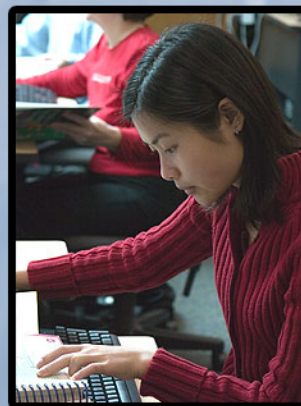
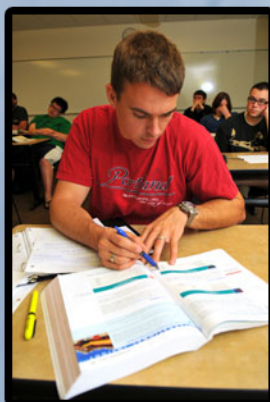
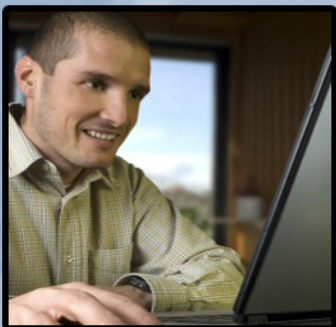


Portland Community College Adult High School Diploma

June 17, 2011

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Adult High School Diploma
Portland Community College
2007-2010
Program Review



Portland Community College Programs that award the AHSD:

Adult High School Diploma Program

Gateway to College Program



Committee Members

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Special Thanks to:

Kurt Simonds, our Administrative Liaison

and

Mary Severson, creator of our power-point

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1. Introduction

Students have two options to earn an Adult High School Diploma at Portland Community College – the Adult HS Diploma Program and the Gateway to College Program. The two program models are vastly different, although combined under one diploma. This is our first program review and it is our goal to clarify the uniqueness and the strengths of each program. Together, we provide an alternative for students 16 years and older to earn a high school diploma.

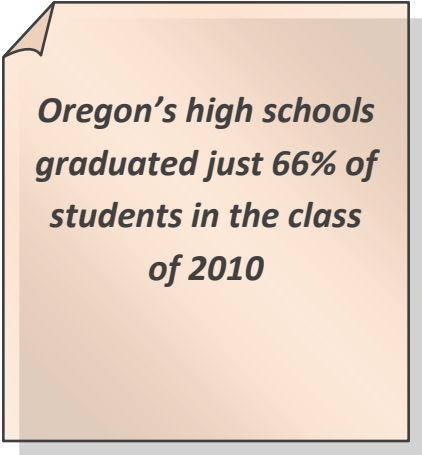
The consequences for students who do not complete a high school credential and the residual effects on their communities are far reaching. According to the U.S. Department of Education (NCES 2011-012), the median income of persons ages 18 through 67 who had not completed high school was about \$23,000 in 2008 as opposed to \$42,000 for those students who completed their education with at least a high school credential. The percentage of unemployed adults in the labor force is higher for dropouts when compared with adults who earned a high school diploma (U.S. Department of Labor 2010). In addition, the health conditions of high school dropouts for adults 25 years and older are worse than those that completed high school credentials, regardless of income. Moreover, high school dropouts make up disproportionately higher percentages of the nation's prison and death row inmates. The high school dropout is also linked with costs to the economy of approximately \$240,000 over his or her lifetime, due to lower tax contributions, higher reliance on Medicaid and Medicare, higher rates of criminal activity, and a higher reliance on welfare.

In the class of 2010, Oregon's high schools graduated just 66% of its students, who completed in four years , according to the Oregon Dept. of Education (Oregon Live, 2011). This is a significantly lower percentile compared to the 83.5% national average. An additional 5% were persuaded to graduate in the 5th year.

Based on Oregon's early leaver report, the high school statewide dropout rate for 2009-2010 was 3.4%, which represents 5,980 students. This total includes students who withdrew from school in grades 9 – 12 and did not graduate or transfer to another school or alternative program that leads to graduation.

Dropouts do not include students who:

- Are deceased
- Are being home schooled
- Are enrolled in an alternative school or hospital education program
- Are enrolled in a juvenile detention facility,
- Are enrolled in a foreign exchange program
- Are temporarily absent because of suspension , a family emergency, or severe health problems that prevent attendance at school
- Received a GED certificate
- ***Received an adult high school diploma from a community college***



Oregon's high schools graduated just 66% of students in the class of 2010

Both HS diploma programs at PCC contribute to reducing the state dropout rate. High school aged students between 16 and 20 may be eligible for the GtC Program and students who are close to completing their diploma requirements or are 21 and older are good candidates for the Adult HS Diploma Program. As a point of reference, Oregon's dropout rate at 3.4% closely aligns with the national dropout rate of 3.5%. Most often these students only have a few requirements to complete and would be good candidates for the PCC Adult High School Diploma (AHSD).

Portland Community College is currently one of six Oregon community colleges in the state of Oregon that offers the Adult HS Diploma. Other colleges include Clackamas Community College, Chemeketa Community College, Linn Benton Community College, Umpqua Community College, and Central Oregon Community College. The community college provides alternative options for the attainment of a high school diploma, which enables students of all ages to reclaim their educational and career goals. Enrollment in either of the AHSD programs gives students a head start on college credits. The community college provides an environment that embraces a diverse student body where students do not feel singled out based on socioeconomic factors, age, or personal circumstances. Examples of AHSD students include the teen parent, the student returning from a rehabilitation center for substance abuse, and the returning adult learner. These students and those in similar situations can continue their educational pursuits in an environment where the focus is primarily on learning. Moreover, the option for obtaining an AHSD in a college setting promotes active citizenship through learned skills interwoven in the college curriculum. Through our interactions with students on the PCC campuses as student service personnel and faculty members, we recognize that our successful students become more effective in all the roles of their lives. As they develop their critical thinking and problem solving skills, students become more engaged in their own lives and in the lives of others on the college campuses and in their community.

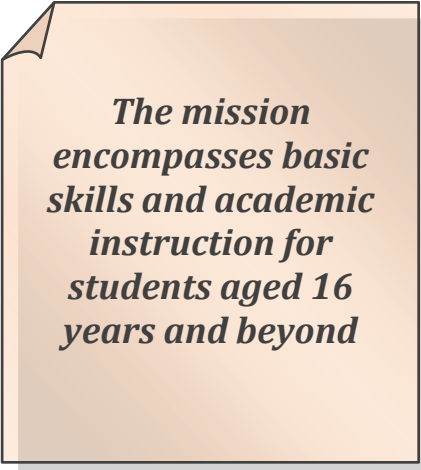
The current design of both Adult HS Diploma programs offered at PCC allows students to simultaneously earn high school credits and earn transferable college credit. Because of this design, high school age students who have not been successful in the traditional high school setting and are behind in credits may meet or surpass the academic benchmarks expected for their age upon completion of the diploma. It is common for high school aged students who need additional or more advanced options to excel in the college setting. Students 16 to 21 years and older have the satisfaction and security of completing remaining credits that align with current diploma requirements, as they move forward with their college and career goals. In some cases, the adult student beyond high school age will complete the AHSD to secure a current job or to complete the expected minimal credentials to an established career path.

The Adult HS Diploma is structured to meet or exceed the Oregon State Diploma requirements (OAR 581-022-1130). The community college board may require additional requirements above and beyond the mandated state requirements. Only a community college can award the AHSD. Our state plan, filed with the Oregon Department of Education, currently requires the minimal 24 high school units of credit to meet the requirements of the diploma, with established proficiencies in reading, writing, and math (see Appendix A for specific requirements). The requirements of designated course categories and proficiencies, prepares students to be successful in meeting college rigor and expectations.

2. Oregon Adult High School Diploma Mission and Goals

Adult High School Diploma Mission

The mission of the Adult High School Diploma programs at Portland Community College (PCC), as described in our state plan, is to provide quality education leading to the completion of an Adult High School Diploma in order to align with the Oregon content and performance standards. PCC provides opportunities for students with diverse educational, cultural, and personal backgrounds as well as instruction that support both educational needs and life goals. The diploma program provides learning environments and support systems that are essential to the success of individual students. Respect and responsiveness to students' needs and learning styles supports the goal to assist students in selecting courses that will meet individual needs. In addition students are supported to gain self-confidence, self-esteem, and encouraged to use academic and community resources. Consistent with the mission of the college and the Adult Education and Family Literacy Act, the mission of the PCC High School Diploma programs, the Adult High School Diploma program and the Gateway to College Program encompasses basic skills and academic instruction for students aged 16 years and beyond.



The mission encompasses basic skills and academic instruction for students aged 16 years and beyond

Goals of the Portland Community College Board of Directors

Per our State Plan, the relevant goals of the Portland Community College Board of Directors include:

- Ensuring that college programs are accessible to all residents of the district through effective use of technology and location of district facilities.
- Promoting success for all students by focusing on student-centered instruction and services.
- Providing adult literacy and basic skills instruction that promotes readiness for college-level programs and for employment.
- Committing ourselves to improvement in all aspects of the institution in order to ensure the quality of programs and services we provide.

PCC seeks to provide and continually improve opportunities and options for students to earn the PCC Adult High School Diploma. *(taken from PCC state plan 2010)*

3. History

Back To the Beginning

Available information on the history of PCC's Adult High School Diploma from its point of origin is sketchy and many questions remain unanswered. It has been pieced together for the debut of its first program review from college catalogs dating back to 1962 and interesting bits of information found in an assortment of written materials. Many sources have contributed to a documented sequence of events that provided a working framework from the origin of PCC's AHSD to current time. The most heartfelt contributions, however, were the testimonials from staff members that were part of the early movements to provide alternative options for high school completion. The most surprising fact was that the college awarded certificates in elementary education in addition to the high school diploma. As with any historical account, events are best understood when put into the cultural context of that time. This account, however, will serve only as an elaborated timeline.

Portland Community College originated from the adult education program, an extension of Portland Public Schools (PPS), known as School District No 1. The first adult evening classes began on November 11, 1889, at the old Portland *High School*, over 120 years ago. Different courses were added over the years as needed to provide educational support to the community. Instruction on Americanization was given and classes were added in preparation for the trades and home economics and in 1921, the Adult Education Program became the Vocational and Adult Educational Department of PPS. These events comprise the prelude to the future PCC Adult High School Diploma (AHSD).

In 1961, the State Legislature approved a bill authorizing the formation of community colleges and PPS District No. 1 established the college as the "Adult Education Program of Portland Public Schools", a separate operating unit of the school district. By 1962, "Adult High School" had top billing under the General Education, Evening School Division in PCC's second yearly catalog.

By 1962, Adult High School had top billing under the General Education, Evening School Division

The high school programs provided the basic educational needs of adults in the Portland area in response to expressed public demand.

Enrollment was open to adults over 18 years of age. "Continuation High School" was provided for employed minors over 16 years of age. Eighth grade graduates with a satisfactory school record could apply. Eligibility for graduation depended on the scholarship performance record of the student. Evening High School programs were accredited and diplomas were issued through the General Adult Education Department for those who completed the prescribed course of study. The required 38 semester credits for graduation were equal to 19 of our current credits. Core classes included 4 years of English and 1 year each of science, math, US history and modern problems. At that time, Washington High School, located at SE 12th and Stark, was the main center for the evening high school.

The college developed programs as needed in the metro area for all age groups, which included communities outside of the Portland School District. In 1968, voters of the five-county area approved the formation of the “Metropolitan Area Education District”. A few years later, in 1971, the 1,500 square mile area was renamed, the “Portland Community College District”. Today, students of all ages are still drawn to our HSD programs through contracts with school districts inside the PCC District and individual students from the Metro area and beyond wanting to finish their diploma requirements.

A New Era For the High School Diploma Begins

During this time the first phase of Sylvania Campus was completed and PCC acquired the property that would house Cascade Center, providing additional space for adult classes. John Guernsey, author of ‘They Just Did It’, writes “An increasing number of high school students did their high school work at the college because conventional, 4-year high school programs bored them to death.” “At one time,” he notes, “the age range was from age 13 to 80.”

The latter 1970’s brought about a chain of events that made the AHSD more accessible to a broader range of students. The first two phases of the Rock Creek campus were completed within two years after PCC was fully accredited by the NW Association of Schools and Colleges in 1975. Facilities included courses for vocational and college parallel programs. At that same juncture, the legislative “Druthers Plan” was passed to reduce the State’s middle and high school dropout rate. The new program, coordinated by Stan Roider, a RC Counselor, provided its own classes that gave students exposure to career tech programs – a good match for the new RC campus, which provided the space. Neal Naigus, current Manager of Community Relations at PCC, was hired in 1977 to work with the local high schools. “It wasn’t as formal as now”, he recalled. “They could set in on classes at Rock Creek, decide whether to go back to high school or to complete their diploma at PCC. Many chose to stay at PCC”.

Many of the vocational-technical courses at RC, at that time, were structured so that students learned by doing. Student progress and evaluation were measured by performance instead of conventional grading. If a student mastered the material in four weeks or less, that student received credit for course completion. Fractional credit could be earned for the portion of class work performed satisfactorily.

The summer of 1977 brought about another significant change in the HS Diploma requirements. The insert in the 1977-79 college catalog is the first reference that informed this research about PCC diploma requirements being tied to the OR State Board of Education. The diploma requirements increased from 19 credits to 21 credits.

1977-79 PCC Catalog: High School Completion

A person may obtain a high school diploma by taking college courses at PCC. The student will take courses necessary to satisfy the minimum HS requirements established by the OR State Board of Ed, and will earn college credit at the same time. Current tuition rates apply to this program. Contact the Counseling Office for more information.

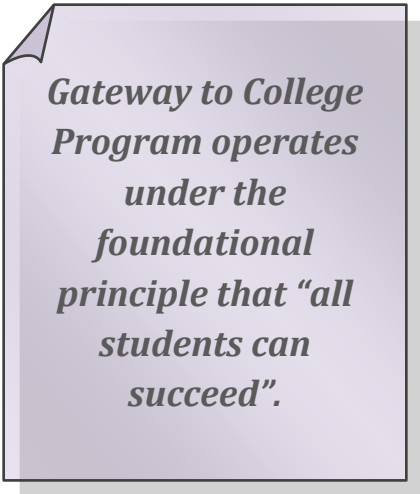
Cathy Howard was hired in 1981 as the first fulltime High School Completion Specialist, due to the high volume of students attending PCC to earn the HSD. The Oregonian Newspaper, October 22, 1987, Fourth Edition, quoted Van Dyke of PCC as saying, “ Some better-than-average students find the high school atmosphere too restrictive and attend classes full time at the college. Last year more than 400 students earned high school diplomas through the community college.” His was a testimony to the need for staffing a position designated to HS completion.

Needless to say, Cathy was very busy during those years at Sylvania Campus. Kelly Marks, now Coordinator for Rural Communities at RC, was hired in 1988 to be the HSC Assistant. She did the intake and exit paperwork to send to Student Records. Both Cathy and Kelly contacted students each term, about 600 of them from all over the metro area, to see if they were planning to register the following term. About 50% would enroll. Many of the students served were homeless youth from Outside-In in Portland.

During our phone discussion, Kelly confessed that they worked from 8 -8 two weeks prior to the term until two weeks after the term began. This was during the time of “pre-Banner” and punch cards were used for registration – everything was done by hand and the college was smaller, with less resources.

One of the mysteries that surfaced from a conversation with Kelly was about a 92 year old student, who completed her HSD at PCC as part of her “bucket list”. No articles or evidence of this claim could be found at PCC or in the community news. Although, a Sylvania parent said that up until a few years ago, a 92 year old student was on the back of a TriMet bench in Tigard advertising PCC. It goes without saying, that until evidence can be presented, it remains a phantom story.

By 1991, all four campuses had a HSC office that served students completing their diploma requirements through PCC and new incentives for high school completion designed for students 16 to 20 years of age hailed the 90’s. In 1994, a new program called PCC Prep was formed, that would expand into three different options for high school age students. The Multi-Cultural Academic Program (MAP) was established first for students with English as a second language, who had dropped out of high school, would not be graduating with their class, or had not attended high school in the United States. Next, the YES Program, Youth Empowered to Succeed, was developed to provide support services while students worked toward their GED. Resource Specialists were employed for both programs to provide wrap-around support services. Soon after, the IAM Program was established. GED graduates could continue with college courses that would apply toward their high school diploma. Due to its success, a pilot program called College Bound expanded on the IAM model. Eligible students were grouped into cohorts of up to 25 students and enrolled in developmental courses in reading, writing, and math, along with college survival and study skills. The PCC Prep programs focused on college readiness for youth, 16 – 20 years of age, facing multiple barriers to success and they soon gained the attention and support of local school districts.



***Gateway to College
Program operates
under the
foundational
principle that “all
students can
succeed”.***

College Bound was renamed Gateway to College (GtC). In 2003, the Bill & Melinda Gates Foundation recognized the GtC Program by awarding PCC a \$4.85 million grant to enhance the program locally and replicate it in eight more colleges. In 2004, and again in 2006, the foundation awarded PCC additional grants in order to reach target communities, improve student outcomes by piloting model improvements, and increase the number of replication sites to 30 nationwide.

The Adult High School Diploma Today

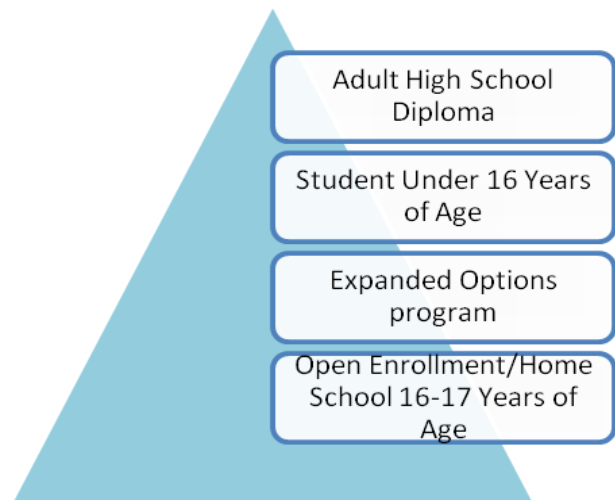
Over the years the AHSD has undergone multiple transformations from its earlier roots to meet the needs of the community and to match the changing requirements of the State of Oregon. Now it is a widely recognized and respected diploma accepted nationally by colleges and universities. PCC's two diploma programs, GtC serving students 16 – 20 years of age and the AHSD Program serving students of all ages, provides outreach to the entire community for those seeking to complete high school credentials.

The diploma demonstrates students' academic ability to study at the college level, which makes the application package very appealing of those students who transfer on or find a position in a desired career. We understand that gaining knowledge through education fuels the power to change one's perception of the world, and creates thinking and action regarding social justice issues in the community which in turn helps to reform society for the better.

4. Current Staff and Professional Development

Adult High School Diploma Program

Students in the AHSD Program make up one of four populations served by the High School Completion Specialists (HSC). Others population include students who participate in the Expanded Options Program (EOP) through Oregon school districts and students under the age of 16 (U16). All three of these populations are case managed. In addition, the HSC Specialist serves as the campus contact for a fourth population of students, open enrollment and home school students 16 and 17 years of age. Refer to Appendix J for additional information.



The composition of the HSC Specialist team is as follows:

- 2 full time positions: 1.0 at Sylvania Campus and 1.0 at Rock Creek Campus
- 0.5 FTE at Cascade Campus
- .25 FTE at Southeast Center

Each High School Completion Specialist reports to the Associate Dean at their respective campus.

Staff and Faculty Members

Jo Lynn Dow, High School Completion Specialist

Jo Lynn has been working with the Adult HS Diploma at PCC for the last 10 years. She was employed at PCC 14 years ago as a Financial Aid Advisor and later worked as an Administrative Assistant to the Cascade Dean of Students. In 2001, she joined the Gateway to College Team as a Resource Specialist for at risk 16-20 year olds and in 2004 made a lateral move into her current position as a HSC Specialist. Jo Lynn has a dual Bachelor's in Humanities and Science from Marylhurst College and a Master's of Science in Educational Policy, Foundations, and Administration from PSU. She has taught CG courses since 2001 and currently serves on the PCC K12 Council.

Luis E Rodriguez-Garcia, Coordinator/ Academic Advising & High School Completion Specialist

Luis has worked for PCC for over 11 years in various capacities. These include Career Specialist, HS Completion Specialist, Advising Coordinator and Outreach/Orientation Coordinator. He has a Master's degree in Management and Organizational Leadership from Warner Pacific College and a double Bachelor's in Spanish and Anthropology from Oregon State University.

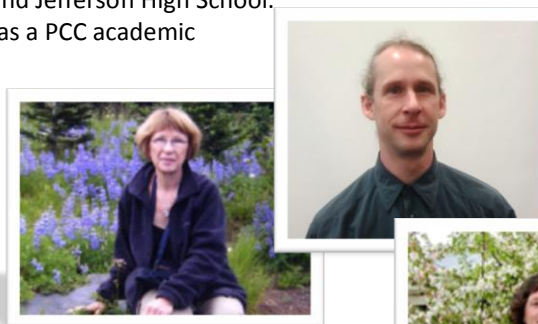
Linda M. Gettmann, Associate Dean/Student Development & program Liaison

Linda Gettmann, Associate Dean of the Extended Learning Campus, has been liaison to the High School Completion program for the past 4 years. Linda worked as the high school completion contact at the S E Center for several years before moving into her current position. Linda serves on the Adult High School Diploma committee for the college and conveys information from that committee and the Deans of Student Development to the high school completion specialists.

Cheri C. McLaughlin, High School Completion Specialist

Cheri joined PCC a decade ago as a Site Coordinator for PCC's GearUp Program, in which she developed college readiness among students of Ockley Green Middle School and Jefferson High School. With a B.S. in liberal studies (education focus) and training as a PCC academic advisor, Cheri currently works half-time advising students earning their Adult High School Diploma and in a job share at Cascade's Career Center as Assistant Coordinator and Employment Specialist.

April A. Nording, High School Completion Specialist. April has been with AHSD since 2007. Overall she has 15 Years experience with PCC, bringing skills from 7 years as Assistant to the Dean of Student Development, and 4 years in Human Resources. Currently she is attending Portland State University where she is very close to completing her M. Ed in Adult Learning. She has participated on the SDC since 2008, and has taught CG 111A classes since 2009.



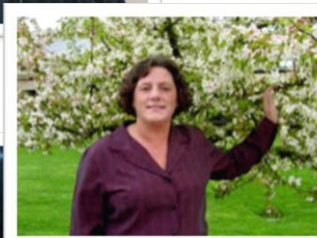
Bryan
Ruzicka –
Southeast
Center



Jo Lynn Dow – Sylvania



Cheri
McLaughlin
– Cascade



April Nording – Rock Creek

Bryan J. Ruzicka, High School Completion Specialist

Bryan currently serves as PCC SE Center's Adult High School Completion Specialist, as well as GED Examiner at the Cascade Campus. Born and raised in Portland, Oregon, Bryan graduated from PCC in 2004 with Associates of Arts and Science degrees, and he earned a Bachelors of Arts in Psychology degree at Whitman College in 2007. Bryan began his work at PCC as a part-time Academic Advisor at the Cascade Campus.

Professional Development

In order to increase program effectiveness AHSD staff members engage in an ongoing cycle of improvement through activities relating to professional development. Such activities include team meetings and retreats as well as independent reading, study and research. Team members participate in leadership training, event facilitation and instruction, organizational memberships, conference attendance and technology training. Such activities improve our effectiveness as individuals and allow us to identify and implement ideas that strengthen program consistency and cohesion with the overall goal being to continue providing quality services to the students we serve.

Each year, at the AHSD team retreat, conferences and workshops relating to professional development are discussed and attendance is determined by group consensus. Each team member brings ideas forward that might improve individual effectiveness and our program as a whole. This type of collaboration is utilized throughout the year at regular team meetings, where we take the opportunity to share insight about new technology, useful websites, banner techniques and knowledge gained from any training we have taken part in. The annual retreat provides an opportunity to assess current procedures and to discuss the implementation of new ideas and methods.

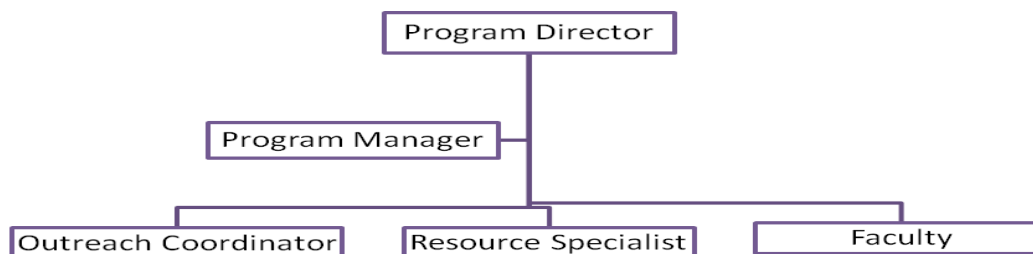
Individual AHSD staff participate in a variety of activities that aid in personal and professional effectiveness. One member of the team provides support for the Jefferson HS Middle College for Advanced Studies program, and serves on the PCC Learning Assessment Council. Another member is earning an MS in Education through PSU's PACE program. All team members attend leadership training sessions and conferences relevant to the AHSD program. Recent examples of conference attendance include the Council

of Student Services Administrators Leadership Institute, the Oregon Institute for Leadership Development, the Oregon Student Success and Retention Conference, and the National Institute for Staff and Organizational Development Conference.

AHSD Program staff sat on a panel at the Portland Community College High School Counselor Day and helped facilitate the Oregon Talented and Gifted Conference. Members provide instruction as CG100 and CG111 faculty, coordinate first year experience workshops, and attend TLC collaboration sessions to exchange ideas about how to improve instructional material. AHSD staff has increased their cultural awareness, knowledge and skills by taking part in events such as the Multigenerational Leadership Workshops, the Summer Institute for Intercultural Communication, and by participating in the PCC Summit.

Gateway to College Program

The following provides a brief description of the staffing categories within the Gateway to College program at PCC.



PROGRAM DIRECTOR The Program Director provides leadership in long-range planning, program development, problem solving and staff development. The GTC Director responds to inquiries from College departments, the community and/or external agencies and supervises program staff, including managers and administrative services professionals. This position is supervised by the Southeast Center Interim Dean of Instruction. Pam Blumenthal is the PCC Prep Interim Director and provides leadership for the GTC, MAP, and YES Programs and reports to Julie Kopet, SE Center Interim Dean of Instruction.

PROGRAM MANAGER The Program Manager manages and administers the Gateway to College program, which includes overall program design and development. In collaboration with the Division Dean and Program Director, they plan and implement goals, objectives, strategies, policies and procedures for the program. They supervise and hire academic professionals, Student Resource Specialists, and instructors. Currently, Slava Scott is the GTC and YES! Interim Program Manager.

RESOURCE SPECIALIST The Resource Specialist provides a broad range of services in support of students enrolled in the GTC program. They initiate student contact to ensure academic success within the program, provide career and academic advising, counseling or support to reduce student barriers and develop and implement recruitment and retention strategies. They also design and deliver credit level college guidance courses. There are currently five full-time Resource Specialists in the GTC program, with two employed at Southeast Center, one at Cascade, one at Rock Creek, and one at Sylvania.

INSTRUCTOR The instructors provide student instruction using approved course content and outcomes. They assess student achievement of learning outcomes, use student feedback to improve teaching, and revise and develop curriculum. There are currently two full-time instructors, one math instructor and one reading and writing instructor. In addition, GTC has two part-time math instructors, two part-time reading and writing instructors and three academic lab facilitators.

