2014-2015 Program Review

Computer Applications/Office Systems

Portland Community College

The CAS/OS Program Review was compiled by full-time faculty members

with thoughtful input and support from others

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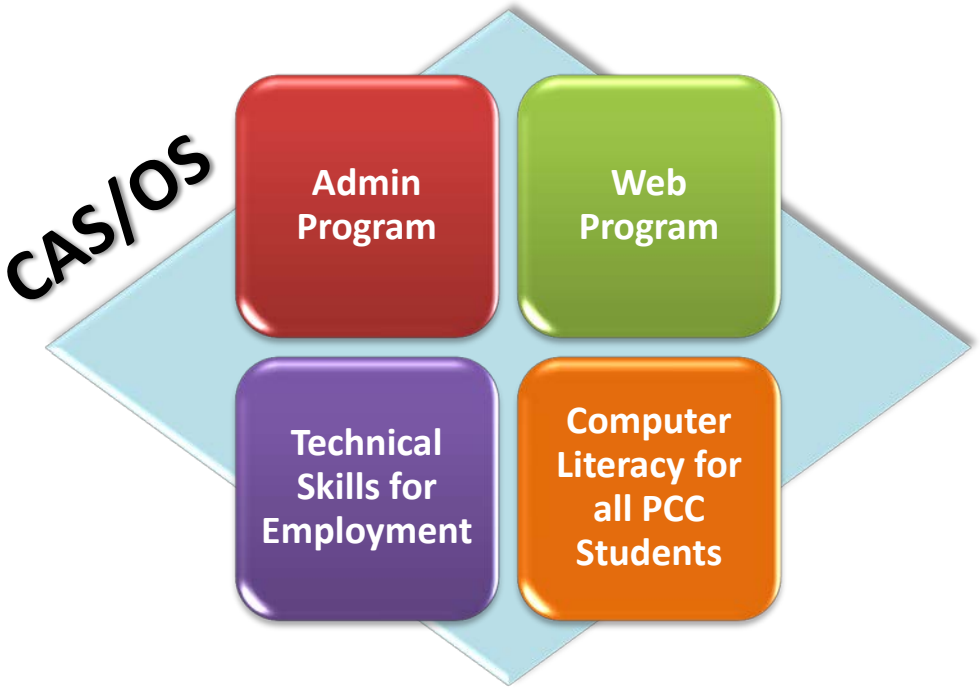
I. Program/Discipline Review

Overview of CAS/OS

The Computer Applications and Office Systems (CAS/OS) program prepares students for careers in two large and growing fields: administrative support and Website development and design. Many students take these courses to improve their current job skills or to learn new skills to help them move into a new career. In addition to preparing students for employment, the CAS/OS courses also support students in many other academic endeavors.



Administrative Support (Admin Program)

Students in the Administrative (Admin) side of our program will learn the skills and knowledge required to be an effective administrative assistant in an office setting. An administrative assistant possesses advanced knowledge of popular software applications, excellent communication, and interpersonal skills. An administrative assistant is prepared to make decisions, set priorities, and establish workflow. Students who successfully complete the Administrative Assistant Degree will develop skills and knowledge appropriate to an entry-level office position as an administrative assistant. The program emphasis is on using business software, communications, Internet, and emerging technologies.

We love our students and highly value student success. Throughout this report, we will share quotes from students in these blue quote bubbles.

The Admin program also offers a degree for Office Professionals. An Administrative Office Professional coordinates various office support services and frequently supervises office support staff. These individuals establish short-range and long-range plans for the office. This degree requires excellent communication and organizational skills. Students who successfully complete the Administrative Office Professional degree will develop skills and knowledge appropriate to an entry-level office position as an administrative assistant

leading to managerial responsibilities. This is a statewide program that provides connected instruction and a pathway for completion between participating Oregon community colleges. Students may start at any participating college but transfer and complete credits at any college in the statewide consortium.

Students in the Admin program have an opportunity to earn a 2-year AAS degree, a 1-year certificate, or one of five Career Pathway certificates. We encourage all students to pursue the degree, but some students do not have the time or resources to attend school for that length of time. The shorter certificates provide students with other options to gain skills and knowledge along with having a certificate to show their completion.

One of the Admin certificates is a less-than-one-year Virtual Assistant Certificate. Students pursuing this certificate will learn the necessary "soft" skills to develop and successfully operate a virtual office - an office that provides administrative support and technical services for the rapidly changing global business environment. It is assumed that students have already mastered the "hard" computer skills, and the certificate is intended to be an extended career opportunity for those who have extensive work experience in their field of expertise. The courses for this certificate can be completed in two terms, and all of them may be taken online.

Website Development and Design (Web Program)

Students in the Web program will learn the skills and knowledge required to work in the Website development and design industry. This is a rapidly growing field of designers, developers, and small business contractors. Our program prepares students to create and support websites using current industry standards and technology. Students will plan, create, manage, and market web-based business operations, products, and services. These skills are transferable to a wide variety of web-related careers. Our students take the majority of their courses in CAS/OS, along with a variety of courses in other disciplines such as CIS, BA, and MM. This interdisciplinary degree combines back-end programming and development skills with front-end design skills to prepare students for a wide variety of web-related careers. Students in this program will learn the designing, implementing, testing, and troubleshooting skills needed for website construction and e-commerce applications, as well as incorporating multimedia techniques into websites with audio and video applications.

"Thank you for your time and energy. I appreciate your passion for enriching the lives of aspiring web designers and developers."
Malee L. (CAS181D)

Students in the Web program have an opportunity to earn a 2-year AAS degree, a 1-year certificate, or one of 2 Career Pathway certificates. Many of our web students begin with one of the shorter certificates and then go on to earn the degree. The goal of the Web program is to provide students with web design and development skills that they can use in the workplace to create and maintain websites or as self-employed contractors who build websites.

The Website Development and Design program is distinct from the Admin program. Each program has different students, different faculty, and different program requirements. The Web Subcommittee was formed to allow the Web faculty a forum for working on issues specific to the Web program. This

subcommittee meets throughout the year, often multiple times each term. The committee is made up of Web faculty within CAS/OS, a representative from CIS, and the CAS/OS Program Advisors. The committee discusses issues related to curriculum, course content, program requirements, and ways to improve student success within the Web program.

The Web program faculty, along with several Web program students, formed the first district-wide PCC club for Website Development and Design students. This student-led club rotates its meeting location between the different campuses and provides students with a forum to network and interact with other students in the program.

Technical Computer Skills for Employment

In addition to the Admin and Web programs, CAS/OS provides any PCC student with a choice of technical skills courses that can help them prepare for employment. Any PCC student can take one of our courses and learn how to more effectively use software programs to accomplish a variety of tasks.

"I went to a job interview and was surprised with an Excel proficiency test. Because of my experience in CAS170, I had the confidence and knowledge to complete the test."
Zach B. (CAS170)

Many of our non-program students enroll in one, two, or three technical computer application courses to update their knowledge and/or add important computer-related skills in order to be more qualified in the job market or to advance their current jobs.

Computer Literacy for all PCC Students & Staff

We value our program students and make many curriculum decisions to help them achieve their goals, but we also strive to provide courses that will help students succeed in any program across PCC.

Our courses, specifically CAS 133: Basic Computer Skills, are used to provide academic computer literacy skills for transfer students and CTE students in other programs. Many other CAS/OS courses are included as program requirements or electives in the other programs at PCC including:

- AM: Automotive Service Technology
- AVS: Aviation Science
- BA: Business Administration (Accounting, Management, Marketing)
- BCT: Building Construction Technology
- BIT: Bioscience Technology
- BMZA: Biology and Management of Zoo Animals
- CIS: Computer Information Systems
- CJA: Criminal Justice
- ED: Education

"I learned a great deal in Excel and have already started using the things I learned in my MTH105 class."
David B. (CAS170)

- EM: Emergency Management
- GIS: Geographic Information Systems
- GRN: Gerontology
- GD: Graphic Design
- MM: Multimedia
- PL: Paralegal

"There were a lot of terms and concepts in this class that I thought I knew, but I was wrong. I am now helping my friends and family learn about computers." Jon O. (CAS103)

The CAS/OS department has been conducting one-on-one, over-the-shoulder training for faculty and staff for over 15 years. This program was created as a joint project between IT and the CAS/OS department to provide specific training for faculty. Many "non-technical" faculty feel self-conscious about their lack of computer skills. We have found they are much more willing to ask for training from their colleagues, other faculty, instead of attending a workshop where they may be intimidated or experience information overload. The training is also made available to PCC support staff and administrators. A CAS/OS instructor will typically meet with the faculty or staff member in their own office and work with them for up to two hours per term. The training is individualized and in-depth. Many of our "trainees" will often enroll in a related CAS/OS class later after meeting with one of our instructors.

Five Years of Development, Growth, and Change

There have been many changes in CAS/OS since our last Program Review. Some of these changes are a result of the Program Review, some are a result of the nature of our discipline, and some are a result of our faculty's desire to change and grow. In our last Program Review, one of our recommendations was to increase the FT to PT faculty ratio along with the number of FT faculty at Rock Creek and Southeast. Both of these have taken place in the past 5 years. Rock Creek now has four FT faculty and Southeast has two. The FT/PT ratio, specifically in the Web program, has increased to include more sections being taught by FT faculty. (For more information, see Section 5: Faculty in this report.)

Throughout this report, you will find additional evidence of growth and change within our SAC. Here are a few of the highlights:

- ★ **12 New Courses Developed** to align our curriculum with current technology trends
- ★ Software and textbooks updated to Office 2010, then again to Office 2013
- ★ Software and textbooks updated to Adobe CS5, then to Adobe CS6, then most recently to Adobe CC
- ★ Revision of Web program – changes to requirements, outcomes, electives
- ★ **District-wide** collaboration to develop consistent curriculum
- ★ **Assessment** projects resulting in program and curriculum changes
- ★ Growth of **CLWEB** courses – from 4% of our courses to almost 40%
- ★ Pioneer in the areas of **Distance Learning**, **Accessibility**, **Service Learning**, and **Dual Credit**
- ★ Development of new Instructor Qualifications

II. Outcomes and Assessment

Learning Outcomes & Assessment

The CAS/OS SAC has been working hard to meet college-wide assessment requirements. We have been overwhelmed with the task of assessing all 46 outcomes in our 3 degrees and 9 certificates. Over the past several years, we have been challenged to meet the college requirements for assessment when it seems that these requirements change on an annual basis. Our SAC values assessment and desires to take the results of our assessment tasks and make changes for program improvement. Assessment parameters have changed over the last five years and we have worked within those parameters to provide the LAC with the documentation they require. Independent of that process, we have made improvements to our program. Some changes have been a result of the assessment process but many have been self-directed.

Despite these challenges, our SAC has remained focused on assessment. In addition to working on assessment within our SAC, several of our faculty have served on various assessment committees during the summer months to expand their knowledge of assessment. The following information highlights what we have accomplished with respect to our Degree and Certificate Outcomes, our Course-Level Outcomes, and the College-Level Outcomes.

Degree & Certificate Outcomes

Refer to **Appendix B** for a list of our Degree and Certificate Outcomes. This list aligns each outcome with one or more of the college core outcomes.

Our SAC has joined in with the rest of PCC to practice thorough and regular assessment within our program. We have completed the following assessment projects:

- 2014-2015: Assessment of Virtual Assistant Less-Than-One-Year Certificate – In Progress
- 2013-2014: Assessment of Website Development & Design 2-Year AAS Degree
- 2012-2013: Assessment of Career Pathway Certificate: Spreadsheet
- 2011-2012: Assessment of Administrative Assistant 2-Year AAS Degree
- 2010-2011: Assessment of Administrative Assistant 2-Year AAS Degree

2010-2011 and 2011-2012: Admin Assistant 2-Year Degree

In the first two years, we assessed the Admin Degree. We conducted our assessments by primarily using CAS 246, which is our Admin capstone course. At our 2012 In-Service meeting, we discussed the following concerns raised from these assessments:

"I loved using my own creativity on my assignments. The instructor was clear with her grading expectations and I wouldn't change a thing!" Anonymous (CAS231)

- The transfer of skills acquired from other CAS/OS courses to work in the capstone course seems to be challenging and lacking in the depth we would expect.

- Students do not seem to be able to "think on their feet" and make independent decisions using critical thinking skills which is the goal of not only this course, but what we would expect from students completing the degree.
- Students, in particular, did not have strong enough PowerPoint and Excel software skills.

The SAC discussed these concerns and tried to answer the following questions:

- Why don't our students have the necessary background?
- How can we get them to use critical thinking skills to complete projects without specific directions?
- Is there a method of teaching that can enhance this skill or do we need to integrate these concepts more frequently in other CAS/OS courses that feed into this course?

At the end of this discussion, the SAC decided to implement the following changes as a result of the assessment findings:

1. Change *recommended* courses to *required* courses for our CAS 246 course. (Beginning Excel and Beginning Word) (Approved by Curriculum Committee in Dec. 2012)
2. Add additional *recommended* courses to our CAS 246 course. (Beginning Access, Beginning PowerPoint, Intermediate Word, and Intermediate Excel) (Approved by Curriculum Committee in Dec. 2012)
3. Work as a department toward enhancing students' PowerPoint skills by embedding PowerPoint assignments in more CAS/OS courses. (PowerPoint assignments were added or enhanced in multiple courses - CAS133, OS220, OS245.) We also began to advise students to take a Beginning PowerPoint course if they do not have strong software skills in this area. (In December 2012, the SAC was notified that we needed to add an additional credit to our Administrative Office Professional Degree. We decided to add the credit as a CAS elective. Students will be able to fulfill this additional credit requirement by taking Beginning PowerPoint. We hope this will help us "steer" more students to this course.)

   "The instructor was very quick about providing grades on my assignments."
   Online student (CAS123)
4. Work to add spreadsheet/document design scenarios to CAS/OS courses that do not include step-by-step instructions. These projects will be geared to getting students to think independently and use critical thinking.

2012-2013: Career Pathway Certificate - Spreadsheet

In 2012-2013, we focused our assessment on the Spreadsheet Career Pathway Certificate. We used several projects in our Intermediate Excel course to assess the certificate outcomes. Based on our findings, we learned that students were struggling with a few important concepts – absolute cell references and the

VLOOKUP function. As a result of these findings, we added several assignments that reinforce these concepts.

2013-2014: Website Development & Design 2-Year Degree

In 2013-2014, we assessed the outcomes in our Website Development & Design 2-Year Degree. Our Web program has a capstone course – CAS 285. This is the final course that students take before graduating from the program. In this course, students put together a portfolio of their work completed at PCC. At our spring Advisory Committee meeting, students presented their portfolios to committee members and received valuable feedback. As part of the assessment, we included a scoring rubric for the committee members to use as they assessed each portfolio. This assessment tool was then used to assess each outcome in the degree. As a result of our assessment, we found that students were scoring low in design skills and knowledge of JavaScript and PHP. In response to these findings, we have created a new course – CAS242 which covers design concepts and gives students an opportunity to create a mockup of their website design. We are also working with CIS to coordinate the curriculum in the JavaScript and PHP courses in both departments with the goal of providing students with better knowledge in these areas.

2014 and Beyond

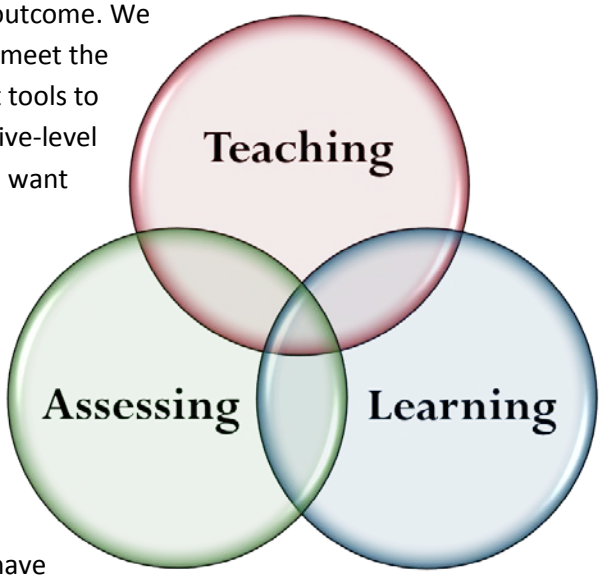
In the past few months, we have been working with a new assessment coach to get a handle on how to go about assessing our degrees and certificates. After struggling with the daunting task of assessing all 12 of our degrees and certificates, we shifted our focus to assess the outcomes individually rather than the degrees and certificates. We found that many of our degrees and certificates have the same outcomes. By focusing our assessment on the outcomes, we can more efficiently work through an assessment plan that will address them all. We now have a 5-year assessment plan in place (see **Appendix C**) that will focus on the assessment of the outcomes.

We are currently in the process of updating the outcomes for our degrees and certificates. The new outcomes will be updated to be consistent with current industry standards, make a better connection to courses we offer, and most importantly, so that they can be assessed as part of the Learning Assessment process. The outcomes for the Web degrees and certificates were recently approved by the SAC in January 2015 and will be going to Degrees and Certificates in February for committee recommendation. We plan to revise the outcomes for the Admin degrees and certificates by the end of the school year.

We are excited about the streamlining of the learning assessment process. Our hope is to get more useful information for the improvement of our courses. Once we have all outcomes updated, we will revise the 5-year assessment plan. We look forward to a manageable assessment plan that will allow us to revisit findings from past assessment projects. We recognize that effective assessment is a cyclical process – assessment – change – reassess, and we can't begin the reassessment process until we have completed the first level of assessment on all of our outcomes.

Course-Level Outcomes

As a SAC, we strive to develop outcome-based curriculum. We repeatedly make changes to course level outcomes to remain up-to-date with technology trends and software upgrades. Our curriculum is designed around our course-level outcomes. We want our students to be successful! In both online and classroom courses, each of our assignments is aligned with a course-level outcome. We create assignments that will help students achieve mastery and meet the outcomes for the course. We also design our course assessment tools to measure how well a student meets each outcome. This summative-level assessment helps us determine if students are learning what we want them to learn.



There is a danger in putting too much emphasis on assessing course-level outcomes at a summative level. Often, assessing course-level outcomes doesn't occur until the end of the term – and by that point, it is too late to make adjustments in teaching and learning. College instructors who have assumed that their students were learning what they were trying to teach them are regularly faced with disappointing evidence to the contrary when they grade tests at the end of the term. We have worked to include methods of formative assessment throughout our courses. We desire to improve the quality of student learning and this can only happen if we assess learning throughout the term. Here are just a few examples of Classroom Assessment tools that have been implemented in CAS/OS courses:

- End-of-Class Reflection: Students write on a 3x5 card something cool that they learned, along with something that they have questions about. Instructor uses this information to adjust instruction in the following class session.
- Ungraded Quizzes: These can be used effectively in an online course to get immediate feedback on how well students are mastering skills.
- Publisher Provided Online Tools: These tools give students (and instructors) immediate feedback as they complete a task on the computer.
- Project Updates: Students turn in portions of an on-going comprehensive project so instructors can monitor progress throughout the term.

College Core Outcomes

Refer to **Appendix D** for an updated Core Outcomes Mapping Matrix.

Given the nature of our SAC, most of our courses, degrees, and certificates align with the college Core Outcome #5: Professional Competence. Our courses are primarily hands-on and students are learning a specific skill necessary to enter and succeed in a defined profession. As evidenced in the Core Outcomes Mapping Matrix, Professional Competence scores high in almost all of our courses. We expect

"Thank you for a great learning experience!" Online student (CAS137)

students to demonstrate thorough, effective, and/or sophisticated application of knowledge and skills in all courses.

As a result of recent assessment projects, we have discovered that our students are performing poorly when it comes to Critical Thinking and Problem Solving (Outcome #3). They are able to pass the course by simply following instructions in a textbook. But when they leave the course, they are unable to apply their knowledge through personal application. In response to this discovery, we are working to incorporate assignments into our courses that require students to apply what they have learned. This could take the form of a final project or portfolio, or simply an assignment that requires them to think critically and creatively to solve a business or personal need. We also have begun working with students on adapting to quickly changing software. Students need to think critically about how to use and discover new software features when the software changes on a daily basis.

III. Other Curricular Issues

Distance Learning

Throughout the history of distance learning at PCC, CAS/OS has always been a pioneer in this area. CAS/OS offered the first fully "online" courses at PCC in the form of modem-based delivery. In the mid-1990's, our department was part of the statewide pilot program to offer modem-based classes during the early stages of distance learning education in Oregon.

In the past five years, CAS/OS continues to be a **pioneer** in the area of Distance Learning at PCC. We have established a model of collaborative curriculum development and course shell maintenance that has become a model for other SACs to follow. In the fall of 2014, our SAC crafted a process to use for course takeovers and development using a "master" course shell model. This has streamlined the development and takeover process and has created a high-level of quality and consistency within our online curriculum. The CAS/OS SAC was amongst the first to make our online classes accessible. We participated in a pilot study to look at our classes in terms of accessibility and determined that using third party software presented many accessibility challenges for our SAC and for the rest of the college as well. We are constantly looking at new technologies to improve the delivery of instruction in our online courses. Many of our online courses include live video chats, webcasting, podcasting, and online collaborative meetings. Several of our online instructors hold online office hours on a weekly basis to provide live support for students struggling with assignments.

The majority of our instructors rely on D2L for course materials. Many of our classroom and CLWEB sections use D2L for tests, discussions, assignments, and grades. In addition to reducing printing costs, this creates a learning environment in which curriculum can easily be shared district-wide. It also prepares students for online courses by familiarizing them with the D2L learning environment. Many of our students who have taken a CLWEB course are more willing to take an fully online course because they are familiar with the D2L environment.

As we strive to improve development processes within our online courses, there have been some challenges along the way, such as how to handle updates, finding materials that are fully accessible, creating consistency across the district, and others. We have worked to create online curriculum that is consistent with the classroom and that meets Quality Matters standards set forth by the Distance Learning department. To help in this process, one of our faculty members has taken on the role of DL Faculty Mentor. This faculty member is responsible for reviewing all newly developed or revised course shells using the QM Rubric. She also serves as a mentor to new online instructors. With this model, we can share best practices for online learning in our discipline.

