Communication Studies and Journalism Program Review

Fall 2018

Part A: What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

Goals and Objectives

Our discipline focuses on how people use messages to create meaning, build and manage relationships and reach communication goals in the following contexts: interpersonal, intercultural, small groups and teams, public speaking, gender, media studies, media writing and business. Because our discipline is the nexus of human interaction, Communication Studies and Journalism are uniquely situated to fully realize the strategic intentions of PCC, institution-wide. The programs' existing foci in interpersonal and intercultural communication, speaking and leadership, critical approaches to media, media literacy and digital communication competency dovetail seamlessly with PCC's core competencies. Students pursuing an AAOT or ASOT-Bus degree take one of our oral communication courses to meet foundational degree requirements. Two of our courses (COMM 140 Introduction to Intercultural Communication and COMM 237 Gender Communication) fulfill Cultural Literacy degree requirements.

Along with serving LDC students, our program also works to fill the needs of various CTE programs. We have regularly collaborated with Think Big, Microelectronics, Multimedia, Building Construction Technology, and Education to offer classes for their student cohorts.

Our objectives for students are first, to help them understand and analyze their personal communication styles, second, to build the skills necessary to become more effective and ethical communicators in a variety of contexts – including the converging contexts of a digitally connected world, and third, to teach them how to critically analyze the communication of others. Ultimately, students' study and mastery of communication is vital to personal growth, professional competence, and engagement at all levels of a democratic society.

Communication has been one of PCC's core outcomes for students, which reflects the research that strong communication skills are foundational in any academic or career field.

As we strive to meet our YESS goals, this quote from psychologist/philosopher Rollo May seems prescient. "Communication leads to community, that is, to understanding, intimacy and mutual valuing." That is because, as stated in *The Role of the Communication Discipline on Campus and Beyond* (2015)*:* "Communication cuts across contexts and situations; it is the relational and collaborative force that strategically constructs the social world."
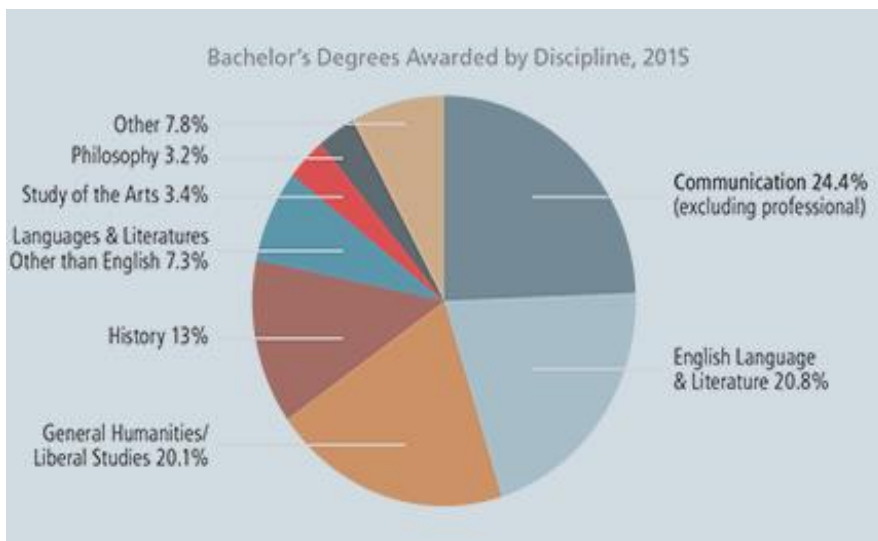
Beyond PCC, Communication skills – verbal, team and interpersonal – are highly sought attributes that employers seek in job candidates according to the NACE 2018 Job Outlook (2017). In 2015 Hart

Research Associates conducted a study on behalf of the Association of American Colleges. Their study revealed that the ability to communicate orally, and the ability to work effectively with others in teams, were the two most frequently listed skills ranked by employers as important. Unfortunately, that same study revealed that the majority of employers believed that only 28% of college graduates were prepared to effectively communicate orally, and only 37% were prepared to work effectively in teams.

While effective communication skills are generally seen as important in the workplace, the significant majority of our students do not take a communication class at PCC. Annual headcount data from Institutional Effectiveness suggests that only about 10% of PCC credit students are taking Communication Studies classes annually.

National Trends

Because of Communication's versatility as a discipline, as well as its attractiveness to employers, it has seen continued growth in popularity nationwide. According to The Princeton Review (2018), Communication is the second most popular major after Computer Science. The American Academy of Arts and Sciences (2017) reports that in the face of declining numbers across the humanities, Communication has proven to be the only humanities discipline to experience growth – and substantial growth – over the last five years. There are now more degrees completed in Communication than in English and Literature.

Bachelor's Degrees Awarded by Discipline, 2015

Other 7.8%
Philosophy 3.2%
Study of the Arts 3.4%
Languages & Literatures Other than English 7.3%
History 13%
General Humanities/ Liberal Studies 20.1%
Communication 24.4% (excluding professional)
English Language & Literature 20.8%

("Communication is Only Humanities Discipline to Experience Bachelor's Degree Completion Growth," 2017)

The NACE Job Outlook 2018 lists Communications as one of the top degrees in demand by employers ("*Job Outlook 2018: The Key Attributes Employers Seek on Students' Resumes*," 2017, p. 14).

FIGURE 14
Top Degrees in Demand, by Broad Category

Broad Category	Number of Respondents That Will Hire	% of Total Respondents (N=132)
Business	113	85.6%
Engineering	89	67.4%
Computer & Information Sciences	77	58.3%
Math & Sciences	53	40.2%
Communications	46	34.8%
Social Sciences	33	25.0%
Humanities	19	14.4%
Agriculture & Natural Resources	11	8.3%
Healthcare	8	6.1%
Education	4	3.0%

The National Center for Education Statistics (NCES) produces an annual report on the total number of postsecondary degrees conferred, by discipline. Communication, Journalism, and Related Fields continues to increase across all levels of higher education ("Bachelor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2014-15," 2016).

Similarly, with regard to potential earnings after college, a National Communication Association Brief (2018) cites research from The Federal Reserve Bank of New York and its report on the labor market for recent college graduates and concludes "Communication graduates earn higher early career and mid-career wages than graduates with Sociology, History, Philosophy, Anthropology, or English degrees. Communication also has the lowest rates of unemployment…" among those degrees. Georgetown University's Center on Education and the Workforce (2018) reports that graduates with bachelor's degrees in Communications and Journalism earn a median $57,000 annually.

The following are key trends that have impacted the discipline within the last five years:

- Communication skills continue to be listed amongst the top qualifications desired by employers across sectors ("Job Outlook 2018: The Key Attributes Employer's Seek on Students' Resumes," 2017)
- Technological advancements; Increased focus on online teaching.

- Increased research on mediated communication in a digital world, including its positive and negative impact on individuals, relationships and society.
- Increased focus on civic engagement, social justice, diversity, equity and inclusion.
- Increased focus on internationalizing of the discipline.
- Increased focus on interdisciplinarity.
- Increased focus on the role of journalism within a democratic society.

These are all trends that are reflected in our discipline at PCC; all will be discussed throughout our Review. These trends will likely continue into the future. One of the newer interdisciplinary areas receiving attention is Health Communication – this will likely grow in the next five years. Regarding Journalism specifically, a study of program administrators in Schools of Journalism and Mass Communication (ASJMC) found that the competencies of "writing," "thinking," and "technology" were seen as being most emphasized currently and most important in the future." (Henderson, J.; Christ, W., 2014)

Part B: Briefly describe curricular, instructional, or other changes that were made as a result of your SAC's recommendations in the last program review and/or the administrative response.

Changes related to SAC recommendations and the Administrative Response in the last Review include:

With the support of the administration we were successful in adding two new positions, one each at Rock Creek and Southeast. However, this academic year we lost a position at Sylvania.

COMM dedicated classrooms with built-in recording systems were added at Rock Creek and Cascade to bring them up to two classrooms each. Sylvania still only has one classroom and Southeast has none.

PCC hosted TEDx Talks at Rock Creek in 2017 and TEDxPCC district-wide in 2018.

Dedicated Presentation labs were added at Rock Creek and Cascade giving students and all employees a place on campus to practice their presentations.

COMM 204/J 204 Visual Communication for Media was developed as a cross-listed, Gen Ed course focusing on digital media.

Five additional Online Learning courses were developed and added:

- COMM 214 Interpersonal Communication
- COMM 237 Gender and Communication
- COMM 228/J 201 Mass Communication and Society
- J 102 Introduction to Information Gathering
- J 103 Introduction to Media Writing

We added COMM 214 Interpersonal Communication as an option for the AAOT Oral Comm requirement, enabling students to complete the AAOT via Online Learning.

COMM 112 Persuasive Speaking was successfully marketed and offered after near inactivation.

Three Dual Credit agreements for J 103 Media Writing were approved with area high schools.

Regular course offerings were added at the Newberg Center.

The Communication Studies Focus Award was strengthened by adding courses, aligning with new Focus Award rules and providing an online application via the PCC Catalog as well as our Comm Studies department course page; awarding 32 Focus Awards since our last program review.

Coordination with other Focus Awards helped include our relevant courses:

- Global Studies Focus Award (COMM 140 Intro to Intercultural Communication)
- Peace and Conflict Focus Award (COMM 100 Intro to Communication, 105 Listening, 140 Intro to Intercultural Communication)
- Social Justice Focus Award (COMM 140 Intro to Intercultural Communication)
- Women's Studies Focus Award (COMM 237 Gender and Communication)

The Cultural Literacy designation was added for COMM 237 (Gender and Communication).

Scheduled SAC meetings were rotated between all campuses, including Southeast.

Coordination with other disciplines included:

- Collaborating with Multimedia program on a course video for J 201/COMM 228.
- Planning exchanges with ESOL classes when focusing on culture and communication in specific courses.
- Collaborating with ASL program to give opportunities for students to interpret COMM student speeches.
- Adding COMM 111 Public Speaking as a recommended course for ITP students.

2. Outcomes and Assessment

Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

Part A: Course-Level Outcomes--The college has an expectation that course outcomes, as listed in the CCOG, are both accessible and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.

i. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

Course outcomes are regularly reviewed as part of the college-wide curriculum and assessment process; we also review outcomes when we create an existing course in the online or face-to-face modality. Following are examples:

- When adding COMM 214 Interpersonal Communication as a course that meets the AAOT oral communication requirement, three oral communication exercises were added into the online COMM 214 course to insure the course meets the oral communication requirement in the online modality and that this outcome can be assessed.
- In Journalism, J 204 Visual Communication was an existing course that was rarely offered. Faculty proposed renaming this course, cross-listing it as a COMM course and rewriting and updating the CCOGs based on current discipline trends and PCC's requirements for Gen Ed courses. The new CCOGs, approved by the Curriculum Committee, assure that these are assessable.
- When updating the shared online shell for COMM 100 Introduction to Communication, members of the SAC reviewed COMM 100 CCOGs to propose updated outcomes that would be accessible to promote increased completion for online and face-to-face students. In addition, the SAC considered updates to ensure that COMM 100 aligns well with PCC's Strategic Plan for successful completion.

