

# Plans for Speech Communication / Journalism >> 2013 - 2014

## Communication Studies / Journalism CHC Instructional Program Review 2013-2014

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2013 - 2014 Communication Studies / Journalism CHC Instructional Program Review 2013-2014

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## Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

### 1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics)
- d. What kind of services you provide
- e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)
- f. **Rubric Item:** [Needs-Based Curriculum](#) (e.g.: survey, environmental scan, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreement, other bases as applicable) (Note: All instructional departments must consider the results of their most recent curriculum reviews in this section.)
- g. **Rubric Item:** [Scheduling Matrix](#) (Attach your scheduling matrix.) [Click here for sample!](#)

a. Organization (including staffing and structure). Currently, Communication Studies is within the department of Communication and Language, within the division of Arts and Sciences, though operates with relative independence of Language outside of scheduling purposes. Communication Studies has one full-time faculty member and currently staffs six adjunct faculty members. The full-time faculty member is ultimately responsible for all departmental activity outside of the classroom, primarily SLO cycles, departmental meetings and adjunct support. He works closely with the chair to staff Communication Studies courses. In 2012 the Crafton Hills Communication Studies council was formed as a type of advisory/resource committee to serve the department. This council consists of former CHC Communication Studies student who have exemplified excellence within the department.

b. Mission, or primary purpose. In the Communication Studies program at Crafton Hills College, our mission is to enthusiastically guide students toward finding their own communicative voice for the purpose of making informed choices while practicing effective personal and public communication strategies. This mission is realized through quality teaching, mentoring and facilitating interaction among learners while offering students ample opportunity to practice these skills.

c. Whom you serve (including demographics). The Communication Studies program serves a wide demographic of students, both students preparing to major in communication studies and non-majors alike. The department serves all degree-seeking students in order to fulfill general education requirements as well as students preparing for transfer to four year institutions who intend to major in a communication-related discipline. The discipline provides services for students in all majors including business, public safety, health services, law and public service. In particular, Communication Studies courses provide students the necessary skills of public oratory, critical thinking and group decision making strategies. The Communication Studies program serves every age group from recent high school graduates to older returning students either seeking a degree or desiring to develop new communication skill sets for personal motivation, employability, and empowerment. We find the entire campus community reaps the value of our services, STEM students and non STEM students alike.

To exemplify, Adam Ingrao, a former CHC Communication club president now in his 2nd year of his Phd program at the University of Michigan in Agricultural Sciences, recently wrote to full-time faculty member Jimmy Urbanovich, "I can honestly say your speech classes, and what I took away from them, have played a bigger part in my success as a student and researcher than anything else. Being able to do the science is one thing but communicating it to an audience effectively is what really sets a scientist apart from the rest."

In examining the most recent demographical data, Communication Studies does not differ markedly from the campus at large in terms of serving particular demographics. Perhaps the most notable difference is that campus wide CHC serves 52.1% females while the Communication Studies department serves 55.6%; CHC serves 47.7% males while communication studies serves 44.2%.

d. What kind of services you provide. Communication Studies courses fulfill a number of requirements both for the associate degree and in preparation for transfer. Most notably, the Communication Studies program is the only program to offer courses which satisfy the Oral Communication general education requirement for transfer to CSU. COMMST 100, COMMST 111 and COMMST 140 satisfy both the CSU GE Area A1 and the IGETC Area 1C requirements. In addition, COMMST 125, Critical Thinking through Argumentation and Debate, fulfills the CSU GE Area A3 general education requirement for critical thinking.

Communication Studies courses also satisfy requirements in CSU GE Area C1 fine arts requirements (COMMST 120) CSU GE Area D and IGETC Area 4 social science requirements (COMMST/JOUR 135 and 174); and CSU GE Area E lifelong learning and self development requirements (COMMST 155). Indeed, it is possible for a student to earn an associate degree in Communication Studies just through satisfying various general education requirements for transfer.

Communication Studies courses also satisfy a variety associate degree requirements. COMMST 100, 111, 140, 145 and 155 satisfy the Area D1 general education requirement for Oral Traditions; COMMST/JOUR 135 and 174 satisfy the Area B general education requirement for Social Behavioral Sciences; COMMST 120 satisfies the Area C2 general education requirement for Fine Arts; COMMST 125 satisfies the Area D4 general education requirement for Critical Thinking and Information Literacy; and COMMST 174 satisfies the Area F1 general education requirement for Diversity and Multiculturalism. The program also offers an associate of arts in Communication Studies.

e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services). Through its online/hybrid options, the Communication Studies program is able to serve students from a distance, many of whom reside well outside the typical demographical areas of local Crafton Hills College students, serving students as far away as San Diego. Currently Crafton Hills College is the one of only a few institutions in the region offering an online/hybrid version of the basic public speaking course. These types of courses allow the student additional flexibility while either maintaining or increasing the academic integrity of each course online course with its on-ground counterpart, as no Communication Studies course is offered as 100 percent online. The department offers honors courses in COMMST 100H, 111H, and 125H. Communication Studies offers a variety of options for students in terms 5 week (Summer) 9 and 12 week courses.

