

**Portland Community College
Educational Advisory Council
Minutes
September 28, 2011**

Sylvania Campus, Conference Rooms A&B

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

Guests: Dee Wilson

The meeting was called to order by Porter Raper at: 3:00pm.

Chair's Report – Porter Raper

1. Hearing great things about Friday's retreat. If you have any suggestions for next year, you can send them to Porter.
2. Welcomed the new members, pointed out standing committee chairs, and introduced those members who had to miss the retreat.
3. Announcements:
 - a. For those who missed the retreat, please spend some time looking at the website (<http://www.pcc.edu/resources/academic/eac/>) for council structure, responsibilities, bylaws, minutes, schedule, and more.
 - b. For future meetings, the meeting documents will be available on the MyPCC groups page.
 - c. The Distance Learning taskforce is transitioning to a steering committee co-chaired by the Director of Distance Learning, Loraine Schmitt, and a faculty member/EAC leader, Susanne Christopher. They will give reports to this group periodically.
 - d. The article about psychology, brain science and learning from the retreat will be emailed to everyone.

Action Agenda

1. Approve June 8th minutes and September 28th agenda.

EAC Minutes for June 8, 2011 and agenda for September 28, 2011 were approved by consensus.

2. Approval of EAC's Standing Committee Membership for 2011-2012.
(See Appendix A for membership lists)

The 2011-2012 Membership of EAC Standing Committees was approved by consensus.

Discussion

1. Pilot Honors Program Update: Rosa Bettencourt

(Please see Appendix B for presentation)

Rosa Bettencourt presented a background of the pilot Honors Program, questions and concerns about the program, the composition of the program, the experience thus far, and the future directions for the program.

Discussion:

- 1) Is there something online or in print where faculty can find out how to adapt a course?
 - a. There's an Honors website, which you can find under academic programs. There is also a course proposal form.
 - b. What's required: take your existing course and add two or three additional honors outcomes. It's not about students doing more work. It's how you treat the work already being done in that class with more student representation, original research, presentations, opportunities to participate in the community, etc. It also needs SAC approval and is then sent to the curriculum committee. Consultation with the Honors Council is required.
 - c. Literature and resources are available.
 - 2) A student added that he is in the program, thinks it's great, and would like to see it succeed. It's more work for both the faculty and students, but is a fairly exhilarating experience.
 - 3) Is this something students going through any degree can do or just the AAOT?
 - a. Yes. For instance, CTE students can take honors courses for their GE requirements or electives.
 - 4) Will be returning with a much more extensive report and a formal proposal in October.
2. Title Three Grant Update: Veronica Garcia and Dee Wilson
(Please see Appendix C for presentation)
Veronica and Dee presented to the group about Title 3 and the FLAIR (Financial Literacy and Access to Improved Resources) grant, bad statistics, things that have been implemented to improve PCC's systems, and what is ahead.

Discussion:

- 1) Are people from the waitlist also screened for prereqs now? Yes.
- 2) It would be nice to have the memo that came out on grading and no-shows come out again. Might be good to have a note about how it affects the institution as well as the students.
- 3) Will it be important to still do no-shows once we have deletion for non-payment?
 - a. Absolutely. A student could have their financial aid arrangements 90% in place and something falls through or a check bounces and they decide not to come to school.
 - b. There are also students who register full time to get their financial aid, never show up, take their money and run. The no-show policy prevents them from getting their money.
- 4) The Title 3 grant is a 5 year plan. There is a steering committee on which we would like to have faculty participation, as well as a few subcommittees. If you are interested, please email Veronica Garcia.

- 5) How can I convey to the various ASPCCs and other student leadership groups that this is happening and to keep the knowledge base going?
 - a. There will be a number of student-centered focus groups to help educate them.
- 6) Concern about the deadlines for this term and the college's networking issues. Is there anything we can do?
 - a. Registration is working really hard to make sure enrollment isn't behind so financial aid can run. TSS has brought in network engineers.
 - b. For the faculty, be generous with assignment times. As far as letting students into courses, at this point it's the faculty member's decision and registration is currently caught up.

