



**Portland
Community
College**

PORTLAND COMMUNITY COLLEGE

Addenda for Recommendations 1, 2, and 3

Submitted to

Northwest Commission on Colleges and Universities

March 16, 2018

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TABLE OF CONTENTS

ADDENDUM 1: PROGRESS UPDATE ON RESPONSE TO RECOMMENDATION 1	1
Progress Update Context – Recommendation 1	1
Technology Infrastructure Planning Progress Update (Standard 2.G.7)	1
IT Governance and Stakeholder Participation	2
IT Strategic Planning	2
Technology Update and Replacement Plan Progress Update (Standard 2.G.8)	3
Conclusion – Recommendation 1 Progress Update	4
ADDENDUM 2: RESPONSE TO RECOMMENDATION 2	5
Response Context – Recommendation 2.....	5
Assessable Learning Outcomes.....	5
Appropriately Qualified Faculty.....	6
Conclusion – Recommendation 2 Response.....	7
ADDENDUM 3: PROGRESS UPDATE ON RESPONSE TO RECOMMENDATION 3	9
Progress Update Context – Recommendation 3	9
Facilities Master Plan Progress Update (Standard 2.G.3).....	9
Facilities Planning Workgroups.....	10
Conclusion – Recommendation 3 Progress Update	11
APPENDIX A: REIVIEW OF CERTIFICATES FOR OUTCOMES IN RELATED INSTRUCTION	13
APPENDIX B: SUMMARY OF INSTRUCTOR QUALIFICATIONS REVIEW REGARDING RELATED INSTRUCTION AND CURRENT STATUS	17

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ADDENDUM 1: PROGRESS UPDATE ON RESPONSE TO RECOMMENDATION 1

Progress Update Context – Recommendation 1

In March 2017 Portland Community College (PCC) submitted an *Ad Hoc Report* to the Northwest Commission on Colleges and Universities (NWCCU) that included a response to Recommendation 1 from PCC's *Spring 2015 Year Seven Mission and Sustainability Evaluation*. That recommendation read as follows:

The evaluation committee recommends that the College develop a process to produce a technology update and replacement plan that includes opportunity for staff and constituent participation (Standards 2.G.7 and 2.G.8).

In response to the *Ad Hoc Report* (March 2017), the NWCCU requested that PCC to provide an Addendum to its *Mid-Cycle Self-Evaluation Report* (March 2018) with a progress update on the items addressed in that response. For the purpose of this update, "staff and constituents" shall be referred to as "stakeholders." Also, please note that "Technology Solutions and Services" (TSS), as referred to in the *Spring 2015 Year Seven Mission and Sustainability Evaluation*, was renamed to "Information Technology" (IT) in 2016.

Technology Infrastructure Planning Progress Update (Standard 2.G.7)

Since 2015, PCC has implemented a multi-level process to address technology infrastructure planning processes. Changes implemented that support planning processes include a Network Redesign Project (NRP) and investments in an Information Security "Defense in Depth" program. Planning efforts have been facilitated by the development of portfolio and project management under a Project Management Office (PMO) and Enterprise Architecture (EA) development. In addition, technology infrastructure planning is now grounded in a recently approved [IT Strategic Plan](#) and linked with the Facilities Planning program via the Facilities Plan IT Working Group.

The deployment of the PMO and TeamDynamix portfolio management software in early 2017 transformed stakeholder participation in IT planning in multiple ways. Stakeholders now participate in a formalized and fully transparent project formulation and prioritization process. EA practices ensure that significant IT decisions are driven by direct stakeholder involvement and tightly align to PCC institutional priorities. Processes are specifically designed to ensure that IT priorities are aligned to stakeholder priorities. In addition, the new IT Strategic Plan aligns IT planning with other institutional planning, including the Facilities Plan, and reflects stakeholder participation in revising PCC plans and priorities. IT also engaged in research, design, and documentation of standards, processes, and procedures tailored to higher education that empower stakeholders to be fully engaged in technology planning.

IT Governance and Stakeholder Participation

IT piloted a governance structure to formalize a technology infrastructure planning process that was described in PCC's *Ad Hoc Report* (March 2017). However, because the committee structures described proved to have operational challenges, the IT governance approach at PCC has been re-visioned since the implementation of the PMO and EA functions. Two levels of IT governance and planning now frame IT governance and stakeholder participation in technology infrastructure planning:

- **Operational Governance** – Stakeholder engagement in the approval and prioritization of IT projects in conjunction with the technology update and replacement plan is now managed under the umbrella of the PMO, which is fully implemented and has resulted in structured, expansive, comprehensive, and transparent stakeholder participation in managing the IT portfolio.
- **Strategic Governance** – The strategic priorities of IT, and alignment to institutional strategic goals, is now managed under the umbrella of EA. The Enterprise Architect has proposed a new governance framework (under review) that integrates these elements of IT Governance in a holistic, college-wide strategic planning and governance approach.

