Portland Community College

Year One Self-Evaluation Report

Spring 2011

Portland Community College | We're all about **your future.**

Table of Contents

Introduction

Portland Community College is the largest institution of higher learning in Oregon, serving more than 900,000 residents in a five-county, 1,500 square mile area in northwest Oregon. The district includes the state's largest city, Portland, and the most rapidly growing population areas in the state. PCC enrolls close to 88,000 students annually. The college also provides accreditation oversight to two smaller Oregon community colleges, Columbia Gorge and Tillamook Bay, who are both candidates for independent accreditation with the Northwest Commission on Colleges and Universities.

The college is governed by a seven-member board of directors, elected by zones for four-year terms. The board selects the president and approves the hiring of other staff and faculty, approves the college budget and establishes policies which govern the operation of the college.

College History

Portland Community College began as the adult education program of the Portland Public Schools. On May 15, 1961, the school district established the college as a separately operating entity. Because the college included students from many areas outside the Portland school district, in 1965 the school board appointed an advisory council to supervise the college and to give representation to areas beyond the school district boundaries. As the advisory council and the school board developed programs and plans for the rapidly growing college, it became evident that the college needed to be a separate governmental unit with its own elected board to represent the areas from which students came. In 1968, voters of the five-county area approved the formation of a new college district named the "Metropolitan Area Education District." At this time the voters also elected the first college board of directors and approved a tax base, providing the college with funds for the local share of operation and building construction. In 1971, the name of the district was changed to "Portland Community College District." District residents showed continuing support for their college in 1980, and again in 1986 as they voted to increase the PCC tax base. Enrollment growth of 25 percent since 1986 led voters to approve a $61.4 million bond measure in 1992 to expand facilities at all campuses, and repair and upgrade existing buildings. In 2000, voters approved another bond measure for $144 million. As a result of the bond measure, the college opened new buildings at all three comprehensive campuses in 2003 and 2004, and unveiled the new Southeast Center on SE 82nd and Division in 2004.

Preston Pulliams was hired as PCC's fifth president in 2004. In 2008, area voters approved a $374 million bond measure, the largest ever in the state of Oregon, to improve technology, meet workforce demands, and address rising enrollment.

College Campuses

The college has three comprehensive campuses which provide lower-division college transfer courses, two-year associate degree programs, and career and technical education training programs. The Extended Learning Campus provides adult basic education, job training and retraining, small business development, and life enrichment courses for residents in more than 200 district locations. Campuses and centers are strategically located throughout the district to be within easy access of residents.

Institutional Context

Portland Community College's spring 2011 Year One Self-Evaluation Report responds to Standard 1.A and Standard 1.B and to the four recommendations from the college's 2010 Regular Interim Evaluation Report and Visit. Standards 1.A and 1.B provide an overview of the purpose, intended outcomes, and associated measures which define fulfillment of the college's mission. The recently updated mission statement, institutional goals and newly identified core themes incorporate input from both college leadership and the community. The responses to the four recommendations focus on the areas of:

- Address remaining shortcomings in career and technical education degree and certificate outcomes and, further, develop parallel outcomes statements for transfer and general-studies degrees.
- Assessment of students achieving learning outcomes and how results lead to the improvement of teaching and learning. Educational assessment processes must be clearly defined, conducted on a regular basis, and integrated into the College's overall planning activities.
- Programs using related instruction have clearly identified content that is taught by faculty who are appropriately qualified.
- Ensure that all faculty, regardless of employment status, are periodically evaluated.

This Year One Self-Evaluation, most importantly the revision of our mission, was undertaken with the purpose of enhancing PCC's effectiveness in the delivery and support of education. It has been used as a comprehensive assessment of our progress toward institutionalizing a continuous improvement culture which will ensure that college mission and goals will be achieved. It was also intended that this process be one of collaboration among faculty, staff and administrators, taking a joint and comprehensive look at our institution from each other's perspective.

Brief Update on Institutional Changes

Portland Community College is a highly successful, comprehensive community college. It has both rural and inner city, native and non native English speakers, employed and unemployed, young and old, college educated and school dropouts, minority and majority, as its major constituents. The college enjoys an excellent reputation for its programs, has a dedicated and highly qualified faculty and staff, and is guided by a very effective leadership team. It is increasingly seen in the Metro area and in the state as a key player in education and economic development.

Many of the things that make PCC strong--its size, diversity and complexity--are also its most difficult challenges. Money, or more accurately, not enough money, is also a challenge for every college. Education is the great under funded mandate from our communities. In Oregon, because of a significant economic downturn, state funding for community colleges has fallen behind enrollment growth. Because of property tax limitation measures over the years, PCC is more dependent on state resources and student tuition than ever before.

With unprecedented growth, it's been a challenge, but PCC is working hard to accommodate this surge in enrollment. From our registration, financial aid, to our student support services staff, we are dedicated to making the education experience as barrier-free as possible for our students.

With the double-digit increase in enrollment, student services like financial aid are stressed from the deluge of student requests. Among colleges and universities nationwide, PCC ranks among the top-ten in percentage increase of financial aid applications. The college has received 41,565 financial aid requests via the Free Application for Student Aid (FAFSA), which is more than a 22 percent increase from last year. The college estimates more than $122 million in financial aid and student loans will be distributed during the 2010-2011 academic year.

One of the most significant opportunities for the college was the voter passage of a $374 million bond measure in 2008 to improve technology, meet workforce demands, and address rising enrollment. Bond-funded projects are in full-swing and the college community is noting the impacts of additional outreach; energy upgrades; accessibility improvements; updated buildings, classroom, office and study spaces; new facilities in previously underserved communities, and the opportunity to provide our students with instructional resources unmatched in most community college settings.

Response to Recommendations Previously Requested by the Commission

Recommendation 1:

Portland Community College has succeeded in identifying and publishing learning outcomes for the majority of its Career and Technical Education (CTE) degrees and certificates. However, the evaluators recommend that the College move forward to complete this initiative, first by addressing any remaining shortcomings in CTE degree and certificate outcomes and, further, by developing parallel outcomes statements for its transfer and general-studies degrees (Standard 2.B.2).

CTE Degree and Certificate Outcomes

As noted by the evaluation team during the College's Regular Interim Evaluation Report and Visit in spring 2010, Portland Community College has made tremendous strides in identifying learning outcomes for the majority of its career and technical education degrees and certificates. In the last few years career and technical education degree and certificate learning outcomes have been institutionalized throughout the college. There is a clear set of agreed upon guidelines found on the Curriculum Office web site: www.pcc.edu/resources/academic/eac/curriculum/degree-certificate-development/new/program-outcomes.html

The form for new or revised degrees and certificates includes a mandatory section for learning outcomes. The outcomes are reviewed by the Degrees and Certificates Committee whether the degree or certificate is new or is being revised. PCC has hired a curriculum coordinator who assists departments to craft learning outcomes. PCC also created a web site where all the career and technical education degree and certificate learning outcomes are available: www.pcc.edu/resources/academic/degree-outcome/index.html. The college's program review process requires outcomes assessment. Although these efforts were successful there were still some degrees and certificates that needed additional work on outcomes.

