

## Program/Discipline Reviews 2010-2011

### Themes by Topic

04 December 2011

1	Educational Goals, Changes and PCC Context	Reviews were highly variable in how they addressed this section. Most SACs did use this as a broad overview, emphasizing the elements of which they were most proud. Some showed tight alignment with PCC mission and/or values and/or goals, while others barely mentioned them. <b>Action:</b> provide clearer guidelines in "Outline and Logistics for Academic Program/Discipline Reviews." Status: updated for reviews through 2012-2013.
2A	Evaluate Curriculum according to National and Professional Guidelines	Most CTE programs identify one (or more) professional organizations, that set (and in some cases, accredit or certify) standards. An exception is Criminal Justice. Most of the LDC disciplines acknowledge the professional societies within which they operate. An exception is ESR. With SOC, it's not clear whether they have adopted the ASAs key principles of teaching, or have gone their own way. Action: refer exceptions to SACs. Status: On-going.
2B	Changes to course content or outcomes since last review	Changes appear due to many reasons (and in 2 reviews were directly tied to prior PR recommendations). Examples include: alignment with external standards or requirements (FP, NRS, ID), new options (EET), statewide collaboration (OST, NRS, CH), PCC initiatives (related instruction, 4 cr conversion, standard prereq's). Some changes to improve student success and retention were noted. <b>Action:</b> none.
2C	Assessment of Course Outcomes	This is consistently one of the weakest sections. The strongest responses give some detail about the skills and competencies that are addressed (FP, DA, DT), but do not indicate how well students are doing. The "evidence that students are meeting the outcomes" seems to be interpreted as: what instruments do you use, rather than, how well do your students do (which was the intent). Examples of assessment driven change at the course level were essentially non-existent. This is both part of the paradigm shift that is needed, and may also need to be asked for more clearly. <b>Action:</b> provide clearer guidelines in "Outline and Logistics for Academic Program/Discipline Reviews." Status: updated for reviews through 2012-2013.
2D	Assessment of College Core Outcomes	Several SACs offered very strong narratives on how the core outcomes are addressed in their programs (though in some cases, the "addressing" is not robust -- such as Cultural Awareness addressed by having a diverse population of students). Most of the SACs did revisit the Core Outcomes Matrix, though it seemed to not be very meaningful at this point. Only a couple of SACs described their assessment of Core Outcomes, with results and plans forward (interesting since all SACs should have assessed Critical Thinking in 09-10) <b>Action:</b> provide clearer guidelines in "Outline and Logistics for Academic Program/Discipline Reviews, along with discussion during Program/Discipline Review symposia." Status: On-going.
2E	Distance Modality	Less used in the CTE areas due to hands-on nature of the training, and also limited in the sciences (BI, ESR) though CH has been more active. Many reviews acknowledge the utility of and demand for web-enhanced or hybrid courses. Many also note misgivings or concerns about teaching in distance modality. <b>Action:</b> provide greater support for web-enhanced or hybrid offerings. Status: On-going.

2F	Educational Initiatives? (Service Learning, Internalization, Honors, etc.)	<ul style="list-style-type: none"> <li>• 8 reviews note Service Learning components, (4 LDC and 4 CTE).</li> <li>• 5 reviews note internationalization, (all LDC).</li> <li>• 2 reviews note sustainability, (both LDC).</li> <li>• 2 reviews note non-traditional credit or contract training issues, (both CTE).</li> <li>• 3 reviews note honors courses (BI, SOC and FP).</li> <li>• 7 noted none, or did not include this section.</li> </ul> <p><b>Action:</b> none.</p>
3	Needs of the Students and Community	<p>Generally, there is a wide variety of engagement with students and the community to increase access and diversity. Some programs/disciplines report making changes based on student input and changing demographics, while some do not.</p> <p><b>Action:</b> provide clearer guidelines in “Outline and Logistics for Academic Program/Discipline Reviews, along with discussion during Program/Discipline Review symposia.” Status: On-going.</p>
4	Faculty	<p>Generally, the CTE SACs were more content with their staffing, even when there were few FT’rs relative to PT’rs (FP, ID and CJA). Challenges cited included finding well-qualified faculty. This is the same reason that WLD (6 FT/9 PT) argued for more FT and because teaching format requires instructors who can teach the entire welding curriculum. EET also noted challenges with qualifications. The LDC Disciplines seem generally more challenged by lower numbers of FT’rs faculty and FT/PT ratios. SOC had one of the less lopsided proportions, but noted challenges due to FT faculty doing administrative tasks. <b>Action:</b> investigate ‘administrative tasks’ in SOC. Status: done.</p>
5	Facilities and Support	<p>Generally: facilities issues involved lack of space - classrooms and, more particularly, labs. Needs for faculty members, administrative assistants and lab technicians were commonly mentioned.</p>
6A	CTE Advisory Committee	<p>All of but one of the CTE programs (CJA) report having a useful advisory committee, and give examples of contribution. Some appear to meet less frequently than the PCC standard of three times per year. ID seems to have not met in 2010. Specifics (membership, meetings) were not always given. <b>Action:</b> 1) provide clearer guidelines in “Outline and Logistics for Academic Program/Discipline Reviews,” 2) remind existing and inform new SAC chairs of ASAP A 108, Advisory Committees, at the beginning of each year. Status: On-going.</p>
6B	CTE Degree and Certificate Outcomes Assessment	<p>Most of the CTE programs seem to have useful assessments in place, or assessment settings (e.g., capstone) that could be better used for assessment, but have not yet figured out a way to use these efficiently (NRS) or meaningfully (WLD) with their degree and certificate outcomes. Many programs approach the "evidence" by noting the instruments used, but do not include student data. Some programs note pass rates, but since it’s not broken down and it’s hard to see how this information might lead to change. NONE of the programs had an example of assessment driven change (which is surprising, because in presentation at least two programs, ID and DST, described exactly that process). This seems to be part of the paradigm shift of willingness to explore and reveal weakness for improvement. <b>Action:</b> Review to LAC</p>

6C/D	CTE Job Placement/Future Employment	<ul style="list-style-type: none"> <li>• 4 SACs made no mention of students employed after graduation.</li> <li>• 7 SACs conducted surveys -- but the response rate is usually so low as to make these meaningless. Highest return was from CJA (hands-on telephone survey) which found most graduates employed, but not in CJ, and many continuing education, though credits didn't transfer.</li> <li>• 2 SACs have reliable data, due to their close engagement with employers (DSTOST). DST reported &gt;95% employed (students are selected by Caterpillar dealers), and OST reported 40-60% employed (targeted employment). Poor economy cited as problematic for nearly all programs (except DST).</li> </ul>
6E	CTE Barriers to Completion	Academic under-preparation was noted in 4 programs (one cited the MTH 65 requirement, 2 noted the challenges for non-native speakers (in spite of meeting program prerequisites), and NRS noted that former lottery model resulted in many under-prepared students, though that will change with OCNE. One program (WLD) cited limitations in course offerings due to insufficient number of FT faculty. Three programs noted that students often gain employment with skills learned in the first year, and leave prior to program completion. <b>Action:</b> work with CTE programs to set reasonable program prerequisites. Status: On-going.
7	Recommendations	Generally: more faculty members, lab support (technicians, storage space), administrative support, teaching space (especially labs), equipment, and dedicated funds for various items like equipment, supplies, and prof development. See details in separate report.