The Communication Studies program sponsors a bi-annual "Day of Advocacy" in which trained students are provided the opportunity to present public advocacy speeches to the entire campus. Due to the success of these days, steps are currently being taken to expand this program with additional training in advocacy for both students and faculty alike. Communication Studies is a recent recipient of a grant to develop "CWAVE" or Campus With A Voice Elocution." This program will expand opportunities for public advocacy across the

campus. In addition, each May, we offer a Spring Speech Competition for all interested students to present informative and persuasive speeches. Moreover, the program, in conjunction with the Office of Student Life, sponsors a graduation speaker competition each Spring to select a student commencement speaker. This also includes subsequent personal training for the winner. It is the intention of the program to offer all students means by which to improve their interpersonal and public speaking skills in a wide variety of settings. For example, the department, in coordination with San Bernardino Valley College, offers students an opportunity to compete in a yearly intramural public speaking competition with both colleges. A CHC student has won this competition 9 of the 10 years it has been in existence. The department also proudly advises Walking Tall, the relatively new club on campus in support of undocumented students. In order to develop intercultural communication competence, the department sponsors field trips to culturally diverse communities in the greater Los Angeles area during the course of the school year. Olvera Street, Taoist Temples, Watts Towers, Venice Beach, and local LGBTQ events are just some of the intercultural destinations the department sponsors.

f. Rubric Item: Needs-Based Curriculum (e.g.: survey, environmental scan, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreement, other bases as applicable) (Note: All instructional departments must consider the results of their most recent curriculum reviews in this section.) Communication Studies courses fulfill a number of requirements both for the associate degree and in preparation for transfer. Most notably, the Communication Studies program is the only program to offer courses which satisfy the Oral Communication general education requirement for transfer to CSU. COMMST 100, COMMST 111 and COMMST 140 satisfy both the CSU GE Area A1 and the IGETC Area 1C requirements. In addition, COMMST 125, Critical Thinking through Argumentation and Debate, fulfills the CSU GE Area A3 general education requirement for critical thinking. Communication Studies courses also satisfy requirements in CSU GE Area C1 fine arts requirements (COMMST 120) CSU GE Area D and IGETC Area 4 social science requirements (COMMST/JOUR 135 and 174); and CSU GE Area E lifelong learning and self development requirements (COMMST 155). Indeed, it is possible for a student to earn an associate degree in Communication Studies just through satisfying various general education requirements for transfer.

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Oral Traditions; COMMST/JOUR 135 and 174 satisfy the Area B general education requirement for Social Behavioral Sciences; COMMST 120 satisfies the Area C2 general education requirement for Fine Arts; COMMST 125 satisfies the Area D4 general education requirement for Critical Thinking and Information Literacy; and COMMST 174 satisfies the Area F1 general education requirement for Diversity and Multiculturalism. The program also offers an associate of arts in Communication Studies.

g. Rubric Item: Scheduling Matrix: Attached.

## 2. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
  - i) Requirements of prospective employers
  - ii) Developments in the field (both current and future)

a. Budgetary constraints or opportunities. By far and away the largest constraint in the department is our lack of another full-time faculty member. The current Full-Time to Part-Time Faculty Ratio is .33 (up from .26 in 2010). The campus ratio stands at .50. Since the movement of former Department Chair Rick Hogrefe to Dean, the department still awaits his replacement. The Communication Studies department prides itself in its ability to offer students ample opportunities to speak on a very low budget. Communication Studies is pleased to have purchased a new sound system for use in public advocacy this past Summer and looks to offer opportunities for students at little or no cost.

b. Competition from other institutions. Communication Studies does not experience competition from other institutions; yet, ironically, we may be the competition for local 4

year institutions as the low cost, high quality, lower division Communication Studies alternative. In addition, we are the only college in the area to offer a hybrid version of the basic public speaking course.

c. Requirements of four-year institutions. The Communication Studies program is the only program to offer courses which satisfy the Oral Communication general education requirement for transfer to CSU. COMMST 100, COMMST 111 and COMMST 140 satisfy both the CSU GE Area A1 and the IGETC Area 1C requirements. In addition, COMMST 125, Critical Thinking through Argumentation and Debate, fulfills the CSU GE Area A3 general education requirement for critical thinking. Communication Studies courses also satisfy requirements in CSU GE Area C1 fine arts requirements (COMMST 120) CSU GE Area D and IGETC Area 4 social science requirements (COMMST/JOUR 135 and 174); and CSU GE Area E lifelong learning and self development requirements (COMMST 155). Indeed, it is possible for a student to earn an associate degree in Communication Studies just through satisfying various general education requirements for transfer.

d. Requirements imposed by regulations, policies, standards, and other mandates. There are no requirements imposed specifically on Communication Studies by the external factors.

e. Job market

i) Requirements of prospective employers. The Communication Studies curriculum provides students with the necessary communication skills prospective employers seek, including skills set in conflict management, negotiation, group decision making, intra and interpersonal competence along with the ability to construct coherent and effective messages. The skills learned in Communication Studies transcend specific career choices and are effective in all job contexts.

ii) Developments in the field (both current and future). Currently Communication Studies is expanding in the area of effective communication and technology. The department has just completed a course outline for COMMST 178, "Communication in a Technological World" in which students will learn how to function competently in all technological contexts, including the intrapersonally, relationally, and the workplace. The Communication Studies department will attend the Western States Communication Association convention in February, 2014 with the theme of "Transfer." It is the intention of the department to discover the latest

trends within the discipline and come back with creative and innovative ideas for transfer.

### 3. Progress on SLOs

**Rubric Item:** [Student Learning Outcomes](#)

- a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
- b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SAOs, please discuss here.

a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.

