

Program Management, Promotion & Recruitment

PROGRAM MANAGEMENT, PROMOTION AND RECRUITMENT 16.1

Course 16: Program Management, Promotion and Recruitment

PROGRAM MANAGEMENT, PROMOTION AND RECRUITMENT 16.2

Skill Standards: F. Perform Administrative Functions

Key Activities: F1. Perform documentation and record keeping duties
F2. Record and submit student grades
F3. Serve on departmental and college committees
F5. Develop and manage budgets

Skill Standards: J. Perform Program Management Functions

Key Activities: J1. Perform documentation and record keeping duties
J2. Mentor, orient, and support new and part-time faculty
J3. Develop criteria, recruit, and make recommendations regarding hiring of faculty
J5. Develop and manage budgets

Program Management, Promotion and Recruitment

COURSE DESCRIPTION:

For many professional-technical college instructors, their daily duties extend far beyond teaching and facilitating learning. Program management functions, including record keeping, finance and budget maintenance, and committee work are necessary areas of proficiency. In this course, instructor-learners develop a record keeping system that can be used in the tracking of student affairs, including program enrollment, student grades, student financial aid and scholarship eligibility. In addition, instructor-learners develop a budgeting system to determine program financial needs and the tracking of allocated funds. They take part in departmental and college committees to insure the interests of their program and to participate in college-wide conversations and decisions regarding enrollment, recruitment and community relations.

Returning faculty who have already established proficiency in the basic functions of program management may be involved in the hiring of additional program faculty and instructional assistants. Level II of this course refers to the experienced professional-technical instructor who participates in the development of job descriptions, hiring criteria, mentoring and guiding new program faculty and instructional assistants.

LEARNING OUTCOMES: AS A RESULT OF THIS COURSE, THE INSTRUCTOR-LEARNER WILL:

LEVEL I

- Establish record keeping procedures in accordance with federal, state, college and departmental procedures.
- Establish equipment, material and supply needs for the program and a budget tracking system, in accordance with college and departmental procedures, which properly identifies funding and allocation requirements.
- Participate in program and college committees that benefit the program and support the mission of the college.
- Keep equipment current and find sources for repair and maintenance.
- Generate equipment justification reports for budget request.
- Develop grading criteria for courses that require research projects and field work.
- Set up internships for students.

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- Generate learning agreements and assessment reports for Internships.
- Set up methods for tapping into community and student needs and translate those into curriculum reform.
- Demonstrate understanding of the purpose of DACUM's.
- Develop MCO's for new courses.

LEVEL II

- Recruit Advisory Board Members.
- Plan Advisory Board meetings.
- Develop agendas and keep minutes.
- Generate Tracking data and student surveys.
- Gather information for External Reviews.
- Create professional Program Assessment and Review documents.
- Demonstrate understanding of the importance of community ties and liaisons with High Schools and Universities.
- Develop job descriptions for new program faculty and instructional assistants.
- Conduct performance appraisals for instructional and program assistance according to college procedures and policies.
- Guide and mentor new or part-time faculty through the college orientation.
- Act as a mentor for new or part-time faculty.
- Guide the new or part-time faculty through the process of identifying professional development needs.
- Effectively communicate college assessment and feedback procedures.
- Understand and communicate college organizational structure.

OUTCOMES ASSESSMENT:

LEVEL I

- Student records, including grades, attendance and financial assistance, are kept organized and confidential.
- Grades are accurately calculated to reflect student achievement for program graduation and/or transfer.
- Fund allocation meets fiscal year deadline for college business office.
- Equipment used reflects the needs of the program and is kept in working condition.
- Budget planning and prioritizing includes up-to-date equipment.
- Changes in curriculum and proposed new courses are properly documented and reflect the needs of the community.

LEVEL II

- In accordance with accepted procedures, Advisory Boards are duly constituted and meet on a regular bases.

