Portland Community College

DQP Year 1 Work Plan Progress Report

Scope of Report: September 1, 2012- February 28, 2013

March 1, 2013

Portland Community College DQP Year 1 Work Plan Progress Report

Summary of Institutional Characteristics:

Portland Community College is a comprehensive, multi-campus community college that serves approximately 94,634 full- and part-time students. PCC has three comprehensive campuses, five workforce training and education centers, and 200 community locations in the Portland metropolitan area. The PCC district encompasses a 1,500-square-mile area in northwest Oregon an offers two-year degrees, one-year certificate programs, short-term training, alternative education, pre-college courses and life-long learning.

Statement of Year 1 DQP Work Plan Goals and Objectives:

1) Wayne Hooke, a PCC Psychology instructor and Vice Chair of PCC Learning Assessment Council did the following:

In considering ways for PCC to move forward in ensuring student attainment of educational outcomes, I have compared the DQP Associate Degree Competencies with PCC's core outcomes.

My analysis suggests:
  it i possible to meet DQP an PCC standards simultaneously
  comprehensive/complete overlap is possible - assuming that PCC's Professional Competence Core Outcome is understood as DQP's Disciplinary Knowledge
  a Level 3 (or lower) PCC core outcome attainment satisfies DQP Associate Degree Competencies

See Appendix A for more details.

2) Get Feedback abou DQP from Faculty taking Winter Quarter Learning Assessment Council (LAC) Assessment Class (will occur on Friday, March 8, 2013.
3) PCC also plans to engage members of the Learning Assessment Council Spring Quarter.

Progress to Date:

a. Describe your progress toward achievement of your Year 1 DQP goals and objectives.

PCC has participated in all required check-ins an video conferences as required by our participation in the grant.

Institutional Conversations: PCC's Learning Assessment Council (LAC) will use the DQP to evaluate our current core outcomes later in Spring Quarter.

- Michele Marden, LAC Chair and Wayne Hook, LAC Vice Chair are convening a faculty group on Friday, March 8, 2013 to ask the following questions:
  o D we like things about the DQP that are missing in our core outcomes?
  o D we lik thing about our core outcomes that are missing in the DQP?

- What d we like (or not like) about how DQP describes Associate degree Level work?
- Is there a good transition from associate-level to bachelor-level?
- What other thoughts/comments do you have about the DQP?

b. Describe unanticipated opportunities and challenges, if any, you encountered in implementing your Year 1 DQP Work Plan.

PCC has not made significant progress engaging with vertica partners and horizontal partners.

One of the challenges Oregon wil encounter between associate's degree and bachelor's degree outcomes especially in the lower division collegiate disciplines due to the fact that Oregon statute (OAR/ORS)does not allow community colleges to offer associates degree in LDC discipline areas.

That's why PCC is focusing our vertical alignment strateg in Business with PSU. PCC i hoping to work on vertical alignment with Business Faculty at PSU. PCC Business faculty member ar   already engaged in a project with PSU faculty to examine the transition from PCC to PSU, and we hope the DQP outcomes would be part of this aligned transition. We have spoken to Gary Brown, who told us he would facilitate on this project. We wil reach out to him.

c. Describe insights and lessons learned, if any, from your work to date with the DQP.

None a this point.

d. Describe adjustments, if any, made to current or future work plans resulting from those insights and lessons learned.

No adjustment have been made to our current or future work plan.

Reflections
a. What influence, if any, has your work with the DQP had on degree or program outcomes?
None a this point.

b. What influence, if any, has your work with the DQP had on teaching and learning?
None a this point.

c. What influence, if any, has your work with the DQP had on assessment of student achievement?
None a this point

d. What assistance would you like to receive to achieve of your Work Plan objectives?
No assistance i needed currently.

e. What recommendations do you have to improve the DQP as a framework for practice?
We have not discussed this yet at Portland Communit College. Perhaps in the LAC Assessment Course discussion with faculty recommendations with surface.

