Communications PUR 2023-2024

Communications:

- Communication PUR 2023-24 Self Study

Date: 09-11-2024

Sorted by: Section

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1.A. Program or Unit Description

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Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

The Communication Studies Program resides in the Humanities Department in the Liberal Arts Division at TMCC. While COM courses have been taught at TMCC for decades, all courses were taught by part-time instructors until Fall of 2017. Rick Bullis (the author of this PUR) made a lateral move from the Theatre Program to be the first full-time instructor of communication. By Spring of 2018, a Communication Studies A.A. degree was proposed, which was approved by the Board of Regents in Spring of 2019. In addition to the degree, a Communication Skills Certificate was developed and approved in Fall of 2023. In the past 5 years, the program has generated an average of 87.32 FTE per semester. The Communication Studies Program currently possesses 1 tenured instructor and 5 part-time instructors. Collectively, they teach the 4 "core" communication classes (COM 101 - Public Speaking, COM 113 - Principles of Speech Communication, COM 212 - Communication Research, and COM 215 - Group Communication). These instructors also teach 2 optional courses in COM 217 - Argumentation

and Debate (planned for deactivation this year), and COM 285 - Communication of Disabilities in Film (a GE Diversity course). All of these courses are traditional, 3-credit classes that involve lecture, discussion, lab exercises, student presentations, and student research. Most courses are regularly offered in both online and face-to-face formats.

As the only full-time instructor of Communication at TMCC, I (Rick Bullis) am sole author of this Program Unit Review. However, I do also represent 5 excellent part-time instructors (Philip Bair, Gwen Clancy, Rebecca Cobain, Larissa Faulkner, and Michael Gonzalez), most of whom have taught with TMCC for many years. I would also like to acknowledge and thank Cheryl Cardoza and Martha Johnson-Olin for their help and advice through this program review process.

1.B. Program or Unit Mission

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State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

The Communication Studies Program is designed for students seeking careers in communication and for those who wish to enhance communication skills in the workplace. The course of study is designed as a university transfer degree or for students wishing to enter the workforce in entry-level positions. The Associate of Arts degree is fully articulated to any four-year institution in the NSHE system and is fully transferable to most four-year schools in the nation. Students who seek a degree in communication study interpersonal, intrapersonal, group, and media communication. Students also develop valuable skills in public speaking, persuasion, communication theory, leadership, and communication research. Our associate degree and skills certificate includes general education courses that help students gain a breadth of knowledge in an array of disciplines.

Two "survey" communication courses (COM 101 and COM 113) provide the required communication component for most A.A. and A.A.S. degrees at TMCC. These survey classes provide an introduction to public speaking and to communication studies, respectively. Many students enjoy these survey courses and choose to pursue the A.A. in Communication Studies.

The mission of this program directly aligns with the College's mission, from both a philosophical and a practical perspective. The program provides accessible education through both traditional and online instructional methods. It provides up-to-date instructional styles and has adopted several strategies to reduce student costs. As a discipline that offers the "Second Most Desirable Degree," according to the Princeton Review (2022), this program also embodies the spirit of TMCC mission to serve as "Northern Nevada's Job College". This is exemplified by the number of local communication-related job opportunities, the direct transferability of its classes to other Nevada campuses, and the career-advancing workshops we have offered to local businesses (GSR, TMCC Facilities, Tamarak Resort, etc.).

The program learning outcomes provide a broad base of education that addresses both the needs of workforce and of academic pursuits. While the full-time instructor of Communication at TMCC intends to revise and refine the current program learning outcomes, the following outcomes are still applicable to the mission of both the program and the college.

The first PLO states that students will understand the theories and methods used by communication experts. These concepts are first introduced in COM 113 and then reinforced in the COM 212 and the COM 215 classes. These theories and methods are critical to a student's global understanding of how social science theories function in the real world and also teach students how to navigate complex communication dynamics. Although this PLO is listed as the first, perhaps it should be listed last (as capstone elements of the program). The term "understand" should also be replaced with a higher (and more readily assessed) term such as "demonstrate" or "synthesize".

The second PLO requires more attention and revision, simply because it attempts to accomplish and measure too much. The outcome states that students will "integrate fundamental principles of the communication studies discipline, including: the contextualization and application of communication theory, the utilization of critical thinking, the demonstration of interpersonal communication strategies, the participation in effective groups, the integration of information literacy , the construction of well-developed communication messages, the demonstration of strong listening skills, and the interpretation of nonverbal communication." It would make more sense to divide the outcome into 2-3 separate PLOs. This PLO refers to theory and methods and those elements are already covered in PLO #1. The next revised PLO should be the "integration of critical thinking and information literacy as they apply to the media and to rhetorical approaches". The other revised PLO should be the "construction of well-developed communication messages and the demonstration of strong listening skills". By refining these program learning outcomes, the skills acquired by Communication A.A. students will be more accurately assessed.

The third PLO -- also a "capstone-level" outcome -- states that students will "conduct research, analyze data, and develop written reports on specific topics in the communication studies discipline". Not only does this outcome provide strong insight into communication studies, but it also provides a strong skill-set for related work in the private sectors of business. This outcome further correlates to the school's mission as "Northern Nevada's Job College".

1.C. Program Learning Outcomes

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Program Learning Outcomes (PSLOs or PLOs)
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AA Communication Studies (166)
PSLO1: Demonstrate the practical application of theories and methods taught by the communication discipline. (Active from Spring 2020)

Program Learning Outcomes (PSLOs or PLOs)
PSLO2: Integrate fundamental principles of the communication studies discipline, including: the contextualization and application of communication theory, the utilization of critical thinking, the demonstration of interpersonal communication strategies, the participation in effective groups, the integration of information literacy, the construction of well-developed communication messages, the demonstration of strong listening skills, and the interpretation of nonverbal communication. (Active from Spring 2020)
PSLO3: Conduct research, analyze data, and develop written reports on specific topics within the communication studies discipline. (Active from Spring 2020)
As noted in 1.B., these 3 program learning outcomes require significant revision and reorganization. PSLO #1 should be listed as #3. PSLO #2 needs to be broken-down into 2-3 separate PLO's. PLO #3 does not require any changes.

2.A. Progress on Previous Findings and Recommendations

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Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

   • Which findings and recommendations have the program/unit addressed?
   • Which have yet to be accomplished? Which are no longer relevant, and why?
   • Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the last PUR?

The Communication Studies program was developed in 2018 and approved by NSHE in the fall of 2019. As a result, no data or recommendations were generated in the previous PUR. However, in addition to becoming a program in 2019, several other advancements have been completed:

1. 2 new classes were developed to directly articulate with NSHE institutions.
2. 23 Communication AA Degrees have been awarded in the past 4 years.
3. The Business Communication Skills Certificate was developed in collaboration with the Business and English Departments.
4. All COM courses have been mapped and assessed in terms of GELOs, PLOs, and CSLOs.
5. As of Fall 2023, all Communication courses utilize high-quality, OER textbooks and materials.

2.B. Workforce Needs (AAS degrees and certificates, allied health programs only)

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Describe how your program(s) are meeting workforce needs, especially in the northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.

Nevada Department of Employment Training and Rehabilitation (DETR) (https://www.nevadaworkforce.com/Home/DS-Results-Projections2)
Nevada Governor's Office of Economic Development (GOED) Data Portal (https://goed.nv.gov/why-nevada/data-portal/)
U.S. Bureau of Labor Statistics (http://www.bls.gov/)

- **What is the evidence for the regional need for the program (DETR and EDAWN data)?**
- **What is the evidence that the program curriculum meets the latest industry trends or workforce needs?**
- **What are advisory boards suggesting about workforce needs in your program area(s)?**

Even though the Communication Program offers an AA degree, Rick Bullis, the Dean, and the VPAA thought it would also be important to have it as a practical degree (similar to the function of an AAS degree). As a result, the curriculum aligns with workforce/employment needs of Northern Nevada. For example, in fall of 2021, Rick Bullis and Rebecca Cobain offered a hybrid version of COM 113 to employees at GSR. This hybrid class specifically addressed communication challenges in the casino resort environment. The VPAA and Rick Bullis have also pursued such offerings to other organizations.

The new Business Communication Skills Certificate serves as a low-credit credential for students seeking incremental certification in communication. The courses in the Skills Certificate also directly articulate for students who may pursue a Business, English, or Communication degree in the future.

Completion of the Associate Degree and/or Skills Certificate indicates to employers that the students have received training in conflict management,

effective listening, customer service, interpersonal strategies, social science theory, group effectiveness, leadership, persuasion, public speaking, and organizational communication. The demand is obvious and is well documented. Local businesses, government institutions, and international corporations regularly call for stronger communication training.

As mentioned above, the Princeton Review of 2022 ranked Communication as the 2nd most practical and useful degree, "based on research covering job prospects, alumni salaries, and popularity". https://www.princetonreview.com/college-advice/top-ten-college-majors

The top careers for communication include: Marketing Managers, Event Planners, Lobbyists, Sales Representatives, Advertising Sales Representatives, Human Resources Specialists, Media Producers, Attorneys, Politicians, and Management Consultants. According to the workforce data provided in DETR, GOED, and EDAWN, thousands of local employers are looking for Communication graduates. For example, within the small fields of public relations, fundraising managers, human resource specialists, and operations analysis, over 164 positions are available in Northern Nevada each year.

This is further reinforced by surveys indicating that the #1 skill sought by employers is the ability to communicate effectively (Job Outlook, CareerOneStop, and Indeed (https://www.indeed.com/career-advice/resumes-cover-letters/skills-employers-look-for). In addition, these sources state that employers also seek leadership skills (#2), team communication skills (#3) and interpersonal communication skills (#4). In short, the top 4 skills sought by employers are all addressed in the study of communication.

Three letters of support for the Business Communication Skills Certificate can be provided, if needed. Each of these three letters was written by a Northern Nevada business leader.

2.C. Accessibility and Cost of Instructional Materials

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  • **What are faculty in the department/unit currently doing to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, completing accessibility workshops, and working with publishers to ensure textbooks and materials are accessible.**
  • **What are faculty in the department/unit currently doing to offer more affordable instructional materials to students. Examples include internal development of educational materials or utilization of low cost materials that our TMCC librarians are happy to assist you with finding (e.g. open educational resources (OER), archival**

materials, journal articles).

As mentioned above, all Communication Studies courses (COM 101, COM 113, COM 212, COM 215, COM 217, and COM 285) now utilize OER and/or free materials. While finding good OERs for COM 101 and COM 215 was a relatively easy task, finding high-quality OERs for the other courses remained a challenge until recently. After extensive research, several excellent open educational resources were found for COM 113 and COM 212. Finding an OER for COM 217 is no longer necessary and the COM 285 class utilizes materials developed by the instructor.

The OER materials are all accessible in a variety of ways. While there is a risk that some OER materials may cease to be published on the internet, the materials are already backed-up (in the form of PDFs and other document formats). All of these OER materials have been published under a Creative Commons license, providing the faculty with flexibility in editing these sources for content or providing updates.

These materials have been checked by the DRC to ensure that they are accessible to students with visual or auditory impairments. The online sections of communication classes utilize Kaltura Video Capture, which possesses utilizes excellent closed-captioning for students with auditory challenges. The video transcripts have been examined and edited for accuracy. Thomas Kearns and Rick Bullis are currently conducting a full-review of all communication materials to make sure that supplemental materials (such as handouts, syllabi, etc.) are also equally accessible.

2.D. Catalog Review

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• **Is the program information in the catalog correct, including program descriptions, PLOs, course offerings, course descriptions, and semesters that courses are offered?**
• **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students? Are there any hidden prerequisites?**
• **Excluding special topics courses, are there any courses that the department has not offered in 4 or more years? Please list them and indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

All programs and data from the catalog are accurate. The PLOs have been recently updated and soon the Communication GELOs will be integrated into the GE descriptions and mapping. When the final version of the Communication GELOs are approved, the new COM GELOs will also be mapped.

The course sequencing is clear and allows students to graduate easily within 2 years. The recommended course sequence is provided in the catalog and can be summarized as follows:

1. First Year = COM 101 (Public Speaking) and COM 113 (Principles of Speech Communication)
2. Second Year = COM 212 (Introduction to Communication Research) and COM 215 (Group Communication)

All 4 required classes are offered each semester, so students may be able to graduate at the end of each fall or spring semester. In addition, because of our robust online offerings, students can complete the COM AA degree completely online, if desired. Because the majority of the courses are taught by part-time instructors, however, fewer classes are taught face-to-face. It would be preferable to offer a more robust selection of core classes at a variety of times and locations.

