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

Portland Community College

March 10, 2025

Portland Community College

TABLE OF CONTENTS

INTRODUCTION

Institutional Overview

Portland Community College (PCC), founded in 1961 as the adult education program of Portland Public Schools, is the largest community college in Oregon. The College serves more than 50,000 full-time and part-time students annually across a 1,500-square-mile district that spans five counties: Multnomah, Washington, Columbia, Yamhill, and Clackamas. PCC advances equitable and sustainable economic prosperity for students and the community by providing high-quality education with flexible delivery methods, fostering a culture of belonging for all, being innovative and enterprising, and preparing students to thrive in work and life. A seven-member Board of Directors, publicly elected from geographic zones, governs PCC.

The College's physical footprint ("Locations") includes four comprehensive locations (Sylvania, Rock Creek, Cascade, and Southeast), ten smaller centers, and dozens of independent locations throughout its service area. It continuously strives to maintain high-quality learning environments at all instructional locations and has been extremely successful in garnering public support for capital improvements.

Updates Since 2022 Evaluation of Institutional Effectiveness Visit

Leadership Changes

The most significant leadership change since the Year Seven Evaluation of Institutional Effectiveness Report (March 2022) was the retirement of President Mark Mitsui in June 2022. Dr. Adrien L. Bennings began her tenure as PCC President in summer 2022 after a national search and comprehensive recruitment process. President Bennings is PCC's eighth president. She is the College's first permanent female president and female president of color. The President's vision is that "Portland Community College, as "the community's college," serves in excellence as a conduit of opportunity to advance equity, learning, work-ready skills, and economic and social mobility for all."

PCC's Board of Directors has also

undergone some changes. Two new members, Kien Truong and Greg McKelvey, were elected in 2023 and another, Mari Watanabe, appointed in 2023 to fill an unexpired term. The current Board Chair is Tiffani Penson, elected in 2019 and 2023 to represent Zone 2, and the Vice Chair is Mari Watanabe. The Student Trustee for 2024 is Joshua Hutchinson, the President of the Associated Students of PCC and a student of Philosophy and Business Administration at PCC.

Executive leadership changes since 2022 have included the retirement of Eric Blumenthal as Executive Vice President and Chief Financial Officer, the appointment of Dr. Katy Ho, previously the Vice President of Academic Affairs, as Executive Vice President, and the selection of Dr. Jennifer Ernst as PCC's new Vice President of Academic Affairs in spring of 2024. Vicky Lopez Sanchez is now the Interim Vice President of Student Affairs. Additional leadership and organizational changes, often related to refining or expanding the scope of the initial one college reorganization, have taken place as well. PCC's organizational transformation into one college for equitable student success has moved beyond academic and student affairs since the Year 7 Report, this is referred to as One College 2.0. In Spring 2022, PCC started the process to re-envision the alignment of Human Resources and the Office of Equity and Inclusion into what became the People, Strategies, Equity, and Culture (PSEC) division in 2023. The PSEC division is now led by Dr. Howard Croom, Associate Vice President.

Strategy, Policy, and Integrated Planning (SPIP)

In 2023, PCC created a new division,

Strategy, Policy, and Integrated Planning (SPIP). Kurt Simonds, a longtime PCC academic leader, was chosen to be the Vice President of SPIP after an internal search. The division was tasked with leading PCC's responses to the recommendations detailed in the NWCCU's Spring 2022 Evaluation of Institutional Effectiveness, which largely involve the need – already recognized by PCC – for more coordinated and integrated college-wide planning, data use, and continuous improvement. The division's offices of Strategic Planning, Planning and Effectiveness, and Institutional Effectiveness support data-informed decisions, effective planning processes, and continuous improvement for PCC as a One College, not a campus-based, organization. See also Part V. Addendum in this report with responses to Recommendations 1, 2, and 3, particularly Addendum: Response to Recommendation 1, and references to these efforts throughout this report.

Forward to the Mid-Cycle Report

This Mid-Cycle Report includes PCC's self-evaluation of mission fulfillment, student achievement, and programmatic assessment components as the College progresses toward its comprehensive Year Seven (EIE) Evaluation, scheduled for Spring 2029. The main body of the Mid-Cycle Report concludes with a summary of reflection on those component areas as well as additional efforts and initiatives related to preparing for the Year Seven Report. An Addendum follows that addresses three outstanding recommendations from PCC's Spring 2022 Comprehensive Visit. Each of the recommendations happens to be interrelated with a component of the Mid-Cycle Report as illustrated in chart on the following page:

Mid-Cycle Evaluation Component	Related Standards	Related Eligibility Requirements	Recommendation from Spring 2022 Yr7 Visit	Related Standard	Related Eligibility Requirements
I. Mission Fulfillment	1A & 1B	1, 2, 3, 4, 5, 6, 19	R1 (Integrated Planning)	1B1	4, 5, 6, 19
II. Student Achievement	1D1-1D4	6,17, 21, 22	R2 (Use of Disaggregated Data)	1D3	6, 21, 22
III. Programmatic Assessment	1C5-1C7	5, 12, 13	R3 (Use of Assessment Results)	1C7	5

PART I. MISSION FULFILLMENT

Portland Community College Mission

The PCC Mission states:

Portland Community College supports **student success** by delivering **access** to **quality education** while advancing **economic development** and promoting **sustainability** in a **collaborative culture** of **diversity, equity and inclusion**. (Board Policy (BP) 1200)

Institutional Framework for Ongoing Mission Fulfillment

PCC measures successful Mission Fulfillment by tracking and reporting on indicators related to each component of its Mission Statement. However, PCC is still working to establish a discreet set of meaningful and measurable indicators specific to each mission component (see also *Appendix A. Mission Fulfillment Activities*).

Indicators of Mission Fulfillment

PCC reports on many indicators for mission fulfillment through its Institutional Effectiveness web pages, including Student Success Metrics (see Student Success) that are also student achievement measures (see Part II. Student Achievement in this report). Additional indicators of mission fulfillment are available from sources such as PCC's Strategic Plan, Strategic Enrollment Plan, and a variety of college departments. However, PCC has not yet established a structured process for using a set of key indicators, encompassing student

achievement and college operations, for assessing mission fulfilment and institutional effectiveness across the entire organization. The following paragraphs identify indicators available for each mission fulfillment component. **See *Appendix A. Mission Fulfillment Activities* for more information on indicators, results, and additional evidence of mission fulfillment.**

PCC Supports Student Success

Many indicators for the **Student Success component** are summarized in PCC's annual Student Success Summary Dashboard. This includes measures related to credit accumulation, retention, completion of college-level Math and Writing, graduation, and transfer. PCC is working on identifying meaningful and measurable indicators of the efficacy of learning support (e.g., Tutoring, Accessible Education and Disability Resources) and Student Life Resources that promote student success.

PCC Delivers Access

Indicators related to the **Access component** include both Student Success Metrics and other data points. For example, evidence indicates success in first-term momentum points, PCC's student body reflecting the racial/ethnic diversity of its District population (see Beyond PCC, Students and Service Area—Race/Ethnicity), and PCC's tuition and fee costs being below the statewide mean. However, other metrics, such as financial assistance for students, are less defined. While Pell Status is a disaggregated student characteristic at PCC (see Part II. Student Achievement), state and local sources of student financial assistance are important for access and PCC has only recently begun reporting student admissions data.

PCC Provides Quality Education

Existing indicators related to the **Quality Education component** include Student Success Metrics (e.g., credit accumulation, retention, graduation and transfer rates), along with comparisons with regional and national peers on graduation and transfer rates. Additionally, student learning assessment and program review results could inform evaluation

of this component (see also Part III. Programmatic Assessment in this report).

PCC Advances Economic Development

The **Economic Development component** indicators could include PCC's contributions to the local economy, alignment with local labor market needs, and post-program outcomes. Data from the Oregon Community College Association (OCCA) annual economic impact studies and the U.S. Census Bureau's Post-Secondary Employment Outcomes (PSEO) provide positive evidence of mission fulfillment in this area. Other indicators might include CTE completers and certification/licensure pass rates.

PCC Promotes Sustainability

The **Sustainability component** encompasses both environmental and fiscal elements. Examples of related measures include the Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking, Assessment & Rating System (AASHE STARS) rating and maintaining General Fund reserve of 9%-18% of operating expenses. Other fiscal sustainability measures will be explored as part of PCC's Fiscal Sustainability Framework and Action Plan and the associated Program and Discipline Fiscal Sustainability Review initiatives, launched in late 2024 and currently being implemented.