3. Accreditation Update: Kendra Cawley

(Please see Appendix D for presentation)

Kendra presented to the group about two aspects of accreditation being worked on this year: our response to recommendations and standards of the new accreditation cycle.

Discussion:

- 1) Could you clarify what related instruction is?
 - a. Related instruction applies to Career Technical programs that offer certificates because they aren't required to have Gen Ed. Accreditation requires that if those certificates are 45 credits or more, that they show a recognizable body of instruction in three areas: communication, human relations, and computation. So our CTE programs either recognize courses or content within courses that addresses those three areas.
- 2) When we were dinged for our not feeding assessment back into improvement of instruction, were we in good company?
 - a. Yes. This is a concerted effort on behalf of the Northwest Commission (our accrediting body), which in turn is getting dinged from the US Dept. of Ed.
 - b. Want to keep the assessment of learning as a group activity and not an individual activity.
 - c. The faculty has really risen to the occasion and we really thank them and appreciate their efforts.
 - d. I think a lot of faculty are also really seeing the positive of this and feeding back into the improvement of learning, and then you look at the accreditation and wonder if they're feeding back into anything. If they're holding us to a standard, are they meeting a standard of equivalent value?
 - 1) They feed into the US Dept. of Ed. It used to be that we would feed into the National Council of Higher Ed for accreditation, but we have broken off from them and Northwest now has official US Dept. of Ed. recognition. They are held accountable.
- 3) Are there any SACs examining what it is they don't do well and working on improving that?
 - a. The peer review group picked out SACs that had really good sections and were given awards for those sections. Two of the sections relevant to your question are: has the SAC made any changes based on last year's assessment and what are the results of this year's assessment and what are you going to do about it. There were SAC's that gave very clear answers about results and what they're going to do to move forward and there are examples on the website.

Standing Committee Reports:

Student Development – Luis Rodriguez-Garcia

Haven't met yet but will be working this year with FLAIR and revising the students' rights and responsibilities handbook.

ASAP – Pete Haberman

First meeting will be next Friday at 2pm at Sylvania.

Announcements:

The next EAC meeting will be on October 19th, from 3-5pm, at Rock Creek Event Center, Rm. 122C.

The Honors Program is looking for interested faculty. The first meeting is October 28th from 10-12 at Sylvania.

As a reminder, there are days of service coming up. On October 15th, there will be an event at Tryon Creek State Park and November 12th at both the Oregon Food Bank and Chehalem Youth and Family Service. Additional volunteer opportunities will be coming up.

The meeting adjourned at 4:56 pm.

Minutes submitted by Beth Mela.

Appendix A:

2011-2012 Membership of EAC Standing Committees

Academic Standards and Practices (ASAP) Committee

Name	Campus	Department/Role
Peter Haberman (Chair)	SY	Mathematics
Taylor Hanna	SY	Computer Information Systems
Laura Horani	SE	Division Dean ABE/GED
Dieterich Steinmetz	SY	Div. Dean, Science & Engineering
Phil Thurber	SY	Mathematics
Veronica Garcia	RC	Enrollment Service
Irene Giustini	RC	Division Dean, Math, Mnf, Trans
Mike Warwick	RC	Philosophy
Eric Kirchner	RC	Microelectronics
Adrian Rodriguez	RC	Counseling
Michael Sonnleitner	CA	Political Science
Virginia Somes	CA	Math
Julie Kopet	SE	Dean of Instruction
Kathy Casto	SE	Comp/Lit

Membership Committee

Name	Campus	Department/Role
Sylvia Gray (Chair)	SY	History
David Jacobsen	SY	Developmental Education
Diane Moore	SE and SY	CAS
Chrissy Randall	RC	Manufacturing (Classified)
Michael Sonnleitner	CA	Political Science