IT Strategic Planning

A significant strategic planning phase for IT began in 2017 by identifying four goals with associated strategies for IT that support PCC's [Strategic Plan](#). The IT Strategic Goals (see below) are part of a collaborative framework that includes the President's Work Plan, the Academic and Student Affairs Plan (ASAP), and the Facilities Plan (FP). The IT Strategic Goals are supported by IT outcome-based strategies, programs, and projects in the IT Strategic Plan. Because IT is a service function, planning cannot be conducted in a vacuum. Stakeholder input and participation is gathered through IT program participation, EA and PMO activities, project committees, user surveys and participation in ASAP, FP, and related committees.

In late 2017, the IT Strategic Plan was reviewed and approved by the President and Cabinet. It incorporates the following IT Strategic Goals:

1. **Enable Student Success** – Align IT to ASAP; be educational futurists; improve student experiences; support data-driven decisions; and leverage technology to support those most in need.
2. **Optimize Enterprise Architecture** – Adopt standard methodology; make sustainable technology choices; identify stakeholder needs and strategies; complete current/future state gap analysis; and develop and maintain a technology update and replacement plan.
3. **Secure the Institution** – Execute the 2016 Information Security Roadmap; maintain policy, governance, and controls; maintain operational vigilance; promote cybersecurity awareness; and be compliant.
4. **Deliver Operational Excellence** – Organize for success; be a data-informed operation; own a culture of sustainability; provide best-in-class services; and be a model for diversity, equity, and inclusion.

Technology Update and Replacement Plan Progress Update (Standard 2.G.8)

The Project Management Office (PMO) and EA work closely with the Chief Information Officer (CIO) and IT operational directors (Client Services, Application Services, and Infrastructure Services) to facilitate strategic planning activities, production of a technology update and replacement plan, and stakeholder participation in IT planning activities.

The following are examples of recent specific planning activities:

- In 2016-2017, significant upgrades to end-of-life computers occurred across the district. In May 2017, a four-year forecast of computer, A/V, and classroom equipment aging was developed to identify future replacement priorities.
- IT reviews the standard classroom software configuration every term in consultation with departmental managers and faculty in order to coordinate decision-making and manage procurement of campus licenses for common software. A new, standardized Software Request Shield Process was implemented for Fall Term 2017 to improve planning and management of this critical function.
- All enterprise hardware and software resources have a designated manager responsible for the life-cycle management of that resource. Planning is done for both major and routine upgrades and replacements, and those activities are queued into project and portfolio management processes.

Technology update and replacement plans and new project requests are entered into the PMO TeamDynamix software and reviewed, approved, and prioritized by the Intake and Prioritization Committee. This group is made up of over 20 representatives from all the stakeholder groups in PCC and meets monthly. Project status, risks, and issues as well as project backlog and upcoming projects are reviewed at a monthly CIO Review meeting with IT managers. The illustration below shows a sample review list:

The screenshot displays the TeamDynamix software interface for Portland Community College. It features two main review lists:

(IP2C & CIO Review) Completed Projects

Closed	ID	Name	Acct/Dept	IT Team	Start	End	Percent Complete	Status Name
Fri 12/8/17 3:03 PM	279899	Linux Redhat 5 Server OS Upgrade	Information Technology	Server Administration	Fri 3/10/17	Fri 12/8/17	100 %	Completed - Met Expectations
Mon 12/11/17 5:12 PM	282126	RC CA Gym AP Shield						
Mon 12/18/17 11:11 AM	276945	Wireless Controller Redesign						
Tue 12/19/17 8:43 PM	282343	SP2018 Classroom Podium Upgrade						
Tue 12/19/17 8:42 PM	282344	SU2018 Classroom Podium Upgrade						
Tue 12/19/17 8:43 PM	282345	FA2018 Classroom Podium Upgrade						
Wed 12/20/17 5:16 PM	276947	Multi Domain Server(MDS) R80 Upgrade						
Wed 12/20/17 9:11 PM	279661	UIAG - TridentHE Upgrade						
Tue 1/2/18 10:09 PM	279667	K1000 Upgrade to 7.1 & 7.2						
Tue 1/2/18 10:12 PM	286406	Enhancing District Internal Communicati						
Thu 1/4/18 5:39 PM	293719	IS - Nist 171 Audit						
Thu 1/4/18 10:28 PM	282736	UIAG - Implement a test&dev environ fo						