PCC Maintains a Collaborative Culture

The **Collaborative Culture component** is more challenging to quantify compared to most other components. However, operation and impacts of college-wide groups with membership from diverse functional areas of PCC are evidence of fulfilling this area of the mission. These include the longstanding Educational

Advisory Council (EAC), including subcommittees focused on academic and student affairs topics, and more recent collaborative bodies such as the Integrated Budget & Planning Council (ITPC). Activities related to maintaining a collaborative culture both within PCC and with the wider community we served, also include ad hoc task forces, strategic planning work, town hall sessions, and other collaborative efforts.

PCC Supports Inclusive Excellence

Indicators for the **Inclusive Excellence component** (Diversity, Equity and Inclusion in the mission) are also evolving. In fall 2024, the College began Deep Dive Dialogue Sessions that focus on exploring ways to integrate student-centered practices into all aspects of PCC, exchange ideas, share insights, and collaborate on meaningful solutions that support the success of PCC. The results of these sessions and establishment of an Inclusive Excellence Framework aligned with PCC's mission will result in defining indicators for this component. Other indicators, such as closing equity gaps in Student Success Metrics, reveal mixed results (see Part II. Student Achievement).

Conclusion: Mission Fulfillment Strengths and Opportunities

The College has a number of strengths in regard to evaluating mission fulfillment and addressing *Standard 1.B - Improving Institutional Effectiveness*. These include an established set of Student Success Metrics that are widely shared with data disaggregated by student characteristics meaningful to PCC. These are the bedrock of PCC's evaluation of mission fulfillment and student achievement (see Part II. Student Achievement). Overall, the evidence demonstrates that PCC is largely fulfilling each mission component.

Although performance on most indicators fell during the COVID-19 pandemic, data for academic year 2023-24 and Fall Term 2024 measures are trending upward. Opportunities for improvement include first-year student success in core college-level courses and the graduation rate.

A major opportunity for PCC is Improving evaluation of mission fulfillment in areas beyond student achievement. Although many measures and activities that demonstrate fulfillment in these areas are evident, PCC continues to work on establishing a more integrated definition of mission fulfillment based on benchmarks, aspirational goals, and clearly defined metrics (see also *Appendix A. Mission Fulfillment Activities*). This is particularly true for more subjective elements such as Collaborative Culture and Inclusive Excellence. Additionally, most readily available measures focus on for-credit instruction. While that is a major aspect of PCC operations, other aspects are also important parts of mission fulfillment such as academic non-credit, non-credit workforce development, continuing education, and community engagement. These are some of the opportunities PCC will explore as it prepares for its Year 7 Evaluation of Institutional Effectiveness report in 2029.

PART II. STUDENT ACHIEVEMENT

PCC has been moving toward a Guided Pathways model since first joining the Achieving the Dream Network in 2017-18. The College's initial work was "branded" as Yes to Equitable Student Success (YESS). Post-pandemic, PCC has reinvigorated its work on this transformation. The pathway-based advising model implemented in 2019 aligns with the Guided Pathways framework by providing students with tailored support and clear, structured academic and career pathways to enhance completion and success. Additionally, the YESS Steering Committee has become the Guided Pathways Council that reports directly to Cabinet, and its project for 2024-25 is to map all degree and certificate programs (Program Mapping Guidebook) to ensure an alignment of program learning outcomes and a clear pathway for student completion. These activities are also part of PCC's efforts to ensure students recruited and admitted to PCC "understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements" (*Standard 1.D.1*).

There are 95 programs with 238 awards offered at PCC through a unique system of Academic and Career Pathways. There are six pathways that organize the PCC curriculum and help students identify career goals:

- Arts, Humanities, Communication, and Design
- Healthcare and Emergency Professions
- Business and Entrepreneurship
- Construction, Manufacturing Technology, and Transportation Careers
- Science, Technology, Engineering, and Mathematics (STEM)
- Public Service, Education, and Social Sciences

Overview of PCC Student Achievement Measures

Student Achievement is measured by PCC's Student Success Metrics (previously known as YESS Metrics), published on PCC's public website as part of Institutional Effectiveness (*Eligibility Requirement 6*). The following Student Success Metrics summary reports feature trended data and equity gaps, disaggregated by race/ethnicity, gender, age, Pell grant status, and first-generation status (*Standard 1.D.2*). Data on student disability status and veteran status are being incorporated into 2024-25 reports.

- Student Success 2023-24 Summary

Disaggregated Indicators of Student Achievement

PCC uses its disaggregated data on Student Success Metrics to identify equity gaps in student achievement (*Standard 1.D.4*) and uses the term "equity gap" to refer to any disparity in a metric along racial, socioeconomic, gender, or other major demographic groupings. These gaps lead the College to ask "what processes, policies, strategies, etc. are in place that create or exacerbate these disparities?" rather than "what is the student doing wrong?"

Although PCC's student achievement results declined during the pandemic to a five-year low in 2022, improvements have occurred since then. For example, the highest fall term Credits Successfully Completed rate in the past five years was achieved in Fall Term 2024. This marked a steady improvement from a low of 75.9% (Fall 2022) to 77.9% in the more recent term. On the same metric, equity gaps based on Pell status, race/ethnicity, and age group narrowed, an improvement compared to the previous Fall Term.

Attempted Credits Successfully Completed and Equity Gaps					
Year	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
Overall Average	77.4%	76.1%	75.9%	76.5%	77.9%
Equity Gaps				**High – Low Equity Gap**	**Compared to 2023**
Equity Gap: Gender	77.4% to 78.4% (Male to Female)			1% point	No Change
Equity Gap: Pell Status	75.0% to 79.7% (Pell Award to No Pell)			4.7% points	Narrowed
Equity Gap: Race/Ethnicity	64.5%, 66.5% to 83.9% (Hawaiian/ Pacific Islander, Black/African American to Asian)			19.4%	Narrowed
Equity Gap: Age	76.8% to 79.9% (20-24 to 30+)			3.1% points	Narrowed
Equity Gap: First-Gen	75.4% to 82.8% (1st Gen to Not)			7.4% points	Widened
Equity Gap: Disability	75.9% to 78.1% (Disability to No Reported Disability)			2.2% points	Widened
Equity Gap: Veteran	75.4% to 78.% (Veteran to Not)			2.6% points	Widened

Additional analysis revealed that successful credit completion rates increased for both first-generation and non-first-generation students, but the larger increase among non-first-generation students led to a widening of the equity gap. Gaps related to disability and veteran status also widened, but it is important to note these gaps remain small, at less than three percentage points. Also, success rates for all ten highest-enrolling courses in Fall Term 2024 surpassed those of the previous two fall terms, with four courses meeting or exceeding Fall Term 2019 pre-pandemic levels.

PCC also provides information on its public website that ensures "processes and methodologies for collecting and analyzing indicators of student achievement are transparent" and those processes "are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity" (*Standard 1.D.4*). See also Addendum: Response to Recommendation 2.

Peer Institutions and Comparisons

PCC evaluates its effectiveness, including Student Achievement, in comparison to ten identified national peer institutions and six identified regional peer institutions (*Standards 1.D.2 and 1.D.3*). The following institutions were identified using IPEDS data and a number of criteria, including highest degree offered and institutional size:

NATIONAL PEERS		REGIONAL PEERS	
Community/Technical College (Highest Degree: Associate's)	**Fall 2022 Enrollment***	**Community/Technical College (Highest Degree: Associate's)**	**Fall 2022 Enrollment***
Salt Lake Community College	26,300	Salt Lake Comm. College	26,300
Columbus State Comm. College	25,129	**Portland Community College**	**19,400**
El Paso Community College	24,398	Sacramento City College	17,719
College of DuPage	21,939	Chemeketa Comm. College	7,642
Des Moines Area Comm. College	21,637	Lane Community College	6,745
Wake Technical Comm. College	21,551	Mt. Hood Community College	6,012
Suffolk County Comm. College	20,014	Clackamas Comm. College	4,638
Portland Community College	**19,400**		
Central New Mexico Comm. Coll.	19,095		
City College of San Francisco	16,134		
Cuyahoga Comm. College Dist.	15,764		
* Fall enrollment as reported for IPEDS (i.e., for-credit enrollment only).			

