

2018-19 Communication Studies Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

As a department, our goal is to empower our students to increase their communication competence in various contexts and complete the program in a timely manner. To accomplish this, we continually evolve our program with new curricular offerings, partnerships with programs, academies and projects on campus, involvement in learning communities and innovative classroom techniques and pedagogies that respond to emergent needs.

Upon completion of the Communication Studies program, students will not only be competent communicators, but will demonstrate effective critical thinking skills, citizenship and information literacy, which are all institutional level outcomes. Furthermore, Communication Studies courses prepare students to be culturally sensitive, ethical and participatory members of our increasingly global society. The valuable skills learned in our courses transfer to our students' success in other courses across the institution in support of their educational goals, as well as in their personal and professional lives. All of which we feel are goals of Skyline College and the San Mateo County Community College District.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Lindsey Ayotte - Assistant Professor Communication Studies

Vincent Chandler - Assistant Professor Communication Studies

Jessica Hurless - Associate Professor Communication Studies

Danielle Powell - Professor Communication Studies

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

The Communication Studies Department has continued to make progress on the action plans set forth in its 2015-2016 Comprehensive Program Review. At that time, the department had identified five major areas where actions/improvements needed to be made:

1. Refine the process for the collection, reporting, analysis and sharing of assessment data
2. Classroom equipment to enhance assessment process
3. Discussion of pedagogy and classroom activities/teaching
4. Textbook cost and consistency
5. Branding & Marketing of the Department
6. Establish and maintain a collegiate speech and debate team **

** When reviewing the progress on goals 1 and 2, the department determined that we have moved into a more maintenance and professional development/training stage in each of these items. As such, we have decided to add a new departmental goal of establishing and maintaining a collegiate speech and debate team. Many students have shown an interest in continuing on to advanced levels of COMM 110: Public Speaking and COMM 127: Argumentation and Debate, and participating on a competitive Speech & Debate team. In looking around the region, community colleges such as City College of San Francisco, Contra Costa College, Ohlone College, and Chabot College (to name a few) offer this opportunity to students. Additionally, four-year institutions like San Francisco State University have competitive Speech teams that our students can transfer and receive scholarships to participate. As a department, we believe creating this opportunity for student will allow them to further develop their critical thinking, advocacy, and communication skills, as well as develop confidence, leadership skills, and an awareness of how various discourse leads to social change.

Action Item #1 Progress Report:

Pertaining to our progress on the process, reporting, analyzing and sharing of departmental assessment data, the Communication Studies faculty completed its work on developing new student learning outcome rubrics for each of our courses. Additionally, a 10-question quiz was created for COMM 130, COMM 140, and COMM 150. This completes our three-year assessment cycle using the new rubrics and assessment process. The department will continue to utilize these rubrics and refine them, and the process, as needed. We feel that we

have met this goal and will now move into more of a maintenance stage on this action item.

Action Item #2 Progress Report:

With the help of the Media Services department, both Communication Studies classrooms (4-272 and 4-274) have been wired and equipped with Video recording equipment and software (video camera, ceiling microphones, and monitors). Though the technology has been installed, the faculty have not yet been trained on the use of the equipment. The department is working with Roger Marcello to offer a demonstration and training to full-time and part-time faculty. We hope to start using this technology in the Summer 2019 session.

Action Item #3 Progress Report:

The department has dedicated its monthly meeting time to discussing pedagogy, best classroom practices and the adoption of OER textbooks, which we feel are critical to increasing the student success and retention rates throughout the department. However, it has been challenging to get adjunct faculty to the department meetings during the school year. As such, we would like to consistently schedule a departmental retreat, at the beginning of each semester (possibly during welcome back days to get a larger number of faculty in attendance), that would allow us a longer period of time to engage in necessary discussions and trainings. This retreat would also serve as an opportunity to analyze and review the assessment findings from the previous semester, determine next steps, and prepare for the upcoming semester's course level assessment.

Action Item #4 Progress Report:

With the success of the OER textbook pilot in COMM 110: Public Speaking and COMM 140: Small Group Communication, as well as Departmental faculty participating in statewide webinars and trainings on OER resources, the Communication Studies Department has made a commitment to continue to explore OER, ZTC and low cost textbook options for additional courses. Additionally, this next academic year, the full-time faculty would like to start strategizing how to roll out and support all Communication Studies faculty using the "department approved" OER textbooks in COMM 110: Public Speaking.

