for students along their academic and career pathways. In addition, decisions for leadership staffing to implement the reorganization are focused on key leadership competencies designed to shift PCC's leadership culture, and to provide clarity around the expectations and responsibilities of managers. The reorganization will be phased in,

with a goal of full implementation by July 1, 2021. During this time, the College will be in a period of transition between roles and responsibilities under the current structure and the new structure (see organizational structures comparison).

Required Evidence for 2.F.3

☒ Documentation about engagement and responsibilities specified for faculty and staff, as appropriate
- Faculty and Academic Professional Agreement (.pdf)
- Instructor Qualifications (web page)

☒ Personnel hiring policy/procedures
- Employment (web page)
- Faculty and Academic Professional Agreement (.pdf)
- Key Leadership Competencies (.pdf)

☒ Academic organizational chart
- Organizational Structures Comparison (.pdf)

2.F.4 - Evaluation

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Management and Confidential Employees. Management and Confidential Employee assessment information is outlined in the Management Confidential Employee Handbook, Section 9: Performance Assessment. Management and Exempt Confidential staff are assessed annually during a three-year probationary period. Non-exempt Confidential employees complete a one-year probationary period. After completion of probation, Management and Confidential staff are assessed every three years. The Management assessment tool is based on American Association of Community College Statement on Competencies for Community College Leaders. The review discusses achievements, leadership, planning, decision-making, communication, and interpersonal relationships. The assessment tool includes a 360-degree feedback component intended to identify patterns of performance. During years when a full assessment is not conducted, the manager and employee are expected to meet to discuss goals and achievements and to develop goals for the coming year. Assessment information and forms are available on the Assessment page on the PCC website.

Classified Employees. In accordance with the Classified Agreement, Article 13 – Probation and Performance Assessment, Classified employees are assessed upon completion of probationary periods. Thereafter, assessments are conducted annually for a three-year period and then on a three-year cycle. Assessments include a supervisor's review, a self-assessment and goals intended to provide feedback in areas relating to job performance and interpersonal relationships and to ensure the delivery of quality service.

Faculty and Academic Professionals. In accordance with the Faculty and Academic Professional Agreement, Article 7 – Faculty and Academic Professional Assessment, Academic Professional employees are assessed annually during a two-year probationary period and Full-time Faculty are assessed annually during a three-year probationary period. After completion of probation, Faculty and Academic Professional staff members are assessed every five years. Each Faculty and staff member, in consultation with his/her supervisor, develops a five-year assessment plan, which is designed to support job competence, enhance job knowledge, and encourage involvement in College activities. A statement of goals and activities to be accomplished as well as a review of the progress made toward completion of goals and activities identified in the assessment plan is conducted annually (see Articles 7.3 through 7.43 for details).

Faculty and staff will be assessed on the performance of job duties and professional responsibilities on a regular cycle. The assessment consists of an assessment plan and an assessment review, which includes a Management assessment and a self-assessment addressing the elements of job performance, as well as professional development activities and college service. Some form of student feedback is a required element of the assessment review. Probationary faculty members are assessed annually, and Full-time Faculty with continuous appointment status are assessed on a five-year cycle. Student evaluations are also required to be conducted in every class every term.

Part-time Faculty members receive an initial assessment and a third-year assessment. Thereafter, Part-time Faculty members are assessed on a three-year cycle. Assessments generally include at least some form of student evaluation, classroom observation, and possibly additional assessment tools.

Evaluation Systems. PCC is in the process of integrating its assessment tools into its comprehensive learning management system, MyCareer@PCC, which will fully automate the assessment process, allow employees to upload training and goal development information and provide managers with the ability to track employee development and progress toward meeting goals. As the online system is developed, PCC will also be updating assessment components as needed. Currently, employee assessments are not all up-to-date. The College is implementing a plan to complete past due assessments for most employees by the end of 2021, and no later than the end of 2022 for remaining employees. In addition, the requirement to complete an assessment by each campus for which a Part-time Faculty member taught changed in 2019 to require a single, collegewide assessment. This efficiency measure will help ensure timely assessments for Part-time Faculty. Finally, the steps PCC has taken to add the assessment process to its talent management system will improve administrators' ability to track assessment due dates and report on the status of completed assessments to ensure timely completion for all employees.

Required Evidence for 2.F.4

☒ Administrator/staff/faculty evaluation policies/procedures

Management Confidential Employee Handbook, Section 9: Performance Assessment (web page)
Assessment (web page)
Classified Agreement, Article 13 – Probation and Performance Assessment [pdf]
Faculty and Academic Professional Agreement, Article 7 – Faculty and Academic Professional Assessment (.pdf)

Element 2.G ~ Student Support Resources

2.G.1 - Effective Learning and Student Support Environment

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Supporting student learning is a critical function of our Academic Affairs and Student Affairs teams. Portland Community College (PCC) delivers instruction in a variety of formats, including traditional in-person classes, fully online, asynchronous classes, as well as hybrid formats. In response to the COVID-19 pandemic, the College has been in remote operations and has added synchronous, remote delivery to those options to better meet student needs.

Instruction is designed to engage and support students through recognition of a variety of teaching and learning styles – PCC's Teaching and Learning Centers (TLCs) offer a communal space for faculty that promotes professional development, best practices in teaching, facilitating innovation, and enhancing teaching and learning styles and techniques.

To support student learning needs, tutoring services are available at no cost to PCC students, seven days a week in a variety of modalities. Each campus provides support for students in reading, writing, math, and computer technology. In addition, program- and discipline-specific tutoring (e.g., biology, engineering, or writing lab) is available through designated settings specific to each campus. The College also participates in a regional tutoring consortium that offers e-tutoring in 14 subjects.

Students are introduced to these support services at multiple times while at PCC, beginning with an online new student orientation. The College also has an online tutorial collection, Panther Tracks, that students can access at any point to get just-in-time resources on being a successful student at PCC. New, first-time credit students also attend New Student Advising and Registration Sessions to get acclimated to PCC and ensure connection and support before students begin their studies.

Portland Community College has been focused on reforming its institutional policies, practices, and behaviors as part of its commitment to Yes to Equitable Student Success (YESS). The YESS efforts place students at the center of PCC's work towards more equitable outcomes for diverse students. One key priority in the YESS work is the implementation of integrated academic and career pathways, with integrated support for students. The College is reorganizing its administrative structure in both Academic Affairs and Student Affairs around a One College for Equitable Student Success academic and career pathways model to support these initiatives and improve the experience of all PCC students.

Required Evidence for 2.G.1

☒ Listing of programs and services supporting student learning needs

- Tutoring (web page)
- Teaching Learning Center (web page)
- Panther Tracks: Guides to Student Success (web page)
- New Student Orientation (web page)
- New Student Advising and Registration Sessions (web page)

Additional Evidence for 2.G.1

- Types of Classes at PCC (web page)
- YESS: Yes to Equitable Student Success (web page)
- YESS Priorities (web page)

2.G.2 – Publication of Information

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The College publishes a Catalog annually, each academic year. The Catalog is available in an online format, and available in print, upon request. It is the primary source of academic, course, and policy information at PCC, supported by the public facing website (pcc.edu), and PCC's secure student portal, MyPCC, which contains pertinent student record and transcript information, personalized curricular and degree audit information, and personalized financial information for each student enrolled at the College.

Information	Catalog	Other Locations
Institutional mission, vision, and values	Mission Statement	Portland Community College Mission (BP 1200)
Admission requirements and procedures	Admission for New Students	Admissions - Apply Today!

Information	Catalog	Other Locations
Grading policy	G301-Grading Guidelines G302-Grading Guidelines - Attendance, Participation and No Shows S704-Syllabus Standards for Credit Courses	Grading Guidelines
Academic programs	Programs, Disciplines & Courses	Academic Programs
Course information	Course Search Programs, Disciplines & Courses	Schedule of Courses
Expected learning outcomes	S704-Syllabus Standards for Credit Courses	Course Content and Outcome Guides
Required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings	Catalog program requirement page examples: Graphic Design Geographic Information Systems Veterinary Technology	Program Advising Guide Examples: Electronic Engineering Tech Medical Assisting
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	Faculty & Staff	
Rules and regulations for conduct, rights, and responsibilities	Student Rights and Responsibilities Policy on Student Conduct	Student Rights and Responsibilities Handbook Policy on Student Rights Appeals, Complaints, and Feedback Academic Integrity at PCC Accommodations and Services

Information	Catalog	Other Locations
Tuition, fees, and other program costs		Paying for College Tuition and Fees Payment (Tuition for Noncredit Classes) Program Cost page examples: Graphic Design Medical Assisting
Refund policies and procedures for students who withdraw from enrollment	Make Payment Arrangements (under "Removing Tuition Charges")	Refund Policy Refunds
Opportunities and requirements for financial aid	Make Payment Arrangements	Paying for College Financial Aid Scholarships at PCC
Academic calendar	Calendar of Instruction	Academic Calendar

Required Evidence for 2.G.2

Catalog (and/or other publications) that provides information regarding:
Please see the table above for links to specific evidence.

- ☒ Institutional mission
- ☒ Admission requirements and procedures
- ☒ Grading policy
- ☒ Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion
- ☒ Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
- ☒ Rules and regulations for conduct, rights, and responsibilities
- ☒ Tuition, fees, and other program costs
- ☒ Refund policies and procedures for students who withdraw from enrollment
- ☒ Opportunities and requirements for financial aid
- ☒ The academic calendar

2.G.3 – Licensure; Employment Requirements

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

The PCC Catalog as well as the College's website are the primary locations that national and/or state legal eligibility requirements are published. For example, successful graduates of the Nursing program are eligible to sit for the National Council of State Boards of Nursing NCLEX-RN exam. That information is found in the Nursing Advising Guide (page 6), as well as the Nursing section in the online Catalog. Student NCLEX-RN pass rates are published on the Nursing program web page (Nursing). Another example is PCC's apprenticeships and trades area, with similar information posted on the Apprenticeship and Trades web page as well as in the Catalog (Apprenticeship and Trades).

PCC is also in the process of building a more robust infrastructure to ensure students are clear about licensure requirements. In 2020, Academic Affairs inventoried all the PCC programs that prepare students for licensure. The College is currently assessing the landscape of both general program disclosures as well as preparing to build infrastructure for direct disclosure to students about licensure requirements using the framework provided by NC-SARA (National Council for State Authorization Reciprocity Agreements). Additional disclosures likely will be added to PCC's Consumer Information web page.

Required Evidence for 2.G.3

Samples of publications and other written materials that describe:

- ☒ Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.
  - PCC Nursing (web page)
  - PCC Nursing Advising Guide (.pdf)
  - PCC Nursing catalog (Catalog web pages)
  - Apprenticeship and Trades (web page)
  - Apprenticeships and Trades (Catalog web pages)
- ☒ Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Additional Evidence for 2.G.3

- NC-SARA program licensure (web page)
- PCC Consumer Information (web page)

2.G.4 - Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the

categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

As with many community colleges, PCC's financial aid program rests heavily on the pillars of federal Title IV funds, state grant programs, and veterans education benefit programs (see Financial Aid, Financial Aid Grants, and Veterans Education Benefits web pages). The College also has a modest but growing foundation/institutional scholarship component and a range of other student support programs: workforce programs through a mix of federal/state/private resources, Department of Defense and state tuition assistance for enlisted and qualifying reservists, and a variety of private programs including scholarships and employer benefits, etc. These programs are sited across the college.