(IP2C) Committee Review All Project Requests

Classification	Priority	IP2C Review	Priority - IT Management	Priority	Name	Description	Acct/Dept	Score	Goals Score	Risk Score	Procurement Size	IT Department	IT Team	Benefits
Projects	1,High				DIGR - F Drive Migration to Drive File Stream	Migrate "F: Drive" employee individual network home drive storage from Active Directory and internally hosted network storage to Google Drive and its Drive File Stream App. This will present current employee convenience of having a drive letter mapped network storage repository on their regular desktops, while bringing all employee home drive data within Google Drive's strong encrypted cloud storage system, and under the strong audit and e-discovery security framework that the College has in place for Google Drive.	Information Technology	53.49	8.33	0.34	No Procurement			

Annotations in the screenshot include:

- A callout box pointing to the "Completed Projects" table: "Stakeholders review completed projects since last committee"
- A callout box pointing to the "All Project Requests" table: "Stakeholders review, approve and prioritize new project proposals"

Conclusion – Recommendation 1 Progress Update

Since PCC's *Spring 2015 Year Seven Mission and Sustainability Evaluation*, the College has increased stakeholder participation in technology infrastructure planning processes, including the technology update and replacement plan. Changes include establishment of a PMO, use of portfolio management software, and development of EA. The production of a technology update and replacement plan (embodied in the prioritized project list in the TeamDynamix portfolio), development of portfolio management processes and committees, and creation of an IT Strategic Plan provide strong foundations for continuous improvements.

On March 5, 2018, PCC's IT department, invited PCC faculty, staff and students to participate in an End User Satisfaction Survey. The PCC IT department has engaged Info-Tech Research Group, an independent IT research and advisory firm, to conduct this survey. Survey feedback will be used to continue to improve the services and products offered. On an ongoing basis, IT engages with stakeholders on specific projects through project and portfolio management processes (i.e., PMO); while stakeholder participation in strategic IT planning operates under the umbrella of the EA and institutional facilities planning.

The following are examples of committees supporting collaboration of IT and stakeholders:

- Intake & Prioritization Committee (where stakeholders review IT project proposals)
- Enterprise Resource Planning (ERP) Steering Committee (strategic planning for the long term ERP infrastructure at PCC)
- Architecture Review Board (review and approval of significant technology purchases, upgrades, or enhancements)
- Facilities Plan IT Working Group (alignment of college-wide IT initiatives with PCC's overall mission)
- IT participation in the YESS Data Committee (evaluating use of data to support student success)

ADDENDUM 2: RESPONSE TO RECOMMENDATION 2

Response Context – Recommendation 2

At the conclusion of the Northwest Commission on Colleges and University's (NWCCU) review of Portland Community College's (PCC) Spring 2015 Year Seven Mission Fulfillment and Sustainability Evaluation, the letter of findings, dated August 4, 2015, was received by PCC with three recommendations:

*The Commission finds that Recommendations 1, 2, and 3 of the Spring 2015 Year Seven Mission Fulfillment and Sustainability Peer-Evaluation Report are **areas where Portland Community College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.***

Furthermore, NWCCU requested that PCC submit a response to Recommendation 2 as an addendum to PCC's Spring 2018 Mid-Cycle Report. The recommendation reads as follows:

The evaluation committee recommends that the College ensure that embedded related instruction components of applied degree and certificate programs have assessable learning outcomes, and that those components are taught or monitored by teaching faculty who are appropriately qualified in those areas (Standard 2.C.11).

To address this recommendation, PCC reviewed the 26 certificates that embed related instruction components within program curricula. Nine certificates (in seven disciplines) used only stand-alone related instruction courses (i.e., blocks of specialized instruction) from PCC's approved General Education list designed and taught by faculty who are appropriately qualified in those areas.

Assessable Learning Outcomes

Instructional deans at PCC determined that a critical first step was to ensure that each course with embedded related instruction had identifiable and assessable outcomes clearly related to related instruction components. This was done in order to "ensure that embedded related instruction components...have assessable learning outcomes" that align with and support program and core outcomes. Related instruction components are mapped to course outcomes and shown on individual Course Content and Outcomes Guides.

Programs utilizing related instruction were asked to review their outcomes for courses with embedded related instruction in their certificate(s) to ensure that:

1. Each course that includes one or more elements of embedded related instruction has at least one outcome that is strongly and explicitly aligned with the focus area (Computation, Communication, or Human Relations);
2. Those outcome or outcomes strongly and explicitly align with content and activities that clearly support student learning in the focus area; **and**

- The identified outcome or outcomes are assessable.

