ACCREDITATION EVIDENCE

Title: Communication Program Review

Evidence Type: Corroborating

Date: Academic Year 2019-2020

WAN: 22-0373

Classification: Resource

PII: No   **Redacted:** No

Program Review

AY 2019/2020

Program Purpose Statement

Program Activity

Describe specific education goals, objectives, and activities of the program.

The mission of the WWCC Communication Department is to provide a well-balanced and educational degree. Increasing the quality of personal and professional lives in today's society is largely dependent on effective communication (Beebe & Beebe, 2017). The Communication program teaches students how to effectively communicate with diverse groups and individuals using a variety of methods and approaches. Students will learn the theoretical and practical perspectives of communication that are necessary and vital skills to be successful in a diverse society. These skills are embedded in most Western courses, but the general education courses required in every Associate degree, including Communication, are designed to emphasize these skills. Coursework for the Communication pathway includes areas of study which allows student to find their creative niche. Bureau of Labor Statistics states that the outlook for Communication professions is positive with projected growth at 9% through 2026.

This program supports the WWCC Guiding Principles of

* Learning is our Purpose

* Students are our Focus

* The Community is our Partner

* Adapting to Change Defines our Future

* Ethical Standards Guide our Actions

General Education and Other Disciplines

Explain how the program serves the general education program and specific disciplines on the campus.

Of the degrees and credentials currently offered at Western, 46 require at least one Communication course in their pathway for a student to graduate. In the past 10 years, 71 students have graduated in Communication. There are currently 31 Communication majors at Western. 16 are female and 15 are male. The average age is 22.6. The minimum age is 17 and the maximum age is 54. There is 1 Asian student, 4 Blacks non-Hispanic students, 2 Hawaiian/Pacific Islander students, 3 Hispanic or Latino, and 21 Caucasian students. All of the above data came from our Planning and Improvement Office from 4 different data sources. Please see below for enrollment trends of previously offered communication courses and currently offered communication courses.
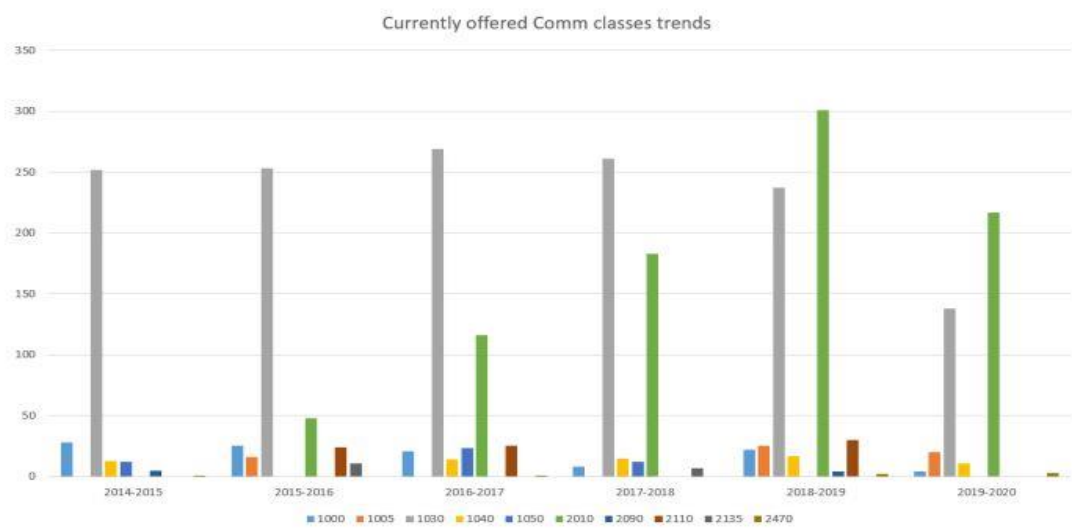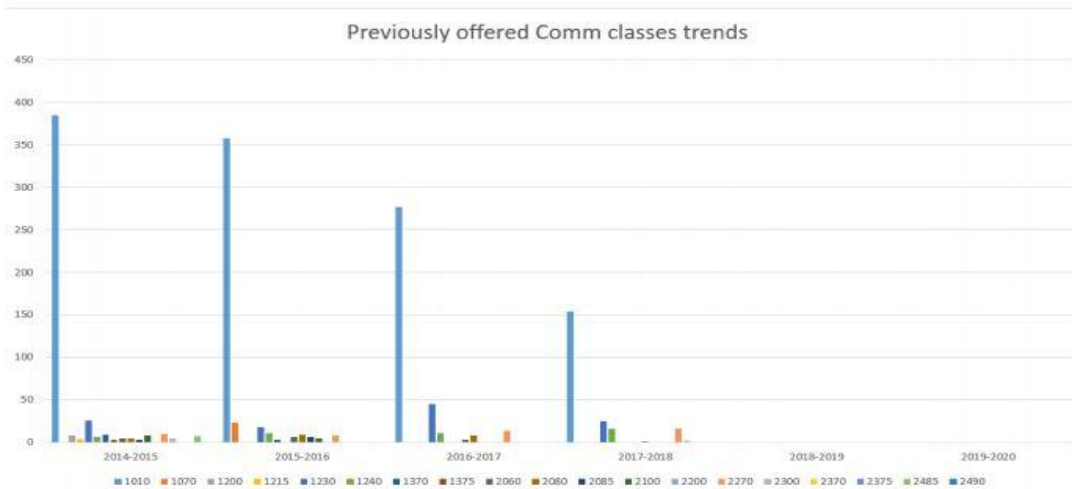
Market Demand

Document market demand and/or state/industry need for careers stemming from the program.

Western Communication coursework currently includes: Interpersonal Communication, Public Speaking, Nonverbal Communication, Introduction to Mass Media, Intercultural Communication, Introduction to Human Communication, Conflict Management and Mediation, and a Communication Internship course opportunity. These offered courses provide students with preparation for further educational pathways or careers in the work force, while providing them with critical knowledge and understanding of communication across various barriers and cultures. Jeffrey J. Selingo discusses in his book There Is Life after College an analysis done of 20 million job ads, "Virtually every job posting included in its top five communication, writing, and organizational skills" (p.34), and during a speech at a National Conference he stated that communication and writing were actually number one (personal communication, 2018).

Student Demand

Document student demand for the program; include enrollment audience, current enrollment numbers and enrollment five-year trend.

Previously offered Comm classes trends

Legend: 1010 1070 1200 1215 1230 1240 1370 1375 2060 2080 2085 2100 2200 2270 2300 2370 2375 2485 2490

Currently offered Comm classes trends

Legend: 1000 1005 1030 1040 1050 2010 2090 2110 2135 2470

Curriculum

<u>Program Parallels</u>

Describe how program content parallels current thinking/trends in the field/trade.

In recent academic years, Western has implemented Pathways. Pathways is a national project focused on building capacity for community colleges to design and implement pathways to graduation, for all of their students. Building on emerging research and experience in the field, this national project and trend reflects recommendations set forth in the 2014 report of the 21st Century Commission on the Future of Community Colleges, Reclaiming the American Dream, and the 2014 implementation guide, Empowering Community Colleges to Build the Nation€™s Future. Western received a grant to implement pathways for all majors in _____.

