2011-2012 Program/Discipline Reviews
Themes by Topic

15 SACs did program reviews this year: (10) CTE: AB, AD, AVS, FMT, MA, MM, MT,MUC, RAD, VT (5) LDC: ATH, DE, ENGR, LIB, WS		
1A	Educational Goals and Objectives	Ten of the fifteen SACs doing reviews this year were CTE programs and most all identified "preparing students for employment" as their primary goal. A few mentioned meeting program accreditation standards as a goal. Seven programs and disciplines (CTE and LDC) listed particular core outcomes as focus areas, with professional competence, communication, and critical thinking/problem-solving high on the list.
1B	Changes made as a result of last Review	All programs reported curricular changes coming in the form of new courses, new programs, new or revised prerequisites, or discontinuance of courses or certificates. Six SACs mentioned the addition of new faculty or support staff since their last review. Five were celebrating significant upgrade to facilities and/or equipment, and two CTE programs expanded to second locations.
2A	Assessment-driven course level outcomes changes	One CTE SAC employed strategies to improve achievement of Self-Reflection outcomes. Another strengthened its "communicating with diverse populations" component. One CTE SAC with program accreditation said it responds swiftly to any drop in score on its certification exam, using its advisory committee to help find solutions. They said this responsive practice allowed them to immediately tweak an area of curriculum where students were weak and see a corresponding rise in scores on the next certification exam. Updating equipment and adding lab supplies was how another CTE SAC addressed the call for more hands-on training (something that came out of a student survey). Anecdotal observations and informal assessments spurred the addition of skills tests in another CTE area. Others said changes were compelled more by advisory committee input or as the result of recommendations coming out of the program review. An LDC SAC used feedback from a student survey to modify outcomes in three key courses. Two other LDC SACs said no districtwide changes had been made due to assessment results, but some course-/campus-level changes had occurred. Yet others said assessments pointed to the need to modify the goals of assessment—making them more realistic. In summary, there was no central theme among SACs in this area.

2B	How college core outcomes are addressed in program or discipline	Out of 15 SACs, 11 address all of PCC's Core Outcomes in their curriculum. Two of the SACs that don't directly align to or assess certain Core Outcomes, did say the excluded outcomes might be covered by individual faculty (DE said this is true for CA and C&ER), or addressed incidentally by students (FMT students learn by analyzing and correcting their mistakes—which is a form of Self-Reflection).
		Examples of how the 6 Core Outcomes are addressed in a variety of CTE programs and LDC disciplines:
		Communication: In AB, students must "Communicate effectively with employers, coworkers and customers, adapting to feedback as it pertains to terminology, processes and skills of auto collision repair…"
		Self-Reflection: An overarching philosophy in counseling people with addictions is that the practitioner "cannot help another gain a degree of health that they themselves do not possess" and "the best counseling tool they have to offer is their current level of personal development." Self-Reflection, then, is a critical component of AD.
		Community & Environmental Responsibility: "Applies/adheres to radiation protection standards. Maintains safety practices for the community, coworkers, and self…" is an outcome of the RAD program that directly connects to C&ER.
		Cultural Awareness: In WS it is evident in "Demonstrating understandings of key mechanisms of the social construction of gender, sexual orientation, ethnicity, disability and other dimensions of difference is essential for successful completion of any Women's Studies course."
		Professional Competence: On the CTE side, specifically in the MA program, students are assessed on their ability to practice "...within the standards and guidelines of medical assisting program accreditation and medical assistant certification standards." In MT, PC is integral in every single course. In ENGR (LDC), professional competence is the ability to construct a working circuit, which ties into…
		Critical Thinking & Problem Solving: The ENGR student achieves professional competence by successfully applying his/her critical thinking and problem solving skills to the task of constructing the circuit. In LIB, it is the ability to "Critically evaluate info; recognize value of various types of information."

