Educational Advisory Council’s
2015-2016 Annual Report

Compiled by Sylvia Gray, EAC Chair, with the help of the EAC Standing Committee Chairs
# Table of Contents

(Click on each title to link to the specific section)

**Introductory Information**
- Standing Committees and EAC Leadership Team
- Task Forces
- Guest Presenters
- Monthly or Periodic Updates
- Major Discussion/Action Issues
- Student Development Committee
- Curriculum Committee (CC)
- Degrees & Certificates Committee
- Academic Policies and Standards Committee
- EAC Membership Committee
- Academic Integrity Task Force (AITF)
- Completing the work of the ACCEPT Task Force (Part-Time Faculty)
- General Education Year of Inquiry Charge (2015-16)
- End of Year Statement from EAC/LAC: Why Revise Gen Ed?
- Majors Charge
- Majors Work Group Response
**Introductory Information**

The EAC is a critical component of PCC’s governance and works with the college community to explore and examine issues concerning the educational experience at PCC and to create and recommend district-wide guidelines, standards, and practices. This includes providing opportunities for exchanging views regarding educational issues, facilitating honest communication in an open forum, and advancing discussion of administrative decisions affecting the educational experience.

The EAC makes recommendations about curriculum, degrees, certificates, standards, and practices to the College President and is supported by the Vice-President for Academic and Student Affairs. While the membership is majority faculty, there are academic professional, student, administrative, and classified-staff representatives, and the EAC’s Membership Committee strives for a balance of members who are broad and representative in composition, including subject areas, programs, and locations in the college.

**Standing Committees and EAC Leadership Team**

The EAC Leadership Team is comprised of the EAC Chair, Sylvia Gray, and the respective chairs of the standing committees (Sylvia has been elected to continue for her fifth and final year as EAC Chair for 2016-2017). They meet regularly among themselves, with the Vice-President for Academic and Student Affairs, with the College President, and with the Deans of Instruction. (Annual reports from each of the committee chairs are included later in this document.)

The five standing committees are:
- Student Development Committee (SDC), Wendy Palmer (p. 6)
- Curriculum Committee (CC), Linda Fergusson-Kolmes; Co-chaired with Jeremy Estrella Fall term, 2015, who then continued as sole chair Winter and Spring term (p. 7)
- Degrees and Certificates Committee (DAC), Janeen Hull; Co-chair with Eriks Puris Spring term, 2016 (p. 8)
- Academic Policies and Standards (APS), Pete Haberman (p. 12)
- Membership Committee, Marlene Eid (p. 13)

**Task Forces**

In addition, two task forces continued their progress this year. (Brief reports from each of these are included later in this document):
- Academic Integrity: Robin Shapiro, Chair – see below for current summary of the work (pp. 15-16).
- ACCEPT (Addressing the Culture, Climate and Experience of Part-Timers) had completed its work but the recommendations were approved in November, 2015, by the EAC and the interim college president responded in May, 2016. See below for a summary and the president’s response (pp. 17-18).
Guest Presenters
In the interest of transparency, good communication, and provision of input as appropriate, a number of guests presented information and updates for discussion throughout the year. These included:

- Sylvia Kelley, Interim College President
- Andy Freed, Manager of Technology and Support in Distance Education and Instructional Support (TSS): Start Guide for Online Learners, “Backpack” update on required orientation for online students
- Karin Edwards, Cascade Campus President: State of Cascade Campus
- Craig Kolins, Dean of Instruction, SE, Russ Jones and Henry Mesa, Instructors: Advising Process Review Leadership Team Update
- Chris Chairsell, Vice President of Academic and Student Affairs, Reexamining PCC’s Mission and Core Themes
- Marc Goldberg, Vice-President of Workforce Development and Community Education, Links between his efforts and other college endeavors
- Beth Haworth-Kaufka, Danica Fierman, John Wright: Developmental Education (Reading/Writing) Program Redesign Update
- Tony Vezina, Fatmah Worlney, Student Leaders: Student proposal for Involvement on PCC Board
- Rhonda Boyd, George Knox, Rebecca Lewis: Student On-Campus Employment
- Samm Erickson, Michele Marden, Rachel Bridgewater, Instructors: Teaching Learning Centers, Discussion of possible reorganization
- Tanya Littrell, Ken Brown, et al., Digital Environments Accessibility Committee: New Policy Draft
- Lisa Avery, Sylvania Campus President, Conversation on AACC and Guided Pathways
- Lorraine Schmitt, Dean of Distance Education, "Online learning at PCC: Does long term student success require a more strategic approach?"
- Greg Kaminski and Pete Haberman, Instructors, Instructional Social Media
- Steve Beining, Manager of eLearning institutional Technology, Andy Freed, TSS, and Luis Menchu, Manager of Institutional Technology/Web Services: MYPCC Refresh, Course Tools, D2L proposal
- Kendra Cawley, Dean of Academic Affairs, Susan Wilson, Specialist, Academic Support: Program Review Themes
- Consultant Don Rushmer: Implementing the Strategic Plan
- Tammy Billick, Interim Dean of Students; Karen Paez, Interim Dean of Instruction, Sylvania, and Karen Sanders, Division Dean, Rock Creek: Placement of students in Writing and Math
- Marlene Eid and Jeffer Daykin, Instructors: International Initiative

Monthly or Periodic Updates
In addition, there were monthly or periodic updates from various college leaders:

- Frank Goulard, President of PCC Federation of Faculty and Academic Professionals in his role as Representative on the Higher Education Coordinating Commission (HECC)
- Tammy Billick, Student Affairs
- EAC standing committees:
  - Degrees and Certificates: Janeen Hull/Eriks Puris
  - Curriculum Committee: Linda Ferguson-Kolmes/Jeremy Estrella
  - Academic Policies and Standards: Pete Haberman
  - Student Development Committee: Wendy Palmer
  - Membership Committee: Marlene Eid
- Academic Integrity Task Force: Robin Shapiro
**Major Discussion/Action Issues**

- The EAC retreat began with a discussion of the need to look at General Education structure and requirements, and there were periodic updates and discussions in the EAC proper throughout the year. A group titled “EAC/LAC Integration Workgroup” met outside the EAC throughout the year to work on the issues, as well as a second “Majors Work Group.” These two groups received a charge from Dr. Chris Chairsell, Vice President of Academic and Student Affairs (VPASA). The charges, with a further summary of the discussions and issues is included below from the EAC/LAC Integration Workgroup, and a summary of the Majors group work is also included (see pp. 19-22).