Progress since Accreditation Visit

At the fall 2010 retreat, the Degrees and Certificates Committee reviewed outcome guidelines and standards for associate of applied science degrees to clarify the document, affirm the principles, and strengthen the collaboration between the committee and the Curriculum Office.

In August 2010, curriculum office staff reviewed all career and technical education learning outcomes and identified the degree and certificate outcomes that were missing or needed revisions. An e-mail was sent to the appropriate subject area committee (SAC) chairperson. The chairpersons were given specific dates by which they had to submit their degree and certificate learning outcomes to the Degrees and Certificates Committee. The curriculum coordinator followed up with offers of help as needed. A copy of the letter follows.

Faculty,

Welcome back for the new academic year.

PCC strives for continual improvement of degree and certificate outcomes in order to improve the quality of education for our students as well as to satisfy accreditation standards and recommendations. As we enter the 2010-2011 school year, we need to renew our commitment to providing complete outcomes.

Your SAC has been identified as having outcomes which need to be completed or revised. We need to have all outcomes updated by January 2011 for our spring 2011 accreditation report. Please plan to present your revised outcomes at the Degrees and Certificates Committee meeting on November 10, 2010. The submission deadline is October 22, 2010.

You are not alone in this process. Should you have questions as to why your outcomes were identified, or would like guidance regarding the process, please contact Sally Earll (971-722-7812 or sally.earll@pcc.edu) in the Curriculum Office.

You can review your SAC's outcomes at the following web site.
www.pcc.edu/resources/academic/degree-outcome/
If you feel that these outcomes are not current, please contact Sally Earll.

Thank you,

Susanne Christopher, Chair, Degrees and Certificates Committee
Steve Smith, Director, Curriculum Support Office
Kendra Cawley, Dean of Instructional Support

At this point in time, all subject area committees which had degree and certificate learning outcomes that needed to be written or revised have had their outcomes approved by the Degrees and Certificates Committee or are in the process of doing so.

Transfer and General-Studies Degree Outcomes

(Associate of Science (AS), Associate of Science Oregon Transfer-in Business (ASOT-Bus), Associate of Arts Oregon Transfer (AAOT), Associate of General Studies (AGS))

PCC was also tasked with creating degree outcomes for its transfer and general studies degrees. It was decided that the Degrees and Certificates Committee would lead the college-wide process to determine outcomes for all degrees except for the associate of applied science.

In a September 2010 retreat of the Degrees and Certificates Committee, the transfer and general-studies degree outcomes were discussed. Degrees and certificates committee members noted that PCC currently states that "all graduates of PCC will meet the core outcomes".

The members of the Degrees and Certificates Committee discussed the notion that each of the degrees' outcomes in the Associate of Science, Associate of Science Oregon Transfer-in Business, Associate of Arts Oregon Transfer, and Associate of General Science should reflect PCC's core outcomes and each degree should have one outcome that distinguishes the unique purpose, goal, and function of that degree.

The transfer and general studies degrees have definitions that are based on the Oregon Administrative Rules and are outlined in the Oregon Department of Community Colleges and Workforce Development Handbook. The Professional Competency Outcome does not apply to the Associate of General Science degree based on the definition of the degree in the administrative rules. While it is unclear about the initial intent of the professional competency core outcome, the Oregon Department of Community College and Workforce Development Handbook is clear that the general studies degree is not a career and technical education degree and is not intended as a transfer degree.

The dean of instruction for the college's Cascade Campus, and the chairwoman of the Degrees and Certificates Committee developed a document with outcomes for these four degrees to be shared with the college community for further discussion and suggestions.

The chairwoman of the Degrees and Certificates Committee presented a draft document to the PCC Educational Advisory Committee in October 2010 which outlined that each degree, except the general studies degree, uses PCC's six core outcomes with one additional outcome that distinguishes the unique purpose, goal, and function of the degree. Following discussion by the committee, it was decided that the chairwoman of the Degrees and Certificates Committee would take the committee members' suggestions, revise the draft, and bring a recommendation to the committee at the next meeting. The outcomes were also shared with the Learning Assessment Council for additional recommendations. At the November 2010 Educational Advisory Council meeting, the degree outcomes for the above named degrees were recommended by the EAC, and subsequently approved by the college's district president in December 2010.

The first six outcomes for each degree are PCC's core outcomes with exception to the Associate of General Studies, which does not include the professional competency outcome. The last, or seventh outcome, reflects the purpose and intent for each degree as per administrative rule and is shown in bold.

Associate of Science (AS) Outcomes
1. Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

2. Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

3. Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

4. Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

5. Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

6. Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

7. **Transfer into an upper division baccalaureate degree program.**

Associate of Science Oregon Transfer-in Business (ASOT-in Bus) Outcomes
1. Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

2. Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

3. Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

4. Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

5. Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

6. Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

7. **Transfer into an upper division baccalaureate degree program in Business at any institution in the Oregon University System offering a Business degree, having met all lower division general education requirements and being granted junior standing for both for the Business major and for university registration purposes.**

Associate of Arts Oregon Transfer (AAOT) Outcomes
1. Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

2. Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

3. Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

4. Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

5. Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

6. Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

7. **Transfer into upper division courses for a baccalaureate degree at any institution in the Oregon University System, having met all lower division general education requirements and being granted junior standing for university registration purposes.**

Associate of General Studies (AGS) Outcomes

1. Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

2. Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

3. Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

4. Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

5. Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

6. **Fulfill their educational needs using a variety of college level courses including lower division collegiate and career and technical education**.

Recommendation 2:

While Portland Community College has sustained the widespread institutionalization of course level learning outcomes, the evaluators recommend that the College hasten its progress in demonstrating, through regular and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the College must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning (Standard 2.B.2 and 2.B.3). Educational assessment processes must be clearly defined, conducted on a regular basis, and integrated into the College's overall planning activities (Standard 2.B.I).

Learning Assessment Council Activities

Assessment of Critical Thinking

Following the 2007-2008 year of inquiry, the PCC Learning Assessment Council began initial implementation of assessment of the college-wide core outcome, critical thinking. The council proposed a college-wide focus on PCC's Core Learning Outcomes because, in principle, they apply to every discipline in the college. The council also felt it was important for all subject areas in the college to focus on the same core learning outcome for the first year. Critical thinking was selected since most, if not all, disciplines teach critical thinking to some degree in the context of their discipline. Critical thinking had also been identified as the top choice in several different venues where faculty opinion was solicited.

PCC Subject Area Committees were asked to identify, carry out, and report on an assessment of students' mastery of critical thinking in their discipline by May 14, 2010. Helpful resources, such as sample rubrics, were posted to the council's web site, but little specific guidance was given. The idea was not to tell the subject area committees what to do, but to find out what they might already be doing, and how faculty in a wide variety of disciplines understand and approach assessment. Although the approach resulted in some discomfort for faculty and reviewers, it seemed a more meaningful way of letting the faculty develop authentic assessment.

At the time of PCC's Regular Interim Evaluation Report and visit on April 26 and 27, 2010, only 15 assessment plans had been submitted and posted to the council's web site. However, by the end of the academic year, 51 subject area committees out of 87 had submitted their plans. Forty of the 51 were already actively engaged in their assessments. The participation, while not yet at 100%, was encouraging. Interestingly, the percentage of participation of the lower division transfer disciplines was higher than that of the career and technical education areas. This was unexpected, but may point to differences among the disciplines regarding their degree of ownership of the core learning outcomes.

