

#16

COMPLETE

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Page 1: I. Program Overview and Update

**Q1** Department(s) Reviewed:

Communication

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**Q2** Lead Author and Collaborators:

Nancy Jennings and Nanette Wier

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**Q3** Dean:

Alicia Munoz

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## Instructional Program Review Annual Update

**Q4 Program Update (Required):** Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible [here](#).

The Communication Department continues to add classes and fill them consistently. We have cancelled very few sections over the past year. We have recently added two additional adjunct instructors. We currently offer Communication courses at two high schools: Health Science High and Middle College and Valhalla High School. We hope to expand our dual enrollment program by offering more courses at the current high schools and by adding courses at additional high schools, such as Steele Canyon High School. As we update the course outlines on the Curriculum Committee's five year cycle, we have decided to deactivate courses that haven't been offered for many years. This year we deactivated Communication 136, Readers Theater. We plan to deactivate Comm 135, Oral Interpretation, a course that has never been offered at Cuyamaca. We also plan to deactivate our Forensics Courses: Comm 238, 239, 240 and 241, which have not been offered since 2010. Our Forensics program was suspended during the budget crisis. Rather than eliminating these courses, we are deactivating them with the hope that they may be reactivated in the future. We were pleased to offer space in our department to help accommodate employees displaced by the Library flood. Subsequently, we dealt with a flood of our own this past August. We worked together and tried to be as flexible as possible as the IT staff worked hard to accommodate our temporary relocation. The Communication Department has faced additional obstacles over the past year, as both full time instructors in our department have experienced tremendous life challenges made meeting department responsibilities difficult. One is the primary caregiver for her mother who is on hospice care and the other experienced the sudden death of her husband. Throughout these difficulties the department came together to cover classes and to step in where needed to create a minimal impact on students. Our Dean, Alicia Munoz and her Assistant, Dalea Kanno showed outstanding leadership and kindness during a difficult time for all of us and they deserve a tremendous amount of credit and thanks. With the help of input from our Dean, Alicia Munoz, the Communication Department recognized the need to hire a tutor especially for Communication students. The instruction our students receive in the writing lab is always valuable in improving their writing skills. However, many students with the critical thinking skills to structure their assignments, and follow the various formats required for different types of speeches. As a result of this need, we identified and hired a former Communication student who is knowledgeable and skilled in our discipline to serve as our Communication tutor. We are pleased to finally have a Communication tutor to support our students in and out of the classroom. We have also completed our Degree Maps.

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### Page 2: IIB. Student and Program Learning Outcomes

**Q5** Do you have an assessment plan on file with SLOAC? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at [tania.jabour@gcccd.edu](mailto:tania.jabour@gcccd.edu). **Yes**

**Q6** Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

This past semester (Spring 2018) our data collection was incomplete. The spring semester of 2018 one full time faculty was out on bank load and the other faculty took two weeks of leave due to the loss of her husband. The reminders about SLO assessment went out late and some instructors were unable to complete the process. The data we did collect was helpful but incomplete.

Here are the Fall 2017 SLO assessment results:

Comm 110 Mass Media and Society SLO#1

"Identify social and political theories of mass communication and apply to print and electronic media contexts based on materials presented in class."

To assess this SLO, the instructor used grades from Discussion Board #2, Agenda Setting Theory and Cumulative Effects Theory. Students were required to choose a theory and describe examples of it in the media. A current example was required and students had to receive a B or better on their post to pass the assessment. A 75% pass rate for this question was recorded.

Comm 120, Interpersonal Communication SLO#3

"Describe and apply specific skills to the following areas of the human communication process: perception, empathy, listening and public

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...and apply speaking skills to the remaining areas of the human communication process: perception, empathy, listening and public speaking.”

To assess this SLO, students responded to an exam question. 93% of students passed the assessment.

Comm 122, Public Speaking SLO#1

“Analyze their communication situation, including audience, occasion, purpose; and selection of subject matter.”

To assess this SLO students responded to an exam question. 89% of students passed the assessment.