One strength of PCC has been the diversity and range of resources and programs offered; the associated weakness has been that these individual programs are sited in a wide range of offices and there has not been a single office that supports or even is informed of all of the available student financial support options. While there is much to celebrate, there is work to be done and opportunity. A new department for "student financial support and services" has been identified as part of the One College for Equitable Student Success reorganization. When fully realized, this functional unit will unify support and systems for students to maximize resources to pay for college.

Guided by the leadership of PCC President Mitsui and key PCC leaders, Oregon has invested in the Pathways to Opportunity initiative designed to expand access to federal and state benefits to support low-income students' attendance and completion of college. This critical work is reflected at PCC through a number of activities: the current implementation of Single Stop – a benefits screener to connect students to federal, state, and local resources; agency partnerships for expanded SNAP enrollment; the STEP program providing additional support and financial assistance for SNAP recipients; and a PCC Pathways to Opportunity Council which brings together faculty, staff, students, and administrators to address barriers related to food, housing and financial insecurity.

As with 2.G.5, PCC website information in general is technically adequate for compliance purposes, but is a space where Enrollment as a division would like to see a range of structural and content improvements to improve student ease of use and accessibility, particularly to support our equity and completion goals under the YESS (Yes to Equitable Student Success) initiative.

The College also complies with the Principles of Excellence and provides the "College Financing Plan" (formerly "FA Shopping Sheet") to all Title IV recipients in addition to PCC's standard aid notification letter.

PCC Foundation

The PCC Foundation supports student success by securing and awarding support for scholarships and programs. Since 2015, scholarship awards have doubled from $1.1 million to more than $2 million annually, which includes traditional scholarships and awards for PCC Future Connect students. Student scholarship opportunities are marketed through the PCC Foundation Scholarships web page, faculty promotion, social media, scholarship workshops, and community outreach.

In addition, the PCC Foundation provides a limited amount of funds for emergency grants, technology, and food insecurity. Applications for emergency grants, when funding is available, can be found on the Emergency Funds web page. Funding for food insecurity included private donor and grant support which funds food purchases for all campuses from the Oregon Food Bank, as well as two vans to transport the food. During the pandemic, PCC Foundation funded the purchase of Chromebooks and computers for students to adapt to online learning.

Required Evidence for 2.G.4

☒ Published financial aid policies/procedures including information about categories of financial assistance

- Paying for College (web page)
  - Financial Aid (web page)
  - Financial Aid Grants (web page)
  - Veterans Education Benefits (web page)
- PCC Foundation Scholarships (web page)
- Emergency Funds (web page)

2.G.5 – Student Loans

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The College meets all required loan and entrance/exit disclosures to students; however, the extent to which PCC goes beyond that minimum varies by program. For the HRSA Nursing Loan program students receive in-person entrance and exit advising from student accounts and financial aid staff, as a supplement to entrance counseling documented through 'Mapping Your Future' and required exit information from PCC's servicer (ECSI). Whereas for Direct Loans, students receive a copy of the required materials and a referral to the appropriate federal website (currently studentaid.gov); for Perkins in its waning, students just receive the required contacts from ECSI.

The results do reflect both the population but also the level of resources invested – HRSA indicated in 2019 they view the PCC Nursing default rate as exemplary and recently inquired if there were elements of the program that could be duplicated at other institutions. Conversely, the 2017 Direct Loan Cohort Default Rate (CDR), in line with other recent years, is slightly higher (16.3%) than the national sector average (15.2%).

That pattern holds true for most if not all Oregon community colleges, but most importantly is well below the threshold that would require a management plan or incur penalty.

The College previously utilized default reduction services through Inceptia, but analysis indicated the economy was by far the single biggest indicator of/factor in annual CDR variations. The factor over which PCC has the most control is student completion, which mirrors where national conversation has shifted. The College also supports several federal interventions such as a unified student portal to reduce student confusion and improve ease of use as well as a streamlining of the loan servicing space.
The pcc.edu website information in general is technically adequate, but it is a space where Enrollment as a division would like to see a range of structural and content improvements to improve ease of use and accessibility, particularly to support our equity and completion goals under the YESS initiative.

Required Evidence for 2.G.5

☒ Information to students regarding repayment obligations
- Financial Aid Loans (Financial Aid web page)
- Managing Student Loans (Panther Tracks web page)
- Managing Student Loans: When Do I Repay? (Panther Tracks web page)

☒ Policies / procedures for monitoring student loan programs
- Federal Direct Loan Program (.pdf)
- Exit Counseling for Direct Loans (.pdf)
- Nursing Student Loan (.pdf)

2.G.6 - Advising

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Since the Year Seven Self-Evaluation Report in 2015, PCC has been on a journey to significantly reform its academic advising program to improve equitable student success outcomes. The institutional commitment for reform was the result of multiple sources of program evaluation including student satisfaction surveys (CCSSE, Noel Levitz, college climate surveys), an external program evaluation conducted by AACRAO (American Association of Collegiate Registrars and Admissions Officers), internal Program Review, external research on best practices/Guided Pathways, student and advisor focus groups, point of service assessment, and other sources.

The Advising Redesign Initiative established process, structure, and attitudinal outcomes with the goal of one consistent academic advising philosophy and service delivery approach, a well-defined and supported administrative structure, integration of a robust technology platform, and ultimately improved student and staff/faculty

satisfaction and confidence in services. Since the Initiative was formally launched in 2016, steady progress has been made towards achieving its ultimate outcomes. Additional resources have been allocated in the form of six additional general advisor positions, an Advising Program Manager, purchase of a student success technology platform (EAB Navigate), a technology systems support coordinator, and additional funds for staff professional development.

The work was initially guided by the Advising Redesign Initiative Task Force a broad stakeholder group facilitated by a team of Student Affairs managers. When the College joined Achieving the Dream in 2017, the work was collapsed with the overall YESS (Yes to Equitable Student Success) institutional reform efforts. It eventually merged with faculty-led Guided Pathways development (see Academic and Career Pathways web page). The College's organizational restructuring of Academic and Student Affairs during 2020-2021 has established a collegewide division of Academic and Career Pathway Guidance under the direction of one Dean. This new structure centralizes authority and accountability for the function of advising and will significantly support full implementation of the reform effort within a student-centered Academic and Career Pathway operating model. This recent PCC Board presentation illustrates the reform journey, as well as the holistic student retention model that is at its core.

As of Winter Term 2021, over 28,000 degree/certificate seeking credit students have an assigned advisor based on their identified academic program and within one of six Academic and Career Pathways. Seventy-one (71) full-time professional advisors have been assigned a student caseload that ranges from approximately 80 to 600. The smaller caseloads represent cohort-based retention programs that offer significant coaching and intrusive support for historically underserved students (e.g., TRIO-SSS, Future Connect, CAMP, STEP). Career and Technical Education program advisors operate within an embedded model, working closely with program faculty and have an average caseload of approximately 300. Transfer student caseloads are approximately 600 to 1 advisor. There is also a specific advisor team for completely online learners. Faculty program advisors have also played a critical role in student advisement for many specific programs. As part of the Advising Redesign Initiative, however, all students are now assigned a professional staff advisor. An effort to engage faculty in defining their critical role in student advisement is underway as part of ongoing equitable student success reform efforts.

Advisors provide a wide range of services including individualized academic plans, program of study exploration, financial aid timeframe extension support, academic standing interventions, college success strategies and resource referral. Students are now supported through a proactive case management approach utilizing the EAB Navigate case management and tech assisted student support applications. Currently, all new students are required to complete an online Orientation and are directed to additional online tutorials - Panther Tracks - to support their success. All first time entering students also participate in New Student Advising & Registration sessions that support course placement and first term academic planning. Additional "momentum points" that will require student participation with advising are being defined as part of

the Advising Redesign Initiative. A faculty Early Alert system has been in a development and pilot phase, with full implementation anticipated soon. Advising is required for students when the a) fail to meet standards of academic progress, b) submit financial aid appeals, c) receive Veterans Education benefits, and d) participate in cohort-based retention programs.

All advisors must meet minimum hiring qualifications and participate in systematic training and professional development to establish and maintain knowledge of PCC curriculum as well as program and graduation requirements. A comprehensive, online Advising Manual was recently developed to provide a collegewide "source of truth" for all advising practitioners and to ensure consistent and accurate advising. The Manual was created and will be maintained by the college Advising Council. This representative body was established in 2012, is chaired by advisor leads, and comprises advising professionals, faculty, and other student affairs practitioners. The Council has been a critical participatory governance partner with administration. Advising reform led to development of a comprehensive training program for the college's Advisor Community of Practice. Daylong advisor "Foundations" training occurs quarterly, with additional technical and advisor tools training as needed. A new Advisor Practitioner Certification Program is currently in development that will consist of: technical competencies, the advising discipline and best practices, pathway-specific knowledge building, and--most importantly--anti-deficit, race-conscious, and asset-based approaches to case-managed student support.

Advising services and requirements are communicated to students through the new student online orientation, the admissions and enrollment, the Catalog, enrollment and registration system notifications, the PCC Academic Advising web page, MyPCC (student portal), emails, direct communications from assigned advisors, and faculty/staff referrals. Students and advisors have access to GRAD Plan (DegreeWorks), the College's degree audit system for academic progress tracking and degree awarding. By the end of the 2020-21 academic year, the Academic Planner application will be implemented for students within EAB Navigate and support advisor generated academic plans that interface with the degree audit system, support easy to use in-app registration, and allow students and their advisors to track progress towards degree completion. Efforts are currently underway by the Advising Council to update an Advising Syllabus to clarify intended outcomes, expectations, requirements, and roles for students. Additionally, a formalized continuous improvement and assessment plan for advising services will be developed by 2021-22, supported by the new One College administrative structure in Academic and Student Affairs that will add additional administrative and coordination capacity.

Required Evidence for 2.G.6

☒ Description of advising program, staffing, and advising publications
- Advising Redesign (Board Presentation, January 2021) (.pdf)
- The Advising Redesign Initiative (web page)
- Academic Advising (web page)
- Advising Manual (.pdf)

New Student Advising and Registration Sessions (web page)
Panther Tracks: Guides to Student Success (web page)
Admissions: Apply Today (web page)
2020-2021 Academic Catalog - Portland Community College (web page)
GRAD Plan (web page)

☒ Systematic evaluation of advising

Noel Levitz Student Satisfaction Survey (web)
SENSE Survey (web)

☒ Professional development policies / procedures for advisors

Advisor Practitioner Certification Program (online)
Example of Recent Advisor Foundations Training (online)
Example of EAB Technical Advisor Training (online)

2.G.7 - Identity Verification (distance education)

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Identity Verification Processes. The College provides students with a unique username and password based on their official admission and registration records. These credentials are used across all enterprise applications at PCC. The initial password expires on first login, and a new password, compliant with strong policy restrictions (i.e. nine character minimum and at least one number and one letter) must be created by the student. Passwords typically expire after 90 days. Any assistance provided to the student regarding his or her account requires that students validate their identity using multiple sources of personal information. The student must enter his or her username and password each and every time the student uses any of PCC's enterprise electronic resources. There are no fees associated with admissions, account creation, or technical support for students.

Proctored Exams. In some cases, online classes may use proctoring to further validate student identity and improve exam integrity. PCC offers a few different options for test proctoring, though use of any solution is determined by the course instructor and department. The instructor is responsible for communicating the cost and technical requirements related to proctoring to students prior to registration using course details pages. Students can also arrange to complete makeup exams at PCC testing centers or using other options. Students not located near a PCC campus can make arrangements with the instructor and other colleges or testing services to complete proctored exams.