In addition to identification of [Peer Colleges,](#) Institutional Effectiveness' [Beyond PCC](#) page reports "Peer College Data" that includes the following:

- [National Peer Data Feedback Report](#)
- [National Peers - Retention](#)
- [National Press - Graduation and Transfer](#)
- [Regional Peers - Retention](#)
- [Regional Peers - Graduation and Transfer](#)

In national peer comparisons, for example, PCC's retention and graduation rates are below those of most peers. However, the transfer rate (prior to degree completion) ranks among the highest. A similar trend is observed in regional comparisons.

Benchmarking of Student Achievement Efforts

PCC has identified national and regional peer institutions for external comparison and published comparative results on key indicators where data is available. However, the College does not currently use "identified indicators benchmarked against indicators for peer institutions… for continuous improvement to inform planning, decision making, and allocation of resources" (*Standard 1.D.3*). In PCC's self-evaluation report for the Year 7 visit, it indicated awareness that the peer colleges it had identified based on common IPEDS characteristics were not conducive to providing meaningful comparisons and benchmarking across all metrics. During the visit, PCC shared plans to revisit its peer selection process to identify peers who would allow for meaningful comparisons and benchmarking on PCC's Student Success Metrics, including exploring the possibility of multiple peer groups to address specific metrics and/ or similar peers for comparison and

aspirational peers to inform continuous improvement strategies. PCC hoped that implementation of the Postsecondary Data Partnership (PDP) would assist in these efforts. However, effective implementation of PDP has been elusive. PCC's characteristics (term system, how courses are classified, how student cohorts are identified) have led to limitations in system use. PCC has determined that the PDP is not conducive for its peer identification, useful comparisons, and benchmarking purposes.

At present, identification of peers for meaningful comparison and aspirational peers to learn from to inform planning for improvement is done on an ad hoc basis. For example, the strategic enrollment management (SEM) planning process was led by Ruffalo Noel Levitz and involved analysis of PCC's own disaggregated admissions and enrollment data as well as use of data and insights from other colleges that had successfully implemented enrollment management programming. The initiative resulted in the establishment of a SEM Plan and [Strategic Enrollment Management Council](#) (SEMC).

The result is that PCC does compare itself to its peer institutions on some Student Success Metrics (i.e., student achievement indicators), but the College has not set numerical benchmarks to be achieved for any of the metrics. See also [Addendum: Response to Recommendation 2](#) for more on this topic and additional plans to address *Standard 1.D.3*.

Conclusion: Student Achievement Strengths and Opportunities

PCC defines and uses its Student Success Metrics for continuous improvement. These are aligned with the College's mission and institutional context.

For example, PCC is now including disability and veteran status as part of disaggregated data on indicators because those are institutionally meaningful categories. The disaggregated student achievement data is used to identify equity gaps unique to PCC and provide opportunities for addressing those gaps with targeted strategies. For example, institutional groups working on embedding co-requisites in college-level Math and Writing courses are using available disaggregated data and leveraging PCC's membership in the Achieving the Dream Network to include relevant, evidence-based academic support for student populations with lowest success rates in those college courses. The goal is to improve the success of all students while narrowing equity gaps. These practices address the first three purposes of "Peer Institutions and Benchmarking" as defined in NWCCU guidance (February 2024).

PCC will take advantage of the opportunity to address additional purposes identified in the NWCCU "Peer Institutions and Benchmarking" guidance. This includes identifying more appropriate peer institutions that "provide a basis for making meaningful external comparisons and potentially offering approaches for institutional continuous improvement." Peers will be identified to "provide opportunities for [PCC] to assess [its] performance (growth or need for growth) more objectively." For the sake of transparency and accountability, the "processes and methodologies" for "collecting and analyzing indicators of student achievement" using peer comparisons (*Standard 1.D.4*) will be shared on PCC's public-facing website and elsewhere as will "comparative results of student achievement indicators" (NWCCU,

February 2024). PCC plans to establish a more integrated assessment of student achievement based on benchmarks, aspirational goals, and clearly defined metrics.

PART III. PROGRAMMATIC ASSESSMENT

Assessment structures and practices at PCC are faculty-led and driven to determine and implement student learning and programmatic assessment work at PCC (*Eligibility Requirement 12*). The College's assessment framework is designed to provide "an effective system of assessment to evaluate the quality of learning in its programs" that ensures "the central role of faculty to establish curricula, assess student learning, and improve instructional programs" (*Standard 1.C.5; Eligibility Requirements 5, 12, and 13*). Faculty-led committees, known as **Subject Area Committees (SACs)**, are responsible for learning assessment, other curricular activities, and program review within their respective departments or programs. These committees consist of faculty from the same discipline across the PCC District. SACs provide a structure and mechanism for faculty from different campuses to collaborate on assessment, program review, curricular decisions, and policies for the courses they teach. Additionally, there is assessment work related to each General Education (Gen Ed) outcome (e.g., Integrative Learning, Quantitative Reasoning) at the college. Each outcome is assigned to a corresponding **Discipline Studies Area Committee (DSAC)**. Each DSAC includes representatives from the disciplines within that Gen Ed area (Arts & Letters, Science,

Math & Computer Science, and Social Sciences). The framework facilitates assessment of learning outcomes across all certificate and degree programs, including institutional learning outcomes within the Gen Ed curriculum and CTE program outcomes (*Standard 1.C.6; Eligibility Requirements 5, 12, and 13*). The College "uses the results of assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes" (*Standard 1.C.7; Eligibility Requirements 5, 12, and 13*) through both outcomes assessment and program review processes (see also Addendum: Response to Recommendation 3).

Assessment Framework

Student Learning Assessment.

PCC identifies and publishes student learning outcomes for all courses (see Course Content and Outcome Guides), CTE programs (Degree and Certificate Outcomes), and other degrees (General Education Outcomes). Each year, each SAC selects a program/degree student learning outcome to assess, or alternatively, may opt for an Integration Year to focus on using information from the prior year's assessment to improve student learning. Each SAC is responsible

for submitting a planning report, including type of assessment, tools to be used for assessment, benchmarks for success, and data methodology at the beginning of the year.

With support from the Learning Assessment Council (LAC), Academic Affairs staff, and their program dean, SAC's collect and review learning assessment data, determine how they will use the data to design curricular and/or pedagogical changes, and report the results in the Annual Assessment Report to their Program Dean. Peer reviewers trained through the LAC provide feedback each year to each SAC regarding their learning assessment efforts. As of 2024-25, PCC has instituted changes to the reporting process to more directly engage program deans in the accountability workflow in order to better ensure that meaningful assessment and assessment reporting is connected to program and course changes. While these programmatic learning assessment processes generally work well for CTE certificates and degrees, PCC has struggled to fully implement Gen Ed assessment. The College's Gen Ed assessment strategy is currently based in sampling signature assignments, grounded in the integration of a signature assignment in every section of every Gen Ed course that can be scored using the rubric developed by the DSAC for the relevant Gen Ed outcome (see *Appendix B. General Education and Institutional Learning Outcomes Assessment*).

Program Review

The work of faculty to evaluate and improve academic disciplines and programs, and to ensure "programs with appropriate content and rigor…are consistent with its mission *and* culminate

in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials" (*Standard 1.C.1*; *Eligibility Requirement 5*), primarily occurs through PCC's program review process. Over the past five years, all SACs transitioned from static five-year program review cycles into an incremental, annual update cycle. Each SAC provides an Annual Program Update (APU) or Annual Discipline Update (ADU) that includes reflection on learning outcomes assessment data and activities, disaggregated student success data (see Part II. Student Achievement), and programmatic successes, challenges, and needs related to continuous improvement of student learning and program effectiveness. Annual updates address previously severe five-year peak and trough workload impacts on faculty, campus-based competition for resources, transition gaps between static reports, and chance alignment of a SAC's program review with regional economic cycles. **The program review process is the primary link between learning assessment and institutional planning and resource allocation for academic programs**. See Part II. Student Achievement), Addendum: Response to Recommendation 1, and Addendum: Response to Recommendation 3 for more on program review's role in planning processes and use of assessment data.

The following examples of programmatic assessment illustrate the interplay of student learning assessment and program review activities in the continuous process of improvement at PCC.