Degree and Certificate Committee

Name	Campus	Department/Role
Kathleen Bradach	SY	Advising
Phil Christian	CA	Advising
Susanne Christopher (Chair)	RC	Health
Joanne Harris	CA	Ophthalmic Medical Tech
Birgitte Ryslingle	RC	Dean of Instruction
Janeen Hull	SY	Physical Education & Fit Tech
Eriks Puris	RC	Geology and General Science
Dave Stout	SY	Div. Dean English/Modern Languages
Kim Manchester	SY	Art

Administrative Support:

Djambel Unkov, Steve Smith, Kendra Cawley, Rebecca Mathern

Student Development Committee

Name	Campus	Department/Role
Luis Rodriguez, Chair	SE	Advising Coordinator
Stephen Arthur	SY	Student Clubs/Program Specialist
Stedman Bailey	DC	Coordinator First Year Experience, District
Linda Browning	SY	Perkins Advisor
Laurie Chadwick	SE	Career Pathways Education Coordinator
Deb Crawford	District	Auxiliary Services Manager
May Donohue	RC	Advising
Simone Frank	CA	Counselor

Doreen Hanna	District	Student Loan Spec/Financial Services
Phil Hess	District	Financial Aid
Greg King	SY	Developmental Education Advisor
Heather Lang	SY	Dean of Student Development
Carey Larson	District	Online Student Services Facilitator
Kristen Martin	RC	Women's Resource Center Coordinator
Sharon Morgan	SE	Student Life/leadership Development
April Nording	RC	High School Completion
Wendy Palmer	SY	Disability Access Services
Shelley Samson	SY	Advising
	CA	Student Representative
	RC	Student Representative
	SE	Student Representative
	SY	Student Representative

Appendix B:

Pilot Honors Program Update

PCC Pilot Honors Program

Honors Journey

Faculty began working on program at SY 2005
EAC assigned a Taskforce to explore District-wide
Honors Taskforce goals:

- investigate other Honors programs at CC
- connect with National Collegiate Honors Council Conference in DC 2009
- develop program to meet PCC realities
- report progress to Chairsell, DOIs, & EAC

Questions & Concerns:

Are Honors courses appropriate at CC?

- One third of CC nation-wide have Honors Programs
- 27/30 PCC comparator colleges offer Honors

Is this Elitist?

- Honors attracts non-traditional students, minorities, first generation, low income students
- Gives motivated students opportunity to be competitive in transfer and scholarship opportunities
- Fulfills the PCC mission to serve ALL our students

Accessibility to courses by all students?

- All students can take Honors courses GPA 3.25
- Students may take honors courses without admission to Prog.
- Admission to Program has requirements

Creaming from other courses?

- Other courses have not suffered in enrollment as a result of Honors offerings

Honors Pilot Program

Fall 2010



24 credits

HON 101 (2 cr)-Introduction of Scholarly Inquiry

HON 201 (2 cr) - Capstone Experience

20 credits General Education Honors credit classes

Courses Available

ART 204, History of Western Art
ART 205
ART 206
BI 101 Biology
CH 221 General Chemistry
CH 222
CH 223

HST 101 Ancient & Medieval
MTH 111 College Algebra
SP 111 Public Speaking
WR 121 English Composition
WR 122 English Composition
Hon 101 Scholarly Inquiry
Hon 201 Capstone Experience

First year Experience

- 196 students registered in Honors classes
- 24 completed multiple courses
- 2 completed 4
- Several students applied and were admitted to the Program.
- Student socials held at SY and CA campuses
- Spring Symposium showcased student projects and experiences in Honors courses
- Articulation agreement with PSU Honors Program

Our Students

- Students who have taken Honors courses have had very positive experiences
- They are a diverse group: DE students, all are 1st generation students; single mothers, single fathers, high school graduates, etc...
- They all have unique backgrounds and experiences BUT all are motivated and determined to achieve their educational goals!

Future....

