[Plans for Communication Studies / Journalism](#) >> **2025 - 2026 Communication Studies / Journalism CHC Instructional Program Review 2025-2026**

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Name :

2025 - 2026 Communication Studies / Journalism CHC Instructional Program Review 2025-2026

Principal Preparer :

Giovanni Sosa

Planning Participants :

Giovanni Sosa

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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 Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with

passionate leadership and community support. **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 including the California State University system and many private and out of state colleges and universities es 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 (e.g. "soft side") skills although employers' priority of what skills are most essential has evolved, due in large part to the use of technology and particularly AI in 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 as evidenced in the article entitled "Soft Skills Matter Now More Than Ever, According to New Research" published in the *Harvard Business Review* in 2025. 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, addresses equity and inclusion, and is demonstrably [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 the departments which comprise the Division of Language, Arts and Academic Support. The program employs two full-time faculty, Jimmy Urbanovich and Rick Hogrefe. The department relies on 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. The program offers the single course which satisfies the Area 1C Cal-GETC requirement, COMM C1000 in both entirely asynchronous and hybrid formats. The hybrid courses are offered over thirteen weeks and require equal amounts of face-to-face and online instruction. Other courses including COMM 111, COMM 125, COMM 135, COMM 174 and COMM 178 are also offered in this manner. Moreover, two courses the program offers in conjunction with the business adminstration program, COMM 145 and COMM 155, are offered asynchronously. 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.

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 the single course that satisfies the the Area 1C Cal-GETC requirement, COMM C1000, Introduction to Public Speaking. We are currently offering approximately 40 sections of this course each year. Students wishing to earn an associate degree may take COMM C1000 to satisfy their general education requirement for an oral communication requirement. Alternatively, these students can take COMM 111, Interpersonal Communication or COMM 140, Small Group Communication to satisfy this

requirement. The program also offers two courses, COMM 135 and COMM 174 which fulfill a Cal-GETC requirement in Area 4, Social and Behavioral Sciences.

The program offers an AA-T degree. The AA-T in Communication Studies were subject to statewide review in 2024 after which 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.

As described above, other courses in the curriculum, including COMM 135, Mass Communication in Society and COMM 174, Communicaton in a Diverse World satisfy various general education and degree requirements (see attachment) and are offered on a regular basis. Our program currently schedules two cross-listed courses, COMM 145 Business Communicaiton and COMM 155, Human Relations in the Workplace as we employ a part-time faculty member with minimum qualifications in both communication studies and business communication. COMM 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).

e. see attachments for the [Cal-GETC 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. In 2025, California community college adopted new Cal-GETC requirements. These requirements now limit the course that satisfies the Area 1C requirement to COMM C1000H, Introduction to Public Speaking. As a result, the number of sections of the two courses that previously satisfied the general education requirement for oral communication, COMM 111 and COMM 140 were cut in half. However, the new Cal-GETC requirements require students planning to transfer to the University of California to take an oral comunication course. Those students were previously not required to do so. This has resulted in increase demand for the COMM C1000 course, off-setting the loss of sections for both COMM 111 and COMM 140. If enrollment in the first two semesters the new requirement is in place is any indication, the net result is that we expect enrollment in COMM C1000 course will continue to rise in the several semesters.

d. Given our disciplines focus on issues of diversity, equity and inclusion, there is little doubt that the current political environment in the United States has an impact on our program. Undoubtedly, the need to develop students' ability to communicate with individuals with different experiences, attitudes and beliefs will continue to be and essential part of what we do.

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 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 and more recently AI but nearly any college instructor can observe some effect in the basic communication behavior (or lack thereof) among some students.

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

Refer to the [SLO Cloud](#) and the [SLO Cloud Dashboard](#) 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 disproportionate impact has been identified. Also, ensure that the PLOs are in the catalog, and discuss whether 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), specifically focusing on removing any identified disproportionate impact.
c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s) and to address any identified disproportionate impact? If none, please explain.

