

**Portland Community College
Educational Advisory Council
Minutes
December 14, 2011**

Cascade Campus, TH 112

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

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

Guests: Rebecca Mathern, Michele Marden

The meeting was called to order by Porter Raper at 3:03pm.

Chair's Report – Porter Raper

1. Announcement from the Honors Program Taskforce. They are now working on a memorandum of understanding with the PSU Honors Program.

Action Agenda

1. Approve November 16th minutes and December 14th agenda.
Amendment: Michele Marden is here to give an update from the Learning Assessment Council.

EAC Minutes for November 16, 2011 and amended agenda for December 14, 2011 were approved by consensus.

2. The EAC Membership Committee recommends Ishmael Rivas and Leslie Boyd for EAC membership beginning January 2012.

The recommendation of Ishmael Rivas and Leslie Boyd was approved by consensus.

On the Student Development Committee, Luis has recommended Sarah Dykes to replace Phil Hess.

The recommendation of Sarah Dykes was approved by consensus.

3. New Certificate: Business Administration- Nonprofit Community Development Certificate
New AAS Degree Options: Landscape Technology- Construction, Design, Management
New Certificate: Welding Technology- Shielded Metal Arc Welding Certificate
 - a. Question: Is it possible to get a bunch of these technology degrees? Yes.

The new Business Administration Nonprofit Community Development Certificate, new AAS Degree options in Landscape Technology Construction, Design and Management, and the new Welding Technology Shielded Metal Arc Welding Certificate were all approved by consensus.

4. Recommended revision to the Associate Degree Comprehensive requirements in the catalog and Academic Handbook for Fall 2012 implementation.
Associate Degree Comprehensive Requirement limits are:
A maximum of 12 credits of Cooperative Education courses may be applied to the degree. *Specific AAS degrees that deviate from this maximum will state the degree maximum up to 24 credits (12 credits per year) in the degree requirements for the specific AAS degree.*

Under Two-Year Certificate Requirements

A maximum of 12 credits of Cooperative Education courses may be applied to the two year certificate. Specific two year certificates that deviate from this maximum will state the certificate maximum up to 24 credits total (12 credits per year) in the certificate requirements.

Under One-Year Certificate Requirements

12 credits of Cooperative Education courses may be applied to the one year certificate

Vote: 0 opposed. 0 abstained.

The motion to approve the recommended revision to the Associate Degree Comprehensive requirements in the Catalog and Academic Handbook for Fall 2012 implementation carries.

Discussion

1. Learning Assessment Council Update: Michele Marden

Michele gave an update on what has been done so far this year. The LAC is reconsidering its mission. The prior mission looked at how PCC should model assessment of student learning and that recommendation was accepted by the college. PCC now has a faculty led and driven assessment for improvement model. Now the mission needs to be changed to look at what the LAC's role is in supporting PCC's progress under this choice of assessment model.

Forty-four faculty attended a peer review session. Chris Chairsell has provided funding for this year and the LAC will recommend how to best use this money. The LAC is considering compensation for adjunct faculty work on LAC subcommittees, development of an online assessment class to replace the face-to-face class. We want to recognize the SACs for good assessment projects and feel it is important to call out the good work that has been done and help the college understand what good looks like with a concrete model. We are excited about having project proposals come in from the SACs. This will be similar to the Staff Development grants but will support the SACs' needs for assessment and assessment projects. A call for proposals will go out in January and recommendations made in February.

Another area the LAC is focusing on is providing more high-touch resources, such as coaching. Critical friends groups have started in the college to help faculty have meaningful and regular conversations about assessment and student learning, with a focus on equitable conversations and collaboration. Another subcommittee is the Program Assessment for Learning (PALs), which had a pilot in the spring term. They

help the SACs analyze data, manage difficult conversations, facilitate meetings, and provide an outside perspective.

The LAC is still grappling with how to ensure all students are graduating with a bigger degree (the AAOT, AAS, etc.) and meeting the college's core outcomes. A related question, which the LAC would like to have a lot of dialogue around, is "are all SACs responsible for addressing and assessing all six of the college's core outcomes?" They think it's really important the college has a good understanding of the pros, cons, and nuances. This conversation has started with the LAC Circus last spring and will be continued through TLC presentations, possibly a National Issues Forum, and at the January EAC meeting. A document will be distributed with the pros and cons as identified thus far.

Questions:

1. Are any safeguards built into this inquiry to safeguard academic and faculty autonomy? So when it comes down that all of the SACs need to address all six outcomes, are those going to be SAC specific or how will that work?
 - i. That's part of the conversation.
 2. Curious about the SAC project proposals- could you describe that a little more?
 - i. We'll be defining this similar to the way the Staff Development grants are defined for what the awards will be. We'll be focusing on SACs needs for assessment. A SAC may be struggling in general on assessment and need a workshop or have a great idea and need help bringing it out. We'll be meeting to discuss the qualifications. It's not clarified yet.
 3. There are some core outcomes that we see more than others. I applaud that this is being brought forward for a larger discussion. This has been talked about a little bit in the Degrees & Certificates committee and there has been a combination of intrigue, deer in the headlights, and fear about what does all this mean and is it a realistic expectation for some degrees.
 4. Is there an established timeline for the decisions on core outcomes and the SACs?
 - i. There's kind of a default timeline in the sense that we're on a track to try to make sure all of the AAS degree outcomes are planned for assessment within the end of the three year period and all of the core outcomes come around again with a three year cycle with two core outcomes a year. That sixth core outcome is going to be on the docket for next year's assessment. This year is fourth and fifth. One of the interesting questions around this is some consider the sixth outcome to be professional competence. And when these were first established, the idea was that the lower collegiate disciplines didn't really have that as integral to their teaching, but in program review and other places, there are some lower division transfer disciplines that really believe they own and are making important contributions to students' professional competence. So the question of how that one is addressed and then there are some divisions that are putting off the one they don't believe they address as the sixth one, so the hope is that by the end of this academic year, when people are asked for their plans for next fall.
 5. I have concerns about the lower division transfer programs and disciplines. I think we've kidded ourselves in acting as if taking one English course prepared one to be evaluated on some kind of program outcome in the same way that someone who's taken four writing classes and four English classes, literature classes, and two creative writing classes should be evaluated on the same program outcomes. Professional competence, for example, is so different in ten weeks times four hours than for instance taking the sign language interpreting program and spending every day for two years learning what it takes to be a professional sign language interpreter.
 - i. I think part of this is getting clarity on terms, such as what does professional competence mean.
2. Program Review and Academic Planning: Susanne Christopher, Kendra Cawley, and Scott Huff
(Please see appendixes A and B)
Generally once every five years, the programs and disciplines go through a review process in which they answer specific questions and provide information about students in the program. They work with Kendra and Institutional Effectiveness to put together a snapshot of where the program is compared to where they

