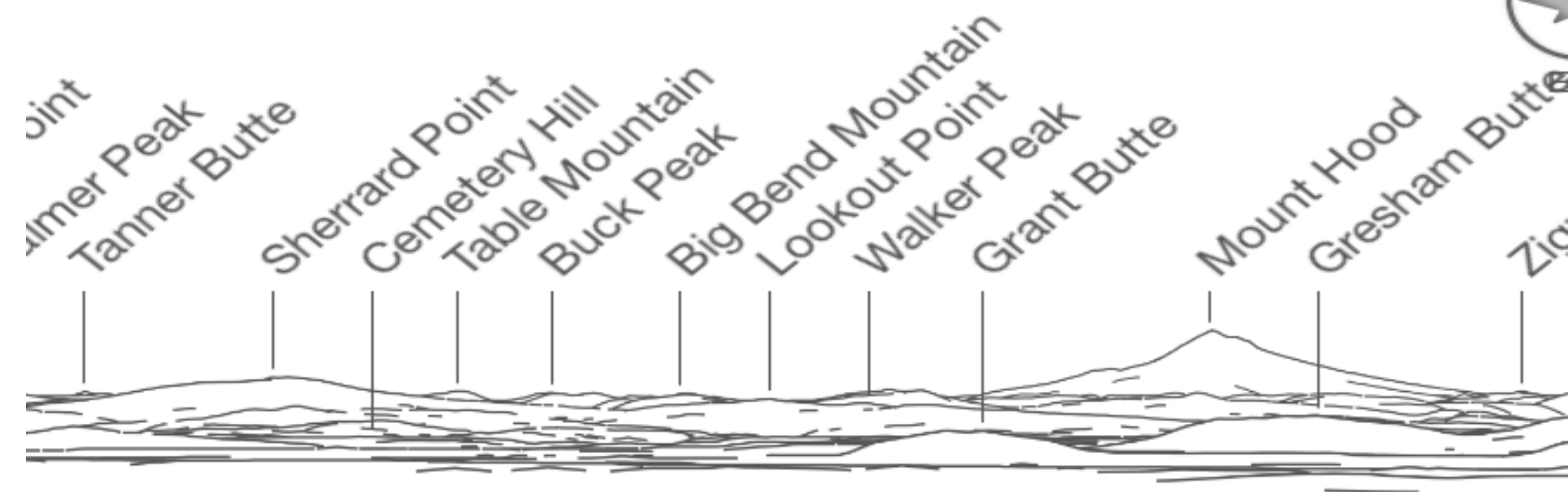


Larch Mountain (shield volcano) Mount Hood (composite cone)



PeakFinder



Viewpoint: 45°30'49"N, 122°35'23"W (130m)

Larch Mountain (shield volcano) Mount Hood (composite cone)