Staff and Faculty Members

Rebecca Andersen, Reading and Writing Instructor

Rebecca has worked in middle and high school alternative education programs for twenty years. She has worked at PCC for the last two years and also teaches at Mt. Hood Community College. She has a M.Ed. with an endorsement in Special Education from Lewis and Clark College.

Pam Blumenthal, PCC Prep Interim Director

Prior to her current role, Pam was a manager with PCC Prep for five years. She came to PCC with a background in counseling and experience in program management. Pam has an M.A. in Counseling Psychology and has worked in collaborative educational programs for the past eleven years.

Tina Brown, Math Instructor

Tina has been a teacher and counselor for the past twenty years. She currently teaches math in the Gateway to College program and in the Portland Public school district. She has a B.S. in Cognitive Science from Brown University and an M.A. in Education from Portland State.

Regina Davis Cainion, Resource Specialist

Regina has been working at PCC since 1994 starting as an Academic Advisor before coming to Gateway to College in 1997. She has also worked as an Interim Manager of Student Retention for Gateway to College and Interim Coordinator of the Multicultural Center at Sylvania Campus. She has a B.A. in Social Science and Speech Communication with an M.P.A. in Public Administration.

Jana Daugherty, PCC Prep Outreach and Intake Coordinator

Jana worked as a case manager with at-risk youth at Job Corps and at the Youth Employment institute before coming to PCC over five years ago. Since starting at PCC, she has had the opportunity to participate in the Oregon Institute for Leadership Development, the Summer Institute for Intercultural Communication, and an intercultural and language

development trip to Oaxaca, Mexico. She has a B.A. in Literature from New College of Florida.

**Irina Didenko, Math Instructor**

Irina started teaching college math thirty-seven years ago in Russia at the St. Petersburg State Technological University. She has been teaching developmental math at PCC for the last eleven years and helped write much of the math curriculum. She has a M.S. degree in Education.

Deborah Edwall, Reading and Writing Instructor

Deborah has worked with at-risk high school youth for the last seventeen years. She has been teaching for four years at PCC and almost two with Mount

Hood Community College. She received her M.Ed. through Lesley University in Curriculum and Development through the Arts.

Jeannette Isaacson, Math Instructor

JJ has more than twenty years of secondary and post-secondary experience in instruction, guidance and advocacy with a diverse population of apprehensive adult and adolescent learners. Jeannette received her B.S. in Human Development and a M.Ed. in Curriculum and Instruction. She will complete her M.S. in Special Education from Portland State University in 2012.

Susan Iversen, Reading and Writing Instructor

Susan has been teaching for Gateway to College for seven years. At PCC, she is an active member of the DE SAC and has spent the last three years representing PCC and alternative education on the State of Oregon's AESRP (Assessment of Essential Skills Review Panel). She holds a M.Ed. in Curriculum and Instruction from PSU and two B.A.'s from Oregon State University.

Mary Kelley, Resource Specialist

Mary has been teaching for almost 25 years at the high school, community college and university level. She has been with Gateway to College for the last ten years. She has written and developed numerous workshops, coordinated a

woman's' minority mentor program, and written two college textbooks on employment skills. She has a M.Ed. and certification in Individual, Marriage & Family therapy from the University of AZ.

Jane Larson, Resource Specialist

Jane has been with Gateway to College just shy of five years. She wrote and developed a curriculum grant to integrate project-based learning into our academic lab. She has a B.A. in Sociology from Portland State University and a M.Ed. from Concordia University.

Brooke Michelson, Resource Specialist

Brooke started in PCC as an Academic Advisor four years ago and has been with Gateway to College for two years. She also teaches college guidance courses in the Project Degree program. She has a B.A. in Psychology from Humboldt State University and a M.A. in educational policy, foundation and administration from Portland State University.

Slava Scott, Interim Manager of Student Support and Retention

Slava has been with PCC Prep Alternative Programs since its inception in 1994. During the last 16 years at PCC, Slava worked in various roles as an ABE/GED Instructor, Gateway to College Student Resource Specialist, and Academic Advising Coordinator. Slava has his M.Ed. in Educational Leadership from Concordia University.

Becky Springer, Resource Specialist

Becky provided case management and support to at-risk youth in social service organizations for eight years prior to coming to PCC. She has been with Gateway to College for the last five years and helped write a curriculum grant to integrate project based learning and further link the class' students take during their first term. Becky has a B.A. in Sociology from Luther College and a M.A. in Applied Sociology from Northern Arizona University.

Professional Development

Gateway to college values professional development and each staff member works with his/her supervisor to develop an individual professional development plan aimed at improving and sustaining personal growth and job effectiveness. Each staff member is required to participate in at least one training annually. Training topics include: Technology, Diversity, Student Retention Strategies, Mediation/Conflict Resolution, Dealing with Difficult People, professional development opportunities provided by individual school districts and CMACS, and the Courageous Conversations workshop. Training and professional development is included in the staff's work time. Resource Specialists attend trainings for On Course: Strategies for Empowering Students to Become Active, Responsible Learners. This includes the introductory On Course workshops and yearly national conference. This is the curriculum used in College Guidance courses at PCC and considered a best practice for student success courses.

Gateway to College employees attend a yearly Peer Learning Conference, which provides a forum for the faculty, staff and administrators to share with other professionals from twenty-six community colleges in sixteen states across the network. At this conference they learn methods to improve retention, upgrade curriculum and delivery, improve accuracy of data reporting, increase student access to college and community opportunities and establish pathways to employment opportunities. Portland Community College has previously hosted the first and second Peer Learning Conference and will be hosting the eighth conference in 2012.

Staff members are also welcome to request to attend any additional professional development opportunity, both locally and nationally, and if the managers feel that it is relevant they will approve it.

5. Program Model, Standards, and Services

The two program models share five important core elements that serve as the foundation for the AHSD.

Adult High School Diploma & Gateway To College Programs Common Goals and Program Distinctions

Adult HS Diploma Program

1. Open to ages 16 and older
2. Open to all school districts
3. Students are responsible for all expenses
4. Minimum of 12 established credits at entry as a rule
5. Preferred minimum placement in RD 90, WR 90, & MTH 20
6. Begins first term classes with the campus community
7. Students perceive selves as a college student
8. To be successful, students need to be:
 - interdependent – know when to ask for help & take action
 - motivated & committed
9. Student personalizes needed structure with the Campus HS Completion Specialist
10. Course Offerings list – Ed. Plan

Gateway To College Program

1. Open to ages 16-20 (complete by 21)
2. Open to 8 school districts
3. Program pays for tuition and books
4. Maximum of 17 high school credits (can have 0-17 credits)
5. Application process & program assessment
6. Begins classes in a structured learning community (1-2 terms with GTC instructors)
7. Student ready to learn to be college student
8. To be successful, students need to be ready to change past behaviors that didn't work and need to accept responsibility for success in own education
9. Students work very closely with a Resource Specialist to support their progress
10. Career Pathways /course offerings list- Ed. Plan

WHAT WE SHARE

- Oregon Adult High School Diploma with State approved Course Offerings list
- College based
- College/High School Credit
- Experienced program staff
- Student support

Adult High School Diploma Program

Program Model

The State of Oregon, local high schools, and the general community understand that some students need an alternative means to achieve their first benchmark of education, and to move students along the path toward greater educational attainment of life goals. Portland Community College's (PCC) longstanding Adult High School Diploma (AHSD) Program serves as the bridge some students need to complete their high school diploma in order to continue to attain higher education, while at the same time working on course requirements in any of several community college associate degrees or certificate programs.

Some key unique characteristics of the AHSD Program can be summed up by the following criterion. First, because the program is not limited by school district boundaries, as is found with other K-12 alternative options, students from many high school districts in and around the Portland area can be served at the Cascade, Rock Creek, Southeast, and Sylvania campuses. Next, the AHSD program exceeds the age limitations of the K-12 system and serves students as early as sixteen years of age and students well beyond twenty-one years of age. Having open boundaries and no age cap on enrollment in the AHSD program allows PCC to reach and serve a greater audience. Finally, students are responsible to pay in full all incurred tuition costs out of pocket, as they are ineligible for any financial assistance awarded via the Free Application for Federal Student Aid.

Some students need an alternative means to achieve their first benchmark for education.

Elements of the Model

1. Partnerships

The AHSD staff interfaces with community partners on a regular basis in its service of students. Services include but are not limited to:

- Consulting with K-12 counselors about student referrals and high school completion options.
- Providing information sessions at PCC's High School Counselor Day.
- Facilitating student orientations for high schools participating in the Expanded Option program (see appendix J).
- Working with public charter schools to process admissions and enrollment for their students under 16 years of age.
- Working with public charter schools facing closure to help place students.
- Consulting with juvenile departments or adult correctional facilities to discuss the AHSD as an option.

In addition, High School Completion Specialists are often contacted by recruits for the military, teen parent resource offices, Truancy officers, and foster care parents all seeking information and guidance as to best options for obtaining a high school diploma.

2. College Based

The AHSD Program provides a central point of contact in the Advising and Counseling Centers at each of the four campuses. Students integrate into the comprehensive campuses at entry and are considered college students. They enroll in college classes upon entering the program and have full access to college courses, facilities, and support services. The flexible class times accommodate the diverse schedules of our nontraditional students and diverse age groups.

3. Dual Credit

High school course requirements align with college classes allowing students to earn dual credits. Students earn a high school diploma and transferable college credits toward an associates degree or certificate. Course offerings for the AHSD are carefully aligned with college requirements with the intent to make every credit count.

4. Student Selection

As a part of practicing with intention, the AHSD staff has initial discussions with each student before program entry regarding suitability. There are times when the program specialists need to make recommendations for students to consider alternative options for obtaining their first benchmark of education. Students who are successful in the AHSD Program are motivated, persistent, and are able to demonstrate interdependence.

Eligibility:

- Students must be at least 16 years of age.
- Recommended that students have completed at least 12 transferable high school units.
- Preferred that students place into reading and writing 115, and math 20.
- Recommended that students place into a minimum proficiency of reading and writing 90 and math 20.

Assessment:

- Students are required to take the college COMPASS test in reading, writing, and math or provide SAT or ACT scores.

Referral:

- As professionals, we are primarily concerned with the student's ability to be successful in achieving their academic goals. Available options are weighed out with the student and parent as appropriate. Program specialists may refer perspective students to other alternatives to earn high school credentials. Examples include younger students who require high structure or students with limited resources.

Matriculation:

- New students begin each college term, including summer.

5. Student Progress

Intake:

- Significant emphasis is placed on the intake process. Aside from academic barriers, students may not be held to mandatory check-ins. The student is given upfront particulars in upcoming changes in diploma requirements, resource referrals as determined in current or initial meetings, and copies of academic plan and program course offerings. The HSC Specialist sets up a case file for each student that includes the following documentation:

- Intake Form
- Official high school and/or other official transcripts from an accredited institution reflecting all high school credit earned.
- Release from compulsory education for students under 18 years-of-age.
- Evaluation Worksheet that outlines the AHSD requirements and the students remaining credits required for completion of the diploma based on credits earned and placement scores.
- Academic plan that extends to completion of the diploma.
- Official transcripts from prior school(s).
- Summary notes, as appropriate, reflecting a follow-up appointment or recommended campus/community resources.

Transition:

- All students transition onto the comprehensive campus their first term entering the AHSD Program. Based on the outcome of their college placements, a student's academic plan may prescribe enrollment in reading, writing, and math, leading students to completion of RD/WR 115 and MTH 65. It is equally common for new and returning students to place into college proficiencies entering the program. Career Guidance courses may be recommended to help the student meet college rigor and expectations.

Continuation:

- Ongoing contact with the student's AHSC Specialist is strongly encouraged. The AHSD Program is open to all students who meet the basic admissions criteria. Therefore, students are not required to check in on a term-by-term basis. Their enrollment pattern is often erratic. It is not uncommon for our students to stop out for a period of time and return. Academic plans are reassessed as needed. Others enroll full time on a continual basis and some take 1 or 2 classes a term until completion. Enrollment behaviors do not appear age specific within our diverse age group.

Graduation:

- Students graduate when their diploma requirements have been met. Students coordinate with their HSC Specialist to submit the required petition, personalization of the AHSD, and an exit survey. Specialists assist students through their transition to continue college or career goals.

6. Collaboration: A Team Focus

Although PCC has helped students achieve an Adult High School Diploma for the last fifty years, it has only been during the last four years that the practices of the AHSD Specialists have been standardized across the District. During the course of the year AHSD team members meet regularly to discuss a variety of issues and strategies for the retention of students in the program. Staff members develop a plan of action to prepare for changes in graduation requirements set forth by the State Board of Education for the Oregon Diploma. The implications of all upcoming changes impacting students are assessed in each caseload, and the team decides how best to communicate these changes to program participants. All internal program changes are also carefully monitored, such as the conversion of credits from college to

high school, and communicated to students in a timely fashion so as not to impede progress toward graduation.

The AHSD staff members are located on 4 different campuses. The college campuses vary in location, campus culture and climate, and student populations. The Adult High School Completion staff recognizes that it is imperative to work within the diverse cultures of each campus and yet maintain consistent in AHSD practices and procedures across the district. The team at each location reports to respective campus Associate Deans and Deans of Students. Other working relationships encompass staff in various Student Services departments such as:

Students will demonstrate an understanding of how the AHSD requirements intertwine with any PCC Associate Degree or Certificate Program.

- Counseling
- Enrollment Services
- Student Records
- Disability Services
- Student Outreach and Orientation
- Student Learning and Student Success Centers
- Multicultural Centers, Women's Resource Centers, Associated Students of PCC
- Other alternative programs that offer high school credentials
- Financial aid services for graduating students
- Career Centers

7. Teaching and Learning

The primary objective of the AHSD program staff is that students move toward their educational goals, albeit initially under the initial guidance of program representatives. It is expected that students will glean knowledge and be able to demonstrate an understanding of the AHSD program requirements by gaining the aptitude to identify and select appropriate courses that will meet their academic goals. Furthermore, it is anticipated that students will demonstrate an understanding of how the AHSD diploma requirements intertwine with any PCC Associate Degree program. Early in a student's journey in the AHSD program they are encouraged to obtain proficiency with college technology such as MyPCC for class searches, registration, and interfacing with faculty on Course Home Pages. Within a term or two most students gain the capacity to advocate for themselves to stay on the graduation track, and are empowered to identify needs and seek appropriate college or community resources, rather than allowing their needs to turn into roadblocks.

8. Student Support

Program staff members strive to give students an awareness of what coming to college is all about before he/she decides to enroll. Together with the student, AHSD Program staff identifies barriers to learning the student may voice concern over, and connect him/her with other college and community resources as needed. For returning adult learners who wish to re-enter academia, ADHD Program staff create a

welcoming environment, encouraging students to shed their fears and past failures surrounding learning. The Specialists view students from a holistic vantage point thereby serving students as a “whole person” by mentoring, using teachable moments, and empowering the student to become autonomous. We recognize that students do not drop their personal lives as soon as they come on campus. They are often one of the most burdened and pressured groups of people, juggling and shuffling their lives to make room for education. They face enormous challenges on both sides of the classroom door. Many adults arrive with a sense of shame of their past record. We express at great length that time is a great teacher, and that learning habits or attitudes students may have possessed in the past have most likely changed. Students are assured that their past academic performance is not a charge against them and commend them for moving forward.

9. Staff

On a professional level AHSD staff mirrors the guiding principles and core values put forth by the American College Personnel Association or ACPA. In action, these principles can be seen as: respecting autonomy in allowing students the freedom to choose their educational goals; doing no harm by being sensitive in dealings with students so as not be a stumbling block in the progress of students’ plans; benefitting others by demonstrating our commitment toward students; displaying accountability and integrity in the role as educator; respecting diversity by modeling sensitivity and a deep respect for a student’s individuality. AHSD program staff also closely adheres to the best practices of academic advising found in the guidelines for Council for the Advancement of Standard in Higher Education or CAS. Specific AHSD program directives promote student learning and development in the areas of intrapersonal and interpersonal competencies including a certain level of interdependence. Additional strategies include working with students closely to increase self-knowledge and his/her ability to maintain positive self-concepts and outlook regarding their educational goals. In other words, AHSD program Specialists help students answer the “Who am I?” question.

Working with a large caseload has identified the need to provide holistic advising and embed opportunities to help students establish identity and develop a sense of purpose. It has been noted that during the developing purpose stage of students’ journeys the option for choosing a major surfaces. At this point students begin to draw parallels between future fields of study and profession; hence the concept of lifelong learning is reinforced. Practicing with intention helps to guide students toward improving his/her understanding of the importance of establishing autonomy by taking charge and ownership of their development and progress.

Funding

Students are responsible to pay in full all incurred tuition costs, as well as monies for fees, books, and transportation out of pocket. Exceptions may exist where students have arranged payment through a third party. AHSD Program students are ineligible for any financial assistance awarded via the Free Application for Federal Student Aid for college classes in order to earn their high school diploma while accumulating transferable college credits that apply towards college completion goals.

Funding for the 2.75 FTE is paid out of the PCC general fund. Aside from a minimal budget at the Sylvania Campus which covers some supplies, the AHSD Program does not have a separate operating budget.

Student Profile

Students come to PCC in a variety of stages of completion of their high school diploma and with all abilities and skill levels. There are numerous reasons why students elect to drop out of high school only to seek an alternative means of finishing their education. The following is a condensed summary of some of the most common student profiles in the program that reflect both the younger more traditional age student as well as the returning adult learner. Specialists in the AHSD program serve:

- Students who are coming from a home-schooled environment and want to begin college early, rather than attending traditional high schools.
- Students who did not graduate on time and most often need only a few credits to earn a diploma.
- Students, who have experienced multiple interruptions on their path toward educational attainment and may be past the traditional high school age, yet want to achieve their first benchmark in education.
- Students who can no longer cope at the high school and are on the verge of dropping out and students who are excelling in their classes in high school and need more of a challenge than their high school can offer them, neither of whom may qualify for Gateway to College or other K-12 sponsored programs.
- Students who are underrepresented and may not be adequately served in the high school. (example)
- Students who at entry into the program may begin in DE levels of education yet end up earning their Associates degree at the same time as their high school diploma.
- Students who are returning adult learners and may be:
 - ❖ Single parents
 - ❖ Dislocated workers
 - ❖ Students for whom there is no other option of obtaining their high school diploma and who do not want a GED.
 - ❖ Enlisted men and women who need the flexibility of a college schedule
 - ❖ Students who choose to earn a high school diploma, despite already having earned a GED for personal reasons or for entrance into the Armed Forces.

Gateway To College Program

Program Model

Gateway to College allows students to complete their high school requirements while they accumulate college credits toward an Associate's degree or certificate. The program covers the cost of college tuition and books using K-12 public education funds. Qualified students pay only the college student fees. Gateway to College serves youth 16 to 20 years old who have left school or are about to drop out of school.

The program provides wrap-around support to students throughout their time in Gateway to College. All students participate in an intensive first term with their Gateway to College peers. This Foundation term, taught by specialized Gateway to College instructors, provides students with an opportunity to build their academic habits, study skills, learn time management techniques, explore career choices linked to academic programs, and gain confidence with the support of instructors and resource specialists trained to help them adjust to college life.

After successfully completing the Foundation term, students transition to the comprehensive campus, taking courses with the general student population. These courses follow a specific pathway or career major to ensure that all credits count toward both the diploma and the student's college goals. Students in good standing remain in Gateway to College until they earn their high school diploma or turn 21. Students who graduate or "age out" are provided with an individualized plan for continuing their college education.

The program provides wrap-around support to students throughout their time in Gateway to College..

Elements of the model

The following list of 10 essentials describes the core aspects of the model:

1. Sustainable Partnership

Programs are self-sustaining through K – 12, college, and community partnerships. District per-pupil expenditure pays for tuition and books and colleges use their existing infrastructure to limit operational costs. District and college needs are met.

2. College Based

Gateway programs are an integral part of the college. All classes and staff offices are on campus. Flexible class times fit non-traditional students' schedules. The college calendar is adhered to and some students take summer classes to graduate before "aging out." Students have full access to college courses, facilities, and support services. Students feel like college students because they are full-fledged college students.

3. Dual Credit

Courses align to allow dual credit (high school and college). Students achieve an adult high school diploma and significant college credit toward an AA or certificate. Alignment work is undertaken with an "every

credit counts, no wasted credits" mindset.

4. Student Selection

- **Eligibility.** Student eligibility is firmly based on the following criteria. An eligible student is between 16 and 20 years old; has dropped out or is on the verge of dropping out of high school; is behind in credits for age and grade level; has a GPA of 2.0 or below (or exhibits other risk factors); lives in an eligible district; has expressed the goal of earning a diploma; and reads at an 8th grade level or higher.
- **Assessment.** Students are selected through an intensive intake and evaluation process. Student reading, writing, grammar, math, and affective skills are assessed prior to their acceptance. Network-approved selection tools and guidelines are used to assess a student's chance for success while maintaining the Gateway mission.
- **Referral.** The program serves as a clearinghouse for reconnecting youth to education. Those students not selected are counseled to a better option. These options may include GED, ESL/ELL, K – 12, college alternatives, and community-based programs.
- **Matriculation.** New students begin each college term (including summer if possible).

5. Student Progress

- **Foundation.** All students begin with Gateway Foundation in a learning community of 20-25 students. They take coursework in reading, writing, math, college survival, and an academic lab. Each learning community is assigned a resource specialist (RS) who works intensively with each student until graduation. RSs teach college guidance and career development courses in order to provide a more holistic support by getting to know their students as learners.

The student resource specialist attempts to achieve the following outcomes with the students during the Foundation term experience:

- Good Communication Skills
- Accountability
- Effective Time Management Skills
- Effective Study Skills

During the first term, it is important to establish a foundation that will be the primary building block for the students' college experience. Therefore, it is critical that students are provided with both the academic and affective skills necessary to prepare them for success in the collegiate environment.

All students begin in a learning community of 10-25 students per class.

One term is a short period of time to address old, ineffective habits and a history of failure with the objective of developing successful habits to support the student in mainstream college classes. Hence, shifting faulty thinking and outdated behaviors, and changing self-defeating attitudes and ineffective study habits are critical to success starting from day one.

This change happens through a variety of ways. The most effective way is to have a tight team effort between instructors and student resource specialists. Student resource specialists start to implement effective strategies during the CG 100 class.

We cannot assume that our students know any of the skills and techniques needed to be successful college students. We have to teach them and demonstrate even the most basic communication, time-management, and planning skills. Telling them to do something, or even how to do something is not enough. They must be given real opportunities to practice and apply basic skills until they are internalized

- **Transition.** Students transition onto the comprehensive campus (called Gateway Continuation) where they complete the dual credit coursework needed for their Adult High School diploma. An individual's transition path varies. Based on Foundation grades, maturity-level, and skill-level (including college placement test results), they are placed in the appropriate next sequence of courses. Some will need to repeat some or all Foundation courses. Some need further developmental-level work. Most will begin taking at least one college-level transfer class in their second term.
- **Continuation.** Continuation courses are taught by regular college faculty. A Gateway student attends these courses as a "regular" college student. As a rule, their identity as a Gateway student is transparent. Continuation students maintain a connection to the Gateway community through ongoing contact with their RS (including required advising). They use academic support services and participate in leadership opportunities. An additional connection is maintained through the career development class taught by the RS during a student's second term. RSs help students create an academic plan to meet diploma requirements, college, and career goals.
 - a. **Graduation.** Students graduate from the program when they complete their AHS diploma requirements. RS's assist graduating students (and anyone "aging out") to transition to further their college education (e.g., assist with financial aid and scholarship applications) and toward career goals.

Students are supported through a tight team effort between Instructors and Resource Specialists.

6. Collaboration

The program relies on a team-based approach to student success. Team members work together to support student progress, and students rely on each other as supports and resources. Forming positive peer groups is part of the transformative power of Gateway to College.

Gateway to College is a highly collaborative, student-focused model, both between and within work groups. This model would not be successful if each group saw itself as separate and disconnected from the other departments within the college. Gateway to College depends heavily upon the team concept, which has as its foundation: respect, collaboration, an outcome focus, continuous improvement, and

camaraderie.

In addition to meetings of the larger Gateway to College team, smaller teams might be comprised specifically of all resource specialists or of all staff working with a particular learning community.

The collaboration and effective communication between instructors, resource specialists, and various administrative staff are key factors leading to promoting student achievement and program success. Since each staff member has a different vantage point from which to view, assess, and support student development and success, it is critical that the program director, instructors, resource specialists, and tutors talk with each other. In this way, they assure that the student receives clear and coherent messages. To this end, it is expected that Foundation term instructors and resource specialists:

1. meet regularly to review student progress
2. provide weekly feedback on progress and attendance to each other and administrative staff
3. maintain student accountability by comparing and connecting student performance and behavior from one class to another
4. design student interventions as needed (and include the program director when necessary)
5. collaboratively create lesson plans to create common threads of discussion throughout the curriculum

In all cases, it is critical to recall that this population of students often presents a unique set of challenges and serving them well requires flexibility, honest collaboration, and a commitment to on-going professional development.

7. Teaching and Learning

Program curriculum builds basic academic and life skills. It inspires personal and academic development and is a catalyst for increased growth. There are high expectations for students who regularly engage in rigorous assignments relevant to 21st century work and their lives. Faculty are trained on and committed to the Gateway pedagogy.

Over time, greater responsibility is placed on students to initiate and maintain contact with their student resource specialist and to be proactive in asking for the support they need, though the student resource specialist keeps a pulse on how much independence the student is ready for at any given juncture. By continually empowering the students' sense of self-sufficiency and accountability, the student resource specialist enables the students to be better prepared for success in the college environment so they can achieve their academic and career goals beyond receiving an Adult high school diploma in Gateway to College.

8. Student Support

Student support is woven into the fabric of Gateway both in and out of the classroom. Students are part of a college family grounded in mutual respect where adult thinking and behavior are cultivated. Students reflect on their growth, and their success is celebrated regularly and zestfully. Programs give consideration for how to best serve students' special needs. Partnerships allow programs to serve students holistically

and comprehensively.

Building relationships with students, building their self-confidence, and empowering students to take responsibility for their own success to achieve their dreams are at the core of student support.

The support that Gateway provides students is from a strengths-based, solution focused model. The objective is to recognize the students' resilience and teach them how to use their strengths to achieve their goals. Students are taught the skills needed to navigate effectively an adult learning environment and to cope with the obstacles that remain in their path. Students are not judged for their prior academic performance or behavior; rather they are taught how to conduct themselves like a successful college student and given a safe environment to practice those skills until they become habit.

9. Program specific Support Services

Gateway to College offers students a fresh start – a real second chance – by providing an environment where someone cares about their stories and believes in them. Students need to know that they are welcome, that they are accepted with all their past challenges, and that they will be provided with the necessary resources and the opportunity to develop the skills to make positive choices to support their successes. This includes holding students accountable for the choices that they make and teaching them the academic and life skills needed to re-write their stories in a way that moves them toward their goals.

The emphasis of student support services typically shifts over the course of time that the student is in the program. Keys to a successful beginning in the first two terms include staying closely engaged with students, providing close mentoring, proactively intervening at the first sign of problems, and connecting the student to critical resources. As students develop increased confidence and have the resources they need in place, they are encouraged to be more independent and to take greater responsibility for their own academic goals and success.

Students are part of a college family grounded in mutual respect where adult thinking and behavior are cultivated.

10. Staff

The keys to any organization's success are the staff members who support its programs, their commitment to the mission, vision, and goals of the organization, and their success in working together to achieve the organization's goals.

