PORTLAND COMMUNITY COLLEGE

Mid-Cycle Self-Evaluation Report

Submitted to

Northwest Commission on Colleges and Universities

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Portland Community College (PCC) is Oregon's largest public two-year institution with an educational district area including all or parts of Washington, Multnomah, Columbia, Yamhill, and Clackamas counties. The College offers comprehensive academic programs in the areas of transfer, career technical education, workforce training, community education, developmental, and adult basic education. PCC operates four comprehensive campus locations throughout the service district: Cascade Campus in Northeast Portland's urban neighborhood, Rock Creek Campus in the high-tech corridor near Hillsboro, Southeast Campus in the diverse and growing central eastside, and Sylvania Campus near the southwest communities of Tigard and Lake Oswego. The College also operates eight centers located throughout the greater Portland-Metro area that offer apprenticeship training, workforce development programs, continuing and community education, as well as credit and non-credit classes.

This Report is in response to the requirements established by the Northwest Commission on Colleges and Universities (NWCCU) to conduct a Mid-Cycle Evaluation with the purpose of showing readiness to show mission fulfillment and sustainability in the Year Seven Self-Evaluation Report. This Forward reviews significant leadership changes and updates on initiatives since PCC's *Year One Self-Evaluation Report* (spring 2016). Part I describes the College's plan for aligning the PCC Mission with mission fulfillment and sustainability. Part II represents PCC's assessment process by highlighting two examples of student learning outcomes assessment. Finally, the Report concludes with an overview (Part III) of what is needed to move forward in preparation for PCC's Year Seven Self-Evaluation Report.

Leadership Changes

The most significant leadership change since the *Year One Self-Evaluation Report* (spring 2016) is the hiring of a permanent President for PCC. In July 2016, **Mark Mitsui** began his tenure as PCC's President after a national search and comprehensive recruitment process. President Mitsui has quickly galvanized the College around a central vision of **Opportunity and Equitable Student Success**.

PCC's Board of Directors also underwent some leadership changes with the addition of a new Chair and three new board members. In December 2016, Kali Thorne Ladd was elected Chair. Valdez Bravo and Mohamed Alyajouri were both elected to their positions in 2017. Finally, Kien Truong was appointed the Student Trustee to the Board in 2017.

Executive leadership changes to the President's Cabinet include the permanent appointment of Michael Northover as the Chief Information Officer (CIO), a role that he had held as interim in 2016. Eric Blumenthal was hired in August 2016 as the Associate Vice President for Finance, filling the vacancy left by James Langstraat's promotion to Vice President of Finance and Administration (also PCC's Chief Financial Officer). In June 2016, Chris Chairsell retired from her position as Vice President of Academic and Student Affairs. As a result, the President took the opportunity to review the position and gather input from stakeholders, ultimately leading to

the creation of two Vice Presidents: one for Academic Affairs and one for Student Affairs. During the 2016-2017 academic year, PCC hired an Interim Vice President of Academic Affairs and an Interim Vice President of Student Affairs to assist in the creation and reorganization of the two new divisions. A national search for both positions began in January 2017 and concluded in June 2017 with the hiring of Dr. Katy Ho as the Vice President of Academic Affairs and Dr. Rob Steinmetz as the Vice President of Student Affairs. The President's Cabinet will undergo more changes in the upcoming year with the announcement of the retirement of Dr. Sandra Fowler-Hill, Rock Creek Campus President, in June 2018. PCC has already begun the process of a national search.

Opportunity and Equitable Student Success

During his first year, President Mitsui introduced a **President's Work Plan** to help PCC begin to unite priorities and bridge toward a new institutional Strategic Plan since the current plan expires in 2020. The President's Work Plan identifies the juncture of the College's existing goals, Mission, and Core Themes. The intersection that unites all is a focus on "Opportunity and Equitable Student Success." This central message from President Mitsui's Work Plan was shared widely during the 2016-2017 year through a series of Town Hall events and college-wide messaging. It also gave PCC an opportunity to think strategically about large-scale priorities that support opportunities and equitable student success. Discussions around elevating this conversation led to the exploration of joining **Achieving the Dream (AtD)**.

In February 2017, PCC sent a team of faculty and administrators to AtD's national conference – DREAM – in San Francisco. This was an opportunity to learn more about this national network. Focused on institutional improvement built on evidence-based assessment and data, AtD brings together a national network of over 200 community colleges to share best practices and engage in policy discussion. AtD provides coaching and support around seven critical capacity areas needed in order to create and sustain the large-scale institutional change essential to improve success for all students, especially low-income students and students of color. The seven areas are: 1) Leadership and Vision; 2) Data and Technology; 3) Equity; 4) Teaching and Learning; 5) Engagement and Communication; 6) Strategy and Planning; and 7) Policies and Practices.

After discussions and input from various governing groups, including the Educational Advisory Committee (EAC) and the President's Cabinet, PCC moved to become a member of AtD. In June 2017, the College sent a team of faculty, staff, and administrators to a kickoff meeting for all new AtD colleges. As a result, the two new Vice Presidents were assigned to lead PCC's AtD efforts that began with a college-wide introduction of AtD at the fall 2017 general college meeting. In order to better connect the work of AtD with existing initiatives and priorities, PCC branded AtD efforts under the umbrella of **YESS (Yes to Equitable Student Success)** and organized several teams focused on implementation of key strategies. Over the next few years, the College will be working on alignment of Key Indicators of Achievement (KIAs) and other metrics of success to overall goals as outlined by YESS and the President's Work Plan. This is all part of an effort to build a solid foundation to begin the work of integrated strategic planning.

PART I: OVERVIEW OF INSTITUTIONAL ASSESSMENT PLAN

Mission, Core Themes, and Key Indicators of Achievement

The PCC Mission (*Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion*), approved by the PCC Board of Directors in January 2016, continues to provide direction for the College today and into the foreseeable future. The Board-approved Core Themes also remain in place, as reported in PCC's *Year-One Self-Evaluation Report* in spring 2016: 1) Access and Student Success; 2) Quality Education, 3) Economic Development and Sustainability; and 4) Diversity, Equity and Inclusion.

PCC did revise its Core Theme Objectives and **Key Indicators of Achievement (KIAs)** since early 2016. During the 2016-2017 academic year, Interim Vice President of Academic Affairs Elizabeth Lundy began a series of conversations and meetings with faculty, staff, and administrators around the KIAs. These year-long conversations were an opportunity for PCC to engage in feedback and discussion about how well the initial set of KIAs, submitted in the *Year-One Report* (spring 2016), still related to mission fulfillment. As a result, feedback was compiled specifically to update the wording, targets, and metrics of the KIAs in order to better align mission fulfillment indicators with the everyday work of PCC. This feedback was then passed on to the incoming permanent Vice President of Academic Affairs, Katy Ho, in June 2017.

The Vice President of Academic Affairs worked with a team of representatives throughout summer and fall 2017 to review an updated set of KIAs based on the feedback gathered from the previous year and taking into account alignment between the KIAs, the President's Work Plan, and YESS. The team was comprised of key stakeholder representatives from the PCC community who were charged with gathering input on the updated KIAs to bring back to the team for further consideration. This process and subsequent review led to several of the Core Theme Objectives being updated as well. By December 2017, the group's resulting work was shared as a near-final document so that work could begin to align YESS metrics, the President's Work Plan, and the College's supplemental budget process to the Core Themes, Objectives, and KIAs as appropriate. **Appendix 1A** lists each Core Theme with corresponding Objectives, KIAs, proposed targets, and accompanying rationale.

This development marks an important milestone for PCC. The process to better draw out the KIAs and intentionally tie them with strategic priorities and initiatives is a culture shift. Over the next few years, the College will begin to align the KIAs more explicitly within an integrated strategic planning process and, ultimately, the budgeting process.

Mission Fulfillment

The College defines mission fulfillment as successfully meeting PCC's Core Theme Objectives measured through the KIAs. Each KIA is designed to have a corresponding desired "target" and a minimum acceptable level of attainment if target levels are not met. **Appendix 1B**, a working

document, details the data sources identified for each KIA and the developing baseline data. Through this documentation process, the proposed targets will be confirmed as originally drafted or designated in need of further consideration by the aforementioned KIA team (working group). In general, a minimum acceptable level (i.e., threshold level) of attainment will be a value within 5% of the desired target. This documentation process is also providing insight into the additional resources needed to collect some of the data and awareness of the KIAs that may not be measurable with existing resources or systems.

Ultimately, mission fulfillment for PCC is assessed by dividing the number of KIAs meeting target and threshold levels by the total number of KIAs. Each KIA is equally important in determining mission fulfillment; thus, no weighting factor is applied. A rate of 70% or higher meets PCC's criteria of success toward mission fulfillment.

As previously stated, many of the KIAs are also measures in the President's Work Plan and YESS. This further integrates the KIAs, and thereby mission fulfillment, throughout the College. The PCC Board of Directors is involved in mission fulfillment from a leadership perspective through the Board Goals and Priorities they set. The Board also receives periodic accreditation updates. For example, the Vice President of Academic Affairs presented an update at the Board of Directors' Meeting on January 18, 2018.

Planning and Implementation

The College is actively engaged in further developing a culture of planning. For example, PCC initiated, updated, and/or finalized following plans in 2017-2018:

- Academic & Student Affairs Plan
- Facilities Plan (Phase 1)
- YESS Action Plan
- Information Technology Strategic Plan
- Campus-Level Strategic Plans
- Center and Workforce Strategic Plans
- Diversity, Equity, and Inclusion Action Plan
- Climate Action Plan

Generally speaking, implementation planning is scheduled for 2018-2019 with actual implementation and assessment following in 2019-2020. By design, most, if not all, core theme areas will be directly impacted or influenced by the implementation of each plan. Thus, one or more KIAs will also serve as an over-arching measure within the assessment process developed for each plan.

Conclusion – Part I

The College Mission and Core Themes, approved by the Board of Directors in January 2016, are still valid and continue to provide direction for PCC. Since that time, the Core Theme Objectives and KIAs have been revised with several linked (or identical) to measures for the President's

Work Plan and YESS. Assessing mission fulfillment is integrated throughout the PCC community, including the Board of Directors, through this integration of the KIAs.

