[Plans for Communication Studies / Journalism](#) >> 2021 - 2022

Communication Studies / Journalism CHC Instructional Program Review 2021-2022

Name : 2021 - 2022 Communication Studies / Journalism CHC Instructional Program Review 2021-2022
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Version: 24
Group: 2021 - 2022
Type: CHC Instructional Program Review 2021-2022
Last Modified On: 11/12/2021 9:43:59 AM
Last Modified By: Giovanni Sosa
State: Submitted (**Finalized**)
State By: Giovanni Sosa

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 constructive dialogue and making informed, ethical choices regarding their communication behavior in personal, public and virtual contexts. This mission is realized through quality teaching, mentoring, promoting diversity and equity, 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 universitites 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, 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 of 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, diverse viewpoints, and a committment 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 five departments which comprise the Division of Social, Information and Natural Sciences. The program employs two full-time faculty, Jimmy Urbanovich and Rick Hogrefe. The department relies on eight to ten part-time faculty members.

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' events continue. The program has welcomed guest speakers to our campus each year to speak on their diverse experiences. In addition, program faculty contribute to Commencement each year through participating in the selection and directing the preparation of the student commencement speaker. The department is committed to creating opportunities for campus members to practice effective dialogue. The departments supports the Honors program.

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 satisfty 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 hyrbid format. These course are offered over eight weeks and require equal amounts of face-to-face and online instruction. Other courses including COMMST 125, COMMST 135, COMMST 140, COMMST 174 and COMMST 178 are also offered in this manner. The program offers its most basic courses at flexible times and has been particulary attentive to maintaining evening offerings in the face of lower enrollments. Since the last program review, the department has made a commitment to create a fully online Small Group Communication course, Commst 140. Due to the unprecedented pandemic, the department was forced to create fully online environments, though the department plans to restore more traditional options when the context allows.

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 an 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 intitatives. 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, 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 descrepencies.

Other courses in the curriculum, including COMMST 135, Mass Communication in Society, COMMST 140, Small Group Communication, and COMMST 174, Communicaiton 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, a course designed to inform students of technological best practices, particularly in terms of social media use.   Three courses, COMMST 110 Voice and Diction, COMMST 145 Business Communicaiton and COMMST 155, Human Relations in the Workplace are cross-listed in other departments who currently manage them. COMMST 120, Oral Interpreation of Literature is maintained as an elective (having had it's general education designation removed by CSU) and remains a service course for the Child Development and Education department as it is option for students wishing to transfer in Liberal Studies Education. 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 thought the curriculum approval process.

e. see [attachment](#)s for the [IGETC Transfer Curriculum](#), [Commuiucation Studies AA-T Requirements](#) and Scheduling Matrix.

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. The department relies on general funds and one-time monies. The department appreciates the willingness to fund many of these needs. 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 is a matter larger than our program alone, but any declines in enrollment due to this competition are something we are unable 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.

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 distrurbing ways. This is especially true among Millennials and Post

Millennials, who comprise our classes and who are the first generation of univerally 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

Below is a direct copy of our latest SLO/PLO summary of the discussion and action plan of last our "SLO "Close The Loop" Meeting on March 12, 2021. This document will answer all the questions asked above.

- **SLO Meeting Report**
- **Communication Studies**
- **March 12, 2021**
- **"Closing the Loop"**

In attendance:

- Jimmy Urbanovich

- Vonda O'Shaughnessy

- Amy Wassing

- Lupe Alatorre

- Tessa Urbanovich

Content

   I. Introduction

  II. Overview of Courses

 III. Apprehension SLO

 IV. Interpersonal Theories SLO

  V. Summary SLO's for all Courses

On this day we discussed the following SLO related issues (amongst other non-SLO related information). The following is a brief outline of issues discussed and any action plans moving forward. The SLO discussion began as follows:

  I. **Introduction**

The faculty were provided information regarding how our department is dominated by our Public Speaking and Interpersonal Communication courses, with these two courses accounting for roughly 85-90% of all courses offered (23 of 28 total courses this semester). The following info., along with the Student Learning Outcomes themselves, were presented to the faculty:

12-14 Sections of Commst 100 offered (approximately 50% of all courses in the department schedule)

Student Learning Outcomes: Upon satisfactory completion of the course, students will be able to:

1. Construct and organize coherent speeches.

2. Deliver audience-centered speeches.

3. Locate, read, organize and critically evaluate information for incorporation into both informative and persuasive presentation.

