

Administrative Response to Program Review

Health Studies

February 2018

On February 2, 2018, the Health Studies SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It 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 Health Studies program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- An engaging program review presentation that demonstrated the faculty commitment to the program and student success.
- The value placed on district faculty cohesiveness and utilizing an external communications facilitator to develop a cohesive vision for the Health Studies faculty group.
- A robust effort to assess and discover interdisciplinary opportunities across the district.
- A strong involvement in District Committee work.
- Participation in the Humanitarian Engineering Summer Camp and working with PCC colleagues on the intersectionality of STEM and Health Studies in providing a learning opportunity for young people.
- The use of a SWOT analysis to further develop the Health Studies goals, to help guide the HE SAC with implementation.
- Establishing lead faculty for each HE course to ensure CCOGs are up-to-date.
- Thoughtful attention (and analysis of data) with regards to prerequisites and where they do, and do not, significantly impact student success.
- Strong and diversified faculty development that is tied to real changes in the classroom.
- Attention to assessment of students learning, including participation college-wide assessment pilots, and efforts to effectively "close the loop" via reassessment.
- Making HE 250 available and meaningful for students who have not yet completed the standard prerequisites for Gen Ed.

Observations and Recommendations

While we are pleased that the SAC has complied with the assessment reporting necessary to supports the college's accreditation, its alignment in the SACs Strategic plan with SAC process (policies, procedures and administrative responsibilities) addresses only the compliance aspect of assessment. We encourage you to more strongly align the assessment of student learning with your Curriculum and Course Design, since a key goal of assessment is to use what we learn about students achievement of outcomes to improve teaching and learning.

It is clear that during the last five years, the HE SAC has worked tirelessly to weave Health Studies throughout the PCC District by pursuing interdisciplinary opportunities, sitting on large district committees, integrating CRT and Adult Learning pedagogies, being a part of grant opportunities and being involved with programming focused on learning opportunities for youth. This work has been expansive and with the consideration of your part-time to full-time faculty ratios, likely not sustainable long-term. You have put in the work to understand the landscape of challenges and opportunities. We hope as you move forward on your goals over the next five years, you begin to focus your HE SAC work on development of guided pathways. Our YESS work is going to help us build a foundation to establish guided pathways and much of the exploratory work you have done, will help guide you in discussions about curricular alignments related to Health Studies guided pathway options.

We acknowledge the challenge that SACs face with a small representation of full time faculty compared to a large constituency of part time faculty. When facing challenges engaging part-time faculty in the HE SAC work, we ask that the full-time faculty, associated Faculty Department Chairs and Division Deans in the district create a plan to outline a strategy for enhanced collaboration. Our expectation is that the SAC chair, with support from the SAC administrative liaison, will meaningfully involve all members of the SAC to the best of their ability.

Beyond these recommendations, we believe that HE SAC has shown a commitment to evolving the Health Studies program, as well as a strong investment in student success. We are pleased with the many advancements this SAC has made since the last program review and urge you to continue that great work as the YESS work develops.

Administrative Response to Resource Needs/Recommendations

SAC Recommendations:

- A. Complete the Health Studies Strategic / Work Plan and execute tasks accordingly. The HE SAC will revisit and revise the plan every 2 years (Focus Area #4).
Response: We encourage and support you to continue with this plan.

- B. Continue to bring PCC colleagues and health professionals to HE SAC meetings to enhance professional development of full-time and part-time faculty (Focus Areas #1 – #6).
Response: We encourage and support you to continue with this plan.

- C. Continue professional development in diversity, equity, and inclusion to expand on knowledge (Focus Areas #1 and #3).
Response: We encourage and support you to continue with this plan, acknowledging that limited funding may be a barrier for some of this work. We encourage you to explore opportunities that are not funding dependent and tie into the excellent training opportunities provided through the Office of Equity & Inclusion and Teaching Learning

Centers.