Program staff is experienced with at-risk youth program delivery. An initial staffing plan includes a full-time director; administrative assistant; two full-time resource specialists (student counselor, coach, mentor, advisor); reading, writing, and math faculty (often part-time adjuncts); and support staff (e.g., tutors, academic lab facilitators). Faculty hold masters degrees to meet highly qualified requirements.

Gateway programs have a strong culture of professional development. Team members are passionate about helping to solve the dropout crisis. Individual development becomes the norm, not the exception. Program team members share good ideas and rely on each other for input and feedback. Self-

transformation is part of the culture and is expected from team members and students alike.

FUNDING

Local school district dollars are the primary source of funds for Gateway to College. Gateway to College currently has contracts with eight local school districts: Portland Public, Beaverton, Hillsboro, Tigard-Tualatin, Sherwood, Lake Oswego, David Douglas and Centennial. Funding is based on ADM (average daily membership) and school districts are billed based on ADM. The college itself is a primary supporter of Gateway to College through in-kind resources such as space, staff, technology and services, waivers of student fees, reduction of tuition and student scholarships.

Ensuring Gateway to College values dictate the budget

It is important that the core values of the program are reflected in the budgeting process. From year to year, budgets will be adjusted according to the resources available. Ultimately, the objective is to fund a program that provides all students an opportunity to succeed in a collegiate environment. To that end, it is critical that the budgetary decisions consider data on student outcomes, achievement, and satisfaction. Administering the budget is a complicated task and Gateway to College staff have developed a relationship with the PCC fiscal department.

*...a program that
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There are several elements that inform Gateway to College budgets on a year to year basis. These elements include the following:

- resources and priorities of partner school districts and other state funding priorities
- increases in tuition or fees
- additional support / services needed by students to attend school
- changes in staffing arrangements, compensation, and benefits
- status of books, equipment and technology utilized by staff and students
- projections regarding the need for new technology

Gateway to College has been able to develop a reserve fund over time to take the program through the lean years when revenue projections, earnings, and expenditures are not in perfect harmony or when the program encounters unforeseen circumstances.

Student Profile

Students enter the Gateway to College program with significant academic and personal challenges that are constantly being identified and addressed by the academic and support staff. The following is a condensed summary of some of the GTC New Student Analysis from 2007-2010. Gateway to College conducts a New Students Survey during the first term of enrollment to identify challenges and concerns that students perceive as barriers that place them at risk for school failure. GTC also conducts an annual Student Satisfaction Survey to follow up with students and to address any other concerns they perceive as challenges. This analysis demonstrates the need for such a program as Gateway to College to be able to fill in the gap for those students who are unable to financially afford ASHD of paying for tuition, books and fees, and who are not eligible for financial aid. Resource Specialists in the Gateway to College

program serve:

- Students who are between the ages of 16 and 20 years old, with the average of 16-18 years old.
- Students who are not attending high school or have been identified by their school district as at risk of dropping out, and who meet the eligibility requirements of their district.
- Students who may come from another alternative program and learn about the program through their high school counselors or teachers.
- Students who are concerned with their ability to continue their education due to, academics, family, finances, transportation and working.
- Students who face a range of personal barriers such as a need to work and contribute to the household's incoming, pregnant and parenting, health and/or mental health issues, homelessness and /or unstable housing, drug/alcohol use, issues with peers, and issues in their family or personal lives.
- Students who have struggled in school in the past due to suspensions and/or expulsions, erratic attendance, and often poor academic skills that keep them from meeting benchmark academic standards.

The following table shows a comparison between challenges that students had during enrollment in high school (reported in the "New Students Survey"), and their concerns and challenges a year or more later during their enrollment in GTC (reported in the "Students Satisfaction Survey").

<i>Perceived Challenges or Concerns</i>	<i>New student survey</i>	<i>Satisfaction survey</i>
<i>Problems with school admin. and/or faculty</i>	46.40%	13.30%
<i>Problems with my peers</i>	48.80%	16.10%
<i>Infrequent attendance</i>	61.90%	32.30%
<i>Nobody cared</i>	38.50%	18.50%
<i>Didn't feel the environment was safe</i>	24.60%	7.00%
<i>Teachers did not know me</i>	38.50%	26.50%
<i>Academic problems</i>	65.90%	58.80%
<i>Problems with the legal system</i>	11.10%	8.20%
<i>Transportation</i>	42.80%	41.00%
<i>Finances</i>	40.40%	38.80%
<i>Problems with substance abuse</i>	10.70%	10.20%
<i>Too many family responsibilities</i>	32.30%	32.40%
<i>Health problems not related to drugs or alcohol</i>	21.40%	24.10%
<i>Problems with family or household</i>	40.90%	44.70%
<i>Homelessness</i>	5.20%	12.10%
<i>Conflict with work/ need more work hours</i>	14.70%	28.40%

6. Student learning Outcomes

As a result of meeting with AHSD program representatives:

1. Students will demonstrate an understanding of AHSD Program requirements.

How will the student demonstrate this learning?	How will I know the student has done this well?	Tie to CAS Professional Standards for Higher Education	Tie to PCC Core Values
Complete college admission and testing requirements. Meet with an AHSD Specialist to explore options for completing high school. Use the preliminary transcript evaluation to describe what course credits remain to be earned at PCC. Use the Course Offerings list to select courses that fulfill their remaining diploma requirements. Activities that facilitate the learning: •Studying placement test previews. •Individualized instruction from AHSD Specialist.	Student is present in Banner. Student placed in at least developmental levels of reading, writing, and math in the Compass Placement Test. Student used the transcript evaluation to explain what is needed to earn the Adult HS Diploma. Banner term registration shows the student has registered for classes that meet the student's personal and institutional requirements for earning an Adult HS Diploma.	<u>Knowledge acquisition, integration, construction, and application:</u> Relating knowledge to daily life. <u>Practical competence:</u> Pursuing goals. Managing personal affairs.	<u>Self-Reflection</u> Seek and acquire information and knowledge to achieve academic, career, and personal success as a lifelong learner. Set well-defined goals, monitor progress, and motivate self. <u>Professional Competence</u> Identify and/or recreate concepts, terms, and facts. Explain concepts and skills to others. Make a decision and take actions based on analysis of information.

2. Students will align AHSD requirements with degree/certificate requirements in higher education or with another next step the student wants to take.

How will the student demonstrate this learning?	How will I know the student has done this well?	Tie to CAS Professional Standards for Higher Education	Tie to PCC Core Values
Record projected course completions on a degree or certificate worksheet from the college of their choice or alongside the requirements of their next step of choice. Activities that facilitate the learning: •Coaching in the PCC Start Lab. •Meeting with a General Advisor to preview degree yearly plan. •Reviewing degree yearly plan with AHSD Specialist. •Meeting with recruiting or apprenticeship advisor to match AHSD course selection to next step requirements or recommendations.	The student submits a worksheet showing their projected coursework for the Adult HS Diploma alongside the requirements of their future goal or next step.	<u>Knowledge acquisition, integration, construction, and application:</u> Connecting knowledge to other knowledge, ideas, and experiences. Constructing knowledge. <u>cognitive complexity:</u> Reflective thinking. <u>Intrapersonal development:</u> Realistic self-appraisal, self-understanding, and self-respect.	<u>Self-Reflection</u> Appraise own skills and abilities. <u>Professional Competence</u> Use basic terms, concepts, and facts to gain additional or more complex knowledge as a lifelong learner. Transfer concepts and skills to other fields or new situations creatively.

3. Students will demonstrate the ability to use appropriate technology to perform with competence those tasks and procedures relevant to earning an AHSD.

How will the student demonstrate this learning?	How will I know the student has done this well?	Tie to CAS Professional Standards for Higher Education	Tie to PCC Core Values
Use the Class Search function in MyPCC to select courses that meet the needs of student's personal schedule. Use MyPCC to register for classes. Use MyPCC to receive and respond to emails from AHSD Specialist. Activities that facilitate the learning: •Coaching in the PCC Start Lab. •AHSD Specialist oversees first login. •AHSD Specialist models using Class Search. •AHSD Specialist supervises while student fills in work schedule and extra-curricular responsibilities on a term scheduling worksheet.	Student successfully resolves course conflict. AHSD Specialist confirms in Banner whether course registration was completed online. AHSD Specialist confirms receipt of email from student through MyPCC.	<u>Practical competence:</u> Pursuing goals. Managing personal affairs. Demonstrating professionalism. Technical competence.	<u>Professional Competence</u> Perform tasks, procedures, and processes with competence. Apply appropriate technologies to analyze, solve, and present solutions to problems. Make a decision and take actions based on analysis of information. <u>Critical Thinking and Problem Solving</u> Determine the extent of information needed. Access the needed information effectively and efficiently. Make a decision and take actions based on analysis.

4. Students will demonstrate the ability to advocate for themselves to stay on track for graduation.

How will the student demonstrate this learning?	How will I know the student has done this well?	Tie to CAS Professional Standards for Higher Education	Tie to PCC Core Values
Earn a C or better on each English or mathematics course. Complete Adult HS Diploma requirements with a cumulative 2.5 or better GPA. Meet with instructors to clarify course content or requirements. Initiate meetings with AHSD Specialists to ask questions, develop academic plans, and track requirements. Seek out additional college resources and assistance as needed for student success.	Student will have earned a C or better on each English or mathematics course. Student will register to retake failed classes and then earn the higher grade. Student schedules and attends appointments with AHSD Specialists. Student follows up on referrals made for college resources.	<u>Cognitive Complexity</u> Critical thinking. Reflective thinking. Effective reasoning. Creativity.	<u>Professional Competence</u> Perform tasks, procedures, and processes with competence. <u>Critical Thinking and Problem Solving</u> Determine the extent of information needed. Access the needed information effectively and efficiently. Make a decision and take actions based on analysis.

Activities that facilitate the learning:

- The challenging collegiate environment itself may motivate a student to develop interdependency.
- Attending tutoring sessions in the college learning center.
- Meeting with an instructor to clarify course content or requirements.
- Initiating a meeting with HSC Specialist to discover resources for a specific academic or personal need.

7. ASSESSMENT AND ANALYSIS

Adult High School Diploma (AHSD) Program and Gateway to College (GtC) Program Students' Performance Summer 2007 through Spring 2010

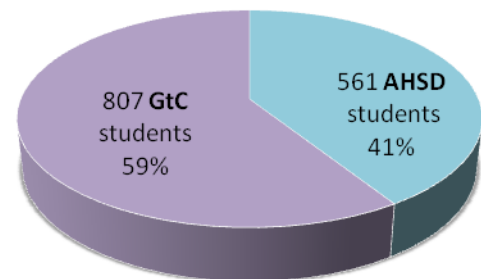
This summary includes statistics for **1368** AHSD and GtC students who enrolled for classes during the three academic years between 2007 and 2010. Any classes taken before or after this period were excluded from this report. Developmental classes that were worth 0 credits were also excluded from this report.

A. Number of Students Enrolled & Average Age

The AHSD Program serves students who are older, on average, than GtC. Because GtC receives funding from the public high school districts from which students come, GtC is bound to serve students ages 16 to 20. AHSD is PCC's only high school diploma option for students 21 and older.

Enrollment of Students in AHSD Program and GtC Program Combined				
	2007-2008	2008-2009	2009-2010	Overall (Unduplicated)
AHSD Students	272	360	346	561
GtC Students	409	454	528	807
Total Students Enrolled During The Year	681	814	874	1368

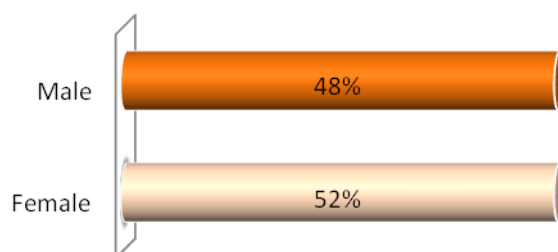
	Average Age of Students At Entry	Total number of students enrolled between 2007-2010
AHSD	21	561
GtC	18	807



B. Gender Distribution

Women are only slightly more likely than men to complete their Adult High School Diploma.

Gender of Students Combined Programs								
	2007-2008		2008-2009		2009-2010		Overall (Unduplicated)	
Female	351	54%	419	53%	457	53%	671	52%
Male	307	46%	377	47%	406	47%	624	48%
Total (with valid gender data)	658		796		863		1340	
Students Served During The Year	681		814		874		1368	



Both diploma programs have remained strong, even through the recession when personal budgets and district budgets have been in decline. *”Students served...” varies from “Total” because some program participants did not wish to register their gender.

Gender of AHSD Program Students								
	2007-2008		2008-2009		2009-2010		Overall (Unduplicated)	
Female	139	52%	195	55%	193	56%	294	53%
Male	130	48%	162	45%	150	44%	261	47%
Total (with valid gender data)	269		357		343		555	
Students Served During The Year	272		360		346		561	

Gender of GtC Program Students								
	2007-2008		2008-2009		2009-2010		Overall (Unduplicated)	
Female	212	54%	224	51%	264	51%	405	52%
Male	177	46%	215	49%	256	49%	380	48%
Total (with valid gender data)	389		439		520		785	
Students Enrolled During The Year	409		454		528		807	

C. Ethnicity Distribution

Ethnicity of Students Combined Programs								
	2007- 2008		2008- 2009		2009- 2010		Overall(Unduplicated)	
Asian	42	7%	52	8%	46	6%	70	6%
Black/African-American	27	5%	26	4%	37	5%	58	5%
Hispanic	44	8%	66	10%	67	9%	106	9%
Pacific Islander/Native American	10	2%	9	1%	19	3%	29	3%
White/Caucasian	451	79%	533	78%	592	78%	878	77%
Total (with valid ethnicity data)	574		686		761		1141	
Not Identified	107		128		113		227	

The ethnic backgrounds of AHSD students is similar to PCC at large. Most students are Caucasian. Asian and Hispanic students come in as a low second, with few African American and Native students. When data is program specific, GtC shows as somewhat more accessible to ethnic groups other than Caucasian.

Ethnicity of AHSD Program Students								
	2007- 2008		2008- 2009		2009- 2010		Overall(Unduplicated)	
Asian	13	6%	18	6%	13	4%	23	5%
Black/African-American	-	-	-	-	-	-	-	-
Hispanic	11	5%	22	7%	24	8%	38	8%
Pacific Islander/Native American	5	2%	5	2%	8	3%	14	3%
White/Caucasian	208	88%	265	86%	261	85%	417	85%
Total (with valid ethnicity data)	237		310		306		492	
Not Identified	35		50		40		69	

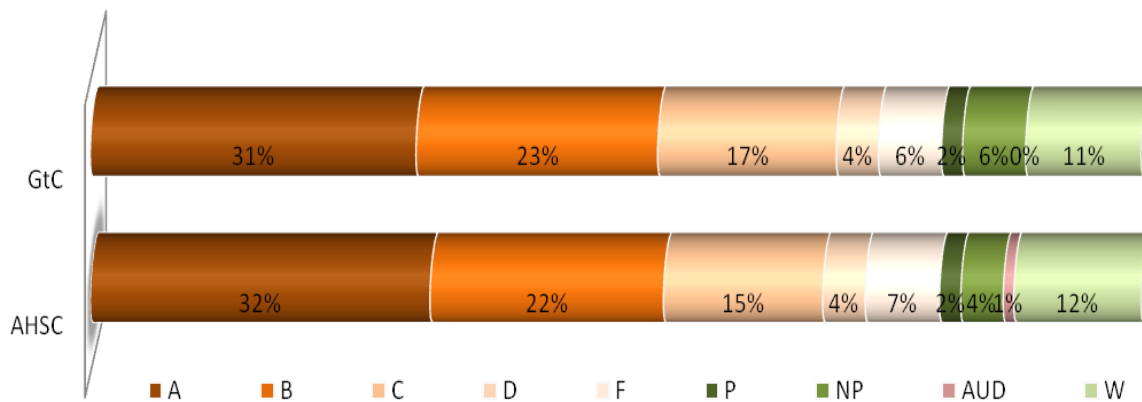
Ethnicity of GTC Program Students								
	2007- 2008		2008- 2009		2009- 2010		Overall(Unduplicated)	
Asian	29	9%	34	9%	33	8%	50	7%
Black/African-American	27	8%	26	7%	37	8%	60	9%
Hispanic	33	10%	44	12%	43	10%	69	10%
Pacific Islander/Native American	5	2%	4	1%	11	2%	15	2%
White/Caucasian	243	72%	268	71%	331	73%	493	72%
Total (with valid ethnicity data)	337		367		455		687	
Not Identified	72		87		73		120	

D. Credits Attempted/Earned

Most AHSD students pass their coursework each term and continue to make progress toward their diploma. Students in both GtC and AHSD Programs pass at about the same rates and with about the same academic achievement level.

PCC Credits Earned Combined Programs								
	2007-2008		2008-2009		2009-2010		Overall	
Credits earned with (A,B,C,P grades)	9559	71%	11681	72%	12763	72%	34003	72%
Credits earned with (A,B,C,D,P grades)	10199	76%	12348	76%	13536	76%	36083	76%
Credits Attempted	13406		16281		17716		47403	
*Note: D grade meets HS diploma credit requirement								

Students in both programs are more successful in college level coursework than in developmental level coursework



*To examine numbers related to the above graph and to compare AHSD student achievement in college-level coursework versus developmental coursework, see Appendix G.

E. Math Credits Attempted/Earned

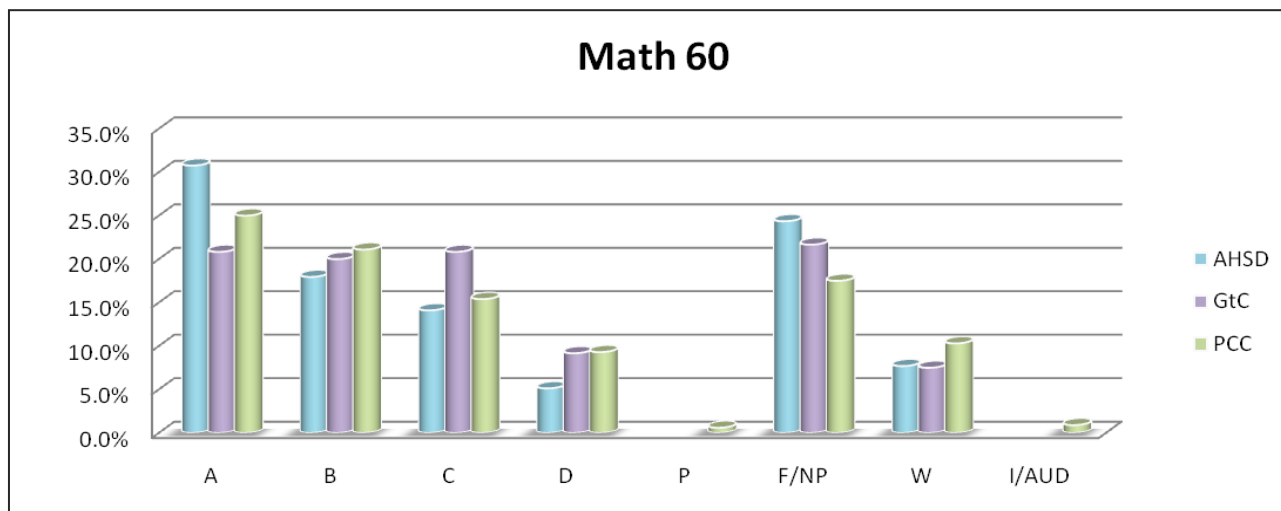
Only Developmental math was available for comparison. We choose the most common classes among students (60, 65, and 95) for comparison.

Note: Completion rate in this summary refers to having a grade of C or better.

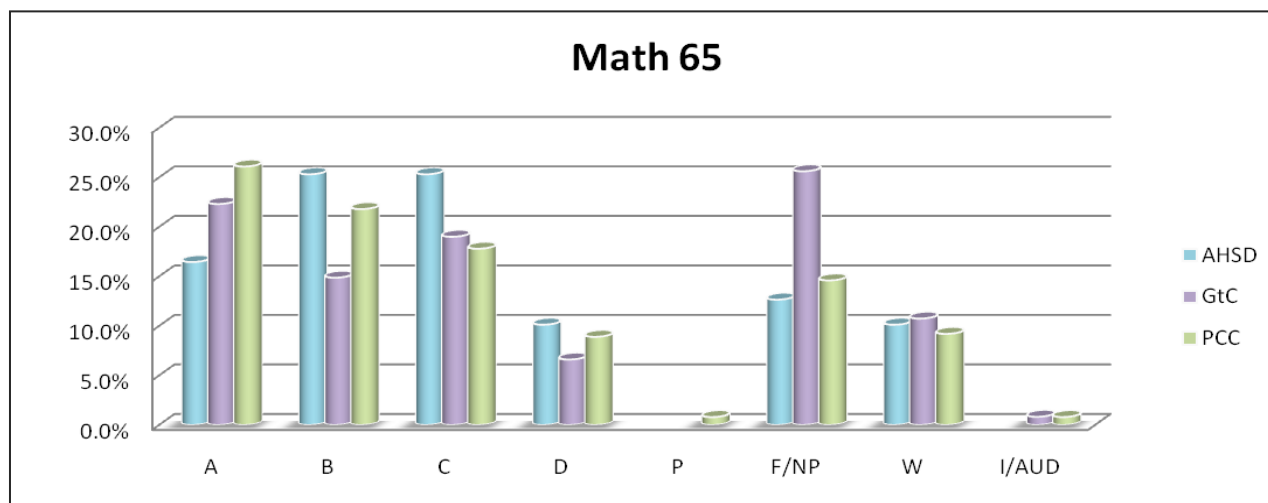
		Total	A	B	C	D	P	F/NP	W	I/AUD
Math 60	AHSD	78	30.8%	17.9%	14.1%	5.1%		24.4%	7.7%	
	GtC	120	20.8%	20.0%	20.8%	9.2%		21.7%	7.5%	
	PCC	8329	25.0%	21.1%	15.4%	9.3%	0.6%	17.5%	10.3%	0.9%
Math 65	AHSD	79	16.5%	25.3%	25.3%	10.1%		12.7%	10.1%	
	GtC	121	22.3%	14.9%	19.0%	6.6%		25.6%	10.7%	0.8%
	PCC	5635	26.1%	21.8%	17.8%	8.9%	0.8%	14.6%	9.2%	0.8%
Math 95	AHSD	45	22.2%	13.3%	20.0%	11.1%	2.2%	15.6%	13.3%	2.2%
	GtC	64	29.7%	21.9%	26.6%	4.7%	1.6%	12.5%	3.1%	
	PCC	4760	23.7%	22.9%	18.2%	8.8%	1.3%	13.7%	10.4%	0.9%

One of the major barriers for academically underprepared students is the need to pass developmental math classes. The rates of completing and passing these classes are low and lag successful completion rates of other instructional areas.

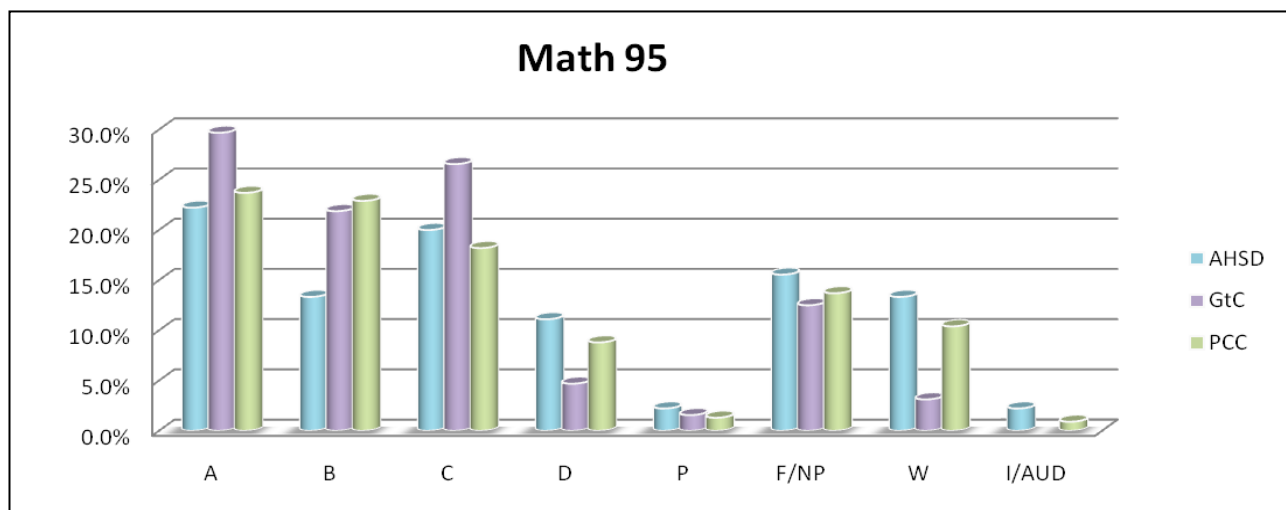
The Oregon State Board of Education adopted new high school graduation requirements. For the graduating class of 2014, a student must have at least 3 math credits at the Algebra I content level and above. For high school completion, students with zero math credits seeking to fulfill the math requirement at PCC have to finish Math 60, Math 65, Math 95 and Math 111 with a C or better.



Over 60% of students passed Math 60 with a C or better, based on course data for math classes during the three academic years between 2007 and 2010,. The rate of success is slightly higher for AHSD Program students (62.8%) compared to 61.6% and 61.5% for GtC Program students and PCC students at large, respectively.



The completion rate of Math 65 is slightly higher than Math 60 for both ASHD Program and PCC students at large (67.1 and 65.7% respectively). On the other hand, GtC Program students passed Math 65 at a lower rate of 56.2%, with one of every four students failing the class.



However, GtC Program students who completed Math 60 and 65, or enrolled directly in Math 95 have a higher success rate than their peers from the AHSD Program or PCC at large. GtC Program students completed Math 95 at a higher rate (78.2%) than AHSD Program students (55.5%) and PCC students at large (65.7%). More than 13% of AHSD Program students withdrew from Math 95 compared to only 3% of GtC Program students. In general, withdrawal rate from Math 60 and 65 is consistent among students and ranges from 7.5 to 10.7.