were at their last review. Last spring we had the idea that it would be good to review the reviews and summarize them. We did this partly to respond to the SACs who had done these but also to be able to then incorporate this into our accreditation reporting in the future to say that as part of our internal quality assurance program and continuous improvement program, we have these reviews and what comes of them. The first handout is about the requests and recommendations and the second is about the themes.

This is a document we are looking to continually improve and as we change the guidelines, which we're trying to outline in a more concrete way, we're tying each year's program review more tightly to a specific set of guidelines. Last year we developed a practice of holding program review workshops so that faculty presenting their program review next year have the opportunity to come to a workshop this year in which they are presented with the outline they will be following and it is gone through step by step. They're not held to the new things, just the specific outline for their year.

Questions:

1. Did you find anything that surprised you when you pulled it all together like this?
 - a. There was nothing shocking in either section. It was interesting what different SACs were working on and that they vary depending on the SAC. There was some validation of suspicions.
2. As we get more specific in what we're looking for, are CTE programs supposed to start with the last program review and then move forward with the new guidelines and then that's the basis as you move forward in addressing all of these other criteria?
 - a. Use the new criteria and guidelines. Don't go back and use the old guidelines.
 - b. Let's say there were things in your last review that you were asked to address and there were action items. Is that where you would start with the new guidelines?
 - c. For example, if there were five recommendations and two of the five were addressed, you might say these two things were done and these three weren't and either remain as a recommendation or may no longer be a recommendation because something has changed.
3. I like the idea of the communication piece. I can imagine SACs being interested in what's happening with different disciplines and other parts of the college, for instance CTE barriers to completion. There could be threads that connect us.

3. Textbook Recommendations Update: Tony Greiner

In bold are the recommendations that were adopted by this body, and below that is what the follow-up has been (see appendix C).

Questions:

1. It seems like this is addressing problems. Has the committee looked at the causes of textbook costs and specifically, I am wondering about that there was a concerted effort in the publishing business to get rid of niche books in favor of kitchen sink texts. Has anyone appealed to the publishing industry?
 - a. The recommendations sent to faculty and staff included discouraging bundling, encouraging competition among publishers, using the same text on all campuses, using custom texts, ordering fewer books, not ordering a book if you're using 50% of it or less, having a copy of all texts on reserve, using existing non-textbook library resources, informing students of possibility of sharing texts.
 - b. There are some things that PCC couldn't do and where the issues are much bigger than what PCC can address. Things like preventing publishers from restricting markets, capital fund for textbook rental systems.
 - c. Also, while having a specialty version of a textbook created for a class is one solution, the bigger problem is that it is revised every 2 years with little revision. Last year the revision was moving things around in the book. Then they get rid of the used books so students can't use them.
2. Are we required to have a textbook?
 - a. No. In fact, the political science SAC is considering getting rid of an established textbook altogether and going with online materials.
3. This was sparked by what's happening in Salem with the attempt to pass legislation at the state level. Now the OCCA is interested in taking this on because of Michael Dembrow's interest in it. Michael

Sonnleitner and Tony Greiner are interested in joining that group. One thing that would make sense is if we can find faculty here and from around the state who are offering cost free texts to students and find out how they are doing it. We could have TLC sessions about it.

4. When was the last time the SACs received the recommendations? Where does it go after it leaves the EAC? It is time to send this out again.
5. If an instructor were to write their own text and offer it online, is there any way to get assistance from the college for that without the college then owning the copyright?
 - a. There's contract language about that, but this would be a question for someone like Michael Cannarella.
 - b. The general policy is that if PCC resources are being used for an effort, it becomes the property of PCC. But there's certainly the opportunity for discussion.
6. To point number five about scholarship funds, an instructor asked about what he could do with the instructor copies of books he can't sell because of the lobbyist law but doesn't want to keep. The suggestion was to give them to the Foundation who can sell them and use that as a scholarship for books fund.
 - a. Students for Giving collect them and do the same thing every year.
 - b. Some departments collect all of these books and sell them and give that money directly to the Foundation. This could be more systemic.
 - c. You can also donate them to the library. If it's a book used here, it'll be put on the shelves. If not, the library sells them to Better World Books for either a donation to the Foundation or ships them to third world countries that have wish lists.
7. When we talked to the lawyers before, FT faculty were in violation of the Oregon code if they sold textbooks and benefited but there was a question about PT. We will have to double check the law.
 - a. Regardless of what the law says, we have a formal recommendation that was passed by this body and accepted by the District President, which frowns upon the practice and basically says the faculty won't do it. It's an internal ethics decision we made and applies to both PT and FT.

4. Accreditation Update: Kendra Cawley

We are preparing our report for year 3, which is due on March 1st. It is on standard 2, which is about capacity and resources for doing what we do, and within standard 2, there are 82 individual specific standards we need to address. This document can be no more than 50 pages long. You can find these standards online (<http://www.pcc.edu/resources/academic/accreditation.html>). On that page you will find the document "Primary and Secondary Assignments for Standards Two, Year Three Self-Evaluation Report," which has the 82 standards and who the primary and secondary contacts are. Their task is to draft the responses.

There are also five recommendations that we are working on from last time and there are good responses to those in development. Kendra especially wanted to mention the first one, which said that assessment is not used for improvement in teaching and learning. We didn't have any evidence the last time they came to visit. As a result of the assessment reports that were submitted in June, we now have 80 bullets.

