
REGULAR INTERIM EVALUATION REPORT

PORTLAND COMMUNITY COLLEGE

APRIL 2010

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Introduction Regarding the Context for the Report

Portland Community College's (PCC) spring 2010 Regular Interim Evaluation Report describes the actions taken to date in response to the four general recommendations that resulted from the college's spring 2005 Comprehensive Evaluation Report and Visit. The College also submitted a Focused Interim Evaluation Report in 2007 which concentrated on the status of the progress of the four recommendations. This report and on-site evaluation did not generate any additional recommendations. The College's four recommendations focus on the areas of:

- Identification and publication of learning outcomes for all degree and certificate programs;
- Assessment of students' achieving learning outcomes and how results lead to the improvement of teaching and learning;
- Programs using related instruction have clearly defined content that is taught by faculty who are appropriately qualified; and
- Assessment of student services programs using evaluation as a basis for program changes.

In addition, the 2010 Regular Interim Evaluation Report addresses specific issues associated with institutional changes since the 2005 Comprehensive Evaluation Report and Visit as they relate to the nine standards for accreditation.

Part A: Actions Taken Regarding Recommendations

Recommendation One

The Committee recommends that the College identify and publish the learning outcomes for each of its degree and certificate programs (Standard 2.B.2).

The approach for addressing this recommendation was organized into six focus areas. Each is identified below with a brief summary of the work that preceded the 2007 Focused Interim Evaluation Report, followed by the additional progress to date and plans going forward.

Focus Area One: Establishing clear organizational responsibility for outcomes, assessment and catalog processes.

Between 2005 and 2007, the organization of the Academic and Student Affairs Office was evaluated and restructured. The responsibility and procedures for reporting, posting and archiving Degree and Certificate outcomes was assigned to Curriculum Support Services. The approval of new and revised outcomes was built into existing curriculum review procedures, which include review by the Degrees and Certificates Committee, Curriculum Committee, and approval by administration.

In fall 2008, the Learning Assessment Council (LAC) was established. This faculty group was charged with investigating approaches to outcomes assessment, especially those for institutional outcomes (our Core Outcomes). LAC is supported by the Dean of Instructional Support, the Director of Institutional Effectiveness, and the Director of Curriculum Support Services; the faculty chair of the Council reports to the Vice President of Academic and Student Affairs. The work and progress of the LAC is described under Recommendation Two.

Focus Area Two: Gathering existing course, certificate and Associate of Applied Science Degree Outcomes information.

Between 2005 and 2007, the Curriculum Office gathered all current Career and Technical Education (CTE) Program Outcomes and provided support (a series of workshops conducted by Dr. Ruth Stiehl) to programs for developing Degree and Certificate outcomes. Beginning with the 2006-2007 printed catalog, the College began publishing an on-line web site (<http://www.pcc.edu/resources/academic/degree-outcome/index.html>) where Associate of Applied Science (AAS) Degree and Certificate outcomes can be viewed. Internal approval forms for new and/or revised courses, certificates and AAS degrees were reviewed and strengthened to support ongoing review of outcomes. This same year, a three-year catalog improvement plan was also initiated as part of the continuous improvement process (**Exhibit 1**).

At the course level, efforts to establish and maintain current outcomes has been supported by the electronic system for managing the Course Content and Outcomes Guides (CCOGs) that serve as the foundational curricular information at the course level. Initially, the electronic system enforced a review of the 2,500 or so courses in the inventory – courses lacking outcomes were flagged by the Curriculum Committee until outcomes had been supplied by the relevant Subject Area Committees (SACs). Also, while faculty can make revisions to some aspects of the CCOGs, some revisions

(including those to outcomes) must be submitted for committee and administrative review. This had been a requirement in the past, but was not as readily enforced prior to the launch of the electronic CCOGs. In addition, the Curriculum Office has been able to provide consultation and support for faculty in the development of outcomes that are consistent with the above-mentioned guidelines. This had led to steady improvement in the outcomes at the course level.

At the program level, the initial “call for outcomes” to the faculty was not clear, because the request was not for specific Degree and Certificate outcomes. As soon as that was understood, the message was revised, but for those SACs who had already submitted program outcomes, a less direct approach was adopted. It was decided to envelop ongoing outcome review into two existing processes: curricular revision and Program/Discipline Review. This is described more extensively in Focus Area Five below. Again, the Curriculum Office provides consultation and support to faculty in the development and revision of Degree and Certificate outcomes.

Focus Area Three: Providing faculty and administrators with direct access to an expert on outcomes through workshops.

Between 2005 and fall 2007, Dr. Ruth Stiehl returned to the College for a series of workshops on course- and program-level outcomes. The series of workshops was targeted to different groups: Lower Division Collegiate faculty, CTE faculty, and Deans. Members of the Degrees and Certificates Committee, and the Curriculum Committee attended an all-day workshop, and subsequently developed guidelines which were shared with the internal college community and then posted as a resource on the Curriculum Office website. The guidelines for course-level outcomes are at:

<http://www.pcc.edu/resources/academic/eac/curriculum/course-development/new/Studentlearningoutcomesguidelines.html>

Guidelines for degree and certificate level outcomes are at:

<http://www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-development/new/program-outcomes.html>

In addition, staffing in the Curriculum Office has been increased to include a staff member who is fluent in the principles and practices of outcomes at all levels at PCC, and who can provide ongoing expertise and guidance for faculty.

Focus Area Four: Developing a process for communicating PCC Core Outcomes and the Core Outcomes matrix.

2005-2007: Information relating to the core outcomes, including the Core Outcomes Mapping Matrices that faculty had prepared to identify the Core Outcomes addressed in individual courses, were collected and posted on a Core Outcomes Website:

<http://www.pcc.edu/resources/academic/core-outcomes/index.html>

During the 2007-2008 academic year, the Core Outcomes were revised to better reflect the standards developed through the workshops described above. These changes were vetted mainly through the Educational Advisory Council, and shared with the larger college community via the Core Outcomes Website.

During the 2008-2009 academic year, the guidelines for Program/Discipline Review were revisited and revised. An outline which would suggest a consistent location in the Program/Discipline Review for discussion of outcomes (and their assessment) at each of the key levels: course outcomes, the college Core Outcomes, and, for CTE programs, Degree and Certificate outcomes. Subject Area Committees completing Program/Discipline Reviews from April 2010 forward are expected to use the outline in the Guidelines: <http://www.pcc.edu/resources/academic/program-review/documents/ProgramDisciplineReviewGuidelinesFINALMay2809.pdf>

For the Core Outcomes section of the Program/Discipline Review, the guidance document provides a direct link to the Core Outcomes Website: <http://www.pcc.edu/resources/academic/core-outcomes/>, with a sidebar link to the Mapping matrix (where the SACs report the degree to which each is addressed, on a scale of 0-4, for the courses in the discipline), as well as specific and detailed indicators for the different levels in each area (the title of each outcome shown on the Core Outcomes page indicated above is a link to the indicators). As part of the Program/Discipline Review, SACs are specially asked to review the matrix, and include additions or changes in the Program/Discipline Review.

Although these matrices have not yet been used much, the Learning Assessment Council opted to support the maintenance of this effort, as assessment of Core Outcomes will probably involve work at the course-level. Programs and disciplines may use the matrices to focus on courses that self identify as addressing one or more core outcomes at a high level.

Further work on communicating the Core Outcomes has been taken on by the Learning Assessment Council (LAC), as described in Recommendation Two. Of particular note: that the Council's early communication with faculty revealed poor general knowledge of even their existence. It was also recognized that students were generally not aware of the Core Outcomes. The LAC Chair worked with faculty from the Design Department to engage students of design to develop posters to publicize the Core Outcomes broadly in the College community. Core Outcomes posters are now highly visible throughout the district.

Focus Area Five: Communicating the college's renewed emphasis on outcomes-based education.

Between 2005 and 2007 the College's renewed emphasis on outcomes and assessment was communicated to the College community via e-mails, new websites, formal meetings, and invitations to workshops. The concept of defining courses, degrees and certificates in terms of outcomes appears to have found traction in the PCC academic community, on a gradient from decreasing resistance to enthusiastic adoption. There is anecdotal evidence that some new curriculum is being designed with an outcomes-first approach in some disciplines, and revisions to both courses and programs made as a result of revisiting outcomes.

The two main avenues for continued communication of the College's emphasis and intention with respect to outcomes-based education are the curriculum process and Program/Discipline Review. The emphasis on outcomes in Program/Discipline Review is described above (Focus Area Four). In the curriculum process, outcomes are required for all proposed new courses, degrees or certificates. In addition, requests for revisions to degrees or certificates must include the current outcomes, even if there is no immediate plan to change them. This allows the Curriculum Office,

and/or the Degrees and Certificates Committee, to review the existing outcomes, and engage the faculty in discussion about how they might be improved to more closely meet the standard set by the College. In some cases, the Committee requires that the outcomes be revised before the requested curriculum changes will be approved.

It should be noted that some disciplines had more difficulty with the concept of outcomes, especially when presented as something which must then be assessed. Believing that the value of their teaching is transformational in nature, a common theme is “you can’t measure what we teach”. At PCC the two phase approach to outcomes and assessment has been intentional. By not limiting outcomes to those for which assessment is easy and obvious, it was felt that the aspirations could be honored, and that given time and resources for assessment of “difficult” outcomes, motivated faculty may indeed develop strategies for assessing such outcomes. In fact, our College Core Outcomes are similarly inspirational, as are the outcomes for the various elements of the Associate of Arts Oregon Transfer Degree.

Focus Area Six: Devising a plan to develop specific degree outcomes for Associate of Arts Oregon Transfer, Associate of Science, Associate of Science Oregon Transfer - Business, and Associate of General Studies degrees.

Since 2006, the Oregon Joint Boards Articulation Commission has been engaged in significant revision of the Associate of Arts Oregon Transfer (AAOT) Degree, with the intent to develop standards and practices that would be adopted by all 17 Community Colleges, and acceptable to each of the four-year institutions. It was anticipated that there might be a set of outcomes that would speak to the overall intent and purpose of the AAOT, and the outcomes for the other degrees would be framed in similar terms. Therefore, the planned development of the major degrees was put on hold pending approval of the AAOT.

The final version of the AAOT was adopted by the Joint Boards at their January 7, 2010 meeting. It contains outcome statements (as well as criteria) for each of the key elements: the foundational areas of Writing, Math, Health and Wellness, and Information Literacy, and the discipline studies areas of Arts and Letters, Social Science, Math, Natural Science and Computer science, and Cultural Literacy. As it turned out, there were no outcomes articulated that speak to the totality of the degree that would distinguish its intent from the other Associates degrees.