Where a program was unable to ensure all three requirements for a given course, they were asked to revise the course to meet the standards. For some programs, review led to structural changes to the related instruction in the program. All revisions were completed and approved through PCC’s curriculum process by the end of the 2016-2017 academic year. **Table 1** below identifies examples of programs and courses changed to meet the requirements. See [Appendix A](#) for a complete summary of certificates and course changes made.

Table 1. Examples of Embedded Related Instruction Changes (Courses)			
Program	Course	Focus Area	Updated CCOG
Deaf Studies	ITP 111	Communication	Course Content and Outcomes Guides (CCOGs) are available on the PCC website.
Deaf Studies	ITP 180	Computation	
Dental Assisting	DA 135	Human Relations	
Interior Design for Accessibility and Aging in Place	ID 133	Computation, Communication & Human Relations	
Medical Assisting	MA 123	Communication	
Paralegal	PL 103	Computation & Human Relations	
Paralegal	PL 202	Computation	
Occupational Skills Training	OST 101	Computation, Communication & Human Relations	

Appropriately Qualified Faculty

All of the instructor qualifications at PCC follow a general outline, but specific elements applying to each program are recommended by the faculty Subject Area Committee (SAC), the Administrative Liaison, and deans of instruction and academic affairs for approval by the Vice President of Academic Affairs. Once approved, they are published in the [Instructor Qualifications](#) website. Instructor qualifications specific to related instruction in a course where it is embedded are particularly identified under a subheading for each focus area (Computation, Communication, and Human Relations).

Where instructor qualifications do not specifically address qualifications for focus areas, several SACs avowed that their program qualifications provided appropriate evidence of qualification to teach the embedded related instruction components because all of the related instruction is context-specific. Therefore, anyone qualified to teach based on the program qualifications is appropriately qualified to teach the related instruction. In fact, some SACs asserted that such faculty may well be better prepared to do so than instructors less familiar with the professional context.

The Evaluation Committee’s Report identified Machine Manufacturing Technology (MCH) and Landscape Technology (LAT) as examples of related instruction qualifications in accordance with NWCCU guidelines. In responding to NWCCU’s recommendation, PCC reviewed all 23 disciplines (programs) in which related instruction was embedded at the time the Recommendation was written and found six programs identified instructor qualifications similar to those cited as exemplary, 11 had qualifications that were more aligned with the career technical education (CTE) program area, and six that had instructor qualifications needing additional consideration (see [Appendix B](#)). The Dean of Academic Affairs then met with faculty from each of the 17 programs where instructor qualifications for embedded related instruction were identified as problematic to discuss expectations and specific considerations for each program. Most of the programs then submitted revised instructor qualifications for approval.

As of January 2018, the following 13 programs have instructor qualifications that align directly with Evaluation Committee expectations for Standard 2.C.11:

- | | |
|--|--|
| Aviation Maintenance (AMT) | Dental Laboratory Technology (DT) |
| Auto Collision Repair (AB) | Emergency Medical Services (EMS) |
| Automotive Service (AM) | Exercise Science (FT) |
| Computer Apps. & Office Systems (CAS/OS) | Machine Manufacturing Technology (MCH) |
| Computer Information Systems (CIS) | Medical Assistance (MA) |
| Culinary Assistant (HR) | Multimedia/Video Production (MM) |
| Dental Assisting (DA) | |

Three programs (Management and Supervisory Development, Diesel Service Technology, and Paraeducator) changed all related instruction to stand-alone courses (i.e., specialized instruction by appropriately qualified faculty); one program (Landscape Technology) discontinued the certificates with embedded related instruction; and another (Emergency Management) was discontinued completely. Two programs still have these qualifications in the approval process at this writing. Computer Aided Design and Drafting was revised to less than 44 credits in July 2017. Interior Design discontinued related instruction in one certificate, but still needs to obtain approval for qualifications in the Design certificate

Four programs (Interior Design, Paralegal, Sign Language Interpretation, and Occupational Skills Training) reviewed their qualifications and made changes, but instructor qualifications still rely mostly on professional credentials and experience. These faculty SACs maintain that they have identified the most appropriate qualifications to address related instruction in the context of their program area and PCC believes that these programs are now in compliance with NWCCU Standard 2.C.11.

Conclusion – Recommendation 2 Response

PCC developed criteria and a systematic process for CTE programs that rely on embedded related instruction to ensure related instruction components have identifiable and assessable learning outcomes that align with and support program outcomes and PCC’s Core Outcomes. The criteria are now part of PCC’s curriculum review processes. The College also carried out a

review of instructor qualifications and established processes to ensure that embedded related instruction is taught by program teaching faculty who are appropriately qualified in the respective related instruction component areas.