Program Level Outcomes

1. **Make informed, ethical choices regarding communication behavior**

   a.

2. **Demonstrate effective listening behavior**

   a. *100: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

   b. *111: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

   c. *125: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

   d. *135: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

e. *140: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

f. *145: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

g. *155: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

h. *174: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

a. *178: Demonstrate effective listening behaviors, including comprehensive, critical and active listening. (PLO: Commst #2, GEO#6, ILO#2) Assessment: Listening Assessment*

3. **Speak with the qualities of verbal confidence and competence**

   a. *100: Learn to manage apprehension while engaging in the communication process. (PLO: Commst #3, GEO#6, ILO#2) Assessment: PCRA Income and Outcome Assessment*

   b. 111: Learn to manage apprehension while engaging in the communication process. *(PLO: #3, GEO#6, ILO#2) Assessment: PCRA Income and Outcome Assessment*

3.

   c.

4. **Appreciate the role of and demonstrate effective nonverbal behaviors**

5. **Communicate effectively with individuals of diverse backgrounds**

c. *100: Deliver audience-centered speeches. (PLO: Commst #5, GEO#6, ILO#2) Assessment: Outline Analysis*

d.   *111: Comprehend the significance of and account for the effect culture, gender and other markers of social difference have on communication. (PLO: Commst #5, GEO #3, ILO#4) Assessment: _____*

e.   *140:Students will demonstrate effective verbal and nonverbal behaviors within small group interactions. (PLO: Commst #5, GEO #3, ILO#4) Assessment:*

f.   *140: Students will apply pertinent concept and theories of small group communication in an effort to communicate effectively within small group contexts, including discussions, cooperative problem solving and group presentations. (PLO: Commst #5, GEO #3, ILO#4) Assessment: _____*

g.   *140: Students will demonstrate effective task, maintenance and leadership roles within small group interactions. (PLO: Commst #5, GEO #3, ILO#4) Assessment: _____*

h.   *174: Students will demonstrate their ability to apply effective communication principles to intercultural situations among diverse groups. (PLO: Commst #5, GEO#10, ILO#4) Assessment: Final Personal Intercultural Journey Assessment*

i.   *174: Students, through multicultural experiences, will appreciate the cultural diversity of their communities. (PLO: Commst #5, GEO#10, ILO#4) Assessment: GENE Scale*

6. **Apply basic communication concepts across all contexts and situations**

   a. *111: Apply pertinent interpersonal communication concepts and theories in an effort to build and maintain effective interpersonal relationships. (PLO: Commst #6, GEO #2, ILO#6) Assessment: Interpersonal Theories Assessment*

   b. *140: Students will be able to demonstrate effective problem-solving skills within the context of business interactions. (PLO: #6, GEO# 2, ILO#4) Assessment: _____*

   c. *140: Students will demonstrate competency in the process of job interviewing, including effective resume presentation. (PLO: #6, GEO# 2, ILO#4) Assessment: _____*

   d. *155: Learn and apply effective interpersonal and group communication strategies within the context of the workplace. (PLO: #6, GEO# 2, ILO#4) Assessment: _____*

7. **Utilize information and technology in order to communicate more effectively**

   a. *100: Construct and organize coherent speeches. (PLO: Commst #7, GEO #6, ILO#2) Assessment: Outline Analysis*

   b. *100: Locate, read, organize and critically evaluate information for incorporation into both informative and persuasive presentation. (PLO: Commst #7, GEO#6, ILO#2) Assessment: Outline Analysis*

   c. *125: Students will demonstrate the ability to construct and organize coherent arguments. (PLO: Commst #7, GEO#8, ILO#2) Assessment: ABA Final Assessment*

   d. *135: Students will describe the role and influence of mass media on society, both in historical and contemporary contexts. (PLO: Commst #7, GEO#3, ILO#4) Assessment: Final Exam Historical/Contemporary Media Assessment*

   e. *135: Students will analyze and evaluate mass communication messages toward the goal of becoming a more critical consumer of the media. (PLO: Commst #7, GEO#3, ILO#4) Assessment: Final Presentation Assessment*

   f. *178: Students will be able to demonstrate literacy in regards to their use of technology and communication with others. (PLO: Commst #7, GEO#3, ILO#4) Assessment: GENE Scale*

