

<b>Composition/Literature (WR/ENG) - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Faculty Diversity and Cultural Competency	We support the SAC's initiative to institute a Working Group to focus on issues your SAC faces related to race and equity. We encourage you to collaborate with the Campus Multicultural Centers and Office of Equity & Inclusion (OEI)	
Alignment of Composition Program with DE, ESOL, and ABE/GED	Your commitment to working collaboratively with these SACs is one of our top priorities and we want you to continue this work if we do not get funded for the First in the World grant proposal. Please refer to information about GED Honors Scores at: <a href="http://www.gedtestingservice.com/testers/mygedfaqs#RLA">http://www.gedtestingservice.com/testers/mygedfaqs#RLA</a>	
Dual Credit	Consider distributing the faculty workload to more than 3 FT faculty to conduct classroom observations and assessments of faculty teaching Dual Credit classes.	Participation in NW Promise for WR 121.
Observation and Assessment of Distance Learning Classes	Quality Matters is a tool for your SAC to use when reconsidering course design. Contact the manager of eLearning to help with this process. Please use the form on page 21 across the district/college adapting it first if needed.	
Instructor Qualifications	We are more than willing to discuss how the SAC recommendations on Instructor Qualifications can impact the political dynamics in Oregon. We have concerns about requiring prior college teaching experience as a minimum qualification. This would significant limit the number of High School teachers who could teach WR 121 as dual credit.	
ACCEPT Task Force	We agree that the EAC is an appropriate arena in which to discuss the work of part-time faculty as long as it does not involved issues that are in the purview of the Faculty and AP Bargaining Agreement.	
Communications between Faculty and Administration	The role of the SAC Administrative Liaison is to be the point person between the SAC and administration. Given that there are over 90 Subject Area Committees, we cannot assign a Dean of Instruction to each SAC.	
Funding Assessment Work	We support your continued work "towards creating a true WR sequence—not just a list of sequential courses". We need to see this work continue in a more efficient, cost-effective and strategic way with the understanding that the Comp/Lit SAC will not be able to include ALL part-time faculty in these very important assessment projects.	
Strengthen Institutional Support for the Humanities at PCC	We support your goal of raising the profile of the humanities for our students and agree that such an initiative could have a dramatically positive impact on the Humanities at PCC.	
Strengthen PCC's Dedication to Students and Faculty	The number of administrators assigned to working directly with faculty has not increased. The calls for federal and state accountability continue to increase without an increase in funding. After the 2008 enrollment surge we added a significant number of permanent FT faculty positions while other staff have not been added.	
Professional Development	We will continue to work to identify funds for professional development that holds the greatest promise for supporting the work faculty are doing to improve their courses and their programs that impact student success and completion.	
<b>Computer Apps &amp; Office Systems - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>

Support for district-wide scheduling of specialty courses and allowing low enrolled courses to run if cancellation would negatively affect students in the program.	We recommend you work with your respective division deans and We to explore alternatives to scheduling that are not based on FTE—we are intrigued to learn about recommendations that come forward.	CAS department chairs and web faculty have been working over the last year to create a district wide schedule of specialty courses. (Note: I'm (Karen S) Not sure how this is going - contact Greg Kerr or Amy Clubb for details).
Allow the CAS/OS program two years to work out this extended schedule beginning with the 2015- 16 academic year.		
Fair and consistent guidelines regarding FTE.		
Keep low enrolled campus sections open at various times to provide opportunities for all students to have access to that mode of instruction.		
Funding and/or release time for curriculum development projects that are required as a result of changing software/technology.	If a significant portion of a course needs to be changed every time there is a version update, this pedagogical approach is not sustainable. Explore the possibility of a one-time IIP proposal to support a different pedagogical approach that would enhance students' development of critical thinking.	A one time IIP proposal from \$18,000 was successfully funded in 2016. Over the last several months the SAC has designed and implemented a plan for major revisions in their curricula with the purpose of making courses 'version agnostic' and increasing the focus on critical thinking rather than on software specific skills. The goal is to implement all changes in fall of 2017. For a more detailed description of the project contact Karen Sanders - SAC liaison. (Update - Mar 2017 - there has been significant progress on this project. All courses in the SAC have been reviewed, courses needing new outcomes or revised course descriptions were identified, and all changes were approved through curriculum committee in January 2017. Work continues at the materials/lesson plan level - all work is being done collaboratively across the district and has involved both full and part time faculty).
Improve parity amongst campuses for professional development opportunities.	Each campus struggles to provide professional development opportunities to our faculty and staff. Please continue to apply for Professional Organizational Development (POD) funds. When we can, the campuses will try to fill the gap for professional development to cover what POD funding won't cover.	
Provide funding and labor to assist us as we continue to update DL curriculum to meet accessibility standards.	Funding is not provided for tasks that are considered part of normal workload for instructors. Distance Learning does accept requests for revision of online courses that need accessibility updates; there are IIP grants available for curriculum development. Adopting accessible curriculum materials up front can reduce costs. DL provides course materials design advice and homework platform testing that can help instructors select and adopt accessible materials.	
Create a designated Dual Credit liaison position within our SAC using release for a FT faculty member to develop new relationships with high schools.	PACTEC will work with the Division Dean(s) to identify faculty who can provide support for either alignment or evaluation and the faculty will be compensated appropriately.	Amy Clubb has taken on this role and is working with the Dual Credit office to organize and align all dual credit assignments. It should be noted that she has done a lot of work in this area but has received no extra compensation.