Action Item #5 Progress Report:

The Communication Studies Department has not yet had the time or resources to create or develop branding and marketing materials for the department. However, the department has engaged in efforts to increase visibility of our major and course offerings by participating in campus wide events and offering our Communication Studies courses in campus and district programs. We have participated in activities such as Meta-Major Preview Day and the Career and Major Fairs. Additionally, our courses were offered in partnership with a Skyline

College Equity Fellowship and as part of the San Mateo County Community College District's Study Abroad Program. Full-time faculty member, Danielle Powell, taught a COMM 160: Gender and Communication course as part of an Equity Fellowship involving the Women's Mentoring and Leadership Academy and internationally renowned poet, activist and performance artist, Jessica Care Moore. Danielle also successfully led a short-term Study Abroad program to South Africa in Summer 2018 using our COMM 150: Intercultural Communication course. This study abroad program is open to all students in the San Mateo County Community College District.

Action Item #6 Progress Report

For the past decade, there has not been a forensics class nor a competitive collegiate speech and debate team in the San Mateo Community College District. To provide students a new educational opportunity and gain exposure to the 4-year transfer institutions, curriculum was created and approved in Spring 2019 in order to offer students COMM 680SB: Forensics in Fall 2018, as an experimental course. The permanent course, COMM 172: Forensics, was also approved with the intended start date of Spring 2020 or Fall 2020, as we are currently waiting for CSU and UC articulation approval to be able to add it to the Associate of Arts Transfer degree program. Students who enroll in COMM 680SB/COMM 172 will participate as a competitive collegiate team traveling to local, statewide, and national tournaments as part of the Northern California Forensics Association and Phi Rho Pi National Speech and Debate Association. While enrollment is on a semester-by-semester basis, the duration of the competitive season lasts an academic year. Students have 2 years (4 enrolled semesters at Skyline College) of competitive eligibility in the Phi Rho Pi National Speech and Debate Association while enrolled in a community college. Students may continue to participate in this intercollegiate competition by transferring to a 4-year institution, many times on scholarships, and competing where they have 2 additional years of eligibility. Students will have the choice of competing in either Individual Events (Dramatic Interpretation, Prose, Poetry, Program of Oral Interpretation, Duo, Communication Analysis, Informative, Persuasive, Speech to Entertain, Impromptu, Extemporaneous and Interpretive Theater) and Debate (Parliamentary, NFA-LD, IPDA). This will be a course that is open to all students within SMCCD.

Associated Objectives

[836-Forensics Team](#)

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

Internal Changes:

In Fall 2018, the Communication Studies Department welcomed two new full-time faculty members and one new adjunct faculty member. One of the new full-time faculty members brings with her years of experience in the development, administration and coaching of a competitive speech and debate team. With the addition of this new faculty member, the department has prioritized the creation of a speech and debate program (Forensics). The Forensics curriculum was developed and approved in the Spring of 2019, so that it can be offered starting in the Fall of 2019. We feel this will be a unique opportunity for collaboration within the district, as CSM offers COMM 171: Oral Interpretation, which is also a foundational course for speech and debate competitors.

The number of sections offered and course enrollment for the department has remained solid as a result of our courses being an integral part of the general education and graduation requirements. The department has continued to develop more online course offerings, with the first fully online course COMM 140: Small Group Communication being offered in the Fall of 2018.

External Changes:

Skyline College is developing Skyline College N.O.W., a new adult-learning program slated to begin in Fall 2019. The Communication Studies AA-T degree may be considered as one of the Skyline College N.O.W. offerings, which would require significant work on the development and scheduling of online course offerings, as well as the professional development of participating faculty.

Associated Objectives

[836-Forensics Team](#)

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

SPRING 2018 - FALL 2018 Assessment Cycle:

In the Spring of 2018, the Communication Studies Department assessed COMM 130: Interpersonal Communication and COMM 140: Small Group Communication. A total of 122 students from seven course sections (5 - COMM 130 and 2 - COMM 140) were included in the assessment.

