

## Program/Discipline Reviews 2012-2013

### Themes by Topic

<p>14 SACs did program reviews this year:</p> <p>(7) CTE: BA*, BCT, EM, GD, HR (aka CA), MCH, MSD</p> <p>(7) LDC: ART, FN*, GEO, HE, HST, PSY, TA</p> <p>* BA additionally has an LDC component, and FN's Dietary Management option is CTE</p>		
1A	Educational Goals and Objectives	<p>Some themes traditionally reserved for CTE or for LDC are no longer mutually exclusive: Preparing students for transfer to a 4-year college was an objective for three CTE SACs (BA/GD/MSD). Readyng students for entry-level careers surfaced in a report from an LDC SAC (the GIS side of GEO). Seeing students on their way to degree completion was mentioned by another (HE).</p> <p>CTE's primary goals and objectives: Grooming students for entry-level employment in their field, providing upgrade skills for those already employed, preparing students for certification exams, conveying standards and best practices of the profession, teaching practical skills, and guiding students toward degree completion.</p> <p>LDC's primary goals and objectives: Readyng students for transfer to a four-year school, encouraging personal inquiry and personal enrichment, mastering general concepts, promoting healthy communities, promoting professional development for faculty, and encouraging community engagement.</p> <p>The theme of "understanding the past to better comprehend the present and future" appeared in similar language in one LDC (HST) and one CTE (EM) report.</p>
1B	Changes since last Review	<p>One SAC (Emergency Management) didn't exist five years ago and was conducting its first program review in 2012-2013. Another (Management &amp; Supervisory Development - MSD) was undergoing its first review since moving its headquarters to Southeast Center and becoming independent from the CEU side of the former Institute for Management and Professional Development (now CLIMB).</p> <p>All but three of this year's programs and disciplines added courses (including Honors versions), revised courses, or retooled instruction methods in the past five years. HST was successful in getting some of its courses designated as General Education or Cultural Literacy. Eight SACs reported new or improved programs since their last review. Four SACs discontinued courses or programs. ART underwent a major course restructuring to comply with new federal financial aid rules impacting course repeatability. Four reported new faculty, and celebrated the addition of a Perkins advisor.</p> <p><i>Continued next page</i></p>

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1B	Changes since last Review (continued)	<p><i>Continued from previous page</i></p> <p>Three programs upgraded their facilities, equipment, and/or software; one expanded service to Southeast, Willow Creek, and Newberg. One CTE program doubled its program capacity from 72 to 144 to accommodate the large numbers of students wanting to get in; another made its admissions process more structured. An LDC discipline developed program articulation with PSU.</p> <p>A CTE SAC added skills assessment and incorporated portfolio review as an evaluative tool. A different CTE program developed rubrics to achieve inter-rater reliability in the student evaluation process.</p>
2A	Assessment-driven changes to improve course-level outcomes	<p>CTE – each bullet below represents the actions of an individual SAC:</p> <ul style="list-style-type: none"> <li>• Revised its CCOGs and some in-class assignments based on assessment results from 2010, 2011, and 2012.</li> <li>• Split a first-year course into two courses—basic and advanced—on the advice of its advisory committee. The advanced course hadn't been fully developed at the time of the review and the basic course was finishing its pilot run, so it was too early to tell if 'excelling' rates were improved. The same SAC also redesigned another course to incorporate D2L.</li> <li>• Implemented technical skills testing in all courses and created grading rubrics for assessing student projects.</li> <li>• Enriched its program by increasing the focus on life-functioning skills and knowledge.</li> <li>• Incorporated course outcomes that have been used successfully at other institutions.</li> <li>• Monitored course-level assessments internally and has also sought feedback from faculty partners at PSU to determine how students perform post transfer. This resulted in improved in-class exercises, increased class discussions, more technology incorporated into learning (and assessing) outcomes, and the use of video resources to connect real-world business practices to course outcomes.</li> </ul> <p><i>LDC on next page</i></p>

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2A	Assessment-driven changes to improve course-level outcomes (continued)	<p>LDC</p> <ul style="list-style-type: none"> <li>• Revised course outcomes in two existing courses and shaped the outcomes in three new courses.</li> <li>• Revamped two of its courses based on core outcome assessments, student feedback, and sharing among faculty of best practices in class assessments.</li> <li>• [Faculty] learned through assessment trial and error effective ways to measure student attainment. One outcome hugely assessable in one particular discipline is the students' ability to: "Ask meaningful questions, identify ideas and issues, and develop a basic vocabulary to actively participate in a critical dialogue about the medium's discipline."</li> <li>• "Created class activities to accommodate different learning styles and to engage students," as a direct result of its 2012 assessments of Self Reflection and Cultural Awareness.</li> <li>• Improved student learning at the course level by "comparing student performance on essays, tests, and other assignments to formal or informal rubrics benchmarked to course level outcomes."</li> <li>• Performed assessment and made their share of changes to CCOGs, but in what they describe as a "chicken or the egg" dilemma, cannot decide "if the changes directly followed the outcomes revisions, or if the changes were the natural result of good pedagogy."</li> </ul>
2B	How college core outcomes are addressed in program or discipline	<p>Many of this year's CTE reports identified overlapping outcomes—program outcomes that align with multiple Core Outcomes. For example, MSD's outcome "Respond to diverse customer needs in an increasingly global environment by applying problem-solving skills with a variety of customer service strategies to identify, assess, predict, and achieve customer expectations" ties into CA, C, and CT&amp;PS. In EM, C&amp;ER "is the very essence of emergency management," but every other core outcome comes into play as well. Upon completion of the program, a student must be able to articulate their ability to communicate effectively in all situations (C), be prepared to lead and assist those most vulnerable given that "disasters impact all people regardless of race, ethnicity, religion, social status, or any other distinction" (CA), be able to think on their feet and respond quickly in a crisis (CT&amp;PS), and so forth.</p> <p>All 14 SACs have aligned their programs and courses to all 6 of PCC's Core Outcomes. What follows is just a sampling of how they address the Core Outcomes:</p> <p><i>Continued next page</i></p>

