

**Portland Community College
Educational Advisory Council
Minutes
October 19, 2011**

Rock Creek Campus, Event Center

	Susanne Christopher, Degrees/Certificates	X	Jim Parks, Curriculum
X	Sylvia Gray, Membership	X	Porter Raper, EAC Chair
X	Pete Haberman, Academic Standards and Practices	X	Luis Rodriguez-Garcia, Student Development

X	Rosa Bettencourt		Gayathri Iyer	X	Mike Rasmussen
X	Kathleen Bradach		David Jacobsen	X	Adrian Rodriguez
X	Kendra Cawley		Diane Kamali		Doina Rotari
X	Chris Chairsell	X	Greg Kaminski	X	Birgitte Ryslinge
X	Ed DeGrauw	X	Jin Kim	X	Karen Sanders
X	Daniel Director	X	Holly King	X	Margaret Sherer
X	Simone Frank		Julie Kopet	X	Roberto Solis
X	Ricci Franks	X	Heather Lang	X	Virginia Somes
X	Veronica Garcia	X	Barbara Lave	X	Michael Sonnleitner
	Lori Gates	X	Katie Leonard-Floyd		Tamara Spycher
X	Algie Gatewood	X	Alyson Lighthart	X	Dave Stout
X	Tony Greiner	X	Tony Obradovich	X	Douglas Taylor
	Jennifer Hall	X	Moe O'Connor	X	Joclyn Thornburg
	Sherry Hanchett	X	Kerry Pataki		Jeff Triplett
X	Martha Henning	X	Nancy Pitzer	X	John Whitford
X	Leslie Hickox		Bob Pryor		Susan Wolff
X	Scott Huff	X	Chrissy Randall	X	Stephanie Zink

Guests: Luis Menchu, Stani Thomas, Eriks Puris, Martha Bailey

The meeting was called to order by Porter Raper at: 3:08pm.

Chair's Report – Porter Raper

The November 16th meeting has been moved to Sylvania.

Action Agenda

1. Approve September 28th minutes and October 19th agenda.
 - a. Amended with membership item from Sylvia Gray

EAC Minutes for September 28, 2011 and agenda for October 19, 2011 with amended membership item were approved by consensus.

2. Deborah Blackhat (SY) and Ewald Estanis (SE) have been nominated to serve on the Student Development standing committee and Leslie Hickox has been nominated to serve on the ASAP committee.

The nominations of Deborah Blackhat, Ewald Estanis, and Leslie Hickox were approved by consensus.

3. Honors Program Proposal
(Please see Appendix A for proposal)

Discussion:

1. What does recruitment look like?
 - a. We have a social event this Friday night at Cascade for which invitations have been sent to all students, there's word of mouth, advisors, faculty, and a web page.
2. A student can already be set up for this term and have classes and then join the program? Yes. And a student who is not in the program can take honors classes.
3. Does a student need to be officially in the program for the transfer to PSU option to apply?
 - a. Yes- for the Honors Program. We'd like to advise them to co-admit with PSU so they have access to all of the resources and Honors Program at Portland State, as well as PCC.
4. Since you have drawn non-traditional, motivated students, what's the average student age in this program?
 - a. The math has not been done, but there is no one under 20, most are nearly 30, some older.
 - b. We have a student who came straight through DE and have just interviewed a student who went through special education.
 - c. Don't believe we should fear just getting high achieving high school graduates.
5. Would like clarification about the book scholarships.
 - a. These would be scholarships for books, maybe \$100, and would be awarded after completion of the term.
6. Would the proposed director have an advising role?
 - a. Yes. There will be a lot of advising. Even in Melody's current role as chair, she helps find advisors for capstone projects, letters, applications for scholarships, etc.
7. Awhile back, there was discussion about having some CTE courses be eligible for honors. But has the decision been made to restrict this to Gen Ed?
 - a. No. We would love to have CTE courses. We have talked to Ed Lindsey about the idea of having leadership courses in each of those areas. We imposed only Gen Ed to start to not have sense that we would be cutting off classes, so we stuck to only classes with big enrollments.
8. Are we recruiting PT or FT faculty to teach 101 and 201? Yes.
 - a. Are they overloads? If you are FT, yes.
 - b. That has administrative approval? It's problematic. But generally it's been supported.
 - c. What minimum enrollment is necessary for 101 and 201?
 - i. 101 filled last winter at 25. In spring, there were 22. It was smaller this fall, but don't believe that class should be offered in the fall, just in the winter and spring. 201 hasn't happened yet. It is anticipated for this spring and don't see more than 5 or 6 people.
 - ii. For this to be an all campus affair, I would advise letting these classes fly at a lower enrollment rate than is usually otherwise acceptable.
 1. That support is there. We realize it's new and a trial and are supportive of letting these go as they develop at lower enrollments.
9. If the recommendation is accepted by the EAC, this would be a statement of support to President Pulliams and that this should be considered for the new initiative list.
 - a. Given that this is a two-year pilot, and the second year is just starting, it seems that as we move forward and gather more data it builds momentum, which would be helpful in making its case. Why come forth with a proposal now rather than waiting until the pilot has played out a little more?
 - i. Consistency. If we wait and then let it pause, we'll lose everything we did.
 - ii. New initiatives don't start until 2013. But for this biennium, the DOIs have discussed this and are supportive of continuing the program and encourage you to get more courses offered. Until the end of this biennium, July 2013, the money is coming from the DOIs and it is not permanently in the budget. We can't get it permanently in the budget until July 2013 at the earliest.