- Agendas for meetings are submitted in a timely manner and carefully planned.
 - Minutes are accurate and distributed promptly.
 - Student tracking is done routinely and efficiently.
 - All necessary information for External Reviews is gathered as requested.
 - Suggestions for changes from reviews are implemented.
 - Program managers keep ties to industry, community, labor, government and other learning institutions.
 - Program Assessment Reports accurately reflect the state of the program.
- PROGRAM MANAGEMENT, PROMOTION AND RECRUITMENT 16.4**
- Job descriptions for additional program faculty and instructional assistants accurately reflect necessary skills and knowledge.
 - New faculty are properly oriented and made aware of the policies and procedures of the institution.
 - Mentors work with new faculty in course development, assessment and professional development.

PERFORMANCE INDICATORS: (MODIFIED FROM SKILL STANDARDS BOOK) LEVEL I

- In accordance with college procedures and policies, student attendance and program budget records are documented and submitted.
- In accordance with college grading policy and assessment criteria and state and federal laws and regulations including FERPA, student grades are accurately calculated and maintained.
- All information regarding student grades is treated in an ethical and confidential manner.
- Accurate program information is distributed to colleagues, as appropriate.
- Budget needs, including an equipment replacement plan, are annually identified and prioritized in accordance with college policies and procedures and adequate resources are determined to meet the identified needs.
- Budgetary restrictions are followed and calculations are accurately formulated.
- Budget resources are expended in a timely manner and appropriate documentation is maintained.

LEVEL II

- College committee meetings are attended and actively participated in in accordance with college policies.
- Records of committee activities are kept current and organized.
- Adequate sources of information are used in determining job qualifications for program faculty and instructional assistants.
- Recruiting, screening, interviewing and selection of applicants are performed in accordance with college policies and procedures.
- Employment regulations and applicable laws governing hiring of faculty and program assistants are followed in accordance to college policies and procedures.
- Orientation to college policies, program and course materials, and professional development opportunities are accurately provided.
- Performance of part-time faculty is properly assessed, feedback is provided, and recommendations are made.
- When applicable, performance is properly assessed and prioritized.
- Instructors' questions are answered and assistance is provided in an expedient, courteous and respectful manner.
- Clear lines of communication are identified and established.

SKILLS: THE INSTRUCTOR LEARNER WILL:

- Demonstrate knowledge of record keeping procedures as they relate to college policies.
- Demonstrate knowledge of Family Educational Rights and Privacy Act (FERPA), 1974.
- Access college policies and procedures regarding committees and committee

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participation.

- Demonstrate knowledge of orientation procedures and staffing needs, and demonstrate ability to assess and prioritize them to meet program or department needs.
- Create job descriptions, review applications, and interview candidates.
- Manage timelines.
- Explain the process of curriculum development.
- Demonstrated the process of gathering course materials and resources.
- Identify employment regulations, laws and college policies.
- Explain student evaluation and feedback techniques.
- Recognize job tasks, analyze work assignments, assess individual knowledge/skills and monitor performance.
- Listen attentively, confirm information, and clarify communication.
- Model proper performance and attitude, coach others to apply related concepts, provide constructive feedback and encourage learner independence.
- Encourage others to adopt new concepts, lead by example, motivate others to extend their capabilities.
- Appropriately refer complaints, analyze possible causes and recommend action towards solution.

Recording student grades • Manual vs. electronic systems

- Cross referencing
- Mathematical calculations used, including decimals, fractions and elementary math.
- Using an Excel Spreadsheet.
- Discussion of various grading options.
- Grading criteria for projects, field work.
- Essay vs. Multiple Choice testing.
- See course #4, Assessment for Learning.
- See also related support materials attached.

File organization • **Student related data:** registration, attendance, grading, student conferences, financial aid evaluations, graduation, placement, exit information, surveys, injury, and accident

• **Program related data:** work orders, Purchasing, safety, expense and travel vouchers, See course #5, Manage Learning

Environments.

- Importance of historical records

Ethics and confidentiality issues • FERPA- Family Educational Rights and Privacy Act, 1974

- See course #14, Educational Law.

Budgets • Analyzing program needs: categorizing and prioritizing.

