

College Success & Career Guidance (CG)

Program Review

May 2016



~Assisting students in all phases of their college experience~

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College Success & Career Guidance (CG)

Program Review

1. Program/Discipline Overview

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

College Success and Career Guidance courses exist for one sole purpose: to support PCC students as they work toward successfully achieving their goals. To this end, however, CG courses can generally be divided into three important areas of educational focus:

- student success habits and skills
- career choice and success
- personal development and improvement in support of academic and life success (known as ‘psychoeducation’ in the field)

Student success habits and skills courses address multiple student challenges, including how to access resources, set and meet goals, and manage time. They also address how to study and learn effectively. Career courses present an opportunity for students to learn from life experiences while assessing and developing strengths and personal skills as they explore potential career paths. Personal growth and skill enhancement courses promote the skills and habits students need to manage the day-to-day challenges they face in balancing school and life.

Recently, PCC’s CG discipline has been guided and informed by a report on High Impact Practices for Community College Student Success, released in 2014 by the Center for Community College Student Engagement (CCCSE). Their research has concluded that student engagement in specific CG-style courses is recommended as part of the high-impact practices that improve student outcomes. Namely, the report concludes that colleges that wish to retain students should include the following as part of their high-impact practices:

- a strong introduction to “college resources, services, policies, and organizations; building a network of support; and developing an academic plan and individual goals.”
- a student success course “specifically designed to teach skills and strategies to help students succeed in college (e.g., time management, study skills, and test-taking skills).”

Additionally, the emergence of Oregon Promise has provided an opportunity for CG to implement the CCCSE recommendations for high-impact practices strategically for an important new group of students. In particular, CG is exploring the potential for Oregon Promise students to engage in a select sequence of CG courses as part of a First Year Experience.

Work cited:

Center for Community College Student Engagement. (2014). A matter of degrees: Practices to pathways (High-impact practices for community college student success). Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

B. Briefly describe changes that were made as a result of SAC recommendations and/or administrative responses from the last program review.

The CG Program appreciated the administration's acknowledgment that our very long list of recommendations in 2011 represented "admirable and very ambitious goals," and we, indeed, heeded the advice to group our goals into manageable categories to address them more effectively. Briefly, the 2011 recommendations and administrative response led to the following:

- Full- and part-time faculty robustly pursuing training and professional development
- The CG SAC ensuring quality services and increased participation by improving our email communication as a SAC and by connecting trainings and work groups to SAC meetings

CG has enhanced and improved our course offerings specifically by collaborating with the Math SAC to create CG 58 Math Literacy Success, and by forming a work group to discuss whether to change the prerequisites for CG 111 Study Skills in view of upcoming changes to enrollments due to Oregon Promise and ongoing access issues for Developmental Education (DE) students.

2. Outcomes and Assessment - Learning Outcomes and Assessment, Teaching Methodologies, and Content

A. Course-Level Outcomes

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

A CCOG revision schedule for the CG SAC's 23 courses is provided in Appendix A. Twelve CCOGs have been updated since fall 2012 and the remaining 11 are earmarked for revision by fall 2016. The process of determining what the course outcomes should be, how they should be worded, and whether they meet the assessability 'test' is a collaborative SAC effort.

When a course comes up for review, the SAC scrutinizes the CCOG for relevance and compliance on three levels: Does it meet Curriculum Committee standards? Is the language appropriate for college culture? Are its outcomes assessable? If an alteration to a key component of the course is recommended as a result of this

review process, the SAC's Assessment team will work with involved faculty to design and undertake an evidence-based assessment to determine if recommendations are supported by assessment results.

Following, are some examples of how outcomes are assessed at the course level:

- In CG 100 College Survival and Success, one of the intended learning outcomes is that students will "Communicate and participate responsibly in order to navigate college systems." One instructor has implemented an assessment strategy in her course to ensure students are familiar with college technology and can access it effectively. She gives students time to explore and become familiar with the MyPCC system as part of the course. To demonstrate their knowledge, they are asked to log into their account at the end of the midterm (via the instructor's podium) and demonstrate their familiarity with a number of elements within the system, including how to access their PCC email, how to check their financial aid status, and how to search for registration dates for the upcoming term. Privacy is maintained by allowing only one student at the podium at a time. Where their financial aid status is concerned, they merely need to show the instructor which tab is the gateway to that information—not the confidential specifics on their awards.
- In another section of CG 100, an instructor works with students to help them "Identify, understand, and utilize active listening skills in their college communication." She engages in two role plays in the front of the room—one to demonstrate effective active-listening skills, and one to demonstrate non-effective listening/communication. The students are asked to write down what they observe in her behavior that indicates the presence or absence of effective listening skills.
- In CG 146 Values Clarification, an intended outcome is to "Describe personal values: how and when they were formed, and if and when they have changed over time." One instructor presents students with a personal essay from a variety of individuals over the course of the term. Essays range in content and creativity, but all surround a set of personal values from diverse individuals with equally-diverse personal values. Over the course of the term, students are asked to review and evaluate six to seven essays before writing an essay about their own personal values and presenting it to the class. By the end of the term, students have examined a variety of values, explored the concept of values and beliefs, and have worked to identify and share one of their most important personal values with their peers.

ii. **Identify and give examples of changes made in instruction to improve students' attainment of course outcomes, or outcomes of requisite course sequences that were made as a result of assessment of student learning.**

Changes to curriculum in CG 100 and CG 144 Introduction to Assertiveness have been proposed to the SAC by its assessment subcommittee. The proposed changes are grounded in CG assessment results for both courses over the last five years as the curriculum relates to student attainment of course-specific outcomes and to the PCC Core Outcomes of 1. Communication, and 2. Community [Engagement].

Example 1:

An initial assessment of Community [Engagement] was conducted in 2013-2014 (see Appendix D). During the initial assessment process, the SAC received feedback results from students stating that engaging in campus activities was difficult due to their busy schedules and due to time conflicts with their courses. Many students described feeling too overwhelmed with the demands of school, work, and family, leaving little-to-no time to engage with the campus community outside of attending class. In preparation for re-assessment of this outcome, the SAC created new research-based (Tinto, V., & Engstrom, C., 2008) curriculum focused on the value of being engaged on campus. The SAC asked CG 100 instructors to include two things in their curriculum the following term: 1) the opportunity in-class to participate in a campus event or activity, and 2) research-based information supporting the value of becoming involved in campus life. Supportive evidence for new curriculum was provided to instructors (see last few pages of Appendix D).

The change in curriculum was intended to provide the opportunity for students to participate in the campus community during class time. Through this intervention, we hoped to encourage students to participate in a meaningful way in the course of their regular schedules.

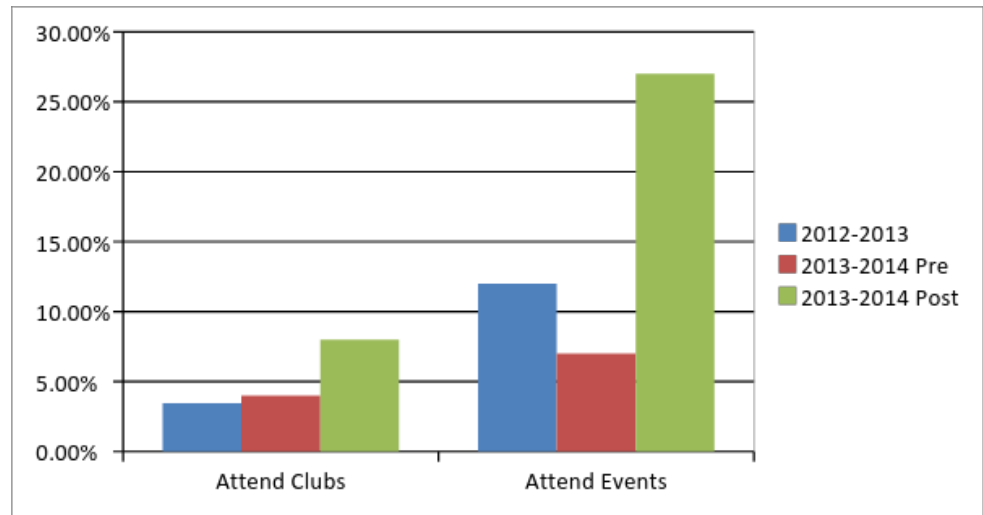
Results from the follow-up assessment (see Appendix C) indicated that students did, in fact, see the opportunity as valuable, and that more students reported having actively participated in campus community activities in some way during the course of the term as a result of their CG 100 class.

The graph at the top of the next page shows the number of students (represented in % of sample size) from 2012-2013 and 2013-2014, Pre (red) and Post (green), who attended a PCC club or event.

Clubs- 2012-2013: 3.45%, Pre-Assessment 2013-2014: 4%, Post-Assessment 2013-2014: 8%

Events- 2012-2013: 12%, Pre-Assessment 2013-2014: 7%, Post-Assessment 2013-2014: 27%

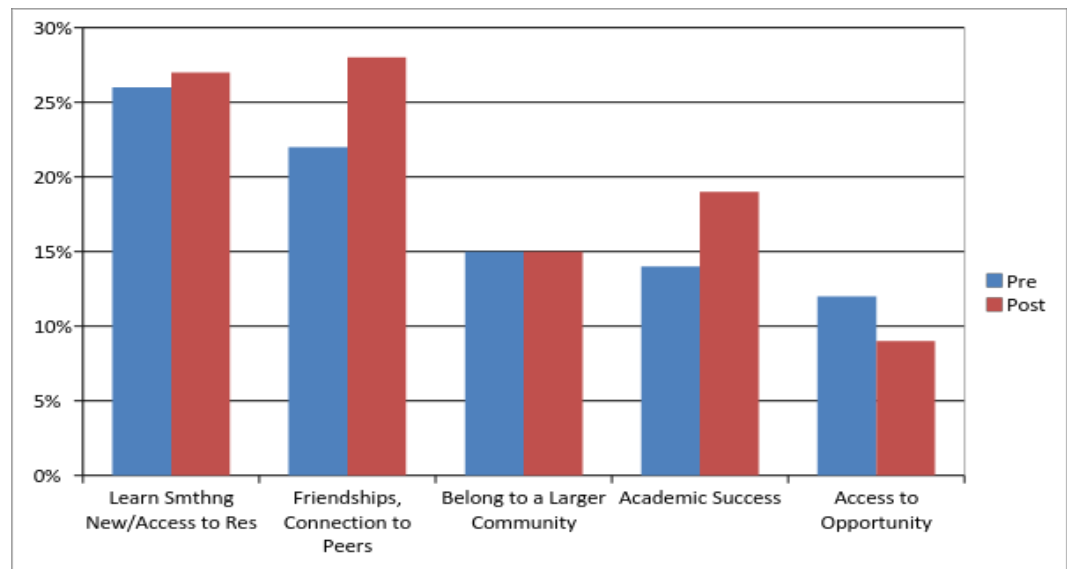
Students' Participation in Clubs



The graph below shows the major themes identified in student responses to the question, "Describe why you feel it is important or unimportant to be involved in the PCC Community." It was possible for one student to list multiple reasons. The data below represents the percent of students who mentioned each particular theme in the answer to the question above.

- Learn Something New/Access to Resources: Pre- 26%, Post- 28%
- Friendships, Connection to Peers: Pre- 22%, Post- 28%
- Belonging to a Larger Community: Pre- 15%, Post- 15%
- Academic Success: Pre- 14%, Post- 19%
- Access to Opportunity: Pre- 12%, Post- 9%

Why it is important to be involved in the PCC Community



The SAC has not made a final decision on whether to include this additional curriculum into the CCOG permanently, but the assessment team has recommended it be considered the next time CG 100 content is re-evaluated.

Example 2

After two rounds of assessment focused on Introduction to Assertiveness (CG 144), the assessment team has made the recommendation to the SAC to increase the credit value from one to two credits. This recommendation is based on three important results from two years of assessment: instructor feedback that more time is necessary to adequately teach and provide practice time for students to apply what they have learned, student feedback requesting more time to master specific communication and conflict resolution skills, and, finally, assessment results indicating that while students improve on each of the four skills measured, they have room to improve even further in two of the four skills: 1. Skills in listening, summarizing, and communicating appropriately and respectfully and 2. The ability to remain calm, non-judgmental, and coherent amidst disagreement with others. Recent data from IE indicates another course, CG 145 Stress Management, when shifted from one to two credits, experienced a drop in enrollment and slightly lower completion rates (85% for 1-credit version, 75% for 2-credit version). The relationship between the credit increase and drop in enrollment and completion is unclear, as additional variables could be influencing the data. The SAC will need to take this into consideration when deciding whether or not to increase the credit load of CG 144.

Another important consideration is the inclusion of CG 144 in grant-funded programs like Transitions and Project Independence. The shift in credit load may impact these programs and the potential effect needs to be evaluated before any changes are made.

Work Cited:

Tinto, V., & Engstrom, C. (2008). "Access Without Support is not Opportunity," Change Journal, 40 (8).

B. Addressing College Core Outcomes

i. Update the Core Outcomes Mapping Matrix.

The CG Core Outcomes Mapping Matrix was updated April 2016 and is posted at: <http://www.pcc.edu/resources/academic/core-outcomes/cg.html>.

C. Assessment of College Core Outcomes

i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes.

