Program/Discipline Reviews 2017-2018
Themes by Topic

14 SACs did program reviews this year, two of which are hybrid (part CTE and part LDC): Career-Technical Education (CTE): **BA-Tech, BCT, CAP, GD, GIS--part of GEO SAC, OST** Lower-Division Collegiate (LDC) or Developmental Education (DE): **ART, ATH, BA-Trf, DE, ENGR, FN, GEO, HE, HST, PSY**		
1A	Discipline/program goals and objectives, how they compare with national trends, and whether they have changed in the past five years and/or are expected to change in the next five years.	Offering training leading to entry-level, living-wage jobs is a priority for CTE, even for the shorter-term programs. Providing an array of high-quality, foundational curricula is a common objective for the LDC SACs whose audiences include pre-majors, students taking their courses to satisfy Gen Ed, or those seeking elective credit. The applicable CTE SACs mentioned 'transferability' as well. Imparting knowledge that promotes individual health and wellness, makes lifelong learners, or provides life skills was cited among the top priorities of four reports (CTE and LDC/DE). Four SACs described their programs as unique or 'ahead of the curve,' and all compare favorably with what is offered at other institutions (local and national). The goals/objectives for the majority hadn't changed in the past five years, but most SACs anticipate changes in the coming years because of ever-evolving technology, national credentialing changes, and/or revised industry standards.
1B	Changes made <u>as a result of</u> SAC recommendations in, or administrative response to, the last program review.	6 SACs reported getting new learning spaces or equipment, including: labs, dedicated classrooms, improved storage, computers, and state-of-the-art equipment to replicate what is used in industry. 6 improved program visibility by doing classroom promos, liaising with Academic Advising, collaborating with other departments on special events, working with four-year universities to facilitate course or program transferability, and/or creating a departmental presence on social media. 5 added new FT faculty or filled vacancies created by retirements. 5 introduced new courses or programs. 5 focused on improving their assessment practices. 4 worked on reviewing, revising, or adopting new materials and tools to increase student access and success.
2A i	SAC's process for reviewing course outcomes in CCOGs to ensure assessability.	5 SACs described a systematic and regular process for reviewing CCOGs and the outcomes within. These SACs use official SAC Days and other department meetings for the task. Some have found group reviews of CCOGs more effective than solo reviews. The remaining 9 SACs have no formal schedule for reviewing CCOGs and outcomes.
2A ii	Examples of changes made in instruction to improve students' attainment of course outcomes that were made as a result of assessment.	Innovation was an over-reaching theme: **ATH** has diversified delivery to include discussions, readings, research, field work, and external workshops. **FN** shared resource materials among all faculty teaching a particular course for a more standardized approach. **ENGR** added more sample problems to work through during lectures and was proactive in spending more time in class on the most difficult concepts. Similarly, **GD** put greater emphasis on important concepts and modified a project to yield greater mastery of a software program. **BCT** and **GIS** added more real-life applications to their projects. **HE** adopted OERs and embedded course-level assessment tools into HE 250. **CAP** decided to place less

		emphasis on attendance/punctuality and to give greater weight to job performance. **ART** redesigned assignments to include goal setting, self-reflection, and peer evaluation. **GIS** also has found success with peer critique and with flipped classrooms. Assessments in the Marketing capstone identified concepts and skills needing more attention in **BA**'s core courses and in a course offered through another department. Seeking to improve writing pedagogy, **HST** faculty met to share effective techniques and then applied them in their own courses. A **PSY** instructor found students fared better when a term research paper was divided into discrete sections. Another instructor learned that using case studies was more effective than focused lectures when introducing students to different brain disorders. 3 SACs employ what one calls a "monitor and adjust" philosophy, which involves nearly-instant changes to instruction when faculty observe or learn that students are getting tripped up on some concept or hands-on procedure.
2B	Core Outcomes Mapping Matrix	All of the presenting SACs included an updated mapping matrix in their reports.
