



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

**The deadline for submission of the Annual Program Plan to the IPC is March 31.** Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

**Cañada College**

**Mission Statement**

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

**Vision**

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

**Department/Program Title: Communication Studies**

**Date submitted: March 31, 2014**

**0. Key Findings:**

**1. Planning Group** (include PT& FT faculty, staff, stakeholders)

List of names and positions: Jessica Kaven

**2. Writing Team and Contact Person:** Jessica Kaven (x3347 or kavenj@smccd.edu)

**3. Program Information**

**A. Program Personnel**

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

**FT Faculty** Jessica Kaven

**PT Faculty** Karrie Tappmeyer, Lene Whitley-Putz, David Hamilton, Kati Ireland

**FTE FT** 1.8

**Classified** none

**PT Classified (hrs/wk)** none

**Volunteers** none

**Student Workers** none

**B. Program mission and vision**

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

Communication is fundamental to all human endeavors. The communication major studies the ways humans use communication to shape identity and ideas. Graduates will transfer with both an understanding of important communication theory as well as demonstrated proficiency in communication skills. Communication studies majors will explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities.

**C. Expected Program Student Learning Outcomes**

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and



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password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

**The Communication Studies Department is one of nine departments in the Social Sciences (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). Our program level SLOs are as follows:**

1. Analyze social science concepts and theories.
2. Produce evidence based arguments.
3. Evaluate diverse viewpoints related to the human experience.

The program level SLOs are embedded in the assessment tools used to measure course-level SLOs (see chart below). As a group, we developed a general analytic rubric used to assess student writing assignments and implemented it during fall 2013. The results of this assessment will be reported in next year's program review.

<b>Course Learning Outcomes</b>	<b>Program Learning Outcomes</b>	<b>Institutional Learning Outcomes</b>	<b>Example Assessment Options</b>
See specific Social Science courses.	<b>(P1)</b> Analyze Social Science concepts and theories	<b>(I1)</b> Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.	Multiple choice exams, including pre- and post- test survey or test <b>(P1, P2, P3, I1, I3, &amp; I4)</b>
	<b>(P2)</b> Evaluate diverse viewpoints related to the human experience	<b>(I2)</b> Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.	Oral Presentations <b>(P1, P2, P3, I1, I2, &amp; I3)</b>
	<b>(P3)</b> Produce evidence based arguments	<b>(I3)</b> Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.	Essays or Research papers <b>(P1, P2, P3, I1, I2, I3, &amp; I4)</b>
		<b>(I4)</b> Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams,	Reflections/Critical Self-Analysis – could include essays with reflections and/or oral presentation videos or a portfolio <b>(P2, P3, I1, &amp; I2)</b>



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		tables, and words) and analyze these data to make judgments and draw appropriate conclusions.	
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**4. Response to Previous Annual Program Plan & Review**

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

Zero comments or questions were made on the 2012 Comprehensive Program Review feedback form. Although the Social Sciences program submitted all nine department reviews and supplemental material (including TracDat reports) at the same time, the reviewer could not determine if the TracDat report was available. This was disappointing. The reviewer stated “none” several times when reviewing last year’s professional development section, so this section will be improved upon in this year’s program review.

**5. Curricular Offerings (*current state of curriculum and SLOAC*)**

**All curriculum and SLOAC updates must be completed when planning documents are due.**

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC**

sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

**Curriculum Committee** <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

**A. Attach the following TracDat and Curriculum data in the appendix:**

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).

Please see the attached TracDat Report for the assessment plans, results and action plans by course. In the results section of the TracDat report, all six courses were assessed and met the minimum criterion. Below you will find a list of courses, along with their respective SLOs and assessment tools.