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2B	How college core outcomes are addressed in program or discipline (continued)	<p><i>Continued from previous page</i></p> <p><b>Communication:</b> This outcome is central to many subjects and programs. In PSY 101, it is evident in “Communicate, listen, and manage conflict more effectively in personal and professional relationships.” In the Marketing AAS (BA), it comes through in “Communicate effectively with customers, suppliers, employees and other stakeholders...”</p> <p><b>Self-Reflection:</b> In GD “students must continually analyze their work-in-progress to prepare for class critiques. They are required to summarize their strengths and weaknesses and employ strategies for improvement.”</p> <p><b>Community &amp; Environmental Responsibility:</b> An element of FN curriculum centers on “how we produce, transform, transport, source, consume and repurpose food...” and the way it “impacts our environment, economy, social structure, and culture.”</p> <p><b>Cultural Awareness:</b> In ART, “students are encouraged to see themselves as members of a global community.” They “consistently learn how to recognize the value of alternate, divergent, or contradictory perspectives and ideas through discussions about global art history and contemporary art-making practices.”</p> <p><b>Professional Competence:</b> “Perform Setups, Operations, Procedures and Processes with Competence,” sums up an outcome imbedded in multiple MCH courses, and something similar is found in all other CTE programs. Before 2012, HST didn’t assess PC, but after looking more closely at the outcome and realizing that they expect students to “demonstrate a command of the temporal, geographic, or thematic subject matter...” they embraced it as an outcome and made plans to begin assessing PC in 2013-2014.</p> <p><b>Critical Thinking and Problem Solving:</b> There are many opportunities to think critically in BCT. In their materials course students must do extensive research and ultimately they “...must select the best material for a given application and justify their selection.”</p>
2C	Assessment strategies	<p><b>Assessment Strategies</b></p> <p>The CTE SACs used direct and indirect assessments: Surveys (administered by the department or by IE), quizzes, term projects, research and reflection papers, portfolios, TSAs, acceptance into universities, and on-the-job evaluations. The LDC/DE SACs also employed direct and indirect assessments: Research and reaction papers, final projects, exit surveys, self-assessments, pre- and post-exams, and imbedded exam questions common across all sections.</p> <p>For CTE and LDC, quantitative and qualitative evaluative tools were used, such as in-depth review of survey responses to draw inferences about the sample and the population, or rubrics for evaluating individual assignments, projects, and written papers.</p>

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2C	Assessment results and assessment –driven changes to improve Degree and Certificate Outcomes (CTE) or assessment-driven changes to improve Core Outcomes (LDC/DE) –	<p><b>Assessment-Driven Changes</b></p> <p>CTE: Revising CCOGs to better align with program outcomes, more emphasis on issues of cultural competence, and assessment of student presentations (MSD); reevaluating and standardizing grading practices (MCH); increasing emphasis on hand-drawn vs computerized design, and reinforcing foundation concepts in second-year courses (GD); using more simulations, interactive case studies, and modeling (HR); diversifying curriculum offerings, redesigning assignments for greater assessability, and revising course and degree outcomes (BA-CTE).</p> <p>LDC: One had no major programmatic changes as a result of focusing their time this year on revamping CCOGS (ART). Redesigning assignments for greater assessability and evaluating and rewriting course-level outcomes (BA-LDC). Changing question component of Diet Analysis assignment (FN). Modifying multiple assignments and the means of evaluating them (HE, HST, and PSY).</p>
3A	Distance Learning Modality	<p>Six SACs (CTE mostly) offer few if any courses online, where seven others (CTE and LDC) offer most of their classes via DL. One is somewhere in the middle.</p> <p>Reasons for not offering courses online vary:</p> <ul style="list-style-type: none"> <li>• Brand new program getting its bearings</li> <li>• Learning in the program occurs best through in-person collaboration or through hands-on application</li> <li>• Advisory Committee has endorsed in-classroom instruction over DL</li> </ul> <p>Noteworthy observations of those with high-volume DL:</p> <ul style="list-style-type: none"> <li>• DL enrollments grew 10% (MSD)</li> <li>• DL offerings were increased 25% (HST) or 50% (BA) since last program review</li> <li>• 27% of sections offered in the past year (PSY) were taught via the web, and many of the campus-based courses have a D2L component</li> <li>• DL offerings have negatively impacted enrollments of campus-based courses (DL sections fill first and F2F sometimes never fill - HST)</li> <li>• Two noted strides in improving access and ensuring ADA compliance of its DL offerings (ART and BA)</li> </ul>