The Communication Studies Department is on a Spring to Fall assessment and evaluation cycle for all its courses. The exceptions are those courses only taught in the Fall as they are assessed when they are in session and evaluated to "close the loop" the following Fall. Each October a meeting for faculty is conducted to analyze the results of our assessments from the previous academic year. This has been the consistent pattern for Communication Studies since the last program review in 2009. We rotate which outcomes will be assessed every year.

b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.

Often times we learn more about the strengths and weaknesses of the assessment itself. For example, in our listening assessments we found that a certain question that was routinely answered incorrectly was not necessarily the result of poor listening rather an assumption students knew the meaning of a certain term (which they did not). To highlight some of the major improvements in terms of the evaluation process itself and instruction,

the following changes have been made: In our Public Speaking courses (COMMST100) we have determined as we "closed the loop" this Fall to "norm" our persuasive speech assessment through all scoring the same speech and discuss our evaluation and "norm" the results -as to result in more consistent scoring among faculty. This will take place in the Spring Assessment. We have consistently found students score the lowest in the area of the use of information. We are going to devise a 10 point scantron test in the Spring to pinpoint these deficiencies more accurately. In Interpersonal Communication (COMMST 111) it was decided to obtain a new listening assessment story (read to the class and then having to answer questions) and that the story would be read by the same person to all the classes via youtube to avoid prejudice in the delivery of the story to students. Interestingly, students weakest aspect of listening is listening for inferences. Both COMMST 111 and COMMST 125 (Critical Thinking) took the same assessment and 125 students scored higher in listening for inferences; likely the result of the nature of the course and its focus on critical listening skills. As a result of our COMMST 125 Argument Building Assessment, it was determined the students were not understanding what the role of a "warrant" played in reasoning. As a result, a new worksheet was devised to assist students in this process. In addition we have changed the means by which to assess this outcome and to evaluate this outcome later in the semester when students have had more opportunity to learn it. In regards to COMMST 174, Communication in a Diverse World, we have changed an assignment to attend a "place where you would normally never go" to a "place that will make you feel uncomfortable" to determine if students are genuinely practicing competent intercultural communication skills and sensitivity.

c. What is your plan for continuously completing the assessment cycle?

The cycle we have currently devised is very effective, Spring assessments with Fall evaluation/closing the loop. We intend to continue this assessment cycle.

d. If your program has SAOs, please discuss here.

## 4. Outcomes Assessment Reporting

Please use the following tool to report each course or program that was assessed this year, the type of outcome assessed, and the ILO the outcome maps to. In addition, also provide the [Five Column Assessment](#) information in the spaces provided: learning outcomes statement, means of assessment, criteria for success, summary of evidence, and the use of results. Should you prefer, the Five Column Assessment information can be attached as a

separate document. Additionally, other supporting documents that you wish to include can also be attached to the outcome.

- SPEECH-100
- **Statement:** 1. Students will demonstrate their ability to construct and organize coherent and audience-centered speeches.2. Student will demonstrate an ability to locate, read, organize and critically evaluate information for incorporation into both informative and persuasive speech presentations.

**Measurement:** Elumen Persuasive Speech Evaluation

**Benchmark:** 1. Use of effective and appropriate outline formatting while demonstrating sensitivity to the needs of the audience through topic selection, live reaction to audience, and needs of the audience.2. The use of multiple, credible sources in the speech delivery, properly cited.

**Evidence:** Please see optional evidence file.

**Implications:** Scores would appear higher than should be in nearly all categories with exception of "Use of Information." For the Spring 2014, we are going to norm the assessments by collectively assessing two speeches and discuss our criteria for scoring. In addition, a new 10 point listening assessment will be used to accurately pinpoint areas of "Use of Information" deficiencies.

**Is Completed:** Yes

**Is Assessed:** Yes

**Outcome Type:** PickOne

**ILO Type:** PickOne

**Evidence Files:**

- [COMMST100 Spring 2013.docx](#)
- SPEECH-125
- **Statement:** 1. Students will demonstrate the ability to effectively evaluate arguments and ideas.2. Students will demonstrate the ability to locate, discern, organize and evaluate information.3. Students will demonstrate the ability to construct and organize coherent arguments.4. Students will demonstrate effective listening behaviors, including comprehensive, critical and active listening.

**Measurement:** 1,2,3: E-Lumen Argument Building Assessment4. Listening Assessment

**Benchmark:** 1. Application of logical, consistent and reasonable arguments.2. Application of multiple, credible and well cited sources.3. Proper application of Stephen Toulmin's model of argumentation.4. Answer questions correctly concerning a story that is read to them.

**Evidence:** Please see Optional Evidence Files

**Implications:** Use E-lumen Argument Building Assessment as a pretest and give follow up assessment at the end of the course. The story for listening assessment will be changed for the Spring.

**Is Completed:** Yes

**Is Assessed:** Yes

**Outcome Type:** PickOne

**ILO Type:** PickOne

**Evidence Files:**

- [Spring 2013 Listening Assessment Summary.docx](#)
- [COMMST125 Spring 2013.docx](#)
- SPEECH-111
- **Statement:** 1. Students will apply pertinent interpersonal communication concepts and theories in an effort to build and maintain effective interpersonal relationships.2. Students will comprehend the significance of and account for the effect culture, gender and other markers of social difference have on communication.3. Students will demonstrate effective listening behaviors, including comprehensive, critical and active listening.

