Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Communication Studies

Program Code: 1506 - COMMUNICATION STUDIES

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
Communication Studies serves to support the College Mission of a learning-centered curricula as our courses of study support the general education and transfer functions of our college mission, as well as the occupational (CTE) function of our college mission. Communication Studies is a primary discipline of study that is required in completing a Associates Degree, and is integral to the CSU general education requirements for transfer to CSU. Communication Studies is one of the first disciplines to study to offer a TMC program of study which leads to more flexibility in a student's completion of an AA Transfer degree while offering guaranteed admission to a CSU campus. In addition, many of our courses meet CSU general education requirements, as well as IGETC transfer requirements to the UC campuses. The Communication Studies AA degree requirements offer a wide variety of courses that serve to make an Associates Degree in this discipline of study a meaningful and applicable terminal degree. Communication Studies courses of study are required or recommended courses of study in at least 30 other academic majors or CTE certificates of study at our college. Clearly, the courses of study Communication Studies offers support our College Mission, and promote student learning that is required by our transfer function,
our Associate degree, and by future employers who state that communication skills are pre-requisite to employment or advancement in employment. Communication Studies evaluates program effectiveness via enrollment, retention, and successful completion data, as well as our program level and course level SLO’s. We also utilize student evaluations and comments as a form of qualitative evaluation. It is noteworthy that many of our students have gone on to receive advanced degrees in this and other fields of study, some of whom currently teach for us at Chaffey.

**Review Team Response**
Communication Studies is to be commended for a well run program that supports the college mission. The program is also to be commended for evaluating the program in an effective process using enrollment, retention and successful completion data as well as following the progress of some students after transfer.

**PROGRAM DATA**

**Enrollment**

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2788</td>
<td>2738</td>
<td>2801</td>
</tr>
<tr>
<td>Day</td>
<td>1905</td>
<td>1875</td>
<td>2035</td>
</tr>
<tr>
<td>Evening</td>
<td>854</td>
<td>840</td>
<td>748</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

The data reflects a program of study that is healthy, stable, and efficient. While enrollment has decreased 1.79% when compared to data from 2008-2009 and data from 2009-2010, this is indicative of the 10+% reduction in sections offered due to budget reductions. The fact that Communication Studies decrease in enrollment is only
1.79%, despite a 10+% reduction in sections offered is testament to the faculty being willing to stretch enrollment beyond the class limit, while still maintaining pedagogical integrity and academic rigor. However, it must be noted that this “stretching” has met its limits. Communication Studies will not "stretch" the pedagogical integrity and academic rigor any further. 10% reduction in sections with only 1.79% decrease in enrollment is statistically significant, and, again, reflects a program that is vital, healthy, stable, and efficient. Enrollment by ethnicity and biological sex seems to be consistent with college demographics, but we have no data upon which to base this assessment with accuracy. We would like to increase the enrollment of African American students and male students. We will address this in our VIP.
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>1.3%</td>
<td>-0.19%</td>
</tr>
<tr>
<td>Day</td>
<td>2.45%</td>
<td>-0.85%</td>
</tr>
<tr>
<td>Evening</td>
<td>-0.88%</td>
<td>0.95%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>-10.04%</td>
<td>15.79%</td>
</tr>
</tbody>
</table>

Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Again, the data clearly indicates a very strong retention rate for this program of study: averaging about 89%, which spans all ethnicity/biological sex demographics. This data reflects a small increase in retention rates, though evening rates have decreased minimally. The significant decrease in Arranged enrollment and retention rates is directly related to the unfortunate administrative withdrawal of support for and ultimate elimination of the Forensics program. Faculty work very hard to create an environment of trust and inclusion in our classes which contributes to the retention rates, as well as our involvement in professional development activities aimed at reaching out to non-traditional students. In addition, several faculty participate in the Early Alert program which has proven to
improve both retention and success rates. We do note that African American students have a slightly, though not significantly, lower retention rate.

