Comprehensive Program Review Report

Program Review - Communication

Program Summary

2021-2022

Prepared by: Tom Weise, Cynthia Johnson, Robin McGehee, Johnathan Brooks, Aime Ahle, Alisha Kennedy

What are the strengths of your area?: As a whole, the Communication department is highly successful. Not only are we a required GE course providing unit, but our attrition and success rates are continually high. Our COMM 001 courses in 2019-2020 had a pass rate of 81%. In the 2020-2021 school year, we had a pass rate of 73% in our COMM 001 courses. EWs also increased from 99 to 219. Overall enrollment in COMM 001 increased by roughly 400 students. That shows that during this pandemic, more students were willing to try out a public speaking course due to the increase in online offerings. As a department, we are developing better support systems to meet the changing needs of online students.

As time passes, however, and especially due to the forced nature of online learning due to COVID-19, students have become more comfortable and capable with technology and online learning. The increase seems to be consistent with an increase of overall student success rates (per tableu/COS statistics) at COS in general. Because we are primarily a Hispanic serving institution, it is worthwhile to note success rates.

According to said statistics, there has been an increase of success in the Hispanic student population from 73.4% in 2018-19 to 75.7%. In 2020-2021 Hispanic student success went down 4.3%, largely due to EW grades. However, in the 2020-2021 academic year, Hispanic enrollment in COMM 001 went up by roughly 52 students.

We have an overall productivity rate of 16.39. Our FTES has strengthened within the same academic time frame by 7, even after hiring a new full-time faculty member and losing some adjuncts, going from 311 to 348.57. Our productivity and FTEF has remained consistently increasing.

In addition, we offer a certificate in Communication, allowing students to expand and utilize the skill sets they are learning in the various courses, as well as offering the Communication Certificate as an online/hybrid program. As of the 2020-2021 year and moving into this year, we have added a Communication Club and Communication Honors Society. Our club consisted of over 15 students (prior to COVID-19). Our numbers in the Honors Society were growing, with students showing a high level of interest, due in large part to classroom visits by faculty, and students promoting and presenting information on the Society in other classes.

Due to high demand, we are continually adding additional courses and an increase in overall student count by 31 in the midst of the COVID-19 emergency. We have increased our offering of online/hybrid courses, as well as offering late start and short-term classes. Based on previous years assessment results, the department has updated all course SLO's and assessment measures to better align with C-ID and online instruction/curriculum.

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instructional needs and reflect best practices. Faculty also supported those instructors that did not yet have full online certification.

What improvements are needed?: With COVID-19 hitting in the middle of the Spring 2020 semester, we were all scrambling, but successfully able to adjust our content to an online environment. We have, however, noted a larger withdraw/EW rate in Comm 1 during the COVID emergency status thus far. This has led our department to question the need of the online COMM 1 students, as well as a modification of the instructional modality. Fully online COMM 1 students have expressed a different kind of communication apprehension versus presenting a speech face to face in the classroom. Accordingly, our intent is to continue dialogue about utilizing various methodologies, research other collegiate institutions and their methods, as well as continue to track success/EW rates. Tableau information supports that from 2019-2020, with success rates of students at roughly 80% and seeing a reduction in 2020-2021 to 75.6%, our concerns are indeed valid.   This reinforces that communication professors are highly interactive and accessible to their students.

Since we have had a little time to gather our bearings and have been in a continual state of curriculum adjustments, we have found that we will have to modify some of our outreach, and engagement with students. We have found our Club and Honors Society numbers are shrinking, and we will need to develop online recruitment tools to continue the movement started in the previous years. We intend to develop and implement experimental methods such as a speakers series to engage students interested in the club and certificate, as well as developing an online/zoom format to market the program.

