Administrative Response
Education Programs
March 7, 2014

We thank you for your hard work, dedication, and commitment to your profession and students. The Program Review document and discussion was thorough and thoughtful. This response contains 4 sections: 1) Commendations, 2) Suggestions/observations, 3) Response to recommendations/areas of SAC needs and 4) Closing comments.

1. Commendations

*The Program Review Document was thorough, thoughtful, and well organized. The presentation of information on the two related Education programs—Paraeducator and Library Assistant—was thorough and clear.
*The Program Review discussion provided significant insight into the challenges and opportunities for both the Paraeducator and Library Assistant programs, particularly related to engaging students effectively in online learning communities.
*The Program Review document and discussion provided useful history of both instructional programs
*Recommendations based on assessment results have been incorporated into course outcome guides in the Paraeducator program. Ongoing curriculum revision, based on assessment results, is apparent.
*Program outcomes in both programs are aligned with PCC’s Core Outcomes.
*The Programs’ External Advisory Committees provide useful feedback on skills needed to enter these professions. Advisory committee members and students attended the Program Review presentation and provided valuable insight and information.

2. Suggestions and Observations

As campus enrollments have dropped and the Paraeducator program has moved primarily to online delivery, there have challenges in engaging students effectively in online learning communities. The program should continue to explore opportunities for on-campus orientations, advising sessions, and co-curricular activities.

As a major program overhaul has taken place in the Library Assistant program and the program will be offered only online in the future, recruiting state-wide and elsewhere outside the Portland metro area in order to find enrollments sufficient to sustain the
program will be a challenge. Building enrollment through state-wide networking and recruitment will continue to be a major need of the program.

3. **Recommendations**

The SAC will continue to assess both advocacy and ethical and legal standards of conduct as part of its ongoing assessment of student learning. *The DOIs support this work on student learning assessment and the use of findings to revise and improve curriculum.*

Beginning next year, the Education SAC recommends focusing on an outcome from the revised Library Assistant program and reviewing student portfolios and coursework to determine if students are meeting student learning outcomes. *The DOIs support this work on student learning assessment and the use of findings to revise and improve curriculum.*

The Education faculty recommends the college look at partnering with institutions such as Eastern Oregon University to develop a bachelor’s degree that could be completed at PCC. *Discussions are underway with Eastern Oregon University regarding articulation and transfer agreements, as well as enhanced partnerships for advising and instruction. The DOIs support these ongoing discussions.*

The Education faculty recommend that with the implementation of the Center for Careers in Education in the new academic building use this Center to attract attention to a variety of education-related careers beyond K-12 teaching, such as libraries, early childhood education, and college teaching. *The DOIs support this direction in the Center for Careers in Education.*

The Education faculty recommend that our respective program advisory boards continue to review our curriculum and make recommendations for improvement. The Paraeducator advisory would like to diversify its membership beyond school district personnel. The advisory would like to include representatives from other higher institutions of learning such as EOU, Concordia and PSU. *The DOIs support this diversification of program advisory boards.*

**Recommendations requiring funding**

The Education SAC recommends program faculty participate in distance learning professional development, including: 1) Online Instructor Orientation and Accessibility training for part-time faculty, 2) Quality Matters training for all Education faculty, and 3) other professional development opportunities that would help faculty to learn how to use new educational
technologies effectively in online coursework. The DOIs support this focus on professional development for continuous improvement of online instruction. Online Instructor Orientation and Quality Matters training are available for all instructors teaching online. Other professional development opportunities can be explored with the Education Programs Director, Division Dean for Arts and Professions, and the office of Staff and Organizational Development.

The Library Assistant program needs time to offer and build the revised program as prescribed by the advisory. The DOIs encourage flexibility and patience in growing the Library Media Assistant program; however, the program will need to be assessed annually as to its enrollments, costs, outreach efforts, and sustainability.

The Education faculty also do a significant amount of student advising and we recommend having access to professional development that would allow us to become more knowledgeable within our professional disciplines to provide effective student advising. The DOIs support professional development to enhance faculty advising. Professional development opportunities can be explored with the Education Programs Director, Division Dean for Arts and Professions, and the office of Staff and Organizational Development.

4. Closing Comments

It is apparent that both the Paraeducator and Library Assistant SACs are taking seriously and working hard at updating and strengthening their curricula and at being innovative in their efforts to engage students in online learning and community involvement.

We want to thank you for such a thoughtful and thorough Program Review document and discussion.

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