The CG Assessment team won an award for excellence in assessment in 2013-2014 when it assessed the outcomes Communication and Community [Engagement]. As mentioned above, the CG assessment team targeted CG 144 Intro to Assertiveness to measure communication skills. This is a one-credit class, many sections of which are part of transitions programs. In order to assess Communication, students were

presented with an applied scenario asking how they would respond to a specific argument with a friend. This scenario was given at both the beginning and the end of the term. Student scores were graded on a rubric, where scores of 1 (needs improvement), 2 (competent), and 3 (exceeds) were applied to four communication skills: a) the ability to express oneself clearly and respectfully, b) the ability to allow others to speak, to listen and to summarize what the other person has said, c) the ability to manage one's own emotions, and d) the desire to work towards mutual resolution in the face of conflict with a valued peer.

Students showed strengths and gains in all four areas measured, while showing slightly lesser gains in "allowing others to speak," "listen and summarize," and "manage own emotions." The assessment team presented its findings to the larger SAC, and the following year, per the LAC guidelines, this outcome was re-assessed. In the re-assessment, an additional question was asked to students in both the pre-assessment, "What do you hope to learn from this class?" and the post-assessment, "Is there anything more you would want from this course?" A question also was posed to faculty asking what they thought would lead to more gains in student achievement in the lowest-scoring skills. This information was collected and assessed for themes by the CG assessment team.

Both student and faculty responses indicated the need for more time to practice acquired skills in class, which is the primary reason the SAC currently is considering shifting CG 144 to a two-credit class.

Assessment for 2015-2016 focused on measuring students' achievements of the course outcomes for CG 105 Scholarships: \$\$ for College. Both direct and indirect assessments were conducted around 10 questions, each in alignment with one of the learning outcomes for the course.

A total of 48 students took self-evaluations at the end of Spring Term, rating themselves on a Likert scale of 1-4 where 1 = strongly agree, and 4 = strongly disagree. Most students evaluated themselves the highest on the question, "I have described a challenge or obstacle I have faced and what I have learned from the experience," with 34 students marking strongly agree, 12 students marking agree, 1 student marking disagree and 1 student marking strongly disagree.

The majority of students disagreed with the following statement, "I have successfully completed a volunteer experience this term," with 28 students strongly agreeing, 10 students agreeing, 9 students disagreeing and 1 student strongly disagreeing. Because participation in a volunteer experience is not written into the CCOG, but rather the appreciation of volunteerism is, the SAC may want to consider whether or not to change the language to require volunteering as part of the course.

A total of 36 instructor evaluations were collected, with the outcomes most met by students as, "student identified career aspirations as they relate to their educational plan," with 35 marking yes and 1 marking no, and, "student described a personal accomplishment and/or personal strength," with 35 marking yes and 1 marking no.

The outcomes least met by students were, "student has successfully completed three scholarship applications," with 30 marking yes and 6 no, and "student completed a scholarship portfolio," with 30 marking yes and 6 no.

Some instructors felt it difficult to measure students' confidence in writing scholarship essays which is listed as a course outcome in the CCOG. The SAC may want to revisit this outcome if it is difficult to adequately measure.

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

As stated earlier, the CG SAC assessed Community [Engagement] as part of the Community and Environmental Responsibility Outcome in 2012-2013 and then again in 2013-2014. CG 100 College Survival and Success was targeted for assessment, and data showed in the initial assessment that many students struggled to become involved in campus activities and events, citing a variety of reasons that included being busy with home life, and not being able to attend events at the times they were held.

The assessment team created and coordinated course materials that were disseminated to the CG 100 instructors, including: PowerPoint slides instructors could use in their courses that highlighted the purpose and benefit of becoming engaged in campus life; an assignment "menu," giving instructors six different in-class activities or assignments they could choose from; and two academic articles for their own education and information regarding student engagement as it relates to retention and student achievement (available in Appendix D). Instructors were asked to talk with their students regarding the value of engaging in the community as it relates to retention, and to integrate one activity around student engagement. The students were assessed at the beginning and at the end of the Winter 2014 term.

Results from re-assessment data indicated that almost all students reported having participated in campus events, activities, or clubs as a result of this intervention. There were also higher instances of students mentioning the value of becoming involved in campus culture and stating that having event participation as part of required course material was helpful. While this course content has not been added formally to the CCOG for CG 100, it has been proposed and will be part of further discussion when the course CCOG is up for re-evaluation.

Reassessment of the CG 105 \$\$ for College course will occur in the next year or two. We do, however, wish to share some modest preliminary findings: The SAC assessment team worked with Institutional Effectiveness to identify which of the 347 students who have taken CG 105 between fall 2012 and spring 2016 have earned a PCC Foundation scholarship. The answer: 53 (15%). In the future, the SAC would like to explore additional strategies for tracking which CG 105 completers have been awarded external scholarships, such as those sponsored by OSAC and those awarded by private organizations.

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

Two of the biggest hurdles the SAC has encountered during the assessment process have been consistent faculty engagement and the loss of data. Over the last five years, the number of faculty participating on the assessment team has remained the same, however our faculty engagement in course assessment proved somewhat difficult initially in gaining faculty buy-in. Through regular SAC meetings, Assessment

Team report-outs, and relationship-building with faculty, participation has gradually improved over time, and we are currently at almost 90%.

The loss of data happened during the remodel at the SE campus. Almost 40% of assessment data was lost en route from Cascade to SE via intercampus mail. The assessment team has considered incorporating online data capture using Qualtrics to avoid the loss of paper-pencil data. One of the difficulties in transitioning to online data capture is how to “incentivize” students to complete a questionnaire disseminated via e-mail. If we plan to ask students to fill these surveys out in class, each instructor would need to arrange for their students to meet in a computer lab for one class period. While this is not impossible, it would have an impact on instructor planning and would usurp time allotted to regularly-scheduled class activities.

As part of the 2015-2016 project, a pilot assessment is being used in an online section of CG 105 Scholarships: \$\$ for College. The assessment team has partnered closely with faculty to work out potential issues beforehand and will continue to coordinate with them throughout the process. The assessment team will report findings from this pilot assessment to the SAC for review.

iv. Are there any Core Outcomes that are particularly challenging for your SAC to assess? If yes, please identify and explain.

Environmental Responsibility is difficult to assess, as the content is not directly part of the CCOG for any of the CG classes. The SAC may want to consider in which class (if any) it might be appropriate to incorporate material to address this outcome in a way that aligns with existing course outcomes.

The SAC has experienced difficulty assessing Cultural Awareness in the past, partly due to the absence of a valid measuring tool. We are currently exploring additional tools that have been validated and normed and would provide relevant and accurate information regarding student attainment of this outcome.

3. Other Curricular Issues

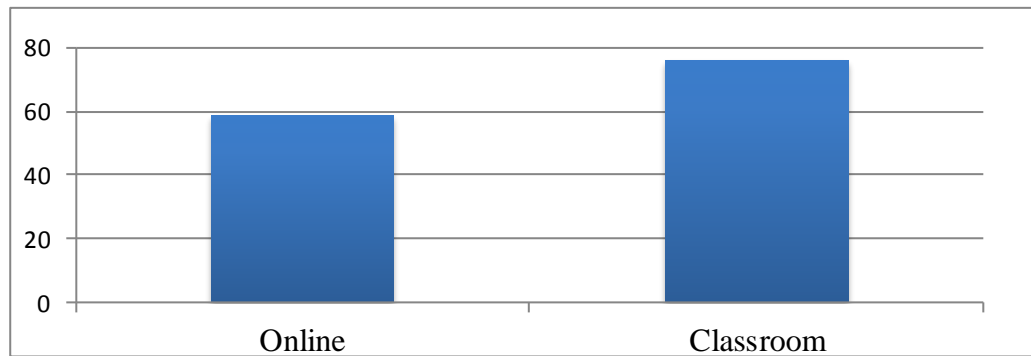
- A. Which of your courses are offered in a Distance Learning modality, and what is the proportion of on-campus and online? For courses offered both via DL and on-campus, are there differences in student success? If so, how are you addressing or how will you address these differences? What significant revelations, concerns, or questions arise in the area of DL delivery?**

Distance Learning

CG offers an extensive list of distance learning courses. Of the 28 CG courses listed in the PCC catalog, 13 are available to teach online. Of all sections offered by the department in 2014-15, approximately 85% percent were classroom-based and 15% were online.

There is a 17 percentage-point disparity between the success rates of online and classroom-based courses (see graph next page), with students taking classroom-based CG courses passing the class 76% of the time, and online CG students passing 59% of the time. This is an area of concern for the CG SAC and we have room for improvement in how we address this moving forward. Please see recommendations.

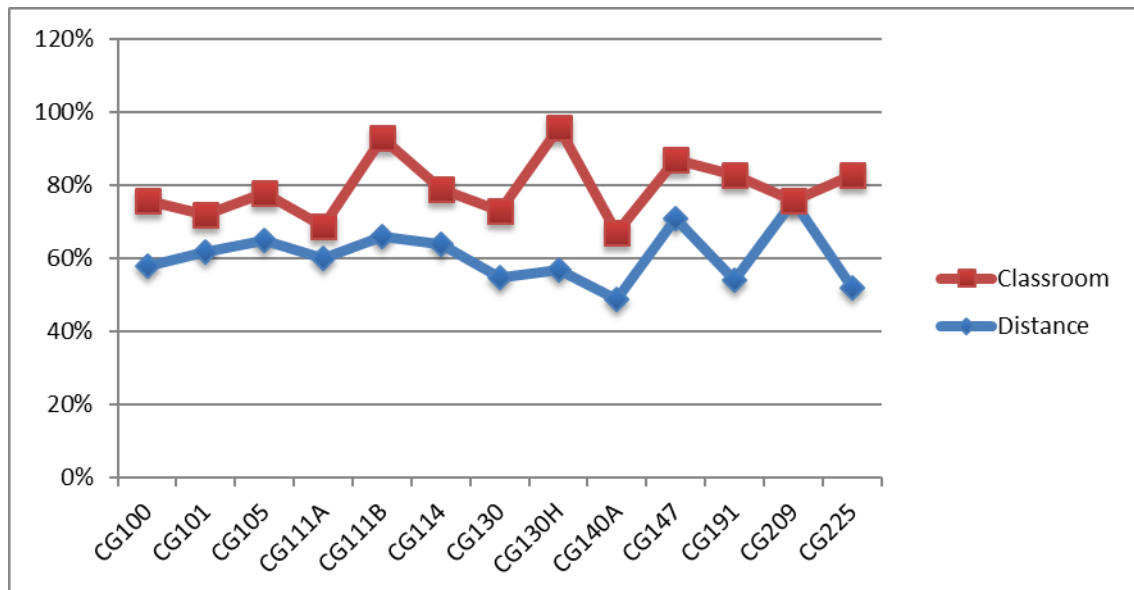
Online vs. Classroom Pass Rates



**Courses that are not offered in both online and classroom formats are excluded from comparison statistics*

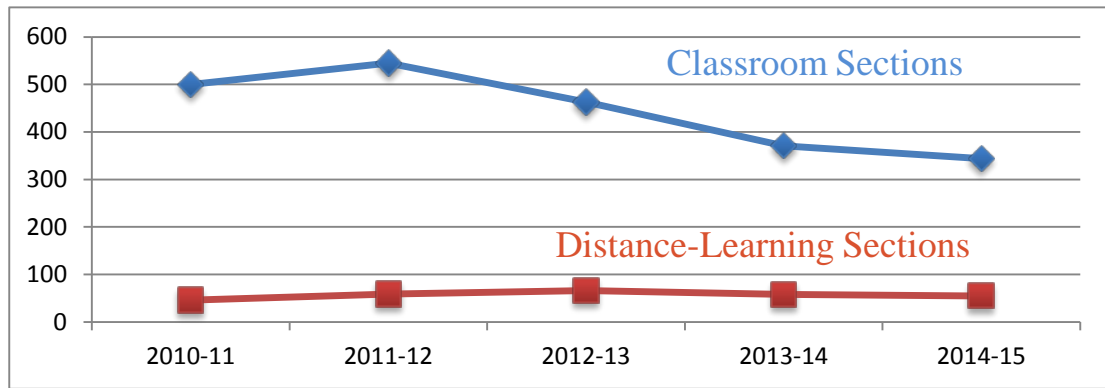
Pass-rate comparisons vary among individual courses that are offered both online and in the classroom, yet there is a distinct pattern of higher pass rates in classroom-based sections:

Individual Course Success Rates: Online vs. Classroom-Based Instruction



Since the 2010-11 school year, the number of distance learning courses offered has remained relatively consistent, while the classroom-based offerings have dropped significantly. The decline in classroom section offerings loosely follows the district-wide drops in enrollment, yet the following graph shows that demand for online courses has not been subject to the enrollment decline trend over the past four years.

DL vs. Classroom Section Offerings: Five-Year Snapshot



Concerns

Two areas of concern surround the offering of CG distance learning courses. First, there is not an equitable distribution of section offerings among all four campuses; Sylvania and Cascade offer the majority. As classes get developed in coming years, we would like to implement a courtesy agreement that more fairly represents all four campuses. Second, there has been growing frustration that 1-credit distance learning classes require an unfair workload.

B. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives? If so, please describe.

