ADMINISTRATIVE RESPONSE

PROGRAM: Development Education

DATE: April 27, 2102

Opening Remark:
It was clear that a lot of work and collaboration went into your presentation. The video of your students was informative and revealed that you are working with diverse levels of students. As you pointed out, this program review served its purpose in bringing you together across the district to examine what you are doing and how it can be improved. Also, you clearly articulated your desire for further collaboration with student services such as advising and testing.

Commendations:

- Recognition of the need of close collaboration with groups such as Advising, Disability Services, Veterans Services, Tutoring, Women’s Resource Center, etc.
- Acknowledgment and reference to national discussion regarding pre-college preparation and underprepared students.
- Recommendation for integrated DE advisors
- Reference to Project DEgree as a model for instruction and integrated support services
- Inclusion of NADE’s definition of DE and coverage of national trends - both informative
- Piloting of curricula ideas at various campuses, e.g., linking of 1-credit courses to ‘regular’ 3-credit courses
- Seeing instructors get ‘on board’ with outcomes assessment work over a three-year period
- Plans for updating all CCOGs, improving unity of reading and writing sequences, sharing sample curricula, and integration of part-time faculty into all processes.
- Committed to becoming a national model for DE
• Effort to look at cut scores and other assessment tools for correct placement into class

• Call for a task force with broad input from college stakeholders, including students

• Willingness as a SAC to focus on assessment practice

Questions:

• Lack of student outcomes data and analysis of that data (# of course completers, # transition to college level, how do they do in college level, etc)

• How many FT faculty were added since 2006?

• Why didn’t "Rubric for RD115" work? Assessment efforts are not clearly explained

• What has been learned about students taking DL sections?

• Saw a taste of instructional strategy in presentation, but what specific teaching strategies are effective for this group of learners?

• How does student profile (poverty, disabilities, ethnic/racial diversity) impact successful course completion and delivery of instruction? Cited in the review, but no analysis of how the population may have changed recently and the impact on instruction and/or student outcomes gains.

• How do the faculty develop cultural competency referenced on p. 28?

• The SAC proposed several CCOG revisions and curriculum changes related to adding one-credit supplemental courses and /or converting courses to 4-credits. Those 4-credit options were not approved. Since then the SAC has made no changes, updates, or revisions to existing CCOGs. Why is that?

Work to be completed:

• Better placement tools and/or processes, which is a joint DE SAC - Administration responsibility

• Tracking of student success in courses subsequent to others, e.g., success of students in a 90 course following a pilot of an 80 course + 1-credit linked course

• Assessment of outcomes must be included, and we did not find this adequately addressed in the report. DE faculty undoubtedly approach their courses 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 ... have achieved the intended learning outcomes ... 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.”

- Instructor Qualifications: make recommendations for updating

**Suggestions/Observations:**

- Have the "DE Task Force" be part of a large, integrated plan for pre-college acceleration and advancement to college-level courses and programs that include ABE/GED, ESOL, pre-college MTH, Advising, etc. There is support from the DOI’s to have it look at restructuring and improving developmental education.

- It should be co-led with faculty and administration including ABE/ESOL and student support

- Consider, as suggested at the presentation, that some of the items included under the task force are already actionable.

- Incorporate technology into the task force exploration

- Explore models, best practices and make recommendations to the SAC

- The SAC is encouraged to look closely at the course-level assessments that are used to evaluate attainment of course outcomes, and how they are assessed in the RD and WR courses across the college. The goal would be to ensure that the assessments on which the grades are based, and the benchmarks for passing grades, are accurately aligned with the expectations for each level, and that students who complete one course would meet the expectations for placement in the subsequent level.

- Regarding "facilities challenges" at Cascade, the campus will gain about 10 classrooms by Fall 2013 after the Trades programs move to Swan Island. Then, with the opening of the new academic building in 2014, another 14 classrooms will be available. Regarding "technology challenges" at Cascade, we are considering flexible technology solutions, e.g., net books or tablets for some of these rooms and, in fact, are just now completing a year-long pilot with net books in four rooms, and suggest that you speak with Writing Instructors who have used them in TH 206.

- Regarding the "under-resourced" Student Learning Center at Cascade, we are considering expansion into TH 124 (classroom), TH 110 and/or 116 (Portland
Teachers Program), and TH 102 (Gallery) when the new academic building is completed and when the Kanjaya and Paragon buildings are renovated.

- The Student Learning Center at Cascade, while not dedicated exclusively to DE students, provides DE tutoring daily; the tutors are CA PT DE instructors, so they are trained and specialized in DE; in contrast to other campuses where FT DE instructors regularly tutor in their tutoring centers. We have NO FT faculty tutoring regularly in the SLC. We believe this lack of participation is not beneficial to our students and not motivating to the PT faculty.

- Regarding "advisors who specialize in serving DE students" at Cascade, we have a temporary advisor assisting DE RD and WR students and their instructors and will consider making this or other DE advisor positions permanent.

- With regards to the co-requisite courses offered at Rock Creek: While we appreciate the value of piloting alternative curricular strategies, and understand that this may be easiest to do on a single campus, the PCC curriculum is expected to be consistent across the district. If the SAC desires to pilot curricular variations, campus-specific versions should persist for a limited time period, after which alternatives should be offered district-wide, or discontinued.

- SE campus is hiring two full-time DE instructors this year and considering a full-time temporary DE advisor in FY 13.

Response to recommendations:

- For new positions, provide a prioritization by campus to aid your Division Deans and Deans of Instruction in planning for both temporary and permanent hiring

- With regards to "DE Structural Re-Design Model 1", provide more information about why "Intensification" is suggested for the 80's (expanding to 4-credit courses), but "integration" is suggested for the 90s (creating a single 6-credit course). Also, consider if "boot camp" activities just before and early in a term might help those placing high in the 80s to take the 90s instead. (This is an approach that Linn-Benton Community College will be trying this coming Fall.)

Closing Comments:

We, again, appreciate the work that went into your review. One way to think about the response is that part of what you want to accomplish is a district wide effort, such as placement, intake/orientation, improved use of technology, etc. Another part of the recommendations are campus based discussions such as tutoring, DE advisors and increased faculty. And there are also the SAC specific efforts that would be looking at
outcomes, assessment and improving instruction based on those data. The task force can launch you into a period of examining what you want to prioritize regarding the district, the campuses and the SAC.

Submitted by:

Scott Huff, Dean of Instruction, Cascade
Brigitte Ryslinge, Dean of Instruction, Rock Creek
Jeff Triplett, Dean of Instruction, Sylvania
Julie Kopet, Interim Dean of Instruction, SE