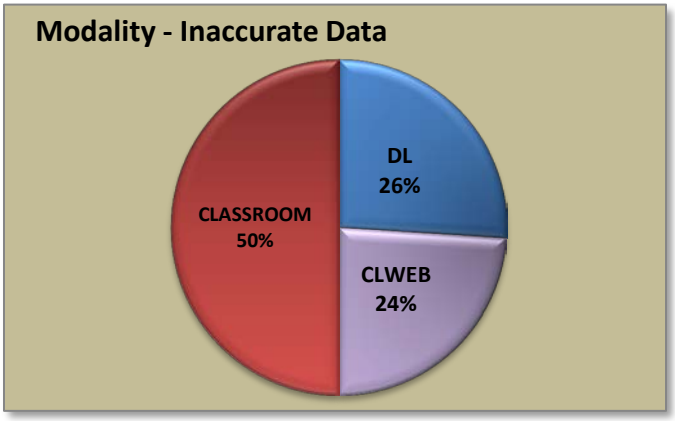
"It was an absolute necessity for me that this class was offered and taken online."
Online student (CAS123)

Currently, the Administrative Assistant degrees and certificates can be completed fully online. The Web degree and certificates have two courses that are currently only offered in the classroom, but accommodations can be made for students who are out of town so that this degree may also be completed online.

Courses within CAS/OS are offered in a variety of modalities defined as follows:

- **Classroom** – all classroom instruction takes place in a physical classroom where students meet face-to-face with their instructor and classmates.
- **CLWEB** – classroom instruction takes place in a combination of a physical classroom and an online classroom using PCC's online learning tool, Desire2Learn (D2L). The split between the classroom instruction and the online instruction varies, with classroom instruction set at a minimum of 50% of required contact hours for the course. Also referred to as "Hybrid."
- **Online (DL)** – classroom instruction takes place entirely in an online environment using D2L. Students and instructor do not meet in a physical classroom.

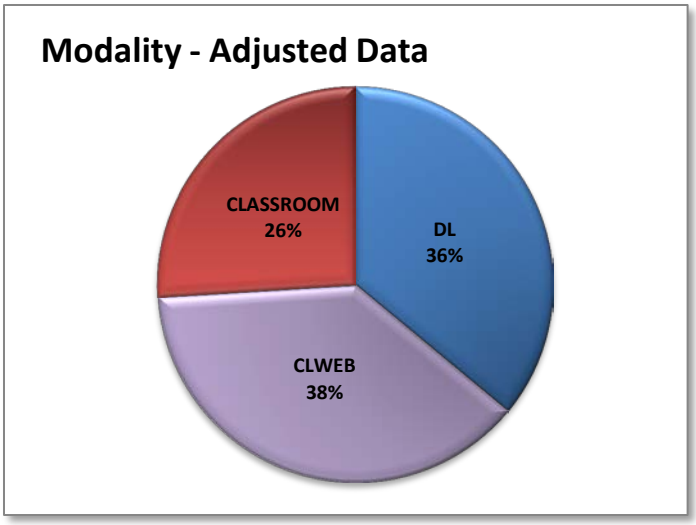
We gathered data on the percentages of our courses offered in each of the modalities. PCC Institutional Effectiveness provided the following data for CAS/OS courses:



Data from 2013-2014. Source: PCC Institutional Effectiveness

After studying the data, we felt that the above data was an **inaccurate** picture of the true breakdown of modalities. We took a closer look at one term of data, Fall 2014. We looked at the data, course by course and accounted for the following issues that are unique to our SAC:

- We cross-list our courses. In the above data, a group of 3 cross-listed courses that meets in the classroom would count for 3 classroom courses. In our adjusted data, this course would only count once.
- The data from Institutional Effectiveness categorized some of our courses inaccurately as "Classroom" when in reality, there was instructional time that took place online. Any course that included online instruction (not lab-time) was categorized as "CLWEB" in the adjusted data.

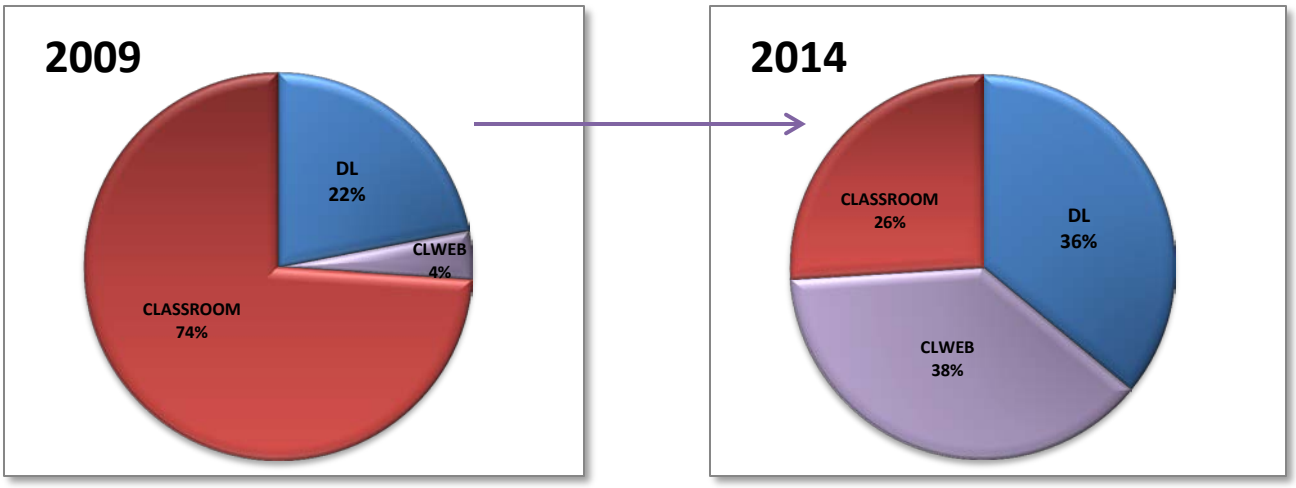


***Adjusted** Data from Fall Term 2014*

The above data paints a more accurate picture of the modality breakdown within our SAC. The majority of our students like the convenience of a DL or CLWEB course. Our students are busy and have many scheduling conflicts. By structuring our course offerings in a variety of modalities with many schedule options, the needs of our students are met.

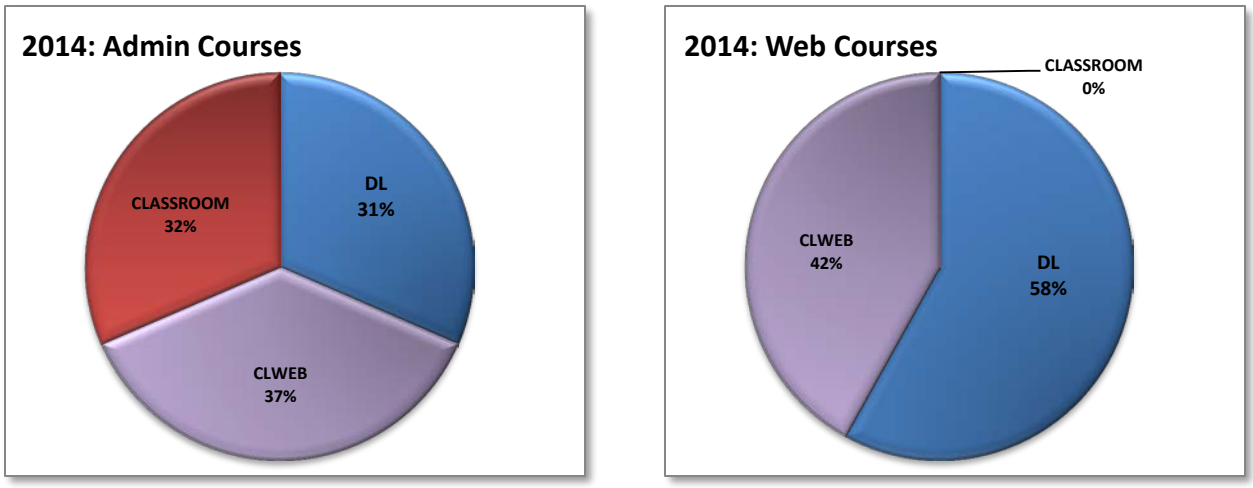
Growth of CLWEB and DL

Since our last Program Review, DL course offerings have grown in popularity. We have also increased the offering of CLWEB courses (this was one of the recommendations presented to us at our last Program Review). We have found that our students enjoy classroom face-to-face interaction along with the convenience of online learning. A CLWEB course is the "best of both worlds" and this course modality is widely popular with our students.



Admin and Web Courses

We found a notable difference between the modality offerings of Admin courses and Web courses. (See **Appendix A** for a list of courses and whether they are designated "Admin" or "Web")



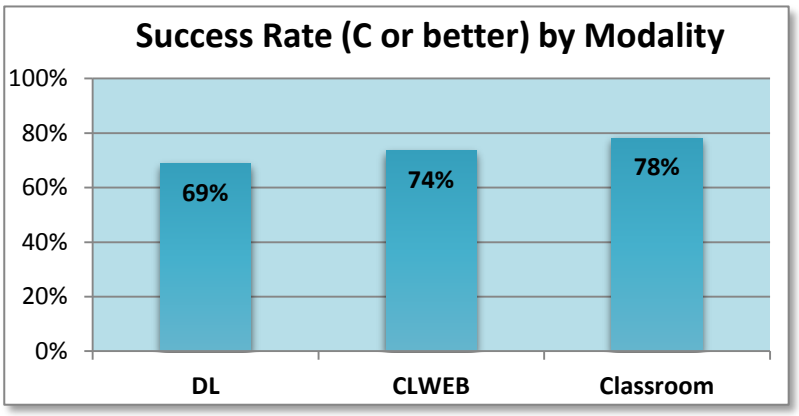
"The Hybrid class format was great and allowed me to fit the class into my busy schedule."
Nancy M. (CASIIID)

The significant difference is a result of several factors:

- The majority of students in the Web program are more comfortable working in an online environment – in fact, they prefer it.
- There are fewer students in the Web program, so it is difficult to get enough students to offer a classroom section, especially since these students prefer online and CLWEB courses.

Student Success

The data indicates that student success (earning a "C" or better) varies slightly based on the modality of the course.



The rates are similar, but we did come to some conclusions on why success in DL courses tends to be lower:

- We have found that students tend to be more successful in the classroom, however, students continue to insist on taking courses online. We attempt to offer classroom sections, but they are often canceled due to low enrollment while the DL sections consistently fill to capacity. We continue to be mindful of student success in the DL format since many of our courses (specifically in the Web program) are only offered online and we are currently brainstorming ideas on how to improve student success in the online environment.

- Beginning/Entry-Level Courses: Students were less successful in the DL sections of our entry-level and introductory courses. This could conceivably be the first course a student takes at PCC or the student could possibly be a beginning computer user. As a result, the DL format is not a good fit and student success is not strong. Students in intermediate level courses, on the other hand, tend to be more successful in the DL modality over the traditional classroom environment. Our conclusions and assumptions for student success in DL is that these courses use the same textbook that was used in the beginning level course, hence students are familiar with the text and hit the ground running with the Intermediate section. Additionally, these Intermediate courses draw a more seasoned, strong student that thrives in the DL environment

Since most of our courses have a DL section, encouraging student success across all modalities is extremely important. Many of our classroom offerings use a D2L shell to complement the classroom teaching allowing a process for learning to navigate the LMS in context of the classroom and with an instructor nearby.

All first-time students should be encouraged (perhaps required) to meet with a program advisor prior to registration. These program advisors can discuss and help determine the best modality for a student thus setting a path for student success. DL is also in the process of creating a "Start Guide for Online Learners." This online orientation for DL students will hopefully better prepare students for online courses by training them on D2L prior to the start of the term.

Service Learning

The blend of academic instruction with community engagement through service learning supports the educational initiatives and program outcomes of the CAS/OS program.

Ranging across the curriculum and working with a variety of community partners, the CAS/OS integration of service learning into the curriculum has developed into an effective aid in experiential learning for program participants. These practices also mirror the college's goals as outlined in the PCC Strategic Plan by providing "…flexible, experiential learning to all students." (PCC Strategic Plan 1.0 section 1-8)

One primary example of this can be seen in the community partnerships developed in the organization of the annual eCycle drive. Students from CAS/OS courses are educated about electronic waste and its global impact internationally. CAS/OS students apply technical skills learned in their courses to produce promotional and marketing materials, as well as, process and analyze the data collected during the annual event.

The eCycle Drive, a campus staple for the past eight years, collects discarded computer equipment from PCC students, staff, and community members, and insures that these items are recycled responsibly without harm to the environment (see pcc.edu/ecycle). The eCycle Drive works with several community partners, Bear eCycling, Free Geek, and Total Reclaim, in addition to a variety of college departments and disciplines. Here is a summary of the results of the CAS/OS Department's eCycling efforts:

YEAR	VOLUNTEERS (STUDENTS + STAFF)	TONS OF EWASTE COLLECTED
2008	57	8.9 tons
2009	50	Almost 8 tons
2010	72	13.42 tons
2011	100	2.31 tons
2012	50	>6 tons
2013	70	2.97 tons
2014	60	5.32 tons

Courses Included: CAS 133, CAS 140, CAS 170, CAS 246, CAS 216, CAS 175F, as well as, Biology, CIS, ESOL, Engineering, Environmental Science, Philosophy, Speech, along with the Environmental Center, Green Team, and ASPCC.

Another such example can be seen in the Search Engine Optimization (SEO) course where students worked with a non-profit organization creating a comprehensive SEO report for the non-profit's website. The success of this service learning project has led to five of the students moving into co-op opportunities with the non-profit organization that they serviced.

Service learning has been incorporated into a number of computer application and web courses as well as an office systems course. (See **Appendix E**) These courses include on-campus courses at Cascade, Rock Creek, and Sylvania, as well as, online and CL Web courses.

The American Association of Community Colleges has stated that "As long as faculty members relate the service learning experience directly to course curriculum, service learning aided students in learning more than in courses without service learning." (*Improving Student Learning Outcomes with Service Learning*, AACC, 2010, p. 7.) CAS/OS students who have taken courses with a service learning component incorporated into course curriculum have gained a global understanding of civic responsibility and through the numerous partnerships have seen this understanding demonstrated in its inclusiveness across multiple disciplines.

Dual Credit

In 2013-2014, the CAS/OS program had dual credit agreements with **15 high schools** and 22 high school faculty. This led to 1,002 students enrolled for a total of **1,518 credits**.

The CAS/OS department's current practice is to designate a full-time faculty member as a dual credit liaison. Due to the number of courses and the distinction between Admin courses and Web courses, we added a second liaison in 2012 to work primarily with the Web course dual credit agreements.

The Dual Credit office facilitates meetings twice a year that include PCC CAS/OS faculty liaisons and the high school instructors who currently offer CAS/OS dual credit courses, as well as those who may be interested in CAS/OS dual credit. These meetings are very collaborative and many of the high school instructors have an opportunity to ask questions, have their syllabi or course plan approved, or share best practices. By meeting at least twice a year, the PCC faculty liaisons are able to share updates to the PCC curriculum, i.e. updates to CCOG's, software changes, new courses, and any other college policy changes.

"I had used Word in high school, but I had no idea there was so much more to learn. Thanks for a great class!" Emma M. (CAS216)

Additionally, the CAS/OS faculty liaisons may be in contact by e-mail to support high school faculty in meeting the standards and guidelines to offer a course for dual credit or to renew the approval. Classroom visits have been another tool to assess if the courses are meeting the college standards. These visits offer an opportunity to share with the high school students the CAS/OS programs and how the courses they are taking in high school can streamline their path to a certificate or degree at limited cost to them.

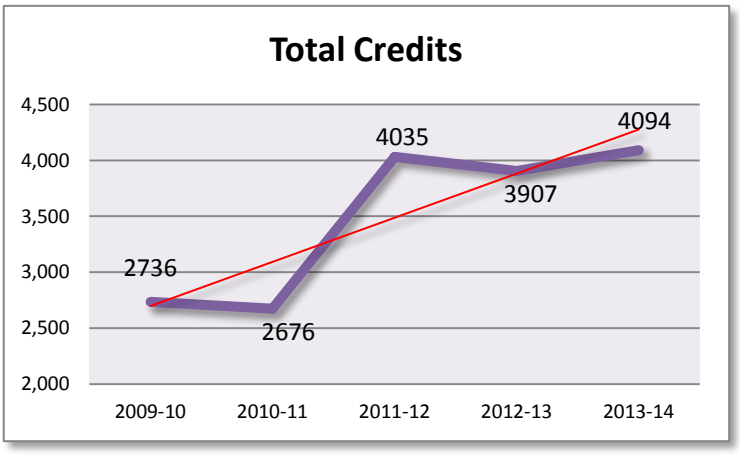
Finding time for classroom visits is the primary challenge of the dual credit liaisons as they are full-time faculty with many college responsibilities and may not be geographically located close to these high schools. A possible solution is to provide release-time for the liaison to perform the duties related to Dual

Credit. Their role as a Dual Credit Liaison would be a portion of their job as full-time faculty. There are many benefits to this that will be discussed in the Recommendations section of this report.

Top CAS/OS Courses offered as Dual Credit				
PCC Course Number	**PCC Course Name**	**PCC Credits**	**Number of High Schools offering course**	**Total Number of PCC Credits Applied**
CAS 133	Basic Computer Skills/Microsoft Office	4	12	68
CAS 109	Beginning PowerPoint	1	9	14
CAS 216A	Beginning Word	1	7	12
CAS 121	Beginning Keyboarding	3	6	21
CAS 170A	Beginning Excel	1	5	9
CAS 118	Beginning Photoshop	3	4	12
CAS 111D	Beg. Website Creation: Dreamweaver	3	4	12

Growth of Dual Credit

Dual Credit continues to grow in our area as more area high schools are looking to articulate their courses to ours so that their students can earn college credit. Over the past 5 years, total credits earned through Dual Credit have steadily increased. We anticipate this growth to continue.



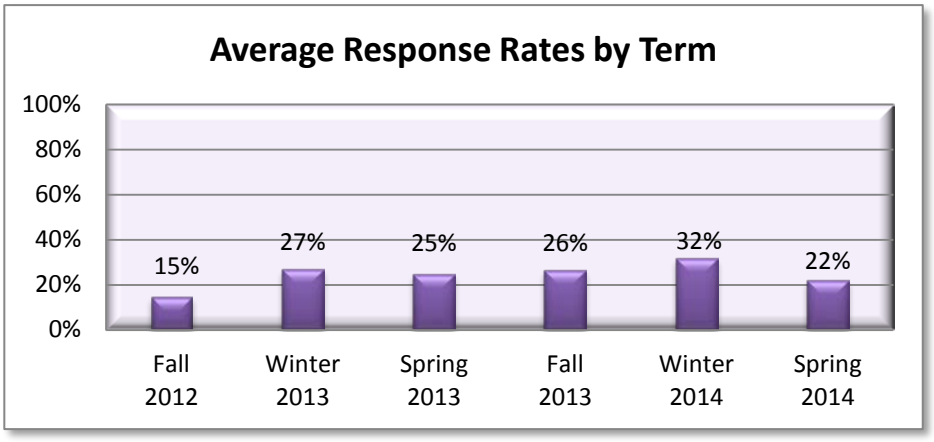
There are various barriers and circumstances that have the potential to slow the growth of Dual Credit agreements in CAS/OS. Listed below are the primary barriers to increasing the dual credit course offerings:

- Loss of CTE (business tech, office tech) programs and/or courses at local high schools.
- Inability for the high schools to keep up with the software changes due to inadequate funding. If the course is not seen as a CTE course, the course cannot secure Perkins funding for technology.
- Aligning high school content to meet the specific industry standards applied in the CAS/OS course content.

Note: It is difficult to track data on how many students who earn dual credit in our program actually attend PCC or enroll in our program if they do choose PCC as their college of choice.

Course Evaluations

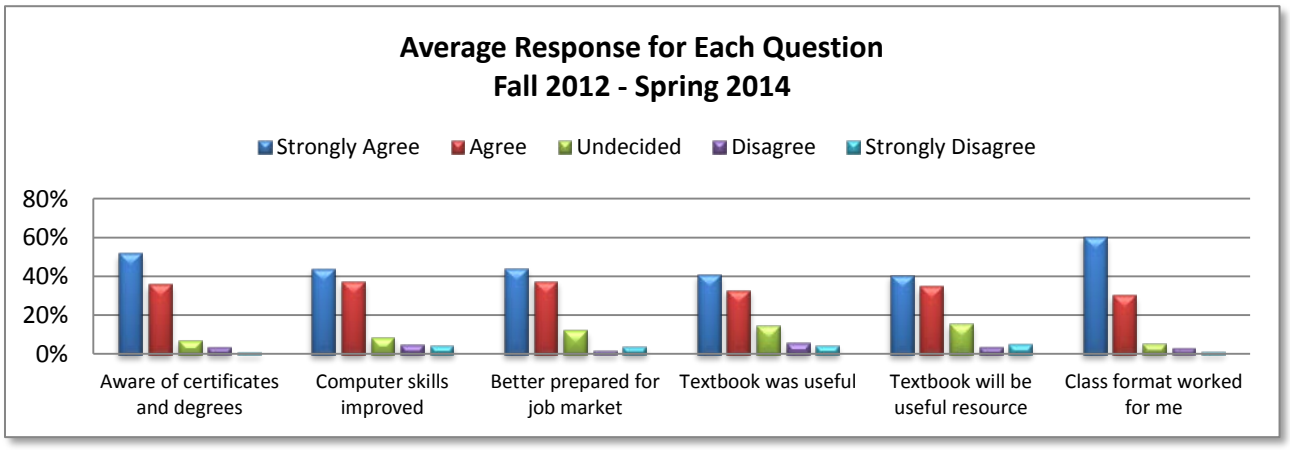
Course Evaluations are conducted each term via the online system. Although students receive timely email reminders and in class encouragement, the average response rate of 25% over the past two years is still considered an area for improvement. This is a struggle for all courses at PCC, not just the ones in our SAC. Grade Hook is being implemented college-wide Fall Term 2014. It will be interesting to discover if this will have an impact on the response rate within our SAC.



In addition to the standard PCC questions, the CAS/OS SAC has developed their own set of questions for the Course Evaluations:

- I am aware of certificates and degrees for CAS/OS.
- My computer skills improved by taking the course.
- By taking this course, I am better prepared for the job market.
- The textbook was useful for this course.
- The textbook could be used as a resource for the future.
- This course format (days/evening/weekend/CLWEB/DL) worked well for me.