COMM 130: Interpersonal Communication

A total of 88 students from 5 sections were included in the assessment. Using the departmental rubric, the following conclusions were drawn from the data:

- The department is meeting the new 75% success rate benchmark on SLO's 1, 2 and 3 (the actual success rate was 88%, 91%, 83.6% respectively). All of the data was updated and recorded in TracDat.
- A total of 198 students from 7 sections were included in the assessment. Using the departmental quiz, the following conclusion was drawn from the data:
- The results for SLO 4 were inconclusive. The first five questions were generic Communication questions in which the average score was 2.63 correct answers. The second five questions were specific to Interpersonal Communication theories in which the average score was 2.94 correct answers. When looking at total quiz scores, 28% of students scored a 7 or higher. All of the data was updated and recorded in TracDat.

COMM 130: Interpersonal Communication Findings:

- In SLO 1, criterion 3: "Student correctly describes approach(es) to conflict that will successfully manage the types of conflict present in interpersonal relationships," did not have as high of a success rate, so it was identified as an area for improvement.
- In SLO 3, criterion 4: "Student correctly identifies the types of nonverbal behaviors and how they can be used to convey relational messages," did not have as high of a success rate, so it was identified as an immediate area for improvement.
- Since this is the first semester the Departmental Quiz was administered, faculty had not had an opportunity to set benchmarks, so we determined the results to be inconclusive to allow for more assessment with the quiz.

COMM 130: Interpersonal Communication Action Steps:

- The department will prioritize discussion of how faculty are teaching and scaffolding the nonverbal communication skills and relational messaging of students in COMM 130: Interpersonal Communication.
- Further discussion and work on using the departmental rubric, norming and grading is needed.
- Collaboration with the PRIE office to transition our departmental rubric into an electronic format will be needed by the end of the three year assessment cycle.
- The department will work to set benchmarks for the departmental quiz and review the wording of the questions.

COMM 140: Small Group Communication

A total of 34 students from 2 sections were included in the assessment. Using the departmental rubric, the following conclusions were drawn from the data:

- The department is meeting the new 75% success rate benchmark on SLO's 1 and 2 (the actual success rate was 81.5% and 78% respectively). All of the data was updated and recorded in TracDat.

A total of 49 students from 2 sections were included in the assessment. Using the departmental quiz, the following conclusion was drawn from the data:

- The results for SLO 3 were inconclusive. The first five questions were generic Communication questions in which the average score was 2.35 correct answers. The second five questions were specific to Small Group Communication theories in which the average score was 2.61 correct answers. When looking at total quiz scores, 24% of students scored a 7 or higher.

COMM 140: Small Group Communication Findings:

- In SLO 1, in the Decision-making portion, criterion 2: "Student clearly demonstrates that they can collaborate with others in diverse group settings to analyze and apply the most effective decision-making method in order to make a decision," did not have as high of a success rate, so it was identified as an area for improvement.
- In SLO 1, in the Problem-Solving portion, criterion 3: "Student works with others in diverse group settings to establish clear criteria to generate, evaluate and select the best possible solutions to the problem at hand," did not have as high of a success rate, so it was identified as an area for improvement.
- In SLO 1, in the conflict resolution portion, criterion 2: "Student correctly analyzes and applies approach(es) to conflict that will successfully resolve the types of conflict present in diverse group settings" did not have as high of a success rate, so it was identified as an area for improvement.

- In SLO 2, criterion 1: "Student clearly demonstrates a consistent pattern of attributes, qualities, and characteristics that influences others to make the best possible decisions for the group and for society," did not have as high of a success rate, so it was identified as an area for immediate improvement.
- Since this is the first semester the Departmental Quiz was administered, faculty had not had an opportunity to set benchmarks, so we determined the results to be inconclusive to allow for more assessment with the quiz.

COMM 140: Small Group Communication Action Steps:

- The department will prioritize discussion of how faculty are teaching and scaffolding the decision-making and conflict management skills of students in COMM 140: Small Group Communication.
- Further discussion and work on using the departmental rubric, norming and grading is needed.
- Collaboration with the PRIE office to transition our departmental rubric into an electronic format will be needed by the end of the three year assessment cycle.

