

General Education Program Review

2017-2020

Section One: Mission and Goals

A. Mission

General Education (Gen Ed) refers to the foundation of skills, knowledge, habits of mind, and values that transcend the boundaries of specialization and provide all students with a common language and skills. Gen Ed is intended to develop students as well-rounded critical thinkers and communicators, rather than trained specialists; the goal is to transmit a common cultural heritage. At Columbia Gorge Community College, this educational foundation is defined by CGCC's Institutional 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 Gen Ed program at CGCC is to provide our students with a common experience and set of skills that prepare them for success in their majors, as citizens of the US and the world and in their personal and professional lives after graduation.

B. Goals and objectives

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

1. Communicate effectively using appropriate reading, writing, listening, visual and speaking skills. (Communication)
2. Apply interpretation and visual problem solving using creativity and originality towards innovative expression
4. 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. Program alignment with Institutional Goals

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. Changes made since the last review.

1. Improvements to help students with progression:
 - a. from course to course:
 - No longer need to take Introduction to Psychology sequence in specific order.
 - Writing Dept. using Work Study to mentor Dev Ed students to help them progress
 - Math offers 65/95 as a blend in the summer, and dept. is exploring making this a year-round offering
 - Writings Dept. eliminated Learning Communities due to "lack of compelling data" of its success
 - Math has developed a Co-req for Math 111 (learning lab) to be implemented in fall 2021
 - Math 110 was created to support the Electro Mechanical Technology program- implemented fall 2020
 - Women's Studies (WS) was changed to Women and Gender Studies (WGS)
 - Writing Department taught WR 246 (Editing and Publishing) for the first time so that two students could achieve the first concentration awards in Creative Writing
 - b. Course to program:
 - The WFLL assigned more sections of WR 227 when it joined WR 122 as a requirement for the Nursing Program
 - 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.
 - Arts Dept. is creating an articulation agreement with Pacific Northwest College of Art in Portland (PNCA) so students can transfer their coursework into a BA/MA program
 - Elem.Ed. completed course development and articulation with OSU for their online/remote Teaching Program
 - Social Sciences has started working with Higher Education Coordinating Commission (HECC) and Oregon Public Universities (OPUs) on the development of a Major Transfer Map (MTM) for psychology, sociology and human development.
2. Improvement to provide students with easier access:
 - Since Spring 2016, 641 course sections in Gen Ed have incorporated Open Educational Resources in an effort to remain current and decrease costs to students. Gen Ed OER has saved 9,776 an estimated \$977,600. Departments have also added hybrid and online courses to increase flexibility in student educational mode and scheduling options.
 - Gen Ed received support from College in providing technology to students so that they could access remote instruction during covid-19
 - CGCC has offered a few Dual Credit courses in collaboration with local high schools over the years, but in 2017-18 that process was formalized by then Dean of Students Eric Studebaker, who cited Dual Credit as a way to build relationships with high schools AND develop a supplemental income stream for Gen Ed classes. Leadership embraced

this move and included a structured Phase 1 and Phase 2 program, with 3-5 steps in each phase, for mentors of high school teachers to follow.

Below is a chart of the number of Sponsored (mentored) Dual Credit courses, most of which occurred in the Gen Ed division.

Year	DC Courses	DC Teachers
2017-18	40	21
2018-19	103	40
2019-20	67	37

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.

- PHIL 202 converted from F2F to online
- All F2F and hybrid courses were converted to remote learning during covid quarantine
- Increase in DC program with multiple school districts and states
- GEn Ed has been actively involved in 2020-21 in GP preliminary work (meta majors, Professional Development, DevEd, etc.)
- The WFLD Department hosted a Writing Day for high school students (spring 2018)
- Planned Math Day for high school students but canceled due to covid
- Creative Writing Club began in 2019-20

4. Student achievement of outcomes:

All departments have increased participation in the assessment of Student Learning Outcomes and ILOs, 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 other changes that occur in curriculum, course and pedagogical revision.

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

- FT Psych instructor hired due to previous recommendation
- FT math instructor was replaced and an additional FT instructor hired
- Hired and lost two Gen Ed Deans, and are in the process of hiring another one.
- Hired a third FT Writing Instructor, but did not refill the following year when a FT instructor retired.
- WS Student Mentor in Writing Fall 2020

Section Three: Describe, Assess & Analyze

A. Faculty

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

There are a total of 13 full time faculty and 30 part time faculty within the General Education program. Four of the five departments indicate the need for more full-time faculty (Arts, Social Sciences, Math 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.

All Gen Ed 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 members to accomplish short term tasks and long term goals, including initiatives like Guided Pathways, Dual Credit and DEI work.

II. Extent of the reliance upon part-time faculty

There are many risks as a result of this reliance on adjuncts: students may experience a lack of consistency when many faculty teach the same course; as part-time faculty attend to their other employment commitments, there are often many last minute changes to teaching assignments; stability is in question. 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. Use of professional development opportunities to improve teaching and learning strategies

The majority of faculty attends in-services and participates in course outcomes assessment. Many faculty further take advantage of other professional development opportunities such as Quality Matters workshops (until 2020) and course reviews for online courses. Other PD conferences attended during this time frame include:

- OER conferences
- NW elearn conferences
- Ormatyc (math)
- TOTEM (Math)
- OWEAC quarterly meetings

IV. 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. In 2020 we began to move away from QM and toward a more flexible model that recognizes our faculty's skill and experience in online course design.

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. Virtual coffee hours began in Spring 2020 to engage faculty in informal discussions of challenges, solutions and best practices. There is growing interest among faculty in learning how to offer hi-flex courses to better serve our students, and a workshop will be offered in May 2021 to introduce faculty to this modality.

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

V. Faculty involvement in activities that support student success

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 community observation (Psychology). 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 (math, science and writing) and Moodle support are other ways that faculty support students.

- The creation of a Creative Writing Club has increased interest in writing across the curriculum and developed community on campus
- Both arts and science made kits for students to take home during covid
- Student Art show on TD campus in library commons offered student work for sale until covid hit. It will be held again.
- Artwork on walls in buildings
- The Math Department posts weekly puzzles, which went online during covid.
- The Science department hosted lectures at the Moth Lounge until covid hit.
- The WFL and Social Studies Department provided faculty lectures at the Columbia Center for the Arts (leigh and John)
- The Art department received a grant to bring artwork from Oaxaca to campus
- The first teaching of WR 246 resulted in a student-driven, solicited, edited and published literary journal, *Otolith*.

Curriculum

I. Program alignment with local and regional colleges and universities

- SS Chair Zip Krummel meets with state committee on social science standards and MTM
- Arts Chair Elizabeth Anderson is working with PNCA on degree alignment
- Math Chair Pam Morse participates in the statewide Strong Start Initiative
- WFL Chair Leigh Hancock attends quarterly statewide OWEACC meetings
- All chairs are working with a state-funded consortium on Guided Pathways adoption.

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.
Please see individual departments.

2. Program-Level Outcomes:

- a) Strategies 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. This may not be a wholly accurate method, as some instructors may include things like participation and attendance in final grades, which doesn't necessarily assess attainment of 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

According to the "Core Themes Assessment, 2019-20," the College exceeded expectations in all four years from 2016-20 in the number of students "who transfer to upper division institution." Since the Gen Ed program maps to mostly transfer degrees, this is a strong indication of Gen Ed's success.