Work is underway to determine if the KIAs collectively provide not only sufficient evidence to assess mission fulfillment, but are sustainable and manageable in scope. Preliminary findings, based on a working document (see **Appendix 1B**), indicate that it may be necessary to reduce the number of KIAs being tracked and/or simplify the disaggregation of several measures in order to make the process more practical.

PART II: REPRESENTATIVE EXAMPLES OF ASSESSMENT PROCESS

The following examples provide two detailed representative examples of how PCC faculty have operationalized its Mission and Core Themes in micro-level assessment efforts. The first example concerns student learning for a career and technical education (CTE) program. The second example involves student learning in the General Education (Gen Ed) component. In both cases, PCC faculty and the institution are engaged in continuous improvement processes for student learning assessment.

Example 1 – Assessment of Program and Institutional Outcomes in Career and Technical Education: Automotive Collision Repair

The CTE programs at PCC focus their assessment efforts on the degree and certificate outcomes that embody industry and workforce priorities. Each outcome at the degree/certificate level may include one or several technical skills and/or PCC Core Outcomes. The Core Outcomes in many programs are assessed in the context of the program itself, while in others some may be associated with courses offered by other disciplines, including Gen Ed. The various programs approach assessment of these skills, abilities, and outcomes in ways that the faculty in each area find appropriate. Programs submit annual reports, which are posted on an internal website, and include a summary of assessment results in their Five-Year Program Review.

The Automotive Collision Repair (ACR) faculty developed an assessment that is comprehensive and is used consistently to document students' outcome attainment in a manner that regularly informs instruction. The assessment is conducted in the required ten-credit (300 hour) Cooperative Education (Coop Ed) work site placement (work experience) for every completing student each year. The instrument is a set of 45 specific skills that cover all program outcomes, including both the technical skills and the "soft" skills represented by PCC's Core Outcomes (see **Appendix 2A**). The instructor of the Coop Ed course administers the assessment, in collaboration with the workplace supervisor, using a three-level rubric to evaluate student attainment of each skill.

The validity of the assessment is based on alignment to the guidelines outlined by the National Automotive Training Education Foundation (NATEF) and input from the ACR program's Industry Advisory Committee. A designated faculty member oversees the scoring of students at their workplace, using a three-level rubric, to achieve reliability of scoring (see **Appendix 2B**). While best practice would suggest using multiple normed raters, this is not a realistic expectation for the ACR program. Instead, the faculty emphasize maintaining consistent scoring by having the same faculty member administer this assessment every year for all students in a cohort. The three-level rubric provides information that can be consistently evaluated and interpreted.

Faculty present results in a table where the rows show the specific levels attained by the students in each column (see **Appendix 2C**). In this presentation format, faculty can easily identify skills that many students may find challenging as well as individual students who are

less successful. Faculty close the loop on any changes that are implemented through regular use of the same assessment instrument.

Faculty use average scores for each skill to identify instructional areas needing more attention (i.e., to inform academic planning and practices). For example:

- The Annual Report for Spring 2011 (first implementation year) showed that the scores for Self-Reflection were lower than anticipated. In response, faculty provided students with more specific instructions and examples of peer-generated work to clarify expectations. In subsequent years, the scores for this area improved.
- Faculty review of 2013 scores suggested that more instructional attention to Panel Repair was needed, faculty implemented instructional changes, and subsequent assessments in 2014 and 2015 showed higher averages for the four specific skills in the Panel Repair set.
- In 2015, the ACR faculty reviewed assessment results and processes for Critical Thinking skills (*process and repair problems*, *computation*, and *utilization of repair data*). Faculty had ascribed low scores in prior years to students' overdependence on faculty guidance. During the 2014-2015 year, faculty decided to intentionally challenge students more frequently to attempt to solve repair shop problems on their own. Although nearly all students met the benchmark, the 2015 scores were not higher than in previous years. However, the faculty decided that continuing to encourage students to solve problems autonomously, and to use industry resources more proactively, was still important.
- In 2017, faculty noted that students being assessed earlier in the year had low welding scores and addressed this mid-year by providing Coop Ed sites with evidence of students' abilities so that students gained more opportunities to develop/demonstrate skill prior to the end-of-term assessment. Students scored later in the year did, in fact, exhibit higher scores. See ACR 2016-17 Plan and Report, p14; and the Results Spreadsheet (2017), **Appendix 2C**.

Faculty average scores per student to indicate an overall rate of student mastery of outcomes and faculty use scores for planning and documenting improvements to instruction and advising. The following are some examples of these practices:

- The first year (2011) the assessment was used, 3 of 15 students averaged two or less overall on a three-point scale. Faculty noted that English was a second language for all three students. They identified a need and implemented additional supports to address the needs of program students with more limited English proficiency. Although the results reported annually do not include English proficiency data, the practice of looking more carefully at students with lower assessment scores suggests that these measures were effective.
- In 2012, one student showed markedly lower average scores than the rest of the cohort. Faculty determined that the student had been out of school and working in the field for ten years before coming back to complete the Coop Ed required for the certificate.

While his technical skills were strong, his averages reflected low scores in the Core Outcome areas. These had been the focus of more recent faculty emphasis on communication, teamwork, cultural awareness, and professionalism. Faculty concluded that changes implemented in instruction over the last several years had positive effect on Core Outcomes-related skills scores.

- In 2013, faculty review of all assessment results suggested that taking the Coop Ed section on a part-time basis (i.e., for less than 10 credits) was not ideal, likely because it reflected less opportunity to practice and demonstrate both the technical and "soft" skills embedded in the program outcomes. As a result, students in more recent years have been more strongly discouraged from this practice.

ACR faculty have not changed the program assessment over several years, with one notable exception. In 2015, the faculty Subject Area Committee (SAC) for ACR also reviewed the assessment process for Self-Reflection skills (*accountable for actions*, *assess skills abilities*, etc.). They decided that instead of relying on the judgment of the one Coop Ed instructor, all four ACR instructors should score students. Using a consensus model, faculty arrived at average scores that were not much different from prior years. However, ACR faculty gained a broader and collective understanding of the assessment and its purpose. The SAC has continued this assessment practice each year since. Their general finding is that the majority of students score at least a 2.0 on specific skills and average 2.0 or greater overall. ACR faculty use analyses of assessment results to inform continuous improvement through focused adjustments of various elements of the program and as a way to evaluate changes in instructional practice.

Several other SACs adopted or are considering the ACR approach to assessment (i.e., embedding program assessment either in a work experience component or in a campus-based capstone course). The College encourages this approach as a model where appropriate. Other SACs have found it useful to develop more complex and nuanced assessments, as needed for their specific programs, instead. Developing more complex program-specific assessments often results in longer development time (iterations of modifying the assignment or evaluation protocol), restrictions on the number of outcomes that can be assessed each year, and limits on the frequency of reassessment. However, allowing such program-specific assessment has empowered the faculty to assess for what they need to know about student attainment and figure out how to make it valid, reliable, regularly documented, and complete on the back end.

An excellent example of this is the work conducted by the Microelectronics faculty to evaluate their assessment process for troubleshooting, a complicated but critical ability in practice. The Microelectronics SAC has devoted considerable time to evaluating how they conduct the assessment, including the number of problems the student must identify, the degree of support that is appropriate from instructors, and the manner in which the scores are determined. This evaluative review was done with an eye to what was valuable to employers. The College's assessment structure provides room for this kind of program-specific variability as PCC develops ways for all of its faculty to systematically and comprehensively report the outcomes of their program-level (degree and certificate) assessments.

Example 2 – College-Wide Assessment of Core Learning Outcomes within General Education

Faculty at PCC have actively been working on assessment at the program level since 2008, when the Learning Assessment Council (LAC) was established. The LAC decided that the appropriate focus for early work should be institutional Core Outcomes, since the expressed intention was that all PCC students achieve these outcomes. Assessment was to be carried out by individual faculty-driven Subject Area Committees (SACs), reported annually, and evaluated by a team of peer reviewers. This approach was important for encouraging the development of assessment methodology and practice among faculty at the program level. It also engaged faculty in framing the Core Outcomes in the context of each program or discipline. However, it did not support a collective faculty understanding or agreement regarding expected student attainment of the Core Outcomes. Faculty continued to review assessment processes and practices to seek the best means to accomplish this.

From the Multistate Collaborative to Internal College-Wide Assessment

In fall 2013, the State Higher Education Executive Officers Association (SHEEO) launched the Multistate Collaborative to Advance Quality Student Learning (MSC). This project focused on using authentic student course work across a wide spectrum of programs and disciplines to evaluate the level of attainment in broad institution-level outcomes using a common rubric for each outcome. The outcomes faculty chose for the project were 1) Written Communication, 2) Critical Thinking, and 3) Quantitative Literacy, using the Association of American of Colleges and Universities (AAC&U) Liberal Education Americas Promise (LEAP) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics.

PCC participated in the development phase of the MSC and has contributed significantly since the initial Pilot Year (2014-2015) by providing student work for all three outcomes. Faculty selected student work according to project-approved protocols, carefully redacted, correlated with the required student demographic information, and submitted according to project timelines and protocols. Six PCC faculty completed training and scored for the national project.

A key goal of PCC and its faculty in participating was to build internal capacity for large scale rubric-based assessment, with the notion that college-wide assessment might allow faculty to address some of the challenges to regular and systematic collection of assessment results from 87 individual programs. Faculty found several aspects of the project especially instructive with regards to both conceptual practice and logistics:

- The requirement to organize samples by college credits earned, and to submit a detailed demographic profile for the student samples submitted, led faculty to include this in PCC assessment processes from the very beginning.
- The MSC project provided guidance on how samples should be selected. In the first two years, there was no need to impose a selection protocol as faculty sent every qualifying artifact. In 2017, with many more faculty participating and an interest from MSC in collecting samples from students “early” in their degree program, faculty considered

different selection methods, identifying those that would conform with the requirements of the project while still meeting internal needs.

- PCC faculty replicated elements of the project locally each year. They conducted workshops on assignment design led by faculty who attended a statewide MSC-sponsored conference, conducted norming sessions led by PCC's national scorers, and, most importantly, scored all of the same artifacts sent forward.
- Challenges in using the unmodified VALUE Rubrics across a broad set of disciplines became apparent during this project, especially for Critical Thinking. Faculty found that expression of such a broad outcome varies across many programs and the rubric ends up being both restrictive in interpretation and difficult to apply. As PCC moves forward, faculty plan to develop rubrics that are more strongly aligned to the College's outcomes.

