General Education Program Review

Section One: Mission and Goals

A. Describe the mission of the program.

General Education" refers to the educational foundation of skills, knowledge, habits of mind, and values that transcend the boundaries of specialization and provide all students with a common language and common skills. General education is intended to develop students as personalities rather than trained specialists and to transmit a common cultural heritage. At Columbia Gorge Community College, this educational foundation is defined by CGCC's Core Learning Outcomes and is developed primarily through a set of general education course requirements that all students take, regardless of their major. Ultimately, the mission of the General Education program at CGCC is to provide our students with a common experience and set of skills that prepare students for success in their majors, as citizens of the US and the world and in their personal and professional lives after graduation.

B. List the goals and objectives for the program.

Students who take General Education courses at CGCC will be able to:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical thinking and Problem-Solving)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (Quantitative Literacy)
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (Cultural Awareness)
5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)

C. Describe program alignment with Institutional Goals (Mission/Core Themes)

The General Education Program supports CGCC's Core Theme B: Transforming Lives – Education by providing students with "the educational foundation of skills, knowledge, habits of mind, and values" necessary to build upon and succeed in their degree/certificate or program core curriculum (Objective B1: Applying processes that lead to student retention). General Education provides CGCC "students with a common experience and set of skills that prepare students for success in their majors….and in their professional lives after graduation" (Objective B2: Applying processes that lead to student progress, certificate/degree completion, and/or employment). Finally, the General Education program ensures student proficiency in course, program and institutional student learning outcomes, as evidenced by its participation of assessment at all levels (Objective B3: Ensuring student proficiency in course, program and institutional student learning outcomes)

Section Two: Action and Previous Review's Recommendations

A. Please summarize changes that have been made since the last review.

As indicated in the independent departments' self-studies (see Appendix), many changes have been made, with particular focus on student success:

1. Improvements to help students with progression:

a. from course to course:

The math department lowered the placement score required for Beginning Algebra I in an effort to increase enrollment and retention in math classes translating to students moving through the sequence of math classes that lead to college algebra.
The writing department implemented Learning Communities on both Hood River and The Dalles Campuses, as a means of increasing student progression from WR 90 through WR 121,
WR 121 was made a co-requisite for all Gen Ed classes to provide students with earlier writing instruction so that they have a better chance of success in writing papers for these Gen Ed Courses.

b. Course to program:

The science department made changes to course offerings/schedule to facilitate new requirements for students seeking to apply to CGCC Nursing Department.

c. Course to university

The science department worked with Oregon State University to identify CGCC courses needed to facilitate transfers of CGCC students to OSU's Science Department. The department subsequently modified biology and chemistry courses which were satisfactory to OSU.

2. Improvement to provide students with easier access:

As of spring 2016, 86 courses in the General Education department have incorporated Open Educational Resources in an effort to remain current and decrease costs to students. Gen Ed OER has saved students a total of $84, 603.83 in textbook costs. Departments have also added hybrid and online courses to increase flexibility in student educational mode and scheduling options.

3. Improvements to meet the needs of more students:

All departments have made changes to course offerings in an effort to better meet the needs of more students. For example, math added classes outside of STEM, and science added classes for non-health occupation students.

4. Student achievement of outcomes:

All departments have increased participation in the assessment of Student Learning Outcomes, particularly at the course level. Evidence of changes as a result of outcomes assessment can be found in the individual departments' self-studies. Further, instructors used the course outcomes assessment process to document the many other changes that occur in curriculum, delivery and course design, but don't pertain to outcomes.

A. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

1. The changes in testing for Math were a result of the recommendation to improve progression from course to course in the math department. Currently, the data indicates that there has been no difference in the success rate of Beginning Algebra I, nor in enrollment (which could be affected by other variants). The math department is still waiting for more data showing student progression through college algebra before making a determination regarding the result of this change.

2. The addition of Learning Communities in the Writing, Literature, Reading and Language department were a result of the recommendation regarding writing deficiencies of those high school graduates known as Generation 1.5. Results indicate that the Learning Communities have been successful in helping students make the transition from WR 90 through WR 115 to WR 121

Section Three: Describe, Assess & Analyze

Use data to analyze and evaluate the adequacy of the program's key functions and data elements:

A. Faculty

I. Quantity of faculty needed to meet the needs of the program

There are a total of 9 full time faculty and 42 part time faculty within the General Education program. Three of the departments indicate the need for more full-time faculty (Math, Social Science and Writing) and Arts/Humanities and Science departments note issues with maintaining stable adjunct faculty. This lack of stability with adjuncts is often an issue within all departments, creating a strain on the full-time faculty or other part-time faculty. Unfortunately, students are also affected with regards to stability when adjuncts leave and replacements cannot be found to teach courses, such as with the case of a lack of a Philosophy instructor.

The needs of the General Education program go beyond teaching, however and also affect administrative work that must be accomplished for the program as well. All departments indicate that with so few full time faculty available, and the reality of limited time available to the college on the part of adjuncts, there are not enough faculty who have the time to sit on committees and do the administrative work. As a result, many college committees lack the necessary faculty required to do their work and the small number of full time faculty are taxed with the responsibility for the administrative work.

II. Extent of the reliance upon part-time faculty

The program is extremely dependent on part-time faculty and there are many risks as a result of this reliance on adjuncts: students may experience a lack of consistency when many faculty are teaching within each discipline; as part-time faculty attend to their other employment commitments, there are often many last minute changes to teaching assignments and stability is in question. As stated above, there are not enough faculty who have the time to sit on committees and do the administrative work. As a result there is a heavy burden on the few full time faculty and the part time faculty who carry heavier loads. Finally, adjunct faculty often don't have the time or ability to participate in degree outcome assessment, and as a result don't get a chance to look at the General Education picture as a whole.

III. Incorporation of instructional best practices

The individual department self-studies describe the incorporation of many instructional best practices: from incorporating OER and current technologies into instruction, to increasing engagement through group discussions and projects. Faculty document creating meaningful learning environments and opportunities for students, such as studying ecology in a stream rapid, oceanography at the Oregon coast or creating real-life, meaningful assignments and activities in an English class. Online instructors in the General Education program, take their courses through the Quality Matters review process, ensuring best practices in course design that maintains a focus on supporting student-learning.

Funding is available for faculty who are interested in developing/improving educational practices. Department and In-service meetings provide opportunities for faculty to share pedagogical practice.

Evidence of incorporation of instructional best practices can also be found in individual instructor's course outcomes assessment.

IV. Use of professional development opportunities to improve teaching and learning strategies

The majority of faculty attend in-services and participate in course outcomes assessment. Many faculty further take advantage of other professional development opportunities such as Quality Matters workshops and course reviews for online courses, and a variety of professional development opportunities that are applicable to their individual disciplines as outlined in the individual department self-studies

V. Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)

As documented in the individual department self-studies, Gen Ed faculty are very involved in activities that support student success. The General Education faculty sit on a variety of committees, from the Curriculum Committees, to the Diversity Committee, to Student Success Committees. Other types of involvement include Learning Communities (the Writing, Literature, Reading and Foreign Language Department), service learning (Psychology), instructional technology (Chemistry) and involvement with co-curricular activities such as Toastmasters. Faculty have also been a part of fall term's New Student Orientation, which has been organized on the same day as the faculty Fall In-service, so that faculty can meet new students and have lunch with them. Tutoring support and Moodle support are other ways that faculty support students.

B. Curriculum

I. Program alignment with professional and national standards

- Course currency and relevancy

In general, programs in the general education program don't have broadly accepted professional or national standards for curriculum content. In most disciplines there is a standard sequence or a group of sequences that are foundational to that discipline. For example, in History standard practice is to offer either a sequence in Western Civilization or World History or both and a sequence in American History and supplemental single-course offerings in other, generally more specific, aspects of the discipline.

At CGCC, in addition to its supplemental offering, the Social Sciences division offers Western Civilization and American History sequences and is in the process of adding a sequence in World History to join much of the rest of the state of Oregon in adding that sequence to supplement or replace Western Civilization. The other disciplines in general education program at CGCC are very similar. Each offers its foundational sequence, and in cases where we have sufficient faculty to add appropriate supplemental offerings, we do.

While general education programs don't have broadly accepted standards when it comes to providing a specific set of courses, there are widely followed approaches to curriculum. In its infancy, general education programs were a rigid set of prescribed courses, sometimes traditional, sometimes multi-disciplinary. Such programs were intended to provide students with a common experience that would act as an academic foundation as well as a foundation for them as citizens after they graduated.

Over time, academia saw an advantage in providing choice for students and the pendulum swung the other way. Students were given free choice from a cornucopia of choices with few limits on how or what they chose. Choice offered students the ability to explore academia and to take more control of their own educations. Eventually, it became clear that while such programs gave students a real opportunity to explore different avenues for their education, they lacked coherence and didn't really prepare students for the challenges that they faced after college.

The pendulum has begun to swing back. Led by organizations which unite colleges and universities across the United States like the American Association of Colleges and Universities of which CGCC is a member, the architects of general education programs began to investigate how to put together a better design for their programs. What they came up with is evidence that hybrid programs, ones which provide students some flexibility to explore options but also provide them with a more structured common experience seem to work better. Currently institutions throughout the country, from the community college to the university level, are revamping their programs to provide structured programs which give students both a chance to explore options and to share common experiences. CGCC's general education program is a laggard in this regard. Its program is still built around the outdated "smorgasbord" approach popularized in the 1980s

Please see the appended reviews of the individual departments within the program for more details.

II. Student Learning Outcomes

1. Course-Level Outcomes:

a) Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.

The General Education program has been participating in course assessment since the fall of 2012. Courses are scheduled for assessment on a 3 to 5 year basis and each instructor participates in course assessment on an annual basis. Completed instructor course outcomes assessments are public and located on the college website. Course outcomes assessments are reviewed by department chairs, directors and the academic assessment coordinator and instructors are provided additional support when needed.

There are many documented instances of assessment driven changes made to improve attainment of course level student learning outcomes described in the individual department self-studies. These improvements range from improved instruction, to changing the textbook, to revising the outcomes. Many General Education instructors are now taking their courses through outcomes assessment for a second time, closing the loop by analyzing the results of these changes.
Specific examples of assessment-driven changes can be found in the individual department self-studies.

2. Program-Level Outcomes:

a) Describe the strategies that are used to determine whether students have met the outcomes of their program, degree or certificate.

The General Education Department uses course grades from a wide range of courses that have been mapped to specific degree outcomes as a measurement of whether students have met degree outcomes.

Each November, the DCs submit a plan indicating which courses, offered each term, map to which degree outcomes. The Academic Assessment Coordinator collates the grades, providing the DCs with results for each degree. The DCs analyze the results the following year. All plans, results and analysis are posted to the college website.

b) Summarize the results of assessment of these outcomes

The Gen Ed Program sets a benchmark of 80% of students earning a "C" or higher and 60% of students earning a "B" or higher for each outcome in all four Transfer Degrees. Each year, the analyses indicate that the department is meeting its benchmarks, often exceeding them.
Results:
AAOT 2012-13 AAOT 2014-15
AS 2012-13 AS2014-15
AGS2012-13 AGS 2014-15
ASOT-BUS 2012-13 ASOT-BUS 2014-15

c) Identify and give examples of assessment-driven changes that have been made to improve students' attainment of program, degree and certificate outcomes.