- iii. The new initiative list won't even be created for over a year. For now, the administration supports this program and will provide funding through the end of this biennium. We want you to increase the breadth of the offerings and continue to gather data and add information as the proposal is being made. It's a two year pilot, so looking at it a year in, it doesn't look like you would have all of the information yet.
 - iv. It's good timing. There's due diligence that has to be done, which needs to start now but we also want to see this pilot all the way through. For the new initiative process, things appear on a list and realities become known over a period of six months as to what the budget and economic forecast are and it will compete with everything else in the college. But we will let it have that competition.
 - b. Am I understanding that regardless, there will be a third year?
 - i. It could be extended if a third year is needed. It's not an either/or. There could be some alternatives for what's the best way to support it and keep it moving forward. There's value in coming forward with the strongest case in a competitive situation. The message is we want to support this and as we get more information, we'll know more about what's the best way to do that.
- 10. I would like to have clarity on what we're being asked for today.
 - a. I believe they are asking for an endorsement and for us as a body to send formal notice to Dr. Pulliams that at this point, the program is looking strong and while still in the pilot stage, should be considered seriously in the new initiative process.
- 11. I'm still not convinced about the creaming issue.
 - a. Having more spread out offerings, student may not take all honors classes.
 - b. If we didn't believe there were benefits to the students, we wouldn't be doing this.
 - c. I want to see people succeed, but I believe part of success is watching others succeed and getting inspired.
 - d. You're assuming that all of the brightest students are going to go into the honors courses and also that if still in the other classes, that they would be a leader. But if they perceive other students don't care, they don't either and don't put themselves out there to be a leader. They also get bored. Maybe try to rethink creaming as sinking.
 - e. Research can be shared.
 - f. Over one third of community colleges have honors programs.
 - g. Also, these courses aren't excluded to just honors students.
 - i. So if you are allowing mixed into the classroom, then how do you identify who will graduate from the program and who will not?
 - 1. They have to apply.
- 12. What's the criteria for an honors course?
 - a. The course is the same as the parent course with additional honors outcomes. It has more leadership opportunities, students are at some point going to be in charge of the material.
- 13. Motion from Tony Obradovich: I move that the EAC send an endorsement of the Honors Program to President Pulliams and that we recommend that the Honors Program be moved along the process of permanent implementation.
 - a. Seconded by Michael Sonnleitner.
 - b. Tony Greiner- could support if said something like we support the continued trial period, but that we want to see the initial trial period completed before saying this should be a permanent program.
 - i. But doesn't the original motion say "along the process"? It still has to be vetted again and again. Included the word "process" to leave it open to several benchmarks.
 - c. Vote: 1 nay, 4 abstentions, motion passes.