Programmatic Assessment Examples

With over 90 programs/disciplines and over 230 degree and certificate awards, it is a challenge to identify fully representative examples of programmatic

assessment across PCC. Additionally, over half of PCC's CTE programs are approved by programmatic accreditors. The following are three examples that are broadly representative of program types: a small CTE program with or without program accreditation (Medical Assisting), a large LDC/Transfer program (Psychology), and a large CTE program (Business Administration).

Assessment Example 1: Medical Assisting Program

[Medical Assisting (MA)](#) is a CTE program that offers a One-Year Certificate and is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) in collaboration with the American Association of Medical Assistants (AAMA). Although MA is programmatically accredited, it is included here as an **example of a one-year CTE certificate program with a small core of faculty** (3-5) that has enthusiastically dived into analysis of student learning assessment data in conjunction with PCC's student success data, which is disaggregated at course and program levels, to identify learning and equity gaps and plan for program improvements. Further, the CAAHEP accreditation was last renewed in 2018 and their next comprehensive evaluation will not be until Spring 2027. They are doing their assessment work apart from their accreditation reporting, although with accreditation standards in mind.

Graduates are eligible to take the Certified Medical Assistant national examination, conducted by the Certifying Board of the AAMA. Program learning outcomes are to:

1. Communicate effectively with persons through the use of verbal and non-verbal skills, written abilities, active listening, and information technologies within ambulatory care settings.

2. Integrate the principles of mathematics and scientific knowledge with administrative and clinical medical assisting practice.

3. Demonstrate the ability to meet patient's needs as a mature, adaptable person and member of the medical assisting profession.

4. Think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.

5. Practice medical assisting within the standards and guidelines of medical assisting program accreditation and medical assistant certification standards.

The program had an average 96.94% retention rate, 93.93% national exam passage rate, and 88.39% job placement rate over the period 2018-2022, in spite of many challenges during the COVID-19 pandemic, including significant declines in enrollment, job placement, and national exam passage rates.

The SAC has used the student learning and program review assessment framework at PCC to power continuous improvement over the past few years. In their [MA Annual Assessment Report, 2021-22](#) (June 2022) the SAC noted that since the impact of COVID-19 and concurrent departure of a long-time Program Director to another college "our focus has been much more data driven" and they had begun to use data from the AAMA national exam, used to assess professional competence (Program Outcome 5), in a more detailed way that confirmed anecdotal evidence from faculty that students who took the exam within a month of program completion were more likely to pass than those who

delayed taking the exam. Faculty review assessment results at bi-annual SAC meetings and plan improvements. As a result, program faculty began a concerted campaign to share data with students and encourage them to not delay in taking the exam. The SAC then built support for timely exam-taking into the MA curriculum (see MA Annual Program Update: Part B, 2022-23).

More rigorous analysis and discussion of learning assessment results led the SAC to welcome the opportunity to integrate use of disaggregated student success (i.e., program review) data in continuous improvement and focus on how the MA program could best support different populations of students (see MA Annual Program Update: Administrative Response, 2022-23). For example, review of both AAMA exam data and student success data at course and program levels led to concerns regarding AAMA exam results for English Language Learners. The SAC found that students who have English as a second language could be extremely successful on the certification exam, especially with intentional and individualized support from faculty and PCC staff (see MA Annual Assessment Report, 2022-23).

The MA program's evidence-informed, continuous-improvement mindset is also illustrated by impressive work engaging their Advisory Committee and working together to expand the size of the program to address workforce demand while strengthening the program's curriculum to support improved learning outcome results and MA graduates' professional success. In their MA Annual Program Update: Part B, 2022-23, they identified goals related to program expansion. They also requested an additional clinical coordinator/support position to allow for

adding a fourth cohort, bringing the total capacity up to 96 students per year, and expanding their presence at Sylvania Campus. In the MA Annual Program Update: Administrative Response, 2022-23, deans noted examples of the MA program's ability to self-assess and to adapt the program to stay current with industry trends and student needs. At present, the MA faculty are engaged in discussions amongst themselves and with their Advisory Committee about the impact of supporting only the AAMA exam as a national credentialing instrument. Although regarded as a "gold standard" for the profession, the exam is only available in English and a survey of local employers by the SAC revealed that far more employers accepted other national credentials than those who required, or even preferred, the AAMA credential. Additionally, the SAC is continuing to improve its use of assessment results through use of a data matrix to identify potential opportunities to increase student learning and success through continuous program improvement.

This exemplary case study of effective assessment practices is similar to that of others woven through learning assessment and program review evidence. It is a bit different than many other program examples in that MA is not a degree program and has chosen to focus on an outcome that is assessed using a third-party assessment tool. Since the State of Oregon removed a requirement that all Perkins CTE eligible programs use such a tool, many programs at PCC stopped employing such tools. Many CTE programs and almost all LDC/transfer programs employ self-developed assessment tools.

Assessment Example 2: Psychology SAC

Psychology (PSY) is as an **example of a large lower-division collegiate (LDC)/ transfer program** that offers courses that satisfy Gen Ed/Discipline Studies requirements as part of the Social Science area as well as electives for PCC's Associate of Arts Oregon Transfer, Associate of General Studies, and Associate of Science degrees. Psychology students at PCC typically pursue a transfer or bachelor's degree or another related certificate. Typically, several hundred PCC students transfer to Portland State University (PSU) as Psychology majors every year.

The PSY program is representative of the learning assessment and program review work of LDC/transfer programs, which focuses on both course-level and general education program outcomes. It is also one of the largest departments at PCC in terms of faculty and enrollment. Although student FTE declined From 2020-21 (807.7) to 2022-23 (568.8), it increased in 2023-24 to 582.4 and PSY 201A – Introduction to Psychology is consistently one of PCC's Top Ten Highest Enrolling Courses. The Gen Ed outcome addressed by PSY SAC is: "Apply methods of inquiry and analysis to examine social contexts and the diversity of human thought and experience" (Social Inquiry and Analysis).

The SAC reported in its PSY Integration Year Plan and Report, 2021-22 (i.e., Annual Assessment Report) that its 2020-21 assessment project investigated the use of the Social Inquiry and Analysis rubric to assess the PSY 201 signature assignment (see also *Appendix B. General Education and Institutional Learning Outcomes Assessment*) and found that benchmark attainment percentages were not met on any dimension, with the lowest

scores for the Diversity Dimension, and significantly high percentages of students dropping the course or not submitting the assignment, with higher drops and non-submission levels in multi-race, Hispanic, and female groups. Their goal for 2021-22 was to better understand the needs of students and create interventions that would improve learning outcomes for all students. The SAC engaged in additional analysis of learning assessment and program review data, collected feedback from students and faculty, engaged in professional development to better understand how students learn, and implemented evidence-based teaching and learning strategies intended to improve student success and diminish equity gaps. The SAC established subcommittees on Learning Assessment in Psychology and Equitable and Inclusive Teaching in Psychology to focus on improving learning outcomes. All full-time faculty and a representative sample of part-time faculty teaching PSY 201A were involved in this work, which also included monthly updates to the PSY SAC listserv to discuss learning assessment.

In their PSY Annual Discipline Update, 2021-22 as part of PCC's program review processes, the PSY SAC discussed programmatic data on enrollment and student success as well as strategies to improve learning outcomes and student success across all PSY courses. The SAC encouraged PCC to collect and share more data related to student socioeconomic status (SES) in addition to that on financial security/need (as measured by Pell Grant eligibility), including data on first-generation college/ parental educational achievement status. PCC has since made the first-generation status question a required response in its admissions form because previously too few students answered

the question to provide meaningful data. Disaggregation by the First-Generation characteristic is now part of the program/ discipline review data set. The SAC also shared that "We have already learned in the past year that coaching toward and facilitating student success on these Signature Assignments [i.e., Gen Ed learning assessment] requires more direct one-on-one instructor support for students." The SAC summarized the successful implementation of their learning assessment plan and work to ensure learning from the project would lead to improved student learning across PSY courses, not just PSY 201A, in their PSY Annual Discipline Update, 2022-23. The SAC had revised PSY Course Content and Outcome Guides (CCOGs) for 7 of 12 courses by 2022-23. The administrative response to the SAC's work praised its efforts as "a "textbook" perfect example of the difference SAC assessment can make in the improvement of teaching and learning."