The College started with a small group of interested faculty, and, by offering SACs the opportunity to use this work as their annual assessment project, faculty participation has increased significantly. **Table 1** below illustrates this growth.

Table 1 - Participation in MSC (College-Wide) Assessment

		2015	2016	2017
Written Communication	Disciplines	5	5	6
	Courses	7	9	12
	Instructors	11	6	21
	Sections	18	10	42
	Artifacts	145	127	156
Critical Thinking	Disciplines	2	5	10
	Courses	4	9	14
	Instructors	4	7	24
	Sections	6	12	32
	Artifacts	81	121	221
Quantitative Literacy	Disciplines	2	3	3
	Courses	2	4	5
	Instructors	2	6	22
	Sections	2	7	29
	Artifacts	37	100	211

This is a "sample of convenience," based on faculty and/or SACs participating voluntarily. Therefore, it is difficult to generalize results. Recognizing this, PCC faculty are not attempting to make strong claims about the meaning of the data generated thus far, but are using the work to learn how to develop the principles and manage the processes for rubric-based, college-wide assessment. That said, several high-enrolling courses participated in the project. Their participation resulted in an overall student demographic profile in the sample that fairly closely matched the general PCC student population (see **Appendix 2D**).

The data faculty gather from rubric evaluation can be very complex, offering a range of scores on multiple criteria within a rubric from different sub-populations of students. In order to simplify the first level of analysis and evaluate the data in terms of indicators of achievement, faculty express the results as "% of students meeting benchmark." For the VALUE rubrics, faculty defined that benchmark as "2.0 or greater" on a four-point scale. These rubrics were developed based on Bachelor's degree attainment, and internal scorers generally agreed that "2.0" indicated what students should achieve by completion of an Associate's degree. As faculty develop PCC's own rubrics, they will decide whether to continue to align with the "4-year" rubric model or change the scale (and thus the benchmark score) to provide more nuance within the expectations for a 2-year course of study.

The data from 2017 is presented in **Appendix 2E** for artifacts scored by PCC faculty, and focuses on two populations, defined by MSC project parameters:

1. Students with more than 67 [quarter] credits (75% of the credits needed for an Associate's degree; i.e., students "Late" in their program)
2. Students with 0-22 credits (i.e., "Early" in their program)

The percentage of "Late" students scoring at the benchmark or higher for the **Written Communication outcome** was more than 73% for all dimensions (criteria), with *Content Development* and *Control of Syntax and Mechanics* the strongest dimensions, at 91% and 88% respectively.

For the **Critical Thinking outcome**, the percent of "Late" students meeting the benchmark was lower, with the most success shown in the *Explanation of Issues* dimension. Interestingly, although *Influence of Context and Assumptions* had the lowest percent meeting benchmark, that dimension showed the largest difference from the "Early" students. All dimensions showed differences of between 5 and 17 percentage points between "Early" and "Late" students. It is tempting to call these "gains," but that would be inaccurate since the process is not measuring attainment for the same students at "Early" then "Late" stages of credit accumulation.

The percentage of students meeting benchmark for the **Quantitative Literacy outcome** was greater than 85% for "Late" students on all of the dimensions except for *Assumptions*. This is not surprising, since the whole MSC project had low scores for this dimension. Faculty identified this dimension as one of the most challenging of the elements of this rubric. These higher percentages may be a consequence of the smaller number of courses and disciplines participating for this outcome. Quantitative Literacy is not one of PCC's current Core Outcomes, but it offered interested faculty an opportunity to explore this outcome's assessment via MSC. The greater intentionality and focus of the Quantitative Literacy assignment is different from the more diverse set of courses participating in the other two outcomes.

The differences between the "Early" and "Late" students are encouraging, but may not be meaningful for two reasons. **First**, given the sample sizes obtained/scored compared to the

graduating population of PCC, the margin of error is about 10% (with 90% confidence). Even the larger differences of 17 or 18 percentage points would have overlapping error bars. **Second**, there are differences in the populations that cannot be factored out. For example, many of the "Early" students are likely to have significant college credits that are not included in the student's PCC transcript. Also, the "Late" population may be depleted of students who transferred before earning 68 credits. Thus, these results should only be considered suggestive rather than indicative. The project disaggregated data in several ways (see **Appendix 2F**), but given the PCC sample sizes, the results are, at best, only suggestive. Future work could involve sampling differently to address specific questions relating to PCC's student population.

Faculty evaluated inter-rater reliability using AgreeStat 2015-16 software for the calculations. **Appendix 2G** shows the results at the criterion level, indicating percent of agreement, Gwet's AC_2 chance-corrected agreement coefficient (calculated with weighting to reflect the most significant interface between scores of 1 and 2), and the Landis-Koch interpretation for the Gwet's coefficient at 95% confidence. The results indicate only slight to moderate agreement among the dimensions; lower than desired, but offering a clear target for improvement. The Critical Thinking outcome's rubric scores showed the least overall agreement; however, anecdotal reports from faculty indicated significant difficulty using this rubric without modification.

PCC faculty now have experience with the mechanics, have developed some general operating principles and practices, and are gaining experience in the analysis of data for college-wide assessment of cross-disciplinary outcomes in place. However, the limitations of a sample based on instructors opting in and standardized rubrics as required by the MSC inhibited development of a regular and systematic approach to assessing PCC Core Outcomes. PCC faculty expect that changing PCC's Gen Ed program to achieve alignment to the Core Outcomes and incorporating assessment via the college-wide model will allow development of such an approach. This is discussed more in the following section.

College-Wide Core Outcome Assessment and Redesign of General Education

The PCC Core Outcomes were not explicitly linked with Gen Ed when initially developed and attention to the Core Outcomes has never been part of Gen Ed course approval. Faculty widely assumed that students would "get" the Core Outcomes when they took Gen Ed courses, but inspection of matrices of courses mapped to the Core Outcomes made it clear that this was a false assumption. In addition, faculty found it difficult to organize assessment results from SAC-based projects that are conducted differently across PCC's many programs and disciplines.

Several years ago, an *ad hoc* work group made up of faculty leaders from the LAC, leaders of the Educational Advisory Council (EAC) and its standing committees, and staff from the Curriculum Office and Academic Affairs began discussing whether and how PCC might connect assessment expectation with curricular processes. This "EAC LAC Integration Work Group" has persisted and is proposing a revision to PCC's Gen Ed components to address the assumption that Gen Ed covers the Core Outcomes. The revision includes a new approach to assessment of

student achievement of Core Outcomes. The model requires faculty in each of PCC's three traditional Discipline Studies areas (Arts and Letters; Social Science; and Science, Math, and Computer Science) to assume responsibility for one or two of the Core Outcomes via all of the Gen Ed-designated courses in that area. Since all students earning Associate's degrees are required to take at least one course in each area, faculty can be confident that students will receive instruction in the Core Outcomes. Faculty expect this new process will facilitate assessment of student attainment of the Core Outcomes within the context of each discipline area.

The Gen Ed revision discussion presented faculty an opportunity to revisit the Core Outcomes. PCC's Core Outcomes were established nearly 20 years ago. The following key questions were posed to faculty: Do the Core Outcomes still address the educational values that PCC is prepared to support for all students? Are there any that are missing? What are the outcomes that faculty will agree to teach and assess for all students? To address these questions, PCC convened faculty in each of the required areas of Gen Ed and asked them to consider the specific skills, knowledge, and abilities that have the most meaning among the set of disciplines in each group. Where several criteria can be related together in a rubric, that rubric essentially defines the outcome.

Faculty developed the first such rubric in summer 2017 for Cultural Literacy. Cultural Awareness has long been one of PCCs Core Outcomes and Cultural Literacy is a requirement of the Associate of Arts Oregon Transfer (AAOT) degree. It seemed a good first target for melding the state-wide agreed-upon outcomes and criteria with the intentions of PCC faculty. The rubric (**Appendix 2H**) is being piloted this year, with strong participation from multiple disciplines. An assignment design workshop focused on the new rubric was held in December 2017, workshops for scorers will be held Spring Term 2018, and a sample of artifacts will be collected in Winter Term and Spring Term then scored in early summer.

Also in 2017-2018, Discipline Area Committees are meeting to develop the outcomes and rubrics for the area(s) for which they will be responsible. PCC faculty expect to be able to pilot at least two of these rubrics in 2019.

Once the model and revised outcomes are approved, faculty will revise the Gen Ed list. New criteria for Gen Ed status will include requiring an assignment that will allow students to demonstrate mastery of the outcomes adopted for each discipline area. When a majority of the Gen Ed courses meet that requirement, faculty will change the sample selection for college-wide assessment to start with students nearing completion (rather than instructors who opt in), with much greater assurance that PCC faculty will be able to get student work from the full complement of Gen Ed courses.

The College expects that this transition will result in a system that allows faculty to demonstrate attainment of the Core Outcomes in a valid, reliable, and meaningful way. The locally-developed rubrics will reflect a more common understanding of PCC faculty priorities for institutional outcomes. Attention to assignment design will enhance validity of assessing

against these rubrics. Faculty expect to be able to increase the reliability of assessment information by developing stronger norming protocols and developing a cadre of experienced scorers. With a judicious rotation of outcomes, PCC faculty will be able to collect and score a sufficient number of samples to give the data real meaning.

Conclusion – Part II

As noted in Example 1, CTE faculty are working to identify and assess outcomes that are both meaningful and assessable in their respective areas. The ACR faculty identified a set of indicators that comprehensively address the skills, knowledge, and behavioral elements of their program outcomes, and they use assessment to support continuous improvement. In a related example, Microelectronics faculty spent time refining the assessment of a critical indicator for student success. For all instructional programs, faculty at the program level make changes to improve teaching and learning, report assessment findings to the College in annual reports, and summarize them in Program Review.

With Gen Ed assessment, faculty have focused on developing processes and capacity for transitioning from assessment of Core Outcomes in individual courses at the discipline level to college-wide assessment. Therefore, the data collected and analyzed to date do not suggest particular action. Revisiting Gen Ed structure necessitates reconsidering the Core Outcomes and developing and adopting rubrics for the outcomes that apply to each subset of required courses within the Gen Ed program. When PCC faculty are able to assess student learning across the Gen Ed program, the data they collect will be both meaningful and support coherent changes to teaching and learning.

