

## Academic Unit Plan

Division PACE

Academic Year 2010

Division Chair K. Carter

### Executive Summary

This year the Program for Accelerated College Education (PACE) has made progress toward meeting our goals of maintaining our existence, increasing our course enrollment, reaffirming our inter-disciplinary instructional approach, and restructuring our TBA component and Saturday conferences to more clearly manifest common program themes. During the move into the Northeast Academic Building, we lost a major piece of equipment (our newest and most advanced projector), it was our hope to replace our aging copy machines (both were in need of repair). Other needed equipment and software programs may be garnered through PACE's interaction with the Social and Behavioral Science Division. It is also our desire to replace traditional PACE offerings with other classes that continue to fulfill our transfer objectives. We will continue to work with campus academic divisions to organize classes around the established assessment of student learning outcomes (SLO). There is also a need to revamp the PACE summer course offerings. While these courses are used, primarily, for "beginners" and/or "entering students," the majority of continuing students are unable to find courses that they haven't previously taken.

**Activities Description Narrative:** please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

1. We are seeking to maintain our existence by increasing our class enrollments, by expanding our program into new "arenas and venues" (including the Terminal Island Correctional Facility), re-establishing of collaboration and cooperative efforts with the Delores Huerta Labor Institute (to provide labor-based instruction), and by adding new classes to our traditional offerings (i.e., Sociology 2, an undetermined anthropology class and, possibly, two labor history classes. These projects are currently being discussed within a collaborative effort with the Social & Behavioral Science Division.). The average PACE class size is consistent with similar course offerings within the traditional schedule. However, because of the combining of classes on Saturdays, it has become difficult to find rooms large enough to hold certain classes. For example, Biology 3, Biology 5, English 101, and Speech 121 have combined sections that may exceed the 120 seat capacity of the NEA Buildings largest classrooms.
2. Purchase a new copy machine (manufacture to be determined by collective campus purchasing strategy) with a long-term service contract. A purchase request was made in April/May 2009, through the office of the Vice President of Administrative Services. The machine was delivered in January 2010.

3. Establishment of semester themes for Saturday conferences and interdisciplinary study. The theme for the spring 2009 semester was "Social Diversity," and all Saturday conference study guides contained questions and assignments related to this concern. The fall 2009 theme was "Globalism and Related Matters." The theme for Spring 2010 is "The Global Psyche"; and, the projected themes for the Summer and Fall of 2010 will be based on America's interaction/relationship with the worldwide community. Themes are the basis for the "core" Saturday Conference curriculum, and all PACE instructors will assess students on knowledge presented at the specific websites and video clips designated by PACE faculty as "core" concepts and ideas. Future themes will be determined by the PACE faculty and PACE Advisory Committee.
4. The Terminal Island Correctional Facility PACE track has been in operation since fall 2008. The course rotation schedule has been re-vamped several times, due to the availability of instructors. Currently, the effort is designed to identify and list instructors with the schedules and the desire to participate in this program. The courses will be consistent with PACE's general purpose of providing a revolving series of courses to fulfill the requirements of the Intersegment General Education Transfer Curriculum).

There is a desire to expand Internet course offerings. However, given the current budget situation, such expansion (in the short term) is unlikely. However, the specific desire is to increase PACE Internet Business offerings and to provide sufficient courses in Administration of Justice and Fire Technology for certificate granting. Again, PACE is working with the Social & Behavioral Division on the latter efforts

5. Prior to the start of the 2009 fall semester, a new PACE summer (2010) course offering plan was to be presented to Academic Affairs. It was to include courses for new and continuing students (presented on a rotating basis). Many continuing students have suggested that new and innovative course offerings be added to the transfer list. PACE will, when possible, move in this direction. There are, however, desired courses that do not meet transfer requirements; therefore, PACE cannot embrace those courses. There are, also, student concerns about the absence of a Winter-Session PACE Program. However, given the campus' apparent mistrust of "accelerated-concentrated" classes, as well as budget constraints, it appears that such course offerings are not on the horizon. {It is important to note, however, that the California State University system makes use of such classes. For example, the CSUDH PACE Program has classes – for years---that fall within this categorization. Also, the CSU system has—again, for years—utilize this format during its Winter-Sessions).

**SLO Assessment Results Narrative:** please describe assessment activities that support proposed unit initiatives.

1. Because PACE classes are guided by the various departments and divisions, our faculty has

worked closely with colleagues in these areas to insure that our SLO administration and reporting are the same ones expected of all courses within a given discipline. Therefore, the SLO activities are those that are found in the efforts of the 13 different disciplines taught within PACE.

**Staffing Implications:** if any request will require additional classified support or training, please describe its extent.

1. PACE is in need of permanent (stable) administrative help. For most of its existence, PACE has had "permanent" clerical help ("permanent" in that it was stable, continuous and consistent throughout the course of the year). The last PACE clerk served for 5-years. PACE clerical needs require flexibility beyond that of other departments and divisions. Because PACE has an evening/weekend emphasis, it is necessary that any program-related personnel be able to operate during times of need. Currently, there is one full-time PACE support person, the program director. Director duties include answering phone calls (from interested and continuing students, various campus personnel, administrators, off-campus organizations and agencies, and "sister" colleges), advising students (perhaps 50% of the total working time), scheduling courses, handling room assignments, and dealing with "matters of happenstance." The typing of reports, faculty needed course work, general paperwork, and other clerical related needs has to be "squeezed" into the general mix of required activities. Presently, PACE is making use of GAIN and student workers who, for the most part, have restrictions related to evening and weekend assignments. Therefore, over the next two year, PACE, based on contractual language (with consideration for budgetary matters) will seek to provide such personnel.

**Technology Implications:** if any request involves technology, please describe its impact on the network, licensing, repair, training and support.

1. Any technological implications would be consistent with the growth and expansion of the program--i.e., technological needs based on new programs, offerings, and services. These needs have yet to be identified.
2. Changes in our Psychological Statistics offerings may necessitate increased computer laboratory use. However, this would be handled through consultation with the Social and Behavioral Science Division.