The SAC's PSY Annual Assessment Report 2023-24 (June 2024) provides additional evidence of their efforts toward continuous improvement of teaching and learning using learning assessment data. The SAC's 2023-24 assessment project focused on the assessment of the PSY 215: Human Development outcome that students should be able to "Consider differences in human thought and experience" which is one dimension (Diversity) of the overall Gen Ed outcome for Social Sciences. Based on analysis of assessment results, the current PSY SAC learning assessment project is focusing on boosting both completion rates and benchmark attainment rates by addressing outcome disparities associated with Pell Grant Status and Gender.

Assessment Example 3: Business and Entrepreneurship SAC

Business Administration (BA) is an **example of a large CTE program without programmatic accreditation**. It includes Associate of Applied Science (AAS) degrees in Accounting, Management, and Marketing as well as 1-Year certificates (Accounting, Marketing) and Less-Than-1-Year certificates (Accounting). All CTE degree and certificate outcomes are available through PCC's CTE Degree and Certificate Outcomes page. Many BA courses are also part of a transfer degree, the Associate of Science Oregon Transfer degree for Business (ASOT-B), and assessment of the ASOT-B learning outcomes is part of Gen Ed assessment (see *Appendix B. General Education and Institutional Learning Outcomes*). Many larger CTE programs at PCC also include one or more Gen Ed/transfer courses. Less common, the BA SAC and Management and Supervisory Development (MSD) SAC were integrated into a single Business & Entrepreneurship (B&E) pathway SAC in 2022. However, **the BA CTE programmatic assessment is the focus of this example.**

The BA SAC's Multi-Year Plan (MYP), 2021-22 (November 2021) projected that all degree and certificate outcomes would be assessed using local scoring of student portfolios (i.e., a collection of evidence that could include performance assessments and tests) by 2023-24. They also identified plans to assess certificate outcomes. In the BA Annual Program Update: Part A, 2021-22 (December 2021), the SAC indicated that student success data showed the first two courses in the Accounting sequence, BA 111 - Introduction to Accounting (3 credits) and BA 211 - Principles of Financial

Accounting (4 credits), were among the multi-section (i.e., higher enrolling) BA courses with the lowest pass rates. They also noted that they recently revised BA 211 – Principles of Accounting I (3 credits) to absorbed much of the content of BA 212 – Principles of Accounting II (3 credits) in compliance with a statewide mandate related to improving transfer among public colleges and universities. The SAC had concurrently made BA 111 a prerequisite for BA 211 to support rapid coverage of related content in BA 211. They stated that "our focal assessment for the year will be evaluating winter term BA 211 student performance on the critical learning outcomes for BA 111. Our hope is to use the assessment data to inform the need for updating the BA 111 course outcome guide."

The BA Annual Program Update: Administrative Response, 2021-22 (March 2022) praised the BA SAC for its overall student success, student-centered instruction, and their agility, responsiveness, and student focus in the face of PCC's administrative reorganization, the SAC's move to expand the diversity of class modalities, the impact of the COVID-19 pandemic, and State-mandated curriculum changes, accomplishing a significant amount of curriculum development ca. 2019-21. The Response also praised the SAC's choice of focus for its learning assessment project and plans to re-evaluate degrees and certificates in the BA portfolio to ensure credentials are "relevant, in-demand, and lead to improved employment opportunities," but recommended that "the SAC examines the impact of this additional course [BA 111] on student success and graduation rates due to the increased number of total credits required for graduation."

The BA Summary Data Report, 2021-22 and BA Annual Assessment Report, 2021-22 featured performance assessments in the new BA 211 - Principles of Accounting (4 credits). Specifically, the BA SAC examined how well their required BA 111 - Introduction to Accounting course was preparing students for success in the new BA 211 course and identified any gaps in learning outcomes that could be remediated when BA 111 would be reevaluated in 2022-23. The SAC also sought to address the recommendation "to evaluate the student impact of requiring "additional" courses like BA 111." Further, the SAC chose to focus on "identifying if something significant is keeping our students from advancing towards [degree and certificate outcomes] successfully" because "only assessing students at the end of their degrees and certificates is missing the opportunity to determine how the pathways to our degrees and certificates might be causing our students to be less successful in meeting the final degree and certificate outcomes."

The BA SAC reported on data used to examine student learning and student success in BA 111 and BA 211 in the BA Annual Assessment Report 2021-22 (June 2022), including performance assessments, disaggregated student success data, and student surveys. Data analysis and interpretation led faculty to conclude that BA 111 was a needed prerequisite for the revised (4 credit) BA 211 in order to support student success and that the accounting faculty would "re-evaluate BA 111 to determine how we can better prepare students for success with BA 211" in 2022-23.

In their "Reflection on Assessment of Student Learning" for their BA Annual Program Update: Part B, 2022-23 (December 2022), the new Business

and Entrepreneurship SAC announced that they would complete summary assessment on three AAS-Accounting, three AAS-Marketing, one AAS-Management, and two Management and Supervisory Development (MSD) AAS outcomes, with a focal assessment project on the AAS-Management outcome: "Apply an understanding of the management process inclusive of planning, organizing, leading and controlling resources within organizations." The focus was selected as part of two concurrent curricular initiatives:

- Consolidation of MSD and BA courses where the course work and course outcomes are substantially similar to reduce duplication and better balance theory and application in the pathway.
- Development/revision of a management and leadership certificate as part of a larger degree and certificate revision process.

The Peer Feedback through the LAC to their 2021-22 Learning Assessment Report, discussed in the BA Annual Program Update: Part B, 2022-23 (December 2022) commended the "depth and breadth" of the 2021-22 assessment project, identification of changes to teaching and assessment methods to improve success and close success gaps, and plans for implementing changes. The Program Update also related plans and progress on program objectives based on reflection on their Program Update-Part A (2021-22). In the BA Annual Program Update: Administrative Response, 2022-23 (March 2023), deans recognized the B&E SAC's programmatic assessment work as "outstanding" in recognition of their work on multiple fronts. These fronts included completed and planned program structure changes, strategic scheduling, advisory board work, learning assessment, credentials review and updated curriculum

design, development of new courses, and implementation of equitable grading.

In their BA Annual Assessment Report, 2023-24 (June 2024), the SAC reported on their 2022-23 assessment project on the AAS-Management degree outcome. Faculty found that students were on track toward the degree outcome at the end of BA 206 – Management Fundamentals in the areas of planning, organizing, and controlling; however, fewer students met the benchmark in the leadership area of the assessment. This was not unexpected as there is a leadership skills course in the MSD program, but there is not a leadership course in the AAS-Management degree. Assessment findings are informing current SAC work on degree revision (creation of an AAS-Business degree with multiple specializations, including Management) and intentional focus on where to place the leadership content in the resulting program.

Finally, **this programmatic assessment example also illustrates a SAC working through the process of merging courses and programs** that will likely become more common at PCC in future as changes resulting from the current Program and Discipline Fiscal Sustainability Review Process are implemented.

Conclusion: Programmatic Assessment Strengths and Opportunities

The PCC assessment framework rests on "clearly identified student learning outcomes that lead to collegiate-level degrees and certificates…in recognized fields of study" (*Standard 1.C.1*). Assessment of expected program and degree learning outcomes is an integrated component of program review. The results of programmatic assessment efforts are used "to inform

academic and learning support planning and practices to continuously improve student learning outcomes" (*Standard 1.C.7*; see also Addendum: Response to Recommendation 3).

The examples of programmatic assessment provided in this report provide evidence of continuous improvement through the systematic interplay of learning assessment and program review. The College's additional strengths in these areas include use of disaggregated data as part of both learning assessment and program review processes (see also Part II. Student Achievement and Addendum: Response to Recommendation 2) as well as recently implemented processes to systematically connect program review with resources allocation and strategic planning. The Program and Discipline Fiscal Sustainability Review Process currently being implemented will also enhance programmatic assessment and data-informed decision making.

Opportunities still exist for PCC to improve integration of the various elements of its assessment framework and to better track learning assessment results and the use of outcomes assessment results for continuous improvement of teaching and learning across programs, disciplines, and general education/discipline studies areas. Toward this end, Academic Affairs is making an investment in technology to track learning outcomes assessment across PCC. A Program Review Design Task Force will establish recommendations for continuous improvement in several areas over the next two years:

- **Sustainability** – minimizing redundant work for subject areas that have a separate program accreditation cycle; clarifying priority of the annual data modules that are provided to SACs and the annual update activities that are requested; supporting year-to-year continuity of the SAC-level plans.

- **Relationships** – role and workload clarification and expectations; needs for communication to better support shared planning between Academic Affairs and other areas such as Student Affairs, IT, and Planning and Capital Construction.

