



ALAMO
COLLEGES

PALO ALTO COLLEGE

Pre-Professional and

Pre-Nursing

PROGRAM REVIEW

Academic Programs

Biology

2011-12 through 2015-16

Submitted 2016-17

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April 2017

Threats:

- Limited lab space to accommodate the influx of ECHS students and the two new programs
- Decreased funding due to potential budget cuts from the state
- Limited pool of adjuncts for daytime teaching
- Lack of sufficient number of full-time faculty and lab technicians
- There is a lack of tutoring offered at night and on weekends
- The district is currently transitioning to Advising Guides, which will focus on transferring students to 4-yr. institutions for advanced degrees, instead of graduating students with a particular field of study for the A.A. degree or the A.S. degree. Thus, the Biology Program should not expect to see any graduates with an A.S. degree, concentration in Biology or in Pre-Nursing in the future. There will simply be a generic A.S. degree.

Program Review Outcomes and Conclusions

1. Recommendations and Five-Year Goals:

Recommendations

- Request our own nursing program/more allied health programs. Our community should have accessibility to these programs without having to re-locate.
- Request that the Science Learning Center have weekend and evening hours. This may help improve the withdrawal rate and PGR.
- Request funding to replace extensively used laboratory equipment and materials such as microscopes, incubators, autoclaves, models.
- Hire new faculty to meet the increased enrollment of ECHS students.
- Increase lab space to meet the increased enrollment of ECHS students.
- Limit the number of committees on which faculty can serve.

Goals

- Limit the number of committees on which faculty can serve.
- Raise our overall cycle-review average for PGRs by 1% from 74% to 75%.
- Increase our overall cycle-review average for Retention Rates by 1% from 84% to 85% thus lowering the withdraw rate from 15.5% to 15%.
- Increase our overall cycle-review average for enrollment by 1.5% from 2,602 students per semester to 2,641.
- Faculty remain current and integrate most recent developments into their curriculum.
- Successfully incorporate ECHS while maintaining or improving PGR.
- Work with PAC Grants Development to submit competitive funding proposals.

2. Five-Year Action Plan:

- To support student success and to continue the upward trend in PGR, the following steps will be taken:
 - 1) Faculty will meet regularly to discuss the current strengths, weaknesses, opportunities, and threats related to student success.
 - 2) Faculty will continue to monitor PGR, failure rate, retention rate, and withdrawal rate of their courses.
 - 3) Faculty will continue to analyze, review, and revise action plans for high-risk courses.
 - 4) Faculty will continue to hold office hours in the Science Learning Center for tutoring and advising students.
 - 5) Faculty will continue to monitor and communicate with the Science Learning Center to stay aware of the supplies and mentoring techniques utilized by the Science Learning Center.
 - 6) Faculty will continue to use Early Alert Systems and 4DX practices to actively communicate with at-risk students.

- 7) Faculty will petition administration to hire more tutors to staff the Science Learning Center at night and on the weekends.
- 8) Faculty will continue to monitor the current laboratory supplies and techniques in order to request and purchase new quality materials for our students so as to provide them with the most excellent and rewarding educational experience possible.
- 9) Faculty will try to maintain average class size (especially those courses with labs) at 24 to ensure appropriate faculty-to-student interaction.
- To ensure that the Biology Program maintains or improves PGR while successfully incorporating more ECHS students (and possibly two additional programs at PAC), the following steps will be taken:
 - 1) Syllabi for each course that include ECHS students will be peer-reviewed to ensure clarity of course requirements and expectations.
 - 2) Faculty will petition administration to hire more FT Biology faculty in order to manage the influx of more ECHS students and courses at PAC.
 - 3) Unit Plans will need increased funding for additional supplies for more ECHS Biology sections, and possibly more A&P sections needed by two more programs being offered at PAC (if the bond passes).
- To ensure that faculty remain current in pedagogy and technology and to integrate the most recent developments into their curriculum the following steps will be taken: Biology faculty will actively seek out a variety of faculty development opportunities including professional conferences, free podcasts and webinars, establishing communications with local industries, and visiting industries. Upon identifying an opportunity for faculty development, the faculty member will communicate the information to all faculty in the Biology Program.
- To help PAC Grants Development submit competitive funding proposals the following steps will be taken: Faculty will seek out opportunities for funding through professional affiliations and requests for proposals. Faculty will discuss opportunities with PAC Grants Development. If approval is given to proceed, faculty will assist PAC Grants Development in the development grant proposal and implementation if the proposal is successful.
- Also, if current grants become funded, faculty will implement new research and presentation opportunities for Biology students to introduce the professional and publishing aspect of science.
- Faculty will continue to provide an up-to-date and rigorous curriculum that will prepare students for the next phase of their higher-level or professional education.



