

[Plans for Speech Communication / Journalism](#) >> 2017 - 2018 Speech Communication / Journalism CHC Instructional Program Review 2017-2018

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Name :

2017 - 2018 Speech Communication / Journalism CHC Instructional Program Review 2017-2018

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

a. The mission of the Communication Studies program at Crafton Hills College is to enthusiastically guide students toward finding their own communicative voice for the purpose of making informed, ethical choices regarding their communication behavior in personal, public and virtual contexts. This mission is realized through quality teaching, mentoring, a commitment to diversity and inclusion, and facilitating learning opportunities and interaction among learners and both in and outside the classroom.

b. The Communication Studies program plays an essential role in the college's mission to advance the educational success of its students. Nearly every associate degree requires students successfully complete a course in oral communication. In addition, the transfer requirements to

institutions in the California State University system and many private and out of state colleges and universities also include a requirement for oral communication coursework--coursework which is only offered as part of the curriculum in the Communication Studies program. Despite rapid changes witnessed in the workplace in the past five years, employers continue to call for qualified applicants who demonstrate effective communication skills although employers' priority of what skills are most essential has evolved, due in large part to the use and effect of social media technology on workers and the workplace. While written and teamwork skills remain in demand, skills now at the top of the list are those which form the basis for the Communication Studies discipline--listening; nonverbal communication; verbal clarity and conciseness; as well as respect and empathy (*The Balance* 2017). Moreover, anyone familiar with the program will attest to how our work is conducted with attention to a person's unique circumstances, vigilance to diversity, and a commitment to engagement of learners.

2. Description of Program

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered.

[Click here for sample!](#)

a. The Communication Studies program is the largest discipline within the Communication and Language Department, one of six departments which comprise the Division of Social, Information and Natural Sciences. The Communication and Language Department is led by co-chairs, one of whom is a full time communication studies faculty member. The program employs two full-time faculty, Jimmy Urbanovich and Rick Hogrefe. Jimmy joined the faculty in 2006 and led the program between 2009 and 2016, years during which Rick served as dean of the division. In 2016, Rick made the decision to step away from his administrative role and return to the classroom, fulfilling what was then a critical need for faculty in the program. Since that time, Rick has served as co-chair of the department although he and Jim share responsibilities within the program. Most notably, Jimmy continues to lead the program's very successful student learning outcomes assessment efforts.

b. While the primary contribution of the Communication Studies program is instructional, we do contribute to the college as a part of other activities. The 'Day of Advocacy' has now morphed into as many as four 'Days of Advocacy' each semester and has become a consistent, expected addition to student programming. For several consecutive years, the program has welcomed author and advocate Georgia Lee McGowan to our campus each spring to speak regarding her experience as a transgender/dual gender individual. In addition, program faculty contribute to Commencement each year through participating in the selection and directing the preparation of the student commencement speaker

c. The Communication Studies program prides itself on offering instruction responsive to student needs. While policies established by the Communication Studies departments at various CSU campuses prohibit courses which satisfy the oral communication transfer requirements from being offered fully online, the program offers the two courses taken most to satisfy that

requirement, COMMST 100 and COMMST 111, in a hybrid format. These courses are offered over nine weeks and require equal amounts of face-to-face and online instruction. Other courses including COMMST 135, COMMST 140, COMMST 174 and COMMST 178 are also offered in this manner. The program offers its most basic courses morning, noon and night and has been particularly attentive to maintaining evening offerings in the face of lower enrollments.

d. The Communication Studies program offers a comprehensive communication studies curriculum, representative of most community colleges in California. The most basic need which we serve is to offer courses which satisfy the oral communication general education requirement for both the associate degree and within IGETC and CSU Breadth requirements. COMMST 100, Elements of Public Speaking and COMMST 111, Interpersonal Communication (as well as COMMST 140) each satisfy that requirements and we offer approximately 30 and 15 sections of those courses respectively each year. As an alternative to intermediate composition or the critical thinking course offered in the discipline of Philosophy, COMMST 125, Critical Thinking through Argumentation and Debate, similarly satisfies the critical thinking general education requirement for the associate degree and transfer.

The program offers an AA degree in Communication Studies and was one of the first to secure approval of an AA-T degree, in part because the discipline has consistently been among the earlier adoptors of these initiatives. The AA-T in Communication Studies and C-ID descriptors for courses in the discipline were among the first three to undergo a second statewide review in 2014 and 2015, after which no major revisions were made. The AA-T in Communication Studies is compliant with state requirements and C-ID indicators have been approved for every course for which they are available with faculty working with the college's articulation officer to resolve any discrepancies.

Other courses in the curriculum, including COMMST 135, Mass Communication in Society, COMMST 140, Small Group Communication, and COMMST 174, Communication in a Diverse World satisfy various general education and degree requirements (see attachment) and are offered on a regular basis. Since the last program review, the program has offered COMMST 178, Communication in a Technological World for the first and second times with lower than expected enrollment. Three courses, COMMST 110 Voice and Diction, COMMST 145 Business Communication and COMMST 155, Human Relations in the Workplace are cross-listed in other departments who currently manage them. COMMST 120, Oral Interpretation of Literature is maintained as an elective (having had its general education designation removed by CSU) and remains a service course for the Child Development and Education department as it is an option for students wishing to transfer in Liberal Studies Education. COMMST 050, Fundamentals of Oral Communication has been maintained as an essential part of the curriculum should the college follow through on efforts to establish an international student program. We maintain a series of independent studies courses for students if the need arises. As a function of overseeing curriculum in the related field of Journalism, we offer JOUR 135 (cross listed as COMMST 135) and JOUR 120, Fundamentals of News Writing (cross listed as ENGL 120). A new media journalism and multimedia reporting course is currently making its way through the curriculum approval process.