Pathways at Western were a severe departure from the type of degrees students could earn previously. During the past 3 years the pathway or degree in Associate of Arts-Communication has undergone a few

revisions during each academic year (Degree requirements and the Communication pathway mean the same and these terms are interchangeable in this document.) During the first iteration of the Communication Pathway, we were instructed by the Pathway Institutive (through our grant) to be very rigid and remove flexibility for students. After implementing pathways in this manner, we found out Financial Aid had problems with the rigidity of the pathways on campus due to Colleague restrictions (the software our Financial Aid uses). In response to these issues changes were made to alter the graduation requirements for degree in Associate of Arts-Communication. In the past year (2019 calendar year), the full-time faculty have conducted research about other Communication programs and what they are requiring as part of a Communication degree. In response to this collected data, our Department has deleted several communication courses at Western. You can see from our Program statement that several courses were deleted as part our pathway clean-up process. We now offer a more streamlined and flexible path to obtain an AA in Communication. We have utilized graduation/degree requirements comparison data and the National Communication Association as a reference of what courses a student should take in order to earn an Associates in Communication. We have taken this one step further and discussed these courses and requirements with other Community Colleges in the state of Wyoming and the University in Wyoming. All of our courses align and articulate across the state, as well as outside our state with our WUE partners. For the purpose of this program review document, we are required to use the 2018-2019 pathway. We made revisions in the 2019-2020 pathway, and plan to make more revisions in the 2020-2021 academic year. We anticipate these changes will be the last alterations to bring us up to current trends and thinking in the field of communication. Please see below for our pathway and course offerings for two academic years (2017-2018 and 2018-2019).

Degree Requirements

Upload approved degree requirements.

2018-2019 Communication Pathway

1st Semester

ENGL 1010	English Composition I	3
POLS 1000[1]	American & Wyoming Government	3
MATH 1000	Problem Solving	3
COMM 1030	Interpersonal Communication	3
COMM ***	COMM 1000 or COMM 1040[2]	3
HMDV 1005	1st Year Success	1
	Semester Credits	**16**

2nd Semester

ENGL 1020	English Composition II	3
PSYC 1000	General Psychology	4
STAT 2070	Statistics for Social Science	4
COMM ***	COMM 2010 or COMM 1010[2]	3
***	Health & Human Activity[3]	1
	Semester Credits	**15**

3rd Semester

COMM ***	COMM 1000 or COMM 1040[2]	3
SPAN 1010	First Year Spanish I	4
COMM ****	COMM 1005 or 2090 or 2135[2]	3
BIOL 1003	Current Issues in Biology	4
COMM***	COMM 1070 or 1050 or 2110[2]	3
	Semester Credits	**17**

4th Semester

SOC 1000	Sociological Principles	3
SPAN 2010	First Year Spanish II	4
COMM ****	2110 or 1050 or 1070[2]	3
***	Elective Courses[4]	6
HMDV 2411	Assessment Requirement	0
	Semester Credits	**16**

	Program Total:	**64**

Pathways

Upload approved degree requirements.

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References

American Association of Community Colleges. (2014). Reclaiming the American dream: Community colleges and the nation's future. *A Report From the 21st-Century Commission on the Future of Community Colleges*. Retrieved http://www.aacc21stcenturycenter.org/wp-content/uploads/2014/03/21stCenturyReport.pdf

American Association of Community Colleges. (2014). Empowering community colleges to build the nation's future an implementation guide. Washington, DC: Author. Available at www.aacc21stcenturycenter.org.

Course Offerings

Upload course offerings spreadsheet.

17/18 and 18/19 Academic Years Course Offerings
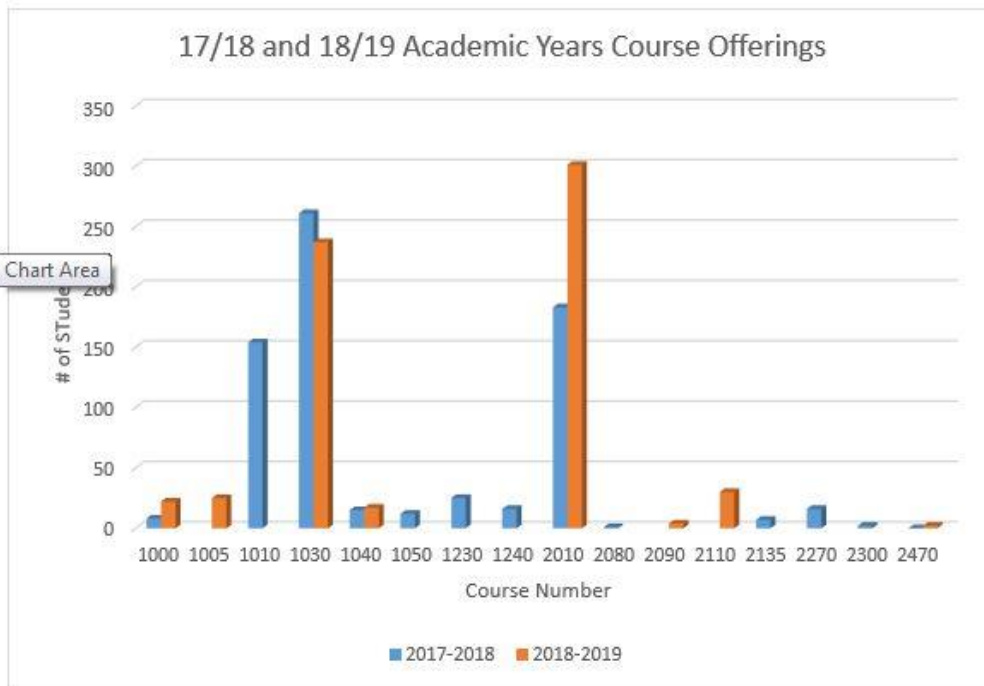
Course Number	Course Name
1000	Introduction to Mass Media
1005	Intercultural Communication
1010	Introduction to Speech
1030	Interpersonal Communication
1040	Introduction to Human Communication
1050	Conflict Management & Mediation
1230	American Sign Language I
1240	American Sign Language II
2010	Public Speaking
2080	Introduction to Forensics Research
2090	Introduction to Persuasion
2110	Nonverbal Communication
2135	Gender, Communication & Culture
2270	Public Relations
2300	Graphic Design
2470	Internship: Communication

*Please note that American Sign Language I and II was moved to a Foreign Language course in 18-19. Classes in gray above have since been deleted as Communication courses at Western.