Partnerships Model

CG is involved with many aspects of PCC course delivery, program offerings, and the overall mission of supporting student success. We offer co-requisite courses specifically designed to help students develop skills in subject areas that have statistically and traditionally challenged student persistence. Aside from direct disciplinary partnerships, CG offers popular courses in three different focus areas: college success, career development, and psychoeducation. These include courses such as *College Success and Survival*, *Study Skills*, *Career and Life Planning*, *Job Finding Skills*, *Stress Management*, and *Exploring Identity and Diversity*, which are designed to help students develop skills to succeed in all disciplines.

One of the distinct characteristics of the CG department at each campus is its involvement in many dimensions of PCC's mission, from counseling and advising, to CG course inclusion in many of the campus and community partnerships, as well as grant programs at PCC. The matrix on the next page illustrates CGs many partnerships.

CG Partnerships

<p style="text-align: center;"> Future Connect Gateway to College YES to College Composition/Literature SAC Mathematics SAC </p>	<p style="text-align: center;"> Women in Transition Programs Men of Color Oregon Leadership Institute Beaverton Early College </p>
<p style="text-align: center;"> ROOTS Talent Search CAMP Oregon Metro Connects Grant </p>	<p style="text-align: center;"> Social Justice Focus Award Panther Tracks: First-Year Experience Dual Credit </p>

Several significant curricular changes have occurred in recent years and two are planned for 2016-17:

Math Literacy

During the 2014-15 school year, the Math Department began offering an alternative developmental education sequence to address the roadblocks presented by the traditional pre-college algebra matriculation. The new sequence—Math 58 Math Literacy I and Math 98 Math Literacy II—which concludes with Math 105 Math in Society, a transfer-level course—allows students a different path than the standard Math 60, Math 65, and Math 95 (developmental algebra and trigonometry courses) that lead into transfer-level college algebra or statistics. Because this new path is meant for students who struggle with math, a natural partnership emerged between the Math and CG departments, with CG offering a co-requisite course for Math 58 called CG 58 Math Literacy Success. CG 58 was designed to support the accompanying math course with a curriculum built around being successful in math, such as studying, time management, and test-taking strategies.

After approximately a year and a half, the Math Department decided that the bundling of Math 58 with CG 58 was an unsustainable course co-requisite. They cited several reasons in their motion to disassemble the Math 58/CG 58 partnership:

- Little buy-in for CG 58 on the part of a large number of students
- Many students had already taken a CG course through other programs (and those courses were transferable, unlike CG 58)
- MTH 58 students are singled out as needing the CG component where, in reality, all of our DE MTH students need some type of extra student support

- Difficulty with scheduling (rooms, instructors, VA students)
- Coordination difficulties with CG and MTH instructors

CG will continue to offer a class meant to support math students, but it will not be required as a co-requisite class with any class offered by the Math Department.

Making College Affordable

Another curricular partnership, with the Writing SAC, has strengthened our CG 105/WR 105 Scholarships courses. The Writing SAC recently enhanced their co-requisite course, WR 105 Writing for Scholarships, by increasing it from 1 to 2 credits. The resulting 4-credit course combination represents a learning community pairing two disciplines together to support students in their pursuit of finding alternative funding to pay for their education.

First-Year Experience

In Fall 2012, we reorganized our CG 100A/B/C series from a variable-credit approach to a modular approach. CG 100A became CG 100 and stayed at 3 credits. We eliminated CG 100B (2 cr) and CG 100C (1 cr) and replaced them with CG 101, 102, and 103 each 1 credit and each containing one-third of the content of CG 100. CG 101 replaced CG 100C in the Panther Track: First Year Experience. There were several unanticipated consequences of the change. Due to institutional familiarity with CG 100, enrollment in CG 100 increased while enrollment in CG 101 decreased significantly. We also did not adequately prepare other programs for the transition and some grant-funded programs were impacted by the change of credits and the shift in curriculum.

Human Diversity

Other notable changes have occurred, including CG 191 Exploring Identity and Diversity, which now satisfies both the cultural literacy requirement and serves as a Social Science lower-division general education course on PCC degrees. Also of note is that CG 190 Intercultural Leadership for Mentors is no longer specifically used by Oregon Leadership Institute (OLI). Lastly, CG 145 Stress Management has increased from one credit to two credits.

Looking Forward – CG 199T Transportation – Career Encounters: CTE programs partner with CG

CG is joining a new partnership between Beaverton School District (BSD) and PCC Rock Creek's transportation-themed programs in Auto Collision Repair, Aviation Maintenance, Aviation Science, Dealer Service, and Diesel Service. The goal is to design a course that would connect high school students to CTE programs, create a direct pipeline to CTE programs, and to attract BSD early-release students to afternoon courses meant to expose them to multiple CTE career pathways at PCC. It will be team taught by six instructors from each of the SACs with college success and career content threaded throughout by the CG instructor. On campus, the students will receive introductory lectures taught by CG faculty, will complete hands-on modules in all five CTE program programs, and they will attend a wrap-up CG lecture at the end of the term. The planners envision additional courses that highlight CTE groups such as health professions or micro technologies. The CG SAC is very excited about this partnership.

Looking Forward - Oregon Promise

Although it is difficult to predict future curricular changes, one major event is looming on the horizon: Oregon Promise, which in combination with grants offers “free” community college to all Oregon high school graduates who carry a high school GPA of 2.5 and enroll at a community college within six months of high school graduation. The legislation which provides Oregon Promise funding, also requires that a First Year Experience be implemented at the community college. A team of PCC staff including CG SAC members, advisors, financial aid reps, DOSs, Future Connect, Enrollment Services and others from across the district have been meeting to discuss what this FYE might look like. One of the elements in discussion is the inclusion of CG classes as part of the FYE. The SAC will work closely with the college as this unfolds.

“Students taking CG 100 (College Success and Survival) and CG 140 (Career and Life Planning) through Dual Credit develop a vision for their lives and embark on a journey to create the lives they want to live.”

– Jim Lekas, Beaverton Early College High School Counselor and PCC Dual Credit Faculty

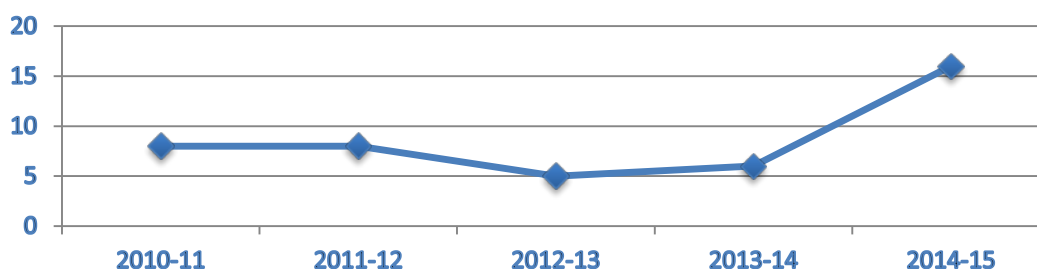
C. Are there any courses in the program offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

CG supports extensive dual credit efforts. Of the 4,300 unduplicated area students completing LDC dual credits through PCC in 2014-15, 476 of those earned a total of 1,111 credits. There were 16 “CG” instructors at 11 local high schools that year.

As a significant stakeholder in the offering of dual credit courses for high school students attending PCC, there are several important pieces of data that inform our participation. First, dual credit students continue on to post-secondary enrollment at a rate of nearly nine percent more than non-dual credit students (81.4% vs. 72.6%). Second, once at a post-secondary institution following high school graduation, dual credit students persist to a second year of college at nearly the same rate (87% vs. 79.9%). Third, dual credit students who continue on to a second year of post-secondary education have a higher GPA than non-dual credit students (3.13 vs. 2.97). Lastly, dual credit students have accumulated more credits upon completion of their first year of post-secondary studies after high school graduation, which is a significant benchmark for future completion of college degree. The statistics mentioned above were gleaned from the [Dual Credit annual reports](#).

CG offers courses taken by dual credit students on PCC campuses, through distance learning, and at remote locations such as high schools and other educational centers. The graph on the following page shows the number of teachers participating in CG dual credit courses over the past five years.

Number of Instructors Teaching CG Dual-Credit by Year



Each dual credit faculty member has a representative liaison that serves as a conduit between the remote instructor and the department chair, who is supervising the instructional offering. Faculty liaisons work with high school instructors to align course content and outcomes. All instructors who teach CG courses through dual credit have earned a master's degree in education or teaching. As you can see from the exponential rise in the number of dual credit instructors in the high schools, it has become increasingly difficult to support the range of courses being offered and to identify the appropriate faculty content liaisons to support this external demand.



- D. Please describe the use of Course Evaluations by the SAC. Have you developed SAC-specific questions? Has the information you have received been of use at the course/program/discipline level?**

There are no unique course evaluation questions. We do not systematically use the course evaluations in an effective manner. This is an area for improvement for the CG SAC; one which we plan to address following the program review.

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

The CG SAC has created a new system for proposing new courses and revising existing courses, which stems from a need to have consistent justification and rationale for all CG courses offered. The new proposal system requires of each prospective or existing course a series of criteria, including demonstrated need, a new or revised CCOG, plans for assessment, equivalencies at other colleges, historical context, institutional context, identification of stakeholders, and possible partnerships, etc. We would like to establish an evidence-based approach to guide our curriculum development.

Plans for the Future

The following are issues the CG SAC plans to address, either because they are emerging issues, or they are identified as areas for improvement:

- Oregon Promise enrollment impact
- Use of course evaluations for curricular/CCOG changes
- Generating questions for customized course evaluations that acknowledge unique needs of CG courses, students, and instructors
- Systematic oversight/partnership of dual credit courses offered remotely at high schools and educational centers

4. Needs of Students and the Community

A. Have there been any notable changes in instruction due to changes in the student populations served?

Effect of Student Demographics on Instruction

Significant legislative shifts have impacted CG curriculum and instruction since the 2011 program review. These changes can be seen in efforts around programs that expand student support for first-generation and low-income students. Such programs include the Oregon Promise, Think PCC First, Future Connect, and the Oregon Metro Connections Grant. The development of these programs has resulted in increased dual-credit offerings. Future increases are projected in CG 100 College Survival and Success, CG 114 Financial Survival for College Students, CG 130 Today's Careers, and CG 105 Scholarships: \$\$ for College in conjunction with enrollment in the Oregon Promise and Think PCC First initiatives. Promotion of CG courses at New Student Welcome Days has played an important role in helping students prepare to attend PCC. The department is revising its CG 100 online offerings to use Open Educational Resources that implement high-impact, collaborative projects in support of open education and reduced textbook costs for students.

Finally, since the last review, SE became a comprehensive campus and continues to grow its CG offerings. As a result of enrollment shifts, CG faculty chairs now meet each term to review course offerings by campus, which ensures that there is no overlap of day/time offerings at close-proximity campuses and centers.

Let's take a look at student demographics as they relate to CG:

Veterans

The number of enrolled PCC students who indicate "Veteran" on their applications or are certified as Veterans (annual unduplicated headcount) has also decreased slightly:

2014-15 = 3,116

2013-14 = 3,274

2012-13 and prior – IE does not have Veteran status for earlier years readily available in analysts' SAS extracts.

A section of CG 145 (Stress Management) for Veterans was run at Rock Creek for a couple years, but due to low enrollment it was not continued.

Recommendations from this program review include seeing if Veterans Center Coordinators meet qualifications for teaching CG and if a partnership might be

formed. We have heard from our students that the newly-mandated Veterans Advising/Orientation sessions cover material that is identical or similar to what is covered in CG 100.

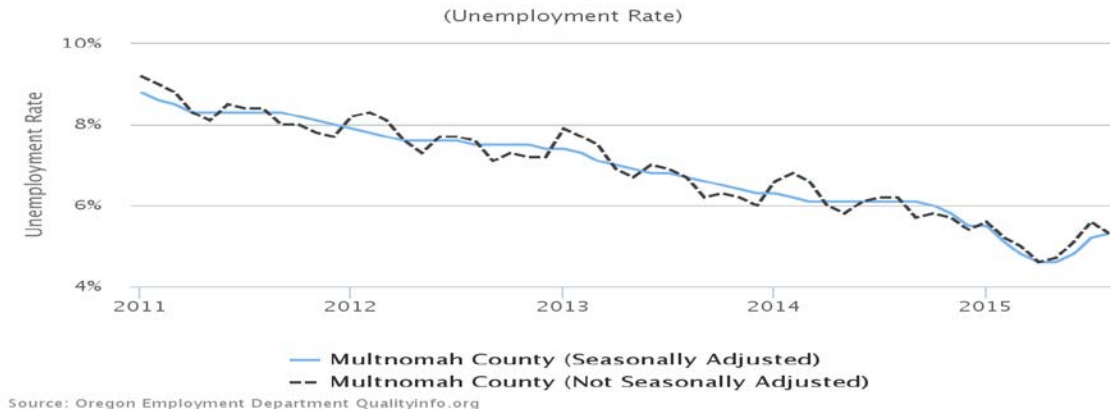
Unemployed students

Since 2011, Oregon's unemployment rate has gradually decreased. This has translated into decreased enrollment across the district and in CG enrollment overall, and, specifically, in our CG 140 classes. As shown below, the Oregon Employment Department (2015) data show that the statewide unemployment rate was 9.8% at the start of 2011, dipped to 5.2% in April 2015, and ended at 6.1% in August 2015. Although Oregon's unemployment rate has declined since the peak of the 2009 recession, it never has recovered to the pre-recession lowest rate of 5.0% in 2007.



