Communication Studies Program Review
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1. Overview

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/Objectives
With strong rhetorical roots that trace back to the Greeks and Romans, our discipline first focused on the needs of citizens in a democracy to speak well in both public and private life. While principles of rhetoric remain a focus in our public speaking courses, the discipline has evolved to encompass the study of communication in all its forms. The fact that Communication is one of PCC’s core outcomes for students supports the belief that the acquisition of strong communication skills is foundational in any academic field of study.

At PCC, our subject area has also evolved. Historically we were the Speech Communication discipline but more recently we have expanded our scope to include a broader spectrum of study, including Journalism. Today, our discipline focuses on the fundamental elements of human symbolic interaction in the following contexts: interpersonal, small-group, intercultural, business, public speaking, gender, mass media, and new media. Our goal as a program is twofold: first to help students explore their personal communication style and build skills to become more effective communicators, and second, to teach them to critically analyze the communication of others.

As psychologist/philosopher Rollo May said, “Communication leads to community, that is, to understanding, intimacy and mutual valuing.” No matter what degree or discipline our students are pursuing, our goal is that they gain skills to become competent, critical and ethical communicators in their daily lives. Ultimately, students’ study of and improvement in communication is vital to personal growth, professional competence and engagement at all levels of a democratic society.

National/Professional Trends & Comparison
In the last few decades, many college programs expanded their inquiry from the traditional rhetorical/speech focus to a broader “communication studies” umbrella. Consequently there was a sweep of name changes reflecting this broader view. At PCC we also changed our discipline name from Speech Communication to Communication Studies to more accurately describe our course offerings and the discipline overall.

Today in academia, our discipline is a diverse and dynamic area of study. The National Communication Association, the primary academic society for our discipline, notes, that NCA “advances communication as the discipline that studies all forms, modes, media and consequences of communication through humanistic, social scientific and aesthetic inquiry.” At PCC, our discipline aligns with the NCA.

The trends in our discipline mainly focus on the changing nature of how we communicate today:
- using more technology
- using new forms of media
• in a changing workplace
• in a more service-oriented economy
• in a more global society

We see a strong trend in studying and critically analyzing new media such as social networks, blogging, microblogging, and videoblogging sites, as well as other forms of digital media. Evidence of this trend in the OUS system is exemplified by Oregon State University, which recently added a major called New Media Communications.

We expect our course offerings to increase in the coming years due to these trends. We also believe we could offer more specialized courses that relate to other PCC programs. The list below gives examples of several new areas within our discipline. (This list draws from subjects studied in the 11 academic journals published by the NCA.)

• **New Media Studies** - the study of the impact of new media on society and on societal issues.

• **Applied Communication and Interviewing** - The study of how communication theory, research, and/or best practices can be applied to practical problems, especially in the workplace.

• **Health Communication** - The study of communication as it relates to health professionals and health education, including the study of provider-client interaction, as well as the diffusion of health information through public health campaigns.

• **Legal Communication** - The study of the role of communication as it relates to the legal system.

• **Mediation and Dispute Resolution** - The study of understanding, managing, and resolving conflict within intrapersonal, interpersonal, and intergroup situations.

• **Communication Education** - The study of communication in the classroom and other pedagogical contexts.

• **Organizational Communication** - The study of processes used to analyze communication needs of organizations and social interaction, including how to improve communication between supervisors and employees.

• **Performance Studies** - The study of components such as performer(s), text, audience, and context within the communication discipline.

• **Communication in Political and Social Processes** - The study of the role that communication plays in political systems and how it influences social change; a study essential for civic engagement.

• **Introduction to Public Relations** - The study of the management of communication between an organization and its audiences.

• **Rhetorical Criticism** - The study of principles that account for the impact of human communication between speaker and audience.

• **Semiotics** - The use of verbal and nonverbal symbols and signs in human communication.

• **Visual Communication Literacy** - The study of visual data, such as architecture, photography, visual art, advertising, film, and television as it relates to communication.
In addition, NCA has more than 60 interest group Divisions for more specialized areas of scholarship, ranging from African-American Communication and Culture to Environmental Communication to Peace and Conflict Communication.  
http://www.natcom.org/interestgroups/

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

**Name Change:** One overarching change has been with our program identity. The name change from Speech Communication (SP) to Communication Studies (COMM) more accurately represents the scope of our Program as outlined in Section 1A. It also allowed us to subsume the Journalism Program under the Communication Studies umbrella. In addition, this program name aligns better with other OUS programs.

**Program Expansion:** We substantially increased modalities and locations for course offerings. We:
- added two new DL classes
  - COMM 105 Listening and
  - COMM 214 Interpersonal Communication, as well as
- added more DL sections overall
- collaborated with PCC Programs to tailor COMM 111 Public Speaking sections
  - THINK Big (RC)
  - ZOO (BAMZA) (RC)
  - Alcohol and Drug Counseling Program (CA)
- added two Dual Credit classes
  - J 102 Introduction to Information Gathering
  - J 103 Introduction to Media Writing
- added an Honors course, COMM 111H Public Speaking Honors
- added courses at Newberg Center
  - COMM 100 Intro to Communication
  - COMM 111 Public Speaking
  - COMM 140 Intro to Intercultural Communication (fulfills the Cultural Literacy requirement for the AAOT)
- added courses at
  - Hillsboro Center
  - Willow Creek
  - Scappoose High School

**Integration of Journalism:** In 2010 the Communication Studies SAC subsumed Journalism. We did this for several reasons:
- 1) It is a small program (only 1-2 sections per term)
- 2) In many schools Communication Studies and Journalism are combined
- 3) Journalism is in a transitional period as a program and has seen many changes as a discipline due to new technology and new media

_The future of Journalism as a separate program will be discussed in the recommendations section._

**Course Outcomes:** The name change as well as institutional initiatives also prompted a review and revision of course outcomes and in some cases, course titles, such as COMM
100 Introduction to Communication, COMM 111 Public Speaking, COMM 130 Business & Professional Communication, COMM 212 Voice & Diction, and COMM 228/J 201 Mass Media & Communication.

**Assessment:** We began assessing institutional outcomes and learned that COMM 111 Public Speaking meets both course-level and PCC outcomes. COMM 140 Intercultural Communication, however, needed clearer, stronger connections with outcomes. In 2011-12 we received an Assessment Award for Presentation of Assessment Results from the LAC. Over time we improved our assessment processes and strategies and we look forward to using new templates. *See the results of our assessments to date in Section 2.*

**Articulation:** We reviewed OUS schools’ acceptance of our courses and we are working to resolve any confusion about our prefix change from SP to COMM. We have communicated with Portland State, Oregon State and University of Oregon directly on this issue. We also added two Dual Credit Journalism classes.

**Faculty Coordination:** We more fully use the Groups page on MyPCC to increase accessibility to all SAC-related materials and to share documents and ideas with instructors across all campuses. We keep an updated email list of all adjunct faculty and inform and welcome their involvement in all relevant SAC business. We completed a Part-Time Handbook. The Cascade campus has drop-in weekly faculty meetings. We are working to better coordinate scheduling of courses across campuses by department chairs sharing proposed schedules and communicating more frequently via email.

**Professional Development:** Faculty members who received professional development and/or CIEE grants shared and applied their learning experiences in select courses to support college initiatives such as internationalizing the curriculum. Our faculty includes members attended the WSCA (Western States Communication Association) Conference in Anchorage, AK, the Anderson Conferences at PCC, and have participated in workshops or classes on Service Learning, Distance Learning, faculty mentoring, and assessment. In addition, faculty have been both presenters and attendees at Part-Time and Campus or College Institutes or Inservice sessions.

**Improved Technology:** Sylvania, Rock Creek and Cascade campuses now each have a classroom or two dedicated to Communication Studies that has built-in capabilities for recording student speeches. The equipment allows direct recording to student USB flash drives. In addition, most classrooms have multimedia podiums which enable faculty to incorporate multi-media into their teaching and that allow students to use multimedia in their classroom speeches and presentations. *Issues involving technology are discussed in Section 6.*

**Program Promotion/Student Retention:** We developed a Communication Studies Focus Award to motivate students to explore the discipline by taking a variety of COMM/J courses and to be recognized and awarded for doing so. In Spring 2013 we celebrated our first two recipients. We recently worked with the PCC web team to create an online application for the award. We also developed relationships with other PCC programs/disciplines such as Study Abroad, ASL, THINK Big, BAMZA, Alcohol and Drug Counseling and Theatre, for promoting specific courses. We worked more with the TLCs.
on student tutoring. We have participated in Open Houses and we are working on marketing materials for our program. Overall, we support PCC’s retention strategies.

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

Yes, we achieved or are working on most all the goals we set for the Program that were in our purview. These goals were:

- **Name Change**: instituted in 2009, completed in 2013.
- **Articulation**: contacted PSU, U of O and OSU to verify which courses are transferable and confirmed that the SP to COMM prefix change has been implemented.
- **Improve Support for Part-Time Faculty**: improved communication (Groups page/Collaboration tools, Handbook, more meetings).
  - Did not institute faculty mentoring
  - Did not identify an evening/weekend coordinator for Saturday instructors
- **Improve Technology**: made improvements in recording equipment, however, the technology is already outdated. Some campuses have secured additional funding for configuration upgrades, such as switching to HD recording equipment and file compression technology. Need to continue to update as technology advances.
- **Develop Focus Award**: have an award but need to revise requirements according to Guidelines provided by the DAC on June 5, 2013.
  - [http://www.pcc.edu/programs/communication-studies/focus-award.html](http://www.pcc.edu/programs/communication-studies/focus-award.html)

Other goals, however, were subject to administrative and financial limitations:

- Strengthen Program at SE Center
- Decrease Full-time to Part-time Faculty Ratio
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.

   A. Course-Level Outcomes: Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.

   In section C below, there are charts that summarize assessment/design process, results, recommendations and changes.

   B. College Core Outcomes

   i. Describe how each of the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes.

       http://www.pcc.edu/resources/academic/core-outcomes/index.html

   Community & Environmental Responsibility Most of our courses and especially our core course, COMM 111 Public Speaking, involve discussion and advocacy on community issues – whether local, regional, national or global - through speeches where students are required to research, organize and outline information. Several courses include a Service-Learning component or option giving students the opportunity to apply course concepts and skills through community engagement. Public, private and personal policies about environmental issues and sustainability are often discussed in our courses. We encourage students to be active citizens through their communicative behaviors of advocacy. For example, during election cycles students often give speeches for or against Measures on the Oregon Ballot.

   Critical Thinking Communication involves making informed choices to meet goals, resolve issues and solve problems in interpersonal (and intercultural) relationships, small groups and in organizations. Choosing appropriate communication strategies, responses, modes, language choices, etc., employs critical thinking. In addition, problem solving, use of the artistic proofs (ethos, pathos, logos), the process of argumentation, critical listening and evaluating information and supporting claims are all areas our curriculum covers that rely on critical thinking. We teach students how to be informed users and critical consumers of information. In COMM 111 Public Speaking, for example, we have students critically analyze the persuasive claims of speakers.

   Cultural Awareness In Communication Studies, awareness and understanding of audience, and their cultural backgrounds, is essential to crafting messages that are effective. Students begin to understand how their personal identity informs their personal perspective. We focus on how culture affects and informs the encoding and decoding of communication, how it impacts our differing communication styles/practices, interactions and interpretations. Intro to Intercultural Communication (COMM 140) has an explicit focus on cultural awareness, yet Cultural Awareness is embedded in virtually all the courses we offer as a component. In our Public Speaking (COMM 111) classes we include voices from various cultures and students often choose to speak about their own culture, giving personal perspective. We also have students do audience analyses. Many of our courses, such as Introduction to Communication (COMM 100), Interpersonal Communication (COMM 214), and Gender and Communication (COMM 237), also include
intercultural communication competence as one of the outcomes, either explicit or implicit. In addition, some instructors have internationalized their curriculum.

**Professional Competence** Communicating well is a professional competence that assists students in any career path, particularly in our technological and information age. Speaking skills can distinguish students in a competitive marketplace and help them to be influential. Our curriculum focuses on all communication channels from face-to-face to mediated, to give students experience in all communicative aspects they will encounter in their careers (eg., interpersonal, listening, interviewing). While all our courses develop fundamentals of professional competence, our Business and Professional Communication course (COMM 130) and our Introduction to Media Writing (J 103) are specifically focused on this outcome. In addition, students in Public Speaking (COMM 111) gain skills in using communication technology seamlessly to present ideas effectively. These skills help students build their credibility. Competence is demonstrated through in-class presentations, speeches, discussions, service learning and projects.

**Self Reflection** To communicate well students must understand and reflect on their own communication style and preferences as well as their strengths and weaknesses. Assignments that promote self-reflection include: personal inventories, recording of student speeches, journaling, discussion, and an analysis of a student’s individual characteristics (age, gender, culture, etc.), and how these characteristics influence their communication preferences. Self-awareness and self-concept are key areas of study and discussion in many of our classes. Some areas of self-reflection include listening, communication competence, interpersonal skills/styles, communication apprehension, intercultural communication competence, conflict styles, and gender communication styles.

II. **Update the Core Outcomes Mapping Matrix for your SAC as appropriate.**

**Core Outcomes:**

1. Communication.
2. Community and Environmental Responsibility.
5. Professional Competence.

After gaining more experience with assessment and a thorough reading of each outcome and its Levels and Sample Indicators, our SAC revised our Matrix based on what students who succeed (C or better) in the class would be expected to achieve. It is important to note, however, that there would be many students who would achieve higher outcomes.

<table>
<thead>
<tr>
<th>COMM</th>
<th>Course Name</th>
<th>CO1</th>
<th>CO2</th>
<th>CO3</th>
<th>CO4</th>
<th>CO5</th>
<th>CO6</th>
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<tbody>
<tr>
<td>100</td>
<td>Introduction to Communication</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>101</td>
<td>Oral Communication Skills</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>105</td>
<td>Listening</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
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<tr>
<td>110</td>
<td>Fundamentals of Voice and Articulation</td>
<td>2</td>
<td>1</td>
<td>2</td>
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Communication Studies Program Review 2013
C. Assessment of College Core Outcomes

I. Describe the assessment design and processes used to determine how well students are meeting the College Core Outcomes.

II. Summarize the results of assessments of the Core Outcomes.

III. Identify and give examples of assessment-driven changes that have been made to improve students’ attainment of the Core Outcomes.