Similar success may be seen in data regarding CGCC's awarding of college credits to high school students, which has exceed expectations from 2017-2020. The majority of these students are college-bound, meaning that their coursework and success falls largely inside the Gen Ed Program.

Results:

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

All of the changes listed under Section II.a. were driven by the formal or informal assessment by the instructors, department chairs, deans or assessment team.

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.

C. Enrollment

I. Enrollment data since last review

Please see individual departments.

- II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program.
- III. Describe current and projected demand and enrollment patterns
 - Starting 2022-23, we will be able to determine enrollment patterns due to implementation of GP.

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.
 - Money for academic support (OWD, mentoring) needs to be increased,, unless this support is going to be housed in the Learning and Library Commons.
 - Moodle fee should be decreased from \$50/course.
 - Instructional/material fees for individual classes/dept should stay in that department
 - Writing assessment increment should be increased for Creative Writing Courses

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: It has taken over two years to complete this General Education Program Review, largely due to our lack of a functional Gen Ed Dean and the fact that all five Chairs have never done a Review. We recommend that a GenEd Dean oversee this process and that work be done incrementally rather than hurriedly accomplished in one term.

Recommendation 3: The Gen Ed Mission is maintained in the transition to GP

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, while others require 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. The Gen Ed Dean should be responsible for monitoring progress on recommendations, with input from Chairs.

Appendix

Instructional Program Review

Arts and Humanities Department

Section One: Mission and Goals

A. Describe the mission of the program.

* See General Education section.

B. Describe program alignment with CGCC Mission/Strategic Priorities

*See General Education section.

Section Two: Previous Review's Recommendations, Action, and Analysis

A. List recommendations from previous reviews. Summarize actions taken in response to recommendations. Provide results and analysis of each action taken.

It was recommended in the last review to improve communication and a sense of shared responsibility in the arts/humanities department. Listed below were the recommended actions to address the 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.

Actions taken in response to recommendations are as follows.

1. A document has been provided by a previous Dean to outline Department Chair Duties. See link:
<https://docs.google.com/document/d/1K9K6YZAqhzSxz2cROsS81VIWMmkJa3sg/edit>

A current Department Chair has been active in this position since fall 2019.

2. Hiring of a full-time art instructor is currently being considered and discussed. Enrollment data does not indicate a need for a full time instructor at this time. This department has 5 instructors and the strength of the department comes from the variety of part-time faculty teaching in their areas of expertise.
3. Department has conducted more frequent department meetings during this review period and communications are strengthening due to these actions.
4. 3 Gen. Ed. Deans and 2 interim Deans have been appointed in this review period. 1 Department Chair has been elected and appointed. The inconsistent leadership stemming from having frequent turnover in the Gen Ed Dean position has created problems in communication and has made time sensitive actions within the department difficult at times.

- B. Please describe other actions taken that were not based on previous review recommendations. What assessment, evidence, or need prompted these actions?

PNCA/CGCC articulation agreement . CGCC students now have a new opportunity , thanks to a recent transfer agreement created between Pacific Northwest College of Art in Portland Oregon and CGCC. This agreement is part of a sustained effort to make a nationally recognized fine art and design education available to more students.

* See section Three , B1 ; this action is further explained under Curriculum.

Section Three: Current Department Assessment – Describe, Assess, Analyze & Identify Needs

A. Student Learning

1. Course-Level Outcome Achievement:

Provide data and summary analysis of student achievement of course level outcomes since the last program review

Academic Year	Average Percentage of Students Meeting Course Outcomes
2015-16	92.6%
2016-17	92.6%
2017-18	97.1%
2018-19	100%
2019-20	95.9%

The arts/humanities department consistently has a high rate of students achieving course outcomes. Instructors provide good classroom demonstrations and assignments on a regular basis to encourage students to effectively meet the course outcomes. The smaller class sizes and hands-on nature of the art and music courses allow for students to see instructor's demonstrate techniques and then practice those techniques while receiving real-time feedback and critique. Lecture/Lab classes allow for practice time and individual critique time for students to work on achievement of course outcomes, further supporting student achievement of outcomes. Consistent class attendance is key to achieving course outcomes at a high level.

The low number of students that did not achieve course goals and outcomes were not attending classes on a regular basis to complete course work or participate in class lectures, assignments, quizzes or demonstrations. At times, students are given make-up assignments if applicable, however the students who do not attend classes on a regular basis usually do not complete make-up assignments. Inconsistent class attendance is key to failing to achieve course outcomes at higher levels.

- Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes. Discuss the effectiveness of those changes to student achievement of course-level outcomes.

- 2015-16** - Improving instructional materials and resources for students ([PHL 201](#)),
2017-18 - Improving instructor-student interaction to better support student achievement of outcomes ([ART 252](#)),
2018-19 – Improving instructional materials and resources for students ([ART 286](#),
 - Changes to course design ([ART 230](#))

This is an area that the arts/humanities department needs work on. Often instructors indicate in their Course Outcomes Assessment changes, improvements and actions that are not directly related to increasing student achievement of outcomes (for example: ([ART 252](#) 2018-19, [ART 230](#) (2019-20)

Department instructors have not documented the effectiveness of the above changes to student achievement of outcomes. This is an area the department struggles with. Some instances the effectiveness of some of the changes could not be addressed, since they required resources from the institution (ex ART 252) and have yet to be implemented.

2. Degree/Certificate/Program-Level Outcomes:

See Gen Ed Section

3. Institutional Learning Outcomes (degrees only):

See General Education section for examples of assessment-driven changes to improve students' attainment of ILOs.

4. Comparative Transfer Data (transfer degrees only)

5. Completion Rates

See General Education section for completion rates.

▪

B. Curriculum

1. Alignment with professional and national standards and/or university transfer

▪

The current restructuring of art classes by splitting them into 3 credit Gen Ed classes and 2 credit studio classes enables students an opportunity for repeatability of studio classes for credit transfer . After a student completes and passes the prerequisite 3 credit Gen. Ed. classes (ex 230,252,269,and 286) they may now take studio classes up to two times for credit.(ex ART 232, 254,271 and 287. Students can now continue

educational exploration in these studio courses while obtaining transferable credits.

An articulation agreement is now in place between Pacific Northwest College of Art at Willamette University (PNCA) in Portland, Oregon (<https://pnca.edu/>)and CGCC. The agreement outlines a clear pathway for students to begin their coursework at CGCC and complete a Bachelor of Fine Arts degree at PNCA. This agreement is an opportunity to help CGCC students who are interested in art and design to pursue further studies beyond our college. This provides the opportunity for our local transfer students to receive a BFA from PNCA by following the pathway designed. CGCC students who transfer to PNCA are now able to receive a scholarship of \$22,000 per year, guaranteed for up to three-and-a-half years, for a total of \$77,000.