We are responsive in considering and making changes to the CCOGs, as needed, to ensure they are both accessible and assessable as will likely be directed by PCC's transition to Guided Pathways and current and upcoming changes in Gen Ed Outcomes.

ii. Identify and give examples of changes made in instruction, to improve students' attainment of _course_ outcomes or outcomes of requisite course sequences (such as are found in MTH, WR, ESOL, BI, etc.), that were made <u>based on the results of</u> <u>assessment</u> of student learning.

For 2014-15, we assessed Critical Thinking and Problem Solving in the Persuasive Speech Assignment in COMM 111 Public Speaking. This college outcome linked well to the course outcome of "make responsible decisions through the increased ability to critically examine ideas and information." Based on the results of the 2014-15 Assessment Report: "we would like to implement changes in instruction by providing handouts (with the AAC&U Rubric) to all COMM faculty and students with descriptions of the levels of proficiency and benchmarks for Critical Thinking and Problem Solving. The emphasis is on "explanation of issues" and "student's position" with regard to the Persuasive Speech in COMM 111 Public Speaking.

The percentage of students who reached or exceeded the benchmark of level 2 for "Student Explanation of Issues" was 88%; 31% of students reached the benchmark of level 2; 41% reached level 3; and 16% reached level 4. The results for "Student's Position" are that 82% of students met or exceeded the benchmark of level 2; 35.5% reached level 2, 33.5% reached level 3, and 13% reached level 4.

Per the discussion in the 2014-15 Assessment Report: Changes to instruction are suggested in order to better emphasize the importance of students' explanation of issues and clarity of position in a persuasive speech assignment. The SAC would like to create a few documents that would help instructors and students understand the objectives prior to preparing their persuasive speeches. The document for instructors would contain the assignment level outcomes the SAC would like to see students meeting and a sample of the rubric that we are using for assessment so that instructors can integrate these outcomes into lectures and activities. The document for students would contain the rubric with descriptions of the levels of proficiency and which level is the benchmark students should reach. The writing of this report revealed that this assessment loop was not fully closed, so a future assessment project for COMM 111 related to persuasive speaking is something on our radar.

Part B: Addressing College Core Outcomes

i. Update the Core Outcomes Mapping Matrix.

Updated September 2018.

Communication Studies: **https://www.pcc.edu/resources/academic/core-outcomes/sp.html**

Journalism: **https://www.pcc.edu/resources/academic/core-outcomes/j.html**

Part C: Assessment of Core Outcomes (LDC) or Degree and Certificate (CTE) Outcomes.

i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes (LDC-DE disciplines) or Degree and Certificate Outcomes (CTE programs).

In 2016, our SAC elected to participate in the Multi-State Collaborative (MSC) assessment project. For the 2016-2017 initial assessment, we assessed Critical Thinking in Communication Studies and Written Communication in Journalism. Our goals were for 90% of students to meet the benchmark. The three areas we looked at in Critical Thinking were: evidence, student's position, and conclusions and related outcomes. For evidence, 73% of students met the benchmark. For Student's Position, 61% met the benchmark. For conclusions and related outcomes, 76% met the benchmark. Based on these results, we felt that a reassessment was necessary, and this aligned with PCC's vision of MSC.

In 2017 we continued the MSC assessment project. Based on the 2017-18 MSC reassessment report, overall, students improved their achievement on two of the reassessed outcomes. These outcomes were evidence, and student's position. The third outcome, conclusions and related outcomes, remained steady. Although we were pleased to see significant improvement on two of the benchmarks, we still did not meet our benchmark goal of 90% on any of the outcomes. On the weakest benchmark of Conclusions and Related Outcomes, students met the milestone benchmark of 2 in terms of logically tying the conclusion to the information, but not to related outcomes (consequences and implications). As a result, in 2018-19 we plan to reassess with proposed changes to the assignment. If we are still not meeting these benchmarks, we as a SAC will consider whether or

not a change to the CCOGs is necessary. You can see the results of this assessment in the table listed below:

The following changes will be implemented in Winter 2019:
In the assignment paper instructions, the focus on related outcomes needs to be emphasized. The rubric was shared with students, but the assignment directions did not emphasize related outcomes. In addition, we did not include a sample paper for instructors who participated, and this should be included. In the sample paper there needs to be greater articulation on what related outcomes specifically means so students understand the need to strengthen the conclusion. Finally, we think it would be effective to develop a prior assignment that helps students apply the rubric. This would help students understand the benchmark levels and enhance their practice of critically thinking about course content.

Category	2016/2018 Initial Assessment	2017/2018 Reassessment
Evidence	73%	83%
Student's Position	61%	61 %
Conclusions and Related Outcomes	76%	76%

Based on review of the assessments as listed above, the following conclusion has been made: as a SAC we could benefit from creating a formal assessment role within our SAC to have someone spanning a multiple year tenure that can more effectively oversee our assessment results and subsequent changes made to instruction. In writing each of our assessment reports, we write with the best intentions and good faith efforts regarding changes in instruction, however, there is no formal process for overseeing if and when we actually implement these changes. Given that the college is moving toward updated Core Outcomes and an additional process of assessment, this is an excellent opportunity for the SAC to devise a set schedule to review proposed changes and their implementation.

ii. Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.

Yes. Based on our 2012 assessment of Professional Competence, we added to the CCOGs for COMM 111 Public Speaking that students "Use knowledge of digital presentation tools to create and present effective presentations." Based on a 2013-14 re-assessment, the majority (89%) of students reported at the end of the term that they can use technology to support and enhance their message.

In our second example, the changes did improve outcomes as explained in example 3 in Part A-ii above. We focused on improvements in three areas of the AAC&U Critical Thinking rubric. We showed improvement in two of the areas and one of two components of the third. We have made changes to the assessment assignment and are reassessing these three elements of Critical Thinking using the rubric again in 2018-19.

iii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

Having completed years of successful assessment for two disciplines, the SAC has learned to improve our assessment practices and strategies by considering and implementing the following:
1. Timeliness – artifact submission in a timely manner is crucial.
2. Clarity – assignment instructions and artifact submission need to be clearly outlined for instructors (and students).
3. Follow up – communicate and consult with our Assessment Coach.
4. Rubrics – Using and adapting established national rubrics such as those from AAC&U and the National Communication Association (NCA).
5. Norming – hold norming sessions for assessment artifact scorers.
6. Workshops – SAC members participated in PCC Assessment workshops.
7. Cross-collaboration – seek peer reviewers from other disciplines in scoring.
8. Closing the loop- this is a challenge if each year someone new is managing the SAC's assessment project.

iv. Are there any Core Outcomes that are particularly challenging for your (LDC-DE) SAC to assess, or difficult to align and assess within your (CTE) program? If yes, please identify which ones and the challenges that exist.

Community and Environmental Responsibility presents the challenges, with the Environmental Responsibility aspect as most challenging. We have connected to the Community Responsibility

portion by addressing the need for audience analysis in public speaking and in communication in general. However, this emphasis can feel more forced than organic.

Part A: Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?

FTE Trends*

*Due to this program review being written primarily before June 2018, data for 2018-2019 has not been included in the report unless otherwise noted.

With the exception of 2015-16, our district wide COMM FTE has steadily grown each year from the previous year. In comparing our FTE from 2012-13 to 2016-17, COMM grew more than 5%. While the average growth per year is small, this contrasts with the declines the College has regularly seen in FTE across the district each year. Journalism has been more variable, but is still up by 4.3% in the five year period.

Program Review Data Profiles
Collegewide and Campus FTE and Headcount by Subject
Institutional Effectiveness Office, 2018-19 Program Profiles 5 Year Trend

Subject

Communication Studies-COMM

FTE Totals by Subject Area and Percent Difference from Previous Year

	Year									
	2013-14		**2014-15**		**2015-16**		**2016-17**		**2017-18**	
Campus	FTE	Percent Ch..	FTE	Percent Ch..	FTE	Percent Ch..	FTE	Percent Ch..	FTE	Percent Ch..
Collegewide	486.6	82.0%	493.9	1.5%	489.5	-0.9%	493.3	0.8%	508.7	3.1%
Cascade	114.1	87.3%	111.4	-2.4%	94.3	-15.3%	91.9	-2.6%	85.2	-7.2%
RockCreek	178.5	77.9%	181.2	1.5%	167.3	-7.7%	177.5	6.1%	190.9	7.5%
Southeast	30.8	120.2%	36.0	17.1%	57.8	60.3%	52.3	-9.5%	52.5	0.4%
Sylvania	163.2	77.1%	165.2	1.3%	170.1	3.0%	171.6	0.9%	180.1	4.9%

Program Review Data Profiles
Collegewide and Campus FTE and Headcount by Subject
Institutional Effectiveness Office, 2018-19 Program Profiles 5 Year Trend

Subject

Journalism-J

FTE Totals by Subject Area and Percent Difference from Previous Year

	Year									
	2013-14		2014-15		2015-16		2016-17		2017-18	
Campus	FTE	Percent Ch..	FTE	Percent Ch..	FTE	Percent Ch..	FTE	Percent Ch..	FTE	Percent Ch..
Collegewide	11.44	16.7%	7.00	-38.8%	11.68	66.9%	13.29	13.8%	11.93	-10.2%
Cascade							1.04		0.43	-58.7%
RockCreek	2.07	-39.5%		-100.0%			1.04		0.47	-54.8%
Southeast							0.69			-100.0%
Sylvania	9.36	46.7%	7.00	-25.2%	11.68	66.9%	10.53	-9.8%	11.03	4.7%

For COMM, a comparison of enrollments between Face-To-Face (F2F) classes and Distance Learning (DL) classes show that from 2012-13 both modalities saw increases in enrollment through 2013-14. However, since then, our DL enrollments have continued to grow while our F2F enrollments have seen a decline. Our online sections of COMM 100 Introduction to Communication, 105 Listening and 214 Interpersonal Communication have grown in popularity with an increase in sections offered over the past five years. In addition, we added two online classes, COMM 228/J 201 Mass Communication and Society, and COMM 237 Communication and Gender.

It is because of increased popularity of our courses and the addition of those three new courses that our overall enrollment has strengthened over the last few years.

2012-13: 82.9 web, 386.0 non-web

2013-14: 90.9 web, 395.7 non-web

2014-15: 102.5 web, 391.4 non-web

2015-16: 116.8 web, 372.7 non-web

2016-17: 127.9 web, 365.4 non-web

COMM 130 Business and Communication is also being developed for online instruction. This new addition online will likely continue the trend of continued growth in FTE for the discipline.