Comm 123, Advanced Public Speaking

No SLOs were assessed for COMM 123, because this course is not offered in the Fall semesters.

Comm 124, Intercultural Communication SLO#1

“Compare and contrast one’s own culture and communication style with those from other cultures.”

To pass this assessment, students were expected to complete the Immigrant Interview paper with a B or higher. 86% of students passed the assessment.

Comm 137, Small Group Communication SLO#1

“Organize a group discussion.”

To pass this assessment, students were required to receive a group grade of 22 or higher out of 25, plus a B or higher on the group presentation. Only 72% of students passed this assessment, which fell short of our goal of 75% for all SLOs.

Comm 145, we did not assess an SLO.

Here are the Spring 2018 SLO assessment results:

Comm 110, Mass Media and Society SLO #2,

“Investigate, analyze and discuss current practices, problems, issues and trends in mass media and their influence on society”

To pass this assessment, students needed to receive a grade of B or higher on the Media Hype paper assigned in class. In the Spring 2018 semester, 75% of students pass rate. We reached our department goal of a 75% or higher pass rate.

Comm 120, Interpersonal Communication SLO #4

“Assess conflict in interpersonal relationships and apply appropriate conflict management skills including adapting to listener needs and demonstrating effective rhetorical strategies for creating interpersonal messages.”

To assess this SLO students responded to an exam question. 90% of students passed the assessment.

Comm 122, Public Speaking SLO #2

“Research, write and deliver an effective public speech.”

To pass this assessment, students were required to complete all graded speeches in the class with a B or higher. 87% of students passed the assessment. That is significantly higher than the 75% pass rate we were hoping for.

Comm 123, Advanced Public Speaking SLO #3

“Analyze and adapt speaking style and content in order to be more effective with various types of audiences.”

Students were required to address this SLO by answering a question in their final project. Students were expected to take the topic for their Speech to Entertain and explain how they would adapt it to a group of kindergarten students, two a Parent- Teacher Association meeting or a comedy nightclub. Students were expected to earn 80% or higher on the question in their Self Analysis projects in order to pass the assessment. 85% of them did.

Comm 123, Advanced Public Speaking SLO #3

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"Analyze and evaluate orally or in writing live or recorded speeches according to standards of effective speeches presented in class."

To pass this assessment, students were required to complete at least 5 critiques of speeches in class and one outside speech critique. 80% of students passed this assessment.

Comm 137, Small Group Communication SLO #2

"Demonstrate successful conflict management strategies."

To assess this SLO students responded to an exam question. A successful answer was one that earned at least 4 out of 5 points on the question. Only 74% of students passed the assessment, falling short of our goal of a 75% pass rate.

Comm 145, Argumentation and Debate SLO #2

"Apply the basic elements of critical thinking to evaluating an argument in both written and oral communication."

To assess this SLO students responded to an exam question. A student who received at least 4 out of 5 points on the question passed the assessment. 95% of students passed the assessment.

We also assessed one Program Level SLO in the Spring 2018 semester.

Communication PLO #1

"Research, write and deliver an effective public speech."

We assessed that PLO in Public Speaking and Advanced Public Speaking. 75% of students passed the assessment.

### ANALYSIS

At the present time, our SLO assessments generally affirm that we are meeting our goals. Over the two semesters, we had three sections that met but did not exceed our pass rate goal of 75%, one that missed our goal by one point and one that missed it by three points. We discussed those courses at our department meeting and made the following decisions to improve student success.

In the Fall 2017 semester, for Comm 110 SLO #1, we had a pass rate of 75% and decided to expand and enhance the way instructors in COMM 110 present the two theories. For Comm 137 SLO #1, we had a pass rate of 72%, which was below our goal. After the department discussion in January, we decided the problem was likely the assessment tool being used, rather than the content of the course. So we decided to adjust the rubric for the group presentation assignment and will re assess SLO #1 in the next couple of semesters to see if the pass rate improves.