PART III: PREPARING FOR YEAR SEVEN SELF-EVALUATION

The process of examining the relevancy of the Key Indicators of Achievement (KIAs) in regards to mission fulfillment has coincided well with conversations around the President's Work Plan, YESS work, and preparing for the College's next strategic plan. Throughout this past year, it has become clear that Portland Community College (PCC) must not only take steps to align the KIAs with upcoming initiatives, but also begin to draw out the KIAs so that the College community begins to fully understand and feel a sense of ownership of them.

Initial data collection for the KIAs detailed in **Appendix 1B** indicates that the large number of data points generated from the existing measures (as defined) may not be sustainable and manageable. It is likely that assessment of mission fulfillment would be better supported by reducing the number of KIAs. Additionally, based on the initiatives and strategies emerging from the YESS work, revising several of the targets appears needed. The primary role of YESS is to help PCC prioritize work around large-scale initiatives and strategies in order to improve attainment of equitable student success. This work will take time to implement and the related KIA targets will likely need to be adjusted so that by Year Seven PCC will be meeting targets rather than stating the targets as yearly goals.

Assessment of student learning at both the program level, for career and technical education (CTE) programs, and at the intuitional level, for General Education (Gen Ed) and Core Outcomes, is getting to a place where meaningful data can be collected and used by PCC faculty at all levels (course, program, and institutional). Individual CTE programs approach this charge in a way that fits their curriculum and their industry, and systems are being developed to capture those results more systematically. For Gen Ed outcomes, the mechanics of college-wide assessment are in full scale development, with identified targets for improvement. By continuing to develop the Gen Ed and Core Outcomes learning assessments as designed, faculty are well positioned to demonstrate mission fulfillment for quality education in the Year Seven Self-Evaluation Report.

As PCC begins to tie the KIAs to strategic priorities and initiatives, it will be important to re-engage the entire College community. In preparation, the Vice President of Academic Affairs will convene a meeting in June 2018 of the KIA stakeholders and members of the YESS Data Team. This will be an opportunity to further refine measures for data gathering and a good opportunity to check for alignment as specific work around YESS will be identified by then.

In conclusion, with the completion of work currently underway to refine select KIAs and targets and by continuing Gen Ed and Core Outcomes assessment practices, PCC will be prepared to address mission fulfillment in the Year Seven Self-Evaluation Report.

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APPENDIX 1A: TABLE OF CORE THEMES, OBJECTIVES, KEY INDICATORS OF ACHIEVEMENT, TARGETS, AND RATIONALES FOR KEY INDICATORS OF ACHIEVEMENT

Core Theme: Access and Student Success		
Objective AS²1: PCC courses are accessible and affordable		
	Key Indicator and Target	**Rationale for Key Indicator**
AS² 1.1	**Total FTE** Target: College FTE meets or exceed budget FTE target	Meeting budget FTE levels enables the college to provide instructional and student support services as planned and avoid unanticipated tuition increases and service reductions.
AS² 1.2	**Distribution of Credit Students** Target: Reflect the diversity of the community we serve	Providing the diverse community access to educational opportunities is fundamental to the College's mission.
AS² 1.3	**Distribution of Non-Credit Students** Target: Reflect the diversity of the community we serve	Providing the diverse community access to educational opportunities is fundamental to the College's mission.
AS² 1.4	**Distribution of Dual-Credit Students** Target: Reflect the diversity of the community we serve	Dual credit courses provide college-ready high school students access to college courses free of charge.
AS² 1.5	**Number of Courses Offered Online** Target: Increase the number of unique courses offered online *5% compared to the prior year offerings of online courses	Web courses provide access to populations unable to attend on-campus courses and expand scheduling options for all students.
AS² 1.6	**Course Tuition and Fees** Target: Remain below top quartile of Oregon community colleges	Cost can be a barrier to college enrollment. This measure addresses PCC's affordability relative to other colleges impacted by the same state funding limitations.
Objective AS²2: PCC students successfully progress toward their educational goals		
AS² 2.1	**Percent of Attempted Credits Successfully Completed** Target: 75% or more credits are successfully completed	This measure applies to all credit students – regardless of educational goal and is a significant leading indicator or student success.

AS² 2.2	**Percent of Dev Math, Reading, Writing Enrollments Successfully Completed** Target: 70%	Completion of developmental course(s) is needed to meet prerequisite policy and/or improve skills for college-level course success.
AS² 2.3	**Retention Fall to Winter** **Retention Fall to Fall** Target: Fall to Winter = 80%, Fall to Fall = 55% Cohort: First time in college students	The majority of students will not accomplish their educational goals in one term or in less than one year and benefit by maintaining educational momentum.
AS² 2.4	**Percent of Online Enrollments Successfully Completed** Target: 70%	Without successful course completion, students do not benefit from the access opportunity provided by online courses.
AS² 2.5	**College-Level Credit Accumulation by End of First Year** Target: On average, fall new to PCC students complete 15 college-level credits by the end of their first year	Only college-level credits apply toward credential completion or can be transferred to a 4-year institution.
AS² 2.6	**Graduation/Transfer/Still Enrolled Rate (150% to degree)** Target: Meet or exceed average of peer institutions	Based on Federal (IPEDS) Student Right to Know (SRTK) reporting cohort. The combined rate acknowledges that not all students intend to complete a credential before transfer *and/or may still be "in progress" at the end of three years.*
AS² 2.7	**Total Completion/Still Enrolled Rate (6-yr) Outcomes** Target: Meet or exceed state average	Based on National Student Clearinghouse Research Center, extends tracking to larger cohort and includes 4-year degree completion and continued enrollment.
Core Theme: Quality Education		
Objective QE 1: Students successfully attain identified learning outcomes		
QE 1.1	**Attainment of General Education/Core Outcomes for Student with >67 College Credits** Target: 70% of student samples meeting benchmark of "2" on defined rubrics for different outcomes	College wide assessment of student work based on AAC&Us LEAP VALUE rubrics has been in development since our initial participation in the MSC project starting in 2014. A score of "2" for students completing an Associate's degree seems appropriate to faculty who have used these rubrics, and allows the data to be managed more simply (meets/does not meet, see TSAs, below).

QE 1.2	**Attainment of Career Technical Degree and Certificate Student Learning Outcomes** Target: Technical Skills Attainment (TSA) "meets benchmark" - Maintain a rate of above 80% of programs with >80% of students meeting program defined benchmarks For CTE outcomes not included in TSAs: Under development, to be based on annual Summary Data Reports	TSA (Technical Skill Attainment) assessments are defined by programs, approved by ODE, and carried out annually for completing students, with the data aggregated at IE and submitted to ODE. Leveraging this data, which clearly speaks to the expectations of student learning and Quality Education would make this exercise more valuable for the college, and for the programs. Annual assessment reports ask SACs to report on assessments for outcomes that are not covered by TSAs, but greater clarity in expectations and in the format of reporting is needed to make this a useful indicator.
Objective QE 2: Programs use results of assessment of student learning to improve teaching and learning		
QE 2.1	Academic programs make **Assessment-Based Changes To Teaching And Learning** that are based on assessment of student learning outcomes (at any level) that are documented in annual assessment report Target: 80% of Subject Area Committees (SACs) over the last 3-year period report changes made to instruction based on assessment of student learning outcomes and reassessed	Information regarding plans for changes to improve teaching and learning, and reassessment following such changes are captured in annual reports across several years. We will probably only see evidence of changes implemented if the outcome is reassessed, but that is the gold standard for assessment "closing the loop". Moving this reporting into Program Review is planned, but will not be fully implemented until 2019-20.
Core Theme: Economic Development and Sustainability		
Objective EDS 1: PCC's programs reflect regional workforce needs		
EDS 1.1	**Alignment of Programs to Current and Projected Regional Job Demand** Target: 80% of top 25 sub-baccalaureate occupations in demand in Metro region (paying at least $15/hr) that PCC has programs to support.	Comparing regional labor market demand to existing PCC offerings both credit and non-credit will ensure the college is responsive to regional workforce needs.

EDS 1.2	**Economic Impact of the Small Business Development Center** Target: 140 jobs created/retained (total) $4M in new capital $1.4M in net new sales	These are the standard measures for each SBDC in Oregon and are the best demonstration of their economic impact.
EDS 1.3	**Percent of CTE Concentrators Employed within Six Months of Leaving Postsecondary Education** (Use Perkins IV performance 4.1 indicator definition) Target: Meet or exceed 90% level established for state performance target	Employment of CTE concentrators is an indicator the college has prepared students to address local workforc
Objective EDS 2: College operational practices serve as model for supporting sustainable environment		
EDS 2.1	**AASHE Sustainability Tracking and Rating Systems (STARS) Rating** Target: Maintain at least a Silver Rating. Acceptable Minimum would be to maintain a Bronze Rating	Updated STARS submission in 2017 identified that PCC is clearly being maintained at the Silver level. Update and review provided to PCC's participatory governance Sustainability Leadership Council which is Co-Chaired by the Rock Creek Campus President and Facilities Management Director.
EDS 2.2	**College Greenhouse Gas Emission** Target: College emissions measure less than the prior year inventory. Acceptable minimum would be that emissions are no more than the prior year with a target of PCC's Climate Action for 40% reduction below 2006 levels by 2030 and 80% reduction by 2050	Updated 2017 Climate Action Plan identified continued emission reduction. The scopes were reviewed with PCC's participatory governance Sustainability Leadership Council which is Co-Chaired by the Rock Creek Campus President and Facilities Management Director. Each Scope work group will identify further reduction goals for the next Climate Action Plan update.
EDS 2.3	**USGBC LEED Silver Certification of New Construction and LEED Silver for Renovation Projects** Target: At a minimum to: (a) obtain USGBC LEED Silver Rating for all new construction projects over 5,000 gross square feet, and (b) meet LEED Silver design standards for renovation/ modernization projects over 5,000 gross square feet	This has been updated and clarified by the Facilities Master Plan Sustainability Plan Work group with a draft due November 2017 and PCC Board approval in March 2018. The target has been reviewed with PCC's participatory governance Sustainability Leadership Council which is Co-Chaired by the Rock Creek Campus President and Facilities Management Director.

