

Academic Program Review Recommendations: 2022-23 Annual Progress Report

The purpose of the Annual Progress Report is to facilitate the tracking of progress made on program recommendations/goals and to identify and explain the addition of any new program goals not listed in the most recent Review.

1. Name of Program: General Education – Arts, Culture & Communication

[2021 General Education Program Review](#)

2. List goals from most recent [Program Review](#) and report on progress for each goal: 2021 goals

From Arts & Humanities Program Review:

Rationale: 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:

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 courses are in the CGCC catalog but have not been taught on a regular basis.

These courses are not in my department, so I don't know whether they have been taught on a regular basis. **Art History is now under the Social Science department and should be moved to that department's update.** Studio Art Instructors in my department, as well as the instructor of Art History courses have set a goal that all the Art Courses be united in a single independent department, perhaps with the inclusion of Digital Arts. This is a recent goal, so no process has been made.

2. 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.

We tried to schedule these courses in spring 2023, but they did not have the required enrollment to run. There is not a suitable space for this class on The Dalles campus, so if we want to offer this course again, we will need to create space or hold the course in Hood River.

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.

This course lies outside my department (see question #1) **Philosophy is now under the Social Science department and should be moved to that department's update.**

4. 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.

This goal has been met. We have an adjunct teaching Art History classes.

5. Provide training or a workshop for the department on best practices when assessing outcomes.

This goal has not been met. However, we have had several workshops open to all faculty in the past two years on various assessment tools.

6. 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.

We have continued to renew and honor our articulation agreement with PNCA. This department has not done outreach to local high schools; I'm not sure any of us have the bandwidth to do that **Goal is not possible for department – see new goal #4**

7. Continue to work towards improvement on The Dalles campus art building to increase safety and workability in the spaces.

Goal in progress: We have not made any substantial improvements to TD campus art building. I tried for weeks last winter to get an extra mop and bucket to allow students to better clean their work stations in ceramics, but to no avail. We really need an extra kiln, because we now have 2-4 times as many ceramic students as we used to, but we haven't been successful in that appeal. The Dalles Art Facility needs a lot of renovation and improvement before it can serve more studio arts effectively.

From Writing, Foreign Language and Literature Program Review:

1. Hire a third FT writing instructor in 21-22 and a fourth FT writing instructor in 22-23.

Met: We now have 4 FT writing instructors although one is on indefinite 50% leave.

2. Approve an AAOT/English (already approved by State) and solidify its Pathway

Met: Approved. We have all the courses, but are not able to run them reliably due to low enrollment.

3. 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

Goal no longer part of A, C & C Update: Writing Tutoring has been moved out of this department and under the LLC. I think it is going reasonably well, although still a bit piecemeal at times. One of our recently emergent goals is to hire one person (similar to Math's James) to do all the onsite and Zoom tutoring. We continue to have 2-3 Work Study students a term who help with mentoring.

4. 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.

Goal in progress: We no longer have WR 90 and we instructors feel that is a big loss, and part of the reason we're having higher fail rates in WR 115 and 121. We do offer WR 115 and 121 labs each term (one of each) but the students who most need the help aren't registering for the classes. We are not doing surveys with students who complete the series. We don't have the bandwidth to do this.

5. Develop an African American literature class, to increase our cultural diversity options.

Met: Done.

6. Change ENG 260 *Intro to Women Writers* to *Intro to Women and LGBTQ Writers*

Still in progress.

7. Develop a 3-credit Creative Writing 101 course as a bridge course for DevEd and ESL students into credit classes.

Met: Done. It will run this spring, as WR 102, Intro to Creative Writing.

8. Make LIB 101 a one-credit co-req for WR 121

Irrelevant: We are not running this course anymore.

9. 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

Met: This was accomplished this fall by Karly and Student Services. It was very well done but sadly was not mandatory, so only about 25% of students attended. This was a real problem with all of our Anthology and IT issues this fall, causing many students to lose two weeks of instruction due to not being able to access Moodle or Gmail.

10. Research and implement strategies to increase second year Spanish enrollment

In progress: We are still struggling to run first year Spanish, so this goal has not been achieved.

3. List any additional goals added since the most recent Program Review, and include the rationale for each new goal:

1. Three years ago, Writing and Literature program began to require that course materials be authored by at least 60% marginalized authors (including women). This came out of our dedication to Non-racist teaching and curriculum, and is now in support of CGCC's Diversity, Equity and Inclusion mission. Our goal is to extend that requirement to all courses within the ACC department by 2024-25.
2. CGCC's Creative Writing Program has become a model of best practices in inclusive teaching that creates a sense of belonging and real world engagement and deeply fulfills ILO's #1 and 2. Our goal is to increase support for this program, and to expand offerings, including a WR102 (beginning creative writing class) and potentially a Summer Creative Writing Camp and Visiting Writer residency.
3. Improve facilities for learning by arranging more classrooms in conference style seating
4. The Art Department was merged into the Writing, Foreign Languages and Literature Program two years ago, in alignment with the Arts, Communication and Culture Pathway. (Other departments, such as Math and Science, however, were not and have not been merged). This merger has proven clumsy and ineffective, as it has merged two programs that have very distinct and diverse needs. Everyone from procurement to assessment to students to faculty have struggled to understand why Art classes are spread over three departments (ACC, Social Sciences and Computer Sciences). In addition, it is difficult for a single Chair to meet the needs of such different programs. In order to thrive, the Arts Department needs to be unified into one department, with its own Chair.