e. see attachment

3. 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. The Communication Studies program experiences budgetary constraints and opportunities in a manner like other programs which do not have a dedicated operational budget do. These budgetary constraints have at times limited the number of sections which can be offered of our most essential courses, although for the most part, student demand and interest is in equilibrium with the sections offered and seats available.

b. Competition from other institutions in a matter larger than our program alone, but any declines in enrollment due to this competition are something we are able to respond to.

c. Perhaps the most significant impact on the Communication Studies program at any California community colleges is not a requirements but rather a lack of a requirement--the campuses of the University of California system no have an oral communication general education requirement and continue to give no indication that they will adopt such a requirement in the near future. The effect is that students who are confident they will be attending UC are NOT required to take one of our courses. We maintain, of course, that all students benefit from communication studies coursework and those in resist taking a course in the discipline are likely those who need it most. As described above, the collective body representing Communication Studies programs at the various CSUs forbids community colleges to offer fully online sections of courses satisfying the oral communication requirement. This body, while informal, maintains a powerful voice and periodically advocated for the removal of COMMST 111 from the list of courses satisfying this requirement, which in turn would have a significant impact on our program.

d. None.

e. i.) The field of Communication Studies is not audience to any specific group of employers because students earning degrees in Communication Studies are employed in a multitude of industries. Outside of the consistent voice of employers in general calling for improved communication skills among applicants, there are no specific employer requirements which affect our department.

e. ii.) A question regarding developments in a field in which communication technology and its effects are at the center of what we study is nearly impossible to answer without some boundaries. Even then, there are no concrete developments we can point to and accordingly address concerns. The effect if communication technology and its ubiquitousness in the lives of many has started to manifest itself in some very apparent and arguably disturbing ways. This is especially true among Millennials, who comprise our classes and who are the first generation of universally digital natives. As a academic discipline, we have yet to draw many conclusions regarding the impact of social media but nearly any college instructor can observe some effect in the basic communication behavior (or lack thereof) among some students. These changes have initiated subtle changes in curriculum among most instructors, but it remains at a largely individual level.

4. Progress on Outcomes Assessment (Four-Year Question)

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

- a. Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not the program met its target for each PLO.
- b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s)? If none, please explain.

a. In 2003, the Communication Studies program established program level outcomes. These outcomes represent goals for students who have any interaction with the Communication Studies program, whether majoring in the discipline or taking a public speaking course to satisfy a general education requirement. These program level outcomes are:

- make informed, ethical choices regarding communication behavior
- demonstrate effective listening behavior
- speak with the qualities of verbal confidence and competence
- appreciate the role of and demonstrate effective nonverbal behaviors
- communicate effectively with individuals of diverse backgrounds
- apply basic communication concepts across all contexts and situations
- utilize information and technology in order to communicate more effectively

Data collected from all outcomes assessment data conducted in the past three years (2014-2017) would indicate that 79.66 percent of students demonstrated program-level outcomes at a level of 3 or above. This percentage is immediately below the often cited and percentage goal that our program uses which is 80 percent. In order to look at performance related to specific program outcomes, course level assessments were matched to appropriate program outcomes and the results combined to provide an overall view of the program's success in meeting its stated outcomes. Outcomes assessed during the past three years include numbers 2, 3, 5, 6 and 7 which subsequently will be identified by the subject of the outcome (e.g listening; verbal confidence/competence; culture and diversity; application; and use of information). In the attachment titled 'SLO_to_PLO' are the results of this analysis which show that assessment of students' listening skill (72.9 percent) and ability to find, use and critically evaluate information (66.5) are well below our program goal of 80 percent while performance in regards to verbal confidence and competence and the application of concepts to personal communication were above the goal, 82.4 and 80.2 percent respectively. The total number of students assessed on the outcome of culture and diversity was insufficient to draw any significant conclusion.

b. Jimmy plans and executes outcomes assessment each spring, then is able to compile the results over the summer and subsequently holds a meeting with our part-time faculty in the fall during which discussion is directed toward 'closing the loop.' These discussions have frequently focused on the two outcomes on which we have an interest in seeing improvement--listening and the use of information--and have included the sharing of ideas regarding instructional improvements in these content areas. Anyone who's had a colleague share an idea which they were then able to incorporate into their classes successfully knows the reward and satisfaction that these conversations can generate. We're confident that those improvements have occurred although it would seem the successes have been scattered as overall performance on these outcomes has not improved significantly.

It should be acknowledged that the knowledge and skill associated with the outcomes our students demonstrate less mastery of are viewed by many as secondary to the prospect of constructing and delivering a speech, an attitude which can be heard in statements which devalue the role and importance of listening to others' speeches or comments like "I have to get some research for my speech." In an effort to prioritize improving listening and information literacy skills, the two full time faculty will examine the extent to which instructors dedicate time to, emphasize and provide opportunities for skill development throughout the semester in these two critical areas. This analysis could very well result in revisions to course outlines of records to focus greater attention on this course content. The program will maintain current opportunities to share best practices regarding instructional improvements at the fall SLO meeting and has plans to revive the program-sponsored forum for communication studies faculty from throughout the region held at Crafton annually for almost ten years.

c. Other than those actions described above, the assessment of program level outcomes as a part of this process has revealed the need to a) more accurately match program outcomes with various course level assessments, b) incorporate the results of this matching process into how information is structured in the SLO cloud and c) identify opportunities to assess program level outcomes which have not been previously assessed, namely nonverbal communication. One of the troubling effects of almost universal use of communication technology is an erosion in the ability to demonstrate and interpret various nonverbal cues. This phenomena has been documented in the literature and assessment data will be valuable to assess the strategies we currently use to educate students on the importance of nonverbal communication. Rick also has plans to author a course on nonverbal behavior which, if approved would be submitted for approval as a general education course in the social sciences.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? Click [HERE](#) to access your program specific data.

iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click [HERE](#) to access your program specific data.

v) **Rubric Item:** The [Fill rate](#) 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. Click [HERE](#) to access your program specific data.

