

Mid-Cycle Self-Evaluation Report Prepared for the Northwest Commission on Colleges and Universities

Portland Community College

March 18, 2025

APPENDIX ATTACHMENT



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APPENDIX A. MISSION FULFILLMENT ACTIVITIES

Portland Community College (PCC) has a significant number of indicators of mission fulfillment that are currently in use throughout the college for evaluation of various aspects of institutional effectiveness. PCC is not short of indicators of mission fulfillment, but rather it is the abundance of indicators already in use across PCC that provides both challenges and opportunity. The College is still working to define a distinct set of critical measures that will be most meaningful to planning, evaluation, and improvement throughout the institution. Multiple current initiatives will assist and inform improvement in systematic evaluation of mission fulfillment in areas beyond student achievement, including setting benchmarks and aspirational goals informed by peer comparisons.

Learning from the most recent round of strategic planning will assist in identifying institutional strengths and opportunities as well as availability of additional indicators of mission fulfillment. Implementation of the Strategic Enrollment Plan (SEP), [Fiscal Sustainability Framework and Action Plan](#), and [Program and Discipline Fiscal Sustainability Review](#) will identify potential key indicators for Access and Sustainability components, and possibly others. The College will complete Achieving the Dream's ICAT (Institutional Capacity Assessment Tool) survey and related activities, which include setting goals or outcomes, benchmarks (i.e., "acceptable" level of performance), assessment, analysis and discussion, action planning, interventions, and re-assess for improvement related to Collaborative Culture (Engagement and Communication, Strategy and Planning) and Inclusive Excellence (Policy and Practice, Equity). In 2024-25, PCC is also working with an Achieving the Dream Data Coach, in conjunction with a new strategic planning Data Governance project, to inform practices such as data literacy and data use across PCC.

The most recognized set of indicators of mission fulfillment at PCC are the Student Success Metrics, previously known at the college as YESS (Yes to Equitable Student Success) Metrics. These are also PCC's Student Achievement indicators (see [Part II. Student Achievement](#)). PCC reports on Student Success Metrics (Student Achievement Measures) through its [Institutional Effectiveness Student Success Metrics web page](#).

Additional measures related to mission components (i.e., PCC's framework for ongoing mission fulfillment) are embedded in a variety of work plans and initiatives. For example, the President's Work Plan, Strategic Enrollment Management initiative (informing and evaluating the Strategic Enrollment Plan), strategic planning projects, and other activities. These are not as commonly recognized as the Student Success Measures across the college. For example, the percentage of PCC students receiving Pell grants is part of [Quick Facts: PCC Students](#), and one of the key student characteristics for disaggregation of data, but it is not the only indicator of financial assistance available to students and it only represents one source of assistance. The Office of Sustainability produces annual updates on progress toward PCC's Climate Action Plan (2021)

and completes the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System (STARS) assessment every four to five years. Finally, several indicators related to fiscal health and sustainability are included in PCC's [Annual Comprehensive Financial Reports and Biennial Budgets](#) and integrated into [PCC's Fiscal Sustainability Framework and Action Plan](#).

The following sections summarize the plethora of **indicators and evidence currently in use at PCC to evaluate mission fulfillment**, quantitative results when available, opportunities for use of additional indicators for which data is not readily available at this time, and additional evidence of mission fulfillment.

Student Success Component

Mission Component	Existing Mission Fulfillment Indicators/Measures	2023-24 Results (Compared to 2022-23)
PCC supports student success	36+ credits by the end of the first academic year [SSM]	13.4% (Up)
	Increase Completion of College Writing in First Year [SSM]	46.7% (Even)
	Increase Completion of College Math in First Year [SSM]	18.6% (Down)
	Increase Fall to Winter Retention (F23-W24) [SSM]	74.7% (Up)
	Increase Graduation Rate (150% Time) [SSM]	17.7% (Down)
	Increase Transfer (No Degree) Rate [SSM]	27.1% (Up)

NOTE: “[SSM]” indicates a Student Success Metric (Student Achievement Measure)

The table above provides an overview of data on quantitative metrics related to student success at PCC. Overall, the results indicate that while credit accumulation and retention indicators show year-over-year increases, first-year completion of core academic courses did not increase or declined; the three-year (150%) graduation rate declined, but the transfer-out rate for students without degrees increased. PCC will be focusing on completion as it fully integrates a co-requisite model for improving outcomes of students who may need additional support in these and other college-level Writing and Math “gatekeeper” courses.