In Multnomah County, the unemployment rate for January 2011 was 8.8%, lower than the statewide unemployment rate of 9.8%. As with the state unemployment rate, Multnomah County's rate gradually declined through 2015. Multnomah County's unemployment rate was consistently lower than the state unemployment rate. Multnomah County's lowest unemployment level was 4.6% in the months of April and May 2015 (statewide rate then of 5.2% and 5.3%). These county statistics are illustrated below.

Local Area Unemployment Statistics



In Washington County, the unemployment rate was 8.1% in January 2011 (9.8% statewide). It had the lowest rate, 4.4% (statewide rate then of 5.2% and 5.3%) in April-May 2015. Washington County statistically has a lower unemployment rate than Multnomah County and the state.

Local Area Unemployment Statistics



Students at Pre-College Level

The number of PCC students enrolled in any less-than-100-level Math, Reading or Writing, including ABE and GED (annual unduplicated headcount), has also decreased over the last five years.

2014-15 = 16,913

2013-14 = 19,057

2012-13 = 20,966

2011-12 = 22,312

2010-11 = 21,288

A significant number of CG 100 students enter at pre-college levels. We continue as a SAC, to discuss prerequisites for CG 100, as it currently does not have any prerequisites. However, we do not want to exclude pre-college level students from registering for this course.

B. What strategies are used within the program/discipline to facilitate success for students with disabilities? What does the SAC see as particularly challenging in serving these students?

Over the 2015 academic year, CG accommodation requests grew from 177 in the winter, to 190 spring term, to 216 in the fall. The new Math Literacy course, CG 58, was responsible for 35, 15, and 28 of the requests for accommodations in the winter, spring, and fall terms of 2015, respectively.

The nature of CG courses involves group work, self-reflection, presentations, and interaction, which can be difficult for some students both with and without disabilities. CG instructors work hard to help all students be successful, but also work with advising staff to ensure students know the format of what a class will entail. For example, CG 58 is run in groups of four and contains an Excel component that students might not know by just reading the course description.

An action item for the CG SAC is to create a manual and standardized training for new instructors that would cover DS and other district protocols. This would include sample syllabus statements for initiatives that took effect since the last program review in the areas of Title IX, such as Mandatory Reporting, gender-inclusiveness, and marijuana on campus. Based on instructor feedback, the SAC is looking into a handout for students who may have disabilities (by student report and not through the DS process) on a variety of campus-specific resources that could be given to students who are struggling or who may benefit from registering with DS.

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

CG SAC took an important role in the Virtual Career Path project through Title III. IE conducted a survey this past fall regarding student perceptions of their preparation to transfer or gain employment after leaving PCC. This was sent to over 20,000 credit students in fall 2014. Since the response group mirrored the entire population in terms of demographics, IE has stated that we can consider this baseline data that generally reflects our credit students career planning.

The following results are significant in relation to CG 114 Financial Literacy and CG 140 Career Development:

- When selecting your major or field of study, how much have you thought about your desired major at a 4-year college or major university? (Transfer Students Only) 69.2 of the general population and 72.9 of the veterans said they had thought a great deal about their desired major at a four-year college/university.
- When selecting your major or field of study, how much have you thought about your future career plans? (Non-Transfer Students) 75.9 of the general population and 80.0 of veterans said they thought a great deal about how my major or field of study relates to their future career plans.
- Have you prepared for an employment internship while attending PCC? (Non-Transfer Students) 23.4 general and 29.2 veterans answered that they have prepared for and have been involved in seeking out employment internships while attending PCC.

The FLAIR data has also shown there has been an increase in traffic to the Academic Track in Panther Tracks since the 2014 revision, and it is believed much of the credit for this goes to counselors, advisors, and CG instructors.

5. Faculty - Composition, Qualifications and Development of the Faculty

Reflect and provide information on:

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

While extremely diverse in terms of subject expertise and cultural competence, the CG SAC does not reflect the diversity goals of the College at the present time. A recent SAC survey found its instructors to be predominantly white, female, and over 35 years old. How does this compare to our student demographic? The 2014-2015 CG student data profiles prepared by Institutional Effectiveness indicate that 56% of our students are white/non-Hispanic, 13.8% are Hispanic, 12.7% are African American, 5.2% are Asian, and 7.5% identify as multi-racial. In the same profile, the majority of CG students (30.4%) are 18 to 20 years old, and 58.4% are female.

There is no such thing as a full-time CG instructor. There are full-time counselors who teach CG as part of their load, but PCC historically has 'grown its own' CG faculty from the cadre of full- and part-time counselors, academic advisors, career/employment specialists, financial aid officers, grant program representatives (including Perkins Resource Specialists), and other Student Services personnel across the district. CG SAC demographics, therefore, tend to mirror the departments from which its instructors originate.

On the one hand, in an academic area that specializes in orienting new students and getting derailed students back on track, it makes sense to capitalize on the subject expertise and rich institutional knowledge PCC's counselors and staff bring to the classroom. On the other hand, the CG faculty pool cannot be truly diverse if its internal source 'well,' if we can call it that, lacks diversity. One remedy is to actively recruit CG faculty externally, which is something the CG campus chairs and the SAC intend to look into.

The demographics cited above and in the following paragraphs were unavailable from the Office of Equity and Inclusion and from HRIS, so the SAC resorted to a survey of the

faculty at the beginning of spring term 2016 (see Appendix E). The survey was sent to the CG-SAC Google Group, a SAC-maintained listserv of 76 individuals. The listserv has been updated more than once in the past year and is thought to be a fairly accurate list of individuals who have taught CG in recent terms.

This particular survey garnered the highest return of all three surveys related to program review with 47 of 76 individuals (62%) weighing in on questions seeking to identify their ethnicity, gender, and age.

Racial Composition

The first survey question asked the CG instructors to *“Select one or more of the following racial categories to declare yourself.”* None of the respondents selected American Indian or Alaska Native, Native Hawaiian or Pacific Islander, or Multi-Racial. All identified with the four categories listed in the table that follows or preferred not to declare. The percentages below are thought to be representative of the SAC as a whole.

Race Categories	No. of Respondents	% of Respondents
Asian	2	4.17%
Black or African American	4	8.33%
Hispanic/Latino	4	8.33%
White	36	75.00%
Prefer not to declare	2	4.17%
Totals	48*	100%

**There were only 47 survey respondents, so the 48 appearing here is the result of a single respondent identifying with two racial categories.*

Gender Composition

To identify CG faculty gender, question 2 was phrased: *“Please answer this question: ‘I identify my gender as _____.’ Use the text box below to fill in the blank). Write ‘prefer not to declare’ if applicable.”*

Write-Ins	No. of Respondents	% of Respondents
Female	34	72.34%
Male (one respondent also included his preferred pronouns)	11	23.40%
Prefer not to declare	1	2.13%
Other (respondent wrote “Black”)	1	2.13%
Totals	47	100%

Age Composition

Faculty were asked to identify into which of six age brackets they belonged. All 47 volunteered this information, even though a seventh option of “Prefer not to answer” was available. All but two respondents were found to be 36 or older, and “36 to 45” was the age bracket into which the majority of respondents belong:

Age Bracket	No. of Respondents	% of Respondents
18 to 25	0	0%
26 to 35	2	4%
36 to 45	21	45%
46 to 55	8	17%
56 to 65	14	30%
66 and older	2	4%
Prefer not to answer	0	0%
Totals	47	100%

- B. **Changes the SAC has made to instructor qualifications since the last review and the reason for the changes. (Current Instructor Qualifications at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>)**

In 2011, the CG SAC leadership completed the process of significant revision and clarification of the instructor qualifications for CG courses. The diversity of CG coursework had consistently presented a challenge for establishing instructor qualifications, and this left the discipline with the difficult task of enforcing instructor qualifications that were unique to individual courses. Previous to the 2011 revision process, CG courses were grouped into four distinct categories, with different qualifications for each category. The catalog description of the CG discipline illustrates the challenge of establishing standard instructor qualifications for a diverse offering of courses:

“College students face numerous challenges, not the least of which are learning how to manage time, finances, and personal commitments. While developing an understanding of their own unique strengths and skills, students must choose an appropriate major and make careful career choices. These challenges, combined with those of everyday living, present an opportunity to grow from important life experiences, renew one’s career commitments, and oftentimes, manage an exciting career change. PCC’s Career Guidance and College Success courses are designed to help students get the most out of their college experience; choose a career or major; explore changing careers; and assess and develop strengths and personal skills. ‘College Survival and Success’ and ‘Scholarships: \$\$ for College’ gives students the tools and resources to

begin their college experience successfully; 'Study Skills for College Learning' helps students develop their academic abilities; and 'Career and Life Planning' offers students tools to make important major and career decisions. Other personal growth and self-enhancement courses, such as 'Stress Management' and 'Decision Making' allow students to grasp the day-to-day challenges they face in balancing school and life. See the Course Description (CG prefix) section of this catalog for individual Career Guidance and College Success courses and course prerequisites."

To best meet this challenge, the SAC decided to consider best practices of other disciplines across the district and listened closely to recommendations from our Deans of Instruction and internal work groups within the SAC.

In September 2011, per the recommendation of our DOIs, the SAC moved to align CG's approach to instructor qualifications with trends across the district. This resulted in **standard general qualifications applied to all CG instruction:**

"Masters in Counseling, Psychology (Counseling, Clinical, School, Applied, or Educational), Social Work, Applied Behavioral Science or Education (unless otherwise specified for individual courses)."

Some courses required additional qualifications due to a need for specific subject matter expertise:

"CG 114

General qualifications AND one college-level credit-based course in Personal Finance

OR

Masters in Business or Finance

CG 130H

General Qualifications

OR

Masters in an Allied/Professional Health field

CG 140A, 140B, 140C

General qualifications AND one graduate-level credit-based course in Tests & Measurements or Assessment AND one graduate-level credit-based course in Career Theory AND one graduate-level credit-based course in Lifespan or Human or Adult Development.

CG 180, 190, 191

General Qualifications OR Masters in Sociology AND One graduate-level credit-based course in Social Justice or Diversity or Multiculturalism or Multicultural Counseling

OR

Masters in Social Justice

CG 209, 280A, 280B

General Qualifications OR Masters in Business Administration, Human Resources Management, or Communications

AND

2 years' experience as a career counselor, employment specialist, employment case-worker, HR professional, training manager, or similar experience"

The revised instructor qualifications were officially posted and enacted in December 2012. The qualifications are again under review and the SAC has set a fall 2016 deadline for revisions.

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

Full-time and part-time CG faculty face a challenge most other college faculty do not. Our full-time faculty provide direct counseling service as well as instruction, so they have to find a balance of professional development opportunities to support both roles—faculty and counselor. Most part-time CG instructors face a similar challenge, since many of these instructors are also involved in student services in some capacity (advising, management of a resource center, working in jobs and internships, etc.)

However, a recent survey of full- and part-time CG instructors revealed that CG faculty are deeply involved in professional development in support of instruction, despite often having their attention divided between instruction and direct service. The survey instrument is viewable in Appendix F.

All 19 respondents indicated they had participated in professional development in support of instruction during this 5-year program review cycle. Conferences attended by multiple CG faculty included the following:

- Oregon Student Success and Retention Conference (multiple attendees, three faculty presented)
- Shirley Anderson Conference (multiple attendees)
- OHE Sustainability Conference

Participation at faculty in-services, PCC internal trainings, instructional councils, and diversity programs remains high. As a response to recent events at Umpqua Community College, for example, numerous CG faculty attended PCC's Active Shooter trainings to improve their in-class safety planning. Other popularly attended PCC in-services, institutes, councils, and programs included:

- Making Connections Faculty In-Service: Addressing the Needs of Undocumented Students
- *OnCourse* (CG 100's textbook) training for teachers of college success
- PCC Summer Institute for Intercultural Communication
- Faculty Diversity Program Mentorship—One full-time faculty member served as a mentor, which led to an opportunity for the mentee to become an adjunct instructor for CG
- Learning Assessment Council

Additionally, three part-time faculty reported receiving master's degrees in the past five years, and one full-time faculty member completed a sabbatical project that included a focus on providing support for veterans, including their needs in the classroom.

Finally, CG instructors demonstrated a deepening commitment to the development of distance CG courses. In the past five years, CG faculty have developed D2L shells for CG 100 College Survival and Success, CG 111 Study Skills for College Learning, CG 114 Financial Survival, CG 140 Career and Life Planning, CG 209 Job Finding Skills, and CG 225 Transfer to a Four-Year College.

Such strategically-selected professional development resulted in immediate improvement of instruction and curriculum. Here's what faculty reported:

- "As a result of the OHE Sustainability Conference, I now incorporate sustainability content into the CG 114 course as we discuss budgeting, the 'new frugality' and other content."
- "I'm more attuned to course outcomes since becoming involved with the LAC and the Multi-State Collaborative."
- "Based on the groups I participate in on LinkedIn and my National Association of Colleges and Employers membership, I have updated my course materials in CG 209—Job Finding Skills."
- "The OnCourse Training led to more diversity in small group-work exercises and better coverage of multiple learning styles."
- "The Faculty Diversity Internship led to a collaborative effort to significantly improve the CG 100 course for both of us, and also added a great new adjunct faculty member who now teaches CG 100 regularly."