- The various recommendations to the college president based on standing committee work are contained within each of the standing committee reports below. These include approved curriculum, degrees and certificates, and revised academic policies.

- ACCEPT Task Force (Addressing the Culture, Climate, and Experience of Part-Time Faculty): The recommendations were approved in December by the EAC and the college interim president responded in May. See below for more detail (pp. 17-18).
**Student Development Committee**

1SDC members provided updates at each meeting. They include:

1. *SDC members provided updates at each meeting. They included:*
   a. Students: four students from Cascade, Rock Creek, SE, and Sylvania campuses representing the District Student Council
   b. Student Services Areas: Advising, Auxiliary Services (Bookstore), Bursar, Counseling, Disability Services, Distance Learning, Library, LINKS, Queer Resource Center, Student Leadership, Student Records, Veterans Resources Center. We also have a Dean of Student Development and Associate Dean of Student Development
   c. Faculty: two members represent Life Sciences and Spanish

2. *SDC members served as our liaisons with other college committees. These individuals provided updates and relayed our feedback. They included:*
   a. Open Educational Resources Committee = Aaron Payette
   b. Completion Investment Council = Wendy Palmer
   c. District Student Services Leaders = Wendy Palmer (presentation about SDC in December).

3. *The SDC adopted three policies and presented them to the EAC:*
   a. S705 (Student membership on college committees).
   b. E201 (New Student Orientation participation requirement).
   c. Student Code of Conduct on Cannabis Usage. The EAC narrowly approved it but the group expressed concern that students using medical marijuana would be penalized. The District President will be consulting with the legal team, Cabinet, and the Deans of Students.

4. *The SDC identified student development topics for study:*
   a. Course Information Prior to Registration
   b. Sick Student Policy
   c. Technology Readiness Project. This project was put on hold for the 2015-16 year because the topic was a part of the Placement Assessment group.

5. *The SDC was asked to provide input on a variety of student development topics:*
   a. “Improving Access to Student Employment” (Rhonda Boyd, Ken Brown, and George Knox). The SD formally gave its support for their initiatives.
   b. “General Education Inquiry Session” (EAC/LAC members Sally Earll and Gabe Hunter-Bernstein)
   c. “Accessible Information and Communication Technology Policy” (Jennifer Gossett and Luis Menchu)
   d. “Community Infectious Diseases: Reporting and Control of Communicable Diseases Standard Operating Procedures” (Safety and Risk Management)
   e. “Improving Communication between Faculty and Student Services” (Sylvia Gray’s white paper)
   f. “Creating a Welcoming Environment for Trans and Gender Variant Folks on Campus” (Rebecca Springer, Bobby Waldner, and Kole Myrick)
   g. “FERPA Policy” (Interim Registrar Kristin Benson)
   h. “Diploma Process” (Mark Goldhammer and Dante Baca)

6. *Other:*
   a. “MyPCC Refresh” presentation (Luis Menchu)
   b. The SDC voted to allow our Dean of Student Development to become a voting member.

Respectfully submitted, Wendy Palmer, Chair

July 2016
Curriculum Committee (CC)

The 2015-2016 activities of the Curriculum Committee (Jeremy Estrella, Chair) included review of 418 proposals for new courses or revision to existing courses. In addition to regular monthly meetings, the committee’s work included a September retreat and an additional February discussion meeting.

Discussion and action items

- A discussion began at the September retreat on General Education and was revisited throughout the year as well as at the February discussion meeting: The Committee became more familiar with our General Education system and the year-long discussion centered on the question, “What does it mean to be General Education”?
- Discussion on a possible change to policy that a course could be designated in two General Education discipline lists. The committee recommended the policy change and it was rolled back. The committee will revisit this topic later into the district-wide conversation on General Education.
- Recommendation: Additional outcome to be added to all variable credit, independent study, and Co-op Courses indicating a contract between the student and instructor to meet mutually agreed upon learning outcomes.
- Recommendation: Every course description must be unique – similar to expectation for outcomes.
- Recommendation: Subject matter should be clear in description and outcomes.
- Recommendation: The titles for Co-op, Practicum, Clinical and Field Experience courses should include a reference to the content area.
- Recommendation: A sequencing statement for course descriptions of sequenced courses (e.g., This is the first course in a three course sequence).
- Recommendation: Prerequisites or concurrent courses which are advised and not banner enforceable should use the following language, “Recommended: prior completion of or concurrent enrollment in _______”.
- Recommendation: Advisory wording for a new checkbox in Courseleaf that prompts SACs to consider if a course is part of a “set” and if so, ensure any changes/revisions are appropriately synced across the entire “set”.
- Committee would like to maintain a requirement that SACs provide a robust narrative description of how their course addresses the four selected elements of the General Education Philosophy statement, but confirmed that SACs are not required to cite course outcomes in that narrative, or link a specific course outcome to each element of the Philosophy Statement addressed by the course.