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3B	Curricular changes as a result of educational initiatives (e.g., Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors Program, etc.)	<p>Internationalization: A Council on International Education Exchange (CIEE) trip to China informed new assignments in MSD 101 and had a positive domino effect on four or five other MSD courses. Likewise, a Business and International Education (BIE) grant allowed internalization of the BA curriculum. Via a Title VI grant, the HST SAC modified HST 106 History of China and added HST 107 History of Korea and Japan. Changes were made to its Eastern Civ sequence and the series was added to the DL lineup. Plus, some instructors of US History added a transnational dimension to their courses.</p> <p>Sustainability: Concepts surrounding the social responsibility of organizations was written into MSD 200. The BA and ART SACs integrated sustainability concepts into some of their course offerings.</p> <p>Accessibility: A Career Pathways accounting program aimed at non-native English speakers was created by the BA folks.</p> <p>Service Learning: BA and ART have embraced SL initiatives. SL was incorporated into two HE courses.</p> <p>Honors Courses: ART and HST developed honors courses.</p> <p>Other: ART “put energy into supporting student needs by keeping textbook prices down.” While no district-wide curricular changes were made based on these initiatives, the PSY SAC reported instructor/class-level enhancements involving one or another, including internationalization, diversity, sustainability, and service learning.</p> <p>GEO noted its curriculum involves ample fieldwork, service learning, and global/cultural competency, but the elements imbedded in all of its courses are not a result of any initiative but simply an inherent and integral part of GEO.</p>
3C	Other significant curricular changes since last Review	<p>CTE: One SAC added a certificate and a program award, changed course format, reduced electives in its degree, and developed new courses. One added a series of courses using emerging or advanced technology. Pre-program advising that emphasized one program’s rigor resulted in an 80% fall-to-fall retention rate. Frequent district-wide textbook reviews have led to new texts which have spurred significant curriculum updates in another.</p> <p>LDC: Adding a rigorous prerequisite improved student success in one discipline. Three reported significant course revisions and/or new course development. One announced all of its courses had been designated as general education and/or cultural literacy options. And, though not a curricular change, ART noted the creation of a “two-year transfer agreement with the Pacific Northwest College of Art which went into effect during the 2010-2011 academic year.”</p>