- **Integration Needs** – improved integration of learning assessment and integration of academic non-credit classes as recommended by PCC's strategic planning Non-Credit Integration Task Force.

- **Preparedness for Change** – improved use of forecast data from PCC's Labor Market Information Coordinator in many resource allocation decisions, incorporation of student interest data, forecasts, use of pulse surveys, and succession planning when chairs and deans change or change roles.

PART IV. MOVING FORWARD

Dr. Bennings' President's FY 25 Work Plan: Rebuilding, Reframing, Redesigning asserts that the College "stands at a pivotal moment in its history—a moment defined by the need to rebuild, reframe, and redesign our approach to education, community engagement, and institutional excellence." The Work Plan focuses on rebuilding (restoring and strengthening the foundational elements of the college), reframing (examining PCC's core values, equity frameworks, and strategic priorities through a new lens), and redesigning (creating new systems, processes, and frameworks that will drive PCC's future success) in order to move the college forward and ensure that it continues to fulfill its mission. Her plan centers on three core areas (Student Success, Operational Excellence, and Community Engagement) with priorities identified for each area. Several of the priorities relate directly to ongoing work described in this report and preparation for PCC's next comprehensive evaluation visit. For example, fully implementing the Guided Pathways framework across PCC and providing holistic student support so all students can thrive supports continuous improvement of student learning as measured by learning outcomes assessment and increased student achievement as measured by PCC's Student Success Metrics; Strategic Enrollment Management along with

Budget and Fiscal Sustainability will be critical for PCC's long-term success; and implementation of the 2025-2028 Strategic Plan along with strengthening and deepening PCC's relationships with external stakeholders will further support PCC's mission as a community college.

PCC has just engaged in an extremely collaborative strategic planning process from January 2024 through March 2025 to develop PCC's 2025-2028 Strategic Plan, including in-person and virtual input sessions, surveys, and feedback meetings with faculty, staff, students, and community stakeholders. This process resulted in six Strategic Plan 2025-2028 Themes and Four Goals approved by the PCC Board of Directors. Plans and proposals not included in the final version of the 2025-28 Strategic Plan are nevertheless documented and included in the ongoing Integrated Planning process. See Addendum: Response to Recommendation 1 for more information on the strategic planning process and integrated planning at PCC.

Moving forward, PCC faces many challenges, including implementing its 2025-2028 Strategic Plan; its Fiscal Sustainability Framework and Plan; a budget right-sizing process, which will take place over the next three biennium; and Workday, its new ERP implementation,

21

which has the promise of vastly improving PCC's business practices and data availability but will tax PCC's personnel and resources in the next three to five years. PCC also continues to build back its enrollment, retention, and Student Success Metrics outcomes to pre-pandemic levels.

PCC is committed to advancing its mission and strategic priorities by transitioning from an Emerging Hispanic Serving Institution (eHSI) to a federally recognized HSI. According to PCC Institutional Effectiveness, PCC was at 23.1% enrollment of students who identify as Latine in Fall 2024. The College is projected to reach 25% enrollment by 2025-26. The college is actively working to grow and retain its Latine student enrollment and to be prepared to apply for Title V federal grant funds as an HSI. This effort includes increasing Latine student enrollment, retention, and success while fostering a more inclusive and supportive educational environment for all students. In addition to the growing Latine population within the PCC District, particularly in Washington County and Hillsboro, PCC has sought grants to support targeted recruitment and retention efforts for Latine students. These include a TRIO SSS grant, the College Assistance Migrant Program (CAMP), and a High School Equivalency Program (HEP) and Spanish-speaking GED program. PCC aims to achieve HSI designation by 2028.

Moving forward, PCC is working to establish a more integrated definition of mission fulfillment and student achievement based on peer comparisons, benchmarks, aspirational goals, and clearly defined metrics. What are reasonable but aspirational targets for course completion, persistence, retention, and graduation/transfer? How will

PCC measure access, sustainability, collaborative culture, equity, and its contribution to Portland's economic development? Is the successful combination of these efforts an appropriate measure of PCC's Mission Fulfillment?

PCC will also need to define its Institutional Learning Outcomes and a systematic process for assessing them (*Standard 1.C.6*) as well as to continue and complete work on improved integration between learning assessment and program review processes. These activities will also facilitate better use of assessment data in program planning and budgeting (*Standard 1.B.3*, *Standard 1.C.5*, and *Standard 1.C.7*; see also [Addendum: Response to Recommendation 2](#) and [Addendum: Response to Recommendation 3](#)).

PCC must also establish assessment practices for its non-academic programs and services in order to establish continuous improvement practices in student and enrollment services, information technology, and business processes as part of its evaluation of institutional effectiveness and mission fulfilment. See also [Addendum: Response to Recommendation 1](#) and [Addendum: Response to Recommendation 3](#).

Finally, PCC must complete other ongoing work related to its mission fulfillment and accreditation efforts. This includes ongoing policies and procedures (governance) work as indicated in its [2024 Ad Hoc Report](#) to address Recommendation 4 (Spring 2022) on Standard 2.C and in preparation for its Year 6 Policies, Regulations, and Financial Review (PRFR) self-evaluation report due in 2028; completing implementation of Guided Pathways at PCC; and completion of other ongoing initiatives described in this report.

Addendum: Response to Recommendation 1

Recommendation 1 (Spring 2022) - Planning Processes

The Commission recommends that Portland Community College continue to integrate its planning processes (e.g., strategic plan, equity plan, and other planning efforts) and their associated metrics to ensure they are systematic in defining mission fulfillment and facilitating continuous improvement. (2020 Standard(s) 1.B.1)

Standard 1.B.1 - The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

PCC has multiple processes and practices that are part of continuous processes "to assess institutional effectiveness, including student learning and achievement and support services," and facilitate "ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement" (*Standard 1.B.1*). Recommendation 1 focuses first on integration of planning processes and their metrics, and this is where PCC has focused in the past two years in conjunction with planning and developing its Strategic Plan 2025-2028. Recommendation 1 also focuses on use of metrics as part of a systematic definition of mission fulfillment and continuous improvement. See also Part I. Mission Fulfillment and *Appendix A. Mission Fulfillment Activities* for additional discussion of PCC's mechanisms for measuring fulfillment of its mission and Part II. Student Achievement for student achievement measures and use of data.

Since its comprehensive evaluation in 2022, PCC has adopted an integrative planning model suggested by the Society for College and University Planning (SCUP). This model (see illustration below) provides a framework for planning and continuous improvement. In particular, integration of the multiple planning processes and plans that had previously been created in alignment with the PCC mission, but not necessarily with other plans, and identifying outcomes and metrics for use in evaluating the success of strategic planning projects. Concurrent with adoption of the integrative planning model, PCC began development of a new strategic plan to succeed its Strategic Plan 2020-2025: Discovering New Possibilities. In recognition of the rapid pace of change in higher education, a shorter cycle aligning with industry best practices, and the need to be nimble in the face of evolving environmental shifts, PCC focused on development of a three-year plan to be updated annually as needed. This change is expected to facilitate continuous improvement more effectively than in the past. It also provides an opportunity to strengthen integration of planning processes and plans, as well as their implementation, under the strategic plan and as part of integrated planning.