6. Facilities and Academic Support

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

Rock Creek and Cascade have a dedicated CG classroom and Southeast and Sylvania do not. The campuses without a dedicated room report that it can be difficult to find available classrooms. Of CG instructors responding to the survey (see Appendix G) about the classrooms, half of instructors report good rooms with appropriate lighting, seat size, moveable desks, temperature, etc., that promotes CG student success. The other half describe problems with lighting, desks and chairs that don't fit students of all sizes or with physical disabilities, or "tablet style" desks that were stationary, and inadequate for holding textbook and note-taking paper. Rooms with no natural light and that are overly warm are suspected to contribute to fatigue during short lectures. In the new CG classroom at RC, the only whiteboard is located behind the dropdown screen, thus not allowing the use of both the projector and board at the same time. Instructors describe having to wait for Public Safety to let them in before every class, because the rooms are locked and instructors are not given keys at SE.

Recommended design and equipment for an ideal CG classroom include moveable desks and chairs that accommodate all body sizes, along with natural light. The newer

classrooms are satisfying these requirements. A simple request is to make sure that there are dry-erase markers always available. We also recommend designated classrooms on all campuses.

There is general satisfaction with the technology in the classrooms. The biggest issue is when the network is down. All instructors who have described experience with contacting tech support in their classrooms report them as responsive and willing to assist.

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

Particularly in CG 100 College Success, students and instructors make use of the library through a scavenger hunt, textbooks on reserve, and by streaming videos from the library collection.

CG 100 requires students to make frequent use of MyPCC both in and out of class, including accessing handouts and assignments, Panther Tracks, the University Transfer Center, the Paying for College Tab, Grad Plan, and the tuition/fees schedule at pcc.edu. Instructors will have guest speakers from such areas as ASPCC, Academic Advising, Career Center, Jobs and Internships, and Financial Aid, etc. Sometimes, speakers will make quick appearances to promote campus events and, from that, students learn about and take advantage of the annual Health Fair, Job Fair, and Transfer Fair.

C. Does the SAC have any insights on students' use of Advising, Counseling, Disability Services, Veterans Services, and other important supports for students?

CG is linked with Student Services. Part of CG content includes incentives or activities to access Advising, Counseling, Disability Services, Veterans Services, Resource Centers, etc. Some of these include:

- Scavenger hunt (ASPCC, Career Center, Counseling, Testing, Women's Resource Center, etc.)
- Offer class credit for visiting one of the above resources and learning more about it
- Guest speakers for 10 minutes in class
- Visit with an advisor to do an academic plan (a graded assignment)
- Make referrals as needed for personal or career counseling
- Campus tour
- Students accessing the centers (career exploration center, women's resource center, queer resource center, multi-cultural resource center, veteran's resource center, student learning center) and doing graded group presentations to the class about the resources they provide
- Quiz asking students to identify clubs and organizations, often during the club fair
- Bring in Campus Event Coordinator for presentation and encourage student leaders to promote events

7. For Career and Technical Education (CTE) Programs only.

Not applicable to CG.

8. Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

As a result of compiling and completing this program review, we have identified the following specific recommendations for improvement and we encourage the SAC to consider these moving forward:

Outcomes and Assessment

- Form a task group to revisit and perhaps revise the CCOG for CG 100 to incorporate assessment findings regarding promoting community engagement into course content. This group could also address the rising cost of textbooks and the potential for continuing OER development for the course.
- Form a task force to research and consider whether some personal development courses, beginning with CG 144 Introduction to Assertiveness, would serve students better as 2-credit rather than 1-credit options given that a recent assessment suggested students wanted more class-time devoted to practicing course content. This group would also explore the impact of a change on grant-funded programs and other academic partners.
- Research assessment tools for assessing Cultural Awareness and choose the tool that will best assess learning of Cultural Awareness in CG classes.
- Form a task group to revisit the CCOG for CG 105 Scholarships: \$\$ for College to consider a volunteerism requirement for the course that goes beyond the current outcome goal of simply raising awareness of volunteering. This is based on the recent assessment of the course. The group could also consider a better way to track which students successfully receive scholarships in addition to the PCC foundation scholarship.
- Infuse Cultural Awareness into three CG courses as follows:
 - CG140 A/B/C Career and Life Planning is mapped at a level 2 (limited application of knowledge) for Cultural Awareness. Since the definition of the Cultural Awareness outcome requires an understanding of perspectives that arise out of cultural differences in the workplace, we think that this outcome should be specifically addressed in the Career and Life Planning course.
 - CG145 Introduction to Assertiveness is mapped at a level 2 for Cultural Awareness. Review of the course outcomes reveal that it is lacking content regarding differences in communication styles across cultures. We suggest that the SAC add cross-cultural communication differences as an outcome to be applied to assertiveness concepts throughout the course.
 - CG 280A/CG 280B Cooperative Education: Career Development & Seminar are mapped at level 1 for Cultural Awareness. These are both work experience courses and as such should include course content that addresses Cultural Awareness, specifically cultural differences in the workplace.

Other Curricular Issues

- Reframe/rebrand CG courses as an opportunity to develop essential skills for school, work, and life—capitalizing on the alignment between CG and elements of the PCC Strategic Plan, and the *Prepare*, *Engage*, and *Complete* steps of the PCC Panther Path.
- Revisit how dual credit is managed to ease workload and maximize efficiency for all parties, due to the exponential increase in dual credit CG requests.
- Implement a courtesy agreement among the campuses that would encourage equitable distribution of distance learning CG courses across the district.
- Assess the 17 percentage-point disparity between the success rates of online and classroom-based courses to generate strategies to improve success and completion rates.

Needs of Students and the Community

- Work with the new placement testing system to have students' results suggest CG courses along with MTH, RD, and WR placements
- Take an active role in the development of a first year experience for Oregon Promise students that includes the recommended CG coursework: CG100, CG11, and CG114. Ensure that the content of these courses supports and enhances a first year experience sequence for Oregon Promise students.

Faculty

- It is recommended that Faculty Department Chairs, with assistance from the SAC, standardize use of the HR part-time hiring pool. This would involve revising the job description to better reflect potential part-time opportunities both to teach CG and to provide direct service counseling, and it would encourage hiring externally rather than exclusively internally, which could have a positive impact on diversity. Additionally, the FDCs could work on standardizing part-time faculty training.

Facilities and Academic Support

- Given the success of having a dedicated classroom for CG classes on the Rock Creek and Cascade campuses, work toward securing a dedicated CG classroom for Southeast and Sylvania campuses as well.
- Increase services at Newberg Center to support its CG students

B. What support do you need from the administration in order to carry out your planned improvements? For recommendations asking for financial resources, please present them in priority order.

The CG department requests the administration's input and assistance on an important and pressing issue. As you are no doubt aware, the current structure for managing Counseling and CG has led to difficulties and complications. Counseling's hybrid nature (it is both an instructional/faculty discipline and a provider of direct counseling services), its

placement in many cases is under the supervision of a non-instructional or Student Development Dean, and the often complex ethical and professional challenges inherent in managing direct service counseling and instruction bring us to where we are today: Administration and Counseling must collaborate to consider a more effective management structure that both eases the burden on the Deans and allows counseling to manage its complex tasks more ethically and effectively.

Consider that full-time counselors are faculty who teach CG courses but also provide a great deal of direct service counseling. Each campus has a dedicated Faculty Department Chair, yet currently those FDCs also have the responsibility of “managing” a counseling center (without actually being official managers, and with no compensation or release time attached to direct service management). Recently, one department chair started the day hospitalizing a student, consulting with the BIT team about other students of concern, and then, as time and energy permitted, had to complete undone CG management tasks, which included evaluating faculty, scheduling courses, tracking enrollments, etc. This is but one example of how our lack of a clear management structure places undue pressure on those who choose to provide leadership.

One potential course of action has been considered by counseling, but a consensus has not yet been reached. We would like to discuss with administration the possibility and potential advisability of hiring a counseling supervisor for the district. This could potentially free Faculty Department Chairs to focus on instruction, as the job was originally designed, and it could assist counselors in the management of their complex jobs. **We ask for your assistance in embarking on a collaborative effort directed at finding a better and more ethically effective management structure for PCC Counseling and CG.**

APPENDIX A

CG CCOG Revision Schedule

Course	Last Revision Date	Revision Deadline	Completed
CG 105	unknown	Spring 2013	X
CG 130H	2007	Spring 2013	X
CG 146	2007	Vote Fall. 2012 (Approval Date?)	X
CG 0690	2007	Deactivated Winter 2014	X
CG 0693	2007	CourseLeaf Winter 2014	X
CG 111	2009	CourseLeaf Winter 2014	X
CG 145	unknown	CourseLeaf Fall 2014	X
CG 58	NEW Course	CourseLeaf Fall 2014	X
CG 114		CourseLeaf Winter 2015	X
CG 180		CourseLeaf Winter 2015	X
CG 190		CourseLeaf Winter 2015	X
CG 140	2009	CourseLeaf Fall 2015	X
CG 280B	2010	Spring 2016	
CG 144	2011	Spring 2016	
CG 147	2011	Spring 2016	
CG 209	2011	Spring 2016	
CG 100/101/102/103	2011	Fall 2016	
CG 112	2014*	Fall 2016	
CG 130	2014*	Fall 2016	
CG 191	2014*	Fall 2016	

*Last revision date unknown. 2014 is the date referenced when uploaded to CourseLeaf.

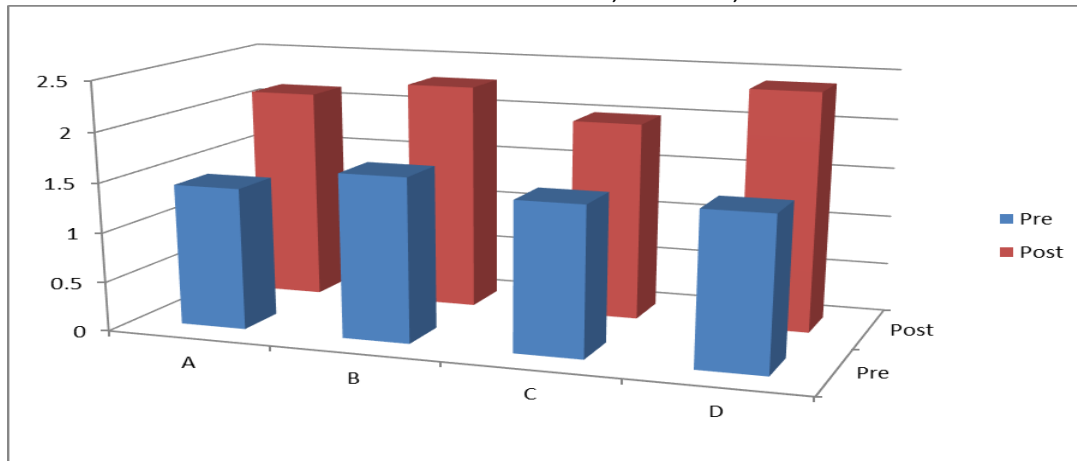
APPENDIX B

Results of 2013-2014 Assessment of Communication

Data Represented in Graphs

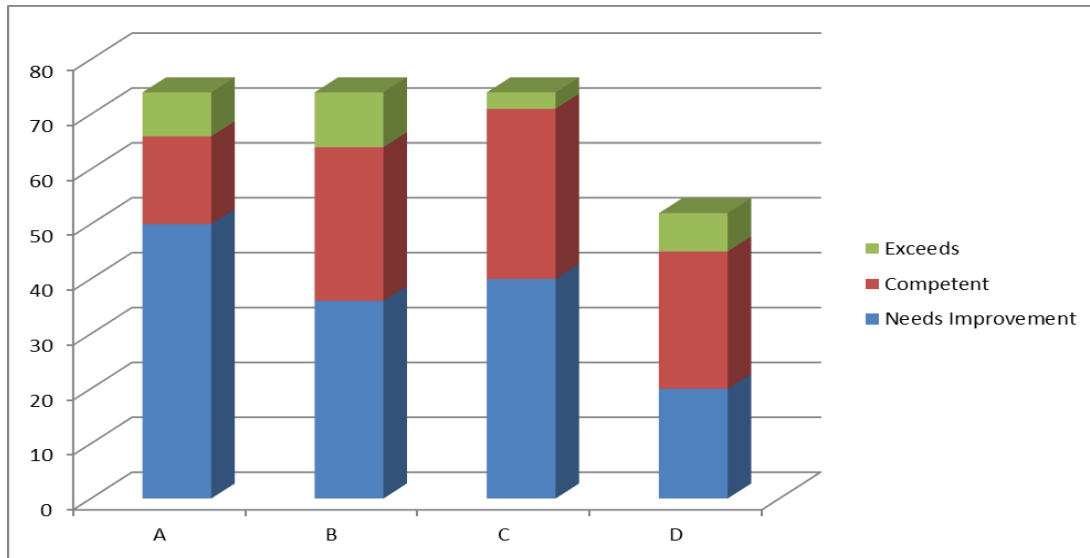
The graph below shows the average scores both **Pre** (blue) and **Post** (red) for all Criteria

- A: Express self clearly and respectfully; Pre: 1.43, Post: 2.14
- B: Allow others to speak, listen, and summarize; Pre: 1.65, Post: 2.29
- C: Manage own emotions; Pre: 1.5, Post: 2
- D: Works to find mutual resolution; Pre: 1.53, Post: 2.41



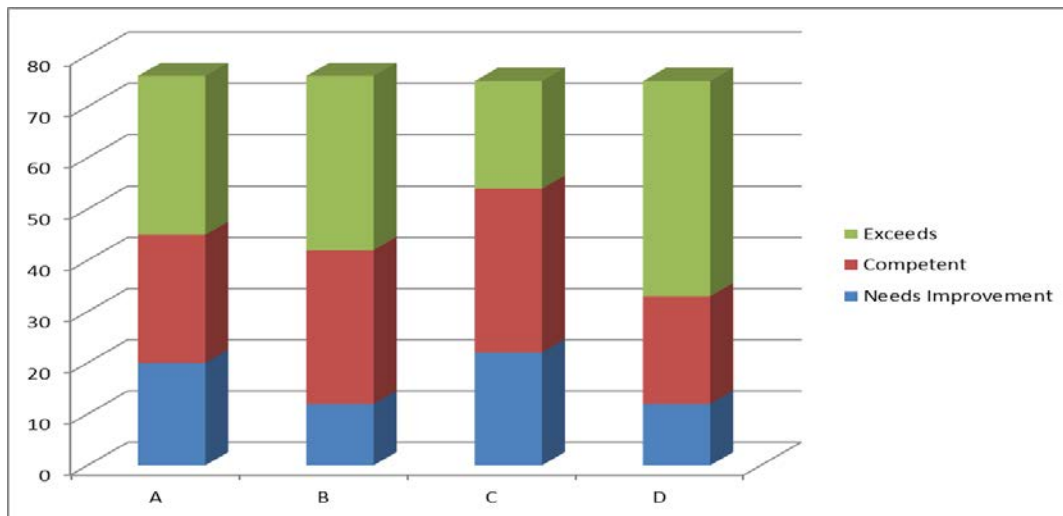
The graph on the next page represents Pre-Assessment scores on each of the 4 criteria (74 students total).