Evidence of mission fulfillment in the student and learning support areas is found in multiple PCC supports for student success. These include providing [New Student Orientation](#), [Guided Placement](#), [Advising](#), [Tutoring and Academic Support](#), [Financial Aid](#), [Basic Needs Support](#), [Career Services](#), and many other resources for [Student Life](#). As work progresses on assessment of non-academic programs and departments across PCC, specific indicators for learning support and student services will emerge. Some areas are already using such measures to inform continuous improvement. For

example, the [Basic Needs, Sustainability and Leadership \(BNSL\)](#) area within Student Affairs produces a year-end assessment report based on user data (see [2023/2024 Year End Assessment](#)).

Access Component

Mission Component	Existing Mission Fulfillment Indicators/Measures	2023-24 Results (Compared to 2022-23)
PCC delivers access	Increase 6+ college credits success first term [SSM]	54.9% (Up)
	Local High School Graduates at PCC [IE]	2,184 (Up)
	Students at PCC Reflect Service Area Race/Ethnicity [IE]	Exceeded
	Pell Eligible/Offered [IE]	33%
	Tuition and Fee Costs Below Statewide Average	Met

NOTES: “[SSM]” indicates a Student Success Metric (Student Achievement Measure); “[IE]” indicates data are available on PCC’s public-facing [Institutional Effectiveness](#) web pages.

Overall, PCC is doing well on the mission fulfillment indicators above for the Access component. While the percentage of credit students who are Pell eligible often falls below the national average for two-year colleges, other indicators of affordability demonstrate that Pell grants are not the only support for students. In 2023-24, PCC disbursed a total of \$82,618,589 in state and federal [Financial Aid](#) and the [PCC Foundation](#) awarded 1,568 students a total of \$2.3 million in scholarship aid. PCC also provides [Basic Needs Support](#) through its [Basic Needs Hubs](#) on each campus, and offers Urgent Student Need Funding for students each term, which is distributed through [CARE \(Coordinate, Assess, Respond and Educate\)](#) referrals. The following table indicates PCC’s tuition and fees compared to other colleges in Oregon.

Tuition and Fees for PCC Compared to Oregon Public Community Colleges					
Fiscal Year 2025	Tuition per Credit Hour (in-state)	Tuition per Credit Hour (outside region)	Fees per Credit Hour	Fees per Term	Estimated Tuition & Fees Per Term at 12 credits (in-state)
Statewide Low	\$104	\$114	\$11	\$0	\$1,380
PCC	\$133	\$278	\$11	\$15	\$1,743
Statewide Average	\$122	\$226	\$25	\$13	\$1,777
Statewide High	\$145	\$347	\$64	\$64	\$2,572

PCC continues to provide access by keeping tuition and fees low. PCC's tuition and fees have consistently remained below the statewide average, reinforcing the college's commitment to affordability and accessibility for students. During the COVID crisis, PCC did not increase tuition for three years (2020-23) and remains below the statewide average for tuition and fees.

Quality Education Component

Mission Component	Existing Mission Fulfillment Indicators/Measures	2023-24 Results (Compared to 2022-23)
PCC provides quality education	12+ college credits success first term [SSM]	23.8% (Up)
	Fall to Fall Retention (F23-F24) [SSM]	50.4% (Up)
	Combined Graduation and Transfer (2021 by 2024) [SSM]	38.5% (Up)
	PCC Compared to Peers Graduation Rate [IE]	Not Met
	PCC Compared to Peers Transfer Rate [IE]	Exceeded

NOTES: "[SSM]" indicates a Student Success Metric (Student Achievement Measure); "[IE]" indicates data are available on PCC's public-facing [Institutional Effectiveness web pages](#).

Overall, PCC is increasing institutional outcomes on most of the indicators in the table above. Fall to Fall retention, in particular, reached a new five-year high in 2022-23, then increased again in 2023-24. PCC evaluates its effectiveness in comparison to national and regional peers, and publishes comparison data on metrics reported to IPEDS (see [Beyond PCC: Peer College Data](#) on the PCC website; see also [Part II. Student Achievement](#) in the main body of this *Mid-Cycle Self-Evaluation Report*). In national peer comparisons, PCC's transfer rate (prior to degree completion) ranks among the highest; however, retention and graduation rates are below those of most peers. Similar trends are observed in regional comparisons.