Collaboration and coordination of Cooperative Education resources between each campus.	We applaud that you require students to earn Co-Op credit as a requirement for your certificate and degrees. Many CTE no longer require a co-op experience. We realize there is not parity among the campuses. Your respective division deans will need to work with our Student Services colleagues who offer Co-Op services	
Development of a Co-Op process that is the same at all campus locations.		

Consistent tutoring resources should be available at all campus locations, specifically for the following courses: CAS133, CAS170, CAS140, CAS216, CAS206, CAS215, and CAS111D/W	It is difficult during this time of declining enrollment and budget uncertainty to provide additional funding for tutors. Your respective Division Deans and We can work with Student Learning Center Coordinators to provide funding sources for CAS/OS tutors.	
Designate a district-wide TSS representative or team to oversee the software requirements for CAS/OS at all PCC labs, classrooms, and SLC locations.	This will require College-wide and Campus coordination. An Ad-Hoc team may need to be established to make some recommendations to TSS, We and other College-wide stakeholders. The We will explore this with Karen Sanders, your SAC Administrative Liaison, TSS and others.	
We would like Division Deans across the district to become aware of issues involving curriculum overlap between disciplines.	Curriculum overlap between CTE programs and LDC disciplines happens as the result of being a single college that shares a College-wide curriculum among multiple campuses. We sincerely appreciate your willingness to collaborate with other SACs.	Work has been done over the last year to increase collaboration between CAS and CIS - particularly related to web design and development courses. The first joint planning group meeting is scheduled for January 27, 2017.
	<b>Computer Science - Program Review 2014-15</b>	
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Additional classroom and lab space to provide all required contact hours in the classroom, and use online tools for optional supplemental instruction instead.	If all CS faculty agree, we recommend you work with your division deans to identify potential space to ensure your classroom based classes are no longer offered using the CLWEB model.	SY ha adjusted schedule to meet needs; RC was looking at dedicated lab.
Online support for students with disabilities needs to be improved, and this requires expanded support from Disability Services.	The CS program is encouraged to pursue the findings of the subject area accessibility study supported through the Distance Education Department and the Deans of Instruction. An accessibility plan should be developed and implemented to support students with disabilities.	Disability services has provided additional support as needed. In most cases, faculty have learned how to provide equally effective options.
The procedures for scheduling and implementing Distance Learning classes needs to be streamlined.	Explore a regular cycle of self or peer reviews for online classes to help ensure that new faculty receiving copies of shared shells. A collaborative effort could be formed with the Distance Education department to help address the specific needs of the CS program.	CS and DL have collaborated; systems seem smoother.
Improved district-wide tutoring services should be available for CS students. Student Learning Center staff at Rock Creek are not able to support CS courses.	During the program review, it was determined that tutoring is available at the Rock Creek Student Learning Center (SLC). Rock Creek does not the funding to have a dedicated lab for CS students like the one available at the Sylvania Campus.	SY has solid tutoring program. RC has started to provide support. DL now offers online tutoring.
Improved Linux system support and infrastructure. Neither TSS nor the Student Help Desk provide adequate support for Linux systems, and CS faculty address many support and system administration issues.	Less than 1% of PCC users who call the Student Help Desk use Linux. TSS would be happy to discuss the changing needs of your department, but like many programs that have unique software or external content (e.g. publisher sites) needs, there is a limit to the support that can be provided.	Solid plan was implemented atSY and exported for trial at RC.
Expanded student access to computer labs. Students need access to computer labs outside of class time in order to manage their course work.	Please work with your division deans and TSS Campus Manager to ensure the Computer Resource Centers have the software needed so students are able to complete course work and have access to the computer labs outside of class time.	
Improved ability to video record classroom sessions with full audio to support online learning.	Please work with your division deans and Media Services to identify equipment and classrooms that will support recording lectures for your classes.	DL offers new tools which seem to be helping.
Increased schedule flexibility. CS needs to split lecture and lab sessions into separate CRNs to allow students greater flexibility in their schedule.	The RC campus routinely separates CRNs for lectures and labs in most of the sciences including Computer Science. Please work with your division deans to determine if there is something else needed in this area regarding increasing schedule flexibility.	Done.
Improved student access to textbooks. Textbook shortages prevent some students from having access to textbooks.	Research Open Educational Resources (OER) through the PCC library and TLC. The larger issue regarding access to textbooks at the Bookstore at the beginning of the term usually has to do with availability of financial aid.	Movement towards OERS, more online publisher material, and faculty designed materials.

Improved CS advising. Transfer requirements vary by institution, and many PCC advisors are not able to provide CS students with accurate advising information.	We hope PCC faculty interests and concerns are in the program maps and agreements (which will include strategies for maintaining the currency of maps, and may include additional transfer requirements.)	SY has Perkins advisers who helps support CS. However, Oregon universities still have wide variations in requirements. Since most students go to PSU, the CS faculty stay abreast of their program requirements.
Negotiating software licenses that allow CS faculty to preconfigure virtual machines for student home use would increase student success and increase student access to course software.	From TSS Division Manager: we could talk about what specific apps are available in labs/classrooms but not for student home use, then I can research the current contracts and see what's permitted.	IT has assumed responsibility for majority of college licenses.
Improved support for mobile devices in PCC's online environment.	From Distance Education: eager to help instructors explore the options for making their courses more mobile friendly.	Not much of an issue anymore.