For the Spring 2018 semester, in Comm 110, SLO #2, we saw a 75% pass rate. After reviewing the course content and the measurement tool, we decided to rewrite the Media Hype Paper assignment slightly. We will reassess to see if the SLO assessment rates improve. For Comm 137, SLO #2, we had a pass rate of 74%. At the department in August, we reviewed the Conflict lecture. The two instructors who teach the course agreed to meet to discuss the lecture and create and implement substantive changes that will more successfully address the SLO.

Also addressed in the department meeting was that while our overall rates show a high percentage of students passed the assessment, there were individual sections that had a much lower pass rate. Instructors present compared notes to determine why the rates in just one section were lower than the others. In one case, the instructor had a very small section, so the numbers may have been skewed by a low "n." In the other, the wording of the exam question was slightly different. We adjusted the wording to make sure the assessment is the same for all sections.

Overall, the department agreed that our SLOs are out of date. We decided that some of the SLOs are too complicated or confusing, and some even include more than one topic to assess. Our goal is to simplify the SLOs and revise the assessment process. The department chair has met with the SLO coordinator and the SLOs and assessment process are currently being revised. Once the revisions are

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approved by the department we feel confident our process will be more effective in the future. To further improve department effectiveness, we plan to revise the course outlines and have them approved by the Curriculum Committee.

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**Q7** Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives? **Yes**

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**Q8** Are the PLOs mapped onto the course SLOs? **Yes**

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**Q9** Discuss your assessment plan for the PLOs.

We have an assessment schedule in place that allows us to assess one or two of our PLOs per semester. We assess them in the courses to which they are mapped. All of the PLOs are assessed over a period of three years. For the Fall 2017 semester, we assessed COMM PLO #2 "Analyze, critique, improve interpersonal relationships in both personal and professional contexts." We assessed this PLO in three courses: Comm 120, Comm 124, and Comm 137. In order to pass the assessment, students answered an exam question. 90% of students passed the assessment. For the Spring 2018 semester, we assessed PLO #3, "Describe and apply specific skills to the communication process, including perception, emotion, listening and conflict management." To assess this SLO, we asked an exam question in our Comm 120 courses. 88% of students passed the assessment. We are pleased with both results. However, we plan to significantly revise our SLOs and assessment process before the Spring 2019 semester begins. That will impact our PLOs and we anticipate the PLOs will be changing as a result.

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### Page 3: IIB. Student Achievement

**Q10** How has the program's success rate changed over the past year?

The overall success rate for the Communication Department has stayed relatively steady over the past 5 years. The success rate has increased slightly from 75% in the Fall of 2013 to 78% in the Fall of 2017. It peaked at 83% in the Fall of 2015. As a Department, our success rate goal has been 75%, so we are pleased that our success rate has not fallen below our goal. As the campus wide goal is now 77%, we plan to make a 77% success rate the goal for our department, as well.

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**Q11** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

The Communication Department plans to use 77% as our overall success rate goal. We intend to discuss and implement this change at our January Department meeting. Each course needs to be addressed separately by the team of instructors that teach that course. In addition, we plan to make an effort to reach out to students in the first week, in an attempt to increase retention and success rates at the same time. Our success rates for most semesters over the past 5 years have been at or above 77%, so we believe 77% is an achievable goal for our department.

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### **Q12** Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