Since 2010, our SAC has explored the core outcomes of Critical Thinking, Communication, Cultural Awareness, Self-Reflection and Personal Competence with plans to cover Community and Environmental Responsibility with our next assessment. In 2013 Journalism assessed Self-Reflection and Cultural Awareness.
Critical Thinking (2010)

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<tr>
<th>Assessment Design/Process</th>
<th>Results</th>
<th>Recommendations</th>
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<td>We decided to hold a focus group on one campus that all students across the district were invited to attend. The facilitators invited every SP 111 Public Speaking instructor throughout the college to gather names of students who would be interested in participating in this project. To orient students, the following definition of “critical thinking” was provided: “Critical thinking is the process of finding, interpreting, integrating and evaluating information,” Raymond Zeuschner, 2002. Eleven questions were asked and responses recorded.</td>
<td>Although students may not recognize it as such, our instruction emphasizes critical thinking. Specifically, we found: Students learned how to evaluate resources through considering source credibility—names of authors, their qualifications, their affiliations etc. Students learned how to organize sources and information in a coherent, logical argument or claim (the full-sentence speech outline is an exercise in critical thinking). Students learned how to consider audience demographics and psychographics, using the canon of invention, looking at audience critically, (they learned how to link the speaker with the audience). Students learned that their audience will not understand the argument if the speech lacks of organization.</td>
<td>Most speech communication instructors assume that students begin their classes with some critical thinking skills, and that the instructional task is to support and build student skills. Instructors do this by explaining the process of what constitutes a logical argument, the use of claims and evidence to help students understand the critical thinking process. We need to explicitly use the terminology of critical thinking, with phrases such as “critical thinking,” “canon of invention,” “canon of arrangement,” “canon of style,” “five canons of rhetoric” to describe the rhetorical process. Instructors who are not explicitly linking these concepts for students must stop assuming students know why we want them to analyze their audience, why we want them to analyze their sources. We must help them make these connections.</td>
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</table>

Changes

Critical Thinking has been a recurring area of discussion amongst our SAC members. There has been a sharing of ideas on how to make this outcome more explicit in our courses. All instructors have been directed to include our Course-Level Outcomes (one of which is “Make responsible decisions though the increased ability to critically examine ideas and information”) or include a link to the course CCOGs, in their syllabi.
Communication (2011)

<table>
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<tr>
<th>Assessment Design/Process</th>
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<th>Recommendations</th>
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<tr>
<td>In SP 111 Public Speaking, we assessed persuasive speeches presented in all classes taught by full-time faculty using the Oral Communication Value Rubric created by the Association of American Colleges and Universities (AACU). Instructors sent videotaped individual speeches to a SAC panel of raters. Each of the five issues examined (Organization, Language, Delivery, Supporting Material, Central Meaning) was rated and the results averaged.</td>
<td>Given the data, it was clear that we are meeting our own outcomes for communication in this course, that the majority of students are responding to instruction and that they are gaining skills in oral communication. We are strong in helping students with such areas as organization and delivery, but find we need greater focus of instruction on the canon of style (language choices), using good supporting materials, and presenting the central idea.</td>
<td>•Help students understand and use appropriate language as they address each audience. Raise awareness of the use of language as Cicero presented in three styles: Plain (personal, concrete, clear), Middle (personal, poetic, clear), and Grand (imaginative, vivid, clear). •Help students speak appropriately to a given audience using language that is not only clear, but creative and useful for the audience to grasp ideas and evidence presented. •Help students with creating and presenting the central idea of the speech and supporting it effectively.</td>
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Changes

Results were discussed in our Fall 2011 SAC meeting. Areas where some students needed more competence were selecting appropriate and creative rhetorical language, using effective supporting materials, and presenting the central idea. These results caused an exchange of instructional ideas on how to more effectively focus on these areas of instruction in SP 111. We determined that we would share and post assignments and exercises that we have found to be of particular value on our Groups website. Course-Level Outcomes were also updated to remind us that in addition to the canon of delivery, arrangement, and memory, we need to also explicitly stress canon of style (language use) and canon of invention (logic, audience analysis, narrowing focus in selecting a topic). We also updated our Course-Level Outcomes to stress rhetorical style: “Use an understanding of the 5 canons of rhetoric to create and present effective speeches.”
Using SP 140, Introduction to Intercultural Communication, we assessed a general assignment, reflection journals, assigned by all COMM 140 instructors, spring term. All sections, both DL and face-to-face classes, participated. The sample consisted of 34 student journals. These anonymous journals were distributed to three instructors for evaluation using the Intercultural Knowledge and Competence Value Rubric created by the AACU.

<table>
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| Using SP 140, Introduction to Intercultural Communication, we assessed a general assignment, reflection journals, assigned by all COMM 140 instructors, spring term. All sections, both DL and face-to-face classes, participated. The sample consisted of 34 student journals. These anonymous journals were distributed to three instructors for evaluation using the Intercultural Knowledge and Competence Value Rubric created by the AACU. | It was not clear that we were meeting our outcomes for different aspects of cultural awareness in this course, though in retrospect, we believe that the assignment may have been inappropriate for the study. Each instructor assigned five journal entries and students could select any aspect of the course material upon which to reflect. They were to incorporate their own experiences, understanding of the concept from the text and lecture, and reflect upon it from the framework of their choice of material. The papers were an eclectic gathering and relatively few focused on the same subject. Specifically, students’ focus centered on these themes: cultural values, affirmative action, and nonverbal and verbal behavior. | • Examine the course assessment tools currently used in SP 140, Introduction to Intercultural Communication. It was recommended that a capstone assignment would allow students to express their knowledge and understanding of the six measures in the rubric.  

• Have faculty members who teach 140 gather in order to discuss this rubric with the goal of brainstorming a possible shared assignment to help students reach the measured goals. |

**Changes**

Faculty members who teach Introduction to Intercultural Communication (SP 140) were asked to gather to discuss and evaluate the rubric used and to brainstorm a possible shared assignment that would use the rubric. As the instructors who teach this course are adjuncts, this has been a slower process.

In reflecting on the fact that this is a 100-level Introduction course, revisited and updated our Core Outcomes Mapping.
Self-Reflection (2012)

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<th>Assessment Design/Process</th>
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<tr>
<td>The SAC chose to assess our core required transfer course, SP 111 Public Speaking. All full-time and adjunct faculty teach this course. To obtain a wide cross-section of data, each instructor of SP 111 administered a SAC created pre/post assessment instrument to one section (many instructors teach multiple sections) during the first and last week of a term. To develop a useful instrument, areas for reflection were determined from our CCOG. These areas were creating, presenting, and critically evaluating public speeches as well as reflecting on public speaking as a leadership skill and as a crucial aspect of citizenship. Students gained the most from pre-to-post in the area of creating and presenting speeches. They also gained minimally in the areas of critically evaluating, and leadership/citizenship as indicated by their entry into our course at a level well above 3 and even above 4 on some questions. This result that may be influenced by students having successfully completed WR 121 to enter our course. • Help students to further “Examine personal beliefs and measure them against the beliefs of others,” as well as “Apply appropriate techniques for exploring and/or resolving conflicts and dealing with differences in a variety of settings,” by emphasizing this in specific assignments, speeches and activities that focus on persuasion, problem-solving or debate. • Have students reflect more on the importance of communication and public speaking to their personal and professional lives, and their roles in society and democracy. This can be accomplished through specific assignments, speeches, videotaping of speeches and in-class activities. • Further emphasize the importance of public speaking to community by offering optional service-learning assignments.</td>
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Changes

We discovered that students could/should reflect more on the importance of communication and public speaking to their personal and professional lives and to their citizenship roles in society and a democracy. In classical Greece, the teaching of rhetoric or public speaking was associated with preparing citizens to participate in democratic debate to both produce arguments and critically analyze arguments of others. Our SAC added the course outcome: “Use an understanding of the 5 canons of rhetoric to create and present effective speeches” to help students understand the link between public speaking and historic and modern civic engagement.
**Professional Competence (2012)**

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<th>Assessment Design/Process</th>
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| Pre/post questionnaire (described above in Self-Reflection 2012) was administered in SP 111 Public Speaking, Spring term, 2012. Results are based on 16 sections that took both the pre/post assessment and returned their results in a usable form that met our timeline. Fifty-nine sections of SP 111 were offered across all campuses spring term, thus the sample consisted of 27% of sections offered. For each statement on the questionnaire, a level of agreement (above 3.0) on the post-test was sought. Results were analyzed with this benchmark in mind. We were intent on gauging that amount of change that occurred between pre- and post-tests, and the level of knowledge/skills the students brought to the course. | The question that showed the largest gain from pre-to-post was Q3 "I understand how to build credibility as a speaker. This outcome was very affirming. Building credibility is a foundational skill in public speaking; it is also essential in achieving the outcome of Professional Competence. On the questions that directly relate to Professional Competence (Q 22-25), students came into the course at a level above 3 and completed the course at a level all well above 4. | • Require that students integrate in-classroom technology in at least one speech.  
• In a service-learning or honors section, if offered, require students to make a presentation to or for a community group. |

**Changes**

We added the Course-Level Outcome: “Use knowledge of digital presentation tools to create and present effective presentations.” This outcome was added to ensure that students learn how to use available presentation technology to enhance their professional competence as speakers in today’s wired world. Although our assessment showed that students were learning to use presentation technology, our goal was to insure that our many adjunct instructors at all our campus and classroom locations were teaching and planning speech assignments to meet this outcome.
Cultural Awareness (2013) revisited

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| Based on the success of the use of a pre-post questionnaire in our 2011-12 assessment, SAC decided to utilize the same type of questionnaire for assessment of COMM140, Intro to Intercultural Communication. This choice was supported by the Virginia Tech Report on "Assessing the Intercultural Development of Undergraduates" (Early, Jones, Marand, Radcliffe and Stoffer, 2012). This study discussed the success of assessing intercultural competence through the use of a pre-to post-questionnaire with a midpoint assignment administered before the end of the term. For our midpoint assignment we utilized a short passage from the 2012-13 PCC Reads book, *Girl in Translation*. | For each area of cultural awareness students reported a marked improvement. We were successful in meeting the outcomes of "Support one's own cultural assumptions and explain those of others," “Modify biased behavior, practices and language,” and “Use more than one appropriate technique for exploring assumptions and expressing viewpoints.” However, for "I often view others as more cultural than myself" we saw a decrease in the level of supporting one’s own cultural assumptions. In addition, there was no change in the percentage of students who would modify their communication behavior based on their response to, “I prefer to give opinions to save face rather than give a statement of truth.” The percentage of students agreeing with the statement “I communicate based on my own cultural lens” also did not change. | • A change in our course mapping may be considered; perhaps expecting students to reach a level 4 of Cultural Awareness in an introductory course is too high an expectation.  
• To further move students into mastery of the outcomes, SAC could also move toward consistency of textbooks used in each course.  
• Focus on linkage between assignments, CCOGs and outcomes could be strengthened as COMM 140 is primarily taught by part-time instructors. |

**Changes**

The SAC approved a “recommended” list of textbooks for COMM 140 so that a greater consistency in curriculum is taught. We revisited our mapping matrix for COMM 140 to set realistic expectations for an Introductory course. We recently received the LAC response and will discuss possible changes at a future SAC meeting.
**Self-Reflection (2013) revisited**

<table>
<thead>
<tr>
<th>Assessment Design/Process</th>
<th>Results</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 140 Intro to Intercultural Communication was chosen for this assessment. A 28-item-questionnaire was created with the first 23 questions focused on aspects of Cultural Awareness (see above), and the final 5 questions focused on aspects of Self-Reflection. A 5-point-Likert scale ranging from &quot;strongly disagree&quot; to &quot;strongly agree&quot; was used. Each item of the questionnaire was mapped with an outcome to ensure questions were focused on the relevant areas according to our Course Outcomes Mapping (self-reflection at Level 3, cultural awareness at Level 4) and the COMM140 CCOGs.</td>
<td>Students did not demonstrate a marked improvement in Self-Reflection. In fact, regarding the statements, “Language choices I make have a cultural bias” and “By understanding culture, I can better understand the varying perspectives of others with whom I am communicating,” students reported a slight decrease. For Self-Reflection, 19 students (52%) were assessed as &quot;Emerging,&quot; 14 students (37%) were assessed as &quot;Developing,&quot; and 4 students (11%) were assessed as &quot;Mastering.&quot;</td>
<td>•Further emphasis in presenting course content on the structural nature of language and its influence on culture and communication could result in greater self-reflection or understanding. However, what they learned in the course may have emphasized <em>what they didn't know about cultural effects</em>; realization of the complexity of understanding others from a different culture may have occurred. •Changes could be made in the course by adding further emphasis concerning awareness of complexity of intercultural communication, and SAC could strengthen linkage between assignments, CCOGs, and outcomes.</td>
</tr>
</tbody>
</table>

**Changes**

As a SAC we are discussing the outcomes and assignments of this course; we need to review the LAC response before we make changes.
**Journalism (2013) Self-Reflection and Cultural Awareness**

<table>
<thead>
<tr>
<th>Assessment Design/Process</th>
<th>Results</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>We assessed two sections on two different campuses (RC &amp; SYL) during winter term. A pre-and-post-assessment Likert scale survey was created. The sample size was 31 respondents for the pre-assessment and 25 respondents for the post-assessment. We chose Journalism 201 because it was the only Journalism class with more than one section offered. The instrument consisted of 25 questions covering Self-Reflection and Cultural Awareness. Questions 1-10 dealt with students’ self-reflection on the media. Questions 11-16 dealt with issues of cultural awareness. Questions 17-21 dealt with consumption and access to the media. Questions 22 and 23 dealt with students’ perceptions of the “digital divide.”</td>
<td>We found that students came into class with a fairly high degree of media literacy and left class with their positions largely reinforced. Reflecting on their media use, students indicated they prefer to use digital media for their information sources over print. In terms of their perception of the credibility of their media sources, we found they came into the course with a high understanding that different media sources have differences in credibility. Students also understand that their identities are shaped by the media they use. In terms of media consumption, there was a slight surprise. We found that students use media sources to consume international and national news the most, then local. They slightly agree that people who don’t have access to digital media are less informed.</td>
<td>• We did not find any significant change between the pre-and-post assessment. Students came into this course with a fairly high degree of Self-Reflection and Cultural Awareness. Generally we agree that students come into the course at a Level 3 on both outcomes. Our post-assessment showed that student’s initial positions were largely reinforced as a result of taking this class. Thus, any changes that should be made as a result of this specific assessment are minimal. This does not mean, however, that changes are not in the offing. Indeed, the rapid pace of change within the mass media industry itself demands constant revision and updating of course curriculum, materials and instruction. Keeping up with the ongoing changes in media and technology is one of the principal challenges in this course.</td>
</tr>
</tbody>
</table>

**Changes**

Instructors understand the need to be current in their understanding and teaching of courses offered in Journalism. We recently received the LAC response and will discuss the feedback given in a future SAC meeting.

See full reports on the LAC website  
[http://www.pcc.edu/resources/academic/LDCAssessmentReports.html](http://www.pcc.edu/resources/academic/LDCAssessmentReports.html)
3. Other Curricular Issues

A. To what degree are courses offered in a Distance modality (on-line, hybrid, interactive television, etc)? For courses offered both via DL and on-campus, are there differences in student success? If so, how are you, or will you address these differences. What significant revelations, concerns or questions arise in the area of DL delivery?