In the analysis of the AAOT in 2014-15, it was noted that: No courses were deemed to meet outcome 8E.

"Recommend reevaluation of courses to determine whether outcome is actually met. If not, recommend institution of a new institution -wide requirement for a course in information literacy."

In response to this lack, the Writing, Literature and Languages Department Chair noted that the following courses in his department address Outcome 8.E: WR 121, 122 and 227; and, LIB 101. These course will be added to the AAOT assessment plan for 2015-16.

No other changes to methods of assessment have been recommended.

No recommendations have been made to improve students' attainment of transfer degree outcomes. No examples of assessment-driven changes to improve students' attainment of the transfer degree outcomes have been indicated.

It is evident when looking at end of course grades as a measure of achievement of SLO, that the General Education program is meeting its targets. In using end of course grades, the program is measuring student achievement of degree outcomes using the method approved by the Instructional Council. However, a different method is used by some other CGCC degrees and certificates. It's recommended that the disparity between the General Education department and other programs at some point be resolved.

3. Core learning Outcomes (degrees only):

a) Identify and give examples of assessment-driven changes that have been made to improve students' attainment of Institutional Core Learning Outcomes.

Summarize

Assessment of Core Learning Outcomes began in 2015-16, with results and analysis posted fall 2016. College-wide planning for curricular changes will occur throughout 2016-17 with implementation through 2019. Examples of assessment-driven changes regarding Core Learning Outcomes will be provided in the 2021-22 General Education Program Review. Further information on student achievement of Core Learning Outcomes and plans for increasing student achievement of the first Core Learning Outcome: Communication can be found on the college's Institutional Assessment of Core Learning Outcomes webpage

C. Enrollment

I. Enrollment data since last review

Summary

Enrollment in all departments has remained fairly stable for the years that enrollment data is available. Enrollment seemed to peak for most departments from 2012-13 (total student enrollment in Gen Ed classes = 4951) to 2013-14 (total student enrollment in Gen Ed classes = 5000), with a dip in enrollment in 2014-15 (total student enrollment in Gen Ed classes = 4424). This trend is consistent with the college's enrollment patterns in general.

II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program.

Most of the individual department self-studies address term-to-term progression in those disciplines where progression occurs as a result of students being successful in their prerequisite classes, such as students moving through the Writing, Math, and Biology and Chemistry series.

Graduation rates for the General Education degrees has remained fairly low (between 12% and 22%) with a slight increase for 2015-16.

Degree/	2011-12 declarations				C	P	2012-13 declarations				C	P	2013-14 declarations				C	P	2014-15 declarations				C	P	2015-16 declarations				C	P
	Sum	Fall	Win	Spr			Sum	Fall	Win	Spr			Sum	Fall	Win	Spr			Sum	Fall	Win	Spr			Sum	Fall	Win	Spr		
AAOT				320	44	14%				294	43	15%				358	35	10%				300	45	15%				303	37	12%
ASOT-BUS				37	2	5%				35	3	9%				36	1	3%				36	2	6%				30	2	7%
AS				188	16	9%				162	28	17%				134	15	11%				110	28	25%				81	32	40%
AGS				170	57	34%				129	60	47%				182	37	20%				228	53	23%				116	75	65%
TOTAL				715	119	17%				620	134	22%				710	88	12%				674	128	19%				530	146	28%

III. Describe current and projected demand and enrollment patterns

Demand and enrollment patterns for General Education are relatively parallel to demand and enrollment patterns at CGCC, given that General Education courses are part of all degrees and certificates at the college. While we can look at current enrollment trends, it's difficult to project need or enrollment patterns in General Education. To a certain extent, the biggest issue seems to be the sheer number of General Education courses that students have to choose from when deciding how to meet these requirements. Student program planners for 2017-18 show a total of 101 General Education courses listed for students including courses such as A/H 1, A/H 2, SS 1, SS 2, SS 3, Sci 1, Sci 2, Sci 3 and Gen Ed electives. While we know that courses are listed in this manner because students have yet to decide what courses they want to take from the Gen Ed department, using program planners to schedule classes becomes almost impossible. Similarly, with the exception of prerequisite courses required for the nursing program, such as CH 121, BI 211, etc., each course listed only has a few students planning to take it. In a way, it seems like students are all over the place in planning their future General Education courses. Perhaps this is why Department Chairs roll over courses scheduled for each term from previous years: in part, it seems almost impossible to determine what future enrollment patterns will look like.

One way to rectify this situation is to follow suit with Guided Pathways, much like other community colleges in Oregon are doing. This would provide a more prescriptive approach, giving the students more direction in their program. This may make it easier to project demand and enrollment patterns because students will have less choice. When we look at the majors students are declaring using this approach, we should be able to have a better idea of the General Education courses that they will enroll in.

D. Budget

I. Adequate to meet the needs of the program

As recommended in the last program review more full time faculty are required in the General Education program in order to provide a more consistent and common experience for students. This would also provide additional support for the administrative and committee work that faculty should be participating in.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle.

Recommendation 1: Meet the recommendations of the individual programs in their appended reviews.

Recommendation 2: Revamp the program to align it more fully with its mission, especially its goals of providing a common experience and preparing students for the roles as citizens of the US and the world. By so doing, the

General Education program would provide students with a better base for further pursuit of their educational goals and for success in their lives after graduation.

Recommendation 3: It has taken over two years to complete this General Education Program Review. Significant revisions to the program are being recommended. Someone needs to over-see the Gen Ed program or do the work of integrating the 5 departments. That could mean that the college needs to reorganize its instructional structure and hire a director to oversee the program or perhaps elevate a faculty member to a new position, general education chair, and give them responsibility for overseeing the program as a whole in return for one course of release time.

B. How will the program determine if it has made progress on its recommendations?

All of the recommendations require outside assistance if they are to occur. Most require budget authorization, others philosophical agreement from the College as a whole, Instructional Director, and the Instructional Council. If the needed budgetary changes are authorized and such agreement is forthcoming, it will be clear that the program is making progress on its recommendations.

Appendix

ARTS/HUMANITIES DEPARTMENT: 2015-16 STUDY

Section Two: Action and Previous Review's Recommendations

A. Please summarize changes that have been made since the last review.

The Arts & Humanities department did not participate in the last Program Review, so no changes were recommended for the department. This department, however, has seen a reduction of course offerings by 25% in the last few years, as a result of both budget and student demand.

Frequency per Academic Year	ART	COMM	MUS	PHL	TA	Total
2014	32	11	5	3	6	57
2015	31	10	4	3	4	52
2016	24	9	1	4	5	43

Changes have also been made to the designation of many of the courses. After CGCC became independently accredited, all credit courses offered were required to be submitted to the Curriculum Committee for Initial Independent Course Approval.
Changes to Course Designations:

ART:
Drawing, Ceramics, Printmaking, and Watercolor:
Previously, these courses (as **ART 231, 253/256, 270** and **284/287** respectively) were repeatable for credit towards a degree or certificate and all carried Gen Ed designations. In 2015-16 these three courses were submitted to the IICA in a redesigned format so that each is a series of two courses. The first in the series is a 3 credit Lec/Lab course which carries a Gen Ed designation and is non-repeatable (**ART 230 Drawing I, ART 252 Ceramics I, ART 255 Ceramics II, ART 269 Printmaking I,** and **ART 284 Watercolor I**). The second in the series is a 2 credit studio Lab course which may be repeated for a total of three terms and does not carry a Gen Ed designation (**ART 232 Drawing II - Studio, ART 254 Ceramics I-Studio, ART 257 Ceramics II – Studio, ART 271 Printmaking II - Studio,** and **ART 287 Watercolor II - Studio**).
Painting (ART 281) is now not repeatable.
ART 101 and **292** will be inactivated as of summer 2017, as a result of not being taken through the IICA process.

SPEECH:
Speech courses (**SP**) have now been designated as Communications courses (**COMM**)

MUSIC:
MUS 105, 108, 110 and **191** were successfully taken through IICA. **MUS 202** will be inactivated as of summer 2017, as a result of not being taken through the IICA process.

PHILOSOPHY:
PHL 201, 202 and **204** were successfully taken through IICA. **PHL 197, 210** and **211** will be inactivated as of summer 2017, as a result of not being taken through the IICA process.

THEATER:
TA 101, 111, 141, 144, 148, 180A, 180B, 180C, 180D and **274** were successfully taken through IICA. **TA 142, 190A, 190B** and **190C** will be inactivated as of summer 2017, as a result of not being taken through the IICA process.

Most of the courses not taken through IICA were a result of lack of direction or faculty interest (many of those courses have not been taught for years). This will influence course offerings in the future, which may have an impact on both students and faculty teaching loads.

B. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

N/A: The Arts/Humanities Department did not participate in the last General Education Program Review

Section Three: Describe, Assess & Analyze

Use data to analyze and evaluate the adequacy of the program's key functions and data elements:

A. Faculty

I. Quantity of faculty needed to meet the needs of the program

There is sufficient faculty to teach the required courses, with the exception of Philosophy. With the retirement of the current Philosophy instructor, the department is having difficulty finding a replacement. The department is also struggling to manage department business, such as self-assessment, class scheduling, taking courses through IICA, etc. This is the only Department Chair position under General Education that is filled by a part-time faculty. The Department Chair receives release time for one 4-credit lecture class, which can be roughly equated to be between 4 and 8 hours of work time per week. However, the number of required hours is not clearly defined within the Department Chair job description at this time.

II. Extent of the reliance upon part-time faculty

Currently that department has no full-time faculty and relies on 8 part time faculty to teach ART, COMM, MUS, PHL and TA courses. As there is no full-time faculty to provide leadership and manage department business, the responsibility has been placed on part-time faculty.

III. Incorporation of instructional best practices

One Arts/Humanities instructor responded to the email regarding instructional best practices:

Diane Uto lists the instructional best practices used in the COMM courses as:
1) Interactive lecture, engaging students through Q&A, discussion of text passages, quizzes to assess understanding, etc.;
2) Group discussions based on readings, experiences, stories, case studies, role plays;
3) Questions to assess understanding and application of concepts;
4) Learner participation through engagement and hands-on activities;
5) Group projects;
6) Open and supportive learning environment.

IV. Use of professional development opportunities to improve teaching and learning strategies

Again, only one Arts/Humanities instructor responded to the email regarding professional development opportunities:

Diane Uto, the COMM instructor has participated in the following professional development opportunities:
•American Society for Training & Development, Cascadia Chapter, Member
• Annual PGE Diversity Summit
•American Society for Training & Development, Annual Regional Conference
•Sara Varnum Institute for Instructional Excellence
•Quality Matters™ Inter-Institutional Quality Assurance in Online Learning
•Technological training in online instructional environments (Moodle, as needed)
•Ongoing professional development in Communication Studies discipline

V. Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)

Diane Uto has participated in co-curricular activities and learning experiences such as (local chapters of) Toastmasters International or local theatre productions, which compliment what students are learning in communication classes.
Elizabeth Anderson and Abby Merickel, drawing, painting and printmaking faculty, arrange for students to show their artwork in on-campus galleries, providing instruction in matting, framing and displaying of art.

B. Curriculum

I. Program alignment with professional and national standards

- Course currency and relevancy

Communication courses are both current and relevant to institutional and professional standards, and are required for advanced academic programs as well as the modern workplace. No other Arts/Humanities instructors responded regarding the currency and relevancy of their courses.