F. PCC High School Diplomas Earned

AHSD High School Diplomas Earned at PCC								
	2007-2008		2008-2009		2009-2010		Overall (Unduplicated)	
HS Diplomas Earned	63		88		124		275	20%
	AHSD	GtC	AHSD	GtC	AHSD	GtC	AHSD	GtC
HS Diplomas Earned	24	39	50	38	66	58	140	135

G. Associate Degrees Earned by AHSD Graduates

- Between summer 2007 and 2010, students earned 38 Associate's degree (AA)
 - Among the 275 students who earned their HS diploma between summer 2007 and 2010, students earned 31 AA's
 - Among students who have not earned their HS during that period, students earned 7 AA's
 - Approximately, 58% of the AA's (22 diplomas) were earned by female students, and 42% (16 diplomas) were earned by male students
 - Similarly, 58% of the HS diplomas were earned by female students.
 - Note that, overall, female students make comprise 52% of total students in the programs

H. Comparative Data: PCC Students and PCC Adult HS Diploma Graduates

- Average GPA among all students is 2.31
 - Average GPA among graduates is 3.03
 - Average GPA among non-graduates is 2.12
 - Average GPA among female students is 2.49 and among male students is 2.09

Credits Earned Among All PCC Students vs. PCC Adult HS Diploma Graduates				
	Total Students	Minimum	Maximum	Average
Credits Earned Among Graduates	275	7	143	51
• Percent of credits earned to credits attempted	88%			
Credits Earned Among Non-Graduates	1093	0	114	20
• Percent of credits earned to credits attempted	58%			

Ethnicity Of All PCC Students vs. PCC Adult HS Diploma Graduates				
	Graduates		Overall (Unduplicated)	
Hispanic	17	7%	106	9%
Black/African-American	5	2%	58	5%
Asian	18	7%	70	6%
Pacific Islander/Native American	3	1%	29	3%
White/Caucasian	200	82%	878	77%
Total (with valid ethnicity data)	243		1141	

I. Honors AHSD Students

Honors List Among Adult HS Diploma Graduates								
	2007-2008		2008-2009		2009-2010		Overall (Unduplicated)	
President's Honors List (GPA: 3.75 to 4.00)	8	13%	11	13%	9	7%	28	10%
Dean's Honors List (GPA: 3.50 to 3.74)	5	8%	11	13%	10	8%	26	10%
Honors List (GPA: 3.25 to 3.49)	8	13%	14	16%	29	23%	51	19%
Adult HS Diplomas Earned	63		88		124		275	20%
<i>By Programs:</i>	AHSD	GtC	AHSD	GtC	AHSD	GtC	AHSD	GtC
Adult HS Diplomas Earned	24	39	50	38	66	58	140	135

J. Program Surveys

Adult High School Diploma Program

AHSD Program Exit Survey 2010

Upon graduation students are given an Exit Survey which allows the AHSD program to gather aggregate information as a qualitative measurement in determining service standards perceived by students. The survey is voluntary. The complete survey can be seen in Appendix I. While this survey has only been implemented since Fall term of 2010, the survey is also viewed as a tool for informing the AHSD program of best practices. Currently this is the only survey being used consistently throughout the district. Below are some key patterns the AHSD program found as a result of administering this survey.

Section A: Ratings on the quality of AHSD program advising.

- 70% of students surveyed felt the PCC AHSD program specialist *exceeded* their advising expectations.
- 80% of students surveyed stated that PCC AHSD program specialist *excelled* in guiding students to make sound academic decisions which helped students finish their individual diploma requirements in an appropriate amount of time.

AHSD Program Specialists do strongly recommend that students schedule appointments to meet with their program contact on a regular basis. These meetings are voluntary and may take place over the phone, via e-mail, or in person.

Section B: Ratings on satisfaction with AHSD knowledge and expertise.

- 50% of students surveyed were *very satisfied* with the knowledge and expertise of the AHSD program specialists.
- 68% of students indicated they were *very satisfied* with the time available to them during appointments.

AHSD programs specialists can be seen via appointment or on a drop-in basis. On a drop-in basis students may be expected to wait during high volumes points of the term.

Section B: Ratings on satisfaction with AHSD Program web pages.

- 50% of students polled were *satisfied* with the accessibility of program information on the web site.
- 13% were *very satisfied*
- 7% marked neutral.

AHSD Program Specialists have identified that continued improvement of accessible information on the web site is key in our highly technological and web-based society. We have developed Goal #3 in the

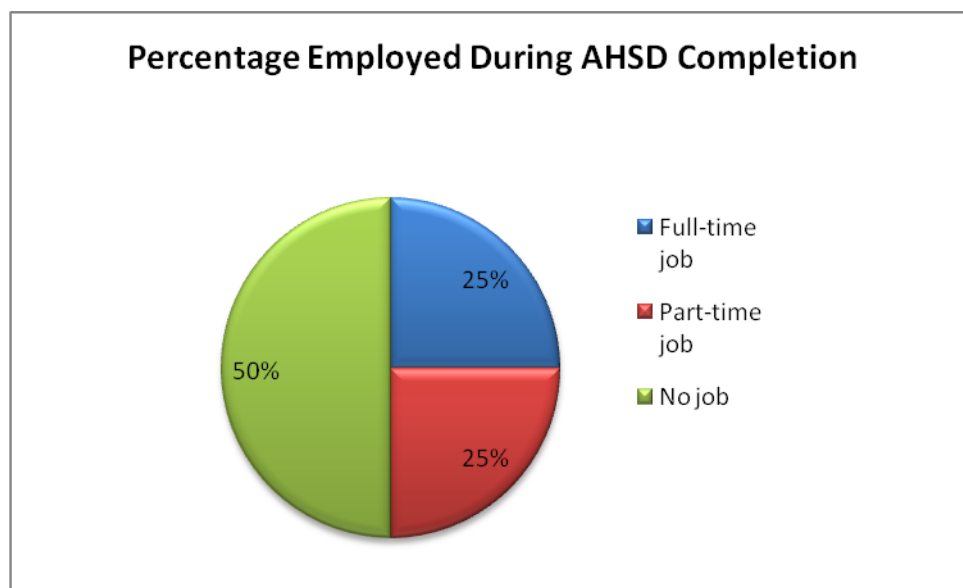
Recommendations and Programs Goals section of this document addressing the issue of better website development.

Section C: MyPCC usage-frequency and purpose.

- 100% of students surveyed stated that they accessed their MyPCC account 3 or more times per term.
- 96% of students surveyed indicated they use their MyPCC to register for classes.
- 90% of students surveyed used the college portal to receive information from their instructors.

Section C: Employment during degree completion.

- 50% of students' responses indicated no employment held during their AHSD journey at PCC
- 25% indicated they worked full-time.
- 25% indicated they worked part-time.



This result was a little surprising given AHSD program students do not receive any funding support, and are not eligible to receive Financial Aid while earning a high school diploma. What was not measured was the average length of time each student needed to complete their degree in each of these categories.

Section C: Stopping out during AHSD completion

- 85% of students polled stated they did not stop out during pursuit of their high school diploma at PCC.
- 15% who did stop out during the course of their completion indicated a variety of "other" reasons.

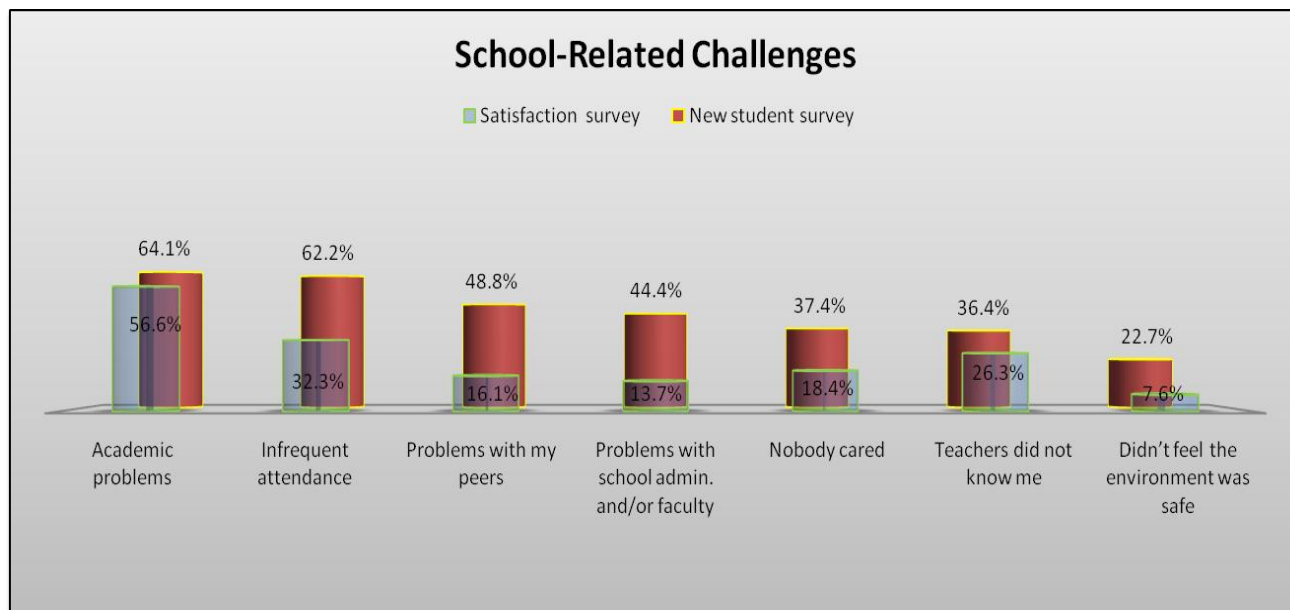
Gateway to College Program

GtC Student Satisfaction Survey Results Summer 2007-Spring 2010

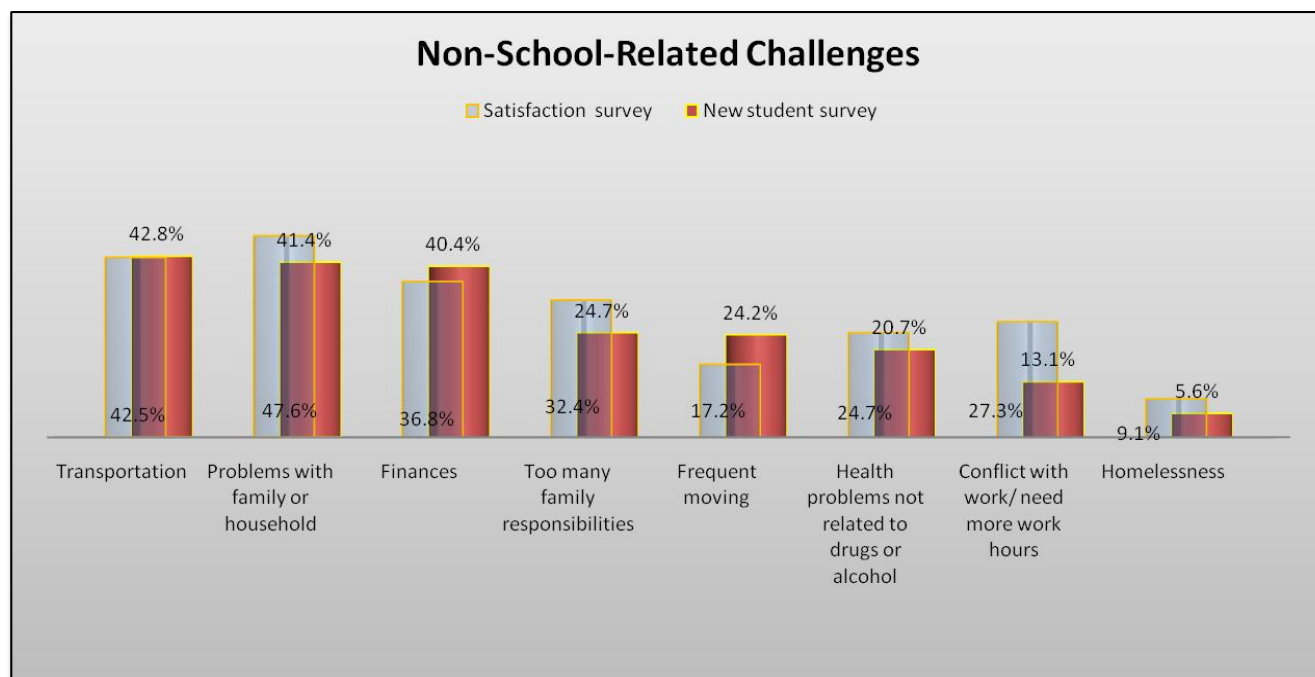
1. Challenges affecting students while they were enrolled in the Gateway to College Program compared to challenges they had in high school.

	New student survey (at entry to program) (Challenge in HS)	Satisfaction survey (end of each term) (Challenge in GtC)
SCHOOL RELATED CHALLENGES		
Academic problems	64.1%	56.6%
Teachers did not know me	36.4%	26.3%
Problems with my peers	48.8%	16.1%
Nobody cared	37.4%	18.4%
Infrequent attendance	62.2%	32.3%
Problems with school admin. and/or faculty	44.4%	13.7%
Didn't feel the environment was safe	22.7%	7.6%
NON-SCHOOL RELATED CHALLENGES		
Frequent moving	24.2%	17.2%
Homelessness	5.6%	9.1%
Health problems not related to drugs or alcohol	20.7%	24.7%
Problems with substance abuse	11.6%	6.7%
Problems with family or household	41.4%	47.6%
Problems with the legal system	9.1%	8.7%
Conflict with work/ need more work hours	13.1%	27.3%
Too many family responsibilities	24.7%	32.4%
Finances	40.4%	36.8%
Transportation	42.8%	42.5%
Childcare	4.8%	2.0%

Overall, fewer students reported school-related challenges compared to when they were in high school. Specifically, about 10% less students reported "Teachers didn't know me" as a challenge during enrollment in GtC. A greater improvement is apparent in reduction of "Problems with Peers"; a drop of 30.7%. One of the common factors affecting students' decision to drop out of school is the feeling that nobody in school cares about them; notice how students' experience changed in GtC.



Students' responses reflect a more positive attitude especially towards academic-related issues such as teachers, infrequent attendance and school admin. Academic problems are still a big challenge to students.



Overall, students reported more non-school related challenges such as homelessness, problems with family and more family responsibilities. As reported above, more students get a job and work more hours. This explains the greater number of students reporting "conflict with work" as a greater challenge to them compared to when they were in high school.

2. The survey results presented below show a comparison between student responses to questions from the New and Satisfaction surveys for 198 students. Only 198 students' data were matched by either school ID or name.

Living situation and working status of students responding to Satisfaction Survey compared to their responses to the New Student Survey.

	New Student Survey (at entry to program)	Student Satisfaction Survey (end of each term)
Live independently	5.6%	15.8%
Have children	1.0%	2.0%
<u>Have a job</u>	27.3%	44.1%
▪ Work less than 21 hrs/week	66.7%	45.1%
▪ Work 21-40 hrs/week	29.6%	45.1%
▪ Work more than 40 hrs/week	3.7%	9.8%

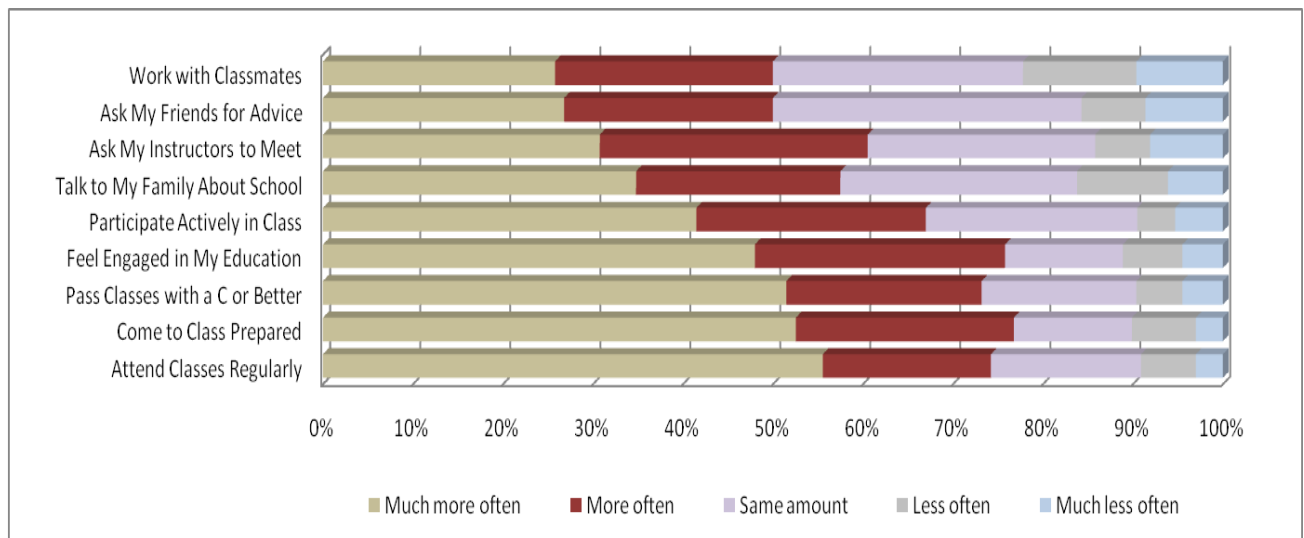
Compared to when they started with GtC, more students live independently (10.2% increase). Similarly, 16.8% more students have a job during their enrollment in GtC. More students tend to work more hours than they previously reported in the New Students survey.

3. Education goals of students, as reported in New Student Survey and then in Satisfaction Survey.

	New Student Survey (at entry to program)	Student Satisfaction Survey (end of each term)
Earn HS Diploma+ as many college credits	5.1%	2.5%
Complete a vocational certificate	0.0%	2.0%
Associate's degree	12.8%	16.2%
Bachelor's degree	37.2%	40.9%
Master's degree	22.4%	14.1%
A professional degree (doctor, lawyer, PhD)	22.4%	24.2%

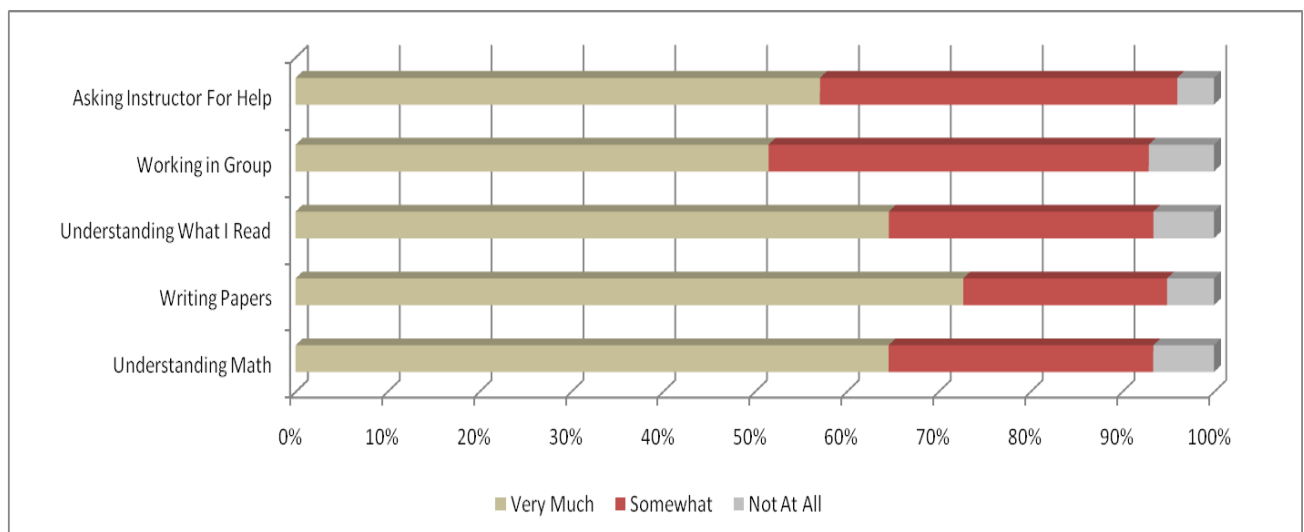
Educational goals for students become more realistic with time. More students reported that obtaining an Associate's degree is their goal. Fewer students reported that obtaining a Master's degree is an educational goal.

4. When asked to compare their prior high school performance to their performance in the Gateway to College Program, students reported the following:

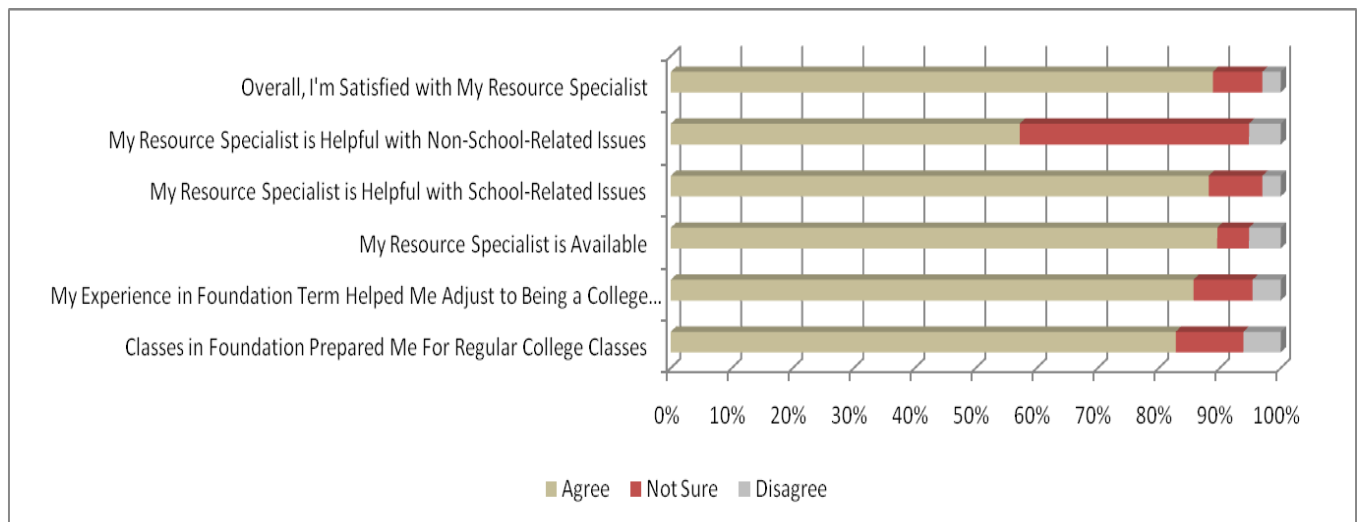


Student's responses reflect a more positive attitude towards education. The positive attitude could be attributed to the students' experience in GtC and the individual support they receive from instructors and resource specialist.

5. When asked to evaluate their improvement compared to their experience in HS, students reported the following improvement:

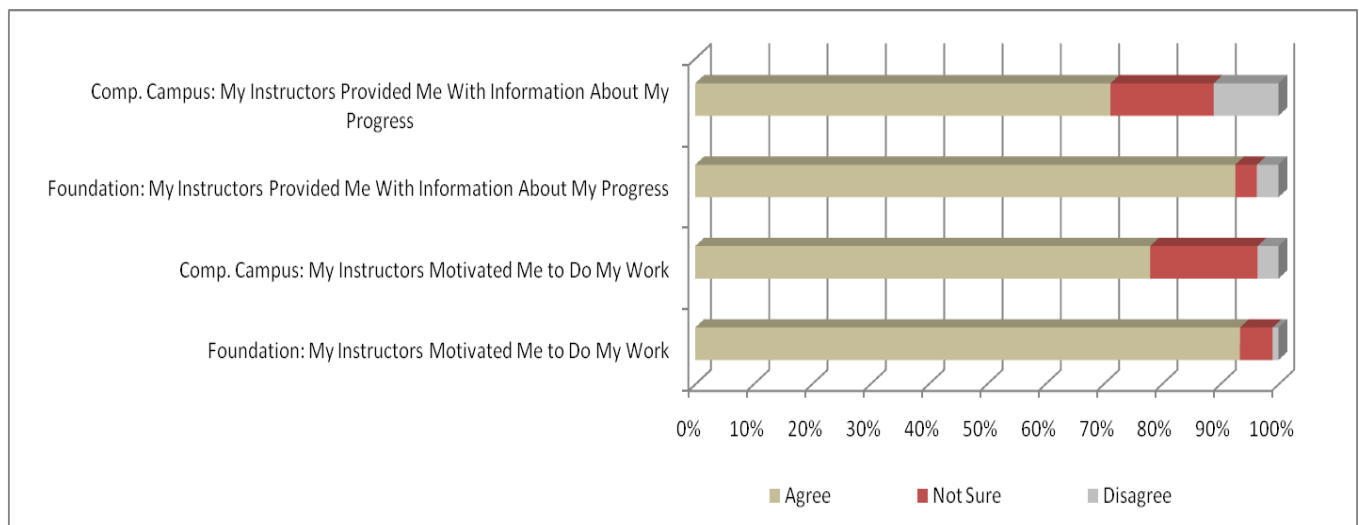


6. Students' views on their Resource Specialist and Foundation experience:



Students' responses reflect a very positive outlook on their experience in GtC especially their views on resource specialist and the support they receive with school-related issues.

7. Students' views of their Instructors in Foundation Term and Comprehensive Campus:



Students reported that instructors played a great role in motivating them to do their work. More students viewed their Foundation instructors playing a great role in motivating and providing them with information about their progress.

8. Conclusions and Recommendations

Adult High School Diploma Program

1. Create a PCC AHSD Assessment Plan

Several challenges emerged while completing this AHSD Program Review. One is a lack of consistent and intentional data-collection for both programs. The second is that we have not determined what data needs to be collected, how it should be used, and how we will assess it. Third, we need a comprehensive Assessment Plan in order to intentionally evaluate our programs and move forward toward the next Program Review. In outlining an Assessment Plan, we are borrowing from the 2011 Program Review of our colleagues in PCC Academic Advisingⁱ.

a. Develop a PCC AHSD Program Mission Statement

We need to review our Mission Statement and ensure that it is succinct and in alignment with the PCC College Mission and our State Plan. From a solid Mission Statement, the rest of the assessment process may be developed.

b. Develop Common PCC AHSD Program Goals and Objectives

In order to have maximum impact on student success, the PCC AHSD must operate with a unified purpose district-wide. According to the CAS Standards (2005), "An Assessment Process must be guided by a set of written goals and objectives that are directly related to its stated mission." Clear program Goals and Objectives need to be delineated and recorded. Goals may be broader, general statements to describe longer range aims of the AHSD. Program objectives serve to clarify those goals through language that is precise, detailed, and action oriented.

c. Develop Process and Delivery Outcomes

Process and Delivery Outcomes describe how AHSD staff will deliver services and information to students. In order for students to learn, specific content must be delivered via a process that is intentional, developmental, and consistent. Process and Delivery Outcomes establish a set of standards, expectations, and trainings for AHSD staff members as they interact with students.

d. Identify Student Learning Outcomes

Student Learning Outcomes are statements that describe what students are expected to know, do, and value as a result of working with AHSD staff. Four Student Learning Outcomes have been developed so far - these need to be reviewed and others may be added. The AHSD needs to continue to follow a coherent process for developing Student Learning Outcomes which are consistent across the district and are transparent to staff, students, and the institution at large.

e. Map the PCC Student Experience

Once outcomes for both students and advisors have been identified, having a map to guide the journey towards outcome achievement and assessment is imperative. An approach recommended by NACADA to determine who delivers services, what services are delivered, and when are they delivered for maximum effectiveness throughout a student's academic career.

The map functions as a tool to determine the path toward achieving outcomes for advising and helps to ensure that the AHSD is providing opportunities for students to achieve the learning outcomes that it has identified.

f. Gather Evidence (Assess)

In NACADA literature, assessment is described as the process through which we gather evidence about the claims being made regarding student learning and the process/delivery of services. This evidence is then used to inform and support program enhancement and improvement (Campbell, 2008). More than merely relying on student satisfaction surveys or general college data, the gathering of assessment data must be strategic and employ various approaches - direct and indirect, qualitative and quantitative. The AHSD Assessment Plan must be systematic and utilize tools that address the specific needs and outcomes of the programs.

g. Interpret and act upon assessment results and findings

In the review and interpretation of assessment data, AHSD staff will determine where their various processes are succeeding and where they need to implement new strategies to affect outcomes. Program and student successes may be shared with the college and other stakeholders via reports and future Program Reviews. Changes may be made in a systematic and intentional manner based on solid evidence rather than conjecture or anecdotal evidence.

2. Develop a more effective data system and build on data collection and usage for:

a. Inquiries and case management

The High School Completion (HSC) Specialists maintain case-files for students in the AHSD program and students under 16 years of age and serve open enrollment/home school students 16 & 17 years of age, including those in the Expanded Options program. In addition, we receive a high volume of inquiries by phone, email, and walk-ins, related to options for completing high school requirements at PCC and classes to augment an existing high school graduation plan.