Major topics for the Coming Academic Year: Continuing the conversation on General Education, the Curriculum Committee’s role in General Education, process of reviewing General Education designation requests and an analysis of PCC’s General Education Philosophy Statement.
Curriculum Style Guide

The committee referred to the first edition quite a bit this year and gave input for more items and revisions for next year’s version. This is an ongoing, ever-evolving document and so the committee decided to leave a place on each meeting’s agenda and minutes for Style Guide items (a parking lot of sorts) to help keep track of all of the items that come through DAC that we feel should be incorporated into the next year’s Style Guide.

Majors

May 2015 the HECC removed language that excluded community colleges from having majors.

DAC was charged by the VP of Academic & Student Affairs to form a Work Group to determine if PCC should have Majors. Broader conversations started at Fall In-Service and more specifically, in the DAC. A Work Group was formed. Multiple meetings throughout the year and culminated in a summary recommendation that basically laid out the pros/cons and framed the question to have Majors or not at PCC is premature. It would be better answered after a college-wide discussion of the Advising Review, General Education Revision, Core Outcome Revision, a plan to pursue Guided Pathways or not (and in what form would that take). Majors at PCC should be a “phase-two” question.

Presentations by the Work Group were given to DAC and EAC. The presentation was posted in the EAC agenda & in the Minutes. A summary letter, along with a PDF of the presentation was also sent to the VP of Academic & Student Affairs.

General Education

Representatives from DAC, CC, and the Learning Assessment Council have been in discussions about both whether and how our general education courses meet PCC’s core outcomes throughout the year. Is the current system/list the best option for students? Are we able to truly assess acquisition of PCC core outcomes by students? This relates to the Degree/Certificate outcome assessment. Further committee discussion in 2016-17 will revolve around how programs/degrees include & assess ALL of PCC’s core outcomes (& are these the right Outcomes for PCC now). What if a degree does not? What does this mean for accreditation? The committee will be a part of the bigger picture discussions on General Education throughout PCC in the upcoming year.

Revised Policies

- A110 – Degree and Certificate Substitution Standards – The Registrar requested a revision to include language that will strengthen and clarify overall substitution standards and clarifies the 30% coursework substitution rules.
- G303 – Granting Degrees and Certificates – The Registrar requested that DAC consider a revision to allow ALL upper division credits to transfer to a student's record/transcript. The current policy only allows for 16 credits and this is creating inadvertent inequities.
- C100 – The revision simply makes the following statement a final bullet point under the Less than One-Year Certificate Requirements: A Career Pathway Certificate is a specific type of Less-than-One-Year Certificate, consisting of courses that are wholly contained within an AAS degree, a One-Year Certificate, or a Two-Year Certificate to which the Career Pathway Certificate is linked. All requirements for the Less-Than-One-Year Certificate apply to Career Pathway Certificates.

New Certificates & Degrees

- Construction Apprenticeship Technologies: Trade Worker Apprenticeship Technologies CPCC
- Electrical Apprenticeship Technologies: Trade Worker Apprenticeship Technologies CPCC
- Industrial Mechanics and Maintenance Technology: Trade Worker Apprenticeship Technologies CPCC
- Fitness Technology: Group Fitness Leader CPCC
- Medical Professions: Healthcare Careers Less Than One-Year Certificate
- Professional Music AAS
- Advanced Bioscience Technologist Less Than One-Year Career Pathway Certificate
- Childcare Aide Less Than One-Year Career Pathway Certificate
- Network Security Less Than One-Year Certificate
- Welding Certification Preparation Customized Less Than One-Year Career Pathway Certificate
- Wire Welding Customized Less Than One-Year Career Pathway Certificate
- Gas Tungsten Arc Welding Customized Less Than One-Year Career Pathway Certificate
- Metal Fabrication Customized Less Than One-Year Career Pathway Certificate
- Shielded Metal Arc Welding Customized Less Than One-Year Career Pathway Certificate
- Pipe Welding Customized Less Than One-Year Career Pathway Certificate
- Wire and TIG Welding Less Than One-Year Career Pathway Certificate
- General Fabrication Preparation Less Than One-Year Career Pathway Certificate

New Elective Lists & Prerequisites
- BIT Program
- Fitness Technology: Group Fitness Leader Electives
- Professional Music Ensemble Electives
- Professional Music Specialty Electives
- Professional Music History Electives
- Professional Music Electives

Oregon Coast CC New & Revised Certificates, Degrees, Electives and Prerequisites
1. Nursing AAS
2. Practical Nursing One-Year Certificate
3. Nationally Certified Medical Assisting Less Than One-Year Career Pathway Certificate
4. Aquarium Science AAS
5. Aquarium Science One-Year Certificate

Revised Transfer Degrees
1. AAS – A revision to include language that will allow some requirements to be waived, if a student has a prior degree from a regionally-accredited United States institution or foreign equivalent. The NEW or Substantive difference is simply to allow for “foreign equivalent”.
2. AGS – A revision to include language that will allow some requirements to be waived, if a student has a prior degree from a regionally-accredited United States institution or foreign equivalent. The NEW or Substantive difference is simply to allow for “foreign equivalent”.
3. AAOT – Statewide change to the Math requirement language in the AAOT to delete the wording “Intermediate Algebra” and allowing for students to take/use Math 98.
4. AS – Statewide change to the Math requirement language in the AAOT to delete the wording “Intermediate Algebra” and allowing for students to take/use Math 98.
5. AS – A revision to the Health Requirement to align/match with the AAOT course options to better serve students and allow for flexibility.