- i. In the five years dating back to the 2012-2013 academic year, the course completion rate in the Communication Studies has largely remained stable, with 90.4, 92.1, 92.5, 91.6 and most recently 91.4 percent last year. These averages exceed the same rates for the college (89.5, 89.1, 88.3, 88.8 and 88.9 percent respectively). The first stated goal for transfer courses was 88 percent. The stated goal in the Communication Studies program is 90 percent.
- ii. In the same five years, the course success rate in Communication Studies has fluctuated but not to wildly with 77.5, 79.5, 82, 76.2, and 75.8 respectively. Over that same period, the college course success rate was 70.4, 69.1, 67.8, 68.7 and 69.1 percent. The college's goal for transfer coursework was established at 73.4 and the program maintains a 75 percent goal. Course completion and success rates were disaggregated at the course level, in part to inform decisions regarding how many sections to offer of each COMMST 100 and COMMST 111. Without exception, sections of COMMST 111 exhibit higher course completion (95.8, 95.3, 95.0, 93.2, and 91.7 percent) and course success rates (88.4, 88.0, 78.1, 77.3, and 75.1 percent) than do sections of COMMST 100 in which course completion rates were 89.4, 91.2, 91.8, 90.9 and 90.1 percent and course success rates were 76.9, 81.1, 83.1, 76.2 and 75.1 percent).
- iii. The FT/PT ratio for the four academic years prior to last year (32.9, 17.2, 13.4 and 23.8 percent respectively) give some indication how dire the programs' needs were in terms of staffing. With Rick returning to the classroom during the 2016-2017 academic year, the ratio improved to 44.4 percent. This ratio is slightly better than the college's ratio in both of the past two years, 36.1.
- iv. The program's WSCH/FTEF ratio, a measure of instructional efficiency, was 480, 448, 456, 407 and 376 in each of the past five years. The goal established by the State is 535, a number which presumes 35 students enrolled in every section. Courses throughout the Communication Studies program have a cap of 30 due to the nature of the discipline and instructional requirements. Presuming every section maintained enrollment at or above the cap, the very best WSCH/FTEF ratio the program could expect is approximately 460 (which makes the 480 in 2012-2013 all that much more incredible). In the same five years, the college's ratio was 528, 477, 466, 440 and 424. The college maintains an average of 500 while the program's goal is 450.
- v. In the five year period between 2012 and 2016, the fill rate in Communication Studies courses was 92.3, 89.4, 87.1, 86.3 and 78.3 percent respectively. The average fill rates for the college during the same period were 82.4, 81.5, 74.2, 77.9 and 70.0 percent. The college's goal is 80 percent and the program's is five percentage points higher at 85 percent.

6. Other Unit-Specific Quantitative and Qualitative Results

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.
- b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkins' data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your program specific data on degrees and certificates.
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?
 - a. An examination of demographic data for students enrolling in Communication Studies courses does not show any significant departures from that of the entire college. During the past five years, the general trend whereby the number of individuals identifying as white has declined

while the number of Hispanics had increased is reflected similarly in program specific data. In the past, there had been some concern that Latino/as may avoid enrolling in Communication Studies coursework due to differing social and cultural norms and attitudes toward the act of communicating. Fortunately, the data does not demonstrate that is occurring. Visual analysis seems to show that number of students in the youngest demographic group (<19) taking Communication Studies courses has increased, especially during the past two years; and the percentage of students in the oldest demographic groups (40-49 and >50) taking our courses is less than the overall college averages. Finally, Communication Studies historically is a discipline which attracts more women than men, a fact reflected in demographic data. While the five year trend in the gender make up of Communication Studies courses mimics that of the college as a whole, the percentage of women (55.15 percent in 2016-2017) remains one to two percent higher than the college average (54 percent).

b. The number of students earning an associate degree in Communication Studies has increased during the past five years, from five in 2012-2013 to 20 in 2016-2017. Of those 20 degrees granted, 18 were AA-T degrees in Communication Studies, the fourth highest number of transfer degrees granted behind Business Administration (52), Psychology (33) and Sociology (23). The program did not identify any other quantitative or qualitative measures of program effectiveness in the last program review document.

c. In analyzing the program's performance on institutional QEI's, we found no evidence that race/ethnicity, gender or age had any adverse effect on performance in Communication Studies courses, yet we know that it can and the Communication Studies program is one which prioritizes discussions of diversity among colleagues as well as between students. The Communication Studies faculty is diverse and openly identifies with a variety of cultural groups including Latino/as, Filipinos, women and LGBT individuals and, as a result, serve as models and mentors to students who identify as the same. The program remains committed to ensuring course content and instructional techniques are reflective of various culture and that intentionally or unintentionally that no voices are muted or excluded. Although enrollments have been lower than we hope for, the program remains committed to offering COMMST 174, our intercultural communication course each semester. The course satisfies a social science general education requirement and is an option for students pursuing an AAT in nearly every social science discipline. Toward the goal of better communicating the content of the course to students, we have plans to revise the title of the course (as well as the title of COMMST 178).

The faculty in Communication Studies program enjoy strong relationships colleagues in several Student Services programs and services, in particular Student Life, Disabled Student Services, Counseling and the University Transfer Center. To some extent, every instructional program relies on Student Services faculty and staff to share information about particular courses and majors as a part of their unique interactions with students. In an effort to promote the benefits of communication studies coursework, we will engage our colleagues in conversations about ways we can increase enrollment in our courses and ultimately increase the number of students seeking a degree in Communication Studies.

