

Art - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Develop an Art Transfer Degree.	State statute prohibits community colleges from offering transfer degrees in specific content areas. If this changes, an Art Transfer Degree option would be supported. Consider offering group orientations and utilizing student surveys to understand why students are taking art classes and to identify possible art majors.	
Expand direct transfer agreements with area art schools and transfer institutions.	Identify the core coursework that would meet the requirement of the first two years of study as broadly as possible across a variety of transfer partners.	
Improve assignments to raise awareness of related historical and contemporary figures.	Supported by administration.	
Improve assignments to enhance student critique communication skills in language and writing.	Supported by administration.	
SAC meeting time for curricular discussion among faculty on teaching-related topics.	Supported by administration.	
Reevaluate enrollment caps in reference to studio space, online course load and student safety.	As you discuss these issues, we refer you to Articles 6.225 and 26.24 along with the Clarification of Intent – Class Size Language of the Faculty and AP Agreement.	
Lessen emphasis on quantitative results and a reduction in paperwork for assessment.	Quantitative reporting along with a large amount of paperwork is required by faculty in the LAC which uses it for accreditation.	
Improve Banner, since curriculum design and pedagogy should not be leveraged by Financial Aid's inability to track repeatable courses.	This is a regulation imposed by Federal Financial Aid. Sections of the same course are identical with respect to the CCOGs, numbers of credits, outcomes etc. There is no way to distinguish them in the system.	
Reinstate Staff Development privileges.	We are not aware of any elimination of any staff development privileges. We refer you to the Staff Dev webpage. If you have specific requests which are not addressed through this resource, we recommend you discuss them with your Division Dean.	
Continue Administration support for bottom-up approach to developing assessment protocols that will be valuable to the Art SAC.	Given the lack of details in this recommendation, we suggest you work with your respective Division Dean and/or SAC Liaison to clarify the issues and then to explore a path forward.	
Funding for F/T faculty positions to better reflect recent FTE growth and to move closer to the College's FT/PT ratio goals.	Given the current and near term budget environment, adding new, Full Time Faculty, with the possible exception of SE is unlikely.	
Add funding for new Lab Tech and support positions. (RC Sculpture tech, Doorman at CAS)	Please work with your Rock Creek leadership team to explore ways to address this need.	
Provide and improve support for FT & PT Professional Development, Curriculum Development, Assessment and Sabbaticals.	We refer you to the Staff Development web page. If you have specific requests which are not addressed through this resource, we recommend you discuss them with your respective Division Dean.	
Continue/increase support for various Visiting Artist Lecture Series.	These events are supported through campus funds. Individual campuses make these decisions yearly based availability of funds.	
Implement release time for SAC chair. New mandates have increased responsibilities and workload of SAC requiring release time.	CTE Department Chairs have raised similar concerns and they require broader conversations in the context of Accreditation Standards. The SAC Chair should discuss workload best practices with other SAC Chairs.	
Provide support from the College Admin for bottom - up approach to bond planning, implementation and improvements in classrooms and infrastructure	Given the lack of details in this recommendation, we suggest that you work with your respective Division Dean and/or SAC Liaison to clarify this issue and then to explore a path forward.	

Building Construction - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Bond project 1: Adequate funding to replace/relocate of the remodeling houses and weatherization house.	While we aren't able to specify the level of funding, the plan is to ensure that there is not a negative impact on the BCT programs.	
Bond project 2: Installation of new bathroom facilities.	These are requests for bond funding. All requests are subject to the needs, priorities and the availability of funding.	
Bond project 3: Construction of new access to the BCT worksite		Department faculty met with Bond staff and Opsis Architecture in the Spring to start the planning process.
Committed bond project 4: Construction of the East/West concrete wall separating BCT from the proposed greenspace.		This project is slated to begin in summer 2015.
Bond project 5: Construction of the North/South concrete wall separating BCT from the proposed grounds Landscape Maintenance area.		
Bond project 6: Lighting and adequate power at the revised worksite	Yes, it is always the intent to have adequate lighting and power for PCC programs.	
Bond project 7: Any other requirements agreed upon in the bond meetings.	This is a very broad statement. Any decisions made regarding the bond will be implemented through the normal process.	
Replace temporary BCT computer lab. BCT is more than willing to share open timeslots that are not utilized by BCT courses.	Please engage in classroom allocation discussions that will occur at the RC campus as the build out of the Bond projects progresses. Contact your Division Dean for more information.	A division dedicated computer lab was assigned to BATCP effective fall term 2014. BCT has priority scheduling rights in this lab.
BCT dedicated classroom within which materials could be stored, and an identity for the program developed.	Please engage in classroom allocation discussions that will occur at the RC campus as the build out of the Bond projects progresses. Contact your Division Dean for more information.	One dedicated classroom was assigned to the BCT program, effective fall term 2014.
Social media assistance setting up 'shells' for each program in Facebook and Linked-In.	Please work with TSS to request this support. Also consider contacting CAS at RC for assistance. Perhaps a student could be assigned a special project.	
Marketing assistance from the College for BCT and other CTE programs that teach a trade to minorities and women.	RC has made a permanent investment in staff to focus on public relations/community outreach as well as student/high school outreach. The College recently launched a "DIY" marketing model. Please with your division dean to determine who attended from your division.	
BCT Faculty encourage the College to develop a more robust enforcement protocol for the online course evaluation system.	A committee of faculty has been formed to continue to improve both the tool and the response rate. The response rate has increased each term and the DOIs will continue to work on finding ways to ensure meaningful and robust feedback.	
Adopt the pilot described above that was developed by Todd Sanders and Paul Wild for alumni tracking.	Connect with PCC Director of Communications to volunteer for pilot alumni outreach project with Advancement. Include Div Dean and Comm Director with results of BCT pilot.	
Evaluate, recognize and address the increased work & responsibilities associated with the uncompensated SAC Chair position.	Increased demands for accountability and declining state and federal resources are a reality. The administration appreciates the effort the BCT SAC has made in improving teaching and learning, and addressing compliance issues with accreditation.	

Business Administration - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Add FT BA faculty positions – 2 at RC, 1 at CA	Given the current and near term budget environment, adding new FT Faculty is difficult. Please continue to dialog with your division dean about specific campus needs.	1 FT faculty position was added and filled at Rock Creek. The new accounting faculty started fall 2014.
Add BA advisor positions – 1 at RC and CA position made FT.	Please continue to dialog with your division dean about specific campus needs and the possibility of adjustment of existing Student Resource Specialists workload to include Business Administration.	Temporary funding for a BA advisor at Rock Creek was secured for the 2014-2015 and 2015-2016 academic years. We are working on a plan to convert this to a permanent position.
Additional resources to meet the Transfer, CTE, and TSA assessment requirements.	Given the current and near term budget environment, providing additional financial resources is not likely.	
Enhance PT faculty training consistent with the BA trial program underway at Cascade.	There are many good models available for the enhanced training of part-time faculty that is less resource intensive. We recommend the SAC engage in a dialogue with the TLC coordinators to assist them with the implementation of training options.	
Resumption and expansion of internationalization of BA curriculum. The BA SAC wishes to explore grant and other opportunities for faculty and students to obtain first-hand international experience via foreign travel, study and other exchanges.	Supported by administration.	
Review of the number of BA course and degree offerings to better balance student enrollment demand, certificate and degree completion, faculty interest, business trends, and university transfer requirements.	Supported by administration.	After analysis the Retail Management degree was discontinued.
Recommend college policy makers support the national and state agendas to track default rates on student loans tied to particular degrees and institutions.	The Dean of Student Affairs at Portland Community College is currently tracking the default rates on student loans. Contact her for additional information.	
Recommends that college policy makers support the national funding of longitudinal studies to collect data that shows the relationship between particular degrees and employment/earnings.	Please provide a proposal to your SAC liaison to submit to the DOIs for further review.	
Continue to seek and sustain relationship with alumni to gain feedback on the BA program and to encourage current students to connect with alumni as mentors to ease the transition to transfer institutions, and to increase awareness of skills needed in the business marketplace.	Supported by administration.	

Culinary Assistant - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Partner with businesses for internship/volunteer experiences.	Consider developing internship sites for current students and graduates. Work with your supervisor to follow the college policies concerning internships, on-the-job training and cooperative work experiences at off-site locations. We encourage CA to explore ways to expand at other PCC campuses with Food Services and would require additional staff.	
An at-home-after-school collaborative project between instructor and students' family members, that allows students to assist in preparing meals and performing household chores at home, could greatly increase our students' skill level and work speed.	We commend you for the development of this initiative. It provides students with an opportunity to master their skill development needed to meet program outcomes.	
Waive Technology Fee if Lab Fee is added to use the Food Services facilities as lab.	The Food Services department has changed their decision to require PCC Culinary Assistant Program students to pay a facilities usage course fee.	
We would like to seek another avenue to help the modified-diploma holders in receiving government funding for college "a Comprehensive Transition and Postsecondary (CTP) Program Status". As announced by the U.S. Department of Education: "Institutions that offer a Comprehensive Transition and Postsecondary Program can apply to the Department's Federal Student Aid Office to have their CTP Program approved so that eligible students may be considered for the Federal Pell Grant, FWS and FSEOG funds (Title IV Federal Aid)". We believe our program meets, and often exceeds, all the requirements established for obtaining Title IV eligibility as a CTP Program. There is everything to gain for students that qualify for, attend and graduate from this program. However, the app We would like to solicit adequate assistance and support from our PCC Administration to help us obtain this important CTP Status for our future students.	<p>Since the program review, PCC's Financial Aid Office has explored this possibility and it was determined that this strategy was not one PCC would pursue at this time. Our Financial Aid Director, has determined that our Culinary Assistant program would not qualify for eligibility based on the the specific shortfall of the requirement in 34 CFR 668.231.</p> <p>It appears that the Department of Education wants students in the program to interact with students without disabilities. If you feel the Culinary Assistant program can address this, or that our Financial Aid Director has misinterpreted something and that the opportunity to interact exists, then he will submit it for consideration.</p> <p>We encourage the Culinary Assistant Program Coordinator to encourage students to apply for PCC Foundation Scholarships to reduce the program costs for students who are not financial aid eligible. The Food Services Department also has a Foundation account for student scholarships. Culinary Assistant Program students may be eligible to apply for that scholarship. Finally, given the strong support for Culinary Assistant Program by internal and external stakeholders, it</p> <p>Should consider establishing its own PCC Foundation account for student scholarships for students who may not eligible to receive federal financial aid.</p>	

Emergency Management - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Allow the program to evolve over the five year time line and then implement necessary curriculum changes and adjustments. Increase the number of courses offered as demand grows and facilities become available.	Given low enrollments in some courses, the uncertainty of Bachelor-level pathways, and potential further reduction in state funding, consider continuing to offer the CPCC but putting the AAS degree on hiatus effective Fall 2013 in order to limit our exposure to needing to run small classes. Let's discuss if this should be done and how to best do this (should we decide to do so) and still honor our commitment to students who are pursuing the degree.	
Migrate some courses to an online format.	Do consider providing courses in an on---line (or hybrid or compressed weekend) format. That might help with enrollments.	
Create a full---time Faculty position to coordinate both EM and ETC programs.	The College acknowledges the importance of EM and ETC and recognizes that a full---time instructor, who would be involved with both and could serve as Faculty Department Chair for both, would be a stabilizing factor. This position can be considered either in the new initiative process (should that process continue) or as a campus---funded position (should our budget be augmented by "margin conversion" money), along with other positions on the campus, but understand that funding of new positions will likely be slim in the coming biennium. We can discuss how partnerships with other programs, e.g., CJA or FP, might be leveraged to allow expansion of offerings.	

Food and Nutrition - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Identify recommendations related to teaching and learning that derive from results of the assessment of student learning outcomes (course, degree, certificate and/or College Core Outcomes). The upcoming Spring 2013 assessment plan will drive recommendations related to teaching and learning.	Please provide us with a copy of this work once it has been finalized.	The LAC report has been completed every year. This SAC is in process with their discussions.
Continued need for two full-time FN faculty.	Supported by administration.	2 FT faculty- 1 at Rock Creek and 1 at Sylvania
Expanded FN course offerings.	These are great opportunities. We suggest you develop a business plan outlining the cost of development along with plans to sustain any new offerings.	There is a current collaboration between RC and SYL to develop new courses. Meetings have occurred with PSU and PPS to look at articulation options with new programming and emerging workforce needs relative to Foods & Nutrition.
Food and Nutrition Lab at Rock Creek Campus. Equipment needs for lab include: refrigerator, range/hood, storage pantry, sink with disposal, technology/multi--- media station (computer, projector).	Cheryl, is this being covered through the Bond? If not, please provide a response.	These items are being covered by the bond. Smaller items will be covered with other funding, but yes, Rock Creek is aware of the upcoming needs.
Additional Current Course Offering and Expanded Course Modalities. Additional online FN 225 sections. Additional online and face---to---face FN 110 sections.	As enrollments, in general, level and in some cases begin to decline, maintaining reasonable fill rates is critical. We urge that district---wide discussions along with an expansion plan precede these actions.	This is in process and development is underway. Since the program review, we have been able to hire and train more instructors to teach online and have expanded the number of sections being taught online for FN 225. We are in progress for expanding online instruction for FN 110.

Geography - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Make GEO 299(x) courses (Cartographic Design & Principles and GIS Programming) permanent through Curriculum Committee. Additionally, a few experimental Regional Geography courses will be offered this upcoming year. Assuming that they are well received, we recommend those courses also become permanent.	Supported by administration.	The cartography class and GIS programming have become permanent. Current development include a web mapping class and remote sensing class.
Continue to improve upon SAC assessment methods by creating standard rubrics for assessing all of PCC's core outcomes in our courses. Also, GIS Certificate program students to build and create a portfolio of their work to use as an assessment tool, as well as for students to use in job interviews.	Supported by administration.	Cultural awareness, critical thinking and community and environmental responsibility have been assessed so far. Portfolios are in consideration and a workshop is scheduled for spring 2015.
Review the electives list and update to include all Geography courses, minimize the environmental science focus, and include some relevant computer science courses.	Supported by administration.	2014-2015 the program requirements shifted to include more GIS courses, all GEO courses count toward program and now a technical requirement has been added.
Consider GIS Certificate Program an official Career and Technical Education (CTE) program.	Work with Dean of Academic Affairs, the Curriculum Office & Dean of PACTEC regarding your interests in being a Perkins Program of Study.	GIS is a CTE program
Evaluation to determine the best placement for GEO and GIS Cert Program. It may be advantageous to be part of a division other than Social Science where we can utilize resources more efficiently.	Where GEO is housed should not be confused with access to resources. Work within your existing structure to identify which resources you have access to versus those you need and can't access. Work with the respective division deans to develop a multi-year plan to address them.	Some essential resources have been identified and secured.
A dedicated GEO/GIS computer lab equipped with the necessary hardware (computers, printers, plotters) and software (GIS, GPS) including a GIS tutor/lab assistant.	Work with Div Dean to establish relationships with existing computer labs. The Div Dean should engage TSS to get existing lab computers to more effectively run high end software. Also, make your needs known to your campus bond team so they may explore possible solutions through remodel and build-out activities.	A dedicated lab at Sylvania has been identified and has allowed for expansion.
Additional financial technological support for the GIS Certificate program for software, printers, plotters, printing needs and maintenance.	Work with the SY Div Deans and TSS to determine and price the needed upgrades to present to the campus DOI for consideration for future margin dollars.	This is an ongoing need.
Expand GIS program classes continue to Cascade and Southeast campuses, as well as Newberg Center. This requires more lab space, faculty, and support.	The availability of space and resources vary significantly by campus. Identify needs specific to each campus and then work with the respective leadership teams to explore ways to address them. In some instances, this may include discussions relative to the Bond buildout.	This continues to be discussed.
A more dedicated instructional support system for GIS advising; program entry processes; and developments in co-op education, internships, and job placement.	The availability of space and resources vary significantly by campus. Identify needs specific to each campus and then work with the respective leadership teams to explore ways to address them. In some instances, this may include discussions relative to the Bond buildout.	This is an ongoing need.

Graphic Design - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Sound insulating ceilings installed in CT 101/109 to reduce the noise level of the ventilation system.	Work with your Div Dean to have ongoing representation on the CT Building Bond Planning Committee. Work with FMS to adjust the HVAC system to minimize noise.	
Until the ceilings can be quieted, we are requesting instructor microphones for the classrooms.	As this represents a one-time expense, we recommend you work with your Division Dean to price these items and request margin dollars for their purchase.	
Building a larger and more current selection of graphic design publications at the PCC library.	We support this recommendation and as needed will urge the Library to expend some of their resources on this. (Please see comment in section 3 for more details.)	
Revision of the course GD 260 Digital Imaging II to include industry required online and web design methodologies.	This is a great idea and at the heart of providing students in CTE programs relevant education, training, and real world experiences. We support this recommendation.	
Adding course content in interactive design for hand-held mobile devices. The Combined applications course could best address the multiple software programs utilized in this work.	We support this recommendation and ask that you evaluate both the short and long term financial implications relative to equipment and software for this.	
Two defined entry points (Summer and Fall terms) into the Graphic Design Program to create cohort learning groups.	The idea of cohort learning groups is a sound one, which we support. Would this reduce access for our students? Will fewer students be permitted to enroll each year? Might there be introductory courses that could precede admission to the program?	
Mandatory course and project rubrics in order to clearly define expectations and consistently assess student work. We will build a library of rubrics that will be available to all faculty and provide mentoring and support for instructors in this process.	This is an excellent recommendation, which we support.	
Enrollment targets: We recommend that the current program size of 48-72 first year students and 48 second year students be maintained.	We support the idea of establishing enrollment limits in this manner, along with the first and second year numbers you propose.	
Keep a single-campus program that supports students better by providing accessibility to consistent equipment, promoting cohort support and having access to instructors in one place.	We concur.	
We recommended that CEU and Community education courses be developed to meet the high demand of people who seek a shorter term, less career-focused design education.	We concur.	



History - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
A second, full-time, permanent history position at the Cascade Campus with a focus on Western Civilization and the ability to teach other non-US courses in all modalities.	We appreciate your recommendation, however we feel the decision should be based on a campus discussion and after a careful analysis of enrollment and campus needs.	
The history SAC hopes to alleviate a persistent enrollment issue in the Western Civ and Amer History survey classes.	Success rates in HST 101 and 201 should be reviewed by div deans. The declining number of offerings may reflect declining student demand and could be an advising issue since HST 101 and 201 are not prerequisites for the other courses. Reach out to the advising coordinators as well as review the frequency of section offerings.	
Concern over the growing diversion of faculty time from scholarship and instruction and toward administrative tasks.	The increase in the work that diverts faculty from scholarship and instruction, but which focuses on assessment of student learning should not be viewed as administrative tasks, because it is work that should be done by faculty, is a faculty responsibility and should be integral to evaluating and improving teaching and learning in your discipline. We know that the SAC understands that this work is integral to addressing compliance issues and accreditation and appreciate the effort the History SAC has made in this direction.	
Course release for SAC Chair.	Increased demands for accountability and declining state and federal resources for our students are a reality. Other SACs have tried to address these challenges by appointing SAC co-chairs or tri-chairs (for very large SACs) to help with these SAC responsibilities.	
The History SAC reiterates its recommendation from the 2008 Discipline Review that the administration prioritize the provision of private offices for faculty.	With bond improvements all faculty department chairs will have offices which is a new standard for PCC. Faculty and meeting areas will also be improved. Please work with your division deans and DOI to ensure that faculty have input for those workspaces and meeting spaces.	
The History SAC plans to develop a formal program of study to serve PCC students who intend to pursue a Bachelor's Degree in history after they transfer to a four-year institution.	We encourage your engagement in this area. Contact the EAC Chair, Deg & Cert Committee for Focus Award revised guidelines. Encouraged to get involved with the Lumina Grant. Please contact the DOI at SE, Dean of Academic Affairs, the Chair or Vice Chair of LAC.	
Develop a more durable relationship with the Portland State University History Department.	We concur with your recommendation to strengthen the transfer success of PCC students.	

Health - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Revision of specific course assignments after College Core Outcomes assessment: HE 262 – Communication Core Outcome and HE 212 – Cultural Awareness Core Outcome.	Supported by administration.	Was completed in 2013
Align Course Outcomes, Course Descriptions, and Core Outcomes with SAC's understanding of courses' primary intent.	Supported by administration.	ongoing
Apply for IIP funds for a health specific assessment workshop to explore and align HE 250 Personal Health in-class activities with assessing course outcomes.	It appears this recommendation is in process. We support this recommendation. (Note: IIP application was submitted. Funding was secured for winter and spring 2013 implementation)	Was completed in 2012-2013
The SAC's style governance is in need of review. Discussion topics: articulation of a part-time faculty voting process as outlined in the Academic Standards and Practices Handbook, SAC practices that serve us optimally and equitably, and balancing new courses with workload of currently offered courses	We concur that transparency in processes is ideal for all concerned. We support the planned topics of discussion.	ongoing
Support Rock Creek health professions expansion.	We approve of supporting the RC health professions as they expand.	On hold until we receive direction from district.
Revisit discipline name change.	We support the proposal to change the name of the discipline. Please provide rationale for changing it which could include: information on why the name was changed; the history behind the change; and the discipline name at other community colleges and four-year universities.	Completed- name is now Health Studies.
Continue course prerequisites discussion from 2011-12. Questions posed include: Which health courses should have prerequisites? If all, why? If some, which courses and which prerequisites? If none, why?	The issue of prerequisites for courses is a complex one. We agree that the SAC should revisit this topic in the near future and continue to use assessment tools for the courses to assist with making this decision.	This is an ongoing conversation in the SAC.
Strengthen crosswalk between course outcomes and College Core Outcomes while simultaneously integrating robust assessment strategies.	This is an excellent recommendation and we concur.	ongoing
Review number of course offerings. Balance student enrollment demand, degree completion agenda, faculty interest, and national trends. Review current health courses offered at PCC to determine sustainability of workload and effectiveness in reaching our discipline goals.	We support and concur with this recommendation.	ongoing
Maintain diligent connections with American Red Cross so first aid courses align with their materials.	This is an essential recommendation and we concur.	ongoing
Integrate public health literacy/undergraduate public health preparation into current course offerings & Health Studies Focus Award & explore potential new courses that support preparation for degrees in PH.	This is an excellent recommendation and we concur.	Completed. Focus award has been updated.
Strengthen transfer success of PCC students: Dual-Credit; Health Studies Focus Award: Update and revise requirements; Public Health: articulation agreements and potential new PCC courses are possible strategies; Review Course Transfer Equivalency Guide with PSU.	We concur with all of these recommendations to strengthen the transfer success of PCC students.	in process
Invite PCC colleagues from student services areas to SAC meetings and conduct content specific workshops.	This is an excellent recommendation and we concur.	in process

Machine Manufacturing - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Continue to review and upgrade course outlines for most courses	Supported by administration.	
Attract and maintain motivated Industrial Advisory Committee membership	Raise this issue at a PCC CTE Chairs meeting to learn of best practices to incorporate into your recruitment and retention of IAC members.	
Continue to review and adopt emerging technology.	Supported by administration.	
Develop videos in shop skills to compliment coursework training.	Supported by administration.	
A budget for staff development such as conferences, etc.	Work with your Division Dean to secure one time margin dollars to meet these needs.	
Bring in trainer to train staff on setup and use of existing MAZAK laser – Est. \$600 Priority high.		
Create a college wide system that reports statistical completion and retention information back to programs.	Invite the Director Institutional Effectiveness to a CTE Chairs meeting to discuss these needs, identify the data points of interest, and explore options for acquiring them.	
Seek financial aid support for one year and EST certificates. Federal Financial Aid is intended for degree seeking students.	In additon to working with the Financial Aid department, work with the Grants Office and the Foundatiohn to explore possible grant/funding sources.	
Review and adjust our minimum math requirement.	Given the increased focus on student retention and success, we support these recommendations.	
Expand internship resources to assure degree completion.		
Market opportunities in engineering and arts programs to students.		
More proactive approach from grants department in grant writing to support program and it's goals.	The Grants Office has requested a listing of topics of interest from SY for future grant activity. Work with your Division Dean to identify these areas and have them added to the list.	
Engage in cross departmental coursework for a certificate (EST?) relating to product design and development.	We support these goals and commend you for noting them.	
Create EST certificate in Rapid Prototyping.		
Consider establishing an AAS degree in Manufacturing Engineering Technology to articulate with OIT		
Market to high school programs to expand entry level pipeline into the machining trades.		
Create a program marketing video and link it to the MMT website.		
Seek long term grant funding for FIRST Robotics summer classes		
Create metrology lab to support quality, GDT, and inspection topics. Est. \$30k Priority medium.	Explore a combination of margin funds and opportunities through the Grants Office.	
Vent and power for donated wire EDM in Router room. Est. \$1500 Priority medium.	Work with your Division Dean to access margin dollars.	
Replace 12 manual lathes. Est. \$10k each. Priority medium.		
Replace existing large manual surface grinder with smaller, safer model. Est. \$10k. Priority medium.		
Purchase 4/5 axis trunnion for Haas mill to support 4/5 axis mill training. Est. \$25k. Priority low.		

Management & Supervisory Development - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Incorporate culture competence into courses, measure the learning and collecting the artifacts based on this outcome.	We support your incorporation of cultural competency into your courses.	
Incorporate Community and Environmental Awareness and collect the artifacts that support this outcome.	We support your exploration of this Core Outcome.	
Two full-time faculty members.	Work on this request with the incoming Division Dean at SE.	
Develop a process to contact new students and to follow declared MSD students more closely through their college experience and once they graduate.	Use Grad Plan along with contacting the Director of Enrollment Services/Registrar for information about current students. Consider social media communication strategies with current students and graduates, possibly through Linked-In.	
Train new Chair in GradPlan	We encourage you to explore these Advising Recommendations with your Campus Division Dean when she is hired.	
Meet with Graduation Transcript Evaluator to best understand requirements and procedures.		
Work more closely with campus Advisors to match student learning needs with our courses		
Design a mentoring program to provide incentive and support for student completion.		
Redo the MSD website and develop a short video clip.		
Continue to seek solutions for no-show students.		
Reach out to local businesses to encourage their employees to attend MSD classes.		
Strategies that encourage completion of online course evaluations.		
Branding of MSD Online Courses	Work with Distance Learning and with an instructional designer in the DL program.	
Convert Professional Program Awards to Career Pathways Certificates or stand alone Certificates.	Supported by Administration.	
Develop a portfolio or Capstone Project	This aligns itself with work being undertaken by the CASE grant led by CCC. Please contact PCC attendees about what we learned at the event in April.	
Develop a reflection paper or project to synthesize learning when a student has earned a Professional Program Award.	Supported by Administration.	
Combine many 1-credit courses into 3-credit courses.	Administration supports examining the need for these courses which may be converted to CEUs offered through Prof Training and Dev at CLIMB.	
Prerequisite considerations for requiring MSD 111 or another writing course prior to other 3 credit MSD courses. This is to address the concerns about unprepared students with marginal writing skills.	Supported by Administration.	

Psychology - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Explore offering PSY 218 Intro to Exp Physchology	We encourage the taskforce to get involved in the Degree Qualifications Profile work done through the Lumina Grant. Please contact Craig Kolins, Kendra Cawley, Michele Marden, or Wayne Hooke.	We have a Task Force in place and are working on this goal with an eye to DQP. Cynthia Gollodge and Wayne Hooke are heading up the Task Force.
Align the following course sequence with the APA guidelines: Psy 201/202/ and potentially 218/285.		
Explore articulation for PSY 218 and PSY 285 to four year state universities to ensure transferability for psychology majors to programs in those institutions		
More FT/permanent faculty in order to bring the FT:PT ratio to more effective levels for student success	The decision to create full-time faculty positions is a result of campus discussion and is considered through an analysis of enrollment and campus needs within the context of our existing budgets.	FT Position at CA, SE, and RC (.5 job share) were posted for hire in 14-15. The search was failed, but we hope it will be reinvigorated next year.
Smaller enrollment caps (30 was recommended) for more effective teaching.	This could be discussed at the Social Science Leaders meetings as well. In addition, alternative assignments and/or in-class activities, which are less time consuming for instructors and students, should be considered	Class enrollments, with some exceptions, remain at 35.
More professional development opportunities, including consistency of opportunity across campuses.	We encourage faculty to apply for professional development opportunities through the Staff Development process. Full-time and part-time faculty can apply for this funding	Acknowledged and some faculty are pursuing these opportunities.
Release time for multi-campus SAC Chairs. For large SACs, the additional workload for a conscientious Chair is significant.	Increased demands for accountability and declining state and federal resources for PCC and our students are a reality. Other SACs have addressed these challenges by appointing SAC co-chairs or tri-chairs (for very large SACs) to help with these SAC responsibilities.	Our Chair currently works closely with two ex-Chairs and is supported by them.
Stable office space (desk, phone, etc) for adjunct faculty.	Please work with your division deans and Dean of Instruction to ensure that faculty have input for those workspaces and meeting spaces being renovated with bond money.	This is being addressed as our Division space undergoes renovation.
Develop a Research methods class	We encourage you to develop this class and to work with your 4-year colleagues to make sure it aligns with a LDC research course that students need as undergraduate psychology majors.	This course is being developed through the Task Force mentioned above.
"Intro to the study of psychology" type course, 100-level, like History's "HST 100: Intro to History" (3 credit).	Reach out to History SAC and find out what they have learned.	Progress on this goal has not been maintained. We would need to see if the SAC still wants to keep this goal.
Include the STEM aspects of Psychology throughout our courses	Reach out to the four division deans identified as our STEM leaders group. Also reach out to Todd Sanders, who coordinates our National Science Foundation grants and Shari Rochelle who coordinates the Bridges to Baccalaureate program with PSU.	This goal is included in the revision of the CCOGs for Psy 201, Psy 202, and Psy 285 and is part of the Task Force effort mentioned above.
Teaching Assistants	Exploring this use of teaching assistants doesn't seem justified or practical in the context of the community college teaching and learning environment.	This goal has been abandoned.
Funding for class field trips	Check with ASPCC and Staff Development for funding. Work with your campus Div Dean and DOI through the use of margin enrollment funding for campuses that exceed their enrollment targets.	Some faculty do make use of SHINE (through ASPCC) and Multicultural Center Mini Diversity Grants. Psych SAC members should probably be reminded about these opportunities every year.
More effective light controls in rooms (control at podium, control of light level)	Work with your Div Deans and DOIs along with TSS, FMS and the Bond Project teams on your respective campuses.	As rooms are renovated under the bond, facilities are improving.
Lab equipment related to brain and physiological measurements, psychological tests, etc.	We encourage your exploration here. It would be helpful if this equipment is portable so it can be used in general purpose classrooms and not require the creation of a dedicated lab.	Progress on this goal has not been maintained. Individual instructors do have some portable resources, but nothing <u>centralized by campus</u> .
Checking with other SACs to see if what they require in their programs is actually what they want their students to have, and working on <u>addressing any discrepancies</u> .	We encourage this collaboration for you to determine if these courses are meeting other SACs needs.	Progress on this goal has not been maintained, but this goal is still considered very important.
There is some confusion about the difference between Psy 101 and Psy 201A.	Sharing the differences with our academic advisors may help students with course selection. Contact Mary Severson who is the administrative liaison with the district-wide advising group.	Communication between the Psych SAC and Advising has improved significantly.