A. To begin, all our Program Level Outcomes can be found in the College Catalogue. Each Outcome can be found below with a brief paragraph of explanation. Each section concludes with whether or not our targets have been met in entirety.

At the outset, it must be noted the primary program level outcomes that demand attention in our department are those in which no assessment has been created as they are outcomes which are difficult to quantify. These PLO's are numbers 1 and 4 above:

1. **Make informed, ethical choices regarding communication behavior**

4. Appreciate the role of and demonstrate effective nonverbal behaviors

Our department will work to create assessments to gather this data.

Program Level Outcome #2, "**Demonstrate effective listening behavior,**" has performed very poorly in our department and we have attempted to address this problematic outcome in several different ways and continue to do so. Our goals are not being met. As the poor scores **across ethnic groups** were addressed as a department, we first did so with the thought that the assessments themselves were poorly constructed and did not reflect the reality of our student's listening skills. However, in the Spring of 2025, our department accepted the strong possibility that we are simply not teaching listening effectively in a day and age in which good listening skills are a challenge. Please see the next section, b., for a discussion on how our department is currently attempting to dramatically improve this outcome. Scores among other demographical characteristics, including gender and age (with the exception of the 40-49 group which had a respectable score of 73%) remained low across the board as well.

Target Met? No.

Disproportionate Impact? No

Program Level Outcome #3, "**Speak with the qualities of verbal confidence and competence,**" has been extensively measured each semester. Our department is pleased that across all ethnic groups, our students are performing exceptionally in terms of developing confidence. Though Hispanics performed at very respectable levels, the group lagged slightly behind other ethnicities (95% while all others were at or near 100%), though the gap was very small and there is no evidence of Disproportional Impact using any measure. Males and female scores were very similar (98% and 96% respectively).

Target Met? Yes.

Disproportionate Impact? No

Program Level Outcome #5, "**Communicate effectively with individuals of diverse backgrounds,**" is measured in various ways within our department. In terms of ethnicity, the Asian population performed the highest, with whites, Black and Hispanics following. The gap between the Asian population (90%) and our lowest performing group, Hispanics, is 23 points (67%), which does not infer Disproportionate Impact, though it would depend

upon how far below perfect proportionality one measures to make this determination. It should also be noted that our Hispanics population is significantly higher which, may indicate their score may be more indicative of our department's performance in terms of PLO #5. Please see next section, b., for a description how our department is dealing with lower Hispanic scores for this PLO. Scores among other demographical characteristics, including gender and age, did not reveal any discrepancies.

Target Met? No.

Disproportionate Impact? Potentially. (Hispanic)

Program Level Outcome #6, **"Apply basic communication concepts across all contexts and situations,"** has the Hispanics rating the highest (88%), followed by Blacks (83%), Asians (80%) then Whites (67%) and Filipino (63%). The White and Filipino scores were somewhat lower than other student populations and is worth noting.

Target Met? No.

Disproportionate Impact? Potentially (White and Filipino)

Program Level Outcome #7, **"Utilize information and technology in order to communicate more effectively,"** is measured in several different ways among courses in our department. The final results indicate Disproportionate Impact for our Hispanic population, in particular for those in the 25-29 age bracket. While Blacks/African Americans scored 100%, the Hispanic population scored the lowest at 53%. Black/African Americans were followed by Whites at 91% and Asians at 80%.

Target Met? No.

Disproportionate Impact? Yes. (Hispanic)

_____

B. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s), specifically focusing on removing any identified disproportionate impact.

