



Western Wyoming Community College

Communications Department

PROGRAM REVIEW

Faculty Members/Review Committee:

Ann Rudoff, Program Review Chair

Chris Kennedy, Humanities Division Chair

Linda Linn

Sharon Taylor

October 31, 2008

Table of Contents

Sections:

Section I	Purpose of the Program	1
Section II	Primary Learning Goals	
	A. Learning Goals of the Program	1
	B. Assessment of Students' Learning	2-3
Section III	Enrollment and Audience	4
Section IV	Staff Development	5-7
Section V	Facilities and Equipment	8
Section VI	Printed Materials and Website	9
Section VII	Recommendations from the Previous Program Review	10
Section VIII	Strengths, Limitations, and Opportunities	11-12
Section IX	Planning	12-14
Section X	Summary	14

Appendices:

Appendix A: Recruitment Letters	i
Appendix B: Assessment Forms	ii
Appendix C: FTE Trends	iii

Section I: Purpose of the Program

The mission of the WWCC Communication Department is to provide a well balanced educational program which is inclusive of multiple areas of communication presented in a creative learning context. The department offers various avenues of study which allows students to find their creative niche in areas such as editing, reporting and creative writing, verbal and nonverbal communication, journalism/media communication, and sign language. These courses provide students preparation for further educational pathways, or for jobs in the work force; while providing them with knowledge and a better understanding of communication across gender and cultures.

Section II: Primary Learning Goals

The primary program learning goals for students who take courses in the WWCC Communication Department are as follows:

1. Students will demonstrate verbal communication skills to include delivery, volume, tone, rate of speed, and organization.
2. Students will demonstrate nonverbal communication skills to include facial expressions, proxemics, kinesics, gesturing, and environmental and cultural influences.
3. Students will demonstrate written communication skills to include preparation and organization of presentations, proper word choice, audience feedback, and editing skills.
4. Students will demonstrate critical thinking skills to include evaluating environmental issues, cultural issues, gender issues, group dynamics, and self-awareness.

The classes are taught in a variety of ways to introduce students to the terminology and complexity of communication- in the realm of both nonverbal and verbal communication. The department uses various ways to assess the above goals through written and verbal evaluations from instructor and students, written tests, group work and presentations, individual papers and presentations, and self reflection evaluation.

Goals/Objectives <i>What students will learn in this program</i>	WWCC College Wide Goals <i>Which goals will be strengthened?</i>	Outcomes/Competences <i>What skills will be measured?</i>	Assessment for Student Goals <i>How will the skill be measured?</i>
Demonstrate verbal communication skills to include delivery, volume, tone, rate of speech, and organization.	<ul style="list-style-type: none"> • Communicate Competently • See issues from multiple perspectives • Retrieve information 	<ul style="list-style-type: none"> • Organization of thoughts in a easy to follow pattern • Audience’s ability to hear speaker’s words • Presentational skills • Preparation skills 	<ul style="list-style-type: none"> • Assigned speeches • In class activities • Examinations • Quizzes • Impromptu speeches • Peer feedback
Demonstrate nonverbal communication skills to include facial expressions, proxemics, kinesics, gesturing, and environmental and cultural influences.	<ul style="list-style-type: none"> • Communicate Competently • Develop life skills • See issues from multiple perspectives • Solve problems • Retrieve information 	<ul style="list-style-type: none"> • Use of nonverbal skills while speaking • Formal presentational posture while speaking • Ability to adapt to audience • Ability to present material clearly • Eye contact 	<ul style="list-style-type: none"> • Speeches • Group activities • Examinations • Quizzes • Attendance • Final speech activity • Self-evaluations • Instructor feedback and critiques
Demonstrate written communication skills to include preparation and organizations of presentations, word choice, audience feedback, and editing skills.	<ul style="list-style-type: none"> • Communicate competently • Develop life skills • Solve problems • See issues from multiple perspectives • Retrieve information 	<ul style="list-style-type: none"> • Writing skills-outline construction • Proper grammar and word choice • Critical thinking for peer feedback and critiques • Posture and presence while speaking 	<ul style="list-style-type: none"> • Outlining activities • Peer evaluations • Instructor evaluations • Library activity
Demonstrate critical thinking skills to include evaluating environmental, culture, and gender issues; group dynamics, and self-awareness.	<ul style="list-style-type: none"> • Communicate competently • Develop life skills • Solve problems • See issues from multiple perspectives • Retrieve needed information 	<ul style="list-style-type: none"> • Adapting to needs of audience • Clarity of delivery of information • Posture/eye contact • Organized structure of outlining • Time awareness to meet assignment requirements 	<ul style="list-style-type: none"> • Assigned speeches • Impromptu speech activities • Examinations • In class activities • Problem solving activities • Group projects