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4A 4B 4C	Needs of Students and Community: How instruction is informed or changed by student demographics; current and projected demand, and enrollment patterns	<p>EM: Emergency management is a relatively new area with slow but steady growth. Students attracted to the program are typically white, 30 to 35 years old, and have served in the military (40%).</p> <p>MSD: “White adult” describes the average student, and the average age is increasing. Students attend PT and FT; 50% take their classes online, so MSD has added DL sections as well as Friday and weekend classes, to accommodate working students. Not all sections fill, however, and department usually cancels 2 to 6 sections per term due to low numbers.</p> <p>MCH: Growing enrollments required the addition of more PT faculty. Job growth is expected to be growing somewhat faster than the statewide average. Program operates on two shifts—morning and afternoon—and students have to choose one. Faculty are available throughout the day for equal interface time. Department is discussing the intro of a homeroom or hybrid course design.</p> <p>GD: The diverse age range creates pedagogical challenges; namely, keeping the Digital Natives interested and challenged while the Digital Immigrants get up to speed with the technology. GD has created lab exercises “with optional challenge components to keep accelerated students engaged” while other students complete the standard exercise. Tutoring support for all students has been enhanced. Job outlook data indicates GD’s current popularity will continue, but PCC’s program has opted to limit enrollments in order not to saturate the local or state market.</p> <p>CA/HR: Students seem to have more capabilities, possibly because the time lapse between high school and college is longer, so they’re returning to school with more maturity and work experience. Curriculum has broadened to cover a wider range of skills relevant to this population. The 2012 financial aid rule requiring a (non-modified) high school diploma will disqualify many potential CA students who didn’t graduate or who received modified HS diplomas.</p> <p>BCT: NAFTA has brought students to BCT for retraining. Where the pre-recession boom brought younger students into the hands-on and the management side of construction, the housing market collapse post-2008 brought an older population to PCC, many looking to leave the physical side and to enter management. Interest in sustainability and alternative construction has increased. Like PCC in general, BCT’s enrollments are healthiest during economic downturns and lightest when the economy is recovering or stable and jobs are plentiful.</p> <p>BA: Average student is 30 and white, though campus demographics show a higher percentage of Hispanics at RC, African-Americans at CA, and a presence of Asian/Pacific Islanders at SEC. The majority of students are degree seeking. Cascade and the Extended Learning Centers have fewer FT and more PT students. To meet student needs, BA is considering universal design of instruction, increasing in-class student resources, extending/enhancing demographic data collection and reporting, and expanding professional development for faculty. They also “increased access to DL Advising and Tutoring,” and access to Cooperative Education to serve students needing real-world experience for their résumés. Enrollments and course sections have increased grown since 2007-08 and completion rates have remained consistent. Fewer students are choosing marketing and retail management, but interest in entrepreneurship has increased.</p>
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4A 4B 4C	Needs of Students and Community: How instruction is informed or changed by student demographics; current and projected demand, and enrollment patterns	<p>TA: An influx of displaced workers and veterans translates to a more mature group of students with a high level of discipline, strong collaborative skills, and the ability to work under pressure. The SAC developed additional classes in technical theatre to meet a growing interest in this specialty.</p> <p>FN: Nutrition 225 serves as a prerequisite for nursing majors and attracts a fairly well-prepared body of students. FN 110, which is open to a broader audience, tends to have a student population with a “wider range of abilities and preparedness.”</p> <p>HE: The vast majority of students are degree seeking, 18 to 35 years old; and, in HPE 295, female. As many HE students are also economically disadvantaged, the faculty no longer require students to purchase computer software for the personal nutrition component and, instead, use MyPlate.gov—a free, interactive website sponsored by the USDA. The SAC predicts enrollment growth will taper off. RC will likely be the first campus to reduce its sections of HE 250.</p> <p>ART: Appeals to a broad population that includes degree-seeking and non-degree-seeking students, and those registered FT and PT. Despite new financial aid rules (and graduation policies) that restrict course repeatability, student enrollment in Art is significantly higher than it was at the time of the last program review. “Cascade outgrew all campuses by 38%...”</p> <p>HST: Students are “split between men and women and consist largely of students in the 18-25 age range. Racial and ethnic diversity indicates that HST students are 77-78% white, with small minorities of Asian, African American, Latino, and Native American...90% [are] degree seeking.” The SAC reports no notable changes due to student demographics. In terms of enrollment patterns, HST via DL has consistently high numbers and SY is offering more sections of DL to meet demand. RC is the only other campus offering DL. Declining enrollments in the late-era US history course HST 203 has led the SAC to add this notation to the course descriptions of courses offered as part of a series: “History courses are non-sequential and may be taken in any term and in any order.”</p> <p>PSY: Course content at the macro level is “informed by standards set forth by the American Psychological Association and the PCC Core Outcomes.” However, at the micro level, instructors will certainly “modify their instruction to meet the needs of students particular to campus locations and campus programs.” The SAC has enjoyed an increase in enrollment and high fill rates in the past three years. PSY demographics tend to mirror the district average for all LDC students in terms of age and ethnicity.</p> <p>GEO: The average student age is just a tad over 25 for GEO and over 31 for GIS, and most are male, which mimics national statistics for the subjects. The technical courses tend to have more students with prior college credits or degrees who are seeking to augment skills or make a career change. The SAC has increased sections and new course offerings to meet demand. The last five years has seen a 38.4% growth in enrollment.</p>
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4D	Strategies used to facilitate access and diversity	<p><b>Access</b></p> <p>The HR/CA program is, by design, access-oriented in that it has no program prerequisites and it waives the college entry placement tests. Similarly, Art studio classes have no prerequisites. Another open-enrollment program is BCT, which credits its Perkins-funded advisor and scholarships in facilitating access, especially for students at risk.</p> <p>BA has made a commitment to make textbooks as affordable as possible. SY and CA have BA student support specialists. Cascade's BA faculty have been active in the Faculty Diversity Internship Program, and the SAC has partnered with the Office of Affirmative Action to provide conflict resolution training to faculty in order to enhance classroom facilitation.</p> <p>TA has worked effectively with Tigard HS to integrate students with developmental disabilities into TA programs. ART requires closed-captioning for films shown in its classes, they have implemented ADA improvements to sculpture classes at SY, and digitized slide collections for greater access.</p> <p>GD and MCH described their efforts to ramp up support with an eye toward success for all students, not just as a means to facilitate access or diversity. GD has worked with Disability Services and with ROOTS, has begun offering more evening classes for students who work during the day, and has "developed advising and scheduling options that allow students to spread the two-year program to three years."</p> <p>GEO, HE, HST, and PSY have improved access by offering their courses in many modalities. GEO has developed "multiple class scheduling options to provide flexibility for students..." and have achieved the Cultural Literacy designation for 6 of their courses. The History SAC created HST 100 with lower prerequisites as a way to introduce students still developing their reading, writing, and math skills to history. HE offers courses via dual credit.</p> <p><b>Diversity</b></p> <p>EM has marketed its program to diverse populations in an effort to increase racial and gender diversity, and has offered a variety of day and evening sections to make the program accessible to a broader student base.</p> <p>Demographics in MSD's F2F sections are different from those in DL. Though it didn't specify what those differences are, they acknowledge there is much students can learn from each other when their backgrounds are so diverse.</p> <p>BCT says faculty engagement, partnering with ETAP, and marketing and outreach—including social media—have helped to attract students from diverse backgrounds.</p> <p><i>continued next page</i></p>
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4D	Strategies used to facilitate access and diversity	<p><i>continued from previous page</i></p> <p>TA chooses productions “that can incorporate diverse populations,” including actors with disabilities.</p> <p>The Bridges to Baccalaureate program, which is championed by faculty in HE, was cited as a means of access for low-income students and students of color seeking to enter the fields of health and medical research.</p> <p>HST offers courses in Native American and African American history and in Women’s Studies to expose students to more than just US history and Western Civilization and to diversity enrollments. Bringing the African American sequence to Sylvania was another strategy to increase access and promote diversity at the same time.</p>
4E	How feedback from students, community groups, transfer institutions, business, industry or government has influenced curriculum or instructional changes	<p>Advisory committee feedback has prompted:</p> <ul style="list-style-type: none"> <li>-EM to work with PSU, Concordia, and EOU as potential program partners</li> <li>-Curriculum changes within GD, MSD, BCT, BA, GEO (GIS specifically)</li> <li>-A short-term training option within MCH and other MCH curricular changes</li> <li>-HR/CA to implement more interactive approaches to teaching and learning</li> </ul> <p>Student feedback, via course evaluations, classroom discussions, and/or graduate surveys, etc., has resulted in:</p> <ul style="list-style-type: none"> <li>-EM adopting more effective textbooks and their establishment of a higher WR prerequisite</li> <li>-TA making TA 101 more experiential</li> <li>-ART receiving input from its alumni on the issue of core outcomes</li> <li>-Curriculum changes within MSD, BA, GEO, BCT, HE, and PSY</li> </ul> <p>Partner-Institution Feedback has instigated:</p> <ul style="list-style-type: none"> <li>-Program and course revisions in GD, BCT, HE, HST, and GEO</li> <li>-Improved transfer alignment between PCC and PSU BA programs</li> <li>-Possible articulation between PCC TA and SOU and PSU</li> </ul> <p>Feedback from employers, industry, government, department alumni, and other PCC departments has influenced a variety of curriculum changes, including new courses and deactivations, in both CTE and LDC. EM works closely with FEMA.</p> <p>Community Feedback has increased service-learning opportunities, spurred more curricular changes, and increased donations (allowing ART to build a campus art collection at RC and more exhibition opportunities for students around the district).</p>