Course	SLOs	Assessment Tools
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COMM 110	<ol style="list-style-type: none"> <li>1. Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines</li> <li>2. Analyze the role of the audience, both from a speaker’s perspective and from the audience perspective, engaging in critical and analytical listening.</li> <li>3. Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Informative speech rubric; Informative speech presentation</li> <li>2. Self-evaluation/self-assessment</li> <li>3. Personal Report of Communication Apprehension (PRCA-24) – pre- and post –survey</li> </ol>
COMM 127	<ol style="list-style-type: none"> <li>1. Create and compose argumentative texts and/or oral presentations.</li> <li>2. Distinguish between factual statements and inferential reasoning in texts and oral rhetoric</li> <li>3. Evaluate the validity and soundness of arguments.</li> <li>4. Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral presentation rubric</li> <li>2. Debate outline/speaking plan</li> <li>3. Debate outline/speaking plan; research paper; exams</li> <li>4. Debate critiques/analysis</li> </ol>
COMM 130	<ol style="list-style-type: none"> <li>1. Describe the field of communication and explain the theories, models, and concepts particular to the study of interpersonal communication</li> <li>2. Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in the interpersonal relations.</li> <li>3. Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication as well as for their fellow students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter presentations; other forms of presentation (all presentations include a speech plan/outline); exams; essays</li> <li>2. Self-concept presentation and speech plan/outline with reflection</li> <li>3. Conflict resolution paper (identify problem, describe stage of the relationship, define level of self-disclosure, and action plan to improve conflict); PRCA-24 survey</li> </ol>
COMM 140	<ol style="list-style-type: none"> <li>1. Identify and explain theories of group communication within the larger spectrum of communication studies.</li> <li>2. Demonstrate understanding of group roles and processes</li> </ol>	<ol style="list-style-type: none"> <li>1. Group presentation; Portfolio</li> <li>2. Group presentation; portfolio; exam; essay</li> </ol>



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	<ol style="list-style-type: none"> <li>3. Compare different approaches to group tasks and evaluate the effectiveness of different approaches for different tasks and goals.</li> <li>4. Collaborate effectively with peers to organize and prepare a group project</li> </ol>	<ol style="list-style-type: none"> <li>3. Reflection paper; group presentation; portfolio</li> <li>4. Group presentation; Portfolio; PRCA-24 survey</li> </ol>
COMM 150	<ol style="list-style-type: none"> <li>1. Identify and apply terminology, concepts and theoretical constructs of intercultural communication to a variety of intercultural contexts</li> <li>2. Identify major US and non-US cultural patterns that influence human communication and analyze prominent intercultural value theory.</li> <li>3. Explain how context influences communication and distinguish the difference between high-context and low-context orientations toward communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bibliographic research paper; exam; reflection paper; Communication journal review paper; PRCA-24 survey</li> <li>2. Essay (e.g., Film analysis; Cultural Research Paper); Film. PRCA-24 survey</li> <li>3. Research paper; exam</li> </ol>
COMM 180	<ol style="list-style-type: none"> <li>1. Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts.</li> <li>2. Define fundamental characteristics of communication through the transactional model of communication</li> <li>3. Describe the perception process and common influences that alter interpretation of a message. Describe the characteristics of verbal and nonverbal messages.</li> </ol>	<ol style="list-style-type: none"> <li>1. Presentations with speech plans/outlines ; research paper; portfolio (see rubrics); PRCA-24 survey</li> <li>2. Presentations with speech plans/outlines; class participation</li> <li>3. Essay papers; portfolio</li> </ol>

- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))

none

**B. Identify Patterns of Curriculum Offerings**

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

1. What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees?



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The Communication Studies Department offers two degrees: AA or AA-T. Both degrees have the same core and selective requirements:

**CORE REQUIREMENTS: 9 UNITS**

- Public Speaking (3 Credits in COMM 110)
- Intercultural Communication (3 Credits in COMM 150)
- Introduction to Communication Studies (3 Credits in COMM 180)