	<b>Early Ed &amp; Family Studies - Program Review 2014-15</b>	
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Conduct a search for filling the Sylvania Child Development Center Director position.	The position for the Sylvania Child Development Center Director has been filled on an interim basis. It is administration's intent to begin the national search process for the permanent position within the next several months.	The search was completed Spring 2016 and a permanent Director was hired. All but one CDC positions were hired permanently.
Support Child Development Center mentor teacher and child development specialist professional development.	We recommend that you work with POD, the SY Child Dev Center Director and your division dean.	Simone - did you work with POD to identify eligibility for POD funding for PT classified employees?
Advocate for a designated EEFS technical classroom to be reserved for evening EEFS class scheduling.	Work with your Division Dean regarding faculty access to classroom materials that are needed to support teaching and learning.	Not determined as a high priority need in terms of designating a general purpose classroom. However, a new Center is in design phase and will include observation technology for instructional purposes. The new center is scheduled to open Fall 2017.
Build into the division or EEFS budget, permanent support for clerical assistance to the current office staff.	We recommend that you discuss with your Division Dean the specific clerical assistance you need so that your Dean can assess whether or not additional staffing is needed.	There is currently a campus-wide reorganization in place that is projected to shuffle administrative support for all programs (EEFS included).
Actively support creation and reconfiguration of EEFS courses and credentials to meet workplace needs and increase completion rates.	Please continue to consult with your Division Dean and with the Curriculum Office as you move through the curriculum development and approval process. Look into IIP funding.	The program has recently submitted an overhaul of the AAS degree, to go live Fall of 2017. Support was provided by the Dean, but IIP funding wasn't requested. To further meet workplace and student needs, a new AAS in Family and Human Services is in progress and set to launch Fall 2018.
	<b>Economics - Program Review 2014-15</b>	
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Support an additional full-time faculty position in Economics	Please continue to dialog with the Rock Creek Division Dean regarding the need for an additional full-time faculty position in Economics.	
Provide tutoring for Economics in the Tutoring Centers	If you have student feedback regarding how online tutoring at PCC could be improved, please let Carey Larson, the DL Online Student Services Facilitator, know. At present, funding to support tutoring services on campus varies by campus. As enrollment and revenue decline, allocation of funding to support the expansion of these services becomes more challenging.	
Approve the revised Instructor Qualifications for Economics.	The following revised Instructor Qualifications for Economics have been approved by the Vice President for Academic and Student Affairs and have been posted.	

Provisional Approval	A part-time instructor without a Masters or Doctorate may be approved if they have 30 quarter hours of graduate credit in the subject area and are actively pursuing the degree and are anticipated to be awarded the degree within six months of hire, as determined by the instructor's graduate advisor (a letter from the advisor will be required and kept on file.)	
<b>Emergency Med Services - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Create two new certificates and encourage students to apply for and complete more one-year certificates than they currently do.	The We concur that raising awareness of their value and encouraging students to complete and apply for these certificates is valuable and important.	
Classrooms are equipped with smart lecterns, however we have been unable to get the AV department to permanently install software which will facilitate our use of publisher provided media to compliment power point presentations. AV support in this matter would augment the teaching/learning environment in the classroom.	Not addressed in the response.	
<b>ESOL - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
International Education: Integration of IEP students into Levels 1 – 3; Align IEP with ESOL; Reduce the number of OIE reserved seats in each ESOL class; and release open seats earlier.	Please contact Linda Blanchette, the Interim Director of International Education, so she can assist you with identifying the appropriate personnel in International Education to work with you on this recommendation. Please provide the We with your recommendations by May 1, 2015.	A task force met from January - June 2016 to develop a set of recommendations. The task force consisted of ESOL faculty, ESOL division deans, International Ed advisors, the acting IE Director and the group was chaired by Tammy Billick - Interim Dean for Student Affairs. These recommendations were submitted to the then VPASA Chris Chairsell in June.
ABS at Newberg to conduct placement testing; A 3 drop box or cashier be provided at Newberg Center; Admissions forms should be processed at Newberg and G numbers generated there.	We will continue to explore potential resolutions to the issues you outlined in the ESOL Program Review.	
We recommend that students have access to registration, textbook purchasing, and getting PCC ID cards at Hillsboro Center provided by Hillsboro Center staff.	We recommend that students be able to test at the most convenient location and then be provided with the multitude of locations available to them for their actual coursework. Regarding the request for students to be able to pay for classes, buy books or get ID cards on site, these options need to continue to be explored.	
ESOL-specific advising services be extended to both Southeast and Rock Creek campuses.	The next step in the process is the development of an Advising Review Leadership Team (ARLT) made up of faculty advisors and administrators to determine the next steps. We recommend that no action be taken until the ARTL has had an opportunity to review the audit and provide recommendations.	
The number of full-time faculty positions in ESOL be expanded.	At this point, it is not possible for the We to commit to a new ESOL position for 2014-2015. If enrollment continues to decline and/or shift, we will need to examine current full-time faculty campus assignments based on enrollment demand and decline.	
Professional development funds so that full-time and part-time instructors can travel to TESOL each year and report back to the SAC.	Please continue to work with your Department Chair and Division Dean regarding potential funding sources for professional development including the Teaching Learning Centers and the Office of Professional and Organizational Development.	
ABS Learning Standards. We recommend that the administration support SAC plans to continue to expand professional development activities for ESOL full-time and part-time faculty.	Please continue to work with your Department Chair and Division Dean regarding potential funding sources for professional development including the Teaching Learning Centers and the Office of Professional and Organizational Development.	