2C	Assessment strategies and results of college core outcomes	On the CTE side: Low Self-Reflection scores prompted one SAC to implement strategies to develop written self-reflection. The same SAC learned through TSAs that students were not scoring well in reading and writing, so they retained a skills specialist to help students in those subjects. Another SAC added a component on communicating with diverse populations in a clinical setting and put more emphasis on problem solving when they learned students were deficient in both areas. Another SAC added sustainability principles to several courses (relating to the core outcome of Community and Environmental Responsibility). A SAC under the allied health umbrella embraced personal development of its students on the premise that their own self-awareness will help them better serve others. To that end, course assignments promoting Community and Environmental Responsibility—including creation of learning tapes, exploring ethics, and evaluating clients' needs were added or strengthened. One SAC installed quantitative and qualitative assessments for Professional Competence and Critical Thinking. Until asked to conduct outcome-based assessments, another SAC didn't have hard evidence of student attainment in the problem-solving arena. Assessments revealed more time was needed in class to train students on trouble-shooting techniques. Another developed more stringent expectations for professional competency. One didn't answer the question at all, and two said the most recent assessments indicated no changes were needed. On the LDC/DE side: Developing a better understanding of program-level assessments was one SAC's accomplishment after instituting a SAC-wide assessment of Self-Reflection and Professional Competency in two key courses. Maintaining high-caliber instruction was/is the objective of one SAC when 83% of respondents in a student survey said quality was a primary reason for attending PCC and 88% said their classes prepared them for the rigors of university study. Another expanded its collection of media resources after a satisfaction survey indicated a deficiency there. Results from assessments prompted one SAC to add more "participatory class exercises and assignments to accommodate different learning styles." Another conducted formative and summative assessments but has not yet collected sufficient data to drive changes.
2D	Distance Modality	In CTE, only three SACs extensively use the DL modality to deliver instruction, and one of those admitted that while DL is an answer for on-campus scheduling challenges it does have a "higher failure and dropout rate." By far, the CTE programs highlighted this year have tried the DL format without success or believe it to be an inappropriate medium for effectively teaching subject matter that is highly hands-on or skills-centered. In the smaller LDC population, more than half said they make widespread use of DL. One is participating in a pilot study on plagiarism and DL, and also is examining DL retention rates as compared to on-campus classes. The two SACs that don't have lots of DL offerings do, at least, have some hybrid courses or their traditionally-delivered courses require use of D2L, Moodle, or other online resources in the course of the term.

2E	Curricular changes as a result of educational initiatives	No universal theme surfaced here. Four SACs (CTE and LDC) again mentioned their assessment-driven changes here. Three others said no changes had been made relative to educational initiatives. Internalization of the curriculum has occurred in four programs/disciplines. Three of those also mentioned the inclusion of service-learning. Access-minded changes for ESOL students was targeted by one SAC. Another mentioned its involvement in a CCWD grant to "develop and implement a statewide program…to deliver specific [DL] courses to a cohort." Another has answered the call for more short-term training options. Last, one allied health SAC lamented it would like to spend more time on initiatives, but that class time is largely limited to covering the essential "didactic courses and clinical competencies."
2F	Other significant changes made	The only common theme under "other significant changes" was Curriculum: The addition of new courses (four SACs), new degrees/certificates/or focus awards (two SACs), or the revamping of courses or programs (five SACs). Some of these SACs were duplicated.
3	Needs of Students and Community	While no more than three SACs mentioned the same influences, the various demographic considerations are no strangers to academia: Students with great financial need and need for student support services, non-native-English speakers or those placing at the developmental level requiring extra assistance, students with transportation challenges, an increasing population of military veterans needing resources, more students entering CTE programs with prior degrees, programs having to switch from open-entry to restricted or competitive entry due to limited space available, field/industry heavily impacted by aging or retiring Baby Boomers (urgency to graduate students to replace them), and more students working full-time while attending school.
4A i	Quantity and quality of faculty needed	CTE: Of the SACs quantifying their faculty, six have more PT faculty than FT and in two cases the FT:PT ratio is significantly unbalanced (3:41 and 1:16). Two SACs have more FT faculty than PT, but they are small departments to begin with and "more" means only one or two more. Two SACs mentioned the difficulty in finding qualified faculty. In one instance, they cited money as a factor (they can make more working in industry) and another implied difficulty in finding instructors who meet PCC's instructor qualifications. The ideal situation for one SAC would be 100% FT faculty, saying it would be easier to keep up-to-date and there would be less burn out. LDC: Only two of five SACs provided numbers and in both cases PT faculty outnumber FT faculty.
4A ii	Faculty turnover	For both CTE and LDC/DE, nine of 15 SACs described overall faculty turnover as low. Where turnover exists, it's primarily among the PT faculty.