4. Demonstrate effective listening behaviors, including comprehensive, critical and active listening.

5. Learn to manage apprehension while engaging in the communication process.

Insofar as Commst 111:

9-11 Sections (approximately 35% of all courses offered. Between 100 and 111 these account for approximately over 85% of the total classes offered)

Student Learning Outcomes: Upon satisfactory completion of the course, students will be able to:

1. *Apply pertinent interpersonal communication concepts and theories in an effort to build and maintain effective interpersonal relationships.*
2. *Comprehend the significance of and account for the effect culture, gender and other markers of social difference have on communication.*
3. *Demonstrate effective listening behaviors, including comprehensive, critical and activelistening.*

> As a result of these numbers and the fact that our predominantly adjunct staff teaches exclusively these courses, it would be wise to only concern our part-timers with these courses while the other half a dozen or so courses, are taught by one of the two full-time faculty. The full-time faculty can take care of executing assessment and evaluating results for the rest of the courses.

II. **Overview of Courses**

To illustrate this, the following slide was shared with the faculty to identify all other course and the current SLO plan:

1. 120 (unsure)
2. 125 (Argument SLO)
3. 135 (Final Exam SLO Historical-Contemporary Questions)
4. 140 (Traditionally a Final Exam Assessment Measuring Theory with Application; unclear what the assessment is today)
5. 145,155 (?? Help!)
6. 174 (Intercultural Competence Demonstration Video for Spring/Unclear for Fall Section)
7. 178 (Social Media Competence Final)

As one can see, the only courses without an SLO plan are Commst 120, 140 (if existing assessment is not utilized) 145/155, and 174 in the Fall (an assessment is in place for the Spring course

All other courses have accounted for and will be discussed in brief at the conclusion of this report.

III. **Apprehension SLO**

> We then examined the PCRA Apprehension Test Scores given to all our Public Speaking courses while examining both the results as well as the integrity of the assessment itself. Our talking points were as follows:

1. Of the 10 classes with Apprehension tests distributed, 6 of the 10 (60%) only gave the income and never completed the outcome. *Action Plan: Aim for 100% participation.*
2. On average, Public Speaking students decreased their level of perceived anxiety a total of 8 points from the beginning of the course to the end. Though this decreases student scores from 73.4 to about 64, it still falls in the average range of apprehension. *Action Plan: Attempt to lower scores an average of 10 points over the current 8.*

      a. (It was noted by Amy we are in a Pandemic and all classes are on Zoom which may skew these numbers away from "normal" semesters. It will be interesting to compare these numbers in non-pandemic times.)

3. Tessa noted that she believes the median scores were posted and not the average score. *Action Plan: Tessa will get in touch with OIERP (Ruby Zuniga) to discuss the methodology of the posted scores to see if this raises or lowers the scores*.

      a. It was made clear to faculty members that they are central in the development and execution of SLO's and to offer suggestions/criticisms for the purpose of improving the process.

4. **Interpersonal Theories SLO**

   We then discussed the Interpersonal Theories Assessment distributed to Commst 111 courses.

1. It was determined that for Question 4 (which oddly was only one of two questions in which students overwhelming discussed the concept as very important (97.5%) yet could not provide the correct answer (only 41.3%). Action Plan: *Change the wording of the question from "thought and analysis" for critical listening to something along the lines of, "evaluation and assessment."*

2. In a similar vein, like question 4 above, Question 6 had a similar result. 89% believe the concept of conflict management to be very relevant yet could not identify the difference between a win-win approach (collaborative) and compromise (partly lose-partly lose). It is currently worded as a true-false type of question. *Action Plan: It was suggested that this question might be better as story/prompt and students identify the type of conflict in the response.*

3. There is a typo for question 10. Action Plan: *Change the word "out" to "our."* In addition to what transpired above, the faculty was challenged to help in locating a listening assessment that would be suitable for all our Comms classes (all have a listening SLO). *Action Plan: Locate an effective listening assessment between now and our FLEX days for the Fall 2021 semester.*

4. **Summary of SLO's for all Courses**

   The following is a brief breakdown of the SLO status for each course offered in the Fall 2020, sans 140,145, and 174.

125

SLO 1: Students will demonstrate the ability to locate, discern, organize and evaluate information.