2C i CTE only	Evidence that students are meeting Degree & Certificate outcomes.	**OST** and **CAP** students are placed in jobs from the get-go, and, because they are evaluated frequently, there are many catch points at which instructors can intervene to get them back on track. Students cannot earn their respective certificates without having satisfied all course-level outcomes. **BCT** and **GD**'s impeccable placement rates indicate that students are meeting, if not exceeding, D&C outcomes. GD students often are landing coveted, paid internships with local powerhouses—internships that four-year candidates used to fill for free. **BA** hasn't had its capstone classes long enough, and **GIS** hasn't assessed Professional Competence until the current year, so their evidence is pending.
2C i LDC & 2C ii CTE	Summary of one or two of SAC's best assessment projects in last 5 yrs, incl efforts made to improve student attainment of Core Outcomes.	**ATH's** Cultural Awareness (CA) assessments were deemed most valuable. The SAC used pre- and post-tests three years in a row to gauge knowledge and redirect delivery in the same term. **FN**'s 2012-13 Critical Thinking & Problem Solving (CT&PS) assessment gave insights on how to craft future test questions to yield more specific responses. Much of the value coming from **ENGR**'s assessment of Communication (C) came from faculty collaboration, which resulted in "a more consistent experience for the ENGR students regardless of the course or instructor." **OST** has difficulty achieving inter-rater reliability due to the variety of employers and the customized nature of each student's training plan. Still, student attainment is satisfactorily measured by comparing entry-level skills with those achieved by program's end. **CAP** has found its quarterly site evaluations to be a reliable method of measuring outcome attainment and the effectiveness of classroom instruction. **BCT** relies on its annual TSA assessment in Remodeling to measure outcomes attainment. Drawing upon the skills amassed over five terms, students must perform a variety of tasks to exacting standards. **HE** went from a hit-and-miss method of assessing/scoring in 2012-13, to a more standardized system in 2013-14 that included norming of raters, and to a collaborative system in 2016-17 when the SAC used a common assignment for CT&PS and contributed artifacts to the MSC. **ART** perfected its process after repeated assessments of CT&PS. It hit pay dirt in the third round when it allowed faculty to select images appropriate to their own medium, rather than have all classes attempt to interpret a singular piece of work. **BA** has assessed reliably its LDC and CTE accounting outcomes in a single course because of outcomes shared

		between the ASOT/B and the AAS Accounting. The AAS Marketing outcomes are assessed via a new capstone course. Each assessment has pinpointed areas needing to be strengthened and the SAC has been proactive in addressing those. **HST** credits initial assessments of Professional Competence (PC) and C as the catalysts for "…pedagogical changes and reassessments." When it was revealed that "students struggled to link evidence to logical conclusions in writing…," the faculty got together to discuss writing pedagogy and how to incorporate it into their courses. Collaboration on its rubric, shared pedagogical strategies, and data gleaned from the assessments all were valuable to **PSY** when it assessed C in 2013-14. Intentions were good when the SAC assessed CT&PS from 2015-17 and some improvements were seen between pre- and post-tests, but due to inconsistent participation and a smaller return on the post-tests, the SAC ended up with a 'convenience' sample. **DE**'s best projects resulted in identification of exemplary artifacts, faculty training in data analysis, data showing students in linked sections of RD 90 and WR 90 performed better than those in standalones, and the revelation that metacognitive reflection is a valuable tool for assessing reading. Its 'collection of significant assignments' also provided an opportunity to "evaluate a corpus of student work from RD 115 and WR 115…" for the first time. **GD** gathered considerable student feedback in a 2014 self-reflection survey that resulted in curricular alterations in three courses, the replacement of a CAS requirement with another, and the hiring of two new faculty with the background to support the revised curriculum. The questions on **GEO**'s initial assessment of CT&PS were too vague to elicit meaningful responses, so the SAC rewrote them in a way that invited much less interpretation. In the successful reassessment, students were more critically engaged with the material.
2C ii LDC & 2C iii CTE	Describe reassessment(s), if any and provide evidence that the changes made were effective.	Many SACs used their reassessments as examples of the 'best projects' described in 2 C i/ii. In terms of effectiveness, 7 reassessments (**ATH, FN, HE 242, ART, BA Accounting, HST, and GD**) did provide such evidence. 6 hadn't reassessed or didn't have enough information to make the call (**PSY, DE, BA Marketing, ENGR, HE 250, and GEO**). **OST** conducts reassessments only if a student's quarterly review indicates problem areas. In those cases, the student's goals for the following term are revised in the form of an improvement plan. Similarly, **BCT** doesn't reassess unless the student has trouble completing the 'capstone' project in the right sequence or to the proper standards. In those cases, instructors will provide remediation in the form of additional lectures or demos. **CAP** doesn't reassess in the technical sense because each term's job evaluation is assessing the performance for that term and not attempting to measure improvement over the previous term.