- | | |
|--|---|
| <ul style="list-style-type: none">• A: Expresses self clearly and respectfully<ul style="list-style-type: none">• Exceeds: 8 students• Competent: 16 students• Needs Improvement: 50 students | <ul style="list-style-type: none">• C: Manage own emotions<ul style="list-style-type: none">• Exceeds: 3 students• Competent: 31 students• Needs Improvement: 40 students |
| <ul style="list-style-type: none">• B: Allows others to speak, listen, and summarize<ul style="list-style-type: none">• Exceeds: 10 students• Competent: 28 students• Needs Improvement: 36 students | <ul style="list-style-type: none">• D: Works to find mutual resolution<ul style="list-style-type: none">• Exceeds: 7 students• Competent: 25 students• Needs Improvement: 42 students |



The next graph represents Post-Assessment scores on each of the 4 criteria (76 students total).

- A: Expresses self clearly and respectfully
 - Exceeds: 31 students
 - Competent: 25 students
 - Needs Improvement: 20 students
- B: Allows others to speak, listen, and summarize
 - Exceeds: 34 students
 - Competent: 30 students
 - Needs Improvement: 12 students
- C: Manage own emotions
 - Exceeds: 21 students
 - Competent: 32 students
 - Needs Improvement: 22 students
- D: Works to find mutual resolution
 - Exceeds: 42 students
 - Competent: 21 students
 - Needs Improvement: 12 students



Communication Assessment Instrument

College Success and Career Guidance

Communication Assessment

Please provide your name, and your instructors name below. This information is for data analysis purposes only and will not be shared.

Your Name: _____

Instructors Name: _____

Directions: After reading the scenario below, consider how you would deal with this situation. Please use full sentences in your answer.

You are in conversation with a close friend, whose friendship is important to you. The conversation turns to a controversial topic and each of you take opposite sides. The conversation escalates and becomes more heated. How will you proceed in this situation?

(Write answer below)

Please make sure to flip the page, there are additional questions on the back of this sheet.

Directions: Place an "X" in the box to the left of the descriptor that best describes your response to each question. Please provide an explanation for your answer in the space provided below each grid.

When I am disagreeing with someone, I am able to:

1. Express my thoughts clearly.

	Disagree
	Slight Disagreement
	Slight Agreement
	Substantial Agreement
	Absolute Agreement

Please give a one to two sentence explanation of the reason for your rating.

When I am disagreeing with someone, I am able to:

2. Listen and summarize what the other person has said.

	Disagree
	Slight Disagreement
	Slight Agreement
	Substantial Agreement
	Absolute Agreement

Please give a one to two sentence explanation of the reason for your rating.

When I am disagreeing with someone, I am able to:

3. Understand why someone thinks the way they do.

	Disagree
	Slight Disagreement
	Slight Agreement
	Substantial Agreement
	Absolute Agreement

Please give a one to two sentence explanation of the reason for your rating.

When I am disagreeing with someone, I am able to:

4. Allow the other person equal opportunity to speak.

	Disagree
	Slight Disagreement
	Slight Agreement
	Substantial Agreement
	Absolute Agreement

Please give a one to two sentence explanation of the reason for your rating.

When I am disagreeing with someone, I am able to:

5. Remain calm.

	Disagree
	Slight Disagreement
	Slight Agreement
	Substantial Agreement
	Absolute Agreement

Please give a one to two sentence explanation of the reason for your rating.

When I am disagreeing with someone, I am able to:

6. Work with that person to find resolution.

	Disagree
	Slight Disagreement
	Slight Agreement
	Substantial Agreement
	Absolute Agreement

Please give a one to two sentence explanation of the reason for your rating.

Communication Rubric

Skill	1 - Needs Improvement	2 - Competent	3 - Exceed
A. Express self clearly and respectfully Q: 1	Says one thing, but thinks another (placating) Forces opinion on others Doesn't offer opinion	Expresses opinions May express some judgment	Communicate clearly, appropriately and respectfully Remains nonjudgmental, filters thoughts
B. Allow others to speak, listen, and summarize Q: 2, 3, 4	Did not mention listening Focused on own thoughts Not open to others point of view	Listened Open to others point of view	Listened to others opinions w/o judgment Understand other's opinions appropriately
C. Manage own emotions Q: 5	Become aggressive/angry or defensive Overwhelmed by emotion Fears conflict	Identifies own emotions Remains calm Willingness to work through conflict	Identifies +/- feelings Remains calm Emotion informs, but does not determine communication Conflict understood as part of relationships
D. Work to find mutual resolution Q: 6	Stopping the conversation Changing the subject Avoiding the discussion/conflict Expresses desire to agree to end discussion	Continues discussion Stays focused on topic May be unsure how to communicate appropriately, but persists in efforts to communicate	Persists through conflict to find resolution Agrees to Disagree

Please note the pairing of criteria and question numbers. The question and answer on the front page of the assessment informed each criteria.

APPENDIX C

Results of 2013-2014 Re-assessment of Communication

Data Represented in Graphs

2013-2014

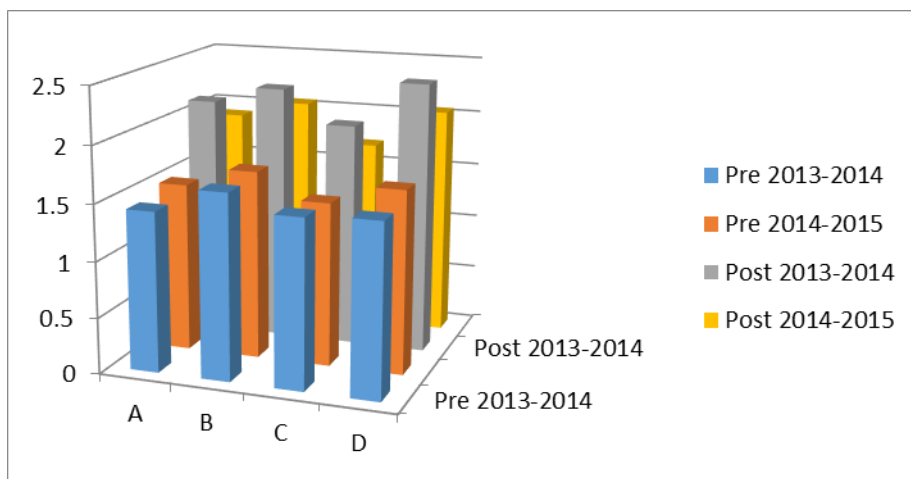
The graph below shows the average scores both **Pre (blue)** and **Post (gray)** for all Criteria

- A: Express self clearly and respectfully; Pre: 1.43, Post: 2.14
- B: Allow others to speak, listen, and summarize; Pre: 1.65, Post: 2.29
- C: Manage own emotions; Pre: 1.5, Post: 2
- D: Works to find mutual resolution; Pre: 1.53, Post: 2.41

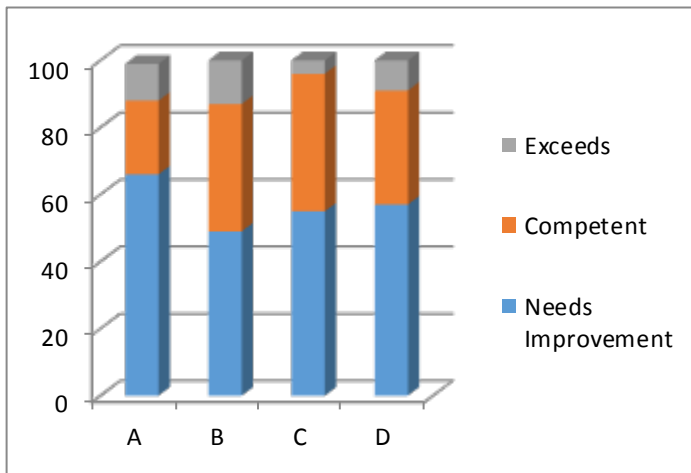
2014-2015

The graph below shows the average scores both **Pre (red)** and **Post (gold)** for all Criteria

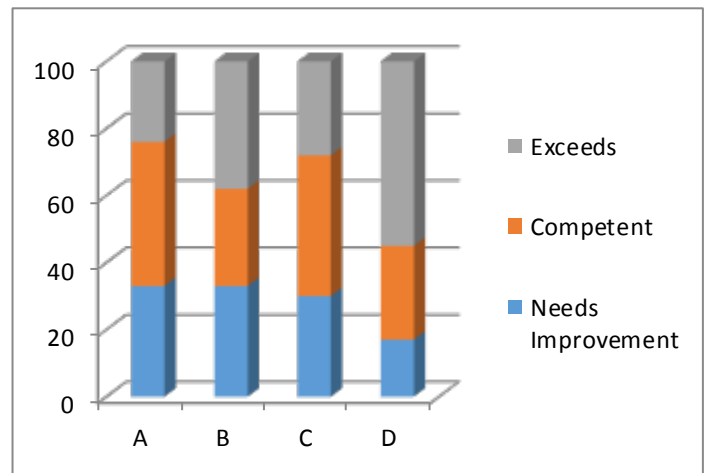
- A: Express self clearly and respectfully; Pre: 1.51, Post: 1.91
- B: Allow others to speak, listen, and summarize; Pre: 1.68, Post: 2.05
- C: Manage own emotions; Pre: 1.46, Post: 1.71
- D: Works to find mutual resolution; Pre: 1.63, Post: 2.05



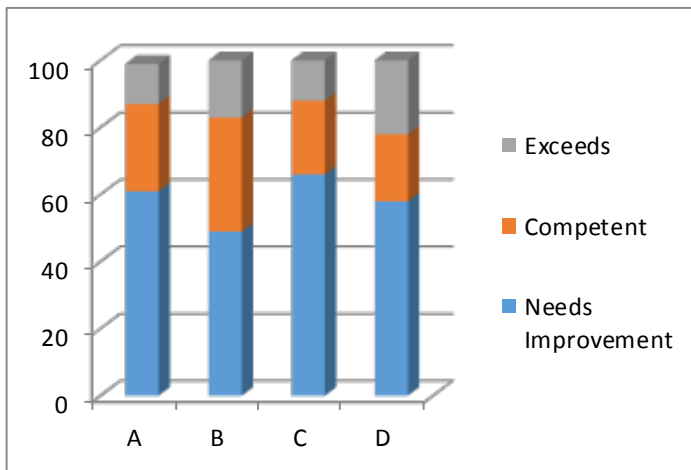
Pre-Assessment 2013-2014



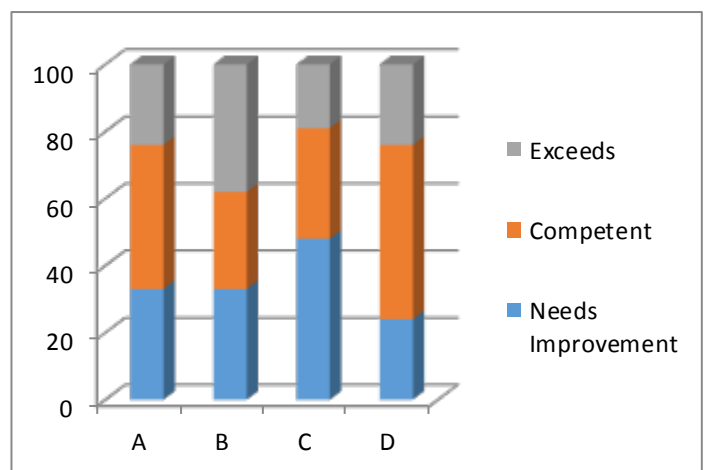
Post-Assessment 2013-2014



Pre-Assessment 2014-2015



Post-Assessment 2014-2015



The above graphs represent the number of students who reached the benchmark (**Exceeds & Competent**) and those who did not reach the benchmark (**Needs Improvement**) for each of the 4 Criteria (see below) in both Pre and Post Assessments for 2013-2014 (Top Row), and for 2014-2015 (Bottom Row).