Lumina Grant Deliverables

    a. List degrees, programs, or learning outcomes currently under review or planned for review as part of the DQP project.

Horizontal Conversations: Gabe Hunter Bernstein (PCC Contact State-wide conversation with Oregon Community Colleges about Para-educator Program.

PCC has contacted Blue Mountain CC to get a copy of the Paraeducator Program alignment with the DQP. They said they'd get it to us, but we have not received it yet. We hope to have it to review at the spring Para-educator Subject Area Committee meeting.

Vertical Conversations: Usha Ramanujam (PCC Contact).

    The work of the PCC Business Administration faculty and the PSU School of Business faculty has is evolving and w   hop   conversations will continue tha involve alignment of associate and bachelor's degrees using the DQP.   See Appendix A and B for details.

    b. Describe current or planned engagement of faculty in the DQP project.

Wayne Hook introduces DQP to faculty members. Michele Marden and Craig Kolins share PCC's involvement in Oregon's DQP project. Faculty participants are given   chance to ask questions. Group members break into 2-4 small groups. They look a   DQP and discuss questions (listed above in Progress to Date section). A group member records their group's thoughts on a shee   o   paper that we will collect. Then we discuss insights from small groups as a full group. Wayne Hooke facilitates this. Michele Marden and Craig Kolins take notes.

    c. Describe the use, if any, of spider web maps in current or planned DQP work.

PCC has no current or planned use of spider web maps in our DQP work.

    d. Describe current or planned involvement, if any, by students and advisory committees in the DQP work.

PCC has no current of planned involvement for involving students and advisory committees in the DQP work.

Concluding Thoughts:

PCC needs to determine by the end of Spring term if our institution wil continue in Year 2 and 3 of this grant.

Appendix A: DQ   Associate Degree Competencies with PCC's core outcomes
 See attached PDF.

Appendix B: PCC/PSU Business Faculty Meetings

Feedback from Transfer Institutions

BA was awarded one of eleven Learning Assessment Council grants in 2011-12. Funding for the grant was provided by Dr. Chris Chairsell, Vice President of Academic and Student Affairs. The grant has enabled the PCC business department to formalize a relationship with the business school at Portland State University. Developing a strong relationship with PSU is important as 70% of PCC business transfer students transfer to this institution. The relationship with PSU has been successful on four different levels –

PCC Business Faculty Work with PSU Business Faculty -   Faculty from both institutions have had several face to face meetings at PSU to assess PCC student success at PSU and to collaborate on potential program improvements at PCC to help prepare students for transfer to four year university. Faculty from both PCC and PSU have met in two groups – one focused on the general business curriculum and one focused on the accounting curriculum. In the general business meetings, the teams discussed student presentation and writing skills and the necessity of both groups of faculty to emphasize writing for continued success of our students. The PSU faculty shared some assessments, assignments, and grading rubrics and agreed to include some PCC questions in their informal pre-term surveys of students in 300 level courses. A meeting to discuss the survey responses is pending.

In the accounting meetings, PSU faculty acknowledged the strength of the PCC program and indicated that PCC students are well prepared for upper division accounting courses. There has been much discussion about a one unit accounting mechanics review course that is offered at PSU for students prior to entering their 300 level courses. This course is primarily offered online and is student directed. PCC has worked with the software vendor to pilot using this program in Spring Term 2013 for transfer students and within one of our BA211 classes. The scope of introducing this effort College wide will be explored towards the end of Spring Term 2013.

Going forward, the BA SAC has formed two core groups that will continue the dialogue with PSU and to translate the feedback into program improvements or modifications. Both groups include one faculty member from each campus.

PCC and PSU Advisors Dialogue About Transfer Program Alignment and Advising Process Improvements - In addition to the faculty meetings, PCC advisors (Marta Hoenig, Patty McCoy, and Kathleen Bradach) have met with the Doug Siegler and other PSU business advisors to discuss expanding the advising guide to better align student course selection and degree requirements for the Associate of Oregon Transfer Business (ASOT-B) degree to help ease transfer of courses from PCC to PSU. One item that was identified by this group is that many PCC students earn the Associate Degree in General Studies and then transfer to PSU's Business School. The advisors are going to work to expand the advising guide to better detail how this degree can work for business students.

