

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

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

The Communication Studies Department is one of nine departments in the Social Sciences (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). The Communication Studies (COMM) Department offers two degrees: AA or AA-T. Both degrees have the same core and selective requirements:

CORE REQUIREMENTS: 9 UNITS

Public Speaking (3 Credits in COMM 110)

Intercultural Communication (3 Credits in COMM 150)

Introduction to Communication Studies (3 Credits in COMM 180)

SELECTIVE REQUIREMENTS: 9 UNITS

Selective Units: Group A: 6 Units

6 Credits in COMM 127 or 130 or 140

Selective Units: Group B: 3 Units

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

The COMM department offers all six courses within one academic year, with three of those courses being offered in the summer (two core, one selective): COMM 110, COMM 130 and COMM 150. The three other courses, COMM 127, COMM 140 and COMM 180 are offered once a year, with COMM 127 typically offered in the Fall and two others every Spring. And honors dual-CRN option of COMM 110 is offered both Fall and Spring in which 8-12 students participate in per semester, making it the highest enrolled honors dual-CRN course at Cañada. The consistent course offerings allow students to complete the Communication Studies degree requirements within one academic year. As of Spring 2014, COMM 150 has been offered face-to-face and fully online throughout the academic year, including summer session, and is the only online non-oral communication course offered in the district. In the Spring of 2014, Cañada was 1 of 3 campus approved to participate in a state-wide pilot program with the CSU Chancellor's Office in determining which courses at California Community Colleges may be applied to Area 1 (Oral Communication) of the GE Breadth transfer curriculum fully online. Starting Fall 2014, Cañada offered the first and only Public Speaking (COMM 110) course in the state fully online (the two other campuses approved offer COMM 130 & 140).

A long-term goal of the department is to offer all degree related courses within one semester. Given that the department was only offering two course options in Fall 2011 and now we have six, the department is clearly growing at an exciting pace.

One of the strengths of the Communication Studies department is its strong enrollment numbers. The program's census headcount has steadily increased from Fall 2011 to Spring 2015. In the 2011/12 academic year the headcount was 621 and in 2014/15 it is was 968, a 56 percent increase over four academic years. There was also an increase of 12 additional sections being offered in the department over the same period of time. Additionally, the total number of full time equivalent students enrolled at first census (or FTES) has increased from 63.38 in 2011/12 to 97.67 in 2014/15, a 54 percent increase. As for load, all COMM courses have an enrollment cap of 35 students. Therefore, the maximum load for the COMM department is 525. Since 2011, the department load was high, exceeding 500 with the exception of the 2013/14 academic year, which was at 493.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

COMMUNICATION STUDIES DEPARTMENT

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

CAÑADA COLLEGE'S SOCIAL SCIENCES

The Communication

Studies Department is one of 9 departments in the Social Sciences. Below you will find the mission, vision and values of the program.

Mission:

The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

- Nurturing new generations of social scientists;
- Fostering innovative research;
- Mobilizing necessary knowledge on important public issues.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2 Articulation

Search Standards By User

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Response Types: All Responses Types

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

Does not apply as the COMM department is directly influenced by transfer agreements with 4-year institutions.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Response Detail

No Response Information to Display

Narrative

The field of Communication Studies is directly impacted by the job market. For the past several years, employers state more than ever that they want applicants with strong interpersonal and public speaking skills, yet feel graduates too often come unprepared in these areas. Currently, only the CSUs require oral communication as part of their transfer curriculum, whereas the UCs do not. There are also many private and out-of-state institutions that do not require oral communication. With the high demand on strong oral communication skills both publicly and personally, Cañada's Communication Studies department continues to focus on these two areas; they are actually the most commonly offered courses in the department. Community needs, employment needs, licensing or accreditation does not apply.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

The Communication Studies Department is one of nine departments in the Social Sciences (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). The Communication Studies (COMM) Department offers two degrees: AA or AA-T. Both degrees have the same core and selective requirements:

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Please see the general course cycle offered by year below.