HSC Specialists currently use spreadsheets to track on student caseloads and as a means to pull reports from Banner. This method has proven to be cumbersome and limiting. Software, document format, and type of data identified are inconsistent across the district, due to individual campus requirements. In addition, the amount of data entry required to produce reports from excel is time intensive.

Advisortrac: The HSC Specialists have completed the initial training for Advisortrac and have determined that it will provide the consistency needed to contribute to a more effective reporting system. HSC Specialists will seek to research its capabilities and identify relevant uses to gather information on the diverse populations we serve. It is our intent to implement this system district wide to track and collect consistent data on inquiries and data collection on individual/collective caseloads.

Banner: HSC Specialists are proficient at utilizing Banner for student advising purposes. The task of running reports for case management purposes, is both cumbersome and time intensive. A program designation has been requested under Common Goals.

Scanner: HSC Specialists intend to utilize the scanners, as they are installed at each campus Advising Office, to download case-files of students under 16 years of age. These students often apply to multiple campuses and accessibility to all files will allow us to better monitor their enrollment patterns.

b. Program maintenance

H-Drive: HSC Team currently utilizes the H-Drive as a means to post upcoming team meetings and meeting notes; common forms for the programs served; and articles and resources related to the populations we serve.

Policy Procedure Manual: HSC Specialists understand the importance of consistency and accuracy when advising and coaching students. It is a goal of the AHSD Specialists to develop and compile a policy and procedure operations manual for the populations they serve and develop a plan to keep it updated.

c. Student information and feedback

Exit Survey: HSC Team developed an Exit Survey for students to complete upon petitioning for graduation from the program. We will continue using the data gathered for further analysis and implement applicable suggestions. In addition, we will re-evaluate survey questions and construct.

AHSD Program Goals

- ***Develop/Build on data collection***
- ***Add .5 FTE at SEC***
- ***Expand program website***
- ***Scholarship to graduating students***
- ***Professional development***

3. Addition of a 0.5 FTE High School Completion Resource Specialist position at SEC.

The Adult High School Completion Specialist provides an invaluable service to students who are interested in learning about the program as well as to those who are currently enrolled and working to complete their HS Diploma. Unlike the Cascade, Rock Creek, and Sylvania campuses, the Southeast Center has never employed a person dedicated, specifically, to perform the duties of the High School Completion Specialist. In the past, these duties have been shared by a variety of Student Services employees, including General Advisors, the Advising Coordinator, and even the Associate Dean.

The consistent enrollment growth seen at the Southeast Center over the last decade has made it increasingly difficult for a General Advisor or the Advising Coordinator to provide the level of attention this population deserves. In order to address this issue, in October of 2010 a casual 10- month temporary .5 FTE High School Completion Specialist was hired. However, with increased General Advising needs, the Adult High School caseload is difficult to prioritize.

Since Winter term, 2010, a total of 41 students have enrolled in the AHSD program at the SE Center. In addition, 55 students have established contact with the High School Completion Specialist and are in various stages of the process but have yet to enroll in any PCC courses. Developing relationships and engaging with students interested in Adult High School completion is paramount to their success and to the success of the program, as it would improve retention and completion rates.

We believe a dedicated Adult High School Completion Specialist at the Southeast Center will be a great benefit to students. A position committed to AHSD would provide students a level of service and consistency that has never been provided before.

4. Expand program website.

In our technological and global society the HSC team deems it important to both market the AHSD program as well as provide support for students who are in the program. We have researched aspects of technologically connecting with students before they come to campus. This includes the goal of adding an interactive intake questionnaire and video clips with sufficient information for students to determine whether the AHSD program is a viable option. This would be connected to a program e-mail account that could be accessed by all team members. We would like to include student testimonials featuring past and present students speaking of their successes with the program.

HSC will develop strategies for more effectively getting information, such as program changes and deadline dates out to our caseloads. This may include sending emails to high school guidance counselors, as well as other relevant parties, to check our web site for specific deadlines related to program enrollment.

5. Provide 8 tuition paid college credits for graduating students.

AHSD students are not financial aid eligible. This puts the whole burden of cost on the student to pay for college courses, books and other expenses out of pocket. As mentioned in the Student Profile section of this review, students seek a high school diploma with AHSD by choice. It is our unanimous belief that students who successfully complete the diploma requirements and who intend to continue with PCC in pursuit of an Associate's Degree should be awarded eight (8) free credits as an incentive and reward for their efforts. Our goal is to design the criteria for eligibility by looking at similar incentives already offered at the college.

AHSD Program professional develop goals:

It is our collaborative desire to keep up to date with our field. In an effort to serve the changing student

population the AHSD team has developed the following team goals for professional development:

- Select a book from the field of education to read/study each year to keep abreast of theory, philosophy, and retention and persistence strategies and practices for adult learners.
- Achieve organizational and/or affiliate memberships such as with Oregon School Counselors Association and NACADA. Continue attending local classes, workshops, seminars and conferences in order to establish networks for AHSD.
- Seek out classes, workshops, seminars and conferences related to diverse topic such as: multigenerational work environments, understanding ADA better and cultural intelligence.

Gateway To College Program

1. Develop more effective data system and build on data collection and usage:

Programs are most successful when staff regularly meets to look at student data and results and engage in a Cycle of Inquiry in order to improve student success. Gateway to College currently utilizes a database created for our student information, Rhonda. We utilize the H: drive where we store and share documents that are used program-wide. Resource Specialists also complete end of the term reports done on an excel spread sheet following the completion of the term. We have outgrown what our student database (Rhonda) can do and are using multiple systems to track things that should be attainable with one system. With a better and more easy to use data system that combines demographic, performance data, end of term reports, New Student Surveys, and Satisfaction Survey responses, GTC staff can serve students more effectively.

With a more efficient data base system instructors and resource specialists will be encouraged to use students' data more frequently, as the data will be more accessible, reliable and easier to find.

With a new database we also hope to more easily collect and use data regarding student needs, career preferences, and performance (New Student and Satisfaction Survey responses, end of term reports) for use in making decisions and policy.

PCC Prep Alternative Programs (MAP, YES, GTC) have already started working with TSS on developing the data system that will eliminate redundancy and serve staff and student more effectively.

2. Explore possibilities for more effective use of existing PCC technology tools (Advisortrac, Gradplan, and Banner):

The Gateway to College Program staff is well equipped with knowledge of and have access to the technology tools at PCC. However, only Banner is widely used among Gateway to College Resource Specialists. Advisortrac is not used at all and Gradplan is often used only when students are close to completion of their Associate degrees. The reason for the limited use of these advising tools is that:

Gradplan is not designed for Adult High School Diploma. We recommend that Gradplan includes an Adult High School Diploma worksheet that enables both Gateway staff and students the information needed for complete educational plans.

Advisortrac is not utilized because of the nature of conducting academic advising at GTC .

The GTC Resource Specialists need to look into more creative ways of using these technology tools for the support of the students and enhancement of the program.

3. Explore a new initiative and develop appropriate model to serve “5th year seniors”:

GTC serves students between the ages of 16 and 20 who are not currently attending high school or who have been identified by their district as at risk of dropping out and who meet the eligibility requirement specified by each individual district. One of the GTC eligibility requirements is students may not have more than 17 high school credits. GTC wants to explore the idea of serving students who have left school, but may have more than 17 high school credits. In the past several years GTC has been contacted by students who have more credits than GTC’s current guidelines, but have dropped out and need support in completing their diploma and getting connected to college. GTC has found that these students who may be considered “5th year seniors” will not return to High School or night school options to complete their diploma because they are often disconnected from their high school experiences and are looking to enroll in an adult learning environment to finish their high school diploma. Sometimes these students are 19-20 year olds and may have 20 credits, but have low GPA and often low skills. They need support to not just obtain their high school diploma, but to gain positive academic skill and get connected to college.

GTC program management and staff will be connecting with high school administrators and counselors to determine a referral process for students and consult on how best to meet the needs of this population. A specific program model may have to be designed to serve this student population.

4. Increase Academic Skills, especially around mathematics courses:

One of the major barriers for academically underprepared students is the need to pass developmental math classes. The rates of completing and passing these classes are low and lag behind completion rates of other instructional areas. For high school completion, students with zero math credits seeking to fulfill the math requirement at PCC have to finish Math 60, Math 65, Math 95 and Math 111 with a C or better.

Based on course data for math classes during the three academic years between 2007 and 2010, approximately 60% of GTC students passed Math 60 with a C or better. GtC students passed Math 65 at a lower rate of 56%, with one of every four students failing the class.

To accelerate students’ progress toward AHSD and meeting state competency in Mathematics area, GTC intends to hire an additional mathematics instructor who will work with our current full time math faculty to foster academic success in mathematics courses through additional tutoring opportunities, technology embedded instruction, and project based learning.

In collaboration with AHSD Program and MTH SAC, GTC is also looking into offering additional MTH courses such as MTH 75 -Introduction to Formal Geometry and possibly developing under 100 level Statistics course to help students to earn MTH credits to satisfy HS Diploma graduation requirements.

5. Strengthen Resource Specialist to student relationship:

Each GTC student has a Resource Specialist who advises, guides, checks up on, and mentors students. The Resource Specialist provides wrap around support to ensure that barriers to student success are mitigated. These support services include referrals to social service agencies, free Tri-met bus passes, variable class

schedules, and classes offered at multiple locations. GTC Resource Specialist is the main person that connects students to the program and PCC in general, and GTC students are encouraged to communicate with their Resource Specialists on regular basis. It is as important to stay connected with students who are doing well as with those who are struggling. However, effective communication is still an area that requires improvement.

Gateway students live in a culture of electronic social networking, but Resource Specialists are not always present there. Therefore, there is need to devise a more active approach and require more frequent contact with the students. Resource Specialists will need to design new tools of communications with their students in this technology-rich time. One option might include developing a Facebook page by each Resource Specialist where students can communicate with their Resource Specialist about upcoming advising sessions, registration, Book Exchange; receive timely individualized support, guidance, and the answers to their questions; chat with their peers and former GTC students and access a variety of resources on-line. Some

of our Resource Specialists are already experimenting with a Facebook page to great success. We hope that all Resource Specialists will adopt this practice in the future and come up with other ways to meet students where they are. This more technologically enhanced communication system will save students from quietly falling off the radar and increase student retention and academic success.

6. Develop more student leadership opportunities:

Within the Gateway to College program, students have many opportunities available to be actively involved in leadership. The Student Ambassador Program allows students to share their stories and perspectives with potential, new, and struggling students. GTC student ambassadors participate in annual GTC Peer Learning Conference and attend GTC National Network Discovery Meetings (informational meetings for potential new GTC sites), meetings with school districts, New Student Information Sessions, CG 100, and CG 130 classes where they provide a source of inspiration for students and also help us to understand what we can do better.

GTC staff plans to look into developing a system and structure to support student leadership. One idea is forming the Student Ambassadors Council, a governing body, which meets on regular basis to develop more leadership opportunities such as peer mentoring and tutoring, start the program newsletter or a web page, and develop job and internship opportunities. We plan to dedicate some staff time (perhaps a former GTC student) to develop this over the next year. The Student Ambassadors Council will create much needed structure and consistent student leadership.

GtC Program Goals

- *Develop data system/collection*
- *Use of PCC technology*
- *Develop model for 5th year HS Seniors*
- *Increase academic skills in math*
- *Strengthen Resource Specialist relationships with students*

PCC Adult High School Diploma

1. Utilize PCC technology.

- a. **Create a separate designation in Banner for each the AHSD Program and Gateway to College Program.**

Members of both programs that provide the AHSD acknowledge the importance of collecting meaningful data that informs student needs and outcomes, demographics of students served, and academic progress and retention. A designation in Banner for AHSD and GTC Programs, accessible to program members for running reports is necessary to efficiently collect student data for assessment.

- b. **Recommend an Adult HS Diploma worksheet be designed for inclusion in Gradplan.**

Accumulating transferable college credit is a primary advantage for students completing their HS requirements at PCC. A two-fold academic plan is developed for AHSD students, which maps out remaining diploma requirements and accumulated college credits as they apply toward a designated college degree or certificate program. Utilizing Gradplan would make the process more interactive and provides a more efficient means to map the student's progress toward a higher educational goal.

2. Improve communication on issues related to the AHSD within the PCC community and at the State level.

Resume and expand the District-wide Adult High School Diploma (AHSD) Committee and update the existing action plan. The origin of this committee was part of recommendations made by the High School Relations Task Force in March, 2009. A mission statement and an action plan were developed, which served the intent of the committee until work began on the first AHSD program review.

The intended mission of this committee continues to be relevant to intended outcomes:

- **Be major players in the development and maintenance of the college's AHSD plan.**

Four major factors contribute to the AHSD requirements: credits required in each course area, proficiency required for graduation, course offerings list for dual credit, and the college to high school credit conversion. Although PCC is required to meet the State requirements for the AHSD, reading, writing, and math proficiencies, course offerings, and the credit conversion is determined by PCC and presented for approval to the State. As professionals in their field of expertise, diploma program members are knowledgeable about the diverse needs of the students they serve and the skills required to complete college and career goals. Their contributions would inform and benefit the development of PCC's AHSD plan through planned discussions and a platform for making recommendations. When committees are formed or decisions are made which effect the AHSD, it is essential that program Resource Specialists, who have a direct relationship with students, be included in the discussion and the decision making process.

- **Develop an action plan to address identified in-house issues.**

Scheduling quarterly meetings would hold a space for discussion and resolution as questions and issues related to the AHSD surface. In addition, it is the intent of the committee to further develop program collaboration. This can be achieved by members giving informal reports about their committee work, conferences and workshops attended and resources/events related to community outreach.

- **Form collaborative relationships with various departments and faculty to ensure that student's needs are effectively being met.**

Staying informed about changes in the process and procedures in student services is crucial to our ability to effectively coach students and enable them to be proactive and make good decisions. It is the intent of the committee to develop a plan to increase communication and information sharing between AHSD and applicable PCC departments including Enrollment Services, Admissions, Student Records, along with other internal departments and community partners.

9. Appendices

Appendix A: Adult HS Diploma State Plan

Portland Community College

Adult High School Diploma (AHSD) State Plan– 7/1/2009

A. Forward

The foreword describes (required for both AHSD and GED):

1. the program mission and goals
2. how it fits into the greater college mission; and
3. who is responsible for administering the plan(s)

A.1. Program Mission and Goals

The mission of the Adult High School Diploma program at Portland Community College is to provide quality education leading to the completion of a Adult High School Diploma in order to align with the Oregon content and performance standards. PCC provides opportunities for students with diverse educational, cultural, and personal backgrounds as well as instruction that supports both educational needs and life goals. The program provides learning environments and support systems that are essential to the success of individual students. Respect and responsiveness to students' needs and learning styles supports the goal to assist students in selecting courses that will meet individual needs, gain self-confidence, self-esteem, and encourage the use of academic and community resources.

A. 2 PCC's Mission

The mission of Portland Community College is to provide quality education programs and services that are affordable and accessible within an atmosphere that encourages the realization of each individual's potential. PCC fosters excellence in both teaching and learning. Quality of teaching and learning is valued and student success is the focus of all teaching and learning. PCC believes that students should be encouraged both inside and outside the classroom to meet academic as well as individual goals. Faculty and advisors agree that such quality requires accountability and teamwork.

Consistent with the mission of the college and the Adult Education and Family Literacy Act, the mission of the PCC Adult High School Diploma program encompasses basic skills and academic instruction for students aged 16 years and beyond.

Relevant goals of the Portland Community College Board of Directors include:

- Ensuring that college programs are accessible to all residents of the district through effective use of technology and location of district facilities.
- Promoting success for all students by focusing on student-centered instruction and services.
- Providing adult literacy and basic skills instruction that promotes readiness for college-level programs and for employment.
- Committing ourselves to improvement in all aspects of the institution in order to ensure the quality of programs and services we provide.

PCC seeks to provide and continually improve opportunities and options for students to earn the PCC high school diploma.

A.3 Responsible Party for Administering the Plan

The Vice President of Academic and Student Affairs is responsible for administering this plan.

B. Admissions Requirements

Adult High School Diploma Admission Requirements are:

- ☐ **At least 18 years of age; or**
- ☐ **Released from compulsory attendance.**

Their diploma is awarded by the community college.

Students enrolled in the PCC Adult High School Diploma program will be at least 18 years of age, unless they are referred through the resident high school, exempt from compulsory public instruction, or have documentation confirming approval of concurrent attendance at both the district high school and Portland Community College. Students under the age of 21 must have earned a minimum of 12 credits from an accredited high school or equivalent college course work. Students with fewer than 12 high school credits may be admitted on a probationary status by providing an official high school transcript, or by meeting requirements for specific programs. Arrangements for student orientation are made once qualification for the program is determined by the college. Upon completion of the program students apply and are awarded the PCC Adult High School Diploma.

Non-Title II Funded Plans must (required for AHSD)

B.1. Describe assessment instruments and minimum entry scores in each area assessed:

- ☐ **Reading**
- ☐ **Writing**
- ☐ **Math**
- ☐ **Other**

The PCC Adult High School program is a Non-Title II funded plan. Compass is the primary assessment instrument; no minimum entry score is required for each of the academic areas of writing, math, or reading. Students are placed in classes appropriate to assessment scores.

B.2. Local Admissions Requirements

There are no local admissions requirements.

C. Student Advising Activities **Plans must describe:**

- 1. a student orientation process (required for both AHSD & GED).**
- 2. transcript evaluation and recommendation of credit unit awards procedures (required for AHSD).**
Colleges are encouraged to accept only grades of “C” or above on transcripts. Colleges may award credit for classes in which a student earned a “D” as long as a consistent method is used for making this determination. A description of this methodology should be included in this section. For guidelines on accepting credits from other institutions, see the recommendations of the Northwest Association of Schools and Colleges (NASC: <http://www2.idbsu.edu/nasc>)
- 3. program procedures and/or practices that link students to next steps through the college or other community based programs, employment agencies, etc. (required for both AHSD & GED).**

C.1. Student Orientation Process

When students are identified as qualifying for the Portland Community College Adult High School Diploma program, they receive a general orientation or a program specific orientation. The Gateway to College Information Session includes the following:

1. Overview of all 3 PCC Prep programs
2. Detailed description of Gateway to College
3. Benefits of program
4. Student responsibilities and expectations
5. Application procedures and timelines
6. Q & A
7. Reading level assessment
8. Pre-screening of applicants for eligibility
9. Scheduling applicants for 2-day evaluation sessions and individual interview

Parents and other support people are invited to attend the Information Session. It typically takes about 2.5 hours, including the reading level test.

The general orientation for all PCC programs, which includes the Adult High School Diploma program, on line through the PCC web site. The following are covered in the orientation, which is followed by an on line “quiz” so that students may check their understanding of PCC processes.

1. Placement testing
2. Time Management
3. Registering and paying for classes
4. Making a schedule
5. Available student services
6. Using the PCC catalog and reading the PCC class schedule
7. Checking grades, transcripts, financial aid status on line
8. Viewing individual tuition and fees on line
9. Dropping or adding a class on line
10. Where/how to access the Student Rights and Responsibilities Handbook

C.2. Transcript evaluation and recommendation of credit unit awards procedures.

Transcript assessment follows the standards and procedures set forth for all degrees and certificates awarded by Portland Community College. Formal evaluation of all transcripts is completed by the Graduation Evaluator and approved by the Registrar. Only credits from accredited public and private institutions which are recognized by the NW Association of Schools and Colleges or institutions accredited by reciprocal accrediting bodies in other regions of the country. Portland Community College High School participants can use PCC credit courses, high school or college courses transferred from other regionally accredited educational institutions, transcribed work experience or credit by examination to complete diploma requirements. Competency for Math 65 can be met through competency examination. Competency for WR 121 can be met through challenge examination.

Students may earn credit toward the PCC Adult High School Diploma in any combination of the following:

- Credits will be awarded from a high school if credit is recorded on an official transcript from an accredited high school for grades of A, B, C, D, and P. Credits from other post-secondary institutions will be awarded for grades of A, B, C, and P. No credit is awarded for grades of F, NP, or incomplete.
- Credit from PCC if the college course covers the planned course elements outlined in Oregon's Adult Secondary Program Manual. All PCC course work is documented on an official Portland Community College transcript.
- Credit for correspondence courses awarded if credit is recorded on an official transcript from an institution accredited by the state in which it originates, or recognized by the Northwest Association of Schools and Colleges or a reciprocal accrediting body.
- A maximum of 5 high school units of credit for ESOL classes taken at either the high school level or at any accredited college may be used to meet requirements.
- A maximum of 3 units in religion taken at either the high school or college level may be accepted to meet only elective requirements.
- One college credit hour of PE will be interpreted as $\frac{1}{2}$ high school unit when used for PE requirement and $\frac{1}{4}$ unit when used as an elective.
- A maximum of three high school PE units may be applied to the AHSD; one unit to the PE requirement and two may be applied to elective requirements.

- A total of 4 one-credit workshops or tours may be used in the elective column to equal one high school unit.
- Only two high school units of work experience may be applied to the adult high school diploma. One high school unit of work experience may be applied to the workplace skills requirement and one may apply as an elective.

Conversion Table: High School Unit – College Credit

College Courses	College Credit	High School Unit
Curriculum Area Requirement	1 credit	¼ unit (exc. PE)
	2 credit	½ unit
	3-4 credit where all standards are not met	½ unit
	3+ credit where all standards are met	1 unit
	5-6 credit where all standards are not met	1 unit
Elective Requirement	1 credit	¼ unit
	2 credit	½ unit
	3+ credit courses numbered below 100	½ unit
	3+ credit courses numbered 100 & above	1 unit

C.3. Program Procedures and/or practices that link students to next steps through the college or other community based programs, employment agencies, etc.____

Once students have completed the diploma requirements, PCC will connect students to other opportunities, including referral to financial aid, or assistance with other processes needed for successful enrollment at post-secondary institutions. Dual credit options and advisory support will help students select classes and programs that meet students' goals and are applicable to either a two-year associate degree program or a transfer degree. The college also operates Workforce Training Centers at a number of sites throughout the PCC service district to provide student access to state or other employment services.

D. Student Records

Plans must describe procedures for (required for both AHSD and GED)

- 1. the establishment, maintenance, and security of student records;**
- 2. maintaining current enrollment and attendance data;**
- 3. a guarantee that the program will maintain current transcript and portfolio information.**

PCC follows the state guidelines for student records and archiving records according to the OARs 166-450-0000 and 166-450-0125. Specifics follow:

D.1. Procedures for establishment, maintenance and security of AHSD student records

Procedures for establishment, maintenance, and security of student records follow all college standards and guidelines.

ADMINISTRATIVE RULE NO: C310

RELATED TO POLICY SERIES NO: 7070

TITLE: STUDENT RECORDS

Two types of records are kept for students: A computerized student record will be established and updated from the admissions application, registration form, and grades. The faculty and staff have access to these records on a need-to-know basis and can make a request for information from the Registrar. Policies governing access to records and maintenance of records are contained in the document "Student Rights, Freedoms and Responsibilities and Due Process."

ADMINISTRATIVE RULE NO: C312

RELATED TO POLICY SERIES NO: 7070

TITLE: RECORDS INFORMATION

In accordance with the Family Education Rights and Privacy Act, PCC does not have any directory information in accordance with Board policy B415.

D.2. Maintaining current enrollment and attendance data

Enrollment data is provided from the college's student records systems. Students follow the regular registration / admissions process. Procedures for class lists, student grades and enrollment reports are the same as for all the college's credit and non-credit courses. Attendance is monitored by faculty if they deem it essential to evaluation of a student's performance.

D.3. A guarantee that the program will maintain current transcript and portfolio information.

Grade records for each class are maintained in accordance with PCC's standards and guidelines for all classes. Course completions and grades are entered on the student's academic record by faculty at the end of the term.

E. Awarding Dual Credit

The PCC credits earned toward the diploma can also apply toward a college certificate or degree. This program must be planned with a high school completion specialist on the PCC campus the student wishes to attend. PCC courses are evaluated separately against State competency requirements. PCC grants high school credit based on the conversion table shown below. Beyond this, PCC assures that the amount of high school credit granted does not exceed the degree to which the specific course met the specific State competency standard. The table is as follows:

Conversion Table: High School Unit – College Credit

College Courses	College Credit	High School Unit
Curriculum Area Requirement	1 credit	¼ unit (exc. PE)
	2 credit	½ unit
	3-4 credit where all standards are not met	½ unit
	3+ credit where all standards are met	1 unit
	5-6 credit where all standards are not met	1 unit
Elective Requirement	1 credit	¼ unit
	2 credit	½ unit
	3+ credit courses numbered below 100	½ unit
	3+ credit courses numbered 100 & above	1 unit

F. Interdisciplinary Credit

Awarding interdisciplinary credit is not applicable.

G. Student Assessment Criteria

Plans must describe (required for both AHSD and GED)

- 1. How students will be assessed to ensure their attainment of the secondary course content standards (Part III) for the community college “adult Adult High School Diploma academic credit” necessary to earn the credential and how assessment will be documented;**
- 2. Which of the following exit criteria will be used in the program:**
 - ☐ **scores of 246 or better on CASAS Reading Test, 236 or better on CASAS Math Test, and a holistic score of 5 or better on a selected piece of writing (this is a piece of writing that has been revised and polished, not a holistically scored writing test sample) (AHSD criteria only); or**
 - ☐ **scores on college entry tests high enough that the student will not be required to take developmental education courses in reading, writing or math (AHSD criteria only); or**
 - ☐ **individual test battery with an average score of 450 or higher (GED criteria only)**

G.1. Students exiting the AHSD program must demonstrate the following exit criteria

Students exiting the program must meet the exit criteria consisting of a minimum of 24 high school units. At least 6 college credits must be earned at PCC. Grades must be a ‘D’ or better. Students must meet PCC’s Reading, Writing, and Mathematics competency requirements with a grade “C” or better prior to receiving their diploma. The overall GPA must be at least 2.0 for all courses taken at PCC. When earning credit at PCC, students are assessed against State standards using a variety of methods, including but not limited to;

exams, projects, collections of evidence, oral presentations, attendance and group assignments. Students must submit an application for high school graduation. The application includes all transcripts, which are evaluated by the graduation office to ensure that the minimum standards for graduation have been met and documentation that all graduation standards have been met.

G.2. Exit Criteria-

Students exiting the program must meet the exit criteria consisting of a minimum of 24 high school units. At least 6 college credits must be earned at PCC. Grades must be a 'D' or better. Students must meet PCC's Reading, Writing, and Mathematics competency requirements prior to receiving their diploma. Competency will be demonstrated by placement at WR 115 or completion of WR 90 with a grade of 'C' or better; placement at RD 115 or completion of RD 90 with a grade of 'C' or better; placement at Mth 70 or completion of Mth 65 with a grade of 'C' or better, or through credit by examination. The overall GPA must be at least 2.0 for all courses taken at PCC.

H. Guarantee that Adult High School Diplomas will be awarded only to students who earn at least one community college Adult High School Diploma academic credit
"Adult Adult High School Diploma academic credit" is defined to mean credit for academic course work completed by the student, not credit awarded for past life experience or challenge tests (required for AHSD).

To complete the PCC diploma program a student must also meet the AHSD residency requirement by completing a minimum of six college credits at PCC with satisfactory grades. PCC guarantees that high school diplomas will be awarded only to students who earn at least six community college Adult High School Diploma credits. No credit will be awarded for past life experience. Credit may be awarded through competency examination but will not count for the residency requirement.