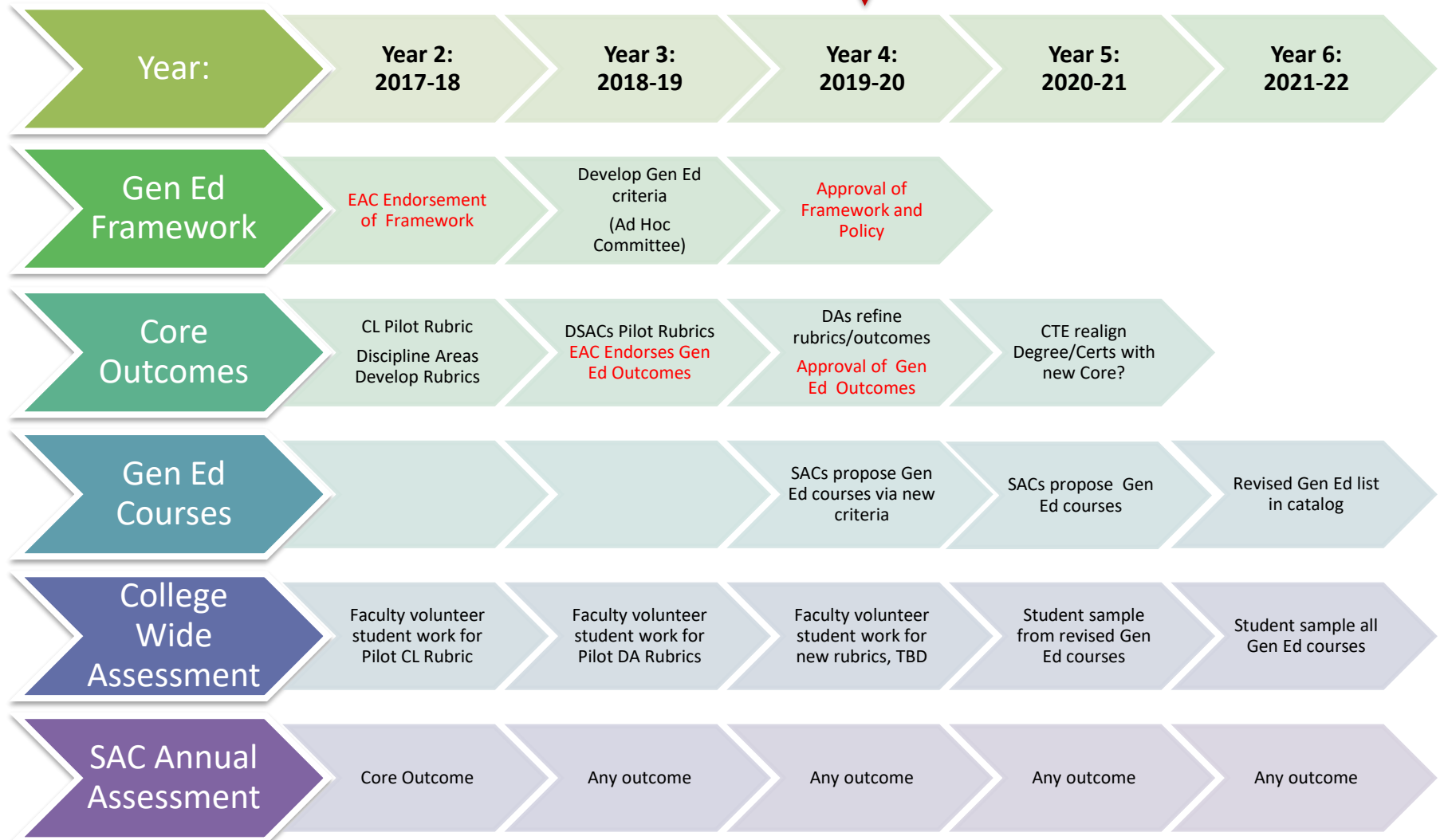
Degrees and Certificates Meeting

December 9th 2019

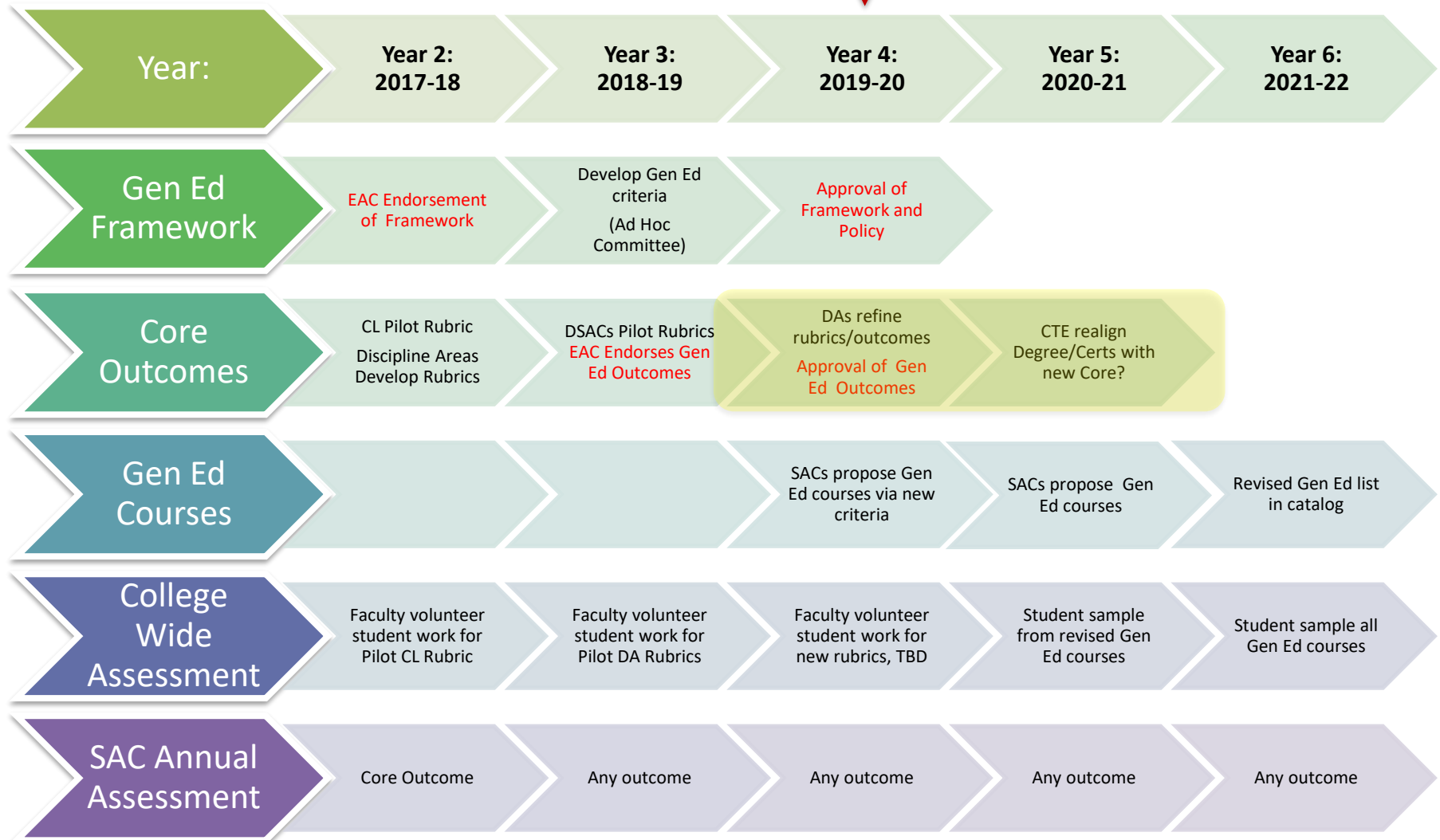
SY CC 233B

Must also meet Associate Degree comprehensive requirements: 30 credits residency, 24 of which apply to specific associates degree etc.		AGS	AS	AAOT	ASOT-B	AAS
Degrees Granted 2018/2019		1,060	1,042	550	76	1,059
Purpose		The Associate of General Studies degree is designed for students wishing to acquire a broad education, rather than pursue a specific college major or career technical program.	The Associate of Science degree is designed for students planning to transfer credits to baccalaureate degree programs at four-year institutions.	The Associate of Arts Oregon Transfer degree is an opportunity for students to complete lower division degree requirements at PCC.	The Associate of Science Oregon Transfer-Business (ASOT-BUS) degree is designed for students planning to transfer credits to an Oregon public university and seek entry into that institution's Business program.	The Associate of Applied Science (AAS) degree is awarded to students in career technical programs.
# of credits		90	90	90	90	90-108
Basic Competencies (AGS & AS) Foundational Requirements (AAOT & ASOT-B)	WR	<ul style="list-style-type: none"> Completing WR 121 with a C or better, or Passing a lower division collegiate writing course for which WR 121 is a prerequisite with a C or better 	A minimum of 6 credits in English Composition. The 6 credits must include WR 121 , or include other lower division collegiate WR courses that have WR 121 or WR 122 as a prerequisite†	WR 121 and either WR 122 or WR 227 . A student must have at least eight credits of Writing; WR 123 may be used to complete the eight credits.	WR 121 and either WR 122 or WR 227 . A student must have at least eight credits of writing; students may need to complete WR 121 and either WR 122 and WR 227 to the eight credit requirement.	<ul style="list-style-type: none"> Completing WR 121 with a C or better, or Passing a lower division collegiate writing course for which WR 121 is a prerequisite with a C or better
