Program/Discipline Reviews 2013-2014
Themes by Topic

14 SACs did program reviews this year: 10 CTE: AM, ARCH, BIT, CIS, CMET, DH, DS, ED, HIM, OMT 4 LDC: COMM_J, MTH, PHL, WORLD LANG		
1A	Educational Goals and Objectives	Many goals and objectives were shared among CTE and LDC SACs, such as honing students' critical thinking and problem solving-skills, promoting ethical thinking and community responsibility, strengthening students' technical literacy, identifying and implementing best practices, and improving assessment strategies. Unique to CTE were: Grooming students for entry-level employment, exposing students to innovations in sustainability, preparing students for certification exams, and maintaining regional and national program accreditation. Unique to LDC were: Fine-tuning students' written, oral, and non-verbal communication skills, readying students for transfer to four-year schools, and encouraging student self-enrichment and inquisitive personal reflection.
1B	Changes since last Review	Additions: new courses (including some DL) for two-thirds of the disciplines/programs, increased sections (including DL), new honors courses, a couple new degrees or degree tracks, new program prerequisites, new articulation agreements, new faculty and/or support staff, extended lab hours, increased tutoring, new software or freeware, new inter-department or external partnerships, upgraded equipment and labs and/or upgraded classroom technology. Revisions to: learning outcomes, rubrics, and assessment strategies; courses, degrees, and certificates--including course deactivations and reduction of elective options to make the programs industry relevant and track focused. New titles/restructuring: Speech became Communication Studies and joined with Journalism to form a single SAC. Biotechnology took a hiatus and was reintroduced in 2008 as Bioscience Technology--with a new certificate option. Education overhauled its Library Media certificate and unveiled it in 2014 as Library Assistant.
1C	Changes made <u>as a result of</u> last Review	The name change, the merger with Journalism, a new focus award, articulation improvements, new classroom technology and support for PT faculty occurred in COMM. Program growth and direction was achieved by ARCH. The acceptance of 10 Kaiser Permanente employees in a new cohort, new curriculum in Dental Restoration, and DL/ITV opportunities for professional development in DH was attributed to the last review. CIS gained a computer-equipped classroom and formed a committee to strengthen marketing efforts. MTH absorbed MTH 20 and ALC Math, piloted Accelerated Math Placement classes, improved course outcomes, introduced study skills videos, merged a couple courses and deactivated a few others, adopted a new textbook for MTH 111, and formed a DL Standing Committee. DS *Continued next page*

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1C	Changes made as a result of last Review	*Continued from previous page* made wholesale changes to course content and outcomes. WL installed a chair and FT instructor at RC, introduced Chinese as its newest language, and adopted the STAMP assessment program for 5 of its 6 languages. CMET added a Green Technology and Sustainability option to the AAS in CET and MET and changed the sequencing of courses to better balance the demanding term-by-term workload. PHL strengthened and expanded DL offerings and enhanced curriculum in general. ED transformed its Library Media Assistant Certificate from a campus-based to a fully-online format. HIM adopted a user-friendly and cost-effective simulation product. AM overhauled its contact hours to be compliant with state requirements. BIT formed a new advisory committee; streamlined use of its facilities and processes to increase enrollment capacity; purchased updated equipment, tools, and supplies; and hired an instructional support tech. OMT improved assessment of clinical skills, tweaked curriculum and lab standards, updated OMT student handbook, and adopted new program prerequisites.
2A	Assessment-driven changes to improve course-level SLOs	Changes to course content and delivery were prevalent, including adjustments to 'technological' components. Where some found students entering their classes with a high degree of computer or media proficiency and had to ramp up their material, others found students to be less tech-savvy and had to add introductory computer skills to their courses. Other changes included: more client interaction and classroom collaboration; expectations for prowess with a wider range of software; increased used of rubrics; addition of new and more rigorous program and/or course prerequisites; new and improved labs, assignments, and practical exams; creation of innovative learning packets and videos; adoption of new textbooks; retooling of courses through inter-department collaboration; increased checkpoints for testing; portfolios added as assessment tools; increase in tutoring services offered; and the tweaking of course outcomes themselves to make them measurable and less aspirational.