In 2009-10 we offered three DL courses, our two most enrolled courses, SP 100 Introduction to Communication, and SP 111 Public Speaking, as well as SP 140 Introduction to Intercultural Communication. In 2010-11 we added SP 214 Interpersonal Communication. In 2011-12 we added SP 215 Small Group Communication as a hybrid course and stopped offering SP 111 Public Speaking DL for pedagogical reasons. In 2012-13 we added SP 105 Listening. Currently we offer five DL courses.

The percentage of CRNs offered as DL has been trending slightly higher. In ’09-10 14% of CRNs were DL. In ’12-13, 16.03% were DL.

<table>
<thead>
<tr>
<th></th>
<th>Classroom %</th>
<th>DL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-'10</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>10-'11</td>
<td>87.3</td>
<td>12.7</td>
</tr>
<tr>
<td>11-'12</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>12-'13</td>
<td>83.7</td>
<td>16.3</td>
</tr>
</tbody>
</table>

On the next page are the success rate comparisons provided by PCC Institutional Effectiveness, by course and campus, for the last three years:
### 12-'13 SP and COMM Distance Learning

Pass rate = \( \frac{(A+B+C+P\text{ grades})}{\text{Total grades including W}} \)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Subject Course</th>
<th>Enrollments</th>
<th>Pass%</th>
<th>Enrollments</th>
<th>Pass %</th>
<th>DL pass % minus</th>
<th>On-Campus pass%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY</td>
<td>COMM 100</td>
<td>50</td>
<td>98%</td>
<td>93</td>
<td>74%</td>
<td>-24%</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>COMM 100</td>
<td>53</td>
<td>68%</td>
<td>93</td>
<td>55%</td>
<td>-13%</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>COMM 100</td>
<td>72</td>
<td>79%</td>
<td>87</td>
<td>46%</td>
<td>-33%</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>COMM 105</td>
<td>NA</td>
<td></td>
<td>71</td>
<td>61%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>COMM 140</td>
<td>NA</td>
<td></td>
<td>43</td>
<td>67%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>COMM 140</td>
<td>12</td>
<td>83%</td>
<td>35</td>
<td>43%</td>
<td>-40%</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>COMM 214</td>
<td>NA</td>
<td></td>
<td>93</td>
<td>79%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>SP 100</td>
<td>35</td>
<td>60%</td>
<td>54</td>
<td>56%</td>
<td>-4%</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>SP 100</td>
<td>39</td>
<td>62%</td>
<td>42</td>
<td>55%</td>
<td>-7%</td>
<td></td>
</tr>
<tr>
<td>SY</td>
<td>SP 100</td>
<td>25</td>
<td>92%</td>
<td>23</td>
<td>91%</td>
<td>-1%</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>SP 105</td>
<td>NA</td>
<td></td>
<td>39</td>
<td>62%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>SP 140</td>
<td>NA</td>
<td></td>
<td>17</td>
<td>47%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>SP 140</td>
<td>NA</td>
<td></td>
<td>15</td>
<td>40%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>SP 214</td>
<td>13</td>
<td>92%</td>
<td>49</td>
<td>90%</td>
<td>-3%</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>SP 215</td>
<td>NA</td>
<td></td>
<td>19</td>
<td>100%</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

### 11-'12 SP Distance Learning

Pass rate = \( \frac{(A+B+C+P\text{ grades})}{\text{Total grades including W}} \)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Subject Course</th>
<th>Enrollments</th>
<th>Pass%</th>
<th>Enrollments</th>
<th>Pass %</th>
<th>DL pass % minus</th>
<th>On-Campus pass%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY</td>
<td>SP 100</td>
<td>81</td>
<td>89%</td>
<td>115</td>
<td>74%</td>
<td>-15%</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>SP 100</td>
<td>67</td>
<td>64%</td>
<td>123</td>
<td>61%</td>
<td>-3%</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>SP 100</td>
<td>116</td>
<td>75%</td>
<td>129</td>
<td>50%</td>
<td>-25%</td>
<td></td>
</tr>
<tr>
<td>SY</td>
<td>SP 140</td>
<td>NA</td>
<td></td>
<td>23</td>
<td>39%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>SP 140</td>
<td>15</td>
<td>87%</td>
<td>56</td>
<td>59%</td>
<td>-28%</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>SP 140</td>
<td>NA</td>
<td></td>
<td>37</td>
<td>49%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>RC</td>
<td>SP 214</td>
<td>12</td>
<td>100%</td>
<td>132</td>
<td>79%</td>
<td>-21%</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>SP 215</td>
<td>NA</td>
<td></td>
<td>23</td>
<td>78%</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
The data clearly show there are differences in student success rates when courses are offered both in the classroom and via DL. In every course we offer in both modalities, student success is higher in the classroom vs. DL. This differential is common: the PCC average success rate in LDC courses is 69% for DL vs. 74% for on-campus according to PCC IE.

We are concerned with the differential in success rates in DL vs. on campus. In researching the literature on this issue, we find our students’ lower success rate in online classes mirror those of other community college students. In an abstract of the chapter *Online Learning in Community Colleges* from the *Handbook of Distance Education* (3rd ed., edited by Michael Grahame Moore, 2013, Routledge):

Nearly every study comparing course completion rates between online and face-to-face community college courses has concluded that online completion rates are substantially lower. Evidence suggests that online learning may also negatively impact students’ grades and undercut progression among community college students.

Poor online performance rates in community colleges are not simply due to the characteristics of students who choose to enroll in those courses. Challenges related to the online format—including technical difficulties, a sense of isolation, a relative lack of structure, and a general lack of support—may contribute to poor performance, particularly among community college students.


Other research indicates that the characteristics of the student and the type of academic subject also affect success rates as outlined in an abstract of the working paper *Adaptability to Online Learning: Differences Across Types of Students and Academic Subject Areas (2013):*

Using a dataset containing nearly 500,000 courses taken by over 40,000 community and technical college students in Washington State, this study
examines how well students adapt to the online environment in terms of their ability to persist and earn strong grades in online courses relative to their ability to do so in face-to-face courses. While all types of students in the study suffered decrements in performance in online courses, some struggled more than others to adapt: males, younger students, Black students, and students with lower grade point averages. In particular, students struggled in subject areas such as English and social science, which was due in part to negative peer effects in these online courses.


This reinforces the findings of Wilson & Allen (2011) in *Success rates of online versus traditional college students* published in *Research in Higher Education Journal* 14: 1-9. The study found that cumulative GPA was the strongest indicator of success rates. Students with marginal GPAs had more difficulty completing online courses.


As a SAC we plan to include this issue of lower DL success rates on our agenda for 2014. In the Recommendations section of this document, we note some potential changes that may assist in DL success. However, we have found that some courses pose pedagogical challenges in a DL format, such as our core transfer course, COMM 111 Public Speaking. We offered this course in DL and used different strategies to reach the course outcomes but found the DL format posed too many challenges. Of note is that this high enrolling course, which is ONLY offered in the classroom, had the second highest success rate (82%) in the college as of Fall 2012 as was highlighted by Christine Chairsell in our Fall ’13 District In-Service.


*The following articles were additional sources for this section*

http://www.nytimes.com/2013/02/19/opinion/the-trouble-with-online-college.html?_r=0


http://californiawatch.org/dailyreport/online-community-college-students-more-likely-fail-withdraw-11581

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

We have made curricular changes as follows:

**Service Learning:** We have recommended that Service-Learning be used for COMM 100 DL, to increase student engagement and face-to-face interaction.
Internationalization: Two instructors have added an International component to their courses and one has fully Internationalized her courses.

Honors: We developed an Honors section of our primary transfer course, COMM 111 Public Speaking. We currently offer this course twice a year and enrollment is increasing.

C. 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. Please note any best practices you have found, or ideas about how to strengthen this interaction.

Yes, we offer two courses, J 102 Introduction to Information Gathering & J 103 Introduction to Media Writing, as Dual Credit as noted earlier. Dual credit agreements in Journalism were approved for Franklin and Tigard high schools, however the SAC discovered the courses did not have any PCC faculty oversight. In Spring of 2013, communication was established with the Dual Credit Coordinator and the High School instructor at Franklin. A faculty member volunteered as Dual Credit Liaison and is currently overseeing the Dual Credit relationships. The class at Franklin was reviewed and observed and the class and syllabus met and exceeded SAC approved CCOGs for the course. The class at Tigard High School has yet to be observed and will be assessed the next term it is offered.

For these agreements to continue, communication needs to be open and transparent at all levels (from FDC to SAC to Dual Credit Coordinator to High School instructor). In addition, each SAC should have a Dual Credit Liaison, which we have instituted.

D. Does the SAC plan to develop any additional Dual Credit agreements with area high schools? If so please describe. If not, what does the SAC see as barriers to developing further Dual Credit agreements?

We do not have plans to develop more Dual Credit agreements at this time. We would first like to assess the two courses we have to ensure faculty quality and student outcomes. Some faculty has expressed interest in exploring opportunities for Dual Credit courses.

E. Identify and explain any other significant curricular changes that have been made since the last review.

We changed J201 and COMM 228 from being cross-listed to being cross-listed and equivalent.

We deactivated COMM 270, 270A & 270B - Forensics: Speech and Debate.
4. Needs of Students/Community

A. How is instruction informed by student demographics?

We see our diverse student population as a tremendous strength. With our students representing a wide range of ages, social classes, ethnicities/cultures, abilities, sexual orientation, education and occupational backgrounds, this often allows us to discuss and analyze issues related to communication in a much more holistic way. We get to hear and be influenced by a variety of voices.

Because communication is central to our human experience, we want students to be exposed to, learn from, and reflect on a wide range of communication practices. Our students’ diversity inherently creates opportunity for exchanges with others who have different communication styles and influences – this enriches the learning environment.

An illustration of how this informs instruction: In one instructor’s COMM 100 Introduction to Communication message board assignment, students are asked to generate a representative name for Generation Y, to analyze how this generation communicates and why, and to discuss how people from other generations can best communicate with this age cohort. This leads to a discussion of how Gen Y members can best communicate with other generations.

Another example: In COMM 111 Public Speaking, we ask students to explicitly consider the demographics of students in their classrooms and to apply this knowledge when developing topics and speeches. Many COMM 111 instructors also assign class surveys to determine demographics.

Each campus has a unique set of demographics with benefits and challenges to teaching. We have to understand and reach students who have a variety of learning styles and who have widely differing levels of knowledge and life/educational experience. We are constantly challenged to adjust and adapt course material so it will resonate with today’s more visual learners who have grown up with computers, social networks and smartphones. In our discussion of how we teach to today’s diverse students we found we use these approaches:

- provide a rich variety of source materials
  - texts/readings
  - multimedia examples
  - presentation aids
  - videos/films
  - online resources

- use a variety of ways to engage our students beyond traditional lecture
  - discussion/interactive learning
  - collaborative learning
  - cooperative learning
  - technology-based learning
o experiential learning (role plays, games, experiments, exercises, presentations)
o inquiry-based learning
o Illumination Project
o Art Beat
o PCC Reads

• use a variety of ways to assess student learning beyond traditional testing
  o response, observation, analysis, application and self-reflection papers
  o journals
  o message boards
  o presentations
  o projects
  o peer assessments
  o service learning
  o online interaction
  o class contribution/participation

• deliver course materials in a variety of modalities/formats
  o physical documents/texts
  o online postings of documents/lecture materials
  o captioned films/videos
  o Desire2Learn
  o My Courses
  o Distance Learning

B. Have there been any notable changes in instruction due to changes in demographics since the last review?

Demographics have not changed substantially since the last review and therefore we have not made any demographic-driven changes SAC-wide.

In terms of Gender demographics, ratios shifted from slightly more female to slightly more male students enrolled during the middle of the review period but now are back to being slightly more female.
In the Age demographic, our students were trending slightly older in the middle of the review period but that appears to be reversing.

Changes in Race/Ethnicity show an increase in the percentage of Multi-Racial and Hispanic students, and a decrease in the percentage of American Indian/Alaska Native and White-Non Hispanic students. However the changes are small and likely reflect changes in the greater metropolitan area we serve.
In addition, we are anecdotally seeing more Veterans in our courses.

One thing we have done is to learn more about the needs of our Veterans and older students by attending in-service sessions related to these two groups. One of our faculty members has been heavily involved in participating and presenting at forums for Veterans and started a Veterans Support group.

C. Describe current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.

Student enrollment in Communication Studies has substantially increased since our last review. Changes have primarily involved the addition of sections, both on-campus and DL. We have grown from 327 FTE and 3495 Headcount in ’08-’09 to 484 FTE and 5294 Headcount in ’12-’13. That is an increase of 48% in FTE and 51% in Headcount. In terms of sections, we have grown from 57 sections in Fall ’08 to 78 sections in Fall ’13, an increase of 35.1%. (These numbers include Journalism courses.)
All campuses have seen growth but clearly Rock Creek’s growth in enrollment was accelerated.

Currently, enrollments have been strong and the general growth trajectory is forecast to continue. According to the National Center for Educational Statistics’ Digest of Education Statistics: 2011, “College enrollment was 21.0 million in fall 2010, higher than in any previous year. College enrollment is expected to continue setting new records from fall 2011 through fall 2020. Between fall 2010 and fall 2020, enrollment is expected to increase by 15 percent.” [http://nces.ed.gov/programs/digest/d11/](http://nces.ed.gov/programs/digest/d11/)

The Oregon University System 2012 Factbook projects that overall FTE enrollment will increase from 87,000 in 2011-12, to 97,618 in 2021-22.

In terms of Communication Studies Bachelor’s degrees awarded nationally, numbers have grown steadily over the past 10 years, increasing from 59,191 in 2000-01 to 88,132 in 2010-11 according to the NCES. This is well above the 52,744 English degrees awarded in 2010-11 and more than triple the degrees awarded in economics, history, political science and government, and sociology combined, which totaled 28,528 in 2010-11 according to NCES.


The figures for our discipline are also very strong in Oregon. Impressively, 3.6% of ALL Undergraduate FTE Enrollment was in Communication/Journalism as of Fall
2012, according to the *OUS 2012 Factbook*. Even more notably, from 2002 to 2012, Communication/Journalism Undergraduate FTE Enrollment grew 229.9% in the OUS. This was by far the biggest increase among disciplines according to the *Factbook*. The next largest increase was in Health Sciences at 153.2%. No other disciplines showed more than double-digit increases at best. **Clearly, Communication Studies is the most rapidly growing discipline in the OUS.**

[http://www.ous.edu/factreport/factbook](http://www.ous.edu/factreport/factbook) (view pdf for 2012, pg. 33 of the pdf or 23 of the document)

We expect our discipline to continue to grow rapidly to meet the ever-increasing demand for graduates with strong communication skills and abilities. Anecdotally, we are finding that more students are indicating they are Communication Studies majors. This should positively impact our growth as a discipline at PCC. We would like to quantify the number of students who are COMM/J majors but PCC does not collect data on majors or pre-majors for LDC students.