While the overall discipline has shown growth most years, there has been some variance between campuses. Both Sylvania and Southeast have shown relatively consistent growth in their enrollments over the last five years. Rock Creek's enrollment has been flatter. Cascade enrollment has shown a decline.

The decline in enrollment at Cascade correlates strongly with the increase in enrollment at Southeast. As Southeast has continued to add sections (especially of COMM 111), their growth may be pulling students from the Cascade campus. However, an analysis of the Cascade schedule of classes suggests that some readjustment of the Cascade schedule to add more COMM 111 classes during the prime times (M/W or TR between 9am-3pm), may be beneficial in boosting enrollment at that campus. Whether this will help add to the discipline overall, or if it will draw students back to Cascade from Southeast, is unknown. Both Cascade and Southeast may see additional growth by continuing to add sections during the primetime hours (9am-3pm at Cascade and 10am-2pm at Southeast).

For the 2015/16 academic year a FT position was created for the first time at the Southeast campus while there was a temporary loss of a FT position at Cascade. These instructional changes may have partially contributed to the opposing trends in enrollments at those two campuses.

One potential cause for the stability in FTE face-to-face for Communication Studies might have been the inclusion of COMM 111 in the core requirements of the AAOT. However, a review of FTE in Math and Writing has revealed decreases of 26% and 20% respectively from 2012-13 to 2016-17. These two disciplines are tied directly into the AAOT (as well as to the college's general prerequisites) so the AAOT link doesn't seem likely to be the cause of COMM's stability.

Journalism:

The FTE in Journalism has been up and down. There was a dip in 2014/15 due to Rock Creek pulling back on offering J 201. The biggest change over the last 5 years is the addition of classes online. Prior to 2015/16 all courses were face-to-face only. Since then our FTE online has continued to grow while our face-to-face enrollment has generally declined. A recent addition of new Journalism classes online, such as the addition of J 102 and J 103, as well as the updating of J 204, may lead to future growth overall.

Journalism FTE:

2012-13: 0 web, 9.8 non-web

2013-14: 0 web, 11.4 non-web

2014-15: 0 web, 7.0 non-web

2015-16: 3.4 web, 8.3 non-web

2016-17: 6.7 web, 6.6 non-web

SAC Factors In enrollment:

Our SAC worked with the college to add COMM 214 Interpersonal Communication as a course that is eligible for fulfilling the Oral Communication requirement of the AAOT. Because of the nature of this course, students who take it may be developing a deeper interest in Communication Studies leading them to take additional classes within the discipline more so than COMM 111 ever did. In the past, many students often believed that Public Speaking was the only focus of our discipline. Expanding the AAOT to include Interpersonal Communication may be helping to change that narrow view, broadening the appeal of the discipline. In addition, we have begun offering classes that were infrequently offered (COMM 112 and J/COMM 204), added one more class to the Gen Ed list (J/COMM 204) and added an additional class to the Cultural Literacy list (COMM 237).

Our SAC has entertained the idea of considering a third option for students to complete the oral communication requirement of the AAOT. COMM 215 Small Group Communication has been entertained by the SAC as a suitable option because it not only address outcomes related to oral communication, but also teamwork and leadership which are skills that employers rate they are increasingly looking for. Two CTE programs at Rock Creek require COMM 215 for this reason, so it seems an appropriate class to consider. The addition of a third class to the AAOT may further help broaden students understanding of the discipline and its value to their education and future employment.

Our SAC has increased its outreach to the advisors, particularly in regards to the change with COMM 214 helping fulfill the AAOT. This may be helping increase the visibility of our program with students through their communication with their advisors.

Developing our Communication Studies Focus Award, and having COMM classes added to various Focus Awards, may also be adding to FTE as students are incentivized to take additional courses. At the time of the last program review only two students had completed the Focus Award. Since then, 32 students have earned the award.

Our SAC has been pursuing the creation of marketing materials (flyers/videos/updating website) for our courses. These have had some effect thus far, but haven't really been coordinated. We could be doing more in actively developing them and using them to market our program.

College factors in enrollment:

While Cascade and Rock Creek both earned second dedicated rooms with recent bond expansions, there is no dedicated room currently at SE and only one dedicated room at Sylvania. Southeast has classrooms that are capped at 22 seats. For classes that normally hold 25, the fewer seats decrease enrollment opportunities. Having adequate facilities at Rock Creek and Cascade allow them to

maximize their enrollments while the enrollments at Southeast and Sylvania are restricted by limited resources.

Adding a FT faculty member at Southeast may have contributed to their FTE growth, and an additional FT faculty at Rock Creek may have contributed to their stability in FTE. The temporary reduction in FT faculty at Cascade may have contributed to the enrollment decline at that campus. The reinstatement of their second position should help boost enrollment. The recent elimination of a FT position at Sylvania may compromise their enrollment.

Part B: Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, and how is your SAC addressing this?

Completion Patterns/Trends by course:

COMM 100 - Introduction to Communication

For the 2012-13, 2013-14, and 2014-15 academic years, the completion rates for Rock Creek (62.1%) and Cascade (60.1%) were significantly lower than in 2015-16 and 2016-17 (73.6% Rock Creek and 74.7% CA.) The completion rates for those first three years were also lower in comparison to the completion rates at Sylvania (81%). One of the reasons for the lower pass rates may be due to student preparedness. Students who take COMM 100 are often less experienced college students, in their first few terms.

One possible cause for student improvement over the last few years was the recognition that completion rates in COMM 100 online were significantly lower than in face-to-face classes. Discussions around this issue may have led instructors to work on improvements to their courses to foster student success. A proposal for revision of the COMM 100 shell has been approved by DL and is underway, with the goal of further improving the course to enhance success rates. Some changes in staffing in COMM and the mandatory online orientation for students may have also contributed to the increased rates of passing.

Overall completion rates in COMM 100 district wide have increased 12%, from 66.5% in 2012-13 to 79.2% in 2016-17.

COMM 111 - Public Speaking

Over the past five years completion rates in COMM 111 have gradually increased across the district from 82.7% in 2012/13 to 87.4% in 2016-17. COMM 111 regularly has the highest completion rate for high enrolled classes at PCC. This high level of success likely caused by a number of factors. 1) COMM 111 has a prerequisite of WR 121 which means that students taking COMM 111 are generally better prepared as a group than is seen in most other classes. 2) Many students wait to take COMM 111 during their second year, with a significant proportion waiting until their final term. This enrollment behavior means that many students are taking the class deep into their education, suggesting they likely have a lot more experience as a student with more skills on how to be successful. 3) COMM 111 also has a lower class cap (22) which is essential based on the nature of the curriculum since a significant portion of class time is taken up with student presentations. However, the lower student/teacher ratio allows for more individual focus within the course.

COMM 140 - Intercultural Communication

Over the past five years both Rock Creek and Cascade have had completion rates significantly lower than Sylvania. (Sylvania 82.9%, Cascade 63.5%, Rock Creek 54.4%.) The disparity in grades for COMM 140 at Rock Creek and Cascade may partially be due to a modality difference. Rock Creek has offered the most DL sections over the past five years with Cascade also offering some DL sections. Sylvania has historically not offered COMM 140 online.

COMM 214 - Interpersonal Communication

Over the past five years, completion rates have averaged 85%. As with COMM 111, COMM 214 has WR 121 as a prerequisite. This may help explain the overall high completion rate. Students are often also taking this class later in their academic career at PCC, likely making them better prepared to succeed.

COMM 237 - Gender and Communication

Over the past five years completion rates in COMM 237 have gradually increased across the district from 69.7% in 2012/13 to 76.4% in 2016-17.

General Completion Rate Observations:

In general, online sections of classes have lower passing rates than those that are offered face-to-face. This pulls down the average passing rates for those courses district-wide in comparison to courses that are only offered face-to-face. Thus, when comparing courses that are only offered face-to-face (COMM 111, 111H Honors, 130 Business and Communication, 215 Small Group Communication, and 227 Nonverbal Communication), their overall passing rates are almost always higher than courses that are offered in both face-to-face and online modalities (COMM 100, 140, 214,

237) or courses offered online only (COMM 105 Listening). The lower pass rates for COMM 140 and 237 may have to do with the complexity of the materials in those classes.

There are a couple of exceptions to this trend. 1) COMM 101 Oral Communication Skills and COMM 110 Voice and Articulation which are only offered face-to-face have lower passing rates in comparison to other classes only offered face-to-face. 2) COMM 214 which has a significant portion of its sections offered online has averaged an 85% completion rate from 2013/2014 – 2017/2018. This is significantly higher than many other courses with online sections. The higher pass rates for COMM 214 likely have to do with it being a 200-level class and its prerequisite of WR 121 completion.

Additionally, since COMM 214 fulfills an AAOT requirement, there may be more motivation for students to pass than in other classes.

For additional analysis on these online trends please see section 3C below.

Journalism: With the exception of J 201 Mass Communication and Society, grades in Journalism are somewhat inconsistent from year to year, with some significant variance when comparing different years. This may be due to the small number of sections offered for those classes. The rates of passing classes increases from course to course with the following average pass rates: J 102 72.3%, J103 78.1%, J 201 82.1%, and J 204 92.2%. Higher pass rates in J 103 Introduction to Media Writing over J 102 Introduction to Information Gathering may be a reflection of some students completing J 102 before taking J 103, helping increase their success. J 201 and J 204 Visual Communication for Media may also benefit from drawing some students who have already taken some Journalism. These 200-level courses may also benefit from drawing students with more college experience, leading to higher success rates.

Completion Rate Disaggregated by Student Demographic:

For our three highest enrolled courses we analyzed the rates of completion in Fall term for the past five years, looking at the demographics of race, gender and age (this information is included in Appendix E). The three courses we analyzed were:

- COMM 100, offered both face-to-face and online, and has standard prerequisites.
- COMM 111, offered face-to-face only and requires completion of WR 121.
- COMM 214, offered both face-to-face and online, and also requires completion of WR 121.

Some of our takeaways from this analysis include:

In COMM 100 completion rates for students online are lower for virtually all demographic groups with an average 14 percentage point difference. However, the difference in completion rates for black students based on modality is double the overall average (78% completion in face-to-face

classes vs. 50% completion online.) As a part of our current course shell redesign (happening during the Fall and Winter terms of 2018-19,) the redesign group is explicitly looking at early intervention strategies to help increase the completion rate for all students. The group is also considering how to incorporate more culturally responsive teaching practices to make the course more relatable and accessible.

Significantly more females than males take our DL courses.