Link to details: <https://www.cgcc.edu/news/two-colleges-offer-new-option-art-students>

Indicate/program changes required to ensure currency and relevancy related to professional and national standards and/or university transfer

1. Schedule Art History classes on a regular basis to align with required courses for transfer, such as ART 211 Modern ART History - 19th Century Art in Europe & America and ART 212 Modern ART History - Early 20th Century Art. These classes will fit into a pathway, such as the current alignment and articulation agreement between PNCA and CGCC.
These courses are in the CGCC catalog but have not been taught on a regular basis.
2. Schedule ART 269 Printmaking 1 and ART 271 Printmaking II Studio classes . These classes will fit into a pathway, such as the current alignment and articulation agreement between PNCA and CGCC.The college purchased printmaking equipment and supplies years ago and the department has an instructor that is available to teach in the fall and spring terms.
3. Convert appropriate classes to Online as an effort to increase students opportunities for enrollment. (PHL 201) is currently being converted from F2F to Online.These classes will fit into a pathway, such as the current alignment and articulation agreement between PNCA and CGCC.
4. Hire part time faculty to teach Art History classes.

2. Enrollment

- Provide data and analysis of course enrollment since last review

Year	ART 102	ART 230	ART 232	ART 252	ART 254	ART 269	ART 280	ART 286	ART 287	ART TOTALS
2016-17 total enrollment	10	31	18	0	0	0	19	11	5	94
2017-18 total enrollment	18	57	14	27	1	6	16	28	8	175

2018-19 total enrollment	9	70	28	36	0	0	3	34	7	187
2019-20 total enrollment	11	42	9	23	0	0	0	33	6	124
2020-21 total enrollment	14	55	13	0	0	0	2	44	15	143
		MUS 105	MUS 108	MUS 191	MUS TOTALS					
2016-17 total enrollment		0	24	0	24					
2017-18 total enrollment		0	7	13	20					
2018-19 total enrollment		5	8	0	13					
2019-20 total enrollment		0	6	0	6					
2020-21 total enrollment		0	11	0	11					
		PHL 201	PHL 202	PHL 204	PHL TOTALS					
2016-17 total enrollment		0	0	13	13					
2017-18 total enrollment		0	3	0	3					
2018-19 total enrollment		9	0	15	24					
2019-20 total enrollment		0	46	0	46					
2020-21 total enrollment		0	93	10	103					

- Provide data and analysis of degree/certificate/program enrollment since last review

In general the arts/humanities total enrollment numbers have decreased due to loss of courses that did not complete the Gen Ed designation forms when taking the courses through IICA, and have thus lost their Gen Ed designation. All Communication courses were moved to another department causing a decline in overall enrollment numbers in the department. Theatre Arts courses have declined due to lack of instructors. Enrollment numbers were also impacted by the COVID restrictions on F2F classes. This has influenced course offerings and impacted students and faculty teaching loads.

Enrollment numbers in art classes were highest during the period of 2017-18 and 2018 - 19.

Enrollment numbers in music classes were the highest during the period of 2016-17.

Enrollment numbers in philosophy classes were highest during the period of 2020-21 .

Classes that have showed increased enrollment are as follows :

1. ART 102 Understanding The Visual Arts. Increase in enrollment is a result of increased course offerings per year.
2. Art 286 and 287 Watercolor. Increase in enrollment is a result of increased course offerings per year as well as increased maximum student limit per class.
3. PHL 202 Introduction to Philosophy: Elementary Ethics. Increase in enrollment is a result of converting course offerings from F2F to Online as well as increased course offerings per year and increased maximum student limit per class.

Classes that have showed to have stable enrollment are as follows:

1. Art 230 and 232 Drawing. These courses were offered on dual campuses and multiple times during the year.
2. MUS 108 Music Cultures of The World. This course was offered regularly year to year.

Classes that have showed decreased enrollment are as follows :

1. Art 252 and 254 Ceramics. Decrease in enrollment is a result of low enrollment numbers as well as COVID restrictions on F2F classes.
 2. Art 280 Painting Basics. Decrease in enrollment is a result of low enrollment numbers as well as decreased offerings .
 3. MUS 105 Music Appreciation. Decrease in enrollment is a result of low enrollment as well as decreased offerings.
 4. MUS 110 Fundamentals of Music. Decrease in enrollment is a result of low enrollment as well as decreased offerings.
 5. MUS 191 Guitar. Decrease in enrollment is a result of low enrollment as well as decreased offerings.
 6. PHL 201 Introduction to Philosophy: Philosophical Problems. Decrease in enrollment is a result of low enrollment as well as decreased offerings.
 7. PHL 204 Philosophy of Religion. Decrease in enrollment is a result of low enrollment as well as decreased offerings.
- Provide analysis of student retention in classes in the program, progression term-to-term and year-to-year
 - Data is not available at this time. More time is needed to consult with Justin Smith for help with providing this information for analysis.
 - Describe current and projected demand and enrollment patterns

Current enrollment numbers are low due to COVID restrictions to F2F classes.

Current enrollment numbers are low due to problems resulting in online enrollment availability as a result of migration to a new computer system school wide.

Enrollment should be expected to increase due to COVID restrictions being lifted in F2F classes.

Converting appropriate classes from F2F to Online should also increase enrollment.

Articulation transfer agreement with PNCA should also increase demand for department classes that are aligned with the pathway to complete a Bachelor of Fine Arts degree at PNCA.

C. Teaching and Faculty Development

1. Evaluate your department's incorporation of instructional best practices and their effectiveness on student learning

Elizabeth Anderson lists the instructional best practices used in ART 230, 232, 286 and 287 as :

- 1) Converting drawing and watercolor classes to online delivery using Zoom delivery starting Spring Term 2020 to take place of face to face classes due to COVID restrictions on campus. This conversion allowed for students to enroll in a class that would have been otherwise cancelled due to COVID restrictions on campus.
- 2) Using Moodle shells for organizing and delivering course content and grading for all Zoom delivered classes .
- 3) Using Google Shared Folders for digital class portfolios for demos, sharing and assessing Zoom delivered class assignments.
- 4) Ordering and preparing course art supply kits for students to use at home for Zoom delivered classes.

Abigail Merickel lists the instructional best practices used in ART 102 as :

- 1) Converting Understanding the Visual Arts classes to online delivery using Zoom delivery starting Spring 2020 to take place of face to face classes due to COVID restrictions on campus. This conversion allowed for students to enroll in a class that would have been otherwise cancelled due to COVID restrictions on campus.
- 2) Using Moodle shells for organizing and delivering course content and grading for class.
- 3) Ordering and preparing course art supply kits for students to use at home for Zoom delivered classes.

Joel Kabakov lists the instructional best practices used in MUS 108 as:

- 1) Converting Music Cultures of the World to online delivery using Zoom delivery starting Spring Term 2020 to take place of face to face classes due to COVID restrictions on campus. This conversion allowed for students to enroll in a class

that would have been otherwise cancelled due to COVID restrictions on campus.

- 2) Using Moodle shells for organizing and delivering course content and grading for all Zoom delivered classes .

Ray Kempf lists the instructional best practices used in PHL 202 as well as PHL 201 as :

- 1) Converting Introduction to Philosophy : Elementary Ethics from face to face to an Online class.
- 2) Currently converting Introduction to Philosophy : Philosophical Problems from face to face to an Online class.

D. Curriculum

1. Describe your department's professional development activities since the last review and evaluate their effectiveness to improve teaching and learning

A few part-time department instructors were able to attend or watch Zoom recording professional development presentations provided by CGCC in the spring and fall of 2020. Other scheduled professional development workshops were cancelled due to COVID starting in Spring 2020. No make-up workshops have been announced at this time.