Other indicators of mission fulfillment related to the Quality Education component include results of student learning assessment, program accreditation, programmatic assessment, and program review. These assessments and reviews help identify strengths, areas for improvement, and opportunities to enhance student learning outcomes, ensuring continuous refinement of academic programs and support services. See also [Part III. Programmatic Assessment](#) in the main body of this *Mid-Cycle Self-Evaluation Report* and [Appendix B. General Education and Institutional Learning Outcomes](#) in this attachment. Although PCC does not have an efficient and effective means of aggregating learning assessment results into an indicator or indicators at present, but implementation of a technological platform for tracking learning assessment across programs and program review improvements may address this issue. Credential and licensure exam results for CTE programs are also indicators of educational quality that are not currently tracked across programs and aggregated. For example, the Nursing program achieved a 100% pass rate in 2023, then a 91% pass rate in 2024 and graduates have maintained NCLEX first-time pass rates exceeding 90% over the past 15 years. ([PCC Nursing Program earns top ranking in nation for licensure exam pass rate](#)).

Economic Development Component

Mission Component	Existing Mission Fulfillment Indicators/Measures	2023-24 Results
PCC advances economic development	Current Job Openings for CTE Completers	Positive
	Added State Income (Spending Impacts) [OCCA]	\$9.6 billion
	Jobs Supported in the State [OCCA]	117,970
	Graduate Earnings at or above OR Comm. Coll. Aver. [PSEO]	Exceeded

NOTES: “[OCCA]” indicates a measure from the Oregon Community College Association annual economic impact study (see below); “[PSEO]” indicates use of [Post-Secondary Employment Outcomes](#) data (see table below).

Overall, PCC is doing well on indicators related to the Economic Development component included in the table above. PCC’s Labor Market Data Coordinator in Effectiveness and Planning provides data on current job openings for CTE completers and that indicator is incorporated in the [Program and Discipline Fiscal Sustainability Review Process](#). The Oregon Community College Association (OCCA) produces an annual report showing the [Economic Impact of Oregon’s Community Colleges](#). More specific information about the impact of Oregon community colleges can be found in the [full report](#). Oregon’s Statewide Longitudinal Data System (SLDS) is managed by the [Oregon Longitudinal Data Collaborative \(OLDC\)](#) and may provide additional data on PCC’s post-program workforce outcomes. Data at the institutional level is not yet available, although median earnings of community college completers five years after

completion is a Key Performance Measure (KPM) for the Oregon Higher Education Coordinating Commission (HECC). Instead, PCC uses data on Oregon community colleges from a national database (see table below). The HECC KPM result was \$47,824 for 2024 compared to the Census Bureau’s estimated median of \$48,360 for all Oregon community colleges, but PCC graduates’ median earnings of \$51,193 exceed both.

Earnings of PCC Graduates Compared to All Oregon Community Colleges		
	PCC	All Oregon Comm. Colleges
1 Yr Post Associates Degree	\$38,026	\$35,951
5 Yrs Post Associates Degree	\$51,193	\$48,360
10 Yrs Post Associates Degree	\$66,648	\$62,462

SOURCE: U.S. Census Bureau, [Post-Secondary Employment Outcomes \(PSEO\)](#), 2024Q4 Release, Earnings, Associates Degree Level, All Cohorts (Graduation Cohort), Earnings Compared by Time, Earnings Percentile 50, All Instructional Programs.

Additionally, PCC provides highly skilled workers in its CTE programs for the Oregon workforce who contribute to regional economic development. These include graduates in Nursing and other Health Care Programs, Welding and other manufacturing programs, Business and Accounting, Computer Information Systems, Paralegal, Public Safety, EMT/Paramedic, Early Childhood Education, Multimedia, Sonic Arts, Automotive Technology, Auto Body repair, and dozens of other career technical (CTE) programs. The College also has an [Office of College Relations](#), created in 2023, that supports economic development through workforce, business, industry, government, and community relations.

Sustainability Component

Mission Component	Existing Mission Fulfillment Indicators/Measures	2023-24 Results
PCC promotes sustainability	Earn at least a Bronze AASHE STARS rating	Silver
	No more than 40% of revenue from tuition & fees	31% (Met)
	General Fund reserve of 9%-18% of operating Expenses	12% (Met)

NOTES: Although PCC 's Silver AASHE STARS rating expired in 2024, the College is currently in the process of submitting a STARTS 3.0 self-assessment report.