- **Criteria A:** Expresses self clearly and respectfully
- **Criteria B:** Allow others to speak listen and summarize
- **Criteria C:** Manage own emotions
- **Criteria D:** Works to find mutual resolution

Updated Communication Assessment

College Success and Career Guidance

Communication Assessment

Please provide your name, and your instructors name below. This information is for data analysis purposes only and will not be shared.

Your Name: _____

Instructors Name: _____

Directions: After reading the scenario below, consider how you would deal with this situation. Please use full sentences in your answer.

You are in conversation with a close friend, whose friendship is important to you. The conversation turns to a controversial topic and each of you take opposite sides. The conversation escalates and becomes more heated. How will you proceed in this situation?

1. **You are in the situation above, what are you thinking?** *(write in the space below)*

2. **You are in the situation above, what are your feelings?** *(write in the space below)*

3. **Explain what you would say to your friend and share how you would like this situation to turn out.** *(write in the space below)*

Directions: Check the box below that best describes your response to each question. Provide an explanation for your answer.

When I am disagreeing with someone, I am able to:

1a. Express my thoughts clearly.

<i>Total</i>	<i>Substantial</i>	<i>Slight</i>	<i>Slight</i>	<i>Total</i>
<i>Agreement</i>	<i>Agreement</i>	<i>Agreement</i>	<i>Disagreement</i>	<i>Disagreement</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1b. Please give a short explanation of why you agreed/disagreed.

When I am disagreeing with someone, I am able to:

2a. Listen and Summarize what the other person has said

<i>Total</i>	<i>Substantial</i>	<i>Slight</i>	<i>Slight</i>	<i>Total</i>
<i>Agreement</i>	<i>Agreement</i>	<i>Agreement</i>	<i>Disagreement</i>	<i>Disagreement</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2b. Please give a short explanation of why you agreed/disagreed.

When I am disagreeing with someone, I am able to:

3a. Understand why someone thinks the way I do.

<i>Total</i>	<i>Substantial</i>	<i>Slight</i>	<i>Slight</i>	<i>Total</i>
<i>Agreement</i>	<i>Agreement</i>	<i>Agreement</i>	<i>Disagreement</i>	<i>Disagreement</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3b. Please give a short explanation of why you agreed/disagreed.

When I am disagreeing with someone, I am able to:

4a. Allow the other person equal opportunity to speak.

<i>Total</i>	<i>Substantial</i>	<i>Slight</i>	<i>Slight</i>	<i>Total</i>
<i>Agreement</i>	<i>Agreement</i>	<i>Agreement</i>	<i>Disagreement</i>	<i>Disagreement</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4b. Please give a short explanation of why you agreed/disagreed.

When I am disagreeing with someone, I am able to:

5a. Remain calm.

<i>Total</i>	<i>Substantial</i>	<i>Slight</i>	<i>Slight</i>	<i>Total</i>
<i>Agreement</i>	<i>Agreement</i>	<i>Agreement</i>	<i>Disagreement</i>	<i>Disagreement</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5b. Please give a short explanation of why you agreed/disagreed.

When I am disagreeing with someone, I am able to:

6a. Work with that person to find resolution

<i>Total</i>	<i>Substantial</i>	<i>Slight</i>	<i>Slight</i>	<i>Total</i>
<i>Agreement</i>	<i>Agreement</i>	<i>Agreement</i>	<i>Disagreement</i>	<i>Disagreement</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6b. Please give a short explanation of why you agreed/disagreed.

Communication Rubric

Skill	1 - Needs Improvement	2 - Competent	3 - Exceed
A. Express self clearly and respectfully Q: 1	Says one thing, but thinks another (placating) Forces opinion on others Doesn't offer opinion	Expresses opinions May express some judgment	Communicate clearly, appropriately and respectfully Remains nonjudgmental, filters thoughts
B. Allow others to speak, listen, and summarize Q: 2, 3, 4	Did not mention listening Focused on own thoughts Not open to others point of view	Listened Open to others point of view	Listened to others opinions w/o judgment Understand other's opinions appropriately
C. Manage own emotions Q: 5	Become aggressive/angry or defensive Overwhelmed by emotion Fears conflict	Identifies own emotions Remains calm Willingness to work through conflict	Identifies +/- feelings Remains calm Emotion informs, but does not determine communication Conflict understood as part of relationships
D. Work to find mutual resolution Q: 6	Stopping the conversation Changing the subject Avoiding the discussion/conflict Expresses desire to agree to end discussion	Continues discussion Stays focused on topic May be unsure how to communicate appropriately, but persists in efforts to communicate	Persists through conflict to find resolution Agrees to Disagree

Please note the pairing of criteria and question numbers. The question and answer on the front page of the assessment informed each criteria.

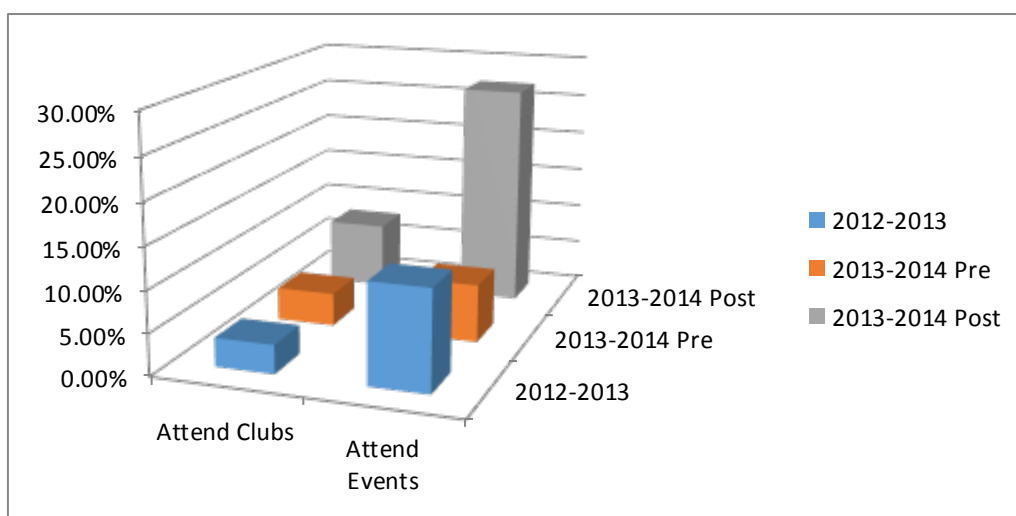
APPENDIX D

Results of 2013-2014 Assessment of Community Engagement

Data Represented in Graphs

The graph below shows the number of students (represented in % of sample size) from 2012-2013, as well as students from 2013-2014 both **Pre** (red) and **Post** (green) who attended a PCC club or event.

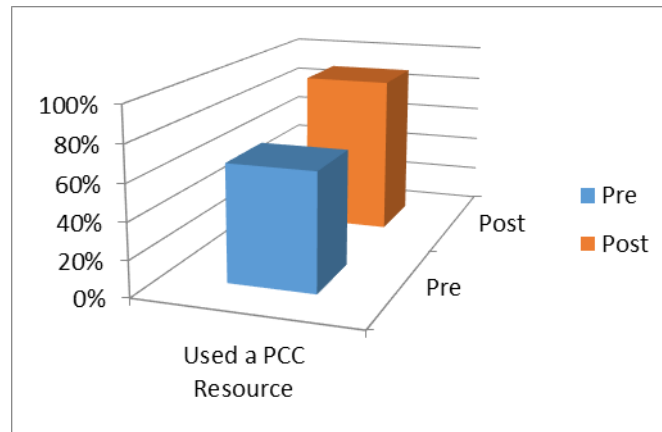
- Clubs- 2012-2013: 3.45%, Pre-Assessment 2013-2014: 4%, Post-Assessment 2013-2014: 8%



- Events- 2012-2013: 12%, Pre-Assessment 2013-2014: 7%, Post-Assessment 2013-2014: 27%

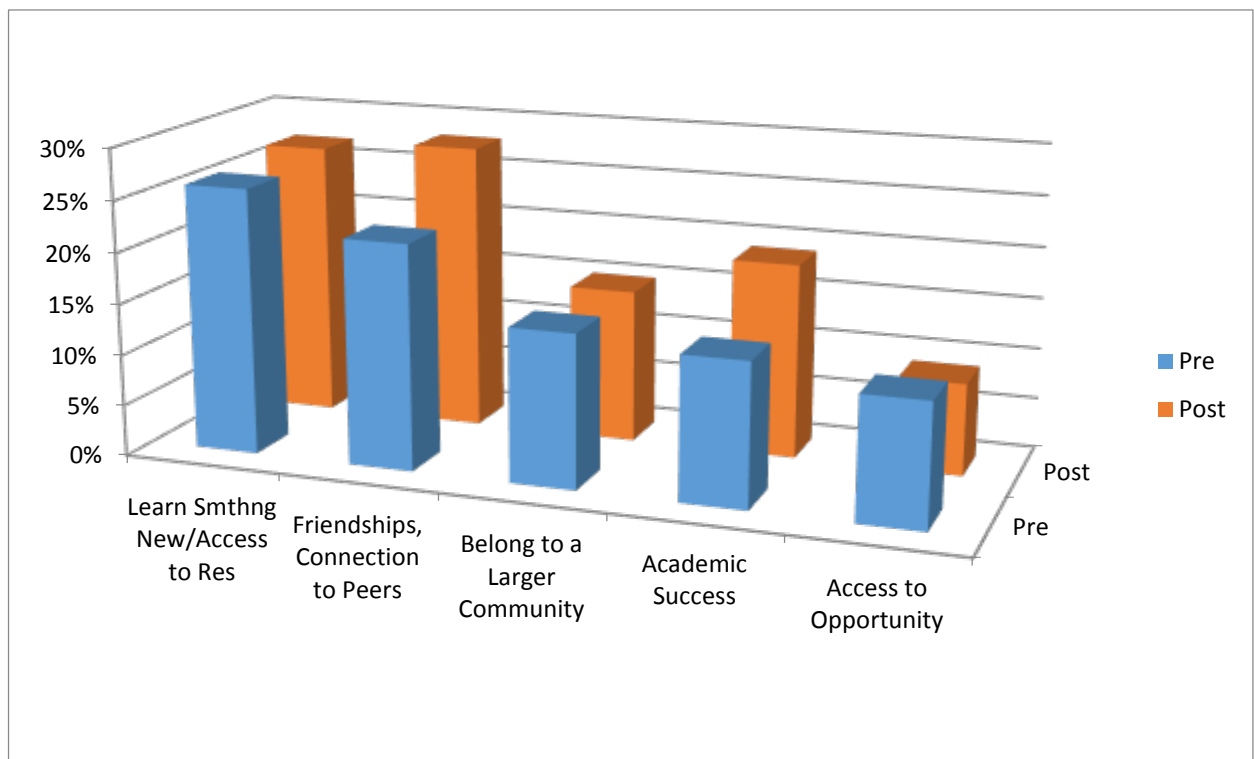
The graph below shows the number of students (represented in % of sample size) from both **Pre** (blue) and **Post** (red) who utilized a PCC resource.

- 2012-2013: No Data
- 2013-2014, Pre-Assessment: - 65%
- 2013-2014, Post-Assessment: - 89%

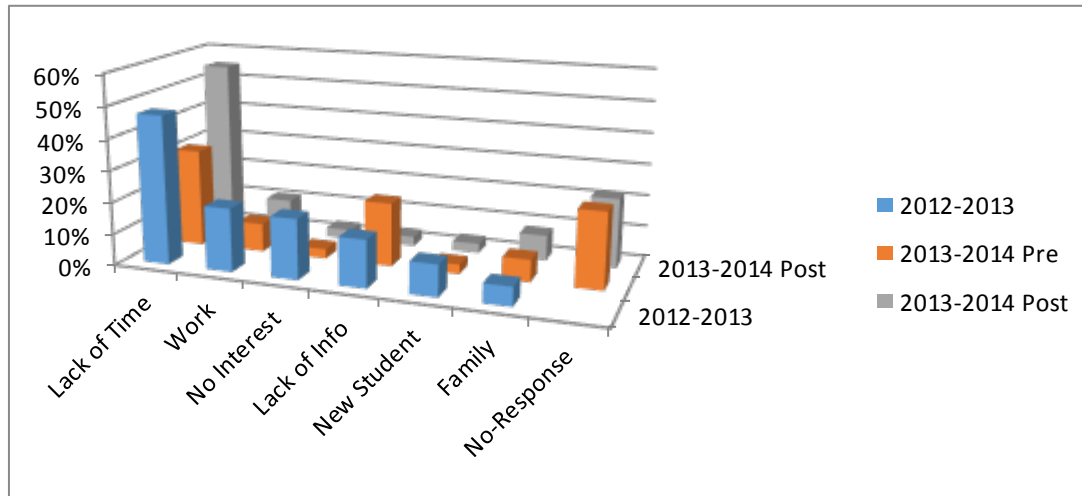


The graph below shows the major themes identified in student responses to the question, “Describe why you feel it is important or unimportant to be involved in the PCC Community.” It was possible for one student to list multiple reasons. The number below represents the number of students that mentioned each particular theme in the answer to the question above.