As listed in Section Two, A/H courses have completed the IICA process. Those that did not complete the process will be inactivated. Refer back to the realignment and redesign of ART classes (page 9)

II. Student Learning Outcomes

1. Course-Level Outcomes:

a) Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.

The Arts/Humanities Department has been participating in course assessment since the fall of 2012. Courses are scheduled for assessment on a 3 to 5 year basis and each instructor participates in course assessment on an annual basis.

The following are documented instances of assessment driven changes made to improve attainment of course level student learning outcomes from this Department:

- improving instructional materials and resources for students (PHL 201, COMM 237)

C. Enrollment

I. Enrollment data since last review

Section	ART102	ART212	ART231*	ART253*	ART256*	ART270	ART281*	ART284	ART292*	ART Totals
2012-13 TOTAL STUDENT ENROLLEMENT	12	0	87	115	11	13	17	16	14	285
2013-14 TOTAL STUDENT ENROLLEMENT	15	4	99	108	18	11	32	18	29	334
2014-15 TOTAL STUDENT ENROLLEMENT	0	0	101	74	13	16	15	40	22	281

Section	COMM111	COMM130	COMM140	COMM214	COMM215	COMM228	COMM237	COMM Totals
2012-13 TOTAL STUDENT ENROLLEMENT	148	0	14	16	15	0	26	219
2013-14 TOTAL STUDENT ENROLLEMENT	148	0	11	14	7	0	8	188
2014-15 TOTAL STUDENT ENROLLEMENT	147	0	20	26	10	0	21	224

Section	MUS105	MUS108	MUS110	MUS191	MUS Totals
2012-13 TOTAL STUDENT ENROLLEMENT	13	13	17	0	43
2013-14 TOTAL STUDENT ENROLLEMENT	22	8	35	7	72
2014-15 TOTAL STUDENT ENROLLEMENT	8	6	26	14	54

Section	PHL201	PHL202	PHL204	PHL Totals
2012-13 TOTAL STUDENT ENROLLEMENT	12	26	0	38
2013-14 TOTAL STUDENT ENROLLEMENT	15	31	32	78
2014-15 TOTAL STUDENT ENROLLEMENT	30	30	27	87

Section	TA101	TA111	TA141	TA144	TA180A	TA180C	TA190A	TA190B	TA274	TA Totals
2012-13 TOTAL STUDENT ENROLLEMENT	12	1	0	0	0	4	3	1	22	43
2013-14 TOTAL STUDENT ENROLLEMENT	11	0	12	8	5	0	0	0	3	39
2014-15 TOTAL STUDENT ENROLLEMENT	14	0	0	15	0	0	0	0	18	47

Enrollment has remained fairly stable for the years that enrollment data is available, despite a budget crisis in 2014-15 and a decrease in overall student enrollment in the college.

It should be noted that numbers in the Theatre Arts courses are a result of dual enrollment. Since losing the college Theatre Arts instructor, TA courses have only been offered at Hood River Valley High School for high school students who are also earning college credit. It has been a number of years since TA courses have been offered for traditional CGCC students.

II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program.

These courses are generally considered stand-alone courses. Data indicates, however, that there is a fairly high rate of retention in art courses, as indicated by 35% of students taking an art class for credit more than once.

Selected Art Course Repeat Detailsrun

The FREQ Procedure

Table of course by attempts						
		attempts				
		1	2	3	4	Total
course(course)						
231	Frequency	257	45	14	0	316
	Row Pct	81.33	14.24	4.43	0.00	
253	Frequency	135	30	10	0	175
	Row Pct	77.14	17.14	5.71	0.00	
256	Frequency	12	8	3	0	23
	Row Pct	52.17	34.78	13.04	0.00	
281	Frequency	30	8	2	1	41
	Row Pct	73.17	19.51	4.88	2.44	
284	Frequency	102	7	1	0	110
	Row Pct	92.73	6.36	0.91	0.00	
Total	Frequency	536	98	30	1	665

A fairly high rate of retention is also shown in philosophy and communication courses with the 43% and 34% of students taking more than one course in each discipline, respectively.

Repeated in the PHL Subject

The FREQ Procedure

attempttype	Frequency	Cumulative Frequency
Did not take more PHL	144	144
2 PHL course Records	31	175
3 PHL course Records	15	190
6 PHL course Records	1	191

Repeated in the COMM Subject

The FREQ Procedure

attempttype	Frequency	Cumulative Frequency
Did not take more COMM	435	435
2 COMM course Records	78	513
3 COMM course Records	17	530
4 COMM course Records	6	536

III. Describe current and projected demand and enrollment patterns

Demand for communication courses, particularly public speaking and oral communication, has been consistently strong over time, and that demand is expected to continue. Enrollments exceed caps on a regular basis. Demand for Art courses have also been relatively high as indicated by enrollment numbers. Music, Philosophy and Theatre Arts have remained consistent, however, the demand has not been as high for those courses. This may be due to program requirements (COMM is required for many degrees), availability of faculty to teach courses and number of times the courses are offered.

Projected demand for art, music, philosophy and theatre courses is expected to decline, since the majority of those courses did not complete the Gen Ed designation form when taking their courses through IICA, and have thus lost their Gen Ed designation, with the exception of ART 102, 211, 212, 230, 269 and 286; MUS 108 and 110; PHL 201, 202, 204; and TA 274.

D. Budget

I. Adequate to meet the needs of the program

Currently, budget seems to be adequate to meet the needs of the Arts/Humanities program.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle.

As indicated under Section A/Faculty, there is a general lack of engagement in this department in terms of assessment, planning and professional development. As a result, many areas of this review are unable to be adequately answered due to lack of response from faculty. One place to start, in terms of recommendations, is to improve communication and a sense of shared responsibility. There may be multiple ways to address this issue:

1. Clarification of Department Chair time commitment, duties and responsibilities
2. Hiring a full-time Arts & Humanities instructor who would take on the administrative duties of the department
3. Setting aside more budget for additional department meetings
4. Hiring of a Gen Ed Director might also help stabilize this individual department

B. How will the program determine if it has made progress on its recommendations?

The Art/Humanities department will show that it has taken control of its own destiny as it fulfills its responsibilities to the institution and student success. This will be evident when the department is able to complete department business in a timely, coherent and proficient manner without relying on others outside of their department to complete their work.

MATH DEPARTMENT: 2015-16 SELF-STUDY

Section Two: Action and Previous Review's Recommendations

A. Please summarize changes that have been made since the last review.

While some community colleges around the state have been struggling to raise completion rates in their math classes, ours have always been high. Data gathered for our last program review clearly showed this. On the other hand, even if you lose only about 1 in 5 students at each step, there are a lot of steps for someone starting in pre-algebra. This means that under 50% of the students who start in the first developmental math courses never get to College Algebra. Therefore there has been a lot of outside pressure around the state (and country for that matter) and many in-house efforts to shorten the path to college level math in a way that doesn't set students up for failure when they do get to college level math (generally considered college algebra). The statewide development of Quantitative Math and Math for Society was due in part to this.

Our solution was to significantly lower the placement score required for Beginning Algebra I. We did this because data showed that while 75% or more of students placing in Beginning Algebra or higher actually signed up for math and other classes, well below half the students placing in Pre-Algebra not only enrolled in no math class, they enrolled in no classes at all. This is significant because at that time nearly 80% of all incoming students taking the placement test placed into either our Pre-Algebra or Beginning Algebra classes. With input from those that teach both Pre-Algebra and Beginning Algebra we lowered the placement score so that about half of those that would have placed into Pre-Algebra were instead placed in Beginning Algebra. The included data shows there has been no difference in the success rate of Beginning Algebra I. When the rest of the data arrives we can see if this continues to translate as students move through the sequence of math classes leading to college algebra. As mentioned above, the data suggested that there could also be an increase in enrollment. That never occurred, though there were significant decreases in enrollment across all areas of the college which clearly effected math as well.

Now we just need more data. It is helpful to see how students' progress from one class to another, and how students going from say Beginning Algebra II to Intermediate Algebra do compared to all Intermediate Algebra students. Ultimately, success in a math class is best shown by a student's ability to complete the next class in the sequence, at least up to College Algebra. At that level degree choice is the bigger factor in choosing classes and how much math to continue taking. It would also be nice to see more current placement data given the seemingly sudden significant drop in the average age of our students. Common knowledge and experience would suggest that younger students place higher in math. It would be great to see data on this.

We spent the 2015-2016 school year developing two new math classes for students outside of STEM, Quantitative Math and Math in Society. Quantitative Math ran for the first time fall 2016 with an enrollment of around 10; Math in Society is in the schedule for winter 2017. Currently the enrollment is very small, but as advisors and students become more aware of these classes enrollment should increase.

B. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

Recommendation: Math curriculum through the sophomore level is entirely sequential, therefore upon independent accreditation all math courses will include an outcome addressing students' ability to succeed in the next math class. To that end, data of the sort shown here will be collected for all math classes so that, for example, we can see how Math 65 students that take Math 95 do compared to all Math 95 students.

No such outcomes were added, but none of the current math faculty feel it is necessary. Current data shows that our success rates have changed very little from the last review, with all math classes having a success rate in

the high seventies to mid-80's. We did see, though, that nearly half of all students that do not continue, stop at the end of Math 60. Many of these students actually passed Math 60, but still did not continue on to Math 65. If this is a result of degree requirements, then programs that require Math 60 only should strongly consider replacing that requirement with Math 98 as it is a complete class (Math 60 is really only half of a class).

Section Three: Describe, Assess & Analyze

Use data to analyze and evaluate the adequacy of the program's key functions and data elements:

A. Faculty

I. Quantity of faculty needed to meet the needs of the program

The Math Department added another full time position fall 2013. That person, however, left for the private sector at the end of Fall Term 2015. The position should be refilled beginning Fall Term 2017. This currently leaves the Math Department with one full-time math instructor, four par- time math instructors, and one full-time instructor for computing science. We offer five classes every term including summer: Pre-Algebra, Beginning Algebra Parts I and II, Intermediate Algebra, and College Algebra. Statistics I is offered most terms, and Statistics II, Elementary Functions (Trigonometry or College Algebra II), and Calculus I, II, and III are offered once a year.

II. Extent of the reliance upon part-time faculty

The math department offers approximately 34 sections of math during the year, not including summer. Of those, approximately 10 are taught by full time faculty. During summer term approximately 5 sections of math are offered, all taught by part-time faculty.

III. Incorporation of instructional best practices

We have no real documentation on this, but what we do is outlined elsewhere in the document.

IV. Use of professional development opportunities to improve teaching and learning strategies

Annette Byers – ORMATYC (Oregon Mathematical Association of Two Year Colleges) in 2015, Applied Algebra training at Rogue CC, 2016. Attended ORMATYC in 2017.

John Evans – ORMATYC. Attends every other year in odd years. Last time attended was in 2017.

Pam Morse – ORMATYC, 2016, POGIL (Process Oriented Guided Inquiry Learning) summer of 2013 (I think), Google Summit - October 2015, Google Fest - August 2016.

Abel Wolman – Attended ORMATYC in 2017.

We as a department also participated in the statewide effort to develop Quantitative Math and Math in Society.

V. Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)

The math department oversees an active math tutoring center in The Dalles. Our tutor there is experienced, skilled, patient, and well-liked by students. It could be more heavily utilized, suggesting students may not be fully aware of its existence.