2. Describe how your department faculty have supported the college's mission and vision outside their primary teaching responsibilities. This can include college committee work, community outreach, co-curricular activities

P.K Hoffman is serving on Curriculum Committee

The Arts/Humanities Department has been participating in course assessment during this review period. Courses are scheduled for assessment on a 3 to 5 year basis and each instructor participates in course assessment on an annual basis. Instructors have improved participation and understanding of this work. Assessment process has continued to be discussed during department meetings as well as In-services , which has helped instructors greatly.

3. Use data to analyze and evaluate whether the quantity and balance of full and part time faculty is adequate to meet the needs of the program

Frequency per	ART	MUS	PHL
Academic Year			
2016-17	21	3	1
2017-18	27	2	2
2018-19	22	2	2
2019-20	17	1	2
2020-21	20	1	4

There are enough part-time faculty to fulfill the department's needs to meet the course offerings/enrollment, department leadership and faculty participation in committees, with the exception of Art History classes that will be added in the near future to fulfill the courses needed by the PNCA/ CGCC articulation pathway.

E. Budget

1. Analyze and describe adequacy of budget for meeting the needs of the program/department

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

Improvements in The Dalles Campus art building could bring about future additional budget requirements above and beyond what facilities and building budgets contain. Grant opportunities should be pursued to mitigate that shortfall.

Section Four: Recommendations

Based on the analysis of the needs identified in Sections Two and Three:

- A. Provide recommendations for the next review cycle.

The arts/humanities department has seen a reduction in course offerings and this review period leading to lower enrollment overall. A focus on scheduling courses that fit into a pathway , such as the current alignment and articulation agreement between PNCA and CGCC, would be beneficial to the department and students who want to transfer to PNCA or any student who wants to continue on to a higher level of study in art . These are some suggestions that could help the department achieve this goal and increase enrollment :

5. Schedule Art History classes on a regular basis to align with required courses for transfer, such as ART 211 Modern ART History - 19th Century Art in Europe & America and ART 212 Modern ART History - Early 20th Century Art. These courses are in the CGCC catalog but have not been taught on a regular basis.

6. Schedule ART 269 Printmaking 1 and ART 271 Printmaking II Studio classes . The college purchased printmaking equipment and supplies years ago and the department has an instructor that is available to teach in the fall and spring terms. These classes will fit into a pathway, such as the current alignment and articulation agreement between PNCA and CGCC.
7. Convert appropriate classes to Online as an effort to increase students opportunities for enrollment. (PHL 201) is currently being converted from F2F to Online.
8. Hire part time faculty to teach Art History classes. These classes will fit into a pathway, such as the current alignment and articulation agreement between PNCA and CGCC.
9. Provide training or a workshop for the department on best practices when assessing outcomes.
10. Continue to promote the articulation agreement with PNCA and the scholarships that are provided for students who transfer from CGCC to PNCA to further increase enrollment. This includes outreach to High Schools in the area .
11. Continue to work towards improvement on The Dalles campus art building to increase safety and workability in the spaces.

B. How will the program track and assess progress on its recommendations?

Progress will be made when the department has determined which classes are appropriate for Online offering, the classes will be converted to Online and will be included in the schedule and taught on a regular basis.

Progress will be made when an instructor is hired to teach all Art History classes on a regular basis.

Progress will be made when department receives training or workshop for practices and assessing outcomes.

Progress will be made when the PNCA/ CGCC articulation agreement is promoted and continues to be available to students .

Progress will be made when The Dalles campus art building is brought to improved standards.

MATH DEPARTMENT:

Section Two: Action and Previous Review's Recommendations

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

During the 2015-2016 school year two new courses were created for a humanities pathway. Math 98, Quantitative Reasoning and Math 105, Math in Society. Enrollment was relatively small the first year (10 students), and there were not enough students to run either Math 98 or Math 105 the second year. The program was promoted by Student Services and these numbers have greatly increased over the past 3 years with both 98 and 105 filling with an average of 17 students each term.

During the 2019 - 2020 school year the department worked with the Electro Mechanical Technology Department to develop a Technical Math, Math 110 and ran for the first time fall 2020. This course is a suggested concurrent with EET 111 and explores the mathematics used in the study of technical and industrial systems. The Math sequence 211, 212, and 213 was also developed and offered for the first time starting fall 2020. This is the Foundations of Elementary Mathematics and is part of the Education Pathway.

The department has worked with the Strong Start initiative in creating a co-requisite model for Math 111, 105 and 243. This is a statewide initiative and CGCC received a grant to create a Co-req for Math 111 to be implemented fall of 2021. It is the intention of the program to allow students to be successful in a college level course with some support and save time and money by not needing as many dev ed classes. The other two courses will soon follow with co-requisites.

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 implemented were a direct result of the previous review (other than hiring a new full time instructor). New math leadership saw the need for some of the changes that have taken place.

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 full-time math position that was left vacant after the Fall 2015 term was replaced Fall term of 2018. A third full-time instructor was hired for Fall Term 2019. Two new adjuncts were brought on board Fall Term 2020. The department now has 3 full time faculty, Pam Morse (chair), Annette Byers and John Evans. There are currently 3 part time faculty, Abel Wolman, Bruce Brown and Kim Kiser. We offer these five classes every term (with the exception of summer): Pre-Algebra, Beginning Algebra Parts I and II, Intermediate Algebra, and College Algebra. The majority of these courses also run during the summer term. Statistics I is offered most terms, Statistics II, Technical Math, and Foundations of Elementary Mathematics I, II, and III are offered once a year. Elementary Functions (Trigonometry or College Algebra II) and Calculus I, II, and III are now being taught twice a year

starting at a different term from the original course offerings. It is thought that by offering these courses a second time off-cycle it might be possible to pick up students who otherwise would not want to wait (in some cases a year) to take the next math class. While we currently have sufficient faculty to support the courses offered, the adjunct faculty can not support more courses going forward. Courses such as 105 and the 112 through Calculus sequence need an instructor with more advanced qualifications than the lower level courses. There is only one adjunct faculty that can teach these courses and this would be the adjunct at full load. With the new Skills Center nearing completion many of the CTE programs will have a need for Math 105. As this is currently offered only once a year it may become necessary to offer it more often. This along with more upper division courses may necessitate another full time position or another adjunct.

II. Extent of the reliance upon part-time faculty

The math department offers approximately 39 - 42 sections of math during the year, not including summer. Of those, approximately 28 are taught by full time faculty. During most summer terms approximately 5 sections of math are offered, taught by both full and part time faculty. As stated previously there are different qualifications based on the level of the course being taught. The department does not have sufficient staff to easily accommodate more upper division classes. With the possibility of more classes being offered to fulfill requirements for new certificates (due to the new Skill Center), the only way to support these courses (with the current faculty) is to add at least one additional adjunct.

III. Incorporation of instructional best practices

The Mathematics faculty at CGCC incorporate best practices in a variety of ways. One instructor has a weekly discussion incorporating math in areas that students don't tend to think use math. This includes topics such as dance, music, culinary arts, swimming and other various sports, architecture and Origami to name a few. Several instructors incorporate exit tickets after each class in order to evaluate student learning and instructor effectiveness. Several members of the department have attended webinars offered during the past year (due to Covid) to learn new technology and strategies for remote learning and incorporation into their Zoom classrooms. Webinars included topics such as implementing Jamboards, Quizlet and Ed puzzles.