SLO 2: Students will demonstrate the ability to construct and organize coherent arguments.

 (Please see attached grading rubric used to determine outcomes). These SLO's are based on the second argument created in a self-rebuttal to their first argument. The grading rubric is this SLO concerning the first two SLO's. The third SLO was not measured this semester. Out of 13 assessments completed, 76.9% scored 3 or higher. *Action Plan: Get this satisfactory percentage to 80%*.

135

SLO 1: Students will describe the role and influence of mass media on society, both in historical and contemporary contexts.

SLO 2: Students will analyze and evaluate mass communication messages toward the goal of becoming a more critical consumer of the media.

SLO 1 was measured by a portion of the final exam which asks students to identify 5 forms of mass media and to compare its contemporary use with its historical origins. Scores were predicated on student's ability to identify a historical medium, identify both the tools used and the social impact, and compare and contract this to the use of this same medium in a contemporary environment.

SLO 2 was measured through their final project to see evidence of media competence. Ironically both SLO's had a satisfactory score (3 or higher) of 92.9%.

178

SLO 1: Students will be able to demonstrate literacy in regards to their use of technology and communication with others.

This SLO was measured through a "Top Five" Final that students create to identify the top 5 things learned during the semester. The responses are measured for evidence that a positive change in social media behavior is detected. Responses were categorized into 4 groups: 4 or more responses indicated a high level of competence (4); a response with 3 or more concepts indicating a high level of competence (3); responses with 1-2 concepts that indicate a high level of competence (2); no demonstrable competence in responses (1).

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 oercent) and ability to find, use and critically evaluate infomration (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 signfiicant 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 occured although it would seem the successes have been scattered as overall performance on these outcomes has not improved significantly.

It should be acknowleged that the knowlege 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 heard 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 outines of records to focus greater attention on this course content. The program will maintain current opportunities to share best practices regarding instrucitonal 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 stategies 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 2017-2018 academic year, the course completion rate in the Communication Studies has largely remained stable, with 91.4, 92.1, 93.5, 93.1 and most recently 90.8 percent last year. These averages exceed the same rates for the college (90.8, 90.1, 90.7, 92.8 and 90.7 percent respectively). The stated goal for transfer courses was 90.7 percent. The stated goal in the Communication Studies program is 90.7 percent.

ii. In the same five years, the course success rate in Communication Studies has fluctuated but not to wildly with 75.4, 74.5, 75.9, 74.26, and 70.8 respectively. Over that same period, the college course success rate was 72.4, 71.7, 73.38, 76.8 and 73.2 percent. The college's goal for transfer coursework was established at 73.6 and the program maintains a 75 percent goal.

Course completion and success rates were disaggregagted at the course level, in part to inform decisions regarding how may sections to offer of each COMMST 100 and COMMST 111. Without exception, sections of COMMST 111 exhibit higher course completion (91.8, 92.9, 94.6, 95.2, and 92.2 percent) and course success rates (75.4, 75.0, 79.2, 77.8, and 73.8 percent) than do sectons of COMMST 100 in which course completion rates were 90.1, 91.0, 92.3, 93.5 and 90.6 percent and course success rates were 75.3, 73.9, 74.7, 73.9 and 69.9 percent).

iii. The FT/PT ratio for the past five academic years have been 44.4, 46.5, 33.9, 26.2 and 40.0 percent respectively. This ratio is now on par with college's ratio last year of 39.8.

iv. The program's WSCH/FTEF ratio, a measure of instructional efficiency, was 376, 364, 406, 383 and 387 in each of the past five years. The goal established by by State is 535, a number which presumes 35 students enrolled in every section. Courses throughout the Communication Studues 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 ration the program could expect is approximately 460. In the same five years, the college's ratio was 427, 432, 442. 438 and 428. The college maintains an average of 440 while the program's goal is 400.

v. In the five year period between 2012 and 2016, the fill rate in Communication Studies courses was 77.5, 78.9, 80.7, 76.1 and 74.9 percent respectively. The average fill rates for the college during the same period were 72.5, 70.5, 67.2, 74.7 and 71.01 percent, The college's goal is 80 percent and the program's is 82 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, Perkin's 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. A examination of demographic data for students enrolling in Communication Studies courses does not show any signfiicant 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 as Latino students are the majority in both the college and our department. 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, as the Communication Studies department is on average younger than the rest of the college; and the percentage of students in the oldest demographic groups (40-49 and >50) taking our courses is less than the overall college averages, though not significantly. Finally, Communication Studies historically is a discipline which attracts more women than men, a fact reflected in demographic data. While the five year trend iin 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 rest of the college; we are witenssing a trend in the past two years that females in the Communication Studies department is increasing at a far greater rate than the rest of the college.