Program Level Outcome #2, **"Demonstrate effective listening behavior,"** is of the utmost concern for our department at this time. As a result of our poor results described in part a. above, we have created a Canvas Communication Studies Faculty forum in which all our faculty are creators. In this forum, we have created discussion forums in all areas we teach,

though with the primary focus on sharing new listening pedagogical ideas. The first forum is for Teaching Listening Skills, while instructors have contributed some new ideas for doing so. We hope to see better future results that we can discuss at our Spring faculty meeting. Here is a screenshot of our new Faculty discussion board:

Program Level Outcome #5, "**Communicate effectively with individuals of diverse backgrounds,"** described in a. above, may show a slight DI though it is a difficult determination to make. If indeed we continue to see a trend of moderately lower Hispanic scores, it may be necessary for our department to intently consider this possibility. As a result of a student population in which Hispanics are the majority, perhaps certain ethnicities are reluctant to venture out of their group as they can find ample population of their own ethnicity in which to find security. We do want to keep a close eye on this as many in the Hispanic population in our community is constantly under political threat at this time and may be reluctant to exchange with those outside of their community. We going to continually monitor this situation as a department.

Interestingly, it would seem the results of Program Level #5 above, would conflict with the results of Program Level Outcome #6, **Apply basic communication concepts across all contexts and situations,"** in which Hispanics rated the highest. These results may indicate that our potential concern for Program Outcome #5, is potentially unwarranted, as the results of #5 were not terribly conclusive in the first place. As White and Filipino populations lagged in this outcome. As a result of both #5 and #6, it serves as a reminder to continually teach concepts with strategies that take into account the diversity of our student population, to ensure we are teaching communication competence between cultures.

Program Level Outcome #7, "**Utilize information and technology in order to communicate more effectively,"** is one in which we have little data though still a clear indication that our 25-29 year old Hispanic population is experiencing DI. These results may indicate the downside of technology in terms of using it, rather than for the beneficial progress of our students, as the detrimental components of technology, social media in particular. We plan to discuss at our Spring meeting how we can improve with our utilization of information and technology, particularly within the Hispanic community.

_____
_____

c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s) and to address any identified disproportionate impact? If none, please explain.

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, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the [Completion & Success](#) Dashboard 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, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the [Completion & Success Dashboard](#) 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? **Please visit the [Full-Time/Part-Time Faculty Ratio Dashboard](#) 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.) **Please visit the [WSCH/FTEF Dashboard](#) to access your program specific data**.

i. In the five years dating back to the 2020-2021 academic year, the course completion rate in Communication Studies (CHC) has shown slight fluctuation with 92.0, 87.6, 89.5, 90.1, and most recently 91.7 percent in 2024-2025. These averages have generally aligned with or exceeded the college-wide rates (92.0, 87.6, 89.5, 90.1, and 92.4 percent respectively). The stated goal for transfer courses at the college level is 90.5 percent. The Communication Studies program maintains a target of 91.0 percent for course completion.

Analysis by demographic categories reveals relatively minimal disproportionate impact. By ethnicity, completion rates show strong performance across all groups, with Asian students at 93.54%, White students at 91.41%, Hispanic students at 90.91%, and African American students at 86.23%. While there is a 7.31 percentage point gap between the highest and lowest performing groups, all groups exceed or approach the college average. By gender, female students complete at 90.6% compared to male students at 90.3%, showing essentially no gender-based disparity. Age group analysis shows consistent completion rates across all age categories, with traditional-aged students (19 or younger through 24 years old) maintaining rates between 87.9% and 90.0%.

ii. Over the same five-year period, the course success rate in Communication Studies has experienced more variation with 74.9, 68.9, 70.8, 73.2, and 71.3 percent in 2024-2025. These rates have generally tracked with college-wide success rates (74.9, 68.9, 70.8, 73.2, and 72.9 percent respectively). The college's goal for transfer coursework is established at 73.6 percent, and the Communication Studies program sets a target of 74.0 percent to align with historical performance and drive continuous improvement.