**Measurement:** Interpersonal Theories AssessmentListening Skills Assessment

**Benchmark:** 1. Perceived importance of interpersonal theories equates to their knowledge of the theory.3. Students answer questions accurately concerning a story that is read to them.

**Evidence:** Please see optional evidence files.

**Implications:** Use of new story for listening assessment in Spring 2014.

**Is Completed:** Yes

**Is Assessed:** Yes

**Outcome Type:** PickOne

**ILO Type:** PickOne

**Evidence Files:**

- [Spring 2013 Listening Assessment Summary.docx](#)
- [RRN 719 SP13 Interpersonal Communication Course Evaluation.pdf](#)

○ **Statement:** Todo

**Measurement:** Todo

**Benchmark:** Todo

**Evidence:** Todo

**Implications:** Todo

**Is Completed:** N/A

**Is Assessed:** No

**Outcome Type:** PickOne

**ILO Type:** PickOne

• SPEECH-135

○ **Statement:** 1. Students will describe the role and influence of mass media on society, both in historical and contemporary contexts. 2. Students will analyze and evaluate mass communication messages toward the goal of becoming a more critical consumer of the media.

**Measurement:** Assessment 1: Mass Media in Historical Context  
Assessment 2: Mass Media in a Contemporary Context  
Assessment 3: Consumerism of the Media

**Benchmark:** Assessment 1: Mass Media in Historical Context Completed Fall 2010, Fall 2012  
The first three sections of the mass communication course include an emphasis on the historical development of the mass media within the context of American culture. At the conclusion of the third section, students completed an assignment in which they were required to research a year between 1950-2000 and analyze the relationship between culture and the media, focusing specifically on the electronic media. The assignment was graded using a four point rubric, including the following measures which focus on the role and influence of the mass media on society in a historical context:

- The activity portrays an accurate, detailed picture of events of that year
- The activity identifies the major social, political and economic themes of that year.
- The activity provides an analysis of a specific musical recording from that year.
- The activity provides an analysis of a television program recording from that year.
- The activity provides an analysis of a specific film from that year.
- The activity provides a discussion of the relationship between media and the events of that year.
- The activity synthesized the social, political and economic context with the media messages from that year.

Assessment 2: Mass Media in a Contemporary Context

Completed Fall 2010, Fall 2011  
Assessment 3: Consumerism of the Media Completed Fall 2010, Fall 2011, Fall 2012  
Students were given ten point current events quizzes at regular intervals in the class. It is hoped that one product of the class is that students will become more regular and aware consumers of the media, and therefore the average number correct on each quiz would increase.

**Evidence:** Please see Optional Evidence Files

**Implications:** Over 65 percent of the students in the course were able to provide an acceptable level of detail regarding specific historical events in the year of study, although the about half of those same students were able to deduce the significant cultural themes in that particular theme, mirroring results from the last time this assessment was completed. When assessed on their ability to analyze specific media messages, between 47 and 62 percent were able to do so at an acceptable level (a statistically improvement over last assessment cycle), with the highest success coming in their analysis of television. Over half of students were unable to relate media to the events in the particular year. The greatest improvement came in the students ability to synthesize concepts of media and culture, 32 percent up from 15 percent in the last assessment cycle. These results demonstrate that students are generally proficient at reporting factual details regarding both historical events and media message, but are less adept at analysis and synthesis of these concepts.

**Is Completed:** N/A

**Is Assessed:** No

**Outcome Type:** PickOne

**ILO Type:** PickOne

**Evidence Files:**

- [135SLOreportFall12.docx](#)
- SPEECH-174
- **Statement:** 1. Students will demonstrate their ability to apply effective communication principles to intercultural situations among diverse groups. 2. Students, through multicultural experiences, will appreciate the cultural diversity of their communities.

**Measurement:** 1. Intercultural Video Assessment: Students had to answer 7 questions in regards to an Intercultural activity they would normally never engage in and videotaped the place and delivery of answers. 2. The GENE Scale: A self test designed to indicate the level of ethnocentrism with the individual. It is given as both an income and an outcome.

**Benchmark:** Culture Appreciation: Each student was assigned a score for the following: 3. Demonstrated and communicated multiple messages of genuine appreciation 2.

Demonstrated and communicated some messages of genuine appreciation<sup>1</sup>. Demonstrated or communicated minimal messages of token appreciation<sup>0</sup>. Did not demonstrate or communicate any messages of appreciationApplying Effective Communication Principles among Diverse Groups<sup>3</sup>. Defined and applied at least 3 theoretical communication principles that effectively resulted in a positive intercultural encounter.<sup>2</sup>. Defined and applied at least 2 theoretical communication principles that effectively resulted in a positive intercultural encounter.<sup>1</sup>. Defined and applied a theoretical communication principle that resulted in a altered intercultural encounter.<sup>0</sup>. Did not define nor apply a theoretical communication principle that resulted in a altered intercultural encounter.

**Evidence:** See Optional Evidence Files

**Implications:** The GENE Scale: Overall students perceive themselves to be moderately less ethnocentric upon completion of the class, thus this objective is working. Interestingly, for those students who received higher scores, the comments that accompanied these results were to the effect of, "I never really knew about my own culture until this class and now I appreciate it more."The Intercultural Video Assessment resulted in very high scores and it would seem that this was due to students attending places they always wanted to go though never did. The next assessment cycle will change the directions from a "place you would normally never go" to a "place that makes you uncomfortable."