The motion that the EAC send an endorsement of the Honors Program to President Pulliams and that we recommend that the Honors Program be moved along the process of permanent implementation was approved.

Discussion

1. **Faculty Evaluations:** Scott Huff

(See appendix B for contract language)

Looking to implement a different student evaluation piece as part of the faculty assessment process. Student evaluations are generally part of faculty assessment. The latest accreditation review recommended that the college should ensure all faculty, regardless of employment status, are periodically evaluated. We are moving toward being able to assess every class each term and to eventually include both credit and non-credit offerings, starting with credit offerings as this is rolled out. Please read article 7.5 in the new contract if interested in the contract language.

Looking very closely at a product called “What You Think” developed by College Net, a local firm that provides software to educational institutions. We have to make sure that the software can meet contractual requirements regarding who gets to review the evaluations (released to only those positions indicated in article 7.5). This product was previewed by a group of faculty members and is being used, or is soon to be used, at six institutions in Oregon. There is a cooperative agreement that the more colleges that sign on, the less expensive the product becomes. It has been used at the University of Oregon for several years and they’ve reported a response rate of over 70%. It helps that they delay the release of grades for up to 1 week if the students don’t do the assessment.

The new faculty/AP agreement stipulates that student evaluations for PT faculty may be reviewed every term by the faculty department chair, a designated faculty member, or a division dean. For FT faculty in a non-assessment year (assessments are moving from a 3 year to a 5 year period), the results of the student evaluations for at least one section a year have to be available to the division dean. The faculty member will identify which section before the start of the term. During assessment years, the student evaluations from all sections would be available. We have to make sure that the system is built so that the security is set as such that only the FT faculty member would see their student evaluations except in assessment years and one section every year.

Discussion:

1. For clarification, for every instructor and every class in every term, there will be a student assessment.
 - a. Does that seem like oversaturation?
 - i. This is what we have agreed to do and it doesn’t mean that the division dean will necessarily look at every assessment you do if you are PT, but could.
2. Can you clarify why PT and FT assessments are conducted and looked at differently?
 - a. That is what was negotiated during the contract.
 - b. Student evaluations will be conducted in every class every term. For FT faculty, they will only be seen in the years that you are being fully assessed, which is moving from every 3 to every 5 years for FT and once a year, you will pick one section of your classes to be seen (must be picked before term begins).
 - i. The faculty member gets to see all of their own assessments all the time.
 - ii. Don’t like the double standard between PT and FT.
 - iii. There was already a double standard in the previous contract and that still exists. Would be great to get rid of and we are working on that every negotiation.
3. There are numerous studies done by the Chronicle of Education questioning the validity of student evaluations. One has to do with diversity and others relative to body shape, age, gender. Also, have you looked into less expensive shareware? The wording in article 7.5 has to do with college-approved evaluations- what does that mean?
 - a. In terms of the studies that have been done, I’m not going to address those because we have an agreement that this is what we are going to do.