More coordination & collaboration among all faculty teaching the same course, improve teaching effectiveness and SAC-wide alignment with CCOGs	We support this goal. It will take patience and a significant amount of time to achieve as well as a willingness to get the entire SAC engaged.	This goal is being met somewhat as we pursue Assessment Projects. We also anticipate greater coordination among teachers of Psy 201, 202, 285, and 218 (Research course) as that project becomes implemented.
More coordination and support for PT faculty	We encourage this and any collaboration between PT and FT faculty along with their participation in SAC meetings. We encourage PT faculty to take advantage of professional development opportunities.	Progress on this goal has not been maintained, and remains at the status quo.
More connections, greater visibility, more outreach with surrounding community. Possibly a yearly "Signature Event" each year that would <u>rotate among campuses</u> .	These events could be done in collaboration with student services and your respective student leadership coordinators at each campus.	This goal has not been met -- too many ambitions, too little time.
"Psychology Fairs" on all campuses	A Psychology Fair could also be coordinated with other disciplines and with help from the Career Center Coordinators on each of the campuses. However, given limited faculty time and financial resources, we suggest you evaluate this along with other 'outside of the classroom' activities and projects through a <u>prioritization process</u> .	This goal has not been met -- too many ambitions, too little time.

Theatre Arts - Program Review 2012-13		
Summary of Recommendations	Administrative Response	Update
Administrative support to improve serving the College as a resource for community building and as an academic showcase for students' creative work including encouragement or incentives from deans for instructors to attend theatre productions as assignments. Example: SY 'pay as you will' matinee productions.	We urge that you work with the Sylvania Campus Public Relations Manager, Kate Chester, to develop a plan to advertise your performances.	
Revise the CCOG's for TA 180, 261, 112, 113 to bring courses that are regularly taught in compliance with the needs of the campuses.	We fully support this recommendation. The DOIs at RC and CA commit to providing support and ensuring their faculty are available to engage in these important discussions (and you may contact Dr. Rylsling at Rock Creek if you need assistance in this regard.)	
SY: Have a FT instructor in Design added to the faculty.	While we understand and appreciate this issue, we are facing significant financial short falls for the next biennium and foreseeable future. Consequently, we are not optimistic regarding the addition of a full time faculty at this time	
SY: The creation of a PT classified position for scheduling responsibilities.	While permanent funding is unlikely at this time, we urge that you work with your Division Dean to seek annual funding through margin dollars. Develop a plan to redistribute/restructure workloads should funding become available for this option.	
SY: Additional funding to support the productions for PCC Theatre including publicizing events to the community.	Review your rental practices relative to revenue and profits and make adjustments to generate needed funding. Work with Kate Chester, Campus Community Relations Manager to promote your productions to the Sylvania Community, the SW community and other campuses.	
CA: Continued strategic planning around adding performance options in both theater and media. This will require the addition of more functional spaces, additional instructors, collaborations with the art and media departments and additional funding.	Remodeling one of the Trades program rooms into a combination TA and Video Production room that would allow for TA with an emphasis on acting in front of the camera is being explored. We're looking for outside money to supplement what the bond will provide for remodeling. Per Scott Huff, Dean of Instruction-Cascade, the earliest this facility could be available would be Fall term 2014.	
RC . Continue to examine how to offer the basic courses in order to meet the needs of the students and the program, rather than the needs of the instructors.	RC faculty and staff continue to refine and develop a vision for TA that addresses the needs of the students. RC follows the SAC established instructor qualifications when hiring all part-time faculty. Since the SAC has not reviewed their instructor qualifications since 2003, we recommend that a review happen now. If the SAC (with representation from SY, CA, RC) agrees that qualifications should vary on a course level, this needs to be reflected in the adopted instructor qualifications.	RC has suspended the Theater Arts program effective Fall 2014
RC: Be able to have more access to the Forum so the courses offered can be flexible.	While still somewhat limited, the access has steadily increased over the past three years. In the short run, TA will have access for the current level of small scale productions, and we expect access to increase after bond build-out at Rock Creek.	RC has suspended the Theater Arts program effective Fall 2014
RC: Continue to allow departmental-issued budget for at least two productions a year.	Division budget will continue to support Theater Arts efforts consistent with vision at Rock Creek. For the current year, there is also a \$4000 allocation for repairs. The Forum is also on the campus "contingency" list and will be considered for further investment if there are remaining campus reserve funds at the end of the year.	RC has suspended the Theater Arts program effective Fall 2014
RC: Invite other campus teaching resources to speak to students.	Effective development and application of Instructor Qualifications should ensure all faculty are qualified to cover the full course outcomes, with visitors offering enrichment and supplemental content.	RC has suspended the Theater Arts program effective Fall 2014