ADDENDUM 3: PROGRESS UPDATE ON RESPONSE TO RECOMMENDATION 3

Progress Update Context – Recommendation 3

In March 2017 PCC submitted an *Ad Hoc Report to the Northwest Commission on Colleges and Universities* (NWCCU) included a response to Recommendation 3 from PCC's *Spring 2015 Year Seven Mission and Sustainability Evaluation*. That recommendation read as follows:

The evaluation committee recommends that the College complete the process necessary to produce a Facilities Master Plan (Standard 2.G.3).

In response to the *Ad Hoc Report* (March 2017), NWCCU requested PCC to provide an Addendum to its *Mid-Cycle Evaluation Report* (March 2018) with a progress update on the items addressed in the *Ad Hoc Report*.

Facilities Master Plan Progress Update (Standard 2.G.3)

One of the main challenges for compiling a PCC Facilities Plan is the sheer size and scope of the undertaking. PCC encompasses a 1,500 square mile district with over 2.5 million gross square feet and 416 acres of grounds. In the past, the development of PCC's facilities was approached largely at a site-by-site level. The inaugural [Facilities Plan](#) compilation provides a current, comprehensive facilities plan consistent with PCC's Mission, Core Themes, and long-range educational and master plans to create and maintain both built and natural environments that incorporate best practices and innovation while enhancing the learning and working environments in support of equitable student success. By providing a large volume of much needed data that can be regularly updated, the Facilities Plan forms a roadmap for total cost of ownership (TCO) for all four campuses and instructional centers.

The initial Facilities Plan will be finalized in spring 2018. The draft is now available for review by the PCC community, including the Board of Directors, who will review the draft at their February, March, and April 2018 meetings. The planning process incorporated a number of filters to assist in project prioritization, including Critical Race Theory (CRT). While CRT is not new to academia, it is new to facilities work. A goal of this effort is to create a replicable tool that will provide a CRT lens for all PCC planning work in the future. One early outcome of CRT was renaming the Facilities Master Plan project "Facilities Planning." Early in the project, students raised a concern about the word "master" and its historically negative connotations. While "master planning" is common in the planning lexicon, it is not necessary to understanding the type of work. Hence, it was agreed by the Steering Committee to omit "master" from the title of the project.

This is PCC's first initiative to conduct physical assessment at a system-wide level. The Facilities Plan looks at the physical spaces of the College, across many specialized areas (structural, mechanical, accessibility, etc.) to understand the range of physical assets of the institution. It

incorporates a space utilization study and provides an underpinning for PCC's future physical development that is consistent with the College's Mission, Vision, Core Themes, and strategic plans. This data-rich snapshot of PCC's physical environment will facilitate regular review utilizing a total cost of ownership systematic approach for the evaluation of College facilities. The next phase of PCC facilities planning will use the initial Facilities Plan information for all campuses and centers and align the Facilities Plan with long-range institutional, academic, and financial planning as new strategic plans are developed.

Over 100 PCC staff are directly participating in facilities planning via eight workgroups and the project steering committee. This highly collaborative approach has produced a plan that is more detailed in its findings and will serve as a valuable resource for staff. The next planning phase will envision the future of PCC by examining possible growth and development capacity at each campus and center in alignment with PCC's ongoing [integrated planning](#) efforts.

PCC's college-wide (system-wide) Facilities Plan is a holistic inter-disciplinary look at all facilities owned and managed by the College. Facilities planning work was divided into eight focus areas, each with a workgroup able to be very inclusive for participation for input into the scope of what was being reviewed and the outcomes. Each workgroup focused on assessing existing College facilities and infrastructure producing [technical reports](#) for each focal area. Efforts by each workgroup are highlighted in the following section.

Facilities Planning Workgroups

Space Utilization. The focus of Space Utilization was on instructional space for each of the four campuses (Sylvania, Rock Creek, Cascade, and Southeast) and the three PCC centers with regularly-scheduled academic courses (Swan Island Trade Center, Hillsboro Center, and the Newberg Center). Other centers host many public and workforce related events that are not traditional academic courses or provide space for institutional support purposes. A scheduling template will be developed for these centers, which will allow for space utilization analysis that includes non-instructional uses.

Facilities Condition. The Facilities Condition Workgroup looked at all built facilities across the district at all sites. Besides overall condition, the group reviewed fire and life safety issues. The detailed review and high-level cost analysis establishes an updated priority for total cost of ownership resource planning. The technical data contain over 700 pages of detailed breakdown of these findings rolled up into a color-coded building summary for each of the College's buildings.