Assessment of the Program's Primary Learning Goals

Overall assessment of the program has been positive. The program has attempted to adjust course offerings due to student and administration feedback. Maintaining awareness that these changes face the ever present constraints of limited staff/personnel to totally address the issues student feedback expresses is necessary.

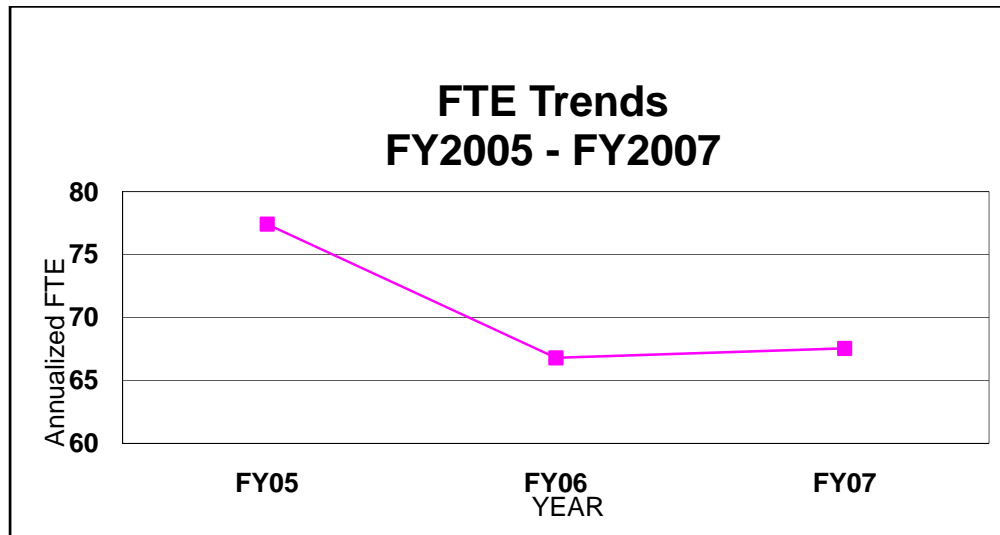
- Diversity of teaching methods- Core courses are taught by the four different faculty members, each with varying styles of delivery and methods of instruction. Compressed video instruction, internet instruction/distance learning, and partial internet components of instruction are being used for delivery of course material, to meet the desire of students wanting a choice in diverse teaching/learning methods.
- Critical thinking skills- This program continually requires students to critically apply learned material to real life situations and think "outside the box" for an end result of why they are learning what the course is presenting for knowledge. Role playing, situational observations and impromptu presentations focus on this goal. Lessons, assignments, and speeches have been developed and modified to address this skill area.
- Hands on learning- This program addresses this area in many ways to prepare the students with a lifelong skill in further education, or the workplace. Most students are hands on and visual learners so this goal is important and received much feedback as important to student learners. Lectures broken up with activities (both writing and mental) and role playing, work to keep the student engaged and excited about what they are studying.
- Course offerings- A periodic rotation of classes is a focus for the program currently, which was a direct result of feedback from students transferring on to the University of Wyoming, or other four year programs in Communication. Continuing to offer the core courses is necessary, but the addition of more of a variety of other Communication courses offered, helps students gain their minors/majors more quickly once leaving WWCC.
- Implementation of overall program goals- This assessment will need a plan of action. The effectiveness of course offerings evaluated through transfer data would be a concrete means of assessment. Individual student surveys, along with a CAAP assessment would also be effective means of assessing the strength and success of the program as a whole. The assessment tools listed in Appendix B target specific courses within the program and assess the primary learning goals for students in the Communication Department