2B	How college core outcomes are addressed in program or discipline	All but two of this year's presenting programs and disciplines boasted course content that mapped to all six of PCC's Core Outcomes. To date World Languages has never assessed for Professional Competency thinking it applied only to CTE, but recent assessment-related trainings have informed them how PC could look in WL. Math curriculum is formally mapped to four of the Core Outcomes, and while C&ER and CA have not been assessed by the SAC, some instructors touched on them at the course level. The CIS report did not specifically address Core Outcomes and did not include an update to the Mapping Matrix; however, the existing map (circa 2004?) reflects some degree of alignment to all six Core Outcomes.

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2C i CTE Only	Student Learning Outcomes (SLOs) & Assessment Strategies for D&C Outcomes	No SAC had less than 4 SLOs per degree and some had as many as 8 or 12. Some SLOs were multi-dimensional, requiring assessment at many sub-levels. The three allied health programs (DH, HIM, OMT), DS, and AM have found mock board exams (using material similar to what would appear on a proprietary certification test) to be an effective assessment strategy. Assessments are also conducted via assignments, project/product critiques, student presentations, research, case studies, papers, design review and testing, labs, programming tasks, table clinics, quizzes, internal exams, TSAs, faculty observations, journals, surveys, and portfolios. Evaluation for achievement is made via home-grown and AAC&U LEAP Value rubrics, instructor review, informal feedback from colleagues, faculty panels, employer evaluation, student peer review,
2C i LDC 2C ii CTE	Assessment Design and Process	The LDC SACs employed direct and indirect assessments: Rubric-evaluated speeches (of live and of video-taped presentations), common assignments or themed assignments, pre- and post-exams, STAMP assessments scored externally, surveys, and reflection journals. More and more SACs are requiring portfolios as well. For CTE and LDC, quantitative and qualitative evaluative tools, including an increase in the use of rubrics, was evident. Rubrics have been used at PCC since the advent of formal assessment, but early versions often were deemed inadequate because of being poorly crafted or insufficiently normed. In their program reviews, many SACs described a process where their rubrics were revised two or three times. Familiarity with (and use of) AAC&U's VALUE rubrics is increasing, and more faculty are participating in classes offered by the Learning Assessment Council and taking their newfound knowledge of assessment and inter-rater reliability back to their SACs.
2C ii LDC 2C iii CTE	Results of Assessments of D&C Outcomes	Most SACs are seeing continued high performance (especially in allied health) or increasing levels of student achievement when comparing exam performance to previous internal assessments and/or to national test scores for TSAs or boards. Still, assessments revealed student weaknesses in a variety of technical areas and in soft skills: Lack of project organization, insufficient grasp of foundational concepts, weak research and weak lab reports, absence of critical thinking or problem-solving skills, inability to self-reflect, reluctance to collaborate, shortcomings in efficiency and professionalism, and superficial understanding of other cultures. Assessment was still relatively new in the five-years covered by these program reviews and more than one SAC admitted to having wrestled with the process and tools. Due to trial and error, some assessments were inconclusive.

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2C iii LDC 2C iv CTE	Assessment-Driven Changes	Based on the findings described in 2Cii and 2Ciii, a variety of innovative changes were made to improve student learning: reinforcement of key concepts at the lower levels; increased tutoring or one-on-one coaching; development of instructional guides; more progress check points; implementation of practical and/or mock exams; new or tightened course/program prerequisites; search and selection of new and better textbooks, assignments revamped for greater clarity of expectations; portfolios newly required as a way of assessing soft skills; increased opportunities for teamwork and collaboration; strengthened linkage between assignments, CCOGs, and outcomes; increased use of service learning to sharpen cultural competency; adoption of more sophisticated technology to improve output quality; and increased sharing of best practices among faculty.