PSU Students Connect with PCC Students to Share Success Strategies - One exciting outgrowth of this effort was a Business Transfer Workshop held at Rock Creek in Fall Term 2012. This workshop included a PSU student panel, presentations by both PSU and PCC advisors, and a discussion about the importance of the PSU student business organizations. A panel of five current PSU business students who transferred from community colleges answered questions posed by Rock Creek Business Club President, Tyrone Schnacker. PSU students provided advice on a wide range of topics.

At the event, May Donahue, PCC Business Advisor, spoke about the benefits of using the advising staff and tips for students to make the most of their advising time. Doug Siegler, Director of Advising for the PSU School of Business, spoke about how to best prepare for transfer to PSU, transfer requirements, and the timing of the transfer application. PCC student feedback indicated that the workshop was well received and there are plans to continue this effort going forward.

Institutional Effectiveness Work with PSU to Track Success of PCC Business Transfers – A team from PCC including Laura Massey from Institutional Effectiveness has been working with Jeanne Enders, PSU Dean of Undergraduate Studies; School of Business, to track PCC students at PSU. Tracking will start for any PCC student at PSU starting with Fall Term 2008. The students being tracked are those that completed at least BA 101 and any 200 level BA course at PCC. As the data is collected and available it will enable both institutions to evaluate how well the transfer system is working and to identify any gaps that can help us make improvements to our program.

Thus the institutional collaboration with PSU at multiple levels has helped us to assess the transfer degree and business courses in a creative way. This pioneering effort to follow PCC Business Students beyond PCC will help to increase the success of our students in their transition to 4 year college and, in turn, help degree completion. BA recognizes the need to identify other transfer institutions and begin the process of developing relationships with those institutions in order to obtain similar feedback.

Appendix C: Survey of PCC Business Administration Degree and Certificate Graduates

(N=98; 39% response rate)
Administered by the PCC Office of Institutional Effectiveness, Spring Term 2012

Section I: Some Questions About You and Your Degree Goals

What is your gender?

Female (55%)

Male (45%)

no answer (0%)

What is your racial identification? (Select one)

American Indian or other Native American (0%)

Asian, Asian American or Pacific Islander (14%)

Black or African American, Non-Hispanic (2%)

White Non-Hispanic (69%)

Hispanic or Latino (4%)

Multi-Racial/Ethnic (0%)

Do Not Wish to Answer (4%)

Other: (4%)

no answer (2%)

What is your age?

14 to 17	(0%)	
18 to 19	(2%)	▏
20 to 21	(8%)	▇
22 to 24	(16%)	▇▇
25 to 29	(18%)	▇▇
30 to 49	(37%)	▇▇▇▇
50 or over	(18%)	▇▇
no answer	(0%)	

What is your MAIN goal after graduation from PCC? (Select one)

Transfer to a 4-year college or university	(39%)	▇▇▇
Enter the workforce	(45%)	▇▇▇▇
Other	(12%)	▇
Don't Know/Unsure	(4%)	▏
no answer	(0%)	

Which type of Degree or Certificate will you be receiving from PCC? (Note: Multiple Responses Allowed)

Associate of Science Oregon Transfer-Business Degree (ASOT-Business)	(39%)	▇▇▇
Associate of Applied Science Degree in Accounting	(41%)	▇▇▇▇
Associate of Applied Science Degree in Marketing	(2%)	▏
Associate of Applied Science Degree in Management	(14%)	▇
Associate of Applied Science Degree in Retail Management	(0%)	
I'm getting an Associate Degree, but I'm not sure which type	(8%)	▇
A Certificate in a Business Administration Field (i.e., a certificate in Accounting, Management, Marketing, Retail Management, or Retail Sales/Services)	(12%)	▇

When did you first make the choice that you wanted the above degree/certificate(s)?