Required Evidence for 2.G.7

☒ Policies/procedures for ensuring identity verification for students enrolling in distance education courses

Information Security Policy BP 8102 User Authentication (web page)

Additional Evidence for 2.G.7

Service Desk: Login and Password Help (web page)
IT Service Desk (web page)
Student Help Desk (web page)
Proctoring Exams for Online Learning (web page)
Proctored Exams (PCC Testing Centers) (web page)
Course Details Page (web page)

Portland Community College

Element 2.H ~ Library and Information Resources

2.H.1 – Library and Information Resources

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Library Staffing. Each of PCC's four comprehensive campuses has a library, with services delivered by campus teams consisting of a library supervisor, access services technicians, and faculty librarians. Library-wide operations--administration, digital services, and technical services--are centralized at the Sylvania Campus Library. The PCC Library employs 20 full-time professional staff who hold an MLS or MLIS degree. Nine part-time librarians comprise an additional 2.2 FTE. The Library also employs 22 full-time classified employees. Staffing is enhanced by 4.75 FTE of casual employees and 2.82 FTE of student employees. These staff provide the additional capacity required to maintain evening and weekend hours and to assist with technical services operations.

Library Planning. While the College was in the midst of creating the 2021-2025 strategic plan, the PCC Library developed a short-term plan (2019-2021), identifying three focus areas and four goals to connect the library's work to the President's Work Plan. Each Library department and major committee also identified goals and activities linked to the library-wide plan. The Library Advisory Council (LAC) provides an opportunity for the Library to engage the College community in visioning and planning library services. Library employees' involvement in national, regional, and state partnerships provide another way to learn about best practices and trends that contribute to planning library services.

The Library uses many different data sources to inform planning and decision making. It depends on a number of traditional quantitative sources to track usage trends. These sources include consortium-generated statistics, local usage statistics, Inter Library Loan (ILL) data, web statistics, gate counts, and vendor-generated database usage numbers. Librarians also track reference transactions and statistics that describe the instructional program. Internal data is stored in a database that is maintained by the Library's Digital Services Team.

The PCC Library actively seeks input from affected users to ensure that services are being designed to equitably serve all members of the PCC community. Library staff members seek input from Subject Area Committees (SACs), the Educational Advisory Council (EAC), and other college committees. Additional feedback is obtained through many points on the Contact Us page of the pcc.edu/Library area and library staff who are accessible via their web page on the site.

Library policies are routinely reviewed with a focus on expanding access and reducing barriers for our students. A few notable changes include increasing operating hours and eliminating overdue fines.

In 2016, the Library eliminated overdue fines for all library materials except for equipment and course reserves. The revised policy has reduced the financial impact on students at a rate of approximately $40,000 each year. This, in turn, has had a positive effect on enrollment, as well as graduation and retention rates, particularly for marginalized populations who are more adversely affected by overdue charges than other patron groups. Policy changes are documented on the Library web pages (e.g., Food and Drink in the Library).

Information Literacy and Instructional Support. Library faculty are responsible for providing research support, teaching research and information literacy concepts, selecting library resources, and engaging in outreach activities and college service. Librarians work directly with students to teach them how to access and incorporate research and information sources into their coursework. They meet with students through a variety of modalities: face-to-face, online research appointments (Research Help Appointments), 24/7 chat (Chat with a Librarian), email (Email a Librarian), and phone. They also collaborate with program faculty to integrate library instruction and information literacy into curriculum and classroom activities. Faculty can request an instruction session (Library Information Request) with a librarian or request that a librarian embed in their course. Instruction sessions are typically 50 minutes, in some cases librarians may meet with a class multiple times. Embedded librarians will have regular contact with students in the online course shell or through other types of integrated course instruction. PCC librarians also teach the library SAC's credit courses: LIB 101: Library Research and Beyond and LIB 127: Information Research.

Librarians adopt innovative tools such as using Google Forms to create course-specific learning objects (see BI 121 [Anatomy] Library Assignment example). All D2L Brightspace course shells have a library widget which connects students to the main PCC Library web page, research databases, discipline-specific research guides, and course-specific guides created in collaboration between librarians and instructors. Librarians also curate research guides that support College initiatives (e.g., Teaching in the Community College, Sustainability Education Research, and Academic Integrity). In 2018-2019 the library website hosted 766 research guides with 99,751 views and in 2019-2020 there were 764 research guides with 96,249 views.

As an academic department, the Library SAC (Subject Area Committee composed of all faculty who teach in a subject area or program) participates annually in assessing student learning both in Library (LIB) classes and for the course-integrated instruction librarians provide for courses throughout the curriculum. A librarian serves on each of the Discipline Subject Area Committees (DSAC) which developed shared rubrics for assessing the General Education program. Library faculty also have served on the College's Learning Assessment Council (LAC). The LAC has recognized the Library

SAC for exemplary reporting on their work for assessment of student achievement of SAC-chosen learning outcomes (e.g., information literacy and integrative learning), twice, for the years 2016-2017 and 2018-2019.

The College's new approach to assessing student learning of the General Education outcomes has created opportunities for library faculty to work with discipline faculty to explore the impact of library instruction on student learning outcomes. In 2019-2020, the Anthropology SAC used a rubric to compare student achievement on the ATH 101 signature assignment between students who had an embedded librarian in their online classroom as well as a tutorial tailored to their research assignment compared to students who did not have this support. Of students with explicit library support, 100% met the assessment benchmark level; only 30% of students without librarian support met the benchmark.

In their 2017 Program Review the Library SAC defined a set of activities to meet the Library Instruction program goals. Two successful initiatives from these goals follow:

1) In fall 2017 the Information Literacy Teaching Materials Toolkit was published. This online tool provides faculty with handouts, videos, and in-class activities to use to integrate information literacy and library research into their classes.
2) Beginning with the 2020 cohort, students can now earn points toward admission to the Nursing program by taking LIB 127 (Healthcare Focus). Nursing faculty report positive increases in the information literacy of their first student cohort with access to this course.

Library Collection. The PCC Library's physical collection includes 80,530 print titles, 373 print serial subscriptions, and 9,713 CDs, DVDs, and Blu-Ray discs. In terms of online resources, the PCC Library provides access to 108,137 unique e-journals, 249,998 e-books, and 47,538 streaming videos via database subscriptions and direct purchase. In 2020, the Library expanded the collection to include streaming audiobooks. All Library resources are purchased using the Library's general fund budget ($314,766 for 2020-2021).

The PCC Library offers several unique collections including the African Film Collection (in partnership with the Cascade Festival of African Films), the Rev. John H. Jackson Collection (Jackson Collection), board games for checkout, equipment and assistive technology (Equipment for Checkout), PCC-student-authored zines, and a collection of works by local musicians. The Library circulates one item per student annually, based on the student headcount and library circulation (2018-2019: 68,259 items loaned and 67,584 headcount, ratio of 1:1.009).

Librarians partner with program faculty (see Subject Liaison Librarians) to ensure the relevance and currency of the library collection. The library acquisition budget is tied to college programs to provide a balanced approach to collecting library resources for PCC's 95 programs and departments. Throughout the academic year, the Collection Development Committee reviews collection spending and discusses instructional

department needs. Based on this review, adjustments may be made to allocated funds for particular instructional areas. Multiple times a year, liaison librarians remove outdated titles from the library collection. This can involve close collaboration with instructional faculty. The Collection Development Statement outlines criteria for selecting and removing library resources.

The College extends its local library collections and services through membership in the Orbis Cascade Alliance (Alliance), a consortium of academic libraries in Washington, Oregon, and Idaho. A key value of this membership is that it provides the PCC community access to over 27 million items, including e-books. By viewing member collections in aggregate as "one collection," Alliance members can strategically and collaboratively focus on ways in which to create user-centered collections that maximize use and minimize cost and space. Additionally, member libraries use collaborative strategies to negotiate database subscriptions, acquisitions of e-books, and most recently streaming video. Library staff at PCC contribute to these efforts and this work raises the quality of local services and allows PCC to leverage the expertise of the Alliance's diverse membership.

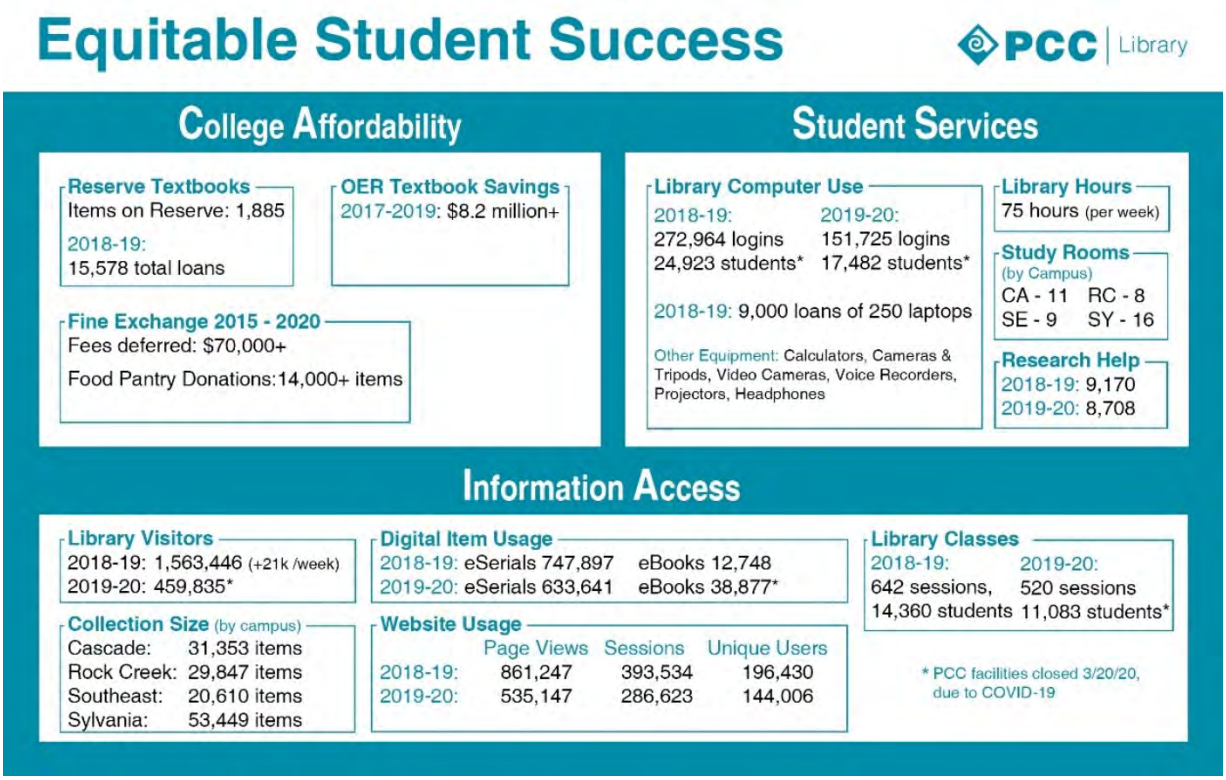
Library Website. The PCC Library web page is an essential portal to Library resources, services, and student/faculty support. In 2018-2019 a cross-functional team was formed to redesign the Library's web pages to meet the following objectives: create a mobile-friendly, accessible website, improve self-sufficient student navigation by avoiding library jargon, and surface research resources and ways to get help. The Library's Digital Services Team (DST) maintains the web pages through an iterative design process and enhancements continue to be implemented. For example, in late 2019, Help in Your Language pages were added to the site. Web changes are informed through regular usability testing with a focus on gathering student input. The DST also coordinates regular testing of the Library's catalog and discovery tool, Primo, to identify ways to improve the student user experience.