There are no "hidden prerequisites" in the program, other than the clearly identified core curriculum requirements that exists across the TMCC curriculum (Math, English, Core Humanities, Foreign Language, etc.). The degree program is designed for clarity, ease of completion, and articulation to NSHE institutions.

Because of transferability issues relating to COM 217 (Argumentation and Debate), this course is scheduled for deactivation. Essentially, UNR changed its curriculum, so COM 217 now only counts as an elective. Its replacement degree requirement COM 215 (Introduction to Group Communication) is a superior choice because it is a degree requirement at the university level.

All COM classes have been offered at least once each academic year for the past 4 years. However, because there is only 1 full-time communication instructor, course times and/or dates are not optimized. If another face-to-face, full-time instructor were hired in the discipline, more course offerings (with more scheduling flexibility) would be possible.

As noted in section 1.B., PLO #2 requires significant re-writing in order to be properly assessed. It will be divided into two learning outcomes. The first revised PLO should be the "integration of critical thinking and information literacy as they apply to the media and to rhetorical approaches". The final revised PLO should be the "construction of well-developed communication messages and the demonstration of strong listening skills". By refining these program learning outcomes, the skills acquired by Communication A.A. students will be more accurately assessed.

3.A. Curriculum Mapping

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   • **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated? Are all PLOs measurable?**
   • **Potential gaps and scaffolding: Are there any PLOs that are not addressed across the program curriculum? Are PLOs reflected in multiple courses in a way that scaffolds learning?**
   • **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
   • **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program?**

In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.

• Curriculum and learning opportunities: Is it necessary to introduce new opportunities to reinforce learning? These could be modules or assignments in specific courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.

• Do you need to make any changes to your curriculum map after this analysis?

Communications Curriculum Map

Map Origin: AA Communication Studies (166)
Map Target: AA Communication Studies (166)

CSLOs	PSLO1: Understand the theories and methods used by communication experts.	PSLO2: Integrate fundamental principles of the communication studies discipline, including: the contextualization and application of communication theory, the utilization of critical thinking, the demonstration of interpersonal communication strategies, the participation in effective groups, the integration of information literacy, the construction of well-developed communication messages, the demonstration of strong listening skills, and the interpretation of nonverbal communication.	PSLO3: Conduct research, analyze data, and develop written reports on specific topics within the communication studies discipline.
COM101			
1. Students will analyze oral communication with a focus on rhetorical perspective.	X (IP)	X (I)	X (P)
2. Students will use key strategies of effective speaking including organization, vocal variety, and ethics to construct logical and coherent arguments.	X (IP)	X (I)	X (P)
3. Students will work cooperatively with members of a team.		X (I)	X (P)
COM113			
1. Students will apply interpersonal concepts/theories to real-life situations. Demonstrate effective group communication skills.	X (I)	X (IPD)	X (P)
2. Students will demonstrate basic public speaking skills: audience analysis, speech development, and speech delivery.	X (I)	X (IPD)	X (P)
3. Students will identify and analyze the importance and function of interpersonal communication and small-group communication: stages of relationship development, role of self disclosure, and conflict in relationships as well as types of small groups, characteristics, leadership, problem solving/decision making, and conflict in small groups.		X (IPD)	X (P)
4. Students will identify and use the fundamental principles and theories of human communication: the transactional model of communication, verbal and nonverbal communication, perception, listening, and the self in communication.		X (IPD)	
COM212			
1. Students will be able to describe the communication studies discipline and its related sub-fields.	X (PR)	X (PR)	X (PD)
2. Students will be able to identify and apply research paradigms, methodologies, and theoretical perspectives.	X (PR)	X (PR)	X (PD)
3. Students will be able to conduct valid research by retrieving database sources, by evaluating the sources, by synthesizing the sources, and by accurately citing the sources.		X (PR)	X (PD)
COM215			
1. Students will demonstrate communication skills within the small group setting as the relate to conflict.			
2. Students will demonstrate communication skills within the small group setting as they relate to decision making.			
3. Students will demonstrate communication skills within the small group setting as they relate to leadership.			
COM217			
1. Students will be able to deliver extemporaneous persuasive speeches including citation of sources and appropriate nonverbal delivery elements.	X (I)	X (PR)	X (PR)
2. Students will be able to research, gather, evaluate, and organize evidence on current event topics to construct persuasive, extemporaneous public speeches.	X (I)	X (PR)	X (PR)
3. Students will be able to focus the purpose of a speech through articulating a persuasive thesis and adapting content to given audience.		X (PR)	X (PR)
4. Students will be able to competently and ethically participate in debate using reasoned arguments, developing arguments for one's own position, and refuting opponent's arguments.			X (PR)
5. Students will be able to identify and apply public speaking and argument concepts including delivery types, speech types, audience types, argument parts, persuasive appeal types, reasoning structures, and argumentation fallacies.		X (PR)	X (PR)
	0	0	0

Attainment Levels:
M: Mastered
RM: Reinforced/Mastered
IR: Introduced/Reinforced
DM: Demonstrate/Mastery
PR: Practiced/Reinforced
IRD: Introduced/Reinforced/Demonstrated
IPD: Introduced/Practiced/Demonstrated
DP: Practiced/Demonstrated
D: Demonstrated
IP: Introduced/Practiced
P: Practiced
R: Reinforced
I: Introduced

Although the program mapping is complete, the section covering COM 215 (Group Communication) did not appear due to a technical glitch. The COM 215 course has been mapped as follows: The "side" course-level outcomes demonstrating communication skills within the small group setting in three categories: Conflict, Decision Making, and Leadership. Conflict will be IRD for PLOs #1 and #3 and will be RD for PLO #2. Decision Making wll be RP for PLOs #1, #2, and #3. Leadership will be PR for PLOs #1 and #3. Leadership will be DP for PLO #2.

Even though only once course is considered GE (COM 113), the three remaining "core" classes (COM 101, 212, and 215) incorporate many elements covered by the new Communication GELOs. Even though it will create more assessment by the faculty, those three classes should probably be considered for GE status. The mapping will need to be re-evaluated and the outcome mapping will required editing.

As seen in the curriculum mapping graphic above, careful consideration has been paid to the overall program outcomes. However, these program-level outcomes need to be reviewed and revised in the Fall 2024. As soon as the Communication GELOs are approved by ASA and TMCC, the mapping should be reexamined and revised. In addition to the program-level outcomes, it will be important to also review and revise how these outcomes relate to the institutional and to the course-level outcomes.

The PLOs reflect the goals we have set for graduates of the communication program. When the communication faculty conduct the comprehensive needs assessment (#4, below), we will examine the Program Level Outcomes once again. There do not appear to be any gaps and there is no need for scaffolding at this time.

The Course Level Outcomes were carefully structured to complement the PLOs when the degree program was developed in 2018. Once the new Communication General Education Learning Outcomes are finalized, we shall make sure that the PLOs and CLO maintain alignment with the new GELOs.

Although the Communication program has been designed in terms of institutional, program, and course-level outcomes, there are some weaknesses that still need to be addressed:

1. Because the majority of the communication studies courses are taught by part-time instructors, there are inconsistencies across the curriculum. Thankfully, the part-time instructors of communication at TMCC have provided high-quality instruction to students over the years. However, the program mapping and consistency of the courses taught by part-time instructors requires attention.

2. The only full-time COM instructor (Rick Bullis) has served as the Humanities Department Chair for the past 3 years and is now serving as the Faculty Senate Chair. These administrative duties have drawn energy and focus away from the Communication Program.

3. Rick Bullis completed his service as Humanities Department Chair in June 2023. The Humanities Department is now in the good hands of Chair Tom Cardoza. In July of 2024, Rick Bullis will complete his service as Faculty Senate Chair. In July 2024, a stronger focus will be placed upon curriculum consistency, marketing, curriculum mapping, curriculum articulation, ILOs, PLOs, and CLOs of the Communication Program.

4. In Fall of 2024, all communication faculty will engage in a comprehensive "needs assessment"

survey of students and their careers. It will be especially important to survey graduates who have completed their COM degree over the past 3 years. In the course of this needs assessment, these pre-test surveys can serve as a baseline indicator that can inform post-test methodologies.

3.B. Evidence of Program Learning Outcomes Assessment

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Summarize the most significant program assessment results since your last PUR. These will come from past CARS, APRs, and Action Plans and assessment data within eLumen. Please discuss course assessment findings as they apply to the program and program learning outcomes.

While the CARs and Action Plans in this degree program have been assessed on a required, regular basis, clearly a more comprehensive and illustrative assessment of the program needs to take place. Several of the PLO assessments have been catalogued within our eLumen assessment process, yet the majority of the Communication Program-Level Outcomes have been assessed through less formal, more anecdotal assessment processes. Some of our largest and most comprehensive assessments (in 2018 and 2019) were conducted before full adoption of eLumen took place. Because of this, some demographic and outcome data is not fully incorporated into the overall analysis.

Some improvements from earlier Program Outcome assessments have resulted in the following changes:

1. COM 217 (Argumentation and Debate) is now scheduled for deactivation, based upon articulation with UNR. COM 215 (Introduction to Group Communication) has been elevated to replace this class as a "core" degree class. It is clearly more commonly experienced than the need for formal debate processes. The need for the COM 215 class has also been confirmed anecdotally by graduates of the TMCC COM AA degree.

2. Because the former students of the TMCC Communication Studies degree have indicated that they found their education to directly correlate to real-world scenarios. However, because vast majority of communication students only take 1 or 2 classes within the discipline, it is important for the program to also provide as much "intensive training" and preparation as possible, especially within COM 101 and COM 113.

3. The PLOs require an overhaul. First, the 3 PLOs (especially #2) require a stronger sense of differentiation and progression. Outcome #2 will be separated into 2 outcomes, while outcome #1 will be listed last (as outcome #4) simply because it is the true "capstone" outcome derived from the two 200-level courses (COM 212 and COM 215).

Describe how department faculty implemented plans to improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

There seems to be a strong desire among the communication faculty to receive more training in program-level assessment processes. Because TMCC is focusing on program assessment, several faculty members have asked how to assess these processes using accurate and valid methodologies. In short, it seems that we all desire more training on the subject.

Because of the problems associated with post-graduate surveys (notoriously difficult to acquire from students once they have left the institution), several faculty have suggested that we develop some sort of pre-graduation exam. This capstone exam may be difficult to develop and actualize, but other TMCC departments have developed this sort of measurement tool. It does not necessarily need to be a qualifying exam (in order to graduate), but if we provide some sort of incentive, perhaps we can reliably test the students' understanding of core communication concepts.

Because the Communication Skills Certificate will require an advisory committee, this may be a good opportunity for the faculty and advisory committee to work together to develop this graduation qualifying exam. Perhaps it can take the form of a "practical" exam rather than as a written exam. For instance, taking the time to assess each students' politeness strategies, public speaking, conflict resolution, etc. in the form of a panel or committee evaluation could be entertained. While this might be a bit severe, it is still an idea that might prove useful.

3.C. General Education Outcomes Assessment (if applicable)

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   • **Describe which general education learning outcomes (GELOs) you assessed in your department/unit and summarize the most significant assessment results.**
   • **Describe how department faculty implemented plans to improve students' achievement of GE learning outcomes. What changes did you make to general education based on assessment results and improvement plans? Do any CLOs need to be changed to align with GELOs?**

The majority of the Communication Program-level and Course-level outcomes have been directly mapped to the old Communication GELOs in addition to the old Critical Thinking GELOs. However, with the new GELOs, some adaptation will need to take place. While examining COM 113 and its designated GE outcomes, it was noted that the outcomes also need updating in CourseLeaf.