COMM 100 - FALL Five Year Total	Females	Males
Online	412	219
Face-to-face	230	257

COMM 214 - FALL Five Year Total	Females	Males
Online	285	107
Face-to-face	86	72

We are uncertain why there is such a big disparity in enrollment between online and face-to-face classes by gender but this is something important for our SAC to consider, along with any possible implications of such a difference.

Students 40-49 years of age consistently underperform in COMM 100 and 111, and are one of the lower performing groups in COMM 214. At this time we do not know the reason for this lower performance but it is also something important for our SAC to consider.

In alignment with PCC's new YESS initiative, as a SAC, our goal is to better understand the experiences of our students and the barriers they face. Overall, the data for completion rates based on demographics is complex, and the causes for differences in performance are likely even more so. Further review of this data, in conjunction with YESS data beginning to be made available, is needed

for us to best understand the trends we are seeing. As we continue to study these student trends, we are hopeful that what we learn will inform our pedagogical practices, allowing us to design student-centered initiatives focused on fostering equitable student success.

Part C: Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.

Courses offered online

- COMM 100 - Introduction to Communication
- COMM 105 - Listening (online only)
- COMM 140 - Introduction to Intercultural Communication
- COMM 214 - Interpersonal Communication: Process and Theory
- COMM 228 - Mass Communication (Cross listed with J 201)
- COMM 237 - Gender and Communication
- J 102 - Introduction to Information Gathering
- J 201 - Mass Communication (Cross listed with COMM 228)

Online vs. on-campus student performance:

As mentioned in 3B, numbers from the last five years indicate that students taking COMM 100, and to some degree COMM 140, online have significantly lower completion rates than on-campus students (see Appendix). We have begun an investigation of the aspects that could be contributing factors. Currently the hypothesis is that COMM 100 online students might need more direct intervention from their instructor because it might be the first online class or first COMM class for the students. COMM 100 students often tend to be students earlier in their education than for some of our other classes, which may also relate to their preparedness for taking classes online. As a solution, we are embarking on a collaborative redesign of the DL course that could act as a shared shell and repository. A focus of the updated course shell will be clearer outcomes/assessment alignment, and early intervention strategies to promote equitable student success.

Instructors are implementing strategies to connect with students and retain them in our online courses. Some strategies include weekly announcements with assignment date reminders. Many of our online instructors use this feature and students comment on how this helps them prioritize their online course work for the upcoming week. A fair number of instructors utilize the CPN to reach out

to students who may have missed work or to provide a grade update. Instructors also mentioned that this tool is used throughout the term to simply "check in" with students. The CPN is an effective tool to reach out to our students. A full list of faculty strategies to facilitate success for online students can be found in Appendix A. The SAC started an online best practices social hour twice a term to talk about COMM/J specific teaching strategies for online classes. This can assist our instructors with teaching strategies to improve online teaching. Finally, the SAC has received approval and funding to redesign our COMM 100 Online shared shell which we hope will better meet student needs and success. You can read more about the online best practices group in Section 4, Part C.

While the completion rates in many classes are different between modalities, this is not the case for COMM 214 Interpersonal Communication. A review of the data revealed that the 85% completion rate average for COMM 214 was regardless of modality. Both online and face-to-face students are completing the class at the same rate.

The equal completion rate for students online may be due to two variables. 1) For COMM 214 a collaborative sharable DL shell was created by our instructors at the time we were working to expand our offerings in COMM 214. This new shell and model for developing online courses may be playing a role in our student's success. 2) As a 200-level course, students may come to the class already having experience with online courses, reducing the higher attrition and failure of inexperienced online learners.

Part D: Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.

SAC members have explored various initiatives in their courses. Some SAC-wide adopted initiatives include the Honors Program and Open Educational Resources. Our SAC offers COMM 111H Public Speaking: Honors nearly every quarter. Given that COMM 111 has been a central component of the AAOT, its offering as an honors course has been helpful for students look to pursue honors courses as they complete a transfer degree. COMM 214 Interpersonal Communication was added to the AAOT oral communication requirement three years ago, however due to enrollment trends an honors course has not yet been explored. As enrollment continues to increase for COMM 214 the SAC will determine if an honors offering is appropriate.

The COMM/J SAC has a requirement that textbook selection be approved by the SAC, and in 2016 the SAC voted to include two Open Educational Resource (OER) options for COMM 111 Public Speaking. While OER is not technically an established college initiative, much work has been done college-wide

to tackle college affordability through the OER Steering Committee, work by ASPCC, and YESS. Thus far, participating faculty of the COMM/J SAC have been able to save students an estimated $60,000 since adopting an OER option for COMM 111 Public Speaking.

With more students having familiarity with D2L Brightspace, faculty have been able to shift a significant amount of learning resources to D2L Brightspace to reduce paper consumption and support conservation efforts on behalf of PCC's Sustainability Initiative. Many faculty have also pursued PCC's Internationalization Initiative through "speed-culturing" partnerships with ESOL classes and COMM 214 Interpersonal Communication and COMM 140 Intercultural Communication. In 2018 COMM also hosted a Fulbright Visiting Scholar in partnership with the Internationalization Committee. And in 2017, our SAC is proud that one of the first revitalized Education Abroad offerings was taught by Teela Foxworth (COMM 140 Intercultural Communication) in Peru.

Lastly, a handful of faculty have included Community-Based Learning (CBL) options in their courses. In the 2018-19 academic year, one of our full-time faculty members will be filling in as a faculty coordinator for the CBL program at Rock Creek. This deeper connection to CBL will provide us with the opportunity to explore ways in which CBL could be an effective means of engagement and retention for our courses.

For more information about the work our SAC has done in furthering the Equity and Inclusion Initiative, please see section 5.

Part E. Are there any courses in the program that are offered as Dual Credit at area high schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

Yes, we have offered J 103 Introduction to Media Writing at Wilson High School, Lakeridge High School and Rosemary Anderson High School. The SAC appointed a Dual Credit Liaison who communicates with the DC office and insures, through review of the syllabi and through site visit assessments of high school DC instructors, that course content and assessment is equivalent to our PCC classes and that outcomes are being met. We invite DC instructors in the high schools to attend our SAC meetings and communicate any relevant SAC decisions/changes to them. We also participate in the Dual Credit Symposium to meet and discuss curriculum with HS instructors.

Part F: Please describe the use of Course Evaluations by your SAC. Have you created SAC-specific questions? Do you have a mechanism for sharing results of the SAC-specific questions among the members of your SAC? Has the information you have received been of use at the course/program/discipline level?

As a SAC, we have not used electronic course evaluations for feedback. The main reason we have not used course evaluations was due to the difficulty in collecting data from instructors about SAC-specific questions. The .pdf format presented a challenge in collecting the information in a streamlined way.

Along with the challenging format, when discussed in the past, the SAC had some difficulty identifying utilitarian SAC level questions that the SAC agreed we would like repeatedly answered by students.

While we have been reluctant to move forward with SAC level questions in the past, the YESS initiative gives us a new lens with which to consider creating SAC level questions. In addition, we have many new SAC members who may bring useful insights into adding SAC level questions.

4. Needs of the Students and the Community

Part A: Have there been any changes in the demographics of the student populations you serve? If there have been changes, how have they impacted curriculum, instruction, or professional development, and, if so, in what way?

RACE	
Sylvania	No significant changes
Cascade	Declining percentage of white students (from 58.5% in '13-'14 to 55.0% in '16-'17) and unreported (7.2% to 6.4%) with slightly increasing percentages of Asian students (5.9% to 6.3%), Hispanic students (9.9% to 11.2%), multi-racial students (5.6% to 8.6%),
Rock Creek	Declining percentage of white (from 62.4% to 58.6%) and unreported (7.6% to 6.9%), with increasing percentage of African American (3.9% to 4.2%), Asian (7.8% to 9.2%), Hispanic (12.0% to 12.8%), Pacific Islanders (0.6% to 1.2%)
Southeast	Declining percentage of white (56.1% to 48.8%) and Native American/Alaskan (1.4% to 0.7%) with increase in African American (5.5% to 6.0%), Asian (16.2% to 19.1%), Hispanic (8.7% to 10.3%), multi-racial (6.1% to 7.4%) and unreported (5.8% to 7.4%)
District Wide	Gradual decline in white students (61.8% in '13-'14 to 58.5% in '16-'17) Native American/Alaskan (1.4% to 0.8%), and unreported (7.3% to 6.4%) with gradual increases in African American (5.2% to 5.6%), Asian (8.4% to 9.9%), Hispanic (10.1% to 11.3%), Multi-racial (5.3% to 6.6%), Pacific (0.5% to 0.8%)

Gender	
Sylvania, Cascade, Rock Creek	Over the past 5 years there has been a consistent increase on all campuses in unreported student gender as well as a gradual decline in the percentage of male students.
Southeast	Some significant shifts in male and female enrollment in 2013-2014 & 2014-2015. Unknown cause at this time. Female enrollment went from a high of 61.6% in '13-'14 to a low of 48.1% in '16-'17 and male enrollment went from a low of 38.4% in '13-'14 to 50.5% in '16-'17.
District Wide	Some decline in male student population over the past three years. '13-'14 saw 47.1% males to the 45.7% in '16-'17 population.

Age		Possible Reason
District Wide	**Under 20: Steady increase**	**Oregon Promise**
	25-49: Steady Decrease	**End of recession**
	20-24: No significant change	

Impacts of Student Population Changes

In response to the changes in our student population over the years and the college's work around equity and inclusion, many of our faculty have utilized professional development to inform their work with students in and out of the classroom. Several of our faculty have completed trainings such as Teaching Men of Color in the Community College, attended OEI-lead Faculty Summits, and integrated ESOL speed culturing and The Illumination Project into their course curriculum. In the last five years, we've had significant changes in our SAC composition. Many FT faculty have been spending their time getting oriented to the college, and that includes individual professional development efforts. We see an opportunity to leverage the positive changes to our SAC to extend to more professional development for the SAC as a whole – especially as it relates to more culturally responsive teaching.

The last five years has seen an increase in the number of students choosing not to report their gender identity to the college. Likewise, conversations and coursework on the topic of gender identity has shifted. The role of gender identity in one's self-concept and communication is something that has been central to many of our communication courses for years. Historically, general larger publisher-produced textbooks have not done a good job of breaking beyond gender binary or heterosexual relationships as the norm. To address this deficit from textbooks, many faculty have completed the Bridge 13 training and various other professional development opportunities. We've seen an increase in the number of faculty that support student-identified pronouns, or change the heteronormative nature of many examples and test questions that are supplied by textbook publishers. In Journalism, we've seen an increase in those who identify as female in our classes and a decline in those who identify as male. This may be because most of our Journalism FTE is from online classes, which, based on PCC data, appeals more to the female demographic.