PCC is meeting all of the indicators included in the table above. PCC promotes sustainability through the activities described in its [Climate Action Plan](#) and has won [multiple awards and recognitions](#) for these efforts. For example, Portland Community College promotes sustainability through continued energy reduction efforts. Since 2006, PCC has reduced the energy use intensity (EUI) by 49%. PCC remains committed to renewable energy; in FY 2024, about 54% of PCC's electricity consumption was from renewable sources. PCC continues to expand on-site energy production through investment in solar photovoltaic arrays as part of large capital projects. PCC has 14 silver, gold, and platinum LEED certified buildings. More information can be found in the [2024 Sustainability Update One Pager](#) with KPIs and progress details on initiatives.

PCC also promotes financial sustainability. The College's public-facing [Fiscal Sustainability Framework and Action Plan web page](#) offers a transparent view of [PCC's Fiscal Sustainability Action Plan](#) that includes a detailed breakdown of the strategies PCC is implementing and the data guiding decisions. PCC also recently implemented a [Program and Discipline Fiscal Sustainability Review Process](#) to inform costs reduction processes necessary for fiscal sustainability. These institutional and academic fiscal sustainability efforts will identify additional measures related to sustainability as part of PCC's mission fulfillment. Additionally, the PCC Board of Directors approved revisions to [BP 6320 - Cash and Investment Program](#) in June 2024 that include revised language regarding environmental, social, and governance procedures and revised [Investment Standards and Practices](#).

Collaborative Culture Component

Mission Component	Existing Mission Fulfillment Indicators/Measures	2023-24 Results
PCC maintains a collaborative culture	Operational Educational Advisory Committee (EAC)	Met
	At least two Subject Area Committee (SAC) days held per year	Met
	Operational Strategic Enrollment Management Council (SEMC)	Met
	Operational Integrated Budget & Planning Council (IBPC)	Met

PCC is meeting all of the indicators included in the table above for the Collaborative Culture component. However, “collaborative culture” is an inherently qualitative element. Faculty and staff participate in shared governance through the [Educational Advisory Council \(EAC\) and its subcommittees](#), discipline- and program-specific [Subject Area Committees](#) (SACs), hiring screening committees, and the [Integrated Planning and Budget Council \(IBPC\)](#) to provide expertise and guidance to the President and President’s Cabinet on integrated college-wide planning. The College has also recently created a [Strategic Enrollment Council](#) to develop and support the overall enrollment priorities of PCC by gathering and sharing information, analyzing available data, and making recommendations for appropriate actions as well as a [Guided Pathways Council](#).

In 2024-25, PCC embarked on a series of “[Deep Dive Dialogue Sessions](#)” (i.e., community forums) on topics of Shared Governance, Inclusive Excellence, and Fiscal Sustainability. These aspirational [Touchstones for Collaborative Alignment Group Agreements and Guiding Principles](#) were shared at the PCC Inservice this fall, and have been the foundation of the Deep Dive community sessions. These are additional evidence of collaborative culture.

Inclusive Excellence Component

Mission Component	Existing Mission Fulfillment Indicators/Measures	2023-24 Results
PCC supports diversity, equity and inclusion (Inclusive Excellence)	Equity Gaps in Student Success Metrics Identified [IE]	Met
	Success in Closing Identified Equity Gaps in SSM [IE]	Mixed
	Application of an Equity Lens to Budget Decisions	Met

NOTES: “[IE]” indicates data are available on PCC’s public-facing [Institutional Effectiveness web pages](#); see the “Attempted Credits Successfully Completed and Equity Gaps” table in [Part II. Student Achievement](#) of the *Mid-Cycle Self-Evaluation Report* to see an example illustrating mixed results.

Overall, PCC is meeting the above indicators of the Inclusive Excellence component, although success in closing performance gaps for all students varies among Student Success Metrics. Additional indicators of mission fulfillment for the Inclusive Excellence component are still emerging as PCC examines existing processes and practices. The College remains steadfast in its mission to provide an inclusive, welcoming environment to all learners. Important aspects of that commitment are that employees at PCC reflect the service area population and the student body. Toward these ends, PCC’s Talent Acquisition Team re-envisioned the faculty hiring process to include improvements to diversity in hiring, including targeted advertising, screening committee training, diversity advocates, and annual post-hiring process review. In 2024, 37% of new faculty hires were people of color. Additionally, PCC introduced a [new faculty evaluation process](#) and [Excellence in Teaching Portfolio](#) to include digital fluency, inclusive teaching methodologies, and commitment to success for all students.