The department will work to set benchmarks for the departmental quiz and review the wording of the questions.

Further disaggregation will take place with the data to try and identify trends having to do with the disproportionate populations identified in the Comprehensive Program Review. This will require more data to be provided by the PRIE office.

In the Fall of 2018, the Communication Studies Department assessed COMM 127: Argumentation and Debate and COMM 150: Intercultural Communication. A total of 84 students from five course sections (2 - COMM 127 and 3 - COMM 150) were included in the assessment.

COMM 127: Argumentation and Debate

A total of 30 students from 2 sections were included in the assessment. Using the departmental rubric, the following conclusions were drawn from the data:

- The department is meeting the new 75% success rate benchmark on SLO's 1, 2 and 3 (the actual success rate was 85.6%, 94%, 83% respectively).
- The department is not meeting the 75% success rate benchmark on SLO 4 (the actual success rate was 65.5%). All of the data was updated and recorded in TracDat.

COMM 127: Argumentation and Debate Findings:

- In SLO 3, criterion 1: "Student provides a complex assessment of the quality of the linkage between evidence and claim," did not have as high of a success rate, so it was identified as an area for improvement.
- In SLO 4, criterion 3: "Student identifies inconsistencies and contradictions in logic and reasoning," and Criterion 4: "Student is able to explain how inconsistencies and contradictions diminish the quality of argumentation," did not have as high of a success rate, so it was identified as an area for improvement.

COMM 127: Argumentation and Debate Action Steps:

- The department will prioritize discussion on SLO #4, specifically Criterion 3 and 4, to identify different teaching techniques, assignments or scaffolding that could be implemented to increase student scores on this SLO.
- The department will reach out to the one instructor to determine why this SLO was not assessed in their course for these purposes.
- Further discussion and work on using the departmental rubric, norming and grading is needed.
- Collaboration with the PRIE office to transition our departmental rubric into an electronic format will be needed by the end of the three year assessment cycle.

COMM 150: Intercultural Communication

A total of 54 students from 3 sections were included in the assessment. Using the departmental rubric, the following conclusions were drawn from the data:

- The department is not meeting the new 75% success rate benchmark on SLO 1 (the actual success rate was 66%), but it was determined to be inconclusive as 3 criteria met the benchmark and 3 criteria didn't meet the benchmark.
- The department is not meeting the new 75% success rate benchmark on SLO's 2 and 3 (the actual success rate was 34% and 50% respectively). All of the data was updated and recorded in TracDat.

A total of 65 students from 3 sections were included in the assessment. Using the departmental quiz, the following conclusion was drawn from the data:

- The results for SLO 4 were inconclusive. The first five questions were generic Communication questions in which 63% of students assessed answered 3 or more questions correct. The second five questions were specific to Intercultural Communication theories in which 82% of students assessed answered 3 or more questions correct. When looking at total quiz scores, 52% of students scored a 7 or higher. This falls short of the overall 7 out of 10 benchmark, but does "meet expectations" on the specific theory questions, which is why it is marked as "inconclusive."

COMM 150: Intercultural Communication Findings:

- In SLO 1, criterion 6: "Student clearly describes how others' cultural worldviews influences others' perceptions of them" 22% of the students assessed were marked "Not evident." When speaking with faculty, it seems that current assignments may not reflect all six criteria or the criteria may not be clear enough to lead to accurate results on the departmental rubric.
- In SLO 2, criterion 1: "Student clearly recognizes and articulates the differences between stereotyping, prejudice, discrimination, and ethnocentrism" 70% of the students assessed were marked "Not evident." On Criterion 2: "Student clearly explains how cultural barriers hinder effective intercultural communication" 26% of the students assessed were marked "Not evident." Lastly, on criterion 3: "Student correctly describes approaches to demonstrating empathy and ethical use of language in their intercultural communication" 33% of students assessed were marked "Not evident." When speaking with faculty, it seems that current assignments may not reflect this criteria in its content or the criteria may not be clear enough to lead to accurate results on the departmental rubric.
- In SLO 3, criterion 2: "Student clearly discusses their self-worth, self-esteem, and self-concept, and the impact it has on interactions with others" 61% of the students assessed were marked "Not evident." On Criterion 4: "Student correctly identifies strategies of identity management and discusses how their culture influences the ways in which they manage their identity" 78% of the students assessed were marked "Not evident." Lastly, on criterion 3: "Student explains how understanding one's cultural identity leads to an increased understanding of others" 43% of students assessed were marked "Needs Improvement." When speaking with faculty, it seems that many of these criteria have multiple parts. So, the student may have met the first part, but not the second part, which caused the faculty to mark "Not evident" or "Needs improvement." It was also stated that current assignments may not reflect this criteria in its content.
- Since this is the first semester the Departmental Quiz was administered, faculty had not had an opportunity to set benchmarks, so we determined the results to be inconclusive to allow for more assessment with the quiz.