There are two avenues of study that students may choose from regarding program degrees in Communication which include an AA Degree with emphasis in Communication, and an AA Degree with emphasis in Journalism. The general studies program allows for humanities courses to be the core of a program of study designed for the student who is interested in furthering his or her education to earn a Bachelor of Arts Degree at a four year institution. All communication courses meet a humanities requirement for such students.

Section III: Enrollment and Audience

As shown in the below graph the enrollment numbers for Communication classes saw a drop in FTE numbers between FY05 and FY06. Spring of 2005 had 71 credit hours of classes being offered, and in the fall of 2005 there were only 56 credit hours being offered. FY 06 remained pretty consistent with numbers, as did FY07.

When the numbers were run for 07, SU07 and FA07 remained consistent with previous years; however, SP08 shows an increase of courses offered from 22 to 25, and an increase from 65.42FTE in FA07 to 75.57FTE in SP08. The calculated annual FTE for 07-08 is 72.545 which would result in showing an increase of approximately 10FTE.



This growth in enrollment from FY07 numbers to the current numbers for FY07-08 might be attributed to multiple factors to include:

- The addition of a new faculty member
- Offering courses from the catalogue in a more regular pattern of semester offerings
- Increased numbers in distance education class offerings

See the appendix materials for the complete set of data.

Section IV: Staff Development

Since the previous program review in 2003 Associate Professor Chris Kennedy's development has included:

- Chris took an eleven week academic leave during fall of 2005 which entailed:
 - Researching/writing/presenting a paper at International Listening Association convention
 - Received 30 hours of mediation training with emphasis in family issues from Nebraska Mediation Center
 - Prepared and instructed a one-credit Family Communication course
 - Assisted adjunct communication instructors with their classes at WWCC class locations which include Evanston, Baggs and Green River, Wyoming
- Assorted projects and activities included:
 - Writing book introduction for *The Loving Game: Promoting Your Music*, written by May and Weissman- 2007
 - Researching/writing/performing "Small Town, USA" program for the Wyoming Council for the Humanities with Mike Hensley.
 - Researching/writing/performing the "Hard Traveling" program for the Wyoming Council for the Humanities
 - 2005 attending the Western Speech Communication Association's Convention
- 2007 became chair of the Humanities Division- a role requiring administrative work creating an opportunity for personal and professional development

Since the previous program review in 2003, Associate Professor Linda Linn's development has included:

- 2006 graduated from Poynter Institute of Diversity Training, St. Petersburg, Florida. Learned about curriculum instruction for diversity education and awareness for college students
 - Researched/edited/delivered ethnographic/public journalism project for inclusion in college instruction
 - Conducted ethnographic research/data gathering in diverse communities of St. Petersburg, Florida
 - Drafted course lecture material from above collected data
- Summer 2007 completed seminar at Vanderbilt University First Amendment Institute on First Amendment Law

- 2006 attended Association of Educators in Journalism and Mass Communication annual conference
 - Attended seminars focused on Public Journalism, Advising Student Newspapers, studied new course requirements
 - Attended seminars on Civic and Public Journalism, which added to her PH//.D. studies in this field
- Assorted projects and activities:
 - 2005 attended adviser training with the College Media Advisers Association
 - 2003 to present serves as adviser for Mustang Express student newspaper
 - Since 2003 has attended (with students) three Society of Professional Journalism conferences
 - 2005 and 2006 attended (with students) two Wyoming Press Conventions
 - Formed Society of Professional Journalists Chapter on WWCC campus
 - Spring 2008 began development of Journalism Certificate Program for three online courses, completion of work will be in 2010
 - Spring 2008 taking online courses in Introduction to Online Learning, and Facilitating Online Learning in preparation to teach online in fall 2008. Also attended “Soft Chalk” seminar spring 2008
 - 2004 accepted full time teaching position, after having served as adjunct instructor for several years