B. Curriculum

I. Program alignment with professional and national standards

- Course currency and relevancy

II. Student Learning Outcomes

1. Course-Level Outcomes:

a) Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.

The Math Department has been participating in course assessment since the fall of 2012. Courses are scheduled for assessment on a 3 to 5 year basis and each instructor participates in course assessment on an annual basis.

- changes to instruction (delivery) (MTH 60),
- reduction in course content (MTH 95),
- changes in assessment methods (MTH 98) changes to course design (CS 162, CS 163),

The Course Outcomes Assessments for the Math Department also include documented examples of other "best practices" included in (but not related to) course outcomes assessment. It's apparent, however, that these "best practices" would also lead to better student success and attainment of course outcomes:

- increased number of word problems (MTH 95),

C. Enrollment

I. Enrollment data since last review

Math 2012-2015

Program Area:			Math												
	Section	MTH20	MTH20B	MTH30	MTH60	MTH65	MTH93	MTH95	MTH111	MTH112	MTH243	MTH244	MTH251	MTH252	MTH253
2012-13	1	11	7	-	23	17	-	14	15	-	-	-	-	-	-
TOTAL STUDENT ENROLLEMENT		158	17	8	279	232	25	203	189	9	57	9	12	3	0
2013-14	1	9	10	-	29	16	-	25	34	-	20	-	-	-	-
TOTAL STUDENT ENROLLEMENT		147	19	0	319	217	28	205	195	28	76	20	12	5	1
2014-15	1	16	-	-	11	12	-	19	-	-	-	-	-	-	-
TOTAL STUDENT ENROLLEMENT		81	0	0	231	204	11	189	136	20	16	15	0	9	6
Average class size		16	5	8	22	19	11	18	21	14	21	15	8	4	4
from 2012-2015	Across Discpline	Math: 13													
Average enrollment		129	12	3	276	218	21	199	173	19	50	15	8	6	2
from 2012-2015	Across Discpline	Math: 81													

The data is 2 years old; it shows that our enrollment decreased from 2012 to 2015. That's hardly a surprise, and easy to explain. I doubt it differs much from data in other departments. If more recent data was there, it would show that while the classes under 100 have continued to decrease in enrollment, those over 100 have increased. This, I assume, is related to Gorge Promise, and generally younger students. They need less remediation as they were more recently in the high school classes that teach this material.

II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program.

Data shows completion rates from 75 - 90% in almost all classes, and taken in aggregate it shows completion rates in the 80%'s for each class. See Section 2/A of the Math Department Self-Study for further discussion.

III. Describe current and projected demand and enrollment patterns

The math department sees no reason to believe that there will be any big increase in demand.

D. Budget

I. Adequate to meet the needs of the program

Our budget is sufficient for our needs, though we are short one full time math instructor.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle.

The math department recommends that the other full time position be filled.

Now that we have had a full year with the new placement test, it would be useful to see what percentage of students placed into each class compared to that percentage from the old test. This would be particularly useful for those students placing in math 20 and math 60.

B. How will the program determine if it has made progress on its recommendations?

SCIENCE DEPARTMENT: 2015-16 SELF-STUDY

Section Two: Action and Previous Review's Recommendations

A. Please summarize changes that have been made since the last review.

1. Hired a full-time faculty member in biology (replacing a retired instructor).
2. Faculty participated in the development of a new college-wide committee (Diversity).
3. Faculty participated in updating science courses subsequently approved by CGCC's Curriculum Committee. Science Department member also serves on the committee. *
4. Participated in course and program outcomes assessments. *
5. Faculty has incorporated in the development and implementation of Open Educational Resources (OER) in many classes, saving students money while providing quality texts and resources.
6. Worked with Oregon State University to identify CGCC courses needed to facilitate transfers of CGCC students to OSU's Science Department. Subsequently modified biology and chemistry courses which were satisfactory to OSU.*
7. Made changes to course offerings/schedule to facilitate new requirements for students seeking to apply to CGCC Nursing Department. *
8. Added on-line (hybrid) classes (General Science/Geology sequence, BI 234) to increase flexibility in student educational mode and scheduling options. *
9. Added a new-to-CGCC ecosystem biology courses (BI 141, 142, 143) to provide options for students wanting a non-health occupation sequence. *
10. Related to untapped potential for employment opportunities in the community, science faculty and Director Mary Kramer are investigating development of a new program (Fisheries technician). Notes: Since the last Gen Ed Program review CGCC has developed a new course which could be incorporated into such a program: BI 145 (Introduction to Fisheries and Wildlife Management). A new program will require hiring additional faculty.*

(* = related to "Course currency and relevancy")

B. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

Recommendations from the previous (2011/12) Gen Ed report "Mark science lab fees for exclusive use by the science department."

Outcome: No changes were approved. However, the Science Department is heavily dependent on funds to both re-stock consumable materials (lab supplies) and budget for long term replacement of equipment. Instructors have also requested funds as an outcome of course assessment (Gretchen Gephardt, spring and summer, 2015 and Laura McMullen, summer 2016). The ear-mark of lab fee funds or a dedicated fund to meet and sustain the department's specialized needs remains a pressing goal.

Section Three: Describe, Assess & Analyze

Use data to analyze and evaluate the adequacy of the program's key functions and data elements:

A. Faculty

I. Quantity of faculty needed to meet the needs of the program

As of 2016, the Science department has 9 adjunct instructors, teaching courses in biology, geology, general science, environmental science, nutrition and physical education. There are three full-time instructors (two in biology, one in chemistry). With current course offerings, the combination of full and adjunct faculty is generally sufficient, although there have been recent issues maintaining stable adjunct instructors.

II. Extent of the reliance upon part-time faculty

Areas of concern:

1. General Science, Geological Science and Environmental Sciences are fully dependent on two adjunct faculty. Should either leave (especially in Geology/General Science) the Department would not be able to provide continuity of the classes currently offered.
2. Full-time and adjunct loads are currently near the maximum allowed the Faculty Collective Bargaining agreement.

To remain responsive and provide stability to student course preferences and offerings, an additional full-time faculty able to teach geological, general science and environmental science is advised. Additionally, another FTF would add more flexibility with accreditation related committees and other work required by the college.

III. Incorporation of instructional best practices

Faculty share current pedagogical practice at Department and In-service meetings and as part of the evaluation process. Departmental (or other college) funds are available to support faculty interested in developing/improving educational practices.

Recent examples:

1. Science faculty (Emilie Miller, Rob Kovacich and Gretchen Gephardt) have developed and incorporated Open Educational Resources into their classes BI 101, BI 211, BI 212, BI 213, BI 231, 232, 233, CH 121, 122, 123, G 106, 108, 109. (2014-15)
2. Chemistry courses are taught with current technologies, including computers, Vernier LabQuests (with data probes) for experimentation and Moodle for online learning. Homework assignments are explained and posted on YouTube for student review. (2012-16)
3. 2016: Laura McMullen developed an outdoor rapid ecological field study for BI 213 which led students to formulate questions from observed patterns, develop hypotheses (including null hypotheses), methods, observational studies, and data management, including brief statistical analyses (t-tests or ANOVAs) - followed by class presentations (2016)
3. Certificate of Course Recognition: Quality Matters Rubric Standards for FN 225, November 14, 2014
4. Classes in biology, chemistry, geology and general science have been added to course offerings (hybrid classes generally show a higher rate of successful completion than either fully on-line or in-person offerings).
5. The development of a Climate Science course is currently being investigated. This would fall under General Science and add course diversity in Gen Ed.

IV. Use of professional development opportunities to improve teaching and learning strategies

Departmental (and other college) funds are available for instructors seeking professional development.

Nutrition instructor (Jack Brook) attended the following Nutrition related Conferences:

- Certificate of Training in Adult Weight Management, December 6-8, 2013
- Celiac Disease Foundation National Conference, June 6-8, 2014
- International Society of Nutrigenetics and Nutrigenomics, May 17-19, 2015
- Northwest Health and Nutrition Conference, November 13, 2015
- Oxygen Club of California World Congress: Redox Medicine and Nutrition, May 3-7, 2016.

Jack Brook also completed the following courses related to Nutrition:

- Irritable Bowel Syndrome, August 14, 2012
- Dietetic Code of Ethics: What To Do, September 17, 2015
- The Anti-Inflammatory Diet, August 17, 2016: Arizona Center for Integrative Medicine
- Independent Applying the QM Rubric: Quality Matters

Emilie Miller

- Completed a two-day training in 2014 to learn use of Vernier data gathering equipment used in her classes.

- Emilie is also certified as a Quality Matters course reviewer.

Professional Journals subscribed to (faculty):

- Chemistry and Engineering News
- Chronicle of Higher Education
- The Cognitive Neuroscience of Consciousness

V. Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)

- Emilie Miller volunteered as a STEM presenter (2014/15), helping Middle School children become involved in science projects.
- Faculty (Jules Burton, Emilie Miller, and Dan Ropek) participated in fall new student orientation events: 2014-15.
- In addition to informal tutoring from all faculty (office hours) scheduled tutoring is available for biology (Dan Ropek) and chemistry (Rob Kovacich).
- Rob Kovacich also provides college-wide student Moodle support.

B. Curriculum

I. Program alignment with professional and national standards

- Course currency and relevancy

II. Student Learning Outcomes

1. Course-Level Outcomes:

a) Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.

The Science Department has been participating in course assessment since the fall of 2012. Courses are scheduled for assessment on a 3 to 5 year basis and each instructor participates in course assessment on an annual basis.

There are many documented instances of assessment driven changes made to improve attainment of course level student learning outcomes from this Department. Some examples are:

- increasing instructor-student interaction to better support student achievement of outcomes (PE 182J,)
- changes to instruction (delivery) (BI 232),
- changes in assessment methods (GS 106, HPE 295,)
- clarifying assignments (ESR 171)

The Course Outcomes Assessments for the Science Department also include documented examples of other "best practices" included in (but not related to) course outcomes assessment. It's apparent, however, that these "best practices" would also lead to better student success and attainment of course outcomes:

- Clarification of class assignments/due dates (GS 106)

C. Enrollment

I. Enrollment data since last review

Class sizes (averages) of the various disciplines in Science were:

Biology: 13

Chemistry: 13

Environmental Science: 13

Geology: 22

General Science: 22

Enrollment (averages)
Biology: 27
Chemistry: 18
Environmental Science: 8
Geology: 7
General Science: 35

II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program.

Progression from BI211 to BI231

Academic Year	BI211 Enrollment	BI211 Successful	% of Successful		Of the successful in BI211, number who reg'd in BI231	% reg'd in BI231		Of those who reg'd numbre successful	% successful
2014-15	51	33	65%		17	52%		15	88%
2015-16	75	50	67%		27	54%		23	85%

Another way of looking at it:

Academic Year	BI211 Enrollment	Number of BI211 students who were successful in BI231	% of BI211 successful in BI231
2014-15	51	15	29%
2015-16	75	23	31%

Progression from BI231 to BI233

Academic Year	BI231 Enrollment	BI231 Successful	% Successful		Of the successful in BI231,number who reg'd in BI232	% reg'd in BI232		Of those who reg'd in BI232, number successful	% successful		Of the successful on BI232, number who	% reg'd in BI233		Of those who reg'd in BI233, number successful	% successful
2013-14	68	53	78%		39	74%		35	90%		28	80%		23	82%
2014-15	61	43	70%		40	93%		34	85%		30	88%		28	93%
2015-16	48	40	83%		36	90%		34	94%		29	85%		27	93%

Another way to looking at it:

Academic Year	BI231 Enrollment	Number of BI231 student who were successful in BI233	% of BI231 students successful in BI233
2013-14	68	23	34%
2014-15	61	28	50%
2015-16	48	27	56%

BI 211, BI 231- BI233 Data Review: BI 211 is the prerequisite to the sequence of Human Anatomy and Physiology (BI 231, 232, 233), courses which in turn are collectively required for applicants to CGCC's Nursing Program. As such, both provide information regarding student progression toward academic goals in the Science Department.