b. The number of students earning an associate degree in Communication Studies has fluctuated during the past five years. 2016-2017 awarded 21 degrees, yet 2017-2018 dropped to 12. Then we have seen largest contingent of earned degrees take place in 2019-2020 with 27. Of those 27 degrees granted, 21 were AA-T degrees in Communication Studies.

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 QEIs, 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 colleauges as well as between students. The efforts to increase and train students in civil discussion and constructive dialogue has increased greatly in the past two years, due to general social and political unrest in culture. The Communication Studies faculty is diverse and openly identifies with a variety of cultural groups inclding 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. The program remains committed to offering COMMST 174, our intercultural communicaton 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 intereactions 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 Communicaiton Studies program, we can observe the following strengths, weaknessses, 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 with the exception 2020-2021 which dipped down to 77.7%. We assume this is likely pandemic related; it is noted that the fill rate for the college dipped 4.3 points during this year as well. It must be noted that even during this dip, the Communication Studies department remained 6.6% higher than the college. 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. Both faculty members are currently involved in the Heterodox Academy, a national organization committed to promoting constructive disagreement, viewpoint diversity and open inquiry. The organization is made up of educators

throughout the world, with a strong Ivy League presence. Specifically, this Academy has a special 8 lesson program for students called The OpenMind Platform, in which both Rick and Jimmy use in some of their classes to train students in the way of effective rhetoric in difficult circumstances. Some classes at Crafton are currently engaged in a national study for this platform, approved by the IRB at CHC. The department is currently considering other programs for such purposes of fostering safe, though difficult, conversations including "Free Intelligenet Conversation" (freeic.org) in which students seek out conversations with others throughout campus. The Day (or Days) of Advocacy have continue to grow as part of the Crafton culture, whereby many on campus come to expect to happen on the event sometime during the semester. This activity is currently experiencing a "hiccup" as many student remain remote and the "advocacy" experience is altered on Zoom. Nevertheless, some professors continue to do the Day of Advocacy and will certainly once again hit full steam once social distancing protocols ease. Certainly the credit for promoting advocacy efforts is owed to Jimmy, whose committment inspired Rick's participation upon returning to the classroom. Several other professors in the department engage as well with their own Day of Advocacy. (*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. These efforts have been greatly ramped up in the past four years. 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 transgendered speaker Georgia Lee McGowen to campus (currently she speaks to classes through Zoom) (*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. (c*ompliance*)

5. As the campus community continued to have discussion regaridng ways to fuel growth and generate increased FTES, the Communication Studies program is well-suited to particpate 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 (though currently we are creating our course, Commst 140, Small Group, as fully online, agreeing that this course is the most conducive to online learning) most of those courses can and have been taught in a hybrid format and the majority 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 creating learning opportunities for our colleagues. Faculty regularly attend professional conferences including those held by the National Communicaiton Association and the Western States Communication Association. In addition, we have begun participating in the Heterodox Academy described above in number 2 above. We have in the past, and after a brief haitus due to the pandemic, will soon once again host the Southern California Communication Studies Educators Forum in May. 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 the 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. (*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 implimentation of best practices*)

Weaknesses

1. The following was written in our last program review. I include it here as I would like to follow up specifcally to this concern and what is now happening in 2021: *"When in 2006 the college was preparing to hire a second full-time Communicaiton 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 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 opinons 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 scheduled 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."* I (this is Jimmy writing now) wanted to include this section in order for this follow up to have further context. Yes, when Rick those words in 2015, they were quite true and I must confess to experiencing deep frustration at times. As mentioned, it was far easier for me to do everything alone as over this seven year period a flow was developed and it was, more or less, a department dictatorship. This said, Rick was ALWAYS still available to assist the department in impressive ways while he was Dean, yet, at the end of the day, Jimmy knew it all fell on his lap therefore planning and organzing was very simple among one person. As we fast forward to the present, some recent health concerns for Rick have caused some lifestyle changes and, as a result, our meeting times have been regular and successful. Currently we are meeting every week to complete this program review and attend to other department matters. So far in 2021-2022 academic calendar, the meetings have been consistent, very productive and helpful. Perhaps this "weakeness" can now be placed in the improving pile. (*participation in shared governance*)

2. Though our instructrs have dramatically improved in the last four years, we continue to experience a bit of grade inflation among some professors in the department. 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 noticably 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*)

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 studnts 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 satisfiy 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 implimentation of best practices*)

2.