COMM 150: Intercultural Communication Action Steps:

- Hold a departmental retreat, so that those instructors (full-time and part-time) can engage in deeper discussion about the course content, pedagogy, assignments and rubric criterion.
- The department will prioritize discussion of how faculty are teaching and scaffolding the skills in SLO 2 in COMM 150: Intercultural Communication.
- Re-examine the criterion on the departmental rubrics in SLO's 1, 2 and 3.
- Further discussion and work on using the departmental rubric, norming and grading is needed.

- Collaboration with the PRIE office to transition our departmental rubric into an electronic format will be needed by the end of the three year assessment cycle.
- The department will work to set benchmarks for the departmental quiz and review the wording of the questions.

Further disaggregation will take place with the data to try and identify trends having to do with the disproportionate populations identified in the Comprehensive Program Review. This will require more data to be provided by the PRIE office.

Associated Objectives

[835-Departmental Retreat](#)

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The Communication Studies Department continues to stay an involved department on campus; including committees, Guided Pathways, learning communities, initiatives, leadership roles, workshops and other programs. This departmental involvement has resulted in a growth to the program, curricular offerings, distance education offerings and interdisciplinary collaborations.

The Communication Studies Department has intentionally focused on pedagogy, scaffolding and student-ready strategies this last year and is excited to report that our varied efforts increased student success and retention rates with our disproportionately impacted populations. The following results are based on data compiled by the PRIE office for the 2017-2018 academic year.

Student enrollment:

Our student enrollment numbers decreased by 80 students in the Fall semester (total of 852 students) and 25 students in the Spring semester (total of 821 students). However, Summer enrollments remained relatively the same at 308 students.

Success/Retention/Withdrawal Rates:

- The **success rate** of the department has increased from 81.7% (16-17) to **84%** (17-18)
- The **retention rate** of the department has increased from 89.3% (16-17) to **92%** (17-18)
- The **withdrawal rate** of the department has decreased from 10.7% (16-17) to **8%** (17-18)

When looking at the **five year average** data, the Communication Studies Department has:

- An overall course success rate of **80.8%**
- An overall retention rate of **90.6%**
- An overall course withdrawal rate of **9.4%**

We feel it is important to note that the department's numbers are significantly higher than the college-wide numbers: 74.6% success rate, 87.3% retention rate and 12.7% withdrawal rate.

Disproportionately Impacted Populations:

When reviewing the success and retention data for **Black/Non-Hispanic students** in the 2017-2018 academic year, the Communication Studies noticed:

- A 15% increase in **course success rates** from 69% in (16-17) to **84%** in (17-18).
- An increase in **retention rates** from 82% (16-17) to **95%** (17-18).
- A decrease in course **withdrawal rates** from 18% (16-17) to **5%** (17-18).

