

ANNUAL INSTRUCTIONAL UNIT PLAN

UNIT: COMMUNICATION STUDIES DEPARTMENT

*Please give the full title of the discipline or department.
You may submit as a discipline or department, as is easiest for your unit.*

**CONTACT PERSON: JOAN GIBBONS-ANDERSON (CHAIR)
& ESTRELLA ROMERO**

Due: May 17, 2013

Please send an electronic copy to:

Vice President, Academic Affairs
Dr. Wolde-Ab Isaac at wolde-ab.isaac@rcc.edu

and send an electronic copy to your divisional dean.



Form Last Revised: March 11, 2013

Web Resources: <http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

Instructional Unit Plan

Please retain this information for your discipline's/department's use (or forward to your chair). A database will be created and distributed to the relevant councils and committees as requested.

The Unit Plan is conducted by each unit at the college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted or renewed every year by mid May** in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

Data sets are available on the Program Review website. Please consult with your Department Chair or Daniel Martinez daniel.martinez@rcc.edu for assistance interpreting the data relevant to your discipline. Also, review the course retention and success data provided at http://www.rccdistrict.net/rcc-IE/accreditation2/self_study_2014/Data/Forms/AllItems.aspx

The data are disaggregated by gender, ethnicity, age, socioeconomic status, and delivery method (hybrid, online, face-to-face). Within these categories, course data are further disaggregated by transfer, CTE, and developmental categories. Note that you are only required to mention data relevant to your analysis or requests. **Please utilize these data or data collected by your discipline to assess your goals and as rationale for resource requests.**

The questions on the subsequent pages are intended to assist you in planning for your unit. The forms that follow are separated into pages for ease of distribution to relevant offices, councils and committees. Don't let formatting concerns slow you down. If you have difficulty with formatting, the Administrative Support Center can adjust the document for you. Simply add responses to those questions that apply and forward the document to the Administrative Support Center with a request to format it appropriately.

If you cannot identify in which category your request belongs or if you have general funding request questions, please contact the Vice President of Business Services, Charles Wyckoff at 951-222-8307 or charles.wyckoff@rcc.edu. Within each resource request form, a recommended contact person is listed to assist you with estimating the cost of your requests. It is vital to include cost estimates in your request forms. Please cite the source for the cost estimates and indicate if the costs are one-time or recurring. If the costs are recurring, provide cost of a service contract and length of time needed. Also, please indicate if grant funds have been sought and denied. **FAILURE TO PROVIDE COST ESTIMATES MAY RESULT IN YOUR REQUEST NOT BEING CONSIDERED.** Please see Unit Plan Rubric for the prioritization criteria. **TO ACHIEVE MAXIMUM POINTS WRITE YOUR RATIONALES BASED ON THE RUBRIC CRITERIA. IF CRITERIA ARE NOT ADDRESSED IT WILL BE GIVEN ZERO POINTS.**

The college mission is available on the RCC home page, and the goals and strategies are available at <http://www.rcc.edu/riverside/riversidestp/files/Aug2012RevRCCStrategicPlan200914100510.pdf>.

Instructional Unit Plan Update

A. Trends and Relevant Data

1. What is your unit's mission statement?

The Communication Studies Department exists to serve students of Riverside City College by encouraging communication competence through teaching communication theory, process and skills which support general education requirements, transfer requirements and personal development while upholding the mission of the college and the district.

Alignment of Communication Studies Department to the Missions of the College and the District

The current Riverside City College (RCC) mission statement adopted by the Board of Trustees 8/17/2010 states that *“Riverside City College provides a high-quality, affordable education, including comprehensive student services, student activities, and community programs, and empowers and supports a diverse community of learners as they work toward individual achievement and life-long learning. To help students achieve their goals, the College offers learning support services, pre-college and transferable courses, and career and technical programs leading to certificates or associate degrees. Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.”*

In an effort to align with this mission, the Communication Studies Department engages in a continuous process of improvement represented by participation in annual and comprehensive reviews that allow documentation of the day to day interactions focused towards improving instruction that facilitates student learning. Courses are regularly updated to assure they meet academic standards of high-quality education. The department is assessing the student learning outcomes of each course in an effort to ensure quality exists and to implement change which keeps our courses “learner-centered.” This learner-centered approach has been core to the department as it has explored and designed creative avenues for achieving the mission while continuing to allow access and support for the success of all students. The department is also moving toward program level assessment as which includes the Center for Communication Excellence, General Education, Areas of Emphasis and the Transfer Model Curriculum (TMC/AA-T). Through extensive discussion and unanimous agreement, no prerequisites exist for Communication Studies courses in spite of their transferability and RCC's student population. The department is dedicated to serving its continuously changing student populations (i.e. growing numbers of underprepared students). It is dedicated to finding innovative approaches that maintain access and support students in their ability to succeed as they move the matriculation process. For example, in supporting students, who lack college readiness, rather than adding pre-requisites or increasing unit values or mandatory labs as has been the typical model at RCC; the department had been attempting to serve RCC through the Center for Communication Excellence (CCE). The CCE, which had been previously funded through noncredit faculty instruction in a lab setting, is now transitioning into student tutoring in a Communication Lab that is currently funded with administrative reassigned time (.2) for a Communication Studies faculty member to serve as the Coordinator. The Coordinator works with the Department Chair and student employment to secure funding for the student tutors (Academic Senate Educational Assistance Awards, Federal Work Study, BSI or other grant funds, and, as a last resort, Department Funds.) The CCE had been designed to provide academic support to ALL RCC students for improving their communication skills necessary for academic success in their academic courses. Students voluntarily choose to receive this academic support. This academic support (noncredit instruction) has been transitioned to student tutoring. This has resulted in a significant reduction of hours of operation from 40 hours a week for the CCE to 8 hours a week. Data for the noncredit instruction demonstrated increased success rates in concurrent academic courses. Data has not yet been collected for analysis of the shift to student tutoring.

Every COM class in the catalog arguably “fosters critical thinking, develops information and communication skills, expands the breadth of application of knowledge, and promotes community and global awareness.” Communication Studies, with its emphasis on the role of communication in human relationships, has been and continues to be a cornerstone of the goals of general education. It is one of the “Golden Four” for CSU transfer requirements. The wide variety of course offerings in Communication Studies parallel the offerings at CSU, some UC’s and various private universities, transferring as general education, electives, and/or in the major. All course offerings require critical thinking, have components of intercultural communication/sensitivity and promote self-reliance, personal development, and personal responsibility. When Course Outlines of Records (CORs) were revised in Fall 2010 and Fall 2011, they were specifically updated with components of the college mission in mind.

In the Fall of 2011, Communication Studies offered the Communication Studies Transfer Model Curriculum (TMC/AA-T) which allows students to transfer to CSU (and UC’s with COM programs) with junior standing supporting the college’s and district’s mission and strategic goals to increase transfer rates. The first students applied for the Communication Studies AA-T degree with four completers (spring 2012 – 2; fall 2012 – 1; winter 2013 – 1) and seven pending graduates for spring 2013.

To align with the mission statement regarding student activities, the Communication Studies Department has hosted an intramural speaking competition funded through the Department budget and supported by the President’s personal account. This has provided an opportunity for students to showcase their learning in public speaking. It has also provided an opportunity for full-time and associate faculty to collaborate in a college event. In the Fall of 2012, a record number of 90 students from COM 1/Elements of Public Speaking courses participated which represents a 157% increase in participation from the initial competition in the Fall of 2009 which had approximately 35 participants.

Furthermore, the Communication Studies Department aligns with the Riverside Community College District’s (RCCD) mission, which reads *“Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve. To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners. To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.”* The department demonstrates its commitment to the “success of our students and to the development of the communities we serve” in every course we teach and in the CCE discussed above and below.

2. Has there been any change in the status of your unit? (if not, skip to #3)

- Has your unit shifted departments?
Effective Fall 2011, the Department of Communication Studies was re-established and is currently in its second year. The CCE has been shifted from a Departmental function (faculty instruction via noncredit coursework) to a Communication lab (student tutoring with oversight by a Communication Studies faculty member) as a central component of the Student Success Center in the MLK.
- Have any new certificates or programs been created by your unit?
**Fall 2011 the department offered the TMC/AA-T in Communication Studies. We were one of the first two disciplines at RCC to receive state approval for this degree. Four students have already graduated with the degree with seven anticipated for spring 2013. Faculty continue to advertise in their classrooms and in their syllabi.
See “2a” above for the transition and redefinition of the CCE to a Communication Lab.**
- Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.
The current creation of the RCC’s Centralized Academic Support Services to be housed in the MLK continues to impact Communication Studies. The department had been making progress towards full institutionalization of the Center for Communication Excellence (CCE) that

offered faculty instruction (via noncredit Communication Studies ILA-800). The department continues to re-focus and re-conceptualize the CCE due to the college administrative unilateral decision to no longer offer ILA-800 which originally funded the CCE. This funding for faculty instruction was replaced with a .2 administrative reassigned time reducing the number of hours of operation from 40 hours/week to 8 hours/week. The CCE had been designed as a student success center offering VOLUNTARY academic support to ALL RCC students (faculty and staff too). The CCE offered instruction in communication skills (i.e. oral presentation skills, effective listening, communication competence in various settings, and rhetorical principles) relevant to most RCC courses. The current Communication Lab now offers student tutoring and has 20% staffing of a Communication Studies Coordinator for oversight of the student tutors. Uncertainties remain for 2012-2013 particularly in terms of funding for the anticipated 40 hours+ of operations expected as the Communication Lab is included in the plans of RCC's Centralized Academic Support Services in the MLK. The design and budget for providing academic support/student tutoring remain unknown.