Objective EDS 3: Direct institutional resources to allow transformation over time		
EDS 3.1	**Financial Ratios** as noted that are at or exceed performance threshold, and have a CFI that exceeds the benchmark and allows for institutional transformation over time Target: CFI score of "3" or higher. Composite Financial Index - a single number and indicator of overall financial health based on the previous four ratios, using strength factors and weighting. Primary Reserve Ratio. Viability Ratio. Return on Net Assets Ratio. Net Operating Revenues Ratio	These ratios are generally accepted by GASB and FASB institutions as a strategic financial analysis technique that measures financial health over time against strategic objectives.
Core Theme: Diversity, Equity and Inclusion		
Objective DEI 1: All students achieve high and equitable rates of success		
DEI 1.1	**Percent of Attempted Credits Successfully Completed** Target: Groups with below average rates improve by at least 1% the following year	DEI 1.1 - DEI 1.5 mirror Key Indicators previously described under Core Theme Access and Student Success. For this core theme each is disaggregated by gender, race/ethnicity and Pell status.
DEI 1.2	**Percent of Dev Math, Reading, Writing Enrollments Successfully Completed** Target: Groups with below average rates improve by at least 1% the following year	Same as **DEI 1.1** rationale
DEI 1.3	**Retention Fall to Winter** **Retention Fall to Fall** Target: Groups with below average rates improve by at least 1% the following year	Same as **DEI 1.1** rationale
DEI 1.4	**College-Level Credit Accumulation by End of the First Year** Target: Groups with below average rates improve by at least 1% the following year	Same as **DEI 1.1** rationale

DEI 1.5	**Graduation/Transfer/Still Enrolled Rate (150% time to degree)** Target: Groups with below average rates improve by at least 1% the following year	Same as **DEI 1.1** rationale
Objective DEI 2: PCC employs and retains a workforce that reflects the diversity of the community we serve		
DEI 2.1	**Existing and Newly Hired Employees** Target: New employees are more diverse than existing PCC workforce	The College has a low turnover rate and the number of new positions created each year is a small percentage of total employment. However, if the racial/ethnic diversity of new employees is greater than the existing employee base, the College workforce is becoming more diverse.
DEI 2.2	**Existing and Newly Hired Faculty** Target: New faculty are more diverse than existing PCC faculty	See rationale for **DEI 2.1**
DEI 2.3	**Existing and Newly Hired Administrators** Target: New administrators are more diverse than existing PCC administrators	See rationale for **DEI 2.1**
DEI 2.4	**Employee Turnover by Race/Ethnicity** Target: Turnover ratio similar to employee group as a whole	Although employees leave the College for a variety of reasons, an inclusive and equitable culture would see no group leaving at a higher rate than another.
DEI 2.5	**Campus Climate Survey Results** Target: Responses from racial/ethnic groups historically underserved or underrepresented at the college express similar satisfaction levels to those of the college community as a whole	Student and employee perceptions of the campus climate are important for identifying potential barriers to having a diverse, equitable and inclusive college community. This measures assesses the extent to students and employees have similar or different satisfaction levels with the College climate.

APPENDIX 1B: KEY INDICATORS OF ATTAINMENT DATA WITH DATA SOURCES

WORKING DOCUMENT AS OF FEBRUARY 16, 2018 – This purpose of this document is to serve as an initial (central) collection point for Key Indicators of Achievement (KIAs) baseline data with accompanying data sources. Also noted are KIAs needing further discussion and/or revision before baseline data can be identified and collected.

<table>
<tr><th colspan="3">Core Theme: Access and Student Success</th></tr>
<tr><th colspan="3">Objective AS²1: PCC courses are accessible and affordable</th></tr>
<tr><th></th><th>KIA and Data Source</th><th>Data</th></tr>
<tr><td>AS² 1.1</td><td>Total FTE
Source: IE, Level III, Enrollment Reporting</td><td>2016-17 = 27,318
2015-16 = 28,068
2014-15 = 30,210
2013-14 = 31,940
2012-13 = 33,679</td></tr>
<tr><td>AS² 1.2</td><td>Distribution of Credit Students
Source: SWRTETH

https://www.pcc.edu/ir/factsheet/Factbook/201617/swrteth-raceethnicitycharts.html
Percentages recalculated with International and students with no race/ethnicity excluded so that distribution may be compared to service area census distribution

Fall 2016 International = 849 students, 3% of total; no race/ethnicity = 2,207 students, 8% of total</td><td>Fall Term Racial /Ethnic Headcounts Percent of Total
Collegewide
<table>
<tr><th>Race/Eth..</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr>
<tr><td>Asian</td><td>7.08%</td><td>7.07%</td><td>7.59%</td><td>8.02%</td><td>8.32%</td></tr>
<tr><td>Black</td><td>6.25%</td><td>6.17%</td><td>6.27%</td><td>5.55%</td><td>5.21%</td></tr>
<tr><td>Hispanic</td><td>10.56%</td><td>11.39%</td><td>11.30%</td><td>12.03%</td><td>13.01%</td></tr>
<tr><td>Multiracial</td><td>4.45%</td><td>5.35%</td><td>6.02%</td><td>6.77%</td><td>7.03%</td></tr>
<tr><td>Native Ame..</td><td>1.28%</td><td>1.14%</td><td>1.13%</td><td>1.01%</td><td>0.87%</td></tr>
<tr><td>Pacific Islan..</td><td>0.53%</td><td>0.58%</td><td>0.63%</td><td>0.66%</td><td>0.75%</td></tr>
<tr><td>White</td><td>69.86%</td><td>68.30%</td><td>67.06%</td><td>65.95%</td><td>64.82%</td></tr>
</table></td></tr>
<tr><td>AS² 1.3</td><td>Distribution of Non-Credit Students
Source: SWRTETH

https://www.pcc.edu/ir/factsheet/Factbook/201617/swrteth-raceethnicitycharts.html
Percentages recalculated with International and students with no race/ethnicity excluded so that distribution may be compared to service area census distribution

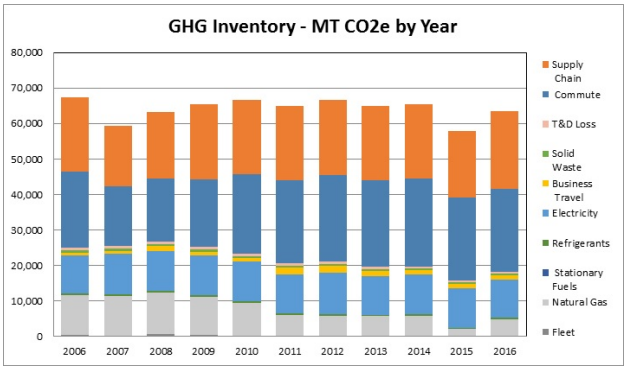
Fall 2016 International = 251 students, 2% of total, no race/ethnicity = 2,366 students, 22% of total</td><td>Fall Term Racial /Ethnic Headcounts Percent of Total
Collegewide
<table>
<tr><th>Race/Eth..</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr>
<tr><td>Asian</td><td>11.13%</td><td>9.82%</td><td>11.17%</td><td>10.19%</td><td>10.41%</td></tr>
<tr><td>Black</td><td>7.47%</td><td>7.35%</td><td>6.48%</td><td>5.41%</td><td>5.17%</td></tr>
<tr><td>Hispanic</td><td>15.47%</td><td>15.54%</td><td>12.57%</td><td>13.54%</td><td>13.93%</td></tr>
<tr><td>Multiracial</td><td>2.62%</td><td>2.94%</td><td>3.26%</td><td>3.57%</td><td>3.64%</td></tr>
<tr><td>Native Ame..</td><td>1.01%</td><td>0.76%</td><td>0.90%</td><td>0.77%</td><td>0.67%</td></tr>
<tr><td>Pacific Islan..</td><td>0.47%</td><td>0.49%</td><td>0.37%</td><td>0.17%</td><td>0.30%</td></tr>
<tr><td>White</td><td>61.84%</td><td>63.10%</td><td>65.24%</td><td>66.35%</td><td>65.88%</td></tr>
</table></td></tr>
<tr><td>AS² 1.4</td><td>Distribution of Dual Credit Students

https://www.pcc.edu/wp-content/uploads/sites/37/documents/2016-17-annual-report.pdf</td><td>Programming needed for aggregate based on all dual credit high schools.
Link is to Annual Dual Credit Report which include distributions by participating high school currently available.</td></tr>
<tr><td>AS² 1.5</td><td>Number of Courses Offered Online</td><td>Pending (programming needed)</td></tr>
<tr><td>AS² 1.6</td><td>Course Tuition and Fees

https://oregonstudentaid.gov/osac-doc/student-budgets/2017-18-Student_Budgets.pdf</td><td>PCC = 10th highest of Oregon's 17 community colleges.
PCC 2017-18 = $5,093
Oregon community college average = $5,199</td></tr>
</table>