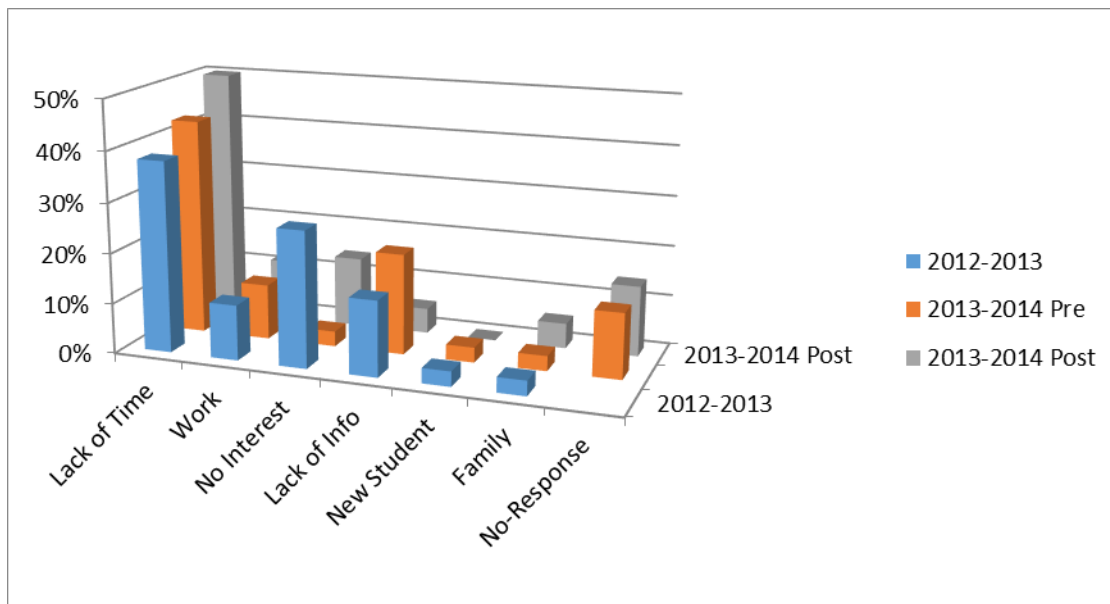
- Learn Something New/Access to Resources: Pre- 26%, Post- 28%
- Friendships, Connection to Peers: Pre- 22%, Post- 28%
- Belonging to a Larger Community: Pre- 15%, Post- 15%
- Academic Success: Pre- 14%, Post- 19%
- Access to Opportunity: Pre- 12%, Post- 9%



The graph on the next page shows the major themes identified in student responses to the question, “What keeps you from attending more PCC clubs?” These themes represent barriers to campus involvement as described by students. Data is shown for 2012-2013, as well as both Pre and Post Assessments from 2013-2014. It was possible for one student to list multiple barriers. The number below represents the number of students that mentioned each particular theme in the answer to the question above.



The graph below shows the major themes identified in student responses to the question, “What keeps you from attending more PCC events?” These themes represent barriers to campus involvement as described by students. Data is shown for 2012-2013, as well as both Pre and Post Assessments for 2013-2014. It was possible for one student to list multiple barriers. The number below represent the number of students that mentioned each particular theme in the answer to the question above.



Community Engagement Survey

Directions: Please take 10 minutes to fill out the survey below. Please answer each question to the best of your ability.

1. Please give your name and your instructor's name. The information provided is for analysis of the answers and will not be shared.

a. Name _____

b. Instructor's Name _____

2. How old are you? _____

(Questions 3 & 4 excluded from data, students instructed not to answer. Because assessment methods shifted from on-line and anonymous data collection to paper-pencil where names were asked for (to maintain consistency). Assessment team did not remove in time for dissemination of assessments). All documents have been shredded.

3. Are you a Veteran? Yes No

4. Do you have a diagnosed disability of any kind? Yes No

5. Are you a first-generation college student? Yes No
(Meaning that when you were growing up, the parent(s) you lived with had not graduate from a four-year college or university.)

6. How many terms have you attended PCC? _____

7. Do you have a declared major? Yes No

8. If you have a declared major, what is it? _____

9. Have you ever participated in a PCC College Club? Yes No

10. If you have participated in a club(s), which one(s)?

11. How did you find out about the club(s)?

12. What keeps you from participating in more PCC clubs?

13. Is there a club that you have not been able to find and/or would like to see created at PCC?

14. Are you involved in or have you utilized club(s) outside of PCC?

15. Have you ever participated in a PCC College event? (ex. career fair, book readings, presentations, library events, national night out, volunteer opportunity, club events)
16. If you have participated in PCC College Events, which events did you participate in?
17. How did you find out about the college event(s) you participated in? In the space provided please specify the way(s) that you found out about the event(s).
18. What keeps you from attending more PCC events?
19. Is there an event(s) that you have not been able to find and/or would like to see created at PCC?
20. Are you involved in, or have you utilized event(s) outside of PCC?
21. Have you ever utilized a PCC college resource? If so, which resources have you utilized? (ex. Counseling, advising, registration, Women's Resources, Student Success Center, etc.)
22. How did you find out about the college resource(s) you participated in? In the space provided please specify the way(s) that you found out about the resource(s).
23. What keeps you from accessing (more) PCC resources?
24. Are you involved in or have you utilized resources outside of PCC? Yes No
25. Do you think that it is important to be involved in the PCC Community? Yes No
26. Describe why you feel it is important or unimportant to be involved in the PCC Community.

Power Point slides provided to instructors (use was optional, instructors were encouraged to expand on this information using an article provided to them, and were required to include one of the activities on the “Activities List” shown on the next page.



Student Engagement

How getting involved in campus community benefits you.

How to Engage

- Become part of a larger learning community
 - Campus activities
 - Campus events
 - Clubs & student organizations



Why Engage?

- Research suggests that students who engage with their campus community are more likely to:
 - Complete courses
 - Complete degrees
 - Utilize skills that are valued in the workplace



What will I take away?

- Meaningful connections with peers
- Important job-related skills
- Connections with faculty & staff
- Opportunities to apply learned knowledge

You are a part of a bigger community

Please select an activity to use with your class as part of the Student Engagement Curriculum

1. **Activities Menu:** Provide student with a list of “menu items” to choose from. This list will include available opportunities for engagement during the current term. Provide dates and times where applicable. Students will select one (or more) events to attend. Ask student to write a paper that is a reflection of their experience. Can be offered as extra credit or included in course grade.
2. **Participate as a Class:** Take your class to an event or activity on campus. Consider a small or large group discussion beforehand where students talk about what they think the experience will be like and how they think they may benefit. Debrief as a class afterwards, “how was that experience for you?”
3. **Clubs Guest Speaker:** Have a student(s) from PCC Clubs come and speak with your students about their club and the process/benefits of belonging to a club at PCC. Have students work together to brainstorm additional clubs they’d like to see on campus, and how they would go about starting a club. Consider having guest speaker stay to help students troubleshoot this process.
4. **General Guest Speaker:** Invite a guest speaker from a program that sponsors events at your campus (Multi-cultural Center, Women’s Resource Center, Environmental Center, Veterans Center, ASPCC, etc. Have your students brainstorm questions before speaker arrives, and do debrief after their visit. What did students learn, what other speakers or departments are they interested in learning about? Encourage them to access these resource/departments outside of class.
5. **Film Clip and Discussion:** Show film clip from the movie, “I AM,” directed by Tom Shadyac. Facilitate discussion for students afterwards including questions around the value of being part of the PCC community but also about being part of their other communities (neighborhood, family, work, culture, etc.) and making meaningful connections. This film can be rented from PCC’s Library system.

Survey of CG Faculty

CG Faculty Demographics

“Dear CG Instructor –

We are very close to wrapping up the CG Program Review document, and we need your help. Early in winter term we contacted HRIS to obtain demographics on CG faculty, but recently learned we are on our own when it comes to gathering such information. For that reason, we hope you will participate in one more short survey (only three questions, we promise).

Who should respond? Anyone who currently teaches CG at PCC and/or has taught at least one CG class at PCC since January 2011.

All responses are anonymous and will be presented in the aggregate in the Program Review report.

1. Select one or more of the following racial categories to declare yourself.

☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Hispanic/Latino
☐ Multi-Racial
☐ Native Hawaiian or Pacific Islander
☐ White
☐ Prefer not to declare

2. Please answer this question: “I identify my gender as _____.” (Use textbox below to fill in the blank). Write ‘prefer not to declare’ if applicable.

3. To which age group do you belong?

☐ 18 to 25
☐ 26 to 35
☐ 36 to 45
☐ 46 to 55
☐ 56 to 65
☐ 66 and older
☐ Prefer not to answer

Survey of CG Faculty

CG Faculty Professional Development

Dear CG Colleague,

Our SAC is due for program review this year and the report writers are gathering information about the professional development activities of our members as they support CG instruction (as opposed to direct service). If you are currently teaching CG or have taught at least one CG course in the past five years, we hope you will participate in this survey so we can create a rich and robust list of our collective development efforts.

You likely will receive more than one survey pertaining to program review, but rest assured they in no way duplicate each other and the information solicited from each will provide invaluable feedback in this self-study. We very much appreciate your time and thoughtful input.

From 2011 to present, which of the following activities have you personally undertaken? Even if you have another job at PCC and teach CG only part-time, include any professional development that enriched your CG classes in content or delivery. Check all that apply! There is a "I didn't participate in any professional development..." option at the very end.

- ☐ Attended local, regional, national, and/or international conferences, conventions, and symposiums (e.g., Student Success Conference, Dr. Shirley Anderson Conference, etc.) List them below.
- ☐ Presented at local, regional, national, and/or international conferences, conventions, and symposiums. List them below.
- ☐ Attended internal (PCC-sponsored) or external trainings, workshops, or webinars (e.g., Active Shooter, Qualtrics, Social Justice, etc.) List them below.
- ☐ Presented at internal (PCC-sponsored) or external trainings, workshops, or webinars. List them below.
- ☐ Attended PCC-sponsored or external institutes (e.g., PCC's Summer Institute for Intercultural Communication). List them below.
- ☐ Presented at PCC-sponsored or external institutes. List them below.
- ☐ Took courses to gain knowledge and/or to complete a bachelor's, master's, or doctoral degree.

- ☐ Took courses or completed other requirements to maintain professional license(s) and/or credential(s).
- ☐ Earned new degree, and/or certifications, and/or licenses, and/or credentials. List below the degrees, certifications, licenses, and/or credentials earned.
- ☐ Maintained membership in at least one professional organization. List them below.
- ☐ Took a sabbatical. Describe below the activities undertaken during the sabbatical.
- ☐ Served on one or more permanent or ad-hoc PCC committees, task forces, and/or workgroups (e.g., CIC, EAC, SPARC, etc.) List them below. It is okay to use acronyms.
- ☐ Attended and/or presided over meetings at PCC or in the community or industry.
- ☐ Developed a D2L course shell. List below the course numbers for which shells were created.
- ☐ Used a D2L course shell (yours or someone else's) for the first time. List below the course numbers for which existing shells were used.
- ☐ Served as an accreditation site visitor at another college.
- ☐ Served on an external board of trustees or board of directors.
- ☐ Participated in PCC's Summer Peer Review of Learning Assessment Reports.
- ☐ Participated in the Teaching Improvement Program (TIP).
- ☐ Traveled abroad and incorporated the experience/knowledge into your course(s). Describe below how your travels have enhanced your instruction and your students' classroom experience.
- ☐ Owned and/or managed a business related to your discipline.
- ☐ Other. If you participated in additional professional development activities that fall outside of the categories we listed above, please use the following text box to elaborate.
- ☐ I didn't participate in any professional development activities from 2011 to present.

How many of the activities listed above were related to diversity, equity, inclusion, or cultural competence?

- ☐ 0
- ☐ 1
- ☐ 2

- ☐ 3
- ☐ 4 or more
- ☐ N/A (check this if you didn't participate in any professional development activities)

Did your professional development activities result in changes to the content or delivery of the CG courses you teach?

- ☐ Yes. Please tell us how content or delivery was changed:
- ☐ No.
- ☐ I'm not sure. Please explain:

Survey of CG Faculty

CG Facilities and Academic Support

1. What are the positive qualities (desks, lighting, access) of your classroom space and how do they impact student success?
2. What are the negative qualities (desks, lighting, access) of your classroom space and how do they impact student success?
3. What specific changes would you recommend to improve your classroom space?
4. What are the positive aspects of the technology/equipment in the classroom that impact student success?
5. What are the negative aspects of the technology/equipment in the classroom that impact student success?
6. What specific changes would you recommend with classroom technology and equipment to help improve the quality of instruction?
7. What is your experience securing appropriate classrooms and technology for your class?
8. What is your experience contacting and working with tech support on your campus?
9. Are your students accessing PCC libraries as part of your course instruction? If so, what are the particular library resources that have a positive impact on student success?
10. Please list additional information resources your students are accessing outside the classroom that have a positive impact on student success.
11. Do you include in your curriculum any activities or incentives for students to access student services (i.e., advising, counseling, Women's Resource Center, Multicultural Center, etc.)?
12. Please share any pertinent information on student experiences accessing student support services—positive, negative—and any recommendations for improvement.