The Assessment Circus Event

On May 7, 2010, the council convened its second annual "Assessment Circus", a half-day event featuring a general presentation; a "lion-taming" discussion on various approaches to learning assessment; faculty presentations of assessment projects; mock debate over criterion-referenced versus norm-referenced assessments; a faculty panel; presentations on the use of portfolios in learning assessment; and a question and answer session. The event was attended by an estimated 45 faculty members, as well as a few deans and administrators. The session was videotaped and edited, and has been placed in the libraries on the different campuses. Portions of the discussions have been played during various presentations including one at the Pacific-Western Division Community College Humanities Association conference in November 2010, and cited on the council's web site. Faculty comments about this event suggest an increasing level of engagement and understanding of the process.

Peer Review of Assessment of Critical Thinking

On June 25, 2010, the council chairwoman organized an event to review the plans and reports submitted. Approximately 20 faculty and three administrators worked in groups of three and four people to read and draft feedback to the subject area committees regarding strengths, weaknesses and suggestions for improvements or next steps.
Prior to the teams beginning their work, the college's director of institutional effectiveness presented an overview of direct and indirect assessment approaches. This presentation helped provide a common understanding from which the teams could approach their reviews. In addition, a survey of 2009-2010 graduates asking to what extent PCC helped them to develop a variety of critical thinking skills was also presented as an example of indirect assessment. The results indicated that student responses range from "somewhat agree" to "strongly agree" that their coursework had provided this opportunity.
The peer review event was informative. Some common understandings emerged about what assessment should look like, and how we as a college of many disciplines could move closer to that mark. For example, indirect assessment was found to have some usefulness, but was not satisfactory when adopted as the sole approach. Other concerns and challenges were identified, such as permission to use student work, anxiety about the results reflecting on individual instructors, and some hesitancy to take the subsequent step of suggesting improvements except for the assessment method itself. A summary of these findings is posted at www.pcc.edu/resources/academic/learning-assessment/documents/ccor-recommendations.pdf.

Several model reports are highlighted at www.pcc.edu/resources/academic/learning-assessment/.

Moving into Full Implementation

At the end of the 2009-2010 academic year, the council decided to continue second year of implementation using the same approach. The core learning outcome chosen for college-wide focus, while including more specific direction and guidance, was Communication.
In August 2010, the college received the formal response from the Northwest Commission on Colleges and Universities, which directed us to hasten our progress pointing specifically to demonstrating how students are meeting the outcomes of their degrees and certificates, how assessment is used to drive program improvement, and how assessment is integrated with academic planning.

The college realized that continuing the focus solely on the core learning outcomes was not going to meet the requirements of Standard 2.B.2 and 2.B.3 with respect to students' meeting degree and certificate outcomes. After establishing a set of outcomes for each degree and certificate as discussed in Recommendation 1, it was clear that these outcomes needed to be assessed. The directive to hasten our progress did not seem possible if the college continued to focus on one core learning outcome each year.

During summer 2010, a plan was developed to take the principles and practices of faculty-driven assessment, and apply them to a modified approach that would move us more quickly toward the goal. With input from the district president's cabinet, the deans, the Educational Advisory Council, and incoming and outgoing council leaders, the following plan was communicated and implemented. At the fall 2010 in-service, the council leaders were instrumental in communicating with and engaging the faculty in the accelerated assessment process.

For the lower division collegiate disciplines:

The focus of lower division faculty continued to concentrate on the core learning outcomes. The proposed outcomes for the transfer and general degrees including the Associate of Science, the Associate of Science Oregon Transfer-in Business, the Associate of Arts Oregon Transfer, and the Associate of General Science, were approved by the district president in fall 2010 following recommendation by the Educational Advisory Committee. The core learning outcomes serve as the foundation for each of these degrees.

- Identify one of the core learning outcomes for the lower division focus for each of the next two academic years. The selected outcomes are communication for the 2010-2011 academic year and self reflection for the 2012-2013 academic year.
- Subject area committees will develop and submit a two-year plan for the assessment of the communication outcome and will choose one other core learning outcome in the 2010-2011academic year. The same will occur for the 2011-2012 academic year; however, communication will be replaced with self–reflection. All assessment plans will be submitted to the council by November 15, 2010.
- Carry out and report on planned assessment activities by June 20, 2011.

For the career and technical education programs:

- Focus on the outcomes of the associate of applied science degrees and certificates.
- Identify connections between the core learning outcomes and the degree and certificate outcomes.
- Develop a plan to assess all of the outcomes in the base science degree, excluding any degree options over the next two years. Since degree options and certificates are built on the primary degree, it was determined that this would be the most appropriate place to start. Assessment planning will extend to degree options and certificates as the process is refined.
- Submit the assessment plan to the council by November 15, 2010.
- Carry out assessment activities and report the results and plans for improvement as a result of the assessments by June 20, 2011.

Resource information was added to the council's web page www.pcc.edu/resources/academic/learning-assessment/ to suggest how plans might be presented and some models are provided. Additionally, three, two-hour workshops were held in October 2010, during which the accelerated plan was explained and discussed.

Peer Review of Assessment Plans

By November 15, 2010, 78 plans had been submitted. Some subject area committees with multiple degrees submitted several plans. By the actual review date, November 19, 2010, 75 of 87 plans had been received from subject area committees. The plans are posted at www.pcc.edu/resources/academic/degree-outcome/AssessmentPlansFall2010.html

The peer review model, piloted with the college core outcomes review in spring of 2010, was used to review assessment plans. Forty faculty members participated in a three-hour session, which was double the number of previous faculty participants. The participants included 70% full-time faculty and 30% part-time faculty, overall 60% of which represented lower division disciplines, 35% representing career and technical education departments, and 5% representing developmental education. Thirty different disciplines participated. The participants were organized into groups of three and were assigned four career and technical education plans and five lower division plans. Each plan was read by two groups and participants did not review the plans of their own discipline. During the review session, the groups discussed and drafted responses to each plan, using a template of guiding questions.

There were positive outcomes of the session beyond receiving peer responses on each plan. The energy of engagement and the quality of the discussions was very high. Participants cited the value of being able to learn from colleagues - both in the working groups and in reviewing the work presented. There seemed to be an increased understanding of assessment among the participants. Many expressed a strong interest in seeing the follow-up results of the plans that they had reviewed.

The council chairwoman was supported by the Learning Assessment Operational Team, a group comprised of the council chairwoman, the chairwoman of the Degrees and Certificates Committee, administrators, and staff who play a role in assessment reporting. The team reviewed, edited and organized the responses for the subject area committees, and summarized the findings to guide future work.

The peer review model will be used to evaluate the reports due on June 20, 2011, and for the completed project evaluation in the spring of each year thereafter. We anticipate that participation in this annual event will continue to engage faculty in order to move the college forward to a greater institutional understanding of faculty-driven assessment.

Additional Assessment Activities

In addition to the approach outlined above for getting plans and reports submitted and reviewed, other mechanisms have been put into place to support the overall efforts to develop a culture of assessment at PCC.