Course Location
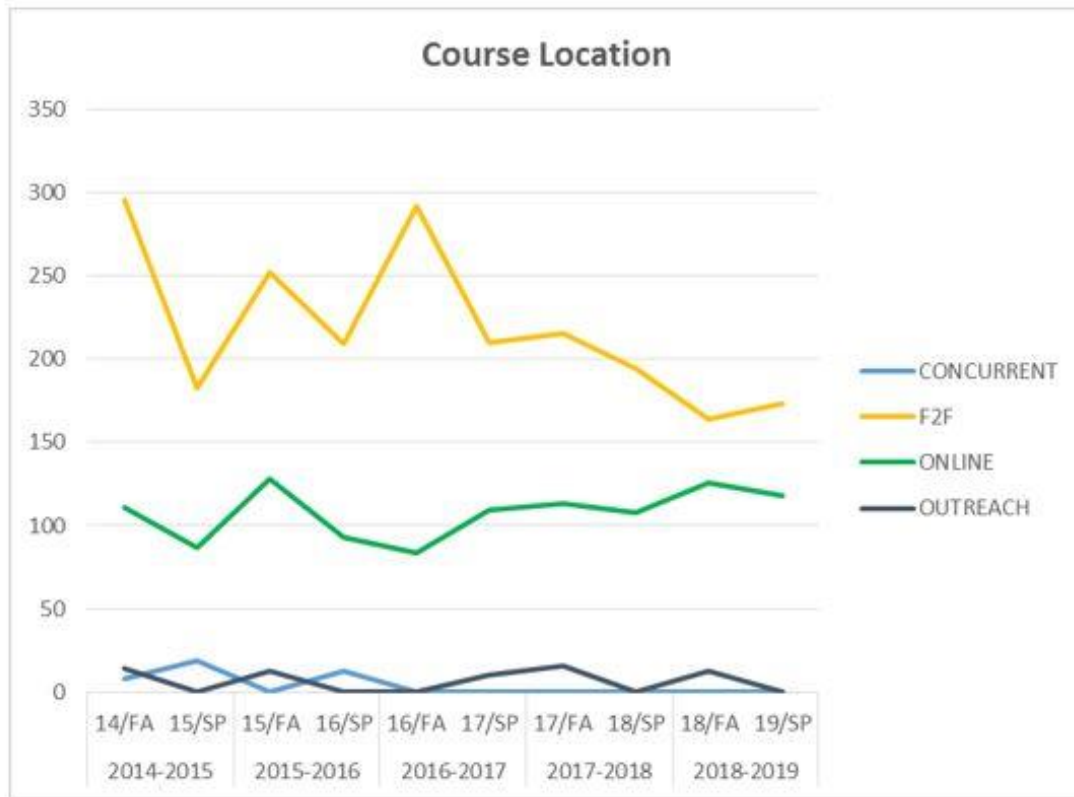
Above, please note the mode of Communication courses by academic years and student count.

FA/SP **Enrollment**/**Capacity**
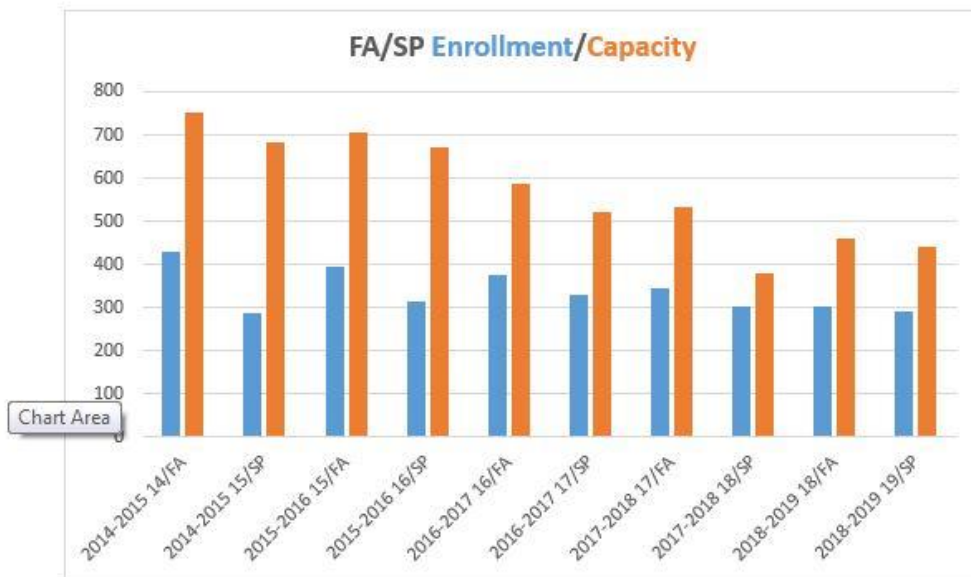
Above you can see what the enrollment was in all Communication courses versus the capacity of those courses. You can see that over time we are bringing our offerings more in line to fill and be closer to capacity. In the chart below, you can see how many Communication courses were cancelled from low enrollment. The number of courses per year is going down as we implemented Pathways and are responding to the needs of other pathways.

Academic Year	# of COMM courses cancelled
2014-2015	9
2015-2016	12
2016-2017	12
2017-2018	8
2018-2019	2

Faculty

Faculty Orientation and Evaluation

Describe the orientation and evaluation processes for faculty, including adjunct faculty and part-time faculty.

Orientation

The orientation process for new faculty in the communication department follows the general guidelines set up in as the on-boarding process created by Western Wyoming Community College. Western's HR office provides and requires attendance at Western 101, which is a multi-day event to introduce a new employee to the culture, customs, and requirements of Western. This is provided to

full-time employees only. All full-time faculty have attended this Orientation to Western. Adjunct faculty are not given any training like this from HR. During the academic years represented by this program review, the Division Chair was the point of contact for Adjunct Faculty. Starting in the 19-20 Academic year the Communication Department Facilitator (DF), Dr. Kami Danaei, has started an Orientation for Adjunct Faculty. Currently the college does not have a robust on-boarding process for adjunct faculty. There is an opportunity to meet with distance education and the instructional designer, however, a more in depth college introduction does not exist. The DF will serve as a mentoring program of sorts to Communication adjuncts to provide the most comprehensive and continuous support for adjunct faculty. The responsibilities of the DF are to meet as needed to discuss different aspects of college and division needs, and individual needs of the faculty such as grading, FERPA, student engagement, online learning norms, etc. The DF will also clarify the courses adjuncts will teach and make sure each adjunct has proper access to the course shell through Canvas and the proper experience with delivering a course using Canvas. The DF also connects the adjunct with the college content expert for the courses they will be teaching to help maintain consistency in content and assessment through all sections of courses. It is generally the policy for communication adjuncts that they use the same syllabus and textbook as the full-time faculty. Adjuncts are able to create changes in courses to accommodate their methods of teaching, but any significant changes to the course sequence goes through the DF/department.

Evaluation

Full-time faculty are evaluated by the same process as all faculty types at the college. This assessment includes semester student evaluations that are completed for courses taught. New full-time faculty (within their first year at Western) must have all of their courses evaluated by students, but continuing contract faculty (those in their third year and beyond at Western) may choose which classes are given student evaluations. There is also a yearly assessment completed for all faculty that reviews the student evaluations, service rendered to the college and community/profession, professional development gained over the year, and a classroom observation evaluation. New faculty are given frequent classroom observations however, continuing contract faculty only have a single observation every 3 years. Adjunct faculty have a very similar evaluation system. All adjunct courses have student evaluations completed and classroom observations. These observations are completed by the division chair and not the department facilitator.

Procedure 4410C outlines the performance evaluation of full-time faculty.

PERFORMANCE EVALUATIONS

College supervisors will formally evaluate all full-time employees using approved instruments.

<u>Approval of Instruments</u>
All evaluation instruments must be approved by two groups:
- First, by the appropriate employee organization, such as the Paraprofessional organization or the faculty Senate organization, and
- Second, by the President's Executive Council.

<u>Role of the Human Resource Office</u>
The Human Resource office will ensure that performance evaluations are completed on schedule. The schedule is outlined in each instrument.

Provided is a copy of the faculty evaluation used in 18-19. This evaluation or assessment has undergone major revisions.

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End of Year Assessment   Academic Year: _____

Name:		Position:	
Division		**Department:**	
Division Chair:		**Department Facilitator:**	

Faculty complete Sections 1-4 before graduation each year, and submit electronically to appropriate Division Chair.