3A	Distance Learning Modality	The majority of this year's reviews featured CTE programs that are largely hands-on and do not lend themselves to online instruction. They may have one or two DL courses, but the bulk of offerings are on campus. One of the LDC SACs (WL) has little in the way of DL offerings, due to research that contends languages are best learned in live, interactive settings. However, their face-to-face mode of instruction doesn't mean an absence of technology. One SAC implemented the 'flipped classroom' with good results and others said computer technology is used daily in the classroom. Widespread use of DL occurred in MTH, CIS, and in the Paraeducator program. ED's Library Assistant Certificate and HIM's AAS are fully online. Three other SACs offered a blend of on-campus and online courses and experienced steady growth in DL offerings and enrollment in the last five years. All except one SAC acknowledged higher pass rates in their campus-based sections. CIS had 13 courses where that was true, including CIS 120, 121, and 122, but it had 7 other courses where DL students had higher pass rates.
3B	Curricular changes as a result of educational initiatives	Activities aligning with internationalization of the curriculum, the Panther Path Completion Initiative, service learning, inquiry-based learning, and honors-level education were apparent in many program reviews. These included course enhancements stemming from travel and instruction abroad, class projects with a global focus, student participation and leadership in various cultural festivals, events for foreign visitors hosted by PCC, committees formed to look at Developmental Education structure and completion rates; increased opportunities for local and international volunteerism; more focus on problem solving to promote deeper understanding of material over memorization of facts; and inspired faculty creating the *Math and Social Justice Workgroup* and *PCC's Center for Civic Participation*.
3C	Dual Credit (DC) partnerships and how SAC maintains relations w/HS faculty to support quality instruction	Nine SACs did not have active DC partnerships at the time of their program reviews. Of those, CIS had one instructor ready to teach but his/her course was still in the development stage. Five SACs detailed existing DC partnerships with urban and suburban high schools throughout the area. One example was Math, which had in 2012-2013 twelve teachers at seven area high schools approved for seven different courses. That year, over 6000 PCC MTH credits were earned by 750 individuals. The SAC offered a summer workshop for DC teachers to share materials and "pedagogical tactics" when it was found that the HS syllabi didn't always resemble the PCC courses they were aligned to.

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3D	Additional Dual Credit agreements planned, or barriers to developing further	Four SACs (three of which do not currently have DC) speculated that small-scale DC could be a possibility down the road. When describing the barriers imposed by DC, the SACs mentioned instructor qualifications (difficulty finding HS teachers who meet them); lack of time, funding, or other resources; lack of facilities/equipment/infrastructure; limited need (or offerings) of subject at HS level; and lack of "fit" between HS and PCC programs.
3E	Other curricular changes since last Review not included in prior sections	Additional curricular changes included: new tools and skill set development, reorganized course content, curricula updates mandated by agencies, increased attention to adopting open resource or other free or lower-cost course materials, inter-department collaboration on course design, modularization of curriculum, deactivation of outdated courses, cross-listing courses for greater exposure and application, realignment of mathematics courses, and installation of simulation software.
4A	Needs of Students and Community: How instruction is informed by student demographics	Student demographics have influenced source material, ways of engaging students beyond traditional lecture, labs reconfigured to support individual and group learning, attention to inquiry-based learning to capitalize on wealth of expertise in diverse classrooms, scheduling of classes to accommodate working students and students with families, increased DL opportunities for students who do not live in close proximity to the campus where programs are based, heightened promotion of non-traditional and STEM occupations at the middle school/high school level to girls and under-represented ethnicities, more inclusive story problems and case studies where the characters portrayed represent a diverse cross-section of the population, greater emphasis on study skills, increased immersion-style courses to ramp-up learning; and more (or less) emphasis on computer applications depending on the level of skills students enter with.
4B	Notable changes due to changes in demographics since last review	The SACs witnessed an influx of students entering PCC with previous college course work and degrees during the economic downturn. This population was often older and comprised of veterans, unemployed tradespeople, non-native English speakers, and refugees from the local high tech industry seeking retraining. Their collective expertise made them an asset, but a slice of the population also posed a challenge due to low technological literacy. Financial hardships during the recession caused some students to drop out or take a stop out, and this prompted SACs with closed programs to reconsider their restart polices. An increased interest in distance learning challenged the 'old way' of teaching and forced faculty in some SACs to get onboard with online instruction or be faced with no courses to teach. With more students enrolled at a distance, allied health programs forged new practicum partnerships beyond the Portland Metro area.