We are actively pursuing external funding for grant-funded Career Pathways initiatives. We recommend that the administration provide instructor training for the particular software programs that the grants require.	Please work with both the PCC Career Pathways and Grants Office about potential grant opportunities. Regarding the need for new technology, it is important that the SAC explore what training the college could support for specialized software prior to applying for a grant.	
	<b>Fitness Tech - Program Review 2014-15</b>	
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
PCC Fit Tech Articulation Road Map: <a href="http://www.pcc.edu/pathway/?id=1125">http://www.pcc.edu/pathway/?id=1125</a> needs to be updated to include the articulation agreement with Concordia University.	The Articulation Agreement with Concordia University (Fall 2013 – Summer 2018) is on PCC's website at: <a href="http://www.pcc.edu/programs/universitytransfer/documents/PCCConcordiaFitTechArticulationAgr2013-18.pdf">http://www.pcc.edu/programs/universitytransfer/documents/PCCConcordiaFitTechArticulationAgr2013-18.pdf</a>	
Finalize the Articulation Agreement with Oregon State University. The agreement had been approved by OSU and the Fit Tech SAC but the final approved was denied by PCC.	Please contact the Dean of Academic Affairs to review the reasons why this Articulation Agreement did not receive final approval. Before we can determine possible next steps, we need to understand the reasons for denial.	
Create a .5 FTE Fit Tech Advisor position.	We recommend that you share your perspectives with Russ Jones, CTE faculty representative on the Advising Review Leadership Team. Within the context of limited available funds, we recommend that you focus upon the essential advising support needed for designated Fit Tech majors.	This has been a shared expense between the Dean's office and the Fit Tech Department for the past three years. We have been fortunate to have the same advisor work for us and maintain continuity of advising for students throughout the program. This isn't a sustainable plan and we run the risk of losing our part time advisor to a full-time opportunity when it becomes available. In order to support the advisor, we work with her schedule as a general advisor to help support her ability to earn an income.
Create a .25 FTE Faculty Department Chair position for Fitness Technology.	The creation of Departments and Faculty Department Chair positions are campus based resource decisions, subject to approval by the VPASA. The creation of this position would be based upon the Student FTE generated in Fit Tech and PE Pro Act classes.	This was approved and implemented for the Fall of 2015. Tanya Littrell was selected as the Faculty Department Chair.
Create a separate Org Code for Fitness Technology and provide additional base budget funds to support the program.	Since funding a separate Org Code would involve redistributing funds currently allocated to PE and Fit Tech and not adding additional funds to a newly created Org Code, it is not clear that creating a separate Org Code would benefit the Fit Tech Program. The Sylvania Dean of Instruction will continue to discuss this recommendation with your Division Dean.	The Dean and DOI didn't support a separation of ORG Codes for Physical Education and Fitness Technology. So, the spending is a collaborative process between the PE Chair and the Fit Tech Chair.
Instructional Space – Use of HT 113B	The HT Building will be remodeled as part of the current Bond Program. In 2016, the Bond team will re-engage the relevant stakeholders in the HT building, and your Division Dean will represent the various programs in your division.	This has been noted in the DOI's office for Bond planning that HT 113b was part of an agreement that if PE gave up the squash and racquetball courts, they could have the rooms above for PE areas. However, due to a swing space need during the Bond construction, the DOI asked that HT 113b be a swing space room until the Bond is completed. Once the Bond was completed it would go to PE/Fit Tech for use.
Compensation for SAC Chair Responsibilities	This request for compensation involves a topic relevant to the regular bargaining process and has larger college-wide impacts.	This was bargained and not agreed upon district wide. Compensation is still considered part of faculty workload.
Develop and Implement a Comprehensive Plan for Equipment Maintenance, Repair and Replacement	Purchasing new equipment with temporary funds (margin funds) without identifying maintenance and repair funds within the base budget is not sustainable. The issues you highlighted in this request are relevant to programs across the College. In order to assess the specific needs in Fitness Technology, we support the creation of an equipment inventory	
	<b>Gerontology - Program Review 2014-15</b>	
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>

Provide a sustainable level of Administrative and Advising Support	We recommend that you share your perspectives with Russ Jones, CTE faculty representative on the Advising Review Leadership Team. In addition, we recommend that you consider ways of streamlining the advising services provided to Gerontology students. We recommend that you focus your available advising time on Gerontology majors. Instructional Administrative Assistant support is currently provided through the Division Office.	
Support the Gerontology Program in improving the tracking of active students and majors, including follow-up post-graduation.	We note your efforts to track potential Gerontology students who may have expressed an interest in the program through the completion of one or more classes without declaring Gerontology as their major, along with Gerontology majors and graduates. As resources allow, we support your continued collaboration with Student Records in exploring efficient ways to identify these students.	
Continue its collaboration with the Gerontology Program to solve “The Mystery of the Missing Completers (and near-Completers)” described in Section 7D.		
Social Sciences and Curriculum Deans: Work with Gerontology to formalize Articulation Agreements described in Section 7E.	We support your working with your Division Dean to explore the possibility of formalizing Articulation Agreements with PSU, WOU, OSU and Marylhurst University. They can help determine whether a full articulation agreement is needed or whether transfer guides will serve the same purpose and how to maintain currency of whatever agreements result	
Establishment of Learning Garden	We acknowledge your innovative and exciting approach to Gerontology including your proposal to establish a therapeutic learning garden with a greenhouse classroom. At this time, there is no funding in the base budget to support the creation and maintenance of a learning garden. Please continue to work with you Division Dean to reassess this possibility in the future.	