2C iii LDC & 2C iv CTE	Learned lessons that have improved or will improve SAC's assessment practices and strategies.	**ATH** and **HE** switched from haphazard class-level assessments to highly-coordinated SAC-based systems involving common assessment tools and group norming. This has resulted in higher participation rates and more meaningful data. ATH also learned that an in-class assessment fares better than one that depends on students doing it on their own time. Closing the loop was essential to **HST**, and, after a couple of practice runs, it learned it could assess/tweak/ reassess in a two-year cycle. All three SACs benefited from participation in the MSC for one or more years. Like ATH, concentrating on one outcome over multiple assessments allowed **ART** to improve its process. It refined its rubrics and gained greater faculty buy-in. **ENGR** changed from a four-level rubric to a binary one "to decrease the variance based on multiple assessors and their

		context for assessing individual work." Controlling the variables was essential for **GD**, too. In addition, it found it had to hold multiple norming sessions to allow more time for discussion, and learned to use the previous year's assessment projects for norming practice so as not to diminish the current year's pool of artifacts. **FN** discovered the importance of following its multi-year plan and "learned to be very specific in our practices and strategies…" **OST**'s new chair also relies on her SAC's MYP for structure. The **BA** SAC, with its seven degrees and certificates requires a streamlined process, so it designed its MYP to be "thoughtful and strategic."
2C iv LDC & 2C v CTE	Core Outcomes that are particularly challenging for SAC to assess or align to, and why.	8 SACs identified C&ER as the most challenging because the faculty are not equipped to assess it; or the concepts are not embedded in all or some courses; or it is difficult to assess within the context of a classroom activity; or the SAC's traditional exams, problem sets, and lab reports are inadequate for measuring it. 4 SACs specified PC, because the discipline is not 'terminal' and there is no capstone course where you can capture a cohort; or few elements in the discipline qualify as PC and are assessed only cursorily; or the outcome is hard to assess in 100-level courses; or at the end of any given term, students perform at the lower end of the mastery scale at best. 3 SACs are challenged by Cultural Awareness, because no course outcomes align to this outcome; or the SAC's traditional exams, problem sets, and lab reports are inadequate for measuring it; or the faculty are not equipped to assess it. Even if self-reflection happens in their classrooms, 3 SACs identified Self-Reflection as difficult to assess, because the outcome doesn't lend itself to systematic assessment.
3A	How discipline enrollments compare to college FTE trends; factors in SAC's/PCC's control that may influence enrollments.	**ART, ATH, BA-Trf, HE,** and **HST** saw declines that mirrored PCC's own. **PSY** said its decline wasn't as steep as PCC's. **DE, BA-Tech, CAP**, and **OST** reported taking a harder hit with enrollment than PCC as a whole. CAP's cohorts are small to begin with, so having even one less student can mess with the percentages. OST moved under the Workforce umbrella and suffered turnovers in leadership, but it also has seen fewer referrals from Workers Comp. DE saw drastic drops in its RD/WR 80 and RD/WR 90 when the multiple measures placement system was implemented. **BCT, ENGR, FN,** and **GEO/GIS** experienced overall gains. GEO/GIS noted their increase to be in FTE, not headcount. ENGR attributes its gains to population growth and the popularity of STEM.
3B	Grading patterns or trends found, including courses with consistently lower pass rates than others, if any. How this is being addressed.	Many SACs see high percentages of students earning A, B, C, or Pass grades in some or all of their courses: **ATH** – 77% in ATH 101/102/103; **BA** – 86% in F2F classes; **FN** – 90% in FN 225, 79 to 83% overall; **GD** – 80% in all but GD 120; **GEO** – 83.81% overall; **HE** – 100% in HE 110 and HE 125, 80.3% overall; **PSY** – 80% in all but 201A/213/214. **Studio ART** courses with the B and C suffix have high pass rates, as do students in **BCT**'s applied courses. **ENGR** has seen a distinct increase in the number of students earning a B or better in ENGR 211 after a prerequisite course was overhauled. **CAP** and **OST** see the same students registered for multiple, successive terms, and few if any earn No Pass or sub-C grades.