Although it could be argued that COM 101 (public speaking) matches GE standards, currently only COM 113 is designated as a General Education course. In 2016, COM 113 underwent a standard assessment. In 2017, this course underwent a comprehensive assessment. The data from the 2018 assessment provided evidence that COM 113 qualified as a GE course (based upon standards adopted by the GE Taskforce), yet this comprehensive assessment was only applied to a limited number of students. The complete assessment is available below:

GEAR Assessment Form - Pilot Assessment of COM 113 - Fundamentals of Speech Communication

Rationale: Currently, COM 113 is not designated as a General Education course, but that status will probably change. Because COM 113 functions as an introductory course, it was determined that it could serve as a testing-ground for not only the General Education Assessment process and the Communication Learning Outcome Rubric, but could also provide a closer examination of the content and function of the class. For the sake of this assessment, all six communication outcomes were assessed (to a greater and to a lesser extent). Special attention was paid to the Listening Outcome, due to its salience in contemporary education.

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.	Examination of message is insightful. Interpretation of meaning and credibility correlates to a high level of understanding regarding subtleties or nuances	Examination of message is acceptable. The interpretation of meaning and credibility includes some subtleties or nuances.	Examination of message lacks insight. The interpretation of meaning reveals a basic understanding that lacks subtlety or nuances.	Examination of message is incorrect or misinterpreted. Interpretation of the message reveals a lack of understanding.
2. Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and/or non-verbal cues.	All delivery techniques display structure, content, and language. The techniques include a clear and comprehensive delivery.	Delivery techniques include an acceptable or relatively good display of structure, content, language, execution, technology, and/or non-verbal techniques.	Delivery techniques display an uneven use of structure, content, language, execution, technology or nonverbal cues. One or more of the elements are missing and/or poorly presented.	Delivery techniques are ineffective or fail to display structure, content, language, execution, technology, and/or non-verbal techniques.

3. Students will develop and express a thesis through an appropriate use of evidence/ logic/data.	Presentation of thesis is especially clear and well developed. Thesis is fully supported by multiple lines of evidence/logic/data.	Presentation of thesis is clear and developed. Thesis is appropriately supported by an adequate amount of evidence/logic/data.	Presentation of thesis is vague or partially developed. Message is not fully supported by evidence/ logic/data.	Presentation of thesis did not take place or is confusing. No support for thesis is provided.
4. Students will display appropriate listening behaviors. This includes the attention to messages, the clarification of shared meaning, and the nonverbal confirmation of comprehension.	Student displays a fully-integrated listening behavior. The student is attentive, seeks clarification during the message exchange, and provides clear nonverbal signals of comprehension.	Student displays most of the appropriate listening behaviors, but may show signs of distraction. At least one listening behavior requires more development or attention.	Student displays a limited number of appropriate listening behaviors. Student fails to show attentiveness, clarification behaviors, or nonverbal confirmations. Student shows signs of distraction or inattentiveness.	Student displays distracted behavior, fails to clarify the message, and/or fails to display nonverbal confirmation. Student may also fail to establish and/or maintain eye contact.
5. Students will utilize audience analysis in the development of the communication message.	Student's message is expertly designed to communicate with the audience. It displays remarkable use of vocabulary, purpose, and audience engagement.	Student's message communicates with the audience. Message displays proper application of vocabulary, purpose, and audience engagement.	Student's message is moderately effective. Vocabulary, purpose, and/or audience engagement lack sophistication or full understanding.	Student's message is ineffective due to the poor use of vocabulary, a vague purpose, or a lack of audience engagement techniques.
6. Students will display effective group participation through the application of group discussion, group interaction, and public group presentation.	Shares own skills/ knowledge with the group substantially, and uses others' attributes to the betterment of the group. Shares power and recognizes, respects, and celebrates differences in the group. Intentionally meets the	Intentional effort and clear understanding of inter-personal communications and the role within the group. Understands the group vision. Recognizes and respects other's differences and needs in the group. Identifies a role within the	Moderate effort in taking initiative as an active group member. Displays effort and a growing degree in skill in communication with others. Begins to understand and respect others' differences and needs. Can describe effective	Minimal understanding of interpersonal communication, concepts or roles within the group. Displays minimal communication with others and is, at times, ineffective in communicating. Minimal awareness or

	needs of others. Contributes high quality work and effectively facilitates conflicts to ensure a successful project result.	group and actively takes initiative.	communication techniques and identify at least one concept of group dynamics.	respect of others' needs or differences. Minimal understanding of concept and/or practice of group dynamics.

GEAR Assessment Form - Pilot Assessment of COM 113 - Outcome #1

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
1. Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.	Examination of message is insightful. Interpetation of meaning and credibility correlates to a high level of understanding regarding subtleties or nuances	Examination of message is acceptable. The interpretation of meaning and credibility includes some subtleties or nuances.	Examination of message lacks insight. The interpretation of meaning reveals a basic understanding that lacks subtlety or nuances.	Examination of message is incorrect or misinterpreted. Interpretation of the message reveals a lack of understanding.

Description of Measure/Instrument: This outcome was interpreted through the Informative Speech writing process. Students selected topics for a 8-10 minute informative speech and were required to include a minimum of 7 sources for their research. Based upon the information that was verbally delivered in class, the instructor made note of each student's ability to examine the message and interpret its meaning.

Total Number of Students Assessed across all course Sections:	Number of Students Meeting "Exemplary" Criteria:	Number of Students Meeting "Proficient" Criteria:	Number of Students Meeting "Marginal" Criteria:	Number of Students Meeting "Unacceptable" Criteria:
20	**2**	**5**	**10**	**3**
Percentage 100%	**10%**		**50%**	

25%   **15%**

Analysis of Results: The majority of students met this learning outcome, yet 40% of the students were considered marginal or unacceptable. This result stemmed almost entirely from each student's choice to utilize only rudimentary research techniques. The three most common flaws in research techniques were: the overuse of a single source for information, the lack of depth of the material, and the questionable credibility of some sources. While these issues are common across the curriculum, several steps can be taken to improve the depth and breadth of student research.

Describe how these results can be used to improve student learning: Perhaps the most expedient approach to improving this outcome is the development of a more detailed assignment description. Also, the development of a grade rubric that clearly emphasizes depth, breadth, and credibility of communication messages will provide a strong motivation for students. Another expedient approach to improve this course will be to show a sample speech that displays message comparison (corroboration and contradiction) in addition to examples of transparent credibility analysis. These approaches will be integrated into the curriculum by Fall 2019.

GEAR Assessment Form - Pilot Assessment of COM 113 - Outcome #2

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
2. Students will use effective verbal and written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and/or non-verbal cues.	All delivery techniques display structure, content, and language. The techniques include a clear and comprehensive delivery.	Delivery techniques include an acceptable or relatively good display of structure, content, language, execution, technology, and/or non-verbal techniques.	Delivery techniques display an uneven use of structure, content, language, execution, technology or nonverbal cues. One or more of the elements are missing and/or poorly presented.	Delivery techniques are ineffective or fail to display structure, content, language, execution, technology, and/or non-verbal techniques.

Description of Measure/Instrument: Like Outcome #1, this outcome was assessed through the delivery of an Informative Speech and the assessment of each student's Informative Speech Outline. The rubric for this assignment is included at the end of this Assessment Report. The direct application of the outcome proved to be moderately difficult, considering that the Informative Speech Rubric includes a more thorough breakdown of delivery techniques, structure, content, language, execution, and non-verbal cues. Despite the qualitative interpolation that this outcome required, a clear trend emerged as this outcome was assessed:

Total Number of Students   Number of Students   Number of Students   Number of Students   Number of Students
Assessed across all course   Meeting "Exemplary"   Meeting "Proficient"   Meeting "Marginal"   Meeting "Unacceptable"
Sections: Criteria: Criteria: Criteria: Criteria:

20	5	2	1	12

Percentage: 100%   25%   10%   5%   60%

Analysis of Results: The high rate of success relating to this outcome is most likely due to the time spent in class on this element of public speaking. Delivery, structure, execution, technology, and nonverbal cues had been extensively examined, studied, and critiqued in class. In general, the clearest deficiency relating to this outcome was the appropriate use of content, which has been primarily addressed in the Communication Outcome #1 (above).

Describe how these results will be used to improve student learning: Despite the high level of anxiety most students experience when speaking publicly, the end results indicate that this element of student learning is successful. However, studies have shown that *repeated* success in public speaking is needed to reinforce confidence and competence in the area. Currently, the COM 113 course requires each student to deliver one 3-minute Introductory Speech, one 8-10 minute Informative Speech, and participate at least 2 minutes during a Group Presentation Speech. Because this only represents 13-15 minutes of time speaking publicly by each student, an additional assignment should be included in the course. This speech assignment should probably be Persuasive in nature.

GEAR Assessment Form - Pilot Assessment of COM 113 - Outcome #3

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
3. Students will develop and express a thesis through an appropriate use of evidence/ logic/data.	Presentation of thesis is especially clear and well developed. Thesis is fully supported by multiple lines of evidence/logic/data.	Presentation of thesis is clear and developed. Thesis is appropriately supported by an adequate amount of evidence/logic/data.	Presentation of thesis is vague or partially developed. Message is not fully supported by evidence/ logic/data.	Presentation of thesis did not take place or is confusing. No support for thesis is provided.

Description of Measure/Instrument: This outcome was measured through the observation and assessment of two speech assignments. The first measurement occurred during the Introductory Speech and the thesis developed by each student. The second measurement took place in the

instructor's assessment of the Informative Speech. While communication textbooks frequently refer to the construct as "Purpose Statement" rather than "Thesis Statement," the general requirements of both remain the same.

Total Number of Students Assessed across all course Sections:	Number of Students Meeting "Exemplary" Criteria:	Number of Students Meeting "Proficient" Criteria:	Number of Students Meeting "Marginal" Criteria:	Number of Students Meeting "Unacceptable" Criteria:
20	**0**	**8**	**11**	**1**
Percentage 100%	**0%**	**40%**	**55%**	**5%**

Analysis of Results: While none of the students displayed exemplary development of a thesis statement, 95% of the students displayed some understanding of the concept. Even though the requirement was repeatedly discussed in classroom lecture, in student handouts, and in the textbook, almost half the students require more training in the area.

Describe how these results can be used to improve student learning: In retrospect, it seems clear that students should be polled at the beginning of the semester to determine their previous experience in college. More specifically, the instructors should know which students have successfully completed the college's English requirements. Those students who have not yet met the General Education English requirements need additional instruction relating to the development and expression of the assignment's thesis.

GEAR Assessment Form - Pilot Assessment of COM 113 - Outcome #4

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
4. Students will display appropriate listening behaviors. This includes the attention to messages, the clarification of shared meaning, and the nonverbal confirmation of comprehension.	Student displays a fully-integrated listening behavior. The student is attentive, seeks clarification during the message exchange, and provides clear nonverbal signals of comprehension.	Student displays most of the appropriate listening behaviors, but may show signs of distraction. At least one listening behavior requires more development or attention.	Student displays a limited number of appropriate listening behaviors. Student fails to show attentiveness, clarification behaviors, or nonverbal confirmations. Student shows signs of distraction or inattentiveness.	Student displays distracted behavior, fails to clarify the message, and/or fails to display nonverbal confirmation. Student may also fail to establish and/or maintain eye contact.

Description of Measure/Instrument: Three different measurements were applied to this assessment outcome. First, a quiz was given on Chapter Seven of the textbook, which focuses entirely on Listening. Second, a Pre-Test Survey (1/27/2017) and a Post-Test Survey (5/3/2017) were given to each student. Third, students were observed and evaluated during the delivery of all Informative Speeches and Group Speeches. Although the data generated by these three different and distinct methodologies, the results were relatively clear.

Total Number of Students Assessed across all course Sections: Criteria:	Number of Students Meeting "Exemplary" Criteria:	Number of Students Meeting "Proficient" Criteria:	Number of Students Meeting "Marginal" Criteria:	Number of Students Meeting "Unacceptable" Criteria:
19	**1**	**10**	**4**	**4**
Percentage: **100%**	**5%**	**53%**	**21%**	**21%**

Analysis of Results: While the first assessment measure (the quiz) met with moderate success, the second and third assessment measures reflected poor understanding of the listening process and a poor display of appropriate listening behaviors. Even though the quiz results show that rudimentary understanding had been transmitted and understood, the students still overestimated their own listening skills. The second assessment (the pre-test/post-test attached to the end of this report) reflected that students perceive that their listening retention level is high and that they don't display distracted listening behaviors. The observation of student audience members during the five public speaking sessions (the third assessment) directly contradicts their over-inflated evaluation of their own listening skills and behaviors. The low rate of appropriate listening behavior and attentiveness is corroborated by dozens of national studies, journal articles, and news stories.