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5A i	Quantity and quality of faculty needed	<p>Among all the SACs presenting reviews this year, only two have as many or more FT faculty as PT (MCH and CA/HR). By far, the departments' adjunct instructors outnumber their full-time counterparts:</p> <p><b>CTE</b> - EM operates exclusively with 8 PT faculty who have extensive emergency management experience. MSD has 28 PT, 1 FT, and 1 temp FT faculty; all have considerable experience in business and management. MCH has 4 FT instructors and 1 resource technician and only recently added adjunct instructors to allow 3 instructors per shift. Compared to other colleges, GD believes PCC's competitive pay and benefits attracts quality instructors to its department. They have 10 PT and 3 FT instructors, 1 support technician, and 1 lab tech. CA/HR operates with 1 FT faculty and 1 PT casual program assistant. BCT has 4 FT and "several PT faculty" with a variety of construction-related skills and expertise. BA didn't say how many FTers they have, but mentioned adding PT faculty during the recent enrollment surge to cover its added sections. FN-CTE anticipates hiring a program director and additional PT faculty to support its new certificate.</p> <p><b>LDC</b> - TA is comprised of 9 PT and 1 FT faculty, all of whom bring extensive knowledge and experience in the theatre arts. ART is a sizable SAC with 15 FT and 72 PT faculty and 17 techs/casual assistants. Though art enrollments at Cascade have grown 38% as noted in section 4, it still has only one FT faculty member. FN-LDC has 1 FT, 1 temp FT, and 5 PT faculty. HE has 5 FT faculty with at least one assigned to each campus, and uses PT to fill the gaps. The Community Health program at PSU has helped in recruiting qualified faculty. HST has 10 FT, 1 temp FT, and 15 PT positions. PSY has 11 FT and numerous PT faculty. They noted a FT/PT ratio of less than 50%. GEO covers its offerings with 2 FT and 10 adjunct, but its PT pool needs to expand to meet the demands of its new GIS courses.</p>
5A ii	Extent of faculty turnover and changes anticipated in the next 5 years	<p>Only 1 SAC boasts no turnover (EM) but they have only been around for 3 years. Six reported limited turnover in the past 5 years. PSY had moderate turnover, retaining 7 of its 10 continuous FT instructors, but it went through four block hires in five years (SY hiring twice for the same position). BCT went through 2 retirements and 1 departure, so they have 2 new FT and 1 new temp FT faculty. In a class by itself was FN, which didn't have turnover as much as growth (adding PT instructors to cover added sections).</p> <p>For the next five years, four SACs expected to have little or no turnover: CA/HR, HST, ART, and TA (though they are reevaluating the costumer position to see if students could fill the role). And, while ART doesn't anticipate retirements, it hopes to add FT positions to support phenomenal enrollment growth.</p> <p>Potential for moderate to significant turnover: BA has many FT faculty at retirement age, but even though no retirements have been announced, they are bracing for the impact. It is tough to find qualified adjunct when the economy is strong and candidates are pulled toward more lucrative positions in the corporate setting. HE anticipates 2 retirements. GEO, which has only 2 FTers to begin with, expects 1 retirement in the next 5 years.</p>