Disaggregated success data reveals more pronounced equity gaps requiring intervention. By ethnicity, significant disparities exist with Asian students succeeding at 78.4%, White students at 75.0%, Hispanic students at 69.4%, and African American students at 63.6%. This 14.8 percentage point gap between Asian and African American students indicates a need for targeted support strategies. The program will implement supplemental instruction sessions, culturally responsive pedagogical practices, and enhanced academic support services specifically designed to address these disparities. Gender analysis shows female students succeeding at 73.1% compared to male students at 70.4%, a modest but noteworthy 2.7 percentage point difference that warrants monitoring.

iii. The FT/PT ratio for the past five academic years has been 14.77, 13.49, 12.71, 12.29, and 12.47 percent respectively in 2024-2025. This ratio has declined significantly over the five-year period and now falls well below the college's ratio of 39.8 percent. The consistently low and declining FT/PT ratio presents challenges for program stability, continuity, and student success.

The heavy reliance on part-time faculty (87.53% of instruction) impacts the program's ability to provide consistent student advising, maintain regular office hours, participate in curriculum development, and engage in program improvement initiatives. This staffing structure particularly affects student success rates, as full-time faculty typically have greater availability for student support, deeper investment in program outcomes, and more consistent presence for relationship building with students. The program recommends prioritizing the hiring of at least one additional full-time faculty member to improve the ratio

to 25%, which would still be below the college average but would provide critical stability for program operations and student support services.

iv. The program's WSCH/FTEF ratio, a measure of instructional efficiency, was 429, 375, 381, 422, and 434 in the most recent year 2024-2025. The state-established goal of 525 presumes 35 students enrolled in every section, which is not feasible for Communication Studies courses that have enrollment caps of 30 due to the participatory and performance-based nature of the discipline's instructional requirements. Given these pedagogical constraints, the theoretical maximum WSCH/FTEF ratio the program could achieve with full enrollment would be approximately 450.

The college has maintained an average WSCH/FTEF ratio of approximately 440 over this period. The Communication Studies program establishes a target of 420 WSCH/FTEF, which represents a realistic and pedagogically sound balance between efficiency and educational quality. This target acknowledges the discipline-specific requirements for smaller class sizes to facilitate public speaking practice, interpersonal communication exercises, and individualized feedback essential to achieving course learning outcomes. The program has shown improvement from the low of 375 in 2021-2022 to the current 434, demonstrating effective enrollment management while maintaining instructional quality.

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, and what plan do you have to address any discrepancies? Include any plan to address discrepancies in the action plan (Q10) – **please visit the Demographics Dashboard 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.). **Please visit the Degrees & Certificates Dashboard 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? Include any plans in the action plan (Q10).

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 or from that in our previous program review. 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 in the gender make up of Communication Studies courses mimics that of the college as a whole, the percentage of women (61.32 percent in 2024-2025) remains is now more then six percent greater than the rest of the college, a trend observed in the past several years.

b. The number of students earning an associate degree in Communication Studies has remained relatively steady during the past five years, with 15 being awarded in 2020-2021, 19 in 2021-2022, 17 in 2022-2023 and 14 is 2023-2024. However, only 9 were awarded in 2024-2025. Most of these degrees are AA-T degrees.

The program did not identify any other quantitative or qualitative measures of program effectiveness in the last program review document.

c. The program has maintained an interest in increasing the number of students majoring in Communication Studies over the past several years. Beginning this year, we have taken a more specific interest in these efforts. As a result, we have enlisted one of our part-time faculty who also is employed as a full-time lecturer at CSUSB to assist in the efforts. In our inital brainstorming, we have identified several different strategies to increase the number of students majoring in Communication Studies. These strategies include a greater social media presence, programming educating students on what they can do with a communication degree as well as participation in University Transfer Events. We have also learned that the downward trend in the number of students earning as an associate degree in communication studies mirrors that seen at four-year universities like CSUSB.