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.** We intend to continue this involement once social distance protocols ease. 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 implimentation 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 reseach 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 fundametal elements of our interactions with others so it becomes our opporutnity 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 has on indivduals' ability to exhibit and interepret nonverbal cues. (*innovation and implimentation 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 exists 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 implimentation 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 implimentation 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 regualrly, but overall lower enrollment, the misconceptions of some students that all Communication Studies course 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 course 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 senesters. Depite 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 has 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 relocated 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, ww 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. 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 stuggle 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 it's size. Other schools have been forced into keeping part-time faculty they might otherwise not becuase 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 fauculty and/or anything which might take Jimmy or Rick out of the classroom. (*staffing*)

5. As described above, social media and the effect of technology is both an opportunity and a threat. It should be said that communciation researchers have yet to come to a consensus on the extent to which computer mediated communciation 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 implimentation 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 fostering constructive dialogue among our students as well as the campus as a whole. 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. No voice should be silenced. 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.

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.

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 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
  Original Start Date: 03/01/2018 **Original End Date:** 12/31/2021
  Revised Start Date: 03/01/2018 **Revised End Date:** 12/31/2021
  Responsible Person: Rick Hogrefe/Jimmy Urbanovich
  Strategic Direction: 2. Build Campus Community
  Impact Type: Site
  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:

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

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

    Start Date: 03/01/2018 **End Date:** 05/25/2018
    Responsible Person: Jimmy Urbanovich
    Status Code: Work is Completed and Ongoing
    Progress Description:

    Ongoing

    Measurements/Documentation of Progress:

    .

  - **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
    Status Code: Work is Completed and Ongoing
    Progress Description:

    Ongoing

    Measurements/Documentation of Progress:

    .

- **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

Original Start Date: 08/13/2018 **Original End Date:** 12/31/2021

Revised Start Date: 08/13/2018 **Revised End Date:** 12/31/2021

Responsible Person: Rick Hogrefe/Jimmy Urbanovich

Strategic Direction: 7. Develop Programs and Services

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Resume after pandemic

- ○ **1.3 - Objective - Maintain involvement in the selection and rehearsal of the student selected to deliver the student commencement speech.**
  Priority Rank: 10

  Original Start Date: 01/01/2018 **Original End Date:** 05/25/2018

  Revised Start Date: 01/01/2018 **Revised End Date:** 05/25/2018

  Responsible Person: Jimmy Urbanovich

  Strategic Direction: 2. Build Campus Community

  Impact Type: Site

  Institutional Learning Outcome: -- Pick One --

  Status Code: Work is Completed and Ongoing

  Progress Description:

  Ongoing

- ○ **1.4 - Objective - Develop and execute a plan to organize a celebration of Free Speech Week each October on campus.**
  Priority Rank: 3

  Original Start Date: 08/13/2018 **Original End Date:** 10/22/2021

  Revised Start Date: 08/13/2018 **Revised End Date:** 10/22/2021

  Responsible Person: Rick Hogrefe

  Strategic Direction: 2. Build Campus Community

  Impact Type: Site

  Institutional Learning Outcome: -- Pick One --

  Status Code: Work is Planned but not yet firmly scheduled

  Progress Description:

  Resume after pandemic

- ○ **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

  Original Start Date: 03/01/2018 **Original End Date:** 12/31/2021

Revised Start Date: 03/01/2018 **Revised 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: -- Pick One --

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 terns of our community relations efforts

  Resource Type: Ongoing

  Expenditure Category: Work/Study Hourly (2383)

  Funded: No

  Funding Source: NA

  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
  Status Code: Objective was Removed
  Progress Description:

  Deleted in new PPR

  Measurements/Documentation of Progress:

  .