- Mathematical calculations used, including decimals, fractions and elementary math
- Categorizing
- Fiscal timeline
- See course #15, Grant Writing.
- Finding reliable, affordable and fast repair services
- Soliciting industry donations

Documentation and Record Keeping

Essential Content Discussion Topics and Key Points

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Advisory Boards • How to select Advisory Board members

- Required membership distribution

- Recruiting new members and keeping others active
 - Proper timelines for planning meetings
 - Letters of invitation.
 - Conducting a productive meeting
 - Drafting agendas, keeping minutes
- Evaluation of the Program; • The process of an External Review
 Implementing Changes • What information to gather for reviews
- Preparation of proposals for curriculum changes
 - Generating a good MCO and a DACUM
 - Getting ready for the Program Assessment Review
 - See also related support materials attached.
- Service to Students • Developing contacts for Internships
- Assessing Internship performance
 - Tracking students after graduation
 - Developing useful surveys, phone trees
 - Networking with High Schools and colleagues in Transfer institutions
 - Planning Job Fairs
 - Guidelines for proper Articulation Agreements
- Hiring of new faculty and Committees • A guide to serving on Appointment Review Committees
- Preparing an appropriate job description document
 - Conducting interviews and screening applicants
- Orientation of new faculty • College environment
- Ordering supplies and equipment
 - Physical plant
 - Campus tour
 - Organization structure
 - Explanation of College Policies and Procedures
- Mentoring Activities • Tenure process
- Evaluation process
 - Professional Development Plan
 - Instructional Planning
 - Course outline and syllabus
 - Dealing with classroom difficulties

Essential Content Discussion Topics and Key Points

LEARNING ACTIVITIES:

- Develop a prioritized budget list for a program for one quarter.
- Write a Request Justification for a piece of equipment. Search catalogs, call companies to get a good bid for a piece of equipment and find the best repair services for same.
- Develop a desk audit form for keeping track of hours spent on various program management tasks.
- Compose a suitable flyer for distribution to announce new courses in a program. Generate a grading scale and %'s assigned to various parts of a program course. Using the above guidelines and a spreadsheet, calculate the final grade for 10 students.
- Develop an assessment sheet for a research project or field work.

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- Within a selected community, identify three suitable candidates for an Advisory Board. Selections should be from Industry, Government and Labor.
- Compose a letter for a meeting; prepare an agenda and conduct a mock Advisory Board meeting. Prepare minutes for same.
- With the guidance of Human Resources personnel, prepare a set of acceptable interview

questions for a job candidate.

- Attend the class of a colleague and write a Class Observation Report. Discuss this with the colleague.

- Discuss ways of handling the situation in this scenario:

One of the Advisory Board members of a technical program has not attended meetings for over one year. When meeting announcements are sent to this member the reply is always: "Sorry I cannot make it this time, but I am still very anxious to be a part of the program board".

- Draw up a Learning Agreement for an Internship.

- Develop a survey designed to assess the current curriculum of a technical program.

- Design a good follow-up tracking questionnaire for graduates of a program.

- Review and become familiar with an institution's required forms and guidelines for new course proposals and changes in the curriculum of a program.

- Become familiar with the purpose and format of a DACUM.

- Group Project: Assign sections of a Program Planning and Assessment Report to various students and discuss results.

- Study and discuss an External Review Report.

- Design a mentorship guide.

- Write a professional development plan.

- Conduct a campus tour.

- Interview colleagues about their positive or negative mentoring experiences.

GLOSSARY:

MCO: Master Course Outline. Required by Accreditation Committees

DACUM: Developing A Curriculum

SUPPORT MATERIAL: THESE MATERIALS ARE COMPILED AT THE END OF THE TWO-PART COURSE.

- Budget Justification Request

- Sample Desk Audit for a Program Manager

- Samples of grading criteria, student performance evaluation

- Grade computation with conversion table for calculating GPA

- Learning Agreement for an Internship

- Excerpts from a Program Assessment Report

- Program Self Assessment

- Instructor Self Evaluation

- Promotional materials: Brochures

- Sample flyer for advertising a new course

- Program promotion materials: Pictures of students

- Sample program curriculum and degree requirements

- Web site information

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PRIMARY TEXTS/RESOURCES:

- Rothwell, W.J. and Cookson, P.S. (1997). Beyond Instruction: Comprehensive Program Planning for Business and Education. Jossey-Bass.