**SELECTIVE REQUIREMENTS: 9 UNITS**

Selective Units: Group A: 6 Units

- 6 Credits in COMM 127 or 130 or 140

Selective Units: Group B: 3 Units

- 3 Credits in ANTH 110 or ENGL 110 or PSYC 100 or SOCI 100

2. What is the ideal curriculum cycle?

The ideal curriculum cycle should offer all required COMM courses within one year, which we do. Starting Fall 2013, most of the COMM courses will be offered three times a year (Fall, Spring and Summer semesters). These courses include: COMM 110, COMM 130, and COMM 150. Starting Spring 2014, COMM 150 will be offered face-to-face and fully online three times a year as well. We will hear back in Spring 2014 if our college was approved to participate in a pilot program offered by the state in which COMM 110 will be offered as a fully online option. If we are approved for the pilot, we will have two courses in the department that will be offered both face-to-face and fully online. Either COMM 140 or COMM 127 is offered every fall semester. Therefore, students are able to complete the Communication Studies degree requirements within one academic year. A long-term goal of the department is to offer all degree related courses within one semester. Given that the department was only offering two course options in Fall 2011 and now we have six, the department is clearly growing at an exciting pace.

Please see the general course cycle offered by year below.

Year 1	Year 2
Fall Semester: <ul style="list-style-type: none"> <li>• COMM 110 (one section of Honors)</li> <li>• COMM 140</li> <li>• COMM 130</li> <li>• COMM 150</li> </ul>	Fall Semester: <ul style="list-style-type: none"> <li>• COMM 110 (one section of Honors)</li> <li>• COMM 130</li> <li>• COMM 127</li> <li>• COMM 150</li> </ul>
Spring Semester: <ul style="list-style-type: none"> <li>• COMM 110 (one section of Honors)</li> </ul>	Spring Semester: <ul style="list-style-type: none"> <li>• COMM 110 (one section of Honors)</li> </ul>





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<ul style="list-style-type: none"> <li>• COMM 130</li> <li>• COMM 150</li> <li>• COMM 180</li> </ul>	<ul style="list-style-type: none"> <li>• COMM 130</li> <li>• COMM 150 (online for the first time)</li> <li>• COMM 180</li> </ul>
<p>Summer:</p> <ul style="list-style-type: none"> <li>• COMM 110 (one section of Honors)</li> <li>• COMM 130</li> </ul>	<p>Summer:</p> <ul style="list-style-type: none"> <li>• COMM 110 (one section of Honors)</li> <li>• COMM 130</li> <li>• COMM 150 (online for the first time)</li> </ul>

**6. Program Level Data**

**A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.**

Tool: [http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

The Communication Studies Department’s enrollment numbers have been 10% above the college average since Spring 2009. The average enrollment per section has been above 30 students for several years, which is impressive given that all COMM courses are capped at 35.

**Table 1. Enrollment Patterns & Course Offerings**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
COMM	Student Headcount	205	230	277	309	296
	Total Course Enrollments	205	230	279	310	311
	# of Course Offerings	2	2	2	2	4
	# of Section Offerings	7	7	8	10	10
	Ave Enrollment per Section*	29.3	32.9	34.9	31.0	31.1

\*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

The COMM department’s efficiency has exceeded a load of 500 for several years. Again, given that all COMM courses are capped at 35 students or a load of 525, the department exceeded its load during the fall 2011, spring 201 and spring 2012 semesters.



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**Table 2. Department Efficiency**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
COMM	WSCH	659	713	877	949	933
	FTES	22.0	23.8	29.2	31.6	31.1
	FTE	1.4	1.4	1.6	1.8	1.8
	Load*	471	509	548	527	518

The student performance profile is also impressive. Over several years, the success rates and retention rates have been high (80% and 90%, respectively). For many students communication courses bring about anxiety and fear. These emotions often motivate students to complete their COMM course(s) once enrolled. All of the professors in the department are highly knowledgeable of the concerns students enter a communication course with and do their best to facilitate the best learning environment for our students.

**Table 3. Student Performance Profile**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
COMM	Success Rate*	83.4%	77.4%	78.5%	77.4%	80.4%
	Retention Rate*	90.7%	84.3%	86.7%	86.8%	90.0%
	Ave Units Attempted this Term	10.9	10.1	11.3	10	11.1
	Ave Units Earned this Term	8.3	7.4	8.6	7.5	8.6
	Ave Term GPA	2.67	2.63	2.71	2.61	2.63
	Ave Cumulative GPA	2.86	2.8	2.81	2.75	2.76

\*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

To corroborate the profiles of students enrolled in COMM courses, as you can see below COMM students are often continuing students. The department serves first-time students as low as 5% of the time (this is below the college average).