Year 1 Year 2

Fall Semester:

COMM 110 w/honors (f2f & online)

COMM 127

COMM 130

COMM 150 (f2f & online)

Fall Semester:

COMM 110 w/honors (f2f & online)

COMM 127

COMM 130

COMM 150 (f2f & online)

Spring Semester:

COMM 110 w/honors (f2f & online)

COMM 130

COMM 140

COMM 150 (f2f & online)

COMM 180

Spring Semester:

COMM 110 w/honors (f2f & online)

COMM 130

COMM 140

COMM 150 (f2f & online)

COMM 180

Summer:

COMM 110

COMM 130

COMM 150 (online only)

Summer:

COMM 110

COMM 130

COMM 150 (online only)

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Suggested Follow Ups

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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

Two relevant questions/comments were posited in the last program review cycle. Both are addressed below.

The COMM department requested iPads to use as feedback and instructional tools, especially in the oral communication courses. For example, 4 of the 6 courses offered in the department are oral communication courses, meaning that students will need access to presentation technology in the room, including the professor's computer. This leaves the professor unable to provide feedback electronically, which can slow down the grading/feedback process. Additionally, iPads can also be used in lieu of a laptop, which can improve in-class presentations and pedagogical approaches. The reviewers agreed with the justification for iPads in the prior program review although the purchase was not approved. The reviewers also agreed that the iPads would be a great resource for the Social Sciences Hub. A request for iPads will be made again in this year's program review. The reviewers agreed with the justification for assistance in departmental data analysis with regard to SLO assessment. They also asked how many faculty were actually using one specific testing tool discussed in the program review. Specific to the COMM department, over the past 5 years, we have requested assistance in analyzing the data from the PRCA-24 pre-and post-tests. Most faculty in the department participated in the tests, but the data has yet to be analyzed, and because of this, it is no longer used.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The text in black font reflect the action plan comments from the last program review cycle. All progress is noted in green font.

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

Currently all SLOs for each of the six COMM courses have been assessed each semester that they have been offered. Because COMM 127, COMM 140 and COMM 180 are only offered once a year, the assessment results reflects this. And, since it has only been a few years since we have offered all six courses consistently (prior to Fall 2011 we only offered two courses: COMM 110 and COMM 130), we are now just to the point in which all of the courses can be assessed within the required 4 year cycle.

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

Because the department has several years of results from the PRCA-24 pre-and post-tests that were never analyzed, the department decided to stop administering the test. Instead, for oral presentations, the department uses a general analytic rubric. The rubric follows The National Communication Association's oral communication standards and was tested for validity and reliability.

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

As stated above, the rubric is now used as a primary general assessment tool for the COMM department.

One course will be taught online in Spring 2014 and two courses were approved as hybrid options, Public Speaking and Interpersonal Communication. Further examination of distance education courses in Communication Studies is needed. We now offer two fully online courses: Public Speaking (COMM 110) and Intercultural Communication (COMM 150). COMM 110, an oral communication course, is part of a 3-year pilot program through the CSU Chancellor's Office examining if Area 1 of the GE transfer curriculum can be offered fully online. COMM 150 does not satisfy the oral communication requirement and therefore can be offered fully online without issue.

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

The Social Science Program encourages each of the nine departments to align the course-level SLOs with the three SS PLOs. The COMM has done this and will continue to do so.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

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Response Detail

No Response Information to Display

Narrative

Several years ago the COMM department requested to purchase two lecterns for the classrooms most used by COMM faculty. The lecterns allow students the option to speak in a more professional space. Additionally, students are able to use the lecterns to assist in more effective delivery by emphasizing use of equipment, placement and use of note cards, and overall body movement. No measurable impacts were recorded.