7. Evaluation

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)

- Partnerships (internal and external)
- Innovation and Implementation of best practices
- 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
- Compliance with applicable mandates

Having taken the opportunity to respond to questions 1 through 6 and reflect on many of the other aspects of the Communication Studies program, we can observe the following strengths, weaknesses, opportunities and threats.

Strengths

1. The Communication Studies program has consistently exceeded both the college norm and goal on quantitative effectiveness indicators related to instructional program health. Most notably, course completion and course success rates in Communication Studies courses have exceeded division and college averages of these two measures for close to a decade. Moreover up until recently, the fill rate in Communication Studies courses has been above 80 percent for several years, even reaching 100 percent around 2010. What it shows is the Communication Studies program's consistent ability to schedule sections based on student needs, the subsequently fill those sections, promote the retention of students enrolled in those sections and have a higher average than usual succeed in those sections. (*efficiency in resource use*)
2. Both full-time faculty share in the common goal of promoting advocacy efforts by our students, colleagues and the public. The Day (or Days) of Advocacy have arguably become part of the Crafton culture, whereby many on campus come to expect to happen on the event sometime during the semester. Certainly the credit for promoting advocacy efforts is owed to Jimmy, whose commitment inspired Rick's participation upon returning to the classroom. It is not so important as it once were that the speeches the students deliver are especially well rehearsed, but rather that they have the chance to share their arguments and opinions in a real public forum. (*innovation and implementation of best practices*)
3. Equal the program's efforts to promote advocacy are it's efforts to promote diversity and inclusion. Those not familiar with the discipline might be surprised to find out how much we address topics related to ethnic culture, gender and other diverse cultures in our courses. It is pertinent, essential theme in terms of understanding the way human communicate with one another and nearly every course we teach includes one or more meaningful discussions about diversity and inclusion. Both Jimmy and Rick have been a part of various diversity initiatives on campus and would go so far as to say that our instructional program and its faculty (both full and part-time) have been the most and most consistently supportive of efforts to educate the campus on issues related to LGBT individuals, Jimmy among other things in his role of bringing Georgia Lee McGowen to campus each spring and Rick in helping lead the Safe Space initiative. (*innovation and implementation of best practices and internal partnerships*)
4. The Communication Studies curriculum is current, comprehensive and meets the various needs of our students. (*compliance*)

5. As the campus community continued to have discussion regarding ways to fuel growth and generate increased FTEs, the Communication Studies program is well-suited to participate in some of what a plan to do so might look like, especially if that plan is to recruit more adult re-entry students and working adults. While our program is not able to offer fully online sections for most of the courses we teach, most of those courses can and have been taught in a hybrid format and four of our instructors are approved to teach online and evenings are the one time of day we face little difficulty finding qualified instructors to teach. (*alternative modes and schedules of delivery*)
6. The Communication Studies program has long been committed to our own professional development as well as creating learning opportunities for our colleagues. Faculty regularly attend professional conferences including those held by the National Communication Association and the Western States Communication Association. We have in the past, and after a brief hiatus will this year again host the Southern California Communication Studies Educators Forum in May. This year's theme is 'Reunion' as we are beginning our publicity efforts with our full-time colleagues at community colleges throughout the region who got their start teaching at here. In fact, nearly every person hired into a full-time Communication Studies instructor position at a community college in the Inland Empire in the past few years first taught part-time at Crafton--one each at Chaffey, Valley, Moreno Valley and MSJC and two at COD and RCC. It is an accomplishment Rick, in particular, is proud of because of our commitment to professional development means giving part-time faculty the chance to be involved outside the classroom which affords them the experience needed to get hired. Now having returned to the department, Rick looks forward to promoting the same kind of involvement among our current part-time faculty. Not to be outdone, Jimmy was very involved in producing videos for the Professional Development Committee which highlighted best teaching practices among the faculty, even recruiting his son to capture footage. (*professional development and training*)
7. Thanks to Jimmy's leadership, the Communication Studies program completes assessments of student learning outcomes on a regular, consistent basis. (*innovation and implementation of best practices*)

Weaknesses

1. When in 2006 the college was preparing to hire a second full-time Communication Studies faculty, the president was sent two final candidates. When asked for his opinion, Rick recommended she select Jimmy because he brought something different and the other candidate was too much of the same thing and the president decided accordingly. Mind you, we have long had a rewarding personal and professional relationship and get along very well despite holding sometimes very different opinions and perspectives on various topics. When Rick returned as a faculty member in 2016, we both acknowledged the changes might be at times awkward or even difficult. Rick wanted to respect the fact that for seven years, the program was exclusively Jimmy's and we both were probably guilty of tip-toeing around questions of who would do what. This hesitance was compounded by Rick admittedly retreating from things outside the classroom, the fact our teaching schedules coincided and made meeting difficult and Jimmy's eventual move and Rick's decision to stay where he was. The end result is we aren't talking as much as we need to, not because we dislike one another but rather those things we have mentioned. (*participation in shared governance*)

2. While it is likely an overstatement to call them a weakness, the part-time Communication Studies instructors as a group are not as strong as they have been in the past. All but a few have earned their masters within the past three years and have only been teaching as long. No one is a poor instructor, a few noticeably popular with students and all will benefit from more experience. (*staffing*)
3. While the program has always been committed to the growth and success of our part-time faculty, we have spent less time in the past few years establishing and developing mentoring relationships with them and in general communicate less with them than we have in the past. (*professional development and training*)
4. Declining fill rate in Communication Studies courses (*efficiency in resource use*)