One significant challenge we face as a growing discipline is the increasing demands placed on our full-time faculty. In the past 5 years our SAC members have been tasked with time-consuming demands such as assessment, hiring committee assignments, expansion of DL and Dual Credit courses, course evaluations, etc. And our department chairs have many more sections to oversee as outlined above. (Additionally, our department chairs at all three campuses do or have overseen other departments.) Another issue for our SAC is that at RC, one of our two full-time faculty members has served as interim Dean for several terms. Yet with all this growth in sections and SAC responsibilities, we have not added any additional full-time faculty, nor have we had any additional course releases. In fact, the percentage of sections taught by our full-time faculty has been lower than the PCC average during the entire 5-year period:

[http://www.pcc.edu/ir/Reports/faculty_ratio/FacultyRatiobySectionsTaughtF12.pdf](http://www.pcc.edu/ir/Reports/faculty_ratio/FacultyRatiobySectionsTaughtF12.pdf)

For our discipline in Fall of 2012, our ratio was the lowest in the period at 30.7% vs. 34.5% collegewide.

![FT-PT Faculty Ratios](image_url)
Looking at the issue of full-time to part-time faculty ratios on a statewide basis (reporting required by HB 2557), PCC was the second lowest community college in the state on this ratio in ’09, [http://www.oregonedccc.org/wp-content/uploads/pdf/hb2557.pdf](http://www.oregonedccc.org/wp-content/uploads/pdf/hb2557.pdf), tied for third from the bottom in ’10,  
[http://library.state.or.us/repository/2011/201110050743233/index.pdf](http://library.state.or.us/repository/2011/201110050743233/index.pdf)  
and tied for fourth from the bottom in ’11.  
[http://library.state.or.us/repository/2012/201210080909551/2011.pdf](http://library.state.or.us/repository/2012/201210080909551/2011.pdf)  
To emphasize again, our COMM faculty ratio was even lower than our PCC average, which was among the lowest in the state. We asked for an additional full-time faculty member last Program Review. It is even more needed now.

D. What strategies are used within the program/discipline to facilitate access and diversity?

To facilitate access, we are offering more DL classes. In addition, we have on-campus sections of our primary transfer course, COMM 111 Public Speaking, offered at all times of the day and evening M-Th., as well as Friday and Saturday sections. Multiple sections of this course are also offered during summer term. All campuses offer this course every term. We offer courses at off-campus locations (eg., Columbia County, Willow Creek Center, Hillsboro Center and Newberg Center). And as mentioned earlier, we have two Journalism courses that are Dual Credit. We are experimenting with course start times with some of our other courses.

Another way we facilitate access is by putting our textbooks on Course Reserve at the Library.

To facilitate diversity, we offer courses such as COMM 101 Oral Communication Skills and COMM 110 Fundamentals of Voice and Articulation which have no pre-requisites and which provide an entry way for non-native speakers (as well as access for those who need skill development). Service Learning facilitates diversity by getting students into the community to serve groups who assist diverse populations. The Illumination Project, SAFE and Art Beat events are incorporated into courses when relevant and the course schedule allows. Some instructors have specifically worked to Internationalize the curriculum in their COMM 101 Oral Communication Skills and COMM 111 Public Speaking courses, prompted after international trips through CIEE.

All our courses provide some degree of focus on intercultural communication and co-cultures.

One other note on diversity is that as a discipline, we study and examine various vernaculars and uses/practices of language, however, in academic and professional speaking and writing, we require students to use accepted English.

E. Describe the methods used to insure faculty is working with Disability Services to implement approved academic accommodations?

Instructors work directly with individual students and Disability Services to meet each student’s specific needs. The new online accommodation notification is helping us to be even more responsive to these needs. See Appendix for individual faculty responses.
F. 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.

Feedback from student evaluations is constantly used by each instructor to improve and refine course assignments and assessment of student learning outcomes.

Feedback from transfer institutions was considered when determining courses to offer in DL. For example, in response to course requirements for specific majors at Portland State and Marylhurst we added COMM 105 Listening as a DL course.

Feedback from high schools and the PCC Dual-Credit Coordinator prompted us to add Dual-Credit Journalism classes at two area high schools.

Anecdotal feedback from business and community groups as well as Service-Learning sites prompted us to add a requirement for COMM 111 that each speaker must use technology-based presentation aids (when the needed technology is available in the classroom) in at least one speech during the term.

Monitoring of the annual NACE (National Association of Colleges and Employers) employer survey keeps us up-to-date on the skills employers are looking for when hiring. Consistently, the number one skill employers seek in job candidates is verbal communication skills. This year we see a continuance of this trend. In fact, according to the 2013 Job Outlook report, “Overall ratings for candidate skills/qualities show just how important communication skills are to employers.” On a scale of 1-5, employers rated “Ability to verbally communicate with persons inside and outside the organization,” as the top skill at 4.63. Instructionally, this has prompted some to use Service-Learning as a way to get students engaged in verbally communicating out in the community. [http://www.unco.edu/careers/assets/documents/NACEJobOutlookNov2013.pdf](http://www.unco.edu/careers/assets/documents/NACEJobOutlookNov2013.pdf) (see page 31, Figure 40)
5. Faculty: reflect on the composition, qualifications and development of the faculty

A. Provide information on:

I. Quantity and quality of the faculty needed to meet the needs of the program/discipline.

Our faculty ranks are growing. At the beginning of Spring Term 2013, department chairs at all PCC campuses (Chris Edwards-RC, Jeremy Estrella-SYL, Kathy Casto-SE, and Patricia Semura-CA) reported a total of 34 faculty members for the COMM SAC membership list. Instructors’ names with primary campus affiliation are listed below. This fall term, 7 more instructors were added. Currently, of the 41 COMM SAC members, 7 are full-time (bold print) and 34 are part-time. In 2009, there were 23 SAC members, 7 full-time and 16 part-time. This is a growth of 42.5%, in part-time SAC members.

**COMM SAC Membership**

**Spring 2013:**

1. Atkin, Suzanne (RC)
2. Brennan, Kelly (RC)
3. Bynum, Randy (SY)
4. Cordel, Kasey (SY)
5. Corona, Jill (SY)
6. **Doss, Kathleen (CA)** 1-yr temp.
7. Edic, Jana (RC)
8. **Edwards, Chris (RC)**
9. **Espinosa, Jorge (CA)** ret. 7/13, now PT
10. **Estrella, Jeremy (SY)**
11. Fletcher, Courtney (CA)
12. Haigler, Susan (RC, SY)
13. Hendry, Karen (SY)
14. Jett, Lynette (SY)
15. Johnson, Aleta “Nikki” (CA)
16. Kaio, Aaron Nicole (RC, SY)
17. Kernion, Chris (RC)
18. **King, Holly (RC)**
19. Jones, Kevin (NEC)
20. LaGrande, Suzanne (SE, RC)
21. Mackey, Michael (CA, SY, RC)
22. **Mann, Susan (SY)**
23. Mar xenphinney, Nancy (SY)
24. Morrow, Rudy (SE)
25. Nadal, Kathryne (CA, RC)
27. O’Shea, Kristin (CA)
28. Petzold, Heather (SY)
29. **Pryor, Robert (SY)**
30. **Semura, Patricia (CA)**
31. Silvis, Helen (SY)
32. Stevenson, Tom (SY)
33. Doris Werkman (RC)
34. Williams, Anastasia (Stacie) (CA)

**Added Fall 2013:**

35. Cameron Bynum (SY)
36. Kevin Friedman (SY)
37. Kevin Bowles (SY, NEC)
38. Susanna Weinstein (SY)
39. Kate Moore (Dual Credit)
40. Nancy Mayer (Dual Credit)
41. Michelle Huilett (RC)

To describe the quality of our faculty, during Spring Term 2013, all 33 SAC members were asked to provide information for the program review that included their primary PCC campus affiliation, list of degrees with name of institution, and areas of specialization/expertise in Communication Studies based on formal training (FT) such as
courses taken in graduate school, title of thesis/dissertation, titles of published articles/presentations, teaching experience (TE), and membership, both past and present, in professional organizations.

Instructor responses reflect excellent representation of knowledge of the field. COMM SAC members have diverse backgrounds and an impressively wide range of intellectual knowledge in Communication Studies. This wealth of knowledge was acquired from a variety of institutions of higher learning in various regions of the US and the world, and is often complemented by travel, research, professional work experience or experience living abroad.

(Of the 33 faculty who were sent questionnaires, 29 instructors provided responses, one faculty member moved out-of-state, one faculty member moved into an administrative position in February 2013, and three faculty did not respond.)

*See Appendix for faculty bios.*

While we have amazing and accomplished faculty, the low ratio of FT-to-PT faculty mentioned in previous sections makes meeting the needs of our growing program difficult. Add to that the increased demands on our SAC for time-consuming tasks such as assessment (which are primarily the responsibility of FT faculty) and we do not have enough FT faculty to meet the needs of our students and the institution.

This imbalance of FT-to-PT faculty may also have negative impacts on student success rates. According to an article in *Inside Higher Ed* by Colleen Flaherty, “...researchers have found that when other factors are held constant, the increased use of adjuncts at four-year institutions is associated with lower freshman persistence and graduation rates. The same pattern has been found at two-year institutions, and higher rates of adjunct employment at such colleges have been linked to lower transfer rates to four-year institutions and lower completion rates for associate degrees.”


Thus our faculty imbalance could negatively impact our ability to meet the institutional goals of the 40/40/20 Completion Compact.

II. Extent of faculty turnover and changes anticipated in the next five years.

Faculty turnover or changes in work assignments in the past five years have been significant. Of the seven full-time faculty in 2009, three were department chairs, and these same faculty also rotated SAC chair positions. Two members, Doris Werkman at SYL and Jorge Espinosa at CA, retired. One member, Larry Galizio, SYL, left after serving in state government, and is now President of Clatsop Community College. Jeremy Estrella and Susan Mann were hired at SYL and Jeremy Estrella is now department chair. Kathleen Doss is a one-year temporary replacement at CA. Chris Edwards, former chair at RC, is now
interim dean of Humanities at RC leaving one full-time instructor’s position at RC unfilled. And Holly King is now temporary department chair at RC.

Of the 16 part-time faculty noted in the 2009 program review, 5 instructors have either obtained full-time work elsewhere or through retirement no longer teach regularly for PCC.

In the next five years, we anticipate one full-time replacement hire (for Jorge Espinosa) at CA. We also recommend two new full time hires, one at RC and one at SE.

III. Extent of the reliance upon part-time faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.

COMM Studies relies heavily on part-time faculty (note ratios in Section 4C above) to teach various courses in the discipline. These instructors have extensive and in-depth credentials to teach specific courses as noted in 5A 1 above and as seen in the Faculty bios in the Appendix.

Full-time COMM faculty, however, must simultaneously teach, serve as department chairs, serve frequently as SAC Chairs, and provide interdisciplinary service to other programs in PCC’s complex infrastructure. As we add more courses, more PT faculty, and more responsibilities such as assessment of outcomes associated with instruction, the workload increases for faculty as was explained in Section 4C.

IV. How the faculty composition reflects the diversity and cultural competency goals of the institution.

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(Information from the Office of Affirmative Action, PCC as of Fall 2013)

Our full-time faculty reflects diversity in terms of age, gender and cultural backgrounds. However, part-time faculty is less diverse. Yet many faculty members have cultural competency through study, teaching, work and travel.
One faculty member applied for and was selected as a mentor for the PCC Faculty Diversity Internship Program. We hope this will assist in attracting diverse candidates to our discipline.

B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes.

The SAC has made no changes to instructor qualifications since the last review. The instructor qualifications listed have been broad, as well as specific enough, to select instructors to teach only specialized courses when needed. Specialty courses are assigned to instructors who have demonstrated expertise through formal graduate courses or teaching/professional experience. But primarily, the qualifications ensure that faculty teaching the highest enrolled course, COMM 111 Public Speaking, have had rhetoric and public address formal coursework and/or higher education-teaching experience in public speaking.

**2010 Instructor qualifications** (from jobs.pcc.edu)

Master’s degree in Speech Communication, Communication, or Communication Studies; or
- Interdisciplinary degree that include a minimum of 30 graduate credits in Speech Communication; or
- Any related Speech Communication Master’s degree (e.g. Telecommunications or Mass Communication) to teach subject-related courses.

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.

COMM faculty engage in professional development activities that include attending and presenting at conferences, participating in cross-cultural travel, designing DL courses, attending ITT workshops, discussing the COMM discipline while pursuing additional graduate coursework, implementing service learning within their courses, authoring publications, participating in local theatre, sharing ideas with colleagues in department meetings, and maintaining memberships in professional organizations. These development activities change the way instructors present information using new and stimulating ideas.

For example:
- Holly King, Bob Pryor, and Katy Nadal traveled to Spain/Morocco, China and India respectively on CIEE grants and subsequently internationalized their curricula.
- Kathleen Doss presented twice at Service-Learning conferences.
- Pat Semura, Kathleen Doss, Nikki Johnson, Michael Mackey, and Katy Nadal have weekly departmental meetings at CA.
- Jeremy Estrella took a PCC course on Assessment.
- Holly King presented at a WSCA conference on Veterans success in the classroom.
6. Facilities/Support

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

Classroom space, classroom technology and equipment, along with office space for instructors, impact the communication dynamics of learning in COMM classes. Current, workable video-recording technology that allows for efficient use of class time is imperative for COMM 111 Public Speaking classes as well as other COMM classes. Students expect that PCC class equipment will work quickly and consistently. At RC, SY, and CA there is at least one dedicated speech classroom equipped with overhead projector, computer podium, and built-in video-recording equipment that allows for recording directly to USB-flash drives. (CA has two dedicated and equipped classrooms.) SE lacks built-in video-recording equipment and needs a dedicated COMM classroom with adequate space and with comparable classroom technology. With construction of new buildings, SE should include built-in video-recording equipment for COMM classes, especially for COMM 111 classes.

In our 2009 program review, students who participated in the Institutional Research survey from SY, CA, RC, and SE emphasized the need for faster, newer technology to replace the antiquated PCC recording equipment in speech classes. Since that time, all campuses have upgraded their equipment, but RC is behind in updating and has had problems with use of equipment. When COMM 111 classrooms do not have built-in equipment they use portable handy-cams. These record speeches in separate video files and then the files have to be downloaded to the classroom computer and one-by-one be transferred to student USB flash drives. This is very time-consuming. We cannot email these video files on My PCC because the files are too big. We cannot upload them to a website because various privacy issues. Thus, properly equipped classrooms with properly trained users of recording equipment are a top priority for our COMM 111 classes.

