Community & Technical College
Program Improvement & Curriculum Review Committee (PICR)
Friday, October 3, 2014
8:00-9:30am
UC 132-N

Summary

Called to order: 8:01 am Quorum present

I. Roll
☒ Bennett, Brian (Chair) ☒ King, Carrie (UAB Rep)
☒ Herrick, Paul                       ☒ LeCompte, Cathy (Ex Officio) via Collaborate
☒ Ketner, Donn                         ☐ Marcey, Jean
☒ Condon, Joel                                  ☐ Marshall, Darrin
☒ Harman, Tom

Other Attendees
Bonnie Nygard
Shannon Gramse

II. Approval of Agenda
Motion to approve agenda: Joel
Second: Tom
Unanimously approved

III. Approval of Meeting Summary – September 12, 2014
Motion to approve summary: Donn
Second: Joel
Unanimously approved

IV. Bonnie Nygard, Interim Dean

• Micro-credentials
• Course Sequencing
• Accreditation

Bonnie thanked the PICR committee for their service. Curriculum drives quality of programs and ultimately promotes student success. The leadership retreat was centered on academic affairs and looking at the overarching themes that emerged from the prioritization report. Areas of discussion/focus were:

• Community College mission
• Career & Technical Education (CTE)
• Micro-credentials

CTC had several programs in the 4th and 5th category of the report. Many of the programs listed were slated to be or had already been suspended. The majority of the programs listed were micro-credentials. There is a national trend of community colleges offering stackable credentials. Defined as course work taken that applies to both a lower and higher level degree, where students do not have to
start over to get to the next higher lever degree. Students also have the option of completing a lower level credential, maybe micro-credential, go to work for a time, and then able to start where they left off when they decide to pursue the next level credential. Within CTC programs, micro-credentials are embedded in AAS and BS degree programs. The question has been raised as to why these micro-credentials are offered if there are low enrollments and low completion rates. Provost does not like the response that it doesn’t cost additional funds to offer. The answer is industry wants stackable course work/credentials. Brian Bennett and Kelly Donnelly are preparing a white paper on micro-credentials. One outcome of the white paper is a recommendation to discontinue the admission fee for certificates and occupational endorsements. White paper will be shared with Bill Hogan, Dean of the College of Health, and College of Health faculty. With College of Health’s input the paper will come back to Bonnie and the PICR committee before being submitted to the Provost’s office as a response to the prioritization report. This will be a UAA response not just a CTC response. The response is due to the Provost’s office at the end of October. The response should include information specific to CTC’s unique situations and programs and not just a general statement. The Community College needs to be evaluated by different criteria because of its tie to industry.

- **AAS/BS degrees**
  Identified common themes sited throughout the recommendations of the task force feedback; one was low enrollments.

- **Developmental Education**

- **Support Services**
  Advising, tutoring, and transforming the Learning Resource Center (LRC). Using this as an opportunity to make shifts in how developmental education is delivered and how the LRC can better serve students of west campus colleges: Business, Education, and Health.

- **Program Course Sequence Mapping**

- **Course sequencing**
  The number one request from the college wide in-service was advising, advising, and more advising. Not only one-on-one advising specific to registration, but includes departments communicating courses required, which semester the courses should be taken, and when courses are offered. Next step in process is strategic enrollment management, using resources to help determine when courses can be offered. Best case sequencing plans would include recommended GERs specific to programs, for example, when to take writing course so best prepared in composition and writing skills.

Most responses have been a list of courses and the timing/order they should be taken. There has been very little indication or prerequisites, placement scoring, and associated course work. The CM packet was submitted addressing prerequisites, sequencing, and GERs; and when the courses are offered. A template needs to be created for other programs to use because of the wide variety or versions being used across programs. How can a schedule be presented to demonstrate that not every course is offered every semester? May need separate course sequencing map for each credential. This sequencing map would also only apply to full time students completing a four year degree in four years. In some programs a two year degree can only be completed if started during a specific term. It is suggested that sequencing should be graphic (flow chart) instead of a list.

Students expect that all courses will be offered when they need to take the course. Sometimes resources (faculty and space), or lack of, dictate if a course can or cannot be offered. The planning feature of DegreeWorks (DW) is not user friendly. One cannot change one course in a semester, must delete semester and start over. For this reason many use external means to advise students of course sequencing. A positive aspect of DW is that it is accessible from anywhere. Committee would like Degree Services to come and hear feedback regarding DegreeWorks.
Collected examples of existing sequencing maps will be placed on PICR Blackboard site for directors and chairs to view.

UAA Deans are meeting weekly to discuss their role in prioritization. Agreed that as colleges, they need to come up with overarching themes and provide the university with recommendations and directions under those themes; one theme being micro-credentials. Bonnie and Bill Hogan have taken the lead on micro-credentials. Other topics to be discussed are duplication and GERs.

V. Program/Course Action Request-Second Reading

VI. Program/Course Action Request-First Reading

Change CAR/CCG PRPE A108 Introduction to College Writing
Shannon Gramse presenting PRPE A108, course has not been updated in ten years. Updating Bibliography and course outline to reflect how the course is taught now. Move away from “modes”, where a student writes to define or explain a topic. Now, nationally, this method doesn’t transfer to the kind of writing students need to do within the disciplines. Now taking a more elemental approach to teach basic parts of academic writing. Looking for rhetorical context, audience, purpose, context of the writing, and let the rhetorical situations shape the choice a student chooses to write about. Also, moving to integrate reading components into writing course. This course serves a widely diverse and underprepared population of students. On UAA main campus alone 21 sections are offered, serving over 410 students. If extended sites are included, over 600 students are enrolled.

PRPE A108 is a preparation to ENGL A111 and an alternative to ENGL A109. Future conversations are pending to align these courses statewide. Originally ENGL A108 was offered by Anchorage Community College (ACC). After merger in 1988 a new course, ENGL A109, was created from ENGL A108. ENGL A109 was distinguished from ENGL A108 by its emphasis on practical and business writing, focusing on memos and practical types of writing, and eventually on technology. Students who needed more reading support were filtered to ENGL A108. In the 1990s ENGL A109 was taught in a computer lab. Both ENGL A 108 and ENGL A109 lead into ENGL A111. About ten years ago the UAA English department stopped offering ENGL A109. CPDS needed offer more PRPE A108 to fill the gap. Mat-Su revised ENGL A109, because some students needed additional support before entering into ENGL A111. ENGL A109 is listed as a compliment or alternate to A108. Some programs use PRPE A108 as English requirement.

In writing, assessment is subjective and is difficult to have consistency in assessment and difficult to grade using a rubric. Each spring composition faculty across campus come together and use a rubric designed by the Association of American Colleges and Universities in collaboration with the Writing Program Administrators (WPA) to compare samples “0” level up through ENGL A214. During these meetings rubrics are used to determine how writing is being assessed.

Motion to accept for first read: Paul
Second: Donn
Unanimously accepted

VII. Administrative Report

VIII. Chair’s Report

Brian serving as a clearing house and will work to present a couple of course sequencing map examples for the committee to comment on.
Emphasized more appropriate for assessment plans to be evaluated at the college level instead of the university level.

IX. Old Business

X. New Business

XI. Informational Items

XII. Adjournment

  Motion to adjourn at 9:33 am: Paul
  Second: Tom
  Passed unanimous