5. Repeatable Courses/Institutional Award of Degrees and Certificates: Susanne Christopher and Rebecca Mathern

We brought two topics before you last month and wanted to talk about them again this month with the idea of getting any questions that you may have for our committee so that we can bring a formal recommendation to you next month. These are the institutional degree awarding and repeatable courses.

Repeatable courses. The default is that when a new course comes through, a student will only be able to take it once and if they pass the class, they can't take it again for credit. There are some courses where the SAC has said it's important that the student may take the class again for both credit and a grade. Art and PE are examples. What came to the Degrees and Certificates committee's attention is that we have no guideline on how those credits could be used toward a degree. For example, right now, if there is a course in the system that can be repeated 20 times for 3 credits, for a total of 60 credits, they can get a degree where 60 of the 90 credits are one course. The recommendation that we believe will come to you next month is that if a course has been approved for repeated credit, that course may be taken as many times as agreed to, but it may only

be applied 3 times to a degree. And if that course happens to be on the Gen Ed/ Discipline Studies list, it may only be used once to meet that requirement and may be used the other two times as elective credit. Both the Art and PE SACs feel this recommendation honors what they have intended for their courses.

Questions:

1. Cooperative Education is exempt from that? Yes.
2. Like PE where one practices a skill, that would really help writing students if they were able to practice writing for numerous terms. How does that process work?
 - a. Your SAC would have to agree with your point of view and then bring this to the Curriculum Committee and convince them that that would be in the best interest of your students.
3. Where would this be officially inserted?
 - a. It would be inside the comprehensive requirements for graduation. When we bring this through, we should put it in the Academic Handbook under A105.
4. Let's say I take an art course and at first get a D and pass, but want to improve my GPA, so I retake it and get a C. Does the D no longer count?
 - a. The D does count because it's been approved for repeating credits.
 - b. What is the general rule if they repeat a course but have an F for the first time?
 - i. Because they didn't pass, they're just retaking the course to get credit.
5. What about for pre-college courses? We run into the situation all the time where a student doesn't do well in Writing 80 or barely passes and that doesn't bode well for the next level. If we were to make it a repeatable course, even taking it twice would make a huge difference. How would that affect the college because they're not transferable?
 - a. There have been some guidelines from CCWD (Community College Workforce Development) in the past about what can be repeated for credit. The historical intent has been that courses that can be repeated for credit are unique and not for standard fare. Not where once you meet the outcomes, you can then move on. The Curriculum Committee is working on a set of criteria that they've used in the past to help guide departments or SACs on whether or not a request is really appropriate for repeatability.
6. For clarification, if I'm a student and get a D in a course and am not happy with that so I take it again and get a C. I'm still not happy and take it again and get a B. Does that mean 12 credits go on my record?
 - a. Not if your course hasn't been approved for repeated credit. You get the credit and grade for the most recent course you took. Financial Aid will pay for one repeat if you need it for your degree.
7. What strategy should we use when we discuss this?
 - a. I would encourage you to bring someone in like Rebecca or Veronica, who have more of the financial aid and administrative and degree completion perspective.

Institutional Award of Degrees and Certificates: Last month we briefed everyone on the institutional awarding and the concept is that once a student meets the requirements for their program, we can award the degree or certificate. We are working on the language but essentially it says that we will award the degree and/or certificate based on the completion of the requirements for your chosen program of study. We're writing in an opt out. This will be whether or not they apply for it. Many students don't understand that they need to do this and then we also have a lot of students who leave who have actually earned a degree that they came here to achieve, transfer to another institution, and never apply for the degree. So they walk out without a credential. If they then have to drop out for whatever reason, they're then in the job market without a credential when they have actually earned one. We use the term program of study because there could be a certificate or two they could achieve on the way to the degree and it would be a nice milestone on the way to achieving the degree.

Questions:

1. Is there a way to send a notification to the student saying you have completed x degree, if this is not your intended degree or if you are now going for something different, please inform us right away.
 - a. We now have online major changes. Two or three weeks before registration for winter term, we asked students to update their information online. We are trying to front load it there so that when Financial Aid is awarding aid, they are comparing it to the appropriate major.

Standing Committee Reports:

Degrees and Certificates- Susanne Christopher

Please see appendix D

Curriculum- Jim Parks

We are developing criteria for course repeat work as discussed.

Student Development – Luis Rodriguez-Garcia

We are hoping to be able to show you a draft of the Students Rights and Responsibilities handbook by January. Our goal is to take it to different stakeholder groups in January to get feedback and then draft a more formal document.

We are also starting to investigate developing an academic forgiveness policy. This would allow students under certain circumstances to exclude certain courses from their GPA. This is normally done for students who came in 5-10 years ago and had a couple of really bad terms but then come back and are doing really well.

We are still looking for faculty to join the SDC.

ASAP – Pete Haberman

We are still working on s701, the standards and practices for SACs. We will probably bring it for input in February. We are also working on c102, which sets the standards and practices for course challenges.

Announcements:

The next EAC meeting will be on January 25th from 3-5pm, at Sylvania CC Conference Rooms A&B.

The meeting adjourned at 5:01 pm.

Minutes submitted by Beth Mela.

