

Administrative Response to Program Review

Emergency Telecommunicator

01 November 2011

The Emergency Telecommunicator Program Review was presented in the Spring of 2011. We thank you for your efforts to serve the State's emergency telecommunicator community by delivering high quality courses aimed at preparing future dispatchers.

This response is in four parts: 1) commendations, 2) work still to be completed, 3) suggestions and observations, and 4) administrative response to SAC recommendations.

Commendations

- Having training coordinators or other representatives of five emergency telecommunicator agencies at the presentation to speak about the needs of the field. Hearing from these individuals was helpful in understanding what graduates of our program will face in the workplace.
- Including an historical overview of emergency telecommunications in general and of PCC's program in particular in the presentation. This background was very helpful in understanding the field and what PCC's ETC program does.

Work Still To Be Completed

Program review guidelines in effect for 2010-11 academic year (see bottom of page at <http://www.pcc.edu/resources/academic/program-review/ProgramDisciplineReviewOutlineandLogistics.html>) identify areas to include during the program review process. Assessment of outcomes (at the course, program and college level) must be included, and we did not find this adequately addressed in the report. Furthermore, programs are asked to consider how assessment of outcomes leads to course and/or program changes. In your presentation, you discussed outcomes assessment via the Daily Observation Record (DOR) and that could be referenced in the Program Review, along with changes that resulted from a review of the DORs or other elements of outcomes assessment. The ETC

faculty undoubtedly approaches its program with a spirit of continuous improvement, but we must document and provide evidence of how assessment and related improvement occurs.

Assessment was identified as an area of focus for PCC during recent accreditation action, and an Interim Accreditation Report notes that PCC must document “progress in demonstrating, through regular and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the college must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning.”

We respectfully request that ETC SAC provide a written addendum to the Program Review in which you address assessment and improvements resulting therefrom. Given that the SAC is considering changes to the program, we believe you could address our request in explaining pending changes to the program. Put another way, you’re already making improvements based on a variety of assessment means and you can include documentation when you set forth your soon-to-be-made recommended changes.

Suggestions and Observations

- Have training coordinators or other representatives of emergency telecommunicator agencies from within the PCC district at future presentations and involved in discussions about program revision and improvement. Specifically, include representatives from Portland’s Bureau of Emergency Communications (BOEC) and the Washington County Consolidated Communications Agency (WCCCA).
- Consider modifications to the program that address the needs of a broader dispatch field. As you mentioned, during the presentation, that the program serves more than the emergency telecommunicator field and could be revised to better meet the needs of non-emergency dispatchers as well as emergency dispatchers.
- Include representatives of non-emergency communicator agencies or firms on the Advisory Committee. These could include those working for in government or in the private sector.
- Include consideration of a less-than-one year certificate, e.g., a two-term certificate, and know that programs of 36-44 credits can be eligible for financial aid (which is counter to

what you understood when you changed from a two-term to a three-term program several years ago).

- Work with agencies such as BOEC and WCCCA to give preference to graduates of the program over other applicants who have no experience. Preference might be in terms of agencies recommending completion of the program, assisting applicants to 'make the cut' in initial hiring screening, or shortening the on-the-job training period.
- Provide a list of preferences provided by all Oregon and southern Washington emergency dispatch and related agencies to graduates of the ETC program in order to inform students and college administrators of the advantages in the hiring and training.

Administrative Response to SAC Recommendations

Administrative responses to Emergency TeleCommunicator's recommendations are found in *italics* below.

- Administrative assistant support: have the same assistant as the Emergency Medical Services (EMS) program.
 - *We believe this is done, but continue to work with your Division Dean on how to best serve the needs of the ETC program.*
- Full-time faculty member in ETC and Emergency Management (EM) to handle Faculty Department Chair and instructional responsibilities.
 - *Work with your Division Dean to prioritize where such a position would sit on the AHELS Division new initiative list and then the Campus list.*
- Full-time Academic Professional in ETC to handle simulation lab operations, equipment, coordination of lab tech's, and teaching duties.
 - *Work with your Division Dean to prioritize where such a position would sit on the AHELS Division new initiative list and then the Campus list.*
- Equip PSEB 103 with 6 work stations mirroring the workstations in PSEB 102, thereby eliminating the need for ETC classes to be in PSEB 107.
 - *Work with your Division Dean to determine the feasibility (facilities and financial) of such work, which can probably be funded using "margin money."*
- Give Emergency Service Department (ESD) programs scheduling priority in PSEB and schedule non-ESD programs in PSEB only after ESD programs are scheduled.

- *Done, effective Winter term 2012.*
- Access for Disabled Students: relocate lab in PSEB 102 to PSEB 103.
 - *Work with your Division Dean about how to adequately serve disabled students through remodeling of existing space and/or expansion into other space, which can probably be funded using "margin money."*
- Equipment: increase the capacity of the simulation lab and create 5-6 new workstations.
 - *Work with your Division Dean to determine the feasibility (facilities and financial) of such work, which can probably be funded using "margin money."*

Closing Comments

We thank you for your efforts to prepare students for emergency telecommunication and related dispatch careers and support your efforts to revise the program to better serve the needs of those desiring to enter these fields.

Administrative Response submitted by Scott Huff on behalf of the Deans of Instruction:

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