Copyright and Open Educational Resources (OER) Support. The PCC Library provides leadership and support on copyright and intellectual property related issues at the College. The College's Copyright Committee, which brings together stakeholders from throughout PCC to discuss copyright issues that emerge, advise on policy and procedure related to copyright, and develop copyright education for staff, faculty, and students, is chaired by a faculty librarian and has many members from throughout the library. Librarians provide copyright information via the copyright@pcc.edu email address, their own email address, over the phone, and in copyright office hours. Librarians also lead copyright workshops, maintain informational guides (Copyright Resources), and provide support and expertise for regional and national colleagues via the Copyright First Responders Pacific Northwest network and other professional associations.

The PCC Library also provides leadership in planning and supporting the College's initiative to help instructors find, adopt and create open educational resources and

practices. Librarians founded the College's OER Steering Committee in 2014 and recruited stakeholders from across PCC to form the committee. Five library faculty and the Library Dean currently serve on this committee and rotate through leadership positions. In addition to saving students millions of dollars each year, librarians also help instructors take advantage of flexible copyright to make their course materials more culturally responsive and student-centered. All liaison librarians provide OER support to instructors by searching for materials and answering and referring questions. Because this work is crucial to the College's mission, the Office of the Vice President of Academic Affairs pays for .5 release time backfill for a librarian to coordinate the college's OER initiative, organize instructor support, and liaise with our state OER agency.

Creating a Welcome Environment for All. The PCC Library strives to create an inclusive and welcoming environment. The Library has engaged in many student-focused changes to library spaces. These projects include creating Library Zones and family study rooms and kits. In fall 2019, the Library worked with Planning and Capital Construction and an outside consultant, Amara Perez, to evaluate the existing Rock Creek Library from a diversity, equity, and inclusion lens and use the findings to inform future redesign and renovation plans.



Bilingual positions in the Access Services department were created to recruit and retain a diverse front-line staff. Bilingual technicians promote a welcoming and inclusive environment through representation and by providing service and support in a student's native language. College data about the most spoken languages by PCC students

informed what languages would be most beneficial to our community. Staff in bilingual positions also volunteer within the College to provide translation services.

The Library works with other PCC departments to provide equitable access to important resources and promote a sense of belonging. For example, Library staff coordinate with Disability Services to provide access to adaptive technology (equipment loans) that any PCC student can benefit from using. The Digital Services Team and Disability Services have also established an on-going partnership to conduct accessibility reviews of all the Library's electronic resources. As barriers are identified, accessibility issues are reported to electronic resource vendors.

Required Evidence for 2.H.1

☒ Procedures for assessing adequacy of library collections
- Collection Development Statement (web page)

☒ Library planning committee and procedures for planning and collection development
- Library Planning (web page)
- Library Advisory Council (LAC) (web page)
- Library Memberships (National, regional, and state partnerships) (web page)

☒ Library instruction plan; policies/procedures related to the use of library and information resources
- Library Policies (web page)
- Library Program Review (2017) (.pdf)

☒ Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process
- Subject Liaison Librarians (web page)
- Open Educational Resources @ PCC (web page)

Element 2.I ~ Physical and Technology Infrastructure

2.I.1 - Physical and Technology Infrastructure

Consistent with its mission, the institution creates and maintains physical facilities and information technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Physical Infrastructure

Facility Planning. Portland Community College (PCC) continues to work on its phased approach to comprehensive facilities plans. Because PCC is so large, encompassing a 1,500 square mile district with about 2.5 million gross square feet of built space in 63 buildings and almost 450 acres of grounds, the facility planning effort was divided into two phases.

Phase I was formally completed in early 2019. Phase I covered the existing conditions of all College facilities. The final report includes an executive summary with nine technical reports. The technical reports cover safety and security of electronic systems, transportation and parking, information technology, space utilization of academic uses, conformance to the Americans with Disabilities Act (ADA), sustainability, and a Facility Condition Assessment (FCA). The FCA covers the existing condition of all College facilities and MEP (mechanical, electrical, and plumbing) systems. All documents are available for public viewing on the College's Integrated Planning web page.

With Phase II now underway, PCC has turned its attention to the future. The Phase II scope of work is specifically designed to align with long-term education and strategic plans. In fact, the Facilities Plan is organized by PCC's Academic and Career Pathways to more fully integrate with teaching and learning. The Plan also aligns with the newly updated Strategic Plan.

Phase II builds from the wealth of data compiled in Phase I to determine the development capacity for each PCC location; assess the sufficiency of non-academic, support space; and offer a common vision for future growth.

Critical Race Theory (CRT) continues to be an influencing factor in College facilities planning and project work. Like Phase I, Phase II includes a student cohort trained in the tenets of CRT and actively engaged in the design workshops scheduled for spring 2021.

Additionally, facilities planning for continuous improvement continues to seek input through two interdisciplinary committees; the Integration Team is made up of representatives from College administration and the Technical Advisory Committee represents the many disciplines included in the Plan. Because of the circumstances related to COVID-19 and the physical closure of College locations, electronic surveys,

virtual workshops, and other remote activities are being held to engage both the College community and surrounding neighbors.

Equipment Replacement. The College replaces large equipment through a deferred maintenance fund. Equipment is identified through the Facilities Condition Assessment included in the Phase I Facilities Plan. Additionally, the College added to its 2017 Bond measure, an academic equipment replacement fund. This provides direct financial support for large equipment purchases needed to support academic programs. To help identify possible equipment needs, the newly formed Bond Advisory Committee, made up of representatives from College administration, staff, faculty, and students developed an application process to formally submit a proposal for funding.

Sufficiency. Phase I of the Facilities Planning found College instructional space to be sufficient (see Space Utilization Report). Phase II is assessing non-instructional support spaces to determine sufficiency and appropriateness of use. This is being done with a more centralized perspective guided by the new College organization around Academic and Career Pathways. The overarching objective is twofold: 1) to efficiently manage existing space and 2) to gain a better understanding of the non-instructional space needed to support academic classroom space. This information will more accurately inform the College's future build out.

Accessibility. Through PCC's Phase I Facilities Plan, an ADA Technical Report was written to identify accessibility deficiencies (see also ADA Site Accessibility Report). The College recently developed Facility Standards Regarding Accessibility that are included in all College project work. Additionally, major capital construction projects are assigned to a third-party ADA consultant who reviews project documents at key milestones. The College also has two ADA committees. The Accessibility Council that guides and advises on ADA matters throughout the College and the Accessible Built Environment Committee that promotes an accessible and welcoming physical environment.

Safety and Security. The College updated its access control and video surveillance security standards as of August 2020. The Phase I Facilities Plan Safety and Security Technical Plan identified and catalogued system needs for inclusion in future capital funding measures. As part of the 2017 Bond funds for safety and security, the College worked with a security consultant to assess and recommend next steps for each of its electronic security systems. The College is now evaluating an enhanced mass notification system soon to be piloted at two of PCC's centers. A more robust mass notification system will utilize existing infrastructure and provide more diverse and accessible notification for emergencies. Aging analog security cameras are being replaced and improved storage solutions for video retention provided.

Hazardous Waste. The College has many policies/procedures and follows various governmental regulatory entities to be in compliance with the use, storage, and disposal of toxic materials, including but not limited to: OR-OSHA safety training, chemical hygiene policy, personal protective equipment, hazardous communication, asbestos

removal and remediation, Oregon Department of Environmental Quality, MSDS/Right-To-Know, and compliance with the Oregon state fire marshal.

The College routinely reviews and revises its policies and procedures regarding hazardous waste on an ongoing basis and as needed. Many of the policies/procedures as stated are also published on PCC's Environmental Health and Safety web page. The Chemical Hygiene Plan includes procedures to protect staff and students from health hazards associated with hazardous chemicals and has been designed to meet or exceed current regulatory standards. PCC's Regulated Waste Program has been developed to meet current regulatory standards for the management of Hazardous, Biological, Universal and Non-Hazardous Wastes. The Program involves all of PCC's operations, whether from academic programs or facilities maintenance. As part of the Hazard Communication Plan, PCC manages Safety Data Sheets (SDS) through the online database MSDSonline. This online database allows for PCC employees to access and review the SDS for any chemical in their work environment. Any chemical used at PCC must have an SDS in the PCC database.

Technology Infrastructure

Overview. The College has an enterprise scale technology infrastructure, including one of the largest physical networks in the Pacific Northwest. Over the last 5-10 years this has evolved from a primarily "on-premises" infrastructure, to a "hybrid-Cloud" infrastructure, as PCC has purchased more 3rd-Party Cloud-based systems ("Software as a Service" or SaaS), as well as moving more core services into the Cloud.

Information Technology (IT) sees this trend continuing as PCC supports more remote work and online modalities and look for economies in our services. For example, over the last several years we have re-engineered our entire Identity and Access Management (IAM) infrastructure, including hosting Active Directory in the Microsoft Azure Cloud. Another key Cloud-based technology that is being evaluated at time of writing is Virtual Desktop Infrastructure (VDI).

PCC's Information Technology (IT) organization is aligned to the following service areas, which represent our core infrastructure components:

- *Infrastructure Services:* Network, Telecommunications, Wireless, Datacenter, Backups, Network Security, Cloud Infrastructure components, Active Directory.
- *Application Services:* Programming and integration support for enterprise applications, ERP (i.e. Banner and associated applications) and Web applications.
- *Client Services:* Technical support across four campuses and associated centers for: administrative and instructional computing, media services, classroom and podium support, and centralized services (e.g. patching, imaging, endpoint security, etc.).

In addition, the Office of the CIO supports core internal support services:

- Budgeting
- Portfolio and Project Management
- Technology Purchasing
- Enterprise Architecture
- Information Security

In 2020, PCC hired its first Chief Information Security Officer (CISO) and continues to focus on information security as a key strategic initiative.

In addition to 24/7 operational support, PCC IT delivers over 100 significant projects a year to continue to support college strategic goals and maintain PCC as a technology leader in the Oregon Higher Education space. The quality, integrity and availability of PCC's Technology infrastructure, as well as the industry leading ratings from our customer satisfaction surveys, indicate that PCC is dedicated to ensuring the very best technology services for our staff, faculty and students.

Network. IT secured $20M of PCC's 2017 Bond fund to upgrade collegewide technology infrastructure. The Network Optimization Project (NOP), scheduled thru 2022, seeks to replace all end-of-life technology infrastructure at PCC while reimagining PCC's network and datacenter design to include full redundancy, upgraded firewall technology, hyper converged datacenter technologies, integrated Cloud services with Google, AWS and Azure, and state-of-the-art backup and recovery capabilities.

End User Computing. IT is responsible for maintaining the majority of administrative and instructional computers (desktops and laptops) and peripherals. In 2020, all computers (374) in district student resource centers and libraries were replaced. These are the most heavily used computers by students and were also among the oldest at the College.