The majority (86%) of students in both CAS and OS courses responded that they either Strongly Agree or Agree to the SAC specific questions. This is encouraging as it indicates that students feel that we are preparing them for the workforce and that they are aware of our program offerings.



While there have not been SAC-wide conversations around the results of course evaluations, instructors have reported using the responses from the SAC-level questions in the course evaluations to guide their decision making. For example, after seeing the low results for the question regarding awareness of CAS/OS degrees and certificates in her evaluations, one instructor developed slides listing our degrees and certificates and disseminated them to the other CAS/OS instructors on their campus. Instructors were asked to include these slides in their welcome presentations on the first day of the course.

"My instructor was very active in communicating with me. Her communication helped keep me focused and on track!" Online student (CAS122)

Over the past two years, an average of about 70% of students found the textbook to be useful for the course and felt it would be a useful resource for the future. The next time that we need to update our curriculum for the newest versions of software and adopt new textbooks, it would be appropriate to look at the responses for the textbook-related questions at a course level. If students are not finding our textbooks to be a useful resource for a specific course, we should consider adopting a different book.

Curricular Changes in the Past 5 Years

Technology is constantly changing. CAS/OS strives to stay current and up-to-date with software trends and industry standards. We repeatedly make changes to curriculum when software changes. We also make adjustments to degree and certificate requirements so that our graduating students have current skills and knowledge to make them a more marketable employee when they leave PCC. In CAS/OS, we often feel that we are teaching to a "moving target." Concepts and technology often change from the start of the term to the end of the term. This requires instructors to spend time on a daily basis researching and learning about new industry standards and what is being used in industry. Here are just a few changes that we have made in the past 5 years to stay current with technology. Many of these changes relate to the Web program since Web technology changes on a daily basis.

"I enjoyed learning about current software trends in the Web industry." Liz M. (CAS101)

- Developed 7 new courses to teach new Web technology:
  - CAS137: Basic Web Design Skills – Adobe
  - CAS181D: CMS Website Creation: Drupal
  - CAS181J: CMS Website Creation: Joomla
  - CAS181W: CMS Website Creation: WordPress
  - CAS175E: Web Animation: Edge
  - CAS242: Web Workflow and Mockups
- Developed 2 new courses to meet the needs of our Web program students:
  - CAS101: Introduction to Website Development & Design program
  - CAS285: Website Development & Design Capstone
- Completely revised 4 courses to adjust to changes in technology:
  - CAS222: Intermediate Website Creation

- CAS110: Introduction to Web Graphics
- CAS118: Beginning Photoshop
- CAS175F: Web Animation: Flash

- In 2011, updated all Microsoft Office courses to Office 2010 and Windows 7
- In 2014, updated all Microsoft Office courses to Office 2013 and Windows 8
- In 2014, updated all Adobe courses to Creative Cloud
- In 2012, updated all Adobe courses to Adobe CS6
- In 2010, updated all Adobe courses to Adobe CS5

"My boss wanted me to take Excel to hone my skills, and I had a choice between a one-day seminar or taking a "real" course at PCC. I chose the real course and believe I am benefitting from it. Thank you!" Online student (CAS170)

The above changes required 14 trips in the past five years to Curriculum Committee to make changes/additions to our courses. In addition, minor curriculum changes are made every term. Our goal is to stay current and to offer our students the most up-to-date skills in our courses.

We have also made significant changes to the structure of our Web program. Initially, students earning the 2-year degree were required to select a "track" – either Design or Development. This was confusing to students and problematic to advisors and transcript evaluators as they had to select required courses from two different lists with overlapping courses. After consulting with our Web Advisory Committee, we modified the degree in 2012 so that students earning the degree would take courses in both Design and Development. They could then choose their electives from a list of "focus areas." This cleared up confusion and has created a degree that is more marketable. We added an introductory course (CAS101) which provides advising information and basic technical skills to help our Web students be more successful in the Web program. This was in response to one of the recommendations in our last Program Review where we found that students were not well informed about our programs, and the degrees and certificates we offer. We also added a capstone course (CAS285) at the end of the Web program where students put together a portfolio of their work that they can take with them when they leave PCC and seek employment.

In the past 5 years, we have worked diligently to create a more **district-wide approach** to curriculum development. We have adjusted textbook requirements so that all sections of a particular course, regardless of the campus, use the same textbooks. Students have less confusion at the bookstores since the books are the same **district-wide**. Members of our SAC collaborate on all new course development and revisions to existing courses. Development is done in a team-based setting with each campus providing support for the development. An example of this is CAS111D: Beginning Dreamweaver. A team of CAS111D instructors, one from each campus, met on a regular basis to create topics and course themes to be included consistently in the course across the **district**. In this entry-level course, it is vitally important that students learn the same material whether they take the course at Rock Creek, Sylvania, Cascade, or Online. We have witnessed students being better prepared for subsequent courses as a result of this collaboration.

"LOVED THIS CLASS! It was awesome to use my own creativity on a lot of assignments." Anonymous (CAS 231)

IV. Needs of Students and the Community

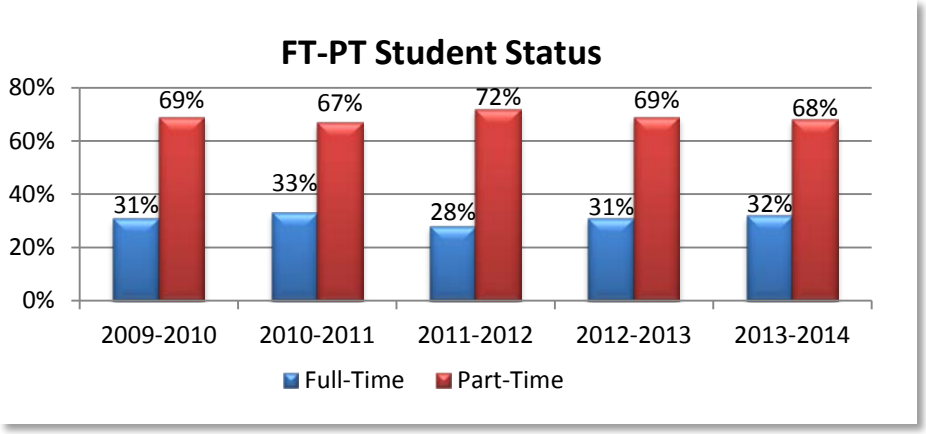
Our Students

Students in CAS/OS fall into five categories:

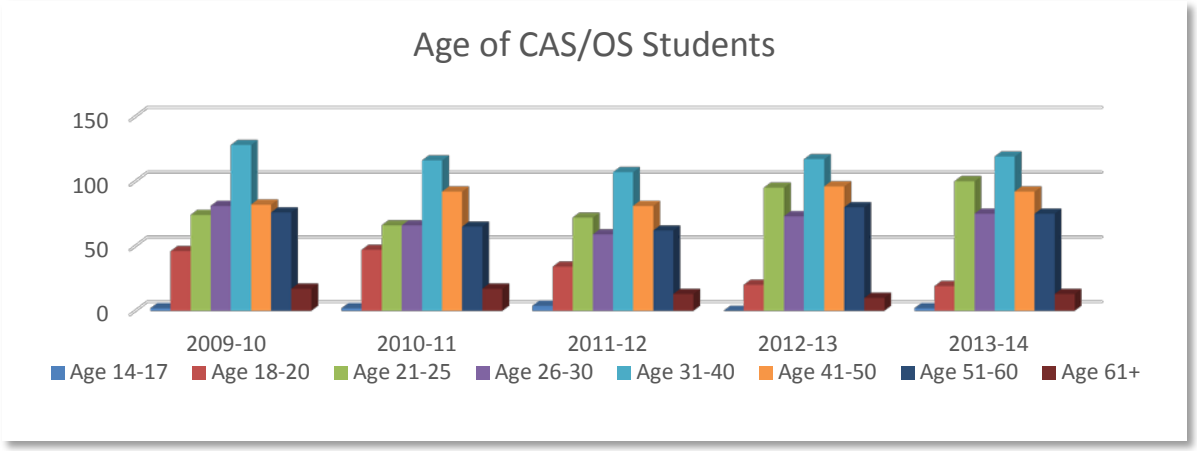
1. Students pursuing a degree or certificate in the **Admin** program (Admin students)
2. Students pursuing a degree or certificate in the **Web** program (Web students)
3. Students who take a course (or courses) to get an immediate **job** or to retrain for a new career (Non-program students)
4. Students who take a course because it is required in another **program** at PCC (Non-program students)
5. Students who take a class simply because it "**sounded interesting**" (Non-program students)

Student Demographics

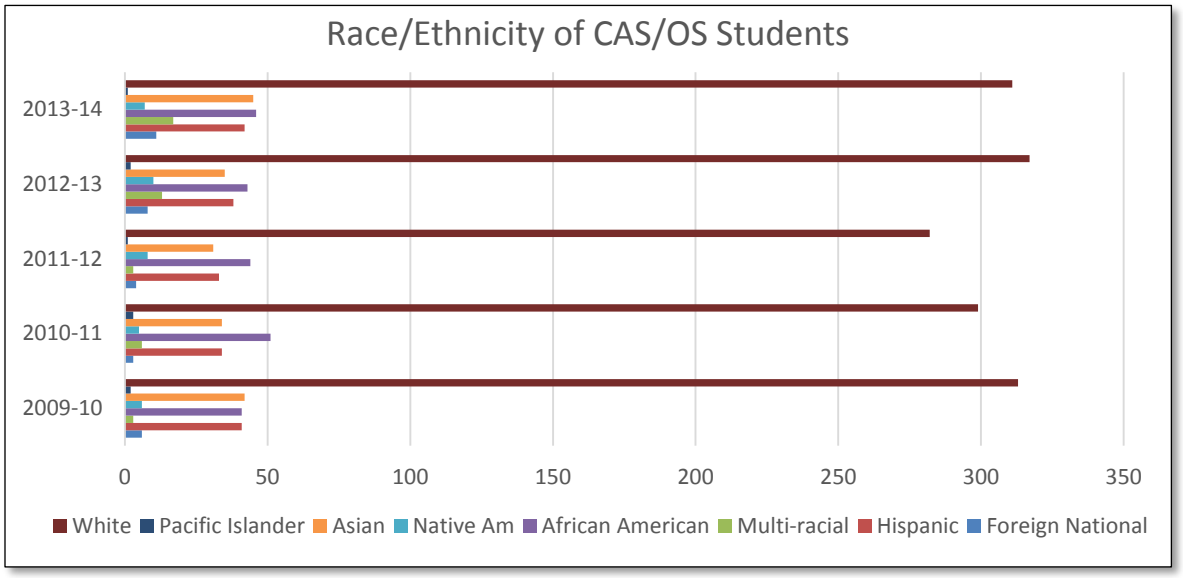
The distribution of part-time vs. full-time student status, shown below, supports our belief that our students are fluid, taking our courses for a short time period and from many different disciplines. It is very common for our students to be working full time as well as going to school part- or full-time.



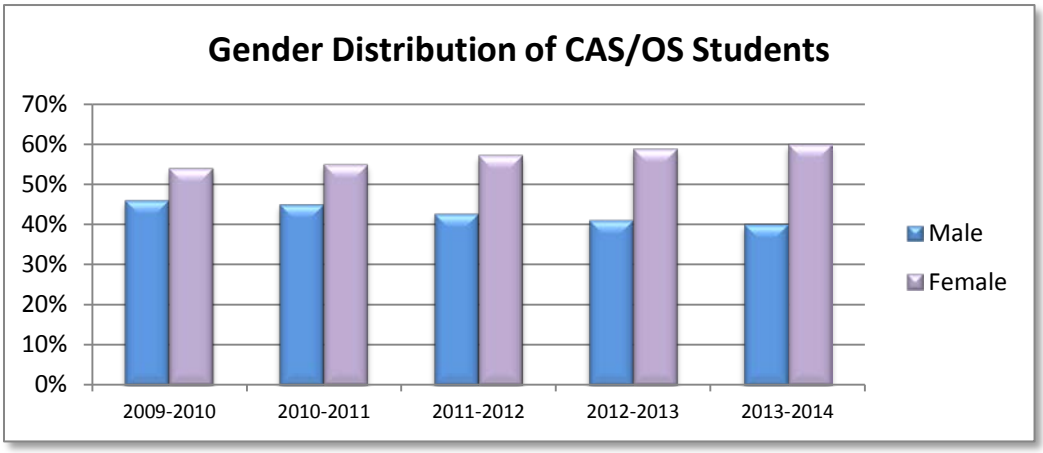
The age of our students is a reflection of the workforce and has not varied much since our last program review. The biggest increase is with 21-25 year old students, which may indicate post-baccalaureate students getting additional training, certificates, or degrees in a specialized area.



The population of our students reflects the ethnic breakdown of our community as illustrated in the chart below. While we are mainly a homogenous population of students and faculty, the diversity represented beyond that appears to be fairly balanced.



There is a slight increase in the percentage of female students. This mirrors national trends of women becoming a larger percentage of the overall US workforce. Women currently account for 47% of the total US labor force and are projected to account for 51% of the increase in total labor force growth between 2008 and 2018.[1]



Over the past five years, we have increased our online offerings and CLWEB courses significantly to accommodate the number of people going to school who are also working part- or full-time. The flexibility the online and CLWEB courses offer is an important benefit to those students who are working as they can then include college courses in their goal of furthering their education or retraining efforts.

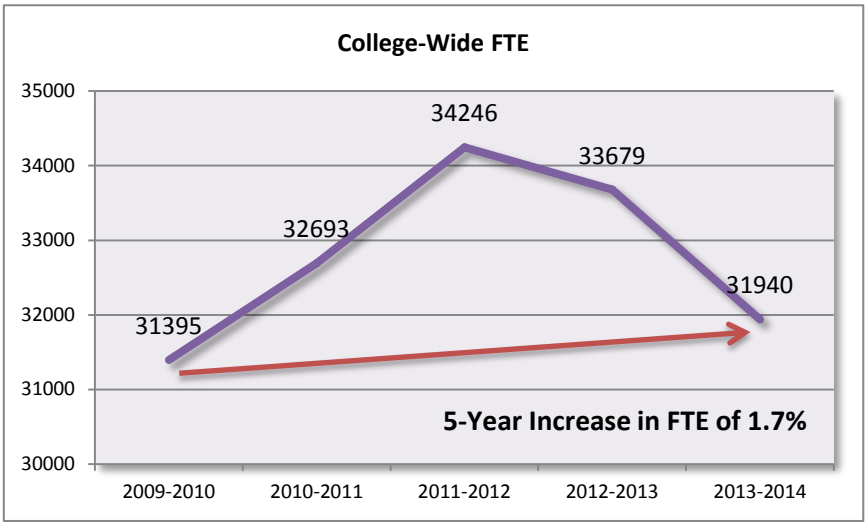
[1] United States Department of Labor website: http://www.dol.gov/wb/factsheets/Qf-laborforce-10.htm

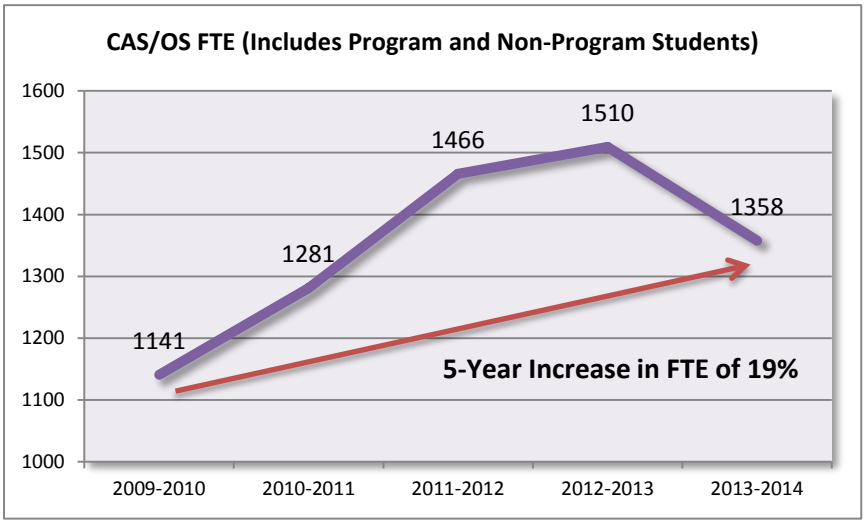
We are also working to align our faculty demographics more closely with those of our students. Refer to Section V: Faculty for more information regarding faculty demographics with CAS/OS.

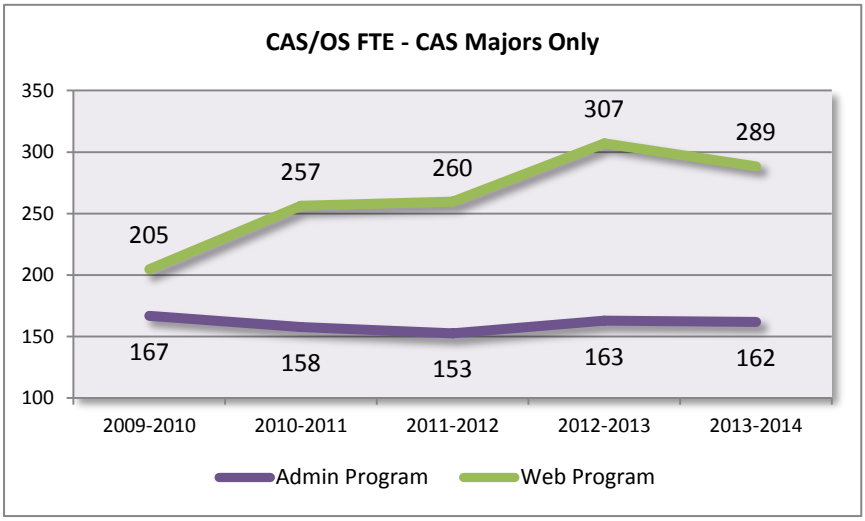
Enrollment Patterns

College-wide FTE at PCC has been declining the past 2 years. PCC saw steady increases in enrollment from 2009-2011 and then enrollment began to decline as the economy in the Portland metro area improved. Within CAS/OS, we saw a similar enrollment pattern, although the 5-year increase is higher in CAS/OS than the overall college. After the increase in 2009-2011 and the following decrease in 2011-2013, the 5-year change in FTE for the college is just 1.7%. **Within CAS/OS, the 5-year change in FTE is 19%**. This is partially due to our larger than average increase from 2009 to 2012. Our program grew at a higher rate than the rest of the college due to the fact that we teach skills that are immediately impactful in a student's employment search.

We expect demand for our courses to remain steady over the next few years. However, recent declines in enrollment across the college have forced us to become even more strategic in how we schedule and offer our courses. Department chairs work together to coordinate course offerings so that students can plan their schedules. We are currently working on a plan to enhance this process and to make it more data driven.

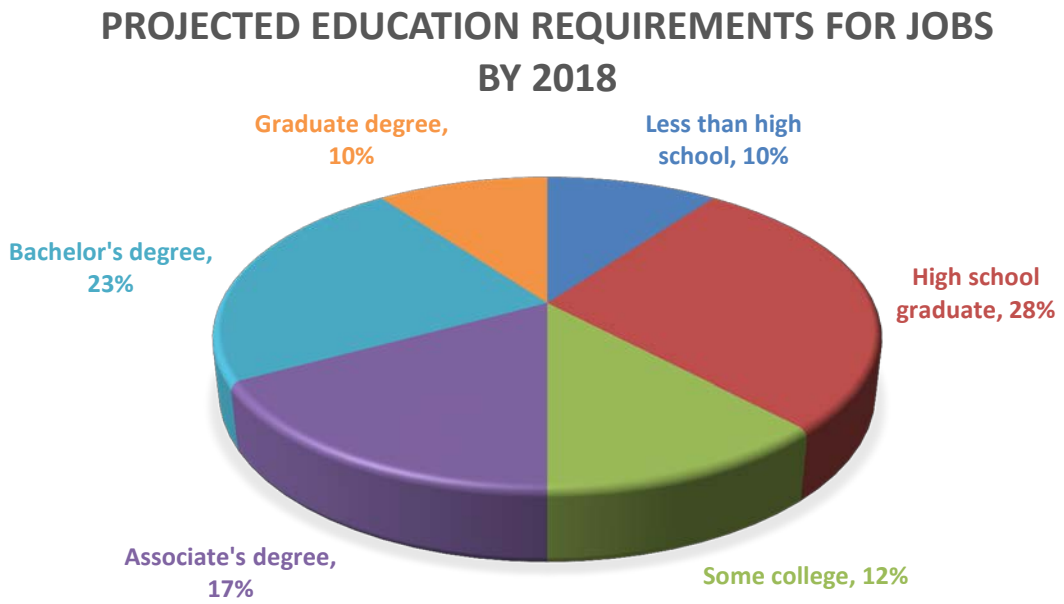






Overall enrollment is a reflection of the current economic condition in Oregon. Researchers expect Oregon's workforce to expand 17 percent between 2010 and 2020, from 1.8 million to 2.1 million jobs. An estimated 395,000 are expected to retire this decade in Oregon. [2] The movement of students in and out of our courses continues to be high because of the global demand for these skills.

A U.S. study at Georgetown University [3] indicates that Oregon has one of the highest number of future jobs that will require post-secondary education. Oregon ranks 10 among the 50 states for the share of jobs (70%) that will need an advanced education by 2025. In response to this trend, Oregon has set a state goal of getting 80% of young adults into college – and out with a credential (such as a Career Pathways Certificate, one-year certificate, or AAS degree). Expectation is that half of these credentials will come from a 4-year institution and half will come from a community college. Educational leaders in Oregon have created SB 222, a bill that would require college coursework as a condition of graduating from high school. Also known as the 40-40-20 goal, our program should be highly impacted by the needs of higher education. We are already working with the Dual Credit department as the demand for articulated courses has increased and we expect this to continue to rise.