Objective AS²2: PCC students successfully progress toward their educational goals				
AS² 2.1	**Percent of Attempted Credits Successfully Completed** Source: SAS extracts, AE pivot tables, excludes records with missing grades	Fall 2017 = 76.6% Fall 2016 = 77.3% Fall 2015 = 76.1% Fall 2014 = 74.2% Fall 2013 = 73.7%		
AS² 2.2	**Percent of Dev Math, Reading, Writing Enrollments Successfully Completed** Source: Banner, SWRRC5Y	**Math** Fall 2017 = 57% Fall 2016 = 66% Fall 2015 = 65% Fall 2014 = 62% Fall 2013 = 62%	**Reading** Fall 2017 = 68% Fall 2016 = 74% Fall 2015 = 71% Fall 2014 = 68% Fall 2013 = 71%	**Writing** Fall 2017 = 65% Fall 2016 = 72% Fall 2015 = 71% Fall 2014 = 69% Fall 2013 = 71%
AS² 2.3	**Retention: Fall to Winter, Fall to Fall (FTIC, degree-seeking)** Source: SWR2YCO, LM pivot tables, Retention_FTIC2016_F2017,	**Fall to Winter** F16-W17 = 80.9% F15-W16 = 78.6% F14-W15 = 75.5% F13-W14 = 78.6% F12-W13 = 80.0%	**Fall to Fall** F16-F17 = 57.2% F15-F16 = 54.9% F14-F15 = 49.7% F13-F14 = 52.0% F12-F13 = 51.5%	
AS² 2.4	**Percent of Online Enrollments Successfully Completed** Source: Banner program name? Or compiled based on SWRCRNF files or ?	Fall 2017 = 72.8% Fall 2016 = 74.2% Fall 2015 = 71.6% Fall 2014 = 68.2% Fall 2013 = 67.4%		
AS² 2.5	**College-level Credit Accumulation by End of First Year**	*Needs further clarification/use definition from national initiative, etc.? How to align with a YESS draft focus measure?*		
AS² 2.6	**Graduation/Transfer/Still Enrolled Rate (150% to degree)** Source: IPEDS, SRTK 3-yr Graduation Rates (SRTK_Collection.xlsx)	**Grad or Transfer** 2014 Cohort: 35% 2013 Cohort: 33% 2012 Cohort: 30% 2011 Cohort: 30%	**Still at PCC** 2014 Cohort: 20% 2013 Cohort: 20% 2012 Cohort: 18% 2011 Cohort: 16%	
AS² 2.7	**Total Completion/Still Enrolled Rate (6-yr) Outcomes** Source: National Student Clearinghouse Reports ~~Student Tracker Report does not report race/ethnicity or PELL status~~ ~~Cohort based~~ ~~*Consider using VFA cohorts/data*~~	**% PCC only deg/cert, % w/4-yr deg included, % No award but enrolled somewhere** 2010: 26%, 36%, 16% 2009: 25%, 34%, 17% 2008: 23%, 33%, 19% 2007: 22%, 32%, 23%	**National Average Comparisons** 2010: 27%, 36%, 16% 2009: 26%, 34%, 17% 2008: 26%, 33%, 18% 2007: 26%, 32%, 19%	

Core Theme: Quality Education		
Objective QE 1: Students successfully attain identified learning outcomes		
QE 1.1	**Attainment of General Education/Core Outcomes for Student with > 67 College Credits** (75% of credits for Associates degree) Source: PCC Academic Affairs	*Target = At least 70% of student samples met the benchmark (2 or higher) on rubric dimension identified.* **Written Communication**: Target met for 2 of 5 dimensions (2016), 5 of 5 dimensions (2017) **Critical Thinking**: Target met for 2 of 5 dimensions (2016), 1 of 5 dimensions (2017) **Quantitative Literacy**: Target met for 1 of 6 dimensions (2016), 5 of 6 dimensions (2017)
QE 1.2	**Attainment of Career Technical Degree and Certificate Student Learning Outcomes** a) Technical Skills Attainment measure (TSA) for Perkins-supported programs b) CTE outcomes not included in TSAs measure Source: a) TSA data submitted from SACS for Perkins reporting b) PCC Annual Summary Data Reports	*Target: Maintain a rate of above 80% of programs with >80% of students meeting program defined benchmarks* a) Of the 41 CTE programs expected to report TSA data • 96% of the 26 CTE programs with reported data met target (2016) • 84% of the 40 CTE programs with reported TSA data met target (2017) *b) Under development from annual Summary Data Reports*
Objective QE 2: Programs use results of assessment of student learning to improve teaching and learning		
QE 2.1	Academic programs make **Assessment-Based Changes To Teaching And Learning** that are based on assessment of student learning outcomes (at any level) that are documented in annual assessment report	*Under development from annual Assessment Reports*

Core Theme: Economic Development and Sustainability		
Objective EDS 1: PCC's programs reflect regional workforce needs.		
EDS 1.1	**Alignment of Programs to Regional Job Demand** (current and projected) as measured by the % of top 25 sub-baccalaureate occupations in demand in Metro region (paying at least $15/hr) that PCC has programs to support.	
EDS 1.2	**Economic Impact of the Small Business Development Center** as measures by jobs created/retained, new capital and net new sales.	*Target:* *140 jobs created/retained (total)* *$4M in new capital* *$1.4M in net new sales*
EDS 1.3	**Percent of CTE Concentrators Employed** within six months of leaving postsecondary education. (Use Perkins IV performance 4P1 indicator definition) Source: 2015-16 Oregon Post-Secondary Perkins Performance Measures (Revised 4-4-17)	4P1 Student Placement: 69.6% which met state 90% level (2015-16)
Objective EDS 2: College operational practices serve as model for supporting sustainable environment		
EDS 2.1	**AASHE Sustainability Tracking and Rating Systems (STARS) Rating** Source: Sustainability Tracking, Assessment 7 Rating System (STARS), https://stars.aashe.org	Updated STARS submission in 2017 identified that PCC is being maintained at the Silver level. https://stars.aashe.org/institutions/portland-community-college-or/report/2017-06-30/
EDS 2.2	**College Greenhouse Gas Emission** Source: GHG Inventory – MT C02e by year https://www.pcc.edu/sustainability/commitment/2016-ghg-inventory-update/	Updated 2017 Climate Action Plan identified continued emission reduction 

EDS 2.3	**USGBC LEED Silver Certification of New Construction and LEED Silver for Renovation Projects**	This has been updated and clarified by the Facilities Master Plan Sustainability Plan Work group with a draft due November 2017 and PCC Board approval in March 2018.	
Objective EDS 3: Direct institutional resources to allow transformation over time			
EDS 3.1	**Financial Ratios** as noted that are at or exceed performance threshold, and have a CFI that exceeds the benchmark and allows for institutional transformation over time. *Target: CFI score of "3" or higher. Composite Financial Index - a single number and indicator of overall financial health based on the previous four ratios, using strength factors and weighting. Primary Reserve Ratio. Viability Ratio. Return on Net Assets Ratio. Net Operating Revenues Ratio*	These ratios are generally accepted by GASB and FASB institutions as a strategic financial analysis technique that measures financial health over time against strategic objectives.	
Core Theme: Diversity, Equity and Inclusion			
Objective DEI 1: All students achieve high and equitable rates of success			
DEI 1.1	**Percent of Attempted Credits Successfully Completed, Fall 2017** Source: SAS extracts, AE pivot tables, excludes records with missing grades *Question for all DEI KIAs where disaggregated data is collected: How will the many data points be consolidated so that a metric can be compared to a target needed to determine progress toward mission fulfillment in the Year 7 Report?*	**Gender** Female = 78% Male = 75.1% Not Reported = 77.6% **Pell Recipient** Yes = 74.6% No = 78%	**Race/Ethnicity** Asian = 81.3% Black/Afric Am = 63.8% White = 77.8% International = 84.3% Hispanic = 73% Multiracial = 73% Native Am/AK = 72.1% Not Reported = 78.7% Pacific Islander = 62.1%
DEI 1.2	**Percent of Dev Math, Reading, Writing Enrollments Successfully Completed** Source: Banner, SWRRC5Y	**Gender** Female = MTH 58%, RD 68%, WR 65% Male = MTH 56%, RD 67%, WR 65% Not Reported = MTH 60%, small ns	**Race/Ethnicity** Asian = MTH 57%, RD 80%, WR 80% Black/Afric Am = MTH 46%, WR 50% White = MTH 59%, RD 65%, WR 65% International = MTH 70%, Small ns Hispanic = MTH 53%, RD 72%, WR 62% Multirace =

		Pell Recipient Yes = MTH 56%, RD 73%, WR 61% No = MTH 58%, RD 65%, WR 68%	MTH 58%, RD 67%, WR 80% Native Am/AK = MTH 51%, Small ns Not Reported = MTH 58%, RD 71%, WR 71% Pacific Islander = MTH 49%, Small ns
DEI 1.3	**Retention: Fall to Winter, Fall to Fall** (FTIC, degree-seeking), Fall 2016 to Winter 2017, Fall 2016 to Fall 2017 Source: SWR2YCO, LM pivot tables, Retention_FTIC2016_F2017 lm	**Gender (FW, FF)** Female = 82.3%, 58.6% Male = 79.5%, 55.6% Not Reported = 82.4%, 61.5% **Pell Recipient (FW, FF)** Yes = 78.4%, 62.4% No = 84.5%, 53.6%	**Race/Ethnicity (FW, FF)** Asian = 89.4%, 68.7% Bl/AfrAm = 70.2%, 49.6% White = 81.5%, 56.2% Internat'l = 78.4%, 59% Hispanic = 81.3%, 59.3% Multirac = 79.4%, 55.2% Native Am/AK = small n Not Rep = 80.2%, 58.2% Pacific Is = small n
DEI 1.4	**College-Level Credit Accumulation by the End of The First Year**	See AS^2 1.5 note	
DEI 1.5	**Graduation/Transfer/Still Enrolled Rate (150% time to degree)** Source: IPEDS, SRTK 3-yr Graduation Rates, SRTK_Collection.xlsx lm	**Gender** Grad or Transfer, Still at PCC Female = 36%, 23% Male = 34%, 17% Not Reported = not available **Pell Recipient** Yes = not yet available No = not yet available	**Race/Ethnicity** Grad or Transfer, Still at PCC Asian = 52%, 35% Bl/AfrA = 39%, 11% White = 38%, 21% Internat'l = 21%, 15% Hispanic = 35%, 29% Multiracial = 30%, 17% Nat Am/AK = small n Not Report = 44%, 17% Pac Islander = small n
Objective DEI 2: PCC employs and retains a workforce that reflects the diversity of the community we serve			
DEI 2.1	**Existing and Newly Hired Employees** *Target: New employees are more diverse than existing PCC workforce*	The College has a low turnover rate and the number of new positions created each year is a small percentage of total employment. However, if the racial/ethnic diversity of new employees is greater than the existing employee base, the College workforce is becoming more diverse.	
DEI 2.2	**Existing and Newly Hired Faculty** *Target: New faculty are more diverse than existing PCC faculty*	See rationale for **DEI 2.1**	

DEI 2.3	**Existing and Newly Hired Administrators** *Target: New administrators are more diverse than existing PCC administrators*	See rationale for **DEI 2.1**
DEI 2.4	**Employee Turnover by Race/Ethnicity** *Target: Turnover ratio similar to employee group as a whole*	Although employees leave the College for a variety of reasons, an inclusive and equitable culture would see no group leaving at a higher rate than another.
DEI 2.5	**Campus Climate Survey Results**	*Pending – survey currently being administered during Winter 2018*

APPENDIX 2A: AUTOMOTIVE COLLISION REPAIR (ACR) COOPERATIVE EDUCATION EVALUATION

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

Cooperative Education
Employer Evaluation

Student _____ Supervisor _____

Auto Collision Repair Term: _____ Company _____

LEARNING ASSESSMENT
EVALUATION OF CO-OP STUDENT SHOULD BE BASED ON COMPARISON TO ENTRY LEVEL EMPLOYEES.