With our increases in enrollment, SY, CA and RC campuses must have at least two dedicated classrooms equipped with built-in video-recording equipment in addition to the standard projector and computer podium. When COMM classes move to the new academic building at CA in 2014, at least two classrooms (equivalent to SC 201 & SC 204) must be designed to accommodate video-recording. These classrooms must have the space for ease in filming speeches as well as having a space that is conducive to student participation. Classroom furniture must be movable to allow for interactive communication. The current configuration and style of lightweight, movable tables and chairs in the SY COMM classroom (CT 233) would be ideal for all COMM classes at all campuses. According to instructors surveyed, RC video recording equipment may need to be updated very soon. Video recording updates need to always consider student privacy and universal portability. See Appendix for complete responses to this question by individual instructor from our COMM/J faculty survey.
B. Describe how students are using the library or other outside-the-classroom information resources.

Librarians, a physical library and the internet library databases, are all valuable to students doing academic research. Students may tend to gravitate towards Google for easily retrievable information, but they are often in need of the guidance of librarians and instructors to sort and organize information to construct a clear, linear argument with reliable, valid sources for support for academic, college-level speeches and papers. Students also use library resources to document their research in proper Academic (MLA/APA) form. Although students may have been exposed to careful construction of argument in WR 121 (prerequisite for COMM 111 Public Speaking), reinforcement of evidence-based, logical argument requires constant reminders to evaluate the credibility of sources. Librarians provide the necessary support for COMM students. Several COMM instructors take their COMM 111 classes to the library for a “research day.” The library is also a repository for copies of textbooks and other materials placed on reserve for our classes. Many students choose not to print their assignments at home and frequently use the library to print their assignments.

See Appendix for complete responses to this question by individual instructor from our COMM/J faculty survey.

C. Provide information on clerical, technical, administrative and/or tutoring support.

In general, clerical, technical and administrative and/or tutoring support is exceptional. As one faculty member who has taught at RC, SY and CA expressed, “I have found PCC’s administrative and technical support outstanding. Willing and friendly staff members are always accessible to help with my questions. For example, administrative support at the various colleges have helped me navigate college policies, D2L, support staff are always available to help me design my online course pages, and technical support staff has been very responsive to my technology needs in the classroom.” At Cascade, tutoring is integrated with COMM 110 classes, and instructors are encouraged to spend time tutoring COMM students in the CA Learning Center.

See Appendix for complete responses to this question by individual instructor from our COMM/J faculty survey.

D. Provide information on how Advising, Counseling, Disability Services and other student services impact students.

PCC has a wealth of services and resources available to students such as Transitions, ROOTS, SAFE, MAVEN, etc. From the experiences of the contributors of this report, many of us communicate these services to our students or provide CPN information to these groups. From our observations and involvement with students, these services are incredibly helpful to student success. Our faculty is even directly involved in advisory roles in some of these support groups. In addition, some instructors have assignments designed to teach students about these services. And all instructors are required to have information on Disability Services in their syllabi. However, through our part-time questionnaire we discovered some faculty would like more information on the breadth of these services.
Instructors also use CPNs frequently to update or remind students of their status; this often supports students’ completion of COMM/J courses. Particularly with students in distress, student support services have been especially helpful in providing immediate aid to the students and faculty. Established protocol and helpful guidelines are readily available online for all faculty on the Student Services online links for *Students in Distress, Student of Concern, Rights and Responsibilities, Privacy Policy.*

In addition, face-to-face interactions by faculty with advisors and counselors smooth the process for students. One faculty member at RC Campus walks students over to the counseling office. Awareness of student support services for all instructors, part-time especially, has been enhanced by student support services personnel speaking at Faculty Department Chair Institutes and Fall Term Part-Time Inservice meetings. One part-time instructor recently shared the experience of making the decision to write a “Student of Concern Report” as a result of hearing Joe Fischer speak at the Part-Time Faculty Inservice, Fall 2013.

COMM students and faculty have had excellent support from Disability Services. With the recent change, students no longer carry a blue paper form on the first day of class; instead, email confidential notification concerning students who need accommodations are now readily available to instructors online. Students have sign-language interpreters, motorized wheelchair accommodations, as well as close-captioned videos that are often written by staff at OSD.

COMM faculty at CA campus often spend time tutoring in the CA Learning Center, which helps them gain new insight into how students learn.

*See Appendix for complete responses to this question by individual instructors from our COMM/J faculty survey.*

**E. Describe current patterns of scheduling (such as modality, class size, duration, times, location, or other), address the pedagogy of the program/discipline and the needs of students.**

Steady increases in COMM class enrollment have resulted in offering more COMM sections, resulting in more scheduling consultation among department chairs on course/day/time offerings to avoid course duplication. For example, in 2013-14, RC offers COMM 215 Small Group every term. CA plans to offer COMM 215 as a hybrid class on Tuesday evening, Fall, Winter, Spring, Summer, and SY offered one section of COMM 215 Fall term only. As SE campus grows, we have begun (Fall, 2013) to share schedules for Winter 2014. In addition to our current online courses, determining how many online course offerings we will offer each term and each year will be part of our department chair discussion, along with SAC discussion of courses that are most appropriate for online or hybrid courses.
7. Recommendations

A. Identify recommendations related to teaching and learning that derive from results of the assessment of student learning outcomes (course, degree, certificate and/or College Core Outcomes).

We have completed several assessments since 2009. Each assessment has moved us to specific changes in our curriculum. Much of our focus has been on COMM 111 Public Speaking. Overall, assessments of this course have shown we are meeting outcomes. Nevertheless, we are working on continuous improvement. By adding two new outcomes, we have identified areas that need improvement in instruction. Currently, we are working on assessment tools incorporating the terminology of the five canons of rhetoric.

We have also assessed COMM 140 Introduction to Intercultural Communication. The first time we assessed this course, we had significant flaws in the assessment tool. We revisited this assessment with an improved assessment tool and process. We are still examining our results and the LAC response. We will report our plan in our next assessment in 2014. We also revised our mapping matrix for this course as we realized our expectations were too high for an introductory course.

Recommendations related to teaching and learning that derive from results of the assessment of student learning outcomes include the following:

As a result of assessment of communication in SP 111 Public Speaking (2011), we discovered that “students needed more competence in selecting appropriate and creative rhetorical language, using effective supporting materials, and presenting the central idea.” We followed up by sharing and posting assignments and exercises that each of us found of particular value on our Group’s website. Course-level outcomes were also updated by the SAC (2013) and will be included on the CCOG Inventory (Winter 2014). This will remind us that in addition to the canons of delivery, arrangement, and memory, we need to pay more attention to the canon of style (language use) and the canon of invention (narrowing focus in selecting a topic based on audience analysis).

As a result of assessment of cultural awareness of SP 140 Introduction to Intercultural Communication (2011), we recommended that SP 140 faculty “discuss the rubric used with the goal of brainstorming a shared assignment to help students reach measured goals.” In cultural awareness assessment revisited (2013), a shared assignment was used for assessment. This shared assignment was used to reassess this outcome more effectively and we have yet to review as a SAC the LAC response. We will be meeting with our assessment coach later this term.

As a result of assessment of self-reflection of SP 111 Public Speaking (2012), we found that we need to do more to help students to further “examine personal beliefs and measure them against the beliefs of others,” as well as “apply appropriate techniques for exploring and/or resolving conflicts and dealing with differences in a variety of settings.” Instructors often use different methods to achieve these goals. Among them are graded Q & A sessions after student speeches and debate formats.
The results of assessment of self-reflection of SP 111 Public Speaking (2012) indicated that “students [should] reflect more on the importance of communication and public speaking to their personal lives and their roles in society and democracy.” We added a new outcome “use an understanding of the five canons of rhetoric to create and present effective speeches,” not only to use terminology to remind us to assess each of the five areas of preparing for a public speech, but also to more closely provide a background and perspective of the link between historic and modern civic engagement. This outcome will appear on the CCOG Inventory (Winter 2014).

The results of assessment of professional competence of SP 111 Public Speaking (2012) indicated that students made positive gains in understanding how to build credibility as speakers. A new outcome was added to enhance professional competence: “Use knowledge of digital presentation tools to create and present effective presentations.”

When we revisited our assessment of self-reflection in COMM 140 Introduction to Intercultural Communication (2013), we decided to “focus on linkage between assignments, CCOGs and outcomes…” This will be the next step in our continued discussion of assessment. We recently received the LAC response and will discuss possible changes at a future SAC meeting.

Regarding Journalism, we completed our first assessment on self-reflection and cultural awareness in J 201 Mass Media and Communication in 2013 and results will be studied by the SAC this year. Overall, changes in the Journalism program are an area of continuing discussion in our SAC.

B. Identify recommendations relevant to areas such as maintaining a current curriculum, professional development, access and success for students, obtaining needed resources, and being responsive to community needs. For recommendations that require additional funding, present them in priority order.

Requires Funding
In order to maintain our current curriculum the most important recommendation we have identified as a result of this program review is the need for two additional full-time faculty, one at RC and one at SE. We also need to retain two full-time positions at CA, three at SY and the current two at RC. Our current low full-time to part-time ratio supports this recommendation. As our discipline continues to grow throughout the OUS system, we may need even more new full-time faculty in the next five years.

Our second most important request is to have two dedicated classrooms with built-in video-recording equipment at CA, RC and SY, as well as one at SE.

Our third request is for an additional paid in-service day, preferably Winter term, to better meet the growing demands on SAC workload. And we also request a one-class, one-term release for one SAC member to lead Program Review.

As a SAC we would like to initiate a district-wide speech or lecture series. This speaker series may have both students and/or speakers from the community and could be called
PCC Speaks, similar to PCC Reads or even TED Talks.

An ambitious goal is to have a dedicated COMM lab with recording technology and tutors, at each campus.

**Curriculum Recommendations**
As mentioned earlier, Journalism is in a transitional period and as a SAC we have discussed the future of this program. Until the early 2000s, Journalism primarily focused on print and broadcast media. With the advent of new technologies the discipline has dramatically changed. Now a concentration on new media (internet and social networks) has become the norm and other Journalism programs across the nation are taking note. For example, Oregon State University created a Digital Media/New Media program in an effort to keep up with the changing nature of the field and new demands. As a SAC we are aware of these changes and have some ideas on how to move forward. One idea is to include Journalism courses under the COMM prefix. This would require contacting U of O, OSU and other OUS schools to update existing articulation agreements. Another option is to model what OSU has done in regards to creating a New Media Program. This would require revisiting our Journalism CCOGs and updating them to reflect the new nature of the program. We plan to conduct a student survey to assess the needs and future of the Journalism program and make changes.

We are examining current course offerings in order to promote courses in the catalog that have been offered infrequently. We also need to promote courses overall as well as create new courses for our dynamic discipline.

As a SAC, one of our main goals this year is to discuss our distance learning offerings. We need to determine how to more effectively assess on-line courses, and how to ensure we are offering an appropriate ratio of face-to-face and on-line classes.

The degrees and certificates committee are in the process of defining recommendations for focus awards. Thus we will need to revise the structure of our focus award. Once that is complete we plan to develop promotional materials to help us recruit students.

**Professional Development**
We plan to apply for a professional development grant for a SAC retreat that will allow us to exchange ideas and inspire and enrich us as educators. The retreat will allow both part-time and full-time instructors to share techniques and strategies to improve our teaching.

An ambitious goal would be to support full-time faculty attendance at NCA or ICA (International Communication Association). Traveling together and sharing our findings will ensure we are current in our field and also allow us to explore innovations in curriculum development.

**Success and Access for Students**
We had two students complete our Focus Award this year. In the coming years we envision a formal celebration with many students being recognized. It could be combined with our PCC Speaks event.
We plan to discuss expanding our course offerings to meet completion of the AAOT, which may include DL classes. We are considering applying for support for researching how to improve success rates of our DL students.

**Needed Resources**
*See Section A Recommendations*

**Being responsive to community needs**
We plan to discuss conducting focus groups with community organizations, local businesses, and CTE programs to determine their needs and how our curriculum can better serve them.

A speech or lecture series will also fulfill community needs.
8. Appendix

A. Faculty Bios – Instructor Responses

(FT = Formal Training, TE = Teaching Experience)

Suzanne Atkin, (PT-RC), MS Communication Studies, Portland State University, BS Social Sciences, BS Communication Studies, Portland State University. Areas of expertise: Public Speaking (FT, TE), Interpersonal Communication (FT, TE), Small Group Communication (FT, TE), Intercultural Communication (FT, TE), Public Relations (TE), Computer Mediated Communication (FT, TE), Business and Professional Communication (FT, TE), Leadership (FT, TE), Consumerism (TE), Persuasion (FT, TE). Professional Organizations: ASTD, PRSA, IABC, SHRM.


SCA/NCA, Western States Communication Association. Former Speech Department Program Chair, Chemeketa Community College. Professional experience: writer, freelance voice actor/announcer and actor. Voiced the audio version of the Oregon Ballot Pamphlet for primary and general elections, available to sight-impaired. Trained in Le Coq style theatre via work with professional theatre company, Imago Theatre and worked in various Shakespearean professional productions. Received editorial writing award from The Oregonian newspaper in 2010-2011. Professional organizations: SCA/NCA, Western States Communication Association

**Kathleen Doss, (PT-CA),** MA Speech Communication, University of Hawaii. Temporary full-time instructor at CA, 2013-14. Areas of expertise: Intercultural Communication (FT, TE), Public Speaking (FT, TE), Rhetoric and Political Communication (TE), Business & Professional Communication (TE-Interviewing), Personal and Public Speaking (FT, TE), Listening (TE), Oral Interpretation of Literature (FT), Interpersonal Communication (FT, TE), Nonverbal Communication-Presentation of Self (FT). Master’s Thesis: The Communicative Value of a Tattoo: The Role of Public Self-Consciousness on the Visibility of a Tattoo. Presentation at Continuums of Service Conference 2010, San Diego, CA: Effectiveness of Open Online versus Directed Classroom Service Learning Models as Students Experience Meeting Human Needs. Presentation at Continuums of Service Conference 2013, Portland, OR: Service Learning Online: The Truth about How to Build Real Community Engagement and Culture in Virtual Learning Spaces. Member, Asian Studies Development Program. Member, PCC’s China Cohort (Title VI grant); PCC representative to East West Center conference, Honolulu, HI (June, 2012); Chair of PCC’s Asian Studies Committee 2013-14; works closely with PCC Internationalization Initiative to bring Asian-focused lectures and events to PCC; PCC Representative for ARCAS (Association of Regional Centers for Asian Studies); Summer Institute for Intercultural Communication 2008, 2011. Online-Sloan-C conference February, 2013, focused on cultural values’ effect on student learning and perception of learning. PCC’s Anderson conference. On-line Sloan conference March 2013 focused on student engagement in the online classroom. Service Learning Faculty Coordinator for PCC-Cascade, 2010-2012; as PCC-Cascade’s Coordinator of Service Learning, represented PCC by co-presenting at Continuums of Service conference in 2011 and April 2013.