ADDITIONAL READINGS AND RESOURCES:

- Time Management for Instructors, PowerPoint. (1999). Phil Savereux, Machine Technology, Renton Technical College.

- Grieve, D. A Handbook for Adjunct/Part-time Faculty and Teachers of Adults. 3rd Ed. Info-Tec, Elyria, OH.

- Effective Approaches to new faculty development by Mary Deane Sorcinelli.

- Higher Education Trends by Adrianna J. Kezar.

WEBSITES

- Teacher mentoring resources. Some Teacher Mentoring Resources compiled by MiddleWeb Completely updated August 2001. An excellent resource for new teachers and their mentors and supporter.

<http://www.middleweb.com/mentoring.html>

- Teacher to Teacher – A Guidebook for Effective Mentoring. A complete course in effective mentoring, with broad and practical suggestions.
<http://info.greenwood.com/books/0325000/0325000123.html>
- Teacher mentoring. Some Thoughts about Teacher Mentoring. A few questions dealing with mentoring submitted for list discussion.
<http://www.middleweb.com/INCASEmentoring.html>
- Issues on mentoring <http://www.lgu.ac.uk/deliberons/mentoring/content.html>
- Family Policy Compliance Office. Family Educational Rights and Privacy Act (FERPA).
<http://www.ed.gov/offices/OM/ferpa.html>
- FERPA HOME PAGE. To be allowed access to student records, you must review the materials presented in this site.
<http://ferpa.sis.usmd.edu/ferpaweb>
- Mentoring Best Practices. A list of 5 companies that have created impressive mentoring programs.
<http://www.mentoringgroup.com/bestprac1.html>

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Skill Standard: H. Promote the Program and Recruit Students

- Key Activities: H1. Participate in campus and community events
H2. Serve on high school advisory committees, Tech Prep consortia, and /or other community organizations
H3. Develop a program promotional plan
H4. Provide information for prospective students
H5. Develop and manage public relations information
H6. Perform recruiting activities

COURSE DESCRIPTION:

Because no amount of promotion will benefit a flawed program, Professional/Technical faculty will learn how to assess their program, the quality of their instruction, and their target student demographics as a prelude to promoting their program. Professional/Technical Faculty will learn how to coordinate marketing efforts through their college public information office and program advisory committee and how to advertise their program by creating promotional materials, organizing on-campus and community promotional events which meet established college policies and procedures. Professional/Technical Faculty will determine the procedures for creating articulation agreements and explore community service opportunities. This course is envisioned as being entirely competency-based, with the course instructor and other students providing feedback on Professional/Technical faculty assignments. Successful completion of the course should provide the faculty member with the materials, knowledge and techniques necessary to successfully promote their program with appropriate institutional support.

LEARNING OUTCOMES:

AS A RESULT OF THIS PROGRAM, PROFESSIONAL/TECHNICAL FACULTY WILL: LEVEL I

- Create and administer a program assessment tool.
- Create and administer a teaching quality self-assessment tool.
- Complete a student demographic assessment tool.
- Create a promotional flyer and a promotional brochure.
- Create and distribute an information packet for guidance counselors.

- Create a calendar of community events where the program could be promoted.
- Prepare a list of resources available from the college public information office.
- Prepare a college/community event organization checklist.
- Prepare a 5 to 10 minute talk promoting the program.

LEVEL II

- Determine, for the Professional/Technical Faculty's institution, the procedures for initiating an articulation agreement.
- Create a list of opportunities for service on high school advisory committees, Tech Prep consortia and/or other community organizations.
- Develop a program web site (optional).

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OUTCOMES ASSESSMENT:

- Present report on all assessment tools.
- Present the promotional flyer and brochure for course instructor and peer review.
- Present the guidance counselor packet for course instructor and peer review.
- Provide list of available public information office resources.
- Present college/community event organization checklist for course instructor and peer review.
- Present a 5 to 10 minute talk promoting the program for course instructor and peer review.
- Present a report on institution articulation agreement procedures.
- Provide a copy of calendar of community events for course instructor and peer review.
- Provide a copy of service opportunities list for course instructor and peer review..
- Ensure that a copy of the program web site is on the institutional server (optional).