Level 1 – Limited Level 2 – Basic Level 3 - Advanced

1 2 3 ABILITY TO COMMUNICATE
- ☐☐☐ Reading – estimates, repair order, parts lists, instructions
- ☐☐☐ Writing – parts request, supply lists, supplements
- ☐☐☐ Speaking –Terminology, appropriate interactions
- ☐☐☐ Listening-following instructions, ask suitable questions
- ☐☐☐ Visually – diagrams, using technology to convey ideas

1 2 3 HAS AN UNDERSTANDING OF COMMUNITY & ENVIRONMENTAL RESPONSIBILITY
- ☐☐☐ Recycling – metals, antifreeze, batteries, paints & thinners
- ☐☐☐ Hazards – exposure to chemical, safety, shop practices
- ☐☐☐ Pollution – efficient use of materials, end use issues

1 2 3 ABILITY TO APPLY CRITICAL THINKING & PROBLEM SOLVING
- ☐☐☐ Process & repair problems – repair sequences, distinguish relevant from non-relevant data
- ☐☐☐ Computation – measurements, basic math, basic computer programs
- ☐☐☐ Utilization of repair date – repair orders, measurement charts, manufacturer's information

1 2 3 EXHIBITS PROFESSIONAL COMPETENCE
- ☐☐☐ Is on time to work
- ☐☐☐ Alerts supervisor if absent or late
- ☐☐☐ Dresses appropriately for job setting
- ☐☐☐ Uses time effectively
- ☐☐☐ Adapt to feed back
- ☐☐☐ Does not endanger self or others
- ☐☐☐ Professional attitude

1 2 3 DEMONSTRATE CULTURAL AWARENESS
- ☐☐☐ Cultural and human interactions – working within a team, attitude towards others
- ☐☐☐ Communicating with team members – mutual respect, acknowledging other opinions

TECHNICAL SKILLS ASSESSMENT
EVALUATION OF CO-OP STUDENT SHOULD BE BASED ON COMPARISON TO ENTRY LEVEL EMPLOYEES.

1 2 3
- ☐☐☐ Knowledge & use of basic tools
- ☐☐☐ Personal safety practices – safety glasses, glove, dust masks, respirators
- ☐☐☐ Shows continual improvement and speed in completing work
- ☐☐☐ Exhibits adequate knowledge learned in class to perform tasks
- ☐☐☐ Uses care with equipment and materials
- ☐☐☐ Is accurate and careful in work
- ☐☐☐ Skill in parts removal & replacement
- ☐☐☐ Skill in labeling and storage of parts & hardware
- ☐☐☐ Skill in parts alignment

1 2 3
- ☐☐☐ Skill in panel repair
- ☐☐☐ Skill in panel rough-out
- ☐☐☐ Skill in surface preparation
- ☐☐☐ Skill in finishing of filler
- ☐☐☐ Skill in frame set-up
- ☐☐☐ Skill in frame measuring
- ☐☐☐ Weld-on structural parts replacement
- ☐☐☐ Skill in panel removal
- ☐☐☐ Skill in panel fitting
- ☐☐☐ Skill in spot-weld drilling
- ☐☐☐ Skill in grinding welds

Instructor Use Only
Did the student meet the objectives? ☐Yes ☐No _____
Did the student complete their required hours? ☐Yes ☐No _____
Has this report been discussed with the student? ☐Yes ☐No

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

_____ _____
Supervisor Signature Date

APPENDIX 2B: AUTOMOTIVE COLLISION REPAIR (ACR) ASSESSMENT RUBRIC

Level 1 - Limited

Limited demonstration and application of knowledge and skills.

Entry level employee exhibits limited skill and speed, applies few learned skills and knowledge and struggles to perform task (is not developing skills), does not complete task or requires excessive guidance.

Level 2 - Basic

Basic demonstration and application of knowledge and skills.

Entry level employee exhibits basic skill and speed, applies knowledge and uses developing skills to perform task, completes with some guidance.

Level 3 - Advanced

Demonstrates advanced comprehension and is able to apply essential knowledge and skill.

Entry level employee exhibits advanced skill and speed, applies knowledge and uses proficient skills to perform task, completes with little guidance.

Please use this scoring guide when completing the Supervisor Evaluation form. (Administered by Auto Collision Instructor) Evaluation of Co-op student should be based on comparison to entry level employees.

Student _____

Supervisor _____ Date _____

APPENDIX 2C: AUTOMOTIVE COLLISION REPAIR (ACR) RESULTS SPREADSHEET EXAMPLE

AUTO COLLISION REPAIR TECHNOLOGY

Learning/Technical Skills Assessment Spreadsheet

Spring 2017																								
Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average	% of 1's	% of 2's	% of 3's
Met objectives	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes												
Completed 300 hrs	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes												
Report discussed with student	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes												
Learning Skills																								
Communication																								
Reading	3	2	3	2	2	2	3	2	2	3	2	2									2.33	0%	67%	33%
Writing	2	2	2	2	2	2	3	2	2	2	2	2									2.08	0%	92%	8%
Speaking	2	2	3	3	2	2	3	2	3	3	2	1									2.33	8%	50%	42%
Listening	3	2	3	3	2	2	3	2	3	3	3	3									2.67	0%	33%	67%
Visually	2	2	3	3	2	2	3	2	3	3	3	2									2.5	0%	50%	50%
Community and Environmental Responsibility																								
Recycling	2	3	3	3	3	2	3	2	2	3	2	2									2.5	0%	50%	50%
Hazards	2	3	3	3	2	2	3	2	2	3	3	3									2.58	0%	42%	58%
Pollution	2	3	3	3	3	2	3	2	2	3	2	2									2.5	0%	50%	50%
Critical Thinking and Problem Solving																								
Process and repair problems	2	3	2	2	2	1	3	2	3	3	2	2									2.25	8%	58%	33%
Computation	2	3	3	2	2	2	3	2	3	2	2	2									2.33	0%	67%	33%
Utilization of repair data	2	2	3	2	2	1	2	2	3	2	3	1									2.08	17%	58%	25%
Professional Competence																								
On time	2	3	3	3	3	3	3	1	3	3	3	2									2.67	8%	17%	75%
Alerts if absent or late	2	3	3	3	2	3	3	2	3	3	3	2									2.67	0%	33%	67%
Dresses appropriately	2	3	3	3	3	2	3	2	3	3	3	3									2.75	0%	25%	75%
Uses time effectively	3	2	3	2	2	2	3	2	3	3	3	2									2.5	0%	50%	50%
Adapts to feedback	3	3	3	3	2	2	3	2	3	3	2	3									2.67	0%	33%	67%
Does not endanger self or others	3	3	3	3	3	2	3	2	3	3	2	3									2.75	0%	25%	75%
Professional attitude	3	3	3	3	2	2	3	2	3	3	3	2									2.67	0%	33%	67%
Cultural Awareness																								
Cultural and human interactions	3	3	3	2	3	3	3	2	3	3	3	3									2.83	0%	17%	83%
Communicate with team members	3	3	3	3	2	3	3	2	3	3	2	3									2.75	0%	25%	75%
Self-Reflection																								
Shop activities and environment	3	2	2	2	2	3	3	2	3	2	2	3									2.42	0%	58%	42%
Assess, examine and reflect	3	3	3	3	2	3	3	1	3	2	3	2									2.58	8%	25%	67%
Assess skills abilities	3	3	3	3	2	3	3	2	3	2	3	2									2.67	0%	33%	67%
Accountable for actions	2	3	2	2	3	3	3	2	3	2	3	2									2.5	0%	50%	50%
Contribute to shop community	2	3	2	2	3	3	3	2	3	2	3	2									2.5	0%	50%	50%
Learning skills Avg	2.4	2.7	2.8	2.6	2.3	2.3	3.0	1.9	2.8	2.7	2.6	2.2									2.52			

Level 1=Limited 2=Basic 3=Advanced

AUTO COLLISION REPAIR TECHNOLOGY

Learning/Technical Skills Assessment Spreadsheet

Technical Skills																								
Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average	% of 1's	% of 2's	% of 3's
Shop Practices																								
Knowledge and use of basic tools	2	3	3	3	3	3	3	2	3	3	2	3									2.75	0%	25%	75%
Personal safety practices	3	3	3	3	2	3	3	2	3	3	2	3									2.75	0%	25%	75%
Shows continual improvement, speed	2	3	3	3	3	2	3	2	3	3	3	3									2.75	0%	25%	75%
Exhibits adequate knowledge	2	3	3	2	3	2	3	2	3	3	2	2									2.5	0%	50%	50%
Uses care with equipment	3	3	3	2	2	2	3	2	3	3	2	3									2.58	0%	42%	58%
Accurate and careful	2	3	3	3	2	2	3	2	3	3	2	2									2.5	0%	50%	50%
Parts Replacement																								
Parts removal	3	3	3	3	2	2	3	2	3	3	3	2									2.67	0%	33%	67%
Labeling and storage	3	3	3	3	2	3	3	2	2	3	3	2									2.67	0%	33%	67%
Parts alignment	2	3	2	2	2	2	3	2	3	3	2	3									2.42	0%	58%	42%
Panel Repair																								
Panel repair	2	2	2	1	2	2	3	2	3	3	2	2									2.17	8%	67%	25%
Panel rough-out	3	2	3	1	2	2	3	2	3	3	2	2									2.33	8%	50%	42%
Surface Preparation	3	2	3	2	2	2	3	2	3	3	2	3									2.5	0%	50%	50%
Finishing of filler	3	2	2	1	2	2	3	2	3	3	2	2									2.25	8%	58%	33%
Frame Repair + Measuring																								
Frame set-up	2	2	3	2	2	2	3	2	3	2	3	1									2.25	8%	58%	33%
Frame measuring	2	2	3	2	2	2	3	2	3	2	2	1									2.17	8%	67%	25%
Weld-on Parts Replacement																								
Structural parts replacement	2	2	2	1	2	2	3	3	3	3	3	2									2.33	8%	50%	42%
Panel removal	2	2	3	1	2	1	3	2	3	3	3	3									2.33	17%	33%	50%
Panel fitting	3	2	2	2	2	1	3	2	3	3	2	3									2.33	8%	50%	42%
Spot-weld drilling	3	2	3	2	2	2	3	2	3	3	3	2									2.5	0%	50%	50%
weld grinding	3	2	3	2	2	2	3	2	3	3	3	2									2.5	0%	50%	50%
Technical skills Avg	2.5	2.5	2.8	2.1	2.2	2.1	3.0	2.1	3.0	2.9	2.4	2.3									2.46			
Total Average	2.5	2.6	2.8	2.4	2.2	2.2	3.0	2.0	2.9	2.8	2.5	2.3									2.5			

Individual student results columns were placed into the spreadsheet in a random order for confidentiality.