**Chris Edwards, Interim Dean of Humanities and COMM SAC Administrative Liaison, (FT-RC),** MS, Communication, Purdue University, BA, Communication, Cum Laude, Washington State University, BA, Psychology, Cum Laude, Washington State University. Taught at Purdue University, Portland State University, Clark College, Clackamas Community College, Washington State University. Published: Adult Acquisition of Message

Experience, and especially after a speech.

Self-expectations are acknowledged. The decorum of culture. Students come from other departments/professions so context and evoke discussions about how our world is operating that is sometimes not at all sensitive into account. Students are encouraged to address race and culture in their speeches that evoke discussions about how our world is operating that is sometimes not at all sensitive to culture. Students come from other departments/professions so context and expectations are acknowledged. The decorum of the classroom is meant to reflect adult expected formal behavior. Self-reflection is part of formal “debrief” process after learning experience and especially after a speech.

Courtney Fletcher, (PT-CA), PhD Communication, University of New Mexico; MA Communication Studies, West Virginia University; BA Communication, Canisius College. Areas of expertise: Interpersonal Communication (FT, TE), Social Media & Culture (TE), Gender & International Development (FT, TE), Environmental Communication (FT, TE), Intercultural Communication (FT, TE), Family Communication (FT), Rhetoric and Public Address (FT, TE), Rhetorical Criticism (FT), Small Group Communication (FT, TE), Public Speaking (FT, TE). Thesis Title: Communication Patterns Following the Acquisition of a Sexually Transmitted Infection. Dissertation Title: Negotiating Face and Conflict in Romantic Relationships: A Cross-Cultural Comparison of Uganda and Ethiopia (*passed with distinction honors). {Numerous publications, presentations} Professional organizations: NCA, WSCA (Legislative Assembly Delegate At-Large), ICA.

Susan Haigler, (PT-RC, SY), PhD University of Washington, Organizational/Interpersonal Communication; MA University of Georgia, Organizational/Interpersonal Communication, BS Wingate University, Speech Communication/Business Administration, Wingate, NC. PCC employee part time and full-time faculty position at RC. Areas of expertise: Interpersonal Communication (FT, TE), Intercultural Communication (FT, TE), Rhetoric and Public Address (FT), Rhetorical Criticism (FT), Small Group Communication (FT, TE), Public Speaking (FT, TE), Oral Interpretation of Literature (FT, TE), Business & Professional Communication (FT, TE), Persuasion (FT, TE). In 1999, developed first SP 140 Distance Learning course with Doris Werkman.

Karen Hendry, (PT-SY), PhD (ABD) Communication/Mass Media, University of Oregon; MA Communications SUNY, New York; BA UC Berkeley, Rhetoric and English. Areas of expertise: Interpersonal Communication (FT), Mass Communication (FT, TE), Rhetoric and Public Address (FT), Rhetorical Criticism (FT), Small Group Communication (FT, TE at SUNY and Willamette University), Public Speaking (FT, TE at SUNY, UO, Willamette, Mt. Hood CC), Oral Interpretation of Literature (FT), Business & Professional Communication Professional experience: 17 years at OHSU as Education Director, Neurology; The Oregon State Bar Association, Education Administrator & Chamber of Commerce communication specialist.

Aleta “Nikki” Johnson, (PT-CA), MA Counseling Psychology, Lewis and Clark College; BS Criminology, Fresno State College. PCC part-time faculty in the Alcohol and Drug Counseling program; approved by SAC to teach special SP 111/COMM 111 class for PCC’s Alcohol and Drug Counseling program circa 15 years ago. Class emphasizes public speaking for the teaching side of treatment for Alcohol and Drug counselors who need to teach as part of chemical dependency treatment. Students are encouraged to pick topics of social value; environmental, current events, culture are common subjects that evoke thought and comment. Steps of critical thinking are the basis for speech development; problem solving is addressed in outline practice critiques where, ways of structuring a topic, informing, persuading and applying real world (aka complex) solutions are taken into account. Students are encouraged to address race and culture in their speeches that evoke discussions about how our world is operating that is sometimes not at all sensitive to culture. Students come from other departments/professions so context and expectations are acknowledged. The decorum of the classroom is meant to reflect adult expected formal behavior. Self-reflection is part of formal “debrief” process after learning experience and especially after a speech.


**Chris Kernion, (PT-RC, SY)**, MA Speech Communication, California State University-East Bay; BS Speech Communication, Western Oregon University. RC one-year temporary full-time instructor. Areas of expertise: Interpersonal Communication (FT, TE), Intercultural Communication (FT, TE), Rhetoric and Public Address (FT), Rhetorical Criticism (FT, TE), Small Group Communication (TE), Public Speaking (FT, TE), Debate and Forensics (FT, TE), Oral Interpretation of Literature (TE), Business & Professional Communication (TE), Listening (TE). Thesis: Heaven’s Gate: The Perfect Suicide. Professional organizations: Western States Communication Association. Serves as RC Teaching and Learning Center Director, created SP 100/COMM 100 DL class with Holly King and Doris Werkman; created COMM 105 and 214 DL classes.

**Kevin Jones, (PT-SY).** PhD, Communication Studies, Louisiana State University, Baton Rouge; MA, Speech Communication, Cal State Fullerton; BA Speech Communication, Biola State University. Areas of expertise: Interpersonal Communication (FT), Rhetoric and Public Address (FT), Rhetorical Criticism (FT), Small Group Communication (FT), Public Speaking (FT), Debate and Forensics (FT), Oral Interpretation of Literature (FT), Business and Professional Communication (FT).

**Aaron Nicole Kaio, (PT-RC, SY)**, MS Speech Communication, Portland State University; BS Speech Communication, Portland State University. Areas of expertise: Introduction to Graduate Studies (FT), Seminar: Theories of Small Group Communication (FT), Teaching Communication in College (FT), Gender in Children’s Literature (FT), Communication and Consciousness (FT), Quantitative Methods (FT), Achieving Teaching Excellence (FT), Seminar: Persuasion (FT), Seminar: Communicating in Institutions (FT), Methods of Rhetorical Criticism (FT), Seminar: Organizational Communication (FT), Seminar: Communication/Culture/Community (FT), Empirical Theories of Mass Communication (FT), Public Discourse (FT); Introduction to Communication (TE), Interpersonal Communication (TE), Intercultural Communication (TE), Public Speaking/Honors (TE), Nonverbal Communication (TE), Small Group Communication (TE), Mass Media & Communication (TE), Business Managerial Communication (TE), Presidential Rhetoric (TE), Argumentation and Critical Thinking (TE), Debate and Forensics/Coaching (TE). Workshops: (1) April 2002, From Desk to Desktop: Creating an Online Learning Community Northwest Communication Association Conference-Coeur d’Alene, ID; (2) February 1998 Learning Styles: Adapting Your Communication Courses, Western States Communication Association Conference, Denver, CO; (3) Learning Styles: Adapting Your Communication Courses, Northwest Communication Association Conference, Coeur d’Alene, ID.

**Holly King, Department Chair, (FT-RC)**, MA Speech and Communication, San Francisco State University. Areas of expertise: a generalist with a particular love for Intercultural Communication and Gender Communication. In addition to two team-taught interdisciplinary classes, taught: Public Speaking (TE), Introduction to Communication Studies (TE), Interpersonal Communication (TE), Gender Communication (TE), Women’s Studies (TE). Also conducted workshops on Interviewing and College Success for Women. Presented many times at the Western States Communication Association conferences on topics such as Learning Communities and Supporting Veterans at the Community College. PCC committee work has focused on
internationalization of the curriculum and professional development. After organizing a series of panels of Veteran students, was instrumental in bringing support to RC campus to veterans. Professional organizations: WSCA.


Instructor at SYL.

Areas of expertise: Interpersonal Communication (FT, TE), Secondary License Religious Studies, BA Speech Communication, Pepperdine University; Administrative. Rudy Morrow, (PT-SE), MS Speech Communication, Portland State University; MA Religious Studies, BA Speech Communication, Pepperdine University; Administrative Secondary License-Oregon, Portland State University. Served as one-year FT temporary instructor at SYL. Areas of expertise: Interpersonal Communication (FT, TE-Cascade
College), Mass Communication (TE- University of Phoenix), Public Speaking (FT, TE- PCC, George Fox University), Small Group Communication (TE-Cascade College), Preparation and Delivery of Sermons (FT, TE -Columbia Christian College, Cascade College). Master’s Thesis: The Rhetoric of Alexander Campbell, PSU.

Kathryne Nadal, (PT-CA, RC), MA Communications emphasis: Intercultural Communication & Interpersonal Communication, TESL Certificate, Portland State University; BA Geography, University of Michigan, Ann Arbor. Areas of expertise: Intercultural Communication (FT, TE), Interpersonal Communication (FT, TE), Intercultural Communication workshop (FT, TE), ESOL (FT, TE-PCC and University of Iowa), Training in Intercultural Communication and served as trainer for Youth for Understanding (1980’s), Presentation and facilitation of panels and workshops on Intercultural Communication at University of Iowa and PCC, Linguistics and Language Development (FT) in Anthropology, English, SP & Hearing Science Departments, Intro to Communication (FT, TE), Gender and Communication (TE), Intro to Communication (FT, TE), Oral Communication (TE), Public Speaking (TE), Small Group Communication (TE), Business & Professional Communication (TE). Thesis: A Cross-Cultural Study of Role Behaviors of Professors and Students. Presentation of thesis results at conferences and when visiting universities. Participated in PCC’s internationalization by attending 2-week seminar in India on Women and Development. Intercultural Communication Institute-Pacific University, WSCA conferences.


Kristin O’Shea, (PT-CA), MA, Communication Studies, University of Portland; BA, Political Science and History, Boston College. Areas of specialization: Rhetorical communication with an emphasis on media studies (including film studies). Public Speaking (TE), Persuasion (TE), Introduction to Communication (TE), Intercultural Communication (TE), Business & Professional Communication (TE), Small Group Communication (TE), Mass Media (TE-ChemeketaCC). Thesis: The Rhetorical Creation of Social Class in American Television: How Frasier uses mies-en-scene to demonstrate class strata. DPR (Diversity, Power & Responsibility) Seminar, 5-day Great Teachers Course. Professional organization: NCA.


Helen Silvis, (PT-SY), MSJ (Master’s in Journalism), Medill School at Northwestern University; Classes toward MA Psychology, Antioch University, Seattle; BA Joint Honors History and Psychology, Keele University, England. Areas of specialization: Interpersonal Communication (FT psychology classes), Intercultural Communication (FT psychology), Mass Communication (TE and journalism experience), Small Group Communication (FT psychology classes and experience facilitating groups), Information Gathering (TE, FT reporting classes and extensive experience), Visual Communication (TE Photography and video production experience), Multimedia/online journalism/social media-extensive work experience in editing, photography, video production and online journalism. 2011 Knight

**Tom Stevenson, (PT-SY)**, MS Communication Studies, Portland State University; BS Communication Studies, Portland State University. Areas of specialization: Public Speaking (FT, TE), Interpersonal Communication (FT, TE), Intercultural Communication (FT, TE), Mass Communication (TE, years of personal experience), Nonverbal Communication (FT, TE), Small Group Communication (TE), Introduction to Communication (TE), Conflict and Communication (FT, TE), Organizational Communication (FT), Focus Groups (FT). Presentations: How Much Do You REALLY Know? A Lesson in Realization and Reflection About Classroom Commonalities. Northwest Communication Association (NWCA) 2008, Coeur d’Alene ID. Lauth, Dan; Stevenson, Thomas; et. al. Joe Bread Foods: Baking a Legacy, a study in Organizational Communication.

**Stacie Williams, (PT-CA)**, MS Communication Studies, Portland State University; BS Communication Studies, Portland State University. Areas of specialization: Interpersonal Communication (FT, TE, Graduate Coursework), Intercultural Communication (FT, TE, Graduate Coursework), Small Group Communication (FT, TE, Graduate Coursework), Organizational Communication (FT, Graduate coursework), Public Speaking (FT, TE), Debate and Forensics (FT), Organizational Psychology: Workplace Training and Development (FT, Graduate Coursework, Professional experience. Graduate project: Meetings that work: Assessment and training for a government agency. Professional organization: NCA.

### B. Facilities/Support – Instructor Responses

1. **Describe how classroom space, classroom technology, laboratory space and equipment impact student success.**

   Certainly space is an influential factor in communication and interaction. Each element mentioned adds nuances to the learning process and it’s my intent to bring education to all through the use of technology (distance learning) and media (captioned video) and equipment (presentation tools). (RC)

   **Students use technology in the research and development of their speech presentations. Access to and learning to navigate through a well-developed library is vital to students’ research development. Access to computers, PowerPoint projectors, and Internet are equally important for students’ development and presentation of their learning course material and obtaining course objectives. (RC, SY)**

   Classrooms that encourage collaborative learning and that are configurable to do so seem to provide some of the most dynamic student learning experiences. I firmly believe an effective teacher should be able to foster learning in any space, (on the moon for that matter), but as communication experts we all know that an environment can be a major factor in helping or hindering learning. Students with access to the internet and an electronic podium can quickly learn the value of a tightly crafted, appropriately researched PowerPoint presentation. I like having an electronic podium and internet access to show speech samples
or short videos like Maya Angelou speaking with Dave Chapelle—all controllable via iphone, ipad, or remote. (SY)

In COMM 111 Public Speaking students are required to write self-evaluations of their speeches and having a recording of their speech greatly enables them to write an evaluation. Having access to updates and strongly working recording equipment is essential to this assignment. In addition, access to library services is also essential for students to research their assignments, whether those assignments are speeches for COMM 111 or research papers for COMM 100 or COMM 140. (CA, RC)

Although I believe access to technology is the key to overall academic success, I personally believe access and knowledge of the library—both the physical location and the online databases—is crucial to students learning at an individual level. Knowledge of research is an important component to a student furthering their education. Library and research skills are necessary for student success. Because I believe this so strongly, I make sure all of my classes go to and spend time in the library learning how to research. -- I teach a class with an online component and when all technical difficulties are resolved, I find the use of e-books and all they have to offer very exciting. Students are reticent to use what e-books offer, but I believe instructors who enthusiastically use the various components help smooth the transition. —

Personal Note & Complaint: With the amount of public speaking classes taught at PCC campuses, I am more than disappointed in the inadequate recording technology. With one classroom dedicated to public speaking at the Rock Creek campus, one would think and expect the room to have up-to-date equipment. Instead, technical difficulties are typical and student complaints are common. At the very least, I would think we have perhaps earned a white board. Students find it comical we still use an actual blackboard. (RC)

The decision to assign specific classrooms for the instruction of communication courses, made it possible for the selection of supporting instructional technology applicable to and congruent with pedagogical strategies in this field. Of particular importance to classroom instruction, has been the outcome of a collaborative effort to bring students, faculty, and librarians together to assist and train students in the rigorous science behind academic research. The soundness that results from a content that is substantiated by measurable and quantifiable evidence, gives a student a desired source of assurance and a preparation for further work at a four year college or university. (CA)

Students are given an opportunity to use technology for one of their speeches and some want to try out power point. Also, I require one speech to be videotaped and students write a paper on the speech. (SY)

This has an enormous impact! I think space sends an important message to students about how important we are taking their education and thus how they should also view their education. Not to mention that I use technology in every single class period I teach. I sometimes wish classrooms were bigger so we could move desks around, but I usually like the class sizes and feel in the SC where I often teach (CA).