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5A iii	Reliance on adjunct faculty, and how PT compare to FT in terms of education and experience	<p>As stated in 5Ai, nearly all the SACs rely heavily on adjunct faculty. CA/HR is the only SAC with zero reliance.</p> <p>It is typical for LDC and many CTE disciplines to require master's degrees in the subject area as a minimum hiring requirement for PT and FT faculty, and a few SACs noted members with doctorates. Some SACs have faculty with graduate degrees even when a master's is not required.</p> <p>It is not unusual for PT faculty to work full-time outside of PCC, and they are hired based on their specific skill sets. TA, in fact, made this comment: "As each campus' goals change so do the faculty skill sets." MSD is proud of the seven published authors among its faculty.</p> <p>GEO noted some of its faculty came to PCC with secondary education experience.</p> <p>ART's adjunct are "engaged in the community and practice of Art and Art History with the same level of dedication found in the FT Faculty."</p>
5A iv	Faculty composition	<p>BA has made significant advances "from a mostly male faculty to a more gender balanced faculty." HST has gender balance among its FT faculty and its instructors represent a wide range of ages. BCT and GEO's faculty composition represent a broad spectrum that mirrors the PCC community, with "faculty members of color, gender, diversification and age." HE's PT faculty are racially and ethnically diverse, while its FT faculty are diverse in age, gender, and being 'first generation college completers.</p> <p>FN's faculty are female, of varying age, and ethnically diverse. Likewise, PSY's FT faculty also are mostly female, but "primarily...white, able-bodied, US-born citizens." In gender and race, PSY meets APA's benchmarks, but its racial composition "does not match that of PCC's student body or the college as a whole."</p> <p>Many mentioned SAC participation in the Faculty Diversity Internship Program, including MSD, which recruited three of its instructors from the program.</p> <p>GD, ART, MCH, and HST have struggled to increase racial/ethnic diversity within instructor base but strive to achieve PCC's goals of a faculty that mirrors its student population.</p>
5B	Changes to instructor qualifications	<p>9 of the 14 reviews indicated changes to instructor qualifications since the last program review. Two developed instructor qualifications anew: CA/HR in 2011, and EM three years ago when the new program was introduced. Only 3 SACs reported no changes to instructor qualifications.</p>

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5C	Professional development activities	<p>Generally, FT faculty tend to take advantage of academic PD more readily, whereas PT faculty, especially those employed outside PCC, may do PD on their own with the support of their employers.</p> <p>PD activities mentioned in the 2012-2013 program reviews:</p> <ul style="list-style-type: none"> <li>• Local, regional, national, and international conferences (attending and/or presenting)</li> <li>• Seminars and trainings, some resulting in professional certification</li> <li>• CEU classes for professional recertification</li> <li>• Study abroad through the Council on International Education Exchange</li> <li>• The Summer Institute for Intercultural Communication</li> <li>• Trade shows</li> <li>• NSF grant projects</li> <li>• DL training</li> <li>• Pilot mentoring program for new faculty</li> <li>• Quality circle pilot program</li> <li>• Assessment classes offered internally</li> <li>• PCC's IIP grant-funded programs</li> <li>• Kennedy Center American College Theater Festival</li> <li>• Serving on local boards</li> <li>• Membership in professional associations</li> <li>• Networking at events sponsored by professional associations</li> <li>• Continuing as practitioners in their trade while teaching full- or part-time</li> <li>• Faculty Diversity Internship Program</li> <li>• PCC's SPARC</li> </ul> <p>"The desire to stay current in their fields of expertise, to expand their skill sets and their teaching competencies, intellectual curiosity, a belief in the value of lifelong learning, a fundamental commitment to provide high quality instruction to their students, and a deep and abiding sense of professionalism" are some of the reasons why faculty are motivated to seek professional development, according to the PSY SAC.</p>
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6A	How classroom space, technology, labs, and equipment impact student success	<p>Shared space in PSEB creates competition between EM and other public service programs. Similarly, TA competes with Dance, Music, and internal departments and external groups for use of The Little Theatre and PAC at SY, the TH 122 forum at CA, and the Building 3 forum at RC. The computers and projection equipment that now come standard in most classrooms is beneficial to TA and widely used. CA is looking forward to new space in the bond build out.</p> <p>MSD's all-day classes often are scheduled in computer classrooms, rooms without moveable furniture, and rooms without windows--which hinder group work, make writing difficult, and make long sessions stifling.</p> <p>GD relies on Mac labs with state-of-the-art technology. When the network goes down, classes come to a halt, so there is heavy reliance on the single Mac technician available. Also, ventilation noise from the ceilings in CT 109 and 101 is disruptive. Students often make note of this in their classroom evaluations.</p> <p>BCT purports to be the only program at RC without dedicated space, having 'lost' a dedicated computer lab in Building 2 since the last review. Program is reliant on CADD, so computers are a necessity. On the positive side, they have benefited from many industry donations and will see upgrades as part of the bond renovations. A dust collecting system installation is one of the many improvements anticipated. MCH's biggest concern is keeping equipment clean, organized, and in good repair to maintain high degree of safety.</p> <p>BA has to optimize classroom space and DL offerings to meet demand. Training PT faculty in the use of classroom technology is another concern. The lack of dedicated computer labs was noted by BA and by GEO. The "barrier to offering more GIS courses relates to lack of lab space. Computer software [is] taxing the computers and can slow the computers down." Student feedback has echoed this.</p> <p>ART's studio classes are feeling the squeeze. Higher enrollments mean less space for storage—thus students have to take projects home at the end of each class. Further, andragogy is at stake. Except for the installation of podiums, some rooms haven't been remodeled since the 1980s. Lighting, air quality, and safety features need attention; space for foundry instruction/practice, better easels, and digital tools are items ART hopes to acquire in the near future.</p> <p>FN and PSY's classes are scheduled in traditional classrooms, which work well for lecture but less so for group collaboration. The computer podiums are mostly user-friendly. "Dim-able" lighting is a desired feature, and stable heating and air to stop the hot/cold temperature fluctuations is needed.</p> <p>HE and HST say their classes work well in the rooms assigned. HE would like to add Smartboards. HST asked for earlier notice re technology upgrades, and greater tech support. CA/HR is satisfied with its dedicated classroom and technology. Further, the on-campus cafeteria is a built-in lab.</p>
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6B	How students use the Library and other outside-the-classroom information resources	<p>Nine SACs (4 CTE and 5 LDC) said their students make good use of the physical and online libraries to conduct research or to access: reference materials, the general collection, books on reserve, media (including cameras), computers (Mac and PCs), peer-reviewed journals, library-led research orientations, and arts databases. One LDC area noted its faculty is as much dependent on the library for research as are its students.</p> <p>Five SACs (3 CTE and 2 LDC) cited only limited use of the library, possibly for checking out books on reserve or for using the computer labs housed there.</p>
6C	Clerical, technical, administrative support; and tutoring availability	<p>By far, most SACs acknowledged their IAAs and said they received excellent administrative support. One of those commented that it would like to see the same level of service/support in the evening and on weekends, and would like 'recording support' overall (someone to take minutes at meetings?). One CTE SAC said its admin support was limited--thus creating a reliance on its department chair and student volunteers to get things done.</p> <p>Two LDC disciplines gave kudos to DL course and tech support folks, including the DL Access Specialist.</p> <p>Three said their students relied on in-person and online tutoring, especially for writing.</p> <p>Only three of the fourteen SACs have department-dedicated tutors. Two others (both LDC) said lack of tutors means faculty must do their own tutoring.</p> <p>Four have Perkins Learning Resource Specialists to provide advising.</p> <p>One SAC acknowledged the resources offered by the CLIMB Small Business Development Center, local business professionals, Scholar visits, and from PCC's own cooperative education and jobs specialists.</p> <p>Five (CTE and LDC) have tech support specialists, lab assistants, and/or class aides --though one of those (ART) said its 8 lab techs are spread too thin and are inadequate for process-intensive media, which results in faculty doing their own maintenance and lab supervision when they would otherwise be doing course prep.</p> <p>One benefits from the expertise of PCC's AV techs and the promotional efforts of PCC's Community Relations Department. Another mentioned marketing support as one of their greatest needs.</p>