Describe how these results will be used to improve student learning: Clearly, the teaching of appropriate listening behaviors requires extensive effort on the part of Com 113 instructors. While nation-wide research attributes this problem to a variety of factors (including technological influences, cultural emphasis, self-esteem issues, and even dietary factors), it falls upon the TMCC communication faculty to comprehensively *learn how to teach listening*. The full-time and part-time instructors of communication will collaborate during the summer of 2018 to develop a comprehensive strategy that directly addresses this issue in the curriculum.

GEAR Assessment Form - Pilot Assessment of COM 113 - Outcome #5

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
5. Students will utilize audience	Student's message is	Student's message	Student's message is	Student's message is

| analysis in the development of the communication message. | expertly designed to communicate with the audience. It displays remarkable use of vocabulary, purpose, and audience engagement. | communicates with the audience. Message displays proper application of vocabulary, purpose, and audience engagement. | moderately effective. Vocabulary, purpose, and/or audience engagement lack sophistication or full understanding. | ineffective due to the poor use of vocabulary, a vague purpose, or a lack of audience engagement techniques. |

Description of Measure/Instrument: This outcome was measured using the rubric shown above and the informative and group speeches delivered by students. More specifically, it addressed eye contact, use of visual elements, and the use of appropriate language. The measure targeted audience engagement at the expense of other elements of audience analysis (such as audience demographics). Students were already cognizant of their own class's demographics, so the measurement of that factor was moot.

Total Number of Students Assessed across all course Sections:	Number of Students Meeting "Exemplary" Criteria:	Number of Students Meeting "Proficient" Criteria:	Number of Students Meeting "Marginal" Criteria:	Number of Students Meeting "Unacceptable" Criteria:
20	**5**	**12**	**2**	**1**
Percentage: 100%	**25%**	**60%**	**10%**	**5%**

Analysis of Results: The measurement of this outcome is a classic example of a "moving target," since even professional public speakers, educators, and politicians all work to enhance their level of engagement and their understanding of their audience. Despite their relatively unsophisticated strategies, a significant number of students displayed effective techniques that helped hold the attention of the audience. The students who were perceived as marginal or unacceptable either displayed poor use of language or failed to provide good use of visual elements.

As noted in the listening outcome above, however, the student audience members did not provide a great deal of positive listening behaviors, forcing the students who were speaking to enhance their audience engagement strategies.

Describe how these results can be used to improve student learning: Although this outcome assessment met with positive results, two additional issues emerge from this assessment:

1. As noted in the listening outcome above, the student audience members did not display positive listening behaviors, forcing the students who were speaking to enhance their audience engagement strategies. This resulted in an escalation of the speaker's engagement strategies. This new dynamic deserves further study.

2. Despite the relatively high level of technological sophistication students display, a surprising number of students made poor visual choices and/or displayed a lack of skill using Power Point or other projection tools. This suggests that further classroom time be spent on the proper use of

visuals. It also suggests that some students should be provided with individual attention to teach them the rudimentary uses of digital tools.

GEAR Assessment Form - Pilot Assessment of COM 113 - Outcome #6

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
6. Students will display effective group participation through the application of group discussion, group interaction, and public group presentation.	Shares own skills/ knowledge with the group substantially, and uses others' attributes to the betterment of the group. Shares power and recognizes, respects, and celebrates differences in the group. Intentionally meets the needs of others. Contributes high quality work and effectively facilitates conflicts to ensure a successful project result.	Intentional effort and clear understanding of inter-personal communications and the role within the group. Understands the group vision. Recognizes and respects other's differences and needs in the group. Identifies a role within the group and actively takes initiative.	Moderate effort in taking initiative as an active group member. Displays effort and a growing degree in skill in communication with others. Begins to understand and respect others' differences and needs. Can describe effective communication techniques and identify at least one concept of group dynamics.	Minimal understanding of interpersonal communication, concepts or roles within the group. Displays minimal communication with others and is, at times, ineffective in communicating. Minimal awareness or respect of others' needs or differences. Minimal understanding of concept and/or practice of group dynamics.

Description of Measure/Instrument: This outcome was measured directly and indirectly through the class's final assignment, the Group Presentation. Students were randomly to groups of 4-5 individuals. The assignment was to persuade the audience to take an international vacation with a budget of $10,000.00. They were required to submit detailed travel plans (including hotel accommodations, rental car rates, airline itineraries, planned activities, restaurants, etc.) and to also present the entire trip using digital projections and images. Each student was required to speak on their travel element for at least 2 minutes. At the end of the final presentations, students submitted a Group Project Report Form that identified the roles each student took during group interactions. This form also provided the instructor with confidential reporting in case any students displayed "negative group role behavior" during the process.

Total Number of Students   Number of Students   Number of

Students   Number of Students   Number of Students
Assessed across all course   Meeting "Exemplary"   Meeting
"Proficient"   Meeting "Marginal"   Meeting "Unacceptable"
Sections: Criteria: Criteria:
                      Criteria: Criteria:

          19   **1**   **15**
          3   **0**

Percentage: 100%   **5%**   **79%**
          16%   **0%**

Analysis of Results: The results indicate that students displayed effective group participation. The three students who displayed marginal behavior were considered less participatory and less team-oriented by their peers. Although the results of this assessment indicate that the Group Project met its objective, several strategies can be employed to improve the assignment.

Describe how these results can be used to improve student learning:
1. Perhaps the most significant flaw of this assignment is its simplicity for some (but not all) students. Students who already know how to book travel plans provide their group with a distinct advantage over groups that don't contain students with that experience. To make this assignment more meaningful for all the students, the hypothetical budget should be changed. By reducing the budget and by requiring the vacation to last for 30 days, even experienced travelers will be challenged to come up with travel plans that the entire group can agree upon. In the next semester, these experimental changes will take place to make the assignment more stringent.
2. To simulate the realities of the business world, perhaps the group assignment can become competitive. In other words, only 2 of the 4-5 groups can receive "A's" on this assignment. Even though students will invariably complain about this grade element, it will hopefully prepare them for how persuasion works in the business world.

In 2019, a full assessment was performed to provide an analysis of the 4 revised CLOs of COM 113. All students in all sections were assessed.

Course Section: COM 113 – All Sections   **Number of Students: 209**

Demonstrated Outcome	Exemplary	Proficient	Marginal	Unacceptable
Audience Analysis	60	87	40	22
Speech Development	79	79	35	16
Speech Delivery	75	87	34	13
Apply Interpersonal Theories	74	66	51	18

| Group Communication Skills | 91 | 73 | 35 | 10 |

The course is scheduled to be assessed again in spring 2024.

The most important findings were from the GE assessment of COM 113 in 2019 (copied below). All three Course-Level Outcomes were assessed in addition to Critical Thinking Outcome #3. Here are the findings and suggestions for improvement:

As can be seen by the number of correct/incorrect answers, a majority of the students managed to retain a significant
proportion of the material. On average, the students retained 71% of the material (and progressively showed more retention of
the material based upon the "recency" of the lesson). In other words, material from the beginning of the semester was retained
less than material that was covered towards the end of the semester.

For the Critical Thinking GE Outcome #3, the results were generally positive, considering the high enrollment of the course and its
lack of college-level prerequisites. 60 students achieved an exemplary mark for their analysis of the audience's context,
assumptions, and/or biases regarding the main argument of their speech topics. 87 students displayed proficiency, 40 students
were "marginal" in their audience analysis, and 22 students displayed "unacceptable" levels of audience analysis. In other words,
roughly 29% of the students exceeded the expectations of the GE outcome, 42% of the students met the GE outcome, 19% did
not fully meet the GE outcome, and 10% of the students failed to meet this GE outcome.

Generally speaking, this course serves as a successful introduction to communication. Despite its success, the data indicates
that the course (perhaps) attempts to cover too much material in the course of the semester. As an introductory course,
instructors are expected to address intra-personal communication, public speaking, listening, nonverbal communication,
interpersonal communication, group communication, organizational communication, job interviewing, mass communication, and
persuasion. As a result of this broad spectrum of topics, some retention and integration is obviously lost.
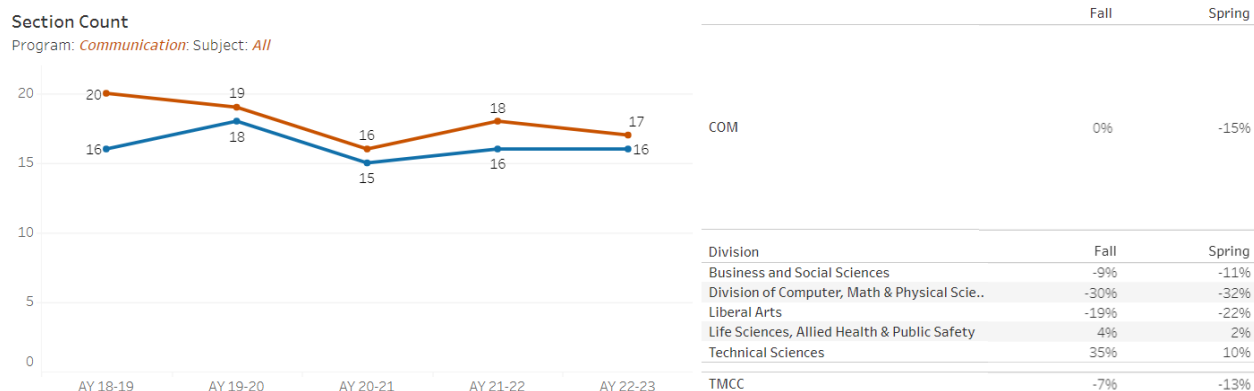
Based upon the "pop quiz" aspect of this assessment, the majority of students are retaining and understanding important key
concepts of the class. However, the next meeting of TMCC communication faculty (in November 2019) should include a
lengthy discussion on which topics in the class should be emphasized. Clearly, the class cannot reinforce all techniques,
strategies, theories, and applications of communication. However, by consistently reinforcing the most important elements,
students should display even higher levels of analysis, application, and comprehension.

In the next assessment of COM 113 (Spring 2024), new GELOs will be assessed. Listening will be a primary focus of this assessment, considering that COM 113 Is probably the only course at TMCC that directly addresses listening skills as part of its curriculum.

4.A. FTE and Section Count

Communications

Communication PUR 2023-24 Self Study

	Fall	Spring
5 Year Change in FTE		
COM	-9%	-32%
Division	**Fall**	**Spring**
Business and Social Sciences	-9%	-12%
Division of Computer, Math & Physical Sci..	-10%	-14%
Liberal Arts	-19%	-19%
Life Sciences, Allied Health & Public Safety	-5%	-4%
Technical Sciences	22%	10%
TMCC	-8%	-10%

FTE
Program: *Communication*: Subject: *All*

105.8, 98.4, 82.4, 88.2, 78.6 (Spring)
86.2, 93.0, 82.4, 86.4, 72.2 (Fall)

	Fall	Spring
COM	0%	-15%
Division	**Fall**	**Spring**
Business and Social Sciences	-9%	-11%
Division of Computer, Math & Physical Scie..	-30%	-32%
Liberal Arts	-19%	-22%
Life Sciences, Allied Health & Public Safety	4%	2%
Technical Sciences	35%	10%
TMCC	-7%	-13%

Section Count
Program: *Communication*: Subject: *All*

20, 19, 16, 18, 17
16, 18, 15, 16, 16

AY 18-19, AY 19-20, AY 20-21, AY 21-22, AY 22-23

Please analyze the trends in FTE and course section counts by academic year and by term. Discuss what these trends suggest about the viability of the program based on its enrollment.