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

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

Not applicable.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

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8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

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Response Types: All Responses Types

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

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Response Types: All Responses Types

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Please see the attached TracDat Report for the assessment plans, results and action plans by course. In the results section of the TracDat report, you will find that all six courses were assessed and met the minimum criterion. Coordinator by the full-time faculty member with all of the adjunct faculty teaching in the COMM department occurs at the end of every semester requesting SLO results from all of the courses taught. Because COMM 127, COMM 140, COMM 180 are only offered once a year, they are not assessed as frequently as the other courses and therefore have less results entries; however, all of the SLOs are assessed

within the required 4-year cycle.

In order to have a better idea of the course-level SLOs and examples of assessment tools used, please see the table below (Note: some of the SLOs were updated/improved during the last course modification process which are not reflected in the table below).

Course SLOs Assessment Tools

COMM 110 Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines

Analyze the role of the audience, both from

a speaker's perspective and from the audience perspective, engaging in critical and analytical listening.

Develop greater confidence to effectively present extemporaneous speeches that incorporate both

verbal and nonverbal elements of delivery. General analytic rubric specific to assessing learning in oral communication courses

Self-evaluation/self-assessment

3. Speaking outline/plan

COMM 127 1. Create and compose argumentative texts and/or oral presentations.

2. Distinguish between factual statements and inferential reasoning in texts and oral rhetoric

3. Evaluate the validity and soundness of arguments.

4. Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations. General analytic rubric specific to assessing learning in oral communication courses

2. Debate outline/speaking plan

3. Debate outline/speaking plan; research paper; exams

4. Debate critiques/analysis

COMM 130 Describe the field of communication and explain

the theories, models, and concepts particular to the study of interpersonal communication

Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in the interpersonal relations.

Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication as well as for their fellow students. Chapter presentations; other forms of presentation (all presentations include a speech plan/outline); exams; essays

Self-concept presentation and speech plan/outline with reflection

Conflict resolution paper (e.g., identify problem, describe stage of the relationship, define level of self-disclosure, and action plan to improve conflict);

COMM 140 Identify and explain theories of group communication within the larger spectrum of communication studies.

Demonstrate understanding of group roles and processes

Compare different approaches to group tasks and evaluate the effectiveness of different approaches for different tasks and goals.

Collaborate effectively with peers to organize and prepare a group project Group presentation; portfolio

Group presentation; portfolio; exam; essay

Reflection paper; group presentation; portfolio

Group presentation; portfolio

COMM 150 Identify and apply terminology, concepts and theoretical constructs of intercultural communication to a variety of intercultural contexts

Identify major US and non-US cultural patterns that influence human communication and analyze prominent intercultural value theory.

Explain how context influences communication and distinguish the difference between high-context and low-context

orientations toward communication. Bibliographic research paper; exam; reflection paper; communication journal review paper

Essay (e.g., Film analysis; Cultural Research Paper);

Research paper; exam

COMM 180 Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts.

Define fundamental characteristics of communication through the transactional model of communication

Describe the perception process and common influences that alter interpretation of a message. Describe the characteristics of verbal and nonverbal messages. Presentations with speech plans/outlines; research paper; portfolio (see rubrics)

Presentations with speech plans/outlines; class participation

Essay papers; portfolio

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Over the years, many conversations have occurred in the COMM department regarding the assessment of student learning in classroom. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

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5 Looking Ahead

11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

Currently, the COMM department has strong enrollment with a breadth of course offerings, which includes several online courses one being an oral communication course made available due to the participation of the CSU online pilot program. Therefore, there were no proposed areas of improvement identified in the Program Review. However, there are a few requests that could further improve the program: (1) access to student emails who are designed COMM majors and (2) the purpose if iPads. Other than faculty initiated contact with students in their classes, there is no communication from the department as a whole with COMM majors. It is proposed that an email is generated at the start of each semester in order to improve contact with students. Further discussion on the need for iPads will be discussed in the strategic action plan area of the program review. It was also noted in past program views that need for online teaching training. Due to scheduling conflicts and the nature of the training (teaching online), fully online training is requested opposed to a combination of face-to-face and online meetings.

Suggested Follow Ups

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12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

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