- b. In terms of shareware and so forth, yes we'll be spending money to do this but will also save money because will relieve the many people involved in transcribing the assessments that are done now, so that we can get them in a timely fashion. We have to integrate this with Banner.
 - c. What rollout might look like: A letter will come out very soon. As we go toward implementation, FT and PT faculty members will be invited to participate. The draft plan might look like the following:
 - i. This fall and winter would be overall planning, which would include faculty, developing college-wide questions that could apply to any course, ask for SACs that would be interested in pilot evaluations and ask them to develop SAC-specific questions.
 - ii. The tool is flexible, so once the all-course and SAC-specific questions are there, the instructor can add his or her own questions. It's very easy to modify and can do both bubbles and comments.
4. As for response rate, not all classrooms have computers, so it becomes a voluntary survey, which statistically tend to be overly heavy on negative comments. Worried about response rate and the validity of results.
 - a. This is one of the reasons we will roll out with pilots. If we're going to implement what we have agreed to with the federation, we will have to roll something out but we want to make sure it is valid and so you know you have enough people responding to get good feedback.
 - b. Would the college back it enough to bring netbooks or something into the class?
 - i. Over time. At Cascade we now have about 120 netbooks. Many students also have smart phones.
 5. We talked earlier today about creating an FAQ. Some of the questions you're asking will be on that sheet, as will others that come up. This is part of the communication process and you are helping.
 6. There is a great survey tool in D2L. Why not use something that's already there?
 - a. We want to look for best practices including questions and everything that exist and what's available in D2L is appropriate to look at. I don't know if D2L will feed. It's a good question.
 - b. Can you tailor it? You can put whatever questions you want on it.
 - c. So everyone would be responsible for loading it themselves? We'll look at the tool and its strengths.
 7. Who designates which faculty member will assess PT faculty? The dean or department chair.
 8. Concerned about how a professor's appearance affects their evaluations and how that impacts the college's diversity mission. Also worried about grade inflation. When pressure is put on faculty to get good reviews, it could potentially be interpreted as if my students do well in this class, I'll get a good review.
 - a. We're already doing student evaluations, so we're not speaking to the merits of whether student evaluations lead to grade inflation and there is research that indicates that may be a concern, but this proposal is about doing what we're already doing in a more effective and consistent manner.
 - b. It's important that as people review the information that comes back, we rely on faculty to understand the context of the course. Not looking for students to love everything about the instructor or class--that could actually a concern. A useful student evaluation would point to faculty being tough but fair, and that the student learned a lot.
 9. What about security- is a student able to do this anywhere? Yes.
 - a. I would prefer to have this done in the classroom--otherwise the quality of the data might become questionable.
 - b. Over the long run, might be able to compare evaluations done in the classroom vs. not in the classroom as a research project. We're not setting out to do that, but we could. We don't have enough technology on campus to do that and can't require online students to come to campus to do that.
 10. If we're going to have college approved and SAC approved elements, that we look at them very carefully to make sure we're getting the data we want.
 - a. Good data starts with good questions. College Net has a lot of experience with other institutions developing good questions and people in this room and others will have the opportunity to help develop good questions.
 11. Is there a window during which students are allowed to fill this out?

- a. Yes, but it has not been set yet.
12. What is the purpose of this?
- a. To provide formative feedback to instructors so they can assess how the class is going, what their strengths are, and areas of improvement. You get to work on your class the way you think best to improve it.
 - b. I don't trust that. It's saying I'm not already doing that and some external process will cause me to do self-reflection.
 - i. To add, part of the reason this is coming up now and as part of the negotiation process is the accreditation process. They are not satisfied with how we are doing faculty evaluations. If the accreditation body says we need to be doing student evaluations, we need to be doing them.
 - ii. Also, out of the negotiations, the tool that will be implemented to do this is a joint effort. It has to be approved by both faculty and management. You can't just sit back and say somebody design this, you have to participate in the process so you are getting the kind of information that you want. This is something for the faculty to get feedback.
 - iii. From the accreditation standpoint, we just have to show evidence that we are doing this. We can't currently show them because they are in paper all over and we don't have evidence of that.
13. Based on my experience with student evaluations, I would really encourage the college to move forward in getting the technology to do them in class. In-class implementation increases response rate, reduces the possibility of group participation, and I understand that we don't have the technology currently but instead of looking into this as an interesting investigatory question, we ought to look at moving forward to making the technology available.
- a. We already have classes that do meet in computer classrooms at least from time to time. We're doing a trial at Cascade right now with four classrooms outfitted with netbooks. We would encourage people to get some of those netbooks or allowing people to use their own devices for the pilot.
14. We also need to involve students in this process. We're here for students, so we want to make this works from their standpoint.
15. As for faculty evaluations, student evaluations are one part of the evaluation process. Faculty are observed, there are self-assessments, as well as mentor observations or evaluations. This is one element. It won't sink you.
- a. That's a good point. And if there are legitimate questions about the validity of data, it should spark a conversation down the road about the role student evaluations play. They're part of the package, but not everything. It's a worthwhile discussion to make sure they're not weighted too heavily.
16. We know that this system is going to change over time and we're going to want this system to be reviewed and improved over time.
17. What happens for faculty who don't teach in the classroom?
- a. As I recall, there's an interactive discussion between you and your supervisor around what other opportunities there may be to gather some kind of data.