With the current strength of the economy resulting in more employment opportunities, there has been a decrease in students from ages 25-49. We have also experienced an increase in students under 20 which is likely due in part to Oregon Promise. The shift to a younger demographic means

that some teaching approaches do need to be adapted for the learning styles of Gen Z students. This will continue to be an area for SAC-wide conversation and professional development to insure that we are meeting the changing needs of students. Some changes that faculty have made include more video-based learning opportunities, infographic style syllabi to appeal to visual learners, and more attention to the role of social media in interpersonal communication interactions. Faculty have also been increasingly using D2L in campus-based classes.

Part B: What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?

We are particularly proud of the Communication Studies and Journalism Accessibility Study completed in 2016 by three faculty, Jon Arakaki, Chris Kernion, and Stacie Williams, in partnership with Distance Learning and Disability Services. The aim of this study was to address the highly visual and/or auditory course content present in our classes. This might include the use of commercials, static images, movies, or television shows for analysis in a way that may be a challenge for students who have visual or hearing impairments. Our purpose was to determine what instructional approaches could be used to provide all students the ability to identify and perceive various communication behaviors such as eye behavior, gestures, spatial representations, verbal messages (pitch, tone, inflection), etc.

We developed a resource list including reading and viewing technologies for faculty. What we were able to communicate to our faculty through this study was how to create a holistic approach to teaching and learning, and that less time spent "figuring out" and navigating assignment equals more time learning the content – students with disabilities shouldn't just be able to get by, but rather they should be able to excel. If faculty create a proactive approach to course preparation and teaching rather than a reactive approach, they gain the ability to meet the needs of all student learners. This mindset has helped us keep accessibility questions central when considering the adoption of new learning content such as Open Educational Resources (OER).

After completion of the study we produced a written report on teaching content to all student learners using Universal Design. A presentation of this project was given to the SAC and at the Rock Creek Teaching and Learning Center. One of the faculty participants went on to present the methodology behind a subject area accessibility study in collaboration with Karen Sorensen (Distance

Learning) at the Instructional Technology Council (ITC) annual conference in St. Petersburg, Florida. You can access a copy of the publicly available Communication Studies and Journalism Accessibility Study for more information about this project.

While we are proud of the work done for students with visual and auditory impairments, we recognize that more can be done to address the needs of our students. Some recent topics of conversation within the SAC have been about how to design speech scoring rubrics that can be easily used when a student who is deaf needs to work with an interpreter, or when a student with autism may have a challenging time with some typical requirements for eye contact and emotional message congruency through facial expression. Seeking professional development support related to Universal Design beyond vision and auditory impairments is our next goal related to accessibility.

Part C: What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?

We have addressed some of the strategies used to facilitate success for online students in Section 3, Part C. A full list of faculty comments regarding facilitating success for online students can be found in Appendix A. As for the challenges in serving online students, online faculty were asked the following two questions: What are common challenges your online students face? What aspects of teaching COMM/J online do you find challenging? The following includes a synopsis from our online instructors' comments. Many instructors mentioned students face difficulty in balancing school, work, and family. One strategy our instructors incorporate is to be as detailed as possible in the syllabus regarding the workload and assignment due dates. Instructors mentioned that they provide multiple course schedules included within the syllabus and the online learning management system. Instructors also include a "calendar" and "updates" widget on their course homepage. Including multiple locations for assignments and due dates resonate with students as they see upcoming assignment due dates once they log in to the course. By implementing a variety of tools our hope is that these translate into online student success.

Understanding some of the challenges serving online students, we also addressed the challenges online instructors face. A main theme in faculty comments mentioned duplicating face-to-face interaction within our online courses. Some instructors commented on the lack of personal connection with students, replicating the quality of discussions from face-to-face within online courses, and student engagement. Instructors work to connect with students online but the obvious barrier is with the online environment. In order to minimize this barrier, instructors actively engage in

the discussions. Some of our instructors participate by including an initial discussion post before students post their own discussion. The instructor initial discussion post aids in directing the discussion and provides a model of an effective discussion post. Another strategy used by faculty to minimize the barriers of student-instructor engagement is to hold live office hours where students can communicate with faculty through Collaborate Ultra, Zoom, Google Hangouts, FaceTime or some other face-to-face technology. Instructors have reported that some students use these features and are thankful for the connection it creates with the instructor and course. Unless online courses are completely live, we will always face challenges engaging with online students. With that said, our faculty are not only mindful of online learning barriers, we are actively working to minimize those barriers to engage with our students and improve student success.

The Communication SAC has developed a COMM Online Best Practices group for faculty who teach online or want to learn more about online teaching. The purpose of the COMM Online Best Practices group is to meet and discuss any challenges, needs, or effective teaching methods in our online classes. This is a place where people bring questions about effective online teaching methods and also ideas that can be implemented. Our goal is to meet for one hour in a user-friendly online environment within Zoom.

The SAC has currently been approved for funding to develop an online COMM 100 Intro to Communication Studies shared shell. This course is being developed with support from Online Learning to create interactive learning content and media that can promote deeper learning. We hope this will both assist current and new online instructors and increase completion rates.

Part D: Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

In response to feedback from students and our own internal data, we have made changes in the areas of student support and pedagogy related to gender (see section 4A), accessibility for students with disabilities (see section 4B), Distance Learning completion rates (see sections 3C and 4C), and Open Educational Resources (OER) (see section 3D).

5. Faculty

Reflect on the composition, qualifications, and development of the faculty

Part A: Provide information on how the faculty instructional practices reflect the strategic intentions for diversity, equity and inclusion in PCC's Strategic Plan, <u>Theme 5</u>. What has the SAC done to further your faculty's intercultural competence and creation of a shared understanding about diversity, equity, and inclusion?

Over the past few years, our SAC has gone through several staffing changes, which has revitalized the SAC with diverse perspectives. We are active on committees, proactive in our professional development, and deeply dedicated to college initiatives, such as YESS. Individual faculty members have made noteworthy strides in diversifying classroom materials and curricula to better reach and represent our student population. Faculty members have been formally trained in areas related to PCC's Strategic Plan such as: inclusion and diversity, teaching men of color in the community college, critical race theory, and LGBTQIA2S+ inclusivity in the classroom. Instructional practices learned from these workshops that faculty have implemented in the classroom include the following: adding pronoun identification to introductory activities, incorporating a pronoun support sheet for students to fill out before courses begin, proactive performance monitoring, authentic positive messaging, implementing content relevant to diverse populations, sharing multiple perspectives on topics, and creating opportunities for collaborative learning.

Additionally, one of our faculty worked with the PCC Internationalization Initiative to set up Speech Culturing events between ESOL and COMM classes. Since then, many of our faculty have also partnered with ESOL classes to engage in Speed Culturing. In this activity, COMM and ESOL students gather together to engage in conversations about culture and communication. In quickly-rotating small groups or pairs, students ask one another prepared questions. During this event, students are able to learn about their peers' cultures while practicing conversational intercultural skills.

Many of our courses, including Intercultural Communication, Interpersonal Communication, Gender and Communication, Public Speaking, Oral Communication, and Introduction to Communication, directly address fostering inclusivity through language. Students uncover the ways in which human communication shapes our perceptions of diversity; students in these courses learn about cultural values, ethnocentrism, bias, prejudice, and stereotypes, and their enactment in communication. While we have experienced revitalization from new perspectives, we also recognize that many of the great efforts of our faculty have recently been occurring in isolation. As a committee, we need to put more effort into deepening our intercultural competence together, and creating shared

understandings of diversity, equity, and inclusion. In doing so, the work our faculty does in these areas will enter into our shared conversations and instructional practices.

Over the next few years, as the college makes YESS a priority (including excellence in teaching), our SAC will reflect internally and create a space for more unified professional development and intercultural competence. As important changes are made at the district level, our SAC will be ready to move forward in a unified way. Toward this effort, we would like to create an action plan to restructure our quarterly SAC meetings. To read more on this improvement step, please see section 8A.

Part B: Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. Current Instructor Qualifications are available at: http://www.pcc.edu/resources/academic/instructor-qualifications/index.html

Communication Studies

Our SAC is currently in the process of altering a portion of our COMM instructor qualifications to clarify the requirements for instructors with an interdisciplinary degree. Specifically, the new requirement clarifies what type of credits candidates need, as well as how many credits can be related to credits earned for teaching, research or thesis-related work.

Current qualification:

- Interdisciplinary degrees that include a minimum of 30 graduate credits in Speech Communication

Proposed requirement:

• Interdisciplinary degree that includes a minimum of 30 graduate credits in Speech Communication, Communication or Communication Studies with a maximum of 6 term credits from thesis, teaching and/or research credits.

Journalism

For Journalism we are in the process of recommending numerous changes.

Current Qualifications:

- Master's degree in English, Creative Writing, Journalism, Speech Communication, Mass Communication, or Communications … Master's degree in a related area (e.g., History, Economics, Political Science, Sociology) plus 30 graduate quarter hours in the subject area.
- Instructors without one of the degrees listed above could be hired on the basis of professional competence, which requires a Bachelor's degree in English, Creative Writing, Communications or Journalism plus 2 or more years professional experience working in mass media.

Proposed Qualifications:

- Master's degree in Journalism, Communication Studies with a Journalism emphasis, Mass Communication.

- Master's degree in a related area (e.g., English, Creative Writing, Business, Political Science, Sociology) plus 2 or more years of relevant experience creating or editing content for media in a professional setting.

- Instructors without one of the degrees listed above could be hired on the basis of Demonstrated Competence, which requires a Bachelor's degree in Journalism, Communication Studies, or Mass Communication plus 5 or more years relevant experience creating or editing content for media in a professional setting.

For both Communication Studies and Journalism we recommended the addition of the following statement:

- Per PCC policy, instructors teaching cross-listed courses (i.e. COMM 228/J 201 or COMM 204/J 204), need to meet the qualifications for both disciplines.

Part C: How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

Our faculty have engaged in many professional development activities, and those activities have led to a diverse set of skills that strengthen our program. As many of our courses, including Intercultural Communication, Interpersonal Communication, Gender and Communication, Public Speaking, Oral Communication and Introduction to Communication (see 5A), directly address fostering inclusivity through language, there is already a strong foundation of inclusivity in our discipline. However, we recognize that even those who teach multiculturalism can benefit from ongoing diversity, equity, and

inclusion trainings. The specific professional development activities taken by respective faculty members are in Appendix C.

We have a SAC that is very active and engaged in campus and district service, professional development, and scholarship. Many of our faculty have strengthened their instructional approaches through increased training related to online learning, culturally responsive teaching, flipped classrooms, and use of Open Educational Resources (OER). Many of these activities have been more fully addressed in other parts of the document. As a SAC the individual efforts of faculty help us learn from each other and innovate. And we are committed to working on structural changes to our SAC meetings that create more opportunities to learn from committee members. More about the specific professional development activities by respective faculty members are in Appendix C.