The continuing albeit reversing economic crisis has continued to affect the department's inability to meet the continued growth demand for enrollments as well as affecting student access. Despite the efforts of the Enrollment Management Team (an Ad Hoc of the APC acting on the direction of the Senate), rollover still remains as the primary planning principle for the distribution of the college's FTES. This principle of rollover is based on the false premise that course offerings (and FTES) are proportionally appropriate. The EMT (Ad Hoc of APC) continues to work on a comprehensive enrollment management plan and the components that have received approval (APC and Senate) must be implemented. Communication Studies has the least amount of FTES compared to all other disciplines in each area where COM Studies appears despite the fact that COM courses are a component of the Golden Four, satisfy the AA-T, RCCD Gen Ed, Five AoEs and are a requirement for CSU in Oral Communication (no other Discipline/Department's courses meet this requirement) and are an option for students to meet the Critical Thinking requirement.

Communication Studies responded to SB 1440 by developing a Communication Studies Transfer Model Curriculum (TMC/AA-T). The implementation of this TMC/AA-T will require that ALL included COM classes be offered on a regular schedule to allow students to complete this transfer pattern. Considering the slow fiscal growth it is imperative that more COM courses are offered to maintain compliance with state guidelines for SB 1440 AND to allow other students to successfully matriculate in a timely fashion because oral communication is required for all CSU transfers and is a standard course taken for RCCD graduates. (Evidence available in 2010 Comprehensive Program Review).

The college's expected lack of growth did not support COM Studies addition of six courses to the spring 2013 schedule. So, the Department Chair worked during the Winter Holiday to cancel those additions and revise the schedule including staffing. On the Friday prior to the beginning of the Spring 2013 term COM Studies assisted the college in its newly revised expected FTES that now demonstrated a shortage of the target by adding four courses to begin the following week. The Department Chair worked the week-end prior to the beginning of the Spring 2013 semester to staff these classes which filled immediately.

Communication Studies still only receives 2% of the college's FTES. This is compared, for example, to Music which receives 8% of the college's FTES.

3. How have environmental demographics and external factors affected your discipline's enrollment? If there have been significant changes, please indicate those changes. If there are no significant changes in your unit's opinion, indicate "None" and skip to question #4.
The State's focus on increasing transfer increases the demand for Communication Studies courses. It is one of the "Golden Four" for CSU transfer requirements. Communication Studies 1, 1H, 9, 9H, and 6 are the ONLY RCC courses that meet the oral communication requirement expected to be completed prior to transfer. Additionally, the variety of course offerings in Communication Studies parallel the first two year offerings at CSU, some UC's and various private universities, transferring as general education, electives, and/or in the major. All COM courses require critical

thinking, have components of intercultural communication/sensitivity and promote self-reliance, personal development, and personal responsibility. Communication Studies 3 meets the same requirement of English 1B, and does it with less units. So, Communication Studies 3 may facilitate a student's ability to matriculate more quickly.

4. In reviewing your unit's enrollment data, does your unit have plans to improve any aspects of enrollment management (ex: persistence, scheduling patterns, etc.)? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections.

Communication Studies will continue to participate in discussions regarding the appropriate balancing of course offerings and distribution of the college's FTES. It will continue to rally for more equitable distribution of FTES among disciplines based on transfer, AA-T/AS-T degree, AA/AS degree, and CTE requirements. It will also encourage innovative approaches to remediate as expected of SB1143 and as embodied in the CCE. (SEE APPENDIX A from Communication Studies' 2012 Annual Unit Plan)

In times of contraction and growth the department will continue to follow a very thorough process for enrollment management by looking at fill ratios/census data to determine day/time and number of courses to offer; the specialty class rotation list for efficient course offerings; balance of course offerings by day/time room availability efficiency; and monitoring class enrollments.

The Communication Studies Department will continue the continual process of improvement of its rotation of specialty course offerings. The recent information of the EMT demonstrated the need to increase the course offerings of COM 3 and COM 6 from 1 per term to 2 per term. Unfortunately, this remains at the cost of offering two less COM 1s due to the lack of a significant increase of FTES appropriated to COM Studies.

The department will continue to pursue securing an additional fourth and fifth classroom to facilitate effective and appropriate times of course offerings.

The department will continue to work within the Student Success Committee and the Honors program to assess and align the course offerings in order to best serve a range of students.

The department will continue to create a course schedule based on assessment results.

5. Please report on the progress made on any of your 2012-2013 unit goals.

NOTE: Below includes progress on 2011-12 unit goals to include those not yet achieved.

- In times of contraction and growth, offer an appropriate number of COM course offerings/FTES to meet student needs that includes consideration to college priorities of Tier 1) transfer, AA/AS degrees, and CTE certificates; Tier 2) pre-collegiate and basic skills in support of Tier 1; and Tier 3) lifelong learning. (2011-12 AND 2012-13)
 - PROGRESS: Continued to collaborate within shared governance units for appropriate distribution of FTES for course offerings that meet student's degree and transfer needs.
 - PROGRESS: Through the APC, the Communication Studies Chair continues to serve on the EMT. Components of an EMT plan have received approval from the APC and the Senate. Implementation of those components would shift FTES from other disciplines to Communication Studies.
 - PROGRESS: Based on the anticipated additional 150 FTES for the College for 2013-14, the Chair requested a minimum of an additional ten sections. The request was made to the Dean. With a response of no, the Chair requested for information on how the and when the decision would be made to facilitate appropriate time for planning.

- Continue to excite students about the field of communication and work to transfer more students (via the TMC/AA-T) as Communication Studies majors to CSU, UC and private universities (2011-12). To continue to help transfer rates through the Transfer Model Curriculum (TMC/AA-T, 2012-13).
 - PROGRESS: The COM faculty continue to spread awareness of the program and emphasize its significance for transferability. It is promoted at the intramural tournaments. Each faculty member is encouraged to include a copy of the Communication Studies AA-T with his/her syllabus.
 - PROGRESS: The unintended consequence of the transition of the instruction previously provided in the CCE to student tutoring in the Communication Lab has diminished the camaraderie that had been built through the instruction and learning that had been taking place. The interest in Communication Studies was ignited for the first students who graduated with the AA-T in Communication Studies by the excitement of learning in the CCE. Results of the replacement of faculty instruction with student tutoring and the impact on excitement about a degree in Communication Studies remains to be seen.
 - PROGRESS: The first students applied for the Communication Studies AA-T degree with four completers (spring 2012 – 2; fall 2012 – 1; winter 2013 – 1) and seven pending graduates for spring 2013. An approximate 10-49 are interested.
- Add oral communication as an area requirement for the AA degree (2011-12)
 - PROGRESS: Two department members continue working with the district-wide GenEd Work Group.
- With ILLA 800 being cut, the Communication Lab will be relocated to the MLK building. There is a current plan for allocation of space and equipment. However, there is no plan for permanent staffing with the exception of a .2 reassigned time for a lab coordinator. The goal will be to work with administration on a plan for staffing that also supports the mission and vision of the Communication Lab/CCE and the college.
 - PROGRESS: The Faculty Coordinator and members of the Department continue to work with administration regarding the plans to relocate to the MLK building. However, there is no permanent space and equipment yet. The plans for permanent staffing beyond the .2 reassigned time remain unknown.
 - PROGRESS: The Department Chair in collaboration with the Faculty Coordinator (and input from the department) applied for and secured BSI funds for a study to examine the efficacy of mandatory student tutoring/voluntary student tutoring/mandatory faculty instruction in a lab setting/voluntary faculty instruction in a lab setting. After much discussion and exploration into whether or not this was “supplanting” the funds were awarded for the study. However, without a prior commitment for change if supported by the results of the study, the Department withdrew its submission.
 - PROGRESS: The Faculty Coordinator in collaboration with the Department Chair (and input for the department) applied for and secured BSI funds for student tutors for the Communication Lab that is expected to be located in the MLK remodel. Those funds will allow the Communication Lab to be open for 40 hours in the fall of 2013. Funding beyond fall of 2013 remains unknown. To continue the assessment cycle and work towards program level assessment.
- Continue the assessment cycle and work toward program level assessment.
 - PROGRESS: The department continues to discuss assessment monthly at meetings as well as invites full-time and associate faculty to participate in a course wide direct assessment of all COM 1 and COM 9 students.
 - PROGRESS: Two department members are currently participating in the AoE assessment project.
 - PROGRESS: Two department members continue to engage with the district-wide GenEd Work Group.
- Improve the ratio of full-time to part-time/associate faculty and the ration of dollars devoted to instruction in compliance with AB1725 (2011-12); Increase the number of full-time faculty to meet AB1725, or at least maintain the number of full and part-time faculty that currently serve the college (2012-13)
 - PROGRESS: The absence of backfill to increase the number of full-time faculty continue to plague the department’s ability to improve this ratio. Associate faculty continue to teach the majority of COM courses.