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

Annette Byers – ORMATYC (Oregon Mathematical Association of Two Year Colleges) in 2019, Various Simple-k12 Webinars to enhance teaching via Zoom, Completed an Equity 101 Training through 3CSN

John Evans – ORMATYC 2019, 2021

Pam Morse – ORMATYC, 2016, 2018, 2019, 2021 (virtual), TOTOM (Teachers of Teachers of Mathematics) 2019, NWElearn 2017, 2019, 2021, Various Simple-k12 Webinars to enhance teaching via Zoom, Various Lumens Learning, Hawkes, and Pearson Higher ed webinars to stay current with technology for student learning.

We as a department also participated in the statewide effort to develop Co-requisite courses for Math 105, 111 and 243.

Adjunct faculty have not participated in professional development at the same rate as full time faculty. There may be a few reasons for this. One of which is that adjunct faculty may have other jobs that would interfere with them being involved. A second reason for not participating is payment. There is no budget in the department to pay adjuncts.

- 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. While this is still the case the department is working on ways to get more students to utilize the center.

The Math Department oversees a math board on the Hood River campus. This board provides interesting information on different areas of math, a noteworthy mathematician and a weekly puzzle. The weekly puzzle is open to the public and has grown over the course of the two years it has been up. During the last year with the campuses closed the puzzle has been moved to the Campus Currents.

The Sonya Kovalevsky Math Day was scheduled for April 2020 but due to Covid-19 this day was not held. The department is moving forward with the day in May of 2021. This is an outreach to high school students to see math in action in other disciplines through hands-on workshops. It is also a way for students to see what CGCC has to offer either through Dual Credit and/or attending CGCC after high school.

The department as a whole has worked to lower the cost of textbooks for students where possible. Math 60, 65, and 95 are using older editions that cost students around \$20. The same textbook is used for both 60 and 65. Math 105, 111 and 112 use OER textbooks that students may either purchase for around \$12 or download for free.

B. Curriculum

I. Program alignment with professional and national standards

- Course currency and relevancy

The Mathematics 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.

- Co-requisite model for Math 111 designed to be implemented Fall 2021.

C. Enrollment

I. Enrollment data since last review

Math 2016 - 2021												
2016-2017	MTH	MTH60	MTH65	MTH95	MTH98	MTH105	MTH110	MTH111	MTH112	MTH211	MTH212	MTH213
	37	139	172	185	10	10		136	25			
	MTH	MTH244	MTH25	MTH25	MTH253							
	104		20	10	9							
2017-2018	MTH	MTH60	MTH65	MTH95	MTH98	MTH105	MTH110	MTH111	MTH112	MTH211	MTH212	MTH213
	5	176	133	136	0	0	0	129	25			
	MTH	MTH244	MTH25	MTH25	MTH253							
	132	11	23	11	6							
2018-2019	MTH	MTH60	MTH65	MTH95	MTH98	MTH105	MTH110	MTH111	MTH112	MTH211	MTH212	MTH213
		75	135	163	13	21	0	105	24			
	MTH	MTH244	MTH25	MTH25	MTH253							
	86	10	16	11	9							
2019-2020	MTH	MTH60	MTH65	MTH95	MTH98	MTH105	MTH110	MTH111	MTH112	MTH211	MTH212	MTH213
		46	79	98	17	18	0	95	18			
	MTH	MTH244	MTH25	MTH25	MTH253							
	83		20	10	8							
2020-2021	MTH	MTH60	MTH65	MTH95	MTH98	MTH105	MTH110	MTH111	MTH112	MTH211	MTH212	MTH213
		56	72	112	21	11	8	128	37	18	15	13
	MTH	MTH244	MTH25	MTH25	MTH253							
	103	15	33	23	9							
TOTAL ENROLLMENT												
2016-2017	857											
2017-2018	787											
2018-2019	668											
2019-2020	492											
2020-2021	674											

The enrollment for Math 60 has declined since the last review. Fall term has seen the most students and by spring term there has only been one section offered and that is seeing low enrollment (under 12). This is in part due to a change in cut scores (when using testing for placement). Multiple measures are also being used and students are placed into the higher courses of MTH 65 and 95. There has been an increase in the number of dual enrollment courses ranging from Math 95 up to Math 252. This might have some bearing on the number of students who need the lower division courses when they come to CGCC. This data has not been collected but will be listed as an action item for the next review cycle. 2019-2020 saw a dip in enrollment spring term. This is possibly due to the Covid-19 pandemic. The enrollment numbers 2020-2021 are the same as 2018-2019. Further analysis needs to be done and will be a recommendation going forward toward the next review.

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

Completion rates in almost all classes are still averaging 80%. [add in details of progression]

- III. Describe current and projected demand and enrollment patterns

The math department feels that by offering Math 112 a second term that more students will continue past 111. In previous years approximately 10% of Math 111 students took Math 112. This percentage is based on the previous 4 terms Spring through Winter. A student who takes Math 111 in spring term typically does not want to wait till the following spring to take 112. Spring has been the term that 112 has been offered. There are more students from the high schools that are enrolling in math classes here and by offering 112 followed by the calculus sequence off cycle, there is a possibility that we may capture more students in the upper level math courses. The typical number of Math 112 students is around 24. This past academic year by offering it both Winter and Spring the total number of students was 37.

Co-requisite math classes for math 111, 105 and 243 are in the process of being created. Math 111 will have a co-req offered fall of 2021. It is hoped that students will avail themselves of the college level courses sooner if they have a support system in place to help them be successful. One of the challenges for students moving forward in their degree/certificate is math. It is our intention to help reduce the number of classes a student needs to take prior to college level coursework.

The new CTE programs coming on board at CGCC have Math 98 and Math 105 listed as the required math courses to take. This coupled with the work in Guided Pathways may see an upward trend in needing a second term of each of these courses. Both Math 98 and Math 105 have gained traction in the last couple of years as it has been promoted more highly.

D. Budget

- I. While the budget is sufficient for our current needs if faculty were allocated to different courses then they currently teach, this would not play to their mathematical strengths. The department could use another full time faculty member who would be capable of teaching the higher level classes. Since the academic requirements are different for the Dev. Ed. instructors, two thirds of the adjuncts can not teach above the Math 98.

The department will also be running a Math Day in the spring of 2022. While the Foundation has found the department most of the funding, it would be advantageous for the department to have a budget allocated for Math Day to ensure that it can occur annually.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle.

1. The math department recommends that another full time faculty member be hired.
 2. The department needs to do a more thorough analysis of the completion rates and progression in the program.
With more students involved in Dual Credit and the co-requisite courses being designed and offered this deep dive into the data needs to be done.
 3. The department recommends analyzing the needs of students on an annual basis to ensure the upper division offerings continue to meet their needs. There is a possibility that upper division offers may have to be expanded in order to meet a growing need.
1. Setting aside budget money to encourage adjunct faculty to attend more department meetings.