6. Facilities, Instructional, and Student Support

Part A: Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

Both the Cascade and Rock Creek campus' have two preassigned COMM Studies classrooms. Each has installed recording equipment to allow for students to record, view and preserve their work. By watching themselves speak, they are able to see the areas that they need to improve. The recordings also provide more objective grading as students can physically see the feedback. Without recording speeches, student grade disputes are more frequent as no assessment artifact exists. Students in COMM 110, COMM 111, COMM 112, and COMM 212 have access to recording their work in the classroom. Having two fully equipped rooms allows for virtually all classes with a public speaking element to be offered within a classroom with the appropriate technology.

Cascade and Rock Creek also each have a Speech Presentation Lab. Cascade's lab is a former (small) classroom while at Rock Creek a conference room in the Student Learning Center has been converted into a lab. Both rooms are set up similar to a classroom with tables and chairs, and audio-visual equipment. These spaces provide an invaluable resource, allowing students to practice their presentations with visual aids and if desired, record their presentations for self-review. These rooms also allow for groups to meet and practice group presentations. At Rock Creek the lab is housed within the Student Learning Center and managed by their staff. At Cascade a work-study lab tech schedules appointments and is available for recording and/or reviewing student presentations. These labs have served as a broad resource, having been utilized by students from a variety of disciplines beyond Communication as well as by faculty. Faculty use includes recording of lectures and other work-related events. In addition, speakers for the TEDxPCC event utilized the Cascade Presentation Lab to prepare and perfect their performances.

In comparison to Cascade and Rock Creek, the Sylvania campus only has one preassigned classroom with integrated recording technology and no presentation lab. With its high FTE and number of sections of COMM 111, a second classroom with appropriate technology is needed as is a presentation lab. While the department does have a shared second room it schedules, the room has substandard audio-visual technology and no built-in recording technology which complicates the process of recording speeches.

The Southeast campus is in an even worse position as the COMM discipline does not have a preassigned classroom, nor a classroom on campus that has integrated recording technology. The Southeast campus also does not have a presentation lab for its students.

The lack of sufficient integrated classroom technology and presentation labs at Southeast and Sylvania is an issue as resources have not been equitably allocated. Regardless of the campus a student attends, they should all have access to the best resources we have.

Along with the technology serving an important role in our classes with a public speaking element, it is also important that the technology works properly. Unfortunately, both Sylvania and Rock Creek have had a variety of issues with their recording equipment over the last couple of years. Often the equipment stops working, or works inconsistently, which results in only some student's speeches getting recorded. Problems with built-in classroom projectors have also plagued some classrooms, which doesn't then allow students to present using digital technology, which is one of our required course outcomes. While some of these issues have been successfully resolved, some issues still remain.

Part B: Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

Speeches, papers and presentations must contain credible research to support student's claims therefore, classes often go to the library to learn from our librarians how to find sources. Students are also encouraged to use the library databases for their research.

Dedicated speech labs at Rock Creek and Cascade were specifically designed for students (taking classes in any discipline) to practice delivering speeches. Usage data suggests that these rooms are being significantly used.

During the 2017-18 academic year, the Rock Creek Comm department started working with the SLC to schedule tutoring help for Communication Studies. Many students use the Writing Center on all campuses for both papers and for working on developing content in speeches. Additionally, online students have access to the online tutoring services and writing center via Online Learning connected services.

In addition, many instructors of face-to-face sections supplement their classroom courses with D2L Brightspace, where students can see assignment parameters and grades, submit assignments, and collaborate with other students on group assignments online.

Part C: Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership, and Student Resource Centers (e.g., the Veterans, Women's, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

Students often ask us for advising help but we have no direct link to Academic Advising. Changes to address this are welcomed by the SAC.

For Public Speaking, it is normal for students to experience some level of anxiety. This can be for a multitude of reasons and since there is no one-size-fits-all diagnosis, students are encouraged to visit the Counseling Center to help them work through this. Students that have taken advantage of the counseling services, usually report improvement in their anxiety. In addition, if students self-disclose about personal issues, instructors often refer them to our Counseling Centers, and/or our Student Retention Coordinators.

Instructors, particularly in Journalism courses, often connect students with internship information and resources through the Career Exploration Center. Similarly, instructors often host presentations in class from student peers from the Multicultural, Women's, Queer and Veteran's Resource Centers. Some instructors encourage students to give informative speeches on these student resources centers.

COMM/J 204 Visual Communication for Media and COMM 237 Gender and Communication often includes a class "trip" or assignments related to ASPCC or various Center events, such as the 2018 International Post-Terrorism poster exhibit at Sylvania and the annual Women's Resource Center "Clothesline" project on relational violence, as well as the Illumination Project. Incorporating these student-led and organized events helps students connect campus life to academic endeavor and enhances their understanding of the course content in a concrete way.

Communication Studies also works closely with ASPCC to produce TEDxPCC. A faculty member in COMM holds the event license from TED, ASPCC drives much of the planning and programming, and COMM faculty serve as coaches for speakers. This project is a good example of how LDC programs like COMM can work closely with student leadership to build meaningful student and faculty partnerships.

8. Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

Our SAC plans to examine how we can take a greater equity lens to course content. This includes revisiting/revising course CCOGs to address culturally responsive teaching/YESS goals to promote equitable student success. We also need a plan to share information about best practices--perhaps using a shared D2L shell or document repository.

We are advocating for equity in campus resources, including dedicated and equipped classrooms and labs at all campuses to improve student success.

We are advocating for restoration of the FT faculty position lost at Sylvania to provide equitable FT faculty ratios at all campuses.

We encourage professional development of faculty in areas that support YESS goals and want to encourage faculty, especially PT faculty, to find funding/subbing for training.

We plan to reconsider an earlier proposal to form sub-committees, such as assessment, online learning, etc., within our SAC. Each subcommittee would be responsible for separate business items to share out with the larger group. This decision would be in service of creating more time within meetings to prioritize committee-wide conversations about pedagogy and best practices in inclusion, diversity, and equity in our pedagogy.

We will continue to review OER texts for inclusion on our approved textbook lists to expand the resources approved for classroom use.

We will continue to collaborate with PCC programs that require COMM classes to gain feedback about course content, course customization and scheduling options for cohort-specific programs.

For our AAOT & ASOT-Bus oral COMM classes (111/214) we hope to collaborate with Guided Pathways to offer customized classes. For example, health and science pathway courses could focus on the use/presentation of quantitative data in assignments & speeches.

We hope to work more strongly with advising to develop and understand current information/practices about advising students, particularly on COMM course selection. Hopefully the advising redesign will help facilitate this stronger relationship.

We plan to discuss replacing Robert's Rules of Order with Critical Race Theory's Fist of Five process for decision-making.

We plan to create more consistency with shared shells in online courses; model work has been done on the COMM 214 shell and we continue to seek ways to improve online course outcomes.

We will continue to promote and advertise the Focus Award - consider additional materials to promote in online classes.

We need to explore new courses that address other departments' requests for materials that support their student outcomes. This includes Health Communication, Conflict and Communication, and Self-Advocacy; all would align well with YESS goals. Additionally, we are interested in exploring courses in Communication and Social Media or Computer Mediated Communication.

B. What support do you need from administration in order to carry out your planned improvements?

Restore the third FT position in COMM at Sylvania while retaining our other FT positions.

According to Institutional Effectiveness, in Fall 2017, 41% of the classes across the college were taught by FT faculty. In comparison, even with its three former FT faculty in COMM, only 35.7% of the classes at Sylvania were taught by FT faculty during that same time period. Not only is this lower than the district average, it is lower than the averages at Sylvania, Rock Creek and Cascade. Now, that one of those positions has been eliminated, the Fall 2018 ratio with two FT faculty is approximately 21% of classes taught by FT faculty. This new ratio will put Sylvania Communication Studies near the bottom in comparison to all other disciplines across the college (Unlike many disciplines that see attrition across the year, the number of sections offered through Sylvania increased across the 2017-18 year, with 32% FT ratio in Winter and a 31% ratio in Spring. If they had only two positions for 2017-2018 these ratios would have dropped to 19% for Winter and Spring).

Because Communication Studies courses are required for AAOT & ASOT-Bus completion, as well as several CTE programs, and because communication skills are highly valued by employers, we believe that adequate staffing for COMM at all campuses should be a priority for the administration.

Add designated classroom space for COMM 111 Public Speaking to Southeast and Sylvania.

Currently Southeast does not have a designated classroom, nor access to a room with the integrated technology needed for the proper instruction of COMM 111. Sylvania only has one designated classroom with technology. In contrast Cascade and Rock Creek both have access to two rooms. This disparity leads to an inequity of all COMM 111 classes at Southeast and some at Sylvania being scheduled in inadequate spaces that do not match the needs of the course and curriculum. Adequate resources need to be added at Southeast and Sylvania. Added space at South East will lead to equity across campuses that will lead to student success.

Create speech labs at Southeast and Sylvania.

The addition of speech labs at Rock Creek and Cascade have provided hundreds of students across multiple disciplines the space needed to adequately prepare for their academic and PCC community presentations. This vital space should be added to Sylvania and Southeast to provide equity for students at those campuses.

Additional in-service time for SAC work

We are committed to improving student success and meeting YESS goals, yet we continually encounter barriers related to time that more release would address. It has been very helpful to give stipends to PT faculty for attendance/participation; the next step would be to provide another SAC day- or even ½ day- to provide opportunity for more attention to excellence in culturally responsive teaching while maintaining our other SAC responsibilities.

A. Online Faculty Survey Responses

1. **What strategies do you implement to retain students in your online classes?**

    - I have a policy that allows students to submit their work up to four days late, with some grade reductions based on when their late assignments are submitted. Throughout the term, I also remind students that they can submit their work late.
    - Strategies I use to retain students include timely feedback on work, weekly announcements with reminders, CPNs, and emails (an introduction email the first week of the term, and emails to those who may need extra guidance).
    - Use of CPNs during Week 3 to let students know whether they are missing work and/or to check in with them regarding their performances.
    - Use of a survey, "How is It Going So Far?" to check in with students during Week 2 or 3, which asks them whether they are encountering any barriers to the online navigation, how they feel about their performance so far, and whether they have any questions (or concerns), about the course or what they have learned so far. After reviewing the survey results, I also follow up with students via e-mail to touch base and/or to answer their questions.
    - During the first couple of weeks, I contact students with missing or late assignments to see what's going on.
    - First and foremost, I try to be as transparent as possible and make the calendar as consistent as I can. This usually helps so students don't feel as lost or confused. I also give a bunch of reminders when things are due. Also, to be blunt, I hound them. If they miss a week or haven't signed in for several days, I send CPNs.
    - Initial welcome discussion interaction and weekly announcements and check-ins
    - Quick response to emails, discussion question, turn-around for grading and feedback
    - I make an effort to respond to each student's introduction post on the discussion board; I provide suggestions for service learning sites, tailored to their specific locations (as often discovered by reading their introductions); I reach out via email when I notice a student has missed a discussion forum.
    - In addition to regular office hours, I reserve a two-hour time frame in a classroom on campus so that online students can come by to meet face to face. Students who attend report this has helped them to stay on track with course assignments and expectations.