The graphic below illustrates the college-level, division-level, and department-level plans that are part of the integrated planning process framework at PCC:
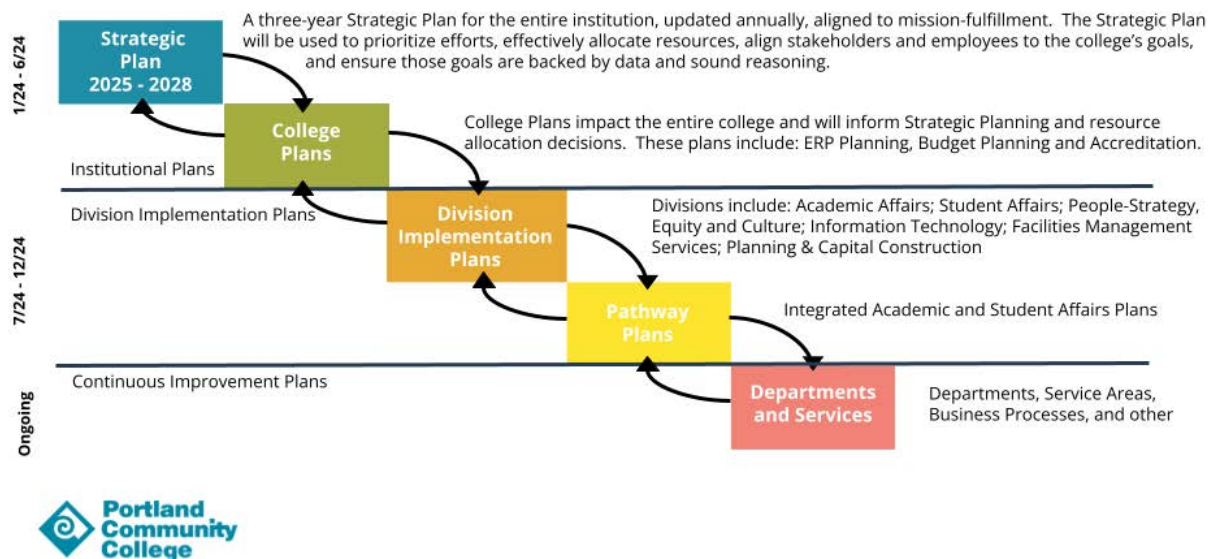
The Manager of Strategic Planning within SPIP has coordinated the process to develop PCC's 2025-2028 Strategic Plan, with direction and support from the VP of SPIP and the College President. Informed by learning from the process of creating and implementing the 2020-2025 Strategic Plan and President Bennings' priorities, the planning process was extremely collaborative and transparent. Activities included input and feedback sessions with over 750 faculty and staff and over 650 students. Analysis of qualitative data collected, by PCC faculty with expertise in that area, resulted in identification of six Strategic Plan 2025-2028 Themes and publication of the Student and Employee Feedback Report on PCC's public-facing website. Once the Strategic Planning themes were established, each division of the college – Academic Affairs, Student Affairs, Facilities, Information Technology, etc. – developed three to five strategic and/or operational

priorities in relation to the six themes. The President's Cabinet consolidated and refined these priorities into twelve high level strategic goals to be included in a college-wide survey. That survey received 1,330 responses, 370 from faculty and staff and 960 from students (see Student & Employee Feedback Report). The Cabinet then endorsed the highest priority strategic initiatives (Our Four Goals) for recommendation to the PCC Board, inclusion in **The Rising Tide of Change: 2025-2028 Strategic Plan**, and publication in March 2025. Plans and proposals not included in the final version of the 2025-28 Strategic Plan were documented and are being included in the ongoing integrated planning processes, such as the Data Governance Task Force co-led by the Associate Vice President of Information Technology and Dean of Effectiveness and Planning.

In fall 2024, PCC also established the [Integrated Budget and Planning Council](#) (IBPC) to align PCC's planning and budgeting efforts and to lead continuous improvement efforts related to the planning process itself. The IBPC is co-led by the Vice President of Finance and Vice President of SPIP. Improvements made to the planning process are to include key performance measures (KPIs) and metrics early in the planning process so as to have more specificity and much clearer measurements than in the [2020-2025 Strategic Plan](#). The IBPC is also the body leading discussion and feedback sessions related to the [College's Fiscal Sustainability Action Plan](#), a proactive process for identifying cost savings and revenue enhancements designed to maintain long-term fiscal sustainability through the coming three biennial budgeting cycles, 2025-31.

Through the IBPC, undertaking a new strategic planning process, and launching the Fiscal Sustainability Action Plan and Program and Discipline Fiscal Sustainability Review Process, PCC has demonstrated its commitment to integrated planning and the integration of the planning and budgeting processes. The IBPC will review the planning process annually and make recommendations for ongoing improvements.

[Part I. Mission Fulfillment](#) discusses aspects of integrated planning processes embedded in PCC's framework for ongoing accreditation, evaluation of institutional effectiveness and mission fulfillment, and continuous improvement efforts. As described there, the College has identified a framework for evaluation of mission fulfillment and a plethora of

indicators to measure the following seven mission fulfillment components (see also *Appendix A. Mission Fulfillment Activities*):

1. Student Success
2. Access
3. Quality Education
4. Economic Development
5. Sustainability
6. Collaborative Culture
7. Inclusive Excellence

PCC has made significant progress on identifying a framework for evaluating mission fulfillment, integrated and strategic planning, and use of multiple indicators to assess mission fulfillment and student achievement. However, PCC is still refining its measurable indicators of mission fulfillment and the use of indicators beyond its Student Success Metrics (see [Part II. Student Achievement](#)) for evaluation of institutional effectiveness and continuous improvement of the entire institution.

Addendum: Response to Recommendation 2

Recommendation 2 (Spring 2022) - Use of Disaggregated Data

> The Commission recommends that Portland Community College further refine its use of disaggregated data from its planning processes to inform and implement strategies to guide planning, decision making, and allocation of resources. (2020 Standard(s) 1.D.3)
>
> **Standard 1.D.3 - The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.**

PCC has further refined its use of disaggregated data and use of data to inform planning, decision making, and resource allocation since 2022. In particular, PCC has refined and scaled up the availability and use of Student Success Metrics (previously called YESS Metrics) data. The Student Success Metrics, also the College's indicators of student achievement, are "widely published and available on the institution's website" (Standard 1.D.3). The Director of Institutional Effectiveness also provides quarterly updates to Academic Affairs administrators and other interested parties. These data are disaggregated by race/ethnicity, age, gender, Pell status, first-generation status, zip codes, and other categories through the Argos reporting tool available for use by all PCC faculty and staff. Program review and many other college metrics now include expanded disaggregation of data by disability status, veteran status, and age group. Additionally, data previously only available at the subject-level, can now be accessed by Subject Area Committee (SAC) and Organizational Pathway groupings. The PCC community and the wider public are now able to view all program review data and select custom data disaggregation options on the PCC website page Annual Program/Discipline Update Data via a Tableau Program Review Report page.

Part II. Student Achievement and Part III. Programmatic Assessment sections of this report discuss and provide examples of disaggregation and use of student success data to assess student attainment across academic programs and in program review processes, including its use to select targeted strategies that are specifically designed to mitigate equity gaps. In addition to the data available on PCC's Institutional Effectiveness web pages, the Office of Institutional Effectiveness has added an Institutional Effectiveness Data/Report Request Form option for those interested in customized reports.

Disaggregated data is in use to inform decision making and resource allocation for strategic planning and implementation activities in College Communications, Strategic Enrollment Management, Onboarding, and Advising.

The following are select examples from these comprehensive plans:

- **Improved Brand Recognition and Affinity**: Labor market data revealed that employers prioritize technical skills, while demographic insights highlighted wage inequities impacting non-white workers. The strategy to build a strong, equity-centered brand identity seeks to build trust, loyalty, and enhance the perceived value of a PCC education among diverse audiences.

- **Improve Communications Technology**: Student feedback revealed challenges navigating PCC's website and digital processes, especially for non-traditional students. The strategy to redesign the PCC website and enhance digital tools aims to streamline enrollment and improve accessibility to provide a more user-friendly digital experience.

- **Target Market Adult Learners**: Growth projections showed opportunities in the adult learner segment, particularly for career changers and upskillers aged 25+. The strategy to engage these learners involves sector-specific outreach, focus groups, and enhanced pipelines to address their unique needs and align with workforce demands.

- **Redesign New Student Onboarding**: Diverse student feedback highlighted fragmented onboarding processes. The strategy to implement pathway-specific onboarding, introduce peer advisors, and update technologies is to simplify the student onboarding experience, enhancing student retention and success.

- **Refine Pathway Advising**: Student feedback emphasized the need for personalized, equitable advising. The strategy to strengthen the case-managed advising model, to provide sustained, proactive guidance is to help students stay on track and achieve their academic and career goals.

The additional examples that follow illustrate how PCC has further refined its use of disaggregated data to inform planning, decision making, and/or allocation of resources within other areas of the college and strategic initiatives:

- **Disaggregated data based on veterans' status** played a key role guiding the planning process for the Veterans Services division to apply for (and receive) the Military Friendly Award - Gold Status for PCC. As a result, resources are now allocated to the annual reporting required to maintain this recognition.

- Faculty and academic leaders use **data to track participation and success rates for students with disabilities**. Disabled student leaders provide context, partnering with faculty and staff to shape the teaching environment. This mix of quantitative and qualitative data strengthens practices, guides planning, impacts decision making, and informs resource decisions.

- The **Comprehensive Transition Plan** uses disaggregated data and accessibility reviews to guide investments in barrier removal, improving PCC's capacity to promote the full participation of under-represented populations.

- The **Digital Navigator Program** aims to equip under-served students with technology skills. Demographic reports have validated investments in trauma-informed practices, communication access strategies, and accessible technology loaner programs.

- Programs and departments **seeking grant opportunities** often begin by reviewing disaggregated data (e.g., program review data for academic departments or survey results such as #Real College for student services). This analysis helps identify the needs of targeted populations and disparities compared to other groups, and assists with making decisions about the focus of grant applications.

- Tableau Dashboards enable the college to track and analyze key metrics such as enrollment trends, retention rates, and graduation rates for Hispanic students. These insights allow the **Hispanic Serving Institution (HSI) Task Force** to make informed decisions on program development, outreach efforts, and eventual resource requests ensuring focus to remain on track to meet and sustain the 25% full-time undergraduate Hispanic enrollment threshold required for HSI designation. It also disaggregates data that cannot be obtained through the Integrated Postsecondary Education Data System (IPEDS). The Tableau dashboard will aid HSI efforts by uncovering patterns, trends, and disparities, thereby facilitating informed decision-making.

- The **Dual Credit Program** leverages disaggregated data to strategically allocate resources for expanding college access to high school students. By comparing how closely the demographics of dual credit students match those of a specific high school, the program is able to make strategic plans and set goals to better reach underrepresented populations. One approach to advancing these goals has been to translate the program's informational family guide and posters into Spanish.

Disaggregated data is also being used in the recently launched [Program and Discipline Fiscal Sustainability Review Process](#).

PCC has scaled up its use of the Student Success Metrics (previously known as YESS Metrics) and other sources of disaggregated data across the college since 2022. This is particularly true in relation to use in evaluating mission fulfillment, academic programs, and relevant initiatives – as examples throughout this report demonstrate. The data publicly available on the PCC website for the Student Success Metrics and Annual Program/Discipline Update Data is updated regularly by Institutional Effectiveness. Its availability is shared internally via multiple forums (e.g., In-Service, training for incoming academic program managers, Cabinet and Board meetings, email messages to stakeholders). This data is the starting point for "use of disaggregated data from its planning processes to inform and implement strategies to guide planning, decision making, and allocation of resources." Disaggregated data from public sources (e.g., the State of Oregon, U.S. Census Bureau, NCES) and internal platforms (e.g., EAB, Slate) is also in use by multiple areas, such as in the first group of examples above, to inform planning, guide decision making and resource allocation, and support continuous improvement.

Addendum: Response to Recommendation 3

Recommendation 3 (2022) - Use of Assessment Results

> The Commission recommends that Portland Community College fully demonstrate that the results of its assessment efforts are used to inform academic and learning-support planning practices to continuously improve student learning outcomes and student support services. (2020 Standard(s) 1.C.7)
>
> **Standard 1.C.7 - The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.**

The College "uses the results of assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes" (*Standard 1.C.7; Eligibility Requirements 5, 12, and 13*) through both outcomes assessment and program review processes (see Part III. Programmatic Assessment). When PCC program review processes transitioned from five-year cycles to annual updates (see Part III. Programmatic Assessment), an opportunity arose to integrate analysis of student learning assessment results and other disaggregated student success assessment data for program evaluation, including identification of equity gaps, strategies to improve student outcomes, and resource requests to support improvements at the Subject Area Committee (SAC) level (i.e., for each academic program) and "fully demonstrate that the results of its assessment efforts are used to inform academic and learning-support planning practices to continuously improve student learning outcomes and student support services" (Recommendation 3).

As demonstrated in Part II. Student Achievement and Part III. Programmatic Assessment of this report, PCC is systematic in assessing its student learning outcomes, curriculum, and overall student success through learning assessment and program review processes. Although this Mid-Cycle Report focuses on programmatic assessment, assessment takes place at the course level as well and results from assessment of learning outcomes at all levels (i.e., course, program, Gen Ed/institutional) are used in a variety of ways. Primarily, these results are used within SACs to inform curricular decisions, teaching strategies, student learning support strategies, and evidence-informed enhancements to teaching and learning to improve student learning outcomes. The Programmatic Assessment Examples section in this report illustrates formal documentation of the use of assessment results in annual assessment reports by three programs. Other SACs use the annual assessment cycle to examine course-level outcomes, particularly among LDC/transfer programs and CTE SACs with program outcomes and/or related learning embedded in specific courses. Faculty use assessment results as part of discussions within SACs and with Program Advisory Committees regarding curricular changes.

Annual Program/Discipline Update reports (i.e., program review) require each SAC to use learning outcomes

assessment results and disaggregated student success data (see Part II. Student Achievement and Addendum: Response to Recommendation 2) and to identify evidence-informed strengths and opportunities for the SAC through self-evaluation. Deans provide administrative responses to each update and link the work of the SACs in their areas of responsibility to higher levels of planning and improvement. PCC also uses its program review process to assess resource needs across academic programs. Since 2022, the review process has expanded to include systematic tracking of resource requests and allocation of resources based on assessment results. For example, in recent years, PCC has assigned resources from its Perkins grant, Online Learning, and other institutional sources on a priority basis. See SAC Resources Request Update 2025 for an example of this work.

The new programmatic assessment process (see Part III. Programmatic Assessment) leverages the one-college administrative reorganization, offices within the SPIP division (see Introduction: Strategy, Policy, and Integrated Planning), and adoption of an integrated planning model (see Addendum: Response to Recommendation 1) to ensure use of assessment results to inform academic and learning-support planning and practices for continuous improvement. The prioritization and allocation of resources to support improved teaching and learning is a critical component. Each SAC is linked to a Program Dean and Pathway Dean with college-wide budgets. Resource Requests are tracked across the college and reviewed holistically. Shared principles for prioritizing resource requests were developed/adopted. The level of transparency has been Increased substantially due to shared college

documents that replaced previous static PDF documents.

The centralization of resource requests and the review process supports linking a variety of requests to a variety of funding sources. Successful examples include linking online course development requests to strategic funds from the online "BIG" strategic planning project. Certain qualifying resource requests were linked to the Perkins CTE allocation process (i.e., grant funding) or capital funds (e.g., laboratory improvements and renovations) and many operational requests were simply covered through the general budget of the college rather than the campus-specific budgets that had previously existed. Evidence to illustrate tracking and prioritization of requests for support to improve learning outcomes and support services based on programmatic assessment results include the following:

- Deans and Directors Prioritization of Resource Requests
- Faculty request approval process for faculty position prioritization
- Document used for Perkins prioritization

PCC's revised program review process (see also Part III. Programmatic Assessment) is the primary link between student learning assessment, other assessments of student success, use of disaggregated data, and academic and learning-support planning and practices to improve learning outcomes. However, there are additional ways that results of student learning assessment and other programmatic results are integrated into academic and learning-support planning practices to continuously improve student learning outcomes and student support services. Finally, as a part of its ongoing Fiscal Sustainability Action Plan, PCC

has created a Program and Discipline Fiscal Sustainability Review Process, including a timeline and review criteria (see FAQs). This process launched in 2025.

PCC has made multiple improvements in using results of its assessment efforts "to inform academic and learning-support planning practices to continuously improve student learning outcomes and student support service" informed by PCC's self-evaluation for, peer reviewer comments on, and NWCCU action in response to its Year 7 Evaluation of Institutional Effectiveness report and visit. These include increased focus on documentation of use of learning assessment results and other disaggregated student data as well as more systematic use of program review processes to inform resource allocation and continuous improvement. The program review process is now a vehicle for linking program-level use of assessment results to continuous improvement of student learning outcomes and student support services across Academic Affairs and to institutional resource allocation decisions.

Efforts are ongoing to improve tracking of learning assessment and assessment results across programs in a data system. Academic Affairs is planning to purchase a data platform, such as Xitracs, to support expanded access to and tracking of data regarding effective use of learning outcome assessment results across PCC. The Program and Discipline Fiscal Sustainability Review Process, currently in progress, will also document program assessment results and use of those assessments for planning and improvements. Additional opportunities for improvement include better documentation of use of assessment results to continuous improvement of academic and student support services. The groundwork for this

is already being laid by efforts to establish more accessible, meaningful, and usable documentation of learning assessment results and program review processes.