Standing Committee Reports:

Degrees and Certificates – Eriks Puris

(See appendix C for report)

Will be eliminating sub 100 level courses from some degrees, capturing some decisions from last year in the Academic Handbook.

Curriculum – Jim Parks

Agreed that we need more time to review the upcoming curriculum. Maybe have earlier submission deadline next year so there is time to review items before going to curriculum meeting.

Student Development – Luis Rodriguez-Garcia

Heidi Edwards talked to the group about the Title 3 program. Heather Lang and Linda Reisser talked about the Students Rights and Responsibilities handbook- we will be working on creating a new handbook with them. The goal is to have this done in the next few terms and have this body review as sections are completed.

ASAP – Pete Haberman

This fall, we will be working on c102, which sets the standards and practices for course challenges, and f701, which sets the standards and practices for SACs.

Announcements:

For the next meeting, we'll have Susanne Christopher give a brief update about the membership for the DL Steering Committee (See appendix D for membership).

The next EAC meeting will be on November 16th, from 3-5pm, at Sylvania CC Conference Rooms A&B.

The meeting adjourned at 5:03 pm.

Minutes submitted by Beth Mela.

Appendix A:

Portland Community College Honors Program

Proposal

Presented to: PCC Educational Advisory Committee
October 19, 2011
Rock Creek Campus

Introduction:

During academic years 2010-2011 and 2011-2012, Portland Community College has run a pilot of an Honors Program. The program was designed to offer the widest possible access to students at multiple levels. A student might choose to take only one or two classes, or she might choose to complete the entire program. PCC students are currently following both paths.

In 2010-2011, the following classes were offered at PCC for Honors credit:

- BI101H
- HST101H
- SP111H
- WR121H
- WR122H
- HON101

A total of 196 students registered for Honors classes. Of those students, 172 are unduplicated. Multiple Honors classes were completed by 24 students. Two students completed four Honors classes (the entire general education requirement for the Program) in the first academic year. Twenty-eight students completed HON101, the first of two Honors seminars. HON101 has three primary purposes. First, it serves to build a cohort, second, it helps students frame themselves as student/scholars, and third, HON101 is the venue for students to envision and begin their capstone project—which will be completed in HON201.

During 2010-2011 the program was overseen by the Implementation Team of Melody Wilson, Rosa Bettencourt, and Martha Bailey. The implementation team was advised by an Honors Council. Council membership was drawn from the college community at large.

As we move into 2011-2012, we are offering more courses across the district. This Fall PCC offered the following Honors courses:

- ART 204H History of Western Art
- BI 101H Biology: Honors
- HST 101H West Civ: Ancnt to Mdl Honors
- HON 101 Intro to Honors: Scholarly Inquiry
- WR 121H English Composition: Honors
- WR 122H English Composition: Honors

Additional courses approved by the Curriculum Committee that we hope to offer during 2011-2012 **include:**

- Art 205H, 206H: History of Western Art
- Math 111H: College Algebra
- CH221H, 222H, 223H: General Chemistry
- Honors 201: Capstone

History:

For more than five years the Honors Program has been in development in two specific guises. Originally, a group of faculty at one campus designed courses in several disciplines. Some of these courses were approved by the Curriculum Committee. Ultimately, the first incarnation of the program was declined because its framework was not district-wide. Another primary difference between the current version and the preliminary version of the program is that the current program began by envisioning the scaffolding for a student completing the whole program and designed classes fitting into that scaffolding. This difference has eased some concerns about the program throughout the process. Other questions have arisen during the many appearances of the Implementation Team at the EAC. The three most common concerns are discussed as follows:

District-wide: It has been a primary goal that the program not be based on a single campus. In the current embodiment of the program classes have been scheduled on all campuses with Southeast hosting its first class this year. The Council is representative across the district and the members of the Implementation Team represent each of the three major campuses. The Program hosts a social even each term—always on a different campus. The council is composed of faculty, administrators, advisors and students.