The success rates in the Communication Department for the most part range between 70 and 100%, so we are generally satisfied with the success rates for all students. The success rate for female students is generally higher than for male students, but only slightly higher. For example, the success rate for male students was 78% in the Fall of 2017, and 79% for female students. This difference is in line with campus wide statistics. The group with the lowest success rates is African American students. The success rate for African American students ranged from 52% in the Fall of 2013 to 61% in the Fall of 2017, with a high of 82% in the Spring of 2015. These success rates are clearly much lower than we would like to see. In the past decade, we saw a significant rise in success rates among our African American students, but it appears to have dropped back down. The techniques we used to include African American students in the past worked well, so we will revisit those in order to attempt to improve the success rates of African American students again. Instructors in the Communication Department focused on Equity, diversity and inclusion in our classrooms. We made an effort to incorporate examples of news stories, images, and examples that included and related to African Americans. We discussed Civil Rights history and current events in our Intercultural, Interpersonal, and Argumentation Classes. We will revisit those techniques in our January department meeting and make sure that new adjunct instructors are also employing these techniques in their courses. The success rates for our Hispanic students are also slightly below our department average. The rate ranged from 71% in the Fall of 2013 and 78% in the Fall of 2017. These rates are not alarming, but they are slightly lower than average. In the past 5 years we have seen a significant increase in the numbers of Hispanic students in our classrooms. We will discuss the possibility of making our curriculum delivery more inclusive in ways that appeal to our Hispanic students.

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### **Q13** What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

It is difficult to know what factors would lead these groups to achieve success at lower rates than the average. Any speculation would be based on guesswork and therefore not terribly helpful. Such guesses could also lead to stereotypical assumptions, which would also not be particularly productive in this conversation. Our department would prefer research on the issue, as that would lead to more helpful conclusions. We plan to ask district researcher to help develop a questionnaire that will allow us to ask our students about this question.

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### **Q14** What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

As always, the Communication Department will strive to treat all students equally. We will continue to treat students with respect and understanding, regardless of their ethnicity, gender, gender identity, religion, etc. We will identify low achievers as early as possible in the semester and offer encouragement and assistance. We will encourage our students to visit the Communication tutor and the Writing Center for assistance.

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### **Q15** How do these activities align with the goals set forth in your last comprehensive program review?

We have not set specific long term goals in this annual update. But we do have long term goals in the Communication Department. And we will continue to work toward keeping students from falling through the cracks. In the Communication Department, we have to work hard at retention because the subject of our classes, which often involves speaking in front of an audience, increases anxiety among our students. We will continue to use techniques, like group work and communication apprehension reduction techniques, to increase the bonds between students and to facilitate a sense of belonging and safety. We believe that establishing a safe and welcoming environment in our classrooms will help with our success and retention rates.

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**Q16** OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below. You can upload PDF, Word, and image files. **Respondent skipped this question**

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### Page 4: Distance Education

**Q17** Does your program offer any courses via distance education (online)? **Yes**

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### Page 5: Distance Education Course Success

**Q18** Are there differences in success rates for distance education (online) versus in-person sections? **Yes**

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**Q19** If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

This is a difficult question to answer for Communication. We offer only one fully online course. We offer at least one section of Comm 110 online each semester, including winter and summer sessions. We do not offer the course in face-to-face format so we cannot compare success rates between face-to-face and online. The data show that success and retention rates for our online classes are slightly lower than for our face-to-face classes. For Communication over the past 5 years, the overall retention rates for face-to-face classes have generally been in the low 90s. The highest retention rate was 93% for the Fall 2013 semester and the lowest was 92% for the Fall semester, 2017. In the online class, our retention rates over the past 5 years have ranged from a high of 83 in the Fall semester of 2015 to a low of 68 in the Fall of 2014. Although in the most recent semester for which we have data, the Spring of 2018, our online classes show a remarkably high retention rate of 95%. Success rates over the past 5 years in face-to-face classes ranged from the high 70's to the mid 80s. For example, the highest rate was 84 in the Spring of 2017, and the low of 78 for the Spring semester of 2016. Our online classes had success rates that ranged from a high of 79% in the Spring 2018 semester to a low of 53% in the Spring 2016 semester. We are concerned by the low success rate in the spring 2016 online class. Since the success rate has increased significantly in the two years since, we are hoping the low success rates are in the past. But we will continue to monitor them closely.

We offer two of our courses in hybrid format, Comm 120 (Interpersonal Communication) and Comm 122 (Public Speaking). We have offered the Comm 120 in hybrid format for the past couple of semesters.