**Success**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census</td>
<td>2.22%</td>
<td>0.04%</td>
</tr>
<tr>
<td>Day</td>
<td>3.59%</td>
<td>-1.83%</td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>92.00</td>
<td>72.73</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Again, the data indicates an overall increase in success rate for Communication Studies students. The statistical decrease in terms of evening students is negligible, and the decrease in arranged students is, again, explained by the elimination of the Forensics program, which won major awards during its brief existence, but sadly was eliminated. We do recognize two major statistical data: 1) in terms of enrollment, females are 50% more than males, though retention and success rates are equal in nature, and 2) African-American success rates are statistically lower than other ethnicity demographic data. We intend to address these data in our VIP. However, it must also be noted that this statistical difference may be due to the lower number of African-American students taking courses of study in Communication Studies: a lower number of students may skew the percentage number.

Review Team Response
The Communication Studies program is to be commended for the high retention and success rates. The Communication Studies program actively works to maintain the success and retention level through Early Alert, atmosphere of inclusion and trust, and faculty involvement in professional development activities. Congratulations.
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Yes, this is what we would expect, and is no surprise to us. While the move from 2 degrees to 0 degrees may seem significant, it is, in fact not. The role of the Communication Studies program is not so much to promote AA degrees of study, but rather to support the College Mission of transfer to 4 year institutions, support CTE certificate and degree programs of study, and to promote life long learning. This question is further muddied by the definition of an AA degree in Communication Studies as defined by the Statewide Academic Senate. Communication Studies is generally lumped together, in the four year institutions and in Community Colleges, with Broadcasting, Media Studies, Journalism, Marketing, and Public Relations. Therefore, it is quite impossible to determine how many students in Communication Studies have actually graduated with a degree in this program of study. However, this program of study is designed to serve the transfer and CTE support function of the College Mission, while offering students a meaningful AA degree in Communication Studies, should students choose to make the AA their terminal degree.

Review Team Response
The Communication Studies program is to be commended for a thoughtful response and a clarification that the Communication Studies program is primarily focused on the success of all students.

STUDENT LEARNING OUTCOMES
Demonstrate the ability to think critically through problem solving and decision making.

Conceive, develop and deliver a focused, cogent and clear oral presentation.

Discuss the transactional and transformative nature of human communication

Discuss how the number, type, depth, and breadth of the courses support program SLO’s.
As ComStd defined program as its four core courses of study (ComStd 2,4,6,8), all three of the program SLO’s are directly related to the knowledge, skills, and abilities expected of students completing one of these courses. In
addition, all other courses in ComStd (ComStd 12, 14, 72, 74, 76, 78) integrate and support these program SLO’s to varying degrees of Introduction, Practice, and/or Master. Please see data below. SLO #1 SLO #2 SLO #3 ComStd 2 IP IP I ComStd 4 IP I IP ComStd 6 IP I I ComStd 8 IP IP IP ComStd 12 IP I I ComStd 14 IP IP ComStd 72 IPM IP ComStd 74 IP I I ComStd 76 IP I I ComStd 78 I I I

Discuss how courses in the program articulate with or complement each other.
ComStd courses of study are not sequenced. In addition, a wide variety of students take ComStd courses due to their being so integrated in AA and CSU GE transfer requirements. For example, a student may enroll in ComStd 74, and may not take any other ComStd courses. Therefore, we have embedded all 3 program level SLO’s in all but 2 courses, which have embedded 2 of the SLO’s. As noted above, the elective courses in the program support the program level SLO’s embedded in the four core courses of the program of study with Practice in SLO#1 in 9 of the 10 courses of study, Practice in SLO#2 in 4 of the 10 courses, and Practice in SLO#3 in 2 of the 10 courses. Mastery is expected in SLO#1 in ComStd 72, which has critical thinking as its focus.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
A review of our Course Impact data indicates that ComStd courses are an integral part of 16 different programs of study at Chaffey, both academic and CTE in nature, with a total of 30+ different degrees and/or certificates. All ComStd courses are integrated within the Associate Degree GE requirements in the following areas: Communication and Analytical Thinking (ComStd 2, 4, 6, 8, 72), C1 Arts (ComStd 14), D2 Behavioral Sciences (ComStd 12, 74, 76, 78). All ComStd courses are integrated with CSU GE requirements in the following areas: A1 Oral Communication (ComStd 2, 4, 6, 8), A3 Critical Thinking (ComStd 72), C1 Arts (ComStd 14), Social Sciences (ComStd 12, 74, 76, 78). 5 of the 10 ComStd courses of study are a part of IGETC: Area1C Oral Communication (ComStd 2, 6, 8), Area 4 (ComStd 12, 74).