Elitism: The most common, and perhaps most substantial, concern we have seen is the argument that an open-enrollment institution should not include an Honors Program. While this argument may have theoretical merit, upon examination, it cannot be supported.

Most broadly, as an open-access institution, PCC draws many kinds of students. The single common-denominator among these students is a desire to better themselves. This betterment includes economic, personal, intellectual, and academic growth. Academic growth happens throughout the college at every level, but a clear path for students who are motivated and who plan to transfer, with graduate school as a goal, is an obvious service. Many PCC students succeed at very high levels—as we have all seen—but they have done so individually by seeking out dedicated instructors and by navigating the process of transfer and scholarship competition one at a time. The Honors Program seeks to streamline that process and perhaps to open doors for some motivated students who are not immediately as savvy.

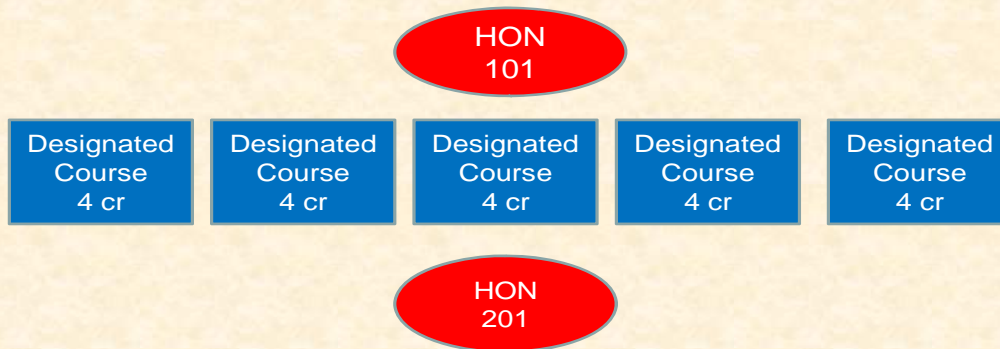
Additionally, and of great importance, the Honors Program encourages students from all backgrounds. One of the most dedicated students in the first HON101 cohort came to us through the DE program at Cascade. He began in Writing 80 and is now among our most active Honors Students. Another example is a student interviewed by Council members. She seeks Honors education as a way to gain confidence. She had been wrongly placed in Special Education as a child and has spent years regaining her momentum. Notably among the first Honors 101 cohort was a single father who will major in engineering, a single mother who owns a Portland bookstore, a GIS professional returning to major in Math, and interestingly, a young woman hoping to transfer to a Canadian college for circus professionals. While some of the students involved in Honors are young, there are none that can be strictly defined as traditional students. And this is true in honors programs across the country.

Creaming: Much concern was expressed early in the process that students would flock to Honors classes leaving the parent versions of Honors courses decimated. In no instance has this occurred.

Curriculum:

Students completing the Honors Program at PCC will take five Honors-designated courses as they fulfill their general education requirements. They also take HON101 and HON201. Honors 101 should be taken during the Winter term of a student's first year, Honors 201 should be taken during Spring of the student's second term. We have visually represented the Honors curriculum as follows.

PCC Pilot Honors Program



24 Credits Total for Honors Distinction
Courses will be marked H on transcript
Diplomas should carry a designation.
Special recognition will be made at graduation.
Designated courses will fulfill gen ed requirements

The courses themselves differ from their parent courses by incorporating three or four additional outcomes. These additional outcomes are drawn from Honors class characteristics employed in programs throughout the country. In general, these characteristics include classroom leadership, presentation skills, discussion skills, primary research where possible, and overall engagement in the coursework. Honors classes should not rely on extra work for their designation.

Challenges and Successes:

Challenges:

The primary challenge faced by the Honors Program at PCC is the struggle to gain exposure. Because students are unaware of the program--and because some are misinformed about the program--growth has not been as immediate as we had hoped. This is a problem sure to resolve itself in time.