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**Table 4. Student Enrollment Status Profile**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
COMM	First-Time Student	20	11	15	15	14
	Continuing Student	166	175	233	215	250
	Returning Student	16	21	18	27	20
	Concurrent Enrollment	3	23	11	52	12
	Percent First Time	10%	5%	5%	5%	5%
	Percent Continuing	81%	76%	84%	70%	84%
	Percent Returning	8%	9%	6%	9%	7%
	Percent Concurrent	1%	10%	4%	17%	4%

Most students who are enrolled in COMM courses have the goal of transferring. The percentage of students enrolled in COMM with this goal exceeds the college average.

**Table 5. Student Goal Orientation**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
COMM	Transfer (w/ or w/o Degree)	120	139	192	177	231
	Career Dev (Degree, Certificate, License)	29	32	28	29	25
	Educational Development	5	23	12	50	18
	4 Yr College Student attending Cañada	34	24	22	26	11
	Undecided on Goal	15	12	20	26	10
	% Transfer (w/ or w/o Degree)	59%	60%	69%	57%	78%

As of Spring 2013, the percentage of Hispanic students exceeded that of the White non-Hispanics. Over time, the COMM department has served slightly less Hispanics compared to the college average.

**Table 6. Student Demographics - Ethnicity**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
COMM	American Indian/Alaskan Native	0	1	0	0	1
	Asian	7	3	9	9	10
	Black - Non-Hispanic	8	8	13	15	14
	Filipino	12	5	11	7	8
	Hispanic	70	87	92	102	109
	Multi-Races	0	6	30	41	46
	Pacific Islander	7	4	7	13	5
	Unknown	25	20	21	18	11
	White Non-Hispanic	76	96	94	104	92
	% American Indian/Alaskan Native	0%	0%	0%	0%	0%
	% Asian	3%	1%	3%	3%	3%
	% Black - Non-Hispanic	4%	3%	5%	5%	5%
	% Filipino	6%	2%	4%	2%	3%
% Hispanic	34%	38%	33%	33%	37%	
% Multi-Races	0%	3%	11%	13%	16%	
% Pacific Islander	3%	2%	3%	4%	2%	
% Unknown	12%	9%	8%	6%	4%	
% White Non-Hispanic	37%	42%	34%	34%	31%	



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**B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

Tool: **TracDAT folders in SLOAC**

sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

**Guidelines:**

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

1. Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program. Summarize assessment results of Program Student Learning Outcomes.

The Social Sciences departments has linked all course-level assessment data with the three PLOs. As a group, we wanted to demonstrate how what we are requiring in the classroom is directly related to the PLOs. We did not want to solely rely on linking our course-level assessments as a way to assess our Social Science program as a whole, so we worked to develop a general analytic rubric (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). This academic year we worked to develop the rubric and applied it during the Fall 2013 semester.

2. Describe and summarize other data that reveals Program performance. Explain how changes in community needs, technology, and transfer requirements could affect the Program.

Online requirements could directly affect the Communication Studies department. Because the CSUs do not accept fully online oral communication courses (unless the college has been approved for the pilot program starting in Fall 2014), a change in this requirement could change the department as a whole. CSUs across the state are piloting fully online oral communication courses in addition to allowing a select few community colleges to participate, so this change looks as though it may become part of communication departments in the near future. Faculty trainings for online instruction needs to follow this trend. Currently we only offer STOT 1 and STOT 2 training once a year. This is a concern considering the possible emphasis of online instruction in the near future.

**C. Other Considerations**



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If Cañada is approved to participate in the pilot program, we currently have no adjuncts that have been trained in online instruction. With a limited number of STOT 1 training openings every fall semester, the bulk of the online instruction will fall on the one full-time faculty member in the department.

## **7. Action Plan**

Include details of planning as a result of reflection, analysis and interpretation of data.

**Guidelines:**

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - > Describe what you expect to learn from the assessment efforts.

