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CONCORDIA UNIVERSITY - PORTLAND CEASES OPERATIONS AFTER SPRING 2020 SEMESTER



February 10, 2020—Portland, Ore.—Concordia University - Portland's Board of Regents has voted that the University will cease operations at the end of the Spring 2020 academic semester. The resolution was approved February 7, 2020 at 6:00 p.m. PST. The Board's decision came after years of mounting financial challenges, and a challenging and changing educational landscape.

Degrees and Certificates Meeting

February 12th 2020

SY CC 233B

Upcoming Discussion Items...

- Cultural Literacy for all PCC Degrees
- Gen Ed Outcomes & Institutional Learning Outcomes
- Revising Degree Outcomes
- Residency Requirement
- Membership
- Video Attendance of Meetings
- Sept. Retreat?

Gen Ed Value Proposition

- President Mitsui has been involved in conversations around our region with business and industry leaders, who continue to emphasize enduring skills that they say are increasingly important in the workplace:
 - Critical Thinking, Communication, Teamwork etc.
- In the midst of sweeping changes in many sectors – AI, automation etc., they are saying that we need humans to be human, and that is not going to be replaced by technology
- President Mitsui has argued that
 - these are skills that students learn in General Education
 - CTE programs are certainly about the technical skills, and mapping to industry trends, and contextualizing these skills within programs as an important industry trend
 - these educational values show up in all of our programs, not just Gen Ed.

Gen Ed Outcomes and Institutional Student Learning Outcomes (ISLOs) or Core Competencies

1. Gen Ed Outcomes and assessment resides entirely in Gen Ed	2. Gen Ed Outcomes <u>become</u> our Institutional Student Learning Outcomes (ISLOs).		3. Additional ISLOs/Core Competencies are adopted; Add [Communication], Teamwork, Critical thinking, Creative thinking etc. Gen Ed Outcomes become a subset of our ISLOs
Other programs have no responsibility to address these outcomes	<p>a. Non-Gen Ed programs <u>map</u> their own outcomes to the ISLOs, then assess their own outcomes</p> <p>There is no requirement or expectation that the outcomes themselves will be addressed or assessed in the program.</p>	<p>b. <u>Non</u> Gen Ed programs have some responsibility to address and assess <u>some or all</u> of the Gen Ed outcomes by..</p> <ul style="list-style-type: none"> • adding or aligning them directly/explicitly with the degree and certificate outcomes OR • choosing one to assess each year ("Focal outcome"?) for students OR • in some other way 	<p>All programs have some responsibility to address and assess <u>some or all</u> of this larger set of ISLOs by...</p> <ul style="list-style-type: none"> • adding or aligning them directly/explicitly with the degree and certificate outcomes OR • choosing one to assess each year ("Focal outcome"?) for students OR • in some other way
Students are sure to encounter these outcomes in Gen Ed, but maybe only in Gen Ed.	<p>Some of the outcomes may be addressed in context.</p> <p>Where the program does not include that content students will at least encounter these outcomes in Gen Ed.</p>	<p>Students will encounter the outcomes in context as is appropriate to and defined by the program.</p> <p>Programs will be accountable to instruct and assess chosen outcomes.</p>	<p>Students will encounter the outcomes in context as is appropriate to and defined by the program.</p> <p>Programs will be accountable to instruct and assess chosen outcomes.</p> <p>If we want transfer students to get these other outcomes, we need to figure out where that happens and how we will assess.</p>