4C	Current and projected demand, enrollment patterns, how same will impact program/discipline	Five SACs experienced a net increase in growth since their last program review despite falling enrollments college-wide. Two saw growth during the economic downturn, but have since seen enrollments return to pre-recession levels. Three reported a decline in enrollments or admissions; one due to competition from a new proprietary college, one due to the cessation of an industry-sponsored scholarship, and one that 'lost' students to employment in the rebounding economy but still has more students than its facilities were designed for. Three others, with fixed enrollments, experienced no growth but also experienced no decline due to steady demand. *Continued next page*

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4C	Current and projected demand, enrollment patterns, how same will impact program/discipline	*Continued from previous page* Of the nine SACs listing labor market forecasts, five anticipated above-average growth in the next 10 years, and 4 expected average growth in the same period. Stretched resources, need for more or larger facilities and/or more equipment/tools/software, maxed workloads, need for additional faculty or more faculty release time, need for increased professional development for faculty, and class size 'creep' were identified as challenges resulting from this growth.
4D	Strategies used to facilitate access and diversity	To facilitate access, SACs employed more DL sections or began using D2L in campus-based courses (great for students with disabilities who need extended testing time and distraction-free testing), gave attention to accessibility of online content, offered wider selection of times/days/locations, adopted open resource materials and put more textbooks on reserve, added 'slow-track' options to allow working students to spread material over more terms, improved digital outreach using social media, offered year-round admissions in some programs so students could start any term, increased tutoring, created a modest petty cash fund through donations for student emergencies, made available program-specific Foundation scholarships, and changed admissions from first-come-first-served to point-based systems for greater equity. To facilitate diversity, SACs added an intercultural communication component to courses, examined Harvey Mudd's successful model for increasing enrollments among female and under-represented ethnicities, hosted 'sharing' dinners and panels featuring international students, integrated "diverse life experiences and perspectives that are present within our student body…toward mutual acceptance, respect, and collaboration in matters of social and personal change," partnered with programs that provide outreach to students of color,
4E	Ongoing work with Disability Services to implement approved accommodations	SACs have accommodated students with time extensions on exams and with in-class interpreters and note takers, and by allowing students to record lectures, giving access to PowerPoints and other course materials before or after class, reserving DSS chairs for classrooms, and providing class materials in alternate formats. Faculty have invited DSS representatives to department meetings, attended DSS workshops, given credence to accessibility guidelines when adopting new textbooks, complied with accessibility standards in online materials, and submitted course materials for accessibility review.

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4F	How feedback from students and external entities have driven curricular or instructional changes	Advisory committee feedback has prompted significant program and course revisions, new focus on attendance and work ethic, consideration of new Cooperative Education opportunities. Student feedback, via course evaluations, classroom discussions, and/or graduate surveys, etc., has resulted in adoption of new or additional software, changes to curriculum, new textbooks, and assignment modifications. Feedback from employers, industry, government, department alumni, and other PCC departments has influenced new uses of technology (including energy-modeling tools), new course content, an increased pool of guest speakers, greater awareness of environments within which students are working, MTH's research into a STEM-focused pathway, identification of students' weak areas via site supervisor evaluations and practicum observations; and investment in new tools and equipment. Partner-Institution feedback instigated improved articulation and dual-credit opportunities.