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6D	How centralized Advising, Counseling, Disability Services, and other services impact students	<p>In three areas faculty must do their own advising. One of these, EM, said few advisors understand its program.</p> <p>One CTE department has a non-Perkins, non-faculty advisor to handle advising. Not surprisingly, the four with Perkins advisors have little need for general advising services once students are admitted to their programs.</p> <p>LDC departments rely on general academic advisors the most. Two mentioned incidents of students being misadvised or misplaced and see a need for advisor training. Two others would like to build relations/connections with Advising and with Counseling.</p> <p>11 of 14 SACs refer regularly to some or all of: Counseling, DSS, Student Employment Services, and Veterans Services.</p>
6E	<p>How current patterns of scheduling (modality, class size, duration, times, location, etc.) address program/discipline pedagogy or needs of students</p> <p style="text-align: center;">CTE</p>	<p>EM: Too new to see a pattern. Most courses offered at CA, but they've used CLIMB when space at CA is unavailable.</p> <p>MSD: Offers two of its 3-cr classes on campus spread over 4 Saturdays. Its 1-cr courses are offered in 3 configurations: Over 2 Friday mornings (5 hours each), on 2 Saturday mornings (5 hours each), or on one Saturday for 10 hours. The SAC was piloting three hybrid courses that winter involving 7 lecture hours on campus and 3 online.</p> <p>All MCH courses are offered day and evening at SY in a self-paced, modular format that allows students to progress to higher levels in a single term. The downside is that students with low motivation "can easily get behind and some students have very limited skills in time management."</p> <p>GD offers most classes 3 hrs a day/2x a week. Much thought was given to the scheduling of prerequisites and concurrent offerings to maximize the opportunities for working on a single project in multiple courses in the same term.</p> <p>CA/HR: Students carry 15 cr a term requiring attending 6 hrs a day 5 days a week. The first hour is lecture and the remaining 5 hours a day are hands-on.</p> <p>BCT: Schedules classes in 9 formats, ranging from the more intense 6 hour lec/lab 4x a week all the way down to 2 hours of lecture 1x a week. Weekend offerings are available, too.</p> <p>BA: Offers courses face-to-face, online (43%), and in a hybrid fashion. Classes are offered in the day, evening, and on Saturday. Lab offerings are limited to 24 students, but lecture-based courses hold as many as 35. Courses are offered year 'round at all campuses and most centers.</p> <p>FN-CTE: The plan for DM is to offer courses in the late afternoon or evening to accommodate working students.</p>