I. Program monitoring and evaluation

Non-Title II funded plans must (required for AHSD)

- 1. include a description of the program's process for planning and continuous improvement; and**
- 2. include a guarantee and description of the program's evaluation process.**

The program participates in the college's accreditation process with the NW Association of Schools and Colleges and the college's institutional effectiveness process. Students complete evaluations each term for each class in which they are enrolled which are received and reviewed by the instructors. Also, the PCC Department of Institutional Research completed a district-wide effectiveness survey in 2002, which is used for evaluation and continuous improvement.

PCC Policy B 105

The Board of Directors encourages all college employees to commit themselves to the pursuit of excellence in all aspects of college life. The Board of Directors endorses the following principles as an approach to achieving quality:

1. Portland Community College will focus its energies, resources and talents on meeting the needs of our students and community, and in support of that goal, the service needs of each other.
2. Portland Community College will commit itself to continuous improvement of all its programs, services and systems through planning and the establishment of specific goals.
3. Portland Community College will commit itself to continuous assessment based on established goals and benchmarks.
4. Portland Community College will place special emphasis on collaboration through teamwork in the pursuit of quality.
5. Portland Community College will expect all its employees to participate in the solution of problems and improvement of systems, programs and services, in the belief that quality is everyone's responsibility.
6. Portland Community College will encourage and support innovation in the belief that contemporary problems require contemporary solutions.

J. Course Offerings

1. See attached chart.
2. PCC assures that elective courses meet at least one secondary standard in the course content area.
3. PCC requires an overall GPA of 2.0 for all courses taken at PCC.

K. Secondary Level Curriculum

1. Course Outcome Guides are used district-wide to insure that instruction is approached consistently throughout the district. The PCC Course Outcome Guides identify performance tasks and assessment criteria that are the basis for student performance evaluation. The Course Outcome Guides were reviewed against the AHSD Secondary Course Content Standards. The matrices identify how PCC courses fulfill the Secondary Course Content Standards. The matrices are on file at PCC. PCC Course Outcome Guides are available on line at <http://www.pcc.edu/ccog/>.

L. Alternative Learning Opportunities

Describe program procedures for providing alternative learning opportunities for students with disabilities.

The Disability Services (DS) provides academic accommodations for all PCC students who are eligible for services. It is the student's responsibility to self-disclose their disability, provide documentation and to request services. Once that has occurred, the DS staff will advocate for students with disabilities, supporting their independence as well as providing information and assistance when appropriate. A variety of services (e.g. test accommodations, sign language interpreting, note taking) may be requested. Appropriate accommodations are determined individually based on disability documentation.

Each instructor is required to provide the policy for accommodation on his/her syllabus and go over that statement with students at the first of class.

M. Recognizing Student Achievement

All students who have earned the PCC Adult High School Diploma are honored at the college's commencement ceremony held in June. Students who achieve high academic standards are recognized on college Honors, Dean's and President's lists.

Appendix B: AHSD Course Offerings

Fall 2010 - Spring 2011 PCC AHSD Course Offerings

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AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
Language Arts (4 HS Units)	Writing (1 Unit)	WR 80	3	Writing 80	0.5
		WR 90	3	Writing 90	1
		WR 115	4	Intro to Expository Writing	1
		WR 121	4	English Composition	1
		WR 122	4	English Composition	1
		WR 222	4	Writing Research Papers	1
		WR 227	4	Technical and Professional Writing	1
		WR 240	4	Creative Writing-Nonfiction	1
		WR 242	4	Creative Writing-Poetry	1
		WR 243	4	Creative Writing-Script Writing	1
		WR 244	4	Advanced Creative Writing-Fiction	1
		WR 245	4	Advanced Creative Writing-Poetry	1
		WR 248	4	Advanced Creative Writing-Nonfiction	1
		ESOL 152	4	Level 5 Writing	0.5
		ESOL 253	3	Advanced Supplementary Writing	0.5
		ESOL 162	5	Level 6 Academic Writing	1
		ESOL 252	5	Level 7 Academic Writing	1
		ESOL 262	5	Level 8 Academic Writing	1
		ALC 52	2	Basic English Skills Lab	0.5
		ALC 53	3	Basic English Skills Lab	0.5
	Communication	SP 111	4	Public Speaking	1
		SP 112	4	Persuasion, Argumentation and Debate	1
		SP 130	4	Business and Professional Speech	1
		SP 140	4	Intro to Intercultural Communication	1
		SP 270	3	Speech Forensics and Debate	1
	Literature	ENG 104	4	Intro to Literature (Fiction)	1
		ENG 105	4	Intro to Literature (Drama)	1
		ENG 106	4	Intro to Literature (Poetry)	1
		ENG 107	4	World Literature – Western	1
		ENG 108	4	World Literature – Western	1
		ENG 195	4	Film Studies: Film As Art	1
		ENG 196	4	Film Studies: Directors	1
		ENG 197	4	Film Studies: Contemporary Themes and	1
		ENG 201	4	Shakespeare	1
		ENG 202	4	Shakespeare	1
		ENG 204	4	Survey of English Literature	1
		ENG 205	4	Survey of English Literature	1
		ENG 207	4	World Literature – Asian	1
		ENG 208	4	World Literature – Asian	1
		ENG 209	4	World Literature – Asian (Japan)	1
		ENG 212	4	Biography and Autobiography	1
		ENG 213	4	Latin American Literature	1
		ENG 214	4	Literature of the Northwest	1
		ENG 215	4	Literature of Genocide	1
		ENG 222	4	Images of Women in Literature	1
		ENG 237	4	American Working Class Literature	1
		ENG 240	4	Introduction to Native American Lit	1
		ENG 244	4	Intro to Asian American Lit	1
		ENG 246	4	Transitional Literature	1
		ENG 250	4	Introduction to Folklore and Mythology	1
		ENG 253	4	Survey of American Literature	1
		ENG 254	4	Survey of American Literature	1
		ENG 256	4		1
		ENG 257	4	African-American Literature	1
		ENG 258	4		1
		ENG 260	4	Intro to Women Writers	1
		ENG 261	4	Literature of Science Fiction	1
		ENG 265	4	International Political Poetry	1
		RUS 241	4	Great Russian Writers	1

Current PCC AHSD Writing Graduation

Requirements:

Students who graduate will demonstrate essential skills proficiency in writing by placing into WR 115 or higher or completion of WR 90 with a grade of "C" or better.

Fall 2010 - Spring 2011 PCC AHSD Course Offerings

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AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit																			
Language Arts Cont.	Reading	RD 80	3	Reading 80	1																			
		RD 90	3	Reading 90	1																			
		RD 115	4	College Reading	1																			
		RD 117	3	Advanced College Reading	1																			
		ESOL 150	4	Level 5 Reading	1																			
		ESOL 160	5	Academic Reading	1																			
		ESOL 250	5	Level 7 Academic Reading	1																			
		ESOL 260	5	Level 8 Academic Reading	1																			
<u>Current PCC AHSD Reading Graduation Requirements:</u> Students who graduate will demonstrate essential skills proficiency in reading by placing into RD 115 or higher, completing RD 90 with a grade of "C" or better, or obtaining one of the following placement scores approved by the State Board of Education. <table><tr><th>PLACEMENT TEST</th><th>READING SCORE</th><th>PLACEMENT TEST</th><th>READING SCORE</th></tr><tr><td>OAKS</td><td>236</td><td>COMPASS</td><td>81</td></tr><tr><td>ACT</td><td>18</td><td>ASSET</td><td>42</td></tr><tr><td>PLAN</td><td>18</td><td>SAT</td><td>440</td></tr><tr><td>WORK KEYS</td><td>5</td><td>PSAT</td><td>44</td></tr></table>		PLACEMENT TEST	READING SCORE	PLACEMENT TEST	READING SCORE	OAKS	236	COMPASS	81	ACT	18	ASSET	42	PLAN	18	SAT	440	WORK KEYS	5	PSAT	44			
PLACEMENT TEST	READING SCORE	PLACEMENT TEST	READING SCORE																					
OAKS	236	COMPASS	81																					
ACT	18	ASSET	42																					
PLAN	18	SAT	440																					
WORK KEYS	5	PSAT	44																					
Math (3 HS Units)	Applied Math (1 Unit)	MTH 20	4	Basic Math	1																			
		MTH 60 (61+62)	4	Intro Algebra – 1 st term	1																			
		MTH 65 (62+63)	4	Intro Algebra – 2 nd term	1																			
		MTH 70	4	Review of Intro Algebra	1																			
		MTH 105	4	Explorations in Mathematics	1																			
		MTH 211	4	Foundations of Elementary Math I	1																			
		MTH 212	4	Foundations of Elementary Math II	1																			
		MTH 213	4	Foundations of Elementary Math III	1																			
		MTH 231	4	Elements of Discrete Mathematics I	1																			
		MTH 241	4	Calculus for Mgmt, Life, & Social Sci.	1																			
		MTH 243	4	Statistics I	1																			
		MTH 244	4	Statistics II	1																			
		ALC 62	2	Basic Math Skills Lab	0.5																			
		ALC 63	3	Basic Math Skills Lab	1																			
		ALC 70	2	Technical Math Support	0.5																			
	Algebra (1 Unit)	MTH 60 (61+62)	4	Intro Algebra – 1 st term	1																			
		MTH 65 (62+63)	4	Intro Algebra – 2 nd term	1																			
		MTH 70	4	Review of Intro Algebra	1																			
		MTH 95 (91+92)	4	Intermediate Algebra	1																			
		MTH105/111A	4	Explorations in Mathematics	1																			
	MTH 111B/C	5	College Algebra	1																				
Science (2 HS Units- 1 Unit of Lab incl.)	General Sci. (1 Unit)	BI 121*	4	Intro to Human Anatomy & Physiology I	0.5																			
		BI 122*	4	Intro to Human Anatomy & Physiology II	0.5																			
		BI 231*	4	Human Anatomy & Physiology I	0.5																			
		BI 232*	4	Human Anatomy & Physiology II	0.5																			
		BI 233*	4	Human Anatomy & Physiology III	0.5																			
		BI 101*	4	Biology	1																			
		BI 102*	4		1																			
		BI 103*	4		1																			
		BI 112*	4	Cell Biology for Health Occupations	1																			
		BI 141*	4	Habitats/Life of the Forest	1																			
		BI 142*	4	Habitats/Marine Biology	1																			
		BI 143*	4	Habitats/Fresh Water Biology	1																			
		BI 145	4	Introduction to Wildlife Conservation and	1																			
		BI 170	4	Environmental Science	0.5																			
		BI 200b*	4	Principles of Ecology - Field Biology	0.5																			
		BI 200c*	4	Principles of Ecology - Field Biology	0.5																			
		BI 211*	5		1																			
		BI 212*	5	Principles of Biology	1																			
		BI 213*	5		1																			
		BI 222	3	Human Genetics	1																			
		CH 100*	4	Fundamentals for Chemistry	1																			
		CH 101*	5	Inorganic Chemistry Principles	1																			
		CH 102*	5	Organic Chemistry Principles	1																			
			Cont...																					

Fall 2010 - Spring 2011 PCC AHSD Course Offerings

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ADHD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
Science Cont.	General Sci cont.	CH 104*	5	General Chemistry	1
		CH 105*	5	General Chemistry	1
		CH 106*	5	General Chemistry	1
		CH 211	4	Intro to Biochemistry	1
		PHY 101*	4	Fundamentals of Physics I	1
		PHY 102*	4	Fundamentals of Physics II	1
		PHY 103*	4	Fundamentals of Physics III	1
		PHY 121*	4	Elementary Astronomy	1
		PHY 122*	4	Elementary Astronomy	1
		PHY 123*	4	Elementary Astronomy	1
		ESR 160	4	Intro to Environmental Studies	0.5
		ESR 171*	4	Environmental Science	0.5
		ESR 172*	4		0.5
		ESR 173*	4		0.5
		G 201*	4	Physical Geology	1
		G 202*	4	Physical Geology	1
		G 203*	4	Historical Geology	1
		G 291*	4	Elements of Rocks and Minerals	1
		GS 106*	4	Physical Science (Geology)	1
		GS 107*	4	Physical Science (Astronomy)	1
		GS 108*	4	Physical Science (Oceanography)	1
		GS 109*	4	Physical Science (Meteorology)	1
	Life Science	BI 222	3	Human Genetics	1
		BI 234*	5	Microbiology	1
	Earth and Space Science	G 207	3	Geology of the Pacific Northwest	0.5
		G 208	3	Volcanoes and Their Activity	0.5
		G 209	3	Earthquakes	0.5
	Physical Science	CH 221*	5	General Chemistry	1
		CH 222*	5		1
		CH 223*	5		1
		CH 241*	5	Organic Chemistry	1
		CH 242*	5		1
		CH 243*	5		1
		PHY 201*	4	Fundamentals of Physics I	1
		PHY 202*	4	Fundamentals of Physics II	1
		PHY 203*	4	Fundamentals of Physics III	1
		PHY 211*	5	General Physics (Calculus)	1
		PHY 212*	5		1
		PHY 213*	5		1
Social Studies (3 HS Units)	US History (1 Unit)	HST 201	4	History of the U.S. – I	1
		HST 202	4	History of the U.S. – II	1
		HST 203	4	History of the U.S. – III	1
		HST 204	4	Hist. of U.S. Women/Pre-colonial to 1877	1
		HST 205	4	Hist. of U.S. Women/1877 to Present	1
		HST 206	4	Hist. of U.S. Women/1920 to Present	1
		HST 274	4	African American History – I	1
		HST 275	4	African American History – II	1
		HST 276	4	African American History – III	1
	Global Studies (1 Unit)	HST 225	4	History of Women, Sex, and the Family	0.5
		HST 278	4	Russian History I	1
		HST 279	4	Russian History II	1
		HST 101	4	Western Civ./Ancient World to Medieval	1
		HST 102	4	Western Civ./Medieval to Early Mod. Europe	1
		HST 103	4	Western Civ./Modern Europe	1
		HST 104	4	History of Eastern Civilizations/Middle East	1
		HST 278	4	Russian History I	1
		HST 279	4	Russian History II	1
		HST 285	4	The Holocaust	1
	Cont...	GEO 105	4	Intro to Human Geography	1
		GEO 106	4	Geography of the Developed World	1

Fall 2010 - Spring 2011 PCC AHSD Course Offerings

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AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
Social Studies Cont.	Global Studies Cont.	GEO 107	4	Geography of the Developing World	1
	Civics and Govt. (1 Unit)	PS 201	4	U.S. Gov't: Foundations and Principles	1
		PS 204	4	Comparative Political Systems	1
		PS 202	4	U.S. Gov't: Institutions and Policies	1
		PS 203	4	State and Local Government	1
		PS 220	4	U.S. Foreign Policy	1
Workplace/Life Skills (6 HS Units)	Health (1 Unit)	HE 212	4	Women's Health	1
		HE 213	4	Men's Health	1
		HE 250	3	Personal Health	1
		HPE 295	3	Health & Fitness for Life	1
		PSY 231	4	Human Sexuality	1
		PSY 232	4	Human Sexuality	1
	PE (1 Unit)	Any courses except PE10	1 or 2	Any PE course except PE 10, 281, 282A,B,C, 283, 287, 288,177, 120, 175A, 192A,B,C,D, 184, 252, 292, 292D, 209	0.5
	Personal Finance (1 Unit)	BA 101	4	Intro to Business	0.5
		BA 95/111	3	Intro to Accounting	0.5
		BA 218	3	Personal Finance	0.5
		EC 200	4	Intro to Economics	0.5
		EC 201	4	Principles of Economics/Microeconomics	0.5
	Arts or 2nd Lang. (1 Unit)	ART 101	4	Intro to Art	0.5
		ART 102	4		0.5
		ART 103	4		0.5
		ART 115	3	Basic Design	0.5
		ART 116	3		0.5
		ART 117	3		0.5
		ART 204	4	History of Western Art	0.5
		ART 205	4		0.5
		ART 206	4		0.5
		ART 207	4	History of Asian Art	0.5
		ART 208	4		0.5
		ART 209	4		0.5
		ART 210	4	Women in Art	0.5
		ART 211	4	Mod. Art History/19 th Century Art in Eur.	0.5
		ART 212	4	Mod. Art History/Early 20 th Century Art	0.5
		ART 213	4	Mod. Art History/Art Since 1945	0.5
		MUS 105	3	Music Appreciation	0.5
		MUS 106	3	Opera Appreciation	0.5
		MUS 108	3	Music Culture of the World	0.5
		D 150	1	Jazz Dance I	0.25
		D 151	1	Jazz Dance II	0.25
		D 169	2	Musical Theatre Dance	0.5
		D 170	2	World Dance	0.5
		TA 101	4	Theatre Appreciation	0.5
		TA 111	4	Fundamentals of Technical Theatre	0.5
		TA 112	4	Intro to Set Design	0.5
		TA 113	4	Intro to Stage Lighting	0.5
		TA 141	4	Fundamentals of Acting Techniques	0.5
		TA 142	4		0.5
		TA 143	4		0.5
		TA 144	3	Improvisational Theatre	0.5
		TA 241	4	Intermediate Acting Technique	0.5
		TA 242	4		0.5
		TA 243	4		0.5
		TA 261	4	Intro to Costuming	0.5
		TA 274	4	Theatre History	0.5
		ENG 195	4	Film Studies: Film As Art	0.5
		ENG 196	4	Film Studies: Directors	0.5
		ENG 197	4	Film Studies: Contemporary Themes and	0.5
	Cont...				

Fall 2010 - Spring 2011 PCC AHSD Course Offerings

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AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
Workplace/Life Skills Cont.	Arts or 2nd Language Cont.	WLD 295	4	Sculpture Welding	0.5
		GD 120	3	Graphic Design 1	0.5
		GD 122	3	Graphic Design 2	0.5
		GD 124	3	Graphic Design 3	0.5
		MM 120	2	Multimedia Design	0.5
		MM 130	3	Multimedia Graphic Video / Audio Production	0.5
		MM 140	3	Multimedia Authoring I	0.5
		MM 141	2	Incorporating Multimedia Elements in	0.5
		MM 230	4	Graphics for Multimedia	0.5
		MM 231	3	Vector Graphics & Animation for the w.w.w.	0.5
		MM 232	3	Multimedia 3D Modeling and Animation	0.5
		MM 234	3	3D for the w.w.w.	0.5
		SP 111	4	Public Speaking	0.5
		SP 112	4	Persuasion, Argumentation, & Debate	0.5
		SP 140	4	Intro to Intercultural Communication	0.5
	Any 2nd Language	111	1/2/3		.25 or .5
		112	1/2/3		.25 or .5
		113	1/2/3		.25 or .5
		270	1/2/3		.25 or .5
		271	1/2/3		.25 or .5
		272	1/2/3		.25 or .5
		290	1/2/3		.25 or .5
		291	1/2/3		.25 or .5
		292	1/2/3		.25 or .5
		101	4	Any 2nd language	1
		102	4		1
		103	4		1
		150	6		1
		151	6		1
		201	4		1
		202	4		1
		203	4		1
		250	6		1
		251	6		1
		ASL 101	3	1 st yr. American Sign Language I	1
		ASL 102	3	1 st yr. American Sign Language II	1
		ASL 103	3	1 st yr. American Sign Language III	1
		ASL 201	3	2 nd yr. American Sign Language IV	1
		ASL 202	3	2 nd yr. American Sign Language V	1
		ASL 203	3	2 nd yr. American Sign Language VI	1
	Technology (1 Unit)	CAS 103	1	Intro to Windows	0.25
		CAS 104	1	Basic Internet Skills	0.25
		CAS 106	1	Intro to X/HTML	0.25
		CAS 109	1	Beginning PowerPoint	0.25
		CAS 110	1	Intro to Web Graphics Using Fireworks	0.25
		BA 131	4	Computers in Business	0.5
		CAS 140	3	Beginning Access	0.5
		CAS 170	3	Beginning Excel	0.5
		CAS 171	3	Intermediate Excel	0.5
		CAS 175	3	Intro to Flash	0.5
		CAS 206	4	Principles of HTML/XHTML	0.5
		CAS 214	4	Beginning ColdFusion	0.5
		CAS 216	3	Beginning Word	0.5
		CAS 217	3	Intermediate Word	0.5
		CAS 230	3	PageMaker	0.5
		CS 160	4	Exploring Computer Science	1
		CIS 120	4	Computer Concepts I	1
		CIS 121	4	Computer Concepts II	1
		CIS 178	4	Applied Internet Concepts	1
		CAS 133	4	Basic Computer Skills/Microsoft Office	1
	Cont...				

Fall 2010 - Spring 2011 PCC AHSD Course Offerings

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AHSD Curriculum Areas	Course Areas	PCC Courses	PCC Credit	Course Title	HS Unit
Workplace/Life Skills Cont.	Technology Cont.	CAS 246	4	Integrated Computer Projects	1
	Workplace Skills (1 Unit)	CG 100A	3	College Survival and Success	1
		CG 100B	2	College Survival and Success	0.5
		CG 100C	1	College Survival and Success	0.25
		CG 101	1	Positive Family Relations I	0.25
		CG 111	1/2/3	College Skills for College Learning	.25 or .5
		CG 140A	3	Career and Life Planning	1
		CG 140B	2	Career and Life Planning	0.5
		CG 140C	1	Career and Life Planning	0.25
		CG 144	1	Intro to Assertiveness	0.25
		CG 145	1	Stress Management	0.25
		CG 100B	2	College Survival and Success	0.5
		CG 130	2	Today's Careers	0.5
		CG 140B	2	Career and Life Planning	0.5
		CG 209	1	Job Finding Skills	0.25
		CG 280A	1/2/3	Career Exploration	.25/.5/1
		CG 280B	1	Career Exploration	0.25
		MSD 161	1	Customer Relations	0.25
		MSD 170	1	Challenge of Ethics/Values in Wrkplace	0.25
		MSD 179B	1	Avoid Burnout/Build Resilience	0.25
		MM 110	1	Intro to Multimedia	0.25
		MSD 101	3	Principles of Mgmt. & Supervision	0.5
		MSD 105	3	Interpersonal Communication	0.5
		MSD 107	3	Organizations and People	0.5
		MSD 115	3	Improving Work Relations	0.5
		MSD 117	3	Customer Relations	0.5
		MSD 121	3	Leadership Skill Development	0.5
		MSD 130	3	Creative Problem Solving	0.5
		MSD 212	3	Work Analysis and Improvement	0.5
		MSD 279	3	Project Management	0.5
		CJA 100	3	Intro to Professions in Criminal Justice	0.5
		ECE 200	3	The Professional in Early Ed & Family Studies	0.5
		FT 101	2	Fitness Technology Seminar	0.5
		CG 191	3	Exploring Identity and Diversity for College	1
		WLD 100	1	Career Opportunities for Welders	0.25
		RE 100	3	Intro to Real Estate	0.5
Electives (6 HS Units)	Electives	Any	1	Any	0.25
		Any	2	Any	0.5
		Any	3+ CR	Any class #'d below 100	0.5
		Any	3+ CR	Any class #'d above 100	1

Important Notes

- PE Credits- Maximum of 3 HS units accepted. Each 1 credit PCC PE class is equal to .5 units for the PE requirement only.
- ESOL Credits- Maximum of 5 HS units of ESOL courses from PCC.
- Religion Credits- Maximum of 3 HS units taken at either high school or college level.

Personalization of the Adult High School Diploma Requirements

- Educational Plan and Profile
- Career-Related Learning Standards
- Career-Related Learning Experiences
- Extended Application through a Collection of Evidence

High School Unit and College Credit Conversion

- Conversion is measured by total seat time, classroom hours, study time, and adult high school standards met by each course.

* Science course that meets scientific inquiry and lab requirement

12/6/2010

Appendix C: Transcript Evaluation

Adult High School Diploma Transcript Evaluation for 2010 Graduation

___ Unofficial
___ Official

Student Name:

PCC ID No:

Previous School(s):

E-mail:

Phone:

Specialist:

Campus:

Date:

Required Units	Course Title	Grade or School	# of HS Units	Required Units	Course Title	Grade or School	# of HS Units
Language Arts- 4 Units total required				Work Place/Life Skills- 6 Units total required			
Writing 1 Unit required				Health 1 Unit required			
				PE 1 Unit required			
Total:			0.00	Ec/Bus 1 Unit required			
Mathematics- 3 Units total required				Fine Arts 1 Unit required			
Algebra 1 Unit required				Tech 1 Unit required			
Total:			0.00	Wk Place 1 Unit required			
Science- 2 Units total required				Total:			
General Science 1 Unit required				0.00			
				Electives- 6 Units total required			
Total:			0.00				
Social Studies- 3 Units total required							
US History 1 Unit required							
Global Studies 1 Unit required							
Govern- ment 1 Unit required				Total:			
				0.00			
				English competency requires placement at WR 115 or completion of WR 90			
Total:			0.00	Reading competency requires placement at RD 115 or completion of RD 90			
NO# HS Units Transferred				Math competency requires placement at MTH 70 or completion of 65 or 63			
NO# HS & Equivalent HS Units Completed				ASSET/COMPASS PLACEMENT OR COMPLETED COURSE WITH A			
NO# HS Units Yet To Complete				"C" OR BETTER:			
				RD: _____ WR: _____ MTH: _____			
				Terms To HSC: _____ FT PT Last Updated: _____			
				circle			

Appendix D: Petition for Graduation



Portland Community College

Adult High School Diploma

Petition For Graduation

➤ Complete all required information and return the petition to your campus High School Completion Specialist one term in advance of your final term

➤ Your graduation notification will be sent to your MyPCC email account.

PCC ID# G _____

PRINT NAME TO APPEAR ON DIPLOMA _____

PHONE _____ EMAIL _____

DIPLOMAS WILL BE MAILED TO YOUR ADDRESS ON RECORD WITH PCC. To update your address, please call Enrollment Services at 503-977-8888.

Expected completion of required courses and competencies by the end of: TERM _____ YEAR _____

I am currently enrolled in:

TERM _____ YEAR _____

CRN _____ Course No _____

I intend to enroll in:

TERM _____ YEAR _____

CRN _____ Course No _____

Do you intend to participate in the June *graduation ceremony? ☐ YES ☐ NO

**By participating in the graduation ceremony, you may be photographed or videotaped.*

Would you like your name published in the commencement program? ☐ YES ☐ NO

After completing my Adult High School Diploma, I plan to:

☐ Continue at PCC to complete: circle AAOT ASOT Business AS AAS AGS OTM

☐ Transfer to a 4-year college with 36 + credits.

☐ Apply to a 4-year college as a freshman.

☐ Begin career/work

☐ Other _____

X

STUDENT SIGNATURE

DATE

FOR OFFICE USE ONLY

COMPETENCIES: (or)

PLACEMENT

CLASS

READING: _____

WRITING: _____

MATH: _____

HS UNITS COMPLETED _____

PCC UNITS COMPLETED _____

PCC UNITS IN PROGRESS _____

OTHER UNITS _____

TOTAL _____

Attach the following documentation:

- Transcript Evaluation
- High School/Other Transcripts
- PCC Transcripts (SWRUNOF)
- Personalization of the AHSD

X

SIGNATURE OF EVALUATOR

DATE

10/29/09 JL Dow

Appendix E: Personalization of the OHSD

Adult High School Diploma



Personalization of the Oregon High School Diploma

Student	G	
Entry Resource Specialist	/ /	Career Area of Interest
Exit Resource Specialist	/ /	Exit Cumulative GPA

I. EDUCATIONAL PLAN & PROFILE

This documents a student's progress toward the state and local graduation requirements and will be used to measure student progress toward their personal goals.