The Assessment Course

In winter of 2010, a subcommittee of the council, aided by faculty in the education department, developed a continuing education course for faculty on assessment. The course was to be specifically focused on the challenges of assessing broad, institutional level outcomes such as core learning outcomes, but attracted participants with a variety of assessment training needs. The first class was small but with highly engaged participants so the course has continued to be offered in spring 2010, fall 2010 and winter 2011. There does seem to be significant interest in

developing a set of courses that would comprise a faculty institute for college teaching; work toward that vision has begun.

Program Review Changes

Over the last three years, program review has become more regular and systematic at PCC. Moving to a five-year cycle, and being clearer about expectations for both content and completion of reviews, has changed the way both faculty and administrators approach the program review process. The need to identify what departments were doing in the area of outcomes assessment drove some of these changes.
Program review seemed a logical place to collect assessment information, especially for career and technical education programs, but the existing guidelines for preparing the program review did not support this effort. Between 2006 and 2009, the guidance for program review was very open-ended, in an attempt to engage subject area committees more fully by allowing them to define the content as it seemed most useful to them. The unintended consequence of minimal guidance was that few subject area committees addressed the assessment of learning.

During the 2008-2009 academic year, the guidelines for program review were significantly revised, and included the addition of an outline with prompts to address assessment at several levels. Because it was such a significant change to college practice, it was vetted through every relevant group of faculty and academic administrators, and became official in May 2009. Since subject area committees typically spend about a year in self-study and preparation for program review, the committees were able to use the old guidelines for reports that would be submitted in fall and winter of the upcoming academic year.

It was expected that program reviews submitted in spring 2010 would be completed by using the new guidelines, but that did not occur. The evaluation team for the college's Regular Interim Evaluation Report in spring 2010 noticed this while looking at recently submitted program reviews as there was minimal evidence of regular and systematic assessment.

As a result, the program review Outline was further revised, removing the word "guidelines," and adding language indicating that subject area committees are required to address all elements of the outline beginning in spring 2011. The sections of the program review outline that deal with reporting of outcomes assessment, and the resulting changes to be implemented as a result of assessment, were aligned with the sections of the Annual Assessment Report, so that the information from each yearly study could be inserted into the program review. This document was posted on the program review web site in September 2010.
www.pcc.edu/resources/academic/program-review/index.html

Another evolving change to the program review cycle is the role of the administrative response, a written document prepared collectively by the campus deans of instruction. In the past, these responses were not very timely, and tended to address only the specific recommendations made by the subject area committee involved. As attention to learning assessment has increased, the deans of instruction have been including observations on the assessment of core learning outcomes and, in some cases, providing direction for future work. There is also an increased emphasis in the value of linking learning assessment to curriculum requests with the intention to enhance teaching and learning in the discipline.

Program review workshops, scheduled once per term, have been instituted to guide subject area committees in the program review process. The dean of instructional support and director of institutional effectiveness hosted the first of these workshops in October 2010, and one in

January 2011. The workshops were well-attended and well-received. The workshops provided another opportunity to talk about the need and value of addressing assessment results as well as tying these to program improvement and requests for administrative support. This is the first step in formalizing a link between assessment of learning at the department level to academic planning for the college.

The Assessment Blog

In fall 2010, the incoming council chairwoman launched a weekly blog, adding a new thread each week, authored by a variety of people. See http://assessingpcc.blogspot.com/. The blog provides a space which allows faculty to air their concerns about assessment, share ideas, successes, and epiphanies. It is clear from the opinions and comments expressed that, in addition to some fear and suspicion among faculty, there are many who are excited about the opportunities for increased ability to meet student needs. Faculty members with expertise in instructional design or pedagogy for adult learners have been able to share their insights with a wider audience than they had before. Since its inception on September 21, 2010, through January 16, 2011, there were 2,561 hits on the site. The faculty appreciates the opportunity to engage in such a forum.

The Anderson Conference

Every spring the teaching and learning centers organize a set of presentations and workshops in which faculty and staff share best practices in teaching and learning, often around a central theme. This year the focus will be on the assessment of learning. The topic was developed out of the first assessment class attended by two of the learning center co-coordinators, and the keynote speakers are working associates of the author of the textbook. The organizers are working with the council to ensure that the information presented at the workshops aligns with the principles and practices adopted by the council.

The Path Forward

Learning Assessment Council: Next Steps

The Learning Assessment Council, which has a core membership of six, engaging an additional 30 faculty members over the last three years, has been key to developing the college's assessment efforts. Because the nuts and bolts of the path forward has been set in motion, the role of the council may shift somewhat in the next year, toward addressing existing challenging questions including:

- Do all subject area committees in the college need to address and assess all of the core learning outcomes?
- How can we use assessments designed and used by the lower division disciplines to determine whether students who have earned our transfer and general studies degrees by taking many different patterns of courses have met the core learning outcomes, which are the foundation for those degrees?   What other elements need to be put in place to support faculty in this work?
- What kind of support can be offered to subject area committees for interpreting assessment results and making program improvements?

- How can we assess our progress in creating a culture of assessment? Can the council take a lead in considering and recommending institutional changes and resources needed to sustain a focus on outcomes assessment?

Annual Assessment Reports and Peer Review

The annual reports for 2010-2011 are due on June 20, 2011. This date was chosen because the career and technical education committees were asked to assess students at the end of program completion, which may not occur until late spring term. The reports include a section where subject area committees describe and, possibly, evaluate changes made based on the prior year's assessment, and indicate what changes are anticipated based on current assessment results.

The peer review model will be used to respond to the subject area committees and to summarize findings for plans or reports. Reports will be submitted annually in June, and two-year plans will be submitted either annually or biannually.

Assessment found in Core Themes: Quality Education

In the new accreditation process and standards, Quality education has been chosen as one of PCC's four core themes, which emphasizes the importance of learning assessment throughout our systems.

Recommendation 3:

While Portland Community College has made progress in identifying the instructional hours and topics of related instruction in its CTE certificates, the College must ensure that embedded related instruction content is clearly identified in all relevant course outcomes, that these skills are taught by appropriately qualified faculty, and that course menus align with the tripartite structure of Policy 2.1.

It should be noted that Portland Community College's (PCC) Curriculum Committee reviews and recommends new courses and revisions to courses. The college's Degrees and Certificates Committee reviews and recommends the curriculum of new and revised degrees and certificates.

Identification of Related Instruction in Degrees and Certificates

Portland Community College adopted a system in which programs may use any combination of three strategies for the related instruction: embedding related instruction into program courses, using courses in the discipline that clearly address one aspect of the tripartite structure, referred to as stand-alone related instruction courses, or using general education courses from a relevant area. This last approach is based on our long-standing practice of having courses from three general education areas; required for the Associate of Applied Science degree, serve as meeting the requirement for related instruction.

For approval of related instruction in certificates, PCC Subject Area Committees prepare a template document outlining the courses and number of hours that constitute the related instruction content in each area. These templates are reviewed and recommended by the Degrees and Certificates Committee, and approved by administration.

Identification of Related Instruction Embedded in Courses

One option is to identify which program courses contain embedded related instruction content, the number quantity of which must be clearly documented in numbers of hours on the template. PCC's fundamental course document, called the Course Content and Outcome Guide, identifies the outcomes, content, and other elements that must be held constant across multiple sections of any course that is taught. In the Course Content and Outcome Guides there are some elements that require approval by the Curriculum Committee and administration, and other elements that can be modified without such approval. Change control is effected by electronic forms which permit faculty to make some changes, but direct the individual differently for changes requiring approval.