The College is now prepared to develop outcomes for the AAOT, ASOT-BUS, AS and AGS degrees. The plan for review, development and implementation is as follows:

March - June 2010

- Discussions/draft for degree outcomes recommended by Degrees and Certificates Committee
- Review and discussion by Educational Advisory Council (EAC)

September 2010 – January 2011

- Circulation of draft degree outcomes to faculty and advisors
- Discussion at Degrees and Certificates Committee and EAC with comments collected from all interested groups

- Ratification by EAC as action item, forwarded to the Vice President for Academic and Student Affairs and District President for approval, for inclusion in the 2011-2012 printed catalogue

Recommendation Two

While noting considerable efforts in assessment at the course level, the Evaluation Committee recommends that the college demonstrate, through regular and systematic assessment, that students who complete their programs have achieved the expected learning outcomes. The Committee further recommends that the college demonstrate how results lead to the improvement of teaching and learning (Standards 2.B.2 and 2.B.3).

As might be expected and is noted in the recommendation, the vast majority of assessment at the College occurred at the course level. The PCC Core Outcomes (available at <http://www.pcc.edu/resources/academic/core-outcomes/>) were rarely assessed and in fact, knowledge of their existence was lacking among faculty and, in particular, part-time faculty. The following addresses both the work completed and that which remains on-going in order to demonstrate that PCC graduates are achieving the Core Outcomes and that assessment results are used to improve teaching and learning.

Program/Discipline Review and Core Outcomes Assessment

While the current Program/Discipline Review model and process is referenced in Recommendation One and in Standard One, there is one updated item that is particularly relevant to Recommendation Two. The Program/Discipline Review Guidelines continue to require Subject Area Committees (SACs) to provide documentation on course assessment and the use of results for improvement. However, the equivalent is now asked for the Core Outcomes as well and is specified in the guidelines as follows:

“D. Assessment of College Core Outcomes

- i. Describe how courses in the program/discipline address the College Core Outcomes.
- ii. Please revisit the Core Outcomes Mapping Matrix for your SAC and update as appropriate.
- iii. What strategies are used to determine how well students are meeting the College Core outcomes?
- iv. Describe evidence that students are meeting the Core outcomes
- v. Describe changes made towards improving attainment of the Core outcomes.”

(Source:

<http://www.pcc.edu/resources/academic/programreview/documents/ProgramDisciplineReviewGuidelinesFINALMay2809.pdf> for complete document)

Creation of the Learning Assessment Council

As mentioned in the response to Recommendation One, in 2008 the Learning Assessment Council (LAC) was formed. Prior assessment efforts at the College had been led by an Outcomes

Assessment Team which consisted primarily of managers with limited faculty representation and engagement, and which had limited success. The new group is a faculty-led “Council” rather than a “Committee” because it was intended to be a permanent structure in the College.

Sylvia Gray, Instructor of History, was chosen as the first Learning Assessment Faculty Chair and received “50% release time” from teaching in exchange for leadership of the Council. She recruited faculty who represented a variety of disciplines and campuses resulting in a Council comprised of eleven faculty. In addition, the Dean of Instructional Support, Director of Institutional Effectiveness, and Director of Curriculum Support served in supportive roles. Two faculty from Columbia Gorge Community College and one from Tillamook Bay Community College (contracting colleges of PCC and candidates for accreditation) also attended the meetings.

The LAC was charged with a “Year of Inquiry” (2008-2009) in order to conceive an institutional assessment plan for the Core Outcomes. Year two and beyond would consist of implementing the plan, evaluating “what worked and what needs to be changed,” revising the plan, and continuing with the evaluation and modification needed to support continuous improvement.

As detailed in the following activity log, the Council has spent considerable time and energy bringing attention to assessment and more specifically, assessment of the Core Outcomes. The resulting plan is now in its first year of implementation and projects are underway to assess if graduates are achieving this year’s selected outcome to assess, “Critical Thinking and Problem Solving.” The next and recognized challenging step is to determine how what is learned can then be used to improve teaching and learning.

Learning Assessment Council Year 1: Year of Inquiry, 2008-2009

Process and Purpose:

- The LAC Chair kicked off the year with a presentation during Fall In-Service 2008 and formally introduced the LAC and members.
- The LAC began meeting (and continued to meet) twice a month for the year.
- A statement of principles, values and a work plan for the year was created. **(Exhibit 2)**

Learning for Assessment:

- Barbara Walvoord’s book Assessment: Pure and Simple served as a resource and means to inform discussion.
- Several LAC members attended the Assessment Institute at Indiana University-Purdue University Indianapolis, the Northwest Commission on Colleges and Universities’ Annual Meeting, Council of Instructional Administrators (CIA) session on assessment and the American Association of Community College’s Annual Conference.
- Assessment standardized exams (i.e. MAPP, CAAP, CLA, etc.) were reviewed.
- Guest speakers presented to the Council and included
 - Mary Brau, from Lane Community College, explained Lane’s approach to assessment,
 - Rick Stiggins, author, shared a draft of his assessment textbook, and

- Rowanna Carpenter and Dr. Yves Labisseure from Portland State University (PSU) described how PSU uses portfolios for assessment.

Note: Several LAC members then participated in portfolio assessment at PSU to learn their approach in June 2009.

Communication and Professional Development:

- Each LAC member was asked to interview four faculty regarding their assessment perspective and opinions. (See **Exhibit 3** for survey and summary findings.)
- Throughout the year, the LAC Chair sent out “Puzzlers” to faculty highlighting Core Outcomes and inviting participation in an online discussion.
- The LAC Chair presented at a number of Teaching Learning Center events and also spoke by invitation to departments and Subject Area Committees.
- In May 2009, the LAC hosted the “Assessment Circus” to share with the college community the learning that had occurred thus far, and elicit feedback. The Circus consisted of both presentations (i.e. faculty panel) and interactive activities (i.e. student focus group, rubric related exercise, etc.).
- In July 2009, twenty PCC faculty attended a workshop by the Oregon Council for Instructional Administrators (CIA) on assessment.

Indirect Assessment Pilot:

- The Office of Institutional Effectiveness mapped a select group of items from the Community College Survey of Student Engagement (CCSSE) to PCC’s Core Outcomes. Findings indicated that students who had completed more credits at PCC answered with greater confidence that they had met the core outcomes than did students who were new to the College.

Conclusion and Recommendations:

In June 2009, the LAC reviewed what was learned during the “Year of Inquiry” and recommended how PCC could approach assessing the Core Outcomes. (**Exhibit 4**)

Learning Assessment Council Year 2: Beginning Implementation (2009-2010)

Membership and Year 2 Kickoff:

- Although most LAC faculty were able to continue their participation, a few new members joined the LAC in year two.

<http://www.pcc.edu/resources/academic/learning-assessment/documents/members.pdf>

- The LAC Chair provided progress updates during Fall In-Service week to various groups which included SAC chairs, campus leaders and part-time faculty.
- Faculty were asked to identify which Core Outcome the College should assess first. “Critical Thinking and Problem Solving” was the most frequent suggestion and thus became the outcome for the year’s assessment focus.

Continued Learning:

- Council members were provided Peggy Maki's Assessment for Learning
- Most Council members attended Dr. Ron Baker's accreditation workshop held at PCC in November, 2009. The workshop addressed the new accreditation model and attendees discussed potential core themes in the College's mission statement. Council members were also afforded time with Dr. Baker to discuss assessment of learning.

Presentations:

- The LAC Chair presented "Assessing Student Learning in the Humanities: A Circus Dialogue" at the Community College Humanities Association annual conference. The session was well-attended and well-received.
- Periodic assessment information sessions continue through the Teaching Learning Centers and as requested throughout the College (i.e. Library In-Service, Social Science Department meeting, SAC Chairs, etc).

Implementation in Progress:

- Periodic emails are sent to SAC chairs and faculty reminding them that each SAC is responsible for having a plan to assess the "Critical Thinking and Problem Solving" Core Outcome. By mid-February 2010, ten plans were posted and several other plans were being discussed. The ultimate goal is that every year, each SAC will post an assessment plan, complete the related tasks and report the findings by mid-May. At the end of the year, faculty will be invited to analyze what was done, learned, changes being made, and to make recommendations to the PCC community based on the findings.

Council Update:

- The LAC agreed that rather than hold two meetings a month, the group would meet monthly and also divide into smaller project based committees.
- The resulting project committees addressed the topics of an assessment website, alumni survey, part-time faculty engagement, use of portfolios, promotion of core outcomes, assessment circus, and professional development. A summary of each committee's work follows.
 - **Website:** The Learning Assessment Website (www.pcc.edu/assessment) was created and includes links to the Core Outcomes, basic assessment information, Internet resources, PCC's Library resources, Guidance for SACs, and an area for each SAC to post their assessment plan.
 - **Promotion:** A PCC Graphic Design class undertook a project to design posters to promote awareness of Core Outcomes. The resulting posters have been displayed at all campuses. In addition, the core outcome "Critical Thinking and Problem Solving" is on digital signage throughout the College.

- **Professional Development:** A continuing education course, “Seminar in Assessment of PCC’s Core Institutional Outcomes” (CEU 936E) was funded by a grant through the Staff Development Office in winter 2010. The course was led by two instructors who are members of the LAC and enrolled nineteen students consisting of full and part-time faculty. The course was free to full-time faculty and part-time faculty received a \$25.00 stipend for each class session attended. (See **Exhibit 5** for class syllabus.)
- **Portfolios:** Faculty were polled to determine who and to what extent portfolios were being used to support course and/or program assessment. Such use was greater than expected and work continues on sharing this expertise in the College.
- **Circus:** The second Assessment Circus, scheduled for May 7, 2010, will be a sharing time between different SACs and faculty members on how they are approaching assessment of “Critical Thinking and Problem Solving” and what they are learning through the process.
- **Alumni:** Several meetings have taken place in conjunction with the PCC Foundation Alumni Office. Nothing substantial to report yet.
- **Part-Time Faculty:** Work continues on engaging part-time faculty in assessment efforts. Related emails are sent to both full and part-time faculty, about one-half of the assessment course students were part-time faculty, one Council member is part-time faculty, and assessment information will be presented at next year’s In-Service for Part-Time Faculty.

Recommendation 3

The Evaluation Committee recommends that programs using related instruction have clearly identified content that is pertinent to the general program of study and is taught by faculty who are appropriately qualified (Policy 2.1).

In response to this recommendation, Portland Community College’s Career and Technical Education (CTE) Programs that offer one- and/or two-year certificates had to demonstrate to the Degrees and Certificates Committee that the program met the related instruction requirements by spring 2008. This could be accomplished by either completing specific courses or embedding the related instruction into the curriculum. If embedded, the Subject Area Committee had to show a minimum of 270 hours of learning activity in three areas: A) computation, B) human relations, and C) communication. A minimum of 20% in each area had to be part of the certificate program. If the related instruction was embedded, the Subject Area Committee recommended to the administration which faculty were qualified to teach the related instructional areas.

The guidelines and processes detailed below have been implemented to ensure continued compliance with the standards regarding related instruction.