Appendix A:

Program/Discipline Reviews in 2010-2011
Summary of Recommendations made by SACs and Actions (in bold) taken to date
04 December 2011

<p>Aviation Maintenance Technology (AMT)</p>	<ul style="list-style-type: none"> • Two part-time lab tech's. (AMT may submit for these positions via campus new initiative process, subject to available funding. In the meantime, we augment support by providing casual and student help.) • Internships needed, but difficult to find given licensing and liability. • Reestablishment of Advisory Committee is needed to improved industry interface. (Advisory Board reconstituted, planned first meeting Fall 2011.) • Equipment (turbofan aircraft, crane, run stands, office furniture) needed. (Using margin funds invested \$50,000 in equipment: a five- bladed propeller, a parts test unit, propeller stands and 7 Dell notebooks for the student lab.)
<p>Biology (BI)</p>	<ul style="list-style-type: none"> • Assessment of core outcomes. (SAC activity in 2011-12.) • One more lab at each campus. (CA plans on campus-funded one once bond-funded classrooms are added.) More storage space at SY. (This will be handled under Bond.) • More supplies and equipment. (This can be funded with margin dollars in the short run.) • More clerical and technical support in evening and on weekends. (CA added 0.5 temp IST in 10-11; RC added 0.5 IST for 11-12, and added position to new initiative list). • Expansion of tutoring at all campuses, adjacent to SLC at CA. (At RC, as part of the bond build-out, the SLC will be located in the sciences building, B7.) • Student-faculty meeting spaces at RC and SY. (This may be addressed in bond.) • More FT'r instructors. (Temp added at CA and RC for 11-12.) • Consistency of sections taught by FT and PT instructors.
<p>Computer Aided Drafting and Design (CADD/DRF)</p>	<ul style="list-style-type: none"> • Tracking of graduates. • Learning new software. • Working with SE on scheduling as CADD transition there. • Closer ties with high schools. • Developing additional DL offerings. • Marketing. • (Space issues would likely have been raised here, save for plans to relocate to SE.)
<p>Career Guidance (CG) -- Academic</p>	<ul style="list-style-type: none"> • Increase number of instructors trained in on-line instruction. • Add faculty training in several areas. (Need to work with Staff Development.) • Quality assurance initiatives. • Expand course offerings. • Additional FT counselors (Instruction & Direct Service).

	<ul style="list-style-type: none"> • Quantity and quality of office space. (Included under the bond at CA.) • New courses, e.g., math study skills, critical thinking, leadership. • Review lack of RD/WR preq's in some courses.
Chemistry (CH)	<ul style="list-style-type: none"> • Add FT'rs at RC and CA. (RC hired permanent FT'rs and now has 4 FT'rs; temp position is split between CA and SE in 11-12, 12-13.) • Physical science IST at SY for evenings and weekends. (Temp additions include PT ISTs at CA, SE, and SY with these positions candidates for future new initiative funding.) • ADA compliance at SY. IST at CA. (0.5 IST added as temp in 2011-12.) • Additional lab room at CA. (Ex'g classroom at CA remodeled into physical science classroom in summer '11.) • Additional time for SAC meetings. • Additional time/support for program ass't. Improved PT'r training. (Lab safety training done over summer '11.) • Add equipment. (Additions added with grant and margin money.)
Criminal Justice (CJA)	<ul style="list-style-type: none"> • More classroom and lab space (multi-purpose classroom-laboratory, forensics science lab, crime scene room, mock courtroom) along with equipment for DNA profiling. More administrative assistant help. (Addressed by division reorg of IAAs.)
Dance (D)	<ul style="list-style-type: none"> • FT Instructor at RC. (Position added to campus new initiative list, subject to prioritization and funding.) • Improvements, especially the floor, in SY HT 101. Run D209, Dance Performance, every term at SY and add it at RC. Separate sections for various levels of courses. Schedule coordination between campuses. Reschedule 50 minutes classes to 80 (or 75). Update all D CCOGs. Increase participation of PT'rs in D SAC.
Dealer Service Technology (DST)	<ul style="list-style-type: none"> • Student financial aid concerns.
Dental Assisting (DA)	<ul style="list-style-type: none"> • New equipment, regular repair of mannequins, pay for faculty and staff training, development of instructional videos. (May be funded through margin dollars.) Implement electronic charting, records, and radiographs; add radiology operatories, increase operatory space and reconfigure dental materials lab. (May be covered through bond.) Increase compensation for Dentists. (FFAP and HR issue.)
Dental Technology (DT)	<ul style="list-style-type: none"> • Improvements to Instructor station with addition of single station vacuum system; improvements to cabinets, counters, storage; replacement of outdated or inoperative equipment. (May be covered through bond.) New equipment. (May be funded through margin dollars.)
Electronic Engineering Technology (EET)	<ul style="list-style-type: none"> • Add spring start and have second year courses offered more than once a year. Additional laboratory space at SY and SE. Tutoring space. Added FT instructor. More equipment. (May be funded through margin dollars.) Add 0.25 clerical support. Available lab space (although handling demands by scheduling on Fridays & Saturdays). Funding for tutors, along with tutor lab space. Hire an additional FT instructor. More equipment for new options. Expand high school connections and recruitment of women. (May be funded through margin dollars.)
Emergency Telecommunication (ETC)	<ul style="list-style-type: none"> • Improve administrative assistant support. (Addressed by division reorg of IAAs.) FT Instructor for ETC and EM. FT AP for operations, coordination of lab tech's, teaching. Facilities improvements. (May be covered through bond or through campus funding.)
Environmental	<ul style="list-style-type: none"> • Add 0.5 Instructor (with other 0.5 in another science) to teach and coordinate 171-173. (Added to RC new initiative