- **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
  Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Activity to resume at possible later date; removed from new PPR

Measurements/Documentation of Progress:

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- **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
    Original Start Date: 03/01/2018 **Original End Date:** 12/31/2021
    Revised Start Date: 03/01/2018 **Revised 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: -- Pick One --
    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)
      Funded: No
      Funding Source: NA
      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

Status Code: Work is Completed and Ongoing

Progress Description:

Ongoing

Measurements/Documentation of Progress:

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- **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

Status Code: Work is Completed and Ongoing

Progress Description:

Ongoing

Measurements/Documentation of Progress:

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

After a haitus last year, the forum has been scheduled to ne held this year on Friday, May 4. The theme is 'Reunion' and invitation 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

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Resume after pandemic

Measurements/Documentation of Progress:

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

  Priority Rank: 9

  Original Start Date: 03/01/2018 **Original End Date:** 12/31/2021

  Revised Start Date: 03/01/2018 **Revised End Date:** 12/31/2021

  Responsible Person: Rick Hogrefe/Jimmy Urbanovich

  Strategic Direction: 1. Promote Student Success

  Impact Type: Department

  Institutional Learning Outcome: -- Pick One --

  Status Code: Work is Completed and Ongoing

  Progress Description:

  Ongoing

- **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

  Original Start Date: 03/01/2018 **Original End Date:** 12/31/2021

  Revised Start Date: 03/01/2018 **Revised End Date:** 12/31/2021

  Responsible Person: Rick Hogrefe/Jimmy Urbanovich

  Strategic Direction: 6. Promote Effective Decision Making

  Impact Type: Department

  Institutional Learning Outcome: -- Pick One --
  Actions/Activities:

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

      Meet with Keith Wurtz to evaluate what current course outomes are currently matched to any program and institutional outcomes and to recieve 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

      Status Code: Work is Completed and Ongoing

      Progress Description:

      Ongoing

      Measurements/Documentation of Progress:

      .

- **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 subseqently 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
  Status Code: Work is Completed
  Progress Description:

  Completed

  Measurements/Documentation of Progress:

  Weekly meeting Mondays 10:00 am

- **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
  Original Start Date: 03/01/2018   **Original End Date:**   05/28/2021
  Revised Start Date: 03/01/2018   **Revised End Date:**   05/28/2021
  Responsible Person: Rick Hogrefe/Jimmy Urbanovich
  Strategic Direction: 4. Expand Access
  Impact Type: Division
  Institutional Learning Outcome: -- Pick One --
  Status Code: Work is Completed and Ongoing
  Progress Description:

  This has been a consistent part of the overall functioning of the department and will continue as such.

- **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
  Original Start Date: 03/01/2018   **Original End Date:**   12/31/2021
  Revised Start Date: 03/01/2018   **Revised End Date:**   12/31/2021
  Responsible Person: Rick Hogrefe
  Strategic Direction: 4. Expand Access
  Impact Type: Division
  Institutional Learning Outcome: -- Pick One --

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 oprtions are 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
  Status Code: Work is Completed and Ongoing
  Progress Description:

  Ongoing

  Measurements/Documentation of Progress:

  .

- **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
    Original Start Date: 03/01/2018 **Original End Date:**   12/31/2021
    Revised Start Date: 03/01/2018 **Revised End Date:**   12/31/2021
    Responsible Person: Rick Hogrefe/Jimmy Urbanovich
    Strategic Direction: 4. Expand Access
    Impact Type: Division
    Institutional Learning Outcome: -- Pick One --
    Status Code: Work is Underway
    Progress Description:

    Curriculum revisions in progress

  - **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

Original Start Date: 03/01/2018 **Original End Date:** 12/31/2021

Revised Start Date: 03/01/2018 **Revised End Date:** 12/31/2021

Responsible Person: Rick Hogrefe/Jimmy Urbanovich

Strategic Direction: 9. Optimize Resources

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

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

  Status Code: Work is Underway

  Progress Description:

  Curriculum revisions in progress

  Measurements/Documentation of Progress:

  .

- **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

  Original Start Date: 03/01/2018 **Original End Date:** 12/31/2018

  Revised Start Date: 03/01/2018 **Revised End Date:** 12/31/2018

  Responsible Person: Rick Hogrefe

  Strategic Direction: 7. Develop Programs and Services

  Impact Type: Site

  Institutional Learning Outcome: -- Pick One --

  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

    Status Code: Work is Planned but not yet firmly scheduled

    Progress Description:

    Curriculum revisions in progress

Measurements/Documentation of Progress:

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- **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
  Status Code: Work is Planned but not yet firmly scheduled
  Progress Description:

  Resume at a later date

  Measurements/Documentation of Progress:

  .