		Some disciplines attribute course rigor as the reason why pass rates hover on the lower end of the scale. This is true for **HST** (70% pass rate overall), **ART History**, **ATH** 200-level, and **FN** 110. **BCT**'s Construction Law, which is all theory and no hands-on, tends to see fewer A's and B's than the hands-on courses. **ENGR** upgraded its 171 Intro to Digital Logic Design to align better with PSU, and as a result pass rates declined from 92% to 80%. The SAC stands behind the revisions, because without the increased rigor, the students would be underprepared for what's coming at PSU. The SACs use a variety of strategies and interventions to improve the status quo: Sending CPNs; collaborating to improve success in all course modalities, with attention to inclusiveness, social justice, bridge gaps, and achievement gaps; working to improve pedagogical approaches across the SAC; and giving attention to poorly-written course outcomes.
3C	Courses offered online and the proportion of online vs F2F. Differences in student success, if any. If yes, describe them and explain how SAC is addressing them.	8 SACs have a strong online presence in terms of sections offered and/or course variety: **ART history, ATH, BA FN, GEO, HE, HST,** and **PSY**. Due to their hands-on nature, studio **ART, BCT, CAP, ENGR, GD,** and **OST** have zero or few online courses. **DE** recently rescinded its online offerings of RD/WR 90 due to data that showed discrepant performance rates (often 14 to 25% fewer passing students) when compared to on-campus sections. **FN** 225 and **PSY** 213 have high online pass rates compared to their F2F sections, and **GEO** and **PSY** generally have seen no significant difference in online vs F2F performance. In most cases, however, the online population fares worse. Typical examples of pass rates for D2L vs. on-campus students: **BA** – 78% vs 85.5%, **ENGR** 101 – 70% vs 90%, **HST** 70% vs. 75.4%. The SACs have collaborated with Disability Services to make sure course content meets accessibility standards, switched from a purely online to a hybrid modality, and shared best practices among peers to address performance discrepancies.
3D	Changes as a result of adopting educational initiatives.	A number of initiatives have been embraced: Widespread internationalization of the curriculum (including 3 SACs on board to offer study abroad this year or next), Community-based and/or experiential learning (7 SACs), Diversity, inclusion, social justice, and/or Title IX (5 SACs), Sustainability (5 SACs), OER (4 SACs), and Inquiry-based learning (3 SACs).
3E	Existing dual credit partnerships and the manner in which SAC maintains relationships with the HS faculty in support of quality instruction.	**ART** offers one lecture-based and four studio courses at four schools on both sides of the Willamette River. A fifth partnership is on the table. **ATH** offers two of its courses at two Washington County high schools. More partnerships are anticipated in the future. **BA** has two highly-enrolled courses at three high schools. A fourth agreement is under consideration. "…[R]igid instructor qualifications have held back growth," but the interest is definitely there. **BCT**'s "70 unique articulations" are at the point of being unmanageable.

		DE has only one DC partner currently, in North Portland, compared to four in place in 2012-13. A moratorium was declared on additional sites in 2016 until an assessment could be conducted. **ENGR** 100 is offered via DC, but no specifics were given. **GEO** offers two 100-level courses at one school in Washington County. **HE** enrolled a total of 301 students in three courses at five Washington County schools in 2016-17. **HST** offers five courses at two west side high schools. **PSY** has had one long-running DC partner on the west side and added a new partner in NE Portland more recently. Between them, they offer three courses. Assigning a PCC liaison to work with the DC partners, reviewing instructor qualifications, conducting on-site observations, participating in PCC's Dual Credit Symposium, and inviting the teachers to SAC meetings are common activities during the year.