Section I. Teaching Evaluation (if applicable)

Reported on Teaching Evaluation dated: _____

☐ Needs Improvement	☐ Meets Expectations

Section II. Student Evaluation

The items below report data from the current academic year in the following courses:

Course Name	Course Number	Section

Using the aforementioned courses to report the calculated averages for the following questions:

The instructor's responses to questions were clear.	Calculated Average:	
Communications from the instructor were respectful and courteous.	Calculated Average:	
Overall, how would you rate the instructor?	Calculated Average:	
How much work did the course require?	Calculated Average:	
As a college course, the material was:	Calculated Average:	

Response Rate: Please insert the calculated average return (response) rate for all identified courses:

Average Response Rate (for questions 1-3):

☐ Data averages in the 15th percentile of Department/Division Histogram scores for all three reported histograms*.

*Needs Improvement represents at least 2 consecutive years of data in the 15th percentile of the Department/Division Histogram for all three questions.

☐ Needs Improvement	☐ Meets Expectations

Section III. Service

Identify and quantify all assigned/elected service to the Division and/or College:

Service	Yearly Time Average
	TOTAL TIME:

To achieve a Meets Expectations, Service must equate to a minimum value of 86-106.

☐ Needs Improvement	☐ Meets Expectations

Section IV. Professional Development

Identify and list all efforts to develop professionally

1.	
2.	
3.	
4.	
5.	

Information below this line is completed by the Division Chairs during Summer Semester.

Planning & Improvement Data

Disclaimer: The Office of Planning & Improvement has supplied the last 5 years of data for comparative course(s) to use in assessing and reflecting on this year's teaching.

Benchmark Course(s)	Average Enrollment	Average Grade Distribution and Withdrawals (%)					

Administrative Expectations

- ☐ aligned & submitted ADA approved syllabi
- ☐ submitted class roster
- ☐ posted mid-term grades
- ☐ posted final grades (with last day of attendance for D/F students)
- ☐ administered common assessments & submitted data

To achieve a Meets Expectations all of the administrative expectations must be met by the assigned deadline.

☐ Needs Improvement	☐ Meets Expectations

Professional Development

Describe the professional development opportunities available to faculty and the budgetary resources allocated to professional development.

There are a limited number of professional development opportunities provided for faculty on-site at Western. There is a college supported Great Teachers Seminar (GTS) that is provided every year to all faculty types. There are also semester in-service meetings for all faculty and these will periodically have a professional development leaning, but that is not generally the case. All full-time faculty are allotted $650 each year to pay for other professional development opportunities of their choice. Faculty can also request super enhanced funds for higher cost professional development from unused professional development funds from their division.

Below is a compilation of all Professional Development reported by full-time and contingent (part-time or adjunct faculty) Communication faculty in the past 7 years.

- Canvas Sandbox Training
- Growing with Canvas Training
- Great Teacher Seminar, roundtable discussions
- Adjunct In-Service (an annual training that is required of all Western adjuncts)
- Professional Memberships: National Communication Association, NRMERA,
- Annual Articulation Summit for the state of Wyoming
- Inside Higher Education Webinar Series
- Textbook editing for 2019 Communication Textbooks
- Western Mentoring Program for Full-time Faculty
- Outward Mindset
- Western 101 (cultural onboarding PD for full-time faculty)
- Canvas Trainings offered by CTLI
- Open Educational Resources training offered by Wyoming Department of Education
- NACEP Conference in 2019
- National Communication Conferences
- Great Teacher's National Seminar
- Skill Path Seminar
- AACROA-IES IES (The American Association of Collegiate Registrars and Admissions Officers) International Educational Systems/Credential Webinar Series
- Annual FERPA training
- Annual Harassment training
- Annual Title IX training
- ABC's of BAS Degrees
- Softchalk Webinars
- Online Teaching Certificate

Faculty Credentials

Upload Faculty Credentials Spreadsheet

We follow the guidelines of the Higher Learning Commission to deem a faculty member as credentialed. Their policy or recommendation is to have a Master's degree with at least 18 graduate credit hours within the discipline they have taught. Furthermore, in the 18-19 academic year the Communication faculty made a spreadsheet for our Human Resources office. The intent was to make it salient what 18+ credits are necessary to instruct in any given course. Provided is a copy of this spreadsheet.

Department:	COMMUNICATION	
Course	Degree*‡ and/or Certification	Courses that cover principles in:
COMM 1000	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Intro to Mass Media		Mass Communication; Communication Studies; Speech Communication; Public Address; Communication Theory
COMM 1005	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Intercultural Communication		Intercultural Communication
COMM 1030	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Interpersonal Communication		Interpersonal Communication
COMM 1040	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Intro to Human Communication		Human Communication; Theory coursework
COMM 1050	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Conflict Management & Mediation		Strategic Communication; Mediation & dispute Resolution; Conflict Resolution, Assertive Communication, Effective Listening, Communication Management,
COMM 2010	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Public Speaking		Communication Studies; Pronunciation; Oral Interpretation; Storytelling; Applied Communication; Verbal Communication; Performance Studies; Public Address
COMM 2090	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Intro to Persuasion		Rhetoric, Oral Communication, Verbal Communication, Rhetorical Criticism, Speech, Speech Communication, Persuasion
COMM 2110	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Nonverbal Communication		Nonverbal Communication
COMM 2135	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Gender, Communication & Culture		Communication Studies; Intercultural Communication, Organizational Communication, Psych and Comm
COMM 2470	MA - Communication/Speech	Description of course content and/or course areas with qualifying content
Internship: Communications		

*Degree must be from an accredited institution.

‡Applicants may be considered with a Master's Degree in a field other than Communication IF they have earned 18 or more credit hours of graduate level coursework in the discipline or closely allied field.
A letter grade of "B" or higher must have been earned on all coursework that is to be considered for the 18 credit hour minimum requirement

ALL APPLICANTS MUST COMPLETE A SUCCESSFUL INTERVIEW, DEMONSTRATE MASTERY OF KEY CONCEPTS, AND GIVE A SUCCESSFUL TEACHING DEMONSTRATION TO BE CONDUCTED AND EVALUATED BY ALL FULL-TIME FACULTY IN THE DIVISION.
See department contact for specific topics/concepts to be addressed

Also provided is a copy of the Communication Faculty and their credentials. This list includes all faculty for the past 7 years, but only includes credentials and experience for those who were teaching in the 18/19 Academic year. Everyone listed belongs to the Communication Department.