Prior to COVID-19 emergency status, the communication department, along with the support of the DE coordinator and the division Dean, was in progress of offering more online/hybrid courses, as well as working to offer a completely online communication certificate option. Based upon research and support from other institutions, it was determined that there is a high demand to meet a demographic need of; 1) a desire to complete our communication certificate and 2) the need for an online option. Not only do we need to continue to offer such online courses after the COVID emergency status to meet this need and pedagogical growth, but also desire to continue with administrative support and inertia of online course options. Communication courses have some of the largest enrollment at COS and are needed for completion of the A.S. degree, as well as being transferable to CSU's and UC's. This Fall of the 2021 semester, 54 communication classes are being offered, all full, and most of our COMM 1's have a waitlist. We are unable to add a 4th late start Comm 1 class due to not having an instructor to instruct the course.   During the summer of 2021, 4 Fall 2021 courses were cancelled due to low enrollment, but as COS moved closer to the start of the semester, 5 additional COMM 1 classes were offered to meet student demand. This information supports the need for additional methodological options and the offering of communication courses. As always, we assert the strong need for another full time instructor to assist with the continual fullness of our section offerings, as all current full time instructors are overloaded and current adjuncts are maxed out of unit load.

Our communication department needs to investigate the addition and offering of a CMC course (computer mediated communication). Several surrounding community colleges such as Bakersfield and Reedley are offering these needed courses due to the high demand of online course offerings, which changes the content need within the discipline. Instructional methodologies and content are clearly moving towards a more technological slant, hence the need to teach/train students how to communicate in a world with a heavier influence of technology. It is anticipated that some modality of online learning will continue, if not become a permanent facet of instruction. According to Tableau, there was a decline of success rates (excluding EW's) across the board affecting all ethnicities, but in particular Hispanic females and males (Hispanic female success rate - 2019-2020= 81.2%. 2020-2021 = 76.7% Hispanic male success rates - 2091-2020 = 76.5. 2020-2021 = 71.8%). In summary, a CMC course is needed to modify/update communication curriculum as education transitions to a greater infusion of online/technological offerings.

The aforementioned areas of improvement will happen as a result of department meetings, brainstorming and tracking of future success and withdrawal rates.

Describe any external opportunities or challenges.: If these past 17-24 months can't be described as a "challenge," I don't know what can. This pandemic has created challenges in the department, online and in the classroom.

One of the luxuries of the COS Communication Department is having a close knit community of professors who support, encourage and challenge each other. Obviously, not being able to be on campus -- especially, without social distancing -- has created detachment. Our department meetings, office meet-ups and easy student engagement on campus has all suffered because of the lack of shared physical space. The creative brainstorming to think about ways to hold faculty meetings, engage students virtually and support faculty who are learning how to navigate a virtual classroom is required.

Online we have witnessed students, and faculty, struggle with access to the electronics needed to attend and/or engage in a Communication environment that includes speeches, presentations and group work. Many of us know how to use our phone and check email, but this pandemic has forced all to step in to the virtual world and learn how to engage an audience in a creative, energetic and organized manner. From Zoom lectures where some students are having technical difficulties, while the rest of the class is trying to be fully engaged to presentation days where students who may understand the successful organization of a speaker blueprint are challenged by the right tools to deliver, record and upload a successful speech. For faculty who were not already certified to teach online, the challenge has not only been getting that certification during a pandemic, but also switching their typical pedagogy overnight. Much of these past months has been challenging ourselves as teachers, encouraging our students to stay focused and adapt and adjusting a discipline that we love to the current climate of the times.

As we begin to re-enter the classroom, the challenge becomes successfully managing the dance between live speeches and what we know will be more prevalent, online presentations. Student anxiety with online tools is doubled with the anxiety of delivery a speech at all. More anxiety means more time inside and out of the classroom offer 1:1 support to students with high levels of communication apprehension.   In response, we will develop our public speaking curriculum to incorporate supplemental material directly connected to the specific challenges with presenting speeches in an online environment.

As we enter the 2021-2022 Academic year, we have found that our students are demanding additional online sections. We have continued to push adding additional online sections, and will continue to develop the online sections and curriculum to better support our students needs.

To say that this pandemic has been a challenge is not always a negative. I do believe we have seen growth as a department in our efforts to build our own personal knowledge and adjust how and what we teach in the communication curriculum. But, the online and classroom challenges are evolving every day, with each changing circumstance, and I don't think we've seen the end of where this discipline will change from the tools our students and faculty use to work in groups, critically examine research and deliver presentations. Finally, the modes of delivery to capture the attention of an audience is evolving and the pandemic is challenging us to adapt.