Implement District-Wide Age Friendly Policies at PCC	The College currently has age-friendly policies. If there are specific issues that you are aware of that need to be addressed, or if you have recommendations for training and outreach, we recommend that you contact the Office of Equity and Inclusion. Office of Equity and Inclusion.	
Revisit the distinction between CTE and LDT courses to allow Gerontology to apply for Gen Ed status.	We have chosen to restrict our Gen Ed list to courses and disciplines that are recognized as transferable across the state. In addition, the EAC and LAC have begun consideration of how our Gen Ed structure could better address our need to assure assessment of the Institutional Core Learning outcomes which could result in a revision of the criteria for inclusion on the Gen Ed list. Until this work is complete, we should not change our current principles and practices for adding courses to the Gen Ed list.	
Support an Enhanced Distance Learning Model	We recommend that you continue to work with the Distance Education office to explore ways to incorporate interactive options into your online classes.	
Invest in ePortfolios for Learning Outcomes Assessment	The Sylvania Dean of Instruction will organize a meeting with you and representatives from Distance Education and the Learning Assessment Council to discuss the current and potential future use of ePortfolios at the college. You may also want to consider participating in an e-Portfolio event that will happen as part of a Credit for Prior Learning (CPL) Assessment/ Portfolio Development Training at Marylhurst University.	
Assist in finding ways to fund and sustain innovations that enhance and support student learning such as Peer Mentors, ePortfolios, Innovative Courses and Certificates, and Encore Learner Mindset Orientation.	As with all disciplines at the college, new courses and certificates need to follow the regular proposal and approval paths including the SAC, the EAC, and administrative approval. If you believe that PCC's orientation process could be enhanced by your Encore Learner Mindset Orientation, we recommend that you share specific feedback after reviewing what is currently being offered at PCC. You also might inquire whether reference to Gerontology's "The Aging Mind" course might be made in that orientation. Student Orientation	

Support revision of the External Advisory Committee Policy (A108) to incorporate the Team Model	A108 resides within the Academic Policies and Standards Handbook and is currently under review. We recommend that you discuss your Team Model proposal with the Chair of the EAC's Academic Policies and Standards Committee, Pete Haberman.	
Facilitate and support ways in which interested CTE Programs and the Small Business Development Center can establish a more effective partnership for the development of entrepreneurial options.	We recommend that you work with your Division Dean to discuss specific ideas that both align with the objectives of the Gerontology program and might also provide opportunities for partnering with CLIMB's Small Business Development Center.	
<b>Integrated Studies CHLA/HUM/R - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Chicano Latino Studies: At this time it is unclear what the program's administrative needs will be. However, a solution to the problem of fulfilling SAC responsibilities without FT CHLA faculty is needed. It's unclear what form this support will take, but the SAC will communicate CHLA needs as they are defined.	We appreciate the thoughtful planning by the CHLA faculty. A specific recommendation did not appear to be present in this item, but we look forward to continued dialogue as the SAC continues to evolve.	
Humanities: There is NO FULL TIME Humanities-only FACULTY member in this program to help create a vision for the discipline and help maintain some consistency and cohesion for the many adjuncts who teach in the program. Currently there are 7 faculty members who teach the 15 sections. There is one full time instructor who teaches Humanities as well as History.	It is difficult during this time of declining financial resources to hire additional faculty. We acknowledge that the absence of a full-time faculty position can present challenges. We recommend you continue to dialogue with your division dean to advocate for the need of a full-time Humanities faculty position. Thank you for the work you are doing to provide Humanities courses to our students at Portland Community College.	
Religious Studies: The finances to pay a permanent faculty member, full or parttime. Beyond that, just support for our new curriculum, which may require a small amount of new library resources, and beyond that, the same support all similar classes get in scheduling and offering the class.	It is difficult during this time of competing financial resources to hire additional faculty. We acknowledge that the absence of a full-time faculty position can present challenges. We recommend you continue to dialogue with your division dean to advocate for the need of a part-time or full-time Religious Studies faculty position. Regarding library resources, we recommend you work with the Library staff to ensure the needed resources are available for your students for new courses.	
<b>Landscape Tech - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Assistance from the college in marketing our program. Currently we do not receive any help in marketing, and as faculty members we do not have the background to effectively market our program. In addition, we are all spread too thin with teaching, committee service and all of the other demands on our time to devote time to marketing.	We acknowledge the need for marketing for Landscape Technology and other CTE programs. We recommend you schedule a meeting with Margo Wagner in Institutional Advancement,, to discuss the need for program marketing.	Faculty have taken advantage of the 'do-it'yourself' templates created by marketing to create up to date brochures and fliers.
Air conditioning for building 4. Currently we have a small window unit in our classroom, which is woefully inadequate.	We acknowledge this problem with building 4. A meeting has been set in January 2015 with the appropriate managers from Facilities Management Services to discuss a solution to this issue.	Done. There is now air conditioning in B4.
A budget for maintenance of our greenhouse. In the past, FMS was responsible for the maintenance of our greenhouse. Out of the blue we were informed by FMS that they would no longer be responsible for any maintenance on the greenhouse and that they would not pay for any maintenance on the greenhouse. In addition, no budget was given to us for this maintenance.	We acknowledge this problem with building 4. A meeting has been set in January 2015 with the appropriate managers from Facilities Management Services to discuss a solution to this issue.	An agreement was reached between FMS and the LAT program that outlines very specifically who is responsible for what parts of the Greenhouse. While this has been effective in this specific situation - it is not a sustainable or college wide solution.