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/opportunities and weaknessses/threats.

Strengths/Opportunities

1. The Communication Studies program has consistently met both the college norm and goal on quantitative effectiveness indicators related to instructional program health. Most notably, course completion (91.5%) and course success (73.6%) rates in Communication Studies courses equaled division and college averages during the past four years. Moreover, while WSCH/FTEF ratios will always be lower in Communication Studies where are class caps required to remain low (30), the ratio over the past two years (370 and 377) has significantly risen as compared to years during the pandemic (307 and 313) and has nearly returned to pre-pandemic levels (387). This is an indication of increased fill rate as well as the 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 high levels of succeeds in those sections.

2. Both full-time faculty share in the common goal of promoting advocacy efforts by our students, colleagues and the public. The program continues to sponsor Day of Advocacy events with many on campus coming to expect to the events at the end of each semester. For the first time in 2025, the program participated in Free Speech Week with an interest in expanding these efforts in the coming years.

3. Equal the program's efforts to promote advocacy are its 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 LGBTQ+ individuals.

4. The Communication Studies curriculum is current, comprehensive and meets the various needs of our students.

5. 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 Communication Association and the Western States Communication Association and have plans to host a 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, continue to be 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. The program has bi-annual meeting among faculty and Rick in meets with part-time faculty regularly to address issues which require or continued professional development.

6. The Communication Studies program completes assessments of student learning outcomes on a regular, consistent basis through the use of standardized assessments created with the assistance of the Office of Research and Planning.

Weaknesses/Threats

1. Results of student learning outcomes assessment indicate lower than average listening skills among our students, yet we have not yet responded in a way the has had a measurable impact on that decline.

2. Despite the fact that the discipline itself is focused on promoting diversity, equity and inclusion and our data demonstrates only minimal disproportionate impact on groups including African Americans and Hispanics, the reality is some faculty are resistant to efforts aimed at reducing the disproportionate impact including the use of early alert and strategies like those proposed as a part of the USC Race and Equity program.

3. Success rates in courses offered partially at a distance (hybrid) are lower than that of synchronous and entirely asynchronous courses.

4. Efforts to curb the trend of declining enrollment, in courses like courses COMM 125, COMM 135, COMM 174 and COMM 178 have been largely unsuccessful to this point. In order to maintain a comprehensive community college communication studies curriculum, these are courses we must offer regularly. A lack of awareness regarding the value of Communication Studies coursework and how our courses can fit into their education plan has resulted in the enrollment in these courses not been particularly strong.

5. While our current part-time faculty are well qualified, still face the threat of a shortage of qualified communication studies instructors in the Inland Empire. This is particularly troublesome as we expect enrollments in Communication Studies coursework, particularly COMM C1000 given the new Cal-GETC requirements.

6. The effect of technology including social media and more recently artificial intelligence has resulted in noticeably changing students attitudes and behaviors. We can now say with some certainty that mediated communication has impacted face-to-face interactions. 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. This has been compounded by the reality that a population of student who rely on AI applications inappropriately may lack the critical thinking skills to effectively navigate the college classroom as well as significant interpersonal relationships. We have long faced the issue having a large population of students who experience speech anxiety. We now encounter a groups of students unwilling to communicate, a reality that we as professionals in our field face have significant difficulty with.

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 empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **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 "change lives...and embrace our community through a learning environment that is transformational."

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 - 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:

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

Priority Rank:

1

Original Start Date:

01/01/2024

Original End Date:

12/31/2025

Revised Start Date:

01/01/2024

Revised End Date:

12/31/2025

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction :

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

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

Status Code:

Work is Completed and Ongoing

Progress Description:

Continue to share with part-time faculty opportunities to intergrate advocacy speech assignments in public speaking course.