Overall SLO Achievement: After reviewing our current SLO's, our department are more than satisfied with the results as a unit. In particular, speaking to COMM 4, Interpersonal Communication, we are above satisfied with the student achievement. For example, our COMM 4 classes generally have both face to face and hybrid classes that meet for the entire semester where these students prepare and implement presentations and master the foundational principles of interpersonal relationships. There have been past struggles with the hybrid courses having a lower success rate, with the assumption that the online format is foreign or less comfortable for the student (see above in area of strengths) . However, due to COVID 19 and being forced to learn online, after the SP 2020 semester, the summer noted an increasing of success rates. In one COMM 4 summer course, the grades were as follows: 24/43 = A, 16/43 = B, 4/43 C, 0/43 D and 2/43 received F's (these two student disappeared).   Therefore the student learning outcomes that are the foundations of the communication 4 courses appear to be improving, consistent and successful. Numbers at the Hanford campus (12 = A, 9 = B, 3 = C, 0 = D, 3 = F) have a slighter lower success rate, but we believe that is due to the smaller classroom size and lack of ability to easily diversify group numbers because of the smaller class sizes. As this is only a hypothesis from our perspectives and experience, we will conduct an experiment in the next PR cycle to assess the hypothesis. This will us to track and make any comparisons. Again, not that within our SLO's for summer 2020 , COMM 4 had a 95 % success rate.

In looking at the impact of COVID and moving exclusively online, Fall 2021 had a success rate of 77% overall and 66% in Spring of 20. As we progressed through working on an all online platform, we did have an 11% improvement of success, which is positive. Comm is on upward % of success from Spring 2020 70.3% to Fall 2021 81.9%.

Changes Based on SLO Achievement: Based on our SLO achievement and implementing more online/hybrid courses, we have adjusted all our of course SLO's and Assessments. We will begin our new assessment cycle in 2022-2023 academic year due to COVID and a desire to have better assessment numbers.

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Changes Based on PLO Achievement: Taking into consideration the effects of the COVID-19 emergency and changing technological climate, we as a department will continue to grow our online offerings and research additional courses to help

students navigate computer mediated communication so we can meet the needs of our students and not lose enrollment to other surrounding colleges that offer robust online courses (Fresno City College, Reedley College, Bakersfield College).

Outcome cycle evaluation: Starting the 2021 - 2022 year, we will be implementing a new evaluation calendar. Comm 1 is our largest course offerings therefore paired with Comm 113 and Comm 2 faculty will have more time to complete detailed reviews and evaluations and stay on our evaluation schedule. Making this change will also consider which instructors within the department tend to teach certain courses most often so they are on an alternating schedule. Last Spring we evaluated Comm 4 and are reporting Comm 9 results within this program review.

Year 1: Comm 7, Comm 9,

Year 2: Comm 8, Comm 4, Comm 5

Year 3: Comm 113, Comm 2, Comm 1

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Year 1: Comm 7, Comm 9,

Action: Instructional Dialogue (2021-22)

To increase dialogue among communication professors/instructors regarding successful tools and techniques specific to student success in the Communication 4 courses, with the intent to improve student success rates. While we are roughly right on target with the national success rate of hybrid/online courses (66%), we desire to improve our current success rate (roughly 69%). Notable was our overall COMM success rate in 20-21 (affected by COVID-19 at 66.2% versus the prior year at 75.2% (data include EW. Data excluding EW's for 20-21 was 75.6%)   The decline appears be due to the force of communication classes all online during COVID-19. Notable success rates for COMM 4 dropped in in 2021 at 72% success rates excluding EW's, from 73.6% the prior program review cycle year. Again, this may be, and is most likely due to COVID-19 online courses.
Continued communication with our new DE coordinator (once hired), continued research into recommendations for online instructional improvement (to include possible conference, online courses and the like), as well as to continue departmental dialogue and share methodological suggestions are among the continued improvements needed. We will also continue to research and dialogue as a unit regarding the need, availability and possibility of offering mostly all or an all online course offerings to meet the student changes and needs of the GE COMM courses. *Note - as move closer to returning closer to 'normal', we will continue to work on increasing success rates in all ONLINE/hybrid numbers which will undoubtably be more prevalent post COVID. . The current per cents are more than likely skewed due to the fact that all class in Spring 21 were online and over 1/2 of the courses for this Fall 2021 are also online/hyrbid.