- D. Continue to support and engage in professional development activities as time and funds permit (Focus Area #3).

Response: We encourage and support you to continue with this plan, acknowledging that limited funding may be a barrier for some of this work. We encourage you to explore opportunities that are not always funding dependent, including those provided through the Teaching Learning Center.

- E. Continue to revise in-person and distance education courses with new technologies and best practices. This may include community-based learning, study abroad opportunities, Open Educational Resources, etc. (Focus Areas #1 and #2).

Response: We encourage and support you to continue with this plan.

- F. Continue to work with 4-year university partners and develop clear degree pathway maps and Memorandum of Understanding for PCC students who plan to transfer into upper-level health areas (Focus Area #6).

Response: We encourage and support you to continue with this plan. We expect that the Unified State Transfer Agreement work will have an impact on this. Please stay informed about that work as it develops.

- G. Define what the Health/Wellness/Fitness component of the AAOT and AS degree means for PCC (Focus Areas #1, #5, and #6).

Response: We would recommend that you explore this in relation to a guided pathways model, keeping the AAOT in mind but keeping the guided pathway model at the center of your focus.

- H. Look into expanding the Health/Wellness/Fitness degree component and/or specific Health Studies classes into AAS degrees, as applicable and student-centered (Focus Areas #1, #5, and #6).

Response: A guided pathways model should be at the center of your focus in consideration of degree components.

- I. Keep informed and engaged as the college defines General Education, core outcomes, and core themes, and see where Health Studies courses naturally align (Focus Areas #1 and #5).

Response: We encourage and support you to continue with this plan.

- J. Partner with community health providers to provide robust CBL opportunities for students (Focus Areas #1 and #6).

Response: We encourage and support you to continue discovery with this plan.

- K. Communicate professional career options for current and potential PCC HE students (Focus Areas #1 and #6).

Response: This work is related to the guided pathways model and exploring curriculum

maps to communicate to students what their career and degree pathways are. Please consider contributing to the work associated with emerging YESS focus area "Creating a Foundation for Guided Pathways" in the coming years.

- L. Continue to offer OER sections of HE 250 and evaluate other courses for OER potential (Focus Area #1).

Response: We encourage and support you to continue discovery with this plan.

Resource Recommendations:

1. We are requesting an additional FT HE Faculty member (due to 83% of sections taught by PT Faculty and SAC duties / goals are hard to accomplish).

Response: Please work with your division dean to ensure positions are on your campus employment priority list.

2. The HE SAC recommends that a FT HE Faculty member is the FDC for the HE discipline at each of the four main campuses when the size and FTE generated warrant it.

Response: This advocacy is likely consistent amongst all of the disciplines FDCs support. This decision is up to the Division Dean that directly supports the FDC. They have been copied on this response and will continue to make the best decisions that support their division.

3. In order to encourage a greater proportion of part-time faculty to participate in HE SAC related duties, greater support and funding is needed for these activities as well as an easy process for obtaining funds.

Response: We support the request for continued professional development. Funding tends to fluctuate depending on the year. Please seek funding from the Office of Professional and Organizational Development. In addition, consider taking advantage of the many opportunities for professional development at the campus level and in the community.

4. Creating transfer guides and articulation agreements with 4-year partner institutions to support student success requires full-time faculty to meet with partner institutions, develop agreements and meet with advisors.

Response: The Curriculum Office is happy to provide this support, and in fact, requests that faculty engage with them early on in any process that would result in an developing Memoranda of Understanding, transfer guide or articulations agreement. There may also be Unified Statewide Transfer Agreement conversations to become involved with if Health is identified in that work at a later stage of planning. Please contact the Curriculum Director, Anne Haberkern.

5. The HE SAC recommends that the third funded SAC day be flexible so SACs can decide when it would work best for them.

Response: We thank you for your suggestion. There are some logistical considerations

that we would need to work out before we are able to pursue this as part of our SAC structure. We appreciate your advocacy of this and have the suggestion captured in our planning notes for further discussion.