Faculty Credentials				
Faculty Name	**Credential**	**Teaching Experience**	**Relevant Professional Experience**	**Rank**
Ann Rudoff	Masters in Communication	27 years	1992- 2007 Adjunct Faculty, Communications, Western Wyoming Community College 1992-2002 Substitute teacher, Sweetwater School District #2, Green River, WY 2002-2018 Sweetwater School District #2 Board of Trustees member 2007-2010 Assistant Professor, Communications, Western Wyoming Community College 2010-2014 Assistant Professor, Communications, Western Wyoming Community College and Humanities Division Chair 2014-present Associate Professor, Communications, Western Wyoming Community College	Associate Professor
Kami Danaei	Doctor of Education; Masters in Communication	11 years	2018-Present, Assistant Professor/Department Facilitator, Western Wyoming Community College 2018-Present, Adjunct Faculty, University of Wyoming 2015-2018 Curriculum, Instruction, and Assessment, Sweetwater School District #1 2014-2018 Adjunct Faculty, Communication, Western Wyoming Community College 2012-2014 Admissions Processor/International Processor, University of Wyoming 2011- 2012 Registrar/Admissions Coordinator, Laramie County Community College 2010-2011 Adjunct Faculty, Communication, Laramie County Community College 2008-2010 Adjunct Faculty, Communication and Journalism, University of Wyoming 2007-2008 Institutional Review Board Manager, University of Idaho	Assistant Professor
Kristine Clancy	Doctor of Philosophy, Communication	12 years	2015-March 2019 Adjunct Faculty, Western Wyoming Community College 2009- Present Contributing Faculty/Lead Faculty, Walden University 2007-2012 Visiting Faculty Pepperdine University	Adjunct
Sunny Hughes	Doctor of Philosophy, Mass Communication	15 years	2017- Present Adjunct Faculty, Western Wyoming Community College 2014-Present Online Adjunct Faculty, Santa Fe College 2004-Present University of Florida	Adjunct
Steven Merge	Master of Science; Communication and Society	3 years	2019-Present Adjunct Faculty, Western Wyoming Community College 2016-2017 Part Time Instructor, Central Oregon Community College	Adjunct
Christopher Kennedy	Master of Arts; Interpersonal Communication	35 years	1984-1985 Instructor, Spokane Community College 1985-1987 Instructor, Creighton University 1988-2018 Associate Professor of Communication, Western Wyoming Community College	Associate Professor (Retired)
Kristy McManus	Masters in Fine Arts; Visual & Performing Arts	9 years	2019- Present Adjunct Faculty, Western Wyoming Community College 2017-2019 Assistant Professor of Communication, Western Wyoming Community College 2010-2017 Instructor of Theatre & Forensics, Western Wyoming Community College	Adjunct
Anthony Legerski				Adjunct
Christian Clemmensen				Adjunct
Christopher Sheid				Adjunct
David Gutierrez				Adjunct
Han Cheung				Adjunct
Julie Erickson				Adjunct
Karla Stirling				Adjunct
Kayne Pyatt				Adjunct
Kiley Ingersoll				Adjunct
Kristin Bringhurst				Adjunct
Laura Grossnickle				Adjunct
Laura Habibjavanbakht				Adjunct
Linda Duncan				Adjunct
Rhonda Gamble				Adjunct
Sonja Shetler				Adjunct
Stephen Cook				Adjunct
Sunny Hughes				Adjunct
Teisha Vest				Adjunct
Trudy Balcom				Adjunct
Linda Linn				Professor

Faculty Credit Hour Allocation

Upload Number of Courses and Credit hours Spreadsheet
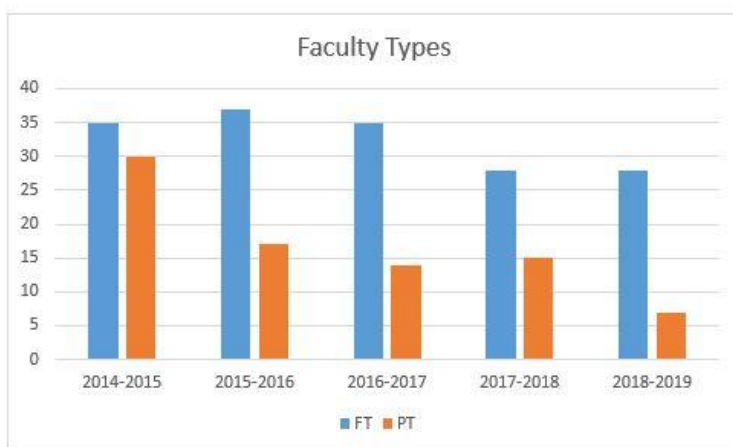
Western has Policy 4410B to define the work load for full-time faculty.

"The College expects full-time faculty to carry a normal teaching load. In addition to teaching, faculty members must hold office hours and must be available to advise students, to serve on committees, and to complete other related duties." See following pages for procedure.

Faculty Load			
Faculty Name	**18/19 Course Load**	**18/19 Credit Load**	**Classification in 18/19**
Ann Rudoff	16	48	Full-Time
Kami Danaei	15	45	Full-Time
Kristy McManus	10	30	Full-Time
Sunny Hughes	5	15	Adjunct
Kristine Clancy	3	9	Adjunct
Steven Merge	2	6	Adjunct

WORK LOAD FOR FULL-TIME FACULTY

The College expects full-time faculty to carry a normal teaching load. In addition to teaching, faculty members must hold office hours and must be available to advise students, to serve on committees, and to complete other related duties.

Defining Load

One is considered to be teaching a normal load if either condition A, B or C is fulfilled.

A. One is teaching between 28 and 32 load hours per academic year.

B. One is teaching at least 24 load hours, but less than 28 load hours per academic year; and one is doing other service or research for the benefit of the College, community or profession; and this course reduction has been authorized in writing by the Vice President for Student Learning, after a review and recommendation by the Division Chair and the Academic Council.

C. Required non-teaching assignments that would reduce an instructor's load below the above standards (A or B) must be authorized in writing by the Vice President for Student Learning, and should be written into the instructor's employment contract.

Counting Credit Hours

The following formulas will be used to convert credit hours into faculty load hours:

- Lecture courses are counted as 1 load hour per credit hour.
- Lab and activity courses are counted .6 load hour per 1 contact hour (Thus, for example, a physics course with 3 hours of lecture and a 2-hour lab section would equal 4.2 load hours. If this instructor taught an additional 2-hour lab, that instructor would get an additional 1.2 load hours.
- Clinical courses are counted .33 load hour per 1 contact hour.
- Workshop hours are defined by the syllabus.
- Directed study load hours are decided by the Vice President for Student Learning; usually, an instructor will not receive one-for-one credit.
- Concurrent courses are counted as one course.
- Internship/Co-op courses count .5 load hour per 1 credit hour. (Eight students must be enrolled for these credits to count as part of an instructor's load; however, this number can accumulate over 2 semesters in the same academic year.)

For those faculty members on an 11 or 12 month contract, a full-time load is equivalent to a full-time load for three academic semesters. Equivalencies shall be determined by the Vice President for Student Learning.

Faculty Over the Maximum

Once the Vice President for Student Learning, the division chair, and the instructor have agreed upon a normal load, then overload pay may be approved by the Vice President for Student Learning if the instructor is asked to teach an additional course. Variables, such as number of preparations, number of total students, type of instruction, and loads in the previous academic year, may be considered in this discussion.

An instructor teaching more than 32 load hours for an academic year is automatically at overload. However, the instructor must request approval for overload pay from the Vice President for Student Learning before adding the overload course because all requests for overload may not be granted. So that instructors do not become overworked and "burn out", approval of overload will be limited. No instructor will be approved for more than 3 credits of overload (a maximum of 35 credit hours/year for a nine-month employee). Furthermore, no instructor will be approved to teach any overload hours for more than 3 consecutive years.

Faculty Under the Minimum

An instructor under the minimum load must submit a specific plan to remedy the problem and receive approval for that plan from the Vice President for Student Learning before the end of the Spring semester add period.

If an instructor's load is under the minimum for two consecutive academic years, the Vice President for Student Learning will review and adjust that position. Possibilities include the College tendering a less-than-full-time contract for the ensuing contract year.

Other Duties of a Normal Load

Since the College offers both day and evening courses, instructors must periodically teach evening as well as day courses.

In addition to teaching, instructors shall hold regular posted office hours of at least five (5) hours a week. They must also be available to advise students, to serve on committee, and to do other related duties.

Adopted November 19, 1981
Reformatted October 7, 1986
Approved April 28, 1988
Revised August 26, 1993
Revised November 15, 1994
Reformatted February 2012

A separate policy (4610A) defines the load for part-time faculty or adjunct faculty.