3F	How Course Evaluations are used by SAC and whether SAC-specific questions are in place. Degree to which feedback is useful at the course/program/discipline level.	3 departments have SAC-specific questions in the course evaluations, and a fourth was developing theirs at the time of their review. None have a mechanism for sharing the results SAC-wide, but most indicated use of the feedback at the course level. 3 SACs collect student feedback apart from the online evaluations: **ATH** includes questions in their pre- and post-assessment tool, **BCT** relies on the student grapevine to hear what isn't working, and **OST** gets a good return on the hard-copy evaluation it sends to program completers. Student feedback has informed hiring decisions and PT evaluations for 2 CTE SACs, and has prompted changes to instruction, materials used, assessments, and/or offerings for 7 SACs.
4A	Notable changes in student demographics, and how they have impacted curriculum, instruction, or professional development.	4 SACs reported few or no significant changes in student demographics. For the others, the most notable changes were these: • 4 LDC and 1 Hybrid SAC have seen a rise in the under-20 demographic, including students still in middle or high school and from Oregon Promise. 4 SACs saw an increase in students aged 25 to 49, while 2 others saw a decrease in same. • 4 LDC SACs observed more students opting to not report gender • 3 SACs have seen more veterans in their classes • A gradual growth in students of color (notably: Asian, Hispanic, and Multi-Racial) and a corresponding decrease in Caucasian students was reported by 8 CTE and LDC disciplines Impacts on curriculum: • **FN** has "Incorporate[d] the Socio-Ecological Model of Health and Nutrition into...FN 110 and FN 225 with focus on social determinants"

		• **HE** has been proactive in educating itself on health trends and incorporating them into its courses, assignments, and campus events • **PSY** has redesigned its lectures, materials, and activities to reflect more diversity and inclusivity, and has had to up its game with technology to maintain credibility with the digital natives in the classroom • **GD** has imposed earlier deadlines for drafts and peer critiques, and has given more referrals to the Writing Center because of an influx of non-native English speakers who struggle with syntax and proofreading
4B	Strategies used within program or discipline to facilitate success for students with disabilities, and challenges in serving these students.	All of the SACs are proactive and flexible in providing accommodations, including: arranging alternative testing formats and/or extended testing time, offering alternative assignments or activity modifications, using universal design when creating course materials, soliciting note takers, working with interpreters, close-captioning videos, adjusting work spaces, searching for publisher materials that meet accessibility standards, inviting DS representatives to SAC meetings, and collaborating with DS professionals to ensure materials meet students' needs. Challenges: Students who need proctored or extended-time tests miss out on lectures that precede or follow in-class exams, there is perceived pressure to waive certain requirements or to assess/evaluate disabled students differently, DS doesn't always understand the limitations that exist in non-traditional class delivery systems (e.g., studio art), DS forwards last-minute requests for accommodations, difficulty in distinguishing behavioral problems from disabilities, not knowing if accommodations are working (no feedback), and having one's hands 'tied' when potentially-qualifying students do not sign up for accommodations.
4C	Strategies used within program or discipline to facilitate success for online students, and challenges in serving these students.	Strategies shared by multiple SACs: • Taking 'Improve Your Online Course' and employing 'Quality Matters' • Sharing D2L shells or best practices for making shells more dynamic • Converting in-class activities/assignments to a DL format • Communicating course expectations clearly • Requiring regular interaction or engagement online • Finding innovative ways to assess students with visual impairments • Encouraging online students to take advantage of office hours or on-campus helps, such as the Writing Center Challenges: • Hands-on/interactive learning is hard to promote at a distance • Small group activities are difficult to execute • Geography/time zones make it tough to hold real-time chats/lectures • Academic integrity is vulnerable • D2L upgrades require some break-in time • Students too often stop participating without formally withdrawing • Students often are underprepared for the inherent rigor in DL courses
4D	How feedback from internal/ external groups has been used.	These are not exhaustive lists, but illustrative samples. Student feedback has been credited for… • continuous improvements in **PSY** • the adoption of OERs and flipped classrooms in **GEO/GIS**