2. **What are common challenges your online students face?**

- I'll just say what a couple of students told me after they failed the course. Surprisingly, they e-mailed me after the grades were released, to apologize and explain why they never really got going (even though they stuck with it until the end!). One mentioned they couldn't adjust to the lack of structure: driving to campus, having classes at the same time every week, having the professor tell them what to do in person, etc. Without the structure, the student just wasn't motivated to do it on their own. Another student mentioned they would come home from work, shower, change, and jump into bed with a laptop...then would fall asleep without completing any assignments.
- The most common challenge that online students face is keeping up with the workload from week to week. Once a student falls behind in submitting his/her/their assignments in a given week, it is sometimes difficult for him/her/them to catch up in the following weeks.
- If there are issues, I've met with student in person at one of the PCC campuses (or even during my office hours at Lewis & Clark), or via phone/Facetime/Skype.
- I try to engage them early on, and make Module One as appealing as possible, with a preview of things to come. Hopefully, it entices the students to stick it out.
- The time commitment. Many expect an online course to be self-paced or much easier than a regular course. When they find out how much work is involved, they may find it difficult to schedule the time to get the work done. Many procrastinate until the last minute and then have technical difficulties.
- Following the schedule and finding their grading and feedback
- Knowing how to submit work and/or find things in the course I believe they struggle with managing work/family/academic life balance; time management also seems to be difficult for many students, as they don't expect college-level work to take much time each week (rather odd, don't you think?).
- Common challenges faced by students, as told to me by students: juggling life and school work, meeting deadlines, motivation, and, again- placing school work as a priority over life events (for example, illness or family death).

3. **What aspects of teaching COMM/J online do you find challenging?**

- Lack of personal connection with the students.
- Replicating the quality of discussion in the face-to-face version of the course.
- Being confident that the registered student is the one taking quizzes and tests, and posting to discussions.

- In J 102 Info Gathering (being piloted this term), I typically teach the course as a "workshop," where we practice a method on each other, then collect info on campus, then have students do the real assignment on their own. In the online version, everyone's doing it on their own, without the supervised practice…so we'll see what the results are like.
- One aspect of teaching COMM/J that I find challenging is trying to get students more engaged in fostering their own success. In other words, I have had several students who enroll in the class, submit the first assignment, but then drop out of the class completely. Even when I e-mail them directly, send them CPNs, and/or encourage them to withdraw because they have not submitted any assignments and will fail the course, many do not respond to any of my outreach efforts.
- Aspects I find challenging as an online COMM instructor include: engaging students in the discussion area (I would like to have the same engaged discussions as a face to face class….), getting some students off of their computer and into face to face communication, as required by some assignments.
- It's not specific to COMM/J, but having that personal connection. Finding ways to reach each student and missing that face-to-face interaction can make reaching a specific student more difficult.
- Personal interactions that bring my personality and energy to the student
- I enjoy teaching online and don't consider it to be challenging, as I prepare lectures, exams, and assignments before the term begins, so I can spend more time interacting with the students via email and the discussion board. I suppose the only challenge I find is that many students don't expect to have to read the textbook and online lectures, and then participate on the discussion board or submit assignments beyond reading the online lectures. Many students also balk about having to do service learning, at least initially, despite the fact that I have it noted in my CIP, as well as at the bookstore.

B. FTF Versus DL Completion Rates for COMM 100 and COMM 140

Year	Campus	Subject	Course	FTF Enrollment	FTF Completion %	DL Enrollment	DL Completion Rate
2016-17	SY	COMM	100	81	90.10%	201	82.60%
2016-17	CA	COMM	100	84	86.90%	95	69.50%
2016-17	RC	COMM	100	125	92.00%	181	65.70%
2016-17	SE	COMM	100	69	68.10%	24	91.70%
				Subtotal	84.28%		77.38%
2015-16	SY	COMM	100	79	83.50%	198	74.20%
2015-16	CA	COMM	100	53	77.40%	99	68.70%
2015-16	RC	COMM	100	122	88.50%	195	59.50%
2015-16	SE	COMM	100	68	76.50%	71	81.70%
				Subtotal	81.48%		71.03%
2014-15	SY	COMM	100	85	83.50%	202	79.20%
2014-15	CA	COMM	100	74	81.10%	156	51.90%
2014-15	RC	COMM	100	133	82.70%	208	52.90%
				Subtotal	82.10%		58.98%
2013-14	SY	COMM	100	91	89.00%	177	75.10%
2013-14	CA	COMM	100	69	66.70%	116	55.20%
2013-14	RC	COMM	100	112	78.60%	190	50.50%
				Subtotal	78.10%		60.27%
2012-13	SY	COMM	100	50	98.00%	93	74.20%
2012-13	CA	COMM	100	53	67.90%	93	54.80%

2012-13	RC	COMM	100	72	79.20%	87	46.00%
2012-13	SY	SP	100	39	92.30%	71	84.50%
2012-13	CA	SP	100	35	60.00%	93	50.50%
2012-13	RC	SP	100	39	61.50%	80	52.50%
2012-13	SE	SP	100	22	81.80%		
				Subtotal	77.24%		60.42%
				100 Total	80.29%		65.37%
2016-17	SY	COMM	140	52	82.70%		NA
2016-17	RC	COMM	140		NA	61	49.20%
				Subtotal	82.70%		49.20%
2015-16	SY	COMM	140	36	88.90%		NA
2015-16	CA	COMM	140		NA	16	68.80%
2015-16	RC	COMM	140		NA	70	51.40%
				Subtotal	88.90%		60.10%
2014-15	SY	COMM	140	54	87.00%		NA
2014-15	RC	COMM	140		NA	77	62.30%
				Subtotal	87.00%		62.30%
2013-14	SY	COMM	140	71	87.30%		
2013-14	CA	COMM	140			85	54.10%
2013-14	RC	COMM	140	11	63.60%	71	54.90%
				Subtotal	75.45%		54.50%
2012-13	SY	COMM	140	41	87.80%		
2012-13	CA	COMM	140			43	67.40%

2012-13	RC	COMM	140	12	83.30%	35	42.90%
2012-13	SY	SP	140	15	86.70%		
2012-13	CA	SP	140			33	60.60%
2012-13	RC	SP	140			36	55.60%
				Subtotal	85.93%		56.63%
				140 Total	83.41%		56.72%

C. Degree Stats/Trends in Oregon

- Comm/J bachelor degrees from U of O in 2016 - 11.6% of total bachelor degrees awarded
  https://www.scholarships.com/colleges/university-of-oregon/degrees-conferred/
- Comm majors at OSU Fall 2016 - 505 (1.9%)
  http://institutionalresearch.oregonstate.edu/sites/institutionalresearch.oregonstate.edu/files/enroll-fall-2016.pdf
- Comm bachelor degrees at PSU - 3.6% of total bachelor degrees awarded 2014-15
  https://www.pdx.edu/oirp/sites/www.pdx.edu.oirp/files/Statistical_Portrait_2014-15.pdf

D. Faculty Professional Development Activities

This is not a comprehensive list of our faculty. The following information was provided by faculty that responded to a SAC wide professional development survey.

Jon Arakaki:
- *Research and Writing*
  - Completed accessibility study in Fall 2016.

Erin Briddick:
- *Conferences*
  - Central States Communication Association Annual Convention, Chair and Program Planner of the Performance Studies and Autoethnography division, 2017 - 2018.
- *Training and Development*
  - Teaching Men of Color in the Community College, 2017.
  - Critical Race Theory training, 2017.
  - Bridge 13 Community Education Project, 2017.
- *Other Professional Development and Service*
  - Voting Member, Curriculum Committee, 2017 to present
  - Faculty Advisor, Rock Creek Theater Club, 2017 – present
  - Selection committee/judge, PCC graduation commencement speech selection, 2017.
  - Volunteer, PCC graduation ceremony, 2017.
  - Community lecture on nonverbal communication, Cedar Sinai Park, 2017.

Cameron Bynum:
- *Conferences*
  - Western States Communication Association Conference attendee, 2016.
- *Training and Development*
  - Teaching Men of Color in the Community College, 2017.
- Other Professional Development and Service
  - White Ally Group [which has the aim of bringing together people who identify as white and involved in the work of social justice for an introspective exploration of the impact whiteness has on the self in personal, professional, and community life], 2018.
  - SAC assessment lead, 2015-2016.
  - TEDx PCC Rock Creek event, attendee, 2017.

Faith Curammeng:
- *Research*
    - "Media Exposure, Social Contact, and Asian American Stereotypes."
- *Conferences*
    - Anderson Conference, Presenter, *Creating Culturally Inclusive Classrooms: Opportunities and Strategies*, 2018.
- *Training and Development*
    - Critical Race Theory and Social Justice: An Equity Lens & Tool for Teaching and Learning, 2016.

Kathleen Doss:
- *Conferences*
    - Asian Studies Development Program Annual Conference, Presenter, 2016, *From the Ground Up: The Continuity and Change of the Asian Studies Focus Award at Portland Community College*
    - Asian Studies Development Program Annual Conference, Organizer and Attendee, March 2017.
    - Asian Studies Development Program Annual Conference, Presenter, 2018, *Integration of Part-Time Faculty into Asian Studies at the Community College*
    - Western States Communication Association Annual Conference, Attendee, 2018
- *Training and Development*
    - Bridge 13 101 and 201
    - Critical Race Theory Training
    - Teaching Men of Color in the Community College
    - Interrupting Hate Workshop
    - Effectively Working Across Differences Workshop
    - Great Teachers Seminar, June 2017
    - Course: Mass Incarceration and the War on Drugs, Portland State University, student.
    - Course: The Problem with Privilege, Portland State University, student.
    - Course: Decolonizing Love, Portland State University, student.
- Other Professional Development and Service
    - TEDxPCC, Speaker Coach, 2018.
    - SAC representative for the Cultural Literacy DSAC.
    - SAC representative for the Arts & Letters DSAC in reworking Gen Ed Outcomes.

- o Academic Advisor to Cascade Campus VetCOMM club (Veterans and Communication).
- o PCC Representative for the Association of Regional Centers for Asian Studies.

Chris Edwards:
- *Training and Development*
  - o Participated in the Diversity, Equity and Inclusion Summit, 2018.
- *Other Professional Development and Service*
  - o Served as interim Division Dean.
  - o Chaired the Rock Creek DL Best Practices Group, 2014-2015.
  - o Strategic Enrollment Management committee.

