

## **Administrative Response to Program Review Communication Studies and Journalism Program November 2018**

On November 16, 2018, the Communication Studies and Journalism SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Communication Studies and Journalism Program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

### **Noteworthy Efforts or Achievements**

- Kudos for an excellent program review presentation. The presentation was engaging and demonstrated the commitment of the faculty to student success and opportunity. It was well planned and balanced with engaging activities to demonstrate the importance of communication skills with the audience. Thank you!
- Your SAC is exceptionally responsive to student needs. Paying attention to changing demographics, including students who experience disability, and making adjustments to address those needs, is appreciated.
- Your thoughtful investigation of and attention to student success data. Disaggregating data by race/ethnicity, looking systematically at success in online vs. F2F sections, and then implementing strategies to address identified gaps is especially noteworthy.
- Reflections on curricular, instructional, or other changes since the last program review were generally positive. While these did not occur at all campuses, we are impressed with the additional positions added; dedicated classrooms outfitted; and dedicated presentation labs were created.
- We appreciate the work you performed to ensure the TEDx Talks at Rock Creek in 2017 and TEDxPCC district-wide in 2018 were successful events.
- Your dedication to the creation and implementation to additional online courses.
- Your work with the dual credit office to add Media Writing in local high schools.
- Development of Speech Culturing events between ESOL and COMM classes.

### **Observations and Recommendations**

- We appreciate the SAC's efforts in assessment and in particular, your attention to reassessment following interventions, though the presentation was not easy to follow in the program review document. (The year-to-year changes shown in the table on p10 were described differently on p 9, and it was not clear which changes were made when). Still, using the assessment results to not only inform, but to also make changes to

teaching suggests a level of engagement in assessment that is laudable. We support the idea of identifying a SAC member to lead assessment work over a multi-year period, as that strategy has been helpful for other SACs. It will be important that other members of the SAC continue to engage in assessment work, especially as you have the opportunity to focus on the outcomes of greatest meaning for the SAC.

## **Administrative Response to Recommendations**

### **SAC Related Recommendations:**

- Our SAC plans to examine how we can take a greater equity lens to course content. This includes revisiting/revising course CCOGs to address culturally responsive teaching/YESS goals to promote equitable student success. We also need a plan to share information about best practices--perhaps using a shared D2L shell or document repository.
- We are advocating for equity in campus resources, including dedicated and equipped classrooms and labs at all campuses to improve student success.
- We are advocating for restoration of the FT faculty position lost at Sylvania to provide equitable FT faculty ratios at all campuses.
- We encourage professional development of faculty in areas that support YESS goals and want to encourage faculty, especially PT faculty, to find funding/subbing for training.
- We plan to reconsider an earlier proposal to form sub-committees, such as assessment, online learning, etc., within our SAC. Each subcommittee would be responsible for separate business items to share out with the larger group. This decision would be in service of creating more time within meetings to prioritize committee-wide conversations about pedagogy and best practices in inclusion, diversity, and equity in our pedagogy.
- We will continue to review OER texts for inclusion on our approved textbook lists to expand the resources approved for classroom use.
- We will continue to collaborate with PCC programs that require COMM classes to gain feedback about course content, course customization and scheduling options for cohort-specific programs.
- For our AAOT & ASOT-Bus oral COMM classes (111/214) we hope to collaborate with Guided Pathways to offer customized classes. For example, health and science pathway courses could focus on the use/presentation of quantitative data in assignments & speeches.

- We hope to work more strongly with advising to develop and understand current information/practices about advising students, particularly on COMM course selection. Hopefully the advising redesign will help facilitate this stronger relationship.
- We plan to discuss replacing Robert's Rules of Order with Critical Race Theory's Fist of Five process for decision-making.
- We plan to create more consistency with shared shells in online courses; model work has been done on the COMM 214 shell and we continue to seek ways to improve online course outcomes.
- We will continue to promote and advertise the Focus Award - consider additional materials to promote in online classes.
- We need to explore new courses that address other departments' requests for materials that support their student outcomes. This includes Health Communication, Conflict and Communication, and Self-Advocacy; all would align well with YESS goals. Additionally, we are interested in exploring courses in Communication and Social Media or Computer Mediated Communication.

*Any of the above listed recommendations that are directly tied to resources, will be addressed in the following section. For the other recommendations, we support the SAC planning and implementation of the above.*

#### **Administrative Support Related Recommendations:**

- **Restore the third FT position in COMM at Sylvania while retaining our other FT positions.** According to Institutional Effectiveness, in Fall 2017, 41% of the classes across the college were taught by FT faculty. In comparison, even with its three former FT faculty in COMM, only 35.7% of the classes at Sylvania were taught by FT faculty during that same time period. Not only is this lower than the district average, it is lower than the averages at Southeast, Rock Creek and Cascade. Now, that one of those positions has been eliminated, the Fall 2018 ratio with two FT faculty is approximately 21% of classes taught by FT faculty. This new ratio will put Sylvania Communication Studies near the bottom in comparison to all other disciplines across the college (Unlike many disciplines that see attrition across the year, the number of sections offered through Sylvania increased across the 2017- 18 year, with 32% FT ratio in Winter and a 31% ratio in Spring. If they had only two positions for 2017- 2018 these ratios would have dropped to 19% for Winter and Spring). Because Communication Studies courses are required for AAOT & ASOT-Bus completion, as well as several CTE programs, and because communication skills are highly valued by employers, we believe that adequate staffing for COMM at all campuses should be a priority for the administration.

*We recognize that improving the ratio between FT to PT faculty is in the best interest of our students and programs, however, we are experiencing a budget shortfall for this biennium along with the following biennium with a drop in overall college enrollment*

*and as a result are not able to honor this request at this time. Please continue to communicate your needs for more full-time Communication Studies faculty to the Division Dean at Sylvania, so they are aware of this request when the timing of the budget shortfall is resolved. The priorities for new faculty positions will be evaluated at a campus- and district-level on an annual basis.*

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

*We support the need for the appropriate technology to be installed in the classrooms where COMM 111 is offered. Unfortunately, as stated above, the college is experiencing a budget shortfall for this biennium along with the following biennium. Please revisit this request with the Division Deans once the budget shortfall has been resolved. Please also consider working with Media Services to see if they are able to assist with providing any of the equipment including possibly repurposing surplus equipment, which may bring costs down significantly.*

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

*We recognize the value of the speech labs at both the Rock Creek and Cascade campuses for students in classes both in Communication Studies as well as other disciplines. We support the need to add these types of spaces to both Sylvania and Southeast campuses. Please understand that the college is currently experiencing budget shortfalls. Please work with your division dean to begin identifying spaces and perhaps using older equipment until a long-term resolution to our budget shortfall has been identified.*

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

*We appreciate the interest in providing more time and funding for SAC meetings but are not able to devote additional funds to support this currently. Many SACs hold additional meetings throughout the academic year, including winter term, via both face-to-face and through online communication tools such as email, groups pages, Spaces and Google. We recommend you assess the possibility of holding your own additional SAC meetings in these varied formats, and/or on an existing non-instructional day. Any additional in-service days would need to be negotiated in the contract.*

## **Closing**

In closing, we want to again thank the Communication Studies and Journalism Faculty and staff for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Cheryl L. Scott, with input from and on behalf of the Deans of Instruction and Dean of Academic Affairs.

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