Offering the Public Speaking class in online format is controversial. Until very recently, the CSU campuses refused to accept Comm 120 to fulfill the oral communication requirement if it was taught in online format. One of the Communication Department's full time instructors focused her sabbatical project (2013) on online and hybrid instruction in Comm 122. She conducted a survey of Communication department chairs in the California Community Colleges. Very few (30%) of the chairs supported the idea of teaching public speaking in a fully online format. But a large majority (80%) supported the idea of teaching it in hybrid format. The department has offered one section of the public speaking course hybrid format for the past 4 semesters.

So far the success and retention rates for the hybrid classes are about the same as they are for the face-to-face classes. We saw retention rates that ranged from a low of 88% in the Spring 2017 semester to a remarkable high of 98% in the Spring of 2018. Our success rates ranged from a high of 85% in the Spring semester to a low of 75% in the Spring semester 2018. These numbers are promising, but we have to keep in mind that our data is limited, due to the fact that our number of hybrid sections is still quite low.

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### Page 6: IV. Previous Goals: Update (If Applicable)

## Instructional Program Review Annual Update

**Q20** Would you like to provide an update for your previous program review goal(s)? **Yes**

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Page 7: Previous Goal 1

**Q21** Previous Goal 1:

Revise and Update Communication Courses

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**Q22** Link to College Strategic Goal(s): **Guided Student Pathways**

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**Q23** Goal Status

Deleted - Please explain below::

We are planning to revise all of our course outlines for active courses in the next academic year. We have recently revised Comm 120, Comm 122, and Comm 124 but need to revise Comm 110, Comm 123, Comm 137 and Comm 145. We have deactivated Comm 136 and plan to deactivate Comm 135, 238, 239, 240 and 241 (as mentioned in an earlier question). We are deactivating, rather than deleting these courses in the hope that they may be reactivated in the future when our department enrollments warrant offering them.

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**Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

If the courses are approved by the Curriculum Committee, the plan was successful.

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**Q25** Please provide the rationale for this goal:

These course outlines need to be revised periodically in order for the Communication Department to comply with the 5 year Curriculum Committee cycle. The revisions are also necessary to make sure the language in the outlines is up-to-date. We revise the outlines to include discipline changes at the state and national level and to revise and update our SLOs. Making sure our courses comply with requirements to fill General Education guidelines at both Cuyamaca as well as CSU and UC is also critical to helping our students to be successful.

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**Q26** Please provide the goal action steps for the year (previously "Activities"):

- The two full time instructors in the department meet and produce a rough draft for each outline.
  - At our department meeting, we collect feedback and input from the adjunct instructors in our department.
  - As needed, we have small teams of instructors who actually teach each course meet to work on specific sections of the outlines.
  - We send revised course outlines with the necessary forms to the Curriculum Committee for approval.
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**Q27** Do you have another goal to update? **Yes**

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Page 8: Previous Goal 2

**Q28** Previous Goal 2:

Identify and Train Tutors in Communication

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**Q29** Link to College Strategic Goal(s): **Guided Student Pathways**, **Student Validation and Engagement**

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**Q30** Goal Status **Completed**

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**Q31** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

We have an embedded tutor in one Communication 120 course. The tutor is available to help students enrolled in any of our Communication courses. We hope to increase the number of students who visit the tutor in the coming semesters. We also hope to determine how many students visited the tutor and we plan to compare success rates for the section with the embedded tutor with the success rates of the other sections of Comm 120.

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**Q32** Please provide the rationale for this goal:

The idea was first suggested by our Dean. In addition, students have asked us for tutors that could help them with Communication assignments. We hope to see improvements in our SLO pass rates as a result of implementing this activity.

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**Q33** Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

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**Q34** Do you have another goal to update? **Yes**

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Page 9: Previous Goal 3

**Q35** Previous Goal 3:

Pilot Blended Classes and Compare Success Rates

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**Q36** Link to College Strategic Goal(s): **Guided Student Pathways**, **Student Validation and Engagement**

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## Instructional Program Review Annual Update

**Q37** Goal Status

**Completed**

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**Q38** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

When we have the data, we will make a decision as to how to proceed with the two hybrid sections of our courses.