Studies & Resources (ESR)	<ul style="list-style-type: none"> list.) Dedicated lab space for ESR at RC. Dedicated equipment funds. (Catch-up equipment may be funded through margin dollars.) Dedicated lab support. Dedicated professional development funds.
Fire Protection Technology (FP)	<ul style="list-style-type: none"> Have one FT instructor working in Summer. (Already done.) Revise curriculum, reduce substitutions, refine outcomes, update CCOGs, transition 9xxx courses to 1xx/2xx courses, update course descriptions. (All underway.) Professional development. Improved drill ground. (May be covered under bond.) Improved technology, chemistry 'lab bench'. (May be funded through margin dollars.) Alternative facility for training. (Being considered in regional public services training center discussions.)
Interior Design (ID)	<ul style="list-style-type: none"> Add FT Instructor. (Included on SY new initiative request list.) Create digital rendering course. Reach out to high schools. (Work through PAVTEC.) Staff materials room. (Already done.) Professional development. (Work with Staff and Organizational Development.) Create light box lab and reference boards. (Work with BCT program.) Create reference board. (May be covered under bond.)
Nursing (NRS)	<ul style="list-style-type: none"> Add classroom space for OCNE. (May be covered under bond.) Private space for faculty/student meetings. (May be covered under bond.) Client charting software. (Partly covered with margin dollars; work with Grants Office as well.) Upgrade SIM lab. (Some campus money already committed; work with Grants Office as well.)
Occupational Skills Training (OST)	<ul style="list-style-type: none"> Restore general fund support for at least one of the positions lost in 2005. (Done, one position funded.) Provide a vehicle for staff travel. (Done.)
Political Science (PS)	<ul style="list-style-type: none"> Require US Gov't course. (Requires broad conversation about PCC degrees.) Focus on communications, critical thinking. Prof development opportunities for PT'rs. Certificate in Mediation in Peace and Conflict Studies. (Since PS is not CTE, considering working with a CTE SAC, e.g., CJA.) International faculty and student exchanges. (Dr. Stany Thomas, Associate Professor of Political Science at St. Thomas College in Kerala, India and current Fulbright-Nehru Scholar is teaching at PCC for the 11-12 year.) Add 1-3 FT instructors. (2-year temp added, bringing total to 1 FT'r at each of CA, RC, SY.)
Sociology (SOC)	<ul style="list-style-type: none"> Provide contact lists, org charts, resource info. (Available from DivDeans.) Have FDC provide enrollment reports. (Available from DivDeans.) Financial support for administrative work, e.g., SACs. Collaborate with other SACs on research needs. Professional development. Transportation, office space, library resources.

Welding (WLD)	<ul style="list-style-type: none"> • Streamline student advising and file information. • Modernize Resource Room. • Update and Revise Curriculum. • Additional staff - FT instructors - 3 @ RC, 2@ SI, 1+ at Newberg HS, administrative assistant, Learning Skills Specialist. (RC has a one-year temp FT faculty for 11-12; work with Division Deans on administrative assistant.) • Equipment. (May be covered though margin dollars.) • Facilities improvement. (May be covered by bond, but there are competing CTE needs.) • Increase High School partnerships.
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Themes	<ul style="list-style-type: none"> • Generally: more faculty members, lab support (technicians, storage space), administrative support, teaching space (especially labs), equipment, and dedicated funds for various items like equipment, supplies, and professional development.
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Appendix B:

Program/Discipline Reviews 2010-2011
Themes by Topic
04 December 2011

1	Educational Goals, Changes and PCC Context	Reviews were highly variable in how they addressed this section. Most SACs did use this as a broad overview, emphasizing the elements of which they were most proud. Some showed tight alignment with PCC mission and/or values and/or goals, while others barely mentioned them. Action: provide clearer guidelines in “Outline and Logistics for Academic Program/Discipline Reviews.” Status: updated for reviews through 2012-2013.
2A	Evaluate Curriculum according to National and Professional Guidelines	Most CTE programs identify one (or more) professional organizations, that set (and in some cases, accredit or certify) standards. An exception is Criminal Justice. Most of the LDC disciplines acknowledge the professional societies within which they operate. An exception is ESR. With SOC, it’s not clear whether they have adopted the ASAs key principles of teaching, or have gone their own way. Action: refer exceptions to SACs. Status: On-going.
2B	Changes to course content or outcomes since last review	Changes appear due to many reasons (and in 2 reviews were directly tied to prior PR recommendations). Examples include: alignment with external standards or requirements (FP, NRS, ID), new options (EET), statewide collaboration (OST, NRS, CH), PCC initiatives (related instruction, 4 cr conversion, standard prereq's). Some changes to improve student success and retention were noted. Action: none.
2C	Assessment of Course Outcomes	This is consistently one of the weakest sections. The strongest responses give some detail about the skills and competencies that are addressed (FP, DA, DT), but do not indicate how well students are doing. The "evidence that students are meeting the outcomes" seems to be interpreted as: what instruments do you use, rather than, how well do your students do (which was the intent). Examples of assessment driven change at the course level were essentially non-existent. This is both part of the paradigm shift that is needed, and may also need to be asked for more clearly. Action: provide clearer guidelines in “Outline and Logistics for Academic Program/Discipline Reviews.” Status: updated for reviews through 2012-2013.
2D	Assessment of College Core Outcomes	Several SACs offered very strong narratives on how the core outcomes are addressed in their programs (though in some cases, the "addressing" is not robust -- such as Cultural Awareness addressed by having a diverse population of students). Most of the SACs did revisit the Core Outcomes Matrix, though it seemed to not be very meaningful at this point. Only a couple of SACs described their assessment of Core Outcomes, with results and plans forward (interesting since all SACs should have assessed Critical Thinking in 09-10) Action: provide clearer guidelines in “Outline and Logistics for Academic Program/Discipline Reviews, along with discussion during Program/Discipline Review symposia.” Status: On-going.
2E	Distance Modality	Less used in the CTE areas due to hands-on nature of the training, and also limited in the sciences (BI, ESR) though CH has been more active. Many reviews acknowledge the utility of and demand for web-enhanced or