5A i	Quantity and quality of faculty needed	The SACs largely described their faculty as highly-qualified with vast amounts of industry experience. In many areas, faculty are required to obtain and maintain professional certifications to stay current within their fields and to adhere to program accreditation standards. A common theme in the CTE and LDC program reviews was the increasing amount of administrative responsibilities assigned to department and SAC chairs, resulting in less time in the classroom if release time is granted and less time for curriculum development. The SACs largely called for an increase in the ranks of FT faculty to share the burden. Since most rely heavily on adjunct faculty, they described how they orient and support their PT members. Such mentoring includes sharing of sample syllabi/projects/tools, assigning a FT liaison to each new PT,
5A ii	Extent of faculty turnover and changes anticipated in the next 5 years	Little or no turnover occurred within six of the SACs. Some turnover among PT faculty was reported in two small SACs, and among FT faculty in one of the larger SACs. High turnover was experienced in the remaining five; two of those were SACs with only two to five FT instructors to begin with, and another SAC (with only 1 FT-er) lost three people in the chair's position and considerable PT in the past five years to higher paying jobs in industry or other institutions. For the next five years, two SACs expected to have little or no turnover, including one that has had no changes to its FT staff since 2003 (AM). Nine expected turnover due mostly to retirements, or due to faculty moving on to other positions.
5A iii	Reliance on adjunct faculty, and how PT compare to FT in terms of education and experience	The LDC SACs relied heavily on adjunct faculty as did one-half of the CTE programs. This was due in part to scheduling demands but also was credited to the need for specialists. Some required PT to maintain industry certification, so that added an additional layer of reliance. Only two SACs had little or no reliance on adjunct; one of which would hire PT if it could, but it has trouble finding qualified individuals willing to break away from their other jobs to teach part time. No real differences in education and experience exist between PT and FT in 11 of the 12 SACs with PT faculty. MTH's FT faculty hold master's degrees or doctorates, but only ¾ of its PT faculty have a master's or higher.

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5A iv	Faculty composition	For 10 SACs, the composition of their faculty mirrors their industries/fields, but most readily admitted that efforts are needed to change the gender, ethnic, and/or age balance to meet institutional goals and/or to mirror the population of students they have or wish to attract. CMET, with 40% of its faculty female, is more gender diverse than is typical for engineering, but there is room for improvement in other aspects. Two SACs were self-described as being fairly diverse in terms of age, gender, and cultural background. In another, its FT faculty is diverse, but its adjunct faculty not as much.
5B	Changes to instructor qualifications	Seven of the 10 CTE SACs made changes to their instructor qualifications since the last program review. Two of those were awaiting review and approval at the time of their program reviews and one additional CTE program anticipated changes going forward later in the year. MTH was the only LDC discipline to update its hiring qualifications and did so to accommodate the DE courses recently absorbed into its SAC.
5C	Professional development activities	PD activities mentioned in the 2014-2015 program reviews included: attending and/or presenting at conferences; attending courses to obtain or maintain professional certifications; actively serving as members of professional associations, statewide councils, and national forums; helping to plan PCC institutes, inservices, TLC sessions, and/or the Anderson Conference; attending PCC-sponsored institutes, trainings, and conferences; teaching workshops and courses and hosting forums for peers; serving as LAC coaches and/or peer reviewers; collaborating on rubrics to be used for assessment; studying abroad or participating in an international professional exchange; engaging in cross-cultural travel; taking sabbaticals; participating in NSF grant projects; attending DL training and designing new DL courses; implementing Service Learning components; undertaking significant course development; continuing as practitioners in their trade while teaching; pursuing graduate degrees or doctorates; performing community service; authoring or revising publications; participating in local theatre; founding and/or serving on Center for Civic Participation; participating in Purposeful Dialogues About Race; and serving on policy-making committees and task forces.
6A	How classroom space, technology, labs, and equipment impact student success	Four SACs reported significant improvements and upgrades that drastically transformed their classroom and lab spaces and/or brought in new and often state-of-the-art equipment, technology, and media. One SAC said its facility upgrades allowed “PCC to mimic a 'real-world' work environment for our students…[and they] are happily surprised when they take their first tour of research laboratories and they realize that the real work environment is familiar and comfortable.” Five SACs saw some improvements but said more were needed, especially in the area dedicated classrooms and spaces that could be easily configured for the type of activities dictated by the discipline. What is ideal for one SAC hinders the productivity for others. Four SACs fall in the category of “facilities pose significant challenges.” Their problems center around inconsistent technology or media between campuses, insufficient space for non-didactic instruction (allied health and diesel), inadequate space for wheelchair mobility, insufficient storage for supplies and equipment, and inadequate lighting.