Level 1=Limited 2=Basic 3=Advanced

APPENDIX 2D: DEMOGRAPHIC PROFILE OF MSC (COLLEGE-WIDE) ASSESSMENT SAMPLE COMPARED WITH PCC ENROLLMENT

	Whole MSC (College-wide) Assessment Sample	W2017 College-wide 26,578 HC	All Outcomes	
			Early	Late
Female	373 62%	54.0%	239 62%	134 64%
Male	208 35%	46.0%	136 35%	72 34%
Unknown	17 3%		11 3%	6 3%
Traditional (0-24)	350 59%	49.2%	257 67%	93 44%
Mature (25+)	250 42%	50.8%	129 33%	121 57%
Pell	172 29%	38.0%	112 29%	58 27%
Non Pell	426 71%	62.0%	274 71%	153 73%
Asian	48 9%	8.0%	26 7%	22 11%
Black or African American	38 7%	5.1%	27 8%	11 6%
Hispanic / Latino	78 14%	12.4%	50 14%	28 14%
Native American / Alaskan	5 1%	0.9%	4 1%	1 1%
Nat Hawaiian or Other Pac Island	4 1%	0.7%	4 1%	0 0%
Non-resident alien	10 2%	3.3%	2 1%	8 4%
Two or more	47 8%	6.9%	30 8%	17 9%
White	326 59%	62.9%	216 60%	110 56%

APPENDIX 2E: PCC-SCORED PERCENTAGE OF ARTIFACTS WITH SCORES OF 2 OR HIGHER (2017)

Written Communication	Early 0-22 cr		Late >68 cr		
n =	80		76		Difference
Context/Purpose	65	81%	65	86%	4%
Content Development	67	84%	69	91%	7%
Genre & Disciplinary Conv	53	66%	64	84%	18%
Sources/Evidence	51	64%	56	74%	10%
Syntax, Mechanics	68	85%	67	88%	3%
Critical Thinking	**Early 0-22 cr**		**Late >68 cr**		
n =	132		66		Difference
Explanation	86	65%	46	70%	5%
Evidence	51	39%	35	53%	14%
Influence	44	33%	33	50%	17%
Position	57	43%	38	58%	14%
Conclusion	64	48%	39	59%	11%
Quantitative Literacy	**Early 0-22 cr**		**Late >68 cr**		
n =	145		65		Difference
Interpretation	137	94%	61	94%	-1%
Representation	137	94%	61	94%	-1%
Calculation	107	74%	56	86%	12%
Application/Analysis	106	73%	59	91%	18%
Assumptions	90	62%	41	63%	1%
Communication	113	78%	57	88%	10%

APPENDIX 2F: WRITTEN COMMUNICATION DISAGGREGATED

Written Communication	These are internally scored (averaged where duplicate Scores > 1.9)											
Credits	**Early (0-22 cr)**						**Late (>68 cr)**					
n =	80						76				**% pts increase**	
Context/Purpose	65	81%					65	86%			4%	
Content Dev	67	84%					69	91%			7%	
Genre/Discp Conv	53	66%					64	84%			18%	
Sources/Evidence	51	64%					56	74%			10%	
Syntax, Mechanics	68	85%					67	88%			3%	
E/L by RE	**Early (0-22 cr)**						**Late (>68 cr)**					
	White		**Black/Hisp**		**All Other**		**White**		**Black/Hisp**		**All Other**	
n=	44		19		17		40		14		22	
Context/Purpose	34	77%	15	79%	16	94%	34	85%	10	1%	21	95%
Content Dev	36	82%	17	89%	14	82%	35	88%	13	3%	21	95%
Genre/Discp Conv	30	68%	10	53%	13	76%	32	80%	12	6%	20	91%
Sources/Evidence	32	73%	9	47%	10	59%	29	73%	12	6%	15	68%
Syntax, Mechanics	39	89%	15	79%	14	82%	37	93%	13	3%	17	77%
E/L by Pell	**Early (0-22 cr)**						**Late (>68 cr)**					
	Yes		**No**				**Yes**		**No**			
n =	29		51				16		60			
Context/Purpose	24	83%	41	80%			15	94%	50	83%		
Content Dev	26	90%	41	80%			15	94%	54	90%		
Genre/Discp Conv	24	83%	29	57%			15	94%	49	82%		
Sources/Evidence	21	72%	30	59%			13	81%	43	72%		
Syntax, Mechanics	27	93%	41	80%			15	94%	52	87%		
E/L by Gender	**Early (0-22 cr)**						**Late (>68 cr)**					
	Female		**Male**		**Unknown**		**Female**		**Male**		**Unknown**	
n =	46		34		0		46		28		2	
Context/Purpose	35	76%	30	88%			41	89%	23	82%		
Content Dev	39	85%	28	82%			43	93%	25	89%		
Genre/Discp Conv	29	63%	24	71%			40	87%	23	82%		
Sources/Evidence	25	54%	26	76%			36	78%	19	68%		
Syntax, Mechanics	35	76%	33	97%			41	89%	14	86%		
E/L by Age	**Early (0-22 cr)**						**Late (>68 cr)**					
	Age 0-24		**Age >24**				**Age 0-24**		**Age >24**			
n =	60		19				33		43			
Context/Purpose	47	78%	17	89%			27	82%	38	88%		
Content Dev	50	83%	16	84%			30	91%	39	91%		
Genre/Discp Conv	38	63%	15	79%			28	85%	36	84%		
Sources/Evidence	36	60%	14	74%			24	73%	32	74%		
Syntax, Mechanics	51	85%	16	84%			29	88%	38	88%		

APPENDIX 2G: INTER-RATER RELIABILITY SUMMARY (2017)

INTER-RATER RELIABILITY ANALYSIS OF 2017 COLLEGE-WIDE SCORING

LANDIS-KOCH INTERPRETIVE BENCHMARKS

ALMOST PERFECT
SUBSTANTIAL
MODERATE
FAIR
SLIGHT
POOR

WRITTEN COMMUNICATION

52 scored 2X, 33% of sample

Dimension	% Benchmark Attainment Early / Late	Weighted Gwet's AC^2	Strength of Inter-rater Agreement (95% confidence)	Percent Agreement
Context and Purpose	81 / 86	0.35	SLIGHT	57%
Content Develop	84 / 91	0.47	FAIR	64%
Genre & Discip Conv	66 / 84	0.38	FAIR	58%
Sources & Evidence	64 / 74	0.34	SLIGHT	57%
Syntax & Mechanics	85 / 88	0.63	MODERATE	75%

CRITICAL THINKING

148 scored 2X, 75% of sample

Dimension	% Benchmark Attainment Early / Late	Weighted Gwet's AC^2	Strength of Inter-rater Agreement (95% confidence)	Percent Agreement
Explanation of Issues	65 / 70	0.29	SLIGHT	54%
Evidence	39 / 53	0.27	SLIGHT	51%
Contexts	33 / 50	0.23	SLIGHT	50%
Student's Position	43 / 48	0.13	SLIGHT	43%
Conclusions	43 / 59	0.29	SLIGHT	51%

QUANTITATIVE LITERACY

101 scored 2X, 48% of sample

Dimension	% Benchmark Attainment Early / Late	Weighted Gwet's AC^2	Strength of Inter- rater Agreement (95% confidence)	Percent Agreement
Interpretation	94 / 94	0.62	MODERATE	75%
Representation	94 / 94	0.66	MODERATE	78%
Calculation	74 / 86	0.46	FAIR	67%
Application/Analysis	73 / 91	0.20	SLIGHT	50%
Assumptions	62 / 63	0.28	SLIGHT	56%
Communication	78 / 88	0.53	MODERATE	70%

APPENDIX 2H: RUBRIC FOR CULTURAL LITERACY (2018 PCC DRAFT)

Assignments must address at least 4 criteria, including the first two.

	4: Advanced	3: Proficient	2: Developing	1: Emerging
Cultural Frameworks (required)	**Analyzes** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Explains** complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Describes** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Identifies** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.
Cultural Application & Diversity (required)	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **sophisticated** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **substantial** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **partial** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **superficial** examination of a single culture or a comparative cross-cultural analysis.

Power Structures and Interactions	**Explains with sophistication** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Substantially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Partially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Superficially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.
Critical Self-Reflection	**Evaluates** one's own assumptions, judgments and/or biases about one's own culture and the culture of others. And/or: Demonstrates the ability to **assess** the impact of assumptions, judgments, and/or biases related to one's own and other cultures.	**Explains** the influence of one's own assumptions, judgments and/or biases during interactions with one's own culture and the culture of others.	**Describes** own assumptions, judgments and/or biases about self and others.	**Identifies** little awareness of one's own assumptions, judgments and/or biases about self and others.

Culturally-Informed Responsiveness	**Demonstrates with sophistication** the ability to inquire, explore, and use diverse perspectives to inform appropriate communication. And/or: **Consistently** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Substantially** demonstrates the ability to inquire, explore, and use diverse perspectives to inform appropriate communication. And/or: **Mostly** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Describes** differences in perspectives to inform appropriate communication. And/or: **Partially** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Superficially Identifies** differences in perspectives to inform communication. And/or: **Sometimes** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.
Global Systems - May include topics related to colonialism, globalization, migration and technology	**Analyzes** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).	**Explains** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).	**Describes** cultural dynamics related to historic and contemporary global systems (e.g., natural, physical, social, economic, legal and political).	**Identifies** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).

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