Revised Certificates & AAS Degrees
- Administrative Office Professional AAS
- Advanced Behavioral and Cognitive Care Less Than One-Year Certificate

July 2016
- Geographic Information Systems Less Than One-Year Certificate
- Paraeducator AAS
- Multi-Media One-Year Certificate
- Multi-Media AAS
- Personal Trainer Less Than One-Year Career Pathway Certificate
- Health Information Management AAS
- Diesel Service Technology AAS
- Manufacturing Technician Career Pathway Certificate
- Ophthalmic Medical Technology AAS
- Java Application Programming Certificate
- Fitness Technology AAS
- Bioscience Technology AAS
- Alcohol and Drug Counselor AAS
- Geographic Information Systems Certificate
- Residential Plans Examination Less Than One-Year Career Pathway Certificate
- Marketing AAS
- Microelectronics Technology AAS
- Building Construction Technology AAS
- Design/Build Remodeling AAS
- Early Education and Family Studies Less Than One-Year Career Pathway Certificate
- Emergency Management AAS
- Emergency Management One-Year Certificate
- Fire Protection Technology AAS
- Fire Protection Technology Less Than One-Year Career Pathway Certificate
- Graphic Design AAS
- Airplane Without Flight Instructor AAS
- Airplane with Flight Instructor AAS
- Helicopter AAS
- Network Administration AAS
- C# Application Programming Less Than One-Year Certificate
- Civil Engineering Technology AAS
- Civil Engineering Technology Green Technology and Sustainability AAS
- Civil Engineering Technology Two-Year Certificate
- Mechanical Engineering Technology AAS
- Mechanical Engineering Technology: Green Technology and Sustainability AAS
- Mechanical Engineering Technology Two-Year Certificate
- Welding Technology AAS
- Welding Technology Less Than One-Year Certificate
- Flux Core Arc Welding Certification Preparation Less Than One-Year Career Pathway Certificate
- Wire Welding Certification Preparation Less Than One-Year Career Pathway Certificate
- Gas Tungsten Arc Welding Certification Preparation Less Than One-Year Career Pathway Certificate
- Shielded Metal Arc Welding Certification Preparation Less Than One-Year Certificate
- Pipe Welding Certification Preparation Less Than One-Year Career Pathway Certificate
- Website Development and Design AAS
- Website Development & Design Web Assistant II Less Than One-Year Career Pathway Certificate
- Website Development and Design One-Year Certificate
- Virtual Specialist Less Than One-Year Certificate
- Administrative Assistant AAS
- Administrative Assistant One-Year Certificate
- Administrative Assistant Business Office Assistant Less Than One-Year Career Pathway Certificate
• Administrative Assistant Computer Software Fundamentals Less Than One-Year Career Pathway Certificate
• Administrative Assistant Administrative Support Less Than One-Year Career Pathway Certificate
• Interior Design AAS
• Sustainable Design Less Than One-Year Certificate
• Automotive Service Technology Two-Year Certificate
• Diesel Service Technology Two-Year Certificate
• Video Production AAS Degree
• Environmental Landscape Management Technology AAS Degree
• Culinary Assistant Training Less than One-Year Career Pathway Certificate
• Medical Assisting One-Year Certificate
• Management/Supervisory Development One-Year Certificate
• Client Services Professional Less than One-Year Career Pathway Certificate
• Client Services Management Less than One-Year Career Pathway Certificate
• Sign Language Interpretation AAS
• Deaf Studies One-Year Certificate
• Sign Language Interpretation Two-Year Certificate
• Paralegal One-Year Certificate

Revised Elective Lists & Prerequisites
This list includes only those needing the approval of DAC, not those on the Consent agenda

• Dental Laboratory Technology Prerequisites
• Apprenticeship Electives
• CMET Human Relations Electives
• Bioscience Technology Prerequisites
• Graphic Design Prerequisites
• Computer Information Systems Prerequisites
• Aviation Science Program Prerequisites
• Fitness Technology Prerequisites
• Education Prerequisites

Revised Focus Awards

• Asian Studies Focus Award

Inactivated Certificates, Degrees and Elective Lists

• Health Informatics AAS
• Mechatronics/Automation/Robotics – Engineering Degree Electives
• Emergency Telecommunicator/911 Dispatcher One-Year Certificate
• Emergency Telecommunicator/Service Dispatcher One-Year Certificate
• Retail Management AAS
• Retail Management Less Than One-Year Certificate
• Nonprofit Community Development Less Than One-Year Certificate
• Nonprofit Community Development Electives
• Nonprofit Community Development Co-Operative Education Electives
• Administrative Assistant Office Assistant Less Than One-Year Career Pathway Certificate
• Real Estate Broker Less Than One-Year Certificate
• Real Estate Property Manager Less Than One-Year Certificate
• Library Assistant Less Than One-Year Certificate
Academic Policies and Standards Committee (APS)

Membership:
Kristin Benson, Registrar, DC
Mark Easby, English, CA
Dana Fuller, Division Dean of Social Science and Health, RC
Loretta Goldy, Dean of Instruction, SY
Peter Haberman (chair), Math, SY
Laura Horani, ESOL, SE
Eric Kirchner, Microelectronics, RC
Virginia Somes, Math, CA
Dieterich Steinmetz, Division Dean of Science and Engineering, SY
Phil Thurber, Math, SY
Susan Wilson, Academic Support Specialist, SY

Activities:

- We spent a significant portion of our time working on a revision of C102: Course Challenge. We made lots of good progress but were unable to finish the project due to external factors – namely, PCC’s Credit for Prior Learning Leadership Team needs to make some decisions regarding what types of credit for prior learning PCC will accept. We hope to finish our work on C102 in the Fall of next year.

- We revised S704: Syllabus Standards. We made lots of small changes but the most notable change was the addition of a new Title IX statement.