- PROGRESS: The faculty hiring committee of the APC recommended four new faculty hires. One of these hires was based on the rationale of backfilling a vacancy. Communication Studies was ranked fifth on the list despite a greater deficiency in the ratio of full-time to part-time faculty and despite the fact that COM Studies remains one of the “Golden Four” necessary for students transferring.
- PROGRESS: One associate faculty member retired and three additional were hired.
- Continue strengthening relationships with COM Associate faculty (2011-12) including inclusion in assessment (2013-14)
 - PROGRESS: Associate faculty are invited to all Department meetings and included in communication from the Chair.
 - PROGRESS: The transition of the CCE from faculty instruction to student tutoring has diminished the quantity and quality of interaction among full-time and associate faculty.
 - PROGRESS: The Intramural Competition remains effective at fostering collegial relationships and a great opportunity to assess student performances and learning in our COM 1 courses.
 - PROGRESS: The department continues to invite associate faculty to directly assess their students in both COM 1 and COM 9 courses. A pre/post test is administered in these courses among full and associate faculty and will continue to occur regularly.
- Refine the intramural speech tournament (2011-12). Continue to refine the Intramural Speech Competition and expand the opportunity from COM 1 students to include COM 9 students, and possibly other COM students to showcase their talents as well as provide an opportunity for full-time and associate faculty to interact. (Currently only COM 1 students are invited to participate, 2012-13).
 - PROGRESS: Discussions with Norco and MV to rotate the tournament among the colleges resulted in the intramural becoming an exclusively RCC event.
 - PROGRESS; With the continued support of administration, the department was allowed to use funds that had been allocated as a stipend for Forensics to fund the intramural, a much more cost effective solution than a travelling team. (Note: The 2012 Unit Plan stated “these funds will not be available next year as the stipend will be used to compensate the Faculty Lab Coordinator of the altered CCE in the MLK.” That shift was not allowed without a job description and MOU for the Faculty Lab Coordinator position. Further, permanent augmentation of the Communication Studies Department was not completed, so these funds were needed to fund the intramural for 2012-13.)
 - PROGRESS: With the significant increase in student participation among COM 1 students, the intramural remains open to only COM 1 students. However, the faculty continue to discuss the possibility of opening this competition to other COM courses.
 - PROGRESS: The intramural competition relies heavily on the modest Department budget. With the issues surrounding the object code reserved for the contractual position of “Forensics”, budget augmentation and/or redesign of the intramural (i.e. curriculum to support the tournament) is necessary for its continuation. The Department Chair has met with the Dean and the V.P. requesting this permanent augmentation.
- Make progress in the implementation of alternative modes for COM courses (2011-12) and continue discussion on implementing other online/hybrid COM courses (2012-13)
 - PROGRESS: COM 1 and COM 9 were taught in Spring 2013 in Hybrid format
 - PROGRESS: COM 12 and COM 13 have been approved as Hybrid or Fully Online. It is anticipated that these will be offered online in spring of 2014 or the following academic year.
- To secure office space for the full time faculty in a more accessible location to students. Currently, all four COM faculty are housed in the Quad basement. While it is a benefit to students that we are all together in adjacent offices, our presence is not well known because students are not as easily aware of our office locations. Additionally, consideration must be given to seniority (the past practice for the delegation of offices was within a departments) so that COM faculty are not relegated to the basement for perpetuity.
 - PROGRESS: No progress has been made regarding this goal. The four full time faculty continue to be housed in the Quad Basement. The proximity of our four offices allows the full time faculty to collaborate and meet, however students often express difficulty at locating our offices.
 - PROGRESS: Signage was requested by the Department Chair to the IDS.

6. Please indicate your 2013-14 unit goals and/or strategies. You may insert relevant information from your CIPR Targets Addendum and/or your CIPR. Please include the needed support on the resource request forms along with the supporting rationale.

NOTE: Alignment of Department goals to College Goals is evidenced in the Riverside City College Educational Master Plan 2009-2014 including the recent annual update as approved by SPEC Spring 2013.

- **For times of either contraction or growth, secure a sufficient allocation of the College's FTES for COM course offerings to meet student needs that includes consideration to college priorities of Tier 1) transfer, AA/AS degrees, and CTE certificates; Tier 2) pre-collegiate and basic skills in support of Tier 1; and Tier 3) lifelong learning and facilitates matriculation along student pathways.**
 - **Aligned with college goals**
 - **Goal I: Student Access and Support "Our [C]ollege is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs."**
 - **Strategy 4. "Develop clear college-wide criteria for student pathways...increase transfer rates"**
 - **STRATEGY: Continue to work with Enrollment Management through APC & Senate**
- **Continue to excite students about the field of communication and work to transfer more students (via the TMC/AA-T) as Communication Studies majors to CSU, UC and private universities**
 - **Aligned with college goals**
 - **Goal I: Student Access and Support "Our [C]ollege is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs."**
 - **Strategy 4. "Develop clear college-wide criteria for student pathways...increase transfer rates"**
 - **STRATEGY: Work with Dean for marketing opportunities (including funding), Grants (i.e. Cal Poly agreement; Lumina, etc.), and Strategic planning at RCC (i.e. ACTP & IS and plans for transfer center)**
- **Add oral communication as an area requirement for the AA degree**
 - **Aligned with college goals**
 - **Goal I: Student Access and Support "Our [C]ollege is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs."**
 - **Strategy 4. "Develop clear college-wide criteria for student pathways...increase transfer rates"**
 - **STRATEGY: Continue work with GenEd group, engage in discussions of proposal at Curriculum and Senate**
- **Assessment and improvement.**
 - **With IILA 800 being cut, the Communication Lab will be relocated to the MLK building. There is a current plan for allocation of space and equipment. However, there is no plan for permanent staffing with the exception of a .2 reassigned time for a lab coordinator. The goal will be to work with administration on a plan for staffing that also supports the mission and vision of the Communication Lab/CCE and the college.**
 - **Curriculum considerations (i.e. increase unit values/add mandatory lab component/add co-requisite, etc.); see "6a" below.**
 - **Continue the assessment cycle and work toward program level assessment.**
 - **Aligned with college goals**
 - **Goal I: Student Access and Support "Our [C]ollege is an open-access institution inviting our diverse community to the benefits**

of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs.”

- Strategy 2. “Ensure comprehensive and equitable services exits and are part of institutional planning. a. Ensure learning support services are available for all students (e.g., supplemental instruction, learning centers, tutors). b. Expand services in learning support and transfer centers.”
 - Strategy 3. “Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic and student services) to address student inequities for student access, success, retention, and progression.” (The previous success of the CCE providing academic support via noncredit instruction is documented in the Student Equity Report Cards.)
 - Strategy 4. “Develop clear college-wide criteria for student pathways...b. Develop innovative approaches to basic skills instruction (e.g., ...modules, non-credit courses) c. Ensure that basic skills has a comprehensive focus and it integrated into the general curriculum.”
 - STRATEGY: Pursue potential curriculum changes
 - Improve the ratio of full-time to part-time/associate faculty and the ratio of dollars devoted to instruction in compliance with AB1725.
 - STRATEGY: Continue participation in annual unit review and strategic planning processes including the role of the APC.
 - Continue strengthening relationships with COM Associate faculty including inclusion in assessment.
 - STRATEGY: Continue prior activities.
 - Secure funding for the continuation and expansion of the intramural speech tournament from COM 1 students to include COM 9 students, and possibly other COM students to showcase their talents as well as provide an opportunity for full and associate faculty to interact. (Currently only COM 1 students are invited to participate).
 - STRATEGY: Continue to work with administration to seek Department budget augmentation.
 - Make progress in the implementation of alternative modes for COM courses and continue discussion on implementing other online/hybrid COM courses.
 - Aligned with college goals
 - Goal I: Student Access and Support “Our [C]ollege is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs.”
 - Strategy 4a. “Expanding and improving instructional delivery modes including hybrid courses, online courses”
 - STRATEGY: Continue Departmental assessment and discussion.
 - Secure office space for the full time faculty in a more accessible location to students. Currently, all four COM faculty are housed in the Quad basement. While it is a benefit to students that we are all together in adjacent offices, our presence is not well known because students are not as easily aware of our office locations. Additionally, consideration must be given to seniority (the past practice for the delegation of offices was within a departments) so that COM faculty are not relegated to the basement for perpetuity.
 - STRATEGY: Continue to work with administration to locate and secure offices which are easily visible to students to promote awareness of the Communication Studies Department which will positively affect the TMC/AA-T and to ensure that the seniority of COM Studies faculty is not ignored as offices become re-shuffled in the future due to faculty retirements and changes in facilities.
- a) In the Comprehensive Instructional Program Review (CIPR) Targets Addendum, your discipline is developing strategies to improve or maintain students’ levels of achievement in course retention, course success, persistence, and program completion. What goals and/or strategies has your discipline set to improve student achievement for the academic year 2013-14?