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6E	<p>How current patterns of scheduling (modality, class size, duration, times, location, etc.) address program/discipline pedagogy or needs of students</p> <p style="text-align: center;">LDC</p>	<p>TA: As explained in 6A, the shared nature of PCC's few performing arts spaces means limited flexibility in scheduling classes. Maintaining consistency helps ebb confusion for students and faculty. Better collaboration between departments is sought.</p> <p>FN: Nutrition 225 is an 11-week course scheduled 2x a week for 2 hours. Class size ranges from 20 to 35. FN 110 is primarily online.</p> <p>HE: Courses are offered in a variety of modalities to appeal to the vast age range of students. Night offerings attract more adult learners.</p> <p>ART: Offers courses in a variety of modalities, throughout the day and evening (and weekends), at all campuses and many outlying centers. To reduce overlaps and gaps in offerings, campuses have coordinated efforts in scheduling history sections. For safety reasons, studio class sizes were reduced in classes "where large projects are being created and students are using equipment requiring faculty supervision."</p> <p>HST: No "noteworthy scheduling issues."</p> <p>PSY: "Multiple sections of core courses are offered online" and on campus throughout the day and evening, and on Saturdays. The discipline has a presence in the summer. Chairs "examine registration patterns in order to schedule courses in time frames that meet students' needs" and work across campuses to coordinate offerings to minimize overlap.</p> <p>GEO: Strives to offer campus-based courses at a variety of locations and times. Those courses typically have a class limit of 35 and meet one day a week for four hours. Online courses serve the students who cannot get to campus. GIS "demands special attention with regards to scheduling since it is a one year certificate [and] the courses need to be offered accordingly."</p>
7A CTE Only	<p>Impact of Advisory committee on program</p>	<p>Advisory committees have been instrumental in...</p> <ul style="list-style-type: none"> <li>• Developing new and revising existing curriculum and course materials (EM, MSD, MCH, BCT, BA, FN-DM)</li> <li>• Reinforcing the "adult learning" approach to education (MSD)</li> <li>• Providing input on TSAs (GD)</li> <li>• Identifying ever-changing employer needs (CA/HR, BA)</li> </ul> <p>Until GD initiated TSAs, their contact with advisory committee members was limited to one-on-one conversations as opposed to group meetings.</p> <p>BCT noted its advisory committee is "perhaps the longest running...at PCC."</p>

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7B CTE Only	How students are selected and/or prepared for program entry	<p>EM, BCT, BA, MSD, and FN-DM are open programs. Their course/program prerequisites vary.</p> <p>MCH applicants are screened by the Perkins advisor and added to a waitlist until openings arise.</p> <p>GD's Perkins specialist conducts monthly information sessions for potential students. Three 100-level GD classes are open to students who meet minimal RD/WR/MTH prereqs, and B's must be earned in those to progress to the higher-level courses. In fact, a B average is also required in all first-year courses in order to qualify for second year.</p> <p>CA/HR relies on high school special education teachers and vocational transition specialists and voc rehab counselors at state agencies to refer students to the program.</p>
7C CTE Only	Job placement data and forecast	<p>EM: BLS stats predicted 33.7% growth 2008-2018, and Oregon is "one of the top five states with high demand."</p> <p>MSD: "First-line supervisors of office and administrative support workers" will be one of the fastest growing fields 2010-2020 according to BLS data.</p> <p>MCH: Students can complete certificates almost any term of the year and seek immediate employment. Some reports have shown that graduates earn \$12 to \$14/hour on average and, in some cases, \$20/hr.</p> <p>GD: The ability to land FT jobs upon graduation has diminished since the 2008 recession, but program graduates are "being successful as contract freelance designers." The employment forecast looks promising, with faster-than-average growth predicted nationally.</p> <p>CA/HR: "Statistics collected over the last 5 years show that 60.8% of the program graduates found a paying job within 6 months after graduation. The current economic state...impacts job placement opportunities."</p> <p>BCT: After a long recession-related stall, the construction industry in Oregon generated an estimated 30,000 jobs in December 2012.</p> <p>BA: No PCC job placement data was available, but Oregon Employment Division figures for Multnomah and Washington Counties "showed an 18% increase in job opportunities. Those opportunities tend to be general higher wages than more than half of all Oregon's wage earners."</p> <p>FN/DM: The program has not yet started so no job placement data was available. "Forecast for future employment is based primarily on the advisory board's input of a growing need for qualified individuals."</p>

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<p>7D CTE Only</p>	<p>Barriers to completion</p>	<p>The CTE SACs listed the following as barriers to degree completion: Where only one SAC mentioned a particular barrier, its prefix is in parentheses.</p> <ul style="list-style-type: none"> <li>• Infrequency of course offerings (DM)</li> <li>• Lack of finances</li> <li>• Inadequate presentation and writing skills (MSD)</li> <li>• Lack of discipline or motivation to follow through</li> <li>• Life's challenges getting in the way of school, including parental obligations and family demands</li> <li>• Job schedule not compatible with school</li> <li>• Full-time employment leaving little energy for school</li> <li>• Time management issues (MCH)</li> <li>• Failure to complete the General Education requirements (MCH)</li> <li>• Failure or inability to meet the math competency (BCT)</li> <li>• Moved out of the area</li> <li>• Lured by an early job offer</li> <li>• Reluctance to adapt to professional standards (GD)</li> <li>• Inability to embrace the technology (GD)</li> <li>• Lacks the left and right brain engagement the program demands (GD)</li> <li>• High school curriculum does not align with college curriculum (GD)</li> <li>• Health problems (CA/HR)</li> <li>• Institutional barriers such as shortage of parking (BA)</li> </ul>
<p>7E CTE Only</p>	<p>Any additional changes?</p>	<p>GD mentioned increased articulation with PSU, and new articulation with Art Institute of Portland and Pacific Northwest College of Art in Communication Design.</p> <p>BCT has been busy "improving opportunities for students and creating new ones," by way of a BCT student club, collaboration with industry professionals, and events allowing students to engage with the community.</p>