4A iii	Reliance on adjunct faculty	No matter the size of the SAC, there tends to be heavy reliance on PT faculty. Two departments, as noted earlier, have rather large numbers of adjunct faculty (one has 41 PT and 3 FT, the other 16 PT and 1 FT). A smaller SAC (AD) noted several of its 7 faculty (only 2 of whom are FT) have taught over 20 years each. These long-time adjunct have assignment rights and they rely on them to teach specialty courses due to their unique expertise. Where one SAC has longevity, another CTE program struggles to keep its PT faculty from year to year—which speaks to recruitment challenges but represents a reliance nevertheless. The SACs that have PT faculty who work full-time in industry, say their current work experience is invaluable in terms of staying in touch with real-world practices and making the curriculum relevant.
4A iv	Faculty composition	Faculty composition was not provided by several SACs. For those who reported, four CTE SACs mentioned making strides in diversifying their faculty. Four others, including a larger LDC/DE department, said diversity was an area where improvement was needed. Some specifics: AD said their faculty was more diverse today than ever before. VT described their SAC as male-female, multi-racial, and age diverse. One of the smaller SACs in terms of FT members, MT is 1/3 female and 1/3 non-Caucasian, and English is a second language for 2/3 of their SAC. FMT, which represents a traditionally male-dominated area, has six faculty members who are female. RAD credits its SAC with age diversity, but not so in gender and ethnicity.
4B	Changes to instructor qualifications	None of the SACs performed a major overhaul to instructor qualifications (IQs) in 2011-12. Several updated their IQs a bit to require professional certifications, recertifications, or special licenses. Some changed the degrees and/or work experience required, and some specified new stipulations for coordinators, directors, and lab instructors that differ from the requirements for faculty. One SAC defined its Preferred Qualifications (AVS).

4C	Professional development activities	ENGR on the LDC side, and AB/AD/AVS/FMT/MA/RAD/VT on the CTE side attend requisite CEU classes and trainings and put in hours as needed to be recertified or relicensed in their respective trades and fields.
		Attending and presenting at conferences, workshops, and TLC events; and attending PCC classes and external seminars are common forms of professional development across the board.
		Performing service to the community was identified by ATH and WS as a way to create closer ties with business and community groups while also staying abreast of industry trends. Similarly, ENGR cited membership in the Portland Professional Chapter of Engineers Without Borders as a mutually-beneficial form of PD. LIB utilizes its FT faculty librarians to mentor its PT faculty.
		Professional development that translates to innovative curriculum is the goal, and MA, MM, MT, and MUC mentioned specific courses or program improvements that resulted from their PD activities.
5A	How classroom space, technology and labs, library/media impact student success	Technology: The classrooms with computers and smart boards seemed to be appreciated and well used by CTE and LDC alike, and they are missed when they're not readily available (RAD has to bring in a portable AV cart to the classroom inside their lab). Some departments rely on industry-specific software to be installed in their dedicated computer labs or in the campus-based resource centers. In a 2011 survey, students asked for more technology and LIB answered the call with a supply of iPads available for student check-out. This has met with great success.
		Classroom/lab space: Only a handful of SACs described their labs as being adequate and all of those are lucky to have newer and/or dedicated labs. About half of the CTE and LDC SACs described their labs as being insufficient in size. Having to offer more sections to accommodate all of their students is one result (AD), and students having to travel from Cascade to Willow Creek to use the simulation lab (MA) is another.
		Other: RAD's two energized x-ray machines are 35 years old and considered the program's "weak link." ATH houses its materials lab in a detached bunker and expressed a desire to have a dedicated classroom/lab so skulls, bones, stone tools, and other artifacts are available during lectures for faculty demonstration and student observation. DE said every campus experiences varying degrees of inadequacy in classroom space, technology access, library services, and/or lab space.