- We worked with Enrollment Services and the Student Development Committee on a revision of E201: Enrollment in order to get the policy in-line with current practices. (The College has recently decided to require orientation for all students who are new to PCC – including transfer students – but E201 previously stated that orientation is only required for students who are new to college – excluding transfer students – so we revised that statement.)

- We gave feedback to the Registrar on a new FERPA policy.

- We worked with the Degrees and Certificates Committee on revisions of the following policies:
  - A102: AAS Degree Requirements
  - A104: AGS Degree Requirements
  - A105: AS Degree Requirements
  - A110: Degree and Certificate Substitution Standards
  - C100: Certificates
  - G303: Granting Degrees and Certificates

All of these polices are “owned” by the Degree and Certificates Committee so we left the policy decisions to that group but we did lots of work to improve the language, grammar, and organization of the policies.
**EAC Membership Committee**
End of the academic year Report 2015/2016

- **Full-time Faculty leaving in June**
  - Greg Kaminski, served two terms (6 years), Distance Learning, Sylvania Campus
  - Katie Leonard, served two terms (5 years) leaving before finishing the second term, Aviation Science, South East.
  - *(Left during the academic year 2015/2016: NONE)*

- **Part-time Faculty Leaving in June**
  - Anna Erwert, English Reading and Writing, South East Campus (served one year on the EAC)
  - Carolina Selva, Business Administration, Cascade Campus (served one year on the EAC)
  - *(Left during the academic year 2015/2016: NONE)*

- **Academic Professionals Leaving 2015/2016**
  - John Whitford, served two terms (6 years), Academic Advisor, Cascade campus

- **Administration leaving in June, 2016**
  - Betsy Julian, Division Dean, Rock Creek Campus, June 2016, served one year
  - Linda Reisser, Dean of Students, Cascade Campus, served two years.
  - Loretta Goldy, Interim Dean of Instruction, Sylvania Campus, served two years.
  - Christine Chairsell, Vice President of Academic and Student Affairs.

- **Students leaving in June, 2016**
  - Tony Vezina, CA
  - Alyssa Pinter, RC
  - Blake Dressel, SE
  - Fatmah Worfeley, SY

---

- **Renewing a second term**
  - Faculty, Glen Truman, Industrial and Illustration Design, South East Campus

- **The EAC membership committee recommended the following individuals for EAC membership beginning July 1st, 2016, ending in June 2019.**
  - 1-Full time Faculty, Rachelle Katter, Health Studies program, SE Campus. (New, to balance the faculty across campuses)
  - 2-Full time Faculty, Teela Foxworth, Communication Studies, SE Campus. (Finishing the first term for Full time Faculty, Katie Leonard, Aviation Science, SE Campus.)
  - 3-Full time Faculty, Fred Miller, Psychology, CA Campus. (Replacing Full time Faculty Michael Sonnleitner, Political Science, CA campus)
  - 4-Full time Faculty, Franklin Roberts, Computer Information Systems, SY Campus. (Replacing Full time Faculty, Greg Kaminski, Distance Learning, Sylvania campus)
  - 5-Full time Faculty, Trace Phillis, Diesel Technology, RC Campus. (Replacing Full time Faculty, Leslie Boyd, Developmental Reading and Writing, RC Campus)

- The EAC membership committee recommended the following individuals for EAC membership beginning July 1st, 2016, ending in June 2017.
  - 1-Part time Faculty, Jean Mittlestaedt, Writing Instructor, SE Campus (Replacing Part time Faculty, Anna Erwert, Writing and Reading, SE Campus.)
  - 2-Part time Faculty, Ann Su, Women’s Studies and Paralegal, CA Campus (Replacing Part time Faculty, Carolina Selva, Business Administration, CA Campus)

- The EAC membership committee recommended the following individual(s) for EAC membership beginning July 1st, 2016, ending in June 2019.
  - 1-Academic Professional, Conrad Williamson, ROOTS program Advisor, CA Campus (Replacing Academic professional, John Whitford, Academic Advisor, CA Campus.)
  - 2-Academic Professional, Deanna Pulliams, International Student Advisor, RC: (Vacant position)

- New administrative members: **Membership beginning July 1st, 2016, ending in June 2019**
Division Deans:
- Dana Fuller, replacing Betsy Julian
- DOS, Dean of Students: [as yet unnamed] (Replacing Linda Reisser)

Permanent Positions:
- VPASA, Vice President of Academic and Student Affairs: [as yet unnamed] (Replacing Christine Chairsell)
- Deans of Instruction:
  - Karen Paez, Interim, replacing Loretta Goldy

New Students representatives of the four campuses:
- [as yet unnamed] Cascade Campus
- [as yet unnamed] Rock Creek Campus
- Phuong Phan, Vice President/Director of Civic Engagement, Southeast campus.
- [as yet unnamed] Sylvania Campus
Tentative Conclusions reached this academic year:

- Academic Integrity needs a home at PCC
- One central contact point to:
  - Answer questions about AI issues
  - Provide professional development opportunities
  - Clarify reporting responsibilities and process for students, faculty, and administrators
  - What could this look like?
  - University of Central Florida’s Office of Integrity and Ethical Development
  - Oklahoma State University’s Academic Integrity coordinator
- Our Academic Integrity policy is due for review
  - Currently only specifies responsibilities for students
  - What AI responsibilities do faculty and administrators have?
  - No option for an educational intervention
  - Common options include rewriting papers for a reduced grade, writing an essay about AI, participating in an AI workshop or online class
  - Terms may be confusing
  - “Academic Integrity” policy but “Academic Dishonesty” report form
- Faculty and administrator responsibilities
  - 30% of respondents to our recent faculty survey said that they’d chosen not to address a suspected incident of cheating or plagiarism. Most (77%) indicated that lack of evidence played a part in their decisions; here are some of the additional considerations