Enrollments in Communication courses at TMCC have paralleled general trends in TMCC's enrollment. However, the Communication courses seem to have displayed more volatility than other programs. In 2018-2019 and 2019-2020, communication enrollment was at an all-time high. A significant drop occurred in 2020-2021, mostly due to the Covid pandemic. There was a rise in 2021-2022 and a slight drop in 2022-2023. This pattern is similar to enrollments in

Business, English, and Psychology. However, because Communication is a much smaller department (generating 1/5 the FTE of Business, 1/8 the FTE of English, and 1/2 the FTE of Psychology), the line graphs trends are more dramatic.
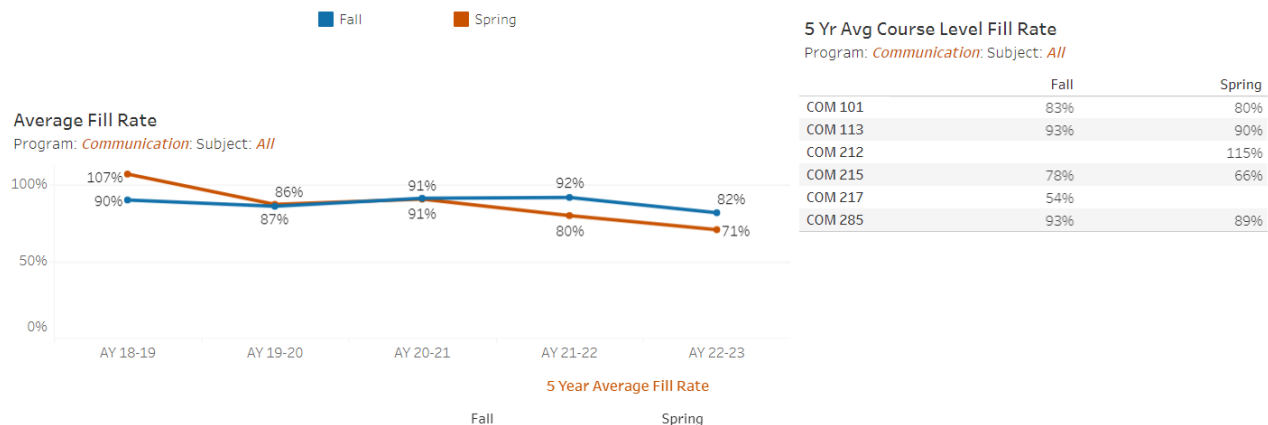
There has been an upward trend in Fall 2023, however. This current semester, Communication is offering 16 sections, generating 81.0 FTE (up from 78.6 FTE last fall). While some enrollment trends could easily be attributed to the pandemic or the economy, I believe that COM's flat growth is due to the lack of visibility of the program. I firmly believe that teaching more face-to-face Communication classes each semester will contribute significantly to FTE growth.

There were 14 declared Communication majors in 2022. That number has jumped significantly to 37 declared Communication for this academic year.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

Communications

Communication PUR 2023-24 Self Study

Average Fill Rate
Program: *Communication*: Subject: *All*

5 Yr Avg Course Level Fill Rate
Program: *Communication*: Subject: *All*

	Fall	Spring
COM 101	83%	80%
COM 113	93%	90%
COM 212		115%
COM 215	78%	66%
COM 217	54%	
COM 285	93%	89%

Unsuccessful Enrollment Attempts:

Course Level
Program: Communication

COM 101	11.60
COM 113	17.09
COM 212	4.00
COM 285	1.67

Division & College Wide

Business and Social Sciences	4.08
Division of Computer, Math & Physical Sciences	18.00
Liberal Arts	8.99
Life Sciences, Allied Health & Public Safety	7.01
Technical Sciences	2.96
TMCC	7.53

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about meeting student demand for the courses offered in your program(s).

The fill rates of Communication courses has remained relatively stable, but showed less success in the past 2 years. The low fill rates of 2021-2022 and 2022-2023 represent the lowered overall enrollments of the institution. As noted in the Unsuccessful Enrollment Attempts chart, COM 113 displayed a significant number of unsuccessful enrollment attempts. However, the pressure to maintain high-efficiency course enrollments has been balanced by Hans Meadows and myself. We have been able to quickly add additional sections to the class schedule. Whenever all 8 or 9 sections of COM 113 are filled at the beginning of the semester, we create a new section and find a teacher for the class. Sometimes, however, the over-fill of students in the new class were insufficient in number to meet minimum enrollment requirements.

The high number of unsuccessful enrollment attempts in COM 113 is also due to a significant number of late enrollment attempts. Because COM 113 does not require any prerequisite courses, students who are blocked from enrolling in other courses frequently attempt to enroll in COM 113 as a "last-ditch effort".

Thankfully, all the "core" Communication courses are offered each semester, so students who fail to enroll can always take the course the next semester.

4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, Age Range, Pell-eligibility, and First-generation status

Communications

Communication PUR 2023-24 Self Study

Headcount of Program Majors
Program: *Communications*

Major	Fall 18	Fall 22	5 Yr Change
COMM-AA	0	26	

Term		Demographics	
Fall	▼	by Ethnicity	▼

TMCC Headcount

Institution	Fall 18	Fall 22	5 Yr Change
TMCC	11,271	10,082	-11%

Program Majors by Ethnicity
Term: *Fall* Program: *Communications*:

Program: 3.3% ▭ 61.5%
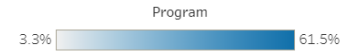
	Fall 19	Fall 20	Fall 21	Fall 22
International			6.3%	
Asian	11.1%	3.3%	6.3%	7.7%
Black	5.6%	13.3%	6.3%	
Hispanic	22.2%	23.3%	25.0%	30.8%
Caucasian	55.6%	56.7%	50.0%	61.5%
Two or more races		3.3%	6.3%	
Unknown	5.6%			

TMCC by Ethnicity
Term: *Fall*

TMCC: 0.0% ▭ 54.1%

	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
International	0.4%	0.3%	0.4%	0.5%	0.5%
American Indian	1.3%	1.0%	1.0%	1.3%	1.1%
Asian	5.9%	5.8%	6.5%	6.1%	6.6%
Black	2.6%	2.8%	2.8%	2.5%	2.4%
Hawaiian or Pacific Islander	0.0%	0.1%	0.1%	0.1%	0.3%
Hispanic	29.9%	32.3%	31.1%	33.6%	34.2%
Caucasian	54.1%	51.7%	51.5%	49.6%	48.3%
Two or more races	3.7%	4.2%	4.7%	4.3%	5.0%
Unknown	1.9%	1.7%	1.9%	2.1%	1.6%

Program Majors by Gender
Term: *Fall* Program: *Communications*:

Program: 25.0% ▭ 75.0%
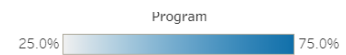
	Fall 19	Fall 20	Fall 21	Fall 22
F	44.4%	63.3%	75.0%	57.7%
M	55.6%	36.7%	25.0%	42.3%

TMCC by Gender
Term: *Fall*

TMCC: 0.4% ▭ 56.9%

	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
F	53.3%	54.3%	56.9%	55.1%	54.0%
M	46.3%	45.7%	43.1%	44.9%	46.0%
U	0.4%				

Term
Spring

Demographics
by Ethnicity

Program Majors by Ethnicity
Term: *Spring* Program: *Communications*:

Program
3.4% [gradient] 67.9%
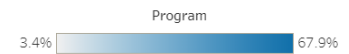
	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
International		4.5%	3.4%	3.4%	
Asian	50.0%	9.1%	3.4%	10.3%	3.6%
Black		13.6%	10.3%	6.9%	
Hispanic	50.0%	22.7%	20.7%	20.7%	28.6%
Caucasian		45.5%	55.2%	58.6%	67.9%
Two or more races		4.5%	6.9%		

TMCC by Ethnicity
Term: *Spring*

TMCC
0.0% [gradient] 54.7%

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
International	0.4%	0.4%	0.5%	0.5%	0.5%
American Indian	1.1%	1.1%	1.0%	1.3%	0.8%
Asian	6.0%	6.3%	6.6%	6.4%	6.4%
Black	2.7%	2.8%	2.9%	2.7%	2.2%
Hawaiian or Pacific Islander	0.0%	0.0%	0.1%	0.1%	0.4%
Hispanic	29.3%	31.0%	30.7%	32.3%	32.8%
Caucasian	54.7%	52.5%	52.0%	50.5%	50.2%
Two or more races	3.9%	4.2%	4.4%	4.5%	5.2%
Unknown	1.9%	1.8%	1.8%	1.8%	1.4%

Term
Spring

Demographics
by Gender

Program Majors by Gender
Term: *Spring* Program: *Communications*:

Program
27.3% [gradient] 72.7%

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
F	50.0%	72.7%	65.5%	72.4%	46.4%
M	50.0%	27.3%	34.5%	27.6%	53.6%

TMCC by Gender
Term: *Spring*

TMCC
0.0% [gradient] 56.4%

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
F	52.1%	54.1%	56.4%	54.8%	54.6%
M	47.9%	45.9%	43.6%	45.2%	45.4%
U		0.0%			

Subject Takers by Credit Load
Term: *Fall* Program: *Communication*: Subject: *All*

36.4% ▱▰ 63.6%

Selected Granularity	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Full-Time	50.4%	57.1%	63.6%	56.3%	60.5%
Part-Time	49.6%	42.9%	36.4%	43.7%	39.5%

TMCC by Credit Load
Term: *Fall*

TMCC
27.6% ▱▰ 72.4%

	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Full-Time	27.6%	28.2%	29.3%	29.1%	28.5%
Part-Time	72.4%	71.8%	70.7%	70.9%	71.5%

Subject Takers by Credit Load
Term: *Spring* Program: *Communication*: Subject: *All*

Program
38.6% ▱▰ 61.4%

Selected Granularity	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
Full-Time	52.2%	45.3%	44.0%	49.0%	38.6%
Part-Time	47.8%	54.7%	56.0%	51.0%	61.4%

TMCC by Credit Load
Term: *Spring*

TMCC
0.0% ▱▰ 74.5%

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
Null				0.0%	
Full-Time	25.5%	26.2%	26.3%	28.8%	26.1%
Part-Time	74.5%	73.8%	73.7%	71.2%	73.9%

Subject Takers by Student Status
Term: *Fall* Program: *Communication*: Subject: *All*

Program   0.2% ▮ 65.8%

Selected Granularity	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
New	19.9%	23.3%	23.4%	28.3%	30.9%
Continuing	63.1%	60.1%	65.8%	59.8%	57.7%
New Transfer	11.3%	9.2%	9.5%	9.1%	6.8%
New High School	5.2%	6.3%	0.5%	0.2%	2.9%
Continuing HS	0.5%	1.1%	0.7%	2.6%	1.8%

TMCC by Student Status
Term: *Fall*

TMCC   2.6% ▮ 65.5%

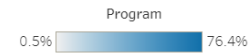|	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
New	15.2%	14.6%	13.5%	16.3%	17.2%
Continuing	65.5%	62.1%	60.9%	61.0%	57.2%
New Transfer	11.0%	8.7%	7.8%	8.1%	7.3%
New High School	5.7%	11.1%	12.4%	8.3%	12.0%
Continuing HS	2.6%	3.5%	5.4%	6.4%	6.4%

Subject Takers by Student Status
Term: *Spring* Program: *Communication*: Subject: *All*

Program   0.6% ▮ 75.6%

Selected Granularity	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
New	3.1%	2.5%	2.5%	4.5%	4.6%
Continuing	75.6%	71.2%	69.4%	63.3%	60.0%
New Transfer	9.6%	8.6%	7.4%	7.6%	5.8%
New High School	0.6%	1.3%	2.7%	4.8%	5.5%
Continuing HS	11.1%	16.4%	18.0%	19.8%	24.1%

TMCC by Student Status
Term: *Spring*

TMCC   1.8% ▮ 76.1%

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
New	4.7%	4.6%	4.6%	4.8%	6.8%
Continuing	76.1%	73.4%	71.7%	71.0%	66.3%
New Transfer	10.0%	8.8%	7.6%	8.0%	7.0%
New High School	2.0%	2.9%	1.8%	3.4%	4.0%
Continuing HS	7.2%	10.3%	14.3%	12.8%	16.0%

Subject Takers by Age Range
Term: *Fall* Program: *Communication*: Subject: *All*

Program
0.5% ▬▬▬ 76.4%

Selected Granularity	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
<18	3.8%	5.9%	1.2%	2.8%	3.9%
18-24	68.8%	71.0%	75.1%	69.4%	76.4%
25-34	19.4%	17.6%	16.7%	18.9%	15.1%
35-49	6.9%	4.4%	6.5%	6.1%	2.9%
50+	1.2%	1.1%	0.5%	2.8%	1.8%