**Is Completed:** Yes

**Is Assessed:** Yes

**Outcome Type:** PickOne

**ILO Type:** PickOne

**Evidence Files:**

- [Intercultural Video Assessment SLO Evaluation.docx](#)
- [Speech 174 SLO Assessment Evaluation.docx](#)

## 5. Quantitative and Qualitative Results

Please provide...

- a. A list of any quantitative or qualitative measures not provided in question 6 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
- b. A summary of the results of these measures

c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

Individually, the Communication Studies department is pleased to have many former students successfully transfer and remain in contact with the department to serve when and where needed. As mentioned, the CHC Communication Studies Council is evidence of the success of former students. For example, currently council member Lynnae van Voorthysen is currently a graduate student at DePaul University studying Communication and Public Relations. In addition, several students who have completed Communication Studies program at CHC come back to teach within the department, including Maria Elena Diaz, Michelle von Wolferen, and in the near future Bethany Richardson (now Bethany Works).

Some other recent graduate notables include Adam Ingraio, a former CHC Communication club president now in his 2nd year of his Phd program at the University of Michigan in Agricultural Sciences. He recently wrote to full-time faculty member Jimmy Urbanovich, "I can honestly say your speech classes, and what I took away from them, have played a bigger part in my success as a student and researcher than anything else. Being able to do the science is one thing but communicating it to an audience effectively is what really sets a scientist apart from the rest."

Anaiza Moreno, Communication Studies major and former Communication Studies student of the year who transferred to CSUSB, recently was an in studio guest on CNN to advocate for the Undocumented Students and is a rising national advocate for this group.

The Communication Studies "Day of Advocacy" is growing. The number of advocates from Fall 2012 to Spring 2013 doubled in size (11 to 22) and two "Days of Advocacy" were needed to accommodate students. The Fall of 2013 had 23 advocates and it is the intention to expand advocacy campus wide in the Spring of 2014 through CWAVE (Campus With A Voice Elocution).

## **6. Performance on Data Items**

Please discuss your program's performance on each program specific data item as provided by the Office of Research and Planning. If you have already discussed your programs

performance on one or more these components then refer to that response here, rather than repeating it..

a. Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the OIERP Web Site, and in the PPR Handbook.)

i) **Rubric Item:** [Course Completion Rate](#) (formally retention) (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)

ii) **Rubric Item:** [Course Success Rate](#) (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)

iii) **Rubric Item:** [Full-Time/Part-Time Faculty Ratio](#) (The target is 75% or higher. Use the data provided by the OIERP to provide a reason for any deviation from the target.)

iv) **Rubric Item:** [WSCH/FTEF Ratio](#) (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)

v) **Rubric Item:** [Fill rate](#) (The target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set.)

i) Rubric Item: Course Completion Rate (formally retention) (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.) The current completion rate for Communication Studies is 90.2%. We would like to maintain or slightly increase this completion rate as it has been consistently higher than the school average over the past 5 years. The lone exception being 2012 with the 90.2 compared to the school average of 91.5.

ii) Rubric Item: Course Success Rate (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.) The Communication Studies success rate is consistently higher than the school average with a current success rate of 78.1%. The target is set at 80% as this seems to be both reasonable in terms of the community college reality yet ambitious as we have only achieved this one time in the past five years and is about 7% higher than the school average of 73.6%.

iii) Rubric Item: Full-Time/Part-Time Faculty Ratio (The target is 75% or higher. Use the data provided by the OIERP to provide a reason for any deviation from the target.). The Communication Studies department has been consistently inverted in terms of the target of 75% as we have been 31, 26, 29, 31 and 33% over the past five years. The department

needs another full-time faculty member to have any chance for the 75% target.

iv) Rubric Item: WSCH/FTEF Ratio (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.) Currently this ratio is 477.92 compared to 527.77 for the school. Given the nature of Communication Studies courses and the need to preserve the integrity of performance based courses, maximum enrollments of either 30, 32 (COMMST 111), or 33 (courses with caps of 30 though taking on 3 additional honors students) are necessary. Given the nature of the discipline, our current ratio reflects a program that is operating very efficiently with very few resources. To maintain our current ratio would be desirable.

v) Rubric Item: Fill rate (The target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set.) Communication Studies likely has the highest Fill Rate on campus with the last 4 years yielding rates of 94.4, 91.5, 98.1, and 93.3. In short, we pack them in. As stated in iv above, all Communication Studies courses have an element of student performance. As a result, the discipline must account for this needed class hours and cannot accommodate more than what is the current standard of 30, 32, or 33 maximum students.

## 7. Evaluation

What is going well and why? What is not going well and why? In answering these questions, please include all the areas in the following list, along with any other areas you regard as significant. Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing

- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Innovation
- Compliance with applicable mandates

Representativeness of population served: In a growing Latino student population, Communication Studies provides leadership and oversight for the largely Latino "Walking Tall" Student Club. Communication Studies always seeks first and foremost to know your audience and whom it is you serve in order to communicate and serve them most effectively.

Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services): Communication Studies offers both traditional and hybrid courses (no 100% online courses) in a variety of 5, 9, 12, and 17 week formats. We do offer courses at all times of the day, including the evening, though have found evening courses, though desirable to meet the needs of working students, not well attended. We have courses that begin as early as 7am and as late as 7pm. We are the only college in the area to offer the basic public speaking course as online/onground hybrid.