Goals:

- | | |
|---|---|
| ☐ High School Diploma | ☐ Apprenticeship |
| ☐ Vocational/Tech Prep Course Work | ☐ Employment |
| ☐ Community College Certificate | ☐ Military |
| ☐ Community College/AA Degree | ☐ Other _____ |
| ☐ Transfer to 4-year school/BA Degree | |
| ☐ Transfer to 4-year school/Masters Degree | |

Documentation on File:

- ☐ College to HS Credit Conversion & Progress Form
☐ Academic Plan
☐ Other _____

II. CAREER-RELATED LEARNING STANDARDS

Students will demonstrate knowledge and skills in personal management, problem-solving, communication, teamwork, employment foundations, and career development.

- ☐ CG 100, College Survival and Success
Campus resources and campus on-line information, academic plan, goal setting, motivational strategies, effective time management techniques, effective and respectful communication.
- ☐ CG 111, Study Skills for College Learning
Presentation skills, critical thinking skills, personal strategies for test anxiety and test-taking skills, use of appropriate learning style strategies, note taking methods, short and long-term memory, textbook reading strategies.
- ☐ CG 140, Career and Life Planning
Career development theories, values clarification, interests, skills/abilities (transferable, adaptive, task specific), personality traits, barriers, attitudes, career information, diversity and social justice issues, decision-making/goal setting, career confidence and readiness.
- ☐ Transferable Credit from prior school (*identify course and specify activities*):
Course: _____ Related activities: _____
Course: _____ Related activities: _____
- ☐ Other: _____
- ☐ Other: _____

Continue – 2 pages total

III. CAREER-RELATED LEARNING EXPERIENCES

Students will participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

Campus Resources:

- | | |
|---|--|
| ☐ Student Success Center | ☐ College Advisor |
| ☐ Computer Lab | ☐ College Counselor |
| ☐ Writing Center | ☐ Financial Aid |
| ☐ Career Center | ☐ Office for Students With Disabilities |
| ☐ Job Placement | ☐ Other: _____ |
| ☐ Learning Resource Center | ☐ Other: _____ |
| ☐ Multicultural Center | ☐ Other: _____ |
| ☐ Women's Resource Center | ☐ Other: _____ |

Community Resources:

- | | |
|--------------------------------------|-----------------|
| ☐ Name: _____ | Activity: _____ |
| ☐ Name: _____ | Activity: _____ |

Other Learning Experiences

Term/Year

Place

- | | | |
|--|-------|-------|
| ☐ ASPCC – Associated Students | _____ | _____ |
| ☐ SPIN – Student Government | _____ | _____ |
| ☐ Peer Advisor | _____ | _____ |
| ☐ Guest Speaker | _____ | _____ |
| ☐ Informational/Mock Interview | _____ | _____ |
| ☐ CG 280, Cooperative Education
(Practical experience from a worksite) | _____ | _____ |
| ☐ Job Shadow | _____ | _____ |
| ☐ Service Learning | _____ | _____ |
| ☐ Internship | _____ | _____ |
| ☐ Volunteer Activities/Work | _____ | _____ |
| ☐ Documentation from prior school | _____ | _____ |
| ☐ Other: _____ | _____ | _____ |

IV. EXTENDED APPLICATION THROUGH COLLECTION OF EVIDENCE

Students will apply and extend their knowledge in new and complex situations related to the students personal and career interests and post High School goals through critical thinking, problem solving, or inquiry in real world contexts.

Related Documentation Attached:

- | | |
|--|---|
| ☐ Assessments related to learning styles, personality, and/or career development | |
| ☐ Informational web research related to college scholarships, continuing education, and/or career | |
| ☐ Informational/Mock Interview related to a perspective college and/or career | |
| ☐ Internship and/or Work Experience | ☐ School Transcripts |
| ☐ Job Shadow/Volunteer Activities | ☐ Resume' |
| ☐ Graded Writing Samples | |
| ☐ College Courses connected to major: _____ | |
| ☐ Other: _____ | |
| ☐ Other: _____ | |

21291 07/2007

Appendix F: Data Comparison Charts

AHSD Credits Attempted and Credits Earned								
	2007-2008		2008-2009		2009-2010		Overall	
Credits earned with (A,B,C,P grades)	3596	69%	4677	69%	4802	72%	13075	70%
Credits earned with (A,B,C,D,P grades)	3847	74%	4998	74%	5122	77%	13967	75%
Credits Attempted	5186		6746		6687		18619	

GtC Program Credits Attempted and Credits Earned								
	2007-2008		2008-2009		2009-2010		Overall	
Credits earned with (A,B,C,P grades)	5963	73%	7004	73%	7961	72%	20928	73%
Credits earned with (A,B,C,D,P grades)	6352	77%	7350	77%	8414	76%	22116	77%
Credits Attempted	8220		9534		11029		28783	

AHSD Credits Attempted and Credits Earned (College-Level Vs. Developmental)				
	College-Level Classes		Developmental Classes	
Credits earned with (A,B,C,P grades)	10924	72%	2151	63%
Credits earned with (A,B,C,D,P grades)	11615	76%	2352	69%
Credits Attempted	15190		3429	

❖ Note that all GtC students must start in developmental reading, writing and math courses.

GtC Credits Attempted and Credits Earned (College-Level Vs. Developmental)				
	College-Level Classes		Developmental Classes	
Credits earned with (A,B,C,P grades)	14127	76%	6801	67%
Credits earned with (A,B,C,D,P grades)	14956	81%	7160	70%
Credits Attempted	18559		10224	

Appendix G: Intake Form

Page 1 of 2



Adult High School Diploma Program INTAKE FORM

DATE: ____/____/____

I. NAME AND ADDRESS

Full Legal Name: _____
Last First Middle Initial

Phone Number: ____-____-____ Email address: _____

Current Home Address: _____
Street address (include St/Ave & NE/SE/SW/NW) APT Number

City: _____ State: _____ Zip: _____

II. PERSONAL INFORMATION

Date of Birth: ____/____/____ Gender: ____Female ____Male

III. ACADEMIC INFORMATION

List all prior accredited schools/colleges (public and private) where you have earned credits, beginning with the most recent. You are required to provide official (sealed) transcripts that include all your prior credits.

Name of School	City/State	Dates (mo/yr – mo/yr)	Number of Credits Earned	Last Grade Attended

- Have you taken credit classes at PCC before? ____Yes ____No
- During what time do you prefer to attend classes? ____morning ____afternoon ____evening
- Students who are accepted into the Adult High School Completion Program are responsible for paying tuition and class/lab fees for the courses they enroll in each term. Courses used to complete requirements for the AHSD are not eligible for Federal Financial Aid.

YOUR INITIALS ARE REQUIRED: _____

- Quarterly check-ins with your campus Adult HS Completion Specialist are highly recommended to ensure that you are enrolling in courses that apply toward your HS diploma, aligning with campus resources that contribute to your overall success, and that you are staying current with the policies and procedures that govern the program.

YOUR INITIALS ARE REQUIRED: _____

IV. REFERRAL INFORMATION

- How did you learn about this program? _____
- Why did you choose this program? _____

STUDENT'S NAME: _____
(OFFICE USE)

V. TELL US ABOUT YOURSELF

For academic advising purposes, please answer the following questions:



What is your academic goal? _____

- Do you currently have a job? If yes, how many hours are you working per week? _____
- Do you anticipate any changes in your employment or living situation before your diploma is complete? If yes, please explain: _____

- What is a key motivator for you (what keeps you moving forward during difficult times)? _____

- What are your character strengths? _____

- What are your barriers to learning? _____

Please read this statement. Your signature is required in the space below.

Your student information is confidential by federal mandate. The information cannot be shared with anyone, including your parent or guardian, without your written permission. If you wish to enable an advisor to discuss your student information with anyone, you will need to complete the *Release of Information* form accessed through your MyPCC account under the "College Business" tab.

X _____

Student signature

_____ Date

For Office Use Only

Student ID#: G _____

Advisor: _____ Campus: _____

Placement test date ____/____/____ Course placements: RD ____ WR ____ MTH ____

Total transferrable credits: ____ Beginning date: TERM ____ YEAR ____

Forms Provided:

- ☐ Release from Compulsory Education (if under 18 years of age)
- ☐ Consent to Release Information (optional)
- ☐ Official school transcripts (required) ☐ Unofficial
- ☐ Transcript Evaluation ____online
- ☐ Long-range academic plan – Yearly Planner
- ☐ Personalization of the OR HS Diploma

Services:

- ☐ Recommended resources – campus & community _____
- ☐ Disability Services (optional)
- ☐ Other _____

STUDENT'S NAME: _____
(office use)

Appendix H: Exit Survey

Adult High School Diploma Program

Note: The information you supply on this questionnaire will be kept completely confidential. The data will be used for research purposes only and will not be listed individually on any report.

Exit Survey

A Please let us know how the experience of completing your high school diploma at Portland Community College met your expectations. Select only one response per line. Place an X in the appropriate box.

The advising I received in the PCC Adult High School Diploma Program...	My expectations were...			
	Not met	Minimally met	Well met	Exceeded by PCC
	1	2	3	4
...offered me current and accurate information about completing my Adult High School Diploma.				
...guided me to make sound academic decisions that helped me finish in an appropriate amount of time.				
...helped me monitor my progress toward my high school diploma.				
...referred me to appropriate resources to address educational, career, or personal concerns or goals.				

B Please respond to the following questions about PCC's Adult high School Diploma program. Select only one response per line.

Rate your satisfaction with the following PCC services:	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Don't know/doesn't apply
Knowledge and expertise of Program Specialist						
Accessibility of information on High School Completion web site.						
The time available during advising sessions						
Please write below any changes you believe would improve the services supporting the completion of your Adult High School Diploma at PCC.						

Exit Survey, continued

C Please respond to the following questions about PCC's Adult high School Diploma program. Place an X in the box beside your responses.

1. How often did you access your MyPCC account?

- ☐ Never
- ☐ 1 time per year
- ☐ 1 time each term
- ☐ 2 times each term
- ☐ 3 or more time each term

2. For what purposes did you use MyPCC? Check all that apply.

- ☐ Email correspondence with my AHSD advisor
- ☐ Register for classes
- ☐ Receive information from my instructors
- ☐ Reach college announcements
- ☐ Find out my grades
- ☐ Print unofficial transcripts
- ☐ Drop classes
- ☐ Find out about holds on my account

3. Did you attend other PCC functions outside of class? Check all that apply.

- ☐ Student Services Fair
- ☐ Transfer Fair
- ☐ ASPCC rallies
- ☐ Multicultural Center
- ☐ Women's Resource Center
- ☐ Other campus activities (cultural events, plays, musical performances, health events, etc.) _____

4. During your education, were you employed?

- ☐ Fulltime
- ☐ Part time
- ☐ Quarter time
- ☐ Now and then
- ☐ Not at all

5. Did you stop attending for any length of time during your studies that delayed the completion of your diploma? ☐ No ☐ Yes If yes, how long? _____

If yes...

...what were the reasons you took a leave of absence from your studies?

- ☐ Fulltime job
- ☐ Part-time job
- ☐ Change in work schedule
- ☐ Lack of money
- ☐ Caring for my own children, maternity or parental leave, pregnancy
- ☐ Health reasons
- ☐ Other (please explain) _____

Any other comments you wish to make:

Appendix I: Other Student Populations Served By HSC Specialists

HIGH SCHOOL COMPLETION

Portland Community College

The Campus High School Completion Specialist serves the following student populations:

▪ PCC Adult HS Diploma Program

Students enroll in PCC courses to obtain a PCC HS diploma while accumulating college credits. Refer to <http://www.pcc.edu/prepare/hs-completion.html> for additional program information and procedures.

- Serve students of all ages. The median age is 19-22 yrs of age.
- Students 16 & 17 years of age are required to submit a "Release from Compulsory Education". Home school students are required to submit a letter from ESD.
- Ideal student is able to demonstrate sufficient self-governance and/or interdependence as needed for their success.
- Student is responsible for payment of tuition, books, and fees.
- An average load of 300 – 350 students are case managed college wide.

▪ Credit Recovery & Open Enrollment /Home Schooled

Students enroll in PCC courses to make-up missing credits required for graduation at their home high schools and apply credits to a college degree. Refer to <http://www.pcc.edu/prepare/head-start/credit-recovery.html> for additional information and procedures. Or, refer to <http://www.pcc.edu/prepare/head-start/open-enrollment.html> to get a head start on college, pursue special interests, make-up or supplement high school experience, or earn PCC credits you can apply to a PCC degree or transfer to a university.

- Students 16 & 17 years of age are required to submit a letter of permission from their high school counselor. Home school student are required to submit a letter from ESD. **(Except for summer term).**
- The Specialist serves as a campus resource for these students upon request.
- Only the student's high school counselor or the student's educator may approve classes for high school credit.

▪ Expanded Options Program (EOP)

Students who qualify for the EOP program through their home high school can take PCC courses at the expense of their home high school district. Refer to <http://www.pcc.edu/pavtec/eop>, to access information, forms, and procedures, as applicable for parents and guardians, applicants, new and continuing students, and high school partners.

- Students are in the 11th or 12th grade, at least 16 years of age, and referred through their school district.
- Students are required to place into or beyond reading & writing 115 & math 60
- EOP admissions application and related forms are available on their website.
- An average load of 40 to 50 students are case managed college wide.

▪ Students Under 16 Years of Age

Portland Community College provides an "Underage Exception Process for Admission and Registration" for prospective students who are under 16 years of age and have not been awarded a high school diploma or GED. Refer to <http://www.pcc.edu/admissions/under-16.html>, for the exception to admission and enrollment procedures.

- Students must complete and meet all the steps to apply for the exception to admission and registration requirements. An exception is not *guaranteed*.
- All enrollment requests to Instructors are made through the HSC Specialist. Instructors give final approval for enrollment into their class by notifying the Specialist.
- Students are strongly encouraged to complete all the possible course work within their school district before pursuing classes at PCC.

Contacts:

Cascade Campus.....	Cheri McLaughlin...	971-722-5416
Rock Creek Campus	April Nording.....	971-722-7290
Southeast Center.....	Bryan Ruzicka.....	971-722-6156
Sylvania Campus.....	Jo Lynn Dow.....	971-722-4473

Applicants **UNDER 16** Years of Age



Underage Exception Process for Admission and Registration

For questions about the Admission process, please connect with your Campus Contact Person below. You may also call the PCC Admission & Registration Office at 503-977-8888.

Campus Contacts:

Sylvania Campus

Jo Lynn Dow
503-977-4473
Fax: 503-977-4556
jdow@pcc.edu

Rock Creek Campus

April Nording
503-614-7290
Fax: 503-614-7351
anording@pcc.edu

Cascade Campus

Cheri McLaughlin
503-978-5416
Fax: 503-978-5432
cmclaugh@pcc.edu

Southeast Center

Luis Rodriguez-Garcia
503-788-6155
Fax: 503-788-6188
lrodrigu@pcc.edu

Students are strongly encouraged to complete all the possible course work within their school district before pursuing classes at PCC. College level course work may not be appropriate for non-college aged students.

The admissions policy of Portland Community College is to admit students who are 18 years of age or older. Applicants under the age of 16 will need to submit a request for exception to the admissions policy to the contacts listed below at the campus they wish to attend. There is no guarantee that requests will be approved. It is the ultimate decision of the Dean of Students' Office to approve exception requests.

Requests for exception to the admission policy should include:

- A student letter stating reason for requesting exception.
- Letter(s) of recommendation from your school counselor or administrator, which addresses both academic and behavioral preparedness for an adult learning environment.
- If you wish to be admitted to PCC in lieu of high school you must also provide a copy of Exemption from Compulsory Attendance from your high school or ESD.

If you are home schooled you are required to submit:

- A student letter stating reason for requesting exception.
- A letter of recommendation from your educator or tutor which addresses academic preparedness.
- A letter from someone other than your parent or guardian that addresses behavioral preparedness for an adult learning environment.
- A copy of Exemption from Compulsory Attendance from your high school or ESD.

Once you have all the materials gathered, call the high school contact at the campus you wish to attend to schedule an appointment.

Refer to the campus contact information provided to the left. Both you and your parent/guardian are required to attend.

Based on this initial meeting a decision will be made as to whether or not you can continue in the admissions process. If approved to move forward you will be asked to follow these steps in this order:

1. Apply for [admission](#).
 2. Take a [college placement exam](#). Regardless of what type of classes you intend to take at PCC, you must place at the minimum levels of Writing 115, Reading 115, and Math 60.
 3. Meet with your campus [High School Completion Specialist](#) to review test scores and complete the [Underage Enrollment](#) form.
 4. Complete a [New Student Orientation](#).
 5. Use MyPCC to complete the online [Consent to Release Confidential Information](#) form for each parent or guardian.
- Note: The remaining 3 steps must be completed for each term an underage student attends classes at PCC until the student turns 16.**
6. Submit desired course(s) to your HSC Specialist who will seek required instructor approval for enrollment. Please **do not approach instructor directly**.
 7. Your HSC Specialist will inform you if instructor permission was received.
 8. Online registration for course(s) **will not be permitted** until one week prior to start of term. Enrollment is based on space available in course(s) at that time.

Please note: All above steps must be completed **one week prior to the end of the current term for the following terms' enrollment**. Refer to <http://www.pcc.edu/admissions/under-16.html> for deadline dates.

Update 7/22/2010 J Dow

UNDERAGE ENROLLMENT FORM



This form must be completed in the presence of the Campus Contact by ALL students under the age of 16, who are eligible to enroll in a course at PCC. The student must be accompanied by a parent or legal guardian.

- ☐ I am applying PCC course(s) toward a high school diploma.
☐ I am taking PCC course(s), but not applying coursework toward high school diploma. The reason for taking course(s) at PCC is _____

BEGINNING TERM ☐ FALL ☐ WINTER ☐ SPRING ☐ SUMMER YEAR: _____

PLACEMENT EXAMS Reading _____/_____/_____
SCORE/ CLASS Writing _____/_____/_____
SCORE/ CLASS Math _____/_____/_____
SCORE/ CLASS

STUDENT INFORMATION

PCC G _____ Birth Date (MM/DD/YY) ____/____/____ Current Age _____

Last Name First Name MI

Mailing Address City/State Zip Code

Home Phone ____/____/____ Cell ____/____/____ E-Mail _____

School Currently Attending _____ Home- Schooled ____ Grade Level ____

- All requests for desired courses must be made through the Campus Contact each term. Students and parents may not contact the Instructors directly for course approval. INITIAL HERE _____
- Registration for course(s) **will not be permitted** until one week prior to the start of the term. Enrollment is based on space available in course(s) at that time. INITIAL HERE _____
- Students 13 years of age and younger must be accompanied by a parent at all times while on campus. During class times, the parent must wait outside the classroom door and be available during class break times. INITIAL HERE _____

OFFICE USE ONLY

REQUIRED DOCUMENTS

- ☐ Student Letter – stating reason for requesting exception
☐ Letter(s) of Recommendation – from school Counselor or administrator
☐ Exemption from Compulsory Attendance (if admitted to PCC in lieu of high school)
☐ Online *Release of Information* for parent or guardian Date Completed _____

Student Name: _____

G _____

A student enrolling in Portland Community College assumes an obligation to conduct herself/himself in a manner compatible with functions of the college as an educational institution within a post-secondary adult learning environment. There are significant differences between the high school environment and the college environment. For example:

- Parents ARE NOT ELIGIBLE to attend class with the student, nor is it appropriate or agreeable for parents to contact his/her Instructors.
- The student population at PCC will consist primarily of adults who neither need nor receive supervision from staff.
- The PCC staff, faculty, and administration expect mature adult-like behavior of all students and do not tolerate inappropriate behavior. The student will be bound by the provisions of the Student Rights and Responsibilities Handbook (Rev 6/07).
- PCC does not provide monitoring of attendance; students are expected to attend on a regular basis.
- Most students find the pace in the classroom to be significantly accelerated compared to high school.
- Upon entering the college, students assume responsibility for their actions and for their success. This includes following all registration processes, meeting deadlines, and seeking assistance from the many services available to students.
- The content and teaching method used by instructors will be intended for the adult classroom, and may be inappropriate for younger individuals.

I AGREE THAT PCC, ITS DIRECTORS, OFFICERS AGENTS, EMPLOYEES, AND REPRESENTATIVES SHALL NOT BE RESPONSIBLE OR LIABLE FOR ANY PERSONAL INJURY, OTHER INJURY, DAMAGE, LOSS, OR EXPENSE, EITHER TO STUDENT OR STUDENTS PROPERTY, RESULTING FROM STUDENTS ENROLLMENT AT PCC OR PARTICIPATION IN ANY PCC ACTIVITY. IT IS THE INTENTION OF THE UNDERSIGNED TO EXEMPT AND RELIEVE PCC FROM LIABILITY FOR PERSONAL INJURY, DEATH, OR PROPERTY DAMAGE, WHETHER OR NOT CAUSED BY NEGLIGENCE.

In accordance to ORS 348.105, students are fully responsible for payment of any costs incurred as a result of their registration with PCC.

We represent that we have carefully read and understand the contents of the document and sign the same of our own free will. Dated this _____ day of _____, 20 ____.

Parent/Guardian Signature	Student Signature	
Parent Home Phone	Parent Work Phone	Parent Cell Phone
Signature of PCC campus representative required before registration		Date



Applicants **16 & 17** Years of Age

Admission and Registration Procedures and Requirements

For questions about the Admission process, please connect with your Campus Contact Person below. You may also call the PCC Admission & Registration Office at 503-977-8888.

Campus Contacts:

Sylvania Campus

Jo Lynn Dow
503-977-4473
Fax: 503-977-4556
jdow@pcc.edu

Rock Creek Campus

April Nording
503-614-7290
Fax: 503-614-7351
anording@pcc.edu

Cascade Campus

Cheri McLaughlin
503-978-5416
Fax: 503-978-5432
cmclaugh@pcc.edu

Southeast Center

Luis Rodriguez-Garcia
503-788-6155
Fax: 503-788-6188
lrodrigu@pcc.edu

Thank you for your interest in attending Portland Community College! Students **under 18** who do not have a high school diploma or GED, must complete some additional steps before they are eligible to register for classes. After completing the admissions process, a Registration Hold will be placed on your account until these requirements are met:

STEP 1 – PROVIDE ADDITIONAL DOCUMENTATION

Submit your documentation to a campus Admission & Registration Office or to one of the Campus Contacts (in person, by email, or fax) listed to the left or:

IF YOU ARE CURRENTLY:

- ☐ **CONTINUING TO ATTEND YOUR HIGH SCHOOL:** You must submit a Letter of Permission to Attend Classes at PCC from your high school counselor. Only HS counselors may approve classes for high school credit. Letters are not required for summer term enrollment at PCC.
- ☐ **BEING HOMESCHOOLED:** you must provide a Letter of Verification from your local Educational Service District (ESD). Letters are not required for summer term enrollment at PCC.
- ☐ **ATTENDING PCC AND NOT PURSUING A HIGH SCHOOL DIPLOMA OR GED:** You must provide a "Release From Compulsory Education" form from your high school or your local Educational Service District (ESD).
- ☐ **SEEKING A HIGH SCHOOL DIPLOMA FROM PCC:** You must submit Official High School Transcripts to your campus High School Completion Specialist, take the college placement exams, and complete a New Student Orientation.
- ☐ **SEEKING A GED:** **Submit required documentation to the GED Program.** Contact information, procedures, and orientation schedules can be accessed at the following ABE/GED web site: <http://www.pcc.edu/prepare/basic/>.

STEP 2 – TAKE THE COLLEGE PLACEMENT EXAMS - (Does not apply to students seeking a GED)

College placements will determine the enrollment in all reading, writing, and math classes and the majority of our credited general education classes. SAT or ACT scores may be used in lieu of college placement scores. ALL prerequisites are listed under each class description in the PCC Catalogue and term Schedule. You may not be required to take the placement exams depending on the course you wish to enroll in. Testing schedules for each campus may be accessed at the following web site: <http://www.pcc.edu/resources/testing>.

STEP 3 – COMPLETE A NEW STUDENT ORIENTATION - (Does not apply to students seeking a GED)

New students are oriented on enrollment procedures and helpful resources that support student success. Although strongly encouraged for all new students, you may not be required to complete an orientation if you are a non-degree seeking student. Access to the online orientation and the schedule for on-campus orientations are available at <http://www.pcc.edu/orientation>.

10/29/2008 J Dow, M Severson

Expanded Options Program Checklist

Student Name _____ Date ____/____/____

Student ID# G _____ Beginning Term/Year ____/____ Campus _____

- ☐ Review of Placement Test Scores
- ☐ College Orientation - *Schedule & Handbook*
- ☐ MyPCC Account - *(use for registration & communication)*
- ☐ EOP Class Schedule Worksheet
- ☐ Registration Procedure & Drop Policies
- ☐ Tuition and Fees - *(cost & responsibility of)*
- ☐ Complete Billing Authorization
- ☐ Complete Book Store Authorization *(except when alternative arrangements have been made)*
- ☐ Parking Permit or Trimet options
- ☐ Campus Resources *(aligned with the needs of the student)*
- ☐ Future Term Requirements *(returning students)*

- | | | |
|---|---|-----------------------------------|
| ☐ Class Schedule Worksheet | ☐ Appointment with Campus Contact | ☐ EOP Hold |
| ☐ Billing Authorization | ☐ College Academic Plan/Advisor - (optional) | |

- ☐ Account Balance - *Student will check end of first week*
- ☐ EOP Orientation Reminder & Dates _____
- ☐ Other _____

Student Signature _____ Campus Contact _____

Duplicate Form: White copy – Office Yellow copy – Student

Appendix J: GtC Intake and Orientation

*Dear prospective **Gateway to College** applicant,*

Thank you for your interest in Portland Community College Prep's **Gateway to College** High School Completion Program.

The Gateway to College program is a unique educational opportunity. Students can earn a **high school diploma** from Portland Community College with the *added benefit* of **receiving college credits** toward an Associate's or technical degree.

Please keep in mind that **space in this program is limited** and many applicants are competing for available slots in this scholarship program. It is very important that you read through this information carefully and follow all the required steps by the deadlines. Acceptance is not guaranteed.

The Gateway to College program is funded by contracts with local school districts to serve students who have dropped out of high school or are currently "at-risk" of dropping out. Please see the eligibility requirements on the *How to Apply for the Gateway to College program* sheet to make sure that you meet them.

This **scholarship** program pays for tuition and books for all accepted students enrolled in the program. Students are responsible for academic lab and student fees for each term enrolled.

In order to make sure that your application receives full consideration, please complete all written materials neatly and promptly, and bring all application materials with you to the Information Session.

The first step is to attend an Information Session.

You are encouraged to invite your parent/guardian to join you at this Information Session.

You must call our information number at (503) 788-6225 or send an email to

jana.daugherty15@pcc.edu to reserve a place.

Accepted applicants must be ready to begin classes on the first day of the term with the expectation of attending 100% of all classes. No late enrollments are accepted once a term is underway. Don't miss out! Call us today to reserve your place at an Information Session!

We look forward to meeting you at an Information Session soon.

Sincerely,

Jana Daugherty, Outreach/Intake Coordinator



PCC PREP ALTERNATIVE PROGRAMS
Gateway to College High School Completion Program

Answers to Frequently Asked Questions for Gateway to College Applicants

How does the Gateway to College program work?