- Continue to admit students into the program
- Increase course offerings at various campuses
- Graduate students from the Program
- Seek articulation agreements with other OR universities
- Showcase student work at Symposia
- Seek formal institutional status and funding for the Program

Appendix C:

Title III Grant Update

Overview

Latest & Greatest

Title III FLAIR Grant

Sad Statistics

Coming Attractions

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THANK YOU!

10/5/2011 3

Changes to MyPCC

MyPCC Home My Courses College Business PCC Life Faculty Employee Help August 16, 2011

My Account
Account Balance: \$1,297.00

- PCC-Pay: View/Pay My Bill
- Account Summary By Term
- Paying in Installments (50/50 Plan)
- Agency or Company Payment
- College Tuition and Fees
- Tax Statements 1098-T

Registration Services

Prepare

- View Important Dates in Academic Calendar
- Verify My Personal Information
- Find Classes in PCC Schedule (View Add/Cancelled)
- Check My Financial Aid
- Check Registration Status and Holds

Register

- Add/Drop Classes
- View My Class Schedule
- View My Drop & Withdraw Dates

Pay Tuition/Fees

- Review Payment Deadlines
- PCC-Pay: View/Pay My Bill

Before Class

- Watch MyPCC Email
- Order Student Parking Permit
- Find/Order My Books
- Review First Week Checklist in Panther Tracks

Financial Aid

- Financial Aid Website
- My Status, Eligibility and Awards
- Scholarships
- My Refunds

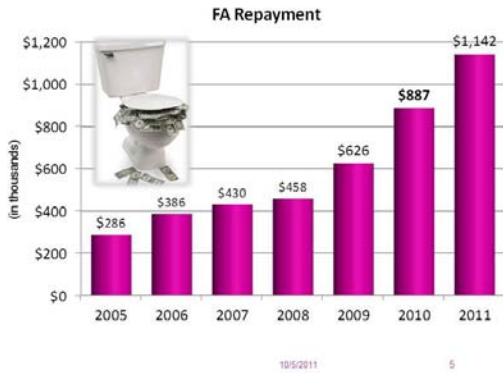
Fall 2011 - Spring 2012 Eligibility

Status	Requirements
✓	Award Accept or Decline
✓	Award Authorize to Deduct Charges
✓	Award Terms & Conditions
✓	Bookstore Charge Approval Fall
✓	Direct Loan Entrance Counseling
✓	Direct Loan Entrance Counseling
✓	Fed IRS 2010 Tax Return
✓	Financial Aid Application (FAFSA)
✓	Independent Verification

Choose Another Year

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How much does PCC forfeit?



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Statistics of Shame



36,635 Late fees in 2011
 43,489 financial holds
 15,627 accounts in collections
 \$6,404,649 in balances 90 days past due

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Financial Literacy and Access to Improved Resources (FLAIR) Grant

- Financial Aid and VA fillable forms
- SAP Alignment - Academic & FA
- Recalculation of repeat GPA
- Enhanced foundation efforts
- NEW hires



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NEW Drop & Payment Deadlines October 1 (via MyPCC)



NEW F/A disbursement date October 5



NEW My Refunds Program 77% electronic

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Latest & Greatest

Coming Attractions

Portland Community College

Student Financial Learning Center

Welcome to PCC's Financial Learning Center!

Today, many students finance their education with the assistance from the Department of Education. This assistance comes in the form of grants, work study and often loans.

Likewise, many students soon find themselves overwhelmed with debt and lack the skills necessary to repay it, let alone manage their financial future. PCC has recognized these challenges and developed this site to give you, the student, access to valuable information which will help you manage your finances both during and after your time at PCC.

The buttons in the right hand column will take you to your lessons on how to manage your finances and secure your future!