Partnerships (internal and external): Communication Studies is pleased to work with Associated Students in the selection and training of our graduation speaker each Spring. They also partner with AS through "Walking Tall" the student organization formed to assist undocumented students. Communication Studies would love to partner with both internal and external parties in the form of public advocacy throughout campus. Open invitations have been extended to campus organizations to use the format of public advocacy of which Communication Studies has laid the foundation. The Communication Studies is proudly sponsoring two guest speakers in the Spring 2014 for a campus wide lectures: Patricia Gonzalez, Vice President of Distribution for Paramount Pictures will speak along with author Georgia Lee McGowen who will discuss her life as a trans/dual gendered. Specific dates have yet to be set.

Implementation of best practices: The department routinely attends Communication Studies conferences to ensure best practices are implemented. The latest conference attended was the Western States Communication Association conference in Reno, February of 2013; we look forward to attending the same conference locally in Anaheim taking place February, 2014. It is anticipated that some local CHC Communication Studies council members will join this conference as well.

Efficiency in operations: Communication Studies is ridiculously efficient, flourishing on a shoestring budget and lacking a full-time faculty member. Just imagine if there were two of us :)

Efficiency in resource use: See above.

Staffing: Communication Studies needs an additional full-time faculty member as it has been 4 years since Rick Hogrefe left to become Dean.

Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?) Yes.

Professional development and training

Innovation: Jimmy Urbanovich, the lone Full-time faculty member, utilizes the latest technologies in his course including podcasts, blogs (ie. jimmyintension.com) and apps (ie. Remind 101). He trains department adjuncts in this area as well. Communication Studies adjunct Steve Shelton recently emailed the following message to Jimmy: I just wanted to commend you on your podcast. I have been a big fan of the medium for a long time (in fact it was my deep fondness for terrestrial radio that drew me to Mass Comm from the start) and I think podcasts are going to make an impact on extended education in the future. I tuned into your podcast before I left for work this morning, honestly mostly because I know you, and also because I have been having my Mass Comm students at a different school work on their own podcast over the last week or so, but I must admit I listened to the entire 58+ minutes because I think you and your family put on a GREAT first show, I hope for many more in the future, and I am excited to see how you will implement this into the classroom (that is if that is your future goal). I am so proud to be connected to our department at CHC, you are always on the cutting edge, and find a way to inspire both your

fellow faculty and students. Maybe one day, if you desire and times match-up we could do a faculty roundtable? Anyway, I do not send an email like this very often, but I was absolutely compelled to tell you my thoughts on this. Thanks again for everything!

Compliance with applicable mandates: Communication Studies complies with all mandates, applicable or not.

## 8. Vision and Mission

a. Tell us your vision: Where would you like your program to be four years from now?

b. **Rubric Item (Alignment):** Describe how your mission from question 1B and vision align with and contribute to the college's [mission and vision](#), as specified in the [CHC Educational Master Plan](#).

a. Tell us your vision: Where would you like your program to be four years from now?

Currently the department is requesting a project grant for a new program, "Campus with a Voice Elocution" or CWAVE. This program would develop means by which to instruct students and faculty alike on the proper means for public advocacy and oratory. In four years, I would like to see the Communication Studies department having developed one of the most effective and passionate public advocacy programs in the area.

b. Rubric Item (Alignment): Describe how your mission from question 1B and vision align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan. Given that this program review is being conducted at the same time CHC Mission and Vision is being revised, the department can only speculate based on the current mission and vision. In the Communication Studies program at Crafton Hills College, our mission is to enthusiastically guide students toward finding their own communicative voice for the purpose of making informed choices while practicing effective personal and public communication strategies, in particular, public advocacy. This mission is realized through quality teaching, mentoring and facilitating interaction among learners while offering students ample opportunity to practice these skills. The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment. The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation. I find both visions quite compatible and

complimentary.

## 9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Mentor and develop speech communication faculty members**

Mentor and develop speech communication faculty members.

**Priority Rank:**

1

**Objectives:**

- **1.1 - Objective - Foster professional development opportunities for part-time faculty**

Foster professional development opportunities for part-time faculty. Needed to ensure the quality and excellence of the program. Part-time faculty need to feel included.

**Priority Rank:**

1

**Original Start Date:**

01/01/2011

**Original End Date:**

05/31/2013

**Revised Start Date:**

01/01/2011

**Revised End Date:**

05/31/2013

**Responsible Person:**

FT Speech Faculty

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Actions/Activities:**

- **1.1.a1 - Seek active participation/leadership from part-time faculty in departmental activities**

Seek active participation/leadership from part-time faculty in departmental activities.

**Rationale:**

Needed to ensure the quality and excellence of the program.

Part-time faculty need to feel included.

**Start Date:**

01/17/2012

**End Date:**

01/01/2015

**Responsible Person:**

Full-time Speech Communication Faculty

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

A constant struggle with adjunct "freeway flyers" though attempts are made to accomodate everyone's schedule.