6. Support for the Learning Assessment Council and additional funding for part-time faculty to participate in the assessment process.

Response: We want to express our appreciation for this request and agree that the idea of increased funding for the LAC would be helpful. To explore funding for PT faculty, please work with your SAC Administrative Liaison to create a plan to support the assessment process.

7. The HE SAC recommends that funding and opportunities be made available to support the development of part-time faculty beyond pedagogy, similar to what is available for full-time faculty.

Response: We appreciate this recommendation. We have hired an Organizational Development Director and are currently undergoing a reorganization that is looking at shifting us to a learning organization model. In addition, the Office of Equity and Inclusion currently offers a part-time faculty participation stipends for many of their trainings, including the upcoming Culturally Inclusive Teaching Summit on May 18, 2018 Please stay informed and engaged in what this means for faculty development.

8. Based on information provided at the Fireside Chats by President Mitsui, the Health Studies SAC would like to be in conversations with Allied Health Professions as they move to a more integrated approach.

Response: This work is related to the guided pathways model and exploring curricula alignments for career and degree pathways are. We encourage you to be exploring what a guided pathways model could look like and associated YESS work under the emerging focus area "Creating a Foundation for Guided Pathways".

9. The HE SAC would appreciate strategies for engaging and supporting an even greater part-time faculty team to build a stronger HE SAC (Recommendations A – L).

Response: Please consult with your SAC administrative liaison and the Division Deans that support Health Studies to develop strategies to support engagement with the part-time faculty.

10. Health Studies faculty members are on a variety of college and campus committees.

Response: It is always useful to have someone from the SAC serving on the Curriculum Committee and/or Degrees and Certificates, as well as on the Learning Assessment Council.

11. The Health Studies SAC recommends that PCC administrators involve Health Studies faculty in conversations surrounding the development and implementation of grants, academic programs, partnerships and other activities related to the college's priorities of expanding STEM education and equity (Recommendations A, C, D, and I).

Response: We acknowledge your recommendation and recommend that you stay engaged with the STEM conversation by engaging with the FDCs and Division Deans that directly support STEM disciplines. The guided pathways work ahead could also help maintain this interdisciplinary connection.

12. The Health Studies SAC would like to request that when policies and events that relate to 'health' are considered for PCC, that HE Faculty are consulted as content experts in their field.

Response: This would be considered a voluntary act on behalf of the HE Faculty. It is not part of the HE Faculty bargained agreement. HE Faculty could sit on committees to help participate in guiding PCC on health related decisions. If they are interested, they would need to work with their Division Dean to make sure this is in alignment with their annual work plan and their college service participation. Meeting with their Division Deans periodically would be best to keep up-to-date about College discussions related to Health.

13. In order to help our Division Deans and Faculty Department Chairs support PCC's Strategic Plan, Theme 5: "To create a nationally renowned culture for diversity, equity, and inclusion," help with the development and support of a hiring process for the part-time faculty pool that is grounded in critical race theory (Recommendations A – L).

Response: There is a new hiring process for hiring part-time faculty being instituted this year. Alisa Hampton, Manager of Employment Services in human resources, is the contact for this newly established process. Please reach out to her to learn more about how the new process will address your needs.

Closing

In closing, we want to again thank the Health Studies faculty and staff for sharing the results of your program review with us. We are pleased with your success in developing a robust offering of Health Studies courses to support student success. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Jen Piper, on behalf of the Deans of Instruction and Dean of Academic Affairs.

Kendra Cawley, Dean of Academic Affairs
Jen Piper, Interim Dean of Instruction Southeast Campus
Karen Paez, Dean of Instruction Sylvania Campus
Cheryl Scott, Dean of Instruction Rock Creek Campus
Kurt Simonds, Dean of Instruction Cascade Campus