	MTH	<ul style="list-style-type: none"> Completing with a grade of C or P or better MTH 58, MTH 63 or MTH 65, or Passing the PCC Competency Exam for MTH 65, or Completing with a grade of C or P or better a MTH course (minimum of three credits) for which MTH 58, MTH 63 or MTH 65 or higher level math skills are a prerequisite 	Complete a minimum of 4 credits in MTH 105 or any other MTH course for which MTH 95 and/or MTH 98 is a prerequisite† <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: 10px auto;"> † AS basic competency courses must be completed with a grade of "C" or "P" or better. </div>	Complete a minimum of four credits in MTH 105 or any other MTH course for which MTH 95 and/or MTH 98 is a prerequisite.	A minimum of three MTH courses for which Intermediate Algebra is a prerequisite. One course must be Statistics.	<ul style="list-style-type: none"> Completing with a grade of C or P or better MTH 58, MTH 63 or MTH 65, or Passing the PCC Competency Exam for MTH 65, or Completing with a grade of C or P or better a MTH course (minimum 3 credits) for which MTH 58, MTH 63 or MTH 65 or higher level math skills are a prerequisite, or Completing with a grade of C or P or better a career-technical computation course of three or more credits that aligns with and supports the program goals or intended outcomes, or Completing with a grade of C or P or better all courses that comprise 90 hours of embedded related instruction in computation that aligns with and supports the program goals or intended outcomes
	HE/PE	none	One or more courses totaling at least 3 credits from HE 242 or HE 250 or HE 254 or HE 295 & PE 295 , or PE (not including PE 10, PE 199 or PE 299). †	One or more courses totaling at least 3 credits from HE 242 or HE 250 or HE 254 or HE 295 & PE 295 , or PE (not including PE 10, PE 199 or PE 299).	none	none
	OC	none	none	COMM 111 or COMM 112 or COMM 214 or SP 113	COMM 111 or COMM 112 or COMM 214 or SP 113	none
	CA	none	none	none	successful completion of BA 131 or CAS 133 , and CAS 170 or CAS 171 .	none
General Education (AGS, AS & AAS) Discipline Studies (AAOT & ASOT-B)	AL	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least three courses chosen from at least two disciplines in this area	at least three courses chosen from at least two disciplines in this area	at least one course with a minimum of 3 credits
	SS	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least four courses chosen from at least two disciplines in this area	at least four courses chosen from at least two disciplines in this area. A minimum of two courses in Microeconomics and Macroeconomics must be included	at least one course with a minimum of 3 credits