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PROGRAM REVIEW

Academic Programs

Teacher Education

2011-12 through 2015-16

Submitted 2016-17

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April 2017

Program Review Outcomes and Conclusions

1. Recommendations and Five-Year Goals:

Create a Palo Alto College Teacher Education Advisory Committee to assess curriculum, professional trends and needs, professional development opportunities for current students and alumni. The Teacher Education Advisory Team would have the opportunity to observe students during field experience.

2. Five-Year Action Plan

PAC Strategic Goal 1

Empowering Students for Success

Goal: Increase the sections of EDUC 1301 and EDUC 2301 by 2%:

Action 1: Identifying qualified adjunct faculty members

Action 2: Continue to hire additional adjunct faculty as needed

Action 3: Add additional Teacher Education sections

Action 4: Secure a proper instruction classroom space

Action 5: Continue to collaborate with public elementary and secondary schools to expand “JA in a Day” offerings

Action 6: Investigate a partnership with high school Ready, Set, Teach Programs

Goal: Increase productive grade and retention rates by 3%:

Action 1: Reducing the average class size to 24 maximum students in order to provide opportunities for student to teach and be evaluated

Action 2: Increasing faculty professional development in additional evidence-based teaching practices.

Action 3: Increasing number of problem-based learning assignments, open educational resources, collaborative learning, and e-portfolio assessment

Action 4: Increasing the involvement of adjunct faculty in contacting at-risk students

PAC Strategic Goal 2

Creating and Sustaining a Culture of Inclusiveness

Goal: Documentation of data:

Action 1: Work with the IR department to follow demographic data of Teacher Education students. Data collection on Teacher Education AAT graduates’ attainment of teacher certification would help document the longevity of the education program. Categorization of the Teacher Education program data was inconsistent since the addition of the EDUC 1300. The data in the Teacher Education Unit should not include any data from EDUC 1300.

PAC Strategic Goal 3

Celebrate and Share PAC Excellence

Goal: Serve the college and community:

Action 1: Offering relevant teacher education workshops

Action 2: Implement new SPCH sections: Fundamental of Speech for Teachers

Action 3: Partnering with other speech faculty to design learning communities

Action 4: Creating resources for Junior Achievement

Action 5: Supporting the Student Leadership Institute initiatives

Goal: Integrate the latest technology into the classroom by:

Action 1: Upgrading current classroom technology in Medina Hall 104

Action 2: Enhancing technology (iPads) in the Teacher Education classroom

Action 3: Re-designing classrooms conducive to proper instructional learning

Goal: Enrich the Teacher Education faculty

Action 1: Increasing opportunities of professional development to be discipline specific

Action 2: Lead Faculty should receive a two release time for necessary duties to include
but not limited to:

- Unit Planning (goals and budget)
- Program data collection and evaluation
- Partnership Networking (Junior Achievement, Transfer Universities, K-12 partners (SWISD, SSISD, EISD, SAISD, and HISD)
- Schedule Building
- Curriculum development
- Professional development
- Faculty evaluations
- Advisor Meetings
- Extracurricular Activities (University tours and Teacher Preparation Fair)
- Sponsorship of Future Educators of America

PAC Strategic Goal 4

Targeting Our Resources for Success

Goal: Involve Teacher Education Advisors in student field experience:

Action 1: Collaborate with Student Services to allow advisors to participate in JA for a Day.