As seen in the tables above, BI 211 is an important indicator of academic readiness. Of the 126 students who enrolled in the course between 2014 and 2016 ~ 67 % were successful (defined as 'C' grade or better). Of those who continued on to take BI 231 (44, ~53%), 38 (~ 86%) were successful. Note: those not subsequently taking BI 231 may have instead attempted to complete the other (transfer) sequence (BI 212, 213).

Students who did continue from BI 231 to BI 232 were more successful for two of the three academic years measured (2013- 2016): 90% for 2013 and 94% for 2015, with 2014 showing 85% success. Similar statistics were shown for those who went on to complete BI 233: 93% successful in 2014, 93% successful in 2015 vs 82 % successful in 2013.

Discussion: As the prior Gen Ed Self-Study showed, students generally become more successful as they progress from the prerequisite course (BI 211) and then through the BI 231, 232, 233 sequence. While the overall success rate for those completing each course and progressing to the next is high, the overall success for those starting BI 231 and continuing to successfully complete 233 was only 46% when reviewing the entire three year period from 2013- 2016.

Recommendations: Science faculty should review the data at department meetings to gather input and suggestions for possible changes to improve overall success. To complement this inter-departmental approach, additional professional development experiences spread across all faculty would enhance the potential to draw in new pedagogic ideas, techniques, etc.

Progression from CH121-CH123

Academic Year	CH121 Enrollment	CH121 Successful	% Successful	Of the successful in CH121,number who reg'd in CH122	% reg'd in CH122	Of those who reg'd in CH122, number successful	% successful	Of the successful on CH122, number who	% reg'd in CH123	Of those who reg'd in CH123, number	% successful
2014-15	20	14	70%	10	71%	7	70%	2	29%	2	100%
2015-16	60	50	83%	27	54%	25	93%	18	72%	14	78%

Another way to looking at it:

Academic Year	CH121 Enrollment	Number of CH123 student who were successful in CH123	% of CH121 students successful in CH123
2014-15	20	2	10%
2015-16	60	14	23%

Progression from G201-G203

Academic Year	G201 Enrollment	G201 Successful	% Successful	Of the successful in G201,number who reg'd in G202	% reg'd in G202	Of those who reg'd in G202, number successful	% successful	Of the successful on G202, number who reg'd in G203	% reg'd in G203	Of those who reg'd in G203, number successful	% successful
2016-17	15	13	87%	8	62%	7	88%	3	43%	No Grade Yet	N/A

Another way to looking at it:

Academic Year	G201 Enrollment	Number of G201 student who were successful in G203	% of G201 students successful in G203
2016-17	15	N/A	N/A

CH 121-123 and G201-203 Data Review: The progression of students in chemistry is similar to that of the biology sequence – the success rates rose as the sequence progressed (76% CH121, 81.5% CH 122, 89% CH123). Therefore some of the same conclusions can be drawn. The geology sequence out performed either overall (87% G201, 88% G202), but the data (for 2016/17 only) is incomplete, lacking G 203 (class is still underway as of May 2017), and the class size very small.

Discussion: As in the biology sequence, for chemistry the overall success for those starting BI 121 and continuing to successfully complete 123 showed a notable drop – in this case only 16.5% when reviewing the two year period from 2014- 2016. Again, Geology is more consistent across the first two classes, but lacking data for the third.

Recommendations: As suggested for the biology courses - science faculty should review the data at department meetings to gather input and suggestions for possible changes to improve overall success. To complement this intra-departmental approach, additional professional development experiences spread across all faculty would enhance the potential to draw in new pedagogic ideas, techniques, etc.

III. Describe current and projected demand and enrollment patterns

1. While biology and chemistry class sizes have been stable over the past few years, recent changes in the Nursing Program (eliminating the requirement for chemistry prerequisites) could impact enrollment in the coming years. As of fall 2016 however, the number of students taking chemistry have not shown a dramatic decline.
2. Enrollment has been high in General Science and Geology class sequences; both have proved popular as an alternative to biological science courses for students needing Gen Ed science credit for transfer to a four-year institution. The fully on-line course (Nutrition) also has high enrollment.
3. The sequence of biology courses (BI 211, 212, 213) offered as part of the collaboration with Oregon State University to offer are an area of possible concern. The first class (211) is very popular as a prerequisite for the Human Anatomy and Physiology sequence, but in 2016 the enrollment for BI 212 and 213 are projected to decline to much smaller levels. This may require changes to either/both CGCC/OSU's marketing and recruitment efforts to promote enrollment for the sequence.

D. Budget

I. Adequate to meet the needs of the program

While the Science budget is sufficient for current (2016/17) offerings, it:

1. Constrains growth where it might be necessary (General Science/Geology and Fisheries Technician).
2. Lacks a secure relationship between incoming lab fees and allocated funds.
3. Has not maintained a previously planned long-term fund dedicated to replacing equipment as it wears out or the need to add new equipment arises.
4. Would benefit from adding significant, stable funds for professional development.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle.

1. Monitor class sizes and student interest in geology/general science for possible addition of a full-time faculty position.
2. Dedicate all incoming science lab fees to science department.
3. Develop fund for replacement/expansion of science equipment.
4. Encourage and fund more professional development.

B. How will the program determine if it has made progress on its recommendations?

1. Since all of the recommendations have financial implications, progress will only be possible if they are recognized as valid and incorporated into plans for upcoming budgets. In addition, the

recommendation's progress should be reviewed twice a year with the CAO and Department Chairs at Instructional Council.

SOCIAL SCIENCE DEPARTMENT: 2015-16 SELF-STUDY

Section Two: Action and Previous Review's Recommendations

A. Please summarize changes that have been made since the last review.

Since the last review of the General Education Program, no major changes in structure have been made in Social Sciences and only minimal changes in personnel have been made. Several changes have been made in the offerings of the department, however. The Women's Studies program has been expanded from one to three courses. At the same time, the department has eliminated History 206, one of four courses which focus on American women, and History 277, The Oregon Trail. History is also in the process of adding a three-course sequence, HST 110-112, on World Civilizations. Budgetary constraints have forced a cut back on Psychology offerings in the department. As a result, it is offering one fewer course per term.

Social Science has also participated in the college-wide initiatives on Outcomes and independent accreditation. That participation has resulted in a full review and update of the Course Content Guides for each course the department offers and the introduction of an outcomes assessment cycle into our courses.

B. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

None of the changes were made as a result of the last review.

Section Three: Describe, Assess & Analyze

Use data to analyze and evaluate the adequacy of the program's key functions and data elements:

A. Faculty

I. Quantity of faculty needed to meet the needs of the program

At present, the quantity of faculty meets the needs of the Social Science department. Class offerings have remained steady and there has only been one staffing change. That change entailed the replacement of one part-time Sociology instructor with another. However, the psychology faculty is aging and it is likely that before the next program review in 2022, the college will need to add another teacher, quite possibly a full-time instructor since the department offers nearly 100 credits of psychology over the course of the four terms in an academic year.

II. Extent of the reliance upon part-time faculty

The Social Sciences department currently has one full-time faculty member, its chair, John Copp. Dr. Copp teaches both History and Political science for the department in addition to his duties as chair. In addition, to Dr. Copp, the department also has a part-time instructor supplementing its History offerings. All other courses and disciplines in the department: Anthropology, Economics, Psychology, Sociology, and Women's Studies are completely dependent upon part-time instructors.

III. Incorporation of instructional best practices

The Social Science faculty at CGCC incorporate best practices in a wide variety of ways. One of the departments Psychology instructors, Dave Mason, makes sure each of his assignments includes a real world application so that students can see the practical uses of their new Knowledge. Dave also makes self-directed learning a part of his classes. Dan Hall, the department's sociology instructor, makes sure that there is a feedback loop as a part of each assignment to ensure that students understand the material being covered more fully. Dave Wagenblast, the Economics instructor at CGCC, finds it helpful to evaluate achievement results to targets and make improvements or "stay the course" --if it works, don't break it. One example of how Dave applies this is by asking students to think critically and formulate conclusions about economic issues and policies requires

application of theory to real world examples. Homework and lectures can change to bring reality to classroom, adjusting to reflections arrived in best practices. Steve Shwiff in History uses of graded discussion boards to fully flesh out learner's critical thinking and applied knowledge in weekly modules. Interactive discussions in class with group presentations of each group's conclusions in his online classes.

IV. Use of professional development opportunities to improve teaching and learning strategies

Social Science faculty participate in CGCC's in-services as well as a variety other forms of professional development. Members of the Social Science faculty are, for example, active in the College's effort to shift to Open Educational Resources and its Growth Mindset efforts. Faculty members in the department have also been active in the AACU's Liberal Education campaign, attending its yearly conferences each year for the past 3 years. Specific examples include the attendance of John Copp and Kristen Kane at the AAC&U General Education and Assessment Conference in Portland in 2014; Dan Hall at the Virtual Teach and Learning meeting in Eugene in September 2015; Zip Krummel at the Northwest e-learn conference in Olympia, Washington in October 2015; and John Copp at the AAC&U General Education and Assessment Conference in New Orleans in 2016; Kristen Kane at the 2017 AAC&U General Education and Assessment Conference in Tucson; Kristen Kane's annual APA professional journal subscriptions.

V. Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)

The faculty in the Social Sciences department are involved in a wide variety of activities that support student success. Dan Hall in Sociology is active in the Growth Mindset and OER movements. John Copp has been active in trying to implement a faculty mentoring in the college. Dave Mason is a strong proponent of service learning. Steve Shwiff and Kristen Kane are among the faculty leaders of the Quality Matters program for online education. There are many more examples of the department's faculty's involvement in activities that support student success, but they are too numerous to mention and the small sample included above gives a representative sample of the types of activities in which the department's faculty is involved.

B. Curriculum

I. Program alignment with professional and national standards

- Course currency and relevancy

II. Student Learning Outcomes

1. Course-Level Outcomes:

a) Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.