**Measurements/Documentation of Progress:**

- **1.2 - Objective - Continue sponsorship of Southern California Speech Educators Forum**

Continue sponsorship of Southern California Speech Educators Forum

**Priority Rank:**

2

**Original Start Date:**

01/01/2011

**Original End Date:**

05/31/2013

**Revised Start Date:**

01/01/2011

**Revised End Date:**

05/31/2013

**Responsible Person:**

FT / PT Speech Faculty

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **1.2.r1 - Speech Educators Forum**

**Description**

Supplemental funding from college

**Rationale**

Provides a strong network among educators for resourcing, assistance, creativity, and pedagogical ideas.

**Resource Type:**

Ongoing

**Expenditure Category:**

Other

**Funded:**

No

**Funding Source:**

Charge Admission

**First Year Cost/Savings:**

\$200.00/\$0.00

**Second Year Cost/Savings:**

\$200.00/\$0.00

**Third Year Cost/Savings:**

\$200.00/\$0.00

**Actions/Activities:**

- **1.2.a1 - Plan, market and execute program.**

Plan, market and execute program.

**Start Date:**

01/17/2012

**End Date:**

05/31/2015

**Responsible Person:**

Full-time and Part-time Speech Communication Faculty

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **1.2.a2 - Gather feedback in order to assess and improve**

Gather feedback in order to assess and improve.

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

Conduct assessments after each forum.

**Measurements/Documentation of Progress:**

- **2 - Goal - Increase staffing program staffing levels to meet growing student demand and realize program mission and goals**

Increase staffing program staffing levels to meet growing student demand and realize program mission and goals.

**Priority Rank:**

2

**Objectives:**

- **2.1 - Objective - Improve FT:PT faculty ratio and increase student engagement and success by hiring a full-time faculty member to replace lost position**

Improve FT:PT faculty ratio and increase student engagement and success by hiring a full-time faculty member to replace lost position.

**Priority Rank:**

3

**Original Start Date:**

01/01/2011

**Original End Date:**

05/31/2013

**Revised Start Date:**

01/01/2011

**Revised End Date:**

05/31/2013

**Responsible Person:**

FT Speech Faculty / Dean, Arts & Sciences

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **2.1.r1 - Salary and benefits for full-time faculty member**

**Description**

Salary and benefits for full-time faculty member

**Rationale**

With the promotion of full-time faculty member, FT:PT ratio is 25:75, one of the lowest on campus.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

District

**Second Year Cost/Savings:**

\$80,000.00/\$0.00

**Third Year Cost/Savings:**

\$80,000.00/\$0.00

**Actions/Activities:**

- **2.1.a1 - Advocate for replacement of position through planning process**

Advocate for replacement of position through planning process.

**Start Date:**

01/01/2012

**End Date:**

05/31/2015

**Responsible Person:**

FT Speech Faculty / Dean, Arts & Sciences

**Status Code:**

Work is Underway

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.1.a2 - Develop position announcement, market and recruit, interview and select faculty member**

Develop position announcement, market and recruit, interview and select faculty member.

**Start Date:**

01/01/2012

**End Date:**

08/01/2012

**Responsible Person:**

Dean, Arts and Sciences

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

- **2.2 - Objective - Meet student demand by offering additional section of SPEECH as needed**

Meet student demand by offering additional section of SPEECH as needed.

**Priority Rank:**

4

**Original Start Date:**

08/01/2012

**Original End Date:**

05/31/2015

**Revised Start Date:**

08/01/2012

**Revised End Date:**

05/31/2015

**Responsible Person:**

FT Speech Faculty / Dean, Arts & Sciences

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Resource Requests:**

- **2.2.r1 - Fund to hire part-time faculty (two additional sections in each of the next two years)**

**Description**

Fund to hire part-time faculty (two additional sections in each of the next two years)

**Rationale**

Discipline enrollment has grown through increased efficiency during past three years. Will need to increase number of section to meet student demand.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Funded:**

No

**Funding Source:**

District

**First Year Cost/Savings:**

\$5,660.00/\$0.00

**Second Year Cost/Savings:**

\$5,660.00/\$0.00

**Actions/Activities:**

- **2.2.a1 - Schedule additional sections based on student needs and demand**

Schedule additional sections based on student needs and demand.

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

▪ **2.2.a2 - Hire part-time faculty to staff positions**

Hire part-time faculty to staff positions.

**Status Code:**

Work is Planned but not yet firmly scheduled

**Progress Description:**

**Measurements/Documentation of Progress:**

• **3 - Goal - Provide opportunities for students to participate in communication-related activities both on campus and in the community**

Provide opportunities for students to participate in communication-related activities both on campus and in the community.

**Priority Rank:**

3

**Objectives:**

○ **3.1 - Objective - Increase student participation in both on and off campus related activities**

Increase student participation in both on and off campus related activities.

**Rationale:** Provides students with continuing opportunities to enrich communication skills.

**Priority Rank:**

5

**Original Start Date:**

01/01/2012

**Original End Date:**

05/31/2015

**Revised Start Date:**

01/01/2012

**Revised End Date:**

05/31/2015

**Responsible Person:**

FT Speech Faculty

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Actions/Activities:**

- **3.1.a1 - Offer communication-related programming**

Provides students with continuing opportunities to enrich communication skills.

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **3.1.a2 - Continue to practice of utilizing designated public forums on campus**

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

Will expand further through new campus wide advocacy program.

**Measurements/Documentation of Progress:**

- **3.1.a3 - Continue sponsorship of intercultural activities**

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **3.2 - Objective - Maintain graduation speaker selection and training**

Maintain graduation speaker selection and training.