Part-time Employee. A part-time employee is an individual who is compensated on an hourly or credit hour basis from a part-time salary schedule, serves in a part-time capacity and is generally required to perform only position-specific duties.

Part-time employees compensated on an hourly basis may not work in excess of 1,800 hours per calendar year. Part-time faculty may not teach more than 24 credit load hours per academic year.

With the approval of the College President and the consent of the employee, Archaeological Services part-time employees may work in excess of 1,800 hour limit if contract obligations or other departmental obligations necessitate such work.

Culture of Continuous Improvement

Describe the program assessment planning methodology, and how program and/or student learning outcomes, assessment measures, and benchmarks are selected.

The Communication program at Western has 3 main learning outcomes for the students. They are:

Presentation delivery skills

Organizational skills

Research and message construction skills

In order to assess these student outcomes the communication department has created a series of assessments for which data is collected and analyzed. The analysis occurs on a yearly basis even though the data is collected at midterms and finals each semester (Spring, Summer and Fall). This assessment data is not collected in all courses at Western. Rather we were instructed by our Division Chair to implement these in only Public Speaking and Interpersonal Communication sections. As you can see from our courses above, these are the two courses that capture the most students. As we have a wide variety of faculty who teach these courses, as was demonstrated in our faculty section, we use only common examination questions/results for our assessment. This is primarily due to not all instructors having the same assignments in every section being taught. This is one common measure we can all share throughout all sections. At midterms and finals, whoever is teaching these two courses, are asked to self-report their student data. This includes how many students got specific common questions correct and how many students completed the exam, and lastly, how many students are in each course section.

Assessment Reporting

Describe how program assessment data is collected and reported; include program-level collection procedures and findings.

The data on these assessments is compiled and reviewed by the full-time communication faculty at Western. All data is then input into the appropriate areas in our program review website for Western. The communication department at Western has undergone changes to what data was being collected and how, in the past academic year. We now have a system in place for COMM 2010 Public Speaking and COMM 1030 Interpersonal Communication. We have one year of assessment data collected for the academic year of 2018-2019 for Public Speaking only. Summer 2019 full-time faculty created common

assessment data points for COMM 1030, so the 19-20 year will be the first year of data collected for COMM 1030, Interpersonal Communication.

Use of Assessment Results

Describe how the program assessment results are used. Cite specific assessment findings and evidence of how the findings are used.

As of this academic year, no assessment data has been collected to be utilized except one year of data from COMM 2010. In the future we plan to share this data and use it to make adjustments in the classroom. Moving forward our Department Facilitator will be in charge of collecting, consolidating, analyzing, reporting, communicating, and keeping track of what the department agrees to alter due to the data.

Assessment Reflection

Provide substantive reflection and three ideas about how future assessments will be improved.
Provide substantive reflection and three ideas about how future assessments will be improved.

It is difficult to begin modifications on assessments, courses, and programs on results of a single year of data. However, some generalities to be concluded so far are the following 6 points below. This data set includes Summer 2018, Fall 2018, and Spring 2019 results for all COMM 2010 Public Speaking courses:

* All instructors gathered the number of students who took the exam, and how many of those students answered a set of questions correctly.

* Midterm completion rates when combining all sections offered were 92%

* PLO 1 is: Students will demonstrate proficient verbal and nonverbal presentation delivery skills.

* PLO 2 is: Students will demonstrate proficient organizational skills.

* PLO 3 is: Students will demonstrate proficient research and message construction skills

* This graph represents the percentage of students who responded correctly per instructor per PLO.

Final completion rates when combining all sections offered were 86%. 20 Students had dropped from the total enrollment number reported from midterms to finals.

PLO 1 is: Students will demonstrate proficient verbal and nonverbal presentation delivery skills.

PLO 2 is: Students will demonstrate proficient organizational skills.

PLO 3 is: Students will demonstrate proficient research and message construction skills

This graph represents the percentage of students who responded correctly per instructor per PLO.

Culture of Evidence

Data to Support Decision Making

What data does the program use to support decision-making? Give examples of the data used and cite specific decisions where applicable.

Unfortunately, the Communication Department at Western has limited current examples of significant program decisions that have been determined by data. There are a couple of factors that have contributed to this situation. The first is that the program review is only conducted every 5 years. As was reflected in our Faculty section, we have had significant turnover in our Department. In the past year it was determined that though common assessment questions had been determined for COMM 2010, not all faculty were reporting their data; nor was anyone using the data for anything meaningful. Under our current goals we have only 1 complete year of data collected and that is insufficient to create program changes.

However, there have been changes to the Communication Department, but those have all been using data that was collected outside our Planning and Improvement offices. A major change that fits this category was the decision to create completely online communication degree. This was inspired by enrollment data and how consistently communication courses fill. In addition, lab sciences was previously only offered as a face-to-face course and when this went online capable it meant our degree could also be offered online.

Common textbooks have become standard in our Department. In addition, Ann and Kami, our two full-time faculty, also wrote a workbook for Public Speaking that introduced common assignments, common number of speeches given, common rubrics to evaluate speeches, etc. This brought much needed common standards to our department.

Another change that was introduced was an updated 2+2 articulation agreement with the University of Wyoming after an updated pathway was completed at Western in 18.19. The pathway changes had been implemented at Western, but for whatever reason our 2+2 had never been updated with UW (even with previous iterations of our Pathway at Western going through changes). Our updated pathway was submitted to UW in December 2018. The full-time faculty continue to use other institutions and the NCA to guide decisions on what courses we offer and require as part of a Communication Degree. From 18/19 to 19/20, our pathway again underwent changes at Western by removing classes that are not offered at other institutions and/or transfer as elective credits only. We worked to create a more seamless transfer to other institutions, this was due to information gained through UW and a mandate from the Wyoming Legislature that students should be able to transfer to UW from any community college and still graduate in 2 years. This also includes a common numbering system state-wide, which we have adhered to through articulation agreements with all Wyoming higher education institutions.

<u>Data to Support Program Engagement</u>

How does the program actively engage other programs for feedback? Provide examples of active engagement and specific feedback received.

Due to the extreme structure placed on students with the pathway implementation at Western, there have been very few opportunities to cross over and engage with other departments on campus. However, when opportunities present themselves we do our best to engage. In Public Speaking many instructors require a Live Speech Observation on campus, and this increases involvement and engagement on campus. As many students taking Communication classes are not declared Communication majors, we do have a broad reach on campus with other majors.

An optional course within the Communication Pathway is an Internship. Through this course students are allowed to propose what they think constitutes an internship. In the past two years these have included, social media/marketing, website development, research projects in the community, work with the local sheriff's department with nonverbal communication, etc. This allows for students to engage on and off campus.

Planning for the Future

<u>Program Mission Statement</u>

A Mission Statement should briefly describe the program. It should not identify things the program should have been doing.

Currently, the communication department at Western does not have a mission statement that is specific to the department. The department does adhere to the college mission statement and vision statement and fully supports and tries to base decisions accordingly. A specific mission statement and vision statement are necessities that will be investigated in the coming years. I will leave you with the purpose of our program from a section above:

The mission of the WWCC Communication Department is to provide a well-balanced and educational degree.