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6B	How students use the Library and other outside-the-classroom information resources	All SACs said their students make at least minimal use of the PCC physical and online libraries to: access books on reserve; conduct research; obtain assistance from reference librarians (a popular resource for many); take tours; find materials via EBSCO Host; check out CDs, videos, books, journals, and newspapers; or to access e-books and e-magazines; or to merely use the computers and printers housed there. Not surprisingly, many of the CTE programs have free access to proprietary resources outside of the libraries and there is increasing reliance on those. MTH and CMET mentioned use of educational video tutorials, such as those provided by Khan Academy, Purple Math, and YouTube. CIS noted a diminished reliance on the physical libraries since so many of its students take courses via DL.
6C	Clerical, technical, administrative support, and tutoring availability	Six SACs gave kudos to their clerical, technical, and administrative support; and/or job placement services. For two SACs, clerical support is somewhat lean as they share resources with other departments. Two SACs have added technicians and/or learning specialists in the last five years. Four SACs described moderate reliance on the Student Learning Centers and the Computer Centers for basic tutoring, and two others were very dependent on the tutoring and both expressed concern that those services have not kept pace with demand. Eight SACs provide some form of tutoring at the department level. The online departments rely heavily on the Student and Faculty Help Desks.
6D	How centralized Advising, Counseling, Disability Services, and other services impact students	Generally, the myriad of Student Services and grant-funded transitional support programs are seen as valuable student services. Keeping faculty informed about these services is critical. The online programs find it harder to identify students needing assistance, and often rely on the students to ask for referrals outright. Seven SACs are fortunate to have Perkins Learning Resource Specialists. It is not unusual for general advisors (and, for DH/HIM/OMT, the Allied Health Admissions Offices) to guide students in the prerequisite-completion phase and for faculty or designated specialists to take over once students have been admitted. MTH is heavily dependent on Advising and mostly finds the advisors to be responsive to its requests. Anecdotally, WL has found students largely under-advised and under-referred when it comes to advising. BIT would like to have a dedicated specialist, as general advisors "do not have the knowledge and resources to handle specific questions about careers, academic pathways, and scheduling." Two SACs acknowledged Counseling as a good resource, and one said the Student of Concern report has been used successfully in several instances. Three SACs mentioned the importance of Cooperative Education and Job Placement services. Disability Services, the Women's Resource Centers, Veterans Services, Vocational Rehab, and Conduct & Retention were mentioned as additional resources to which departments refer students as needed.

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6E	How current patterns of scheduling (modality, class size, duration, times, location, etc.) address program/discipline pedagogy or needs of students	One trend is an increase in demand for evening or DL classes to accommodate students who must hold jobs while going to school. Some non-DL classes are held on campus only one day a week and the rest of the work can be done via computer or in weekend labs. The same increase in DL has also forced new ways of teaching and learning, as it requires a heightened level of written communication for instructors and students alike. Some programs have little latitude in how courses are offered, as their courses and modes of delivery are monitored and dictated by the agencies that accredit them. Most courses include lec and lab components based on the premise that visual learning is key. Immersion instruction in both LDC and CTE affords the repetition that is so crucial in learning advanced concepts.
7A CTE Only	Impact of Advisory committee on program	Advisory committees and their members have been instrumental in providing input regarding instructor qualifications, new curriculum, and revisions needed to existing courses, programs, and practices; informing PCC of employment patterns and the needs of industry; conducting mid-term program reviews as required for program re-accreditation or recertification; representing their industries on panels at College events or as guest speakers in PCC classrooms; serving as guest critics for design and studio classes; helping to implement TSAs at PCC; strengthening partnerships with local four-year colleges; linking PCC to area practicum sites; and creating classroom materials and providing sample documentation.
7B CTE Only	How students are selected and/or prepared for program entry	Four of the CTE programs are open entry, though students must satisfy certain prerequisites and seek department advising before they begin. Eight of the programs have limited entry and students must apply for admission. The application process varies. For allied health, the students must complete a lengthy application packet in the spring and candidates are screened and sometimes tested before the next year's cohort is selected. Those programs have moved to a point-based system as a way of ranking the candidates.