1. Hire a Gen Ed Dean to help stabilize the department

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

1. The mathematics department will keep track of data more efficiently in order to determine student success from one course/term to the next.
2. If at least a 10% increase of students take the next level course then the department will be growing.

SCIENCE DEPARTMENT: 2020-21 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 reworked every course taught from spring 2020 until present into a format that could be taught via Zoom.
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 have continued to incorporate Open Educational Resources (OER), saving students money while providing quality texts and resources.
6. Faculty developed a global climate change course, G 184.

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

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. 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 2021, the Science department has 8 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 loads and one adjunct load are currently near the maximum allowed the Faculty Collective Bargaining agreement. The one adjunct faculty that is 3 credits away from a full-time should be hired as full-time. This could easily be done by adding one course to her load, HPE 295 would be a good choice, as the instructors are in flux at this time. 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 (Miller, Kovacich, Gephardt, Burton, and McKeon) continue to develop and incorporated Open Educational Resources into their classes.
2. Chemistry and biology courses are taught with current technologies, including computers, Vernier LabQuest, and data probes for experimentation and Moodle for online learning. Homework assignments are explained and posted on YouTube for student review.
3. The development of a Climate Science course has been taught for the first time this school year and was well received by students. This course falls 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. Workshops with Verner, an educational science company located in Beaverton Oregon, have been attended regularly by Miller and Kovacich. Professional Journals subscribed to by faculty include Chemistry and

Engineering News, Chronicle of Higher Education, and 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.)

-Jules Burton, who owned a restaurant before the pandemic closed it down, hosted Third Thursday science talks at her restaurant in which many community members took part.

-Jules Burton and her students works with Hood River parks and rec to assist in managing habit of Indian Creek which runs along the west side of the Hood River campus.

-Rob Kovacich was a judge for a Portland Public Schools science fair.

-Faculty (Jules Burton, Emilie Miller, Rob Kovacich, and Dan Ropek) participated in fall new student orientation events.

-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. Kristen Kane or Sara Wade each can provide results of these assessments.

C. Enrollment

- I. Enrollment data since from Summer 2016 to Spring 2021.
- II. Student retention in classes in the program, progression term-to-term and year-to-year, as well as graduation rates for the program.

This table shows both enrollment and Completion of A/B/C/P for each course

CH 121, CH 122, CH 123 Data Review: CH 121 is the prerequisite to the sequence for the Biology course BI 211 which is a prerequisite 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, students taking CH 121 are successfully completing the course at a percentage of 79.1%. The students moving on to CH 122 are successfully completing the course at a percentage of 93.1%. And students moving on to CH 123 are successfully completing the course at a percentage of 89.1%

Discussion: In 2018, request was made but never fulfilled, to analyze the differences in successful completion of the nursing program and passage of the NCLEX exam for students only taking CH 121 verse those taking the entire chemistry series. Additionally, since the 2018 request, CH 100 has been developed and taught at the college and is an acceptable prerequisite for the BI 211 course, the science department would like to add to the 2018 request to add CH 100 to this analysis.

Recommendations: Having access to more data, hopefully by hiring an institutional researcher, would influence how the science dept approaches offerings and my impact the prerequisite requirements for the nursing program.

- III. Describe current and projected demand and enrollment patterns
 - 1. The pandemic has had an interesting impact on enrollments. In general all science class enrollment has risen, especially in Anatomy and Physiology. The other course offering have had a slight increase in enrollment.
 - 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 nutrition and health classes are, which can be required to graduate from some programs, are both taught exclusively online. The department has tried to find instructors that are willing to teach these courses face to face. As of now there is a

course load issue with teaching either face to face, in that the instructors qualified to do so would exceed a full-time faculty workload and a part-time faculty workload, both of which are against college policy.

3. Both Running Start and Oregon Promise have increased the number of high school students taking courses at the college. The impact of Dual Credit teaching has not yet been felt in the science department, future enrollment numbers will be watch carefully to determine if there is a link between duel credit and college enrollment.

D. Budget

I. Adequate to meet the needs of the program

1. While the Science budget is sufficient to pay the instructors for the current offerings the department needs access to the full amount of money generated by the course lab fees. The lack of a secure relationship between incoming lab fees and allocated funds has prevented the college from updating lab equipment to include more expensive capital purchases.

2. Reducing the college dependency of adjunct instructors would assist in more consistent offerings. This is a budget issue because moving from a part-time instructor to full-time would be needed. Currently, one instructor has a load of 42 credits with full-time being 45-48 credits.

Section Four: Recommendations

Based on the analysis in Section Three:

A. Provide recommendations for the next review cycle.

1. Hire another full-time science instructor.
2. Dedicate all incoming science lab fees to science department.
3. Develop fund for replacement/expansion of science equipment.

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

1. Progress on these goals are self-explanatory. The college either hired another FT or not, the college allowed the science dept to keep all of the lab fees

or not, the college allowed the science dept to save funds for purchases of more costly equipment or not.

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, a few major changes in structure have been made in Social Sciences: Hired a full-time Instructor in Psychology, had Career Guidance courses moved to Social Science with a full-time Instructor, and gained the Elementary Education program. Currently there are 3 full-time faculty and 8 adjunct faculty. Two changes have been made in the offerings of the department, however: The Women's Studies program has been changed to Women & Gender Studies for all three courses, and due to budgetary constraints and a Covid-based departure there was a forced cut back on Psychology offerings in the department, from 5 to 4 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.

Only the hiring of a full-time Instructor for Psychology was realized. This led to more consistency in classes offered, increased modalities of said courses, and to more consistent forms of instruction.

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 if no growth is planned. Class offerings have remained steady and there has only been one staffing change.

II. Extent of the reliance upon part-time faculty

The Social Sciences department currently has three full-time faculty members - its chair, Dr. Zip Krummel (Psychology), Dr. John Copp (History and Civics), and Franceina Brackenberry (ElemEd and Career Guidance). All courses and disciplines still require adjuncts and several rely totally on adjunct instructors: Anthropology, Economics, Sociology, and Gender 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 department's Psychology instructors, Dr. Zip Krummel, has his students do community-based observations with written summaries from both a cultural and Psychological lens. 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 that require application of theory to real world examples. Homework and lectures can change to bring reality to the classroom, adjusting to reflections arrived in best practices.

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 of 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;; Zip Krummel at the Northwest e-Learning annual conference in the PNW region;; 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. Dr. Zip Krummel is active in the Growth Mindset and OER movements, as well as multiple campus committees involved in student success. John Copp has been active in trying to implement a faculty mentoring in the college. Courtney Cunningham and Franceina Brackenberry have been deeply involved in the development and marketing of the new Elementary Ed. program to area schools. 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 relevance

- 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

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: 2020-21 SELF-STUDY

Section Two: Action and Previous Review's Recommendations

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

Full Time Staffing Levels

In fall 2016, the WLFL Department added a third FT instructor. This third position only lasted one year, however; when Tim Schell retired in June 2017, his FT position was not refilled. For the next three years (2017-2020), this department operated on only two FT instructors despite a level of enrollment, courses and requirements that indicated a need for at least one more FT position. It looks like wheels are in motion to hire a third FT instructor to cover core writing courses, student support and other departmental duties.