PERFORMANCE INDICATORS:

- All of the assessment tools are administered and the data recorded in the assessment tool report.
- A program promotional flyer and brochure are completed, the information in the documents are verified as being current and accurate, and the materials conform to institutional policies and regulations.
- The community calendar is completed and indicates inclusion of events designed to include the current program demographic data and events designed to include underrepresented groups.
- College/Community event organization checklist is in accordance with institution policy and procedures.
- A 5 to 10 minute talk that accurately, professionally, and cogently promotes the program is presented.
- The faculty member demonstrates knowledge of the institutional procedures to initiate articulation agreements.
- The service opportunity calendar is completed and presented to the course instructor and the class.
- A web site that is functional and accurate is on the institutional server (optional).

SKILLS: THE INSTRUCTOR LEARNER WILL

- Use computer word processing program to generate the flyer and brochure and other written materials for the course.
- Use a digital camera to produce images for promotional materials.
- Use web site creation/editing software to create/edit web site.
- Use the internet.
- Use reference resources for information to generate community calendar and service opportunity list.
- Speak publicly.
- Organize materials, resources and information.

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Program Promotion

Essential Content Discussion Topics / Key Points

Program Assessment • Types of Assessment Instruments

- Creation of program specific assessment instruments
- Evaluation of assessment results
- Implementation of changes
- Determining target audience demographic

Promotional Materials • Brochure formats

- Computer skills needed to create promotional materials
- Content of the Guidance Counselor Packet
- Using a digital camera and/or a scanner
- Coordinating with public affairs office
- Deciding where to place / where to send promotional materials
- See related support materials attached.

Community Promotions • Types of community events

- Community Calendar format
- How to find out about community events
- Setting up displays and booths
- Coordinating with community organizations
- Interfacing with area high schools

Articulation Agreements • Components of an articulation agreement

- Faculty to faculty interactions during articulation negotiations
- Administrative support for articulation agreements

Web Site Construction • Coordinating with your college's IT department

- Web page editing Programs
- Web site content
- Web site maintenance
- See related support materials attached.

LEARNING ACTIVITIES:

- Develop a calendar of community events in which program participation for recruitment is appropriate. Highlight those events that would expose the program to non-traditional/diverse students.
- Visit institutional IT/Instructional development department to learn about web site development.
- Produce a list of contact information for high school advisory committees and Tech Prep consortiums.
- Develop a program brochure and flyer for use at promotional events.
- Meet with PIO office staff .
- Make an event organization checklist.
- Take photos of students in the classroom, lab and on the job. Include underrepresented populations. (Secure signed permission- confidentiality).
- Evaluate program promotional material for encouragement of cultural diversity and to prevent cultural bias.
- Volunteer (participate in) on an articulation committee from another program.
- Conduct a program informational session.

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PRIMARY TEXTS/RESOURCES:

- Program Promotion Handbook, Doug Ballor, ed., Bates Technical College Nov. 2000.
- Warehouse Worker/Forklift Operator Program brochure, Renton Technical College.
- Biotechnology Laboratory Technician Program brochure, Kelly Hamilton, Bates Technical College Jan. 2002.
- Boat Building Program brochure, Chuck Graydon, Bates Technical College, Jan. 2002

- Biotechnology Laboratory Technician guidance counselor's pack, Kelly Hamilton, Bates Technical College, December 2001.
- Shoreline Biotechnology Program web site.
<http://shore.ctc.edu/shoreline/biotech> , Steve Goshorn, Deborah Hendricks, January 2002.

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Support Materials

For Course 16:

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Support Materials: Budget Justification

Provided by: Dr. Caralee Cheney, Shoreline Community College

Equipment

1999 – 00 Budget Year

Program: Biology/Biotechnology/Env. Science Division: Science

Budget No: XXX-XXXX Sub-object Code: J

Request:

ELISA Plate Reader for the Biotech Program

Justification:

This is a technique that is core to working in Biotech labs and we must train our students to do this work. It is often specifically mentioned in job ads. In the past we have had to borrow a machine from vendors. This has met with limited success as it is available for a limited period of time and is very difficult to arrange.