		hybrid courses. Many also note misgivings or concerns about teaching in distance modality. Action: provide greater support for web-enhanced or hybrid offerings. Status: On-going.
2F	Educational Initiatives? (Service Learning, Internalization, Honors, etc.)	<ul style="list-style-type: none"> • 8 reviews note Service Learning components, (4 LDC and 4 CTE). • 5 reviews note internationalization, (all LDC). • 2 reviews note sustainability, (both LDC). • 2 reviews note non-traditional credit or contract training issues, (both CTE). • 3 reviews note honors courses (BI, SOC and FP). • 7 noted none, or did not include this section. • Action: none.
3	Needs of the Students and Community	Generally, there is a wide variety of engagement with students and the community to increase access and diversity. Some programs/disciplines report making changes based on student input and changing demographics, while some do not. Action: provide clearer guidelines in “Outline and Logistics for Academic Program/Discipline Reviews, along with discussion during Program/Discipline Review symposia.” Status: On-going.
4	Faculty	Generally, the CTE SACs were more content with their staffing, even when there were few FT’rs relative to PT’rs (FP, ID and CJA). Challenges cited included finding well-qualified faculty. This is the same reason that WLD (6 FT/9 PT) argued for more FT and because teaching format requires instructors who can teach the entire welding curriculum. EET also noted challenges with qualifications. The LDC Disciplines seem generally more challenged by lower numbers of FT’rs faculty and FT/PT ratios. SOC had one of the less lopsided proportions, but noted challenges due to FT faculty doing administrative tasks. Action: investigate ‘administrative tasks’ in SOC. Status: done.
5	Facilities and Support	Generally: facilities issues involved lack of space - classrooms and, more particularly, labs. Needs for faculty members, administrative assistants and lab technicians were commonly mentioned.
6A	CTE Advisory Committee	All of but one of the CTE programs (CJA) report having a useful advisory committee, and give examples of contribution. Some appear to meet less frequently than the PCC standard of three times per year. ID seems to have not met in 2010. Specifics (membership, meetings) were not always given. Action: 1) provide clearer guidelines in “Outline and Logistics for Academic Program/Discipline Reviews,” 2) remind existing and inform new SAC chairs of ASAP A 108, Advisory Committees, at the beginning of each year. Status: On-going.
6B	CTE Degree and Certificate Outcomes Assessment	Most of the CTE programs seem to have useful assessments in place, or assessment settings (e.g., capstone) that could be better used for assessment, but have not yet figured out a way to use these efficiently (NRS) or meaningfully (WLD) with their degree and certificate outcomes. Many programs approach the "evidence" by noting the instruments used, but do not include student data. Some programs note pass rates, but since it’s not broken down and it’s hard to see how this information might lead to change. NONE of the programs had an example of assessment driven change (which is surprising, because in presentation at least two programs, ID and DST, described exactly that process). This seems to be part of the paradigm shift of willingness to explore and

reveal weakness for improvement. Action: ? Status: ? Review to LAC?

6C/D	CTE Job Placement/Future Employment	<ul style="list-style-type: none">• 4 SACs made no mention of students employed after graduation.• 7 SACs conducted surveys -- but the response rate is usually so low as to make these meaningless. Highest return was from CJA (hands-on telephone survey) which found most graduates employed, but not in CJ, and many continuing education, though credits didn't transfer.• 2 SACs have reliable data, due to their close engagement with employers (DSTOST). DST reported >95% employed (students are selected by Caterpillar dealers), and OST reported 40-60% employed (targeted employment). Poor economy cited as problematic for nearly all programs (except DST).
6E	CTE Barriers to Completion	Academic under-preparation was noted in 4 programs (one cited the MTH 65 requirement, 2 noted the challenges for non-native speakers (in spite of meeting program prerequisites), and NRS noted that former lottery model resulted in many under-prepared students, though that will change with OCNE. One program (WLD) cited limitations in course offerings due to insufficient number of FT faculty. Three programs noted that students often gain employment with skills learned in the first year, and leave prior to program completion. Action: work with CTE programs to set reasonable program prerequisites. Status: On-going.
7	Recommendations	Generally: more faculty members, lab support (technicians, storage space), administrative support, teaching space (especially labs), equipment, and dedicated funds for various items like equipment, supplies, and prof development. See details in separate report.

Appendix C:

Follow-up on 2006 Textbook Taskforce Recommendations

The Textbook Taskforce, chaired by Michael Sonnleitner, released 10 recommendations in its final report to the Educational Advisory Committee. The EAC voted to endorse the first six. Below is the language of the recommendations, followed by a brief description of how PCC is doing in implementing them. Since the EAC did not endorse 7-10, I did not follow up on them, but they are listed below for reference. -- Tony Greiner, 8 Dec 2011.

1. "Institute a standard Textbook Order Form, whichi makes use of an entirely online submission process including a default mechanism that will not accept the order form unless it is filled out completely."

Joyce Morrison, bookstores manager: There is an online form. If guided adoption is used, no steps are missed. Faculty can still submit by email attachment of fax or intercampus mail.

2. "Affirm the PCC practice of allowing any student with financial aid from any source to charge purchases at the Bookstore at least two weeks before a new academic term begins."

Joyce: The bookstore is doing this.

3. "Ensure all financial aid awards administered through the PCC Financial Aid Office are disbursed to students as early as possible."

Marilyn Bader of financial aid confirmed that their department has moved up the disbursement date (we knew this). Funds are released on the second Tuesday and Wednesday of each term.

4. "Evaluate the Bookstore's mandated contribution to the General Fund with the intention of reducing the Bookstore markup on textbooks, while opposing any movement towards privatization of PCC Bookstore operations."

Joyce Morrison: The board decides this and it has not changed. PCC has the lowest markup around.

5. Improve support for the PCC Bookstore both directly and indirectly, including more PCC Foundation Book-Buying Scholarships.

Erin Riley, PCC Foundation: The "Consuelo Romanski book fund" is still going. Consuelo is the major donor, but it has a few other faculty contributors. It usually runs out of funds in the first week of every term. We have the Faculty Federation endowed "John Connor Scholarship", which typically awards two \$200 textbook scholarships per year. We have other targeted funds that help students buy textbooks, such as the ESOL fund that will pay for ESOL textbooks, and the Project Independence and the Sylvania Women's Resource Center funds, which help their student with books. I would not say there is increased support since 2006, but there is continuing support – and that is good!

6. "Establish a Copyright Office within PCC to process College-generated copyright requests, including materials selected for classroom use that can be made available electronically via WebCT, MyPCC, or other online platforms. Permissions and other related expenses could be charged to students in the form of fees."

There is no copyright office per se, however, the PCC Copyright Committee (an advisory group to V.P. Chris Chairsell, who is the college's designated copyright officer) does have an email and a portion of the pcc website. (pcc.edu/copyright and copyright@pcc.edu) The emails are read by Linda Noland, one of the library's reserves coordinators and a member of the committee. She answers many of them immediately if they have time restrictions, but when there is doubt she confers with others on the copyright advisory committee.

For a while there was a fund to buy permissions to use copyrighted material. That fund was spent out and not replenished. There was some disagreement among the Copyright Committee members as to whether we were legally obligated to pay for all the permissions we did pay for, but regardless, the college no longer gives

financial support to instructors who want to use copyrighted material that is not already covered by Fair Use or TEACH Act legislation.