Leave Blank: Continued Action
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: Outcome- to improve student success rates in Communication 4 courses verifiable via the success rates data sheet provided once a year from administration.
Person(s) Responsible (Name and Position): All faculty who teach COMM 4
Rationale (With supporting data): The action of increased instructional dialogue will, again, allow for the sharing of recent information specific to success rates in 4. Consideration should and will be given to current researched techniques in the area, instructional sharing of information regarding techniques, tools, etc... that have provided additional success, and continued evaluation of all communication professors/instructors by their peer group. The aforementioned will in turn, allow for a greater instructional repertoire of student success tools and techniques, as well as allow for the growth and evolution of the instructor.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021   09/23/2020
Status: Action Completed
Overall numbers have increased in our COMM 004 courses by 4%.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

Program Review - Communication

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2015-2018
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.
District Objectives - 3.2 - Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.
District Objectives - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.

Action: Comm 1 Curriculum

Continue to develop supplemental curriculum in response to online presentation anxiety.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: These actions support the overall mission of the college, "College of the Sequoias affirms that our mission is to help our diverse student population achieve its transfer and/or occupational objectives..."

The actions speak directly to District Objective 1.1 to increase enrollment by 1.75% annually, to District Objective 2.1 to increase the number of students who are transferred prepared annually, and to District Objective 2.2 to increase the number of students who earn an associate degree or certificate. This will be a continued curriculum development.
Person(s) Responsible (Name and Position): Department
Rationale (With supporting data): Based on student success dropping during the past year (2019-2020 student success in Comm. 1 was 81%. In 2020-2021 was 73%). Retention rates of online students, especially in communication courses, public speaker in particular, have a lower passing rate.
Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022	09/15/2021

Status: Continue Action Next Year
We have continued ongoing conversations, and have started developing curriculum and support material to better support online presentation anxiety. We should see an increase in overall student success in our 2022 Program Review
Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021	09/23/2020

Status: Continue Action Next Year
We have increased our overall sections, and have increased our available online/hybrid course offerings. We will continue this area, as we have a new hire for the Hanford Campus, and will increase our offerings on that site.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Program Review - Communication

Equipment - Instructional - Web Cams (Active)

Why is this resource required for this action?: Our section increase to mostly and currently many more online sections (this Fall 21 semester) was a direct impact from COIVD-19. There was a notable decline during 20-21% success rates (73.2% versus 81.3% in 19-20). While our average is still better than the national average of success *(roughly 66%), we need to continue to incorporate learning and have access to appropriate equipment.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 600

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

Action: The Department will continue to expand course offerings and the number of course offerings to better prepare our students for transfer or their admittance to the workforce. (2019-2020)

We will be continue developing DE Addendums for our other Communication Course offerings.

Leave Blank: Continued Action
Implementation Timeline: 2019 - 2020, 2021 - 2022
Leave Blank:
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Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Tom Weise, Cynthia Johnson, Robin McGehee, Johnathan Brooks, Aimee Ahle, Alisha Kennedy
Rationale (With supporting data):
Priority: High
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: Meet the needs of both transfer and transitioning nursing students as well as the needs of Communication majors. Current nurses involved in the discipline in the community can also be served and the course will be submitted for Continuing Education Credits. This course had additionally approved and we are offering it for the first time this Fall 2021. However, our next goal is to get the course UC accredited and are actively working on this. We are also looking at bringing back Communication Interpretation.

Update on Action

Updates

Update Year: 2020 - 2021   09/23/2020
Status: Action Completed
All courses in the Communication Department now have online/hybrid availabilities.

Program Review - Communication

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

Action: Increase Communication Certificate program numbers (2020-2021)

Develop and implement a strategic marketing plan, as well as tracking plan to increase successful completion of the Communication Certificate Program. This plan was put on hold due to the last 3 semesters of a forced/implemented COVID schedule. We have seen a decline in communication certificate majors, but anticipate to gain momentum once again as we return more to normal.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: District Objective 1.1
District Objective 2.1
District Objective 2.2
Person(s) Responsible (Name and Position): Dr. Tom Weise, Cynthia Johnson, Robin McGehee, Johnathan Brooks, Aimee Ahle, Alisha Kennedy
Rationale (With supporting data): Over the past few years, numbers in the Communication Certificate has decreased.   By implementing a process for tracking students with interest in the Communication Certificate Program, we will be able to increase the amount of students successfully completing their certificate programs.