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**Q39** Please provide the rationale for this goal:

**Respondent skipped this question**

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**Q40** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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**Q41** Do you have another goal to update?

**No**

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Page 10: Previous Goal 4

**Q42** Previous Goal 4:

**Respondent skipped this question**

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**Q43** Link to College Strategic Goal(s):

**Respondent skipped this question**

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**Q44** Goal Status

**Respondent skipped this question**

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**Q45** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

**Respondent skipped this question**

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**Q46** Please provide the rationale for this goal:

**Respondent skipped this question**

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**Q47** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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Page 11: V. New Goals (If Applicable)

**Q48** Would you like to propose any new goal(s)?

**Yes**

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Page 12: New Goal 1

**Q49** New Goal 1:

1. New Goal 1: Revise SLOs for the following courses: Comm 110, Comm 120, Comm 122, Comm 123, Comm 124, Comm 137, and Comm 145.

## Instructional Program Review Annual Update

**Q50** Link to College Strategic Goal(s):

**Guided Student Pathways** ,  
**Student Validation and Engagement**

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**Q51** Please provide the rationale for this goal:

The SLOs have not been revised in many years. It is time to update them. We want the SLOs to be more clear. We want to make sure they can be assessed effectively.

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**Q52** Please provide the goal action steps for the year (previously "Activities"):

The department chair will meet with the SLO coordinator for suggestions.

The department chair will attend an SLO workshop.

The two full time instructors will meet to create rough drafts of the new SLOs.

At the department meeting, the full time instructors will meet with the adjunct instructors for their input and suggestions.

The course outlines with the necessary forms will be sent to the Curriculum Committee for approval.

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**Q53** How will the goal be evaluated?

If the new course outlines pass at the Curriculum Committee meeting, the department will have successfully completed the activity

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**Q54** Do you have another new goal?

**Yes**

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Page 13: New Goal 2

**Q55** New Goal 2:

Revise the SLO assessment plan and the assessment schedule

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**Q56** Link to College Strategic Goal(s):

**Guided Student Pathways** ,  
**Student Validation and Engagement**

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**Q57** Please provide the rationale for this goal:

The SLO assessment plan and schedule have not been revised in many years. It is time to update them. We want to make sure we are assessing the SLOs effectively.

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**Q58** Please provide the goal action steps for the year (previously "Activities"):

The department chair will meet with the SLO coordinator for suggestions

The department chair will attend SLO an workshop

The two full time instructors will meet to create rough drafts of the new SLO assessment plan and schedule

At the department meeting, the full time instructors will meet with the adjunct instructors for their input and suggestions

The changes will be implemented at the department level

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**Q59** How will the goal be evaluated?

If the new SLO assessment plan and schedule are implemented at the department level, the department will have successfully completed the activity.

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**Q60** Do you have another new goal?

**Yes**

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Page 14: New Goal 3

**Q61** New Goal 3:

An additional mid-semester meeting will be held to promote department bonding, to inform instructors about issues, and share classroom challenges and potential solutions.

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**Q62** Link to College Strategic Goal(s):

**Guided Student Pathways** ,

**Student Validation and Engagement** ,

**Organizational Health**

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**Q63** Please provide the rationale for this goal:

We plan on initiating an additional Communication Department Faculty meeting partway through the semester to supplement the Professional Development Week Meeting. The purpose of the meeting will be to address any changes or issues in the Division and to allow instructors to talk about classroom issues. The additional meeting will help the adjunct instructors feel more connected to the department. It will give them an opportunity to have their questions addressed and feel like part of the team.

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**Q64** Please provide the goal action steps for the year (previously "Activities"):

The Department Chair will contact instructors to find an available time.

The two full time instructors will discuss ways to motivate part time instructors to attend.

The Department Chair will schedule a meeting and prepare an agenda.

The Full time Communication instructor will prepare an ice-breaker activity.

