Administrative Response to Program Review
College Success and Career Guidance
May 2016

On May 13, 2016, the College Success and Career Guidance SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were informative and thought provoking. Your presentation provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the College Success and Career Guidance Program and Program Review; B) observations and recommendations; and C) provide the administrative response to the SAC recommendations.

Noteworthy Efforts or Achievements

- Strong examples of changes based on assessment of student learning outcomes, including revision of curriculum and follow-up assessment ("closing the loop") with data presented in the program review for one substantial project, and plans for others.
- A mixed range of partnerships with departments such as Future Connect, Gateway-to-College, YES to College, and many more.
- Math Literacy Partnership for the new Math 58/Math 98/Math 105 sequence provides students with the strategies of math success including studying, time management, and test-taking strategies.
- Making College Affordable partnership with the Writing SAC (Scholarship courses).
- Curricular changes to increase student success including CG 191 now designated as fulfilling a cultural literacy/social science requirement; increasing the credits of courses to help with student success and the restructuring of courses that were previously available as variable-credit.
- Involvement in the Virtual Career Path project through the Title III grant.
- Increased development of distance learning courses to meet student demand.

Observations and Recommendations

- We support your recommendations to review Instructor Qualifications for CG/College Success courses. We recommend that you consider moving some qualifications from the Minimum Qualifications into a published "Preferred Qualifications" category. Although this approach has not been encouraged in the past, HR has more recently considered it a good way of supporting diversity of the hiring pools, since candidates will only be automatically excluded if they fail to meet the minimums. We know that there has been discussion about separating teaching responsibilities from direct service responsibilities and would encourage a meeting with your SAC Liaison, the Deans of Students and the Deans of Instruction.

- We support your recommendation to explore with administration how to balance the sometimes challenging demands of full-time faculty balancing demands of both district service and instructional roles. While hiring a director may assist in clarifying roles and increasing alignment, this strategy does not necessarily ensure a link with academic affairs practices, guideline, and policies. We would welcome a discussion of the specific challenges you face and multiple solutions to address these challenges.

Administrative Response to College Success and Career Guidance Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

Outcomes and Assessment:

- Form a task group to revisit and perhaps revise the CCOG for CG 100 to incorporate assessment findings regarding promoting community engagement into course content. This group could also address the rising cost of textbooks and the potential for continuing OER development for the course. *The DOIs support OER development and your plan to develop a task group who will consider the revision of CG 100. Given that CG100 has been chosen as the first term course in Oregon Promise, we recommend you consider ways to align with the vision and purpose of the Oregon Promise First Year Experience in these revisions. Please consider broadening the IQs so that interested faculty and APs in a variety of disciplines who want to teach CG100 after receiving training could teach the course. (Please see the first bulleted item under Observations and Recommendations above.)*

- Form a task group to research and consider whether some personal development courses, beginning with CG 144 Introduction to Assertiveness, would serve students better as 2-credit rather than 1-credit options given that a recent assessment suggested students wanted more class-time devoted to practicing course content. This group would also explore the impact of a change on grant-funded programs and other academic partners. *The DOIs support the development of a task group to consider making changes to CG 144 and engaging internal and external partners in this discussion.*

- Research assessment tools for assessing Cultural Awareness and choose the tool that will best assess learning of Cultural Awareness in CG classes. *We support researching Cultural Awareness tools for use in CG courses.*

- Form a task group to revisit the CCOG for CG 105 Scholarships: $$ for College to consider a volunteerism requirement for the course that goes beyond the current outcome goal of simply raising awareness for volunteering. This is based on the

recent assessment of the course. The group could also consider a better way to track which students successfully receive scholarships in addition to the PCC foundation scholarship. *We support the formation of a task group to revisit CG 105. In addition, we encourage you to work with Institutional Effectiveness, Financial Aid and the PCC Foundation Scholarship Coordinator regarding potential methods that could be used to track successful scholarship recipients. If volunteerism is indeed added to the course, the SAC should work with Community Based Learning to support the new requirement.*

- Infuse Cultural Awareness into three CG courses as follows: CG140 A/B/C Career and Life Planning; CG 145 Introduction to Assertiveness; CG280A/CG280B Cooperative Education Career Development and Seminar. *We support your plan to infuse cultural awareness into your classes and to explore how the SAC plans to assess student learning outcomes as they relate to Cultural Awareness and Competence. Many SACs have difficulty with this outcome and the CG SAC can become a model for PCC.*

Other Curricular Issues:

- Reframe/rebrand CG courses as an opportunity to develop essential skills for school, work, and life—capitalizing on the alignment between CG and elements of the PCC Strategic Plan, and the *Prepare, Engage,* and *Complete* steps of the PCC Panther Path. *We support your plan to reframe/rebrand CG courses. The SAC might consider aligning learning outcomes with the Panther Path and encouraging the use of this as a tool for advising students on which courses to take.*

- Revisit how dual credit is managed to ease workload and maximize efficiency for all parties, due to the exponential increase in dual credit CG requests. *We encourage you to work with the Dual Credit Office and your SAC Administrative Liaison regarding the management of dual credit courses.*

- Implement a courtesy agreement among the campuses that would encourage equitable distribution of distance learning CG courses across the district. *The DOIs support development of an annual schedule of offerings that meets the needs of online students, specifically fully online courses for students who do not come to campus.*

- Assess the 17 percentage-point disparity between the success rates of online and classroom-based courses to generate strategies to improve success and completion rates. *The DOIs encourage the CG faculty to engage in collaboration with distance education staff to explore and generate strategies to improve success and completion rates. Also consider faculty development with Quality Matters course design training and peer reviews of its online courses. About 44% of PCC credit students take at least one online class. Fourteen percent of our credit students*

never come to campus to take a course. This equates in total to about 6,500 students annually.

Needs of Students and the Community:

- Work with the new multiple measures course placement testing system to have students' results suggest CG courses along with MTH, RD, and WR placements. *Please work with the Compass Phase-Out Committee as they roll out the plan.*

- Take an active role in the development of a first year experience for Oregon Promise students that includes the recommended CG coursework: CG100, CG111, and CG114. Ensure that the content of these courses supports and enhances a first year experience sequence for Oregon Promise students. *The DOIs encourage you to take an active role in the development of a first year experience for Oregon Promise Students.*

Faculty:

- It is recommended that Faculty Department Chairs, with assistance from the SAC, standardize use of the HR part-time hiring pool. This would involve revising the job description to better reflect potential part-time opportunities both to teach CG and to provide direct service counseling, and it would encourage hiring externally rather than exclusively internally, which could have a positive impact on diversity. Additionally, the FDCs could work on standardizing part-time faculty training. *The DOIs support your recommendation to standardize hiring from the HR part-time hiring pool, diversifying the faculty, and encouraging standardization of training for all part-time faculty. We know that there are different skills required for direct service counseling (e.g., professional licensure) versus instruction. We don't agree that requiring professional counselor licensure should be required for instruction. The FDCs may consider approaching HR (with supervisor support) to explore the option of separating the instructional and direct service PT faculty pools to ease in more efficient faculty recruitment.*

Facilities and Academic Support:

- Given the success of having a dedicated classroom for CG classes on the Rock Creek and Cascade campuses, work toward securing a dedicated CG classroom for Southeast and Sylvania campuses as well. *Please work with your supervisors at both Southeast and Sylvania campuses regarding your request for dedicated classrooms at these campuses. Keep in mind that dedicated/designated classrooms can be difficult to assign and can negatively affect facility usage. It should not be assumed that materials and classroom resources can be left in a classroom even if all CG courses are offered in a dedicated/designated classroom. The classroom may need to be used by other disciplines when CG courses are not scheduled.*

- Increase services at Newberg Center to support its CG students. *Please work with the Newberg Center Director and the Interim Division Dean at the Sylvania Campus regarding this recommendation.*

B. What support do you need from the administration in order to carry out your planned improvements?

The current structure for managing Counseling and CG has led to difficulties and complications. Counseling's hybrid nature (it is both an instructional/faculty discipline and a provider of direct counseling services), its placement in many cases is under the supervision of a non-instructional or Student Development Dean, and the often complex ethical and professional challenges inherent in managing direct service counseling and instruction bring us to where we are today: Administration and Counseling must collaborate to consider a more effective management structure that both eases the burden on the Deans and allows counseling to manage its complex tasks more ethically and effectively. We would like to discuss with administration the possibility and potential advisability of hiring a counseling supervisor for the district. This could potentially free Faculty Department Chairs to focus on instruction, as the job was originally designed, and it could assist counselors in the management of their complex jobs. We ask for your assistance in embarking on a collaborative effort directed at finding a better and more ethically effective management structure for PCC Counseling and CG. *We would welcome an opportunity to discuss a potential solution with your SAC, acknowledging that there are likely multiple solutions that can be explored. Please work with your SAC liaison to schedule a meeting. We also addressed this issue in the Observations and Recommendation section.*

Closing

In closing, we want to again thank the College Success & Career Guidance SAC for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your on-going work on continuous program improvement.

Administrative Response submitted by Cheryl L. Scott, on behalf of the Deans of Instruction and Dean of Academic Affairs.

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