The Social Science department has been participating in course assessment since the fall of 2012. Courses are scheduled for assessment on a 3 to 5 year basis and each instructor participates in course assessment on an annual basis. There are many documented instances of assessment driven changes made to improve attainment of course level student learning outcomes from this Department. Some examples are:

- improving instructional materials and resources for students (ATH 101),
- increasing instructor-student interaction to better support student achievement of outcomes (PSY 201A),
- changes to prerequisites: all social science courses with a general education designation have made WR 121 as co-requisite,

- changes in format of course or course environment (hybrid, more computer lab, round tables etc.) (PSY 101),
- changes to instruction (delivery) (PSY 215, ATH 101)

The Course Outcomes Assessments for the Social Sciences Department also include documented examples of other "best practices" included in (but not related to) course outcomes assessment. It's apparent, however, that these "best practices" would also lead to better student success and attainment of course outcomes:

- Clarification of class assignments/due dates (PSY 215)

C. Enrollment

I. Enrollment data since last review

Program Area:	Section	ATH101	ATH102	ATH103
2012-13	1	26	-	-
TOTAL STUDENT ENROLLEMENT		63	25	37
TOTAL CLASS CANCELLATIONS		0	0	0
2013-14	1	14	-	-
TOTAL STUDENT ENROLLEMENT		14	0	29
TOTAL CLASS CANCELLATIONS		0	0	0
2014-15	1	LE	-	-
TOTAL STUDENT ENROLLEMENT		30	25	39
TOTAL CLASS CANCELLATIONS		1	0	0

Program Area:	Section	EC200	EC201	EC202
2012-13	1	-	-	-
TOTAL STUDENT ENROLLEMENT		0	22	24
TOTAL CLASS CANCELLATIONS		0	0	0
2013-14	1	-	-	-
TOTAL STUDENT ENROLLEMENT		29	26	19
TOTAL CLASS CANCELLATIONS		0	0	0
2014-15	1	-	-	-
TOTAL STUDENT ENROLLEMENT		30	25	25
TOTAL CLASS CANCELLATIONS		0	0	0

Program Area:	Section	SOC204	SOC205	SOC206	SOC213
2012-13	1	31	29	-	-
TOTAL STUDENT ENROLLEMENT		62	64	59	0
TOTAL CLASS CANCELLATIONS		0	1	0	0
2013-14	1	30	14	-	-
TOTAL STUDENT ENROLLEMENT		57	50	42	12
TOTAL CLASS CANCELLATIONS		0	0	0	0
2014-15	1	20	7	-	-
TOTAL STUDENT ENROLLEMENT		54	28	44	13
TOTAL CLASS CANCELLATIONS		0	0	0	0

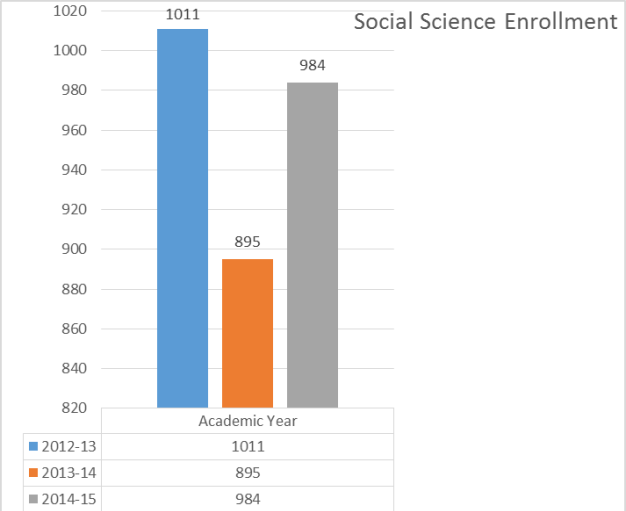
Social Science 2012-2015

Program Area:	Section	HST101	HST102	HST103	HST106	HST201	HST202	HST203	HST204	HST205	HST218	HST225
Social Science												
2012-13	1	-	-	-	-	-	-	-	-	-	-	-
TOTAL STUDENT ENROLLEMENT		26	22	26	0	8	11	0	8	10	0	0
TOTAL CLASS CANCELLATIONS		0	0	0	0	0	0	1	0	0	0	1
2013-14	1	15	-	-	-	LE	-	-	-	-	-	-
TOTAL STUDENT ENROLLEMENT		39	27	23	0	14	18	20	0	6	4	7
TOTAL CLASS CANCELLATIONS		0	0	0	0	1	0	0	1	0	0	0
2014-15	1	15	-	-	-	8	-	-	-	-	-	-
TOTAL STUDENT ENROLLEMENT		34	29	30	0	25	28	19	6	0	0	0
TOTAL CLASS CANCELLATIONS		0	0	0	1	0	0	0	0	0	0	0

Program Area:	Section	PS201	PS202	PS203	PS205
2012-13	1	-	-	-	-
TOTAL STUDENT ENROLLEMENT		14	28	17	0
TOTAL CLASS CANCELLATIONS		0	1	0	0
2013-14	1	-	-	-	-
TOTAL STUDENT ENROLLEMENT		0	23	0	7
TOTAL CLASS CANCELLATIONS		0	0	0	0
2014-15	1	-	-	-	-
TOTAL STUDENT ENROLLEMENT		22	20	15	0
TOTAL CLASS CANCELLATIONS		0	0	0	0

Section	WS101	WS201	WS202	WS Totals
2012-13 TOTAL STUDENT ENROLLEMENT	20	17	0	37
2013-14 TOTAL STUDENT ENROLLEMENT	12	12	9	33
2014-15 TOTAL STUDENT ENROLLEMENT	0	4	0	4

Program Area:	Section	PSY101	PSY201A	PSY202A	PSY213	PSY214	PSY215	PSY216	PSY222	PSY231	PSY239
2012-13	1	-	27	23	-	-	-	-	-	15	-
TOTAL STUDENT ENROLLEMENT		60	160	96	0	15	76	0	25	45	8
TOTAL CLASS CANCELLATIONS		0	0	0	0	0	0	0	0	0	0
2013-14	1	-	37	9	LE	-	18	-	-	-	-
TOTAL STUDENT ENROLLEMENT		59	168	70	0	15	90	19	0	8	0
TOTAL CLASS CANCELLATIONS		0	0	0	0	0	0	0	0	0	0
2014-15	1	-	15	15	-	12	13	-	9	-	-
TOTAL STUDENT ENROLLEMENT		42	133	92	0	22	95	22	9	28	0
TOTAL CLASS CANCELLATIONS		0	0	0	0	0	0	0	0	0	0



II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program.

There is no Social Science "program" per se. In addition, the sequences in the department do not require students to have taken the previous courses in the same sequence, so progression term-to-term and year-to-year is meaningless in this context.

III. Describe current and projected demand and enrollment patterns

Demand for courses in social sciences is relatively stable and is likely to remain so for the near future. Enrollment for courses in the department mirrors the enrollment patterns in the college as hold as is likely to continue to do so.

D. Budget

I. Adequate to meet the needs of the program

The budget of the Social Sciences department is currently inadequate to provide for a full-time Psychology instructor even though the department offers nearly 100 credits in Psychology annually. Otherwise, the budget for the department is adequate. Should the funding for a new full-time position in be authorized in the next annual budget, then the budget for Social Sciences is adequate for its needs.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle.

1) Social Science offerings for the general education program should be tightened up in order to better meet the mission of a general education program to provide a common experience and to prepare students as citizens of the US and the world. Nearly every course the department offers meets the general education as it currently stands. As a result, students do not get a common experience in the social sciences, but instead take random assortments of courses in its disciplines. The social science requirement of the CGCC general education program as it currently stands also fails to consistently prepare students as citizens of the US and the world.
2) Hire an additional psychology instructor as a replacement for probable retirees. Given the volume of psychology offerings at present, that hire should probably a full time instructor

B. How will the program determine if it has made progress on its recommendations?

1) It will be evident that recommendation 1 has been met if the college revamps the gen ed program as a whole.
2) It will be evident if the college authorizes a new hire in psychology

WRITING, LITERATURE, READING AND FOREIGN LANGUAGE DEPARTMENT: 2015-16 SELF-STUDY

Section Two: Action and Previous Review's Recommendations

A. Please summarize changes that have been made since the last review.

WR 121 as a new co-requisite for Gen Ed courses:

In the fall of 2015, WR 121 was made a co-requisite for all Gen Ed classes. This change was made because instructors of Gen Ed courses felt their students needed earlier writing instruction to help the students succeed in writing papers for these Gen Ed Courses.

Implementation of Learning Communities:

In the 2011-2012 Gen Ed Self-Study, it was noted on page 17 that only 68.4% of students moving from developmental education succeeded in WR 90. In an effort to improve success among these and other students a Learning Community was started in 2011 on the Hood River Campus. It was comprised of three classes and a lab. In three academic years since this implementation, success in WR 90 classes has risen from 68.4% to 87% shown in the three graphs found in the next section.

In fall of 2013, the enrollment in LC classes was as follows:

Hood River Campus:
RD 90 had 13 students.
WR 90 had 16 students.
ALC 51 had 8 students.
CG 101 had 10 students.

Fall 2016 has seen the largest enrollment as shown below:

The Dalles Campus:
RD 90 has 24 students enrolled.
WR 90 has 24 students enrolled.
ALC 51 has 16 students enrolled.
CG 101 has 16 students enrolled.

Hood River Campus:
RD 90 has 23 students enrolled.
WR 90 has 24 students enrolled.
ALC 51 has 20 students enrolled.
CG 101 has 20 students enrolled.

Since 2014, 91% of RD 90 students went into RD 115 the next term, with 81% of these students passing RD 115 with a C or better while students who took RD 115 without having had RD 90 had a pass rate of 73%.

Of the Learning Community students who took RD 115 immediately after having had RD 90, 42% earned an A in RD 115 compared to only 29% of students earning an A in RD 115 without having had RD 90 the previous term.

Since 2014, 85% of WR 90 students went into WR 115 the next term, with 98% of these students passing WR 115 with a C or better while students who took WR 115 without having had WR 90 the previous term had a pass rate of 82%.

Of the Learning Community students who took WR 115 immediately after having had WR 90, 20% earned an A in WR 115 compared to 33% of students earning an A in WR 115 without having had WR 90 the previous term. This result is in stark contrast to the result discussed two paragraphs earlier wherein more 42% of students earned As in RD 115 if they had taken RD 90 before taking RD 115 compared to 29% of students who earned As in RD 115 without having had RD 90.

It may be that students testing directly into WR 115 are better prepared than those who have tested into WR 90 and who took WR 90. This department has argued that developmental students taking the three-credit WR 90 class need at least as much time in class as those students in more advanced classes such as WR 115 and WR 121, both of which are four-credit classes.

Conclusion: The Learning Communities have been successful in helping students make the transition from WR 90 through WR 115 to WR 121 due to several factors: 1. Collaboration of reading and writing instructors in teaching the same cohort of students; 2. The ALC 53 lab in which students receive reinforced lessons to help students acquire new skills; and, 3. The Career Guidance courses (CG 101 and CG 111) help the students improve their study skills.

New Literature Classes:
Since the 2011-2012 Gen Ed Self-Study, the department has added the following classes:

ENG 213 Latin American Literature
ENG 237 Working Class Literature

Currently, the following two classes are being developed:

ENG 201 Shakespeare: The Early Works
ENG 202, Shakespeare: The Later Works

The department continues to explore the development of new literature courses.

B. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

In the last General Education Program Self-Study, it was suggested that a survey be taken of students during their last week of WR 115 to ascertain when they plan on taking WR 121. While no formal survey has been taken, writing instructors have asked the students this question informally, and they have reminded the students that those students who take WR 121 the immediate term following WR 115 have a higher rate of success than those who wait to take WR 121.

Another recommendation in the last Self-Study was to create a bridge class between the final ESOL class and WR 90. While no such class was created, the creation of the Learning Communities for WR and RD 90 have helped these students in large part because of the ALC 51 lab that is a component of the Learning Communities.

It was also suggested that Library Instruction become a component of WR 115, and such instruction does take place. However, library instruction is not needed in the WR 90 classes.