Before or during my first term at PCC	(47%)	▇▇▇▇
After my first term at PCC	(45%)	▇▇▇▇
Unsure	(4%)	▏
no answer	(4%)	▏

About how many TOTAL CREDITS did you earn at PCC?

45 or less	(13%)	▇

46 to 90	(20%)	
91-115	(29%)	
Greater than 115	(33%)	
no answer	(4%)	
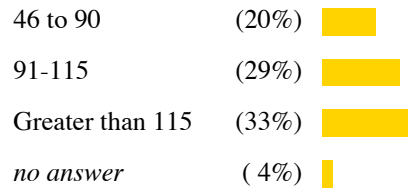
At which PCC campus location did you take MOST of your PCC Business Administration courses?

Sylvania	(29%)	
Cascade	(16%)	
Rock Creek	(29%)	
South East Center	(4%)	
Distance Learning	(22%)	
Other	(0%)	
no answer	(0%)	
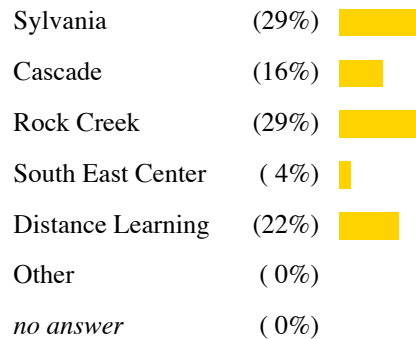
At PCC, in what range is your overall college grade average?

4.0 and higher	(10%)	
3.6 to 3.9	(29%)	
3.0 to 3.5	(47%)	
2.6 to 2.9	(12%)	
2.0 to 2.5	(2%)	
Lower than 2.0	(0%)	
no answer	(0%)	
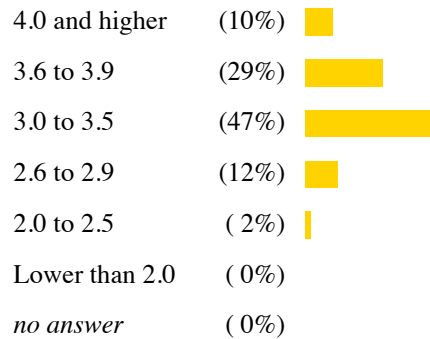
Indicate which of the following are your reasons for choosing your particular major at PCC? (Choose primary reason, secondary reason, not a reason)

To help me as I go into a new career

Yes, a primary reason	(65%)	
Yes, but a secondary reason	(18%)	
No, not a reason	(14%)	
no answer	(2%)	
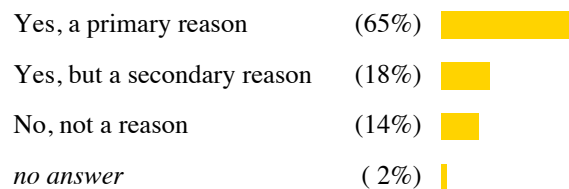
To help me update job skills related to my current position

| Yes, a primary reason | (27%) | |
| Yes, but a secondary reason | (37%) | |
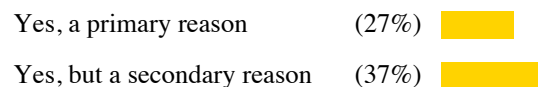
No, not a reason   (27%)

no answer   (10%)

To help me update skills required for job promotion from my current position

Yes, a primary reason   (18%)

Yes, but a secondary reason   (27%)

No, not a reason   (47%)

no answer   (8%)

In order to transfer to a 4-year college/university

Yes, a primary reason   (39%)

Yes, but a secondary reason   (20%)

No, not a reason   (33%)

no answer   (8%)

I choose my major because of information I received from an advisor at PCC.

Yes, a primary reason   (2%)

Yes, but a secondary reason   (12%)

No, not a reason   (80%)

no answer   (6%)

Section II: Your Feedback about PCC Business Administration Courses

Please indicate the extent to which you agree or disagree with the following statements:

My experience at PCC taking Business Administration courses has contributed to my PERSONAL growth.