- Financial Literacy
- Financial Aid
- Winning Scholarships
- Completing PCC

News and Announcements

- An announcement about financial aid
- An announcement about managing your money
- Let's get ready to win scholarships

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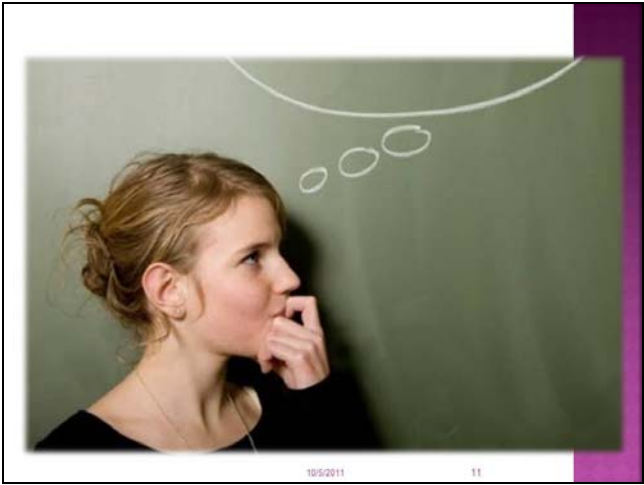
Coming Attractions

- Online payment options (Spring 2012)
- Deletion for non-payment (Summer 2012)



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10/5/2011

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Appendix D:

Accreditation Update

1. ACCREDITATION REPORT due March 2012
 - a. Respond to Recommendations
 - b. Standard 2 -- revised reporting Cycle
2. RECOMMENDATIONS from 2005
 - a. Student Learning Outcomes -- identify and publish for all degree and certificate programs
 - b. Assessment of Student Learning Outcomes, results lead to improvement of teaching and learning
 - c. Related Instruction -- clearly identified content and appropriately qualified faculty
 - d. Assessment of Student Service programs as a basis for program improvement
3. So we worked on this, and....
 - a. Submitted a 5 yr Interim report March 2010
 - b. We heard back in August 2010
4. Reaffirmation Letter August 2010:
 - a. Related Instruction – substantially meets the Commissions' criteria for accreditation, but improvement still needed
 - b. Assessment of Student Service programs met!
5. 2010 Recommendations
 - a. New 4: Faculty evaluation: The college should ensure that all faculty, regardless of employment status are periodically evaluated
6. 2010 Recommendations
 - a. Student Learning Outcomes -- college **does not meet** the Commission's criteria for accreditation
 - b. Assessment of Student Learning Outcomes, college **does not meet** the Commission's criteria for accreditation
7. In particular, for assessment:
 - a. The college must “hasten its progress” in demonstrating
 - i. students who complete their programs have achieved the intended learning outcomes of degrees and certificates
 - ii. how the assessment of student learning leads to the improvement of teaching and learning.
 - iii. how Educational assessment processes are integrated into the College’s overall planning activities.
8. And, because of the new accreditation cycle, our next report was due in March
9. An important note.....
 - a. *Previously, Faculty had not been viewed as responsible for the college accreditation work before, but*
 - b. *authentic and meaningful assessment of student learning must be grounded in faculty practice.*
10. For Assessment:
 - a. More, better faster
 - b. The plan has to change
11. Changes for Assessment:
 - a. Career Tech disciplines: change of focus to the AAS Degree (and Certificate) outcomes
 - b. Transfer and DevEd: assess two Core Outcomes each year
 - c. Plans and Reports
12. Fall 2010
 - a. Templates for the plans developed and posted; Fall term assessment workshops held
 - b. November 2010:
 - i. 76 SACs submitted plans (87%)
 - ii. 40 faculty participated in half-day Peer Review session
13. Spring 2011
 - a. Reports started coming in early in June
 - b. Recruited faculty peer reviewers, > 55 responded, 46 participated
 - c. By July 6, 79 reports submitted