- **Increase student interaction and/or contact time with faculty via an approach supported by RCC to increase student success.**
 - **According to the CIPR Target Addendum our students success rate is approximately 73%. The Department has engaged in collegial conversations regarding the best way(s) to increase student learning/success. Several options have surfaced. The academic support via faculty instruction that had been provided in the Center for Communication Excellence had the most significant positive impact on increasing student success in concurrent academic courses, from both statistically and educationally significant perspectives. However, the CCE continues to morph from academic instruction to student tutoring demonstrated in the reduction of funding, service and hours of operation. Whereas the CCE previously was staffed by Communication Studies faculty providing noncredit instruction, it has now shifted to a single Communication Studies Faculty Coordinator and four student tutors. While the Communication Lab has been scheduled to move into the MLK student success center, it cannot operate indefinitely with the uncertainty of the relocation as well as a lack of clarity as to how it will be funded.**
 - **The Communication Studies faculty at RCC have long been motivated to increase student success. In just the last 10 years, this motivation has led the faculty to experiment with varied approaches including but not limited to supplemental instruction, cohorts (i.e. CAP and Honors), changes to the CORs, in-class strategies, various pedagogical approaches, infusion of technology and media, student tutors via tutorial services, faculty teaching via the Center for Communication Excellence and student tutoring via the Center for Communication Excellence (CCE)/Communication Lab. Some of these approaches have yielded great success, with the most quantifiable coming from the faculty teaching in the CCE funded by the ILA-800 Communication Studies noncredit course. Unfortunately, in the current budget situation, and despite its effectiveness, the cost of this approach has not been supported by the college.**
 - **With the lack of support for the Department’s vision for providing voluntary academic support in the form of faculty instruction, the Department will explore alternative ways to increase the faculty/student time for teaching and learning and interacting. As COM department members at RCC continue to discuss options for better serving our students in terms of increasing student success (improving or maintaining students’ levels of achievement in course retention, course success, persistence, and program completion), the faculty consistently come back to our data which demonstrates that the faculty-student contact time is what seems to have the most significant impact on success. Communication courses are unique from others. Where some courses are solely content based (i.e. History) and others mostly skills based (i.e. Reading), COM courses require focus on content and skill. This dual purpose charge is difficult to execute in only 3 hours per week.**
 - **Aligned with college goals**
 - **Goal I: Student Access and Support “Our [C]ollege is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs.”**
 - **Strategy 2. “Ensure comprehensive and equitable services exists and are part of institutional planning. a. Ensure learning support services are available for all students (e.g., supplemental instruction, learning centers, tutors). b. Expand services in learning support and transfer centers.”**
 - **Strategy 3. “Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic and student services) to address student inequities for student access, success, retention, and progression.” (The previous success of the CCE providing academic support via noncredit instruction is documented in the Student Equity Report Cards.)**
 - **Strategy 4. “Develop clear college-wide criteria for student pathways...b. Develop innovative approaches to basic skills instruction (e.g., ...modules, non-credit courses) c. Ensure that basic skills has a comprehensive focus and it integrated into the general curriculum.”**
 - **ACTIVITY: Explore alternatives including changes to curriculum aligned with the traditions and practices of RCC.**

- b) In addition to completion, the college has identified improving student-faculty interaction as a priority. What goals and/or strategies has your discipline set to improve faculty-student interaction for the academic year 2013-14?
- **See Responses to 6 and 6a above**
- c) Are there other goals aligned to college goals your discipline is pursuing in 2013-14?
- **See Responses to 6 and 6a above. All goals are listed above and aligned as noted.**

B. Student Learning Outcomes Assessment Summary and Update

As a matter of good practice and in alignment with Accrediting Commission of Community and Junior Colleges (ACCJC) standards, RCC faculty participate in ongoing and systematic efforts to assess courses, programs, and degrees. Reports on specific assessment projects undertaken by individual faculty or groups of faculty in your discipline should be referenced here, but the primary purpose of this update is to provide an overview of your discipline's assessment activities (data, responses to data, results, reports, etc.) since your last unit plan update as well as your current plans for assessing student learning. Please note, since unit plans are completed during the spring semester, we are asking you to report on the previous spring semester data along with the current spring semester plans.

I. Course-level Student Learning Outcome (SLO) Assessment Report(s)

The Riverside Assessment Committee and the Office of Institutional Effectiveness developed a process to report and store Course-level SLO assessment information. Upon completion of a Course-level SLO assessment project please utilize one of the two methods listed below for reporting and/or summarizing your results.

- a. Enter into a Survey Monkey report at www.surveymonkey.com/s/Student-Learning-Outcomes , or
- b. If faculty in your discipline/department have already entered assessment information into another format, it is not necessary to re-enter the information, simply send your documentation to sloassessment@rcc.edu

II. Program-level Learning Outcome (PLO) Assessment Reports

The Riverside Assessment Committee and the Office of Institutional Effectiveness developed a process to report and store Program-level PLO assessment information. Upon completion of a Program-level PLO assessment project (Career Technical Education) please utilize one of the two methods listed below for reporting and/or summarizing your results.

- a. Enter into a Survey Monkey report at www.surveymonkey.com/s/Program-Learning-Outcomes , or
- b. If faculty in your discipline/department have already entered assessment information into another format, it is not necessary to re-enter the information, simply send your documentation to sloassessment@rcc.edu.

III. Course-level Assessment Summary Spreadsheet

Please summarize the current status for assessment of all the courses in your discipline using the Course Assessment Summary spreadsheet. Please indicate for each course on the Course Assessment Summary spreadsheet:

- a. Assessment Status
- b. Most Recent Assessment (Year)
- c. Assessment Method for Most Recent Assessment
- d. Next Planned Assessment (Year)
- e. Faculty Lead (s)

Please contact Jim Elton at jim.elton@rcc.edu or (951) 222-8264 for your spreadsheet so that you may simply cut and paste here.

IV. Please answer the following Course-level SLO questions:

- a. Please describe your discipline's dialogue on assessment results. Where would one find evidence of this dialogue?

The department actively discusses assessment; pedagogy successes and areas for improvement at our monthly department meetings. All full time and associate faculty are invited to attend. Evidence of this can be found in the department minutes under the heading of "Teaching Glows and Woes" and/or "Assessment." The dialogue includes pedagogical practices incorporated into our all Communication Studies courses, pedagogical principles and practices of the CCE/Communication Lab, and the intramural speech competition. A schedule of assessment for upcoming years which evenly assesses the Student Learning Outcomes has been created and implemented (i.e. for the even number years; 2012 all even number of our SLOs are assessed and for the odd number of years, all odd number of our SLOs are assessed). Our dialogue includes ways to further incorporate our associate faculty into the assessment process. One way that we have seen an increase in collegial partnership with our associate faculty using assessment is through the assignment of courses. For example a full time faculty will be partnered with a part time faculty member and serve as a "lead" for that courses assessment. The lead will then work individually with that part time faculty member to discuss assessment and ensure that that instructor is encouraged to assess the course. Currently, we have created a plan for all part-time faculty to be paired with the full time faculty and will be implementing it in the upcoming semester. Several associate faculty have contributed their discussion on course/classroom challenges and successes via email which are shared at the meetings. It has been an extremely helpful technique in regularly incorporating assessment into our department. (See APPENDICES A,B,C & D)

- b. Please summarize what your discipline learned from your assessments. How does your discipline plan to use the results to improve student learning?

See Response to 6a above.

V. Please answer the following Program-level PLO questions:

- a. Please explain what steps your program has taken to map and align your PLOs with your course SLOs (Curriculum Mapping Exercise).

**Two Department Members are participating in the AoE assessment project. Assessment of that project will provide insight into an effective and efficient approach for assessing the TMC (i.e. mapping vs. focus group.)
Two Department Members have participated in the assessment of RCCD GenEd Outcomes, re-creation of the GenEd Outcomes and alignment of courses to these Outcomes.**

- b. How have you shared and discussed assessment results (e.g., through Community Advisory Committee discussions, discussions with employers, interviews of graduates, program faculty meetings)? **Department Meetings and Minutes.**
- c. What are your plans for further Program-level PLO assessments in the upcoming academic year? **See Response to “Va” above.**

If you have any questions regarding Assessment please contact Susan Mills at (951) 328-3738, susan.mills@rcc.edu, Jim Elton at (951) 222-8264, jim.elton@rcc.edu, or your Riverside Assessment Committee discipline representative

Instructional Unit Plan Update

C. Human Resource Status

Complete the Faculty and Staff Employment Grid below based on the 2012-2013 academic year. Please list full and part-time faculty numbers in separate rows, and classified full and part-time staff separately.

2012-2013 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Communication Studies Faculty	4	17
When the hiring freeze is lifted, these two positions must be backfilled to be in compliance with AB1725. The APC AdHoc in Spring 2013 ranked Communication Studies fifth for a new hire. Four faculty were hired for Fall 2013.	2 formerly fully funded unfilled vacant positions (Formerly - 2 Full Time Faculty)	2-5 depending on full-time hires and to plan for growth as needed
2012-2013 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
Communication Studies Department, Social & Behavioral Science Department/History, Humanities and Philosophy Department (currently shared among all three departments)	1 Clerk Typist Operating as IDS with Differential Pay	0
Student Workers/Tutors and/or Instructional Aids for the Communication Lab (CCE) and Department (Faculty Office Help, Department Minutes, etc.		4 (Funds secured via FWS, Academic Senate Educational Assistants, and Department Funds as a last resort. FWS is not usually known in advance)

Complete the Faculty and Staff Employment Grid below based on any anticipated changes for the 2013-2014 academic year (i.e. retirements, one-year temps). If information is exactly the same, move on to the next page.

2012-2013 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
2012-2013 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
Student Workers/Tutors and/or Instructional Aids for the Communication Lab (CCE) and Department (Faculty Office Help, Department Minutes, etc.)		10+ (Funds only secured for Fall 2013 via BSI. For Spring 2014 will be needed via FWS, Academic Senate Educational Assistants, MLK Centralized Academic Support Budget, or Department Funds as a last resort. FWS is not usually known in advance)

NEW OR REPLACEMENT STAFF (Faculty or Classified)¹

List Faculty or Staff Positions Needed for Academic Year.