Western's current Mission Statement: *"Western is an innovative public college aimed at empowering, educating, and improving our students, employees, community and environment. Our focus is to inspire the next generation of visionaries by using Wyoming grit and individual development in a diverse array of learning and flexible services. Western is where passion meets purpose."*

Western's current Vision Statement: *"Western commits to providing a high-quality learning environment fueled by talented professionals dedicated to preparing students for a changing world."*

Program Vision Statement

A Vision Statement should briefly describe program aspirations for the future.

See Program Mission Statement above.

Planning Philosophy

Describe the philosophy that guides future program planning.

The current planning philosophy of the department has not been officially stated or written, but could be summed up in the phrase "students are our focus". Students in communication can go into a variety of jobs or transfer to a 4-year institution. Our goal as faculty is to make sure they acquire the skills and knowledge to be in the correct path of study for the future they are trying to create. We remove some barriers to their path and guide them along to complete degrees that use coursework that is meaningful to them and prepares them for their desired career outcomes in life.

Demonstration of Planning

Provide specific examples of how your program planning philosophy informs the development/implementation of a plan.

There are a couple of examples that demonstrate the implementation of a planning philosophy. The first is our restructuring of communication courses to closely match those offered by four-year institutions, including the University of Wyoming. This process began in 2018 and by 2019 when the Wyoming articulation meeting was held, we had created an easy path for transfer students. Beyond UW, we have worked to make sure our coursework aligns with other institutions if the students' goal is to transfer to a four-year institution. This restructuring involved deleting courses offered at Western, combining courses, and modifying objectives for program outcomes, but the end result was still a Western communication degree that transferred easily to other institutions or allows a student to enter the job force. This restructuring process eliminated excessive credits on our end and opened up more opportunities for students to take a wider array of classes. The Internship class is a great example of how we are helping students pursue their passion, in a communication-focused area, which is also part of the college Mission Statement.

Strengths and Limitations

Strengths

Clearly describe the program's strengths.

The communication program at Western as of 19/20 is in good condition. There are a good amount of students that are interested in our program and we have increasingly good relationships with our state counterparts. There are a couple of strengths that are of a great benefit in maintaining this good stance:

1. Innovative faculty - The communication faculty at Western is interested in providing the most current educational experiences possible for students in the program, centered on communication. The faculty are not afraid of change and seek it out to stay abreast of the newest and more importantly most valuable trends for communication This also means our courses are geared to preparing students for most profession/careers and futures. We do require speaking, interpersonal, and intercultural courses as part of a Communication major, as noted in our mission, which are core skills employers seek (Selingo, 2018).

2. Rigorous and diverse curriculum - The communication faculty does their best to provide a wide array of learning opportunities for the program. Western's Outstanding Graduate for 18/19 was a Communication major. This simply demonstrates the rigor that is incorporated in the school as a whole but also in the communication department. Added to that communication majors can have real experiences with the internship course and that leads to real life application and understanding of communication principles and theory. We have a wide range of courses listed from Sociology, Music, Psychology, etc. for students to get a well-rounded education, geared with their passions in mind.

3. Common textbooks/assessments- Creating common textbooks, common rubrics, common assignments and common assessments within the communication department was no easy feat. Having this in place brings us to a more even playing field where when we review data across the department we can gather more understanding of our students. Furthermore, at our annual articulation for the state, we shared the OER we are using for Public Speaking and other schools are adopting it as well.

4. Interdisciplinary Reach- Communication courses appear in 46 degree pathways or credentials. We are helping to hone the skills of oral communication, interpersonal communication, intercultural communication, and nonverbal communication for a wide range of students on campus.

Limitations

Clearly describe the program's limitations.

1. High Rate of Faculty Turnover- The communication program has seen several individuals retire or move on from Western in recent years. You can see this in our faculty section with such a long list of faculty in the past 7 years, but such a short list of current faculty. In May 2020, we will have another full-time faculty member retire. This type of turnover does make it hard to collect and analyze data and make meaningful changes/improvements to our major/department. It is possible this high turnover is also due to the fact that the Communication program is often not represented, recognized, or respected by other academic departments on campus. Our faculty turnover has also made it more difficult to try and bring in guest speakers or expand our program in anyway. It is our hope in the coming years we reach some stability in faculty and can work more on our program as a whole.

2.Loss of full-time faculty-In addition, we lost a faculty position in the past academic year. When a full-time faculty member resigned, the position was not posted or refilled. This has led to our courses needing to be over capacity to allow students in these courses as they are required in various pathways for graduation and the students have fewer sections to choose from. It also reduced our face-to-face sections and has forced us to expand with online offerings. Expanding to online could be considered a strength, but not all community college

students are ready for the rigor and pace of an online course and need the face-to-face contact to be successful. We now have less opportunity for students in this capacity. In 18-19, three full-time faculty taught 470 students, where adjuncts taught 155. However in 19-20, two full-time faculty taught 197 students, where adjuncts taught 220. We are seeing the shift of more students being taught by adjuncts instructors than full-time faculty with the loss of this faculty position. By having only two full-time faculty members, we have also lost the "face" of our program as many students are more likely to end up with an adjunct instructor online. This doesn't provide as much opportunity for students to connect with the full-time faculty or our major.

3. Little oversight of Adjuncts-In the current academic year, 19/20, there is a new position called Department Facilitator. This new role is required in every department on campus. The DF is required to be in communication with adjuncts about their teaching. However, the DF is not provided access to adjuncts courses. DF's have no way of knowing if adjuncts are teaching what we expect them to teach, using the common textbook, giving required assessments, etc. By moving this task from Division Chairs who do oversee adjuncts, to a DF where they have no real way of monitoring adjuncts, we are creating a gap where adjuncts can do what they want with no oversight. An example is the DF told adjuncts to use our ADA compliant syllabus template. The adjunct stated the Division Chair told them they didn't have to use the ADA compliant version. The DF can then only alert other entities on campus that an adjunct isn't following procedures.

4. Limited opportunities to focus on program development - A major limitation that is faced by communication faculty at Western is the opportunity to focus on program development. Due to the administrative structure at Western and that fact that the communication department is in a division with few overlapping disciplines, there is significant need of all faculty in our division to participate extensively in college operations and committees. There were talks amongst division chairs in 18/19 to move communication from the Humanities Division to the Social Science Division. Currently we do have more of the social science courses in our pathway than we do Humanities and this move would make sense.

5. Suicide/Mental Health Training- In the past three years the counseling appointments for students at Western have increased by 41% and this year (19/20) is currently projected to increase by 23%. Traffic in our Wellbeing and Accessibility office is high. There is no private space to process highly, if not the most, confidential documents on campus including psychological testing, health records, and special education records. Clinical licenses could potentially be at risk if a complaint is filed. As part of Interpersonal Communication courses students often disclose personal information and we direct our students to Wellbeing and

Accessibility for further support. However, no suicide or mental health training is offered to faculty to assist with dealing with these students. Our only mechanism in place is to refer students to an office that is understaffed, overworked, and facing interesting confidentiality issues. We have asked to have yearly mandated suicide prevention training for faculty and were told they simply can't force faculty to attend a training like this. This does highlight more of a Western limitation than a Communication department limitation, but these two are somewhat intertwined when it comes to mental health.

<u>Aspirational Program</u>

Identify a similar program at another institution as an aspirational point. Describe why this program was selected and why it is considered an aspirational reference point.

At this time our focus is on improving our program for our students. We have looked at what other programs are doing, but ultimately we are shaping our program for our students. Due to this more customization, we do not have an aspirational program. We are aspiring to be the best version of Western Communication we can be.