7C CTE Only	Job placement data and forecast	ARCH: Saw fewer Co-op Education sites available during the recession and fewer jobs for graduates, but the OLMIS "anticipates a 19% increase in job growth in our field between 2010 and 2020 in Multnomah and Washington Counties and a 31% increase statewide." The SAC adapts well to market/industry changes and keeps its students informed. DH: Job placement data is lean due to a low return rate on alumni surveys. From 2007 to 2011, 37 graduates shared information on their ability to find employment: 15 were working 24 to 40 hours a week, 18 were working 16 to 23 hours a week, and four were scheduled less than 16 hours/week. DS: Surveys revealed 25% of the DS students were already employed in the field when they entered the program, and another 60% used the Career Resource Center (and its DS liaison Nancy Pitzer) to get help finding work upon graduation. *Continued next page*

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7C CTE Only	Job placement data and forecast	*Continued from previous page* CIS: Relied heavily upon its assigned Employment Specialist for career information, Co-op Education leads, and job referrals. In 2012-13 it had 16 Co-ops generating 53 credits; 11 paid at an avg of $17.63/hr and 5 unpaid. Graduates are not tracked, but alumni will voluntarily report. CMET: 48 of 107 alumni responded to the SAC's latest survey -- most of whom graduated in the past 5 years. Of these, 6 reported earning $60K to $75K and 17 reported $45K to $59K. Eight others, who were working PT or continuing their education, reported earning less than $35K. A high number (72%) were working in engineering-related positions—63% in the manufacturing sector. ED: The latest data showed Oregon paraeducators earning $30K. The employment of teacher assistants is expected to grow 9% from 2012 to 2022 due to "increases in student enrollment, continued demand for special education services, and increases in childcare and preschool enrollment." For library assistants and techs, OLMIS revealed a "higher hourly range of $14.86 - $16.92/hour" with job openings to come from retirement replacements and small job growth. HIM: The SAC estimated 90% of its students found jobs in the HIM field within one year of graduating. National surveys of RHITs indicated an average salary range of $44K - $65K in 2010. HIM techs statewide in 2013 earned $15.37 to $22.20/hr. PCC students who attained jobs in HIM management or as coders were at the higher end of the salary scale. AM: State and national forecasts predict reasonable growth in the next 10 years as Boomers retire and as automotive technology becomes more complex. AM students attend CG 209 Job Finding Skills, tailored for the automotive repair industry and taught by George Knox (SY Coop Ed/Job Placement). George also 'recruits employers' and communicates auto service job openings to students looking for work while they are in the program or upon graduation. BIT: When the Genentech Scholarship was in force, 37 students finished the Certificate from fall 2008 through fall 2009. Of those, 27 had been hired as of spring 2014 (21 within the industry) at an average starting wage of $16.68 to $17.61/hr. There were fewer AAS graduates and post-completion surveys haven't yielded desirable response rates. A recent state report "shows strong evidence that bio-related technician jobs are on the rise." OMT: For the past three years, about half of the students received job offers before they graduated, and bout 93% were employed in the field within three months of graduation. The Bureau of Labor "indicates a growing need for trained ophthalmic technicians. In order to meet criteria for care outlined in The Affordable Care Act many eye clinics are seeing an increased need for qualified OMTs.

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7D CTE Only	Barriers to completion	The CTE SACs listed the following as the primary barriers to degree completion: significant responsibilities outside of school (mentioned by 8 of 10 SACs), lack of finances (mentioned by 6 of 10 SACs), full-time employment leaving little energy for school, time management issues, and students lured by an early job offers. One or two SACs attributed mental or physical health issues, addiction or substance-abuse, change in career vision, lack of basic skills, lack of adequate technology skills, lack of access to adequate technology, or failure to apply for their diploma upon completion as additional barriers.
7E CTE Only	Opportunities for grads to continue their education in the field	Four SACs have specific articulation agreements or arrangements with local or regional 4-year schools to accept all or portions of their programs in transfer. Three others said their graduates fare well when applying to bachelor's and even master's programs in their field or related fields.