IT has previously proposed a "Total Cost of Ownership" model, in which IT would have sole responsibility for computer replacements based on a pre-defined, industry standard, replacement cycle. At time of writing, this plan has not been adopted at the College and departments often supplement IT purchases with purchases from their budgets.

In January 2021, IT conducted a full inventory and aging analysis of College computers.

Administrative					Instructional					All
Windows		Mac		Total	Windows		Mac		Total	TOTAL
Desktop	Laptop	Desktop	Laptop		Desktop	Laptop	Desktop	Laptop		
2,148	750	237	344	3,479	4,191	957	388	56	5,592	9,071

This analysis will be used as the basis of a computer replacement plan to be proposed to the President's Cabinet. The plan will also incorporate the adoption of Virtual Desktop

Infrastructure (VDI) over the next three years as an alternative strategy to physical computer management.

Virtual Desktop Infrastructure (VDI). In 2020, IT conducted VDI proof of concept projects with Amazon Web Services (AWS) and Microsoft. Among other benefits, VDI will ensure students always have access to the most current desktop technology, will enable students to "carry their classroom" wherever they go, and will reduce financial demand on the College to constantly upgrade physical classroom computers. VDI will also alleviate significant information security risks associated with administrative staff working remotely, as well as provide new opportunities for faculty to leverage enhanced computer resources on demand.

Classroom Support. Information Technology has developed and deployed its own custom podium control panel to ensure consistent instructor experience across the College and in all classrooms (this was not previously the case). Over the last four years, working in collaboration with Planning and Capital Construction, the IT Media Services team has upgraded all end-of-life classroom podiums, as well as installing Laser Projectors and upgraded Document Cameras across the district.

College devices are regularly patched in accordance with a structured patch management program. The weekly schedule seeks to patch with minimal inconvenience to end users, while ensuring integrity. Users are given the option to temporarily defer patching if timing is inconvenient.

Business Process Improvement/Digital Transformation. Over the last 18 months, IT has pursued a "digital transformation" initiative using AODocs. AODocs is a "wrapper" to PCC's core data repository, Google Drive, which enables enhanced document management and workflow. This has allowed us to target and successfully remediate specific business cases such as Grants Management, Dual Credit Management, and others (most recently: how to manage on premise staff scheduling during COVID-19 lockdown). We anticipate that collegewide demand and adoption of AODocs will increase over the coming months and years and already have a pipeline of requests for solutions.

Student Experience. IT has been a key enabler of PCC's "Achieving the Dream" initiative, Yes to Equitable Student Success. Over the last couple of years, IT has implemented new student-facing initiatives and technologies such as EAB Navigate, EnrollmentRx, Digital Courseware, Advising Redesign, and Non-Credit Registration.

IT is instrumental in driving several key student-facing initiatives, two examples are:

- Immersive Education: The CIO has been leading a working group of about 25 faculty and industry partners to evaluate the use of augmented and virtual reality in teaching. The group has produced a strategy whitepaper and will implement three pilot programs in Trades, Emergency Services, and Aviation Mechanics in the first quarter of 2021.

- Digital Courseware: The IT Portfolio Manager is project-managing the implementation of several vendor-provided (Wiley, McGraw-Hill, Pearson, etc.) digital assets, including digital courseware products for chemistry, accounting, math, and geography, among others.

COVID-19. One measure of the quality and resiliency of IT Services at PCC is how well we support the core mission of the College during times of crisis. In March 2020, IT (in collaboration with our partners across the College) seamlessly transitioned PCC to a fully remote learning and administrative operations institution in a period of 10 days.

Accessibility. IT has a long-standing relationship with PCC's Disability Services. The CIO provides cabinet representation on the Accessibility Council and the manager of Web Services provides ongoing technical expertise with respect to digital accessibility. The IT purchasing team ensures comprehensive digital accessibility reviews of all technology vendor engagements as part of the pre-procurement workflow.

Prior to a technology purchase by a staff or faculty member at the College, a collaborative review process has been put in place to audit the technology for state and federal mandated procurement regulations. The review results in auditable documentation for ADA compliance, comprehensive cybersecurity compliance, and vendor insurance meeting acceptable risk levels for the College. All reviews are done simultaneously, prior to the procurement process and in collaboration with our Disability Services, Information Security, and Risk Services Departments.

Accessibility reviews documenting ADA compliance are processed by Disability Services who provide 3rd party testing of the software functionality, identify gaps in a vendor's Voluntary Product Assessment Templates, and review a vendor's accessibility roadmap and document accessibility issues and Equally Effective Alternative Access Plans (EEAAP).

The pre-procurement workflow facilitates the above compliance reviews to ensure the College meets all regulatory requirements, is informed of the risks related to any technology purchase and continues its good stewardship of taxpayer monies.

Safety. The CIO is a Certified Information Security Manager (CISM). In 2020 PCC hired their first Chief Information Security Officer (CISO). The CIO and CISO are active participants in governance committees such as the Risk Council and the Red Flag Committee and present to the Board of Directors every quarter. As part of the annual financial statement audit, the PCC external auditors consider internal control over financial reporting including a review of the technology environment. The auditors did not identify any deficiencies or material weaknesses related to the Gramm Leach Bliley Act (GLBA) or with Information Technology General Controls (ITGC).

The College has comprehensive Information Security and Acceptable Use Policies (ISP and AUP) and provides training as part of employee onboarding. AUP training is now incorporated in the Cornerstone Talent Management system.

As part of the pre-procurement workflow described above, cybersecurity and risk reviews are conducted. Cybersecurity reviews document state, federal and international compliance for which we are required to meet for our student population consisting of in-state, out of state and international students are completed by our Information Security team who do a full review of the a vendor's association with the dark web, financials, privacy statement, any prior breaches the company may have had, and remediation protocols for those breaches.

Risk reviews are completed by our Risk Service department. Their main focus is to review Certificates of Liability Insurance and assess if it meets our current minimum vendor risk acceptance levels.

Portland Community College is leading a consortium of Oregon's community college IT leaders (OCCITA) on behalf of the Oregon Presidents Council (OPC) to select a Managed Security Services Provider to implement standard Security Operations Center (SOC) 24/7 monitoring services. At time of writing, we are conducting an RFP to evaluate service providers.

Since joining PCC in 2016, PCC's CIO has focused on CyberSecurity as one of the four core IT Strategies and on building a "Defense in Depth" program for the College. The addition of the new CISO and the successful implementation of SOCaaS will continue this program and take CyberSecurity at PCC to a new level.

Institution's Mission, Academic Programs, and Services. PCC IT has a mature technology portfolio management process that incorporates stakeholders from across the college in the review and prioritization of technology project requests. This ensures ongoing alignment with the College's strategic and academic goals.

The IT Strategic Plan is aligned to the College's current strategic goals and (at time of writing) the IT Project Management Office (PMO) is working on incorporating the new College Strategic Plan initiatives and work streams into the IT Portfolio Management platform (TeamDynamix) to ensure ongoing strategic alignment with College goals.

The PCC IT department, in addition to maintaining day-to-day operations and student access to core technologies, consistently delivers over 100 significant new technology projects a year. In order to best manage this large portfolio, the CIO established a PMO in 2017 and implemented TeamDynamix as a standard for Portfolio Management. Since then, the PMO has integrated IT Purchasing and IT Budget Management functions – creating a fully integrated system for forecasting, tracking, supporting, managing, and reporting on IT investments and projects. The PMO produces a quarterly (fiscal year) and an annual status report that is delivered to the President's Cabinet and can be viewed online by anyone at PCC.

Metrics and Customer Satisfaction. The IT Client Services team also produces a quarterly scorecard on key service metrics. In 2018, IT completely redesigned its Information Technology web pages--philosophically shifting its focus from "who we are"

to “what we do.” The pages now contain an IT Service Catalog as well as other key tools for faculty, staff, and students to understand and access IT services. In January 2020, IT engaged InfoTech to conduct their fourth peer-compared IT Customer Satisfaction Survey. Continued, statistically significant, improvement in customer satisfaction was seen over the past four surveys, across all categories:

- Enabling PCC’s goals up 13% (65% → 74% → 78% → 78%)
- Services offered up 12% (67% → 74% → 79% → 80%)
- Communication up 9% (67% → 74% → 78% → 79%)
- Application suite up 4% (70% → 74% → 79% → 80%)

In addition, ITs “Net Promoter Score” (the key metric used by marketers to measure customer satisfaction) was up 3.75% year-over-year. From a benchmark perspective, PCC continues to score higher than other institutions of higher education in InfoTech’s population.

Required Evidence for 2.I.1

Facilities master plan, including

☒ Equipment replacement policies/procedures
Facilities Condition Assessment (.pdf)

☒ Procedures for assessing sufficiency of physical facilities
Space Utilization Report (.pdf)

☒ Policies and procedures for ensuring accessible, safe, and secure facilities
Safety and Security Technical Plan (.pdf)
Facility Standards Regarding Accessibility (.pdf)
Information Security and Acceptable Use Policies (web page)

☒ Policies/procedures for the use, storage, and disposal of hazardous waste
Environmental Health and Safety (web page)
Chemical Hygiene Plan (.pdf)
Handling Regulated Waste (web page)
Safety Data Sheets (SDS) (web page)

☒ Technology master plan and planning processes
IT Strategic Plan (.pdf)

☒ Technology/equipment update and replacement plan
District Computer Replacement Plan (.xlsx)

MOVING FORWARD

In January 2020, the Northwest Commission for Colleges and Universities (NWCCU) provided institutions with the option to use or not use Core Themes, Objectives, and Indicators. Portland Community College (PCC) has opted to shift from using Core Themes to focus on the commitment to **One College for Equitable Student Success** as the manifestation of mission fulfillment. The current report provides many examples of the College's progress on foundational work for us to be well positioned to operationalize the YESS (Yes to Equitable Student Success) vision:

> Recognizing the unique value, perspectives, strengths, and challenges of every person who comes to PCC for education, all students will achieve their academic goals through equitable support, quality instruction, clear guidance to persist, and an unwavering commitment to completion shared by the entire college community.

With the governance, planning, operations, and resource allocations described in this report, the College's new strategic plan, and Equitable Student Success (YESS) Metrics in place, PCC is ready to move forward to refine its articulation of institutional mission, improving institutional effectiveness, student learning, and student achievement for our Year Seven Evaluation of Institutional Effectiveness Report.

Our equitable student success metrics will be the framework for overall achievement goals and targets. These metrics will be integrated into our Strategic Planning efforts and our work around continuous improvement through reorganization. They will facilitate a focus on equity and closure of achievement gaps in improving institutional effectiveness. For example, we are poised over the next year to broaden our institutional learning outcomes conversation and build upon work already completed in redesigning PCC's approach to General Education. This critical conversation will help us better define our outcomes and help us better address ongoing, continuous improvement and assessment.

Although much foundational work has been completed, we realize there is still work to be done in refining PCC's continuous process to assess institutional effectiveness. We have an opportunity to unify planning and institutional effectiveness processes to evaluate mission fulfillment and help the College improve student outcomes by providing data that is accessible for collegewide use to inform decisions about the best approach to closing student achievement gaps. This framework must include identification of acceptable thresholds and benchmarks for effectiveness with meaningful indicators of mission fulfillment. This will require further definition of methodology, data point(s), factors to disaggregate, benchmarks to evaluate success of each institutional indicator, and peer-to-peer comparisons for systematic and ongoing assessment of institutional effectiveness. We are well positioned with our reorganization efforts and institutional culture change efforts to move toward this reality.