Clearly, in Distance Learning courses, access to computers/technology is critical for students. Although one might assume students have this access from their homes, I’m often contacted
by students whose computers have failed them, so they rely on the use of computers in PCC’s libraries. (RC, SY)

It allows students instant access to information and resource services. Classroom space encourages interaction and discussion among students. All of these factors encourage networking, tech development, access to information and current/relevant training venues. (SY)

I don’t have any objective way to measure that. The use of computers, including student devices has improved the conversation about many topics because information is easily retrieved. Access to multimedia for demonstrations, enhancing impact and improving student interest and involvement are obvious and we talk about that in class. We all know even lively lectures are too passive to go on effectively for very long. Technology has given us so many other ways to structure learning. (CA, SY)

I teach my students to adapt to their environment, but having access to multi-media is important for their skill development in creating presentations and giving speeches while using technology. (SY, RC)

I find that technology has the most impact on student learning. The ability of students accessing their textbooks or library research from mobile devices allows them instant access to content for class assignments and speeches. (RC, SY)

I usually bring my classes to the library for instruction on research and web based platforms that I usually use for my classes. Thorough research is one of my most emphasized skills. I require online participation and submission of student feedback and assignments online. I have developed two courses for teaching in the online environment. I believe we are sadly behind in the use of technology for recording speeches and for students to use to enhance their learning in our classes. Part of this is due to the difficulties of working with the AV department at PCC, which has been consistently inept over the years. I have advocated for a learning lab but it does not seem to be a priority of other SAC members. (RC)

I use PCC online to distribute syllabus and class materials. I put books on reserve at the libraries and invite Librarians to discuss library resources in my classes. I use multimedia in my classes, specifically showing examples from films, videos, television shows, podcasts, and slide shows. (SE, RC)

Access to computers and technology is critical for student success; as much of our economy and business migrates to electronic or online communication, students must learn to use advanced technologies. In addition, students can make use of technology to enhance their education. For example, in my Public Speaking class, I provide internet links to model speeches that we do not have time to view in class. Students learn a lot about becoming better public speakers by studying these models outside of class. (CA)

Facilities and equipment do enhance student success. Just as necessary as creating an effective communication climate is creating an effective educational environment. That includes classrooms with ergonomic furnishings that are easily moveable for reconfiguration, sufficient power supply for students’ mobile devices, strong wireless internet signals to all
classrooms and instructor podiums and classroom technology that is well maintained. In addition, built-in speech recording technology in Public Speaking classrooms is highly desired. Computer availability and particularly printers are needed for students who need these services on campus. (SY)

Comfortable classroom environment is crucial to both allowing students to focus on class and to provide room for important interactions between students and instructors. Having technology that allows me to access online material gives students exposure beyond their textbook. Being able to record speeches is instrumental to student growth and self-reflection. Students find the chalkboard hard to read. Whiteboards would improve student learning. (RC)

With the use of the internet computers and the library have both become significant for students and their success; it is obvious that having enough space in the classroom is significant (I struggle with that in a couple of classrooms at Southeast). Students seem to enjoy the two person tables so I believe that is an improvement. (SE, SY)

I have found in the COMM 101 class that students without skills in basic technology struggle with the most basic assignments. Having to use the computer means assignments take twice as long, or more. I try to warn them of this and have sometimes offered alternative options while they learn to master it. For some students access to technology is difficult even though the college provides it. If they are a working student or a parent with little time to be on campus outside of class time and/or cannot afford a computer and/or internet access they sometimes have difficulty completing assignments on time. (CA, RC)

Many students use technology freely in their daily lives and have adapted their learning style accordingly. I have found a positive environment with diverse techniques is the best way to engage and maintain attention. I use videos, power point, rearranging furniture, and sometimes have library personnel come to class to deliver lectures about resources. This ensures students are aware and engaged in the learning process. They are more active participants in their education and feel it’s more individual. (RC)

It is particularly important in the public speaking courses to have classrooms that are conducive to student participation. If a room is too large and/or has tiered seating, it can separate students so that a sense of community does not emerge. Being able to easily film each student speech is important so that they can see their improvement and use the film for self-evaluations. My expectations are that every student use a professional, computer-mediated visual aid in speeches as this is now the expectation in the professional world. (CA)

At Cascade, during winter term, 2012, through the efforts of Division Dean Nancy Wessel and administrative assistants Amanda Harrison and Tina Parrott who maintained constant contact with transitioning AV department personnel, Bill O’Connor (retired) and Shally Harrison who replaced Bill, a second classroom (SC 204) was equipped with built-in up-to-date video recording equipment, similar to the overhead camera and built-in older equipment that Jorge Espinosa originally requested circa. 1999 for SC 201. Prior to the installation of recording equipment in SC 204, AV personnel would transport and set up a portable, old VHS camera with recording equipment that included USB-flashdrive for every class presentation day. Although I have always required video recordings and written peer and self-evaluations of three speeches each term in Public Speaking or Voice and Articulation, each new
technological change improved video recording for the classroom, allowing students to see themselves fully as the camera, mounted on the ceiling rather than on a tripod can now focus on the speaker from above and back as well as facing the speaker. Through trial and error, we learned that certain USB-drives were easier to use on PCC recording equipment. Students uniformly agree that recording and watching their own speeches have hastened their progress to become better speakers. In addition to video recording equipment and computer podiums that are permanently installed in the classroom, the “Elmo” projector or starboard should be required tools for every public speaking classroom. Instructor and students integrate computer generated presentational aids to enhance their verbal message. The video recording equipment is used frequently, and it is maintained well by Cascade AV. Students no longer complain about “outmoded equipment,” a complaint expressed across all campuses as reflected in our 2009 PCC Institutional Research questionnaire to all speech students. Though our classroom space at CA is adequate, the long, heavy tables that were placed in SC 201 and SC 204 could be improved. They are difficult to move to reconfigure groups or to create a circular arrangement. Modular tables such as those used in the Sylvania CT 217? COMM classroom would be more appropriate for COMM classes. Librarians and a physical library are important at the CA campus, as the campus library serves not only all PCC students, but the campus also serves as a community focal point in north Portland. Librarians provide comprehensive, up-to-date information on conducting academic research for higher education. COMM students tend to gravitate towards the internet and need the guidance of librarians and instructors to sort and organize information to construct a valid argument with credible sources for support for college-level academic speeches. Cascade librarians, especially Tony Greiner and Torie Scott, aid students in their research for speeches. Instructors who have chosen to integrate a “library day” have reported students’ greater mastery of finding evidence to support claims made in speeches. (CA)

For journalism classes, it is helpful for students to have internet access in class. I encourage students to bring laptops tablets and phones for certain information gathering exercises. I find the classroom setup sometimes works against student activities during class. (SY)

Classroom space plays a tremendous role in the interaction between student and teacher. Using the space wisely, be it through the use of traditional lecture or classroom activities plays a major role, especially in the communication tradition. It is always my intent to enhance the education of all through the use of technology (I am currently in the process of learning the technology necessary to teach fully online courses, media (videos/power point), and other equipment. My intent is always to use as many different resources so I can meet the needs of students with all different learning styles. (SY)

A functional classroom is essential to student success. The room must be set up in a way that easily allows for small group work throughout the class period. The Think, Pair, Share model can be inhibited if students perceive physical barriers such as needing to move large or cumbersome desks. The use of LMS for face-to-face classes is something that I think is almost non-negotiable. Most universities require each face-to-face course to utilize even the basic functions of the school’s LMS. I believe that utilizing it in our classes helps us prepare our students to transfer, enhances the learning of basic computer skills. (CA)

Rock Creek Campus sorely needs updating. Again we need new recording abilities and more classrooms equipped with cameras and perhaps audience response technology. (RC)
AV department has been a godsend way back to the early days of Bill Phillips. That department operates on the premise that they will do whatever, to get the resources to help students learn in the classroom. I have felt tremendously supported by AV staff. I only found out by accident that I had access to wireless PPT devices, which I otherwise had to check out of the library. (CA)

C. Describe how students are using the library or other outside-the-classroom information resources.

Students use the library to complete assignments such as annotated bibliographies and research-driven papers and speeches. The text learning resources help to support the learning process and success of students. For example, completing video quizzes online help support the in-class discussion and conceptual process. (RC)

Students use the campus and online libraries and databases to research their assignments as well as develop their presentations and/or papers—all require oral citations and bibliographies. (RC, SY)

Students must do research for speeches and papers and learn how to use both the library and internet for those materials. In the past, I required a reference librarian tour day. In fact, I’ve incorporated materials students have discovered into some of my class materials. (SY)

When teaching public speaking, I incorporate a library lecture requiring students to learn about library services and best approaches to research. For the online COMM 140 course, I include suggestions for e-books that PCC library owns. These e-books are extremely helpful for students to research for their assignments. (CA)

[Partial repeat of answer to Question A]: Although I believe access to technology is the key to overall academic success, I personally believe access and knowledge of the library—both the physical location and the online databases—is crucial to students learning at an individual level. Knowledge of research is an important component to a student furthering their education. Library and research skills are necessary for student success. Because I believe this so strongly, I make sure all of my classes go to and spend time in the library learning how to research. (RC)

[Partial repeat of answer to Question A]: Of particular importance to classroom instruction, has been the outcome of a collaborative effort to bring students, faculty and librarians together to assist and train students in the rigorous science behind academic research. The soundness that results from content that is substantiated by measurable and quantifiable evidence, gives a student a desired source of assurance and a preparation for further work at a four year college or university. (CA)

Students are sent a link to the library’s communication studies database and reference librarian. (SY)
I have all of my students use the library for a variety of activities related to research, reading, and group projects. I also have them attend at least one extra-curricular speaking activity that is often advertised on the library or PCC website. (CA)

[Partial repeat of answer to Question A]: Although one might assume students have this [computer] access from their homes, I’m often contacted by students whose computers have failed them, so they rely on the use of computers in PCC’s libraries. (RC, SY)

As stated earlier, students in my courses frequently use the library to conduct their research. Moreover, they access course-related information from online sites such as Penpals International, YouTube, Kwissentials, etc. (RC, SY)

I try and have an hour devoted to library tours and search engine training. From my limited experience, it appears that the students are very well acquainted with the PCC Library Resources and access them on a regular basis. (SY)

Research assignments require use of outside sources in projects. (SY)

Most students use the Internet to research and/personal experience or interviews. How much they use other resources in the library is unknown to me. (RC, SY)

My students are required to locate their speech research from the library databases. I emphasize that they are paying for these services in their fees so I want them to utilize this service. (RC, SY)

[Partial repeat of answer to Question A]: I usually bring my classes to the library for instruction on research and web based platforms that I usually use for my classes. Thorough research is one of my most emphasized skills. (RC)

Mostly from home but they still need training and enforcement on how to use the online databases. I also think I personally need to require face-to-face interviews as part of my required information gathering. (RC)

Students are required to do outside research for class projects using library resources available on campus as well as online. (SE)

All of my classes require some form of academic research, which they conduct at the library or by using PCC library databases. In my Public Speaking class (COMM 111), students are required to deliver speeches about public policy issues. They learn about and gather supporting evidence for these speeches through academic research. In my Intro to COMM Studies and Intercultural Studies courses (COMM 100 and COMM 140), students learn to read academic articles and are required to submit article summaries or annotated bibliographies. I encourage all students to use the expertise of PCC librarians when they are conducting this research. (CA, SY, RC)

Students in my classes use the library primarily for access to information resources to use in speeches, analysis/research papers and presentations. Students also increasingly use Google search, Google Scholar and YouTube that they access with their own devices. (SY)
Students are required to do research on three speeches. Two of these require peer-reviewed sources. I believe most students rely heavily on the online library resources to help them not only find these sources, but to identify what is peer reviewed. They are also encouraged to utilize librarians and I have had a few students who have gone in person and found this service valuable. (SY)

It is my experience that the internet has taken the place of the library in my classes for the use of articles, magazines, books. I encourage them to use the library and I also insist that they use a variety of types of sources for their presentation. (SE)

Students in classes are required to visit local non-profits and to interview personnel there as part of one assignment. The internet is required for research for speeches. I have no idea how many of my students actually use the physical library. I have at times urged them to record their speeches there, but haven’t mentioned it to them recently. (RC, CA)

Most of my students access the Library through online means. I have found through experience that few actually set foot in the library, but often know a lot about the resources offered online at PCC. (RC)

Students must use peer-reviewed sources in their speeches and papers. This requires that they understand how to access these through the library. Although Google Scholar can be a useful search site, I require that they use the PCC Library search engine (EBSCO) to fine the articles. They then use annotated bibliographies for each source cited. In some instances, students have a very hard time understanding how to use this resource and then I send them to the librarians for a more in-depth explanation. I have also begun requiring a service learning assignment in COMM 130 Business & Professional Communication. The Service Learning website is comprehensive and has provided me with ideas on how to engineer the assignment. (CA)

[Partial repeat of answer to Question A]: Librarians and a physical library are just as important, perhaps more important to PCC than the internet library databases. Students already tend to gravitate towards the internet for easily retrievable information and they are in need of the guidance of librarians and instructors to sort and organize information to construct a clear linear argument with reliable and valid sources for support for academic college-level speeches. Although students may have been exposed to careful construction of argument in WR 121 classes, reinforcement of evidence-based claims made in public speaking requires constant reminders of credible research for logical argumentation. Librarians have a thorough understanding of what students need to accomplish research for their speeches. – The library is also a repository for copies of textbooks and other materials for our classes placed on reserve. MANY students choose not to print (at home) hard copies of speech outline with bibliography and/or other written assignments that instructors may require to be turned in as hard copies, and frequently use the library printers to print their assignments. When transitions in technology occur, such as switching from VHS tape to CD or VHS to USB-flashdrive for recording speeches, the library was the only place where students could view their VHS tapes on VCR when most students in 2009 no longer owned VCR’s. Note the following student comments from PCC Institutional Research questionnaire in 2009: (CA)
Students use the library for research into public policy topics and to pursue project work. (SY)

My students use the library and other “outside-the-classroom” information resources to complete assignments such as research papers, annotated bibliographies, speeches, and more. In addition, many of the texts we now use have endless resources that I encourage students to use as part of the learning process. A perfect example is having students watch speeches offered through the publisher’s learning resources, which helps encourage additional classroom discussion and learning opportunities. (SY)