The full time instructor will plan the refreshments.

After the meeting is held, the two full time instructors will evaluate the meeting and determine ways to improve it.

If successful, he mid semester meeting will become a regular part of the Department schedule.

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## Instructional Program Review Annual Update

**Q65** How will the goal be evaluated?

After the meeting is held, the two full time instructors will evaluate the meeting and determine ways to improve it. If successful, the mid semester meeting will become a regular part of the Department schedule.

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**Q66** Do you have another new goal? **No**

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Page 15: New Goal 4

**Q67** New Goal 4: **Respondent skipped this question**

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**Q68** Link to College Strategic Goal(s): **Respondent skipped this question**

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**Q69** Please provide the rationale for this goal: **Respondent skipped this question**

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**Q70** Please provide the goal action steps for the year (previously "Activities"): **Respondent skipped this question**

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**Q71** How will the goal be evaluated? **Respondent skipped this question**

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Page 16: VI. Resources Needed to Fully Achieve Goal(s)

**Q72** Is the program requesting resources this year to achieve this goal? **No**

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Page 17: V. Faculty Resource Needs

**Q73** Are you requesting one or more faculty positions to achieve this goal? **Respondent skipped this question**

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Page 18: Faculty Position Request(s)

**Q74** Please remember to complete the Faculty Position Request Form (accessible [here](#), under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located [here](#) (under Staffing Request Information). Brief Description of the Position Requested: **Respondent skipped this question**

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## Instructional Program Review Annual Update

**Q75** Faculty Position Request 1 - Related Program Goal(s):

Respondent skipped this question

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**Q76** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

Respondent skipped this question

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**Q77** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

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**Q78** Faculty Position Request 2 - Related Program Goal(s):

Respondent skipped this question

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**Q79** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

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Page 19: VI. Classified Staff Resource Needs

**Q80** Are you requesting one or more classified positions to achieve this goal?

Respondent skipped this question

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Page 20: Classified Staff Position Request(s)

**Q81** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

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**Q82** Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

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**Q83** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

Respondent skipped this question

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**Q84** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

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**Q85** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

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**Q86** Classified Staff Position 2 Related Program Goal(s):

Respondent skipped this question

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**Q87** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

Respondent skipped this question

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**Q88** \*\*\*OPTIONAL\*\*\* Please use the button below to upload the position classification description (obtained from HR).

Respondent skipped this question

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### Page 21: VII. Technology Resource Needs

**Q89** Are you requesting technology resources to achieve this goal?

Respondent skipped this question

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### Page 22: Technology Request(s)

**Q90** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

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**Q91** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

Respondent skipped this question

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### Page 23: VIII. Perkins and Strong Workforce Resource Needs

**Q92** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

Respondent skipped this question

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Page 24: Perkins Request and Strong Workforce

**Q93** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

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**Q94** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

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Page 25: IX. Supplies/Equipment Resource Needs

**Q95** Are you requesting supplies and/or equipment resources to achieve this goal?

**Respondent skipped this question**

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Page 26: Supplies/Equipment Request(s)

**Q96** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

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**Q97** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

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**Q98** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

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**Q99** Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

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Page 27: X. Facilities Resource Needs

**Q100** Are you requesting facilities resources to achieve this goal?

**Respondent skipped this question**

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Page 28: Facilities Request



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**Q101** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#)

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Respondent skipped this question

**Q102** Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#)

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Respondent skipped this question

Page 29: XI. Professional Development Resource Needs

**Q103** Are you requesting professional development resources to achieve this goal?

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Respondent skipped this question

Page 30: Professional Development Request

**Q104** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

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Respondent skipped this question

**Q105** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

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Respondent skipped this question

Page 31: XII. Other Resource Needs

**Q106** Are you requesting any other resources to achieve this goal?

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Respondent skipped this question

Page 32: Other Resource Requests

**Q107** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

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Respondent skipped this question

**Q108** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

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Respondent skipped this question

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**Q109** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

**Respondent skipped this question**

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