Resource Adequacy

<u>Human Resources</u>

Identify and evaluate the adequacy, availability, and sustainability of program human resources.
As identified earlier in this program review the human resources for the communication department are 2 full-time faculty and currently 5 adjuncts. There is a division of labor amongst the faculty and adjuncts to meet the current needs of the communication program and required service hours (per full-time faculty contracts) on our campus. As we look to the future with only two full-time faculty, we will continue to be below adequate staffing to support our program. Western is going through the process of adding a Bachelor of Applied Science degree. If successful (approved by HLC, WCCC, etc.), this will further divide one full-time faculty member's work-load to be teaching 1-2 courses within the BAS program, and will have less credit load for our Associates Communication degree. Western has pledged to offer night courses as a community college, which has also forced one of our two full-time faculty to offer night face-to-face sections, making it so the two full-time faculty have limited availability to meet. We refer to this as "two ships passing in the night" as one full-time faculty member is coming in for morning sections and one is staying for night sections.

We have begun offering the Communication degree online (in 20/21) and are now even more dependent on adjunct faculty to teach all our courses digitally while the full-time faculty can only instruct face-to-face sections. We are approaching a tipping point where we may not adequately be

meeting the needs of the communication program and have insufficient human resources to handle any potential growth in the program as well. Being so outnumbered by adjunct faculty and so dependent on them for the success of our program is alarming. Of our 5 adjuncts, only one even lives in the same state. We are dealing with multiple time-zones (Florida-Oregon), making any meeting amongst all faculty impossible. At this juncture, 2 adjuncts may not be meeting the requirements we have set forth for our adjuncts. Without oversight by the DF it is impossible to tell and difficult to keep assigning them course load without knowing if they are meeting our benchmarks. Typically when we post the communication adjunct position, we are lucky to hire one adjunct out of that said pool of applicants.

Information Technology Resources

Identify and evaluate the adequacy, availability, and sustainability of program information technology resources.

The communication department has been forced to rely on students to have their own technology or bring printed drafts to class. Shared computer labs (mobile or stationary) on campus are not always available and over time we have given up trying to use these and just go with paper instead. In COMM 2010-Public Speaking we also require a self-critique. This means the speech must be recorded and the student will critique themselves. Several attempts have been made to use technology from our Information Technology office and on several repeated occasions, we have shown up to check out a camera that they accidentally checked-out to someone else, or someone has yet to return. We are 100% dependent on students bringing their own phones to record their speeches. If they don't have one, we tell them to "make friends" in class as we don't have reliable access to a recording device.

All other technology, like office computers (desktop only), classroom computers, VCR, VHS, and projectors are all provided and maintained by IT. There have been times having a laptop would be convenient for department or division meetings. If they become necessary we end up reserving a classroom to meet in so we can use the classroom computer and project with. Both full-time faculty have experience in K-12 education, and Western's technology seems to pale in comparison, however we work with what we currently have access to.

Our Online Distance Ed office has started hosting Ed-Tech Tuesdays and is going over different technical issues, mostly related to Canvas. These have been somewhat helpful, but they host these in their office, which doesn't allow for people to be on a computer and testing out what they talk about, so it still leaves a little to be desired in terms of hands on learning.

Physical Resources

Identify and evaluate the adequacy, availability, and sustainability of program physical resources.

The communication department does not have set classrooms on campus. However, for speeches we do require the use of a podium. It is the responsibility of full-time faculty to seek these out in other classrooms, do the research to find out if someone teaching in that classroom is using the podium, alert offices on campus about moving podiums, all in an effort to have adequate physical resources each semester for every section of our face-to-face courses. The start of semesters can become time consuming dealing with these issues. Furthermore, this year at the obsolete equipment sale, some of our coveted and limited number of podiums were put up for sale. A full-time faculty member happened to walk by the sale and see these items and they were rescued. It would be convenient if room assignments were more consistent and this shuffle of limited resources did not have to occur at the expense of full-time faculty's already limited time.

We also have small group work in many of our classes due to the nature of our content. However, we sometimes are assigned classrooms with immovable desks that are not conducive to small group work. If we realize this early enough in the schedule making process, we can get a different room. Again, if we just had set classrooms where these barriers were not something we had to constantly be watching out for, it would be more convenient for full-time faculty.

<u>Financial Resources</u>

Identify and evaluate the adequacy, availability, and sustainability of program financial resources.

As faculty have been tasked with recruiting, we have been spending most of our budget on freebies to be given out at recruiting events as we aren't provided anything from the school/admissions office. We would like to use our budget for bringing in guest speakers, Communication theory scholars, or to host workshops for our communication majors. The need for recruiting items and the recent reduction in our communication budget has not allowed for anything else. The little that remains is used for post-its, pens, etc. needed by full-time faculty. When we have tried to request funding from grants on campus, we are passed over and the money goes to other departments and other projects. With the limited number of hours left for the two full-time faculty, there isn't enough time to pursue other funding possibilities. We shy away from buying technology like laptops or cameras, as it becomes our financial burden to keep these updated and secure.

Organizational Context and Impact

<u>Line of Command Org. Chart</u>

Upload a copy of the program line of command organizational chart. A personnel chart with lines showing the reporting structure within the program and institution.

Technically for reporting of evaluations the Division Chair oversees all full-time faculty and adjunct faculty in their Division. However, for disseminating information or day-to-day tasks, the Department Facilitator assists with these duties.
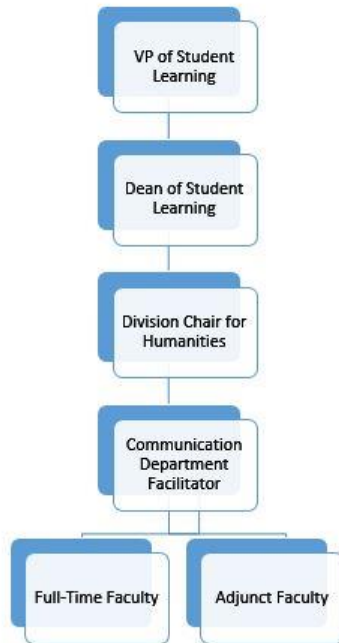
Impact Org. Chart

Upload a copy of the program functional organizational chart. A program impact chart with lines that show how the program functions within the institution.

See above.

Positive Impact

Describe ways that the program has a positive impact on the institution.

As many of the academic departments at Western the communication department exists as one of many silos. This means we operate independently from other academic departments. A significant benefit is the interactions that happen as part of our Internships. As mentioned previously we work with local businesses or departments on campus for students to complete their internships. We also have some students engaged in conducting their own research and presenting their findings at our Undergraduate Research Symposium. Positive interactions with these entities may lead to a more positive outlook of Western in the communities in the service area. As well, the faculty in the communication department has a specific set of skills that make them useful to the institution by means of institutional service. Faculty members from the communication department have been asked to guest

lecture for other Western courses, K-12 classrooms, CLIMB Wyoming participants, Sweetwater Child Developmental Center, etc.

<u>Functional Improvements</u>

Describe a substantive change the program may undergo in the next two years to enhance the success of the institution.

The communication program has consistently evaluated its offerings to remain current and connected to an ever-changing but vibrant and expanding Communication industry. At present, there are only two substantive change on the horizon. First is hiring of a new faculty member. Once that person is hired in spring 2020, and teaching in fall 2020, any new improvements could be discussed amongst full-time faculty. Until then this program is in a state of limbo to make decisions with faculty that will be here to see those decisions through. The second change is having courses as part of the BAS program, if that program is approved by HLC and WCCC.