When the related instruction documentation system was developed, the forms for new/revised course approvals were modified to include a section for embedded related instruction. A description of the activities, and the number of hours, which includes instruction, study, and practice for each related instruction area, are reviewed by the Curriculum Committee and the deans of instruction prior to approval by the vice president for academic and student affairs, and recorded in the Course Content and Outcome Guides.

Over the last few years, the Curriculum Office has been strengthened to provide oversight and consultation to correct deficiencies and support ongoing compliance with state and accreditation

requirements. More information about PCC's related instruction process can be found at www.pcc.edu/resources/academic/eac/curriculum/resources/.

Progress on Recommendation 3, Related Instruction, since March 2010

Related Instruction in Certificates and Courses

A number of steps were taken to bring PCC into compliance with related instruction with respect to Recommendation 3. A thorough review of all certificates was completed, and certificates which had incomplete or missing related instruction were identified. There were 157 courses in 20 subject areas identified as needing attention. In most cases the templates were complete, but the related instruction content in individual courses had not been approved. At this point in time, all certificates which were identified as having incomplete or missing related instruction have been completed.

The curriculum forms for related instruction were revised to provide more guidance and to address compliance requirements for documenting related instruction. The related instruction form for career and technical education courses now contains a section to show which outcomes meet the related instruction requirement. This was added to the form due to the recent revisions of the accreditation standards. A section was also added which identifies skill, training or educational requirements required to meet instructor qualifications to teach the courses containing the related instruction content. This is described more fully in the section on instructor qualifications for related Instruction below. Beginning in fall 2010, courses that were brought through the approval process were submitted using these forms.

Curriculum office staff worked with faculty for each of the 20 subject areas identified as needing attention. This consultation model has contributed significantly to the common understanding of related instruction, and how it should be both managed and documented. Curriculum office staff has been able to help faculty identify activities, content, and outcomes that meet the spirit and requirement of related instruction, anticipate and proactively address concerns or issues, and share best practices among disciplines.

The curriculum office staff has fully implemented administrative procedures to ensure ongoing support for related instruction. Whenever a certificate comes before the Degrees and Certificates Committee for approval of certificate revisions, the related instruction form on file for that certificate is reviewed and included as part of the revised certificate revision. After courses with embedded related instruction are approved by the Curriculum Committee, curriculum office staff reviews the changes and consults with the faculty if revisions to related instruction appear to be necessary.

Instructor Qualifications for Related Instruction

PCC's efforts to comprehensively document related instruction in courses and certificates did not include instructor qualifications for related instruction already in place because the existing documentation system and the curriculum approval processes are mutually exclusive. There are two parts to our general process for documenting that instructors are qualified: Instructor Qualification Form, and Instructor Approval Form. The two process documents for instructor qualifications and approval can be accessed at the following link: www.pcc.edu/resources/academic/instructor-qualifications/revision-instructions.html.

Generic instructor qualifications are included in the Portland Community College Academic Standards and Practices Handbook and are based on the Oregon Administrative Rule 589-008-0100 that speaks to qualifications for teaching college transfer courses. Over the years, most PCC Subject Area Committees have developed variations that are intended to clarify the qualifications by indicating what constitutes the subject area, the related areas, or other necessary qualifications such as the nature of the experience, licensure, or certification. Subject area committees submit their proposed instructor qualifications or revisions to administration, and once approved by administration, they are posted on the web site, and used by hiring managers for part-time faculty, and by Human Resources for screening full-time applicants. The form for this process was implemented in 2009 and can be found on the link above. When part-time faculty is hired, a second form is completed by the hiring manager to indicate how that individual instructor is being qualified. Appropriate documentation is attached to the form, and copies are kept in the division office and sent to human resources.

Embedded related instruction and stand-alone courses in a career and technical education certificate were identified as needing special attention for instructor qualifications. It should be noted that a decision was made that career and technical education subject area committee was the appropriate body to propose qualifications for teaching communication, for example, in the context of the discipline, as opposed to a speech instructor, for example, who teaches communication directly.

The initial approach to documenting these qualifications involved modifying the existing Instructor Approval Form by adding a second page, on which the specific qualifications and documentation for that instructor could be described. This approach did not work well because the hiring manager was given considerable responsibility and little guidance from faculty with regard to hiring instructors who met the guidelines consistently, and were qualified. It did, however, serve as a tool to identify some common practices and principles for appropriate qualifications and documentation for teaching related instruction within a technical discipline.

The second approach was to modify the Instructor Qualifications Form to include a section specifically for related instruction. Subject area committees presenting a request for revision of instructor qualifications would respond to that section only if there were courses in the certificate which contained related instruction. This would be evident on the instructor qualifications web site for that career and technical education subject area. This worked better, but was still not ideal, since most subject areas do not have related instruction and was frequently left blank. There was no systematic way to monitor this as it depended on someone noticing that a certificate with related instruction had submitted an approval request without completing the related instruction section. Another design flaw was that administrators reviewing the proposed qualifications did not have easy access to the relevant content and activities in order to approve or question the proposal.

The most recent process is proving to be more successful because it ties the instructor qualifications for related instruction to the curriculum process, and connects the proposed qualifications directly to the information about related content and activities. A section for instructor qualifications for related instruction was added to the curriculum form for new and revised career and technical education courses. The form is used whenever the related instruction in a course is modified, or when instructor qualifications are modified. Proposed changes in qualifications go directly to the deans of instruction and follow the normal signature approval pathway for instructor qualifications. If the related instruction in a course is modified, the proposal goes through the standard curriculum committee review process.

At the beginning of the 2010-2011 academic year, 8 of the 20 subject areas with embedded related instruction in their career and technical education courses had posted their instructor qualifications on the web site. A number of subject area committees that needed to define the related instruction in their courses have used the new form. Instructor qualifications are starting to come through the new approval pathway. Subject areas in which the related instruction was established without instructor qualifications are working with curriculum office staff to define and submit them for approval. It is anticipated that all necessary instructor qualifications will be approved and posted on the web by the end of the 2001-2012 academic year.

Related Instruction in the Associate of Applied Science Degrees

General Education has been a required component of PCC's Associate of Applied Science degrees for at least thirty years. It has been a long-standing principle in the college's academic culture that students in career and technical education programs should have the opportunity to experience general education.

The college has consistently identified General Education in Associate of Applied Science degrees as addressing related instruction, because the three general education areas align well to the tripartite structure for related instruction:
- Arts and Letters – Communication
- Social Science – Human Relations
- Math/Science/Computer Science – Computation

Because the college views general education as serving to broaden the student's horizons, we have intentionally not allowed programs to specify all of the general education courses a student will take. Departments may specify 8 general education credits, but at least 8 of the 16 required general education credits are open to give the students choice and opportunity to explore areas that may be more tangential to their main course of study. Until the April 2010 Regular Interim Evaluation Report and visit, the eligibility of general education classes for related instruction in associate of applied science degrees had not been questioned.