Holistic student support is another area of Inclusive Excellence where PCC is still developing mission fulfillment indicators. Current indicators include availability of support to meet the needs of all students as well as Identity-Based Equity Centers (IBECs), open to all students, at each campus, including a [Multicultural Center](#), [Women’s Resource Center](#), [Queer Resource Center](#), and [Veterans Center](#). There is also a [DREAMers Center](#) for DACA students and allies at the Rock Creek Campus that serves the entire PCC District.

PCC’s [budget development process for 2025-27](#) and [Fiscal Sustainability Action Plan](#) explicitly state that PCC will analyze each decision to ensure that the college is advancing inclusive excellence through applying an equity lens throughout the budget process (see [Application of an Equity Lens to Budget Decisions](#)). The [Deep Dive Dialogue Sessions into an Inclusive Excellence Framework](#) focus on fostering a culture of inclusive excellence by exploring ways to integrate student-centered practices into all aspects of the college. Among emerging themes are an identified opportunity for systemic changes that remove barriers for all students and staff as well as support for systematic ways to measure belonging, equity, and success. In May 2025, a *Shared Governance and Inclusive Excellence: Report and Recommendations* will be

presented to inform development of more specific indicators for the Inclusive Excellence component of mission fulfillment.

“Portland Community College (PCC)] awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes” (*Standard 1.C.2*) and “identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials” (*Standard 1.C.3*). The College “engages in an effective system of assessment to evaluate the quality of learning in its programs” (*Standard 1.C.5*).

APPENDIX B. GENERAL EDUCATION AND INSTITUTIONAL LEARNING OUTCOMES ASSESSMENT

The **Learning Assessment Council (LAC)**, established in 2008, is composed of a variety of faculty district wide with administrative support from the Dean of Teaching, Learning and Curricular Innovation; the Executive Dean of Teaching and Learning Support; and the Dean of Effectiveness and Planning. It reports to the Vice President of Academic Affairs and maintains informational ties with the [Education Advisory Council \(EAC\)](#) the faculty-driven standing committee that recommends policy to the administration. The primary goal for learning assessment at PCC is the institutional desire to demonstrate that students are learning what PCC says they are learning, and to make improvements where improvements need to be made. PCC “uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes” (*Standard 1.C.7*).

General Education Outcomes Assessment

PCC’s learning assessment system includes learning outcomes and assessment within PCC’s General Education (Gen Ed) curriculum (*Standard 1.C.6*).

PCC General Education Outcomes
<p>Students completing an associate degree at Portland Community College will be able to:</p> <ul style="list-style-type: none">◆ Express ideas effectively and appropriately with consideration of the purpose, audience and context of the communication. COMMUNICATION◆ Reflect on one’s work or competencies to make connections between course content and lived experience. INTEGRATIVE LEARNING◆ Apply methods of inquiry and analysis to examine social contexts and the diversity of human thought and experience. SOCIAL INQUIRY AND ANALYSIS◆ Analyze questions or problems that impact the community and/or environment using quantitative information. QUANTITATIVE REASONING◆ Develop capacity to create social change through analysis of institutions, culture, and systems of power. SOCIAL JUSTICE

SOURCE: [Academic Policies and Standards, G307-General Education Outcomes](#)

Four of the above outcomes were developed by a Discipline Studies Area Committees (DSAC) made up of faculty from a distribution area of the Associate of Arts Oregon Transfer (AAOT) degree, the state transfer degree whose parameters are defined by the Oregon legislature. Those designations and their corresponding PCC outcomes are:

- ◆ **Arts & Letters:** Integrative Learning
- ◆ **Social Sciences:** Social Inquiry and Analysis

- ♦ **Math, Science, and Computer Science:** Quantitative Reasoning
- ♦ **Cultural Literacy:** Social Justice

Members of the administration and faculty also pushed forward with defining a new, fifth Gen Ed designation and corresponding outcome, **Communication**, because of its applicability to all of the disciplines and fields taught at PCC; a Communication DSAC will be formed in 2024-2025. To date, Integrative Learning, Social Analysis and Inquiry, and Quantitative Reasoning are the Gen Ed outcomes that are fully implemented and for which PCC has been piloting assessment. Social Justice and Communication are expected to be fully implemented in 2025-2026.