5B	How students use the Library	More than half of the SACs (CTE and LDC) said their students use the PCC libraries for supplemental information or research (including computer-based research). Three CTE SACs said their students rely on the libraries for industry-related materials. Four other CTE SACs said their students use the libraries only minimally—for study space, or to check out calculators, or to view textbooks on reserve. The libraries' computer labs are another big attraction for students in two SACs, one of which is Multimedia. That SAC also worked out an arrangement with the CA and SY libraries to have a small number of Mac stations installed to meet the needs of students who can't always access the MM labs during open hours.
		The lack of library facilities at Willow Creek is a hardship for MA students based at Willow Creek. DE recently made information literacy a priority in some of its courses and cited the need for a library at SEC to support that instruction.
5C	Clerical, technical, administrative support, tutoring	All SACs with clerical/administrative support were positive in their comments about the quality and quantity of the support. Medical Assisting, however, has none at Willow Creek. Women's Studies, which is unique in that it has no FT faculty, expressed a need for "dedicated" FT faculty above other human resource needs.
		Technical support is an area of need for most SACs. VT would like to add a FT program technician (a CVT); Multimedia would like greater TSS support for Macs. MT, MUC, and VT rely heavily on their in-house program techs.
		Tutoring is a mixed bag. Instructors and student peers do a large share of RAD tutoring. MT relies on student peers for tutoring. DE and FMT students use the tutors in the Learning Center. AVS is fortunate to have a Learning Skills Specialist who provides tutoring at RC and at SEC. MA has no tutors at Willow Creek, and DE mentioned the increasing demand for tutoring services at all campuses.

5D	Advising, Office for Students with Disabilities, and other services	AD depends heavily on the Office for Students with Disabilities, as an increasing percentage of its students has a documented disability. Other mentions of OSD mirrored: "We provide OSD-approved accommodations as requested." Advising services and needs generated the most feedback. One SAC would like a better way to communicate program requirements (AB), and another would like to promote information about its major (WS) to PCC's general advisors. Advising specialists come in many forms across the district. RAD couldn't do without the folks in the SY Health Admissions Office (HAO), and they believe the tendency to refer all students to the HAO has diminished the general advisors' knowledge about their program. VT has a Learning Skills Specialist (LSS) to do the bulk of its advising but credits the counselors and general advisors at RC with keeping themselves informed about the program and supporting their students wherever possible. AVS and MM faculty tend to do the majority of advising specific to their programs, but do use their LSS for advising on general education and electives. MT relies on its LSS--and on its PT Employment/Coop Ed Specialist—for advising and job-seeking support, respectively. MUC does its own advising. DE lauded its advising specialists at SY and said they should serve as a model for the district, noting CA and SEC do not have FT DE advisors. ENGR said its faculty and Perkins advisor (assigned mostly to CMET) are overwhelmed with ENGR advising demands, especially when enrollments are high. Revamped website: AD (trying to get students to use it more along with GRAD Plan)

5E	How classroom scheduling addresses pedagogy	For a few SACs, classes are small due to space limitations (MA, MM, MUC) or safety issues (FMT). Professional Music has one piano lab that accommodates only 16 students and they have only 2 rhythm training stations. Multimedia didn't get the third 'promised' computer lab in the Cascade bond expansion, so they could not proceed with plans to run concurrent sections of the MM 110-160 sequence. They moved MM 160 to a subsequent term and ran into lab space conflicts with MM 200. On the bright side, they started offering sections at Sylvania since the last review. Other SACs said they schedule classes based on the needs of their students or to simply meet enrollment demands: AVS offers courses on a rolling basis at RC and SEC so students can complete all of the core courses at either location. Summer is traditionally void of ground school courses so students can take advantage of the good weather to log flight hours. MT simulates the type of schedule common in the semiconductor and solar industries by offering compressed courses that squeeze instruction into fewer but longer days, with one group attending early in the week and a second group taking repeated sections later in the week. DE schedules dozens of sections across the district every term. Their courses typically meet twice a week during peak attendance hours and on Saturdays. Most "enroll 25-30 students and there seems to be a substantial waiting list for most terms…" Women's Studies schedulers consult with colleagues at other campuses to avoid course duplication and to eliminate competition for enrollments. ATH schedules independently of each campus, and their two-hour lectures typically meet twice a week. Two SACs cited pedagogical implications that affect class scheduling: In AB, students entering fall term tend to have the highest success rate, so fall starts are encouraged. AD divides its classes into 3 blocks: The information-focused pre-admission group (prereq AD classes), the skills-focused pre-practicum group, and the experience-focused practicum/electives group.
6A CTE Only	Advisory committee input	Keeping abreast of changes and forecasting trends in industry are the staple benefits of having an advisory committee, but most SACs reported specific benefits as well. With the input and influence of advisory committees, SACs have been able to successfully request, justify, and influence upgrades to facilities and equipment; change instructional delivery and content; add new courses and programs; modify clinical procedures; shine during site visits and achieve or maintain program accreditation; ensure students are graduating with relevant job skills and are aware of current recruiting practices; and building long-term connections that mutually benefit the students, the College, the employers, and the community.
6B	CTE D & C student learning outcomes and assessment strategies	Too numerous to list. See Multi-Year Plans and Assessment Reports for individual program outcomes and assessment strategies. http://www.pcc.edu/resources/academic/Assessmentintropage.html