However, during the 2010 Regular Interim Evaluation visit, the evaluators expressed concerns that a student might select courses that do not appropriately address the three areas of related instruction. It was acknowledged that most courses in arts and letters and social science would generally align with and support most programs' goals related to communication and human relations respectively, but not all courses in math, science, and computer science would necessarily supply a recognizable body of instruction in computation. There are a number of possible approaches to address this, which are under discussion by PCC's Degrees and Certificates Committee during the winter term, beginning with the January 19, 2011 meeting. Any of these approaches will require PCC to evaluate which elements of our current practice, and which principles, we are able to modify in order to meet the requirements of related instruction.

Recommendation 4:

The College should ensure that all faculty, regardless of employment status, are periodically evaluated (Policy 4.1).

A snapshot has been taken to determine the status of full-time faculty evaluations, as well as a more comprehensive part-time faculty status report, and was forwarded to campus deans of instruction. Errors were noted and further discussions will occur concerning how we can improve the process and ensure that evaluations are delivered to Portland Community College's Human Resources Department and appropriately recorded.

Deans of instruction and the director of libraries have submitted plans to the vice president for academic and student affairs for updating evaluations of faculty by the end of this academic year. Collective bargaining has officially begun and it appears that consideration for changing how and when full- and part-time faculty evaluations may occur will most likely be part of those discussions. We will not pursue changes to this process until collective bargaining is complete.

Champions for process improvement:

Vice President for Administrative Services, Wing-Kit Chung

Director of Human Resources, Jerry Donnelly

Campus presidents

Campus deans of instruction

Director of Libraries, Donna Reed

Accreditation Liaison Officer and Vice President for Academic and Student Services, Christine Chairsell

---

Date of Most Recent Review of Mission and Core Themes

See **Background** on following page under Section 1: Standard 1.A - Mission

Section 1: Standard 1.A - Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Portland Community College Mission

Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.

> PCC Board of Directors (June 2010), Board Policy B-101 (December 2010)

Background

Portland Community College's (PCC) mission, goals and values statements are reviewed every one to two years by the college's board of directors. During the review that took place in 2009-2010, input from faculty, staff, and students about the mission statement was solicited and used to inform the board of directors during their review process. This was also an opportunity to update the PCC community about the new accreditation process and standards, introduce the concept of core themes, and explain or clarify how the mission plays an even greater role in the revised accreditation format.

The College community and several standing committees, including the Educational Advisory Committee, Academic and Student Affairs Council, Budget and Planning Advisory Committee, the All Managers Group, and the PCC Foundation discussed the college mission and values statements and suggested core themes. A WIKI site (www.spaces.pcc.edu/display/accredtation/Home) was created to capture the input to help keep the community apprised of the mission review process and the development of core themes. A district-wide Accreditation Summit held on April 9, 2010, completed the review process. In addition, faculty and staff also learned more about the new accreditation format at this event from guest speaker, Ron Baker, Executive Vice President, Northwest Commission on Colleges and Universities. After careful examination of the many suggestions from the college community, the college's advancement office proposed wording that was concise and clearly articulated the college's purpose.

The PCC Board of Directors approved the current mission statement in June 2010. It is intentionally shorter than prior mission statements and easier to reference, as a result. It is, however, definitive regarding PCC's intended role and impact on the community. The new mission statement was shared with the many groups who had provided input during the prior year's review, along with the rest of the college community, during the fall 2010 term.

The mission statement is available in print and in electronic documents. It is easily accessible from the college homepage www.pcc.edu/ by clicking on the "About PCC" tab and selecting "Mission" www.pcc.edu/about/administration/board/policies/b101.html under the college "Quick Facts." The 2010-2011 College Catalog contains the mission statement www.pcc.edu/about/catalog/current_catalog.pdf that was in effect at the beginning of the catalog year; however, the 2011-2012 Catalog will include the revised mission statement. Internal documents such as the "Management and Confidential Employee Handbook" www.pcc.edu/hr/contracts/management/ also link to the mission statement under the heading "PCC Cornerstone" www.pcc.edu/ir/edumasterplan/PCC Cornerstone.pdf.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Following approval of the updated mission statement in June 2010, the PCC Board of Directors re-examined the college's existing value statements and board's goals at their August 2010 planning session. The goals describe what the college is expected to accomplish, and the values define the context in which the college operates to achieve these goals. The discussion included determining whether or not the goals align with the revised mission, what changes might be needed if they are misaligned, and which, if any, values should be updated, added or deleted.

The board's discussions related to the above questions and others resulted in revisions to the value statements and the board goals, which are now called institutional goals. These received formal board approval in October 2010 and Board Policy B-101 was then ratified in December 2010. The "PCC Cornerstone – The foundation for what we do, who we are, what we value", reflects the updated information and can be viewed at www.pcc.edu/ir/edumasterplan/PCC_CornerstoneOct2010.pdf

Institutional Goals
- **Access:** Access to learning opportunities will be expanded through the cultivation of community and business partnerships.

- **Diversity:** Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty and staff.

- **Quality Education:** Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.

- **Student Success:** Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer.

- **Economic, Workforce, and Community Development:** Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs.

- **Sustainability:** Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served.

The Vice President for Academic and Student Affairs and the Director of Institutional Effectiveness report to the PCC Board of Directors on one of the institutional goals approximately six times per year as part of the institutional effectiveness reporting cycle. (See www.pcc.edu/ir/iereporting/index.html for reports.) Most reports include key performance measures of success. However, in instances where the goal is process-oriented or measurable data do not exist, an informative narrative rather than a quantitative report is provided. In contrast, each core theme, discussed in the next section, has corresponding assessable and verifiable indicators of achievement.

The college has a long-standing expectation of continuous improvement as the standard or target for achievement. Most recently, unprecedented record high performance levels have been reported. While some improvements may be related to a change in policy or practice, others are likely influenced by the continued high unemployment rate. (See "Why so Many Record High Performance Levels?" at www.pcc.edu/ir/iereporting/ie_0910/IEsummary2009-10.pdf for details.) As a result, when the economy improves, future targets may be to simply maintain the current performance levels for some measures.

Mission Fulfillment

Although increased educational attainment in the community could be considered mission fulfillment, this simplistic definition does not capture the depth and breadth of the college mission. Mission fulfillment could be determined by assessing college progress toward institutional goals, yet all of the goals are not directly measurable. Furthermore, some activities which significantly contribute to mission fulfillment, since not specified in the goals, would not be included in the current reporting.

Taking these factors into consideration, the collective accomplishment of both institutional goals and core theme objectives, described in the next section, is the pinnacle of mission fulfillment. The core theme objectives support the strategic aspect of the institutional goals and also include areas where substantial resources are dedicated to mission fulfillment. The acceptable threshold of mission fulfillment is continued improvement in measurable outcomes not currently at record high performance levels and maintenance for those which are. This comprehensive evaluation of mission fulfillment enables the college to acknowledge and build on areas of strength as well as identify those in need of strategies for improvement.

Section II: Standard 1.B - Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

The concept of core themes and the role they play in the revised accreditation format were introduced to the college community as part of the 2009-2010 mission review process. As the various groups discussed the mission, they were also asked to identify the core themes that would correspond to the proposed mission statements. Themes emerged early on and remained fairly consistent throughout the discussions. The following core themes were approved by the board in conjunction with the revised mission in June 2010.