Heat in our maintenance shop. Currently the space used by our landscape technician for equipment repairs is unheated.	We acknowledge this problem with the maintenance shop. A meeting has been set in January 2015 with the appropriate managers from Facilities Management Services to discuss a solution to this issue.	Resolved. There is heat in the shop.



Internal speakers in building 4 to stay informed of active shooters, fire emergencies, etc. There is currently no indoor speaker for building 4. Very often students and teachers who are in class in building 4 during drills and notification of evacuations have no knowledge of the event.	We acknowledge this problem with building 4. A meeting has been set in January 2015 with the appropriate managers from Public Safety and Safety and Risk to discuss a solution to this issue.	This is still an ongoing issue and as of December 2017 there was still no speaker in B4. Public safety is aware of the issue and is working on a solution.
A part-time non-casual assistant for our landscape technician. This position shoulders a tremendous load, from helping with classes and labs, to caring for the grounds and supervising casual help, to maintaining the greenhouse and other structures.	It is difficult during this time of declining financial resources to hire additional personnel. Please continue to dialog with your Division Dean regarding the need for a part-time landscape technician.	Appropriate staffing for the department is an ongoing conversation between the dean and faculty.
Budget for software (Vectorworks) for our CAD classes.	Please work with your Division Dean to find additional resources for this important program software.	Resolved. The program has access to Vectorworks and is offering a two course sequence in it each year.
A recognition by the administration of the increasing demands on SACs.	You may request the assistance of a Learning Assessment Coach by contacting LAC vice-chair Michele Marden. We recognize the growth of Dual Credit offerings and the various impacts that this has had. Compensation is available from the Dual Credit office for the initial alignment and two mid-year consultations with the relevant high school instructor. Please see the Dual Credit website for additional information.	
<b>Medical Lab Tech - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
That we maintain the MLT Student Lab located at Legacy Emanuel Hospital, and by recognizing the unique nature of this facility, the college commits to advocating for its continued use as appropriate.	The We understand the importance of simulated "real world" industry experience and support the MLT's collaboration with Legacy Emanuel Hospital to provide lab space and experience for students in the MLT program.	
That the college recognize the laboratory activities associated with MLT classes are taught at a higher level than the current 'Lab A' designation and re-classify them as 'Lab B'.	When the Lab B was negotiated in the contract, it only applied (and was funded) for science courses in transfer disciplines, and not labs offered in CTE subject areas. For that reason, this request is subject to contract negotiation and administration.	
That the college support and help facilitate articulation and other such agreements with other colleges and institutions.	We and Dean of Academic Affairs support the development and maintenance of appropriate articulation agreements to facilitate transfer and improved educational opportunities for PCC students. Work has already begin to reinstate the OIT articulation and investigate the options for students transferring from Clackamas CC and Clark College into the MLT program.	
. That the college support the MLT Department in its efforts to research and determine the feasibility of reviving the distance learning program in the future.	We are open to the concept of reviving a collaborative state-wide MLT program established on a more cost-effective and sustainable foundation. PCC can no longer afford to pay for using facilities at other community colleges and partner sites.	
That we maintain our current instructional support staff positions by replacing staff when they retire.	Specific staffing requests are prioritized at the campus level and submitted to the district for approval. Despite uncertainty of funding, enrollments, and other variables, refilling the IST position to be made vacant by the upcoming retirement remains a Cascade campus priority.	
That the laboratory classroom located in room 213 and the support lab located in room 212, both in Jackson Hall, be remodeled to address safety concerns and space and configuration requirements due to improvements made to instructional delivery.	Issues with safety and storage should be addressed immediately with requests to the Director of Allied Health Programs and the Division Dean for AHELS. Investments in other major facilities revisions remain subject to budget and timing considerations, especially in light of ongoing discussions of relocating the MLT program to a new Health Education Center.	

That the following technology initiatives be supported: a. Replacement of old and failing netbook computers with new laptop computers. b. Maintaining use of computer database services for Virtual Lab learning exercises. c. Increased use of automated analytical instruments in laboratory exercises.	Requests for computers, equipment, and software should be submitted to the Director of Allied Health Programs and the Division Dean for AHELS and will be prioritized along with other campus needs.	
That the college support faculty and staff endeavors to participate in continuing education activities.	We support funding for professional development through existing college processes at the district (POD), campus, and division levels. The MLT faculty and staff should work with the Director of Allied Health Programs and the Division Dean for AHELS to update professional development goals and plans, which could certainly include participation local trainings offered by our clinical partners.	
<b>Music - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Development of Courses, Partnerships with Performance Organizations, and Updated Advising Practices.	We appreciate the thoughtful observations and suggestions you have made in regards to student success and transferability. We applaud and support your plans.	
MUP Applied Music Lesson Program.	We support the changes proposed to the music lessons. We will work with the Music faculty and appropriate PCC staff to explore an alternative system that addresses the administrative, quality control and liability/conflict of interest concerns.	
Music Student Tuition Waivers/Talent Grants.	We appreciate the research provided regarding music student tuition waivers and talent grants at other colleges. We agree that offering these incentives would support student retention and success. Please work with the foundation office regarding options for these student opportunities.	
Specialized Course Enrollment.	We recognize that the enrollment at PCC is declining. Due to this decline, some of the core music courses are having trouble gaining the enrollment needed for the courses to run. We recommend you work with your division dean regarding low-enrolled classes.	