The framework for Gen Ed assessment at PCC was developed under the umbrella of the EAC. The **Curriculum Committee**, a standing subcommittee of the EAC, determined what the review and recommendation process for designating Gen Ed courses would look like under this framework. Disciplines that wanted to include courses on the Gen Ed list under one of the primary designations (Arts and Letters; Science, Math, Computer Science; Social Sciences) had to submit an application under the new Gen Ed outcomes. These applications were reviewed by the **General Education Assessment Review Subcommittee (GEARS)** starting in 2020. The key distinction with the new framework was the development of a course “signature assignment,” mapped to the DSAC rubric, to be used to assess the relevant Gen Ed learning outcome. See [General Education/Discipline Studies in the PCC Catalog](#) for the General Education Philosophy, information on Approval of General Education Requirements, and a complete list of approved General Education courses for Arts and Letters; Science, Math, and Computer Science; Social Sciences; and Cultural Literacy, although the current Cultural Literacy list is a “legacy” list pending full implementation of the Social Justice outcome.

Gen Ed assessment at PCC is grounded in integration of an appropriate **signature assignment** in every section of every Gen Ed course that can be scored using the rubric developed by each DSAC. The DSAC is collaboratively responsible for developing and refining the rubrics, collectively engaging in norming and scoring signature assignments to the rubric, and providing peer support and mentoring for all aspects of the assessment process. Pilot sampling and assessment projects began in 2021-22 using DSAC-developed rubrics.

Pilot efforts illustrated limitations in PCC’s ability to disaggregate data to ensure results can be meaningfully evaluated in alignment with PCC student demographics; as a result, the College has completed an evaluation of assessment software products that will allow signature assignment analysis at scale and intends to implement it by the end of the 2024-25 academic year. PCC also anticipates moving towards an assessment model based in use of all assignments from all sections with the help of all-in-one methodology and the implementation of the assessment software solution. Additionally, while PCC has extensive documentation of the use of learning assessment results to

improve teaching and learning, it currently lacks an effective way to share, track, and report on such use longitudinally and across programs, which PCC anticipates the software will provide.

PCC intends to implement a multi-year framework within which each Gen Ed outcome will be regularly assessed, and assessment data integrated into instructional improvement, signature assignment and course design, and curricular review and approval of Gen Ed course designations over the next three years after implementation of the assessment software.

Initial Gen Ed assessment work also revealed that faculty needed more support around shared understandings of Gen Ed outcomes, signature assignment design and implementation, and assessment practices. This year, 2024-25, the LAC and Academic Affairs are conducting a [Year of Learning \(YOL\)](#) to support a baseline of professional development for all faculty teaching Gen Ed courses in the use of signature assignments for assessment and assessment results “to inform academic and learning-support planning and practices to continuously improve student learning outcomes” (*Standard 1.C.7*).

Institutional Learning Outcomes Assessment

The College identified six [PCC Core Outcomes](#) to serve as institutional learning outcomes in the early 2000s. These outcomes were not explicitly linked with Gen Ed when initially developed, but PCC faculty widely assumed that students would “get” the Core Outcomes when they took Gen Ed courses. However, inspection of matrices of courses mapped to the Core Outcomes made it clear that this was a false assumption. Additionally, faculty found it difficult to organize results from assessments by individual faculty-driven Subject Area Committee (SAC) projects that were conducted differently across PCC’s many programs and disciplines.

Faculty continued to review assessment processes and practices to seek the best means to accomplish institutional learning outcomes assessment. Through participation in a State Higher Education Executive Officers Association (SHEEO) initiative using the Association of American of Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics ca. 2013-2019, PCC and its faculty built internal capacity for large scale rubric-based learning assessment. Concurrently, an ad hoc work group made up of faculty leaders from the LAC, leaders of EAC and its standing committees, and staff from the Curriculum Office and Academic Affairs, known as the **EAC LAC Integration Work Group (ELIWG)**, began discussing whether and how PCC might connect assessment expectations with curricular processes. These efforts resulted in a reevaluation of PCC’s Core Outcomes and Gen Ed structure, resulting in the Gen Ed Outcomes and assessment processes described above.

Based on an [ELIWG recommendation \(2020\)](#), **PCC defines its Institutional Learning Outcomes as its General Education Outcomes**. This is the current practice

(see [Institutional Student Learning Outcomes](#)); however, the formal change and consideration of other recommendations by ELIWG, such as designating the original Core Outcomes as “Core Values,” has yet to take place. A new work group, led by PCC’s Vice President of Academic Affairs, will be formed in Fall Term 2025 to review the 2020 recommendation from ELIWG and refine PCC’s definition and measures of Institutional Learning Outcomes as needed.