Section Three: Describe, Assess & Analyze

Use data to analyze and evaluate the adequacy of the program's key functions and data elements:

A. Faculty

I. Quantity of faculty needed to meet the needs of the program

The ratio of part-time to full-time faculty is 12 part-time to 2 full-time. Until 2015, it was 12 to 1; however, with the department's addition of the Reading Department, an existing full-time reading instructor made it 12-2 which did not improve the ratio of 12-1 in that these 13 instructors were members of the original Writing, Literature and Foreign Language Department.

II. Extent of the reliance upon part-time faculty

As noted in the NWCCU's Accreditation Recommendations, the college needs to improve its ratio of full-time faculty to adjunct faculty, and this department needs to do the same. At this date, we have an adequate number of faculty to teach our offerings; however, if enrollment continues to grow, and as adjunct faculty move into retirement, more faculty will be needed.
After the Math Department hired a new full-time instructor in 2012, this department was scheduled to be the next department to hire a new full-time faculty member; unfortunately, this has yet to happen.

III. Incorporation of instructional best practices

Instructor **Chauna Ramsey's** incorporation of instructional best practices includes her engagement in ongoing assessment and reassessment of the students, the course, and herself in order to implement best practices into her teaching through goal setting, meetings with supervisors and students, and self-reflection.

Instructor **Leigh Hancock** regularly incorporates best practices in her classes, including diversifying delivery methods to meet a wide range of learning styles; creating real-life, meaningful assignments and activities for students; requiring peer interaction and mentoring in all my classes; developing critical thinking through inquiry-based discussion forums; and involving students in the creation and discovery of learning materials

Instructor **Abby Merickel** uses the following in the classroom: Reading-as-Thinking, Small Group Activities, and Reflective Assessment.

IV. Use of professional development opportunities to improve teaching and learning strategies

As a result of attending two OER conferences and receiving two subsequent grants, Instructor **Chauna Ramsey** created an OER textbook, the link to which follows below:
https://openoregon.pressbooks.pub/conventions101/

The utilization of this textbook, and the department's use of OERs and older editions of textbooks such as *The Little, Brown Handbook*, is a conscious effort on the part of the department's faculty to save the students money.

Japanese Instructor **Yukari Birkett** has taken more than 32 credit hours of courses on Management toward an associate Degree) at Portland Community College
She has finished the MBA program on Management/Organizational Behavior at Marylhurst University, her second Master's degree. She has also finished taking courses on diversity training and is certified by Portland Community College. She became a board member of ATJO (American Teachers of Japanese in Oregon) in 2013. Her collaborative article with Dan Spatz and Tim Schell on the CGCC Japanese program was published in ATJO's newsletter in 2013.
She finished QM (Quality Matter) training and created 2 Japanese hybrid courses (JPN202 & JPN203) in 2015.

In the summer of 2016 **Instructor Leigh Hancock** went to the National Storytelling Conference, where she took multiple classes in all different kinds of storytelling and narrative techniques. She has also done several Quality Matters trainings and conferences. She attended the Learning Communities Training at Evergreen College in summer 2014.

Instructor Jenn Kamrar participated in a week-long seminar on learning communities through the Washington Center at The Evergreen State College in 2014; a week-long writing workshop at Fishtrap in Joseph, Oregon 2015; and, a Fisher Poets Gathering in Astoria, WA 2016.

Instructor Kamrar's participation in the week-long seminar on Learning Communities has been instrumental in the development of our department's reading and writing Learning Communities.

Instructor Abby Merickel took the Authors Authors Authors! course through Portland State University and The Innovative Northwest Teacher at the graduate level in 2015. Instructor Merickel's professional development has helped her improve her content delivery in her reading, ESOL and art classes.

V. Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)

In her effort to support student success, **Instructor Chauna Ramsey** has reinterpreted English 253/254 (Survey of American Literature) as a dual-credit course and has successfully implemented 253/254 at Hood River Valley High School as a College Now class; In the fall of 2016, she has 60 students in two sections of the class. She has also saved those students money by teaching them textbook-free. She has followed the same process with English 104/105 this year at HRVHS.

In 2012, **Instructor Birkett** worked with the instructors of Psychology 201 and ESOL and her JPN 203 class and they had a successful field trip to the Portland Japanese Garden and Uwajimaya. She has been networking and collaborating with the two Sister Cities Programs (The Dalles & Hood River) through her former student who is a board member of both programs along with Dan Spatz and Michal Kawka. In 2013 and 2016 about 20 visiting student delegates from Japan interacted with her 2nd year students (2013) and 1st year students. She and many of her Japanese students were part of the Cultural Festival, providing cultural activities.

Instructor Jenn Kamrar's work with the learning communities supports developmental reading and writing students; student-originated research projects; heterogeneous group work; formative and summative assessments (daily, weekly); metacognitive strategies (submission notes; self-evaluations at mid-term and final); student-led small- and large-group Socratic seminars; culturally relevant and responsive teaching + curriculum; one-on-one student conferences; and, democratic classroom management.

B. Curriculum

I. Program alignment with professional and national standards

- Course currency and relevancy

The Writing courses are both current and relevant to every degree the college offers.

II. Student Learning Outcomes

1. Course-Level Outcomes:

a) Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.

Course Assessment Results

Regarding Part B of course assessment, three instructors indicated course adjustments as being necessary.

WR 115: Introduction to Expository Writing
Fall term, 2014, Instructor Andrea Golts indicated she and other instructors could benefit from ESOL training as she had a large number of Hispanic students who had trouble with English. Regarding Question 3 on Part B (Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.?) she wrote:

"I had a bright and eager group in my class this term. One thing I did not account for, however, was the pace of learning that is realistic for a group that is working in a second language. I had eight Hispanic students in my class, many of whom spoke primarily Spanish at home. They were extremely shy about speaking out in class, and often lacked the confidence to ask questions when a concept was unclear. I had individual midterm conferences with each student and asked them to answer honestly how much time they were putting into this course outside of the classroom. Most of the ESOL students admitted that they have full-time jobs and families and were unable to put in much effort other than class time. I explained that at a college level, a student should spend at least one hour a week studying for every credit hour of the course (or at least half that!) in order to succeed. I do feel like the onus needs to be on the students here when it comes to achieving course outcomes, particularly when attempting to master a second language amidst busy, adult lives."

Regarding Question 4 (What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What budget implications result?), she wrote:
"As I said in question #3, I think it would be beneficial to have some ESOL training. I'm not sure of the budget implications, but it seems like the cost would be minimal compared to the improvement in course outcomes."

Conclusion: ESOL instruction should be made available for writing instructors as the budget allows.

ENG 260: Introduction to Women Writers
Fall term, 2016, Instructor Leigh Hancock indicated that WR 121 should be a pre-requisite for all literature classes as she feels the students are not prepared to write papers about literature. Regarding the following from Part B "Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate," she wrote:

Overall, this course met my objectives for student success, with at least 70% of students gaining mastery of course content. It is interesting to me that students did noticeably better in the discussion forums (where over half scored 90% or better), than in the mini essays or final essay. This is at least in part due to the fact that many

students enter ENG 260 without adequate writing skills. It would be better if WR 121 were a pre-requisite for ENG 260, rather than the current requirement that allows them to take WR 121 concurrently. I have known this for a long time, and try to address this inadequacy through 5 mini essays, given weekly at the beginning of the term. Through these 6-point assignments, I try to teach them how to write about literature. These assignments exhibit the lowest student grades, although if you look over the entire course, you can see that most ME grades improve from first to last. This is also why, I believe, the FINAL ESSAY grades are better than the ME grades...i.e. students have actually learned how to write about literature."

Regarding the question "Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)?" she wrote:

"Given this analysis, I'd love to see WR 121 become a pre-requisite for all literature classes. I'd also like to have time and perhaps training or mentoring on how to get more meat into my discussion forums....so that students engage in more analysis and critical thinking skills in forums, as they are required to do in written assignments."

Conclusion: First, further study on the effect of having made WR 121 a co-requisite for all General Education classes should be undergone. Second, mentoring on creating vibrant discussion forums in online classes should be made available.

ENG 105: Introduction to Literature
Summer term, 2016, Instructor Leigh Hancock indicated instructors should be paid a stipend to redesign online courses. Regarding the question "What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?" she wrote:
"I believe instructor who have taught a class more than 4 or 5 years should be given a stipend (equal to perhaps 1/2 course) to revise and reinvigorate the course. That would allow me to make all the adjustments and extensions that I would LOVE to make to this and other courses."

Conclusion: This proposal should be an agenda item at a future Instructional Council meeting.

Other documented instances of assessment driven changes made to improve attainment of course level student learning outcomes from this Department are:

- changes to prerequisites (ENG 260),
- changes to instruction (delivery) (JPN 101),
- changes in curriculum (RD & WR II),
- changes in assessment methods (ENG 253),
- clarifying assignments (SPA 101)

Finally, it should be noted that in this department, there are many more small improvements to their courses that may not always be documented as mentioned in the Course Outcomes Assessment for ENG 160

C. Enrollment

I. Enrollment data since last review

Foreign Languages

Spanish
Enrollment in First Year Spanish continues to be strong; however, enrollment in Second Year Spanish has been low for several years.

Recommendations: Conduct a survey of students in First Year Spanish in an effort to forecast enrollment in Second Year Spanish.

To reinforce knowledge gained in Spanish I and II, Instructor Silvia Huszar would like to create conversation classes and immersion courses such as those offered by PCC in the past.

Japanese
Enrollment in Japanese language courses has been less than robust, and in an effort to increase awareness of these courses, the College needs to work more closely with the local high schools to raise awareness of these courses.

Due to low enrollment, Second Year Japanese was eliminated for the 2016-17 academic year. According to Instructor Yukari Birkett, this elimination hamper future enrollment in First Year Japanese.

Currently, students in the Japanese courses are working with the Sister Cities programs in both The Dalles and Hood River. These students are also involved in cultural events. According to Instructor Birkett, few administrators attend these events, and this lack of support is disappointing.

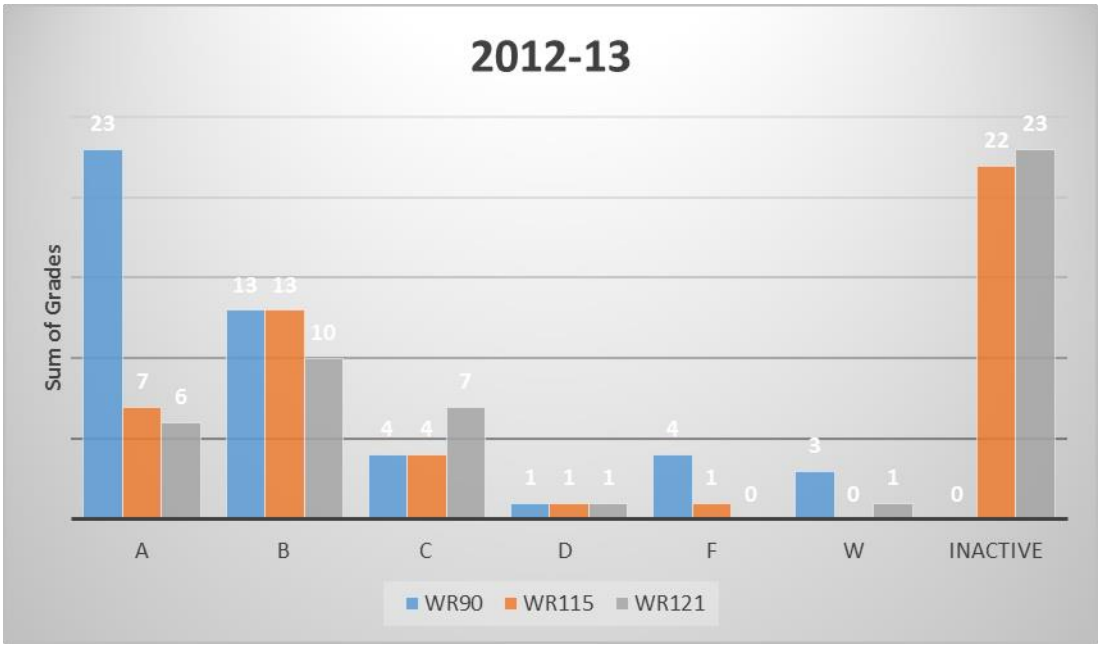
II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program.