- Additional data points of concern: Among full-time faculty who had chosen not to address an incident, over 25% cited “Lack of support from administration, dean, or others involved in the conduct process” Among PT faculty, over 25% cited “Fear of student reprisal, for example on course evaluations.”
- Educational interventions / Nuanced sanctions
  - UCF’s primarily educational approach: one-on-one coaching, workshops, online Academic Integrity Seminars
  - Graduated consequences: violations are sorted into categories, and sanctions are mandated or suggested in accordance with the category. Examples include UC San Diego and Oklahoma State
• AITF’s next tasks
  o Identifying a recommended “home” for Academic Integrity
  o Drafting recommended responsibility statements for faculty and administrators
  o Continuing to work through the survey data
  o Questions? Suggestions? robin.shapiro@pcc.edu

Recommendation continuing from last academic year:
  o **Recommendation**: PCC should evaluate and pilot plagiarism detection software.
  o **Statement**: PCC should identify a work group and commit funds to (1) pilot plagiarism detection software and (2) evaluate how the software can be used to support the improvement of student scholarship and writing and simplify instructor assessment of student work.
  o **Implementation Strategy**: Software(s) should be evaluated by a cross-functional team in a number of campus-based and online classes where the instructors have received training in the use of the software and instructions have been created to support student use and include education about issues of academic integrity. The evaluation should provide an opportunity for faculty and students to utilize the software in real classroom and online situations and provide feedback on the experience. The evaluation should also ensure that the software complies with all federal, state and institutional laws and requirements. The evaluation should also identify institutional ownership of the software, including licensing, support, and ongoing training in a possible enterprise adoption.
Completing the work of the ACCEPT Task Force

ACCEPT (Addressing the Culture, Climate, and Experience of Part-Timers) Task Force had completed its work and brought its report to the EAC for discussion beginning in October, 2014. However, on the date that the EAC had expected to finally vote on the recommendations (February 25, 2015), the Vice-President of Academic and Student Affairs informed all managers, on advice of counsel, that they could not discuss the report or vote on it since union negotiations were in process. Union negotiations were completed in the Fall of 2015 and there was discussion in the November EAC meeting, but a full quorum did not exist. The recommendations were unanimously approved by the EAC in December, 2015, and brought to the interim college president. She responded positively to the recommendations in May, 2015. The full recommendations and the full report can be accessed through the hyperlinks. The president’s response is included immediately below. In the May meeting, after EAC members had read and discussed the president’s response, a motion was unanimously passed to form a new EAC Standing Committee to continue the work. The new by-law will be worked on by the Membership Committee and brought to the EAC in the fall for approval; in the meantime, an ad hoc committee will be formed to started laying out the work of the committee.

May 16, 2016
MEMO TO: ACCEPT Task Force Members
FROM: Sylvia Kelley, Interim President
TOPIC: Response to ACCEPT Task Force Recommendations

First, many thanks to all of you for the immense amount of time and talent you have dedicated to this thoughtful report. It demonstrates a clear intent to create a teaching and learning environment at PCC that is critical to student success. I applaud you for remaining true to our mission.

My responses to your recommendations here are generally brief, as I have discussed them with most of the task force members, and the EAC leadership group. However, I would welcome dialogue should you wish further clarification. I recognize that some time has passed since your original submission and that in general there have been a number of changes in some areas.

It is my understanding that the original report primarily addressed part-time faculty, indeed an important area of focus for PCC. The current recommendations now encompass full-time faculty as well, with a number of issues having been addressed during contract negotiations; of course, as we discussed, any recommendations or issues connected to contract negotiations and bargaining are not within the purview of this response.

Recommendation One: Establish a “Faculty Development and Institutional Climate” (FDIC) committee or other institutional entity to continue the work of Project ACCEPT, to monitor implementation of changes, and to continue identifying best practices to address the culture, climate and experience of instructors at PCC.

Response: I understand and appreciate the desire and need to identify best practices to address the culture, climate and experience of instructors at PCC. All our faculty are central to accomplishing our mission. I believe the institution has a responsibility to provide the necessary support as faculty seek to advance teaching and learning at the college.

To that end, rather than creating a separate college-wide committee (FDIC) to “monitor implementation of changes” etc., I would recommend that this work be accomplished either with a sub-committee or standing committee (or other EAC-related structure, for the group to determine and us to agree upon). It appears that this can be achieved in alignment with the mission of the EAC:

The EAC crafts and revises policies and standards pertaining to academic, curricular, student development, and student governance issues and makes recommendations to the district president. The EAC provides an opportunity for discussion and exchange of views regarding educational issues at PCC—whether initiated by students, faculty, staff, or administration.

It’s important that the purpose of the committee should be to “identify best practices, assess the needs at PCC and make recommendations for improvements” rather than to “monitor implementation” as stated in this recommendation. It will be important and necessary to decide how Human Resources will be involved. This is particularly true in terms of participating in discussions as the committee progresses in its work. I would suggest including more than one manager so that there is management representation contributing to implementation solutions and practices. (Please note that the recently-released campus climate survey findings should also provide additional guidance and information.) I am open to discussing these ideas as you continue in your planning.

July 2016
Recommendation Two: Provide all instructors at PCC, regardless of part-time or full-time status, the opportunity to participate in decision-making functions of the institutions.

Response: Shared governance at many colleges and universities like ours often takes the form of representative governance; a review of the major governance groups at PCC might be in order, especially to ensure that part-time faculty are participants. I understand that the SACs may extend decision-making rights to all SAC members who attend, which might provide opportunities. Discussion between the EAC and the SAC Chairs could be important in order to explore how part-time voting/participation might expand the ability to participate in academic decision-making, and create a role in shaping policy. Again, clearly this area may require additional conversation.