**Priority Rank:**

6

**Original Start Date:**

01/01/2012

**Original End Date:**

05/31/2015

**Revised Start Date:**

01/01/2012

**Revised End Date:**

05/31/2015

**Responsible Person:**

FT Speech Faculty / Director, Student Life

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Actions/Activities:**

- **3.2.a1 - Continue to partner with Student Life to recruit, select and train speaker.**

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **3.3 - Objective - Continue existing intramural speech competition and begin new persuasive competition and/or debate demonstration in coordination with SBVC**

Continue existing intramural speech competition and begin new persuasive competition.

**Rationale:** Allow students the opportunity to practice public speaking in a competitive environment in order to gain confidence and a sense of achievement

**Priority Rank:**

7

**Original Start Date:**

08/01/2012

**Original End Date:**

05/31/2015

**Revised Start Date:**

08/01/2012

**Revised End Date:**

05/31/2015

**Responsible Person:**

FT Speech Faculty

**Strategic Direction:**

None

**Impact Type:**

-- Pick One --

**Actions/Activities:**

- **3.3.a1 - Continue partnership with SBVC for existing intramural contest**

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **3.3.a2 - Organize and execute new persuasive competition with speech.com members and part-time faculty**

**Status Code:**

Work is Completed and Ongoing

**Progress Description:**

**Measurements/Documentation of Progress:**

- **4 - Goal - Support for a Spring Intramural Speech Context**

**Priority Rank:**

4

# 10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

**Rubric Item:** Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Promote student success.**

**Priority Rank:**

5

**Objectives:**

- **1.1 - Objective - Foster professional development opportunities for part-time faculty**

Foster professional development opportunities for part-time faculty. Needed to ensure the quality and excellence of the program. Part-time faculty need to feel included.

**Priority Rank:**

1

**Start Date:**

01/01/2011

**End Date:**

05/31/2013

**Responsible Person:**

FT Speech Faculty

**Strategic Direction:**

3. Best Practices for Teaching and Learning

**Impact Type:**

Department

**Actions/Activities:**

- **1.1.a1 - Seek active participation/leadership from part-time faculty in departmental activities**

Seek active participation/leadership from part-time faculty in departmental activities.

**Rationale:**

Needed to ensure the quality and excellence of the program.

Part-time faculty need to feel included.

**Start Date:**

01/17/2012

**End Date:**

01/01/2015

**Responsible Person:**

Full-time Speech Communication Faculty

- **1.2 - Objective - Mentor and develop speech communication faculty members**

**Priority Rank:**

2

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

**Strategic Direction:**

3. Best Practices for Teaching and Learning

**Impact Type:**

Department

**Actions/Activities:**

- **1.2.a1 - Continue sponsorship of Southern California Speech Educators Forum**
- **1.2.a2 - Plan, market and execute program.**

Plan, market and execute program.

**Start Date:**

01/17/2012

**End Date:**

05/31/2015

**Responsible Person:**

Full-time and Part-time Speech Communication Faculty

- **1.2.a3 - Gather feedback in order to assess and improve**

Gather feedback in order to assess and improve.

- **1.3 - Objective - Increase staffing program staffing levels to meet growing student demand and realize program mission and goals**

**Priority Rank:**

3

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Resource Requests:**

- **1.3.r1 - Salary and benefits for full-time faculty member**

**Description**

Salary and benefits for full-time faculty member

**Rationale**

With the promotion of full-time faculty member, FT:PT ratio is 25:75, one of the lowest on campus.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**Second Year Cost/Savings:**

\$80,000.00/\$0.00

**Third Year Cost/Savings:**

\$80,000.00/\$0.00

**Actions/Activities:**

- **1.3.a1 - Improve FT:PT faculty ratio and increase student engagement and success by hiring a full-time faculty member to replace lost position**

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

- **1.4 - Objective - Meet student demand by offering additional sections of COMMST as needed**

**Priority Rank:**

4

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Resource Requests:**

- **1.4.r1 - Fund to hire part-time faculty (two additional sections in each of the next two years)**

**Description**

Fund to hire part-time faculty.

**Rationale**

Discipline enrollment continues to increase. Need to meet student demand.

**Resource Type:**

Ongoing

**Expenditure Category:**

Personnel

**First Year Cost/Savings:**

\$5,660.00/\$0.00

**Second Year Cost/Savings:**

\$5,660.00/\$0.00

**Actions/Activities:**

- **1.4.a1 - Schedule additional sections based on student needs and demand**

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

- **1.5 - Objective - Provide opportunities for students to participate in communication-related activities both on campus and in the community**

**Priority Rank:**

5

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

**Strategic Direction:**

1. Student Access and Success

**Impact Type:**

Department

**Actions/Activities:**

- **1.5.a1 - Continue to practice of utilizing designated public forums on campus**

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

- **1.5.a2 - Offer communication-related programming**

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

- **1.5.a3 - Continue sponsorship of intercultural activities**

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

- **1.5.a4 - Maintain graduation speaker selection and training**

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

- **1.5.a5 - Continue existing intramural speech competition with SBVC and continue informative/persuasive Crafton Hills Spring Speech competition.**

**Start Date:**

09/03/2013

**End Date:**

05/12/2017

**Responsible Person:**

Jimmy Urbanovich

## 11. Supporting Documents

- [COMMST Scheduling Matrix.xlsx](#)