How and when has your department assessed Program SLO’s and how have you responded to the results?
Because ComStd was one of the first programs to engage in the process of developing SLO’s, this has been a staple topic of discussion at every one of our monthly department meetings since 2007. All three of the program SLO’s have been assessed at least once and two have been assessed twice: SLO#2 and SLO#3. This assessment process began in Fall 2008, has proceeded through Spring 2010, and is ongoing. The goal of each of these assessments was to pilot test the clarity of each SLO and the efficacy of the assessment instrument for each SLO. The data from these pilot assessment projects was discussed in detail by the entire faculty (including adjunct faculty at our annual faculty retreat), and changes were made to either the SLO or to the assessment instrument in order to ensure we were measuring that which we were intending to measure. See next section for further explanation. The department faculty has already begun to assess course level SLO’s: ComStd 2 in Spring 2010, ComStd 4 in Fall 2010 and ComStd 6 in Spring 2011. Our assessment process is ongoing and systematic. As we are instituting course level assessments, we plan to institute another round of program level assessments in the fall of 2011. We are keeping this process manageable by only tackling 2-4 SLO assessments (program or course) per academic year. As ComStd has 3 program SLO’s, and 28 course level SLO’s (10 course with 2-3 SLO’s each), this will take some time. This is an extremely time and labor consuming process. We plan to institute another round of program level SLO assessments in Fall 2012. Improvement has already taken place in terms of evaluating the
assessment instruments (see next section) and will continue to be a focus of our work as we refine each assessment instrument to more accurately measure that which we seek to measure.

What program or course changes have been made based on the result of the assessed outcome?
ComStd has made considerable progress in “closing the loop” by changing or improving our SLO assessment process based upon the data collected. We have changed the wording of the criteria in two of our program level SLO assessment instruments to ensure that all faculty better understand that which is being measured/assessed. By changing the wording of these assessment tools, we have ensured that pedagogy is better matched to assessment language. We have re-evaluated and changed the window of time during which assessment takes place to ensure a more accurate assessment. After lengthy discussion, we decided to delete the 3rd program level SLO related to the transactional and transformational nature of communication, because different teachers emphasize this philosophical question in varying ways, and it is thus too difficult to measure accurately. In Fall 2009, we replaced this original program SLO with a new SLO: "Students will select and employ appropriate and effective communication skills". As we work our way through our next round of program level and course level SLO assessment processes, we will make further changes, and continue to 'close the loop” both in the area of program level SLO's and the area of course level SLO's.

Review Team Response
Overall Program Level Implementation of SLOs is Proficiency. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMSTD 4 Fundamentals of Interpersonal Communication - Active</td>
<td>05/13/2009</td>
</tr>
<tr>
<td>COMSTD 2 Fundamentals of Effective Speaking - Active</td>
<td>03/31/2010</td>
</tr>
<tr>
<td>COMSTD 6 Fundamentals of Small Group Communication - Active</td>
<td>04/14/2010</td>
</tr>
<tr>
<td>COMSTD 72 Logic and Argumentation - Active</td>
<td>02/03/2010</td>
</tr>
<tr>
<td>COMSTD 12 Mass Communication and Society - Active</td>
<td>11/10/2010</td>
</tr>
<tr>
<td>COMSTD 8 Fundamentals of Speech Communication - Active</td>
<td>10/16/2009</td>
</tr>
<tr>
<td>COMSTD 76 Gender and Communication - Active</td>
<td>10/16/2009</td>
</tr>
</tbody>
</table>
Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
All Communication Studies curriculum COR's have been updated within the last 22 months. We have no immediate plans to do further updates, though we shall surely do so before the next Accreditation process in 5 years.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Needs Assessment
Demographic Trends
Develop New Courses/Programs
Other

Briefly explain:
In response to demographic trends and informal needs assessments, we developed ComStd 78, Family Communication. This class is offered in both a traditional FTF format as well as a Distance Ed format. In addition, in response to a request by the Chino Institute for Women (CIW) program, we are in the process of developing curriculum to meet the specific hybrid demands of this program, so CIW students can complete an AA in Communication Studies. Most recently, in response to the administration's request for Accelerated Learning courses, we are participating in this new program of 6-8 week courses. We are actively contributing to the development of this pilot program.