Recommendation Three: Provide all instructors at PCC, regardless of part-time or full-time status, the necessary information and support to perform the functions of their positions.

See Recommendations Four and Five.

Recommendation Four: Create a best-practices orientation system for all instructors, so that all new faculty receive the necessary training and resources to begin their work at PCC.

I absolutely agree that this is important and an obligation of our organization. The examples such as those model programs highlighted in your report can provide guidance as we move forward in this area. As I understand it, work has begun in this regard in several areas of the college; the newly-formed EAC sub-group (under consideration among the EAC) can work with others to discuss, create, formalize, etc.

Recommendation Five: Provide all instructors at PCC, regardless of part-time or full-time status, awareness of and support for professional development and training opportunities.

As you know, the college conducted a survey of full-time, part-time faculty and AP’s with regard to the type of training and professional development desired; there were about 350 responses. For this Spring 2016, the college is funding stipends to pay part-time faculty to participate in professional development activities; we are supporting increased part-time faculty participation in college-approved special project work (with application to their immediate supervisor). For clarification, the proposed standing or subcommittee will not be reviewing or evaluating how this process is working as that is the responsibility of those managing the program. Input, however, is certainly valued.

Recommendation Six: Provide faculty development opportunities specific to the needs of instructors at various stages in their careers.

Same as response for Recommendation Five.

Recommendation Seven: Adjust and continue data gathering practices so that PCC captures the information necessary for determining the impact of the part-time/full-time faculty ratio on the culture, climate and experience at PCC.

This is an important recommendation and requires continued attention at PCC. Determining what data gathering processes currently exist, what we might leverage, and what we might expand upon should be addressed. Although the recent campus climate survey may have some of these data and the information regarding the ratio is updated each fall, a deeper evaluation on impact is in order.

Recommendation Eight: Utilize institutional data and national research to make recommendations regarding best practices. This is our goal and practice at PCC, with the student at the center. I agree that streamlining the process and putting a system in place that doesn’t unduly burden the Institutional Effectiveness division, the Office of Equity and Inclusion, and Human Resources is important. Each of those areas also have similar goals as those expressed in the ACCEPT report and it is alluded to throughout the strategic plan in terms of data-driven decision making. Given some time allocation, input from faculty and staff, resources and planning, we can achieve this important goal. The new EAC group might consider beginning the process of identifying the needs and outcomes, with consultation from Institutional Effectiveness, Equity and Inclusion, and Human Resources.

Closing Comments
Thank you for your good work and I’m looking forward to working with you (as will the next president) as we address many of the valid ideas, suggestions and recommendations you have brought forward.

July 2016
General Education Year of Inquiry Charge (2015-16)

The Educational Advisory Council and Learning Assessment Council leadership teams will work with the Dean of Academic Affairs and the Director of Curriculum to coordinate a college-wide Year of Inquiry to explore the current General Education curriculum at PCC.

Guiding questions for inquiry and discussion will include:

- What are the needs for students in the 21st century for general education?
- How does PCC’s current general education model measure up against other models? As more institutions change their general education model, what does it mean for our students?
- General Education reform often includes review, with possible update, of the college’s institutional outcomes. Are PCC’s Core Outcomes what we want them to be?
- How does the current design of PCC’s General Education model support the development and mastery of the Core Outcomes for degree-seeking students?
- Now that the state has approved majors for community colleges, how will this affect general education at PCC?

The Year of Inquiry will involve broad-based discussions among faculty, academic units, student service units, and students. A work group developed by the leadership team identified above will coordinate discussions, collect and process feedback with the goal of encouraging open dialog, and provide regular opportunities for review and feedback by the college community. The group will present its findings and recommendations to the Vice President for Academic and Student Affairs at the end of the academic year.
End of Year Statement from EAC/LAC: Why Revise Gen Ed?

Problems Ensuring that all PCC Graduates meet all six Core Outcomes

- All PCC courses are mapped to the six Core Outcomes; however, individual courses are not required to address all six outcomes at a significant level (mapping level 3 or higher).
- CTE degree outcomes are mapped to Core Outcomes; however, there is no requirement that the degree outcomes map to all six PCC Core Outcomes. In practice some CTE degrees map to only three to five PCC Core Outcomes and claim that the remaining outcomes are met by their degree’s Gen Ed requirements.
- LDC degree outcomes are essentially the Core Outcomes. There is no mechanism beyond the Gen Ed distribution requirement to ensure that the specific mix of courses used to meet the LDC degree requirements address all six Core Outcomes in a significant manner.
- The Gen Ed courses approval process does not specifically evaluate how well potential Gen Ed courses meet the Core Outcomes.
- As a result of the above, it is possible, albeit unlikely, that a PCC graduate will have completed a set of courses in which one or more of the Core Outcomes are not addressed to a significant degree.

Further Concerns

- **Our Gen Ed system lacks a coherent curricular focus** on generalizable* knowledge and skills (*useful for student in future studies outside the discipline of the course in other professional and intellectual pursuits). Gen Ed can strive for higher values than just exploration or ensuring that students sample outside of their discipline of choice.
- **Assessment evidence suggests that we are not systematically teaching to the Core Outcomes.** Accreditation would like us to have an expected level of achievement for each outcome that students would meet, but some of our Core Outcomes are difficult to define across disciplines, so how is this even possible?
- **It is not clear we have the correct Core Outcomes.** Our Core Outcomes are good, but they have been in place for nearly 20 years, were developed prior to the current expectation that we directly assess them. As we embark on reflection of our Gen Ed program, it seems like a good time to reflect on whether we have the right complement of Core Outcomes.
- Nationally there is criticism that students are confronted with too many choices and not enough guidance when negotiating the community college curriculum, leading to wasted credits and low completion rates. These criticisms are used to justify the guided pathways model for community college reform that typically involves a rebuilding/re-bundling of Gen Ed. While it is unclear whether PCC will adopt a guided pathways model it may be prudent to reexamine Gen Ed in the light of the guided pathways model.
- There is a belief that a Gen Ed designation increases enrollment in courses causing some faculty fear that any restructuring of Gen Ed could lead to lower enrollments in their courses. It is important to evaluate and address this concern.