		• faster grading turnaround, more interactive activities, application of universal design, and exam modifications in **HE** • adding more web design and adopting new software in **GD** Intradepartmental collaboration has resulted in… • lunchtime lecture session on Developmental Origins of Health and Disease (**FN** + Life Sciences) • new AAS in Human Services (CFS consulting with **HE**) • summer STEM camp for Beaverton Schools (**HE** + **ENGR** + ESR + AVID) • creative fields career exploration program at RC for Beaverton High School (**ART** + MUS + WR/ENG) Inter-institutional ventures have brought about… • public-service program aimed at preventing youth violence (Cascade **Digital Photography** + Rosemary Anderson HS) • 1st Annual Nutrition Forum in 2017 (**FN** + OHSU) • curricular changes in five ENGR courses (**ENGR** + 4-year partners) • creation of BA 281 Accounting Skills Review (**BA** + PSU SBA) • facilitated advising for pre-History majors (**HST** + PSU History) • new advising guide for pre-Health majors (**HE** + PSU SPH) Government input… • in the form of building codes, necessarily impacts **BCT**'s curriculum • in terms of House Bill 2998B will impact **HE** and other disciplines • from Oregon Voc Rehab Services has a huge influence on **CAP**
5A	How instructional practices reflect PCC's goals for DEI, and ways of advancing the faculty's knowledge and creation of same.	**ATH, CAP, GEO/GIS**, and **HST** said the concepts of diversity, equity, and inclusion are inherent in their curricula and so, as ATH put it, "the faculty are pedagogically entrenched…" in the subject matter, and are working toward "…the nurturance and mastery of 'cultural intelligence' at a fundamental level." In class, this takes the form of: • proactive language in syllabi and in lectures • student introductions F2F or online • greater attention to classroom dynamics and being inclusive • engagement through readings • altered approaches to discussions involving difficult conversations • examples and exhibits that illustrate a broad spectrum of viewpoints • speed-culturing events • ethnocentric research and self-reflection exercises • required or extra-curricular participation in campus/college events • textbooks that offer perspectives of multiple cultures Faculty hone their own cultural competence and embrace DEI by: • participating in internal/external DEI-related workshops and institutes • leading DEI break-out sessions at internal/external events • being involved in social justice events on and off campus • applying Critical Race Theory when making important decisions • getting involved with programs/camps aimed at diverse groups • developing or restructuring courses to include global themes • collaborating with PCC's various Resource Centers
5B	Changes to instructor qualifications since the	8 SACs made no changes. **FN** and **GIS** added qualifications for new courses only. **HE** modified its general qualifications to reflect a greater number of qualifying degrees and disciplines; **CAP** upped its qualifications from an associate's degree

	last review and the reason(s) for the changes.	to a bachelor's + experience; **PSY** added alternative qualifications for PSY 236, and **DE** formalized the master's requirement for its newly-integrated IRW 115 to align with WR 115's minimum qualifications.
5C	How professional development activities of faculty contributed to the strength of the program or discipline, and whether they resulted in instructional or curricular changes.	Common professional development activities: • Participation in local/regional/national/international conferences, conventions, and/or workshops • Completion of Quality Matters and other online-oriented trainings • Active involvement with internal/external committees, councils, boards • Membership in professional organizations • Completion of sabbaticals, courses, advanced degrees • Authoring and publishing various works • Involvement in programming for a variety of internal/external events • Collaboration with various instructional and student services areas • Volunteering in the community The fruits of these endeavors: • Enhanced D2L course shells • Improved course content and delivery • New curriculum • Flipped classrooms • Study abroad opportunities created • Closer ties with business and community groups • Advanced degrees earned; certifications and credentials maintained • Grants/awards/recognition won for faculty and students
6A	How classrooms, technology, labs, and equipment impact student success.	5 SACs (**ATH, BCT, ENGR, FN, HE**) added new or dedicated classrooms or instructional spaces, many of which were bond-funded. 4 SACs (**ART, ATH, BCT, GEO/GIS**) gained new labs and/or storage space. 4 SACs (**ART, BCT, ENGR, GD**) reported the installation of new equipment. Facilities/Classroom Space in General: spacious rooms with ample white boards, dimmable lights, and movable furniture are the most-coveted rooms, especially for traditional lecture-style courses that typically enroll 25 to 35 students. Improvements needed: shortage of general purpose and computer classrooms during prime-time hours; lack of classroom climate control; small, crowded classrooms that make group work nearly impossible and pose navigational challenges for students with mobility issues; odd seating configurations; projection screens that usurp whiteboard space in the smallest classrooms; network outages and system lag; aging computers or those that do not adequately support proprietary software; buildings waiting for seismic upgrades, improved ventilation, and/or better lighting.