Please list in order (rank) of importance. Please justify and explain each faculty or staff request based on rubric criteria. (See APC Ranking Rubric for faculty positions.)

COMMUNICATION STUDIES, RATIONALE for Full Time Faculty Continued:

2a. Again, all courses meet some sort of transfer requirement. (COM 1, 1H, 6, 9 & 9H are the ONLY courses to meet the CSU transfer requirement of “oral communication” and are part of the "Golden Four".) Our courses are also a component of several certificates, a requirement in the Nursing Program, various Areas of Emphases and the TMC.

2b. More faculty are required to carry the weight of department demands including, for example, the intramural speech tournament each semester. This is a significant time commitment from all members of the department. Additionally, the increasing demand for faculty to participate in grant activities, college-wide initiatives, and special programs also provides justification for the need for more full-time faculty.

3. Fill ratios are 100% with waitlists as large as the course cap. .

- In times of contraction, what the college ought to be offering must be its primary consideration in light of its priorities within its mission. Communication Studies ought to be ranked in the top priorities based on the variety of students’ needs the courses meet. Because institutions of higher education do not operate on free market principles, and instead, supply determines demand, the college must be very strategic in planning its course offerings. Communication Studies must play a central and significant role in those plans of course offerings. Communication skills are expected in the job market. COM 1 & 9 are necessary to matriculate through RCC. All COM courses (except COM 51) meet transfer requirements for IGETC, CSU and a majority of private institutions all influencing enrollment. Additionally, COM 1, 1H, 6, 9 & 9H are the ONLY courses to meet the CSU transfer requirement of “oral communication”.**
- The implementation and expectations of increased numbers of transfer students with an AA-T in Communication Studies, this will have an impact in increasing enrollments. The college will be measured based on how many students transfer due to the TMC/AA-T as a component of SB1440 and anticipated SB1143.**

4. The college goals as stated in the Educational Master Plan include “student centeredness, teaching excellence; a learning environment.” Full-time faculty help to achieve more student centeredness for students who feel disconnected from part-time instructors who are not required to hold a significant number of office hours and/or become integrated into the broader culture of the college. The State Academic Senate Basic Skills Initiative Survey states “part-time faculty are generally not well integrated into institutional dialogue about pedagogy, curriculum design, program review, or accreditation....Such integration is one of the key predictors of [student] success”. We also need more full-time faculty to assist in assessment and other accreditation efforts.

¹* TCP = “Total Cost of Position” for one year is the cost of an average salary plus benefits for an individual. **For costs associated to faculty or staff positions, please contact Business Services at (951) 222-8400.** New positions (not replacement positions) also require space and equipment. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for “New” or “Replacement” Classified Staff. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Unit Name: Communication Studies

2. Equipment (excluding technology) Needs Not Covered by Current Budget²

Rank	List Equipment or Equipment Repair Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each equipment request based on rubric criteria.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
			Cost per item	Number Requested	Total Cost of Request
EX	<p><i>Document Camera for Quad Classroom</i></p> <p><i>Rationale: RCC Academic Master Plan: Values – learning environment-- “to provide and maintain state-of-the-art equipment;” 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” Currently, only about one half of the Quad classrooms are equipped with document cameras. All classrooms should contain the same type and quality of equipment to ensure equity in instruction and learning. Document cameras should be replacing the old overhead projectors.</i></p>	<i>I</i>	\$2500 <i>w/installation</i>	<i>1</i>	\$2500
1.	<p>N/A</p> <p>Rationale:</p>				

² * **Instructional Equipment** is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

² * See Appendix for guidelines distinguishing between equipment and supplies

** TCO = “Total Cost of Ownership” is the average cost for one year. Please contact [Instructional Media Center at \(951\) 222-8513](tel:9512228513) for a list of approved vendors and to request quotes. If equipment needs are linked to a position please indicate.

3. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget:³

NOTE: Technology: excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

Rank	List Technology Requested for Academic Year. Please list in order (rank) of importance. Please justify and explain each technology request based on rubric criteria.	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
EX	<i>Two Network printers for department Rationale: There are more than 20 full-time faculty utilizing this printer to develop instructional materials. Current printer >10 years old and high volume usage causes frequent breakdowns. Functioning equipment is critical to meeting the needs of our students, department goals and course SLOs.</i>	R=1 N=1	C	Work-room	Yes	>20	Y	\$1100	2	\$2200
1.	Computers for Center for Communication Lab (CCE) Rationale: The Communication Lab currently uses 24 laptop computers which are used by all patrons. Several of the computers have needed maintenance due to excessive use.	R	C	24	Yes/MLK	Serves ALL students and faculty at RCC who use the CCE.	Yes, several have needed repairs due to excessive use.	\$1,000	24	\$24,000

³ TCO = “Total Cost of Ownership” is the average cost for one year. **Please contact Microcomputer Support at (951) 222-8397 for a list of approved vendors and to request quotes.** If equipment needs are linked to a position please indicate.

++Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.

4. Facilities Needs Not Covered by Current Building or Remodeling Projects*⁴

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
EX	<p><i>Roof Replacement</i> <i>Rationale: The department building roof is in need of replacement. Currently, it leaks directly down the building and into our classrooms and office space. There have been three attempts to repair the roof. Previous leaks have caused damages to computer equipment and work space. The constant need to relocate staff and/or classrooms due to leaks has had a direct impact on the teaching and learning environment.</i></p>	\$2500
1.	<p>Centralized area at least 30x40 for the Center for Communication Excellence (so that staff can easily assist student in all areas) with dedicated space for each of the following: computer/laptop use area (space for 15 machines), group work/tutoring, non-computer individual work/tutoring (space for 10 students), 10x8 Whisper Room (for video recording presentations), locking supply area for books/cabinets, area for pay per print system. Rationale: To have the CCE function efficiently within the confines of the new centralized model for academic support in the MLK.</p>	Strategic Input for Use of Title V Funds Remodel of MLK
2.	<p>SPACE ALLOTMENT: Improved location of offices for COM Faculty Rationale: In the Spring of 2012, all full time COM faculty offices were relocated to the Quad Basement. While clustering the COM faculty has facilitated a sense of community among the full-time members of the department, being located in the basement is not easily visible to students nor aligned with the principles of seniority upon which offices were assigned. The location has hindered promoting awareness to the college and students of our newly established Department. Having more "visible" office locations will increase student access to help increase student success and persistence through engagement and interaction with faculty. An alternative location of office space could help students find instructors with ease and thus will support them in reaching their goals as that students who visit office hours have higher success rates. Also, with the increasing time demands on faculty, a more visible location will help with efficiency and will better support faculty in their teaching, with assessment and in professional development. Traditionally, faculty have been moved based on seniority which has not occurred with the most recent moves.</p>	NONE-STRATEGIC INPUT FOR PHYSICAL RESOURCES GROUP (PRG)

⁴TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Facilities at (951) 222-8470 to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.** For basic repair and maintenance, please submit a facilities work order.

<p>3.</p>	<p>Remodel/ relocation of wires and wire covers in all Quad classrooms (located behind instructor work station) Rationale: The existing wire covers in all of the quad classrooms are UNSAFE. Faculty (and students) walk in the area to write on the whiteboard during class lecture/discussion. Faculty (and students) can trip and have tripped on the cord covers. While this may create expense for the district/campus, it will certainly pale in comparison to the workers compensations costs accrued if/when faculty (or students) injure themselves. Safety and compliance issue as well as an ADA issue. Two options to possibly consider are 1. "L" shaped desk piece which connect the desk to the wall and 2. Rotate the desks so that they are perpendicular to the white boards. However, these options are not facilitative for teaching. A more permanent solution must be discovered rather than a temporary fix.</p>	<p>Unknown – STRATEGIC INPUT for Facilities</p>
<p>4.</p>	<p>REMODEL: 4 Classrooms with a soundproof video booth (booth should be built between two classrooms to reduce cost and maximize space usage) Rationale: Enhance student learning with immediate feedback. Students can view their own and others' speeches with or without instructor commentary. This request will assist students as they work to reach their goals and will support faculty in their teaching. Furthermore, it will provide an opportunity for authentic assessment</p>	<p>\$420 per square foot for remodeling</p>
<p>5.</p>	<p>Panic Buttons installed in all classrooms and learning centers Rationale: In its 1999 report, "The Appropriate and Effective Use of Security Technologies in U. S. Schools," the national Institute of Justice describes that some form of "duress alarm devices" is crucial to crisis management in any situation of "extreme urgency or discretion (because of an intimidating situation) or because of the vulnerable location of the person summoning help." Because classrooms are enclosed and therefore vulnerable spaces, faculty, and students require an immediate alert system for situations involving harassment or violence. This request addresses the "Safety and Compliance" section of the APC rubric through OSHA regulations as well as provide a safer teaching and learning environment for instructors and students.</p>	<p>\$22,495</p>