Second Full-Time Position at Rock Creek.	It is difficult during this time of declining financial resources to hire additional faculty. At this point, it is not possible for the We to commit to a new Music position for 2015-2016.	
Music Tutor Position at Rock Creek.	It is difficult during this time of declining financial resources to provide additional funding for a music tutor position at the Rock Creek campus. Please continue to work with your Division Dean regarding potential funding sources for a casual music tutor.	
Support for Instruments, Music and Concerts/Workshops	It is difficult during this time of declining financial resources to provide funding for additional music resources. Please continue to work with your Division Dean regarding funding for the purchase and maintenance of instruments and the sheet music collection, 3 as well as for funding workshops and concerts. In addition, we recommend you contact the Foundation to explore additional funding options.	
<b>Paralegal - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Integrate computer use into more classes and enhance the skills of students in computer skills. Offer Hybrid courses. Expand Internship opportunities. Continue teaching focus on practical skills.	We support the integration of computer skills, development of hybrid courses, expansion of internship opportunities, and continued focus on practical skills.	

Computers in TH 107, designated for Paralegal Program use or alternatively a lap top cart with lap tops that have hard drive computers.	Requests for computer equipment and other facilities improvements are made at the campus level and should be made through the Division Dean and DOI. Campus requests are prioritized and funded as budgets allow.	
Renovation of TH 107 by removing cabinetry. New carpet and window coverings in TH 107 and TH 109.	Requests for facilities improvements are made at the campus level and should be made through the Division Dean and DOI. Campus requests are prioritized and funded as budgets allow.	
Maintain, if not increase, current staffing pattern of Department Chair, Department Specialist and 1 additional full-time faculty.	We are not recommending or anticipating any changes in staffing at this time.	
	<b>Physical Education - Program Review 2014-15</b>	
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Retain all full-time PE faculty positions if faculty changes or retirements occur. In addition, we would like to add full-time permanent PE faculty positions at the CA and SE locations.	Please continue to dialog with your respective Division Deans and We regarding the need for an additional full-time faculty positions at Cascade and Southeast respectively.	RC has two FT faculty positions, CA has one (they had two temporarily), SY has one and SE has added one full-time faculty position for Fall 2017.
Allocation of additional activity spaces as Bond projects progress (SY HT 113B to PE/FT, additional spaces at SE and Newberg, RC studio replacement, equipment storage at CA).	While the possibility of adding a permanent second space is being considered, it may not be possible to do so. Please work with your respective Division Deans as it relates to spaces at Cascade, Newberg, Rock Creek and Southeast.	There is a proposal to redo the HT building and some of the PE areas will be remodeled and are in consideration. RC has utilized a bond fo remodeling their athletic facilities and CA has made some small improvements where possible (without any Bond remodels as possibilities). SE is still challenged to have more than one facility to offer programming.
The PE SAC chair position needs to be compensated and funded by the college.	Your request for compensation involves a topic relevant to the regular bargaining process and has larger college-wide impacts.	This was reviewed and determined by management that the compensation is in alignment with the district formula for compensation. This is not an agreed upon understanding between faculty and management, due to a lack of consideration for facility points and heavy equipment maintenance needs like CTE programs.
A comprehensive plan created for equipment maintenance, repair, and replacement in light of the multiple programs that may use the PE spaces and equipment.	We support the creation of an equipment inventory. See PR for list of suggested categories.	A comprehensive plan for PE equipment maintenance, repair and replacment was completed 2015-16 by the PE facility manager and Issue room personnel.
Maintenance of the current level of PE facilities in order to retain and attract PE students to relevant and interesting activity classes. We can achieve this with the ongoing support of administration and PCC partners.	Work with your respective Division Deans and We and other PCC partners to develop a plan to maintain our facilities. There may be opportunities through the Campus-based Equipment Request process through Capital Equipment funding and through BPAC's Capital Improvement Strategic Investment Fund Guidelines that were reviewed by BPAC.	The PE deparment worked with the PE facility manager and Division Dean to access margin money funds to replace and update some of our older equipment. After meeting with the current DOI, 2015-16 we were told that future funding would depend on margin funds and that the administration would not support additional funding or a separate account from the general funds.
Advocate for HE 295 instruction by full-time PE faculty. Feedback from students tells us that the educational experience is enhanced when one instructor teaches both HE 295 and PE 295 together.	We feedback from the Health Studies SAC recommended that full-time PE faculty should not be given encouragement or authority for full-time PE faculty to teach HE 295. We encourage you to work with your respective Division Deans and for the PE SAC to collaborate with your Health Studies colleagues.	The PE and Health SAC will continue to discuss this at future joint meetings and FC continue to work together for a more equitable solution.
PE 295 Health and Fitness for Life Lab meets the definition of a Lab B and the teaching load factor should be adjusted to reflect the actual faculty workload.	This is a bargaining issue. We cannot discuss this issue during negotiations. You may want to share this information with the Faculty Federation.	PE faculty presented documentation to the Faculty Federation bargaining committee spring 2016 in support of adjusting PE 295 to a Lab B in the contract. The federation did not want to support the change as they thought this might "open the door" to other SAC's wanting to change their teaching load factor for their courses.

The addition of an Athletics Supervisor at the RC campus.	This request should be made directly to the Rock Creek Campus.	An Instructional Tech IV was added to support the Rock Creek Campus. They still do not align with CA or SY in terms of a manager to oversee instructional and community support.