Progression of Students from WR 90 to WR 121 2012-13
(Note: In the commentary regarding the graphs found below, failure is deemed as a grade lower than a C. Also, students who withdrew from the course were not included in the percentages described.)

The graph below shows the progression of students from WR 90 fall term to WR 115 winter term to WR 121 spring term. Of the 45 students enrolled in WR 90 fall term, roughly 88% of those enrolled successfully completed the course with a C or better (51% earned an A; 28% earned a B; 9% earned a C; 2% earned a D; and, 9% earned an F) and moved on to WR 115 winter term. In WR 115, 92% of these students successfully completed the course (27% earned an A; 50% earned a B; 15% earned a C; 4% earned a D; and, 4% earned an F) and moved on to WR 121 spring term. In WR 121, 96% of the students successfully completed the course (25% earned an A; 42% earned a B; 29% earned a C; 4% earned a D; and, 0% earned an F).

Conclusion: More focus is required to help WR 90 students succeed as almost 11% of these students are failing the course with a grade below C; however, those who do move on to WR 115 fare better with only 4% failing, and those who make it to WR 121 also fare better with a 4% failure rate.

STUDENTS WHO STARTED WR 90 FALL TERM 2012-13

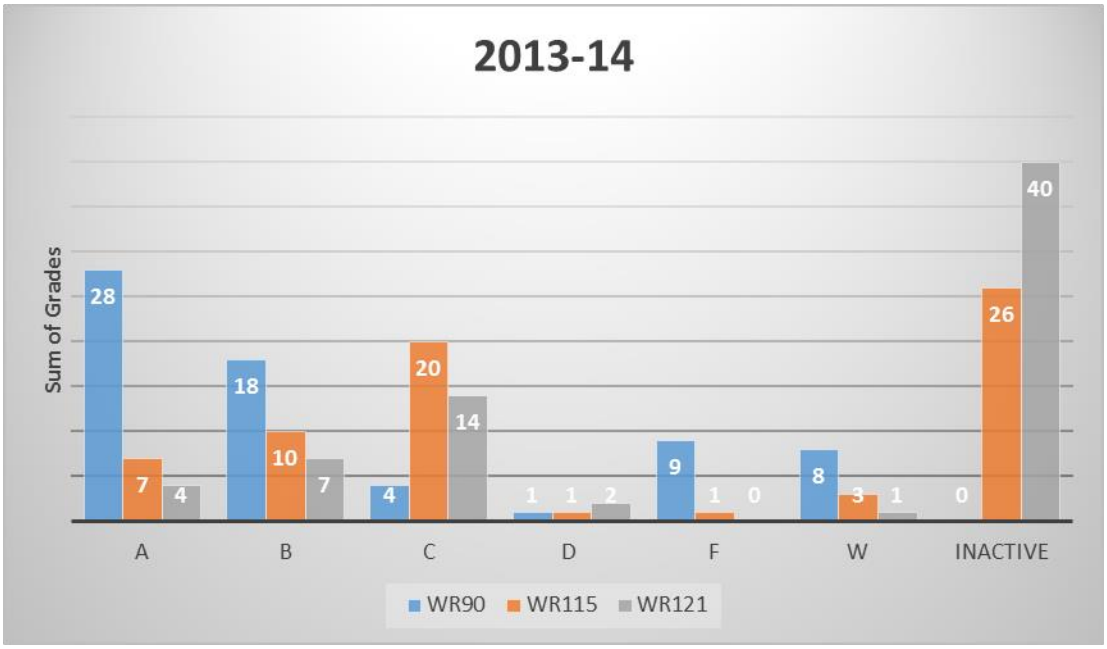


Progression of Students from WR 90 to WR 121 2013-14

The graph below shows the progression of students from WR 90 fall term to WR 115 winter term to WR 121 spring term. Of the 60 students enrolled in WR 90 fall term, roughly 83% of those enrolled successfully completed the course with a C or better (46% earned an A; 30% earned a B; 6% earned a C; 1.6% earned a D; and, 15% earned an F) and moved on to WR 115 winter term. In WR 115, 96% of these students successfully completed the course (18% earned an A; 26% earned a B; 51% earned a C; 1.6% earned a D; and, 1.6% earned an F) and moved on to WR 121 spring term of which 93% successfully completed the course (15% earned an A; 26% earned a B; 52% earned a C; and 7% earned a D and 0% earned an F).

Conclusion: More focus is required to help WR 90 students succeed as almost 17% of these students are failing the course; however, those who do move on to WR 115 fare better with only 4% failing, and those who make it to WR 121 have a 7% failure rate.

STUDENTS WHO STARTED WR 90 FALL TERM 2013-14

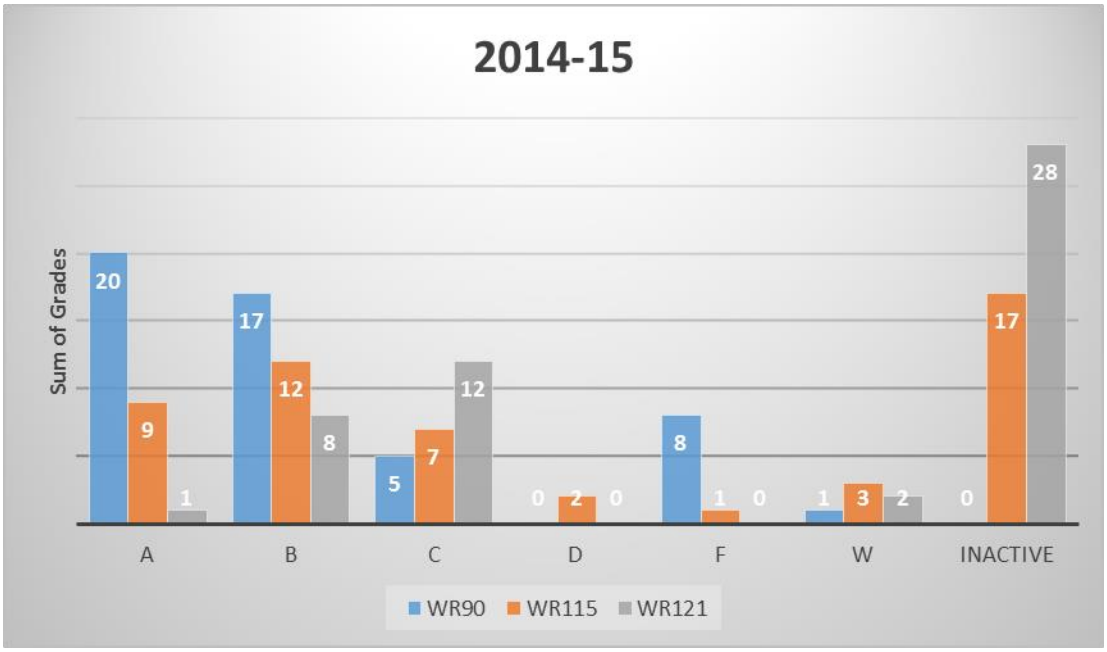


Progression of Students from WR 90 to WR 121 2014-15

The graph below shows the progression of students from WR 90 fall term to WR 115 winter term to WR 121 spring term. Of the 51 students enrolled in WR 90 fall term, roughly 85% of those enrolled successfully completed the course (39% earned an A; 33% earned a B; 10% earned a C; 0% earned a D; and, 15% earned an F) and moved on to WR 115 winter term. In WR 115, 91% of these students successfully completed the course (29% earned an A; 39% earned a B; 22% earned a C; 6% earned a D; and, 3% earned an F) and moved on to WR 121 spring term of which 100% successfully completed the course (5% earned an A; 38% earned a B; 39% earned a C; 0% earned a D; and, 0% earned an F).

Conclusion: More focus is required to help WR 90 students succeed as 15% of these students are failing the course; however, those who do move on to WR 115 fare better with only 9% failing, and those who make it to WR 121 fare even better with a 0% failure rate.

STUDENTS WHO STARTED WR 90 FALL TERM 2014-15



Overall Conclusion

In the three academic years depicted in the above graphs show, an average of 13% of WR 90 students fail the course compared to a 9% failure rate of WR 115 students and a 3.6% failure rate of WR 121 students.

The classes with the lower failure rate—WR 115 and WR 121—are both 4-credit classes while the class with the highest failure rate—WR 90—is a 3-credit class. Our department has argued that WR 90 students, the most vulnerable students given their lack of academic preparedness, need as much or more class time as students in the higher level writing classes. In fact, a proposal for changing WR 90 from a 3-credit class to a 4-credit class was taken to the Curriculum Committee in 2014 where it was approved pending approval from the Chief Academic Officer. That approval is still pending, and we urge the CAO to approve the change as soon as possible.

III. Describe current and projected demand and enrollment patterns

Starting in the fall of 2017, the Nursing Program will require its students to take both WR 122 and WR 227, and as a result, another section of each class will be added to the annual schedule.

D. Budget

I. Adequate to meet the needs of the program

Recommendations from 2011-12 Self-Study

"Allocate $2000 annually for a Visiting Writers Fund in order to bring poets and writers to campus."

Result: No action was taken.

Conclusion: Such a fund needs to be put into the budget as students, community members and college staff and faculty benefit by exposure to regionally-, nationally-, and internationally-acclaimed poets and authors. In the preceding twelve years, Department Chair Tim Schell has hosted some thirty poets and authors on our two campuses. He was able to facilitate this because he was the president of the Board of Directors of the non-profit Mountain Writers Series, but when he resigned from this position, this conduit to poets and authors ended. Most colleges and universities have such funding to help expose the community to such literary events.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle.

Make WR 90 a 4-credit class
Allocate $2000 annually for a Visiting Authors fund (from last self-study five year ago)
Hire a new full-time faculty member
Allocate $1000 for advertising the Japanese classes
Provide ESOL mentoring for faculty
Provide online teaching mentoring regarding discussion forums
Conduct a survey of students in First Year Spanish in an effort to forecast enrollment in Second Year Spanish.
Create and offer a Spanish Conversation class

B. How will the program determine if it has made progress on its recommendations?

The department will know that progress has been made on its recommendations if:
WR 90 is made into a 4-credit class
$2000 is annually allocated for a Visiting Authors fund (from last self-study five year ago)
A new full-time faculty member is hired
$1000 is allocated for advertising the Japanese classes
ESOL mentoring is provided for faculty
Online teaching mentoring regarding discussion forums is provided
A survey is conducted of students in First Year Spanish in an effort to forecast enrollment in Second Year Spanish.
A Spanish Conversation class is created and offered.