Capital Projects. PCC successfully sought a general obligation bond in November 2017. The three goals identified for this \$185 million bond were to: 1) Improve workforce training programs to better align with current and future jobs; 2) Invest in better training for health and STEAM programs; and 3) Invest in meeting College-wide needs for safety, security, longevity, and disability access. To these ends, several major capital projects have been identified for bond funding.

Safety and Security. The safety and security group evaluated the condition of existing electronic public safety systems (access control, mass notification, etc.). A thorough on-site examination of all electronic safety and security systems using non-destructive observations led to an identification of elements requiring maintenance, repair, and modernization costs. Subsequent work will also include the development of College-wide standards relating to electronic public safety systems (e.g., access control systems, video surveillance and recording systems, intrusion detection systems, and mass notification systems).

Transportation and Parking. The Transportation and Parking Workgroup evaluated facilities that support all modes of travel to and from PCC facilities. A portion of the evaluation of the transportation infrastructure was a typical assessment of deficiencies. Another portion of the work identified goals to be used to determine which projects are prioritized. To capture transportation and parking needs, the following desired outcomes of the future transportation network were identified: provide safe transportation options; provide high value for active transportation options; provide cost effective transportation solutions; and develop an implementable and sustainable plan.

Information Technology (IT). This workgroup's contribution included a site survey and analysis for each campus/center to determine to what extent the existing infrastructure and IT dedicated spaces could support present and projected network needs. This provided valuable insight into the current state of technology and the investment cost that might be required to bring systems and infrastructure up to higher levels. Areas assessed included fiber and copper cable, technology rooms, network redundancy, data center redundancy, wireless architecture, and infrastructure support for video surveillance and public safety systems.

American with Disabilities Act (ADA). A full accessibility inspection was conducted college-wide of existing conditions in PCC's buildings and grounds. The deficiencies found at each location were itemized and documented. Buildings and grounds were reviewed for conformance to the most restrictive standards applicable based upon the site inspections for requirements, such as the 2010 ADA Standards for Accessible Design, the 2014 Oregon Structural Specialty Code (OSSC), and ICC A117.1-2009.

Sustainability. The work done regarding sustainability showed that PCC is a leader in the field. Through the Sustainability Leadership Council, a number of initiatives have been implemented that further the aspirations of the 2006 American College and Universities Presidents' Climate Commitment. PCC will build on this achievement and continue to ensure that PCC remains a leader in higher education sustainability.

Conclusion – Recommendation 3 Progress Update

PCC's initial Facilities Plan provides a compilation of needed data to begin envisioning the College's future capacity and development. For the first time, PCC has a comprehensive resource documenting its current conditions as well as a better understanding of actual physical

needs. The Facilities Plan will serve as a decision-making guide for future discussions related to academic planning and facility enhancement.

Based on the total cost of ownership approach in the Facilities Plan, PCC's Facilities Management Services is able to establish and manage six-year plans that are updated every biennium with input from campuses, divisions, and departments/programs. This process will ensure that resources are sufficient in quantity and quality to improve and sustain infrastructure, facilities, and grounds that proactively support PCC's diverse learning community.

The FMS District Communication Specialist plays a key management role in the department by focusing on improving and supporting strategic goals of communication and standardization of services at all the College's campuses and centers. This position is in its second year of providing a communication role that is critical to successfully improve PCC's campus input/intake process for preparing six-year planning and TCO funding.

APPENDIX A: REIVEW OF CERTIFICATES FOR OUTCOMES IN RELATED INSTRUCTION

PROG	Certificate Title	Result of Review	Embedded/ Stand Alone	Change Courses	Effective Term of Revised Courses and Certificate
AB	Auto Collision Repair (2-year)	No Change	Embedded	Reviewed courses -- no change necessary.	No Change
AM	Automotive Service (2-year)	No Change	Embedded	Reviewed courses -- no change necessary.	No Change
AMT	AMT Airframe (1-year)	No Change	Embedded	Reviewed courses -- no change necessary.	No Change
AMT	AMT Powerplant (1-year)	No Change	Embedded	Reviewed courses -- no change necessary	No Change
AMT	Aviation Maintenance (2-year)	No Change	Embedded	Reviewed courses -- no change necessary	No Change
APR	Apprenticeship	No Change	Stand Alone	Increased the # of courses available to meet RI requirement.	Spring 2018
BA	BA Accounting Clerk (1-year)	No Change	Stand Alone	Reviewed courses -- no change necessary.	No Change
BA	BA Marketing (1-year)	No Change	Stand Alone	Reviewed courses -- no change necessary.	No Change
CADD	Computer Aided Design and Drafting (1-year)	Changed to 1-year certificate	Embedded	Courses reviewed and approved by committee.	Fall 2017
CAS/OS	Administrative Assistant (1-year)	No Change	Stand Alone	Reviewed courses -- no change necessary.	No Change