When looking at the **five year average** data for **Black/Non-Hispanic students**, the Communication Studies Department has:

- An overall course success rate of **71%**
- An overall retention rate of **88%**
- An overall course withdrawal rate of **12%**

When reviewing the success and retention data for **Hispanic/Latinx students** in the 2017-2018 academic year, the Communication Studies noticed:

- An increase in **course success rates** from 78% (16-17) to **80%** (17-18)
- An increase in **retention rates** from 87% (16-17) to **92%** (17-18)
- A decrease in course **withdrawal rates** from 13% (16-17) to **8%** (17-18)

When looking at the **five year average** data for **Hispanic/Latinx students**, the Communication Studies Department has:

- An overall course success rate of **77%**
- An overall retention rate of **90%**
- An overall course withdrawal rate of **10%**

This means that we have made great strides in closing the success and retention rate gaps for disproportionately impacted students. For example, in the 2017-2018 academic year the success/retention rates were as follows: Asian 85%/7%, Black/Non-Hispanic 84%/5%, Filipino 85%/9%, Hispanic/Latinx 80%/8%, Pacific Islander 71%/12%, White 82%/10% and Multi Races 87%/6%. Of note was the Pacific Islander ethnicity and the department will need to engage in discussion and professional development to ensure that this ethnicity is represented in the course content and design of classroom instruction.

When disaggregating the success and retention data by **gender** in the 2017-2018 academic year, the Communication Studies noticed:

- An increase in course **success rate for females** from 85.1% (16-17) to **87.1%** (17-18)
- An increase in course **success rate for males** from 78.6% (16-17) to **80.8%** (17-18)

- An increase in **retention rates for females** from 91.2% (16-17) to **92.7%** (17-18)
- An increase in **retention rates for males** from 87.5% (16-17) to **91.5%** (17-18)

This means our male students have a 6.3% lower chance of success than their female counterparts (down from 6.5% in 16-17). However, given the results of this data, coupled with the overall male student population in Communication Studies courses decreasing, we need to further disaggregate the data to try and understand what might be causing these results as well as examining our course syllabi, assignments, practices and policies.

Hybrid Courses:

When reviewing the success and retention data for hybrid courses in the 2017-2018 academic year, the Communication Studies noticed:

- A decrease in enrollment in the Fall semester of 37 students
- A decrease in enrollment in the Spring semester of 27 students
- A decrease in enrollment in the Summer semester of 35 students
- A stable **success rate** of hybrid students of **86%** (16-17 and 17-18)
- An increase in **retention rates** of hybrid students 89.3% (16-17) to **95.3%** (17-18)

With the above success, retention and withdrawal rates of students taking Communication Studies courses, we feel the program is actively closing gaps and demonstrating its effectiveness. We will continue to engage in intentional conversations and professional development around the “student-ready” mindset and classroom practices in hopes to increase the success and retention rates of the Pacific Islander and Male student populations.

Associated Objectives

[835-Departmental Retreat](#)

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

In Fall 2018, two Communication Studies faculty members participated in the Effective Communication ISLO assessment. The courses that were assessed were: COMM 127: Argumentation and Debate and B10: Health Communication. B10 Health Communication is a course that is only offered to students who are enrolled in the Respiratory Care Bachelor of Science program. Between the two courses, 62 students were assessed, and the department found that the strongest results were in three of the four criteria: “message delivery,” “listening and responding,” and “information analysis and comprehension.” In “message delivery,” 92% of students were deemed to have proficiency or high proficiency. In both “listening and responding” and “information analysis and comprehension,” 90% of our Communication Studies students were deemed to have proficiency or high proficiency. The final criterion of “social interaction” had 76% of students with proficiency or high proficiency. In the end, we can conclude that Communication Studies is helping the college meet its goal of, “Students being able to communicate and comprehend effectively.”

As a department, we will continue to have conversations about and interrogate our pedagogy and assignments; and, implement best practices so that our students will continue to have proficiency or high proficiency in institutional student learning outcomes.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

The Communication Studies Department plans to continue its work on the steps laid out in the action plan portion of the 2015-2016 Comprehensive Program Review Document. We realize that to maintain the progress we have made and continue to grow as a program, the departmental workday/retreat is necessary to accomplish more of the action plan and professional development with the input and participation from part-time faculty.

Additionally, the department has determined the development of a competitive Forensics team (the sixth goal: To establish and maintain a collegiate speech and debate team) is necessary to provide students an equitable opportunity to their counterparts in the region.

Associated Objectives

[835-Departmental Retreat](#)

[836-Forensics Team](#)

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Associated Objectives

[835-Departmental Retreat](#)

[836-Forensics Team](#)

Enhanced Budget with Objectives and Tasks

[Enhanced Budget with Objectives of Communication Studies unit](#)