Core Themes
- Access and Diversity
- Quality Education
- Student Success
- Economic Development and Sustainability

Three of the four core themes track verbatim to wording found in the college's mission with the exception of economic development and sustainability. This core theme corresponds to the college's ultimate impact on the community stated as "advances the region's long-term vitality" in the mission statement.

The core themes have titles similar to the updated institutional goals and address the accomplishment of the strategic intent of the goals such as increasing access, improving diversity, and providing a quality education. However, differences occur in the grouping and indicators related to each. For example, the core theme called access and diversity manifests essential elements of the mission statement yet the PCC Board of Directors requested two separate reports in these areas. As a result, this core theme overlaps what became two institutional goals. A similar overlap occurs with the core theme for economic development and sustainability and Goals 5) Economic, Workforce, and Community Development and 6) Sustainability.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

The PCC Academic and Student Affairs Council, a cross section of college and campus leadership representing instruction, student services, human resources, grants, accreditation, financial services, technology services, and the libraries was the primary discussion group for arriving at the core theme objectives. All had participated in the process for revising the mission statement and determining the core themes and were familiar with the new accreditation process. Furthermore, five college staff members attended the December 2010 Northwest Commission on Colleges and Universities' evaluator training session and brought the knowledge they gained to the discussion. Suggestions were also solicited from the PCC Budget and Planning Advisory Committee, the college district president and cabinet.
A review of the pilot institutions' Year Five Reports and subsequent Commission responses helped determine how best to address the core theme indicators of achievement. While each

pilot institution pursued different objectives and corresponding measures, the Commission consistently noted the importance of focusing on "outcomes rather than inputs." This feedback further reinforced the college's decision to address mission fulfillment through the combined lens of outcomes addressed in institutional goals and core theme objectives.

Portland Community College regularly analyzes and reports on a wide range of accountability measures. A partial listing includes:

- Oregon Legislature's Key Performance Measures,
- Oregon Department of Community Colleges and Workforce Development Student Success Indicators,
- PCC Board of Directors' Key Measures,
- PCC Program/Discipline Review Guidelines,
- Grant-related assessments such as Title III, TRIO, and the National Science Foundation, and
- Federal Student Right to Know, to name a few.

Instead of creating another separate and independent set of performance indicators, existing measures where appropriate and meaningful are incorporated into the indicators of achievement for the core theme objectives. This interconnected approach provides a platform for continued learning from measures currently in use and one in which new indicators can be introduced along with those already understood by the college community. The remainder of this report details the objectives, indicators of achievement, and rationale for each by individual core theme.

Core Theme: Access and Diversity

Objectives

- The learning environment will be enriched by the representative diversity of students, faculty, and staff.

- Access to affordable learning opportunities will be enhanced through technology, partnerships, and support services.

Indicators of Achievement	Target
Student racial/ethnic distribution	Reflect diversity of service area community
Faculty/staff racial/ethnic distribution	
Racial/ethnic distribution of new hires	
Course tuition and fees	Maintain or improve ranking among local institutions
Foundation Scholarship awards	Increase in number and/or amount
Distance learning enrollments	Maintain record high levels and/or increase
Student use of on-line tutoring	Increased student use; increased number of subject areas available via online tutoring
Dual credit enrollments	Maintain record high levels and/or increase

Background

Providing the diverse community population with access to higher education and employment opportunities is fundamental to PCC's mission and purpose. Without access, the college falls short on all other commitments in serving the needs of the community.

Significant resources are committed to expanding access through technology, partnerships and other student support services. The following is a listing of noteworthy examples with measurable performances that are monitored for continuous improvement.

- Distance learning continues to be an effective instructional delivery method for increasing access to students unable to attend on-campus courses as well as for students needing a more flexible course schedule to supplement their on-campus course load.

- Through a partnership with the Northwest eTutoring Consortium, PCC is able to expand access to tutoring services for all credit students with online tutoring. Services include an online writing lab, live tutoring via eChat, and the ability for students to post questions and receive responses through eQuestions.

- The PCC Foundation is able to help make higher education and career training more affordable for students through scholarship awards.

- Partnerships with area high schools make access to college-level courses possible for high school students at their high school location.

Rationale for Indicators of Achievement

The diversity of students at PCC has been one of college's institutional effectiveness measures for many years and is a legislative key performance measure. The student racial and ethnic distribution is compared to the PCC service area, targeting to mirror the diversity found in the community. Achieving like diversity among faculty, staff and administrators is also a long-standing performance measure at the college. A ratio based on the diversity of new hires was added and serves as a leading indicator that the college is making progress toward a more diverse workforce.

One of the financial measures for affordability is reported as a legislative key performance measure. The state level comparison of tuition and fees is to all western states and PCC makes an additional comparison to nearby community colleges. The other financial measure, the PCC Foundation scholarship awards, is regularly reported to the PCC Foundation Board and to the PCC Board of Directors.

Distance learning and dual credit trends are also institutional effectiveness measures regularly reported to the PCC Board of Directors. In contrast, on-line tutoring is a recent offering by the college. This indicator of achievement is a new measure for the college. It may be redefined in greater detail in the future to determine if various student populations are accessing this tool equally and help determine if additional subject areas of tutoring are needed.

Core Theme: Quality Education

Objectives
- Students will meet or exceed external standards of educational excellence.

- Regular assessment and continuous improvement of instructional and student support services will ensure the delivery of quality education.

Indicators of Achievement	Target
General Education Diploma pass rates	Improve
Licensure/certification exam pass rates	Maintain high pass rates
Student academic performance after transfer	Meet/exceed academic performance of native university population
Student degree completion after transfer	To Be Determined (needs baseline)
Student satisfaction survey trends	Maintain areas of strength; improve where low satisfaction is reported
Use of survey results for improvement	Results after changes were implemented exceeded prior performance levels
Use of assessment and program review findings for improvement	Results after recommendations were implemented exceeded prior performance levels

Background

The PCC mission statement explicitly states the college will provide a quality education and reflects the college culture of continuous improvement.

Rationale for Indicators of Achievement

The first four measures are external indicators that PCC students have received a quality education. Several of these overlap with the legislative key performance measures, Oregon's student success indicators, and the college's institutional effectiveness measures reported to the board of directors.

Student degree completion after transfer is a new performance measure for the college. Prior tracking was incomplete due to transfer institutions not consistently reporting degrees awarded to the National Clearinghouse. However, this has improved over time and will again be evaluated to determine the comprehensiveness of the data available. The measure may be further restricted to look at PCC student degree completion at a limited number of institutions depending on what is learned.

The use of student survey results, assessment outcomes and recommendations put forth through the program review process ensure the college is continuously providing a quality education. Reporting on these activities is in place as follows:
- Student survey results are periodically included in the college's institutional effectiveness measures and student services program reviews.

- Assessment plans and activities for each subject area committee are posted annually at www.pcc.edu/resources/academic/learning-assessment/index.html .

- Subject area committees describe recommendations for program improvement in their program review reports.

Core Theme: Student Success

Objectives
- Students will have the basic skills needed to succeed in college-level courses or the work environment.

- Students will progress toward completing a degree, certificate, university transfer or skill acquisition to enter the workforce.