*The categories of **Associate's degree** and **Some college** (a combined total of 29%) in the chart above illustrate the importance Oregon's community colleges play in future employment trends.*[4]

[2] http://www.oregonlive.com/money/index.ssf/2013/06/oregon_workforce_in_2020_retirements_outpace_new_growth_educational_needs_increase.html
[3] http://cew.georgetown.edu/recovery2020/
[4] http://www.oregonlive.com/education/index.ssf/2011/11/gov_john_kitzhaber_oregon_educ.html

Access & Diversity

The CAS/OS department has been a pioneer in offering different modes of instruction and we see this as necessary to meet the needs of all students with varying lifestyle situations. We recognize that the student's time is valuable; therefore, we strive to provide scheduling options that fit their schedules.

We acknowledge and support the commitment to hire and retain a diverse staff to provide students with role models and exposure to diverse ideas and perspectives, which are consistent with our student population.

The CAS/OS program encourages students of all backgrounds and ethnicity to take our courses and succeed in them. We have continued to offer the CASABS (CAS Adult Basic Skills - formerly CASOL) program, which offers students of other languages and adult basic skills a specially designed program to help them earn the Basic Computer Literacy certificate. This CAS/OS program works with the Career Pathways department to identify students who may benefit from the cohort approach to learning. In addition to the CAS/OS courses, students are enrolled in a support course and career preparation course in the two terms it is offered.

"Your Dreamweaver class was the first class I took at PCC and it was an awesome launchpad for me!" Brian R. (CASIIID)

Almost all of the Southeast CASABS cohort students attended PCC graduation last spring and many of these students are continuing in the CAS/OS program earning their one-year certificate or degree. Additionally, some of these students have moved to other CTE programs because they have the foundation of basic computer literacy skills.

Disability Services

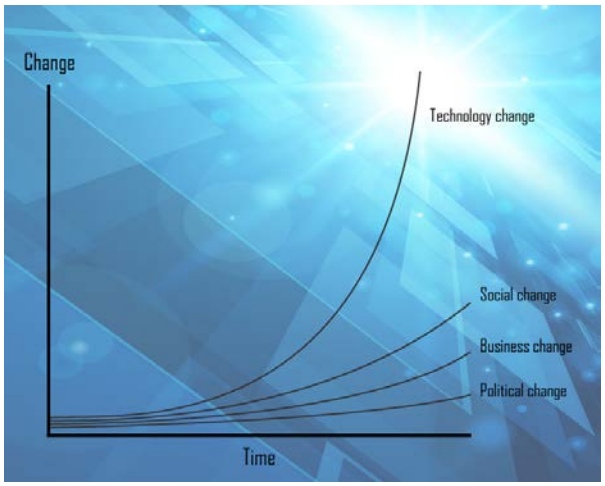
The majority of students requesting accommodations in CAS/OS courses request accommodations for learning disabilities. Because most of our CAS/OS courses, distance or on campus, have a Desire2Learn shell, learning disabilities are easily accommodated. Testing time limits and assignment deadlines can be set for each individual student and testing online allows students to have a distraction free test environment if appropriate.

"PCC provided an affordable college experience for me." Thomas B. (CAS133)

The CAS/OS program is constantly changing and being revised to keep abreast of technology changes. As curriculum changes are made, accessibility standards are also updated. When a new course is developed, we prioritize PCC's accessibility criteria. The majority of our existing DL courses and a large majority of our campus and CLWeb courses have been revised to meet and exceed accessibility standards, as outlined on PCC's Accessibility website.

Changes Resulting from Outside Feedback

We have emphasized throughout this report how our discipline is constantly changing due to rapidly changing technology. It is an ongoing challenge to stay up-to-date with our curriculum. We are constantly updating software, as well as textbooks, so that students are learning current and relevant skills to prepare them for the workforce. The proactive nature of our faculty leads to continual curriculum changes as we make adjustments and additions to our courses. When attending professional conferences, we tend to already be teaching what is being presented.



We rely heavily on our Advisory Committees for input as to what to include in our programs. (See Section VII for more information about our Advisory Committees.) Over the past 5 years, we have added 7 new courses to the Web program as a result of recommendations from the Advisory Committee. We have also made several curriculum modifications to ensure that we are teaching current technology. We continue to look to our Advisory Committee members as a source of information about what skills and knowledge our students need to have in order to be more employable once they leave PCC.

V. Faculty

The faculty in CAS/OS are educated, experienced, professional, and knowledgeable in their fields. Both our Admin program and our Web program have reputations for being on the cutting edge because our faculty are committed to staying up-to-date on new software trends and industry standards. Our faculty desire to see students succeed and are dedicated to helping them gain the skills and knowledge needed to be successful employees, students, and small business owners in today's society.

Full-Time and Part-Time Faculty

The number of full-time and part-time faculty in the CAS/OS SAC has remained relatively consistent over the past 5 years. Since 2009, we have added 2 new positions at Southeast and 2 new positions at Rock Creek. The Southeast positions were added to increase the presence of CAS/OS at the new campus, and the Rock Creek positions were added to advance the Web program at the Rock Creek campus.

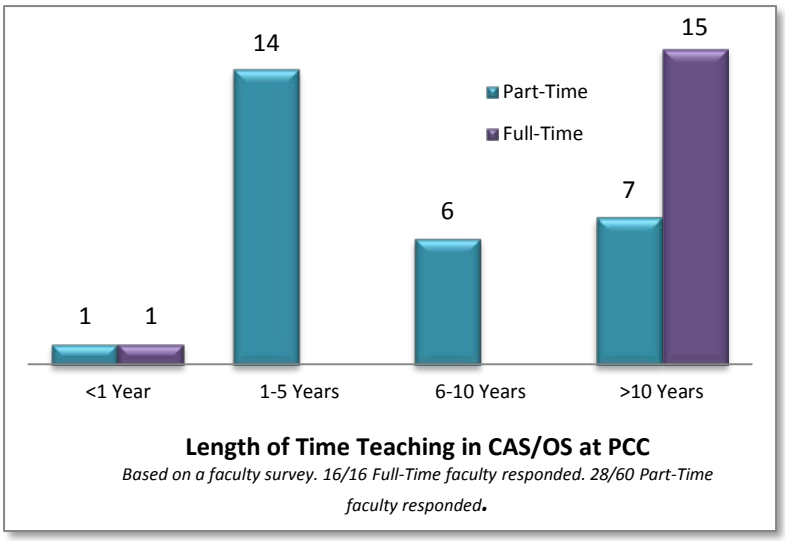
Currently, there are 16 full-time faculty positions in CAS/OS. Typically, a faculty member is hired to teach either in the Admin area or the Web area because of the differences in subject-matter.

Full-Time CAS/OS Faculty Positions

Campus	Total FT	Comments
Sylvania	6	One position is currently a 1-year temporary and a permanent hire is in process.
Cascade	4	Two faculty are due to retire by the end of the 2015 academic year. Plans for replacement have not been determined.
Rock Creek	4	
Southeast	2	One position is currently a 1-year temporary and a permanent hire is in process.

Turnover Rate

The turnover rate of faculty within our SAC is low. Over the past 5 years, we have only lost 3 full-time faculty members – one to another SAC, one to an unexpected death, and one to retirement. We have two current faculty members who will be retiring in 2015. The majority (all but one) of our full-time faculty have been teaching in CAS/OS for more than 10 years. We also have many part-time faculty members who have been teaching in CAS/OS for more than 5 years. This stability within our SAC results in consistent curriculum and teaching methods, and broad program knowledge.



Length of Time Teaching in CAS/OS at PCC

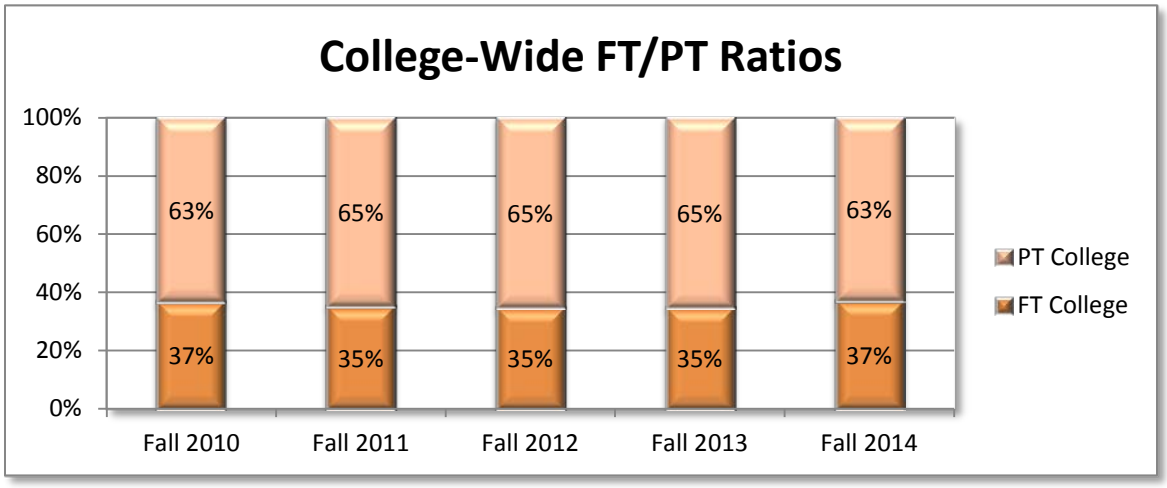
Based on a faculty survey. 16/16 Full-Time faculty responded. 28/60 Part-Time faculty responded.

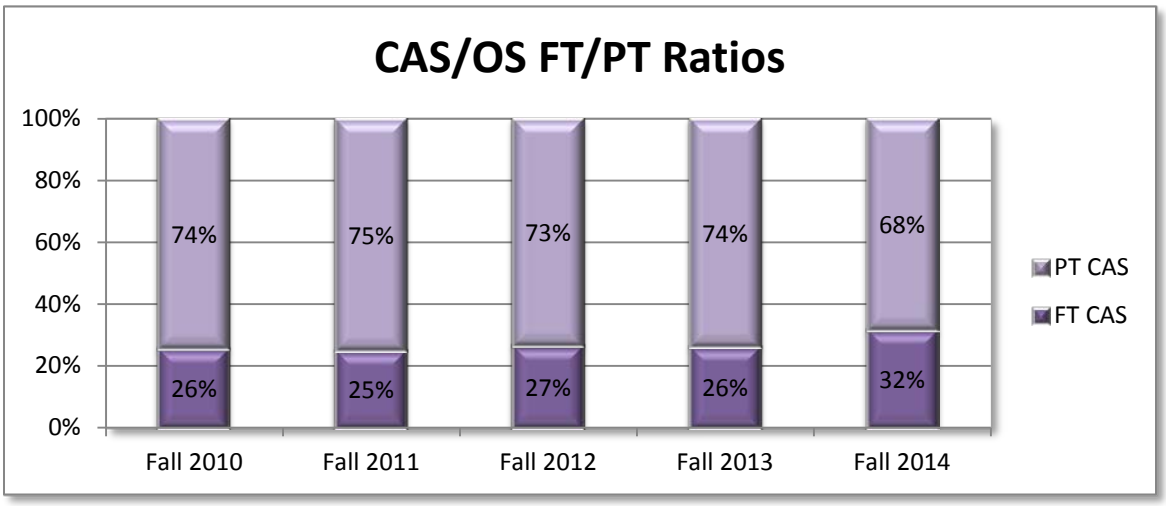
Part-Time CAS/OS Faculty Positions

With an average of 160 sections taught every term, CAS/OS relies on part-timers to meet the demand for our courses. Currently, we have over 60 part-time faculty members. In Fall 2014, 52 of those faculty taught at least one section. Many of our part-timers rotate between the campuses and teach multiple sections each term.

When comparing the ratio of Full-Time to Part-Time faculty for all CAS/OS courses, one finds the ratios over the past five years similar to college-wide ratios. The FT percentage was higher in 2014 due to a larger number of cancellations of low-enrolled courses taught by Part-Timers.

It is important to note the importance of full-time faculty within our SAC. We value the teaching expertise that our part-time faculty provide, but we rely heavily on our full-time faculty to develop and update curriculum in our constantly changing discipline. We would not be able to maintain our current level of program offerings or remain up-to-date with our curriculum if we did not preserve our existing number of full-time faculty.





Degrees & Experience

Our faculty members are well-educated. The majority of our faculty have at least a Masters degree, along with many years of experience in the field. We recently surveyed our faculty and gathered the following information regarding degrees earned:

	# of Respondents	AA	BA/BS	MA/MA/MEd/MBA	PHD
Part-Time Faculty	28	2	24	25	1
Full-Time Faculty	16	2	16	13	1

Our faculty also bring a depth of experience to their teaching roles. Both full-time and part-time faculty have experience in their field outside of the classroom. This experience brings a wealth of teaching examples to the classroom as faculty can share their experiences from their time out in the "real world." Students value this experience and look to their teachers as role models who can help as they look to advance their careers.

Many of our instructors have a background in teaching at the high school level. These instructors bring a fresh perspective to the classroom of what experience and knowledge students have who have come to PCC straight from high school. Teaching in local area high schools also allows our instructors to stay connected to the community and to market PCC to high school students who are looking for an alternative to a 4-year institution.

Professional Development

In addition to being well-educated and highly experienced in the field, our faculty are consistently involved in professional development activities and training opportunities. The nature of our subject area mandates continual training to stay current and up-to-date with new technology, software updates, quickly changing trends, and new teaching methods. Here are just a few of the professional development activities our faculty are involved in:

- Software Training Webinars & Conferences
- Web Visions Conference
- OBEA/WBEA/NBEA Conferences & Membership
- Quality Matters (QM) Conferences and Membership
- AOP Statewide Consortium
- Anderson Conference (PCC)
- Local Area User Groups
- Working in the Field

"It was a pleasure being in your class. I learned a lot and immediately started applying it to my job. Thank you for your commitment to teaching."
Taylor D. (CAS170)

The above opportunities allow our faculty to network with other professionals in the field. Software training is ongoing and our faculty are able to teach cutting-edge technologies as a result of their involvement in the above activities. Many of our courses are taught online and staying abreast of online learning trends is critical to the success of our students. Our online courses are well-designed and as a result, our students are highly successful and engaged in their online learning. By continuing to work in the field, our faculty stay current and are able to bring real-world examples into their classrooms.

"I attended the Web Visions conference last spring. It was great to see several of my PCC instructors at the conference." Judy M. (CAS206)

These Professional Development opportunities have made the CAS/OS programs strong and competitive. Curriculum and program changes are made on a continual basis to stay on the cutting-edge in our highly technical, rapidly changing field. For example, after attending a conference in 2013, one of our faculty determined that Website Usability was a vital topic in the area of Website Development and Design and none of the Web courses were currently covering it. Changes were made to curriculum in several courses so that this important topic could be taught to our students. Over the past 5 years, we have created 12 new courses and have made countless numbers of changes to existing courses to stay up-to-date with technology. All of this has been a result of the strength of our faculty and their desire to continually learn new skills.

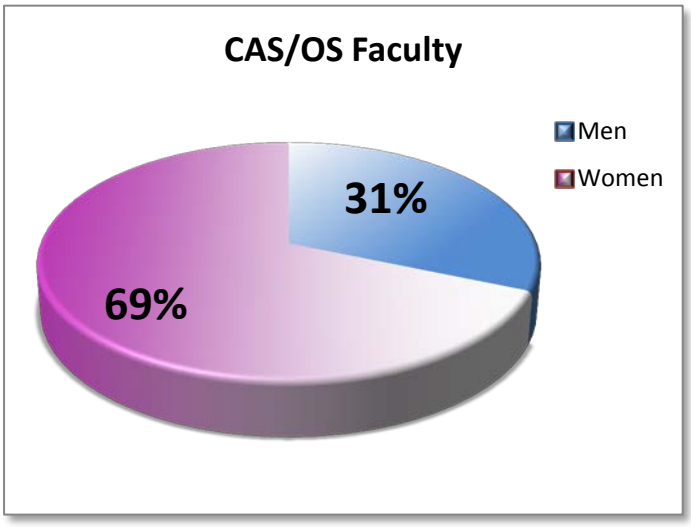
PCC Committees

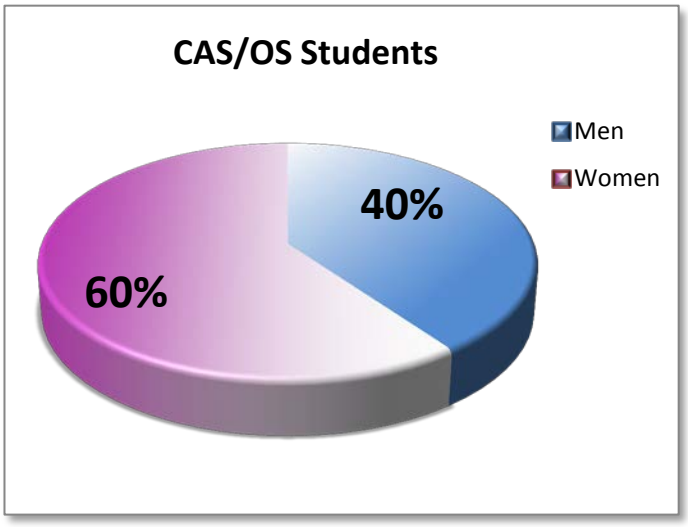
CAS/OS faculty are deeply involved at PCC. We serve on many committees and engage with students and staff across the district. Here are just a few PCC committees where CAS/OS is represented:

- Curriculum Committee
- Distance Learning Advisory Committee (DLAC)
- Staff Development (IIP)
- Art Beat
- Educational Advisory Committee (EAC)
- Hiring Committees
- TLC Advisory Committee
- CBL (Community Based Learning)
- Financial Aid Appeals Committee
- CTE Department Chair Committee

Faculty Diversity

PCC is currently striving to increase the diversity of its workforce, particularly its faculty. Students need to see people like themselves in the courses they take. The CAS/OS SAC is striving to increase diversity to better align our faculty demographic profile with our student demographic profile. Issues of gender and race/ethnicity are taken into consideration when forming applicant pools for new or replacement hires. Currently, our gender profile is similar to that of our students:





The Race/Ethnicity comparison is relatively close, although there is room for improvement in aligning the faculty make-up with the students.

Instructor Qualifications

New Instructor Qualifications were approved and went into effect September 2014. The original qualifications were the standard PCC qualifications with clarifications noted for "Subject Area," "Related Area," and "Demonstrated Competency." In these qualifications, the instructor must have a degree AND relevant, full-time, *non-teaching* experience. The old qualifications put too much emphasis on "non-teaching" experience. We felt that the qualifications needed to allow for faculty who do not have experience outside of the classroom. Many of our faculty applicants, particularly in the Admin area, have a background of high school teaching and we feel that they are qualified for our faculty positions. We do not want to exclude an applicant who has taught our subject matter in the high school, but does not have non-teaching experience in the field. We also felt that it was important to define "Relevant teaching experience" and "Relevant industry experience."

New Instructor Qualifications as of September 2014

CAS/OS Instructor Qualifications

- Master's Degree in a business field (Business or Business Education); or
- Master's Degree in any field and a minimum combination of three years of relevant teaching experience and industry experience; or
- Bachelor's degree in any field and a minimum combination of four years of relevant teaching experience and industry experience.

Relevant teaching experience examples and clarification:

- High School: Business Education, computer technology courses (including computer literacy, web design/development, Office or similar open source applications, Adobe or similar open source applications)
- Community College: Business Technology, Office Administration, Computer Applications, Web design and development
- University: Business Education, Business Administration

Relevant industry experience:

- Computer application training, desktop support, office management, executive office support/administrative assistant
- Web design and development

"I really enjoyed this class. It was very straight forward and everything was very organized. I like how we could easily access all of our assignments in D2L." Dulce G. (CAS 133)

VI. Facilities & Support

Facilities

Since our courses rely heavily on technology (hardware and software), having up-to-date, accessible facilities is vital to the success of our students.

Classrooms

CAS/OS courses are taught in dedicated classrooms at each of the four campuses. We also offer a few of our courses at the Centers in Newberg and Hillsboro. Having classrooms that are dedicated to CAS/OS courses is necessary because computer stations must be set up to allow instruction to occur.

Campus	Classroom Space	Computer Labs
Cascade	▪ 3 Dedicated Classrooms*	▪ Computer Resource Center (CRC) ▪ Campus Learning Center ▪ Library
Sylvania	▪ 3 Dedicated Classrooms ▪ 1 Shared Classroom	▪ Student Computing Center (SCC) ▪ Student Learning Center (SLC) ▪ 1 Dedicated Classroom for CAS/OS Lab ▪ Library
Rock Creek	▪ 3 Dedicated Classrooms*	▪ Computer Resource Center (CRC) ▪ Student Learning Center (SLC) ▪ Library
Southeast	▪ 3 Dedicated Classrooms *	▪ Student Learning Center (SLC) ▪ Classroom Labs
Newberg	▪ 1 Shared Classroom	▪ None available
Hillsboro	▪ 1 Shared Classroom	▪ None available

**Scheduling priority is given to CAS/OS. Once CAS/OS courses are scheduled, any open times are available to other departments for scheduling.*

Technology and Computer Labs

Each campus works with their TSS support team to configure the classroom and the computers for the needs of the courses being offered each term. With constantly changing technology, our students need the most current resources available. This includes both hardware and software. Because our classroom courses rely heavily on interaction with the instructor, the classrooms must be configured for easy access to each individual computer station. Having updated classroom management equipment (projectors/podiums) and software (LanSchool) makes teaching and learning much more robust.

Not surprisingly, our students rely heavily on the Computer Labs at each campus. While many of our students have their own computers, there are still many who rely on being able to use the labs to complete their coursework. Even those who have their own computers rely on the labs to work on software programs that they may

not own. Having consistent access is vital to their success in our courses. Our students use both the Student Computing Centers (Computer Labs) and the Student Learning Centers to do their work.

Keeping up with the most current versions of the software (specifically Adobe products) has been challenging for us. The two primary software publishers, Microsoft and Adobe, have switched to a cloud-based platform. Software now changes even more rapidly than before, often without our knowledge. It is also challenging for us to create consistent computing environments across the district. Since each campus has its own TSS team, there is often inconsistency between the campuses in terms of software versions, hardware configurations, and support. This can become problematic when a student takes a course at one campus, but uses the computer lab at a different campus. Having consistency across the district would definitely increase student success in CAS/OS courses.