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:

Students in each class Rick teaches (COMM C1000, COMM 111, COMM 140 and COMM 174) complete an advocacy speech assignment and have the opportunity to participate in

Day of Advocacy events; Students in Jim's COMM C1000 and COMM 125 classes do the same.

Measurements/Documentation of Progress:

- **1.1.a3 - Investigate strategies increasing viewpoint diversity into communication studies course content.**

Investigate strategies increasing viewpoint diversity by incoprorating Perspectives content into the COMMST 100 course.

Start Date:

01/01/2024

End Date:

08/01/2026

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **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

Status Code:

Work is Completed and Ongoing

Progress Description:

The program participated in ther 2025 Free Speech Week, partnering with the Library for a free speech display and hosting a free speech event on October 21, 2025

Measurements/Documentation of Progress:

- o **1.2 - Objective - Maintain involvement in the selection and rehearsal of the student selected to deliver the student commencement speech.**

Priority Rank:

4

Original Start Date:

01/01/2024

Original End Date:

12/31/2025

Revised Start Date:

01/01/2024

Revised End Date:

12/31/2025

Responsible Person:

Jimmy Urbanovich/RickHogrefe

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

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

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **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 AAT degrees to 20.**

Priority Rank:

3

Original Start Date:

01/01/2024

Original End Date:

12/31/2025

Revised Start Date:

01/01/2024

Revised End Date:

12/31/2025

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction :

1. Increase Student Enrollment

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Working with interested part-time faculty for programming directed toward sharing information with students regarding the value of degree in communication studies including panel discussion and a greater social media presence

   o   **2.2 - Objective - Facilitate and support professional development opportunities for all faculty.**

Priority Rank:

2

Original Start Date:

01/01/2024

Original End Date:

12/31/2025

Revised Start Date:

01/01/2024

Revised End Date:

12/31/2025

Responsible Person:

Rick Hogrefe/Jimmy Urbanovich

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

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)

Funded:

No

Funding Source:

LAAS Division Budget

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

Status Code:

Work is Completed and Ongoing

Progress Description:

In his work as faculty chair, Rick is working to faciliate more frequesnt and regular interaction with all part-time faculty; the majority of part-time faculty participate in the program's annual assessment meeting in March; this part March, the program worked to create a Canvas shell to facilitate the sharing of information among part-time faculy.

Measurements/Documentation of Progress:

- **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

Status Code:

Work is Underway

Progress Description:

Measurements/Documentation of Progress:

- **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

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Program would like to follow through with planning the reunion of former part-time instructors in Spring 2026

Measurements/Documentation of Progress:

- o **2.3 - 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:

5

Original Start Date:

01/01/2024

Original End Date:

12/31/2025

Revised Start Date:

01/01/2024

Revised End Date:

12/31/2025

Responsible Person:

Rick Hogrefe

Strategic Direction :

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type:

Division

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- ▪ **2.3.a1 - Gather information and examination copies of texts.**

Disseminate details regaring OER resources for the COMMST 100 and COMMST 111 course.

Start Date:

01/01/2024

End Date:

12/31/2025

Responsible Person:

Rick Hogrefe

Status Code:

Work is Completed and Ongoing

Progress Description:

Rick has shared information regarding new OER materials in the discipline with part-time faculty relying primarily on information available from ASCCC (https://asccc-oeri.org/)

Measurements/Documentation of Progress:

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

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

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 - 1. Increase Student Enrollment**

Priority Rank:

1

Objectives:

- **1.1 - 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 AAT degrees to 20.**

Priority Rank:

1

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe

Strategic Direction (Goal):

1. Increase Student Enrollment

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **1.1.a1 - Recruit part-time faculty to participate in this effort**

Survey part-time faculty regarding their interest and availability in participating in these efforts.