TMCC by Age Range
Term: *Fall*

TMCC
2.4% ▬▬▬ 54.6%

	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
<18	7.1%	12.7%	15.0%	11.8%	13.6%
18-24	54.6%	52.9%	51.4%	52.8%	52.2%
25-34	23.9%	22.2%	22.8%	23.6%	21.4%
35-49	10.5%	9.0%	8.4%	9.3%	9.8%
50+	3.9%	3.3%	2.4%	2.5%	3.0%

Subject Takers by Age Range
Term: *Spring* Program: *Communication*: Subject: *All*
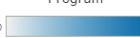
Program
0.9% ▬▬▬ 61.4%

Selected Granularity	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
<18	10.9%	16.6%	17.5%	21.0%	27.5%
18-24	61.4%	57.1%	58.0%	57.6%	50.4%
25-34	19.8%	18.7%	15.1%	13.3%	15.4%
35-49	6.7%	5.7%	7.4%	6.0%	5.8%
50+	1.2%	1.9%	2.0%	2.1%	0.9%

TMCC by Age Range
Term: *Spring*

TMCC
2.5% ▬▬▬ 54.6%

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
<18	5.9%	8.6%	10.5%	11.2%	13.5%
18-24	54.6%	54.1%	52.0%	52.9%	52.5%
25-34	25.2%	24.1%	25.2%	23.7%	20.8%
35-49	10.6%	9.8%	9.6%	9.7%	9.8%
50+	3.8%	3.4%	2.6%	2.5%	3.3%

Subject Takers by Pell Eligibility
Term: *Fall* Program: *Communication*: Subject: *All*

Program: 40.8% — 59.2%

Selected Granularity	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Pell Eligible	53.4%	52.3%	44.6%	48.4%	40.8%
not Pell Eligible	46.6%	47.7%	55.4%	51.6%	59.2%

TMCC by Pell Eligibility
Term: *Fall*

TMCC: 34.0% — 66.0%

	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Pell eligible	44.1%	40.9%	39.9%	38.6%	34.0%
not Pell Eligible	55.9%	59.1%	60.1%	61.4%	66.0%

Subject Takers by Pell Eligibility
Term: *Spring* Program: *Communication*: Subject: *All*

Program: 32.5% — 67.5%

Selected Granularity	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
Pell Eligible	47.0%	44.4%	39.8%	35.5%	32.5%
not Pell Eligible	53.0%	55.6%	60.2%	64.5%	67.5%

TMCC by Pell Eligibility
Term: *Spring*

TMCC: 32.3% — 67.7%

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
Pell eligible	42.7%	41.0%	38.9%	37.4%	32.3%
not Pell Eligible	57.3%	59.0%	61.1%	62.6%	67.7%

Subject Takers by First Generation
Term: *Fall* Program: *Communication*: Subject: *All*

Program: 46.6% — 53.4%

Selected Granularity	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
First Generation	50.4%	49.2%	46.6%	52.1%	49.6%
not First Generation	49.6%	50.8%	53.4%	47.9%	50.4%

TMCC by First Generation
Term: *Fall*

TMCC: 46.4% — 53.6%

	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
First Generation	49.0%	49.1%	46.4%	47.0%	49.2%
not First Generation	51.0%	50.9%	53.6%	53.0%	50.8%

Subject Takers by First Generation
Term: *Spring* Program: *Communication*: Subject: *All*

Program
43.2% [gradient] 56.8%

Selected Granularity	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
First Generation	47.6%	46.9%	43.2%	43.8%	44.6%
not First Generation	52.4%	53.1%	56.8%	56.2%	55.4%

TMCC by First Generation
Term: *Spring*

TMCC
46.3% [gradient] 53.7%

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
First Generation	49.1%	48.5%	46.3%	46.8%	48.7%
not First Generation	50.9%	51.5%	53.7%	53.2%	51.3%

- **Briefly describe the typical student in terms of ethnicity, gender, credit load, student status, first-generation students, age range, Pell-eligibility and first-generation status, including how they compare to demographics of the college. Please note any potential equity gap and discuss your plans for closing them. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.**
- **Describe the demographics of the program's faculty compared to the demographics of the program's students.**
- **Discuss teaching methods and other practices used by the program's faculty to cultivate a welcoming, safe, and inclusive learning environment.**

Because of the small number of declared Communication majors, the demographics display dramatic and volatile shifts each semester and each year. For instance, in spring of 2022, a total of 10 students graduated with an A.A. Degree in Communication. Because the number of students are so small, the declaring of a single communication major can dramatically shift the demographic analysis. However, when a 4-year average is calculated, the representation appears much more indicative of the overall demographics of TMCC. For instance, the average matriculation for women in COM is 59%, compared to TMCC's average of 54%.

I am pleased to see that the demographics of our Communication students is representative of the overall demographics at TMCC. Even though the matriculation of a single COM student can significantly change the demographic representations, the ethnicity and gender data directly parallels that of the overall student population. The data indicates that students of all ethnicities and genders find Communication Studies both inclusive and useful.

The student demographics of the TMCC Communication programs closely aligns with the overall demographics of the TMCC student body. The only exception to this alignment is credit load of students, but those ratios balance-out when averaged between fall and spring semesters. As the bar graphs indicate, only small variations exist between the communication courses and the TMCC population, in terms of ethnicity, credit load, student status, first-generation students, age range, and Pell-eligibility.

That being said, it is important for the communication faculty to recruit more students from underrepresented populations. A strong focus should be placed upon recruiting Hispanic students. In our collective experience, most Hispanic students enter Communication classes (particularly COM 113) already having declared Business as their major. The new Business Communication Skills Certificate was designed to provide these students with a stronger background in Business Communication to compliment business accounting, management, marketing, etc. With the simple inclusion of 2 additional classes, business students can graduate from TMCC with an A.A. degree in Business (or English) with a secondary certification in Business Communication. It remains to be seen if this strategy will increase the number of underrepresented populations, but careful tracking of demographics should reveal some interesting information in the next two years.

5.A. Course Completion Rates

Communications

Communication PUR 2023-24 Self Study

Avg Completion & Successful Completion Rates by Subject
Program: *Communication* Subject: *COM*

Program 74% — 86%

Subject		AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	AY 21-22 AY	AY 22-23 AY	5 yr Avg
COM	Completion Rate	84%	86%	81%	82%	85%	84%
	Successful Completion	79%	79%	74%	74%	75%	77%

5 Yr Avg Completion & Successful Completion Rates by Division

Division 54% — 85%

	Business & Social Sciences	Division of Computer, Math & Physical Sciences	Liberal Arts	Life Sciences, Allied Health & Public Safety	Technical Sciences	TMCC
Completion Rate	81%	71%	78%	85%	84%	79%
Successful Completion	73%	54%	70%	76%	74%	69%

Please discuss any trends or shifts that you see in the overall course completion rate, and successful completion (C or better). What might these trends or shifts mean?

Next, disaggregate the data by student demographics. Discuss any potential equity gaps and your plans for closing these gaps. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.
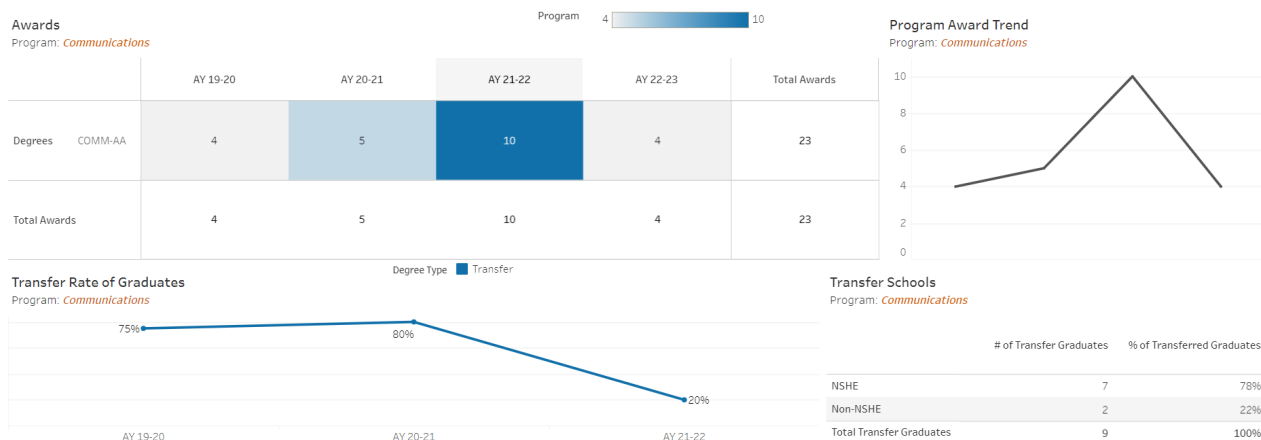
The completion rates of Communication courses have remained stable over the past 5 years (with a slight drop taking place during the pandemic). Communication completion rates are slightly higher than the overall Liberal Arts rates, with an average of an 84% completion rate and a 77% successful completion rate. The TMCC averages are 79% completion rate and 69% successful completion rate While communication courses require academic rigor, perhaps the nature of the material engenders a higher completion rate? Many of the traditional "soft skills" of communication are easier to comprehend and/or integrate than skills in other disciplines.

There have not been any trends or shifts in the overall course completion rates, even when disaggregated. After examining the dozens of permutations in data through disaggregating variables (including gender, ethnicity, credit load, age range, student status, first-generation, and Pell-eligibility), the communication discipline maintains a 3-10% higher completion rate than the Liberal Arts overall.

5.B. Graduation and Transfer

Communications

Communication PUR 2023-24 Self Study

Awards
Program: *Communications*

Program 4 [gradient] 10

		AY 19-20	AY 20-21	AY 21-22	AY 22-23	Total Awards
Degrees	COMM-AA	4	5	10	4	23
Total Awards		4	5	10	4	23

Program Award Trend
Program: *Communications*

Transfer Rate of Graduates
Program: *Communications*

Degree Type ■ Transfer

75%   80%   20%

AY 19-20   AY 20-21   AY 21-22

Transfer Schools
Program: *Communications*

	# of Transfer Graduates	% of Transferred Graduates
NSHE	7	78%
Non-NSHE	2	22%
Total Transfer Graduates	9	100%

Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years.

Next, disaggregate the data by student demographics, and discuss any potential equity gaps: Which student populations are earning degrees or certificates compared to the demographic makeup of the program? Do graduates resemble the student demographics of the program? If not, discuss ideas to mitigate potential equity gaps.

In 2019-2020, I engaged in extensive marketing and promotion of the new Communication AA Program. Even though I was the Humanities Coordinator (equal to 3 credits of course release time), the majority of my energy was devoted to launching the new Communication A.A. degree and to recruiting students into the program. Not surprisingly, the program experienced a spike in graduates in the program 2 years later.

The pandemic and my heavy administrative load reduced the amount of marketing and promotion of the program and this is evidenced by a drop in AA graduates in 2023. Students have returned to the classroom and more students can visit office hours, discuss career goals, and discover the benefits of studying communication. With the potential hiring of a new communication instructor, it will be possible to see the communication graduation and transfer rate increase dramatically.

In terms of Communication Graduates, an excellent diversity of students have completed the program. Over the past 3 years, 7 Hispanic women, 1 Hispanic man, 3 Asian women, 1 Black woman, 5 Caucasian women, 3 Caucasian men, and 3 International women have earned A.A. degrees in Communication. It is important to continue recruiting student from all constituencies across TMCC, particularly men of all ethnicities.

While specific strategies regarding recruitment may be complicated, the communication program is open to suggestions from the ASA Committee, the Dean, and the VPAA.

6.A. Faculty Achievement

Communications

Communication PUR 2023-24 Self Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- **Faculty Name, FTE**
- **Degree(s) or professional certification(s) awarded, discipline, awarding institution**

- **Number of years teaching at TMCC**
- **Total number of years in academia**
- **Primary courses taught**
- **Significant activities or contributions made to TMCC (Please limit to 3)**
- **Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)**

I (Rick Bullis) am the only full-time Communication Faculty member. I am currently only generating 0.4 to 0.8 FTE, because the rest of my contract load stems from 15 credits of release time as Faculty Senate Chair.

I have a Bachelor of Fine Arts in Theatre from University of Nevada, Reno, a Master of Arts in Media, Theatre, and Film from Northwestern University, a PhD in Theatre History from Michigan State University, and a Master of Arts in Communication Studies from CSU, Chico.