6B	Students' use of Library and non-classroom resources, and degree to which online students have access to the same resources.	Students read or access textbooks and mixed media on reserve, conduct research online or through physical collection, use Macs or PCs (for general and proprietary software) and/or printers, stream films and videos missed in class, access study guides, seek assistance from reference librarians (including online chat), and partake of Library info sessions and tours. Apart from the library, the most-often mentioned resources were the general computing labs, the Writing Centers and SLCs, online tutoring services, and the Fab Lab/Maker spaces.

		Few reports mentioned access issues; however, more faculty are adopting OERs and making use of online platforms to store course materials, creating a heavier reliance on computer technology. **ART**'s report said, "…within D2L, hyperlinks embedded in documents, such as PDFs, do not launch. This puts students, who use smartphones for lack of a computer, at an educational disadvantage..."
6C	Extent to which students use Advising, Counseling, Disability Svcs, Veterans Svcs, and other supports.	All of the SACs promote PCC's many services and resources to their classes and refer individual students as appropriate. **ART, ATH, HE,** and **PSY** invite resource reps to their classes to give short raps or longer presentations. Usage rates were unknown to all but **GEO/GIS**. Its report cited the results of a student survey where over 50% of respondents had sought academic advising and/or counseling services, and over half had visited a student support center. Sixteen percent hadn't used these services but were aware of them.
7A CTE Only	Impact advisory committee has had on curriculum and instructional content/ methods/outcomes.	The reports described large committees of working professionals (including PCC alumni) from the private and public sectors. Most meet twice per year with their affiliated PCC SACs to learn what's happening at PCC and to… • provide info on hiring trends and skills sought by employers • guide SACs in course/program creation, review, and revision • recommend software • support events on campus that highlight/promote their industries • serve as individual classroom speakers or panelists • give input on instructor qualifications • create better classroom or job performance assessment tools • serve as mock interviewers for students needing practice The companies represented by the advisory members often employ PCC's students and graduates.
7B CTE Only	Current and projected demand and enrollment patterns, and the impact they will have on the program.	3 SACs reported enrollment declines (**BA, GD, OST**), but for the first two the dip has mirrored PCC's general trend. There remains a certain magnetic appeal to GD, which always ensures a healthy cohort in Year 1. Year 2's is predictably smaller, because the 'mismatched' students have usually switched to other programs by then. Though Veterans' referrals are up in OST, there has been a significant reduction in Workers' Comp referrals. In 2013-14 OST had 148 students, and in 2016-17 only 89. The theory is that "more cases are being settled before making it to the retraining phase of the rehabilitation plan." **BCT**'s enrollment has rebounded since the 2008 slump and the steady increase in students has brought the program back to capacity. **GIS** has seen a marked increase since 2012-13 (258 students in 12 sections then, vs. 554 students in 23 sections in 2017-18). Five years ago, 22 students had identified GIS as their major; in 2017-18 the number had jumped to 80. A new degree in Geomatics, a new LTOY certificate, and the addition of GEO 265 and 266 as CMET requirements are expected to boost program popularity even more. In terms of job outlook, **BCT**'s is promising and the SAC hopes "to continue to provide high quality graduates who are prepared to fill these positions." There exists a great marketing opportunity in the Metro Area, as the industry is so vast that there are many employers out there that don't know BCT exists. **CAP**

		expects no decline in demand and would be happy to expand the program if external internship sites could be found. For **BA**, the labor market looks especially promising in the advertising, marketing, bookkeeping, and payroll sectors. Advertising/promotions is expected to grow 10%, and bookkeeping and payroll are expected to be even higher.