5. Professional or Organizational Development Needs Not Covered by Current Budget*⁵

RANK	List Professional Development Needs for Academic Year. Please list in order (rank) of importance. Please justify and explain each professional development request based on rubric criteria. Professional or Organizational development needs may include workshops, guest speakers, training on equipment and/or software, attending conference, training needed to comply with state and/or federal regulations, and ongoing training in the field.	Annual TCO*		
		Cost per item	Number Requested	Total Cost of Request
EX	<i>Funding for Associate Faculty to Participate in Workshop for SLO Assessment</i> <i>Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for this work, the department would like to compensate them through a stipend. These workshops are critical for the completion of the assessment cycle and for faculty to use the results in helping students achieve their goals.</i>	\$100	36	\$3600
1.	Funding to include part time faculty in assessment (ongoing need; permanent Department Budget Augmentation Needed) Rationale: ACCJC accreditation standards require that faculty are assessing their teaching but with part-time faculty already disadvantaged by lack of job security, benefits and office space, this is difficult to accomplish. A stipend for completion of assessment, as has been the practice for 2013-2014 will increase the participation of part-time faculty. Ultimately the assessment results will support faculty in their teaching which will support student in their goals.	\$100	40	\$4000
2.	Special Projects Funding to create Communication Studies non-credit courses/COM practicum's/Directed Learning Activities (DLAs) for CCE Rationale: With the implementation of the Communication Studies Transfer Model Curriculum/AA-T, the department expects increased and consistent enrollments in COM courses. To support students in reaching their goals, the department would like to develop/explore non-credit courses/practicum and/or connections to CTE to allow students enhanced learning opportunity. In the Spring of 2012, the department secured special projects funding to create approximately 20 DLAs which have been implemented in courses and in the Communication Lab. These DLAs include content area related to broad topics among our communication courses including, but not limited to: researching, outlining, interpersonal communication, argumentation and persuasion and communication in business. We would like to provide more DLAs to the students which cover even more courses/content from all communication courses.	.2	2	\$8000

⁵TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Human Resources and/or the Faculty Development Coordinator to see if your request can be met with their current budget.**

<p>3.</p>	<p>Paid Membership and Conference Attendance for WSCA (Western States Comm. Association) and/or NCA (National Communication Association) Rationale: To support faculty in professional development and assist COM faculty and students in their efforts to find research and remain informed about new breakthroughs in the field in order to help students reach their academic goals and to support faculty in their teaching and assessment efforts. The accompanying journals provided by department membership could be housed in the library. The department has funds to cover the memberships but not enough to cover the travel to conferences.</p>	<p>\$1,000/per four full time faculty for travel to 2013-2014 conference</p>	<p>4</p>	<p>\$4,000</p>
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6. Student Support Services

RANK	<p align="center">List Student Support Services Needs for the Academic Year.</p> <p>Please justify and explain each request based on rubric criteria. These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided⁶.</p>	Annual TCO*
EX	<p><i>Our unit needs either a permanent part-time or reassigned Outreach staff member to assist our discipline with providing course, program and college information to the local community, either through partner high schools, community based organizations and/or non-credit sites.</i></p> <p><i><u>Rationale:</u> Based on enrollment data, the lower level courses in our discipline are typically cancelled due to low enrollment. However, based on our conversations with our community and as evidenced by the demographics, there is a demand and need. Potential students need information on how to enroll, take placement exams, and understanding the sequence of courses and pathways to potential careers. They need this information prior to coming to RCC to increase their likelihood of success.</i></p>	<p><i>\$0 if Reassigned Time</i></p> <p><i>\$25,000 for Permanent part-time w/benefits</i></p>
1.	<p>Our unit needs either reassigned time or staff for outreach regarding student awareness and interest in the COM Studies AA-T.</p> <p><u>Rationale:</u> College expectations for increases in degree completers. The increasing demand for faculty to participate in grant activities, college-wide initiatives, and special programs provide the justification for the growing demands of uncompensated work well beyond the contractual expectations of a 40 hour work week.</p>	<p>1st choice: 0 (Reassigned Time)</p> <p>2nd choice: 25,000</p>
2.	<p><u>Rationale:</u></p>	
3.	<p><u>Rationale:</u></p>	
4.	<p><u>Rationale:</u></p>	

⁶ *Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. **Please contact Student Services at (951) 222-8837 to obtain an accurate cost estimate and to learn if these services are available or in the planning stages.**

7. Library Needs Not Covered by Current Library Holdings⁷

RANK	List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria. These library resources are unit needs that are over and above what is currently provided by the library. Please list in order (rank) or importance.	Annual TCO
EX	<p><i>The discipline needs for the library databases to be re-established for Access Science, American National Biography, Columbia Grangers World of Poetry, Criminal Justice & Periodicals Index, CQ Weekly, Oxford English Dictionary, ProQuest National Newspaper Core, World News Digest, American Film Scripts Online, ARTstor, Biography Resource Center, Dictionary of Literary Biography, Humanities International Complete, Oxford Art Online, Oxford Music Online, World Book Complete Suite.</i></p> <p><i><u>Rationale:</u> The library and its databases are vital components of the courses within our discipline. For students to fully achieve student learning outcomes within their courses, this integral component of students' access must be returned to its original capacity. Faculty rely on these critical resources as part of their instruction.</i></p>	
1.	<p>Databases which access academic journals in Interpersonal Communication, Communication Studies, Human Communication, Rhetoric, speech (most are published by and affiliates of National Communication Association or Western States Communication Association)</p> <p>Rationale: COM 1H and 9H are now viable components of the Honors program and require students to explore scholarly research in the area of rhetoric, public speaking and interpersonal communication. Without databases to search, students and instructors may be unable to meet the standards proposed in the Course Outlines of Record and risk the loss of transferability and HTCC certification. Thus, these databases are required to support students in their goals, support faculty in their teaching and assessment.</p> <p>Communications & Mass Media Complete This online subscription database includes full text access to 450 journals to subjects related to the fields of communication studies and mass media. Notable titles include ten publications from the National Communication Association: <i>Communication & Critical/Cultural Studies, Communication Education, Communication Monographs, Communication Teacher, Critical Studies in Media Communication, Journal of Applied Communication Research, Journal of International & Intercultural Communication, Quarterly Journal of Speech, Review of Communication, and Text & Performance Quarterly.</i> For more regional concerns, content from the Western States Communication Association -- <i>Communication Reports, and Western Journal of Communication</i> is also provided.</p>	(\$1,780 estimate for 2013)

⁷ TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Library Services at (951) 222-8657 for an estimate on databases and/or library resources.**

8. Learning Support Center Services

RANK	List Learning Support Center Services Needs for Academic Year. Please justify and explain each request based on rubric criteria. ⁸ If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course.	Total Cost of Requests			
		Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
EX	<p><i>Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline.</i></p> <p><i>Rationale: Students in our discipline have benefited greatly from the SI's. In the 2007-2008 academic year, students who participated in SI had a 62.1% success rate in comparison to 24.7% who did not participate in SI, a difference of 37.4% between the two groups. Students need the assistance of SI's to succeed with course student learning outcomes. Faculty with SI's have continuously expressed the benefit of receiving professional development for SI instructional strategies and the in-class and out-of-class support SI provides to their instruction.</i></p>	\$2400 per semester per SI	10 SI's x 2 semesters = 20	\$48,000	O
1.	<p>Institutionalize Staffing for CCE</p> <p>Rationale: With the unilateral cuts to ILA-800, the CCE as originally designed has been left without a funding mechanism. The current administration has included the CCE (Communication Lab) in the centralization of academic support in the MLK. This provides the space for the CCE. The Communication Studies Department has secured equipment over the past 3 years through basic skills funding. While the laptops are outdated and old, they still work. Therefore, space and equipment are available. The thing that has not been determined at this point is staffing. The current design of the CCE is faculty providing instruction to ALL RCC students in communication theory and skills related to their concurrent academic courses, this has proven to be successful and we have data and evidence that supports this (available upon request). Again, with the unilateral cuts to ILA-800 there is no funding for faculty providing instruction. The administration has provided a .2 reassigned time which has, in essence, changed the nature of the CCE by substituting noncredit instruction with student tutoring. The department has made this change despite the demonstrated success of the previous model rather than the alternative of closing the doors of the CCE. One option is to add a stipend to the .2 through an MOU. Additionally, and ideally, noncredit instruction supported by administration would be the first choice followed by faculty tutors paid at an hourly rate to focus on instruction so that the Com Studies Faculty Lab Coordinator can focus on administrative tasks as well as help with instruction.</p>	1 Faculty Tutor \$57/hour X51 hours of operation/ 16 weeks= \$46, 512	2 Faculty Tutors per year	\$93,024	O

2.	<p>Desktop computers (with internet, Ethernet, Webcams, Microphones/Headphones, etc.) for the Communication Lab. The Communication Lab (CCE) uses outdated laptops. Rationale: Obsolescence & required to support students in their goals. The Communication Lab is open to all students and demonstrates supporting student success in complementary academic courses. Campus Goals- “clear alignment with campus goals and strategic initiatives. Essential to the delivery of instruction for student service;” also Campus Strategic Initiatives – “increase course retention, successful course completion, and student term-to-term persistence.” The Educational Master Plan also states as a value – learning environment “to provide and maintain state-of-the-art equipment” & 2) Campus Goals – “essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes.” This equipment will be critical for helping the Communication Lab to support students in reaching their goals. This also supports the strategic initiatives for innovation in supporting student success and serves a dual purpose of a student engagement center.</p>	1000	24	\$24000	OT
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⁸ TCO = “Total Cost of Ownership” is the average cost for one year. **Please contact Lab Coordinators for a specific lab question or Academic Support Department at (951) 222-8434 to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.**