We also are developing a "video"/online project to reach out to the students.
Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/15/2021
Status: Continue Action Next Year
With COVID making it more difficult to recruit students into the program, we have continued to see a decline in overall numbers. We will continue this action into next year.
Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   09/23/2020

Program Review - Communication

Status: Continue Action Next Year
Due to COVID-19, our overall certificate numbers did not increase in the way we intended. We are developing a digital means of promoting the Certificate Program.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

Action: Develop a Communication Lab (2020-2021) -continued until complete

Purchase equipment for Communication Lab

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: District Objective 1.1, 2.1, 2.2,
Person(s) Responsible (Name and Position): Tom Weise, Cynthia Johnson, Robin McGehee, Johnathan Brooks, Aimee Ahle, Alisha Kennedy
Rationale (With supporting data): Besides the need to fulfill graduation and transfer requirements (We are the only discipline in the A-1 category and provide classes in A-3 and Area D), we also have a growing number of Communication Majors and students completing the Communication Skills Certificate. As faculty, we need to make ourselves available to our student to assist them in their Academic pursuits. With that in mind, we are presently forming a Communication Honor Society and will have numerous students coming to us for help. So we want to create a Communication Lab to be able to assist our students. We are requesting a portable projector to assist our students. Due to a lack of classroom availability, our students need a place to practice using PowerPoint. By having a portable projector that will hook up with our laptops, our students will be able to use the Comm Lab to practice their presentations. We need to have equipment for students to prepare their presentations, and for faculty to be able to assist students with their presentations. Laptops, a projector, and screen would allow us to better assist students with their presentations. Once we are able to return to campus post COVID, we anticipate the ability to work with more students in a one on one setting and this will assist their needs.

Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Program Review - Communication

Update Year: 2021-2022   09/15/2021
Status: Continue Action Next Year
Due to a lack of student presence on campus, we where not able to push this action. We will continue with developing our Communication Lab as COVID restrictions are lessened.
Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   09/23/2020
Status: Continue Action Next Year
Laptops have been installed. We are still in need of a Smart TV or Projector to allow students a chance to practice presentations. With classroom availability being minimal, we need a space to allow our students to develop and refine their presentations skills.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - Our Communication Lab is in need of a Projector (Active)
Why is this resource required for this action?: Students are required to give presentations in all Communication courses, many of these presentations require usage of presentation software. Students need to have the ability to practice their presentations with the presentation software.
Notes (optional): Continued request from previous PR. Not filled due to COVID-19 schedule implementation
Cost of Request (Nothing will be funded over the amount listed.): 800

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

Action: Presentation Clickers

As part of developing skills as a presenter, students need to be able to move about the audience, without being tied to the computer. We are requesting funds to purchase clickers for our classrooms. Due to the interruption in face to face instruction from COVID, this will be a need once we are back in a more stationary classroom setting.
Leave Blank:
Implementation Timeline: 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: OBJECTIVE 2.1
OBJECTIVE 2.2
Person(s) Responsible (Name and Position): Tom Weise, Cynthia Johnson, Robin McGehee, Johnathan Brooks, Aime Ahle, Alisha Kennedy.
Rationale (With supporting data):
Priority: Medium
Safety Issue: No

Program Review - Communication

External Mandate: No
Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

Action: Develop Campus Presence (2019-2020)

Increase awareness of program offerings at all three campuses.

Leave Blank: Nonessential/Nice to have
Implementation Timeline: 2019 - 2020, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: District Objective 1.1
District Objective 2.1
District Objective 2.2
Person(s) Responsible (Name and Position): Tom Weise, Cynthia Johnson, Robin McGehee, Johnathan Brooks, Aimee Ahle, Alisha Kennedy
Rationale (With supporting data): In order to increase certificate completion and degree completion, the Communication Department need to establish a stronger presence once we return to a more normal environment post COVID-19. While we have developed an Honors society, we will would be able to better promote the Communication Certificate program, and develop outreach into the community. Our goal is for the Honors society to lead to the development on a Forensics/Debate team.
Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/15/2021
Status: Continue Action Next Year
With the COVID restriction in place during the 2020-2021 academic year, we where not able to improve on our campus presence. We will continue the action as COVID restrictions are lessened.
Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   09/23/2020
Status: Continue Action Next Year
We had a significant increase in student awareness of the programs, but due to COVID-19 we were unable to sustain the momentum started. We are in the process of developing digital recruitment/promotional material to distribute to students.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5

percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents