Administrative Response to Program Review
Education Program
April 2019

On April 12, 2019, the Education SAC presented its Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It provided an opportunity for engagement with those in attendance through both hands on activities and an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Education Program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations.

Noteworthy Efforts or Achievements

- The Program Review document and supporting materials were well written and clear.
- The program review presentation was engaging and demonstrated the commitment of the faculty to meeting the needs of students pursuing careers in education and for the schools they serve.
- The Education program’s commitment to maintaining high quality and engaging online classes is recognized and appreciated.
- The use of assessment results to improve the focus of courses and assignments--and to generate meaningful dialogue about diversity, equity, and cultural competence--is exemplary.
- The passionate advocacy on behalf of the Paraeducator program is noted.
- There is strong engagement by part-time faculty, advisory board members, and former students.
- Efforts to align core courses across the Paraeducator program, transfer electives, and CTE certification offerings are noted and appreciated, as is the interest in creating short-term, stackable Career Pathway credentials for Paraeducators.

Observations and Recommendations

Observations:

Perkins:
The Program Review noted that “there are no aligned programs of study, only dual credit offerings.” In fact, the ED Program is aligned with several area High Schools in a formal Perkins Program of Study (POS) based on content alignment that includes Dual Credit. They key element of a POS is the collaboration between college and HS faculty to support student learning that is preparatory, or directly aligned with college work. We appreciate the engagement of ED faculty with HS faculty for this important alignment, acknowledging appropriate and useful dual credit as an added benefit.

Assessment of Student Learning:
We appreciate the direct attention that the ED SAC has paid to assessment of student learning, noting especially emphasis on a robust student portfolio that is evaluated via a validated and comprehensive rubric, and the iterative work to close the loop by assessing cultural literacy after making focused changes. It was noted in the program review that the SAC would like continuing to make improvements to this outcome, rather than cycling through the other outcomes. Assuming your degree and certificate outcomes are aligned with the elements of the portfolio, it should be fairly straightforward to use the portfolio assessment to report annually on the whole set of outcomes via the new form that was introduced this Fall term. (If there are degree/certificate outcomes that are not assessed via the ASE tests, we recommend either revising your outcomes, or developing in-house assessments of the missing elements, since assessment of our degree and certificate are required by accreditation).

This would leave the SAC free to adopt a more functional schedule for the annual “focal” outcome, where emphasis is placed on how the SAC uses assessment to improve teaching and learning rather than covering all the bases. The LAC recently changed the coaching structure and advice, and LAC expectations accordingly; if you have not conferred with your coach recently (since Fall 2018), please do so, and if you have further questions or concerns, connect with the Dean of Academic Affairs.

We encourage you to continue using assessment activities to generate awareness about and initiate professional development opportunities for improving culturally responsive and inclusive class assignments.

Stackable Credentials:
We encourage you to continue to develop short-term, stackable Career Pathway credentials for Paraeducators that better align with transfer electives for those students who want to go on to four year education degrees.

Community Building:
We encourage you to continue attention to maximizing community building, student engagement, and deep learning in online learning environments.

Administrative Response to Education Recommendations

What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

1. Develop stackable certificates of 24 credits in the following areas: general paraeducator, SPED paraeducator, ELL paraeducator, teacher transfer which can stack toward the Teacher transfer degree or the AAS paraeducator
2. Streamline the portfolios so students can more realistically complete them.
3. Improve our tracking mechanism so students successfully complete certificates.
4. Update and improve advisory: content experts to serve as mentors or advisory (SPED supervisor, principal, teacher, other paraeducators in addition to Human Resources)
5. Continue strong communication with students regarding program opportunities such as advising, internships, jobs, presentations
6. Schedule classes so that classes fill/do not cancel because the cancelling of classes negatively affects student success
7. Create opportunities for online students to feel more connected: via hands-on experiences in K-12 schools such practicum, CBL and real-world assignments in schools, presentations by universities and school districts, improvement of online delivery
8. Receive updated training for faculty on online methodology, and attend professional development regarding culturally-responsive, trauma-informed, inclusion practices
9. Continue to develop database that records all school district contacts for practicum placements
10. Continue to improve marketing strategies via quarterly emails to school districts, web site and materials.

*The Instructional Deans strongly support all these recommendations--especially regarding curriculum, assessment, and scheduling--within reasonable expectations of financial and human resources in this environment of budget limitations.*

What support do you need from administration in order to carry out your planned improvements?

1. It is critical that the PCC administration recognize the education of paraeducators as a significant equity issue ultimately affecting K-12 students and the achievement gap.

*PCC leaders recognize the value of well trained paraeducators; however, unless PPS and other systems increase the job requirements for paraeducators, the paraeducator degree and certificate will continue to prepare paraeducators to a higher standard than the job requires. Creating shorter term stackable credentials aligned with transfer opportunities is a potential solution.*

2. It is important that the administration recognize that the education program serves students at different places along the teacher pathway: teacher candidates, working teachers, retired teachers, CTE Teacher candidates, paraeducators, future paraeducators, TESL candidates and exploring PCC students.

*PCC leaders recognize and appreciate this program flexibility and will support continued flexible options that serve students without adding to credit loss, unnecessary debt and expense, and other potentially negative outcomes for students.*

3. It is critical that the administration support the development of stackable certificates for Career Pathways in Education.

*We do.*

4. The administration should be prepared to support coursework development for any changes needed for the upcoming Education Major Transfer Map that is currently being developed
state-wide to develop consistent teacher pathways from Oregon community colleges to all state universities.

**PCC leaders support course and curricular revisions as necessary using our established prioritization processes.**

5. The administration should develop a comprehensive plan (with faculty and industry input) to respond to the needs of the impending educator shortage.

*The College is committed to working with Portland Public Schools, Portland State University, and other potential partners, including OSU, Pacific University, and Western Oregon University, to support the development of more flexible teacher preparation opportunities and secure the funding to make them available.*

6. PCC is clearly downsizing programs due to very real declining enrollment and this program is no exception, already having endured cuts…. The state of Oregon has documented a need for a more diverse teacher workforce; the community college is seen as a place to recruit more diverse candidates.

*We support recruiting and training a diverse teacher workforce. How specifically will the Education Program work with the state of Oregon, teacher training programs, and public school systems, to accomplish this goal? What is the plan?*

7. Finally, the administration should know that student feedback tells us our coursework is strong and making a difference for working educators…. We believe the pathway should have multiple options that connect students to their career goals more quickly.

*Agreed.*

**Closing**

In closing, we want to again thank the Education Program for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

Michelle Bagley, Dean of Library
Kendra Cawley, Dean of Academic Affairs
Karen Paez, Dean of Instruction Sylvania Campus
Jen Piper, Dean of Instruction Southeast Campus
Loraine Schmitt, Dean of Online Learning
Cheryl Scott, Dean of Instruction Rock Creek Campus
Kurt Simonds, Dean of Instruction Cascade Campus