7C CTE Only	How students are selected/prepared for program entry.	5 of the 6 CTE SACs have no program prerequisites, though both **CAP** and **OST** candidates must complete a comprehensive screening process and/or interviews before enrolling. Individual **BA, BCT,** and **GEO** courses do have RD, WR, and MTH prerequisites. **GD** requires an application and completion of GD 101, GD 114, and GD 120, with a B or better, to gain program admission. **BA, BCT**, and **GD** have Perkins advisors to assist incoming students. BCT and GD offer information sessions for prospective students, and each year's candidates are considered part of a cohort. **GIS** students are strongly encouraged to see GEO's FDC for advising.
7D CTE Only	Job placement data for past 5 yrs, including salary info if available; forecasts for state and national employment.	Placement rates are generally favorable for **BCT, CAP, GD, GIS**, and **OST** graduates. It is not uncommon for BCT and OST students to land permanent positions with their internship employers. Most of the departments rely on exit surveys to establish their graduates' employment status. BCT, GD, and GIS students fare especially well in their respective trades. Salaries, as revealed in exit surveys or BOLI data: • **BCT** – $51,220, 2016's avg mean wage for carpenters, and $94,300 for construction managers (BOLI) • **OST** – $20.81, average hourly wage in 2016-17 (grad surveys) • **BA** – $20.26, median wage in 2016 for all bus. related occupations (BOLI) • **GD** – $32,000 to 60,000 entry-level earnings (grad surveys) • **GIS** – $40,000 to 70,000 current salaries (grad surveys) **State/National Forecasts** were available and favorable for these industries: • Building construction – up 56% for carpenters and 71% for managers since 2012, and projected to keep growing • Food preparation – expected to increase 6% from 2014 to 2024 • Business – favorable for accounting and marketing, though BA noted that state/national forecasters tend to focus on 4-yr degree trajectories • Graphic design – should increase 4% nationally and 13% in Oregon over the next 10 years; jobs with web design could grow as much as 30% • Geographic information systems – cartographer and photogrammetrist jobs are expected to grow 19% by 2026 (Oregon is a major employer)
7E CTE Only	D&C completion rates, and barriers that keep students from completing their programs.	**OST**'s completion rates ranged from a low of 62.2% in 2013-14 to a high of 87.6% in 2016-17. Students referred by Workers Comp are completing at a significantly higher rate than those referred by Oregon Voc Rehab. **BCT** conferred 64 AAS Construction Mgt, 27 AAS Bldg Construction Tech, and 15 AAS Design/Build degrees over a 5-yr period. More students are graduating since the department adopted BCT 104 in lieu of MTH 65 for math competency. **CAP** is proud of its 86.6% completion rate since 2013, and attributes its success to the extensive screening that happens prior to program enrollment.

		In **GD**, about 75% of the students in the first-year cohort advance to year 2. Of those, generally 90% will graduate. 9 students earned the **GIS** Certificate in 2012-13, and the SAC anticipated conferring 50 by the end of 2017-18. GIS grows in popularity every year. Barriers that most often keep students from completing their programs: • Enticing early job offers • Need for gainful employment outweighs need for diploma • Health or family issues; job pressures • Financial stress, incl funding limitations imposed by 3rd-party funders • Students decide to change their majors • Students lack the maturity and/or self-discipline required for school • Academic rigor
7F CTE Only	Opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.	**OST** graduates can apply 24 of their credits to PCC's Associate of General Studies, but due to the fact many of them live in the far corners of the state, they likely will not continue their education at PCC. **BCT** completers can continue or return to pursue the Construction Management option, or transfer to OIT for a BS or BAS or to OSU for Construction Engineering Management, or pursue specialty credentials, or enroll in CEU courses. **CAP** is an end-goal program. "Post-secondary education opportunities for CAP graduates are limited, especially in the Pacific Northwest." **BA** students with 90 LDC credits and all prerequisites can transfer seamlessly to PSU's SBA with upper-division standing. With careful course planning, LDC and even AAS students can successfully matriculate into four-year programs as well. **GD** students with two-year degrees can hold their own in the Portland market, but many pursue a bachelor's, and PCC has a new articulation agreement that allows them to enter PSU's BFA/GD as juniors. Internships and online tutorials can help graduates add to their credentials as well. **GIS** completers who don't possess a bachelor's degree when they enter PCC might pursue the new AAS in Geomatics, may strive for a four-year or a master's degree in a related discipline, or partake of numerous online and local trainings.