Upon reflection of the action plans discussed on TracDat for five courses offered during the 2012-2013 academic year (COMM 110, COMM 130, COMM 140, COMM 150, COMM 180), all assessments used deemed fruitful results. Further improvement of the assignments and grading rubrics is encouraged in order to improve transparency for students.

The inclusion of the PRCA-24 pre- and post-test, the valid nationally used Communication Studies instrument, in all COMM courses is encouraged. This survey could provide meaningful information regarding the efficacy of the program not only semester-to-semester, or from year-to-year, but over time. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning over a period of time.

In order to improve the COMM department's assessment of student learning, in collaboration with community college and 4-year university faculty, I developed a valid and reliable rubric for all courses requiring oral communication. This rubric was implemented in Fall 2013.

One course will be taught online in Spring 2014 and two courses were approved as hybrid options, Public Speaking and Interpersonal Communication. Further examination of distance education courses in Communication Studies is needed.

Continue to link course-level SLOs and assessments to the PLOs.



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**8. Resource Identification**

**A. Faculty and Staff hiring requests**

**Guidelines:**

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

Since Fall 2011, the FTE has been 1.8. The department could greatly benefit from another full-time hire in the future. The COMM department has high enrollment per section (consistently above 30 even though the courses are capped at 35) and load at times above 525, success rates and retention rates above the college average (high 70% to 80-90%, respectively), no adjuncts with online teaching certification, and a growing department (i.e., 2 course offerings a year since Fall 2008 to 6 starting Fall 2013). The Communication Studies department currently offers between 8-10 sections per semester, just shy of two full-time faculty workloads. Should the COMM department continue to grow, future Program Evaluations should reexamine the need for an additional full-time hire. A potential full-time hire with forensics and debate experience could raise the level for students interested in pre-law, political science, economics, rhetoric, and other social sciences disciplines.

The Communication Studies department will continue to build a strong pool of adjunct faculty. Specifically, as we build new courses (e.g., Argumentation and Debate) our faculty pool should include those with experience in current and potential courses. Additional support in hiring qualified adjunct faculty is needed in ensuring that students receive the highest quality of instruction.

The college would also greatly benefit from an internal grant writer. The social scientists are interested in pursuing grants to help with our Topic of Interests (TOIs) and general operations of the Social Sciences Hub. In order to sustain opportunities and spaces like these, financial support, including staffing, is needed.

**B. Professional Development needs**

**Guidelines:**

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

The COMM department would benefit from faculty who are certified to teach online. More STOT 1 training opportunities is needed. Consider offering STOT 1 & 2 trainings during Fall AND Spring semesters. Additionally, online instructional training opportunities for faculty in the department would allow more consistent and effective instruction for our online students.



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Professional development opportunities for faculty leads, such as department chairs and/or coordinators, is also requested.

**C. Classroom & Instructional Equipment requests**

**Guidelines:**

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

3 I pads are requested (\$300-\$500 each). Because the classrooms do not have computers or laptops in them, faculty are required to bring their own. Currently, all adjunct faculty in the department have their own laptops, but when students are presenting their speeches, the faculty either have to allow the students to use their laptops to use the projector, or students have to bring their own laptop or share. Most faculty allow students to use their laptops, which does not allow faculty to grade their presentations electronically. By purchasing I pads, faculty could allow the students to still use their laptop for visual aid purposes, while also having the option to provide feedback electronically. The electronic feedback could be given right away through resources such as turnitin.

**D. Office of Planning, Research & Student Success requests**

**Guidelines:**

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

I am interested in incorporating data on communication majors into future program reviews. For instance, how many are there? Has there been an increase or decrease in the number of majors?

I would also like to continue receiving data on the Social Sciences program as a whole (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). Perhaps the program-level data will provide a better comparison for the COMM department opposed to just using college-wide data.

The COMM department would like to request assistance in analyzing pre- and post-tests (e.g., a multiple-regression analysis). SPSS access is desired.

**E. Facilities requests**



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
ASGC ADOPTED SPRING 2011

**Guidelines:**

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

The Social Scientists are grateful for the Hub space in 9-307. The Hub is an interdisciplinary space and needs continued support.