CAS/OS	Website Development and Design (1-year)	No Change	Embedded	Reviewed courses; course outcomes and activities aligned with focus area of RI.	No Change
CIS	Computer Information Systems (1-year)	No Change	Embedded and Stand Alone	Expanded the Human Relations electives; expanded Communication options to WR 122 or WR 227.	Fall 2017
CMET	Civil Engineering (2-year)	No Change	Stand Alone	Expanded Human Relations elective list to include multiple course options.	Fall 2014
CMET	Mechanical Engineering (2-year)	No Change	Stand Alone	Expanded Human Relations elective list to include multiple options.	Fall 2014
DA	Dental Assisting (1-year)	No Change	Embedded	Reviewed all courses; updated outcomes and activities supporting RI focus area. Reduced # of hours of related instruction in certificate	Fall 2017 and Spring 2018
DS	Diesel Service Technology (2-year)	No Change	Embedded	Reviewed all courses; decided to eliminate all DST courses with embedded RI and replace with stand-alone courses aligned with RI focus area; developed a Human Relations elective list for options.	Fall 2017
DT	Dental Laboratory Tech (2-year)	No Change	Embedded	Reviewed all courses; updated outcomes and activities supporting RI. Reduced # of courses with RI and hours of RI in certificate.	Fall 2017
ED	Paraeducator (1-year)	No Change	Stand Alone	Reviewed all courses; updated outcomes and activities supporting focus area of RI.	Fall 2018
EET	Electronic Engineering (1-year)	No Change	Stand Alone	Expanded Human Relations elective list to include multiple course options.	Fall 2015

EM	Emergency Management 1-year	Inactivating Certificate	Embedded	Reviewed courses -- no change necessary.	Fall 2018
EMS	Emergency Medical Services (1-year)	No Change	Embedded and Stand Alone	Removed one course from template; reduced # of hours of RI.	Winter 2015
HR	Culinary Assistant Training (1-year)	Changed to less-than-one-year certificate	Embedded	Removed courses from certificate.	Fall 2017
ID	ID Design for Accessibility and Aging in Place (1-year)	No Change	Embedded	Reviewed courses; updated outcomes and activities to reflect focus area of RI. Removed one course from RI; reduced # hours.	Winter 2015 and Fall 2016
ID	ID Kitchen and Bath (1-year)	No Change	Embedded	Reviewed courses; updated outcomes and activities to reflect focus area of RI. Removed one course from RI; reduced # hours.	Winter 2015 and Fall 2016
MA	Medical Assisting (1-year)	No Change	embedded and stand alone	Reviewed courses; updated outcomes and activities to reflect focus area of RI. Removed one course and replaced it with a Human Relations elective options list.	Fall 2017
MCH	MCH CNC Milling (1-year)	Changed to less-than-one-year certificate	Embedded and Stand Alone	Removed courses from certificate.	Fall 2018
MCH	MCH CNC Turning (1-year)	Changed to less-than-one-year certificate	Embedded and Stand Alone	Removed courses from certificate.	Fall 2018
MCH	MCH Manual Machining (1-year)	Changed to less-than-one-year certificate	Embedded and Stand Alone	Removed courses from certificate.	Fall 2018

MM	Multimedia (2-year)	No Change	Embedded and Stand Alone	Reviewed courses; updated outcomes and activities to reflect focus area of RI. Added a second course as an option to meet related instruction - Communication	Fall 2017
MM	Video Production (1-year)	No Change	Embedded	Reviewed all courses; updated outcomes and activities supporting focus area of RI.	Fall 2017
MSD	Management and Supervisory Development (1-year)	No Change	Stand Alone	Reviewed courses -- no change necessary.	No Change
OST	Occupational Skills (1-year)	No Change	Embedded	Reviewed courses; updated outcomes and activities to reflect focus area of RI.	Fall 2018
PL	Paralegal (1-year)	No Change	Embedded and Stand Alone	Reviewed all courses and updated outcomes and activities supporting focus area of RI.	Winter 2017
SLIP	Deaf Studies (1-year)	No Change	Embedded	Reviewed all courses and updated outcomes and activities supporting focus area of RI.	Winter 2017
SLIP	Sign Language Interpretation (2-year)	No Change	Embedded	Reviewed all courses and updated outcomes and activities supporting focus area of RI. Reduced the # of courses used for RI and the # of student learning hours for RI.	Winter 2017