I do think that instructors can create course guides that are sold in the bookstore, and that they can pass on the expense of creating those guides (including copyright permissions) into the sale price. Many times permission is not needed if the item is used for instructional purposes, but there are all sorts of details that need checking, depending on circumstances.

7. Comply with state law and current PCC policy and extend PCC policy to regulate employee acceptance of any financial compensation, gifts, or services from publishers. Work directly associated with the labor of PCC employee should receive benefits only when such benefits are unrelated to the placing of an specific order. It is unclear whether a particular financial compensation, gift, or service is in compliance with PCC regulatory policies and state law, a benefit should occur after consultation with one's SAC Chair, Division Dean, or Director regarding possible impropriety.

8. Complimentary and examination books or other materials provided by publishers to any PCC employee, Department, or Division, are the property of Portland Community College and will not be personally sold. Rephrased to: To sell for personal profit complimentary and examination books or other materials provided by publishers to any PCC employee, department or division is unprofessional and will not be allowed. (Rec. #8, approved by EAC, 5/23/07)

I have not had time to investigate whether this is incorporated into New Faculty training of the college code of ethics. Porter Raper's memory is that the college lawyer said this could only apply to full-time employees of the college.

9. Ban all solicitations of sales by book buyers to faculty at any site owned, leased, or otherwise used by Portland Community College.

10. While communicating with State and Federal Policymakers, students, faculty, and other representatives of Portland Community College should seek to:

- a) protect and improve funding for student educational needs, noting the increased costs of textbooks as one of many factors contributing to increased need;
- b) provide a tax credit for textbook and other student costs directly related to educational expenses;
- c) prevent publishers from restricting markets, thus allowing bookstores and others to purchase textbooks from outside the United States (Congressman Wu's former HR 3567);
- d) create a capital fund which public universities and community colleges may use to set up textbook rental systems;
- e) place limits upon royalties charged by publishers for use of written materials;
- f) require both publishers and public University and Community College bookstores to make all bundled items available for purchase separately as individual items (similar to the Virginia state law, though extending the requirement to publishers). TG: I believe this is now covered by federal law.

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SDC

Textbook Taskforce review
Review and recommendations

July 30, 2010

In late Fall, 2009, the SDC created a taskforce to review two sets of recommendations that were created by the EAC in 2006/07 - on ways to cut textbook costs for our students. The goal of the review was - 1) see if the recommendations were implemented; 2) summarize the current status of those recommendations; and finally, 3) suggest any new ideas that might help reduce the costs of textbooks.

I. Current status of EAC (2006) recommendations to PCC as an “Institution”

- 1) Institute an improved Textbook Order Form
 - a. Status: implemented, working well
 - b. Per: Laurie Bales
- 2) Affirm the PCC practice of allowing any student with financial aid from any source to charge purchases at the bookstore at least two weeks before a new academic term begins.
 - a. Status: implemented, working well
 - b. Per: Sarah Loepker, Fin Aid/Cascade
- 3) Ensure that financial aid awards administered through the PCC Financial Aid Office are dispersed to students as early as possible.
 - a. Status: There is discussion in Financial Aid to move disbursements to 2nd Wed of quarter – currently in 3rd quarter. No date has been set.
 - b. Per: Sarah Loepker, Fin. Aid/Cascade
- 4) Evaluate the PCC Bookstore mandated contribution to the PCC General fund, with the intention of reducing the Bookstore markup.
 - a. Status: Decision is made by Board. Nothing is currently scheduled to change, given the current economic conditions. Need cash flow to sustain operation.
 - b. Per: Laurie Bales
- 5) Encourage PCC as an institution to provide improved support for the PCC Bookstore, including more PCC Foundation Book-Buying Scholarships.
 - a. Status: No new textbook scholarships have been established. However, one new fund established by the ESOL department at Sylvania pays for both tuition and textbooks for selected ESOL students. Also, the Foundation changed its policy regarding students using scholarship funds for textbooks, and more students are using some of their scholarships for textbook purchase. The policy is: *“Students with awards of \$2,500 or more may request that \$200 per term be directed to the bookstore for the purchase of textbooks for the courses they are taking. This request must be received in writing or email before the scholarship begins.”*
 - b. Per: Erin Riley at the PCC Foundation
- 6) Establish a Copyright Office with PCC to process College-generated copyright requests, including materials selected for classroom use that can be made available electronically via WebCT, MyPCC, or other online platforms. Permissions and other related expenses could be charged to students in the form of fees.
 - a. Status: Flow chart in place – “How to do the copyright process.”
 - b. Lynda Noland (Library Media Services, Sylvania) is a good contact for help with this.
 - c. Not enough money to set up ongoing copyright office.
 - d. Contact: Katherine Stevens, Manager, Library Circulation – on copyright committee
 - e. Per: Laurie Bales
- 7) Prohibit PCC employees from accepting any financial compensation, gift or service for personal gain from publishers unless it is directly associated with work actually authored by themselves. (REVISED 10/07)
 - a. Status: ORS 244, Ethical conduct, Gifts & Honoraria – New ethics law, nothing over \$50 gift. Out of our hands.

- 8) Prohibit PCC employees from accepting financial compensation, gifts, or services for professional gain from publishers unless such acceptance is: a) entirely unrelated to the placing of an order for student purchase; and b) accepted only after prior consultation with one's Division Dean regarding possible impropriety. Prohibit PCC employees from selling comps.
 - a. Status: Unable to locate PCC written policy.

- 9) Ban all solicitations of sales by book buyers to faculty at any site owned, leased, or otherwise used by Portland Community College
 - a. Status: Unable to locate PCC written policy.