ADDENDUM: STANDARD TWO CHECKLIST

Additional information on Required Evidence and Additional Evidence is included at the end of each associated standard in this Report.

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
Governance	2.A.1 Board	☒ Institutional governance policies & procedures	▪ PCC Board Policies ▪ College Policies
		☒ System governance policies/ procedures (if applicable)	Not Applicable
		☒ Multiple board governing policies/ procedures (if applicable)	Not Applicable
		☒ Board's calendar for reviewing institutional and board policies/ procedures	▪ PCC Board of Directors Annual Strategic Calendar 2020-2021
		☒ By-laws and Articles of Incorporation referencing governance structure	▪ ORS Chapter 341 - Community Colleges ▪ OAR Chapter 589 (CCWD) ▪ Board Policies
	2.A.2 Leadership	☒ Leadership organizational chart	▪ Organizational Guide
		☒ Curriculum vitae of executive leadership	▪ Curriculum Vitae of Executive Leadership
	2.A.3 CEO/President	☒ Curriculum vitae of President/ CEO	▪ Curriculum Vitae of President
	2.A.4 Decision-making	☒ Institutional governance policies & procedures (see 2.A.1)	*See Required Evidence for 2.A.1 (above)*

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
Academic Freedom	2.B.1 and 2.B.2 Academic Freedom	☒ Academic freedom policies and procedures	▪ Faculty and Academic Professional Agreement ▪ ORS Chapter 341.009 (Community Colleges, Policy) ▪ Board Policies ▪ Student Rights and Responsibilities Handbook
Policies and Procedures	2.C.1 Transfer of Credit	☒ Transfer of credit policies / procedures	▪ Transfer of Credit Standards ▪ Transfer Credits to PCC
	2.C.2 Students' Rights, Responsibilities	Documentation of students' rights and responsibilities policies and procedures, which include: ☒ Academic honest ☒ Appeals, grievances ☒ Accommodations for persons with disabilities	▪ Student Rights and Responsibilities Handbook ▪ Student Code of Conduct Policy and Procedures ▪ Appeals, Complaints, and Feedback ▪ Disability Services
	2.C.3 Admissions; Placement; Academic Standing	☒ Policies and procedures for recruiting, admitting, and placing students	▪ Board Policies ▪ APS Handbook, E201 ▪ Applicants 16 or 17 Years of Age ▪ Placement at PCC ▪ Placement Tests ▪ Prerequisites
		☒ Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/ procedures	▪ APS Handbook, A109 ▪ Academic Standards for Satisfactory Academic Progress (SAP) ▪ SAP Appeal Form

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
(*continued*) Policies and Procedures	2.C.4 Student Records	☒ Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies	▪ FERPA ▪ Student Records (B 407) ▪ Oregon Secretary of State Records Retention Guidelines ▪ AACRAO Academic Record and Transcript Guide ▪ PCC Consent to Release Form ▪ PCC Privacy Policies
Institutional Integrity	2.D.1 Truthful Representation	☒ Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity	▪ Communication Guidelines ▪ Visual Identity Standards Manual ▪ Media Release Forms ▪ Social Media Guidelines ▪ Web Style Guide ▪ MyPCC Style Guide ▪ Courseleaf Curriculum Management Software
	2.D.2 Ethics and Complaints	☒ Policies/procedures for reviewing internal and external complaints and grievances	▪ ORS Chapter 244 ▪ Board Policies ▪ PCC Ethics Guide ▪ Ethicspoint ▪ Investigation Procedures ▪ Contracts, Handbooks and Policies
	2.D.3 Conflicts of Interest	☒ Policies/procedures prohibiting conflict of interests among employees and board members	▪ ORS Chapter 244-Government Ethics ▪ Board Policies ▪ PCC Ethics Guide
Financial Resources	2.E.1 Audits, Oversight	☒ Policies/procedures that articulate the oversight and management of financial resources	▪ 2019-2021 Biennium Adopted Budget ▪ Purchasing and Contracting (B 505) ▪ Community College Rules of Procurement

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
(continued) Financial Resources	***(continued)*** 2.E.1 Audits, Oversight	☒ Latest external financial audit including management letter	▪ FY2020 Comprehensive Annual Financial Report (CAFR)
		☒ Cash flow balance sheets	▪ FY2020 CAFR
		☒ Audited financial statements	▪ FY2020 CAFR
		☒ Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments	▪ FY2020 CAFR
		☒ Significant contracts/grants	▪ Schedule of Expenditures of Federal Awards (FY2020)
		☒ Endowment and giving reports	Not Applicable
		☒ Investment revenue	▪ FY2020 CAFR
	2.E.2 Planning	☒ Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	▪ Board Policies ▪ Budget Manual, Biennium 2021-2023 ▪ Investment Standards and Practices ▪ Debt Management Standards
	2.E.3 Management	☒ Description of internal financial controls	▪ Board Policy on Fiscal Management (BP 6300) ▪ Oregon Municipal Audit Law ▪ Oregon Local Budget Law

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
(*continued*) Financial Resources	(*continued*) 2.E.3 Management	☒ Board approved financial policies, state financial policies, or system financial policies	▪ FY2020 CAFR ▪ Board Policies ▪ Investment Standards and Practices ▪ Debt Management Standards
Human Resources	2.F.1 Employee Information	☒ Human resource policies / procedures	▪ Contracts, Handbooks and Policies
		☒ Policies/procedures related to teaching, scholarship, service, and artistic creation	▪ Faculty and Academic Professional Agreement
		☒ Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	▪ Employment ▪ Contracts, Handbooks and Policies
	2.F.2 Professional Development	☒ Employee professional development policies/procedures	▪ Contracts, Handbooks and Policies
	2.F.3 Sufficiency	☒ Documentation about engagement and responsibilities specified for faculty and staff, as appropriate	▪ Faculty and Academic Professional Agreement ▪ Instructor Qualifications
		☒ Personnel hiring policy/procedures	▪ Employment ▪ Faculty and Academic Professional Agreement ▪ Key Leadership Competencies
		☒ Academic organizational chart	▪ Organizational Structures Comparison

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
(*continued*) Human Resources	2.F.4 Evaluation	☒ Administrator/staff/faculty evaluation policies/procedures	▪ Management Confidential Employee Handbook ▪ Assessment ▪ Classified Agreement ▪ Faculty and Academic Professional Agreement
Student Support Resources	2.G.1 Effective Learning and Student Support Environment	☒ Listing of programs and services supporting student learning needs	▪ Tutoring ▪ Teaching Learning Center ▪ Panther Tracks: Guides to Student Success ▪ New Student Orientation ▪ New Student Advising and Registration Sessions
	2.G.2 Publication of Information	Catalog (and/or other publications) that provides information regarding: ☒ Institutional mission ☒ Admission requirements and procedures ☒ Grading policy ☒ Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion ☒ Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	▪ 2020-2021 Academic Catalog – Portland Community College ▪ Paying for College ▪ Tuition and Fees ▪Payment ▪ Please see the table in Section 2.G.2 for specific references.

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
(*continued*) Student Support Resources	(*continued*) 2.G.2 Publication of Information	☒ Rules and regulations for conduct, rights, and responsibilities ☒ Tuition, fees, and other program costs ☒ Refund policies and procedures for students who withdraw from enrollment ☒ Opportunities and requirements for financial aid ☒The academic calendar	See above.
	2.G.3 Licensure; employment requirements	Samples of publications and other written materials that describe: ☒ Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. ☒ Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	▪ PCC Nursing ▪ PCC Nursing Advising Guide ▪ PCC Nursing catalog ▪ Apprenticeship and Trades ▪ Apprenticeships and Trades
	2.G.4 Financial Aid	☒ Published financial aid policies/ procedures including information about categories of financial assistance	▪ Paying for College ▪ Emergency Funds ▪ Scholarships
	2.G.5 Repayment/ Loans	☒ Information to students regarding repayment obligations	▪ Financial Aid Loans ▪ Managing Student Loans ▪ Managing Student Loans: When Do I Repay?

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
(continued) Student Support Resources	***(continued)*** 2.G.5 Repayment/ Loans	☒ Policies / procedures for monitoring student loan programs	▪ Federal Direct Loan Program ▪ Exit Counseling for Direct Loans ▪ Nursing Student Loan
	2.G.6 Advising	☒ Description of advising program, staffing, and advising publications	▪ Advising Redesign ▪ Academic Advising ▪ Advising Manual
		☒ Systematic evaluation of advising	▪ Noel Levitz Student Satisfaction Survey ▪ SENSE Survey
		☒ Professional development policies / procedures for advisors	▪ Advisor Practitioner Certification Program ▪ Example of Recent Advisor Foundations Training ▪ Example of EAB Technical Advisor Training
	2.G.7 Identity Verification (Distance Ed.)	☒ Policies/procedures for ensuring identity verification for students enrolling in distance education courses	▪ Information Security Policy BP 8102 User Authentication
Library and Information Resources	2.H.1 Library and Information Resources	☒ Procedures for assessing adequacy of library collections	▪ Library Policies ▪ Library Program Review (2017)
		☒ Library planning committee and procedures for planning and collection development	▪ Library Planning ▪ Library Advisory Council (LAC) ▪ Library Memberships
		☒ Library instruction plan; policies/ procedures related to the use of library and information resources	▪ Library Policies ▪ Library Program Review (2017)

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
(*continued*) Library and Information Resources	(*continued*) 2.H.1 Library and Information Resources	☒ Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process	▪ Subject Liaison Librarians ▪ Open Educational Resources @ PCC
Physical and Technological Infrastructure	2.I.1 Physical and Technological Infrastructure	Facilities master plan, including: ☒ Equipment replacement policies/procedures ☒ Procedures for assessing sufficiency of physical facilities	▪ Facilities Condition Assessment ▪ Space Utilization Report
		☒ Policies and procedures for ensuring accessible, safe, and secure facilities	▪ Safety and Security Technical Plan ▪ Facility Standards Regarding Accessibility ▪ Information Security and Acceptable Use Policies
		☒ Policies/procedures for the use, storage, and disposal of hazardous waste	▪ Environmental Health and Safety ▪ Chemical Hygiene Plan ▪ Handling Regulated Waste ▪ Safety Data Sheets (SDS)
		☒ Technology master plan and planning processes	▪ IT Strategic Plan
		☒ Technology/equipment update and replacement plan	▪ District Computer Replacement Plan

ADDENDUM: RECOMMENDATIONS

NWCCU Recommendation 2 - Embedded Related Instruction/Assessment

Original Recommendation (2019): *The evaluation committee recommends that the College ensure that embedded related instruction components of applied degree and certificate programs have assessable learning outcomes, and that those components are taught or monitored by teaching faculty who are appropriately qualified in those areas. (Former Standard 2.C.11)*

Revised Recommendation (January 15, 2021): *Engage in an effective system of assessment to evaluate the quality of learning in its programs, recognizing the role of faculty to establish curricula, assess student learning, and improve instructional programs. (2020 Standard 1.C.5)*

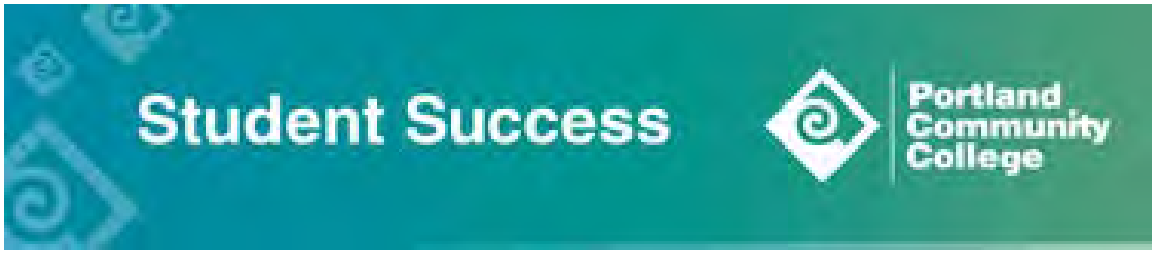
Note: Since the original recommendation focused exclusively on Career and Technical Education (CTE), this response only addresses assessment of student learning within CTE programs.

At the time of our 2018 Mid-Cycle Self-Evaluation, it was noted that Portland Community College (PCC) was moving towards a place where meaningful data could be collected and used by faculty at all levels of assessment (course, program, and institutional). Plans for assessment were being developed and implemented at that time, significant progress had been made on each of these fronts.

For individual CTE programs, program assessment of student learning is done in a way that fits with their specific curriculum and industry. Faculty in CTE programs have continued to assess student achievement of degree and certificate outcomes through technical skills assessments and/or other developed assessment tools. An in-depth example of a technical skills assessment by the Automotive Collision Repair (ACR) program was included in our 2018 Mid-Cycle Self-Evaluation report, Part II, page 6, or page 10 of the document slide bar.

Since our 2018 Mid-Cycle Self-Evaluation Report, PCC has put in place a process to ensure that all outcomes are assessed in a regular, systematic way that is tracked and monitored. In the fall each year, CTE programs complete a form that documents the course(s) in which their various degree and certificate outcomes are assessed, the type of assessments conducted, and the year each outcome will be assessed over a three-year period. Each outcome at the degree/certificate level may include one or several technical skills and/or PCC Core Outcomes. In the spring, each program provides a "summary data report" for the specific degree and certificate outcomes they assessed that year. This report includes a description of the assessment, maximum score, bench mark, number of students assessed, and the percentage that met the benchmark. Assessment reports for each discipline are posted online.

In addition to summary data reports, each CTE program also identifies one focal outcome to assess each year. This assessment is more in-depth and asks faculty to qualitatively reflect on student learning and the teaching process. With our shift to an annual reporting model for program review, each CTE program now reports on their assessment work on an annual basis in their annual program review and is asked to reflect on assessment of student learning with the goal of improving the process of teaching and learning.



NWCCU Recommendation 3 - Facilities Master Plan

Original Recommendation (2019): *The evaluation committee recommends that the College complete the process necessary to produce a Facilities Master Plan. (Former Standard 2.G.3)*

Revised Recommendation (January 15, 2021): *Complete the process necessary to produce a Facilities Master Plan. (2020 Standards 1.B.1 and 2.I.1)*

In 2019 PCC completed Phase I of its Facilities Plan and is now working on the second and final phase of the plan, which is expected to be complete by December 2021.

In 2016 PCC began its first ever comprehensive facilities plan. Given the sheer size of PCC, the work was split into two phases. The first phase was essentially an existing conditions assessment of all college-owned facilities. It also included assessments related to space utilization for all academic space, transportation and parking, ADA, information technology, safety and security, and sustainability. Additionally, capital projects were identified and costed for inclusion in the 2017 college bond measure.

Work groups, made up of internal staff and external consultants were formed for each of the above disciplines. The work groups conducted site visits and held meetings with PCC stakeholders and specialists to collect and assess data. With collaboration driving the process, the chairs of each workgroup met monthly to review information and coordinate workflow. The findings were then shared with an internal steering committee that was supported by a project management task force. In all more than 100 people were actively engaged in the project.

Making this plan unique was the incorporation of Critical Race Theory (CRT). CRT is a framework used to examine society as it relates to the categorization of race, law, and power. Combined with Spatial Theory, the workgroups applied a CRT lens to explore how race and space play a role in shaping campus climate. Space is not neutral and finding ways to better understand students' perspectives of the spaces built will help achieve a more welcoming and comfortable learning environment.

With a focus on process over outcome, the project also supported student-led CRT inquiry research. Students combined storytelling with inquiry for a more authentic engagement process. A repository of CRT resources can be found on the Space Matters website (https://www.spacemattersatpcc.com/). Also, it is because of the students trained in CRT and directly involved in the project, that the college removed "Master" from the Facility Plan title.

The college is now data rich with findings and technical reports for each discipline. Space Utilization found that the college is using its existing academic spaces efficiently. ADA established Accessible Travel Networks for each PCC location that can be used to prioritize investments along the identified network, and deferred maintenance projects

are now catalogued and prioritized. The full Phase I report can be found here: https://www.pcc.edu/about/administration/integrated-planning/

Now in Phase II, the College retained the services of Walker Macy as its primary consultant in the fall of 2019. Phase II is future focused. It builds from the wealth of data compiled in Phase I to determine the capacity for growth at each PCC location; assess the sufficiency of non-academic, support space; and offer a common vision for future college development. The scope of work is specifically designed to align with academic and strategic plans. In fact, the facilities plan is organized via Academic and Career Pathways to more fully integrate with Academic Affairs.

The objectives of the Phase II Plan include:

- Ensuring the college has the necessary space in the appropriate locations to support its mission of equitable student success.
- Evaluating the physical design of the college to support its role as an educational, economic, and social hub of the community.
- Incorporating design elements and building uses that support and complement the surrounding neighborhood.
- Promoting principles of sustainability and resiliency.
- Facilitating a collaborative process and communicating effectively with a variety of participants.
- Exploring alternative processes to aid in the application of CRT tenets throughout the project.

To reach the ultimate outcome of fully illustrated development plans for each PCC location, the project team is conducting a demographic analysis of the PCC district to evaluate possible college expansion and the addition of supportive uses on campuses, such as housing.

Critical Race Theory continues to be an influencing factor in college facilities planning and project work. Like Phase I, Phase II includes a student cohort trained in the tenets of CRT and actively engaged in the design workshops scheduled for this spring.

Additionally, the plan continues to seek input through two interdisciplinary committees; the Integration Team made up of representatives from College administration, and the Technical Advisory Committee that represents the many disciplines included in the plan. Because of the circumstances related to COVID-19 and the physical closure of college locations, electronic surveys, virtual workshops, and other remote activities are being held to try to engage both the College community and surrounding neighbors.

ADDENDUM: FINANCIAL STATEMENTS AND CERTIFIED AUDIT REPORTS

Portland Community College (PCC) produces a Comprehensive Annual Financial Report (CAFR) each year that includes Audit Comments and Disclosures required by State Regulations, Independent Auditor's Comments Required by Oregon State Regulations, Disclosures in Accordance with Government Auditing Standards and OMB Circular A-133, and other audit information. Because of the size and complexity of PCC's budgets, the corresponding audits are very lengthy (approximately 160 pages each). The following links lead to .pdf versions of PCC audits for the past five years:

- The CAFR for the Fiscal Year Ending June 30, 2020 is available at https://www.pcc.edu/about/administration/budget/documents/cafr-2020.pdf
- The CAFR for the Fiscal Year Ending June 30, 2019 is available at https://www.pcc.edu/about/administration/budget/documents/cafr-2019.pdf
- The CAFR for the Fiscal Year Ending June 30, 2018 is available at https://www.pcc.edu/about/administration/budget/documents/cafr-2018.pdf
- The CAFR for the Fiscal Year Ending June 30, 2017 is available at https://www.pcc.edu/about/administration/budget/documents/cafr-2017.pdf
- The CAFR for the Fiscal Year Ending June 30, 2016 is available at https://www.pcc.edu/about/administration/budget/documents/cafr-2016.pdf

PCC budgets and audits for previous years are available on the PCC website at https://www.pcc.edu/about/administration/budget/.

ATTACHMENT 2. YEAR SIX, STANDARD TWO, POLICIES, REGULATIONS, AND FINANCIAL REVIEW (PRFR) REVIEW

Standard 2: Governance, Resources, and Capacity

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Criteria for Review (1)	Evidence (2)	Team Verification (3)
2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.	▣Institutional governance policies and procedures ☐System governance policies and procedures ☐Multiple board governing policies and procedures (if applicable) ☐Board's calendar for reviewing institutional and board policies and procedures ▣Bylaws and Articles of Incorporation referencing governance structure	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE:

State law, college bylaws and board policies clearly define roles, duties and responsibilities for board members. State law prohibits anyone employed by a community college district shall be eligible to serve as a member of the board of that college. The board calendar references "Policy Work Group," "Policy Review," and "Policy Approval," but required evidence did not document a recurring schedule for policy review. The Review Panel would like to see this strengthened.

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.	▣Leadership organizational chart ▣Curriculum vitae of executive leadership	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE:

As noted in its report, the college is undergoing a reorganization of Academic Affairs and Student Affairs. The current organizational structure for these two functional areas is decentralized and siloed across four semi-autonomous campuses. The new structure, which will be fully implemented by July 1 reduces redundancies and appears to be a more effective management structure. This structure will help the college operationalize its commitment to "One College for

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an *ex officio* member of the governing board(s) but may not serve as its chair.	▣Curriculum vitae of President/CEO	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE:

President Mitsui holds a terminal degree and has spent his entire career working at and for community colleges, both as tenured faculty and in various senior administrative/management roles including President of North Seattle Community College and Deputy Assistant Secretary for Community Colleges at the U.S. Department of Education. The president's role is a full-time responsibility, which is clearly defined in board policy. The president cannot and does not serve on

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.	⬓Institutional governance policies & procedures (see 2.A.1)	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The college has documented, public-facing processes for faculty, staff and students to engage decision-making and processes as appropriate. The college's Guiding Principles provides that "[t]he college will function in an open climate with opportunities for students, faculty and staff to provide input in policy making." For example, the Educational Advisory Council, the membership of which must include students, administrators, staff and faculty, has six standing committees: Academic Policies and Standards Committee, the Curriculum Committee, the Degrees and Certificates Committee, the Membership Committee, the Student Development Committee, and the Advancement of Educators Committee.		
2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.	⬓Academic freedom policies and procedures	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: Freedom of Expression is expressly protected in Board Policy 3900. PCC's value statement specifically itemizes the "[o]pen and honest communication" and "[a]n environment that encourages the expression of original ideas and creative solutions." The Faculty and Academic Professional Agreement provides a thorough and robust description of academic freedom and responsibilities for faculty.		
2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.		▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: Definition and promotion of faculty academic freedom is clearly codified in the Faculty and Academic Professional Agreement. Student rights are documented in PCC's Policy on Student Rights. Salient provisions include: (1) "[s]tudent academic performance will be evaluated on an academic basis … and the ability to apply skills, and not on a student's opinions or conduct in matters unrelated to academic standards;" and (2) "[s]tudents have the right to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, while still being responsible for learning the content of any course of study in which they are enrolled." Other than the Guiding Principles, PCC policies are largely silent about affirming freedoms for administrators and staff." This could be strengthened.		
2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.	⬓Transfer of credit policies procedures	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC's Transfer Credit Standards provide clear criteria for how and which credits can be accepted toward degree requirements. The Standards have a minimum threshold (grade C or better) and transfer GPA does not count toward PCC cumulative GPA, both of which help maintain the integrity of PCC's academic and CTE programs. At the same time the Transfer Credit Standards accommodate the full spectrum of earned credits outside of the traditional college classroom. The Advanced Placement (AP) includes a complete crosswalk of AP tests and the equivalent course and credits awarded. This is an important planning tool for prospective PCC students. Under PCC's Academic Regulations for Credit for Prior Learning (CPL) institutionally assessed CPL is considered "to be prior experiential learning which, according to accreditation standards, shall not exceed 25% of the credits applied to a degree or certificate." This 25% cap was true under NWCCU 2010 Standard 2.C.7. However, the NWCCU 2020 Standards have no such limitation. PCC may want to consider updating its CPL policy based on the most current NWCCU standards.		

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.	⬓Documentation of students' rights and responsibilities policies and procedures, which include: ⬓Academic honesty ⬓Appeals, grievances ⬓Accommodations for persons with disabilities (Student handbook or Catalog; links to webpages – please note specific pages or areas)	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC's Student Code of Conduct Policies and Procedures include clear provisions for academic misconduct and other proscribed conduct. There are multiple points for incident reporting. Sanctions, remedies and appeals process are also clearly defined. The Student Rights and Responsibilities Handbook contains a Policy on Student Rights, which include "freedom from harassment and discrimination, freedom of expression, protection from improper evaluation or disclosure." The Student Code of Conduct Policies and Procedures provide that "[a]ll new and revised Student Rights and Responsibilities Handbook policies must be approved by the Student Development Committee, the Educational Advisory Council, the Vice President of Student Affairs, Vice President of Academic Affairs, and the College President."		
2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.	▣Policies and procedures for recruiting, admitting, and placing students (If Catalog, please note specific pages.) ▣Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures (If Catalog, please note specific pages.)	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC is an open-access institution as specified in board policy B403. The Academic Policies and Standards Handbook provides that new students must complete the admissions process. The Handbook is silent on placement, but there are administrative pages on PCC's website dedicated to placement (see e.g., https://www.pcc.edu/enroll/first-term/placement-process.html and https://www.pcc.edu/testing/placement-tests/). PCC Academic Standards for Satisfactory Academic Progress document standards for continuation, termination, re-entry and appeal.		
2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.	▣Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC maintains a high standard of confidentiality. It does not identify any student data as "directory information" under FERPA, such that that all student information is treated as confidential. The PCC privacy statement (with regard to students' right to confidentiality and release of student records) follows FERPA. The Review Panel would like PCC to consider regularly scheduled testing of student records' security through internal audit or other means.		
2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.	☐Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity	☐Compliant ▣Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The Review Panel did not identify evidence of policies/procedures to demonstrate compliance with this standard.		

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.	⬓Policies/procedures for reviewing internal and external complaints and grievances	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC establishes high ethical standards for students, faculty, administrators and staff through the student code of conduct and the PCC Ethics Guide (applicable to faculty, staff, including student employees, and volunteers). There are multiple channels for incident reporting, including a hotline for members of the campus community or the public to report potential violations. All faculty and staff have the ability to file a grievance. The process is dependent up whether they are part of a collective bargaining unit, or are Management and Confidential employees.		
2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.	⬓Policies/procedures prohibiting conflict of interests among employees and board members	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The Review Panel found sufficient evidence of conflict of interest policies for board members, administration, faculty and staff in board policies 203 and 209.		
2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.	⬓Policies/procedures that articulate the oversight and management of financial resources ⬓Latest external financial audit including management letter ⬓Cash flow balance sheets ⬓Audited financial statements ⬓Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments ⬓Significant contracts/grants ☐Endowment and giving reports ⬓Investment revenue	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The Review Panel found evidence of financial policies both institutional and state. PCC follows industry standard audit processes and procedures, including an annual independent audit. Board policy has a goal "to maintain an unrestricted fund balance within the range of 9% to 18% of the annual operating expenditures and transfers of the General Fund." This is a healthy reserve by industry standards.		
2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.	⬓Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC policies and process ensure meaningful opportunities for stakeholder input in the budget development process. Board policy and local budget law "encourages citizen involvement in the preparation of the budget before its final adoption. At public hearings on the proposed budget, interested persons may appear and address the College Budget Committee regarding the proposed budget or any item in the proposed budget." There is a College Budget Planning Committee composed of faculty, academic professionals, deans, student leaders, and representatives from the colleges Federation of Faculty and Academic Professionals, and the College Federation of Classified Employees. The District Student Council is also consulted and afforded an opportunity to ask questions and provide input. Review Panel would like to see the pie charts updated at: https://www.pcc.edu/about/administration/budget/.		

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.	⬓Description of internal financial controls ⬓Board approved financial policies, state financial policies, or system financial policies	⬓Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC provided documentation and policies that evidence internal financial controls in the areas of investments, debt management and reserve funds. PCC's report references a "comprehensive internal control framework." Review Panel believes documentation of this framework could be helpful for compliance and accountability.		
2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.	☐Human resource policies / procedures ☐Policies/procedures related to teaching, scholarship, service, and artistic creation ☐Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	☐Compliant ⬓Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: Review Panel found evidence of HR procedures in employee group agreements or handbooks. However, the Panel did not find sufficient evidence of HR policies.		
2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.	☐Employee professional development policies/procedures	☐Compliant ⬓Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC provides robust opportunities for professional growth and development employee group agreements or handbooks. However, the Panel did not find evidence of professional development in policies and procedures. Professional development grants are made available for staff, faculty and managers through the Office of Professional and Organizational Development. Benefit-eligible employees have access to tuition waivers and tuition reimbursement. The Teaching and Learning Center focuses on PD opportunities for faculty. Faculty are provided annual in-service.		
2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.	⬓Documentation about engagement and responsibilities specified for faculty and staff, as appropriate ⬓Personnel hiring policy/procedures ⬓Academic organizational chart ⬓Administrator/staff /faculty evaluation policies/procedures	⬓Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The Review Panel found sufficient evidence of documentation about engagement and responsibilities for faculty and staff. Evidence was provided for personnel hiring procedures, but evidence of policies was not found.		
2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.	⬓Listing of programs and services supporting student learning needs	⬓Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE: All three categories of employees have a defined and documented recurring schedule for evaluation with a focus on self-assessment and continuous improvement.		
2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.	▣Listing of programs and services supporting student learning needs	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC documented robust, student-centered academic success supports. Multiple modalities of instructional delivery, tutoring (in-person and just-in-time online) are available. Building awareness of these resources is done early in the student experience by embedding it in student orientation. PCC's YESS initiative is directly responsive to focusing on "equity and closure of equity gaps in achievement." The initiative is built on four pillars, each of which serve an important role in ensuring PCC is meeting the needs of its diverse campus and surrounding community. YESS also maps six academic and career pathways and integrates student guidance and support to strengthen pathway completion.		
2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.	▣Catalog (and/or other publications) that provides information regarding: ▣Institutional mission ▣Admission requirements and procedures ▣Grading policy ▣Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion ▣Names, titles, degrees held, and conferring institutions for administrators and full-time faculty ▣Rules and regulations for conduct, rights, and responsibilities; ▣Tuition, fees, and other program costs ☐Refund policies and procedures for students who withdraw from enrollment ▣Opportunities and requirements for financial aid ▣The academic calendar (See 2.C.2) (Student handbook or Catalog; links to webpages – please note specific pages or areas)	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The Review Panel found that the catalog is available online and available to students. Tuition, fees, and other program costs not included in catalog, but are accessible on the enrollment page of PCC's website.		
2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	▣Samples of publications and other written materials that describe: ▣Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit

	⬓Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	
RATIONALE: The Review Panel found that sample publications describing educational programs were current. The Nursing website, advising guide and catalog were reviewed. Each contains courses, program pathways, outcomes and licensure requirements. The other sample provided as evidence was apprenticeship programs. This too was detailed yet user friendly. The Review Panel felt like PCC may haven been overly reliant on the nursing program as evidence for this stardard. A single site with required information for all academic and CTE programs could be helpful.		
2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.	⬓Published financial aid policies/procedures including information about categories of financial assistance (Student handbook or Catalog; links to webpages – please note specific pages or areas) ⬓Information to students regarding repayment obligations ⬓Policies / procedures for monitoring student loan programs	☐Compliant ⬓Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: Review Panel found financial aid information on the Financial Aid website. However, the Panel did not find evidence of financial aid policies.		
2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.		☐Compliant ⬓Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: The Review Panel did not identify evidence of PCC's loan default rate on its website.		
2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.	⬓Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas) ☐Systematic evaluation of advising ⬓Professional development policies / procedures for advisors	☐Compliant ⬓Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit
RATIONALE: PCC has been undertaking an iterative process of advising redesign since 2016. While the redesign is ongoing, PCC has deployed a robust advising infrastructure built around a virtuous cycle of: proactive/intrusive advising; faculty early alert system; 71 professional full-time advisors; and a comprehensive and recurring training program for advisors (including an emergent Advisory Practitioner Certification Program). The college has an Advisory Council, which is described as having "been a critical participatory governance partner with administration." The college is currently reliant on student satisfaction surveys. While systematic evaluation of advising is not currently in place, "a formalized continuous improvement and assessment plan for advising services will be developed by 2021-22." Review Panel recommends follow up on the proposed assessment of advising services once it is deployed.		
2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.	⬓Policies/procedures for ensuring identity verification for students enrolling in distance education courses	⬓Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE:

PCC uses industry standard protocols for secure student access and verification. As an additional security measure for distance education courses, PCC may require students to take proctored exams. Instructor are required to list any proctoring requirements on the course details page in the online schedule. The syllabus most also include any proctoring requirements. The testing fee associated online proctoring is listed in writing on the PCC website for one of the two proctoring vendors (https://www.pcc.edu/online/students/proctored-exams-for-online-classes/student-information/virtual-proctoring/).

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.	▣Procedures for assessing adequacy of library collections ▣Library planning committee and procedures for planning and collection development ☐Library instruction plan; policies/procedures related to the use of library and information resources ☐Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process	☐Compliant ▣Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE:

The Library's Collection Development Statement includes goals for collection development and guidelines for selection of materials. Library Advisory Council is a group of students, faculty, and others who provide the library with feedback and suggestions about ways in which the library can better serve the PCC community. The Council was dormant for the 2020-2021 academic year, presumably due to the pandemic. The Library serves as a robust resource for information literacy and instructional support. There are no policies/procedures documenting these supports, but the PCC report details a number of programs and services provided to students and faculty to improve teaching and learning outcomes.

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.	Facilities master plan, including ▣Equipment replacement policies/procedures ▣Procedures for assessing sufficiency of physical facilities ▣Policies and procedures for ensuring accessible, safe, and secure facilities ▣Policies/procedures for the use, storage, and disposal of hazardous waste ▣Technology master plan and planning processes	▣Compliant ☐Needs improvement ☐Additional Onsite Evaluation Required within the EIE year seven visit

RATIONALE:

PCC has provided evidence and documentation of safe and secure infrastructure. Evidence includes Facilities Condition Assessment, Space Utilization Report, Safety and Security Technical Plan, IT Strategic Plan, and hazardous waste plans.

Concluding Comments:

The Review Panel found that PCC offers a comprehensive and quality educational experience for its students. There is a clear and intentional effort to address and remedy equity gaps as evidenced in institutional programs. For example, PCC offers a robust academic advising program, having invested in 71 full-time academic advisors with recurring professional development.

The Review Panel commends PCC for the format of their Six Year Report. The layout was user friendly with links to evidence documents and sources listed at the end of each standard.