9. OTHER NEEDS not covered by current budget

RANK	List Other Needs that do not fit elsewhere. ⁹ Please justify and explain each request based on rubric criteria. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	Ongoing (O) or one-time (OT) cost
EX	<i>Our unit needs money for tournament awards in the form of scholarships to increase participation. Rationale: The tournament provides students with an enhanced learning opportunity. This opportunity will increase overall attainment of student learning outcomes (SLOs), increase access and overall persistence. Faculty use the competition an extension of in class learning and to promote their programs.</i>	\$100	5 scholarships per year	\$500	O
1.	Funding for Intramural Speech Tournament Awards (Scholarships) Rationale: Increase student participation which will enhance students overall learning experience at RCC as well as student access and persistence. Additionally, the intramural tournament serves as an assessment opportunity. (Currently the President provides funds from her personal account.)	\$300 per Tournament	2	\$600	O
2.	Department Budget Augmentation - Funding for Intramural Speech Tournament Staffing & Supplies: Coordinator(s), 3000; Judges – 10 @ 200 each; Supplies = \$500 Rationale: Increase student participation which will enhance students overall learning experience at RCC as well as student access and persistence. Additionally, the intramural tournament serves as an assessment opportunity.	\$5500 per Tournament	2 (Fall and Spring)	\$11,000	O
3.	Department Budget Augmentation for Instructional Aides/Student Workers for Communication Lab (If not funded through MLK)	8-11/hour per student for 3/hour for 40 hours/week	~ 10	14,000	O

⁹ TCO = “Total Cost of Ownership” is the average cost for one year.

10. MID-RANGE FINANCIAL PLAN

The Resources Council and Institutional Effectiveness Council have asked for information that will make it easier for us to complete and update our Mid-Range Financial Plan. This information will help us to plan and to meet ACCJC requirements.

YEAR	ITEM NAME	Staff	Equipment	Technology	Facilities	Prof Development	Student Support	Library	Learning Support	Other
	Is the item referenced in another planning document? If so, where? If no, where do you plan on putting this item? (i.e. Facilities Master Plan, Comprehensive Instructional Program Review)									
<i>Ex 2015</i>	<i>The department requires an updated facility with state of the art equipment to meet industry standards and train students on the most current equipment. This information is included in the CIPR from 2011.</i>		X		X					
2013	The department requires at least 2 full-time faculty to meet the expectations of AB1725	X								
2013	The department requires space allocation, equipment and faculty/staff for the Communication Lab/Center for Communication Excellence. The CCE has been included in the last three years of the RCC annual report card, is inherent in the student equity plan and implied in the matriculation plan. The CCE has been included in the Communication Studies CIPRs and Annual Unit Reviews for over eight years. (Although it hadn't always been called the CCE.) However, costs or budget plans regarding the CCE are nowhere in any of the financial planning documents/reports. The CCE has also been included in the "Action Plans" of ACTP & IS & SASLC (and their former structure of SPC under other names) but are not connected to budget and planning. We have indicated the equipment/staff needed to successfully run the CCE in the last two CIPRs. Unfortunately, in the last two mid-range financial plans nothing including the CCE from COM Studies CIPRs or Annual Unit Reviews has appeared on these plans.	X	X	X	X	X	x	x	X	X
2013	The department requires monies for the Intramural Speech Competition. Currently, we are relying solely on department funds (if/when available). This has been an inconsistent stream of funding. We would like to request permanent funds to compensate tournament coordinator(s), judges and award students with prizes as well as food for the event.	x	x	x	x	x			x	x
2013 or ASAP	The department requests a remodel of 4 classrooms with a soundproof video booth built between to classrooms to reduce cost and maximize space usage			x	x					

2013	The department requests reassigned time and special projects for outreach, and assessment.					x				
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Appendix

Instructional Unit Plan Update

Rubrics - Riverside City College

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Ranking Criterion for Faculty Positioni-iii

Resource Request Common Rubric iv

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These criteria and rubric apply to requests for faculty in Table 1.

Ranking Criterion for Faculty Positions

Rationale Form for Faculty Positions based on Data Supplied in Annual Program Review

1. Discipline Needs based on Ratio of Full-Time to Part-Time Faculty for the Discipline **(35 points Total)**

a. Ratio of Full-Time to Part-Time Faculty based on # Sections taught by F/T:P/T
(15 Points. Points will be earned on a reverse sliding scale.)

b. Part Time FTEF (i. + ii. = _____)

i. Hourly FTEF _____ + Overload FTEF _____ = P/T FTEF

ii. FTEF due to reassigned time, load bank or other leaves = _____

(10 Points. Discipline data will be ranked and points awarded based on ranking.)

c. Students served based on Enrollment Load with qualifier(s)

Qualifiers may include, but are not limited to, lecture/lab courses, lab components, and/or linked courses.

Enrollment Load (students served) by the Discipline = _____

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

2. Other Discipline Need **(20 points Total)**

a. WSCH/FTEF w/ qualifier

Qualifiers may include, but are not limited to, external regulating agency requirements or standards (State/National), Accreditation requirements/regulatory requirements (not recommendations), Health & Safety (OHSA, HazMat, Violations, Injury Issues), space limitations and institutional demands for specialty course offerings.

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

b. Trends (anticipated retirements; discipline specific trends; expertise; technology shifts/influences, recruitment efforts/issues)

(10 Points. Points will be awarded based on the strength of the argument. See Rubric.)

3. Program (Discipline) Growth Trends with qualifier **(5 points Total)**
 - a. Enrollments/WSCH/FTES over the last three years **(5 Points. Discipline data (% of growth) will be ranked and points awarded based on ranking.)**

4. How a faculty hire supports the Discipline, Department, & College Goals as stated in the Educational Master Plan. **(5 Points Total)**
(5 Points. Points will be awarded based on the strength of the argument. See Rubric.)

5. Additional Factors (Job Market & Outlook Data/ Transferability & Matriculation/ **(5 Points Total)**
 Improved Quality of Student Experience {i.e., Puente, Honors, Summer Conservatory, Forensics}/ Other)
(5 Points. Points will be awarded based on the strength of the argument. See Rubric.)

1c. Students served based on enrollment load with qualifier(s)

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

2a. WSCS/FTEF with qualifier(s)

13-15 Points	10-12 Points	7-9 Points	4-6 Points	1-3 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

2b. Trends

13-15 Points	10-12 Points	7-9 Points	4-6 Points	1-3 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

4. Faculty hire supports District/College/Discipline & Department Goals in Education Master Plan

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

5. Additional Factors

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

Resource Request Common Rubric
These criteria and rubric apply to requests in Tables 2-9

Criteria	Description for this category will:	Points
Supporting students in their goals	Illustrate how the request is expected to lead to student course completion and success, term to term persistence, [progress in basic skills attainment,] awards, certificates, or transfer. Narrative may also show how the request aligns with college goals, mission statement, vision, and strategic initiatives.	/30
Supporting faculty in their teaching	Explain how the request is a necessary and integral part of supporting faculty members' pursuit of the program, department, or discipline goals and is essential to or useful in delivery of instruction. Additionally, narrative may explain the degree to which the request supports the unit's comprehensive program review.	/25
Supporting faculty in professional development	Demonstrate how the request fulfills professional development needs and may include workshops, guest speakers, training on equipment and/or software, attending conferences, training needed to comply with state and/or federal regulations and ongoing training in the field.	/10
Improvement need resulting from assessment	Explain how the request comes from objective (SLO / PLO) assessment results that show that this request will result in improvement in unit. The request should illustrate what the specific intended improvements are and how they relate to overall mission, goals, or function of the unit (and/or college goals or mission.)	/15
Obsolescence	Show obsolescence of equipment being replaced as primary cause for need. This request relates to the replacement or updating of existing instructional technology and learning resources and should provide details (such as length, frequency, and type of use) to help illustrate obsolescence.	/10
Safety and Compliance	Show how need meets American Disability Act (ADA), Occupational Safety & Health Administration (OSHA), Federal, State, or Local regulations or laws, and/or how it addresses hazards or issues that cause unfit conditions requiring mitigation from potential danger.	/10

30 Point Scale: 30 = Superior 23 = Above Average 15 = Average 8 = Below Average 0 = No Effort/Non Applicable
 25 Point Scale: 25 = Superior 19 = Above Average 13 = Average 6 = Below Average 0 = No Effort/Non Applicable
 15 Point Scale: 15 = Superior 11 = Above Average 8 = Average 4 = Below Average 0 = No Effort/Non Applicable
 10 Point Scale: 10 = Superior 8 = Above Average 5 = Average 3 = Below Average 0 = No Effort/Non Applicable

NOTE: The above weighting scale point values will be used for ranking criteria. For example, a 30 point scale will not be given a 26 point value.

Guidelines for Distinguishing Between Supplies and Equipment

Whether an item should be classified as equipment or as supplies is determined on the basis of the length of time the item is serviceable and on its contribution to the value of the college. For example, supplies are constantly being consumed and replaced without increasing the value of the physical properties of the district. Equipment has relatively permanent value, and its purchase increases the value of the physical assets of the district.

Supplies are items of expendable nature that are consumed or worn out, deteriorate in use, or are easily broken, damaged or lost. Examples include glassware, reagents, paper, and pencils, cleaning materials, nails, scissors, test tubes and keys. Items that have a relatively short service life (less than one year) and that, therefore, must be replaced frequently are charged as supplies.