Action 2: Continue to meet Teacher Education Advising Team

Action 3: Add speaking opportunities for Advisors in the EDUC courses

Action 4: Develop a Teacher Advisory Committee



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PROGRAM REVIEW **Academic Programs**

Logistics and Supply Chain Management
2012-13 through 2016-17
Submitted 2016-17

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April 2017

- Texas A & M San Antonio's move to be a four year institutions could cause a decline in PAC enrollment
- Recent funding for enhancements has come from sources other than the institutional budget
- The potential abandonment of the program by leadership in transition to retirement or another career change may stall the growth of the program and have leadership considering the ongoing need of the program.
- If the Logistics Program at Texas A&M takes off and if it is considered as a more suitable destination for incoming students than Palo Alto College, then students may elect to enroll at A&M instead of PAC. Another private institution picking up supply chain and logistics as an undergraduate degree with scholarships would tug heavily on potential enrollment from the workforce as well as high schools.

Program Review Outcomes and Conclusions

1. Recommendations and Five-Year Goals:

- During the next five years, we would like to establish at least five dual credit relationships with high schools to have them feed students into the logistics program at the college.
- Establish strong relationships with community partners that have adult customers so that we might leverage these partners to get more awareness of the program in the community.
- Secure more commitment from industry to support the program in internships and work shadow programs.
- Increase the number of individuals that transfer to 4-year institutions to complete their bachelors in logistics and supply chain.
- Establish a simulation warehouse on campus to get students hands-on experience in logistics and supply chain operations.
- Collaborate with PAC PR to design a marketing outreach effort to entice current logistics employees to consider career advancement through certificate and AAS program offerings.

2. Five-Year Action Plan

- **During the next five years, we would like to establish at least five dual credit relationships with high schools to have them feed students into the logistics program at the college.**
 - A. Collaborate with PAC dual credit office.**
 - B. Work with dual credit advisory committee to promote logistics in local high schools.**
 - C. Strengthen marketing with public relations.**
 - D. Show advisory committee and high school administrators the employability value of certificates and degrees in area.**
 - E. Assess efficacy of the plan.**
- **Establish strong relationships with community partners that have adult customers so that we might leverage these partners to get more awareness of the program in the community.**
 - A. Work with advisory board.**
 - B. Identify prospective community partners where nontraditional student populations frequent.**
 - C. Create marketable materials to give to nontraditional student populations.**
 - D. Develop video marketing.**
- **Secure more commitment from industry to support the program in internships and work shadow programs.**
 - A. Collaborate with advisory board.**
 - B. Identify internship opportunities.**
 - C. Using multiple social media venues.**
 - D. Explore internship and job opportunities**
- **Increase the number of individuals that transfer to 4-year institutions to complete their bachelors in logistics and supply chain.**
 - A. Continue professional development opportunities.**
 - B. Identify improvements to classroom instruction.**
 - C. Engage more individuals within program to discuss transition to 4-year institutions.**
 - D. Bring in TAMUSA to entice transfers.**

- **Establish a simulation warehouse on campus to get students hands-on experience in logistics and supply chain operations.**
 - A. **Identify other institutions who have a simulation warehouse on campus.**
 - B. **Gather research from these institutions to demonstrate value of simulation warehouse.**
 - C. **Use research to write a report demonstrating need for simulation warehouse to provide college administration.**
 - D. **Request simulation warehouse on future resource allocation committee requests.**

- **Collaborate with PAC PR to design a marketing outreach effort to entice current logistics employees to consider career advancement through certificate and AAS program offerings.**
 - A. **Conduct focus groups with prospective applicants to determine marketing preferences.**
 - B. **Collaborate with PR to develop marketing outreach effort.**
 - C. **Assess efficacy of marketing outreach effort.**