Here are some of the challenges our students encounter with the Computer Labs:

- Inconsistent software from campus to campus.
- Inconsistent hours of operation. Each campus is different. For example, the labs at Sylvania and Southeast are open on Sundays, while the labs at Cascade and Rock Creek are not.
- Inconsistent support. Some campuses offer tutoring support in the lab and others do not.
- Inconsistent names. Students are faced with different names for the computer labs and student learning centers at each campus. While this may seem trivial, it hinders student success when they don't know where to go to access the software they need to complete their work.
- Lack of software on all computer stations in the lab. Some licensing restrictions prevent the software from being on every computer in the lab, so students are restricted to 4 or 5 workstations that might be equipped with their specific software. This is problematic when the lab is busy – specifically at the end of each term.

> *"Every aspect of the class was stellar."*
> *Online student (CAS123)*

Campus Resources

CAS/OS students rely on campus resources for many of their needs outside of our classrooms.

Library

Students use the library for checking out reserve textbooks. Our students don't typically have research projects to complete for CAS/OS courses, but they use the library for study space and access to computers. The hardware/software configurations of the library computers are not managed with input from CAS/OS. This can often lead to students using computers with outdated software. Library computers should be maintained consistently with the computers in the labs and the classrooms.

Disability Services

The Disability Services office provides support for many of our students who enter our courses with some sort of accommodation request. Classroom students often need altered equipment in the classroom and/or

the lab, and online students often need digital support to assist in their coursework. Campus testing centers are used, often in conjunction with a disability accommodation.

Tutoring

Although PCC provides all students free tutoring services, CAS/OS students face a number of challenges in accessing tutoring. All PCC campuses offer on-campus tutoring in some subject areas, but the campuses vary greatly in the type of tutoring offered. As far as we know, there is no consistent training of tutors or materials used (except at Cascade where CAS/OS Instructors serve as tutors.)

PCC also provides online tutoring through the Western eTutoring Consortium, which includes Microsoft Office and Web Development tutoring. But regardless of whether students take their courses online or on-campus, students seem to benefit more from face-to-face tutoring and they prefer to have this service at the campus closest to where they live.

Campus	Tutoring Offered for Admin Courses	Who Provides the Tutoring	Tutoring Offered for Web Courses	Who Provides the Tutoring
Rock Creek	Basic Computing, Microsoft Office programs	SLC – Paid Tutors	**None**	**Not Provided**
Sylvania	Basic Computing, Microsoft Office programs	SCC Student tutors and Instructor tutors in classrooms dedicated for tutoring	Web applications and programming courses – both CAS and CIS	SCC Student tutors and Instructor tutors in classrooms dedicated for tutoring
Cascade	Basic Computing, Microsoft Office programs	Campus Learning Center – CAS/OS Instructors during office hours	Web applications (CAS111D, CAS206)	Campus Learning Center – CAS/OS Instructors during office hours
Southeast	Basic Computing, Microsoft Office programs	Students and Instructors in classroom labs	**None**	**Not Provided**

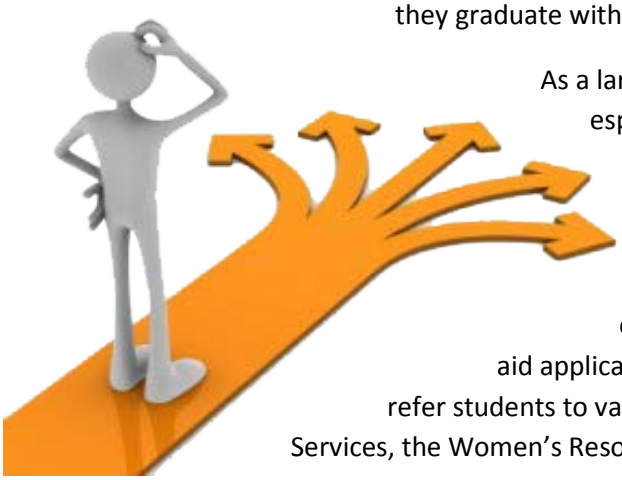
Cooperative Education

Program students are required to earn credits of Cooperative Education (Co-Op) as a requirement for their degree or certificate. This component of our program provides students an opportunity to bridge the classroom learning to the workplace environment. Students typically sign up for their Co-Op on the campus where they attend the majority of their classes. CAS/OS Co-Op is available at Cascade, Rock Creek, and Sylvania. Each student works with a faculty advisor and a Cooperative Education specialist to put together a set of learning objectives for their Co-Op experience and set up a training agreement.

Currently the function of Cooperative Education staff and faculty advisors varies from campus to campus in implementation and process. The Cooperative Education staff members have different titles and job responsibilities on each campus. Some provide job placement assistance, while others simply refer students to online resources or back to their faculty advisor. Because of the lack of consistency, students are often confused and frustrated when registering for these credits, and they receive different Co-Op experiences depending on which campus they register with.

Advising

The CAS/OS program has three full-time Perkins Advisors: Traci Simmons at Cascade campus, Jessie Levine at Rock Creek campus, and Michele Maxwell at Sylvania campus. The Perkins Advisors provide case management support to CAS/OS students from the point when students begin studying at PCC to when they graduate with a CAS/OS degree or certificate.



As a large and complex institution, PCC can be difficult to navigate, especially for our diverse student population, which includes students who are first-generation college students, returning older students, and students whose first language is not English. The advisors assist students through the various steps needed to begin at PCC, such as admissions, orientation, transcript evaluation, placement testing, financial aid application, and registration. When appropriate, the advisors also refer students to various wraparound services such as Counseling, Veteran's Services, the Women's Resource Center, and Disability Services.

A critical component of advising support is helping students understand degree/certificate requirements and creating effective course plans that apply to each student's unique situation. Being a computer technology program, CAS/OS must regularly update curriculum to offer students the latest industry knowledge. This in turn means advisors must stay abreast of always-changing degree/certificate requirement changes, course offerings, and prerequisite changes to advise students appropriately. Our program advisors have actually completed many of our CAS/OS classes in order to be more informed about the curriculum and more understanding of student issues. Their dedication to our students and to our program has been extremely valuable.

> *"I loved working with Jessie. She was so helpful in putting together my schedule."*
> *Online student (CAS181W)*

Advisors also assist students in problem-solving as they encounter various obstacles while pursuing their academic goals. Students struggle when they do not have the academic preparation necessary to succeed in their courses. Since PCC does not have a computer literacy test, students must self-assess their own computer abilities and often are incorrect in their judgment. Advisors can help students by asking pointed questions that help to determine a student's computer level and then have the student take the right course.

Other support pieces offered by Perkins advisors:

- Study skills training
- Time Frame Extension forms
- Degree audits
- Referrals to campus and community services
- Learning Contracts for academic success
- Assistance filling out necessary paperwork for students using 3rd-party funding sources, such as Workforce Oregon, Trade Act, and Veterans' benefits
- Information on and assistance with scholarship opportunities
- Tutoring in basic reading, writing, and math
- Workshops on Student Success topics, such as self-management, test taking skills, financial literacy
- Transfer planning to Oregon Technology's Bachelor of Applied Science Degree in Technology and Management and/or Southern Oregon University's Bachelor of Applied Science Degree in Management

There are some challenges to providing CAS/OS students with advising support. These include:

- CAS/OS is a **district-wide** program, but advisors at each of the campuses do not use the same advising database to notate student visits. Since our students move between campuses and take courses online, they would benefit from advisors having shared technology.
- Like most students at PCC, CAS/OS students are not required to meet with an advisor. Students often self-advise and either take the wrong courses or take courses in the wrong order.

Scheduling

Being a **district-wide** SAC creates many challenges in scheduling courses. We strive to meet the scheduling needs of our students and structure our courses so that students have the highest chance at success. We are innovative in our course modalities and are constantly looking at new ways to schedule our courses.

Course Structure

Currently, we have three different course modalities:

- **Classroom** – all classroom instruction takes place in a physical classroom where students meet face-to-face with their instructor and classmates.
- **CLWEB** – classroom instruction takes place in a combination of a physical classroom and an online classroom using PCC's online learning tool, Desire2Learn (D2L). The split between the classroom instruction and the online instruction varies. Also referred to as "Hybrid".
- **Online (DL)** – classroom instruction takes place entirely in an online environment using D2L. Students and instructor do not meet in a physical classroom.

"I love everything about Publisher - learning how to create banners, newsletters and advertisements is a skill I think everyone should have, just as much as knowing how to use any spreadsheet or word processor." Melissa A (CAS 231)

In addition to these three modalities, we are also exploring other creative options for scheduling courses. Our DL sections fill quickly, while the classroom and CLWEB sections struggle to meet minimum enrollment requirements. We would like to continue offering our courses in a classroom setting, but the minimum enrollment requirements make this difficult.

Course durations range from 2 hours twice a week, 2.5 hours twice a week, 3 hours once a week, or 4 hours once a week. The majority of our courses last 11 weeks, but we have a few 1-credit courses that are 4-5 weeks in length.

Classroom and CLWEB course enrollment caps are limited to the number of available classroom computer stations in a classroom, which varies from campus to campus, but range between 22 and 24.

We recently adjusted the enrollment limits for our online courses to be capped at 25 with a waitlist of 5-10 students (per the Deans of Instruction).

Pedagogy

We strive to provide training that will prepare our students for the work force and that supports other collegiate coursework. Much of our coursework is hands-on and many of the Admin courses are somewhat self-paced allowing students to progress at their own rate with established deadlines to complete the curriculum within the time frame of the term. The amount of instruction varies from course to course and from instructor to instructor. Some instructors provide structured lectures, and others provide one-on-one support during class time.

CAS/OS also "cross-lists" many of its Admin courses. Cross-listing means that several different courses are offered in the same classroom at the same time and are taught by the same instructor. This works in our discipline because of the self-paced nature of our coursework. This allows students to have several options and class times from which to choose. Some one-credit courses are also integrated in these sections. We will continue to assess whether some courses may be offered in a more teacher-directed format if these sections can be supported by student enrollment.

"Thank you for all your support and instruction during the term. You are an excellent instructor and I have really enjoyed the class." Jose M. (CAS140)

We strive to create critical thinking skills in our students so that they can self-assess the products they produce. In this current environment where the software changes daily, it is imperative that students understand that they need to be able to problem solve on their own and that an important role of the instructor is one of guidance after initial instruction.

Campus-Based Course Offerings

For classroom and CLWEB courses, each department chair creates a schedule of courses that will meet the needs of the students on their particular campus. For the high-enrolled courses, each campus offers at least one classroom-based section of the course each term. We feel that it is important for students to have access to the courses they need at the campus that is most convenient for them. If a course is lower enrolled, a rotation of offerings between the campuses is developed. The goal is to offer a classroom-based section of each course at each campus at least once a year. This is challenging in our current environment of course cancellations. Some campuses are forced to cancel a section if it doesn't have 15 students, while other campuses allow a course to run with just 12 students.

"I would recommend this class to anyone. It was clear, fun, and gave a lot of great information." Online Student (CAS110)

We understand that PCC has certain budget constraints that require strategic and successful scheduling. However, it is important for us to have administrative support to allow courses to run at a lower enrollment rate since many students plan their schedules in advance and expect to have the course available. It is also important to factor in special circumstances that may be unique to each course such as:

- A course is required in the degree and a cancellation would result in a student not being able to finish their degree.
- A course is only being offered in the classroom on one campus. A cancellation would mean that a student would be forced into an online course where they may not be as successful due to their learning style.

These are unique situations that should weigh heavily on the decision to cancel a course.

Distance Learning Course Offerings

The CAS/OS department has been a leader in creating a **district-wide** scheduling plan for DL courses. Our DL sections are thriving and are very popular with our students and students in other disciplines. The DL modality allows students to manage employment, family obligations, and personal issues while continuing their education. (Refer to Section III for data on our DL course offerings.)

Currently, DL course offerings are scheduled by each campus department chair using FT and PT faculty from that campus. From our viewpoint, the DL sections are associated with a particular campus, but when a student registers for a DL course, they do not associate that course with a particular campus.

The recent drops in enrollment across PCC have created some challenges for our department chairs as they strive to maintain an equitable rotation schedule between the campuses. The current schedule was built in an attempt to fairly distribute FTE from DL courses from campus to campus. This has been successful in the past, but as enrollment drops, new challenges surface. We are not sure what the best solution to this situation might be, but we would like to have the support of Administration in exploring alternatives to scheduling that are not based on FTE.

VII. CTE Program Information

CAS/OS is a district-wide CTE program (Career Technical Education) that provides a valuable source of education and training for students. CTE programs, such as CAS/OS, help people gain the skills, technical knowledge, academic foundation, and real-world experience they need to prepare for high-skill, high-demand, high-wage careers. Our students come from a variety of diverse backgrounds, but they all have one common goal – to learn a new skill that will help them be more successful in their professional, personal, and/or academic pursuits.

CTE programs have their own unique set of requirements that are different from traditional lower division transfer programs. The curriculum within CAS/OS must stay current and relevant with industry trends and employment requirements. We strive to prepare our students for the workplace and to give them the skills they will need to succeed. We are constantly making changes to program requirements and course curriculum to remain on the cutting-edge of our industry.

"Thanks for this amazing course. I loved, loved, loved your class. You are a great teacher and I learned a lot!" Monica M. (CAS 137)

Advisory Committee

Since we have two distinct programs of study within CAS/OS (Admin and Web), we have 2 separate Advisory Committees. Both committees meet annually and evaluate our programs for relevant offerings and skill sets necessary for the workforce. Upon successful completion of a certificate or degree, the committees believe that our students would be successful in the workforce.

Admin Advisory Committee

The Admin Advisory Committee has been instrumental in assisting us with the development of our Technical Skills Assessments as required by the State. The committee met three times over the last year:

- Fall Meeting: CAS/OS Admin program overview – The committee provided feedback on current CAS/OS degrees, certificates, and courses listed in the college catalog. This input was considered when interviewing new instructor candidates for open faculty positions and is under further discussion by the SAC. Some of the committee's findings:
    - Current industry software needs that could become future courses
    - Course descriptions and degree/certificate names in the catalog that are difficult to understand
    - Ideas for new short-term certificates (i.e. Records Management)
    - The need for soft skills to be integrated into our CAS/OS courses
    - The importance of intermediate/advanced Excel skills in the marketplace
- Winter Meeting: Technical Skills Assessment Review – The committee provided essential feedback into making our Co-Op employer survey and capstone exam. The committee helped develop these tools so that they clearly measure how well prepared our CAS/OS students are for the workplace when they receive their certificate/degree. The committee approved the measurement tools and sent a letter to the State Department of Education. This work improved the quality of both the Co-

Op evaluation and capstone exam, and also provided the documentation necessary to retain our Perkins-funded CAS/OS advisor positions.

- Spring Meeting: Student Panel – The purpose of the spring meeting is to give the committee members an opportunity to interact with our student population, as well as give the students an invaluable opportunity to interact with committee members. Students gain insight into what to expect in an administrative assistant position and committee members learn about students and their career goals.

See **Appendix F** for Meeting Minutes and TSA updates

Web Advisory Committee

The Advisory Committee for the Web program is comprised of industry representatives that provide valuable feedback on the Web program and how it can be improved to better prepare our Web students for job placement. Here are just a few of the program changes that have been implemented as a result of committee recommendations:

- Modifying degree and certificate requirements to include courses that cover both Development & Design so that our students are well-rounded
- Addition of CMS courses (Drupal, Joomla, WordPress)
- Creation of CAS285 (Capstone course) to provide an opportunity for students to create portfolios of their work

"This was a really well-designed class that made learning the material fun." Smith E. (CAS 181W)

At the Spring 2014 meeting, 21 of our graduating students presented their capstone projects to the committee members. Students received valuable feedback from committee members and were able to use the feedback to improve their portfolios for use in the workforce. In addition to sharing their portfolios, students also engaged in mock interviews with each of the committee members. This interaction was extremely valuable in preparing our students for life after PCC.

See **Appendix F** for Meeting Minutes

Student Preparedness

We work hard to provide our students with the support they need to be prepared for our programs. All programs of study in CAS/OS require placement in WR 115, RD 115, MTH 20 and keyboarding by touch or CAS 121. We strongly encourage all students interested in pursuing a CAS/OS program to consult with a program advisor at one of the campuses. These program advisors are invaluable in knowing our programs. They provide more complete and accurate advising information than the general PCC advisors are capable of providing. In an ideal world, all students would be required to meet with a program advisor prior to taking their first course.

In 2012, we determined that our Web students were not getting adequate advising. This lack of advising resulted in students taking courses out of sequence and/or not taking the courses needed to meet program requirements. To meet this need, we did two things:

- Created CAS 101: Introduction to Website Development & Design – this course is a 1-credit course that introduces students to the Web program and provides them with the tools they need to improve their chances at success. As part of this required course, students MUST meet with a program advisor to discuss their schedule. We are finding that students are better prepared for Web courses and are more successful at completing the program within a desired timeframe.
- Include program advisors at all Web Subcommittee meetings – we have worked to improve communication between our Web faculty and the program advisors so that the advisors have the information they need to best advise students. The Web program changes often and it is vital that advisors stay informed of changes. By including them at our meetings, the communication has been improved. (More information about our program advisors can be found in Section 6 of this review.)

Job Placement Data

According to the U.S. Department of Labor, Bureau of Labor Statistics, employment of secretaries and administrative assistants is projected to grow 12 percent from 2012 to 2022, about as fast as the average growth rate for all occupations. Many job openings will result from the need to replace workers who leave the occupation. Those with a combination of work experience and computer skills should have the best job prospects. Employment of general office clerks is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. Nonetheless, overall job opportunities should be good. Candidates who have a combination of work experience and computer software skills should have the best job prospects. Employment of web developers is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. Demand will be driven by the growing popularity of mobile devices and ecommerce.[5]

"The class is just great, no pressure on deadlines or assignments, but we are still aware that it's crucial to finish our work on time." Truc H. (CAS 133).

In Oregon, employment of administrative assistants and office clerks in 2012 was much larger than the statewide average for all occupations. The total number of job openings is projected to be much higher than the statewide average number of job openings for all occupations through 2022. Employment for web developers in 2012 was at about the statewide average for all occupations. This occupation is expected to grow at a much faster rate than the statewide average growth rate for all occupations through 2022. Reasonable employment opportunities exist for trained workers largely due to the significant number of job openings projected for this occupation.[6]

The Office of Institutional Effectiveness tracks job placement of graduates who provide a valid social security number[7]. It is important to emphasize that this data does not paint a complete picture of what our students do when they leave our program. It does not include data on students who earn one of our program certificates or students who are taking our courses to further their career in a different area (they would not be counted as a degree earner in our program). Nonetheless, the data is interesting to examine.

[5] From: http://www.bls.gov/home.htm
[6] From: www.qualifyinfo.org/home
[7] From: https://www.pcc.edu/ir/studentoutcomes/employment/WageMatchOutcomes10-11.pdf

2012 Employment Outcomes of 2010-11 Degree Attainers

	# Graduates	Percent Employed Full-Time (at least 35 hrs/wk)	Percent Employed 20-34 hrs. wk	Percent Employed <20 hrs/wk, or No Wage Record	Median Hourly Wage Rate
Admin AAS Degree	7	14.3%	14.3%	71.4%	$11.86
Web AAS Degree	14	42.9%	28.6%	28.6%	$17.26

Notes:

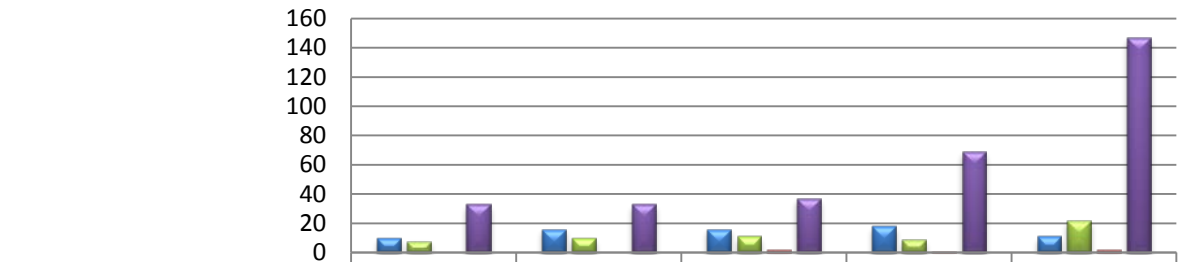
- All else equal, part-time workers receive lower wages than full-time workers which would explain the lower hourly wage rate for graduates of the Admin program. It is common for our Admin graduates to seek part-time work. In a recession, a higher percentage of the workforce is part-time. The above data is from 2012 when Oregon was still recovering from recession.
- Many of our Web program graduates pursue work as self-employed contractors. This information is not included in the above data.