6C	CTE Job placement data	AB: Of their last two cohorts, 62% are employed FT.
		RAD: Opportunities are somewhat limited now, but "with new facilities entering the marketplace this should change."
		MA: Demand for the program has grown exponentially over the past three years and the occupational outlook for medical assistants is extremely strong through 2018. "Approximately 80% of our graduates are employed within the health care field with 6 months of graduating and taking the national exam."
		VT: According to labor statistics, employment opportunities for certified techs (CVTs) are growing tremendously—faster than average.
		FMT: The post-Act graduates of the trades programs should fare pretty well if the American Recovery and Reinvestment Act creates 5 million new jobs as predicted by the Obama Administration.
		AD: A 21% employment growth rate is expected of those who counsel substance abusers and individuals with behavioral disorders.
		AVS: With Baby Boomer career pilots retiring at a fast clip, the job opportunities for younger pilots are growing in the airline and light helicopter industries.
		MT: One of the reasons why MT has attempted to diversify its program in recent years is to make its graduates more versatile and better prepared for employment in an industry that tends to be unpredictable even as it is somewhat cyclical (tends to bounce back eventually). During the recent recession, a sizable percentage of MT graduates found employment, though sometimes Intel was the sole employer doing the hiring.
		MUC: Professional Music tends to attract individuals who are already connected to the music world and are looking to upgrade their skills, so for graduates it's less about breaking into a new field and more about finding new or enhanced pathways in the same industry.
		MM: In 2008, the employment rate for multimedia artists and animators was average for the region, but was expected to grow a bit faster than the regional average. Film and video editors' and camera operators' employment numbers were smaller than the average and slower to grow. Producers and directors were about average in job openings and in predicted growth rate.

| 6D | CTE Barriers to completion | A variety of barriers or influences can keep a student from completing a program at PCC. Some students dabble in different subjects and leave one program for another (such as MM majors switching to web development). Some just aren't cut out for the profession (AB), or they find the subject too difficult (MT, VT) and switch majors, or they can handle the core classes but struggle with support courses. This was happening in MA until they took the difficult biology sequence out of the certificate and made it a prerequisite for program entry.

Some students are lured away before graduating by employers (AB, MM), or decide to transfer to a 4-year school before getting their associate's (MM), or they take advantage of 'program portability' and pick up at another school where they left off at PCC. This occurs in FMT since the advent of the statewide apprenticeship degree pathway program that allows transferability of trade credits/hours.

Poor written and spoken communication skills are a barrier for some, especially students for whom English is a non-native language (AB, RAD).

Criminal history can be a significant and sometimes permanent road block (AD).

Financial difficulties and/or lack of funding was cited as a barrier by AVS, MT, MUC, and MM. This is no surprise for AVS, which has the dubious distinction of being PCC's most expensive program once flight time instruction enters the equation. AVS also cited lack of immediate employment as a reason for losing students before they graduate.

External pressures, such as family and job demands, were identified as a barrier by MUC. |
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| 6E | CTE Any additional changes? | Three SACs mentioned additional changes:

AB now trains students about 'teamwork.' They added a component on the new two-post lift and new information about quality inspections. They also created a program/department newsletter.

MA has incorporated a soft skills assessment and a student self-evaluation. Students are required to build a portfolio of their best work, are mandated to meet with an academic advisor in their third term, and required to make a connection with Career Services. Also new is a community health screening fair led by MA students.

FMT has extensively revised the majority of their apprenticeship courses to better align with industry standards and practices. The updates include "green" and "sustainability" concepts, and talks are underway to develop "green" courses. |