Once you have been admitted, you will be enrolled in a Gateway to College *learning community* at one of the Portland Community College campuses. The courses in the learning community are offered at 2 different levels, *Preparation* and *Foundation*, in order to accommodate a variety of student needs.

- A *learning community* is a group of 20-25 students who take all of their first term courses together in preparation for becoming college students on the college campus.
- First term courses are reading, writing, math, college survival and success, and academic lab.
- First term courses earn students both high school and college credits.
- Students spend 3-4 hours outside of class working on homework.

After successfully completing a *Foundation* learning community, students transition into regular college classes.

- Students enroll in Portland Community College courses and continue to earn both high school and college credit, as they work towards earning a high school diploma.
- All courses after the first term are selected with the assistance of a Resource Specialist based upon each student's high school completion plan and educational goals.

What can I achieve in this program?

Students can earn their high school diploma and earn a significant number of college credits toward a degree or certificate.

How long would it take me to earn my high school diploma?

Most students are in Gateway to College for 1-3 years. The exact length of time to earn a diploma varies by a student's course load and credit needs. Students remain in Gateway to College until they earn a diploma or turn 21. We encourage graduates of the program to continue their college studies to meet their academic goals.

Who are Gateway to College students?

Gateway to College is for students who are:

- 16 to 20 years old.
- Behind in high school credits (for age and grade), with a history of absenteeism and low GPA.
- Students who have fewer than 17 credits when they begin the program.
- Students who live in one of the following school districts: Portland Public, Beaverton, Hillsboro, Lake Oswego, Tigard/Tualatin, Sherwood, David Douglas, or Centennial.
- Reading at an eighth grade level or higher (English proficiency).
- Able to complete their high school diploma by age 21.
- Willing to make a long term commitment to work hard to complete high school and progress toward a college degree.

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Gateway to College does not serve students who are doing well in high school and want to make an early transition to college. Gateway to College works exclusively with students who have not experienced success in a traditional high school. They are either no longer attending or are significantly behind in credits and are unable to graduate with their peers.

What is expected of me?

- Students are expected to attend 100% of their classes.
- Students are expected to come to class on time, be prepared with class materials, and to complete all class and homework assignments.
- **Students are expected to spend 3-4 hours a day working on their homework** (outside of class time). We strongly encourage students who have a job to consider the time demands of the program.
- Students are expected to adhere to all Portland Community College policies and procedures.

What is the cost of the program?

Gateway to College is a scholarship program. The scholarship pays for college tuition and books. Gateway students are expected to pay all fees associated with their course work and college participation. Students are expected to **pay student fees that are about \$80-\$100 each term.**

What kind of support will help me be successful in a college setting?

Students who are accepted into the program are assigned a Resource Specialist. Resource Specialists provide support and access to resources to help all students in the program to be successful. Resource Specialists provide the following services:

- Transcript reviews and academic advising.
- Assistance with completing enrollment and registration.
- Referrals to resources, such as tutoring, counseling, student activities, health services, and more.
- Personal counseling and guidance including assistance with problem solving, time management and stress management.

If I have been on an Individual Education Plan (IEP) at my high school, will I still receive the same services and support at PCC?

Students who have an Individual Education Plan (IEP) are eligible to apply to Gateway and will receive equal consideration. PCC does not provide special education services, and it is up to your school district to provide support services for your IEP. We will coordinate with your school district to facilitate this process. Your school district IEP team will make a final placement determination once you are considered eligible for enrollment in Gateway to College. Some students with an IEP may be eligible for support through PCC's Office for Students with Disabilities.

I am enrolled in high school and do not want to withdraw until I know if I have been accepted. Can I be considered for the Gateway to College program if I am still enrolled in high school?

Yes. If you are currently attending high school, please consider staying in school until you know that you have been accepted into the Gateway to College program. Once you have been accepted into the Gateway program, you will need to withdraw from high school. You cannot be dually enrolled in the Gateway to College program and a high school or alternative education program.

How do I apply?

Please review the **How to Apply for the Gateway to College program** page.



PCC PREP ALTERNATIVE PROGRAMS
Gateway to College High School Completion Program



How to Apply for the Gateway to College program
5-Step Application Process

Please review the eligibility requirements before applying to the program:

- Between the ages of 16-20
- Lives in one of the following school districts: Portland Public, Beaverton, Hillsboro, Tigard/Tualatin, Lake Oswego, Sherwood, Centennial, or David Douglas
- Behind in high school credits for age/grade
- Have no more than 17 high school credits

Step 1: Complete an application packet

- Complete the application packet in full. Don't forget to sign it.
- Complete your written answers to the 3 essay questions.
- Get a copy of your official transcripts from all high schools that you have attended.
- Complete the "*Consent to Release Confidential Information Form*" (included in application), sign it and, if you are under the age of 18, have your parent or guardian sign it as well.
- Take the "*School District Information Form*" into either your neighborhood school or your school district office and have someone from your school or the district office fill it out and sign it.

Please note: If you live in the Beaverton, Hillsboro, Lake Oswego, Sherwood, Centennial, David Douglas or Tigard-Tualatin school district, you must be approved by the district to attend the Gateway to College program. Each district has a different approval process. Please ask for more information on the district approval process when you attend the Information Session. Your Gateway application cannot be considered if you are not approved by the district.

Step 2: Attend an Information Session

Make sure to reserve a place at an Information Session by calling the Gateway to College information line at (503) 788-6225 or by emailing jana.daugherty15@pcc.edu.

Bring all your application materials to the Information Session. These include: your application packet; your essays; your official transcripts; and your completed "*School District Information Form*."

At the Information Session, you will:

- Take a reading level test
- Receive detailed information on the Gateway to College program, and the expectations and benefits of the program
- Have a chance to ask questions about the program
- Have your application materials reviewed to make sure you meet all basic eligibility requirements
- Allow us the chance to meet you and learn why you are interested in this program

IMPORTANT: PCC Parking lots require permits! If you are driving, be prepared to buy a day parking permit (\$3) from a machine in the parking lot for the Information Session, Evaluation Sessions, and the Individual Interview.

Step 3: Attend a 2-day Evaluation Session

At the Information Session, if you meet the eligibility requirements and demonstrate at least an 8th grade reading level on your reading test, you will be referred to a 2-day Evaluation Session. Each day will be about 2 hours long.

This gives you the opportunity to show us that you have the reading, writing, and math skills necessary to achieve success in an academic environment. The Evaluation Sessions will require 100% attendance, and completion of in-class and homework assignments. You must be on time to each session.

You must be referred to an Evaluation Session from an Information Session. You cannot attend an Evaluation without attending an Information Session first.

Step 4: Participate in an Individual Interview

At the Information Session, in addition to the Evaluation Sessions, you will also be scheduled for an Individual Interview. Again, this is only if you meet the eligibility requirements.

Your interview will be one-on-one with a PCC Prep staff member, and will allow you to discuss any questions you have about the program. This is our chance to get to know you in an individual setting and learn more about your strengths and your motivation.

Your interview will normally be the week of your Information Session. Your interview will be about half an hour long.

Please note: All interviews will take place at PCC's Southeast Center, located at 2305 SE 82nd Ave, at SE Division St, in Portland. Regardless of where you attend an Information Session, your interview will be held at Southeast Center. Please make any arrangements for transportation that you may need.

Step 5: Selection Committee Review

The selection committee will review all applications for the Gateway to College program. It is very important that you turn in all required application materials by the deadline. Acceptance is not guaranteed. Space in the program is limited.

The selection committee will be evaluating applicants based on the following factors:

- Meets all the eligibility requirements
- Application is complete, and all application materials were turned in by the deadline
- Achieves the minimum standard scores on all evaluations
- Displays positive behavior, attitude, and participation at the Evaluation Sessions
- Completes the Individual Interview
- Displays a commitment to completing the Gateway to College program

You will be notified by letter of the Selection Committee's decision. If you are accepted, you will be sent a letter of acceptance, your class schedule, contact information for your Resource Specialist and information about books and fees.

If you are accepted and currently enrolled in high school or an alternative educational program, you will need to withdraw from school. You cannot be dually enrolled in the Gateway to College program and a high school or alternative education program.

If for some reason, you do not receive a notification letter, please call us at (503) 788-6213 to check on your status. If you haven't heard from us, do not wait until the first day of classes to check on your acceptance status. We are not responsible for mail not getting to you if you did not give us an accurate address and/or if you have moved since you applied and did not provide us with your new address.

We look forward to meeting you!



Info Session Information

We are now accepting students for: _____

Classes begin on _____

You are eligible if you:

- Live in a qualifying district
- Are 16-20, are behind in credits (have fewer than 17)
- Have dropped out or are at risk of dropping out.

If you are eligible, you **must**: complete the info packet, attend both evaluation sessions and the interview. Completing all of these steps does not guarantee acceptance. We are looking for students who are self motivated and ready for this rigorous program.

Supports to help you succeed

Resource Specialist

Small Learning Community (Preparation or Foundation)

Costs

Although Gateway to College is a scholarship program, students are still responsible for student fees each term. The scholarship covers books and tuition only. Students must pay about **\$80 each term**. Students are also responsible for their own transportation. Parking at PCC is \$30-\$40 per term. Bus passes are \$26.00/month.

What we expect

- 100% Attendance
- Be on time!
- Maintain **at least** a "C" in all classes
- Pay fees on time
- Complete homework assignments (**3-4 hours of homework per day**)
- Respectful and responsible behavior
- Maintain close contact with Resource Specialist (if you are sick or going to be absent you **MUST** contact your instructor and your resource specialist)

What are the differences between Gateway to College and YES! (GED)?

Gateway to College

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- Could be good option if you have a free schedule and plenty of time to devote to school
 - 3-4 hours of homework per day
 - Fees of about \$100 per term
 - Earn high school diploma & college credits
 - Ready for commitment to rigorous academic program
 - Could be good option if you have many obligations and little free time
 - No homework
 - Have to pay only a one-time \$25 fee
 - Earn GED and continue on to college
 - Ready to take the first step of getting back into school
- YES**

Preparation Learning Community

(Only offered in the afternoon at our SE Center Campus)

RD/WR 80

MTH 10

CG Confidence building/Stopping test anxiety

Foundation Learning Community

RD/WR 90

MTH 20

CG 100 (College Success)

For _____ term offered at the following locations and times:

How long will it take to get your diploma?

It depends on:

- How many credits you already have
- How many classes you take and successfully complete (with a C or better) each term
- If you attend during summer term or not

It can take 1-3 years.

Important dates:

Evaluation Sessions _____ Interview _____

Deadline for all application materials to be turned in _____

You will be notified about your acceptance by _____

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Congratulations on taking the first step in applying for Gateway to College! We are pleased that you are considering the Gateway program. Because this is a unique and challenging program, we want to make sure you have enough information to make the very best decision for yourself. Some of our current Gateway to College students have written letters to *you*, our prospective Gateway to College students. Please read over what they've shared with you; they are the experts on what it's like to be in Gateway to College. We hope that you will use their advice to help you consider whether Gateway is a good fit for you.

DEAR PROSPECTIVE GATEWAY TO COLLEGE STUDENTS,

I will warn you right now: do not let yourself become overwhelmed by the amount of homework you receive!

Anyways, back to the subject at hand... The very first time I walked into that classroom on the first day of the term, I felt out of place, like I didn't deserve to be here and that I would never be able to live up to the standards that teachers demand of us. Don't let your emotions overwhelm you. After the first week, I knew everyone in class by

name and it almost felt like my own little family. So don't overwhelm yourself with doubt or anxiety. Things will get better. As the days went by, I felt more and more comfortable with my teachers and fellow classmates. I suggest you use this new-found "family" to your advantage like I did.

The first thing you should do is get a couple of phone numbers from your classmates. It's very useful when you can call someone for help or advice. Also, if you are ever going to be ab-

sent (try your hardest not to), always call or email your resource specialist and instructors in advance.

It is also helpful to ask a friend to get any papers passed out in class for you to stay caught up.

Always put school first. I am dead serious on this. You must put school first or you will fail miserably. This is nothing like high school. Have a grand old time and **DO YOUR HOMEWORK.**



DEAR PROSPECTIVE GATEWAY STUDENT,

In order for you to achieve success in your cohort classes there is one main thing to consider: **KEEP SCHOOL AS YOUR FIRST PRIORITY!** I mention this because of the fact that GtC was not my first priority this term and contributed to my potential downfall.



Overall, you need to learn the study habits and build the discipline to succeed in college, starting with this first term. Stay caught up and don't



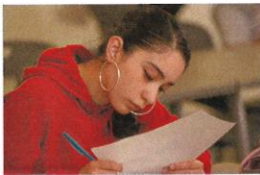
fall behind. Prioritize your time to do homework. Come to class every day with a good attitude. **WANT** to succeed. Check in with your teachers to make sure you are on top of things. This is

the transition term to the rest of your college classes, so take advantage of it and pursue it to the fullest. Make school your number one priority.

DEAR GATEWAY TO COLLEGE APPLICANTS,

Welcome to the Gateway to College cohort! You are about to be challenged with the great task of transitioning from high school to college. For some of your fellow classmates, this transition will be easy. For others, maybe even you, it will be difficult.

When I first started the cohort, I was very out of shape when it came to academics. I struggled mightily



"WHAT AN EXPERIENCE THIS PROGRAM HAS BEEN! FOR ME, COMING TO THIS PROGRAM WAS AMAZING AND WAS JUST WHAT I NEEDED TO MAKE THE HIGH SCHOOL TO COLLEGE TRANSITION."

to balance school, homework, work, and family life. I had not been in school for two years before I started in GtC which made it that much harder. No matter what your prior circumstances are coming into the program, you need to put them aside and do your work! Do not do what I did, put other things before school; this is not the path to success.

If I could only offer you one piece of advice it

would be to go to class every day. Once you miss, you don't just miss classes, but you also miss assignments, instructions, and other valuable things necessary for your completion of the program. This is advice you need to take *and* apply.



"IF I COULD ONLY OFFER YOU ONE PIECE OF ADVICE, IT WOULD BE TO GO TO CLASS EVERY DAY. ONCE YOU MISS, YOU DON'T JUST MISS CLASS, BUT YOU ALSO MISS ASSIGNMENTS, INSTRUCTIONS, AND OTHER VALUABLE THINGS NECESSARY FOR YOUR COMPLETION OF THE PROGRAM."

DEAR POTENTIAL GATEWAY TO COLLEGE STUDENTS,

What an experience this program has been! For me, coming to this program was amazing and was just what I needed to make the high school to college transition. The first week was really nerve-wracking and hectic. And after getting settled in, we had a lot of work.

This program, I hope, is a wonderful experience for you and that you

use it to your advantage. If you want this to be a good learning experience, you will need to prioritize, work hard, and use good study habits to make it through.

Something that I really liked about the program is the cohort experience. It's so great getting to know my classmates really well and making friends. Now as we are at the end of the term, it's both exciting to

move on and sad to leave others behind or go different ways. This term I made a lot of friends and it will be sad to not be in classes with all of them next term.

The best advice I can give you is to manage your time well, prioritize, work hard, use all your resources, and HAVE FUN. If you do this, you will definitely enjoy your experience!

DEAR PROSPECTIVE GATEWAY STUDENT,

I know that you are most likely nervous about being in a new school program, and even more nervous about the idea of starting college. Trust me, I know it's tough, but you'll get used to it.



The first thing that you need to do that will help you a lot is to figure out what your priorities are. Doing this will help you to see where school stands in your life. And just to let you know, if more than two aspects of your life are more important to you than school, you might be in trouble. Why do I say this? Because that's how I was when I first started the pro-

gram. I had heard from friends who are still in Gateway that it was going to be easy and that I wouldn't have to change anything in my life to be successful in the cohort term. Well... they were wrong!

To tell you the truth, if I could go through the cohort again, I would do things a lot differently. I wouldn't have gotten a boyfriend at the beginning of the term nor would I have started a new job.

Now that I'm at the end of my first term, I know that I've learned from my mistakes and I hope that you won't make the same ones that I did.





PCC Prep Alternative Programs
Gateway to College
Application for Admission



Please read the application carefully before completing. **Print clearly in blue or black ink.** Be sure to complete the entire application and required essays. Please bring your completed application with you when you come to the Information Session.

DATE OF APPLICATION: _____

I. NAME AND ADDRESS

Full Legal Name: _____
Last First Middle Initial

Phone Number: () _____ - _____ Email address: _____

Address: _____
Street Address Apartment Number

City: _____ State: _____ Zip: _____

Mailing address* (if different than home address): _____
Street address or PO Box #

City: _____ State: _____ Zip: _____

*If your mailing address is different than your home address, please explain: _____

II. PERSONAL INFORMATION

Social Security Number: _____ - _____ - _____ Check here if you do NOT HAVE a SS number _____

Date of Birth: ____/____/____ Current Age: _____ Date you turn 21: _____

Birthplace: _____ Gender: ☐ Female ☐ Male
City State COUNTRY

Parent/ Guardian: _____ Relationship to you: _____
Last First MI

Address: _____

City: _____ State: _____ Zip: _____ Telephone: () _____

Emergency Contact Information (if different than Parent/Guardian)

Name: _____ Relationship to you: _____
Last First MI

Address: _____

City: _____ State: _____ Zip: _____ Telephone: () _____

Applicant Name: _____

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III. ACADEMIC INFORMATION

Please attach an official transcript from each source of high school credit.

List all high schools, alternative programs, home school, or college where you have taken courses, beginning with the most recent. If you are working on or have earned your GED, please indicate below:

Name of School:	Location (City/State)	Dates (Month/Year – Month/Year)	# of credits earned	Last grade attended
		Total credits:		
FOR GED ONLY	Location (City/State)	Date completed	Copy GED attached?	Date expected to complete
Name of School/Program				

Have you ever received Special Education Services, had an Individualized Education Plan (IEP), or a 504 Plan? _____Yes _____No

If yes, please answer the following questions:

- Current or most recent school attended: _____
- Name of school counselor: _____
- What type of IEP do you have (or what kind of services were you receiving)?

Have you taken classes at PCC before? _____YES _____NO If YES, what year? _____

If accepted into the Gateway to College (scholarship) program, you are not eligible to apply for, nor can you accept, any form of financial aid through Portland Community College.

Have you ever been dismissed or suspended from a school or college for any violations of student conduct or safety? If yes, please explain. What kind of support would you need to insure that this did not occur again?

Is there anything that may prevent you from attending classes on a regular basis? _____NO _____YES. If YES, please explain: _____

Students accepted into the Gateway to College program are responsible for **paying class/lab fees** each term (\$60-\$80 per term). How would you plan to pay for fees? _____

IV. EMPLOYMENT

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Applicant Name: _____

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Do you currently have a job? _____ Yes _____ No If yes, please complete the following:

Employer: _____ About how many hours a week do you work? _____

Location (City/State): _____ Type of work: _____

V. REFERRAL INFORMATION

How did you learn about this program? _____

VI. PROGRAM LOCATION SELECTION

Please rank (1, 2, and 3) your preferred location for your first term of Gateway to College, if you are selected. Write NO if you cannot attend classes at a particular site or time. Morning classes are typically 9 am-12:30 pm, and afternoon classes are typically 1-4:30 pm.

_____ Morning classes at the Southeast Center, 2305 SE 82nd Ave,

_____ Afternoon classes at the Cascade Campus, 700 N. Killingsworth

_____ Afternoon classes at the Rock Creek Campus, 17705 NW Springville Rd

_____ Afternoon classes at the Sylvania Campus, 12000 SW 49th Ave

Students must attend classes five days per week, Monday-Friday. **Please note:** There may not be classes offered at all campuses each term. **Placement at your preferred location/time is not guaranteed.**

VII. REQUIRED SIGNATURE

I certify that the information on this application is correct and complete. I understand that if I have not provided accurate information or the required application materials, I may be denied acceptance to the Gateway to College program.

I also understand that I cannot be enrolled in any other high school or other alternative high school education program while participating in the Gateway to College program. If selected for the program, I agree to abide by the Portland Community College Code of Student Conduct, as well as the policies and procedures of the Gateway to College program.

I hereby authorize PCC to release confidential information about me contained in the college records to my school district. I also authorize my school district to release confidential information about me to PCC.

☒ Portland Community College/PCC Prep Staff

☒ Sponsoring School District: **BSD CSD DD HSD LO PPS SSD TT**

PCC Prep Alternative Programs, in its educational policies, programs, and procedures, provide equal opportunity for all its students without regard to race, color, national or ethnic origin, religion, sex, sexual orientation, or disability.

Applicant Signature: _____ Date: _____

Parent/Legal Guardian Signature: _____ Date: _____

Parent/Legal Guardian must sign the application if the applicant is under the age of 18.

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Applicant Name: _____

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PCC Prep Alternative Programs
Gateway to College
Application for Admission – Essay Requirements

VIII. THREE ESSAYS

These essays will be used by the selection committee to decide between many applicants. Please use the essays to help your application by following all the instructions.

This essay portion of the application helps us become acquainted with you on a more personal level and is an important step in the final acceptance by the Gateway Selection Committee. Your application is not complete without your essays and will not be considered for acceptance without receiving them by the announced deadline.

DIRECTIONS: On separate sheets of paper, write answers to the three essay questions below. Each essay should be **at least two (2) paragraphs**, in essay format, typewritten, and double-spaced. Each essay can be more than 2 paragraphs, but please don't submit essays that are less than 2 paragraphs. If you do not have access to a computer or typewriter, you may neatly hand write your answers in ink. Please write your name on each page. Attach the essays to your application form.

Please respond to all of the following questions. Be sure to answer all questions in your essays:

ESSAY I

What personal strengths have helped you overcome challenges in your life? How will your strengths help you to attain your educational goals? Talk about some key personal problems or challenges that you have had that have interfered with your success in completing your education in the past. What would be different now?

ESSAY II

Why are you interested in being a part of Portland Community College's Gateway to College program? Why do you think this program is a good fit for you to achieve your goals? Why should the selection committee choose you for this scholarship program, especially since there is a lot of competition for limited slots?

ESSAY III

As a full-time college student, how would you balance your coursework, employment, family, social, and personal life? What would motivate you to attend classes 100 percent of the time? What would motivate you to complete all your homework assignments on time?

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503-788-6213

Applicant Name: _____

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THIS FORM SHOULD BE TAKEN TO THE LAST SCHOOL ATTENDED

School District Information Form

This form is being brought to you by a student who is applying for Gateway to College (diploma completion) program through PCC Prep Alternative Programs.

In order to assess whether Gateway to College can meet the applicant's educational needs, we are requesting their **transcript** and information on whether the student has an **Individual Education Plan (IEP) or 504 plan**.

PCC Prep Alternative Programs accepts students between the ages of 16-20 from school districts that have contracts with us. We currently have contracts with the districts listed below.

Student Info:

Name: _____ Today's Date: _____

Address: _____ Zip Code: _____

Home Phone _____ Other phone _____

School District (Please circle one):

Portland Beaverton Hillsboro Lake Oswego Tigard/Tualatin David Douglas Centennial
Sherwood

SCHOOL DISTRICT STAFF MUST COMPLETE BELOW AND SIGN

Please check all that apply:

___ The official transcript is attached

___ The applicant **does not** have an IEP or 504.

___ The applicant **does** have an IEP or 504.

Signature _____

Printed Name _____

Title _____

Address _____

Phone number _____ Email address: _____

Southeast Center, Extended Learning Campus
MSH Rm 106 2305 SE 82nd Ave Portland, OR 97216
503-788-6213

Applicant Name: _____

6



ALTERNATIVE PROGRAMS

Primary Home Language Other than English (PHLOTE) Survey

Please fill this survey out, even if your first language is English!

Student Name: _____	District: _____
Date of Birth: _____	ID #: _____

A home language survey must be administered to every student who is new to PCC PREP

To be completed by Parent/Guardian if student is under 18 years of age:

1. What is the student's first language? _____
2. What language is spoken at home most of the time? _____
3. What language does the student use most often? _____
4. In what language would you like to receive materials, if available? _____

Survey completed by: _____

Date: _____

Please file in student's record

Alternative Programs/PCC Prep

Southeast Center, Extended Learning Campus
MSH Rm 106 2305 SE 82nd Ave Portland, OR 97216
503-788-6213

Student Records
Phone: 503-614-7100
Fax: 503-645-0894

Mailing Address
P.O. Box 19000
Portland, OR 97280-0990
RC 5-115

Consent to Release Confidential Information

Portland Community College

Portland Community College must follow all applicable state and federal laws (FERPA), rules and regulations that apply to student records. Therefore, all information contained in the college records which is personally identifiable to any student shall be kept confidential and not released except upon prior written consent of the student or upon the lawful subpoena or other order of a court of competent jurisdiction.

This release will be valid until the student invalidates it by completing a new form or deleting permissions online.

Student Information – Please Print Clearly

Name _____
First Name Middle Initial Last Name

Address: _____
Street Address

City _____ State _____ Zip _____

Phone Number: _____

PCC ID or SSN: _____

Please release the following records (check all that apply):

Specific records to be disclosed:

- | | |
|---|---|
| ☒ Student Account | ☒ Enrollment Status |
| ☒ Course Schedule | ☒ Attendance |
| ☐ Financial Aid | ☒ Grades |
| ☒ Academic Transcript | ☒ Academic Standing |
| ☒ Graduation Date | ☒ Degree Status |
| ☐ Phone & Address | |

Other (Please list): _____

Restrictions (if any): _____

Purpose of disclosure (check all that apply):

- | | |
|---|---|
| ☐ Employment | ☐ Scholarship |
| ☐ Deferment | ☐ Financial Aid |
| ☐ Financial Assistance | ☐ Insurance |
| ☐ Housing | ☐ Interpreter |
| ☐ Payment | ☒ Other Academic Progress |

If requested for an insurance verification, please provide the following information for the insured party:

Name: _____

ID Number: _____

Release Information to:

Name _____
Name Middle Initial Last Name

Address: _____
Street Address

City _____ State _____ Zip _____

Phone Number: _____

Fax Number: _____

E-Mail: _____

Confidential Code: * _____

Name _____
Name Middle Initial Last Name

Address: _____
Street Address

City _____ State _____ Zip _____

Phone Number: _____

Fax Number: _____

E-Mail: _____

Confidential Code: * _____

***What is a Confidential Code?** This code allows the person you have listed to access your information if they contact the College. The code may be up to nine characters long. PCC will not release protected information over the phone unless the person can provide the confidential code.

TO SUBMIT:

In person: Bring to any campus admissions, registration or business office.

By Mail: PCC, Student Records, PO Box 19000, Portland, OR 97280-0990

By Fax: General record requests (503) 645-0894

I hereby authorize PCC to release confidential information about me contained in the College's records. I agree to hold PCC and its employees harmless for any unauthorized use of my student records obtained by the above named party.

Student Signature _____ **Date** _____

References

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- Campbell, S. (2008). *Using Assessment to Understand What and How Students Learn Through Academic Advising*. Plenary presentation at the 2008 NACADA Assessment of Academic Advising Institute, San Diego, CA.
- Council for the Advancement of Standards in Higher Education (CAS). (2005). Academic Advising Programs: CAS Standards and Guidelines. Retrieved March 22, 2011 from <http://www.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>
- Guernsey, J., & Portland Community College (Portland, Or.). (1989). *They just did it: The first quarter century of Portland Community College : an informal history*. Portland, Or: The College
- Oregon Department of Education(April, 2011). Dropout Rates in Oregon High Schools. <http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=7273&TypeID=5>
- Portland Community College. Catalog, 1962-1971. Portland, Or: The College