Completion Data

Admin Program

CAS/OS offers the following degrees and certificates in the Admin area of the program:

- AAS: Administrative Assistant
- AAS: Administrative Office Professional
- 1-Year Certificate: Administrative Assistant
- Less than 1-Year Certificate: Virtual Assistant (Began awarding in 2011-2012)
- Career Pathways Certificate: Basic Computer Literacy
- Career Pathways Certificate: Word Processing
- Career Pathways Certificate: Spreadsheet
- Career Pathways Certificate: Office Assistant

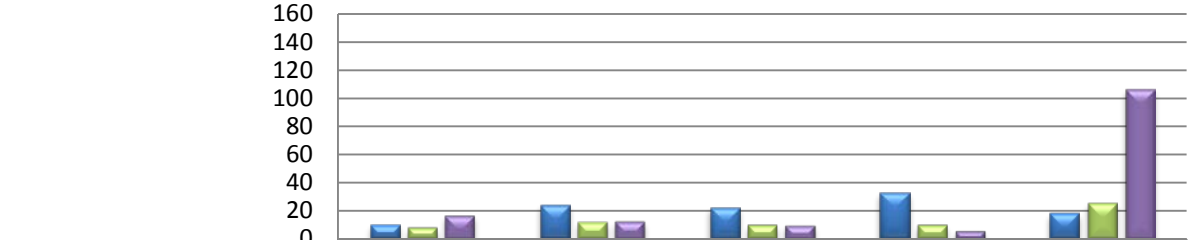


	2009-10	2010-11	2011-12	2012-13	2013-14
Associates Degree	10	16	16	18	11
1 Year Certificate	8	10	11	9	22
< 1Yr - Virtual Assistant Cert.	0	0	2	1	2
Career Pathways Certificates	33	33	37	69	147

Web Program

CAS/OS offers the following degrees and certificates in the Web area of the program:

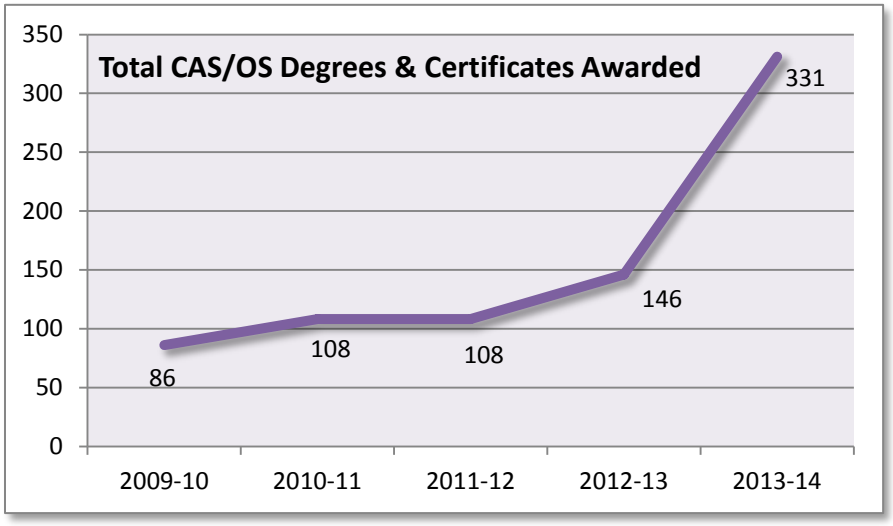
- AAS: Website Development & Design
- 1-Year Certificate: Website Development & Design
- Career Pathways Certificate: Web Assistant I
- Career Pathways Certificate: Web Assistant II



	2009-10	2010-11	2011-12	2012-13	2013-14
Associates Degree	10	24	22	33	18
1 Year Certificate	8	12	10	10	25
Career Pathways Certificates	17	13	10	6	106

Data from Institutional Effectiveness suggests that the number of overall degree completers has risen in the past three years. Significant increases are shown in the less-than-one-year Career Pathways Certificates. It is also important to note that automatic awarding of degrees and certificates went into effect in 2013-2014 which would explain why the number of Career Pathway earners spiked that year. It will be interesting to

see the number of students who earn this certificate in 2014-2015 to see if the trend continues with the large number of certificate earners.



While our 2-year degrees provide valuable skills for the workforce, many CAS/OS students are in retraining programs that limit how long they can secure funding for coursework. The data suggests that many students are attending PCC for shorter time periods to get the skills necessary for immediate employment. CAS/OS certificates offer this flexibility given the recent economic trends.

Some students whose primary language is not English may encounter difficulties with completing a CAS/OS certificate or degree. We have attempted to address these difficulties by creating the CASABS (formerly called CASOL) program. This program is designed to pair ESOL and CAS/OS instructors to better help ESOL students succeed in a specific set of CAS/OS courses. This program has helped ESOL students succeed if they decide to pursue a CAS/OS certificate or degree after completion of the CASABS program.

Student Success

Many SACs equate student success with the attainment of a degree or certificate. While this is important in CAS/OS, it is not the only measurement of success for our students. Student success and completion takes on many forms in our SAC:

- Earning a certificate or degree
- Learning how to use a specific software program to improve job skills in a current job
- Obtaining the skills necessary to pursue a different career path
- Learning how to use certain software that is required for success in other PCC disciplines

Many of the students in our classroom are not “program students.” They may not be working towards a CAS/OS certificate or degree, but they have a definitive purpose for being in our classrooms. It is important to not rely too heavily on certificate/degree data to gauge the success of our students. A student may only

take one CAS/OS course – but they were successful in meeting their need for taking the course simply because they learned a new skill.

For our program students, there are some situations that may arise that would cause them to leave the program before obtaining their certificate or degree. These situations are events that are common to community college students. “Life happens” and as a result, students have to put their education on hold while they deal with family and personal issues.

Opportunities for Graduates to Continue Education

The statewide Administrative Office Professional Consortium is actively working with the Oregon Institute of Technology (OIT) to create a clear pathway for articulation of the AOP AAS degree to their BAS Management degree. OIT has multiple locations, including a Wilsonville campus, where students could complete this degree. At a recent meeting we learned that OIT is eager and ready to accept CAS/OS AOP AAS degrees that may include up to 90 credits directly towards their BAS (Bachelor of Applied Science) Technology and Management degree. The majority of these credits (60) would transfer in as elective credits and include several of our CTE courses; however, some PCC courses within the AOP degree would transfer in as major requirements. At this point, the more realistic number of credits that would transfer is around 75; however, the AOP Consortium will be meeting later this spring and a change in courses that would increase this number to 90 may occur.

The biggest challenge facing a student who desires to move directly to OIT after completing the AAS degree at PCC is the math component. Students must be ready to place into MTH 111 before being admitted, so they should have completed MTH 95. However, if a student has not completed this level, there is a conditional admit policy OIT is agreeable to.

PCC CAS/OS advisors should provide potential new students of the BAS option via OIT and advise appropriately by directing them in the right direction with reference particularly to math classes.

Our Website Development and Design AAS degree qualifies as the CTE component to articulate into Southern Oregon University’s online BAS Management degree. Potential students are also allowed 60 CTE credits.

The Oregon Trail Chapter of the International Association of Administrative Professionals has recently provided two student membership scholarships for PCC students. Two PCC students have been awarded this membership and are now benefitting from engaging with this organization. Among the direct benefits are networking and opportunity to attend seminars, webinars, training and other professional development opportunities.

VIII. RECOMMENDATIONS

At the Fall 2014 In-service, members of our SAC participated in a brainstorming activity centered on the recent presentation of the PCC Strategic Plan. In alignment with elements of the Plan, our SAC is motivated to be proactive rather than reactive in improving teaching, learning, student success, and completion. We compiled a list of items that we would like to see happen in our SAC in the next year or two that would improve those areas. These ideas have been summarized into key recommendations for the Administration to consider.

CAS/OS Recommendations to Administration

Enrollment & Scheduling Management

Recommendations:

The CAS/OS department chairs are working towards a year-long schedule for CAS/OS specialty courses. This will allow students to plan their schedules without fear of a last-minute cancellation.

- ★ We would ask for support for **district-wide scheduling of specialty courses** within the CAS/OS Admin and Web programs. This may mean allowing low enrolled courses to run if cancellation would negatively affect students in the program (e.g., no other sections offered that term or within the next two terms if a student is near graduation.)
- ★ We would further ask that all division deans supporting CAS/OS would agree to the above suggestion and communicate with each other when a section is being considered for cancellation.
- ★ Allow the CAS/OS program **two years** to work out this extended schedule beginning with the 2015-16 academic year. This will allow department chairs to work on adjusting full-time faculty workloads without severely impacting part-time faculty schedules.
- ★ The CAS/OS department would like **fair and consistent guidelines regarding FTE**. We need to know if we will be moving towards a district-wide FTE count for CAS/OS. Will funding models be based on individual campus FTE or what is good for the entire district?
- ★ We would ask that administration consider keeping **low enrolled *campus* sections** open at various times to provide opportunities for all students to have access to that mode of instruction. It should be noted that more than one low enrolled section district-wide be allowed to run as traveling between campuses may be a hardship for some students. (See following section on the importance of classroom-based courses.)

Rationale:

Managing the scheduling of our courses is a challenge. The challenge to meet minimum enrollment requirements often leads to course cancellations. This is problematic for students who are working to complete their education within a specific time frame. There is also inconsistency from campus to campus regarding the point at which a course is canceled. Course cancellations negatively impact our programs in many ways:

- Students are unable to fill their schedule with courses they need to complete their degree or certificate.
- Students are forced to take courses outside their subject area in order to fill their schedule.
- Part-time faculty may be bumped from their sections in order to fill the teaching load of the full-time faculty who had a course cancellation.
- Full-time faculty who were hired as Subject-Matter-Experts in a particular area are forced to teach courses outside their expertise in order to fill their FT faculty workload.

While enrollments have been dropping district-wide, the overall FTE for CAS/OS is still well above the level when the surge started in 2009. During this rapidly growing period, we added many sections of courses as well as added full- and part-time faculty. Funding practices shifted away from a district-wide method to campus decisions, which was a very positive change for the college. Individual campuses were able to make decisions based on local funding and not have to worry about an "allocation of resources" method which proved inequitable in the past and caused an unintended effect of competition between the campuses within CAS/OS. Obviously we are now dealing with the impacts of a shrinking student base; however we are getting mixed messages from administration regarding FTE. After 5+ years of competing between each other, the CAS/OS department chairs have been working diligently the last 2-3 years to erase this tension and work towards a collaborative approach. With the addition of Southeast as a recognized campus, we have already adjusted our DL rotation schedule to include Southeast. Further adjustment most likely will take place district wide and the department chairs are working to find an equitable model that will balance full-time faculty to teach their expertise but not eliminate part-time instructors of sections they have been in for many years.

In a period of rapidly increasing distance learning course offerings, we have heard from many students that the value of a campus class is extremely important to them. Below are some of the reasons:

- The immediate availability of an instructor in real time to explain or demonstrate a topic or question is much more helpful than following instructions online and waiting for the instructor to respond to a question.
- Availability of in-class facilities gives campus classes an edge over online classes. Of particular note, the recently updated Adobe Creative Cloud courses which require a year-long monthly subscription contract. There are bound to be students who can't readily purchase some software, but they can always use the classroom and lab facilities and software without additional charges.

Refer to the section on Course Scheduling for more information.

Curriculum Development Support

Recommendations:

We recommend that Administration support our rapidly changing program through:

- ★ **Funding and/or release time** for curriculum development projects that are required as a result of changing software/technology.
- ★ **Improve parity** amongst campuses for professional development opportunities.

Rationale:

Technology changes rapidly. The CAS/OS faculty strive to provide current, relevant, and up-to-date training and skills in both the Admin program and the Web program. This is challenging as software and textbooks change regularly. In the past 5 years, we have had to upgrade to new versions of Microsoft software 2 times, and we have had to upgrade to new versions of Adobe software 3 separate times. Each of these upgrades involves researching and selecting a textbook, creating online and classroom lectures, assignments, and assessment tools for the new software, and training all faculty on the new programs. This is a time-consuming task, but it MUST be done. Our programs must remain current so that students in our programs are learning skills and knowledge that is being used in the workforce.

We also undergo significant, regular changes to the degree and certificates in the Web program. We have revamped the Web degree and certificates each year for the past 5 years. These changes include creating new courses, revising existing courses to teach current technology, modifying degree/certificate requirements, and selecting/developing elective courses that best prepare our students for the Website Development & Design industry. These changes require continual curriculum development and professional development of faculty to stay abreast of rapidly changing web technology. We need consistent support from all division deans for faculty to engage in professional development opportunities.

Refer to the section on Curricular Changes for more information about the changes we consistently have been making to our courses and programs. The nature of our discipline requires constant change to keep up with industry. We must have support of Administration so that we can continue to offer a relevant and robust program to our students. In the past, we have requested curriculum development funding through IIP and DL, but recently, those sources have been reduced and we are no longer able to request the same level of funding as we have in the past.

Support for Accessibility Modifications to DL Curriculum

Recommendation:

- ★ **Provide funding and labor** to assist us as we continue to update DL curriculum to meet **accessibility** standards.

Rationale:

The Distance Learning department has required all online courses to include the required accessibility guidelines for online curriculum. These curriculum updates are often significant, time-consuming, and technically challenging. We do not have the time or the resources within our SAC to modify all DL curriculum to meet these new standards.

Dual Credit Support

Recommendation:

- ★ Create a designated **Dual Credit liaison position within our SAC**. The person in this position would be a full-time faculty member with release time to serve as liaison for Dual Credit. In addition to their part-time teaching load at PCC, they would be responsible for reviewing articulation agreements and conducting assessment of high school faculty who have articulation agreements with CAS/OS courses. This person could also work to develop new relationships between CAS/OS and local area high schools through regular classroom visitations. These relationships would provide an avenue to market the CAS/OS program to local area high schools.

Rationale:

If Dual Credit continues to grow, we must have support for the management of our partnerships. Expecting current faculty to add Dual Credit responsibilities to their current workload is unrealistic and causes a burden that results in less time spent teaching and providing student feedback to existing PCC students.

Refer to the Dual Credit section for more information on the growth of Dual Credit within CAS/OS.

Consistent and Equitable Cooperative Education Resources Across the District

Recommendations:

To help achieve consistency in Cooperative Education, we recommend the following:

- ★ Collaboration and coordination of Cooperative Education resources between the Cooperative Education departments on each campus. Equitable resources should be available to students at all campus locations.
- ★ Development of a Co-Op process that is the same at all campus locations.

Rationale:

Cooperative Education (Co-Op) services vary from campus to campus. This can be confusing to students when they are attempting to fulfill the Co-Op requirements for their CAS/OS program. There needs to be consistency across the district in this area.

Refer to the Cooperative Education section for more information on Co-Op within CAS/OS.

Consistent and Accessible Tutoring Across the District

Recommendations:

- ★ To improve student success in CAS/OS courses, **consistent tutoring resources** should be available at all campus locations, specifically for the following courses: CAS133, CAS170, CAS140, CAS216, CAS206, CAS215, and CAS111D/W.

Rationale:

Students need consistent tutoring across the district. Currently, tutoring services vary from campus to campus. Each campus offers tutoring through different sources. (Refer to the Tutoring section for more information about the services that are currently provided.) Students are confused as to what services are offered, and many students are forced to travel across the district to obtain necessary tutoring that is only offered on a different campus. Making the above tutoring services available to students will improve student completion at the course level.

It is interesting to note that this same recommendation was made in our 2009 Program Review. The administrative response was in support of providing consistent tutoring, but left the responsibility on the shoulders of each individual campus dean and department chair to secure funding. This has been ineffective in the past 5 years as campus funding in this area varies. Continuing to rely on individual campus resources will not solve the problem. The only solution is a district-wide approach to funding consistent tutoring at all campus locations.

Consistent and Accessible Technology Across the District

Recommendation:

- ★ Designate a **district-wide TSS representative or team** to oversee the software requirements for CAS/OS at all PCC labs, classrooms, and SLC locations.

Rationale:

Students who take CAS/OS courses take them at all four PCC campuses, and several PCC centers. When a student needs to do coursework outside of the classroom, they often visit one of the PCC Student Computing Centers (SCC) or Student Learning Centers (SLC) to access a computer to do the work. Since each SCC and SLC is managed separately, there is little consistency from one location to the next. This is frustrating for students who need access to current versions of software to complete their work.

Each CAS/OS Department Chair communicates software and configuration needs to the TSS representative for their respective campus. This is cumbersome and difficult to coordinate to ensure that technology is consistent across the district.

Refer to the section on Technology and Computer Labs for more information.

Cross-Discipline Coordination of Web Development & Design Courses

Recommendation:

- ★ We would like Division Deans across the district to become aware of issues involving curriculum overlap between disciplines.
- ★ We do not have a "perfect solution" to this problem, but are open and willing to explore new options.

Rationale:

In the Administrative Response to our 2009 Program Review, there were suggestions made to address issues of duplication between the disciplines of CAS, CIS, GD, and MM. We have followed these suggestions, but there continue to be issues of overlap between departments.

Web technology is becoming important in many other disciplines. In recent months, we have noticed several other SACs attempting to teach concepts and skills that are taught in our program. Rather than send their students to our existing courses, they are embedding web concepts in their courses, or creating new courses that are almost identical to the courses in our program. This has a negative impact on enrollment in the Web courses and creates a form of "turf-war" between SACs as we are all trying to teach the same thing. There are Curriculum guidelines in place to prevent SACs from creating duplicate courses, however, we are finding that SACs are teaching web concepts without including them in the course CCOGs. We would like these disciplines to be more willing to collaborate with us. We can include the necessary skills in our curriculum for their students to be successful in their program-related classes instead of trying to duplicate content that we are better prepared to offer.

APPENDICES

Appendix A

CAS/OS Courses – Admin/Web Designation

ADMIN Courses: These are courses that are *primarily* taken by students in our Administrative Assistant program.

- CAS 103:Introduction to Windows
- CAS 104: Basic Internet Skills
- CAS 109: Beginning PowerPoint
- CAS 121: Beginning Keyboarding
- CAS 121A: Beginning Keyboarding 1cr.
- CAS 122: Keyboarding for Speed/Accuracy
- CAS 123: Production Keyboarding
- CAS 133: Basic Computer Skill/MS Office
- CAS 140: Beginning Access
- CAS 151: Microsoft Outlook
- CAS 170: Beginning Excel
- CAS 170A: Beginning Excel 1cr.
- CAS 171: Intermediate Excel
- CAS 216: Beginning Word
- CAS 216A: Beginning Word 1cr.
- CAS 217: Intermediate Word
- CAS 220: Proj. Mgmt. - Begin MS Project
- CAS 231: Publisher
- CAS 232: Desktop Publishing: InDesign
- CAS 246: Integrated Computer Projects
- OS 131: 10-key on Calculators
- OS 220: Business Editing Skills
- OS 240: Filing and Records Management
- OS 245: Office Systems and Procedures
- OS 250: Creating a Virtual Office

WEB Courses: These are courses that are primarily taken by students in our Website Development & Design program.

- CAS 101: Intro to Website Development & Design
- CAS 106: Intro to HTML
- CAS 110: Introduction to Web Graphics
- CAS 111D: Beginning Website: Dreamweaver
- CAS 118: Beginning Photoshop
- CAS 137: Basic Web Design Skills/Adobe
- CAS 175E: Intro Web Animation: Edge
- CAS 175F: Intro Web Animation: Flash
- CAS 180: Search Engine Optimization – SEO
- CAS 181D: CMS Website Creation: Drupal
- CAS 181J: CMS Website Creation: Joomla
- CAS 181W: CMS Website Creation: WordPress
- CAS 206: Principles of HTML
- CAS 213: JavaScript JQuery for Designers
- CAS 215: Cascading Style Sheets – CSS
- CAS 222: Intermediate Website Creation
- CAS 225: PHP and MySQL for Designers
- CAS 242: Web Workflow and Mockups
- CAS 285: Capstone Website Dev/Design

Appendix B

CAS/OS Degree & Certificate Outcomes

There are three 2-year AAS degrees, two 1-year certificates, and 7 less-than-1-year certificates within CAS/OS. College core outcomes that align with each degree/certificate outcome are shown in ***orange italicized*** text.

AAS: Website Development and Design

- Apply website development and design skills in a business environment to produce dynamic website following current professional and/or industry standards. ***Professional competence***
- Use critical thinking skills to identify and make recommendations regarding key web design and development issues including human factors, visual interface, and customer and business partner considerations. ***Critical Thinking and Problem Solving***
- Apply knowledge of website development and design tools to address current and future business issues. ***Critical Thinking and Problem Solving***
- Use an understanding of the website development and design process to communicate effectively in a business environment. ***Communication***
- Work within the ethical and professional parameters of the website development and design industry. ***Cultural Awareness***

1-Year Certificate: Website Development and Design

- Apply website development and design skills in a business environment to create and maintain functional websites following current professional and/or industry standards. ***Professional competence***
- Work in the role of administrative support or as an entrepreneur to develop and manage departmental and personal websites. ***Professional Competence and Critical Thinking and Problem Solving***
- Assist website developers and designers in the production of professional dynamic websites. ***Communication***
- Use critical thinking skills to identify key web design issues including human factors, visual interface, and customer and business partner considerations. ***Critical Thinking and Problem Solving***
- Apply knowledge of the web design profession to determine whether to pursue a 2-year degree. ***Self-Reflection***

Career Pathway Certificate: Web Assistant I

- Provide basic support for existing websites in the workplace. Professional Competence and Critical Thinking and Problem Solving

Career Pathway Certificate: Web Assistant II

- Be prepared for entry-level jobs in the area of web designer. ***Professional Competence***

AAS: Administrative Office Professional (AOP)

- Produce professional, error free, timely documents by using current and emerging software and hardware technology. Evaluate and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks. ***Professional Competence***
- Perform general office tasks: plan and participate in meetings; coordinate travel arrangement; schedule appointments; greet clients/customer; process mail; manage equipment, supplies, and other resources in a timely manner to maintain workplace efficiency. ***Professional Competence, Critical Thinking and Problem Solving***
- Work effectively in a team and group setting by understanding roles within teams, work units, departments, and organizations. Exhibit effective people skills to deal with a variety of personalities and diverse individuals. ***Communication, Critical Thinking and Problem Solving***
- Effectively communicate creative and critical ideas; respond effectively both verbally and in written format to the spoken, written, and visual ideas of others. Collaborate with others to develop and implement company vision, goals, and tasks. ***Communication***
- Analyze the effectiveness of office practices and procedures and recommend and implement necessary changes. Use planning and time management principles to accomplish workplace efficiency and achieve company objectives. ***Critical Thinking and Problem Solving, Communication***
- Use critical thinking, organization, and problem solving to effectively manage numeric, alphabetic, and digital data. Apply knowledge of basic accounting procedures to the basic record-keeping requirements of a business using applicable technology. ***Critical Thinking and Problem Solving, Professional Competence***
- Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or organization. ***Critical Thinking and Problem Solving***

AAS: Administrative Assistant

- Produce professional, error-free, timely documents by using current and emerging software and hardware technology. ***Professional Competence***
- Effectively communicate their own creative and critical ideas; respond effectively both verbally an in written format to the spoken, written, and visual ideas of others. ***Communication***
- Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data. ***Critical thinking and Problem Solving***
- Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks. ***Critical Thinking and Problem Solving***
- Establish and follow procedures to manage digital and hard copy office documents. ***Professional Competence***
- Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives. ***Professional Competence***
- Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail. ***Critical Thinking and Problem Solving***
- Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization. ***Critical Thinking and Problem Solving***
- Exhibit people skills to deal effectively with a variety of personalities and diverse individuals. ***Communication***

1-Year Certificate: Administrative Assistant

- Students who successfully complete the One-Year Certificate will have skills and knowledge appropriate to performing basic entry-level office work. ***Professional Competence***