A related challenge is that faculty recruitment is slow. Many part-time faculty are interested in participating. Fewer full-timers are forthcoming. This phenomenon is very common in programs around the country, as we learned in a session at the National Collegiate Honors Council national conference last Fall. Some factors that might encourage faculty to participate will follow the Program's more formal acceptance into the college. Some programs at other colleges have created incentives for faculty participation ranging from course release to preferential scheduling. The greatest incentive for teaching an Honors class, however, is the class itself. Most of the faculty who have taught in the program have shared very positive experiences and are anxious to teach another Honors class.

Successes:

One major success of the program thus far is the broad cooperation and support we have enjoyed from administrators across the district. Another success, as mentioned above, is that our growing cadre of participating faculty relate very positive community and learning experiences to us. Externally, we have achieved a presence at NCHC, and we have made an agreement with Vice Provost Melody Rose at Portland State and Ann Marie Fallon at the University Honors Program at Portland State to create an articulation agreement so that students completing the PCC Honors Program will enter the University Honors Program at Portland State with junior status.

But, as is appropriate, the most important success involves the students who are involved. Below are just a few interesting observations:

- The Pilot Program has consistently drawn motivated non-traditional students in the majority.
- Students come to class prepared and ready to participate across the board.
- One student has received a significant scholarship using program strategies.

- Another student asserted at the 2010 Honors Symposium that the capstone allows him to focus on his major throughout his time at PCC—an important retention opportunity.
- When one class fell short of expectations, Honors students readily, but thoughtfully, pointed the problems out to us—demonstrating their engagement.

Development and Needs:

The Pilot Honors Program has been developed and implemented with substantial administrative support but with very little financial support. The Implementation Team has had no formal administrative assistance, no release time, and no designated space. Yet classes are running, students are succeeding, and the program, while extremely limited, shows potential. With a modest level of support, the program will develop into an increasingly valuable and visible component of the PCC community.

Honors Program support has been considered at a national level. The National Collegiate Honors Council has published the following statement characterizing the support of a viable program:

The Program should have a clear mandate from the institutional administration, ideally in the form of a mission statement stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence. (65)

Schuman, Samuel. "Basic Characteristics of a Fully Developed Honors Program." *Beginning in Honors: A Handbook*. 4th ed. NCHC, 2006.

With the NCHC recommendation in mind, the Implementation Team proposes the following development and needs plan:

Draft Proposal:

Portland Community College should sustain Honors Program as a college-supported program. The program should continue to develop as follows:

Short Term Goals:

- Identify twenty participating students
- Increase visibility
- Increase course offerings and availability district-wide
- Continue recruiting students
- Implement course assessment
- Continue developing articulation agreements
- Work toward completion of initial capstones
- Graduate five to ten students in June 2012

Short-Term Needs:

- Clear Institutional Identity
- Partial release for a director
- Weekly administrative help
- Limited space
- Resources for marketing
- Resources for events
- NCHC membership and conference support
- NCHC site visit support
- Twenty book scholarships

Long-Term Goals:

- Fifty students in the program
- Visible participation in NCHC
- Structured rotation of classes throughout district
- Program visibility in connection with PTK
- Consistent cohorts

Symposium to showcase capstones

Long-Term Needs

Half-time director (scheduling, recruiting F&S, NCHC, articulation, curriculum, marketing)

Administrative assistant (tracking, applications, scheduling, student contact, evals, events)

Student worker

Honors Council (interviews, new courses, curriculum, institutional relations, faculty)

Completion of program represented on both transcript and diploma

Space on each campus

Incentive for faculty participation

Resources for promotion

Resources for academic and cultural events

Permanent funding for book scholarships

Appendix B:

7.5 Student Evaluations

General. The purposes of student evaluations are to provide the faculty member with feedback concerning job performance; and to assure excellence in the delivery of service. Accordingly, employees will have access to student evaluations of their sections taught.

7.51 All Full-time and Part-time Faculty will conduct student evaluations for each section taught using a College-approved evaluation tool. The results of the student evaluations will be available to the Faculty member.

7.511 Part-time Faculty.

7.5111 The results of the student evaluations for Part-Time Faculty may be reviewed by the Faculty Department Chair, a designated Faculty member, or the Division Dean/Administrative Supervisor.