I am in the middle of my 9th year teaching at TMCC. Previous to TMCC, I had 15 years experience as a professor of Theatre and Communication at 2 universities and 4 community colleges (for a total of 24 years of full-time experience).

For my first 2 years at TMCC, I taught Theatre courses and served as Performing Arts Coordinator. In 2017, I made a lateral move to teach Communication. Since then my primary courses have been COM 113, COM 212, and COM 217. Although I also have extensive experience teaching Public Speaking (COM 101) and Group Communication (COM 215), several of the part-time COM instructors have specialized training in these subjects, so I defer to their expertise.

Besides serving as an Interim (Trifecta) Dean of Liberal Arts, Chair of the Humanities Department, and Chair of the Faculty Senate, I have also participated in almost a dozen faculty hiring committees, served on ASA, Faculty Senate, the GE Taskforce, and several ad-hoc committees.

Besides individual mentoring of Communication Degree students, I participate energetically with many of our community college's events, including recruitment drives, art events, special initiatives, and professional development activities.

6.B. FT/PT Faculty and Student Credit Hours Taught

Communications

Communication PUR 2023-24 Self Study

Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?
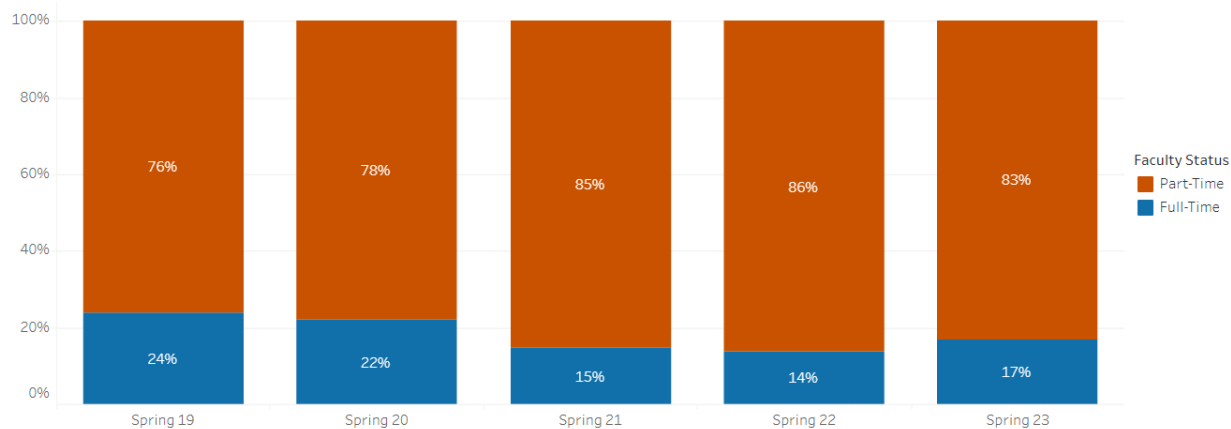
Student Credit Hours
Program: *Communication*
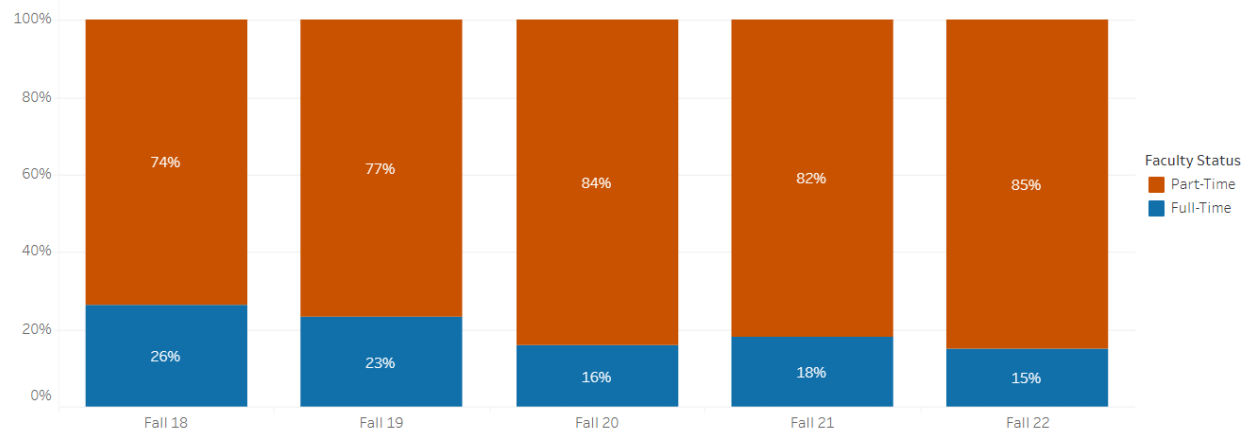
The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE
Program: *Communication*

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 18	1	0.8	5	2.4
Fall 19	1	0.8	6	2.8
Fall 20	1	0.4	6	2.6
Fall 21	1	0.6	5	2.6
Fall 22	1	0.4	6	2.8

The above section shows the headcount and the FTE (units / 15) of Full-Time vs Part-Time faculty who teach your courses. If the FTE of your FT faculty is larger than headcount, this means that the average teaching load of your FT faculty is greater than 15. If the FTE is lower than headcount, this is a reflection of the amount of release given to your FT faculty.

Student Credit Hours
Program: *Communication*

The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE
Program: *Communication*

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Spring 19	1	1.0	6	3.0
Spring 20	1	0.8	6	3.0
Spring 21	1	0.4	6	2.8
Spring 22	1	0.4	6	3.2
Spring 23	1	0.4	7	3.0

The above section shows the headcount and the FTE (units / 15) of Full-Time vs Part-Time faculty who teach your courses. If the FTE of your FT faculty is larger than headcount, this means that the average teaching load of your FT faculty is greater than 15. If the FTE is lower than headcount, this is a reflection of the amount of release given to your FT faculty.

As can be seen by the bar graphs above, the full-time to part-time ratio of Communication courses is <u>severely lopsided</u>. While I was able to teach up to 4 classes per semester while serving as Humanities Coordinator from 2019 to 2020, an average of 77% of the COM classes were taught by part-time instructors. When I served as Humanities Department Chair for the past 3 years, 84.5% of the COM classes were taught by part-time instructors. Next year (after my service as Faculty Senate Chair ends and I return to full-time teaching), roughly 72% of the COM FTE will still be generated by part-time instructors.

Even though the traditional 50/50 guideline -- long accepted as an acceptable ratio of full-time to part-time instruction -- is not necessarily applicable to this small program, clearly something needs to change. With the growing demand for communication skills in the workplace, the Communication program is on the cusp of significant expansion. A single full-time professor might not be able to shoulder the burden, however.

6.C. Support Staff

Communications

Communication PUR 2023-24 Self Study

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

As an extremely streamlined and cost-effective program, Communication Studies requires very little in terms of Support Staff. Dr. Tom Cardoza serves as an insightful Department Chair and Hans Meadows serves as an incredibly competent Administrative Assistant. I work with Dr. Cardoza and Mr. Meadows to coordinate Communication course scheduling and teaching assignments. 1-credit of stipend (or release time) needs to be established for this small coordinator position.

The current support staff is more than sufficient.

6.D. Facilities and Technology

Communications

Communication PUR 2023-24 Self Study

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

Our courses do not have lab fees and we do not require specialized classrooms. All we need are classrooms with modern computers, LED Projectors, and internet connections. In short, we can teach Communication in any traditional classroom at any campus.

Currently, our facilities and technology are adequate for the program. However, the majority of classrooms allocated to the Humanities Department are quite small. Some of the classrooms do not have enough seats to meet the class enrollment capacity. As the program grows, this may become a more significant problem in the future.

7.A. Five-Year Plan

Communications

Communication PUR 2023-24 Self Study

Using your analyses from previous sections, develop a 5-year plan for the program(s). Include an estimated timeline of goal completion. Please address the following questions:

  • **Using the most significant curriculum and assessment findings, describe strategies to sustain or improve student learning.**
  • **After considering the most significant enrollment findings, discuss strategies, if needed, to improve enrollment and close equity gaps. These may include more efficient scheduling, streamlining pathways to completion, outreach to underserved students, addressing internal or external factors anticipated to impact future enrollment, etc.**
  • **With respect to course completion rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, pedagogical changes, streamlining pathways to completion, improving advising,**

mentoring, retention efforts, etc.
    • **Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline for completing goals. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?**

The Communication Studies Program has proven successful, but I anticipate further success in the future. Rather than writing a narrative of various plans, I would like to provide a list of potential strategies that have merit and potential:

1. As mentioned earlier, the part-time to full-time ratio of the Communication Program is one of the <u>worst in the entire college</u>. Hiring a second and third full-time Communication instructor would ensure success of the program. I suggest the hiring of a qualified instructor who possesses strength in intercultural communication, public relations, and civic advocacy. UNR's Communication Department now has a bachelor's degree in Relational Dynamics (my area of expertise) and also a bachelor's degree in Public Advocacy and Civic Engagement (that would hopefully be the new instructor's area of expertise). It would be ideal to mirror their two degree programs with two professors at TMCC who can introduce students to both of these fields of study. The hiring of at least 1 new instructor needs to occur this year.

2. We should continue to offer alternative COM classes that are tailor-made for individual corporations or industries. Our collaboration with GSR was a successful test of this approach, but the health problems (and subsequent resignation) of our GSR liaison prevented further growth.

3. The COM curriculum should continue to evolve and meet the needs of its diverse students. For instance, NSHE has recently approved a lower-division course in Intercultural Communication. With the hiring of a new Communication instructor, this course could be integrated into the degree and prove to be a valuable asset to the program.

4. As has been agreed upon with administrators, Rick Bullis will return to full-time teaching in the Fall of 2024. He will focus upon marketing, curriculum, and recruitment.

6. The reestablishment of Rick Bullis as a full-time instructor will also provide the opportunity to create in-depth assessment of the program. Certain discipline-specific skills, such as listening, leadership, and conflict resolution will be addressed and integrated more fully into the curriculum. An assessment of the curriculum will be completed by spring of 2025.

7. The program will continue its efforts in cross-disciplinary collaboration. The development of the Business Communication Skills Certificate is a testament to the benefits of collaboration. Business Professor Dustin Moore, professor Rick Bullis, and 3 professors from the English department worked together to develop this useful degree that can serve as an independent certificate or as a supplemental certificate to a degree in English, Business, or Communication. Additional collaborations are also possible. For instance, the proposed intercultural communication professor could collaborate with the Anthropology and Sociology disciplines. Alternatively, a communication professor who specializes in public relations and civic engagement could collaborate with the Marketing program.

All of the plans mentioned above can be accomplished in the next 5 years. Provided that the Communication Program receives the support it desperately requires, I suspect that the program will meet these goals in 3 years. To repeat, communication is considered one of the most valuable and useful degrees. We have outgrown our little shoes. We need bigger shoes to fill.

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8.A. Resource Requests

Communications

Communication PUR 2023-24 Self Study

Identify any resource requests. For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development. Address the following items:

  • Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)
  • Estimated time to hire or time the request will be made.
  • Projected measurable outcomes. Which PLOs and/or student success metrics does the department hope to improve as a result of the request?
  • Alignment to the Academic Affairs or College's Strategic Plan

As mentioned above, the communication department only has one resource request: The hiring of an additional tenure-track communication professor. Two new instructors would be ideal.

We do not need any additional technology or capital improvements. Access to larger classrooms will be needed.

The hiring of the additional communication professor should take place within the next year. This hiring will result in an improvement of all measurable outcomes across all the already positively aligned metrics that have been discussed in this Program Unit Review. The hiring of an intercultural/public relations/civic engagement specialist would open up a wealth of opportunities for the Communication Program. The hiring of this professor would directly align with the strategic objectives of Academic Affairs. More specifically it would:

Meet the Academic Affairs' Strategic Objective #1 - To improve completion and retention of part-time students - Through the offering of more flexible course options, providing additional skills certificate opportunities, and provide inspirational communication training to students who wish to optimize their degree choice.