New Courses:

Since 2016, the department has added the following literature classes:

- ENG 201 Shakespeare: The Early Works
- ENG 202, Shakespeare: The Later Works
- ENG 222, Images of Women in Literature

We brought COMM 215, Small Group Communications, out of retirement, due to selecting it as one of four Core COMM requirements.

We also taught, for the first time, WR 246, *Advanced Creative Writing: Publishing and Editing*, a course that has been in our catalogue for years, with great results. (see description below)

We revived ENG 195, Film Studies, and had strong enrollment the first term it ran (Summer 2020).

Discontinued Classes

After a three-year trial, Learning Communities for RD/WR 90 courses were abandoned at the request of the Academic Dean who did not feel that their success warranted the expense.

Our Japanese courses were discontinued and replaced with Chinese Courses. However, these lasted only one year due to low enrollment. We are also currently not offering second year Spanish.

Dual Credit

In Spring 2018, Faculty Leigh Hancock did a pilot study of a Dual Credit Classroom in Dufur County. Hancock attended the classroom, observed the teacher, materials and assessments, then submitted a report of findings and recommendations for DC as follows:

- We offer WR 115 and WR 121 as Junior and Senior Dual Credit classes for high schools.
- Both classes must be taught as a dedicated class (not as part of another class, like English 12)
- Dual Credit WR 115 and 121 must have 40 hours of lecture/instruction time in a given semester.
- Dual Credit WR 115 and WR 121 classes must meet all Course Outcomes as listed on the Course Content Outcome Guidelines
- High School teachers instructing WR 115 and WR 121 shall follow a weekly template developed by CGCC Faculty
- High School teachers instructing WR 115 and 121 shall meet with their CGCC mentor at least twice each term
- At the end of the Dual Credit WR 115 and WR 121 classes, Dual Credit Instructors of WR 115 and WR 121 must assign an Outcome Assessment Essay that addresses all course outcomes. These essays will be reviewed by CGCC faculty, and CGCC's faculty will determine whether or not the student has met course outcomes, in order to receive college credit. (It is up to the high school faculty to determine the student's high school credit and grade.)

In Fall 2019, when the College took steps to expand its Dual Credit program, and required departments to provide Dual Credit Mentors to prospective high school teachers, our department tried to adhere to the findings of the pilot program.

Speech instructor Diane Uto served as a DC mentor for the COMM 111 course at TDHS and Pacific Crest Academy, and will be mentoring HRVHS teachers in Fall 2021. Her experience has been very positive.

Our most successful and rigorous DC courses tend to be those taught by CGCC instructors, who are also instructors at a local high school. We've also seen good results with DC taught by high school faculty with Masters Degrees in the subject area. When these two factors are not present we tend to see less rigorous, college-level instruction and assessment, even if teachers are using our syllabi or course shells.

Online Courses

We added an online section of COMM 111 to better meet student needs, as well as online or hybrid sections of every writing course except WR 90. All of our literature courses currently have a hybrid or online option.

Of course, during the covid pandemic, all of our classes were taught remotely, with the majority of our instructors providing at least some instruction via Zoom.

OER

From 2016-2020, several instructors (Full Time and Adjunct) received training and grants to switch from costly textbooks to Open Education Resources (OER). The following courses in our department now utilize OER, offering OER or low-cost texts, with costs “under \$50”:

WR 115

WR 121

WR 122

WR 227

ENG 106

ENG 201/202

ENG 222

ENG 253

ENG 254

ENG 260

RD 115

COMM 111; COMM 215 pending approval of OER.

Creative Writing

In Winter 2018, the department brought on a new adjunct instructor with a strong background in Creative Writing. Tina Ontiveros created a brand new class in Creative NonFiction which was first taught in 2020 with strong enrollment (including faculty and Admin m members).

Ontinveros also taught the Editing and Publishing Class that has been in our catalogue for years without ever being taught. In a collaboration with librarian Dylan McManus, Ontinveros and course students produced the first Literary Journal at CGCC, *Otolith*, at CGCC. Work was solicited, evaluated, edited, and prepared for publication entirely by students, who also did all layout and publishing decisions. Sadly covid-19 prevented students from having the grand reception they had hoped. Nonetheless, *Otolith* was a bright spot in a difficult year.

Plagiarism

Plagiarism is a serious issue across the country and CGCC is no exception. Writing instructors tend to detect plagiarism at a higher rate than other instructors, because we assign large amounts of writing and become attuned to our students’ styles and abilities. We advocated for the College to subscribe to a plagiarism checker, which it did in 2019. Ever since we have been

using Urkund, which is a much cheaper version of Turnitin. Urkund has its limitations, but it can be used campus-wide and has been helpful in the detection, if not prevention, of student plagiarism.

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

Two of the 2016 recommendations were partially realized in the last four years:

- The department hired a new full-time faculty member, but then lost that member the following year. Although the department continued to request a FT faculty in 2018/19 and 2019/20, the requests were not granted.
- Adjunct Spanish instructor Silvia Huszar Conducted a survey of students in First Year Spanish in an effort to forecast enrollment in Second Year Spanish. She also created and offered a Spanish Conversation in the community and a second year Spanish class through Community Ed.

The other recommendations were repeatedly requested but denied by the Academic Dean at that time.

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 currently 10 part-time to 2 full-time. We continue to advocate for a third FT instructor to teach the 20-24 courses offered each term.
- 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; our department needs to do the same. With 14-18 Writing and Literature courses taught each quarter, we could employ four FT faculty; we currently have two. Our reliance on adjuncts means that we struggle to hold department meetings; get non-curricular department work done; and ensure consistency and continuity across courses.

All other departments with our number of course offerings have three FT faculty.

III. Incorporation of instructional best practices

WLFL Department Instructors utilize best practices in a variety of ways. Kristie Towel engages student creativity by activities and assessments that call for creative work (i.e., making videos

to explain video techniques in the Film Studies class). Tina Ontiveros promotes the use of antiracist teaching techniques, including the limitations of SAE (Standard Academic English) in assessing mastery of skills related to content presentation, clarity and persuasion. Leigh Hancock incorporates small and large group discussion to explore the relevancy of non-contemporary literature on contemporary events. She also uses scaffolding in both writing and literature classes to help students gain a sense of confidence and competency. Silvia Huszar, a Native Spanish speaker, provides students with authentic assignments related to their lives, which helps her engage student interest and reduce plagiarism. These are just a few examples of best practices in this department.

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

Professional development specific to our department has been scarce in the last few years due to a couple of factors:

1. Lack of sufficient funds to make many opportunities feasible.
2. Lack of effective administrative encouragement or support. Several faculty members report waiting long past the registration deadlines to have their professional development requests filled

However, in spite of this, several faculty did receive professional development, including:

- One or multiple OER conferences or workshops, which have been instrumental in the department-wide adoption of many OER texts and materials.
- Myths and Folklore Instructor Kristie Towell attended the International Bigfoot Conference in 2017, which she says was “fantastic.” She reports using things she learned in ENG 250
- FT Faculty Jenn Kamrar started a “Becoming Hispanic-Serving Institutions” college-wide reading group.
- FT Faculty Leigh Hancock attended OER training, QM trainings, the NW E-Learning Conference, the National Storytellers Conference in Kansas City, and Multiple Assessment Strategies workshop at Lane Community College.

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.)