Guidelines have been developed for faculty to use in demonstrating related instruction that is embedded in existing courses. These guidelines include:

- the number and distribution of hours in each area required for certificates,
- different strategies for supplying related instruction,
- principles by which the number of hours of student learning (including direct instruction), practice (as in a lab), or study can be estimated, and
- examples of content and/or activities that provide quality instruction embedded within a course within the CTE subject area

Forms have been developed for faculty to use to request approval for the content and/or activities for the related instruction in courses. There is a section of the Course Content and Outcomes Guide (CCOG) to specify related instruction. This section of the CCOG requires college approval for changes. The Subject Area Committee's (SAC) request is reviewed by the Curriculum Committee, the Deans of Instruction, and the Vice President for Academic and Student Affairs. A template has been introduced for faculty to record and track related instruction by certificate. SACs were instructed to define instructor qualifications for CTE courses in which related instruction is embedded. A new section was added to the college-wide "Instructor Approval" form to indicate that an instructor has met these qualifications. When this box is checked, a second form is required, which details the related instruction content areas covered, and qualifications for this instructor.

Related Instruction web pages were developed and posted. These web pages are located under the Curriculum Office web page: <http://www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-development/new/related-instruction-overview.html>

The first page of the related instruction section gives the definition of related instruction, general guidelines and requirements for the certificates. Links include:

- Guidelines (including a detailed description and examples)
- Related Instruction Form for CTE courses
- Related Instruction Template for Certificates
- New CTE courses and new or revised certificates are now required to submit information about their related instruction as part of the approval process.
- Instructor Approval Forms:
 - Modified existing form to indicate that related instruction is part of the course content
 - Instructor qualifications regarding related instruction (A form, yet to be developed, that SACs can use to define the instructor qualifications needed for the various courses.)

At the time of the Focused Interim Evaluation Report in 2007, several systems had been established for the documentation and approval of the elements of related instruction, which included:

- decisions regarding the option to use embedded related instruction, related instruction in stand-alone courses (such as "Landscape Math", or General Education coursework)

- decisions about the nature of the expertise necessary to deliver related instruction
- guidelines to help faculty to understand, develop and describe the related instruction in their programs were developed.
- modification of the Course Content and Outcomes Guide (CCOG) to include fields for description of related instruction content, activities, and hours of instruction/practice
- a process for faculty (SACs) to submit new or revised elements of the related instruction embedded in their courses
- a template with which faculty can identify all courses that contribute to the total set of related instruction for a certificate, embedded or otherwise
- processes for review and recommendation of related instruction in courses (Curriculum Committee), and for the certificate template (Degrees and Certificates), and subsequent administrative review and approval
- form for approval of CTE Instructors to include notation of whether the instructor is approved to teach related instruction in the program, and added a second page for specifying the courses and the individual's relevant qualifications

A target date of spring 2008 was set by for all Career and Technical Education Program Certificates of 45 credits or more to demonstrate how the requirement for related instruction is addressed by completion of the template described above.

Since the Focused Interim Evaluation Visit in 2007, the following progress has been made:

All 38 certificates that are 45 credits or more have completed templates that are on file in the Curriculum Office. These are posted on the website for the Curriculum Office at: <http://www.pcc.edu/resources/academic/eac/curriculum/resources/RelatedInstructionTemplates.html>.

In our current practice, the templates that are reviewed by the Degrees and Certificates Committee are not approved unless all of the courses have the hours and activities for related instruction and have been reviewed by the Curriculum Committee, and clearly indicated in the CCOG. New certificates must show how each area is satisfied, regardless of whether the courses are General Education, stand alone, or contain embedded instruction. The Curriculum Office checks the CCOGs of courses with related instruction to ensure that it is clearly identified – if not, the SAC must submit the necessary course-level changes before the template can be approved.

There are some templates on file that predate the requirement described above. A compressive check is planned for summer 2010, to identify courses that should have related instruction identified in their CCOG. In some cases, the number of hours of related instruction (in the certificate template) far exceeds the standard, so some courses may be removed from the template and thus would not need to have their related instruction defined.

The Curriculum Committee members have become increasingly experienced at reviewing related instruction in courses, and have developed some operational principles for guidance and recommendation. Strong examples are identified in committee minutes, and it is likely that more detailed guidelines will be developed.

The Degrees and Certificates Committee members have also become increasingly experienced at reviewing the Related Instruction Template, and have also developed some operational principles for guidance and recommendation.

The Curriculum Office has adopted some of the principles of both committees to offer guidance prior to requests entering the approval pathway. Examples include:

- ensuring that courses used on the template do have approved related instruction identified in their CCOG,
- advising SACs on how they might effectively collect the related instruction into key courses for improved tracking,
- advice on strengthening the proposed related instruction based on strong existing examples recently approved.

Areas in need of further development:

Adopting practices to ensure that related instruction is current

As described above, new certificates are required to show how they address related instruction. However, revisions to existing certificates sometimes change or delete courses which could result in changes to the related instruction that are not considered in the current process. To address this problem, the Degrees and Certificates Committee Chair and the Curriculum Office have decided to adopt the strategy currently in use with degree and certificate outcomes: requiring certificates to append their Related Instruction Templates to any certificate revision request, whether or not there are anticipated changes to the template.

Ensuring that courses with embedded related instruction have the instruction documented in the CCOGs

Several years ago, the approval processes for courses was separated from that for degrees and certificates, and the two handled by different faculty-based committees. When the system for documentation of related instruction was first implemented, the two committees were charged with evaluating the relevant elements: Degrees and Certificates (DAC) Committee looked at the template -- the tally of hours in each area -- and the Curriculum Committee looked at the descriptions in the individual course CCOGs. Initially, the DAC Committee assumed that the related instruction in all courses shown on the templates had been approved by the Curriculum Committee, but this was often not the case. As soon as this disconnect was noted, procedures were put into place to remedy the situation. However, as a result of that earlier process, there are courses listed on certificate templates that need to have the related instruction reviewed and approved via the Curriculum Committee and subsequent approval process. Work is currently being done on a plan to notify the SACs who have such certificates, and organize the work of getting them approved in a timely fashion.

Documentation of Instructor Qualifications to include related instruction

Although the systems have been put in place to identify and approve qualifications for instructors teaching embedded related instruction, they are not yet widely used. Indeed our system for handling ALL Instructor Qualifications has recently been redesigned, and a new website for cataloging approved Instructor Qualifications has been launched. Existing approved qualifications were migrated to the new website, and SACs were encouraged to make revisions as appropriate, using a

newly developed form and approval process. The form includes a section for identifying the qualifications pertaining to related instruction. SACs tend to revisit their Instructor Qualifications only when there is necessary cause (new hire, query about dual credit, etc). The qualifications that have been submitted since the adoption of the new form and process suggest a need for thoughtful conversations among faculty, department chairs, hiring managers, and Human Resources, so that the qualifications can be updated so as to be appropriate, clear, and functional. Instructor qualifications were a major focus for discussion at the March 5, 2010 SAC Chair Meeting, with a special post-meeting breakout session for CTE SACs to discuss issues peculiar to embedded related instruction. The thirty CTE programs that have certificates of 45 credits or more were alerted to the need to revise their instructor qualifications if program faculty are teaching the related instruction.

Approval process for related instruction may be revised to include Instructor Qualifications

The process for approval of instructor qualifications does not have the kinds of internal checks and balances that exist in the curriculum process. Although Instructor Qualifications are not connected to the Curriculum process, doing so might allow for better coordination of related instruction content with the appropriate instructor qualifications. One approach is to have SACs include the Instructor Qualifications whenever the related instruction on a course is established or revised. Coupling the qualifications with the approval of Curriculum can serve as a stronger motivator for developing and submitting these for approval. In general, the administrative approval for Instructor Qualifications and for Curriculum is nearly the same, with the exception that the Curriculum Committee is intentionally left out of approvals of Instruction Qualifications. The only liability may be role confusion for that committee, which can likely be managed by the committee chair.

Recommendation 4

Acknowledging evidence of the assessment of student services programs, the Committee recommends that these evaluations be consistently used as a basis for program changes (Standard 3.B.6).

Since the 2007 Focused Interim Evaluation Report, under the leadership of the Deans and Associate Deans of Student Development, and the Dean of Enrollment Services, the College has implemented many of the needed program changes identified in prior student service assessments, conducted additional and more thorough assessments, and begun to incorporate those suggestions for improvement. The following details the work completed and that which remains in progress.

Assessment One: Key Directions Planning Process and Assessment, Student and Enrollment Services

In fall 2006 all student and enrollment service employees (nearly 160 staff) came together for a half-day assessment exercise to identify student and enrollment services issues. The following are the changes for improvement which resulted from this assessment process. Some were implemented rather quickly and easily while others required a much greater commitment of time and resources.

Counseling Services

- Developed webpage and brochure

- Received training in cultural competency and Post Traumatic Stress Disorder

Women's Resource Centers

- Added transitions programs at Sylvania and Rock Creek (Latina serving program) campuses, and Southeast Center
- Expanded medical benefits offered by Kaiser to additional groups of students in transition

Admissions and Registration

- Eliminated \$25.00 admissions application fee and merged several other fees
- Increased hours and consistency of services across district for all student and enrollment services' operations
- Cross-trained admissions and registration staff
- Translated New Student Checklist into three languages
- Revised online application
- Revised Add/Drop form
- Implemented photo ID cards for credit-seeking students

Campus-based Disability Student Services

- Created group orientation process for new students
- Expanded testing service district-wide
- Provided outreach to GED faculty, testing staff, and students
- Improved student access to adaptive technology
- Revised brochure and website
- Implemented Learning Evaluation Access Project for students in district-wide CTE programs (professional evaluations for learning disabilities)
- Reviewed service animal guidelines
- Improved transition activities between stakeholders (K-12, community, etc.)
- Developed on-line training for faculty and staff

District-wide Disability Access Services

- Created online submission process for access resources
- Improved captioned media

Outreach and Orientation

- Created new recruitment materials
- Coordinated annual Financial Aid Day in partnership with campus Financial Aid Office and the "College Goal Oregon" grant
- Initiated "Start Lab" at Cascade Campus (drop-in center for individualized and computerized orientation and other help for new students)

Registrar/Student Records – since 2005

- Automated consent to release information form
- Instituted upfront evaluations for student who transfer from other institutions

- Reduced multiple student IDs in the Banner information system
- Implemented online student transcript request
- Automated the non-credit on-line admission application to push through Banner and stop the manual data entry
- Streamlined the non-credit registration form and credit registration forms.
- Merged Campus Admissions departments with the District Registration Department

Advising

- Implemented “Ask the Panther”, online advising
- Implemented AdvisorTrac - allowing more accurate count of student users
- Updated and revised Transfer Center webpage

Multicultural Programs

- Piloted Men of Color Mentoring Program at Sylvania Campus
- Expanded Signature diversity events to include external communities of color; launched Semana de la Raza (Week of the People) at Rock Creek Campus
- Created Website
- Created space for a Multicultural Center at Rock Creek Campus
- Proposed space in Bond proposal for Multicultural Center at Cascade Campus
- Sponsored “Stop The Hate” training in summer 2008
- Created student diversity coordinators and equity ambassadors
- Added question on diversity to CCSSE survey (Community College Survey of Student Engagement)
- Supported initiatives to internationalize the curriculum
- Supported district-wide campus Diversity Councils