Strongly agree   (61%)

Somewhat agree   (27%)

Neutral   (8%)

Somewhat disagree   (4%)

Strongly disagree   (0%)

no answer   (0%)

My experience at PCC taking Business Administration courses has contributed to my PROFESSIONAL growth.

Strongly agree   (59%)

Somewhat agree   (27%)

Neutral	(10%)	▌
Somewhat disagree	(2%)	▏
Strongly disagree	(0%)	
no answer	(2%)	▏

My registration in Business Administration courses at PCC was easy.

Strongly agree	(53%)	████████
Somewhat agree	(37%)	██████
Neutral	(6%)	▌
Somewhat disagree	(2%)	▏
Strongly disagree	(2%)	▏
no answer	(0%)	

Overall, I am satisfied with the quality of instruction at PCC from the BA faculty.

Strongly agree	(43%)	███████
Somewhat agree	(41%)	██████
Neutral	(8%)	▌
Somewhat disagree	(4%)	▏
Strongly disagree	(4%)	▌
no answer	(0%)	

The Business Administration courses at PCC increased my awareness of international business issues.

Strongly agree	(24%)	████
Somewhat agree	(41%)	██████
Neutral	(24%)	████
Somewhat disagree	(8%)	▌
Strongly disagree	(0%)	
no answer	(2%)	▏

In general, the Business Administration courses at PCC increased my overall cultural awareness.

Strongly agree	(24%)	████
Somewhat agree	(49%)	███████
Neutral	(20%)	███
Somewhat disagree	(6%)	▌
Strongly disagree	(0%)	

no answer   (0%)

Looking at your PCC Business Administration Coursework ONLY, about what percentage of those courses were distance learning?

At or close to 100%   (12%)

About 80%   (14%)

About 60%   (24%)

About 40%   (12%)

About 20%   (14%)

At or close to 0%   (22%)

no answer   (0%)

It would have been helpful to me if more Business Administration courses at PCC were offered as distance learning courses?

Strongly agree   (20%)

Somewhat agree   (20%)

Neutral   (33%)

Somewhat disagree   (12%)

Strongly disagree   (14%)

no answer   (0%)

Are you familiar with Business Administration service-learning courses?

Very familiar   (6%)

Somewhat familiar   (35%)

Unfamiliar   (59%)

no answer   (0%)

How many Business Administration courses at PCC did you take which included service learning?

None   (27%)

One   (10%)

More than One   (24%)

Don't Know/Unsure   (39%)

no answer   (0%)

Would you have liked to see more Business Administration courses at PCC with service learning?

Yes   (20%)

No   (10%)

Don't Know/Unsure   (69%)

no answer   (0%)

Have you taken any Business Administration Cooperative Education (Co-op) courses at PCC, such as BA 280A or BA 280B?

Yes   (4%)

No   (96%)

no answer   (0%)

Section III: Support and Assistance you Received from PCC

Please indicate the extent to which you agree or disagree with the following statements:

The BA faculty at PCC offered relevant career planning advice.

Strongly agree   (14%)

Somewhat agree   (20%)

Neutral   (51%)

Somewhat disagree   (12%)

Strongly disagree   (0%)

no answer   (2%)

The BA faculty and department were useful in advising me about the Business Administration coursework needed for my PCC degree/certificate.

Strongly agree   (29%)

Somewhat agree   (20%)

Neutral   (35%)

Somewhat disagree   (8%)

Strongly disagree   (4%)

no answer   (4%)

While at PCC, I made use of tutoring services related to my Business Administration coursework.

Strongly agree   (14%)

Somewhat agree   (10%)

Neutral   (27%)

Somewhat disagree   (14%)

Strongly disagree   (31%)   ▬▬▬

no answer   (4%) ▮

While at PCC, did you receive any information about scholarships related to Business Administration?

Yes   (24%) ▬▬

No   (73%) ▬▬▬▬

no answer   (2%) ▮