	SMCS	at least one course with a minimum of 3 credits	a minimum of 7 credits	at least four courses from at least two disciplines in this area, including at least three laboratory courses in biological and/or physical science	at least four courses in at least two disciplines. At least three of these courses must be laboratory courses in the biological or physical sciences. The fourth course can be one of the three MTH courses from the Foundational Requirements	at least one course with a minimum of 3 credits
	CL	none	none	one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. This course can be one of the 11 required Discipline Studies courses.	one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. This course can be one of the 11 required Discipline Studies courses.	none
	Total	minimum of 16 credits	minimum of 21 credits	at least 11 courses	at least 11 courses	minimum of 16 credits , no more than two courses may come from courses required by specific programs (will change to 4 courses in 2020/2021 catalog)
Elective Credits		LDC or CTE courses 100 level or higher; up to 6 credits PE; up to 6 one credit MSD workshops; up to 24 credits OST courses	LDC courses 100 level or higher; up to 3 credits PE	LDC courses 100 level or higher; up to 12 credits CTE courses 100 level or higher; up to 3 credits PE; no one credit MSD workshop courses	LDC courses 100 level or higher; up to 12 credits CTE courses 100 level or higher; up to 3 credits PE; no one credit MSD workshop courses	<div style="border: 1px dashed black; padding: 5px;"> -- As specified by AAS degree -- Additional Residency Requirement: the final 16 credits that apply to the degree must include at least eight credits at PCC that apply to the specific program requirements, excluding courses used solely for the General Education requirements. </div>
Grade Requirements		2.0 grade point avg. or higher (comprehensive degree requirement)	2.0 grade point avg. or higher (comprehensive degree requirement)	All courses must be passed with a grade of "C" or "P" or better.	All courses must be passed with a grade of "C" or "P" or better.	2.0 grade point avg. or higher (comprehensive degree requirement)