Program changes made in Student and Enrollment Services since 2007 Focused Interim Report and Evaluation

- Translated Student Rights & Responsibilities Handbook into three languages: Russian, Vietnamese and Spanish
- Expanded FERPA training
- Expanded the Beaverton School District Early College Program to Sylvania Campus
- Implemented a new grading policy winter term 2010 - students are now able to select their own grading options winter 2010
- Instituted “Blue Shirt Brigade” - non-student services personnel to assist students during the first week of classes
- Currently implementing Degree Audit System
- Implemented OFAX reporting system (facilitates data-sharing for dually enrolled financial aid recipients)
- Implemented Waitlist process throughout the College
- Developed automated faculty authorization process for students who cannot come to campus for instructor signatures

Assessment Two: Student and Enrollment Services Program Reviews

Program Reviews Completed since 2007:

- Student Employment and Cooperative Education, 2007
- Student Leadership Programs, 2007
- Testing, 2007
- Title III, 2008
- ROOTS Program, 2008
- Student Records, 2008
- Upward Bound, 2009
- Veterans Affairs, 2009

As a result of program reviews, the following changes were made for each area:

- **Student Employment and Cooperative Education**
 - Developed internal marketing campaign
- **Student Leadership Programs**
 - Added Club and Program Specialists on all campuses
 - Added digital signage to each campus
 - Added Student Leadership Program and Coordinator to Southeast Center
 - Developed report on student unions for College district
 - Supported student government district-wide initiatives: sustainability, childcare, education about health issues
 - Developed Multicultural Center at Rock Creek Campus
 - Proposed Multicultural Center at Cascade Campus, in proposed student center
- **Testing**
 - Increased district-wide consistency in reporting, procedures, and communication
 - Recommended expansion of consistent testing centers integrated into Bond planning
 - Identified GED testing site on west side of district
- **Student Records**
 - **Transcripts decentralized** – now being processed at each campus
 - **Increased communication to college community** - department created a newsletter to share departmental information with the College community including a staff photo so that faculty department chairs can better identify the staff with whom they work. The newsletter is subsequently posted online after it is shared with the college community
 - **Cross-training** - began and a plan for shifting specialty functions between evaluators every six months is now in place
 - **Upfront transcript evaluation** - all articulation tables are set up for Oregon schools, a new request process was developed for students who wish for

their other schools' transcripts to be evaluated. As of December 2008, over 1,000 students have had their transcripts evaluated upfront. Additionally, over 35,000 paper transcripts on file were electronically imaged

- **Communication** - all of the web-pages on the Student Records website have been reviewed, edited and redesigned in conjunction with the PCC Web-team. The department developed a quarterly newsletter for the College community
- **Online/automated service focus** - there has been a move toward students requesting official transcripts through the newly developed and efficient web request process that allows student records' clerks to process more transcripts with fewer staff. Additionally, the increased participation in sharing transcripts electronically with other institutions has increased. Grades are no longer mailed to students; they can now be accessed online. Faculty have also benefited from new automation- requests for grade changes are now submitted through Banweb and ensure full security. Other routine reports processed in student records have been automated in order to free up staff for more intensive manual processes
- **Structure** - the new leadership (Dean) developed the Registrar role and focused on the student records department as well. The reclassification of the evaluator positions assisted in the ability to hire more qualified staff as positions became available. Two new positions were funded by the College's new initiative process in order to go "live" with degree audit.
- **Waitlist** - the newly automated waitlist process has allowed the College to automatically move students from a waitlist into a class. This has benefited over 20,000 students since its inception. The registrar has presented this topic at a national conference American Association of Collegiate Registrars and Admissions Officers (AACRAO Tech) and was highlighted as a top presenter by the conference leaders.
- **Professional development and training** - commitment has been made and priority placed on this effort including the institution of annual staff retreats for student records. This annual retreat has now occurred for three consecutive years. Additionally, the reclassification of the staff and the additional responsibilities (upfront transcript articulation) have allowed for the evaluator positions to become a training/breeding ground for other student services departments such as advising and financial aid. Other specifics are listed as a response to the consultant recommendations.
- **Surveys** - one form of the internal assessment performed for the program review was a survey delivered to both faculty department chairs for professional technical education departments and academic advisors. The survey was identical in nature but delivered separately and during different time periods to increase participation. The survey used close-ended questions and the Likert Scale to measure feedback. There was a five-point scale which ranged from Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, and Not Applicable. While the total number of surveys administered was fairly low for each survey population, the response rate was higher than average for a survey of this nature.

- **Veterans Affairs**
 - Simplified student paperwork process, i.e. elimination of the green sheets
 - Rock Creek Campus' Veterans Support Group hosted a "Care Package Donation Drive" for deployed troops in 2009; this was organized by students, led by Lisa Salonga - Veterans Club Student Coordinator
 - Veterans Resource Day - January 20, 2009 - This event was one of the goals that came from the Rock Creek Campus' Veterans Faculty/Staff & Student Support Group, led by Christine Paull, Women's Resource Center Coordinator. Seven local agencies attended and were very pleased with the response and made connections with each other. In attendance were:
 - Washington County Veterans Service Office
 - Oregon National Guard Office
 - Washington County Disabled Veterans Outreach (Employment)
 - Salvation Army
 - Veterans for Peace
 - PCC Veterans Office Rock Creek (RC) Campus In-Service Veterans presentation- Allen Brown, MSW, from the Vet Center, presented fall 2008 at Rock Creek In-Service to all PCC/RC staff. Presentation consisted of informing all staff how to address student veterans in the classroom and in all areas of Student Services. Event was organized by Narce Rodriguez, Dean of Students, and Ruth McKenna, Disability Services Counselor.
 - Staff Retreat Professional Development Presentation - Allen Brown, Social Worker from the Portland Vet Center, made a presentation at the RC Student Development staff retreat fall 2009. He served in Iraq and now does readjustment counseling at the Portland Vet Center.
 - The entire Veterans Student Services website was revised and posted on November 2, 2009
 - Office process automations in progress and finalized by end of 2009 included:
 - Online authorization for continued certification
 - Recording of student file comments in Banner and eliminating the need for retaining information in paper files
 - Report created to trigger Veterans certification when a student registers for courses.
 - Simplified the drop/add report for ease of use
 - **Goals Met by Veteran Support Group Taskforce:**
 - Include a Social worker with expertise in Post Traumatic Stress to speak at the Student Development Retreat
 - Connect with already existing services in the community and provide a table with resources at the Fall All Campus In-Service

- Conduct more faculty trainings through the Teaching Learning Center about how to frame topics and facilitate discussion and critical thinking around “hot button” issues
- Determine how to have a peer mentoring support system: “Academic Battle Buddy”
- CG100C College Success and Survival course offered fall 2009
- CG 145 Stress Management – 1 credit (this is a special section for combat veterans). Identifies specific, personal stressors and develops skills that enable students to more effectively deal with stress
- Ongoing professional development for all staff including attending numerous training sessions as they relate to veterans and veterans’ issues. These workshops include retention of veterans and mental health trainings
- Rock Creek Fall In-Service 2009 had a veterans’ student panel as one of the presentations to the campus at large. One of the established goals identified was to develop a space on campus for the Veterans students to gather similar to what Clackamas Community College has in place. Space has been identified at the Rock Creek campus and the committee will resume fall term to identify clear guidelines regarding how the space will be utilized. The goal is to have this space available spring 2010
- The Families of Veterans group meets every week at the Rock Creek Campus Women’s Resource Center
- The Student Outreach Leaders hired veteran students during the summer to help other veteran students who identified themselves during advising or testing. This group provided an additional connection for students while maneuvering registration and other student services

Assessment Three: “Lean” Process

Selected program areas and processes were targeted for assessment and review. Recent reorganization of departments and staff changes resulted in loss of institutional memory and limited subject area experts. Therefore, outside experts in the education field were hired to assess many business processes and evaluate department knowledge.

The College contracted with AACRAO consulting to conduct assessments for Curriculum Support, Student Records, and Veterans Affairs.

The consultants interviewed several groups, reviewed business processes and provided written recommendations for streamlining operations. The outcome was to improve efficiencies and services to internal and external clients. **Following are the details of the review conducted for Curriculum Support and resulting changes in processes and procedures.** The impact of the reviews conducted on Student Records and Veterans Affairs are detailed above.

Curriculum Support

The consultants conducted a review of the College's curriculum maintenance and update procedures, to assist PCC in optimizing the functions of its Curriculum Support Services (CSS) Office, with particular focus on the relationship of the Banner student information system to CSS. The review included implementation of standard pre-requisites, degree audit, academic honors program, and responsibility for Banner testing

Curriculum recommendations that were implemented:

Develop and maintain business processes for all of the aspects of curriculum support including: program/course approval process and program/course changes process.

Hire additional staff to support to support an institution of this size and create functional experts.

Banner Software Recommendations that were implemented:

- Send curriculum staff for past two years to SunGard Summit Conference to develop Banner functional experts.
- Establish a system Seek to quickly identify and resolve the Banner curriculum errors and establish a checks and balances system to prevent additional errors.
- Sign up key staff members for the appropriate unified digital campus SunGard listserves as a means of extra help on Banner related issues. Establish a data custodian for the curriculum unit.
- Clearly document the existence and purpose of any operational reports and keep them within the curriculum unit.
- Develop, document and maintain additional operational reports that will help monitor the integrity and accuracy of the Banner curriculum data.
- Centralize Banner curriculum responsibilities in one unit including Banner testing.

Part B: Questions Related to Other Institutional Changes

Standard One - Institutional Mission and Goals, Planning and Effectiveness

What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?

Portland Community College's (PCC) mission, vision, goals and values statements are reviewed every one or two years by its Board of Directors. Since the last full-scale evaluation in 2005, all have been revised with the exception of the vision statement. These statements are available at http://www.pcc.edu/ir/edumasterplan/PCC_VMG_Feb2008.pdf.

The current mission statement is significantly shorter than that of 2005 due to the addition of the "Who We Are" section. This new component provides the details (i.e. transfer programs, professional technical education programs, basic skills education, etc.) and the means (i.e. partnerships with businesses, industry, labor, etc.) of the "quality education" addressed in the mission. Prior to this change, the mission "statement" was the equivalent of two paragraphs in length.

The values statement has been revised and expanded from seven bulleted items to ten more lengthy statements. Academic freedom and responsibilities, sustainable use of resources, agile learning environment, commitment to diversity, and accountability are examples of values that were added or more clearly articulated.

Although the College now focuses on six goals rather than eleven, the reduced number is predominately due to the grouping of general education, professional technical education, transfer preparation, and college/employment readiness which were previously individual goals now being grouped under Goal 2 – Student Success. The former resources goal is now included in Goal 8 – Continuous Improvement.

These changes have had more of an impact in the functioning of the College rather than on specific educational programs. For example, the shorter mission statement is easier to communicate and remember. It requires less "real estate" in print media which helps with its inclusion and ease of placement in college print publications as well as web pages. Although the content of the goals has not changed significantly, having six goals compared to eleven results in more in depth analysis and understanding of college progress toward the stated goals.