7.512 Full-time Faculty.

7.5121 During non-assessment years, the results of student evaluations for Full-time Faculty for at least one section per academic year will be made available to the Division Dean/Administrative Supervisor. The Faculty member will identify which course evaluations will be made available to the Division Dean/Administrative Supervisor prior to teaching the course.

7.5122 During an assessment year, the Faculty member will provide student evaluations of all sections taught to the Division Dean/Administrative Supervisor. The Faculty member may provide additional section evaluations from prior years to the Division Dean/Administrative Supervisor.

Appendix C:

EAC Degrees/Certificates Report – October 2011

Action Items

None

Discussion Items

None

Information Items

D/C held there annual retreat Sept 15th 8:30-1pm. CLIMB.

Academic Handbook sections: A-104 – AGS Degree Requirements was edited so that it aligned with approved recommendations from 2010-11 and 2011-12 catalog:

- “old” – Elective credits may apply from Mth 30 or higher....
- “new” – Elective credits may apply from any course numbered 100 or higher....

Academic Handbook section: A-106 Associate Degree- Comprehensive Requirements was edited so that it aligned with approved recommendations from the 2010-11 year and 2011-12 catalog:

- “old” – Credit courses, numbered 100 or less, cannot be used to fulfill the 90 credit minimum requirement for AAOT, AS, ASOT-BUS, and AAS Degree.
- “new” - Credit courses, numbered 100 or less, cannot be used to fulfill the 90 credit minimum requirement for AAOT, AS, ASOT-BUS, AGS, and AAS Degree.

Certificate/Degree Revisions

REVISION: Medical Assisting Certificate: Removal of a course, credit decrease, prerequisite change

REVISION: Outcome revisions for

- Electronic Engineering Technology AAS
- Electronic Engineering Technology Certificate
- Electronic Engineering Technology Renewable Energy Systems AAS
- Electronic Engineering Technology Renewable Energy Certificate
- Electronic Engineering Technology Mechatronics AAS
- Electronic Engineering Technology Biomedical Engineering Technology AAS
- Electronic Engineering Technology Wireless and Data Communications AAS

REVISION: MT Solar Voltaic Manufacturing Technology AAS – adding a course, credit increase, outcome revision

REVISION: MT Solar Voltaic Manufacturing Technology Certificate – Outcome revisions

REVISION: Microelectronics Technology AAS – Adding a course, credit increase and outcome revision

REVISION: MT Automated Manufacturing Technology AAS – Adding a course, removing two courses, credit decrease, outcome revision

Consent Agenda: Micro Electronics Technology request to Open program

Appendix D:

Distance Learning Steering Committee 2011-12

Co-chairs

Susanne Christopher- Health Faculty; Sciences, Health and PE Chair, SE Center

Loraine Schmitt- Distance Education Director

Members

Birgitte Ryslinge	Dean of Instruction
Kendra Cawley	Instructional Support Dean
Cheryl Scott	Division Dean- RC
Dieterich Steinmetz	Division Dean-SY
Alyson Lighthart	Division Dean- CA
Loretta Goldy	Division Dean -SY
Verne Reardon	Faculty - CAS CA
Eric Kirchner	Faculty – Microelectronics /Chair -RC
Ana Sacramento	Faculty –Medical Technology CA
James Hart	Faculty – Chemistry CA/SE
Frank Goulard	Faculty -Math SY
Kris Fink	Faculty, PT – Writing SE
Jan Abushakrah	Faculty Gerontology and Sociology -SY
Gayathri Iyer	Faculty – Computer Science RC
Heather Lang	Student Services Dean, SY
Greg Kaminski	Distance Learning, Instructional computing faciliator
Andy Freed	Distance Learning, Interim Manager

EAC Charge: At the January 2011 EAC meeting, the Task Force brought forth a recommendation to establish a Steering Committee charged with sorting the many individual recommendations proposed by research teams, and either preparing them for formal EAC recommendation/administrative approval or coordinating and/or supporting further discussion as appropriate. Items with contractual implications will not be discussed further by this committee

- First meeting- Friday, October 28, 9-1 Cascade Campus, Room TBA