Teela Foxworth:
- *Research and Writing*
  - o Using Racial Humor at Work: Promoting Positive Discussions on Race" Masters Thesis, Oregon State University, 2008
- *Conferences*
  - o Race & Racism Conference Seattle, WA, Attendee, 2012.
  - o Reading Apprenticeship Training Oakland, CA, Attendee, 2013.
  - o Attended 'White Privilege' conference 2014
  - o Teaching with a Purpose Portland, OR, Attendee, 2016.
  - o NISOD Austin, TX, Attendee, 2018
  - o PSU's NW Symposium for International Faculty Led Programs, Presenter, *Faculty's role in recruitment*, 2017
  - o PCC's Whiteness History Month, Presenter, *The White Elephant in the Newsroom: The Color of Terrorism & the National News Narrative*, 2016.
- *Training and Development*
  - o Reading Apprenticeship Training Oakland, CA 2013.
- *Other Professional Development and Service*
  - o Instructor of Humanities 214 Race and Racism
  - o Faculty Led Education Abroad program in Peru, July 2017.
  - o Belonging Work group Southeast, 2017-present.
  - o NISOD National Teaching Award for the Scott Wright Student Essay, 2017.
  - o Faculty Dept Chair Humanities and Social Sciences Southeast, 2018.

Carlnita Greene:

- *Research and Writing*
    - Foodscapes: Food, Space, and Place in a Global Society, Editor, forthcoming Fall 2018. Feasting our Eyes: Food Films and Cultural Identity in the United States. (Book Review) *Critical Studies in Media Communication*, 2017.
    - Published book chapter, "Gluttons Galore—A Rising Faction in Food Discourses and Dining Experiences" in *Food Cults*: *How Fads, Dogma, and Doctrine Influence Diet* (Rowman & Littlefield Studies in Food and Gastronomy), 2016.
- *Conferences*
    - Anderson Conference, Presenter, *Creating Culturally Inclusive Classrooms: Opportunities and Strategies*, 2018.
    - Western Regional Council on Black American Affairs, Attendee, 2017.
    - Participant in the Digital Humanities Summer Institute, University of Victoria, British Columbia, Canada: June 6-17, 2016
- *Training and Development*
    - The Power of Advising in Community Colleges, 2018.
- *Other Professional Development and Service*
    - Member, Advising Re-design Implementation Task Force (ARITF) for Achieving the
    - Dream/YESS Initiative, 2017-2019
    - Member, ARITF Training and Development Subcommittee, 2017-2019
    - Member, ARITF Early Alert Subcommittee, 2017-2019
    - Member, Cascade Campus YESS Team 2017-2019
    - Member, Cascade Campus Hiring Committee for Campus Diversity Manager, 2018
    - Member, COMM/J Online Best Practices Group, 2017-2019
    - Member, COMM 100 Course Redesign Team, 2018-2019
    - Member, COMM 130 Course Redesign Team, 2018-2019

Susan Haigler, Ph.D.:

- *Other Professional Development and Service*
    - Distance Learning master shell creation, COMM 214 Interpersonal Communication: Process and Theory, in collaboration with Stacie Williams and Aaron Kaio, 2015.
    - Distance learning course development, COMM 237 Gender and Communication, January 2018.

Chris Kernion:
- *Research and Writing*
    - COMM/J Accessibility Study, 2016
    - OER Textbook Research & Development, Ongoing
    - Online Course Development, PCC & SWOCC
- *Training and Development*
    - COMM/J Online Best Practices Group, 2017-current.
    - Improving Your Online Course, 2016.
    - Applying the QM Rubric, 2015.
- *Other Professional Development and Service*
    - Part-Time Faculty Committee, SWOCC, 2015-current.
    - Western States Communication Association Member, 2012-current.

Heather Lubay:
- *Conferences*
    - Anderson Conference, attendee, 2018.
    - PCC Faculty Summit, participant, 2017-2018.
- *Training and Development*
    - Improving your Online Course, 2017.
    - Teaching Men of Color in Community Colleges, 2018.
    - PCC Intersectionality Training, 2018.
- *Other Professional Development and Service*
    - MSC Assessment, participant, 2016-2018.
    - PCC Reads, Summer 2017.

Susan Mann:
- *Research and Writing*
    - MSC Assessment Project Professional Development grant for part-time participation, 2017
- Conferences
    - Anderson Conference 2015, Presenter, *The Collaborative Educator: Theories, Models, Skills, Building STEAM.*
- *Training and Development*
    - PCC Diversity, Equity, and Inclusion Summit, Participant, 2018.

- *Other Professional Development and Service*
    - Sylvania Career Exploration Center Intercultural Communication Workshop, Leader for Student Peer Advisor Training, 2018.
    - PCC Foundation Gala, Student Speaker Speaking Coach, 2018.
    - TEDxPCC, Speaking Coach, 2018
    - COMM Hiring Committee 2016 and 2017.
    - PCC Internationalization Initiative, Speed Culturing events with ESOL & COMM classes.
    - Worked with Internationalization Initiative to support hosting a (COMM/J) Fulbright Scholar from China for Spring term 2018.

Jessica Martin:
- *Other Professional Development and Service*
    - LAC Faculty Assessment Course, Fall 2016
    - SAC MSC Assessment lead, 2016-2018

Stacie Williams:
- *Research and Writing*
    - Completed COMM/J accessibility study, 2016
    - Open Oregon Research Grant recipient, 2017
- *Conferences*
    - Quality Matters National Conference 2016, Presenter, *Choose your own adventure: Creating a master course with instructor flexibility.*
    - National Council on Race and Ethnicity in Higher Education Conference (NCORE) 2017, Attendee
    - Instructional Technology Council (ITC) Conference 2017, Presenter, *Subject Area Studies as a way to engage faculty and improve accessibility.*
    - TED Fest 2018, Attendee
- *Training and Development*
    - Bridge 13, Anderson Conference, 2016
    - White Ally Group (WAG) [which has the aim of bringing together people who identify as white and involved in the work of social justice for an introspective exploration of the impact whiteness has on the self in personal, professional, and community life], 2017
    - HR Inclusive Advocate to serve in district wide hiring committees, 2017
    - Teaching Men of Color in the Community College, 2018

- *Other Professional Development and Service*
    - ○ Illumination Project field trips for Interpersonal Communication classes, 2017-2018
    - ○ Communications Studies and Journalism Online Faculty Mentor
    - ○ Co-Chair, OER Steering Committee, 2017-2019
    - ○ TEDxPCC license holder, organizer, and speaking coach, 2016-current

E. Fall Term: Five Year Average Completion Rates

COMM 111

Demographic	Fall Term 5 Yr Comp Rate	Total 5 Yr Enrolled Fall Term
Total Comp Rate	85%	4752

RACE + International		
International	92%	172
Native Am	90%	50
Asian	89%	357
Unreported	86%	316
White	85%	2723
Hispanic	85%	598
Pacific Is	82%	33
Multiracial	81%	286
Black	77%	217

GENDER		
Female	86%	2284
Unreported	85%	71
Male	84%	2397

AGE

to 19	89%	1143
30-39	85%	727
25-29	84%	845
20-24	83%	1781
50+	82%	77
40-49	79%	179

COMM 100 Total

Demographic	Fall Term 5 Yr Comp Rate	Total 5 Yr Enrolled Fall Term
Total Comp Rate	73%	1137

RACE + International

International	88%	17
Asian	79%	71
Unreported	76%	54
White	75%	704
Hispanic	74%	112
Multiracial	69%	64

Black	63%	92
Pacific Is	50%	8
Native Am	40%	15

GENDER

Female	75%	642
Unreported	74%	19
Male	71%	476

AGE

to 19	85%	184
50+	82%	33
20-24	74%	391
25-29	70%	206
30-39	67%	240
40-49	65%	83

COMM 100 F2F

Demographic	Fall Term 5 Yr Comp Rate	Total 5 Yr Enrolled Fall Term
Total Comp Rate	81%	497

RACE +
International

International	93%	14
Asian	89%	28
White	84%	293
Unreported	80%	30
Black	79%	42
Hispanic	78%	49
Mulitracial	74%	31
Pacific Is	33%	3
Native Am	29%	7

GENDER

Female	87%	230
Unreported	80%	10
Male	77%	257

AGE

to 19	88%	140
25-29	84%	55
50+	82%	17
20-24	81%	185

30-39	72%	67
40-49	70%	33

COMM 100 DL

Demographic	Fall Term 5 Yr Comp Rate	Total 5 Yr Enrolled Fall Term
Total Comp Rate	67%	640
RACE + International		
Asian	72%	43
Hispanic	72%	63
Unreported	71%	24
White	68%	411
International	67%	3
Multiracial	64%	33
Pacific Is	60%	5
Black	50%	50
Native Am	50%	8
GENDER		
Female	69%	412

Unreported	67%	9
Male	65%	219

AGE

50+	81%	16
to 19	77%	44
20-24	67%	206
30-39	66%	173
25-29	66%	151
40-49	62%	50

COMM 214 Total

Demographic	Fall Term 5 Yr Comp Rate	Total 5 Yr Enrolled Fall Term
Total Comp Rate	85%	556

RACE + International

International	100%	40
Native Am	100%	5
Asian	92%	35
Multiracial	87%	48

Hispanic	85%	54
Black	85%	20
White	84%	347
Unreported	80%	2
Pacific Is	60%	5

GENDER

Female	86%	371
Unreported	83%	6
Male	81%	179

AGE

50+	100%	10
30-39	86%	112
to 19	85%	80
25-29	85%	120
40-49	83%	35
20-24	83%	199

COMM 214 F2F

Demographic	Fall Term 5 Yr Comp Rate	Total 5 Yr Enrolled Fall Term

Total Comp Rate	85%	160
RACE + International		
Asian	100%	8
Native Am	100%	4
International	100%	1
White	88%	84
Hispanic	85%	26
Black	80%	10
Unreported	80%	15
Multiracial	70%	10
Pacific Is	0%	2
GENDER		
Unreported	100%	2
Male	86%	72
Female	84%	86
AGE		
50+	100%	1
30-39	93%	15

to 19	89%	46
40-49	88%	8
20-24	83%	70
20-24	75%	20

COMM 214 DL

Demographic	Fall Term 5 Yr Comp Rate	Total 5 Yr Enrolled Fall Term
Total Comp Rate	85%	396

RACE + International		
Pacific Is	100%	3
Native Am	100%	1
Unreported	100%	1
Multiracial	92%	38
Black	90%	10
Asian	89%	27
Hispanic	86%	28
White	82%	263
Unreported	80%	25

GENDER

Female	87%	285
Male	78%	107
Unreported	75%	4

AGE

50+	100%	9
25-29	87%	100
30-39	85%	97
20-24	83%	129
40-49	82%	27
to 19	80%	34

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