Less Than One-Year Certificate: Virtual Assistant

- Use technological skills to contract office support to entrepreneurs, businesses, and organizations. ***Professional Competence***
- Use critical thinking and problem solving to effectively communicate with clients. ***Critical Thinking and Problem Solving***
- Exhibit people skills to deal effectively with a variety of personalities and diverse individuals utilizing the virtual office environment. ***Cultural Awareness, Communication***
- Create a virtual community. ***Professional Competence***
- Manage equipment, supplies, and other resources to maintain office efficiency. ***Professional Competence***
- Apply planning and time management principles to accomplish workplace efficiency and achieve business objectives. ***Professional Competence***

Career Pathway Certificate: Basic Computer Literacy

- Be prepared for entry-level jobs in the area of office support and information clerk. ***Professional Competence***
- Apply new computer applications and office skills at an entry level. ***Professional Competence***

Career Pathway Certificate: Office Assistant

- Be prepared for entry-level jobs in the area of office assistant. ***Professional Competence***
- Learn new computer applications and office skills. ***Professional Competence***
- Upgrade existing computer applications and office skills ***Professional Competence***

Career Pathway Certificate: Spreadsheet

- Be prepared for entry-level jobs in the area of bookkeeping assistant, data entry, office assistant and bank teller. ***Professional Competence***
- Learn new computer applications and office skills. ***Professional Competence***
- Upgrade existing computer applications and office skills ***Professional Competence***

Career Pathway Certificate: Word Processing

- Be prepared for entry-level jobs in the area of word processor and clerical support. ***Professional Competence***
- Learn new computer applications and office skills. ***Professional Competence***
- Upgrade existing computer applications and office skills ***Professional Competence***

Appendix C

CAS/OS Assessment Plan 2011-2016

Outcome	*Applicable Degree(s)/ Certificate(s)*	*Core Outcome Code(s) ǂ*	*TSA**	*Every Year*	*2013-2014*	*2014-2015*	*2015-2016*	*2016-2017*
Produce professional, error-free, timely documents by using current and emerging software and hardware technology.	AAS: Administrative Assistant, AAS Administrative Office Professional	PC	**F**				**Repeat Full Assessment**	
Effectively communicate their own creative and critical ideas; respond effectively both verbally an in written format to the spoken, written, and visual ideas of others.	AAS: Administrative Assistant, Administrative Office Professional	C	**F**					
Use critical thinking, organization and problem solving to effectively manage numeric, alphabetic and digital data.	AAS: Administrative Assistant, Administrative Office Virtual Assistant	CT&PS	**F**					
Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.	AAS: Administrative Assistant	CT&PS	**P**				**Repeat Full Assessment**	
Establish and follow procedures to manage digital and hard copy office documents.	AAS: Administrative Assistant	PC	P				**Repeat Full Assessment**	
Apply planning and time management principles to accomplish workplace efficiency and achieve company objectives.	AAS: Administrative Assistant, Virtual Assistant	PC	P				**Repeat Full Assessment**	

Outcome	*Applicable Degree(s)/ Certificate(s)*	*Core Outcome Code(s) ‡*	*TSA**	*Every Year*	*2013-2014*	*2014-2015*	*2015-2016*	*2016-2017*
Perform general office tasks: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail.	AAS: Administrative Assistant, Administrative Office Professional	CT&PS	P				**Repeat Full Assessment**	
Understand roles within teams, work units, departments, and organizations to identify the effect of systems on the activities of a business or an organization.	AAS: Administrative Assistant, Administrative Office Professional	CT&PS	P				**Repeat Full Assessment**	
Exhibit people skills to deal effectively with a variety of personalities and diverse individuals.	AAS: Administrative Assistant, Virtual Assistant	C	F					
Use technological skills to contract office support to entrepreneurs, businesses, and organizations.	Virtual Assistant	**PC**				**Conduct Assessment**		
Create a virtual community.	Virtual Assistant	**PC**				**Conduct Assessment**		
Apply planning and time management principles to accomplish workplace efficiency and achieve business objectives.	Virtual Assistant	**PC**	F					
Manage equipment, supplies, and other resources to maintain office efficiency.	Virtual Assistant	PC				**Conduct Assessment**		

Outcome	*Applicable Degree(s)/ Certificate(s)*	*Core Outcome Code(s) ‡*	*TSA**	*Every Year*	*2013-2014*	*2014-2015*	*2015-2016*	*2016-2017*
Be prepared for entry-level jobs	One Year Certificate – CAS/OS, **Basic Computer Literacy** Career Pathway Certificate, **Word Processing** Career Pathway Certificate, **Spreadsheet** Career Pathway Certificate, **Office Assistant** Career Pathway Certificate	PC	F					
Apply new computer applications and office skills at an entry level.	**Basic Computer Literacy** Career, Pathway Certificate	C	F					
Upgrade existing computer applications and office skills	**Word Processing** Career Pathway Certificate, **Spreadsheet** Career Pathway Certificate, **Office Assistant** Career Pathway Certificate	PC		**When the Pre and Post tests are developed, they will be administered every year.**			**Pre and Post test**	

Outcome	*Applicable Degree(s)/ Certificate(s)*	*Core Outcome Code(s) ǂ*	*TSA**	*Every Year*	*2013-2014*	*2014-2015*	*2015-2016*	*2016-2017*
Learn new computer applications and office skills.	**Word Processing** Career Pathway Certificate, **Spreadsheet** Career Pathway Certificate, **Office Assistant** Career Pathway Certificate	PC		**When the Pre and Post tests are developed, they will be administered every year.**			**Pre and Post test**	
Apply website development and design skills in a business environment to create and maintain functional websites following current professional and/or industry standards.	**Website Development & Design** One-Year Certificate	PC	TBD				**Assess - if not covered by the TSA.**	
Work in the role of administrative support or as an entrepreneur to develop and manage departmental and personal websites.	**Website Development & Design** One-Year Certificate	PC	TBD				**Assess - if not covered by the TSA.**	
Assist website developers and designers in the production of professional dynamic websites.	**Website Development & Design** One-Year Certificate	PC	TBD				**Assess - if not covered by the TSA.**	
Use critical thinking skills to identify key web design issues including human factors, visual interface, and customer and business partner considerations.	**Website Development & Design** One-Year Certificate	PC	TBD				**Assess - if not covered by the TSA.**	

Outcome	*Applicable Degree(s)/ Certificate(s)*	*Core Outcome Code(s) ‡*	*TSA**	*Every Year*	*2013-2014*	*2014-2015*	*2015-2016*	*2016-2017*
Apply knowledge of the web design profession to determine whether to pursue a 2-year degree.	**Website Development & Design** One-Year Certificate	PC	TBD				**Assess - if not covered by the TSA.**	
Provide basic support for existing websites in the workplace.	**Website Design & Development: Web Assistant I** Less Than One-Year: Career Pathway Certificate	PC	TBD				**Assess - if not covered by the TSA.**	
Be prepared for entry-level jobs in the area of web designer.	**Website Design & Development: Web Assistant II** Less Than One-Year: Career Pathway Certificate	PC	TBD				**Assess - if not covered by the TSA.**	
Apply website development and design skills in a business environment to produce dynamic website following current professional and/or industry standards.	**Website Development & Design** AAS Degree	PC	TBD		**full assessment**			**Assess - if not covered by the TSA.**
Use critical thinking skills to identify and make recommendations regarding key web design and development issues including human factors, visual interface, and customer and business partner considerations.	**Website Development & Design** AAS Degree	CT&PS	TBD		**full assessment**			**Assess - if not covered by the TSA.**

Outcome	*Applicable Degree(s)/ Certificate(s)*	*Core Outcome Code(s) ǂ*	*TSA**	*Every Year*	*2013-2014*	*2014-2015*	*2015-2016*	*2016-2017*
Apply knowledge of website development and design tools to address current and future business issues	**Website Development & Design** AAS Degree	CT&PS	TBD		**full assessment**			**Assess - if not covered by the TSA.**
Work within the ethical and professional parameters of the website development and design industry	**Website Development & Design** AAS Degree	PC	TBD		**full assessment**			**Assess - if not covered by the TSA.**

Appendix D

Core Outcomes Mapping Matrix

Mapping Level Indicators:

0 Not Applicable.

1 Limited demonstration or application of knowledge and skills.

2 Basic demonstration and application of knowledge and skills.

3 Demonstrated comprehension and is able to apply essential knowledge and skills.

4 Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

Core Outcomes:

1. **Communication**
2. **Community and Environmental Responsibility**
3. **Critical Thinking and Problem Solving**
4. **Cultural Awareness**
5. **Professional Competence**
6. **Self-Reflection**

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
CAS 101	Introduction to Web Development and Design	3	2	3	2	4	3
CAS 103	Introduction to Windows	2	2	2	1	4	2
CAS 104	Basic Internet Skills	1	2	1	1	2	2
CAS 106	Introduction to HTML	2	2	4	4	4	3
CAS 109	Beginning PowerPoint	4	2	3	1	4	2
CAS 110	Introduction to Web Graphics	1	2	1	1	4	2
CAS 111D	Beginning Web Site Creation - Dreamweaver	2	2	3	2	4	3
CAS 118	Beginning Photoshop	2	2	4	2	4	4
CAS 121	Beginning Keyboarding	3	2	2	1	4	2
CAS 121A	Beginning Keyboarding	3	2	2	1	4	2
CAS 122	Keyboarding for Speed and Accuracy	2	2	2	1	4	2
CAS 123	Production Keyboarding	4	2	4	1	4	2
CAS 133	Basic Computer Skills / Microsoft Office	3	2	3	2	4	2
CAS 137	Basic Web Design Skills/Adobe	3	2	3	1	4	2
CAS 140	Beginning Access	3	2	4	1	4	2

CAS 150	Introduction to Speech Recognition	4	2	2	1	4	2
CAS 151	Microsoft Outlook	4	2	2	1	4	2
CAS 170*	Beginning Excel	3	2	4	1	4	2
CAS 170A	Beginning Excel	3	2	4	1	4	2
CAS 171	Intermediate Excel	4	2	4	1	4	2
CAS 175E	Intro to Web Animation	2	2	4	2	4	3
CAS 175F	Introduction to Animation: Flash	2	2	4	2	4	3
CAS 180	Search Engine Optimization	4	4	4	3	4	3
CAS 181D	CMS Website Creation: Drupal	3	1	3	2	4	2
CAS 181J	CMS Website Creation: Joomla	3	1	3	2	4	2
CAS 181W	CMS Website Creation: WordPress	3	1	3	2	4	2
CAS 206	Principles of HTML	2	2	4	2	4	3
CAS 213	JavaScript and JQuery for Designers	2	2	4	2	4	4
CAS 214	Beginning Cold Fusion	2	2	4	2	4	4
CAS 215	Cascading Style Sheets-CSS	2	2	4	2	4	4
CAS 216	Beginning Word	3	2	4	1	4	2
CAS 216A	Beginning Word	3	2	4	1	4	2
CAS 217	Intermediate Word	3	2	4	1	4	2
CAS 220	Project Management-Beginning MS Project	3	2	4	1	4	2
CAS 222	Intermediate Website Creation	3	2	4	3	4	2
CAS 225	PHP and MySQL for Designers	2	2	4	2	4	2
CAS 231	Publisher	2	2	3	1	4	2
CAS 232	Desktop Publishing: InDesign	2	2	3	1	4	2
CAS 246*	Integrated Computer Projects	4	2	4	2	4	2
CAS 275	Intermediate Flash	2	2	4	2	4	3
OS 131	10-Key on Calculators	1	2	3	1	4	2
OS 220	Business Editing Skills	3	2	3	1	4	2

OS 240	Filing and Records Management	3	2	4	1	4	2
OS 245*	Office Systems and Procedures	4	3	4	4	4	4
OS 250*	Creating a Virtual Office	4	4	3	3	4	3
OS 251*	Virtual Office Concepts	4	4	3	3	4	3
OS 280F	Cooperative Education: Administrative Assistant	4	3	4	4	4	4
CAS 280W	Cooperative Education: Web Site Development	4	3	4	3	4	4
CAS 285*	Capstone for Website Development and Design					4	4

*Outcomes in these courses have been intentionally assessed as part of our annual assessment work.

Appendix E

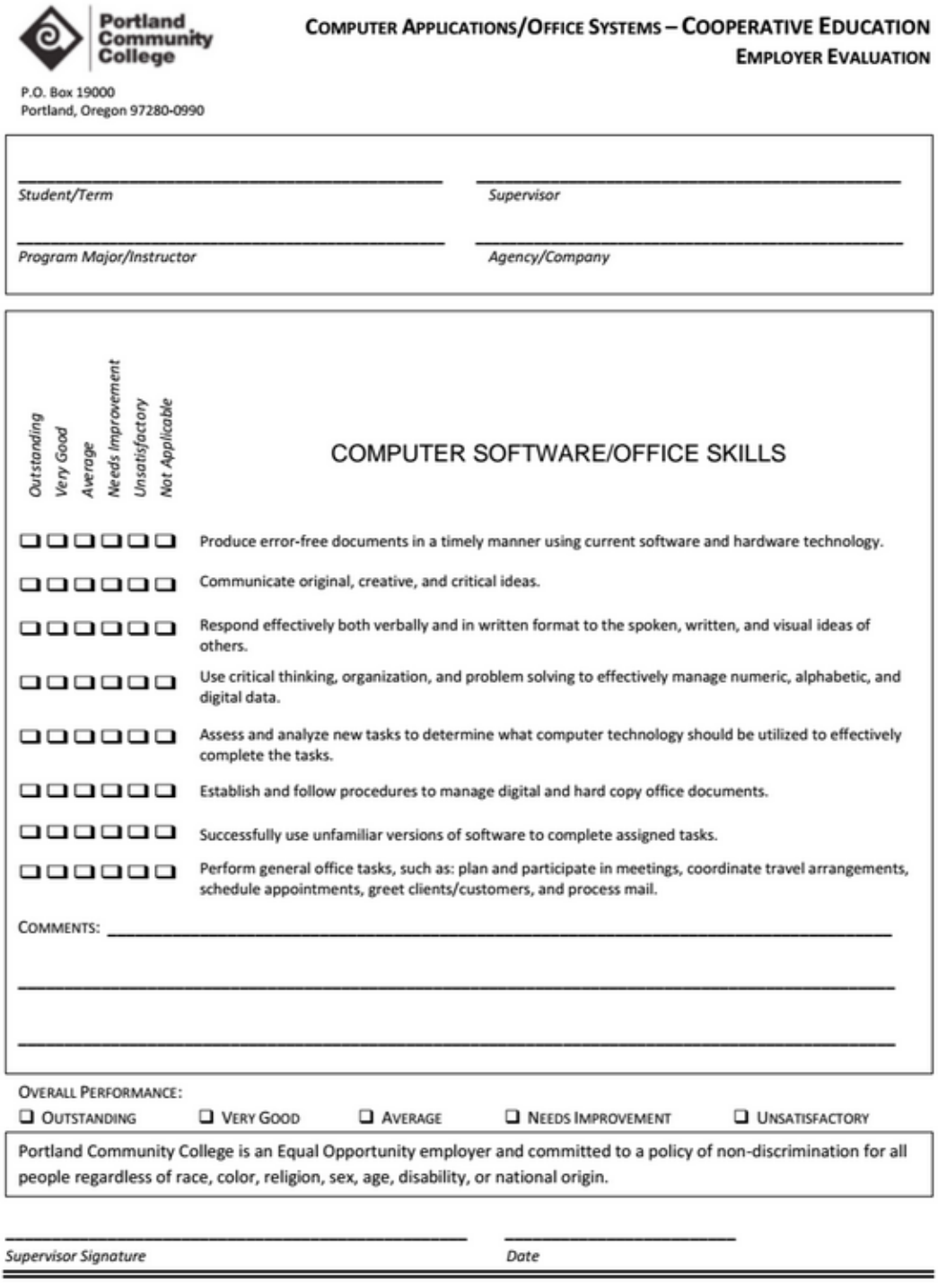
Service Learning in CAS/OS Courses:

- CAS 111 series, Beginning Web Site, Cascade; Doug Kirby Sylvania; John Wickham, Rock Creek
- CAS 112D Intermediate Dreamweaver, John Wickham, Rock Creek
- CAS 123 Production Keyboarding, Diane Shingledecker, Rock Creek; Elsie Lasher Sylvania
- CAS 133 Basic Computer Skills, Diane Moore, Erin Lin, Janet Graves, Art Schneider, Mary Schatz, Sherie Guess Sylvania
- CAS 140 Beginning Access, Michael Pearson, Diane Shingledecker Sylvania
- CAS 170 Beginning Excel Michael Pearson, Diane Moore, Diane Shingledecker, Mary Schatz Sylvania
- CAS 171 Intermediate Excel, Mary Schatz, Diane Shingledecker
- CAS 175 Introduction to Flash, Susan Watson Sylvania
- CAS 180 Search Engine Optimization, Susan Watson Cascade
- CAS 216 Beginning Word, Diane Shingledecker Sylvania
- CAS 217 Intermediate Word, Elsie Lasher, Diane Shingledecker Sylvania
- CAS 206 Principles of HTML, Greg Kerr Sylvania
- CAS 246 Integrated Computer Projects, Diane Shingledecker Sylvania; Noreen Brown Cascade
- OS 220 Business Editing Diane Shingledecker Sylvania

Appendix F

TSA Updates

In 2013, the Admin Advisory Committee approved a new employer evaluation for students completing their cooperative education. This evaluation serves as the TSA for students in the Admin program. The newly updated evaluation is shown below:



Portland Community College

P.O. Box 19000
Portland, Oregon 97280-0990

COMPUTER APPLICATIONS/OFFICE SYSTEMS – COOPERATIVE EDUCATION
EMPLOYER EVALUATION

_____ _____
Student/Term *Supervisor*

_____ _____
Program Major/Instructor *Agency/Company*

Outstanding	*Very Good*	*Average*	*Needs Improvement*	*Unsatisfactory*	*Not Applicable*	COMPUTER SOFTWARE/OFFICE SKILLS
❑	❑	❑	❑	❑	❑	Produce error-free documents in a timely manner using current software and hardware technology.
❑	❑	❑	❑	❑	❑	Communicate original, creative, and critical ideas.
❑	❑	❑	❑	❑	❑	Respond effectively both verbally and in written format to the spoken, written, and visual ideas of others.
❑	❑	❑	❑	❑	❑	Use critical thinking, organization, and problem solving to effectively manage numeric, alphabetic, and digital data.
❑	❑	❑	❑	❑	❑	Assess and analyze new tasks to determine what computer technology should be utilized to effectively complete the tasks.
❑	❑	❑	❑	❑	❑	Establish and follow procedures to manage digital and hard copy office documents.
❑	❑	❑	❑	❑	❑	Successfully use unfamiliar versions of software to complete assigned tasks.
❑	❑	❑	❑	❑	❑	Perform general office tasks, such as: plan and participate in meetings, coordinate travel arrangements, schedule appointments, greet clients/customers, and process mail.

COMMENTS: _____

_____

_____

OVERALL PERFORMANCE:

❑ OUTSTANDING ❑ VERY GOOD ❑ AVERAGE ❑ NEEDS IMPROVEMENT ❑ UNSATISFACTORY

Portland Community College is an Equal Opportunity employer and committed to a policy of non-discrimination for all people regardless of race, color, religion, sex, age, disability, or national origin.

_____ _____
Supervisor Signature *Date*

Web Advisory Committee Meeting Minutes 2014

CAS Web Advisory Committee Meeting
May 30, 2014

Advisory Committee Board Members in attendance:

- Steve Potestio, Chair (Mathys + Potestio Creative Staffing)
- Dan Blaisdell (Manifest Web Design)
- Rocco Charamella (Amalgamotion)
- Zach Hoffman (Phoogoo)
- Paul Irving (Insite Web Publishing)
- Brittany Scott (Navex Global)
- Kris Travis (Firesign Designs)
- Tiffany Wheeler (Moda Health)

Also in attendance were students from CAS 285 and instructors and department chairs from CAS and the Web program at PCC.

Curtis Christie (student)

Susan Watson (PCC)

Patti DeAngelis (PCC)

Greg Kerr (PCC)

Liz Wyman (student)

Tracey Canton (student)

Kelly Peden (PCC)

Amy Clubb (PCC)

Michael Stocks (student)

Nancy Bogaard (student)

Logan Tanous (student)

Malee Lucas (student)

Peter Meagher (student)

Karen Maloney (student)

Clare Joy (student)

Edwin Cox (student)

Carl Watson (student)

Trey Tatum (student)

Michele Field (student)

Noreen Brown (PCC)

Dustin Story (student)

Ron Bekey (PCC)

Rocco Charamella (PCC/Amalgamotion)

Jessie Levine (PCC)

Elizabeth Wetzel (student)

Diego Mancilla (student)

Beth Fitzgerald (PCC)

Robert Langley (student)

Art Schneider (PCC)

Dan Dougherty (PCC)

Will Mahoney-Watson (PCC)

Mary Ann Aschenbrenner (PCC)

Susan Watson and Steve Potestio, Advisory Committee Chair, opened the meeting with introductions of all those in attendance.

We then took time for students to “speed network” with the members of the Advisory Committee.

Lunch was served and Susan gavea basic overview of our Web Design and Development program and degree. She also discussed our new courses including:

- Intro to Web Graphics (using open source programs like GIMP) – this will be a required course in our program
- Photoshop for Web has been changed to Beginning Photoshop – this course will no longer be required, but will be an elective in our program
- Adobe Edge is a new course in animation and will be phasing out Adobe Flash over time
- Web Workflow and Mockups – a new required course that will have pre-requisites of CAS 110 and CAS 206 and co-requisite of CAS 215

Susan also asked the Advisory Committee to remember to review the student portfolios.

Steve Potestio thanked the board members for attending and discussed their role as members of the Advisory Committee:

- To advise the Faculty Members of the Web program at PCC and ensure that the proper courses and skillsets are being taught and that PCC is staying current with new and changing technology.
- To review student portfolios based on a new State approved evaluation tool (the portfolio assessment form that was emailed to all the committee members and instructors).

After lunch, the Advisory Committee members held an open Q&A employer forum to allow students to ask questions.

A list of questions and answers follows:

Q: How is source or version control managed in the Web realm?

A: Github (with Web code) was the common response. CMS’s often have this built-in. There will be a Student Web Club meeting next week that will look at using Github.