APPENDIX B: SUMMARY OF INSTRUCTOR QUALIFICATIONS REVIEW REGARDING RELATED INSTRUCTION AND CURRENT STATUS

Instructor Qualifications (IQs) by Subject Area may be accessed at:

<https://www.pcc.edu/resources/academic/instructor-qualifications/index.html>

Discipline	Computation	Human Relations	Communication	According to examples offered by NWCCU
AB	IQs in compliance with standard were approved June 2016.			OK
AM	IQs in compliance with standard were approved May 2016.			OK
AMT	<p>The following list of AMT classes include embedded Related Instruction: Computation, Communication and Human Relations: AMT 102, 107, 115, 120, 123, 203, 208, 212, 213 and 222 Communication and Human Relations: AMT 101, 105, 117, 121, 204, 218, 219 Computation and Communication: AMT 106</p> <p>In order to teach these courses, instructor must have: Math 60 or tested into higher than Math 60 (for Computation) Writing 121 or Writing 227 or demonstrated writing competency with a professional writing sample (for Communication) Documented 2 years of supervisory work experience or served in a customer service/support/management position (for Human Relations)</p>			Revised, GOOD
CADD		New 60 hrs in CADD 245 July 2017	New 60 hrs in CADD 100 July 2017	NEW Cert (7/2017); Inst Quals in approval process

CAS/OS	CAS 111W, CAS 222 and CAS 206 include embedded Related Instruction in Computation, Communications and Human Relations. In order to teach these courses, instructor must have: - completed college-level algebra or higher Math (for Computation) and - completed college-level writing course (for Communication) and - documented teaching experience or supervisory work experience (for Human Relations)			GOOD
CIS	IQs in compliance with standard were approved May 2016.			OK
DA	IQs in compliance with standard were approved Dec 2015			GOOD
DS	Certificate discontinued.			
DT	All courses except DT 275, 276: AAS Degree in Dental Laboratory Technology from a CODA Accredited Dental Laboratory Program, plus 5 years recent, full-time, non-teaching work experience in the field and evidence of continuing education in the areas of team building and/or dental laboratory management skills (communication and human relations), dental materials manipulation and removable and fixed appliance fabrication (computation). DT 275, 276: Bachelors Degree in Business with 5 years experience using small business computer software and professional or continuing education course work in team building or small business practice management (communication and human relations) and small business finance skills (computation).			GOOD
ED	ED 124 Instructional Strategies: Math/Science - Masters Degree in Education with 3 years of teaching math K-12 settings or MATH endorsement K-12 OR - Masters Degree in Math or Math Education with 3 years of teaching math K-12 settings	ED 100 Intro to Education - Masters Degree in Education or Communications or Intercultural Relations or Psychology	ED 263 Portfolio Development - Masters Degree in Education or Psychology or Communication or Intercultural Relations	GOOD – though discontinued embedded RI in program

EM	Program discontinued and is being taught out.			
EMS	IQs in compliance with standard were approved April 2016.			Concern about addition of "or"
ETC	Program has been inactivated.			
FT	For FT Courses with embedded Related Instruction in Computation: FT 103, FT 104 and FT 105 College-level Algebra or higher (MTH 111 or higher).	N/A	N/A	GOOD
HR	IQs in compliance with standard were approved January 2016.			OK
ID	Embedded RI for Design cert, several courses	Embedded RI for Design cert, several courses	Embedded RI for Design cert, several courses	In process for approval
LAT	LAT discontinued certificates requiring Related Instruction.			
MA	IQs in compliance with standard were approved June 2016.			OK
MCH	*For Computation in MCH 120 and 280: College-level algebra on college transcript *For Computation in MCH 130 and 272: College-level trigonometry on college transcript	N/A	For Communication in MCH 130, 272 and 280: Supervisory experience (documented)	OK

MM	IQs in compliance with standard were approved May 2016.	OK
MSD	Changed all RI to stand alone courses that do not require RI qualifications to be defined.	
OST	The OST instructor of record validates and documents the qualifications of the individual field instructors for all of the related instruction relevant to the OST student's experience, as described in the CCOGs.	Unusual program
PL	IQs modified April 2016 to specify J.D. or Ph.D. (not BA/BS) in law and two years work experience in law or legal field.	Revised, but questionable
SLIP	IQs modified November 2016 to provide specific relevant work experience in the areas of Related Instruction.	OK?

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