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe

> ▪ **1.1.a2 - Plan and execute programs related to recruitment efforts**

Programs might include panel discussions regarding "What can I do with a communication major?' increased social media presence, intramural speech competitions, brown bag conversations with faculty regarding issues in the field, sponsoring a larger speaking event, etc.

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe/Part-Time Faculty

> ○ **1.2 - Objective - Demonstrate need, recruit and hire a third full-time faculty member in the discipline of Communication Studies**

Priority Rank:

4

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe

Strategic Direction (Goal):

1. Increase Student Enrollment

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **1.2.r1 - FTE for third full time faculty member in the discipline**

Description

Rationale

With the increased enrollment in the C1000 course, due in large part to the new Cal-GETC requirement which requires each student to complete the course, a part-time faculty are teaching the maximum allowable load. Further growth will require hiring additional part-time faculty which will result in a FT/PT ratio growing to be one of the most critical in the college.

Resource Type:

One-time

Expenditure Category:

Contract Classroom Inst. (1100)

First Year Cost/Savings:

$77,000.00/$0.00

Second Year Cost/Savings:

$80,000.00/$0.00

Third Year Cost/Savings:

$83,000.00/$0.00

- **2 - Goal - 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community**

Priority Rank:

3

Objectives:

- - **2.1 - Objective - 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:

3

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe/Jim Urbanovich

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Site

Institutional Learning Outcome:

6. Ethics and Values

Resource Requests:

- **2.1.r1 - Microphone with three-prong XRL cable**

Description

Micrphone to use at department Day of Advocacy and other events

Rationale

Current microphone is cracked and needs replacement

Resource Type:

One-time

Expenditure Category:

Instructional Supplies (4300)

First Year Cost/Savings:

$100.00/$0.00

Actions/Activities:

- **2.1.a1 - Maintain and grow student advocacy and dialectical opportunities, including Days of Advocacy.**

Finalize schedule for Days of Advocacy and add to the campus calendar as needed, encouraging greater part-faculty participation

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe/Jim Urbanovich

- **2.1.a2 - Participate In National Free Speech Week**

Continue and expand participation in the National Free Speech Week taking place in the month of October each calendar year.

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe

- **2.1.a3 - Investigate strategies increasing viewpoint diversity into communication studies course content.**

Investigate strategies increasing viewpoint diversity by incoprorating Perspectives content into the COMMST 100 course.

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Jim Urbanovich

- **3 - Goal - 3. Increase Student Success and Equity**

Priority Rank:

2

Objectives:

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

Priority Rank:

2

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe/Jim Urbanovich

Strategic Direction (Goal):

3. Increase Student Success and Equity

Impact Type:

Department

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **3.1.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:

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

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

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe

> - **3.1.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:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe/Jim Urbanovich

> - **3.1.a3 - Plan and host the Southern California Communication Studies Educators Forum**

Plan a forum event in early May. The theme will be 'Reunion' and invitation are first going out to instructors elsewhere who once taught at Crafton.

Start Date:

01/20/2026

End Date:

05/08/2026

Responsible Person:

Rick Hogrefe/Jim Urbanovich

> - **3.1.a4 - Investigate and impliment strategies to improve listening skills into communication studies course content.**

Investigate and impliment strategies to improve listening skills into communication studies course content.

Start Date:

01/20/2026

End Date:

05/21/2027

Responsible Person:

Rick Hogrefe/Jim Urbanovich

- o **3.2 - Objective - Maintain involvement in the selection and rehearsal of the student selected to deliver the student commencement speech.**

Priority Rank:

5

Start Date:

01/19/2026

End Date:

05/15/2026

Responsible Person:

Jim Urbanovich

Strategic Direction (Goal):

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

2. Written and Oral Communication

Actions/Activities:

- ▪ **3.2.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:

01/20/2026

End Date:

05/15/2026

Responsible Person:

Jim Urbanovich

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.

- COMMST Scheduling Matrix.xlsx