- Students will complete a credential, transfer to a university, or enter/remain in the workforce.

Indicators of Achievement	Target
Pre- to post-test score gains on the Comprehensive Adult Student Assessment System (CASAS) test	The definitions for these measures are unique to Oregon Student Success Indicators and trended data are not yet available to determine appropriate targets.
Passed one or more General Education Diploma subtests	
Passing a remedial Math or English course with a "C" grade or better	
Passing a college-level course in the subject area where remediation was needed	
Completing15 or more college-level credits	
Completing 30 or more college-level credits	
Earning a certificate (<1 yr or 1 yr+)	Maintain record high levels and/or increase
Earning an Associate Degree	Maintain record high levels and/or increase
Transferring to a university	Maintain record high levels and/or increase

Background

The academic, professional and personal development of students described in the college mission statement is summarized as student success. With an open door admissions policy, PCC welcomes students at all levels of academic preparation. Student success is frequently a process, such as starting with getting a student academically prepared for college-level success, rather than the single end point of degree completion or transfer.

The state of Oregon recognized the complex picture of student success when in October 2007, the commissioner of the Oregon Department of Community Colleges and Workforce Development created the Student Success Steering Committee. This committee was composed of twenty community college representatives from around the state. One of the charges to this group was to develop a plan for how student success could be more comprehensively measured than what was currently identified in the legislature's key performance measures. PCC's president of the Extended Learning Campus, the dean of instruction for the Cascade Campus, the director of institutional effectiveness, and the PCC faculty federation president were members of this committee.

After extensive research, the committee decided on a plan to develop student success indicators made up of milestones and momentum points. The Washington State Community College System implemented a similar model based on research from Columbia University's Community College Research Center and the group felt that Oregon could benefit from a similar approach. The Student Success Steering Committee became the Student Success Oversight Committee the following year as the work transitioned from planning to implementation mode. PCC representation consists of the Cascade Campus dean of instruction, the Cascade Campus dean of students, interim president of the Extended Learning Campus, and the director of institutional effectiveness.

Rationale for Indicators of Achievement

PCC has selected eight of the Oregon student success indicators and one legislature key performance measure to provide meaningful assessment of the student success core theme. These measures collectively assess the progress of PCC students through the educational pipeline. And, like the legislature's key performance measures, enable the college to consider areas of improvement relative to the performance of other community colleges in the state. Most of the student success indicator definitions are finalized and the Oregon Department of Community Colleges and Workforce Development has provided baseline data to each of the 17 Oregon community colleges. However, continued refinement is needed at the state level to address reporting inconsistencies among some of the colleges.

A similar group of measures with five years or more of trended data are included in the college's institutional effectiveness reports to the PCC Board of Directors. These additional measures allow the college to base trends through current data, as state measures lag one or more years, and the college is not limited to variables submitted only through state reporting.

Core Theme: Economic Development and Sustainability

Objectives
- Educational and training programs will meet the workforce needs of students and the business communities.

- College operations, academic programs and business practices will be environmentally responsible.

- Resources will be maximized through efficiencies and strategic investment in alternative funding and revenue sources.

Indicators of Achievement	Target
Number of Career and Technical Education Completers	Increase number
Employment/wages of Career and Technical Education certificate and degree completers	Completers employed and earning a livable wage
Number of employees trained through contract training	Increase number
Number of employers (small business owners) enrolled in entrepreneur training/business education training	Increase number
Course and degree options with "green" technologies	Increase offerings
College greenhouse gas emissions	Reduce (i.e.10% below 2006 levels by 2012, 40% below by 2030, etc.)

Savings and/or revenue increases from Entrepreneurship Advisory Council approved projects	To be determined
Leadership in Energy and Environmental Design (LEED) certification of new construction	LEED silver (or higher) certification for new construction
Funded grant proposals	Balance need and ability to manage

Background

PCC advances the region's long-term vitality, as stated in the mission through the delivery of credit career and technical education programs, non-credit workforce training, contracted training, small business development, and continuing education unit courses. The college does this in an environment committed to protecting natural resources and increasing operating efficiencies.

PCC prepares students for careers that sustain and contribute to the economy. Students can choose from more than 80 areas of study that result in career and technical education certification or an associate's degree. Many industry and local business partners provide internship opportunities or participate in advisory roles to help keep curriculum relevant and targeted to the current market.

In September 2010, the college reopened what was previously called the Central Portland Workforce Center as the Continuous Learning for Individuals, Management and Business Center for Advancement or CLIMB Center, as it is generally called. The CLIMB Center matches working professionals and entrepreneurs with expert training that advances careers, strengthens teams, and improves overall business operations. The center's training areas include small business development, health professionals training, professional development, and contract training.

PCC's Board of Directors committed the college to becoming a leader in academic programs and operational practices that model the sustainable use of resources as cited in the Sustainable Use of Resources Policy B-707, December 2006. This commitment was further solidified when District President Pulliams signed the American Colleges and Universities Presidents' Climate Commitment in 2007. The following is a listing of noteworthy examples with measurable outcomes related to the college's commitment of sustainability.
- PCC has a climate action plan which sets forth broad objectives and specific strategies for achieving the college's greenhouse gas emission reduction goals. www.pcc.edu/about/sustainability/documents/FINALCLIMATEACTIONPLAN.pdf

- The college is organized through the Sustainable Practices for Academics and Resources Council to lead and champion instilling sustainability in the educational offerings.

- All new construction is targeted to achieve at least Leadership in Energy and Environmental Design silver certification, a building rating system developed by the U.S. Green Building Council.

Rationale for Indicators of Achievement

The indicators of achievement related to career and technical education degrees awarded, employment, training, and grant funding align with measures reported in the college's

institutional effectiveness reports to the PCC Board of Directors. Each has a target to increase with the exception of grant funding. PCC has recently been very successful in grant seeking activities. Many of these proposals demand complex, layered, multi-year commitments of internal human and fiscal resources to ensure effective grant administration. As a result, future grant seeking by the college must align strategically with available resource and management capacity.

The remaining indicators of achievement for this core theme are new for the college and address the board of directors' recently added goal of sustainability.

- The reduction in college greenhouse emissions is the primary measure of accomplishment of the objectives established in the climate action plan.

- The Leadership in Energy and Environmental Design certification of silver or higher, certification for new construction is derived from the nationally recognized benchmark for environmentally friendly construction.

- The Entrepreneurship Advisory Council is charged by District President Pulliams with developing, reviewing, and recommending innovative ideas for increasing financial resources for PCC. This council is in the development stage at the time of this writing.

Chapter One Summary

Portland Community College's Year One Self-Evaluation Report provides an overview of its purpose, intended outcomes, and associated measures which define fulfillment of the college's mission. The recently updated mission statement, institutional goals and newly identified core themes incorporate input from both college leadership and the community.

Several of the core theme objectives and indicators of achievement exist within the current institutional effectiveness reporting cycle to PCC Board of Directors and support existing institutional goals. The process of preparing this report has helped the college identify additional areas important for mission fulfillment which have not been formally addressed through an ongoing reporting process. Corresponding objectives and measures are now in place and may be further refined in the future as the college learns what is needed to better understand and thus, improve, performance in these areas.