Q: What are you looking for in a candidate during an interview?

A: Flexibility. We will check out portfolios and work they’ve done to ensure it matches our expectations for their skillset and skill level. We will have a conversation with them about work they’ve done and what they know to ensure they know what they (and we) are talking about. They do need to have a baseline of experience, but attitude is very important. Also effective communication skills are important as well. It’s also a good idea for the candidate to have good “figuring-it-out” skills and the ability to provide leadership and willingness to independently research and solve problems.

Q: What technologies are important to know?

A: Some of the answers were:

- Developers: System administration and knowledge of servers is a plus.
- General: HTML, CSS, JavaScript
- Designers: Adobe products, especially Photoshop
- Developers: SQL, databases, object-oriented programming
- An understanding of the behind the scenes of CMS's like Drupal, Joomla, WordPress, etc.
- WordPress, PHP, JQuery
- You can't be the best at everything, but you should have the ability to research and learn what's expected by the employer.

Q: Where do you post jobs (or where would you look for jobs)?

A: Some of the answers were:

- Portland Creative List: http://www.portlandcreativelist.com/
- Mac's List: https://www.macslist.org/macs-list/
- LinkedIn: https://www.linkedin.com/
- User's Groups like Photoshop Users Group, Portland Drupal Users
- Meetup Groups like JavaScript Enthusiasts, WordPress Meetup
- AIGA (American Institute of Graphic Arts): http://www.aiga.org/
- Not really something like Twitter
- Networking is so important, as is maintaining positive relationships with current and past colleagues

The members of the Advisory Committee also recommended sites they frequently use to keep informed on the latest trends and what's happening in their industry and for inspiration:

- Dan Blaisdell (Manifest Web Design)
  - Github: https://github.com/
  - Stack Overflow: http://stackoverflow.com/
  - AngularJS: https://angularjs.org/
  - Netbeans: https://netbeans.org/

- AWS: http://aws.amazon.com/
- MVC: http://www.asp.net/mvc

- Rocco Charamella (Amalgamotion)
  - CSS Tricks: http://css-tricks.com/
  - Drupal: https://drupal.org/
  - Stack Overflow: http://stackoverflow.com/
  - Node One: http://nodeone.se/en/specialister-pa-drupal-cms
- Zach Hoffman (Phoogoo)
  - Awwwards: http://www.awwwards.com/
  - Zach will post more on: http://phoogoo.com/pcc
- Paul Irving (Insite Web Publishing)
  - Useit: http://www.nngroup.com/
  - Stack Overflow: http://stackoverflow.com/
  - Usability.Gov: http://www.usability.gov/
- Steve Potestio (Mathys + Potestio Creative Staffing)
  - Portland Egotist: http://www.theportlandegotist.com/
  - LinkedIn: https://www.linkedin.com/
  - Portland Ad Fed: http://www.portlandadfed.com/
- Brittany Scott (Navex Global)
  - W3C: http://www.w3.org/
  - Stack Overflow: http://stackoverflow.com/
- Kris Travis (Firesign Designs)
  - Portland Creative List (jobs, agencies, freelancers): http://www.portlandcreativelist.com/
  - Behance.Net (portfolios to inspire!): http://www.behance.net/
- Tiffany Wheeler (Moda Health)
  - Mac's List: https://www.macslist.org/macs-list/
  - Green Drinks: http://voisalliance.org/greendrinks/
  - Portland Art Museum: http://pam.org/
  - Media Bistro: https://www.mediabistro.com/

Admin Advisory Committee Meeting Minutes 2013

Computer Applications and Office Systems
Advisory Committee
2013 05-31 Meeting Minutes

In attendance.

Community Business Members

Angela Deverell	Kristy Schnabel	Steve Roberge	Tyrene Bada
Fern Berryman	Mark Curnell	Tia Ribary	

PCC Faculty Members

Andrea Pace	Barb Lave	Diane	Noreen Brown
Art Schneider	Diane Moore	Shingledecker	Sherie Guess
Barb Kaufman	Kelly Peden	Jessie Levine	Verna Reardon

Students

Barbie Cowan	Heather Munsley	Lori Beghtol	Marrina Abeln
Grace Holmberg	Juan Mercado	Lynn Kyle-Milward	Sandra Lanzieri

Program Administrator: Cheri McLaughlin

Following Steve's welcome, committee members introduced themselves. Steve read an overview of the Committee's work this year. (See attached summary.)

Each student gave a short review of their pathway to PCC and their experience in the CAS/OS Programs.

Juan Mercado, made a shift from the service industry to the office world by taking MS Office courses that not only gave him software skills but taught him how to blend them in real-world offices. Following a successful job shadow, he was offered a bilingual office assistant position. The job requirements were like a checklist of all that he had studied in the program. He has been working for 3 months now at Tualatin Hills Recreation Center. It's going very well. He plans to go on to PSU to finish an accounting and finance degree.

Barbie Cowan wanted to make a change when her job of 30 years in the hospitality industry went away. She qualified for the Bank of America stipend through Career Pathways last summer. At the end of term she will have the Office Assistant Certificate, and it has changed her world. She has opened up as a person. Career Pathways has asked her to speak on their behalf multiple times. At a special event she attended she sat next to a director of organizational effectiveness for a company. After hearing her story, the director handed Barbie the business card and asked her to come see her on Monday. Barbie was hired yesterday. There is also tuition reimbursement, and one of the stipulations of the hire is that she must continue with education.

Lori Beghtol worked at Bank of America for many years until she was laid off. She drove a school bus for 10 years, and then lost that job. She thought her life was over, but she came back to school. She found she loved admin work and got into the OS program. She will walk in the graduation ceremony in two weeks and then take her final class this summer. She still needs to complete her internship.

Sandra Lanzieri had a job doing data entry, which she did not enjoy. Two years ago she came back to school feeling too old. She started taking Excel classes and before she knew it she started into the Office Management program. She excelled. After meeting with Diane Moore she decided to complete a transfer degree by June 2014 and go for her BA. "The people as PCC have taught me that I can do anything I put my mind to. I will work as well as do BA studies at night."

Heather Mosley worked for the DMV for 5 years and felt it was too stressful. She felt stuck and she hadn't been in college for 10 years. She felt she was too old, but she went back to take classes for office professionals. It was a struggle since she was also taking care of her ill mother in Washington. "But once I met the instructors and administrators on campus, everything kind of smoothed out." She discovered professional people who go out of their way to help students who have potential until the can pass the classes. "I can't think of a better program or college to attend as far as the degree I'm seeking here at PCC." She's also involved in the ROOTS Program. "I've had so much help from this college to get my education. They broke that barrier where I didn't think I could do it but now I know I can do it."

Grace Homberg tried to go to college straight out of HS and failed because she didn't know what she wanted to do. She had worked in fast food, retail and tech support. She liked helping people but hated being confined to limiting support call to certain times and only certain areas. The last support job she did was Quickbooks. "I did accounting, and now I want the admin degree." She has noticed that with PCC downsizing admin and accounting courses get crisscrossed. That has made her have to take 90% of her classes online. "I'm going to start working next term and I still have some terms to finish admin."

Marrina Abeln became a displaced worker last August. At first she took a class to see what she wanted to be. "I didn't have time to *not* know what I want to be. The assessment showed I'd be good at admin. I'm going for office professional because trade act is paying for it." She has enjoyed the admin studies, but the office professional route gives her accounting and some law. Since that is a degree program, the Trade Act will pay for it. "I've not been in this field since 1980, and I need all the help from courses. Entering the job market with a HS diploma doesn't work anymore. I have awesome advisors and teachers that let me know I can do anything I want and I can make it through the Excel class." She plans to finish school in 2014 and get a job in her new career field.

Lynn Kyle-Milward came to PCC as part of a strategy to return to the work force after being a stay-at-home mom for 22 years. Although she knew she needed some computer skills, she was conscious of being an older women returning to college and she felt apprehensive. "My children have been at PCC and gone on, and I thought of PCC as a place for young people. I started with a CLIMB class and did my work at RC to acclimatize myself. I gradually became more comfortable and welcomed." When she started taking some classroom classes, she had wonderful instructors that encouraged her to pursue the admin certificate. She has gained lots of both soft skills and the hard skills. "Now I'm feeling confident that I could perhaps go into the workforce—that I have something to offer." Her casual job in the CAS/OS department has built her confidence and enabled her to use the skills she's learning. "I can't say enough about it. It has been a wonderful experience for me."

Committee/CAS Student Discussion Summary

STUDENT: I feel like I'm missing something when I have to do a class online.

- Something is missing for students who take 100% of their classes virtually.
- There is talk about combining online courses with cancelled classes to make a hybrid. The issue of instructor compensation is being talked about by the deans.

- Almost every class is offered both online and in class. Our objective is to connect the student with the most appropriate mode for their learning.
- A lot of our students are out of state, working half- or full-time, and can only do online.
- We can deal with a shortage of classrooms using Google hangouts, which allow virtual and face-to-face settings.

STUDENT: I would like to see a next step beyond basic and intermediate for Excel and Word. I know that excel can do 40 times more than what I've been taught and I want to go to that level here at PCC.

- At my company we have various degrees of usage of these tools because there's no budget to educate folks. In the workplace you have to get the book and take yourself to the next level. Trust me there's a YouTube video about it. This will build your confidence even more.
- Employers are looking for skills at the intermediate level. Robert Half and other companies offer tutorials for employees. They come to the office for an assessment of skills level before the tutorials. Then they receive access to the training tools. After completing training, employees return for a post assessment.

STUDENT. The Excel class topped out pretty low as far as Excel's capability. Also there is very little availability for Access courses. A lot of employers manipulate Excel when Access can do the job so much better.

- I'm scared when I hear that people want to use Access. If what they create is mission critical down the road, IT doesn't support it.
- Taking advantage of training classes offered by the company enhances your resume.
- At the advanced level at PCC we have 3 computer silo programs. The CIS dept does offer advanced training skills for Excel in terms of teaching Visual Basic. That's the engine of Excel. While you may not learn specifically how to apply an advanced technique to a business question in Excel, you will learn the technical skills to program macros.
- CIS program has a degree series for database administrators. Our Access class should be referring students to next level which is in CIS. It's not intermediate Access, but it's database concepts like normalization, redundancy and concepts in database management.

STUDENT: It sounds like a large jump to access or intermediate excel to CIS.
Some conceptual skills that need to be learned in CIS also count toward the CAS program.
We have had students go to CIS intro to db management and succeed.
With visual basic programming you'd need to first learn Basic programming.

STUDENT. What would be the reasons for not offering the intermediate and advanced Excel classes?

- Enrollment. Filling the class.
- It would have to be designed differently because the college won't let CAS teach a class that CIS has.
- This siloed approach is also in the work world, so you might as well figure out now how to work around it.
- Admins have to talk with IT when there are problems in the department. Having skills to know what goes on in the background in these situations gives an edge to admins.

STUDENT: You're not necessarily going to be taught all the skills you need in the workplace, and you will need to find a way to continue learning. The way some of my classes have been taught has made me feel like I'm not at school but at work. I'm having to expand my knowledge in order to complete an

assignment rather than having the teacher tell me how to do it. This has been a huge advantage to me in keeping up with some of my colleagues. At work I have to teach myself.

- It's all about competitive advantage—what makes me unique among people with similar skills.
- When an employee comes in open and able to fit in and be involved, that makes everybody else feel comfortable. An admin supports all these people out here and can be like the mom of the office. You meet a lot of people.

STUDENT: I love that every certificate is applied to the degree I want to get, except in the cooperative education area. I'm doing an internship with the city club of Portland. The coop is great but the seminar is a repeat of what you do in the coop and other classes. I think it would be better to have a class instead of the seminar that would give me additional tools. I love PCC and am promoting it everywhere I go. Career Pathways has you do resume. I've probably done my resume in 5 classes.

STUDENT: Sometime the repetitive is helpful because if I don't use it I lose it. Yet there are other things that make me ask, "Why am I wasting money on this."

STUDENT. I still need to take the seminar class, but it's misleading. I thought it's a seminar. No you're just writing reports about your coop. So how is that different from the reports I write for my cooperative education credits?

STUDENT: The Trade Act makes me take fulltime, so I'm flying through school and then I'm going to have to go to work. What is your advice?

- Do a nonpaid internship. Employers hire who they know.
- Network. Learn your elevator speech and tell it to everybody.
- Do your personal commercial. That's what Barbie did, and she got the job.

STUDENT: Many employers ask for Outlook skills, but it was not part of my program.
It's an elective right now.
Corporations are lining up around technology. It seems like Outlook is coming into its role.

STUDENT: If there's not class in the program, Trade Act is not going to pay for it.
Corporations are not likely to use Google. Cloud is just starting to happen. Some like to still keep all their materials on servers.
Google is more learning the skills for group communication
Some industries are migrating to Google. Check out Lynda.com and you can learn Worpress and Outlook for $25 a month.
Next year we want committee to look at taking our classes to the next level—especially at how to refine the coop seminar to be more useful.

End of Year Thank You – Diane Shingledecker, CAS SAC Chair 2012-2013

Steve's closing remarks. Change is hope and hope is change. You can't have hope without change. Embrace the change.

Schedule Next Meeting
Noreen Brown is the new CAS SAC Chair for 2013-2014.
Thank you to students for segue to next year's task for the committee to look at classes.

Admin Advisory Committee Meeting Minutes 2012

Computer Applications and Office Systems
Advisory Committee
2012 10-19 Meeting Minutes

In attendance (for full list of members and contact information, see Appendix I).

Community Business Members

Tyrene Bada	Angela Deverell	Jeannie StClair
Fern Berryman	Tia Ribary	Amie Weitz
Mark Curnell	Steve Roberge	

PCC Faculty Members

Noreen Brown	Laura Horani	Julie Romey
Linda Bruss	Barb Kaufman	Karen Sanders
John Buesseler	Patty McCoy	Art Schneider
Amy Clubb	Diane Moore	Diane Shingledecker
Gary Coleman	Andrea Pace	Susan Watson
Sherie Guess	Verna Reardon	

Guest: Lynn Wilson-Dean, PavTec at Rock Creek
Program Administrator: Cheri McLaughlin

After Steve's welcome and introductions of attendees around the room, we heard comments, questions, and recommendations regarding the program requirements and courses for the CAS/OS degrees and certificates. We especially explored whether the current programs adequately prepare students for entry level positions in the career areas.

Summary of Responses
Records Management is essential to anyone working in an office setting. We should expand the records management currently offered at the college or even offer a 1 year certificate in records management. Perhaps develop an entire class on electronic records management.

We couldn't replicate the content of BA 244, Introduction to Records Management, but we could look into a certificate. A career in records management is mentioned in some CAS/OS classes. Another aspect of records management is content management systems. There are entry level positions in digitizing information as part of older companies moving from storage of paper records to digital storage. Companies that have been around since 1906, for instance, take up expensive real estate to store paper. The Standard needs people to digitize old information to make it available to underwriting and claims. We need people skilled in what it means to digitize, to categorize in standardized taxonomy, and to understand how to use business classifications. It's a process as well as a technology. You have to actually destroy the paper after digitizing. You have to understand how that plays into the whole stream.

THIS IDEA WAS WELL RECEIVED—ESPECIALLY THE CERTIFICATE ASPECT

Event management is often an important function for admins. This field is not generally discussed in our major, but the capstone class requires a project in which students plan a fictitious event. Instructors embed event managing tasks in other classes. Rather than having a separate course in event management, perhaps it should be called out clearly in the descriptions of courses where it already shows up.

Names of degrees, programs and certifications are somewhat confusing—especially between Admin Assist and

Office Professional. It seems OP is a management track and Admin Assist is a support track. It may be important to name "support" in the program or course descriptions.

On the Word Processing Pathways Certificate, it says that all courses are contained in the AAS degree. It does not appear like that in the catalog. It is because of how we list restricted electives for the AAS degree. Diane Shingledecker will look into possible edits that will clarify.

Time management and project management are significant skills for admins and need to be highlighted in program and course descriptions.

For our Virtual Assistant Certificate, website development is covered through a Dreamweaver class, but given the various ways to create a web presence perhaps an html class would serve better. It may be of value to teach something like Wordpress instead since Virtual Assistants are more likely to work with smaller businesses, which are more likely to use blogging software.

We recently created CAS 181W for WordPress. Also the first 2 weeks of Dreamweaver classes create web pages using html and a text editor. Our VA program covers WordPress in OS 250.

Collaboration in a virtual environment is very necessary in today's global workplace. Perhaps we should offer instruction in general (not product specific) about the theory of collaboration and what virtual collaboration does for a company. Software will continue to evolve, but aptitude for virtual collaboration can be developed. This needs to be integrated in the classes that we are teaching—how to effectively communicate and manage projects with a group across the county. Students need to have strategies for getting people to adapt to using virtual collaboration in their workflow—input, output, keeping things moving.

There is a push in the corporate environment to allow people to work from home. An admin needs to keep people engaged in many ways. The online CAS 246 class addresses that to some extent. Maybe we could revise that class to expand virtual collaboration content.

Students taking online classes experience virtual collaboration, but we currently offer no theory around it. Business offers a class in electronic communication. In our class we could be more specific about equipping students for virtual reporting and engagement.

Admins also need the have the aptitude for searching out freeware, for instance, and analyzing its capabilities and recommending it to a workgroup for virtual collaboration.

Placement of course descriptions in the catalog are confusing. For instance, the section listing OS classes in not in the same place as CAS. It's because the catalog is alphabetical, separating CAS from OS. This has been a topic of discussion over the years. Changing the department name so that courses don't get split up is a huge change at the college.

Commendations

1. The course descriptions are really well thought out. The descriptions don't seem likely to make a student draw back fearfully thinking that he couldn't do this course.
2. It's fantastic that there are so many degree/certification options.

The effectiveness of Career Pathway Certificates has been questioned because of the small number of courses required and the few skills a student can attain in such a short time. We have to identify for the State a specific job the certificate could lead to. But there are other goals for these certificates because they are stepping stones leading into an associate degree. They are also useful for folks with a job who want to add specific skill

sets.

Hiring managers are favorably impressed with a certificate. It not only indicates the presence of skills but it shows the applicant as one who can commit to a path and who is interested in working toward a degree.

Soft skills, like communication, a work mindset, and a showing that you're looking out for the interest of the company needs to be taught—especially for those at entry level in the workplace.

Some classes include an assignment asking the students to produce professional communication. Students balk, but we can help students see that even typos can create a big problem in a company. In the real world if you make even a little bit of a promise via email, it's a contract. Students need to be taught that what they communicate can be legally binding. However, we don't have those kinds of classes in the short-term certs. Maybe we need to consider including those kinds of soft skills—how you present yourself– to the coursework. We have a cooperative education seminar. We've debated how to use the reflection pieces to develop the soft skills.

Perhaps incorporate roleplaying in the classes, representing the employee/boss interactions. Make it serious because that's what they're going to run into in the work environment.

Technical Skill Assessment
Lynn Wilson

The State receives millions of dollars from the Federal Government for Perkins funding, which is distributed in part to community colleges. With Federal dollars comes the requirement to show compliance through technical skill assessment in order to continue receiving the money.

TSA is a way of looking at the technical and academic skills we offer for students to access and looking at how we measure success. For CTE it's a low-stakes test , unlike industry certification. We report pass/no pass results to the state of Oregon.

The TSAs need to be reviewed by the advisory committee. Career and Technical Education needs to provide a smooth transition from CC to work force. We look to industry partners to inform education about what the industry needs. Are these the technical and academic skills that you need in the workplace?

PCC fulfills the reliability factor of the assessments. The validity piece is what we need our industry partners for. If what PCC is doing is valid, then write us a letter and tell us. If not, tell us what's missing or not missing. The assessment will be a snapshot at the end of the program—a culminating piece that shows that the program is addressing the skills and knowledge needed in your workplace.

Diane Shingledecker:
The district curriculum committee has decided to use a combination of our capstone class final exam and our co-op class survey for our TSA measurement. The final exam from the capstone class integrates a variety of computer skills. The assessment is the same for Distance Learning and classroom. It's a one-class period test. The survey is filled out by the supervisor in a student's coop experience. At the end of the coop experience the supervisors fill out the survey that evaluates a student's soft skills. We will add hard skills that supervisors can respond to, as well.

We need the advisory committee to review both the final exam and survey. We need you to be honest with your feedback. We will give a timeline for your response to be returned to us. We will get our draft to you by December so you have time to review it before you meet in January.

Lynn: Ideally you should interrogate, give feedback, and bless it so they could give the TSA to their exiting students this school year.

Steve: Let's meet as business folks in January—Maybe the 18th or 25th— to look at the assessment together and provide feedback and a letter by February. We'll set up a date by email.

Submitted by Cheri McLaughlin
October 26, 2012

Appendix I

Community Business Members

Name	Business	email	Position	Phone
Tyrene Bada	Oregon Arma; PCC Records Management	tyrene.bada@pcc.edu	President Oregon ARMA	971.722.8583
Tyson Bell	BeginRight Staffing Agency	tbell@beginright.com	Recruiter	
Fern Berryman	Administrative Assistant, PCC	fern.berryman@pcc.edu	Newberg IAA2	971.722.8602
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Mark Curnell	AAA Oregon	recruiter@aaaoregon.com	Recruiter	
Lois Davis	DePaul	ldavis@depaulindustries.com	Branch Manager	503.281.1289
Angela Deverell	IAAP Oregon Trail Chapter; Robert Half	angela.deverell@rhi.com	President IAAP Oregon Trail Chapter	503.222.0946
Austen Price	Vircon	Aprice@vircon.com	Recruiter	
Tia Ribary	Ribary & Associates	tiaribary@exchange.tiaribary.com	President, Owner	
Steve Roberge	The Standard	sroberge@standard.com	ECM Solutions Lead	971.321.8039
Kristy Schnabel	It's Virtually Done	kristy@itsvirtuallydone.com	Business Owner	
Jeannie StClair	IAAP/Mult. Co.	jeannie.s.clair@multco.us	Multnomah County Technology	
Amie Weitz	Kleinfelder	aweitz@kleinfelder.com	Operations	

PCC 2012-2013 CAS Full-time Faculty Members

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Susan Watson	stwatson@pcc.edu	CA Faculty	971.722.5695

Appendix II
Program and Course Descriptions from Catalog Pages

Attached