Cost: \$ 7195

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Categories Monday Tuesday Wednesday Thursday Friday

Class Preparation

Lab Preparation

Grading

Hiring

Advising

Phone/email

General

Administration

Department

Administration

Special Projects

Committees

Advisory
Committees
Curriculum
Equipment
Facilities
Computers
Internships
Promotional
Materials
Other

Support Material: Desk Audit Form for Program Directors

Provided by: Dr. Caralee Cheney, Shoreline Community College

Dates: _____

(Hours/day)

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Support Material: Guidelines for Instructor Evaluation and Notebook Grading

Provided by: Dr. David Phippen, Shoreline Community College. Chemistry Department

Instructor Evaluation (10 points possible)

Instructor Evaluation:

In order to quantify this portion of the student's grade, we will assign the 10 possible points based on the

various skills described below. We would generally expect to see the following scores:

- 10 Points = Outstanding student in all aspects
- 9 Points = Excellent student overall, but there is room for improvement in 1-2 areas
- 8 Points = Very good student overall
- 7 Points = Average student
- 6 Points = Slightly below average student
- 5 points = Student lacking a majority of skills
- 0-4 Points = Exceptionally poor student

Safety

Did the student always have on safety glasses

Did the student work with the equipment safely

Communication

Did the student listen to instructions

Did the student communicate problems well

Prepared

Was the student ready for lab (mentally and conceptually)

Did the student attend lab lectures

Efficiency

Did the student work effectively with their time

Lab Skills

Did the student work well with the equipment

Could the student troubleshoot problems

Timely

Was the student on time for lab

Did the student turn in materials on time

Confidence

Did the student demonstrate confidence in the lab

Was the student afraid of the equipment or procedures

Format (1/2 point each)

Inside Table of Dates Lecture Notes Voiding General Organization

Cover Contents

Data Calc. Graph Rpt Table Data Calc Rpt Table

Al-Zn Alloy Expt (1 point each) Calorimetry Expt (1 point each)

Name: _____

Notebook Score: _____/10 Instructor Evaluation: _____/10

Lab Notebook

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Support Material: Sample grading scheme and conversion table.

Provided by: Dr. David Phippen, Shoreline Community College

Your GPA will be computed from the following:

Item Percentage

Laboratory Notebook 10

Laboratory reports 40

Portfolio 10

Instructor Evaluation 5

Pre-Lab exercises 5

Post-Lab quizzes 5

Practical final 15

Written final 10

Percentage Grade Percentage Grade Percentage Grade

96-100 4.0 78 2.8 66 1.6

93-95 3.9 77 2.7 65 1.5

91-92 3.8 76 2.6 64 1.4

89-90 3.7 75 2.5 62-63 1.3

87-88 3.6 74 2.4 60-61 1.2

85-86 3.5 73 2.3 58-59 1.1

84 3.4 72 2.2 56-57 1.0

83 3.3 71 2.1 54-55 0.9

82 3.2 70 2.0 52-53 0.8

81 3.1 69 1.9 50-51 0.7

80 3.0 68 1.8

79 2.9 67 1.7

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Support Material: Sample Learning Agreement for an Internship

Source: Professor Matt Loper, Shoreline Community College

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Support Material: Sample Pages from a Program Assessment Report

Provided by: Professor Matt Loper, Shoreline Community College

PROGRAM PLANNING AND ASSESSMENT REPORT

OVERVIEW:

1. Environmental science attracts a wide spectrum of students from across the campus. Over 75 percent are non science majors, drawn by an alternative to other traditional lab science courses.
2. Environmental technology serves a diverse group of students representing several different age classes. (Over 70 percent are female; the majority are over 30; most are mature and responsible students.)
3. Some enrolled are already employed in the area.
4. In many cases, students may already have a bachelor's degree or at least completed prior college level courses.
5. The common denominator of the students is a true interest and concern for the environment.
6. Environmental Science annual FTEs and S/F ratios for 1998 99 were the highest of the past 5 years.
7. At least seven sections of ENVSC 201 are offered each year.
8. The telecourse ENVSC 101 (Race to Save the Planet) was offered for the first time since the 1995 96 year.
9. Environmental Technology decreased FTES and F/S ratios attributed to two things: cancellation of ENVSC 202 (Wetland Delineation) for spring and a drop in enrollment because of graduation, drop outs, and low level of new enrollees into the program.
10. Environmental Tech is strongly affected by external factors: needs of industry, local, state and federal funding in the field, and availability of retraining programs.
11. Better publicity would help low enrollments.
12. Supervision of the Environmental Tech program by an individual who also teaches a full load of courses places a significant strain on the instructor as well as causing frustration for him as well as the students.

SIGNIFICANT ANTICIPATED CHANGES:

1. Collaborative efforts with Grays Harbor CC will result in offering a new on line course, NR 120 (introduction to Natural Resources) through Washington On Line.
2. The Tri County Salmon Plan may have an effect on needs in the Puget Sound region for planning and employment.
3. Recruitment of new members will be made to the TAC.
4. Evaluation and modification of the Environ Tech curriculum will be done to make it compatible with a potential "science core."
5. The possible development of an Environ Tech program by Cascadia College could adversely affect SCC's enrollment.
6. 1 695 may adversely affect the job market in the environmental industry.

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PROGRAM STRENGTHS:

- Integrated curriculum appeals to students in other fields as well.
- Curriculum incorporates responsibility, appreciation of diversity, and innovative approached to problem solving.
- Emphasize community involvement via a Service Learning requirement.
- Maintains a high level of community involvement, for example:
 - Coordinated a Salmon Education Program with fifth grade classes
 - Loaned equipment and expertise to community organizations
 - Participated in a Shoreline Parks & Recreation summer program for inner city teenagers
 - Mini classes taught to seniors during the Winter College and Summer College programs
 - Conducted nature walks during Opening Week and Wellness Week
 - Successfully administered a PIE contract in coordination with the City of Shoreline and Ecosystems Database Development & Research Organization.
 - A \$22,000 contract from Puget Sound Water Quality Action Team resulted in several products: Watershed Keeper classes graduated 25 Watershed Keepers A GIS database of the Shoreview Park area A water quality curriculum for K 1 2 schools A Master Trail Plan for the Shoreview Park area A full color Nature Trail Brochure for the Boeing Creek Natural

Area

- Continues to offer a flexible curriculum for student specialization.
- Majority of classes have evening offerings to better fit non traditional students.
- Emphasizes computer technology, current software, good writing skills, and team projects.
- Has a strong and active advisory board of 12 members from private, governmental, and non profit sectors.
- Lead instructor continues to augment his skills and experiences in the environmental arena.
- Provides a focus on natural resource assessment with an urban/suburban emphasis the only one of its kind in the Seattle area.
- Successful internship program.

AREAS NEEDING IMPROVEMENT:

1. Placement rate for recent graduates needs to increase. Increasing the transfer potential could help. Articulation agreements need to be established with four year schools such as the UW and VVM.
2. Equipment still needs to be updated: Low expenditures or no purchases recently have hurt the program. Basic tools still have to be checked out of the UW Library. Some funding was received, but it did not cover all requests. No complete set of sieves. GPS receiver is out of date and incompatible with GIS software.
3. Computers in the SmartCam lab are not compatible with newest GIS software.
4. Need a better tracking system of students' successes in the college and workplace.
5. Need better publicity and marketing for recruiting of new students.
6. No lab coordinator (could be shared with the biotechnology lab).
7. Need more cooperative partnerships with industry and governmental agencies to identify specific competencies required of potential workers and to increase internship possibilities.

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Support Material: Self Assessment Sample

Provided by: Professor Matt Loper, Shoreline Community College

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Examples of Program Promotion, Brochures and Advertsing

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Support Material: Sample Flyer Advertising a New Course

Provided by: Professor Matt Loper, Shoreline Community College

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Provided by: Kelly Hamilton Bates Technical College, Biotechnology Program

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