Our department hosts several Writing Desks which offer students mentoring and support for their writing. Until covid-19 closed our campuses in Spring 2020, there have always been in person writing desks on both The Dalles and Hood River campuses. These desks are staffed by writing instructors (usually adjuncts) and are usually available around 2 hours per week per campus. In addition, we host a 7-day/week Online Writing Desk where students may send their writing for mentoring (not editing). This OWD has been very helpful during the covid-19 quarantine.

Prior to 2020, all but two of our instructors taught at least one class online or partially online, allowing students to have greater flexibility in their learning. With the advent of covid-19, all of our classes moved online either synchronously or asynchronously.

Instructor Tina Ontiveros started a Creative Writing Club, which has bolstered the writing community on campus and built strong support for the creation of the literary journal, *Otolith*.

B. Curriculum

I. Program alignment with professional and national standards

Course currency and relevance

Writing courses are both current and relevant to every degree and almost every certificate the college offers. We align our courses carefully to state standards so that credits are relevant and acceptable at all public universities in Oregon and almost all in Washington. In addition our Department Chair is an active participant in OWEAC, Oregon Writing Educators' Advocacy Council, whose mission is to

- To promote high academic standards in English composition and literature in community colleges, four-year colleges and universities, and high school dual enrollment programs
- To facilitate communication among English faculty in Oregon
- To provide policy recommendations regarding English instruction

This has been very helpful in keeping CGCC writing curriculum up-to-date and aligned with writing programs across the state (and nation).

As we move toward the adoption of an AAOT in English, the implementation of Guided Pathways and a clearer focus on DEI, our department has begun to identify gaps in our current offerings. These gaps include:

- African American literature
- Non-binary literature
- Well-integrated research and media literacy coursework
- Adoption of non-racist teaching strategies throughout our department
- Second Year Spanish
- Bridge courses between DevEd/ESL and college credit

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.

Progression of Students from WR 90 to WR 121 2016-2020

One of the biggest questions posed to our department is our success in progressing students through the DevEd (WR 90/115) courses with a C or better. Our institutional benchmark is 75% pass rate. The following chart shows the % of students who successfully completed WR 90 each year.

Year	# students enrolled in WR 90	Passed with C	% passed
2016-17	80	56	70%
2017-18	61	41	67%
2018-19	89	73	82%
2019-20	35	27	77%

Analysis:

While the overall success of Writing 90 students shows good improvement from 2016-2020, (2018-19 had an 82% pass rate), the 2019-2020 cohort was less than half the size of 2018-19's — allowing for the potential failure of one student to skew the overall success rate. This reality needs to be kept in mind when evaluating disaggregated numbers, as follows (for 2019-20 only):

- Students under the age of 20 had a pass rate of versus 92% for students over the age of 20
- 89% of male-identifying students passed this course, versus 60% of female-identifying students.
- 83% of low-income students passed versus 71% of their peers.
- 81% of our students of color passed versus 67% of our white students

This data also does not capture the % of WR 90 students who attend and complete WR 115 and Wr 121 in consecutive terms.

Actions for Improvement

WR 90/115 instructors point unanimously to non-academic issues as huge barriers to student completion and progress through Dev Ed Courses. These barriers include mental health issues, lack of transportation, lack of child care, financial difficulties and lack of study skills (time

management, basic computer, informational literacy, etc.). The following recommendations result out of this experience:

1. Increased direct non-academic support (financial/childcare/transportation/mental health) for Dev Ed and vulnerable students.
2. Pre-semester *in person* orientation to learning systems including the student portal, basic Moodle skills, basic computer/Google skills and how to access college services.
3. More flexible and easily accessed academic support, including ELA support, is needed for Dev Ed students. We recommend . increasing our cadre of Work Study Students who can meet one-on-one with DevEd students (in person or via Zoom) on weekly or biweekly basis

C. Enrollment

I. Enrollment data since last review

Literature

Enrollment in Literature courses has remained fairly constant since the last review, with the highest enrollment in ENG 104 and ENG 250. Enrollment in ENG 253/254 has dropped since we changed it from OL to Hybrid. This sequence, which is required for some high school students, is a good candidate for HyFlex.

Enrollment is always highest in OL courses, followed by Hybrids; we do not offer any literature courses F2F.

DevED (RD/WR 90)

WR 90 numbers for 2016-20 are perplexing, yoyo-ing between 74-58-84-33, on a year to year basis. It's hard to account for the Fall 2019 low of 33 students; this needs further study.

WR 115 numbers rose from a low of 161 in 2016/17 to a high of 194 in 2019/20. Perhaps this change mirrors our switch to Accuplacer?

RD 90 numbers fell over the four years while RD 115 numbers rose, perhaps bearing out the theory that more students are testing into the higher levels.

These courses are highest in the fall and very low in both winter and spring, making it hard to find adjuncts willing to teach for 50% or less pay.

Writing

WR 121 enrollment has remained fairly stable from 2016-20, with a dip in 2020 perhaps due to covid. WR 122 numbers declined slightly from 2018-20, perhaps due to WR 227 now being accepted as a WR course for the Nursing program (its numbers have been rising).

Spanish

Enrollment in First Year Spanish continues to warrant these courses; however, enrollment in Second Year Spanish has been low for several years, which is distressing to students who need

two years of Spanish completed (some colleges require it for entry.) This is an issue that could use further study, perhaps by the new Gen Ed Dean, WFLC Chair and Spanish Instructor.

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

III. Changes in curriculum/scheduling.

Our department (and the college as a whole) has been hurt by the decline in the number of courses offered each term--as a result of declining instructional budgets. Student Services Dean Eric Studebaker told us that the increase in Dual Credit Courses would mean more instructional dollars for courses we had been unable to offer; despite the large increase in DC courses, this proved to be untrue.

We recommend that our budget increase as needed to meet the following recommendations:

- Hiring a FT writing instructor
- Developing or amending 4 courses
- Offering more literature courses, a Dev Ed Writing Lab course, and adding a WR 123 to our sequence

Section Four: Recommendations

Provide recommendations for the next review cycle.

- Hire a third FT writing instructor in 21-22 and a fourth FT writing instructor in 22-23.
- Approve an AAOT/English (already approved by State) and solidify its Pathway
- Staff a more sustainable Writing support system (online and F2F) by utilizing technology more effectively and increasing our cadre of Work Study Students to offer remedial help
- Continue the WR 90/115 sequence, with a 1-2 hour weekly support lab, a substantial increase in non-academic support and more surveys/follow up with students who don't successfully complete the 90/115/121 series.
- Develop an African American literature class, to increase our cultural diversity options.
- Change ENG 260 *Intro to Women Writers* to *Intro to Women and LGBTQ Writers*
- Develop a 3-credit Creative Writing 101 course as a bridge course for DevEd and ESL students into credit classes.
- Make LIB 101 a one-credit co-req for WR 121
- Implement a half-day, in person Orientation for all First Gen and Dev Ed students, with instruction in basic college services, facilities, systems, and computer skills
- Research and implement strategies to increase second year Spanish enrollment

A. 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:

We add at least one FT faculty member

We approve the AAOT in English.

We develop or amend all four classes listed above, giving students more choice in their pathways

We improve student support via work study, the writing desk and a writing lab

We initiate research on strategies to improve Spanish II enrollment.