- 10) While communicating with State and Federal Policymakers, students, faculty, and other representatives of Portland Community College should seek:
 - Protect and improve funding for student educational needs, noting the increased costs of textbooks as one of many factors contributing to increased need;
 - Provide a tax credit for textbook and other student costs directly related to educational expenses;
 - Prevent publishers from restricting markets, thus allowing bookstores and others to purchase textbooks from outside the United States (Congressman Wu's former HR 3567);
 - Create a capital fund which public universities and community colleges may use to set up textbook rental systems;
 - Place limits upon royalties charged by publishers for use of copyrighted materials.
 - a. Status – Oregon Community College Assoc. lobbies as a group for these kinds of requests. PCC public affairs office is not aware of lobbying by the school in recent years on these particular issues. Would need more time and resources to pursue this further.
 - 1) Per: Dana Haynes
 - b. Status – In 2009 a Federal Tax Credit was initiated for up to \$2500 of out of pocket cost of tuition and related expenses including course materials.
 - 1) Per: Laurie Bales

II. Current status of EAC (2006) recommendations to PCC “Faculty & SACs”

- 2) Complete all parts of the *Book Order Form*, promptly meeting all ordering deadlines established by the PCC Bookstore.
 - a. Status: Implemented, working well.
 - b. Per: Laurie Bales

- 3) Discourage bundling under most circumstances.
 - a. Status: Federal law gives student the *option*.
 - b. Per: Laurie Bales

- 4) Encourage competition between publishers to lower prices.
 - a. Status: HEOG* laws help to facilitate this *(*HEOA not HEOG*)
 - b. Per Laurie Bales

- 5) Consider adopting the same textbooks for the same courses across all PCC campuses or, at a minimum, consult with colleagues to encourage agreement across multiple instructors.
 - a. Status: Up to individual SACs

- 6) Consider having publishers produce a custom text.

- a. Status: Up to individual SACs. Some departments at PCC doing this with significant cost savings.
- 7) Place a copy of every textbook ordered on Library Reserve on the campus in which the course is taught.
 - a. Status: “All textbooks at Cascade” grant received. Pilot project scheduled for Fall 2010. Every Cascade class will have a text placed on reserve for 2 hours. Post assessment will determine future implementation across district.
 - b. Contact: Tony Greiner (library) or Katherine Stevens (grants).
 - 8) Consider ordering fewer textbooks or not ordering a particular textbook at all if less than 50% of the content is required for the class.
 - a. Status: Up to individual SACs
 - 9) Require and/or encourage students to share textbooks when appropriate.
 - a. Status: Up to individual SACs
 - 10) Sale of complimentary textbooks by any PCC employee should not occur under any circumstances.
 - a. Status: Unable to locate PCC written policy.
 - 11) Improve communication between all faculty and staff within each SAC.
 - a. Status: Up to individual SACs

III. Per review - SDC Textbook Taskforce recommendations

1. It is clear from our review that much of the work to reduce textbook costs is going to have to come from the Faculty and SACs. The EAC is in a perfect position to make this happen. In this regard, we recommend the EAC continue to encourage the SACs to adopt the previously recommended changes (see above: II. 4,5,7,8,& 10) to try and keep the cost of textbooks as low as possible. Recent requirements and recommendations from the Higher Education Opportunity Act (HEOA), many of which mirror the original EAC recommendations, can help provide a vehicle for this.
2. We recommend that individual SAC program reviews incorporate discussions on reducing textbook costs as a way to also improve the quality of delivery and services to students. For example: discussing etextbooks as an option for students. (PCC’s bookstores participated in a national pilot program introducing digital books in 2005. Several digital books are currently available.)
3. We encourage the EAC to promote the new “All Textbooks at Cascade” pilot project on the Cascade campus this Fall (2010), which provides reserve copies at the Cascade library for every textbook used on campus. This means also encouraging SACs to provide the necessary information and forms for instructors to submit to the *bookstore* (starts ordering process), so the library can begin to build the research catalog. We are particularly concerned that part time instructors get this information too.
4. We request that SACs encourage their instructors to donate any complementary, non-instructor textbooks, to the library to help create textbook reserves.
5. We recommend that SACs encourage their instructors to use older editions of textbooks when possible.
6. We recommend that PCC clarify the rules regarding instructors selling complimentary copies of textbooks they receive from publishers (See II. 9 above) and post these rules to an easily accessible site online.

7. We recommend that PCC clarify the rules that prohibit PCC employees from accepting financial compensation, gifts, or services for professional gain from publishers (See I. 8 above) and post these rules to an easily accessible site online.
8. We recommend that PCC clarify the ban on all solicitations of sales by book buyers to faculty at Portland Community College (See I. 9 above) and post these rules to an easily accessible site online.

Appendix D:

EAC Degrees/Certificates Report – December 2011

Action Items

New Certificate: Business Administration: Nonprofit Community Development Certificate

New AAS Degree Option: Landscape Technology: Construction

New AAS Degree Option: Landscape Technology: Design

New AAS Degree Option: Landscape Technology: Management

New Certificate: Welding Technology: Shielded Metal Arc Welding Certificate

Discussion Items

Repeatable Credit and PCC Degrees: If a SAC has approved a course for repeat credit, the courses may be used up to 3 times towards a PCC degree. Students may take the course additional times for credit, if the SAC so chooses, but those additional credits may not be included in the degree credits.

If a course that is approved for repeated credit is also on the General Education/Discipline Studies list, it may only be counted once as a general education course. The additional times the course is taken may be used for elective credits. Cooperative Education current PCC requirement of no more than 12 credits per a degree remains the same.

Institutional degree and certificate conferring - Legislative changes indicate we need to review our standards and practices around how we award degrees and certificates. Currently students apply for graduation. Under consideration is awarding degree/certificates based on completion and not requiring students to apply for graduation

Degrees and Certificates

Black Studies Focus Award

Biology and Management of Zoo Animals AAS: Prerequisites, addition of two courses, course title and credit changes, course number change, and credit reduction.

Fitness Technology: Healthy Older Adult Fitness CPCC Revision: Addition of two courses, removal of Pro Act Option and co-requisite.

Medical Assisting Certificate Revision: Credit increase, removal of one course, addition of one course, course credit increase.

Machine Manufacturing Technology: CNC Turning Certificate Revision: Outcomes.

Consent Agenda:

CIS: Course title change of CS 133U.

Multimedia: Addition of thirteen courses to electives list.