Revision of Gen Ed/Core Outcomes



Revision of Gen Ed/Core Outcomes



Core/General Education Outcomes

- Problem: College Core Outcomes were not addressed or assessed effectively.
- Concern about whether we could be sure that students would “get” them – and how would we know?
- AND .. Gen Ed courses are expected to align with outcomes and criteria for the Discipline Studies Areas of the AAOT to support statewide transferability

Core Outcomes

Core Outcomes Mapping Matrices are available via the link at the sidebar

Note: The core outcome names are links that lead to pages where sample indicators and levels of achievement are suggested. Subject Area Committees (SACs) are encouraged to establish indicators that are appropriate to the program or discipline and are aligned with these levels of achievement.

Communication:

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

Community and Environmental Responsibility:

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

Critical Thinking and Problem Solving:

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

Cultural Awareness:

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

Professional Competence:

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

Self-Reflection:

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

References

- [Core Outcomes Mapping Matrices](#)
- [CTE Degree and Certificate Outcomes](#)
- [AS, ASOT, AADT and AGS Outcomes](#)
- [Learning Assessment homepage](#)

PCC Gen Ed Outcomes V 1.5, November 4, 2019

Reviewed and recommended by DSACs
To be entered into Courseleaf for formal approval

Rec for approval by EAC 11/20/2019
Approved by Prez M 11/26/2019

Outcome <i>(Discipline Studies Area)</i>	<i>Students completing an associate degree at PCC will be able to:</i>
Integrative Learning (Arts and Letters)	Reflect on one's work or competencies to make connections between course content and lived experience.
Social Inquiry and Analysis (Social Sciences)	Apply methods of inquiry and analysis to examine social contexts and the diversity of human thought and experience.
Quantitative Reasoning (Science, Math, and Comp Sci)	Analyze questions or problems that impact the community and/or environment using quantitative information.
Cultural Literacy (Designation, Gen Ed Area)	Analyze and evaluate how cultural systems relate to broader social dynamics.
Communication	Express ideas effectively and appropriately with consideration of the purpose, audience, and context of the communication.

rev 11/4/2019

Must also meet Associate Degree comprehensive requirements: 30 credits residency, 24 of which apply to specific associates degree etc.		AGS	AS	AAOT	ASOT-B	AAS
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New Accreditation Standard (effective January 2020)

- 1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

New Accreditation Standard

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Vision

Building futures for our Students and Communities

Mission

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

Core themes

- Access and student success
- Economic development and sustainability
- Quality education
- Diversity, equity and inclusion

Gen Ed Outcomes and Core Outcomes: Some possible options and implications

Option	Explanation/Implications	Pros	Cons
<p>Gen Ed Outcomes and the assessment planned resides entirely in the Gen Ed program.</p> <p>Students encounter Core Outcomes in Gen Ed, but maybe only in Gen Ed.</p>	<ul style="list-style-type: none"> • Gen Ed course requirements ensure that students earning associate's degrees receive instruction in the outcomes • Gen Ed program assessed at the Discipline Studies Area level (= what we have called "college wide") is sufficient • Other programs have no need to address these outcomes. 	<ul style="list-style-type: none"> • Non Gen Ed programs (CTE, Guided Pathways, Student Services) do not need to think about/address/assess these outcomes. • It gets all individual SACs "off the hook" for institutional outcomes, and meets the requirements of accreditation. 	<ul style="list-style-type: none"> • Non-Gen Ed Programs (CTE, Guided Pathways, Student Services) do not need to think about/address/assess these outcomes. • Do we <u>want</u> everyone "off the hook", or is some infusion of these outcomes into the curriculum a valuable thing.
<p>Gen Ed Outcomes become our Core (Institutional) Student Learning outcomes. Other programs map their own outcomes with the Core Outcomes.</p>	<ul style="list-style-type: none"> • Approach in use at PCC for years, adopted by the LAC, because • the CTE programs have a significant assessment lift for their own degree and certificate outcomes and • some of those outcomes do align with the core outcomes. 	<ul style="list-style-type: none"> • Relatively easy, especially if no subsequent accountability expected. • Opportunity to make mapping requirements clearer • Students encounter Core Outcomes in Gen Ed and program 	<ul style="list-style-type: none"> • CTE programs would need to re-map to new outcomes. • Mapping can be "lip service" to the Core Outcomes. • Students may not see link between Core outcomes and program • No actual assessment of the Core Outcomes in context is required.
<p>Gen Ed Outcomes become our Core Outcomes Other programs have some responsibility to address and assess some or all of the Core Outcomes by incorporating them directly/explicitly into degree and certificate outcomes</p>	<ul style="list-style-type: none"> • No expectation that the Gen Ed rubrics would be used <p>Questions to be addressed:</p> <ul style="list-style-type: none"> • Adopt vs. tightly align? • How many of the outcomes? • Program or college choice? • Multi-core outcomes OK? • Assessment information required? 	<ul style="list-style-type: none"> • Highlights the value of the Core Outcomes in other programs. • Supports direct in-context instruction and assessment via regular outcome assessment • Students encounter Core Outcomes in Gen Ed in Program outcomes. 	<ul style="list-style-type: none"> • Will require CTE programs to review and likely revise their degree (& cert?)outcomes to incorporate or more clearly align with the core. • Forced alignment may feel inauthentic and imposed by the college on CTE program priorities.