Opportunities

1. The prospect of taking Communication Studies coursework and earning a Communication Studies degree appeals to many students, especially adult re-entry students and working adults who value the practicality of the work and the flexibility that a degree in Communication Studies affords them. We have an opportunity to better market the degrees we offer and explore what other community colleges such as Bakersfield College has done which is to create a certificate program in Communication. One message we can do a better job of sending to students is how 'easy' earning an AA or AA-T in Communication Studies can be--easy here doesn't refer to without rigor but the idea that with careful planning, a student can complete all but one of the courses required for the major while satisfying his/her general education requirements (e.g. COMMST 100 and COMMST 111 satisfy CSU GE A1/IGETC 1A, COMMST 125 satisfies CSU GE A3/IGETC 1C, COMMST 135 and COMMST 174 satisfy CSU GE D/IGETC 4; and COMMST 140, COMMST 155 and COMMST 178 satisfy CSU GE E). (*innovation and implementation of best practices*)
2. During his tenure as a dean, Rick established relationships with a variety of individuals in the community with whom a partnership would create tremendous benefit for the program and its students. In particular, the widow of Henry Stone whose large donation to the college will support the creation of the STEM Center on campus has expressed interest in speaking to Communication Studies students about her experience serving as a lawyer for many years. Additionally, Rick has relationships with various individuals who were part of plans to create a group of students to serve as ambassadors for the college's solar farm with the community. While this plan was first conceptualized as an opportunity for STEM students, it could as easily become a reality for Communication Studies students to gain real world public relations and community advocacy experience. (*internal and external partnerships*)
3. An opportunity exists to further promote advocacy efforts and promote knowledge of free speech rights by participating in a celebration of Free Speech Week which this year is October 22-28. The Media Institute who promotes the event (<http://www.freespeechweek.org/>) advocates for celebrations both large and small. On our campus, an event might take the form of an open mic throughout the day, with optional donations to speak going to the Veterans Center. (*innovation and implementation of best practices*)
4. Rapid and significant changes in social media and the effect of technology offer our program opportunities and threats. Being as though our discipline is one which studies computer mediated communication, we have the opportunity to learn about results of

research in the area and draw from that research for course content and instructional materials as necessary. The effects of ubiquitous technology use are being observed in the most fundamental elements of our interactions with others so it becomes our opportunity to educate students on how to navigate their use of technology so as to realize the positive benefits of technology while minimizing its potentially negative effects. Hampered by less than expected enrollment the first two times it was offered, COMMST 178 is a course in which these various conversations could occur. One reason Rick has plans to develop a course in nonverbal communication is because of the negative effect technology has on individuals' ability to exhibit and interpret nonverbal cues. (*innovation and implementation of best practices*)

5. In part because of our interest in creating an oral rather than written culture in the classroom, Communication Studies is a discipline in which many options exist for the use of low and no-cost textbooks and open source materials. In several courses he teaches, Rick does not require students purchase a traditional textbook but rather a packet of materials and one of part-time instructors is the first to market his course as 'no cost textbook' option. It has come time to re-evaluate the choice of the common texts used in COMMST 100 and COMMST 111 and have some different options available to us. (*innovation and implementation of best practices and efficiency in resource use*)
6. Interest in social media and new media creates opportunities to offer journalism-related coursework including a multimedia reporting and new media journalism course ready to be submitted to curriculum. Many students remain interested in pursuing a career in journalism, so this and other similar courses would become a valuable addition to our curriculum. (*innovation and implementation of best practices*)

Threats

1. The most immediate threat to the program is the trend of declining enrollment, especially in the more specialized courses (e.g. COMMST 120, COMMST 125, COMMST 135, COMMST 174 and COMMST 178). In order to maintain a comprehensive community college communication studies curriculum, these are courses we must offer regularly, but overall lower enrollment, the misconceptions of some students that all Communication Studies courses are 'speech,' and the lack of awareness regarding the value of this coursework and how Communication Studies courses can fit into their education plan, the enrollment in these courses has not been particularly strong. We have had to make special efforts to promote classes and recruit students in a few instances just to get a class to go. (*efficiency in resource use*)
2. Continuing with the same theme, the enrollment in courses offered partially at a distance (hybrid) and those offered with alternative meeting patterns, particularly 9 week classes, has seen a noticeable decline in the past few semesters. Despite claims otherwise, it would seem that the population of students the college serves most, traditional students age 21 or younger is less interested in online and accelerated courses, at least in our discipline. (*alternative modes and schedules of delivery*)
3. Currently there are no permanently assigned rooms in which Communication Studies has priority. When college administration first proposed the idea of inviting TESS and District Print Shop to relocate to Crafton in vacant old Bookstore and the East complex, we remained cooperative and accommodating and ultimately agreed to plans that would involve moving our classes from EAST 106 and EAST 105, our home since 2002. Temporarily, we have found a home for our classes in CNTL 302 and thanks to

the cooperation of the Fire Technology program, PSAH 213. While our program no longer requires the kind of space it once did to store recording equipment and the like, we would advocate that our program be afforded a space where we can hold classes in closer proximity to one another and take pride in being our 'home.' (*efficiency in resource use*)

4. While not as dire a situation as before Rick returned to the classroom, we still face the threat of a shortage of qualified communication studies instructors in the Inland Empire. Previously, the graduate Communication Studies program at Cal State San Bernardino was a source of highly qualified part-time instructors. However, during the last recession, the direction of the CSUSB program changed from a more traditional academic program to one whose emphasis was on offering degrees for working adults (an MBA-like master's in Communication Studies) and the quality of those who did pursue teaching opportunities after earning their master's degree was less than it once was. Every community college in the region has and at times continues to struggle to staff classes. College of the Desert has responded to this problem by creating more permanent, tenure track positions than one would normally see at a college its size. Other schools have been forced into keeping part-time faculty they might otherwise not because they simply do not have enough instructors for the classes they schedule. Currently, we remain okay, but any surges in growth requiring we offer more sections, the loss of any of our current part-time faculty and/or anything which might take Jimmy or Rick out of the classroom (Jimmy has applied for a sabbatical in 2018-2019 and Rick plans to do so the following year and also has an interest in teaching a semester abroad) could present a real problem. (*staffing*)
5. As described above, social media and the effect of technology is both an opportunity and a threat. It should be said that communication researchers have yet to come to a consensus on the extent to which computer mediated communication has impacted face-to-face interactions, but anecdotally speaking, many instructors, including ourselves are witnessing a noticeable change in student behavior. What is particular concern to us as professionals in the field of communication studies is what appears to be an erosion of basic communicative skills--the ability to engage in small talk, nonverbal expressiveness, the skill of interpreting nonverbal cues, etc. We have long faced the issue having a large population of students who because they experience speech anxiety, make every effort to avoid taking COMMST 100 and enroll in the interpersonal course instead. Now, we are seeing sections of COMMST 111 comprised largely of students who don't talk, won't talk, and increasingly can't talk. (*innovation and implementation of best practices*)