Review Team Response
Communication Studies Program is to be commended for its ability to recognize and its flexibility in meeting the emerging needs demonstrated by changing demographic trends, CIW program, DE courses, and the Accelerated Learning courses. Communication Studies program is to be commended for having all COR's up-to-date.

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?
Describe staff functions and services (these can include diversity, specialties, staff preparation and
How does your program evaluate its effectiveness?

Review Team Response

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
</table>
Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Increase African American and male enrollment and success rates by 10% by 2014.

To which planning direction does this goal apply?
Excellence in teaching and learning
CTE pathway development
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Research strategies to increase enrollment and success rates for these student populations, and work with counselors and other appropriate (ie A Man A Woman and others) programs to develop strategies to achieve both the enrollment and success rate goals.
Document research, collaboration with other campus programs, and the development of 2-3 strategies to achieve the enrollment and success rate goal.

Year 2 Steps to Success (activities) and VIP Assessment:
Implement the strategies developed in year one.
Document the implementation of these strategies, collect data, and assess the effectiveness of these strategies in achieving the enrollment and success rate goal.

Year Three Goal:
Expand Communication Studies course offerings in Distance Education by developing 1-2 new DE courses of study from our existing courses of study: ComStd 12 and, perhaps, one other course.
To which planning direction does this goal apply?
Flexible and continuous student support
CTE pathway development
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Research other community college DE courses and curriculum to determine which ComStd courses are best suited for the DE, online educational experience.
Year 1 research has been completed and documented to determine which ComStd courses of study might be best suited to the DE format.

Year 2 Steps to Success (activities) and VIP Assessment:
Develop online DE curriculum for the 1-2 courses selected from the year 1 research, and have ready to implement in 2014.
Curriculum COR's for the 1-2 courses selected based on Year 1 research has been completed, and those COR's have been presented to the Curriculum Committee for approval, and, ideally, have them approved for implementation in Fall 2014.

Year Three Goal:
Completely renovate the learning environment in the West Wing of the Theatre complex. The classrooms and other facilities in the West Wing (and the East Wing) have been woefully ignored in the process of constructing new buildings and renovating old buildings on the Rancho Campus. As a result, the learning environment in these wings is both an embarrassment to the college and a health hazard to students and staff. This renovation needs to include replacing and upgrading the HVAC ducting system, connecting this system to the main Power Plant computer system, as well as replacement and updating of existing ceilings, lighting fixtures, window coverings, carpet, and paint. While we recognize that these learning environment changes involve programs other than ComStd alone, and that this may or may not be the forum to state these goals, we believe this goal must be voiced loudly, as this goal relates directly to the quality of our students' learning environment.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Work in concert with Interim VP of Administrative Services, Cid Pineda, and Interim Dean of VPCA, Michael Dinielli, to garner funding for renovation project from Measure L funds, and develop a Renovation Plan for submission to DSA.
Support for the renovation project has been demonstrated by VP Pineda and Dean Dinielli in that a specific Renovation Plan has been developed for submission to DSA, and funds have been allocated from Measure L to finance completion of the project.

Year 2 Steps to Success (activities) and VIP Assessment:
Renovation Plan is approved by DSA, and work begins on Renovation Project (with a clear finish date) to significantly improve the learning environment in the West and East Wings of the Theatre complex.
Renovation Project has been approved by DSA. Project manager and construction company has been hired to complete project. Specific dates for beginning of project and completion of project have been set, and work on Renovation Project has begun.
**Review Team Response**