<b>Physics - Program Review 2014-15</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Additional full-time faculty positions in Physics.	Continue to dialog with your respective Division Deans and Deans of Instruction regarding the need for additional full-time faculty positions in Physics at Cascade and Sylvania.	
Class size limits should be set at 24-28 students at all campuses.	We encourage you to work with your Division Dean and Faculty Department Chair to discuss a plan to gradually implement a lecture:lab enrollment pattern of 24:24 students with a single instructor.	
Research into the development of affordable physics labs that could potentially be done at home while still offering the same quality experience that students get in their on-campus labs.	We encourage your continued collaboration with Distance Education in the development of these classes. Thank you for your investment in expanding access to these courses and for your commitment to providing students with a quality learning experience.	
Address the difficult problem of increasing the number of female students in our physics classes, particularly in the calculus based series.	Reach out to the SAC Chairs of CS and CIS to begin a dialogue on ways in which you might collaboratively expand female enrollment in these disciplines. Discuss ways in which learning activities might be designed in the Maker Space with the goal of expanding enrollment. You might also reach out to the Women's Resource Centers asking them for input.	
<b>English for Speakers of Other Languages</b>		
<b>Summary of Recommendations</b>	<b>Administrative Response</b>	<b>Update</b>
Integration of IEP students into Levels 1-3.	Program review was not designed to capture the perspective of the International Education program. We request that the SAC designate a small group of faculty, one or more department chairs, and ESOL Division Deans to meet with Linda Blanchette, the Interim Director of International Education, to identify things that are working well and issues raised by International Ed staff and then work out a set of concrete proposals that are mutually acceptable. Please provide the We with your recommendations by May 1,2015.	We are wating to see what Dr Blizzard does with the recommendations the IE/ESSOL taskforce came up with in June 2016 and submitted to Dr. Chairsell
Align IEP with ESOL.		
Reduce the number of OIE reserved seats in each ESOL class thus preventing large wait lists.		
Release open seats earlier to allow resident students to register fo		
ABS conduct placement testing through the first week of classes as it does for lower-level ESOL students elsewhere in the district.	On December 3, 2014 the Newberg Director Lynn Montoya-Quinn, Sylvania Interim Dean of Instruction Loretta Goldy, Rock Creek Division Dean Karen Sanders, and Hillsboro Program Director Jason Johnson met to explore the common issues faced by students at the Newberg and Hillsboro Centers. We will continue to explore potential resolutions to the issues outlined in the ESOL program review.	Newberg is not offering ESOL classes after Spring 2017. Enrollment was too low to continue.
Provide a drop box or cashier at Newberg Center, so students can pay on time.		
Allowed Newberg staff to generate G numbers, process admissions forms on site, so students can be registered in a timely fashion and pay for their classes.		
Provide services at the Hillsboro Center where students can pay for classes, buy books or get ID cards.	These options need to continue to be explored.	No changes to Hillsboro's process at this time.
A better protocol at RC Testing Center for screening ESOL students who live west of 185th so they could be referred to Hillsboro Center.	We recommend that students be able to test at the most convenient location based on their actual coursework. All testing staff should be able suggest a list of locations. For example, in Washington County PCC ESOL classes can be taken at RC campus, the Hillsboro Center or Willow Creek Center.	
Extend ESOL specific advising services to SE and RC campuses.	We recommend no action be taken until Advising Review Leadership Team (ARLT) made up of faculty advisors and administrators has had a chance to review the results of external Advising Audit for the College and provide recommendations for next step.	We would like a pre-college advisor for DE/ESOL/ABE like there is at Sylvania for all campuses.

Expand the number for ESOL full-time faculty positions.	Due to declining financial resources and enrollment, continue to dialog with your Division Deans regarding the need for FT faculty. If enrollment continues to decline and/or shift, we will need to examine current FT faculty campus assignments based on enrollment demand and decline.	Can we shift a FT position to SE?
More access to professional development funds for ESOL faculty.	Due to declining financial resources, please work with Division Dean, Department Chair, Office of Professional Development and Teaching Learning Centers.	See below
Increase professional development funds so that FT and PT instructors can have opportunity to travel to TESOL each year and report back to the SAC.	Due to declining financial resources, please continue to work with Division Dean, Department Chair, Office of Professional Development and Teaching Learning Centers.	We were able to send 28 faculty to Seattle for the TESOL conference in 2017 and many more to the ORTESOL in Portland.
The administration to support SAC plans to continue to expand ABS Learning standards professional development activities for ESOL FT and PT faculty.	Due to declining financial resources, please continue to work with Division Dean, Department Chair, Office of Professional Development and Teaching Learning Centers.	This has been more of an issue with the state than Pcc. When opportunities for training occur, we send faculty.
Professional development opportunities for PT faculty to meet with CTE instructors for curriculum planning and assessment	Work with both PCC Career Pathways and Grants Office about potential grant opportunities.	This has been addressed this year.
Professional development opportunities for PT faculty to meet with ESOL and ABE instructors who are teaching the support class college-wide to talk about current curriculum, best practices, and course improvement.	Work with both PCC Career Pathways and Grants Office about potential grant opportunities.	Ongoing
Professional development opportunities for PT faculty to meet with instructors at other community colleges to exchange ideas about teaching support classes.	Work with both PCC Career Pathways and Grants Office about potential grant opportunities.	
Instructor training for software programs related to external grant funding.	It is important that the SAC explore what training the college could support for specialized software prior to applying for a grant.	