8. Vision

- a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. In what ways does your program advance and align with the vision of the college?

a. The vision of the Communication Studies program is to be an agent of change. A program which provides students the opportunity to exercise their voice, form and express informed opinions and communicate maturely with respect to others of all backgrounds. A program which works collaboratively with colleagues to promote advocacy, inclusion and life-long learning. A program which works within the community to promote the ideal that communication and understanding can make for a better world.

Oh, and we need a brand new building...one that is exclusively ours--something on the scale Canyon Hall...but without the labs...just a big building. But seriously...

Our vision involves few new things to do but rather doing what we do now better. It will be observable in offering an adequate number of sections to meet student demand, an larger group of students who identify as communication studies majors who, with others, fill the single sections of the more specialized course we offer each semester or once a year. Days of Advocacy will continue and students on campus will recognize them as a regular part of what happens on campus. With the perspective of more time, we will be better equipped to have mature dialogue about the negative influence of social media and technology on our behavior while developing the skills to realize it's benefits. And if we are to dream big, we have a vision of renewed respect for and honest, open communication with one another rather than having to spend time trying to convince others that it represents an ideal.

And we want to do it all in a brand new building that's all ours... :)

b. While admittedly philosophical (it is the response to the final question after all), the vision of the Communication Studies program mirrors that of the college, but views effective communication as the specific means by which students are able to achieves deep learning and personal growth and foster a supportive community.

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 - Promote student success.**

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:
3. Develop Teaching and Learning Practices
Impact Type:
Department
Institutional Learning Outcome:
-- 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 Planned but not yet firmly scheduled

Progress Description:

Currently, none of the part-time faculty are participating in work outside the classroom. To move forward, we need to meet with part-time faculty to reassess their goals and inform them as of the different sorts of opportunities that available to them as well as what work needs to be done.

Measurements/Documentation of Progress:

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

Priority Rank:

2

Original Start Date:

09/03/2013

Original End Date:

05/12/2017

Revised Start Date:

09/03/2013

Revised End Date:

05/12/2017

Responsible Person:

Jimmy Urbanovich

Strategic Direction:

3. Develop Teaching and Learning Practices

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

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:

Objective was Removed

Progress Description:

Decision made that this form of mentoring is best accomplished through more informal means rather than formal marketed plan.

Measurements/Documentation of Progress:

NA

- **1.2.a2 - Continue sponsorship of Southern California Speech Educators Forum**

Status Code:

Work is Scheduled to begin on a reasonably firm date

Progress Description:

After a hiatus, we have plans to hold this event again this year. The date is tentative scheduled on Friday, May 4 and the theme of the event is "Reunion"

Measurements/Documentation of Progress:

actual event is held

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

Gather feedback in order to assess and improve.

Status Code:

Objective was Removed

Progress Description:

Not enough work has been completed to assess and make subsequent improvements as needed.

Measurements/Documentation of Progress:

NA

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

Priority Rank:

4

Original Start Date:

09/03/2013

Original End Date:
05/12/2017
Revised Start Date:
09/03/2013
Revised End Date:
05/12/2017
Responsible Person:
Jimmy Urbanovich
Strategic Direction:
4. Expand Access
Impact Type:
Department
Institutional Learning Outcome:
-- Pick One --

Actions/Activities:

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

Start Date:
09/03/2013
End Date:
05/12/2017
Responsible Person:
Jimmy Urbanovich
Status Code:
Work is Completed and Ongoing

Progress Description:

Current section offerings are adequate to meeting student demand. We continue to evaluate enrollment trends and advocate for additional sections where and if needed.

Measurements/Documentation of Progress:

1. Fill rates at or above 80 percent.
2. No cancelled classes.

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

Priority Rank:
5
Original Start Date:
09/03/2013
Original End Date:
05/12/2017
Revised Start Date:
09/03/2013
Revised End Date:
05/12/2017
Responsible Person:
Jimmy Urbanovich

Strategic Direction:

2. Build Campus Community

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.4.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

Status Code:

Work is Completed and Ongoing

Progress Description:

Days of Advocacy are held throughout each semester where students advocate and exercise their free speech rights in designated public forums. In an effort to promote knowledge of the District's policy regarding free speech and public forums, Rick developed a video about freedom of expression which includes details on the current state of free speech on college campuses, the SBCCD board policy on free speech and where the designated public forums on our campus are. Every student in all of his classes is required to watch the video.

Measurements/Documentation of Progress:

Days of Advocacy scheduled and events occurs.

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

Start Date:

09/03/2013

End Date:

05/12/2017

Responsible Person:

Jimmy Urbanovich

Status Code:

Work is Completed and Ongoing

Progress Description:

During the period since the last program review, the Communication Studies program has helped bring a number of speakers to campus to speak on a variety of topics. Some notable examples include Georgia Lee McGowan, transgender/dual gender individual, advocate and author; Patricia Gonzalez, Vice President of Distribution for Paramount Pictures; and Mark Devries, vegetarian advocate and director of the film Speciesism. At present, there is no specific programming planned.