Students are directed to library and their online resources to complete their research for speeches and projects in class. Students in all face-to-face classes are also required to use our LMS to access additional web-based sources. (CA)

D. Provide information on clerical, technical, administrative and/or tutoring support.

Students in my courses are encouraged to utilize the resources they help support through their tuition. (RC)

ITS support is vital to keep students connected to the internet. (RC, SY)

There are on-campus tutoring and writing labs that I point out for students as well as computer labs. I also place books on reserve in our library. (SY)

Administrative and technical supports for faculty are both successful in my opinion. At Cascade I am quite comfortable knowing that my requests will be met in a timely fashion. In addition, as an online instructor, I am also quite comfortable knowing my needs are met (even in a timely fashion when D2L is experiencing issues), and there are many opportunities to further my knowledge with regard to distance education (see previous note regarding Sloan-C online conferences). (CA)

The delivery of academic services to students in general is possible due to an organizational effort that brings various clerical, technical, administrative and/or tutoring support staff at this campus. (CA)

I have a volunteer from the Writing Center give a presentation on the benefits and resources available to students. (SY)

I’ve had relatively few problems or needs in regards to clerical, technical, administrative and/or tutoring support. Those problems I’ve experienced have been quickly and adequately addressed by the Faculty Helpdesk. (RC, SY)

Unsure what is being asked, but, I do inform my students about the Writing Center tutor services and we do have a librarian speak to the class about library resources. (SY)

I have never had any problems that were not addressed promptly. (SE)

Since I have been here for 11 years I do not need much clerical or technical support. I did take advantage of the training courses when developing online classes. I would not say that I
have specific tutoring embedded in my position but I do offer the normal assistance to students that may need support and assistance with their assignments. (RC, SY)

I work closely with student support services to ensure my students success. I often take my students on tours of the facilities to point out the locations and offerings of support services and programs such as the Multicultural Center and The Veteran’s Center. I now have all of these centers listed in my syllabus. I am known to walk students in distress over to the counseling center and to work closely with the dean of students regarding “at risk” students. In regards to counseling students about the Communication Studies program at PCC, I could do a better job of promoting our focus award. (RC)

I’m not sure what you want to know. I do my own clerical and administrative work for my classes. A few students have made use of tutoring support to my knowledge. (SE)

I have found PCC’s administrative and technical support outstanding. Willing and friendly staff members are always accessible to help with my questions. For example, administrative support at the various colleges have helped me navigate college policies, D2L support staff are always available to help me design my online course pages, and technical support staff has been very responsive to my technology needs in the classroom. (CA, SY, RC)

My experience with all the support people at Sylvania and Southeast (where I primarily teach) has been exceptional. They are always willing to help with my needs or needs of students. (SE, SY)

I always encourage them to use the tutoring center, but I don’t know how many take advantage of it. I have volunteered there [Cascade Learning Center] in the past, but not recently. I am pleased that part-time faculty has desk and computer and copying privileges on campus. (CA, RC)

I’ve, personally, only had positive experiences with administrative support. Students have never said anything bad about the admin support. They have mentioned Financial Aid issues, but that’s it. However, many of my students have been unaware of tutoring support and few take advantage of that valuable resource. (RC)

I have not had students use tutoring at PCC. The clerical, technical and administrative support has been excellent at PCC. I very much appreciate how the supplies (chalk, paper clips, highlighters, etc.) at PCC make my teaching both easier and better. (CA)

Clerical, technical, administrative, and tutoring staff at Cascade, consistently provide students and faculty with excellent support. In our division, Dean Nancy Wessel and Administrative Assistant Amanda Harrison are knowledgeable division/campus information experts, highly skilled, responsive, efficient, and well-organized. Amanda meets personally with each newly-hired instructor to acquaint them with all aspects of completing their paperwork, acquaints them with the campus (mailroom, office area, print center pick up area, etc.) A division newsletter provided at the beginning of the term informs us of key events, faculty reminders/responsibilities, and stories featuring faculty. Hard copies of “beginning of the term faculty responsibilities” are sent with FANs, along with email reminders. In addition, on the Groups page, faculty can find information needed; recently, the minutes of Division meetings were posted. New to the campus, Lindsey Davis, provides help with complex
computer-related projects. Denyse Peterson's reception and social planning skills have provided for campus and division events. All current administrative assistants provide assistance to students and also daily needs of faculty—keeping Ricoh high-speed printer and other division copy machines in operation, providing supplies for faculty, reminding faculty about common classroom courtesy. Penny Thompson, Director of the Cascade Learning Center, provides a great service to the Cascade community as she collaborates with instructors across all disciplines. There is a Cascade Learning Center Open House for students and faculty at the beginning of the academic year (since 2007), and Penny often organizes special tutoring sessions for COMM. I encourage students to seek tutoring whenever students indicate the need, especially for writing, math, writing, or science assignments. I also encourage Cascade COMM instructors to tutor students at the CA Learning Center. Part-time COMM instructors Katy Nadal, Faye Ellingson, and Kathleen Doss volunteered their services at the CA Learning Center. Max Macias[sp?] and Tom Gebhardt (IT Department) have also been especially helpful with reviewing new VOIP phone system and use of new computer upgrades. (CA)

Photocopying for class is helpful and the administrative staff are very helpful with any problems that arise. (SY)

I encourage all of my students to use the support services offered by the college, especially tutoring support. I also am grateful to have had the opportunity to use the clerical, technical, and administrative personally, which in turn has allowed me to be much more focused in the classroom. I am constantly awed by the amount of resources available to the faculty as we strive to provide the best educational experience for our students, and I am certainly not afraid to ask for help during those times I find I need the extra assistance. (SY)

I believe that the support services at the Cascade Campus are excellent. Administration and TLC are very supportive. (CA)

E. Provide information on how Advising, Counseling, Disability Services and other student services impact students.

Course progress notifications (CPN) are used frequently as reminders. CPNs often support students' positive completion of COMM courses.

With students in distress, student support services have been especially helpful in providing immediate aid to the students and faculty. Established protocol and helpful guidelines are readily available online for all faculty on the Student Services tab online “Students in Distress.” “Student of concern” “rights and Responsibilities,” “Privacy policy.”

In addition, face-to-face interactions by faculty with advisors and counselors smooth the process for students. One faculty member at RC Campus walks students over to the counseling office. Awareness of student support services for all instructors, part-time especially, has been enhanced by student support services personnel speaking at Faculty Department Chair Institutes and Fall Term Part-time In-Service meetings. One part-time instructor recently shared the experience of making the decision to write a “Student of Concern Report” as a result of hearing Joe Fischer speak at the part-time Faculty Inservice, Fall 2013.
COMM students and faculty have had excellent support from the disability services. New email confidential notification concerning student who need accommodations are now readily available to instructors online, rather than students carrying a blue paper form on the first day of class. Students have sign-language interpreters, motorized wheelchair accommodations, close-captioned videos that are often written by staff at OSD. COMM faculty at CA campus often spend time tutoring in the CA learning center, often discovering new areas of how students learn.

Invaluable services that support student success, particularly for students with disabilities and non-native students. (RC)

It is vital that instructors work with advising so that students are advised correctly on which communication classes are applicable to their degree/program. In addition, it is important that we work with the Office for Students with Disabilities and other student services to work together to provide access to ALL students. (RC, SY)

Primarily, my most frequent student impacts have been via Office of Students with Disabilities, helping make accommodations for students in classes and helping with alternative forms of testing. In addition, I would like to include, like Jeremy Estrella does, some ASL student signers into my various COMM 111 classes. I am well accustomed to having signers into my various COMM 111 classes when I was at Chemeketa, even for theatre classes/performances and it's useful experience. (SY)

In COMM 100 when teaching organizational communication, I incorporate a lecture from Becky Washington of Career Services at Cascade (either in person or as an online lecture). From there I suggest that students take advantage of the services that PCC offers. Many students have commented that the lecture and resume building services invaluable for them. My limited experience with OSD has been successful in working with students with differing needs to ensure they have support and standards to enable them to be successful in the course. (CA)

I don’t have specific knowledge about advising and its impact on students, but I do feel that I should get updated on various degree requirements so I can provide educated feedback for students asking course requirement questions. (I used to know more about the Oregon Transfer Degree and now with changes, don’t feel equipped to provide any feedback.)—As a former student registered with the disability office at PCC and PSU, I am very involved with “disabled” students and I am not afraid to approach disability issues openly with my class. I discuss this on the first day of every term because I believe students need to be reminded it’s an option and it’s the key to academic success for many students. When I have a student who is suffering academically because of chronic illness and discover they are not connected to the Disability Office, I typically intervene first with a conversation and if the student is willing, I help them set up an appointment. With regard to learning disabilities, I often tell students that if they have been going to school awhile, have tried various strategies and are still struggling academically, it might help to talk with a general counselor or a counselor in the Disability Office. –If the stigma of learning disabilities is ever to disappear, instructors must talk about it. It’s our job to not only provide required accommodations, but to provide an environment of safety and transparency while learning. (RC)
Similarly, and given the varying degree of social, economic, and political experiences in the lives of the students in an urban setting—such as it is the case for the Cascade Campus, working with advising, the Office for Students with Disabilities and other student services impact students has become a common practice. (CA)
I work with the Office for Students with Disabilities regarding student accommodations or questions I have about specific student needs. I believe it is an integral program to the Community College. (SY)

I think the Advising and the Office for Students with Disabilities play an integral role in students experiences at PCC—I often send students to both of these offices for support. (CA)

I understand that many students need to speak with Advising specialists to determine their best options regarding Financial Aid issues; as well, the Office for Students with Disabilities seems to be working hard to recruit and retain students whose needs aren’t met by traditional methods of instruction and assessment. (RC, SY)

All of these services are vital to a student’s success. Advisors are absolutely necessary for all students, whether they are planning to transfer to a 4yr program or obtain an AA or technical/medical certification. All students should meet with an advisor at least 1-2 times a year. Again, students with disabilities should work with the Office for Students with Disabilities to help navigate the campus, classrooms and academic schedule. They also need to utilize the assistance of the office when dealing with assignment and lecture issues. All of these services are necessary for the college to provide high quality academic opportunities. (SY)

(OSD) Students seem to feel empowered and hopeful when they come to class with accommodations that they believe will help them succeed. When I think of students who drop classes throughout the term, it is rarely a student who has accommodations. I have had several students in special programs and have communicated with their advisors and they mostly do well. (CA)

Besides providing students with accommodations, such as getting books read onto CDs, I am unaware of how students are negatively or positively influenced by these departments. (RC, SY)

I see more impact from the Office for Students with Disabilities. I see this office providing opportunity for students and also supporting their needs within the classroom. I have had some very positive interactions with the Office for Students with Disabilities at the Rock Creek Campus. There is very clear communication that is timely and helpful for both the student and instructor. (RC, SY)

I always think that faculty should work more directly with student services. PCC is now gathering data on students’ major goals. I think that information should be forwarded to faculty so we can know who to reach with. There seems to be very little vehicle for this unless a student identifies. It would be great if we could be sent a list of our majors either by institutional research or institutional support. –I work closely with student support services to ensure my students’ success. I often take my students on tours of the facilities to point out
the locations and offerings of support services and programs such as the Multicultural Center and The Veterans Center. I now have all of these centers listed in my syllabus. I am known to walk students in distress over to the counseling center and to work closely with the dean of students regarding “at risk” students. In regards to counseling students about the communication studies program at PCC, I could do a better job promoting our focus award. (RC)

Again, I am not sure what the question is. I can tell you from my perspective what impact they have had. I have office hours and some students make use of this time to go over assignments. I have had students with Disabilities and have made accommodations that were requested. (SE)

Being relatively new to PCC, I have not had much contact with the Advising Office or the Office for Students with Disabilities. While a couple of students have given me official letters from Disability Services, none yet has required special accommodations in my classes. I assume that both of these offices provide critical support to community college students. (CA, SY, RC)

I don’t have any direct interaction with the Advising office; however, anecdotally I have heard that at times their articulation information has been inaccurate/obtained. The Disabilities office has been very helpful with providing needed services for students such as sign-language interpreters. For most students in my classed who need accommodations, however, I manage the accommodations such as copying lecture notes, giving extended or alternative testing, finding media examples that are close-captioned, etc. This, at times, becomes unduly time consuming for me as an instructor. (SY)

I have not had students at PCC with this yet. I have had this at other schools and it allows me to make exceptions that otherwise I could not, increasing the student’s potential for success. (RC)

Again, I think that their work is absolutely essential for the education experience of the students. These people have always been supportive of my work and the students. (SE, SY)

I know that the OSD has been helpful. My experience with students who learn to use the services is good. When the student communicates clearly their needs, it helps me a lot. I have had good experience with interpreters in my classroom. (CA, RC)

I don’t personally do any advising and don’t know much about it. I have had positive experiences with Disability Support Services. The only concern that has been brought to my attention by a student is the need for private, quiet testing space so they are not distracted when taking tests. (RC)

The Disabilities office is great about letting the instructor know how they can help students throughout the class. I also appreciate how the reminders each term from the Roots program ensure that students get timely feedback. (CA)

No answer. (SY)
At Cascade, we have been fortunate to have maintained a very comfortable relationship with student support services, especially with Dean of Student Services-Linda Reisser and administrative assistant-Anita Morris; Associate Dean-Joe Fischer, and associate Nikki Barone. We maintain our connection with the Advising Office, especially with current advisors Susan Wilson and John Whitford. Susan and I met recently to discuss changing advising schedules at Cascade. Pam Miller-Tatro of Counseling provides answers and help whenever the need arises. Those who provide support for students and faculty in Student Services are highly qualified in their professional work and demonstrate their professionalism in a most caring way for both students and faculty. Their work is impressive, especially Joe Fischer’s expertise on college classroom behavior management! I have also worked closely with the Office of Students with Disabilities and have had many students who have required various accommodations. When there are three or more students in the same class who require different types of accommodations, it becomes particularly challenging. ODS provides excellent service. When videos with captions were needed, ODS called to arrange to pick up, to add captions to videos, and return to Cascade, hand-delivered. In the last five years, audio-recordings were also provided; however, publishers now often have an audio version of the textbook. (CA)

Have not heard a lot of feedback from students on this. (SY)

I am constantly encouraging my students to use the services that are offered to them. Many of my students have expressed a strong interest in taking additional communication studies classes, and I always encourage them to make sure they always meet with academic advisors to make sure their learning pathway is clear. I also find the resources made available for students with disabilities and non-native speaking students are invaluable. I am a strong advocate for the students who face specific special needs, especially since I was one who relied on some of those programs. (SY)

I believe most of the student services support students very well. Several students have complained about the support and guidance they have received from Advising. My impression is that there are many students who are not fully satisfied with that department. I have had no direct communication with that department. (CA)