Goals are clearly stated but the goals do not always contain the three requested parts: what, how and why. In some cases, the missing parts are self-explanatory. The yearly activities are clearly stated and achievable. The Assessments are clearly stated and will summarize the activities that have been done. Communication Studies program is to be commended for its thoughtful planning for the future.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last 12 months, C. Navarro has participated in 10 workshops directly related to student learning</td>
<td>Recently enrolled in a PhD Program of study in Education</td>
<td>Western Regional Honors Conference and Honors Transfer Council</td>
<td></td>
</tr>
<tr>
<td>J. Alvarez has participated in numerous flex day activities</td>
<td>Enrolled in a Phd Program of Study that focuses on teaching/learning strategies, and research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Rose has participated in, developed, or led 10 flex workshops</td>
<td>In addition, Prof. Rose has directed the Faculty Success Center curriculum for all faculty for 2 yrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Pratt has participated in numerous flex workshops.</td>
<td>And, has led numerous flex day workshops directly related to student learning and new pedagogies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Preble has participated in 8 flex activities and workshops</td>
<td>A presenter and/or respondent for Western States Comm Assn and the Northwest Comm Assn convention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?**

All of these professional development activities on the part of this faculty constitute a commitment to the art of teaching and the promotion of student learning. We, collectively, have learned and been able to apply that which we have learned into our classes much in terms of: learning styles, classroom management, adapting to students of varying backgrounds and academic preparation, new learning technology, new pedagogy, new theory development, and new research. We all have utilized this information and/or skills in a variety of ways with our students, which has helped us to help our students to learn more, and more deeply.

**Discuss departmental engagement on campus in connection to student learning.**
<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. Preble has served on the CTA Rep Council</td>
<td>PSR, Early Alert, Green Environmental Movement, Alternative Energy, Recycling Committees</td>
<td>Tri-Chair of Accreditation Committee</td>
</tr>
<tr>
<td></td>
<td>J. Alvarez has served on the SLO, the Accreditation, Accelerated Learning, Puente Program Committees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Navarro has served on the Honors Program, Phi Theta kappa, and Ethic Across the Curriculum Commit</td>
<td>Hispanic Faculty and Staff Association</td>
</tr>
<tr>
<td>L. Pratt has served on the Faculty Senate</td>
<td>Curriculum Committee, Chino Academic Planning Committees</td>
<td>Student Activities Faculty Advisory Committee</td>
</tr>
<tr>
<td></td>
<td>E. Rose has served on the Professional Development, the Honors, the Faculty Center Advisory Committee</td>
<td>As well as the Title V, and the Enrollment and Success Mgmt Committee</td>
</tr>
</tbody>
</table>

**How does your program benefit from your campus engagement?**
Our program does not benefit from our campus engagement. Our students benefit from our campus engagement. In fact, our engagement with campus life and academic life/rigor is relatively ignored by the institution. Our classrooms continue to be ignored in the process of renovation or new buildings with regard to Measure L. We can not find or discover any way in which our program of student learning has benefitted from our campus engagement.

**Teaching/Years of Service**

<table>
<thead>
<tr>
<th>Communication Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

**Given the data how has your program been impacted?**
What data to which do you refer here? How does years of service relate to the measure that you seek to assess?

**Does your program anticipate retirements within the next 3 years?**
Yes, one member of the full-time, tenured faculty does anticipate retiring in the next 3 years.

**Review Team Response**
Communication Studies Program is to be commended for the active involvement in professional development that will result in benefits to students. All members of the department are involved in professional development and college participation. The need for facility improvement is noted. The readers would recommend a wider, national perhaps, involvement in conferences. The readers also note the difficulty in answering the question concerning years of service and its impact.
PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
No

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
N/A

Hiring Criteria:
Year 2:
N/A

Hiring Criteria:
Year 3:
N/A

Hiring Criteria:

STAFF
Year 1
N/A

Year 2
N/A

Year 3
N/A

EQUIPMENT
Year 1
N/A

Year 2
N/A
Year 3
N/A

TECHNOLOGY

Year 1
N/A

Year 2
N/A

Year 3
N/A

SOFTWARE

Year 1
N/A

Year 2
N/A

Year 3
N/A

OTHER

Year 1
$1-2 million commitment of Measure L funds for Renovation project.

Year 2
Continued commitment of Measure L funds for Renovation Project. Reassigned time or stipend for new DE curriculum development.

Year 3
Continued commitment of Measure L funds for Renovation Project.

Review Team Response
Communication Studies Program is to be commended for its desire to improve the learning environment for its students and for requesting the required time to develop the needed curriculum that addresses the changing needs faced by the department.

Review Team Response
Communication Studies Program is be to commended for a thoughtful and thorough PSR.