- **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
  Status Code: Work is Planned but not yet firmly scheduled
  Progress Description:

  Resume at a later date

  Measurements/Documentation of Progress:

  .

- **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
  Status Code: Work is Planned but not yet firmly scheduled
  Progress Description:

  Resume at a later date

  Measurements/Documentation of Progress:

  .

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 - Train, equip and offer opportunities for students and faculty alike in effective, appropriate, and constructive dialogue between various viewpoints while promoting contexts for advocacy efforts and First Amendment rights, with 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 and dialectical opportunities, including Days of Advocacy.**

    Priority Rank: 1

    Start Date: 03/01/2018 **End Date:** 12/31/2025

    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 - Encourage adjunct faculty participation**

      Instruct and educate adjunct faculty in the Day of Advocacy with the hope of more class participation in various Free Speech Activities.

      Start Date: 10/14/2021 **End Date:** 12/31/2025

      Responsible Person: Jimmy Urbanovich and Rick Hogrefe

    - **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

    - **1.1.a3 - Develop dialogue-centric programs such as Free Intelligent Conversation and Intentional Dialogue Guide**

      Develop programs such as Free Intelligent Conversation (www.freeic.org) who possess the mission of, "Bringing people together to meet others and learn through meaningful conversations...by continually seeking to learn from others we can improve ourselves, break down social barriers, and make the world a better place," for the purpose of developing productive and beneficial dialogue on campus and beyond. In additon, programs such as Intentional Dialogue Guide

(https://heterodoxacademy.org/wp-content/uploads/2020/10/HxA-Resource-Intentional-Dialogue.pdf) will be used in the training of said objectives.

Start Date: 10/13/2021 **End Date:**   12/31/2025
Responsible Person: JImmy and Rick

- **1.1.a4 - Participate In National Free Speech Week**

  Participate in the National Free Speech Week taking place in the month of October each calendar year.

  Start Date: 10/14/2021 **End Date:**   12/31/2025
  Responsible Person: Rick Hogrefe

○ **1.2 - 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
Actions/Activities:

- **1.2.a1 - Coordinate with the Department of Student Life**

  Coordinate efforts with Department of Student Life in determining and developing student speaker for our annual graduation.

  Start Date: 10/13/2021 **End Date:**   12/31/2025
  Responsible Person: Jimmy and Rick

○ **1.3 - Objective - Bring awareness to, and encourage and train, the campus community to practice advocacy efforts in their local communities.**
Priority Rank: 7
Start Date: 10/13/2021 **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
Actions/Activities:

- **1.3.a1 - Foster Student Awareness of Local Civic and Social Movement Activities**

  Assist students in awareness of local civic and social movements for the purpose of potential rhetorical engagement.

Start Date: 10/13/2021 **End Date:** 12/31/2025

Responsible Person: Jimmy and Rick

- **2 - Goal - Increase enrollment while improving engagement and success among students enrolled in Communication Studies courses.**
  Priority Rank: 2
  Objectives:

  - **2.1 - 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 increase the number of student receiving AA and AAT degrees from the 15 awarded in 2020-21.**

    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: Not Applicable

    Actions/Activities:

    - **2.1.a1 - Make revisions to current courses**

      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.

      Start Date: 10/13/2021 **End Date:** 12/31/2025

      Responsible Person: Jimmy and Rick

  - **2.2 - 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:

    - **2.2.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:

- **2.2.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

- **2.2.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

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

  After a haitus last year, the forum has been scheduled to ne held this year on Friday, May 4. The theme is 'Reunion' and invitation 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

- **2.3 - 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 outomes are currently matched to any program and institutional outcomes and to recieve 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 subseqently 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

  Resource Requests:

  - **2.4.r1 - Full-Time Communication Studies Professor**

    Description

    We request funding for a thrid full-time Communication Studies instructor.

    Rationale

    The data supports another full-time faculty member within the Communication Studies discipline.

    Resource Type: Ongoing

    Expenditure Category: Contract Classroom Inst. (1100)

    First Year Cost/Savings: $80.00/$0.00

- ○ **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 oprtions are 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

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
- watch[1]
- COMMST Scheduling Matrix.xlsx