Equipment on the other hand are items that usually last more than two years and cost at least \$ 200 and where repairs are more economical than replacement. Repair parts and accessories to equipment are however classified as supplies regardless of cost.

**APPENDIX A for Communication Studies 2013 Annual Unit Plan
Assessment Report**

Assessment Period: Fall 2012

Lead Instructors: Estrella (Star) Romero.

Course: COM 1/Elements of Public Speaking

Student Learning Outcome from Course Outline of Record:

- SLO 2: Effectively integrate credible evidence in sound reasoning in speech preparation and presentation.
- SLO 4: Implement ethical standards expected of an audience member by employing effective listening skills and cultural sensitivity.
- SLO 6: Demonstrate the ability to perform audience analysis and adaptations while speaking extemporaneously.

Correspondent RCCD General Education Student Learning Outcome:

Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts

Communication Skills - Listen thoughtfully and respectfully to the ideas of others

Communication Skills - Speak with precision and clarity to express complex thought

Application of Knowledge - Set goals and devise strategies for personal and professional development and well being

Global Awareness - Demonstrate appreciation for civic responsibility and ethical behavior

Assessment Method: (e.g., exam, presentation, homework, paper, etc.)

Pre-Test/Post-Test.

Assessment Instrument: (Sample of specific tool(s) used for assessment)

Students were given a 10 question quiz which covered three SLOs. The quiz was multiple choice and True/False.

Assessment Results: (e.g., No. of students, grade percentages, other statistics)

Table 1

Pre -Test Results

<u>Number of Students</u>	<u>Score %</u>
8	0
1	10
1	20
3	30
2	40
9	50
18	60
27	70
33	80
26	90
9	10

TOTAL N=137

Table 2

Post -Test Results

<u>Number of Students</u>	<u>Score %</u>
19	0 *may be result of drop after pre-test
0	10
0	20
1	30
0	40
1	50
1	60
12	70
28	80
44	90
<u>29</u>	<u>100</u>

TOTAL N= 137

Tables 1 and 2 revealed the following findings:

- There was a significant number of student who passed the post test with a 70% or better (95 students) vs. post test passing with a 70% or higher (113 students)
- 20 more students earned a score of 110% in the post test.

Comments/Improvement Plan (if applicable):

The following recommendations are made to improve assessment and instruction:

Overall the findings of this test demonstrated that the students were more successful at the conclusion of the course at integrating credible reasoning, listening and audience analysis. It can be concluded that the instruction was effective at speaking to the SLOs of the course and RCC.

Despite these positive results, the class average was still at a "C" level at the ending of the course. So, it is recommended that this standard be improved for the next assessment. We will discuss this issue at department meetings and assessment meetings held monthly and seek ways to improve this success rate.

**APPENDIX B for Communication Studies 2013 Annual Unit Plan
Assessment Report**

Assessment Period: Fall 2012

Lead Instructors: Estrella (Star) Romero.

Course: COM 9/Interpersonal Communication

Student Learning Outcome from Course Outline of Record:

SLO 2: Evaluate the role of listening in dyadic communication in various contexts.

SLO 4: Analyze the role of perception of self and others while appraising the significance of self-concept/ self-esteem, including values, in dyadic communication in various contexts.

SLO 6: Analyze theories of dyadic communication and synthesize the theories to evaluate relationship development, maintenance and termination.

Correspondent RCCD General Education Student Learning Outcome:

Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts

Communication Skills - Listen thoughtfully and respectfully to the ideas of others

Communication Skills - Speak with precision and clarity to express complex thought

Application of Knowledge - Set goals and devise strategies for personal and professional development and well being

Global Awareness - Demonstrate appreciation for civic responsibility and ethical behavior

Assessment Method: (e.g., exam, presentation, homework, paper, etc.)

Pre-Test/Post-Test.

Assessment Instrument: (Sample of specific tool(s) used for assessment)

Students were given a 9 question quiz which covered three SLOs. The quiz was multiple choice and True/False.

Assessment Results: (e.g., No. of students, grade percentages, other statistics)

Table 1

Pre -Test Results

<u>Number of Students</u>	<u>Score %</u>
0	0
3	10
5	20
12	30
39	40
40	50
48	60
38	70
17	80
13	90

TOTAL N=215

Table 2

Post -Test Results

<u>Number of Students</u>	<u>Score %</u>
0	0
3	10
3	20
2	30
9	40
29	50
47	60
50	70
39	80
17	90

TOTAL N=199

Tables 1 and 2 revealed the following findings:

- A total of 58 students earned a score of 70% or higher in the pre-test. A total number of 106 students earned a score of 70% or higher, which was nearly a 50% increase.

Comments/Improvement Plan (if applicable):

The following recommendations are made to improve assessment and instruction:

Overall the findings of this test demonstrated that the students were more successful at the conclusion of the course at listening, perception and understanding theories in dyadic contexts in communication.

The department will continue to discuss way to improve these averages for future courses.

Appendix C for Communication Studies 2013 Annual Unit Plan
Communication Studies 1: Public Speaking
Fall 2012 Course Assessment

- SLO 2: Effectively integrate credible evidence in sound reasoning in speech preparation and presentation.
- SLO: 4 Implement ethical standards expected of an audience member by employing effective listening skills and cultural sensitivity.
- SLO: 6 Demonstrate the ability to perform audience analysis and adaptations while speaking extemporaneously.

For questions 1-3 please select the BEST response (SLO 2)

1. When collecting research, you should look at all of the following pieces of information to evaluate whether the source is credible EXCEPT:
 - a. Recency (publication date)
 - b. Author Bias
 - c. Credentials
 - d. Author's Conclusions

2. Wikipedia is considered a credible source for information.
 - a. True
 - b. False

3. When citing research in your speech presentation you located in a journal, you should include at minimum:
 - a. The author's name and year of publication
 - b. The name of the article and the page numbers used
 - c. The credentials of the author

For questions 4-6 please select the BEST response. (SLO 4)

4. In order to be an effective listener/audience member you should try to get rid of internal distractions/noise.

- a. True
- b. False

5. Putting up a "mental block" as you listen to a speaker because you don't like and/or don't agree with the message the speaker is presenting is known as:

- a. Pseudo Listening
- b. Defensive Listening
- c. External Noise
- d. Overconfidence

6. As you listen to a speaker you have a question about the information presented. So, you quietly ask your neighbor a question of clarification. Because you asked quietly and quickly, this does NOT constitute being rude to the speaker.

- a. True
- b. False

For questions 7-10, please select the BEST answer. (SLO 6)

7. CORE demographics in analyzing your audience include the following EXCEPT:

- a. Age
- b. Sex
- c. Sexual Orientation
- d. Ethnicity

8. As you deliver your speech, you notice that several audience members are "dozing off to sleep." What is a good technique to adapt to this problem and energize your audience?

- a. ask the audience a question to get them involved
- b. speak louder

- c. end your speech early
- d. cough loudly to wake them up

9. Analyzing who you will be speaking to has a huge impact on the topic you select for your speech.

- a. True
- b. False

10. In which type of speech is analyzing your audience MOST important?

- a. Impromptu
- b. Informative
- c. Persuasive

Appendix D for Communication Studies 2013 Annual Unit Plan
Communication Studies 9: Interpersonal Communication
Fall 2012 Course Assessment

SLO 2: Evaluate the role of listening in dyadic communication in various contexts.
SLO 4: Analyze the role of perception of self and others while appraising the significance of self-concept/ self-esteem, including values, in dyadic communication in various contexts.
SLO 6: Analyze theories of dyadic communication and synthesize the theories to evaluate relationship development, maintenance and termination.

For questions 1-3 please select the BEST response (SLO 2)

1. Hearing is a mental process while listening is a biological process.
 - a. True
 - b. False

2. The listening process includes all of the following steps EXCEPT:
 - a. Hearing
 - b. Attending
 - c. Interpreting
 - d. Responding
 - e. Memorizing

3. _____ is a listening response which involves restating in your own words what your interpretation of what the speaker said.
 - a. Questioning
 - b. Paraphrasing
 - c. Advising
 - d. Judging

For questions 4-6 please select the BEST response. (SLO 4)

4. Your self concept is also known as your self esteem.

- a. True
- b. False

5. Your public self is what you present to other outwardly, but may not describe you accurately. For example, in front of others you appear happy, but inside are very sad.

- a. True
- b. False

6. If you are shy, but you like that you are shy, then you most likely have

- a. a negative self esteem
- b. a distorted self esteem
- c. a positive self esteem
- d. an unknown self esteem

For questions 7-9, please select the BEST answer. (SLO 6)

7. This theory states that we seek out relationships with people who can provide us with some type of reward which is greater than or equal to what we put into the relationship.

- a. Cost Analysis Theory
- b. Initiation Reward Theory
- c. Social Exchange Theory
- d. Dialectic Tension Theory

8. Relationships that begin with co-workers can be explained because we are often attracted to those we come in close and constant contact with. This is also known as:

- a. similarity
- b. complementarity
- c. proximity
- d. reciprocal attraction

9. Mark Knapp's Model of Relational Maintenance states that this stage involves making a commitment to another person. Getting married is an example of this commitment.

- a. Intensifying
- b. Integrating
- c. Experimenting
- d. Bonding