The College is in the process of collecting input from both internal and external communities to inform the Board of Directors as they review the mission, vision, goals and values statements during the winter 2010 term with final approval anticipated in spring 2010. This year's review differs in that it is also being used as an opportunity to inform the College community of the new accreditation process and standards, introduction of core themes, and how the mission will play an even greater role in the revised accreditation format. To date, the Educational Advisory Committee, Academic and Student Affairs Council, Budget and Planning Advisory Committee, All Managers Group, and PCC Foundation have reviewed the current mission and values statement and suggested core

themes. A district-wide Summit is planned for April 9, 2010, inviting all College personnel to participate in this review. Staff will be reporting the results of these activities to the Board of Directors on April 15, 2010.

A WIKI site (<http://spaces.pcc.edu/display/accreditation/Home>) has been created to keep the College community apprised of the mission review and suggested core themes. The site also invites feedback and comments throughout the vetting process.

What existing plans for the future have been achieved and what new plans have been formulated?

Background

In August 2001 the new PCC District President and Board of Directors initiated a new strategic planning process. A year long process consisting of forums addressing environmental scanning topics as well as forums soliciting input from college, business and community leaders followed. A planning retreat attended by more than 150 PCC staff and students at the end of the year completed the information gathering.

By summer 2002, the Educational Master Plan (EMP) was drafted. The resulting plan was lengthy, comprehensive, and consisted of both strategic and operational elements. Subsequent updates included “Areas of Institutional Focus” which consisted of subsets of the original EMP’s seven key areas, nineteen strategic directions, and sixty-two action items. The EMP contributed to institutional stability through the transition of three College presidents in the immediate years that followed and more recently, the vision for PCC’s Bond initiative.

Moving Forward

With voters approving the \$374 million dollar Bond measure in November 2008, planning emphasis has shifted towards the development of operational plans for the Bond build out. The PCC Bond Program <http://www.pcc.edu/about/bond/about/> is supported by eight facilities’ master plans <http://www.pcc.edu/about/bond/projects/>. Forums have again been the vehicle to solicit input from staff and students at each campus and from their local communities.

Academic planning is more important than ever as the college determines what programs are appropriate (and where) in new or updated facilities made possible by the Bond passage. Because of funding shortages, academic planning became a budget reduction process in 2004-2005. Many involved did not perceive the process to be as transparent and inclusive as it could have been. As a result, a concerted effort was made to improve the process beginning in fall 2005 and develop a plan that facilitates communication throughout the organization. The revised academic planning process shifted from a campus-based to college-wide focus which includes prioritizing and funding of improvements in instruction, student services, and enrollment services <http://www.pcc.edu/resources/academic/planning/> and leads today’s efforts.

What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?

The College's expectations of itself are directed by the college mission and assessed according to the PCC Board of Directors' goals and key measures.

Approximately six times per year the Vice President for Academic and Student Affairs and the Director of Institutional Effectiveness present a report to the PCC Board of Directors focusing on one of the Board's six goals for the college. Each report consists of Board-approved key measures that are indicators for success, specific for each goal, and in total, represent the College's Institutional Effectiveness Reporting Cycle.

The verbal presentation of the report provides additional information to help frame or place the findings in perspective. For example, Oregon has maintained one of the highest unemployment rates in the country during the current recession. At the same time, college credit enrollment is at a record high. While reporting on the sizeable enrollment increase in the most recent Access Board Goal Report, the discussion also included the challenging economy as a contributing factor.

Beginning in 2008, the reports begin referencing the State Legislature's community college key performance measures in addition to the PCC Board measures. See page two of http://www.pcc.edu/ir/iereporting/ie_0809/ie-measures200809.pdf for State measures. This was in response to the budget note accompanying House Bill 5012 (June 2007) which shifted from reporting community college performance in the aggregate to a college by college listing to the Legislature. The budget note also held each College Board accountable for achieving the State key performance measures. To keep the PCC Board apprised of the college's performance relative to these State measures and targets, they became a part of the reporting process as well.

At the end of each year's Institutional Effectiveness Reporting Cycle, a bound document consisting of a summary of the findings, each report and associated PowerPoint presentations is provided to the Board. This same information is readily available to the college community as well as the general public at <http://www.pcc.edu/ir/iereporting/index.html>. The reports from prior reporting cycles also remain on the site.

Succinctly describe the institution's current status in meeting the requirements of Standard 1.B Planning and Effectiveness.

Integration of Planning and Resource Allocation

As mentioned in the previous section, the college is currently involved in planning efforts to support the build out of the Bond initiative passed in November 2009. Estimates indicate completion of the facilities, consisting of both renovations and new construction will be at least a seven year process. Faculty, staff, students, and local communities continue to be involved as each campus vet their plans through various campus committees and forums. Academic planning continues to be the programmatic core for the planned build out. In addition, Instructional and Student Development Services planning extends at least three years into the future and is reviewed and revised as necessary.

To better connect planning and resource allocation, in 2008 two key groups within the college combined into one. The District Planning Council and the Budget Advisory Committee merged and became the Budget Planning and Advisory Committee (BPAC). The combined group, chaired by the College's District President consisting of faculty, staff, administrators and students, is better structured for efficient collaboration than the prior two separate groups. Discussions including Legislative updates, the new biennium budgeting process, tuition and fee increases, strategic staffing ratios (which originally began as a full-time faculty ratio discussion) and the Bond program have been among the top priorities in the last couple of years.

Evaluation and Use of Results - Surveys

In addition to the Institutional Effectiveness Reporting Cycle, the College utilizes findings from national and "in house" surveys to help understand college progress toward Board goals. Survey information and results that are of interest to the general college community are available at <http://www.pcc.edu/ir/surveys/index.html>.

The Noel-Levitz Student Satisfaction Inventory first administered at the Sylvania Campus in 2001 and 2003, has since been utilized college-wide in each of the following odd numbered years. Relevant findings are shared with various groups within the college including the Deans of Instruction, Deans of Student Services, All Managers Group, College (and some campus) In-Service Day presentations, and the Budget Planning and Advisory Council among others.

The creation of Course Progress Notification (CPN) <http://www.pcc.edu/resources/academic/retention/CPN.html> was directly tied to less than favorable responses to a survey item asking students about their being notified early in the term if doing poorly in a class. PCC students stated that faculty providing timely feedback about course progress was of high importance, but that faculty did not do so regularly or to their satisfaction. Faculty can now use CPN to communicate with students about attendance, class participation, completed coursework, current grades, and overall performance. While a gap continues to exist between student ratings of importance and satisfaction on this item, it has narrowed significantly since this tool was developed to improve faculty student communication.

The College, as a member of a state-wide consortium, administered the Community College Survey of Student Engagement in 2008. With 15 of 17 Oregon community colleges participating, comparable findings were provided not only at the national level but also for all Oregon community colleges combined. Overall, PCC results were very similar to national and state averages. While a nationally recognized surveyed, the findings have not yet been fully utilized at the college. Part of this challenge was due to the sampling which was not representative of each campus and thus limited the disaggregation of results by campus as well as various student demographics.

In fall of 2009 the College (and state-wide consortium of community colleges) participated in the Survey of Entering Student Engagement, a survey targeting the new or first year student. Additional attention was given to the courses provided for the sampling selection to enable campus level presentation of findings when the survey results become available spring 2010.

Numerous other surveys developed by the Office of Institutional Effectiveness are also conducted each year to support academic programs, policy considerations, grants and other College services.

Topics have included distance learning, the College's tobacco-free policy, internationalizing the curriculum, the First Year Experience program, advising services and various academic programs in preparation of their discipline/program reviews.

Evaluation and Use of Results - Program/Discipline Review

Various models have been implemented to review academic programs over the years ranging from what some perceived as extremely prescriptive to what others perceived as vague and lacking direction. In addition, the prior review cycle created a challenge for the Deans of Instruction to provide written administrative responses in a timely manner due to the high volume of reviews that were occurring each year.

The recently revised Program/Discipline Review model is built on a five-year cycle and provides guidelines intended to assist Subject Area Committees in the development of the program review. SACs may also opt for a shorter review period. The review is a blend of structure and flexibility with a clearly stated purpose to

- inform the College community about a program or discipline,
- give SACs an opportunity to study topics to enhance student learning,
- provide a forum to share findings with administration, during which the SAC and administration can identify ways to address the recommended improvements,
- document what is working well, what can be improved, and specific plans for implementing improvements, and
- collect information to support institutional assessment and improvement.

(See <http://www.pcc.edu/resources/academic/program-review/documents/ProgramDisciplineReviewGuidelinesFINALMay2809.pdf> for expectations and suggested outline.)

Feedback on the current model has been favorable regarding the review cycle (five year rather than three year) and administrative responses are being provided within a reasonable time period. In addition, all reports and administrative responses are available to the community at <http://www.pcc.edu/resources/academic/program-review/index.html>

Communication and Sharing of Information

Evidence of institutional effectiveness is communicated to the public as well as the college community in a variety of formats and information sources. The Institutional Effectiveness (IE) website <http://www.pcc.edu/ir/index.html>, having undergone significant review and upgrades over the past five years, serves as the primary website for links to this information.

The following is a brief overview of the key topic areas and documents detailed on the site.

- “Student Fact Sheets” - Term by term student demographic “snapshots” and percent change comparison to the prior year
- “Enrollment Information” - Multiple levels of enrollment data compared to same time prior year
- “Institutional Effectiveness” - Board of Directors Goal Reports, IE Key Measures and IE Comprehensive Summary Report

- “Student Outcomes” - Degrees/Certificates Awarded, and Academic performance after transfer
- eFactbook - Numerous data tables of trended enrollment and student characteristics
- “Instructional Data” - Excel spreadsheet of academic and instructional data used for planning; faculty ratios by sections taught
- “Program/Discipline Profiles” - Subject level data to support academic planning and preparation for the program/discipline review process
- “Educational Master Plan” - 2002 Blueprint For the Future and subsequent status reports

In addition to making information available on the web, it remains a priority for the Office of Institutional Effectiveness to remain connected to the internal and external college communities to enhance communication and institutional learning. This is supported through participation on various college councils such as the Sylvania Diversity Council, Academic and Student Affairs Council, Budget Planning and Advisory Council, and Learning Assessment Council. Externally this is supported through participation in state-wide organizations (Oregon Community College Council of Institutional Researchers) and work groups (Oregon Student Success Steering Committee, Student Success Oversight Committee, and Perkins Accountability Task Force).

Standard Two - Educational Program and Its Effectiveness

What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?

This is addressed in Recommendations One and Two.

In light of the requirements of Commission Policy 2.2 - *Educational Assessment*, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?

The Program/Discipline Review process is addressed in Recommendations One, Recommendation Two, and Standard One.

Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?

At the institutional level, expectations of student success are assessed according to the Board of Directors goals and key measures as noted in Standard One.

At the student level, expectations for student success are determined by student achievement of course-specified outcomes as noted in Recommendation 1.

What changes, if any, have been made in the requirements for graduation and why?

Associate of Arts Oregon Transfer Degree (AAOT)

The following changes were implemented as a result of many Lower Division Collegiate classes converting from 3 to 4 credits. Not making these changes would have put students in the position of having to take more credits than the State required:

- In 2005, PCC received special dispensation to change the writing requirement of nine credits, which was the requirement for the State of Oregon, to eight credits, allowing students to take two courses instead of three. Had the dispensation not been granted, students would have been required to take 12 credits of writing.
- The elimination of PCC's requirement to take three course sequences. For example, students were required to take one three-course sequence in Science, i.e., Biology 101, 102, 103. While students are still required to take four Science courses, three with lab, the courses do not have to be sequential or from the same science discipline. PCC was one of the few community colleges in Oregon still requiring sequences.

The following changes are in the implementation phase as a result of the state-wide revision to the Associate of Arts Oregon Transfer degree, which has been adopted by all 17 community colleges – state-wide. All community colleges must comply with the requirements agreed upon in order to offer the AAOT:

1. Foundational Requirements:

- **Health/Wellness/Fitness:** One course from Health 242,250,254, HPE 295, or three Physical Education courses (not including PE 10, 199, or 299).
- **Math:** Math 105 or higher for which Intermediate Algebra is a prerequisite
- **Speech:** Speech 111, or 112 or 113
- **Information Literacy (Writing):** Beginning fall 2010, the Information Literacy requirement will be satisfied by successful completion of the Writing courses. This is WR 121 and either 122 or 127. A student must have at least eight credits of Writing; Writing 123 may be used to complete the eight credits.

2. Discipline Studies: Students must complete at least 11 Discipline Studies courses from the General Education Distribution/Discipline Studies list.

- **Arts and Letters:** Three courses minimum
Complete at least three courses from at least two disciplines from the Arts and Letters area.
- **Social Sciences:** Four courses minimum
Complete at least four courses chosen from at least two disciplines in the Social Science area.
- **Science/Math/Computer Sciences:** Four courses minimum
At least four courses in biological and/or physical science must be included. At least three laboratory courses in biological and/or physical science must be included.
Note: A course may count towards foundational requirements or discipline studies, but not both.

- **Cultural Literacy:** PCC has had a cultural diversity requirement for the AAOT for many years. Courses achieved Cultural Diversity designation through an internal approval process. The state-wide Cultural Literacy requirement has specific criteria which is different from Cultural Diversity. 2010-2011 will be a transition year during which courses with the cultural diversity designation will be used to fulfill the Cultural Literacy requirement. An internal process has been developed through which faculty submit courses for approval deemed to meet the Cultural Literacy requirement during and after the transition period of the 2010-2011 academic year. It is anticipated that some of the courses will be different.

3. **Elective Credit Requirements:** All candidates must complete elective credits to meet the overall requirements of 90 credits for this degree. Elective credits may include any Lower Division Collegiate Courses. Limitations: Maximum of 12 credits of CTE courses; one credit Management and Supervisory Development (MSD) workshops may not be applied to this degree; and a maximum of three credits of physical education (PE) courses may be applied to this degree.

Associate of Science Degree Oregon Transfer, Associate of Associate of Arts Oregon Transfer

- Completion of Math 105 or any math course for which Intermediate Algebra is a prerequisite as this has been determined to be collegiate level by the College.

Associate of General Studies, Associate of Applied Science

- Math 65, completion of, passing the competency exam, or passing a math course for which Math 65 is a prerequisite. If Math 65 is taken or is required in an AAS degree, it cannot be counted toward the first 90 credits for the degree as it is not considered to be collegiate level.
- Students must complete Writing 121, pass a lower division collegiate writing course for which WR 121 is a prerequisite with a C or better or pass the PCC Writing 121 challenge exam. WR121 may not count toward the General Education requirement because it is the competency.
- Beginning in fall 2006, the five-year rule was eliminated, which stated that Writing and Math competencies would not be recognized if the competencies were met more than five years prior to the awarding of the degree.

In the undergraduate (or lower division) curriculum, what new degrees/certificates have been added? What degrees/certificates have been discontinued? What significant changes have been made in degrees/certificates?

2010-2011 Degrees and Certificates Changes

New:

Civil Engineering Technology: Green Technology and Sustainability

Mechanical Engineering Technology: Green Technology and Sustainability

Nursing – State-wide Oregon Consortium for Nursing Education

Suspensions:

Automotive Service Technology: Automotive Service Education Program

Nursing (RN)

Building Inspection Technology: Commercial Structural and Mechanical Inspection Certificate

Title Changes:

Drafting Certificate changed to Computer Aided Design and Drafting (CAD) Certificate

Administrative Assistant: Office Management AAS changed to Administrative Office Professional AAS

2009-2010 Degrees and Certificates Changes**New:**

Computer Information Systems - Health Informatics

Suspensions:

Industrial Technology - Apprenticeship Option

Industrial Technology

Approved:

Building Inspection Technology - Commercial Structural and Mechanical Inspection Certificate
(Suspended later in the year)

Building Inspection Technology: Residential Structural and Mechanical Inspection and Plans
Examination Certificate

Restorative Dental Hygiene

Advanced Behavioral and Cognitive Care

2008-2009 Degrees and Certificates Changes**New:**

Electronic Engineering Technology: Mechatronics Automation Robotics Engineering Technology
Option

Electronic Engineering Technology: Renewable Energy Systems: Renewable Energy Systems: Career
Pathway Certificate

Gerontology: Horticultural Therapy Certificate

Gerontology Career Pathway Certificate

Microelectronics: Automated Manufacturing Technology AAS

Microelectronics: Solar Voltaic Manufacturing Technology Career Pathway Certificate

Inactivations:

Building Inspection Technology: Mechanical Inspection Certificate

Building Inspection Technology: Plans Examiner Certificate

Suspensions:

Agricultural Mechanics

2007-2008 Degrees and Certificates Changes

Approved:

CAS/OS - Web Site Development and Design AAS
Magnetic Resonance Imaging Certificate
Accounting: Entry-Level Accounting Clerk
Marketing: Entry-Level Sales and Service
Gerontology: Activity Consultant
Gerontology: Activity Assistant
Gerontology: Activity Director
Architectural Design and Drafting: Sustainable Building Certificate
Retail Management Certificate
Criminal Justice: Corrections Technician
Computer Applications/Office Systems: Administrative Assistant - Career Pathways Certificates:
 Office Assistant
 Spreadsheet
 Web Assistant I
 Web Assistant II
 Basic Computer Literacy
 Word Processing

2006-2007 Degrees and Certificates Changes

Approved:

Electronic Engineering Technology: AAS Biomedical Engineering Technology
Renewable Energy Technology (Columbia Gorge Community College) AAS
Renewable Energy Technology: Wind Energy Technician Certificate (Columbia Gorge Community College) AAS
Hospitality, Tourism, Recreation Management (Tillamook Bay Community College AAS)
Web Site Development and Design AAS
Web Site Development and Design Career Pathways Certificates:
 WAI - Web Assistant I
 WAII - Web Assistant II
Computer Applications/Office Systems: Administrative Assistant Career Pathway Certificates:
 Spreadsheet
 Office Assistant
 Word Processing
 Basic Computer Literacy
Emergency Management AAS
Multimedia: Video Production Certificate
Gerontology Career Pathways Certificate:
 Activity Consultant
 Activity Assistant
 Activity Director
Architectural Drafting: Sustainable Building Certificate
Interior Design: Kitchen and Bath Certificate
Facilities Maintenance Technology Career Pathway Certificate:
HVCR - HVAC/R Installer
Machine Manufacturing Technology Career Pathways Certificate:

Manufacturing Technician
Machine Manufacturing Technology: CNC Milling (Certificate)
Machine Manufacturing Technology: CNC Turning (Certificate)
Computer Information Systems Career Pathways Certificates:
Windows Network Security
Linux/Unix Network Security
Network Administration
Microsoft Server Administration
Linux Server Administration
Web Application Development
Oracle and SQL
Java Application Programming
Database Design and SQL
Net Application Programming
Retail Management Career Pathway Certificate:
Entry-Level Sales and Service
Accounting Career Pathway Certificate:
Entry-Level Accounting Clerk
MRI Certificate

Inactivations:

Building Construction (Two-year Certificate)
Building Construction Technology: Design/Build Remodeling (Two-year Certificate)
Building Construction: Construction Management (One-year Certificate)
Building Construction: Construction Management (Two-year Certificate)

2005-2006 Degrees and Certificates Changes

Approved:

Dealer Service Technology (Think Big – CAT Program) AAS
Retail Management Certificate
Oregon Transfer Module
Computer Information Systems: AAS Degree Option in Network Administration.
Multimedia AAS
Building Construction Technology: AAS Option and two-year Certificate in Design/Building Remodel
Electronic Engineering Technology Certificate

Suspensions:

Audiovisual Technology
Publishing Technology/Electronic Imaging
Computer Software Engineering Tech: AAS and Certificate.
Sonography AAS

Standard Three - Students

What changes have been made in admissions, grading, student non-academic programs, and student support services?

A detailed reply to this question is covered in the response to Recommendation Four.

Compare the current enrollment figures with those reported in the last institutional self-study report.

Enrollment Update (Since 2005 Self-Study)

Total enrollment as measured by full-time equivalency (FTE) remained relatively flat from 2005-2006 through 2006-2007 and then began to increase the following year. By 2008-2009, FTE had increased 15% over 2006-2007 levels. Even more dramatic growth is being experienced during the current year as unemployment continues to remain high. For example, winter 2010 FTE is 20% above winter 2009 levels. Record high enrollments have occurred every term at each of the four campus locations this year. All academic areas are experiencing growth except for non-credit community education which has declined at community colleges throughout Oregon.

Standard Four - Faculty

What significant changes have been made in policies affecting the faculty? Have the characteristics of the faculty changed?

Since the last Focused Interim Evaluation Report in 2007, there have been no substantial changes in policies affecting the faculty. However, the following changes have occurred:

Due to the economic downturn in 2008, the collective bargaining agreement covering both full-time and part-time faculty which was in effect from 2005 – 2009 was, for the most part, extended without substantial modification. The collective bargaining agreement was renewed for the period September 1, 2009 – August 31, 2011.

How have faculty salaries and other benefits been improved?

With regard to faculty salary and benefits, as part of the two year settlement that is in place until August 31, 2011, the faculty salary schedules were not increased, but individual faculty who were eligible for step movement progressed to the next step on the schedule. For faculty already at the top step a new top step has been added and is phased in over the two years, resulting in a one-half step increase in each year.

The maximum college contribution to monthly medical/dental/vision insurance premiums (the ‘cap’) was increased for each tier of health care coverage; and, for eligible part-time faculty (those working greater than .5 FTE over the prior year) the College contribution was increased from 50% to 60% of the full-time “employee only” cap. As of October 2009, 325 part-time faculty are now participating in PCC’s employee medical coverage and an additional 220 qualified, but have waived

coverage. The increased enrollment being experienced by PCC is resulting in many part-time faculty receiving additional assigned sections. It is anticipated that the additional sections will result in an even greater number of part-time faculty qualifying for participation in the College's health care program.

How does the institution conduct a substantive performance evaluation of all faculty? Contract issues? See Standard Four - Faculty and Commission Policy 4.1 - Faculty Evaluation.

The College's 2007 Focused Interim Evaluation Report described the development of a multi-year plan to address a back log of full-time and part-time faculty assessments. The budget initiative referenced in the 2007 Report was funded for FY2007-2008 and 2008-2009 and progress continues on that plan. For example, during the two most recent terms, fall 2009 and winter 2010, more than 180 part-time faculty received full assessments. Current data on completed assessments of full-time faculty is not yet available as those are conducted on a three year cycle during spring term.

Standard Five - Library and Information Resources

How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

Portland Community College (PCC) has been able to maintain computers and resources despite the rapid pace of growth and an increase in library instruction. There is now a replacement plan for all classroom computers and computers used by students. Additionally, the Library is able to provide laptops, netbooks and cameras for students who need them. The PCC Library is a member of the Orbis Cascade Alliance, a regional consortium of academic libraries. This gives PCC students' access to the collections at PCC and at thirty seven academic colleges and universities in Oregon and Washington. Although library computer classrooms at the Cascade and Sylvania campuses are too small for today's learning environment, remodeling slated to take place during upcoming Bond initiatives will provide additional space.

The Library strives to keep up with program changes and works closely with faculty groups to ensure that the Library is meeting the changing needs of the programs it serves. Each area is assigned a librarian who communicates with its Subject Area Committee (SAC) about Library needs at both the campus level and district-wide. Additionally, faculty from all areas can make requests for purchases via a form on the Intranet.

The greatest area of strain at the Library is personnel. Even before the current enrollment surge, PCC had a minimal number of librarians. Like other areas of the College, the Library is stretching to provide additional requests for instruction due to the increase in classes that have been added to meet the current enrollment upswing. To address this, Library faculty are working with instructional faculty to maximize the effectiveness of Library instruction by collaboratively designing instructional units and by strategically scheduling in-library instruction to allow access to as many students as possible.

The Library has augmented its online presence by providing chat and enhanced e-mail reference service. Additionally, the Library participates in a collaborative virtual reference service that provides chat reference to students twenty four hours a day.

Standard Six - Governance and Administration

Explain significant changes in the governing board, leadership, and management of the institution. See Standard 6.B - Governing Board and Standard 6.C - Leadership and Management.

Portland Community College Board of Director, Karen McKinney, retired in May 2007 and left her Director position at the end of her term in June 2007. She was replaced by Marilyn McGlasson who was elected to the position in the May 2009 general election. Director McGlasson resigned in June 2009 due to a family illness. Deanna Palm, President of the Greater Hillsboro Chamber of Commerce, replaced Marilyn McGlasson to fill the unexpired term. Election for this position will be held in May 2011. Director Jamie Lim also left the Board in June 2009 at the end of his elected term. Director Gene Pitts, Senior Leader as Technical Marketing Director with Intel Corporation, replaced Director Lim in the May 2009 general election.

In January 2007, Director Doreen Margolin, having served on the PCC Board of Directors since 1999, passed away suddenly. David Squire, Vice President of Engineering for LightSpeed Technologies, was appointed by the Board to fill the position for the remainder of the unexpired term. Director Squire was elected to the position in the May 2007 and 2009 general elections.

With the passing of the Bond, Randy McEwen, District Vice President for Administration, became the Executive Manager for the build-out; Wing-Kit Chung, Associate Vice President for Finance, is now Vice President for Administration, and Cherie Chevalier was hired as Associate Vice President for Finance.

Dr. Linda Gerber was appointed as Interim Sylvania Campus President by Board resolution in May 2006. The appointment was made permanent in January 2007. Dr. Katherine Persson, President of the Rock Creek Campus, left PCC in July 2008 and was replaced by Dr. David Rule in September 2008.

As noted in Standard One, the District President's Budget Advisory Council and Planning Council were consolidated into the Budget and Planning Advisory Council (BPAC). The Council is chaired by the District President and all employee groups, campuses, and district perspectives are represented. The Vice Presidents for Administration and Academic and Student Affairs provide staffing.

The Academic and Student Affairs Council (ASAC) was created as a district-wide academic, student affairs, and administrative services leadership council. Its purpose is to provide district-wide communication, coordination, and leadership concerning academic, student, and enrollment management planning and project management.

Standard Seven - Finance

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

The College continues to proactively prepare financial projections for two biennia. Assumptions for the projection are periodically reviewed and refined to reflect the most current view of the revenues and expenditures. As of this writing, staff is in the process of working on the 2011-2013 budget planning.

For FY 2009-2011, the State Community College Support Fund (CCSF) allocation was reduced from \$500 million to \$450.5 million. Portland Community College responded by increasing tuition \$4 for FY 2010 and an additional \$2 for FY 2011. Additionally, salary adjustments and expenditure containment measures were budgeted to ensure that the College could operate within a State funding level of \$428 million, knowing that the \$450.5 million included some tax increase measures that went before the voters in January 2010. The measures to increase taxes were passed on January 26, 2010.

The State of Oregon has since confirmed a budget of \$450.50 million for FYs 2009-2011. The College is now in the process of reviewing the overall budget outlook given this change. However, because the State revenue forecast is still bleak, and therefore the funding is considered “soft”, PCC will continue to plan budgets around the original budget which assumed State funding at \$428M. This figure will be updated in fall 2010 or as late as January 2011.

Plans for the future are to balance revenues and expenditures in order to maintain the 7% fund balance; with the ability to go to a 5% fund balance should the State funding and economy take another drastic downturn. The current economic conditions have created an influx of college students. FTE is up 20% (winter 2010 over winter 2009) with year-to-date at an overall 29,000 FTE count (as of spring 2010). The College is monitoring enrollment and conservatively budgeting at a lower enrollment number (24,000 FTE).

Portland Community College Foundation

Portland Community College and its Foundation are currently working on an agreement articulating the relationship, responsibilities and the obligations of the two entities to each other. A final agreement is anticipated to be completed by the end of this fiscal year (2009-2010).

Standard Eight - Physical Facilities

What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

During the last five years, Portland Community College has continued to invest in facility expansion and modernization efforts to meet the growing needs of the five-county service area. The College invested nearly \$196 million in new construction and infrastructure upgrades. The district added

over 550,000 gross square feet of classroom, lab, and administrative spaces. The College recently took beneficial occupancy of the newest academic facility, which is on-target for final certification as a Leadership in Energy and Environmental Design (LEED) Platinum facility.

Portland Community College has benefited from tremendous community support. As a result of the \$144 million dollar voter approved Bond in 2000, the College was able to open nine new facilities and complete major additions to three other buildings. In November 2008, the voters again voiced their confidence in PCC by passing a \$374 million dollar Bond, which will allow the College to add and upgrade facilities to meet the changing needs of students, business and industry partners, and the local communities served by the College.

The Oregon Legislature approved \$12.8 million (of which \$6.4 million was a required match by Portland Community College) in State stimulus projects to assist the College and help foster a stronger economy. Through nineteen projects that include replacing deteriorating 40-year water lines, ensuring physical accessibility through ADA upgrades, enhancing fire/life safety with new alarm panels and a Mass Notification System, and focusing on sustainability through a new Energy Management System, the College is putting Oregonians to work and helping to sustain the State's economy.

As a signatory to the American College & University Presidents Climate Commitment, Portland Community College has committed to sustainable practices in new construction and facility operations. All new buildings to be built under the current Bond effort will be designed to at least LEED Silver standards. The newly completed Climate Action Plan outlines how the college will reduce greenhouse gas emissions through sustainable energy efficiency practices and innovative educational efforts.

The College's Facilities Team continues to strive to provide world-class educational facilities, exceptional customer service, and strong stewardship of physical and fiscal resources. Below is a summary of the capital construction to support Portland Community College during this accreditation review period. This list includes new facilities, renovations, improvement, renovation, repair, remodel and replacement to support the College's infrastructure and facilities.

| Project | Fiscal Year | Amount |
|---|--------------------|---------------|
| Cascade Jackson Hall | FY 05 | 8,030,460 |
| Cascade North Parking Lot | FY 05 | 401,163 |
| Cascade West Parking Lot | FY 05 | 912,479 |
| Cascade Jackson Hall Expanded South Remodel | FY 05 | 57,934 |
| Cascade Terrell Hall Roofing | FY 05 | 73,053 |
| Cascade SSB Building Upgrade 1st & 2nd Floors | FY 05 | 45,848 |
| Cascade Jackson Hall Elevator Modernization | FY 05 | 53,710 |
| Rock Creek Bldg 1 Elevator Modernization | FY 05 | 45,579 |
| Rock Creek Bldg 2 Elevator Modernization | FY 05 | 51,946 |
| Southeast Center New Construction | FY 05 | 26,773,038 |
| Summer Project - Sylvania | FY 05 | 1,175,622 |

| | | |
|---|-------|-------------------|
| Sylvania Electrical Infrastructure | FY 05 | 3,275,169 |
| Sylvania Campus Air Conditioning | FY 05 | 4,131,055 |
| Sylvania Technology Classroom Building | FY 05 | 11,452,943 |
| Sylvania FY04 Summer Improvement Project | FY 05 | 2,702,972 |
| Sylvania FY04 Fire & Sprinkling Improvement | FY 05 | 723,901 |
| Sylvania Track Surfacing Project | FY 05 | 104,106 |
| Sylvania CC HT Skylight Replacement | FY 05 | 286,441 |
| Sylvania SS Roofing | FY 05 | 129,364 |
| Sylvania Gym Lighting Upgrade, Kiln Bunker, EMS | FY 05 | 90,709 |
| Sylvania HP Building Roofing | FY 05 | 157,963 |
| FY Sub-Total | | 60,675,455 |
| Cascade Student Services Building (SSB) | FY 06 | 1,329,373 |
| Cascade Public Services Education Building | FY 06 | 5,129,581 |
| Cascade PE Building | FY 06 | 5,846,623 |
| Cascade Technology Building | FY 06 | 9,683,776 |
| Cascade Art & Humanities Building | FY 06 | 9,601,769 |
| Cascade Code Blue Phone | FY 06 | 17,114 |
| Rock Creek Electrical Infrastructure | FY 06 | 1,029,792 |
| Rock Creek Building 7 Expansion | FY 06 | 6,826,205 |
| Rock Creek Building 9 | FY 06 | 12,467,224 |
| Rock Creek Site Work | FY 06 | 2,768,326 |
| Rock Creek Phase 2 Building 2 Addition | FY 06 | 1,357,795 |
| Rock Creek Phase 2 Building 2 Renovation | FY 06 | 5,237,357 |
| Rock Creek Blue Phone & Chiller Replacement | FY 06 | 32,057 |
| Sylvania SS Building Ceiling Replacement | FY 06 | 287,359 |
| Sylvania Blue Phone System One Stop Remodel | FY 06 | 53,497 |
| FY Sub-Total | | 61,667,848 |
| Cascade Terrell Hall | FY 07 | 5,224,806 |
| Cascade Student Center (SC) | FY 07 | 403,663 |
| Cascade West Parking Lot - Argo Building | FY 07 | 313,476 |
| Cascade Public Safety Building Remodel | FY 07 | 140,358 |
| Cascade Student Center Terrace & Borthwick | FY 07 | 955,221 |
| Rock Creek Phase 2 Building 3 Renovation | FY 07 | 1,620,973 |
| Rock Creek Phase 2 Building 5 Renovation | FY 07 | 520,342 |
| Rock Creek Exterior Lighting | FY 07 | 23,575 |
| Sylvania College Services Building | FY 07 | 6,119,472 |
| Sylvania FY05 Summer Improvement | FY 07 | 1,794,518 |
| Sylvania FY05 CT Building Improvement | FY 07 | 1,146,556 |
| Sylvania AM101 Remodel | FY 07 | 58,508 |
| FY Sub-Total | | 18,321,468 |

| | | |
|---|-------|------------------|
| Cascade JH-218 Classroom to Office | FY 08 | 28,485 |
| Cascade - MLK Heritage Bldg Remodel | FY 08 | 101,861 |
| Cascade - North Parking Lot Addition | FY 08 | 284,389 |
| Sylvania Pool Repair/Painting, Remodel CC-225, HT | FY 08 | 64,968 |
| FY Sub-Total | | 479,703 |
| Cascade SSB Advising Office Upgrade & AHU | FY 09 | 19,518 |
| District-wide Security Lock | FY 09 | 133,316 |
| District-wide Elevator Upgrade & EMS Upgrade | FY 09 | 11,582 |
| Rock Creek Kennel | FY 09 | 517,148 |
| Rock Creek Building 2 Re-roofing | FY 09 | 1,172,845 |
| Rock Creek Building 2 Skylight Replacement | FY 09 | 90,222 |
| Rock Creek B2 Classroom Reconfiguration | FY 09 | 53,092 |
| Rock Creek Emergency Alert & Announce | FY 09 | 141,896 |
| Rock Creek Various Improvement & Renovation | FY 09 | 103,005 |
| District-wide Parking Lots Repaving | FY 09 | 778,937 |
| Sylvania Various Improvement and Renovation | FY 09 | 156,795 |
| FY Sub-Total | | 3,178,356 |
| Rock Creek Various Improvement & Renovation | FY 10 | 21,268 |
| SE1001 - Mt. Tabor Custodian Door | FY 10 | 7,371 |
| District-wide Centralized Clock System | FY 10 | 90,335 |
| District-wide Storm Water Mgmt Upgrade | FY 10 | 299,618 |
| Sylvania Gym Floor Replacement | FY 10 | 404,927 |
| Rock Creek B3 Skylight Replacement | FY 10 | 121,313 |
| Sylvania Various Improvement and Renovation | FY 10 | 146,826 |
| Sylvania Technology System Upgrade | FY 10 | 1,249,732 |
| College-wide Wireless | FY 10 | 350,685 |
| District-wide Telecom Infrastructure | FY 10 | 85,093 |
| Downtown Center | FY 10 | 12,619,857 |
| Willow Creek Building | FY 10 | 31,350,095 |
| Hillsboro Education Center Relocation | FY 10 | 12,925 |
| District-wide Mass Notification System | FY 10 | 426,114 |
| District-wide ADA Upgrade | FY 10 | 50,096 |
| District-wide Phone System -Voice Over IP | FY 10 | 1,894,321 |
| District-wide Fire/Life Safety Upgrade | FY 10 | 257,121 |
| District-wide Electrical Upgrade/Arc Fault | FY 10 | 256,259 |
| District-wide Energy Mgmt System Upgrade | FY 10 | 15,840 |
| District-wide Domestic Water Supply Upgrade | FY 10 | 1,191,110 |
| District-wide Seismic Upgrade | FY 10 | 627,743 |
| Sylvania Lighting Upgrade | FY 10 | 71,389 |
| Rock Creek Boilers Replacement | FY 10 | 9,307 |

| | | |
|---|-------|---------------------------|
| Rock Creek Parking Lot Lighting Upgrade | FY 10 | 110,325 |
| FY Sub-Total | | 51,669,670 |
| Grand Total | | <u>195,992,500</u> |

Standard Nine - Institutional Integrity

How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?

Board

All the Board of Directors commit to the Board Code of Ethics (B-203) and all public officials (all college employees are considered public officials) are bound to the Oregon Ethics Law (ORS Chapter 244). Board policies (www.pcc.edu/about/administration/board/policies/) that address ethical treatment and institutional integrity are:

- Code of Ethics B-203
- Board/Faculty and Classified Staff Relations B-204
- Equal Opportunities (Affirmative Action) B-205
- Nondiscrimination and Non-harassment B-206 & B-207 (Recently revised and going to the Board in April with the recommendation for approval)
- College President's Duties and Responsibilities B-213
- Board Duties and Responsibilities B-214
- Ethical Conduct B-303 (College compliance with Oregon Public Officials' Ethics Statues (ORS Chapter 244)

Students

Portland Community College continues to be committed to providing open admission to all learners regardless of social or economic class or status, level of aspiration or previous performance. PCC values the uniqueness and dignity of the individual and emphasizes learning as an individual process and an outgrowth of meaningful experiences. (Guiding Principles B-103)

Over the past year and with the guidance of the Oregon Office of Civil Rights, PCC has revised the Student Rights and Responsibilities Handbook, the Disabilities Services Handbook, and the Nondiscrimination and Nonharassment Policy and statement. The Policy will go forward to the Board of Directors in April 2010 with staff recommendation for approval. The revised Nondiscrimination/Nonharassment statement has been included in all PCC publications and in three different languages - Spanish, Vietnamese, and Russian:

The 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 harassment or discrimination of any member of the College community based on his/her race, color, religion, ethnicity, use of native language, national origin, age, sex, marital status, height/weight ratio, disability, or sexual orientation.

The Student Rights and Responsibilities Handbook

www.pcc.edu/about/policy/student-rights/student-rights.pdf:

Student Rights
Code of Student Conduct
Academic Integrity Policy
Grievance Procedure
Consensual Relationship Statement
Children on PCC Properties
Campus Contact Information

The Disability Services Student Handbook

www.pcc.edu/resources/disability/documents/osd-student-handbook.pdf:

General Information
How to Obtain Accommodations
Missions Statement
Disability Law and College Students
Information Regarding Services and Confidentiality
Approved Academic Accommodations (AAA) Form
PCC Electronic Communication Policy
Disability Counseling Services
Disability Access Services
Other Helpful Information
Resolving Accommodation Disagreements
If You Are Having Trouble in Class
How to Find and Keep a Volunteer Note-taker
Matching your Learning Style with Instructors' Teaching Styles
Emergency Evacuation Procedures for Students with Mobility Impairments

Members of the Associated Students of PCC (ASPCC) are invited to be members on district-wide councils and taskforces to participate in discussions and the formulations of policy recommendations.

Faculty and Staff

The Faculty and Academic Professional Agreement, September 1, 2009 - August 31, 2011, and the Classified Agreement, July 1, 2009 - June 30, 2011 provide guidelines concerning fair treatment; nondiscrimination, grievance procedure, academic freedom, management rights, federation rights, discipline and dismissal, and layoff and recall processes.

Faculty and staff handbooks also reinforce Board policies. All employee groups are represented on the District President's Budget and Planning and Advisory Council, and Educational Advisory

Council. The District President facilitates a PCC All Managers' meeting on a quarterly basis and receives recommendations from the President's Advisory Committee on Management and Confidential Compensation (PACMAC).

Over the past four years, the Educational Advisory Council has taken a more visible role in the College through its district-wide activities and discussions:

- Three-to-Four Credit Conversion Implementation
- Course/Degree/Program Outcomes
- Assessment of Learning (Core Outcomes)
- Pre-Requisite Policy Recommendation/Implementation
- Associated Arts Oregon Transfer Revision with New Outcomes: Information Literacy and Cultural Literacy
- Grading Policy Recommendation/Implementation
- Honors College Recommendation/Implementation
- Revision of the Academic Standards and Procedures Handbook
- Textbook Taskforce
- Tobacco Free Taskforce
- Distance Learning Taskforce
- Honors College Taskforce

These activities, discussions, and implementations have necessitated enhanced and continual dialogue with Division Deans, Department Chairs, and Subject Area Committee (SAC) chairs so that stakeholders are provided timely, accurate information and have opportunity to weigh in.

In addition to Educational Advisory Council (EAC) meetings, and numerous standing committee meetings (Academic Standards Committee, Curriculum Committee, Degrees and Certificates Committee, Membership Committee), College stakeholders have opportunities to participate in discussions through other venues as well. For example, a WIKI enables the College community to provide input on the new NWCCU accreditation process and standards. Events such as the Learning Assessment Council Annual Circus, SAC Chair In-Service Days, and College Spring Summits where topics such as accreditation, assessment, developmental education, sustainability, and internationalizing the curriculum are discussed and provide opportunities for district-wide sharing. In many instances, EAC faculty leaders support these events (i.e attend, facilitate discussions, make presentations, etc.) and represent the EAC in the activities as well.

Implementation of new policies and initiatives in a large, dynamic organization like PCC requires substantial and detailed communication plans. While considerable success with the above communication approaches has been experienced, a need for on-going development and improvement remains so that stakeholders continue to have an opportunity to be heard.

Concluding Statement Summarizing the College's Progress in Addressing the Areas of Inquiry Requested by the Commission

Considerable progress has been made toward addressing the four recommendations and additional "work in progress" continues in some areas.

Recommendations One and Two:

Status: The College Core Outcomes are now published in the College Catalog, posted and referenced on multiple College websites, promoted through the Learning Assessment Council, and displayed on posters throughout the College. The Learning Assessment Council was created and has developed a plan to assess graduate attainment of the Core Outcomes.

Work in Progress: Plans are in place so that outcomes for the AAOT, ASOT-BUS, AS, and AGS degrees will be completed, approved and printed in the 2011-2012 catalog. Assessment of student achievement of the "Critical Thinking and Problem Solving" Core Outcome is underway with completion and recommendations for improvement anticipated by the end of the current academic year.

Recommendation Three:

Status: Current guidelines, forms and processes ensure that Career and Technical Education Programs, through demonstration to the Degrees and Certificates Committee, meet the related instruction requirements.

Work in Progress: Further development continues on adopting practices so that related instruction remains current, is documented in the Course Content and Outcomes Guides, and corresponding instructor qualifications are widely understood and used.

Recommendation Four:

Status: Numerous process improvements have been implemented in most if not all student services programs. Additional program reviews, some of which were the first at the College, have also been conducted.

Work in Progress: Plans for implementation of findings from most recent program reviews are in place.