Measurements/Documentation of Progress:

Events scheduled and held.

▪ **1.4.a3 - Continue sponsorship of intercultural activities**

Start Date:

09/03/2013

End Date:

05/12/2017

Responsible Person:

Jimmy Urbanovich

Status Code:

Work is Completed and Ongoing

Progress Description:

We continue to participate in a number of intercultural activities. A notable example are the field experiences which are a part of COMMST 174. Since Jimmy first offered the course years ago, he has incorporated trips to Watts Towers, the Venice Beach drum circle, Olvera Street and other locations throughout southern California. Upon returning to the classroom, Rick began teaching the course too and created a different itinerary of destinations including the Hsi Lai Buddhist Temple in Hacienda Heights, the Boyle Heights Mariachi Festival, the Thunder and Lightning Pow Wow at Morongo, Palm Springs Pride Festival and Parade, and Friday Khutbah (prayers) at the Islamic Community Center in Redlands. All students, regardless of whether they are enrolled in the course are invited to join us on these trips. We also continue to actively promote intercultural programming on the campus.

Measurements/Documentation of Progress:

1. Trips scheduled and completed.
2. Programs held on campus.

▪ **1.4.a4 - Maintain graduation speaker selection and training**

Start Date:

09/03/2013

End Date:

05/12/2017

Responsible Person:

Jimmy Urbanovich

Status Code:

Work is Completed and Ongoing

Progress Description:

Despite the Office of Student Life having difficulty recruiting students to participate and then Jimmy having difficulty with the student who ultimately was selected (the student was unwilling to respond critiques of his address not being representative of commencement speeches and constructive criticism regarding speech delivery), the program continues to participate by evaluating the candidates, participating in the selection and then devoting time to advising and coaching the speaker.

Measurements/Documentation of Progress:

1. Call for speaker distributed with applications for graduation

2. Adequate number of students express interest and audition is held.
3. Student speaker is selected
4. Speaker meets with Communication Studies faculty for coaching
5. Speaker delivers speech.

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.

In writing your objectives and developing your resource requests, take into account student learning and program assessment results. 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 advocacy efforts, curricular and co-curricular programming and First Amendment rights toward the goal of ensuring the voices of all members of the college community are respected and heard.**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Maintain and grow student advocacy opportunities including Days of Advocacy.**

Priority Rank:

1

Start Date:

03/01/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

2. Build Campus Community

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

Actions/Activities:

- **1.1.a1 - Prepare promotional materials.**

Prepare generic promotional materials which can be used by faculty throughout the program should they choose to participate and information to encourage those part time faculty to do so.

Start Date:

03/01/2018

End Date:

05/25/2018

Responsible Person:

Jimmy Urbanovich

- **1.1.a2 - Finalize schedule for Days of Advocacy and add to the campus calendar as needed.**

Start Date:

03/01/2018

End Date:

05/25/2018

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

- **1.2 - Objective - Work cooperatively with administrators, senates and the Professional Development Committee to maintain then increase the frequency of lectures and presentations on campus, especially those devoted to issues of diversity and inclusion.**

Priority Rank:

4

Start Date:

08/13/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Site

Institutional Learning Outcome:

6. Ethics and Values

- **1.3 - Objective - Maintain involvement in the selection and rehearsal of the student selected to deliver the student commencement speech.**

Priority Rank:

10

Start Date:

01/01/2018

End Date:

05/25/2018

Responsible Person:

Jimmy Urbanovich

Strategic Direction:

2. Build Campus Community

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

- **1.4 - Objective - Develop and execute a plan to organize a celebration of Free Speech Week each October on campus.**

Priority Rank:

3

Start Date:

08/13/2018

End Date:

10/22/2021

Responsible Person:

Rick Hogrefe

Strategic Direction:

2. Build Campus Community

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

- **1.5 - Objective - Maintain existing partnerships and attend to personal relationships which have the potential to be cultivated into additional partnerships for the program.**

Priority Rank:

7

Start Date:

03/01/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

5. Enhance Value to the Surrounding Community

Impact Type:

Site

Institutional Learning Outcome:

Unknown

Resource Requests:

- **1.5.r1 - Funding to fund development of a student advocacy group representing the Solar Farm in the community.**

Description

Ultimately, funding would provide students a stipend/salary and support initial operational costs for development of materials and literature.

Rationale

An opportunity for a group of students to represent the college in the community, promoting solar energy and advocating for the college's efforts to generate green power could be very effective in terms of our community relations efforts

Resource Type:

Ongoing

Expenditure Category:

Work/Study Hourly (2383)

First Year Cost/Savings:

\$3,000.00/\$0.00
Second Year Cost/Savings:
\$2,000.00/\$0.00
Third Year Cost/Savings:
\$2,000.00/\$0.00

Actions/Activities:

- **1.5.a1 - Invite donor to speak in courses.**
Start Date:
03/01/2018
End Date:
12/21/2018
Responsible Person:
Rick Hogrefe
- **1.5.a2 - Reestablish contacts related to development of a Solar Farm Ambassadors program**
Start Date:
03/01/2018
End Date:
08/10/2018
Responsible Person:
Rick Hogrefe

- **2 - Goal - Improve engagement and success among students enrolled in Communication Studies courses.**

Priority Rank:

2

Objectives:

- **2.1 - Objective - Facilitate and support professional development opportunities for all faculty.**

Priority Rank:

2

Start Date:

03/01/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

3. Develop Teaching and Learning Practices

Impact Type:

Department

Institutional Learning Outcome:

2. Written and Oral Communication

Resource Requests:

- **2.1.r1 - Financial Support for Educators Forum**

Description

\$200 to offset the cost of breakfast and lunch each year for the forum.

Rationale

In the past, we either received support from publishers or charged participants \$10 which we would like to try to avoid if at all possible.