Meet the Academic Affairs' Strategic Objective #3 - To prepare students for further education and employment in the community by offering well-planned, in-demand, high-quality programs. For further evidence of the communication discipline's applicability and desirability for employment opportunities, please make a request from Rick Bullis - He has a mountain of evidence indicating that Communication may soon become the nation's most sought-after degree.

Meet the Academic Affairs' Strategic Objective #5 - To recruit, develop, and retain diverse faculty. As mentioned earlier, the most desirable candidate for the proposed communication

faculty position would be a specialist in intercultural communication and/or public advocacy. Such a specialist would have extensive experience in multicultural environments, have experience with advocacy in issues such as Civil Rights, Gender Communication, Underrepresented Populations, and Social Change.

The hiring of additional communication professors would be a "safe bet" that could only result in positive outcomes.

Academic Standards and Assessment Committee Findings and Recommendations

Communications

Communication PUR 2023-24 Self Study

Academic Standards and Assessment Committee's Findings:

The Communication program/ unit has made great strides since becoming a program at TMCC in 2019. This includes adding new courses, awarding 23 AA degrees, offering educational opportunities in collaboration with local businesses, and working to offer all courses in an accessible and affordable manner. While enrollment is down since 2019 - in part due to the pandemic - the communication program has a clear plan to increase enrollment which includes, maintaining collaborative relationships around the college and with local business leaders, offering more courses in the in-person modality, increasing recruitment efforts, and striving for a FT:PT SCH ratio which is commensurate with that of other programs on campus.

The ASA committee supports the request for one additional FT TT faculty member for the Communication program to support the program's growth goals.

Program Strengths:

The Communication program/ unit is on a strong and deliberate path. The program has made great strides since becoming a program in 2019. This includes the addition of two new classes which directly articulate with NSHE institutions, the awarding of 23 Communication AA degrees, the development of the Business Communication Skills Certificate, and the ubiquitous use of affordable textbooks and materials across all program offerings.

Corresponding with the use of OER across all courses, the Communication program has done an excellent job working with the DRC to ensure courses are accessible for all students. This includes ensuring accessibility with regard to all

OER materials used. Moreover, closed-captioning on all Kaltura videos has been assessed for accuracy.

While the AA in Communication is a transfer degree, great efforts are being made by the Communication program to meet workforce needs. This includes reaching out to and earning the support of Northern Nevada business leaders for the new Business Communication Skills Certificate. Additionally, the Communication program has collaborated with GSR to provide employees a hybrid version of COM 113 which specifically targeted communication challenges in the casino resort environment.

Scaffolding is shown across the curriculum with different levels of achievement expected in different courses. All PLOs are addressed and the need to add in the COM 215 to the map is indicated, it is appreciated that this was included in the discussion.

Areas of Concern or Improvement:

- It is self-identified in the PUR that PLO1 is not assessable. It is also self-identified that PLO2 would be better articulated as multiple PLOs.
- PLO assessment data is presented as anecdotal with no formal assessment provided. No connections are drawn between CSLO achievement and PLO achievement.
- Enrollment is generally on the decline with Spring FTE being down significantly relative to the division and college.
- The unsuccessful enrollment attempts for COM 113 are high relative to the division and college.
- Plans for closing equity gaps are not clearly addressed.
- The program does not have enough FT faculty to support the growth of the program given the program needs.

Recommendations:

- As identified in the self-study, PLO1 and PLO2 should be re-written to be actionable and measurable.
- Perform PLO assessment in a quantifiable manner which demonstrates a connection between student achievement CSLO and PLO achievement.
- The unsuccessful fill rates associated with COM 113 need to be addressed in order to meet student demands. The number of unsuccessful enrollment attempts could warrant another section being added.
- Potential ways to mitigate noted equity gaps or to recruit students need to be addressed.
- The resource request for an additional FT TT line is supported by the data

and could help with enrollment efforts.

Other comments:

This question has not been answered yet

Dean's Findings and Recommendations

Communications

Communication PUR 2023-24 Self Study

Academic Dean's Findings:

For a degree program that has been active only for the past five years, impressive progress has been made in growing the number of declared majors (14 to 37 from 2022 to 2023), making connections to the workforce, and forging interdisciplinary collaborations, especially with only one full-time faculty member. I see Communication as an area with continued growth potential because of the vital personal and professional skills that students learn in these courses. And because COM 101 and 113 serve as one possible required communication component for most AA and AS degrees, this program has the potential to reach a large portion of our student body.

As the only full-time faculty member, Dr. Bullis has done an excellent job of developing and growing this program. And I am confident that when his other obligations have ended and he returns to teaching full-time, he will be able to accomplish even more with this discipline. I agree that another full-time faculty member would help to sustain this program and continue to innovate, and I appreciate the particular focus suggested of intercultural communication, public relations, and civic advocacy because these are relevant and interdisciplinary and would provide students with a broader world view about Communication and its important role across spheres. But unfortunately, I can't prioritize it for the division at this time. I see it as a solid possibility in the near future (~3 years), however, so I will continue to work with Dr. Bullis until then to ensure the success and longevity of our Communication program.

I also particularly appreciate the way that Dr. Bullis has analyzed this program and its needs to align with and meet our college and Academic Affairs strategic objectives, particularly in the areas of supporting the completion and retention of part-time students, preparing students for further education and/or employment, and working to recruit diverse faculty. This is an important vision to keep in mind as we continue to grow this program.

Strengths:

One of the most significant and equity-driven accomplishments of this program is that as of Fall 2023, all Communication courses utilize high-quality, OER textbooks and materials. When students are able to access general education options with zero textbook cost, we are making a college education accessible to many who would not have previously had this opportunity. Professor Bullis deserves exceptional recognition for this feat.

In terms of interdisciplinary work, Dr. Bullis collaborated with both the Business and English departments to develop a Business Communication Skills Certificate, a program supported by industry that provides instruction in the essential communication skills students need to be successful in their professional and personal lives. We should do more intentional outreach with Advisors and marketing to our student community (especially Business majors) about this certificate option so that students can take advantage of it, whether on its own or paired with another degree.

Faculty in Communication also seem to be doing an excellent job of retaining and supporting the success of their students. The five-year averages for completions is 84% and successful completions is 77%, which is several percentage points higher than other disciplines in the Liberal Arts division. Although Dr. Bullis mentioned that curriculum consistency is an area of concern, retention strategies appear to be consistently implemented and should be shared with other division/college faculty so that we could see this success across more departments.

Areas for Improvement:

I understand that the ratio of full to part time faculty in Communication is one of the most unbalanced in the college, and this is an important priority to keep at the forefront of our division in the short-term. As mentioned above, though, we are not able to hire another full-time faculty member at this time. As we come out of the hiring freeze and turbulence of Covid, the college has many instructional needs and is working to strategically address gaps across divisions and programs. Even though a new Communication faculty member is not a priority at this time, that does not mean that it won't be in the future, so I will work with the Humanities department to present this need to the college with a proposal that is timely and thoughtfully-considered so that it is clear how important and relevant it is.

Dr. Bullis mentioned that it would be helpful for him to receive a 1-credit stipend of release time for coordinating the course schedule of the Communication Program. Although I know this takes some time, I don't believe that the work changes so significantly each semester that it takes 15+ hours to complete each term. I could be wrong, but the department Administrative Assistant and Chair should be able to assist with this work that remains relatively predetermined in order to release some of the burden from Dr. Bullis.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

Once Dr. Bullis returns to teaching full-time, I agree that it would be important to work on implementing more consistency in assessment, mapping, and curriculum across the part-time faculty who teach in this area. We should identify what specific curricular gaps or problems exist that warrant a closer look at these areas. A capstone project or exam may be a helpful way to assess learning at the end of the program; we just need to ensure that we are not gate-keeping students from graduating with an exam that may be difficult for some to pass even if they know the material well. It's clear that Dr. Bullis understands this too, and I know this is not his intention, just something to remain cognizant of. Dr. Bullis had also discussed creating more detailed assignment descriptions, augmenting curriculum with more persuasive speech opportunities, and incorporating clearer grade rubrics across classes by the Fall 2019 term. We should discuss if these plans materialized because they should like important additions to course content.

Because we have worked to link the Communication Studies program with local industry, I agree that it would be helpful to form an advisory committee and gain critical feedback about what they need from our graduates. These constituents could also weigh-in about the design and purpose of a capstone project or exam. I could also see an internship serving in place of this final project

and would be invaluable experience for students to see how their communication skills apply directly to everyday situations in the workplace.

Recommendations and Implementation Timeline:

In the upcoming summer (2024), I will plan to meet with the Chair of Humanities, Dr. Cardoza, to discuss our strategic plan for continuing to develop the Communications program.

Over the fall 2024 term, Dr. Bullis, Dr. Cardoza, and I will meet to further fine-tune that plan for the Communications area. We should discuss how to implement consistent mapping, course assessment, summative assessment, and what our goals are for a potential new full-time faculty member. We should analyze the numbers of majors and student success data and demographics at that point as well to determine if there are specific groups of students whom we may need to support with additional resources or to try and recruit to this program. We should also continue to work on incorporating workforce partnerships, whether through internships, advisory committees, or company-tailored courses that we offer at workplace sites.

Resources Necessary for Implementation of Recommendations:

No additional resources are needed at this time to maintain the Communication Studies program.

Impact of Recommendations on Division Planning:

As the dean, I will work to more intentionally incorporate the Communication Studies program into my division's priorities in terms of marketing and support for new curriculum or offerings, like internships. As mentioned, we should create a focused marketing effort for the new Business Communications Skills Certificate as well as a plan for internship opportunities and work diligently as a Humanities department to determine areas of concern with curriculum.

Impact of Recommendations on Program/Unit Faculty:

Dr. Bullis, as the sole full-time faculty member, will continue to be impacted the most as he works to sustain, strengthen, and expand the Communications program and increase its visibility with students. He will have more time to focus on program development when his Faculty Senate Chair responsibilities have ended, but I and Chair Cardoza will continue to support him and our students so that we ensure program continuity and try to prevent him having an unfair burden. We have a small but mighty Humanities team, and I am confident that through ongoing collaboration and strategic focus, we can continue to improve and build the Communication Studies program into an exceptional option for students.

Vice President of Academic Affairs' Findings and Recommendations

Communications

Communication PUR 2023-24 Self Study

VPAA's Findings and Conclusions:
(Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)

Our Communication program is strong, vibrant, and efficient, and benefits from excellent leadership in its FT faculty member, Dr. Rick Bullis. His decision to move from teaching Theater to teaching Communication has been a great benefit to our college and its students, and it made this important degree program possible. Rick's training, approach, and affect have been ideal for growing this program and producing steady graduates since its inception.

Strengths:

This program's strengths are its efficiencies, strong enrollments, and steady student performance outcomes. The completion and pass rates are solid and consistent, the student demographics reflect those of our college broadly, and the adoption of OER content is an important step toward ensuring access and affordability. I appreciate Rick's support for OER very much. I also appreciated Rick's support for our new Skills Certificate in Communication, which is one of our college's first complementary skills certificates. Able as it is to complement a wide array of degrees, this certificate has helped TMCC to break the longstanding barrier that has kept certificate programs chiefly in the CTE realm. Rick's advocacy for this certificate program has been invaluable.

Areas for Improvement:

Beyond those identified by ASA and the Dean, I would support Dr. Bullis' desire to better market this program, not only through more 100 level offerings, but through the college's new effort to involve faculty and staff in marketing ventures via MCO and its Canva 'marketing toolkit.' These marketing materials are easily customizable, and offer an opportunity to promote Communication more broadly throughout our community. The materials should absolutely stress the career opportunities for those with Communication degrees and training, and testimonials from past graduates who have gone on to great things should be highlighted.

Recommendations and Next Steps for the Program Based on the PUR:
(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

The Communication program should definitely be continued, given the importance of its curriculum, its steady popularity with students, and its potential for further growth. Dr. Bullis makes a strong case for the program's alignment with workforce needs and the mission of NSHE and our college, and students are surely poised for success in transfer and in their future careers.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

This program would benefit from an additional FT faculty member in order to recruit more majors, though I agree with the Dean that it is difficult to prioritize such a hire at this time. Still, I recommend that the division consider a shared teaching position with English, given the obvious alignment of Communication with various forms of writing, including digital media. This may be a way to invest a portion of a FT position in the delivery of additional courses in Communication, and also build further affinity and collaboration between these two areas of the division.