Gen Ed Outcomes become our Core (Institutional) Student Learning outcomes. Other programs have some responsibility to address and assess some or all of the Core Outcomes by using their annual "Focal Outcome" to investigate one core outcome each year.	<ul style="list-style-type: none"> Degree and cert outcomes still reported on SDR). Expectations would need to be set regarding how many/which outcomes and on what cycle 	<ul style="list-style-type: none"> Programs would not need to revise outcomes, just select one each year to assess. Supports thoughtful and responsive assessment/ reassessment cycle. 	<ul style="list-style-type: none"> Added work for CTE programs if they need to create new assessments for the core outcomes. Students may not see link between Core outcomes and program
Gen Ed Outcomes become our Core (Institutional) Student Learning outcomes. Other programs have some responsibility to address and assess some or all of the Core Outcomes in some other way.	Students encounter Core Outcomes in Gen Ed and some within program – <i>how and/or to what degree?</i>		
Gen Ed Outcomes become our Core (Institutional) Student Learning outcomes, with other programs having explicit responsibility to address and assess each of the Core Outcomes by including all of them in Associate degrees, either as is or modified to align with program content.	<ul style="list-style-type: none"> Would require adoption of clear alignment of all of the core outcomes into all Associate Degrees. Assessment of the Core outcomes would become part of the regular cycle of assessment of degree/cert outcomes. 	<ul style="list-style-type: none"> With Gen Ed outcomes fully embedded in all programs, maybe no need for the AAS degree to require Gen Ed. Some programs would find this helpful – lower student credit load, increase grad rate. Students encounter Core Outcomes in Gen Ed and within program – identified by outcomes 	<ul style="list-style-type: none"> With Gen Ed outcomes fully embedded in all programs, maybe no need for the AAS degree to require Gen Ed. Would likely require significant revision of program outcomes This likely does take Gen Ed too far into CTE curriculum. If an outcome does not really fit the program

Transfer Degrees and AGS Outcomes

PCC / Resources / Academic /

Below are PCC's transfer degrees and Associate of General Studies (AGS) outcomes. The first six outcomes of each degree (except the AGS) are PCC's core outcomes while the seventh outcome is based on the specific degree's purpose as designated by the Department of Community Colleges and Workforce Development (CCWD) Handbook. The Associate of General Studies (AGS) contains only six outcomes due to the absence of a Professional Competence skill requirement for this degree.

[Associate of Science \(AS\) Outcomes](#)

[Associate of Science Oregon Transfer \(ASOT\) in Business Outcomes](#)

[Associate of Arts Oregon Transfer \(AAOT\) Outcomes](#)

[Associate of General Studies \(AGS\) Outcomes](#)

References

EAC Degree & Certificate Committee

Course Content and Outcome Guides (CCOG)

Course Catalog

Core Outcomes

AS, ASOT, AAOT and AGS Outcomes

<https://www.pcc.edu/resources/academic/transfer-outcomesandAGS.html>



**Portland
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