Resource Type:

Ongoing

Expenditure Category:

Meals & Refreshments for Meetings and Events (4750)

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:

- **2.1.a1 - Discussions with part time faculty**

Schedule meetings with part time faculty to discuss career goal, growth opportunities and plans for advancement.

Start Date:

03/01/2018

End Date:

05/25/2018

Responsible Person:

Rick Hogrefe

- **2.1.a2 - Increase awareness of professional development support on campus**

Encourage part time faculty attendance at NCA, WSCA or other professional conference and ensure they are aware of the options available for funding through the college (e.g. professional development, equity, etc.)

Start Date:

02/12/2018

End Date:

05/24/2019

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

- **2.1.a3 - Plan and host the Southern California Communication Studies Educators Forum**

After a hiatus last year, the forum has been scheduled to be held this year on Friday, May 4. The theme is 'Reunion' and invitations are first going out to instructors elsewhere who once taught at Crafton.

Start Date:

05/04/2018

End Date:

05/07/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

- **2.2 - Objective - Explore potential revisions in curriculum to address deficiencies in listening and information literacy skills identified through outcomes assessment.**

Priority Rank:

9

Start Date:

03/01/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

5. Information Literacy

- **2.3 - Objective - Review matches between course level outcomes assessments and existing program and institutional outcomes, complete any matching that is incomplete and develop four year schedule for assessment activities to ensure assessment of essential outcomes at all levels.**

Priority Rank:

11

Start Date:

03/01/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

6. Promote Effective Decision Making

Impact Type:

Department

Institutional Learning Outcome:

Unknown

Actions/Activities:

- **2.3.a1 - Consult with Office of Institutional Research and Planning**

Meet with Keith Wurtz to evaluate what current course outcomes are currently matched to any program and institutional outcomes and to receive assistance in 'cleaning up' the program review data in the SLO Cloud.

Start Date:

03/01/2018

End Date:

05/25/2018

Responsible Person:

Rick Hogrefe

▪ **2.3.a2 - Schedule regular scheduled meetings of full time program faculty**

Schedule a monthly meeting including Jimmy and Rick to review plans for SLO assessment beyond this spring, and subsequently to address other issues and address concerns we have about not talking to one another enough.

Start Date:

03/07/2018

End Date:

12/15/2021

Responsible Person:

Rick Hogrefe

- **2.4 - Objective - Periodically evaluate FT/PT ratio among Communication Studies faculty, continue to assess the availability of qualified instructors in the Inland Empire, and begin process of advocating for a third full-time faculty member in the discipline as needed.**

Priority Rank:

12

Start Date:

03/01/2018

End Date:

05/28/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

4. Expand Access

Impact Type:

Division

Institutional Learning Outcome:

2. Written and Oral Communication

- **2.5 - Objective - Evaluate the current choice of textbooks used in all sections of a course in the discipline and explore what no or low cost textbook options are available for courses in the discipline.**

Priority Rank:

13

Start Date:

03/01/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe

Strategic Direction:

4. Expand Access

Impact Type:

Division

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **2.5.a1 - Gather information and examination copies of texts.**

Collect information from faculty about what no or low cost options they are using (Patrick Bungard), what other of these options are available as well as other texts we might consider as opposed to Lucas (100) and Adler (111)

Start Date:

03/01/2018

End Date:

05/25/2018

Responsible Person:

Rick Hogrefe

- **3 - Goal - Maintain our current capacity and develop other means for increasing enrollment in Communications Studies and Journalism courses and the number of students majoring in Communication Studies.**

Priority Rank:

3

Objectives:

- **3.1 - Objective - Update DE addendums on all courses designated as eligible for online/hybrid delivery and maintain current offerings using alternative modes of delivery or alternative scheduling as needed, increasing when and if expansion is warranted.**

Priority Rank:

5

Start Date:

03/01/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

4. Expand Access

Impact Type:

Division

Institutional Learning Outcome:

Unknown

- **3.2 - Objective - Develop and execute a plan to promote awareness of the field of Communication Studies toward the goal of ultimately increasing the fill rate in Communication Studies courses to above 80 percent each semester and number of students earning an AA or AA-T in the discipline from 20 in 2017 to 50 in 2021.**

Priority Rank:

6

Start Date:

03/01/2018

End Date:

12/31/2021

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction:

9. Optimize Resources

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

Actions/Activities:

- **3.2.a1 - Revise title of COMMST 174.**

Submit curriculum for approval.

Start Date:

03/01/2018

End Date:

03/31/2018

Responsible Person:

Rick Hogrefe

- **3.3 - Objective - Make revisions to current courses, secure approval for a multimedia reporting course and develop two additional new courses in Communication Studies and Journalism to capitalize on growing interest and influence of social media.**

Priority Rank:

8

Start Date:

03/01/2018

End Date:

12/31/2018

Responsible Person:

Rick Hogrefe

Strategic Direction:

7. Develop Programs and Services

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

Actions/Activities:

- **3.3.a1 - Revise title of COMMST 178.**

Submit curriculum for approval.

Start Date:

03/01/2018

End Date:

03/31/2018

Responsible Person:

- Rick Hogrefe
- **3.3.a2 - Submit Multimedia Reporting and New Media Journalism course for approval.**
Start Date:
03/01/2018
End Date:
03/31/2018
Responsible Person:
Rick Hogrefe
 - **3.3.a3 - Develop Nonverbal Communication course and submit for approval.**
Start Date:
03/01/2018
End Date:
05/31/2018
Responsible Person:
Rick Hogrefe
 - **3.3.a4 - Develop Writing for Social Media course and submit for approval**
Start Date:
03/01/2018
End Date:
05/31/2018
Responsible Person:
Rick Hogrefe

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [SLO to PLO.xlsx](#)
- [COMMST Scheduling Matrix.xlsx](#)