- d. Peer Review sessions:
 - i. June 24 and July 8
 - ii. Feedback to SACs Sept 19
- 14. Ongoing challenges
 - a. There's a perception of an abundance of paperwork in this process
 - b. There's concern from faculty about what they need to turn in and wanting to do it right
 - c. To use assessment to improve teaching and learning, you have to take the assessment and say there's a weak spot, which is antithetical to our culture.
 - d. Time away from teaching
- 15. But on the other hand....
 - a. Participation is encouraging
 - b. It's becoming understood that this will not go away
 - c. The resources to help are improving
 - d. In August we got our reaffirmation letter from NWCCU....
- 16. RECOMMENDATION ONE
 - a. Identifying and publishing outcomes for Degrees and Certificates:
 - b. August 2010: Does not meet criteria for accreditation – given two years to address and improve
 - c. **August 2011: Meets accreditation standard.**
 - i. Yay, hooray!
- 17. RECOMMENDATION ~~TWO~~ ONE
 - a. Assessment of student learning outcomes and how results lead to the improvement of teaching and learning:
 - b. August 2010: Does not meet criteria for accreditation – given 2 years to improve
 - c. August 2011: Is **substantially in compliance** with criteria for accreditation = on the right path; continue to move forward & close the loop
- 18. Kudos to faculty et al.
- 19. But we are not out of the woods...
 - a. Recommendation One now says: "Assessment is not used for improvement in teaching and learning. The evaluation panel recommends that PCC use assessment in the improvement to teaching and learning (Standard 4.A.3 and 4.B.2)"
- 20. RECOMMENDATION ~~THREE~~ TWO
 - a. Programs using related instruction have clearly identified content that is taught by faculty who are appropriately qualified.
 - b. **August 2011: Is substantially in compliance with the criteria for accreditation.**
 - c. We are close with this:
 - i. All RI is defined in CCOGs
 - ii. All but 4 SACs have Instructor Qualifications for Related Instruction
- 21. RECOMMENDATION ~~FOUR~~ THREE
 - a. The panel recommends that PCC evaluate faculty on a periodic basis (Standard 2.B.6)
 - b. **August 2011: Does not meet criteria for accreditation – given two years to address and improve.**
- 22. And.... On the New Model
- 23. Former Reporting Model: 2 Reports- 10 year cycle (5 yr, 10yr)
- 24. New Reporting Model: 4 Reports- 7 year cycle (1 yr, 3 yr, 5 yr, 7 yr)
 - a. Because of timing, we will be doing the 7 year cycle in 5 years (Spring 2011, 2012, 2014, 2015)
- 25. There are 5 Standards:
 - a. Standard 1: Mission, Core Themes (where are we going?)
 - b. Standard 2: Do we have the resources and capacity to fulfill our mission?
 - c. Standards 3 and 4: How are planning and assessment providing us direction? How do we know where we are?
 - d. Standard 5: Mission Fulfillment?
- 26. The Reports:
 - a. Spring 2011: Mission, Core Themes
 - b. Spring 2012: Resources and Capacity

- c. Spring 2014: Planning, Assessment, Improvement
 - d. Spring 2015: Success, Adaptation, Sustainability
27. And Then . . . Start Over!
- a. Spring 2016: Mission, Core Themes
28. Last year: Mission and Core Themes
- a. Core themes, Derived from the Mission:
 - i. Access and Diversity
 - ii. Quality Education
 - iii. Student Success
 - iv. Economic Development and Sustainability
 - b. Objectives , Indicators and Target proposed for each one
29. RECOMMENDATIONS FOUR and FIVE: RELATED TO NEW MODEL
- a. Institution identify an acceptable threshold for measure that can be used to determine mission fulfillment
 - b. PCC develop indicators of achievement that provide results that are meaningful and measurable for evaluating the accomplishment of the objectives for each core theme.
 - c. **August 2011: Is substantially in compliance... in need of improvement – as new model evolves.**
30. This year, we will
- a. Reevaluate Standard 1 – Indicators and thresholds for measurements (Rec 4 & 5)
 - b. Recommendations 1, 2 and 3:
 - i. Assessment
 - ii. Related Instruction
 - iii. Instructor Evaluation
 - c. Standard 2: Resources and Capacity
31. Standard 2
- a. Similar to the old 10 yr report
 - b. 90 standards -- all areas of the college
 - c. District-wide effort will be required.
 - d. Champions for groups of related standards will be identified
 - e. Stay tuned...