July 2016
PCC Gen Ed Practice

➢ Our current Gen Ed program is a distribution model, the goal of which is that students have some experience in each of the three defined distribution areas (Arts & Letters, Social Science, and Science/Math/Computer Science). This is a traditional and sound approach, but other approaches are possible.

➢ Current Gen Ed Degree Requirements (all degrees have a minimum of 90 credits & have wording to ensure distribution across the three distribution areas)
  o AAS Degree: 16 credits – 18% of credit total
  o AGS Degree: 16 credits – 18% of credit total
  o AS Degree: 21 credits – 23% of credit total
  o AAOT Degree: 11 courses (of 3 credits or more) – 49% of credit total (if 4 credits)
  o AAOT BUS Degree: 11 courses (of 3 credits or more) – 49% of credit total (if 4 credits)

➢ Gen Ed Course Requirements
  o Must be a 100 or 200 level course
  o Must be 3 or more credits
  o Must be approved by the Curriculum Committee as Gen Ed
    • Must meet the State Gen Ed outcomes specific to each distribution area
    • Must address four of the seven bullets in the PCC Gen Ed Philosophy statement
    • No review of how well the course meets PCC Core Outcomes

➢ Gen Ed Course Inventory
  o There are 462 courses on the Gen Ed list
  o Some disciplines have all their Gen Ed eligible courses on the Gen Ed list (CHN, CHLA, CIS, MTH, PHY, R)
  o Some disciplines have courses that are Gen Ed eligible, but have no courses on the Gen Ed list at all (CJA, ED, ENGR, HE)
  o The disciplines that have any courses on the Gen Ed list, have collectively designated 67% of their Gen Ed-eligible courses as Gen Ed

➢ PCC Gen Ed Philosophy Statement: The faculty of Portland Community College affirms that a prime mission of the College is to aid in the development of educated citizens. Ideally, such citizens possess:
  o understanding of their culture and how it relates to other cultures
  o appreciation of history both from a global perspective and from a personal perspective, including an awareness of the role played by gender and by various cultures
  o understanding of themselves and their natural and technological environments
  o ability to reason qualitatively and quantitatively
  o ability to conceptually organize experience and discern its meaning
  o aesthetic and artistic values
  o understanding the ethical and social requirements of responsible citizenship

Such endeavors are a lifelong undertaking. The General Education component of the associate’s degree programs represents a major part of the College’s commitment to that process.

➢ Oregon State Gen Ed Requirements
http://www.ode.state.or.us/superintendent/yat/meetings/general-education-outcomes-and-criteria.pdf
**Majors Charge**

The Degrees and Certificates Committee will develop a Work Group to coordinate discussion of the utility and possible design parameters of majors in the transfer degrees at PCC. The Work Group should include a few standing committee members, with some additional members from faculty, advisors, administration and students. This group will review guidelines provided by the state agencies (CCWD, HECC); transfer requirements, policies, and trends at four-year institutions across the state; models for community college majors utilized in other states; and other relevant data. In addition, the Work Group will convene broad-based discussions with faculty, staff, and students across the college, including open discussions and conversations at relevant committees and standing meetings such as (but not limited to) the EAC, CC, ASAC, CIC, Strategic Planning Council, Advising Council, etc.

Guiding questions for inquiry and discussion will include:

- What is the purpose of a major at a community college?
- What should majors do for PCC students intending to transfer to 4-year degree programs?
- How should PCC design majors for transfer degrees?

The Work Group will review and assess the information and feedback gathered through this process and make recommendations to the full Degrees and Certificates Committee no later than the end of Spring Term 2016 regarding: a) the guidelines and parameters for majors within the transfer degrees at PCC and b) next steps for implementation.

**Majors Work Group Response**

DAC leadership began with introduction of the above Charge to PCC at the 2015 SAC Chair (& Friends) In-Service. Forming membership of the Work Group began in earnest out of this meeting/break-out session.

The Work Group met monthly and sometimes twice each month to delve into the guiding questions and bring the discussions back to DAC and to various other college wide committees, as well as, individual LDC/CTE SACs around PCC.

Ultimately, the Majors Work Group created a presentation to summarize the work, findings and recommendations (attached along with this letter in an e-mail to the VP of Academic & Student Affairs). The presentation was officially shared with DAC, EAC, college DOIs, VP of Academic & Student Affairs, as well as posted in the minutes of DAC & EAC meetings.

The Summary & Response to the original Charge:

- Creating majors that ensure “Junior” standing within the major at multiple transfer institutions is problematic
- The link between majors and increased completion has limited documentation
- Many of the possible benefits of majors might equally well or more efficiently be met by other means (improved advising, faculty advising, greater student belonging, increased student support, general education reform, guided pathways, etc…)
- Design of majors should only occur after PCC resolves the ongoing inquiries into redesigning core outcomes, redesigning general education, advising review, and adopting a pathways model or not.
- Creating majors will require resources (staff and faculty time, systems, restructuring, advising, etc.) and so the college as a whole needs to look at all those pieces together.
- **Therefore, the Majors Work Group feels it is premature to move forward with implementing majors until the above points are resolved.**