Since the previous program review in 2003, Assistant Professor Ann Rudoff’s development has included:

- Ann’s academic development has included work and training related to past employment
 - 2007 seminar/training for Early Intervention roles for parents, schools and society to help children from birth through adolescence be successful
 - 2007 attended Wyoming Leadership Governance training to study proper role of school boards in public educational settings
 - 2007-2008 chaired the Communication Department Program Review committee
 - 2008 completed “Soft Chalk” Blackboard training for developing and improving online class learning
 - 2007 took Facilitating Online Learning (EDCI 2526 at WWCC
 - Taught as instructor for past 10 years as needed in the Professional and Technical Continuing Education Program for WWCC
- Assorted activities and community involvement
 - Serves as trustee on Sweetwater School District #2 Board, and is midway through second four year term on said board
 - Adviser for Washington D.C. Congressional Award Program

- Serves on School District #2 Wellness Committee
- Serves as Deaconess for local church
- Host family for WWCC foreign exchange students
- Co-chair of local BOCES prelim round for National Spelling Bee Competition

Since the previous program review in 2003, Adjunct faculty member Tony Legerski's development has included:

- Tony's yearly attends the ISSI (Intermountain Special Studies Institute) in Idaho, with a focus on Deaf and Hard of Hearing issues
- In continuous contact with Deaf/Hard of Hearing Outreach Program of Wyoming, attending all available workshops

Since the previous program review in 2003, Adjunct faculty member Karla Stirling's development has included:

- Karla's professional affiliations include
 - National Communication Association
 - American Forensics Association
 - National Forensics Association
 - National Parliamentary Debate Association
 - Delta Sigma Rho-Tau Kappa Alpha National Forensics Honor Society
- *Assorted projects and activities include*
 - *Attended "soft chalk" training provided by WWCC Distance Education, to improve online course design and implementation skills November 2007*
 - Presented "Strengthening relationships through conflict resolution" September 2005
 - Karla presented with others a paper titled: "Exploring the Effects of Childhood Dialogue Experience on Later-Life Communication Apprehension" at the 2005 Southern States Communication Association (SSCA) Convention
 - Presented "Conflict management in the real world: A survival guide for relationships" January 2005
 - Presented "Developing effective relationships and building interpersonal attraction" July 2004
 - Presented "Creating relationships of trust through better listening." March 2004

Section V: Facilities and Equipment

The status of the facilities and equipment in regard to the Communication program in terms of strengths include the following:

1. Classrooms are adequately equipped with VCR, DVD, and overhead transparency equipment
2. Most classrooms are equipped with computer projection equipment
3. WWCC faculty are provided with functional and updated computers

The requests for changes or improvements to the facilities and equipment in regard to the Communication program include the following:

1. Reducing noise from the blowers in A209 and other rooms in the second floor of the annex section
2. More consistently heating and or cooling the classrooms in the A200 annex section area
3. Making sure classrooms are large enough to facilitate small group chair/desk arrangements for the enrollment numbers in given classes.

Section VI: Printed Materials and Website

Areas addressed	Strengths	Weaknesses	Recommendations
Catalog Descriptions	<ul style="list-style-type: none"> - Substantial number of courses listed (15) - User friendly descriptions 	<ul style="list-style-type: none"> - Page break creates placement of courses on two separate pages, versus all communication courses being on one page 	<ul style="list-style-type: none"> - Include adding Graphic Design - Delete Introduction to Persuasion (Comm 2090) - Write new description of Introduction to Mass Media (Comm 1000) to match other course descriptions
Communication Website	<ul style="list-style-type: none"> - Useful information with clear table of content buttons - Useful questions to engage reader - Up-to-date information - Current photographs of personnel 	<ul style="list-style-type: none"> - Lacking information - Website hard to find - Unbalanced presentation of photographs 	<ul style="list-style-type: none"> - Add photographs of part-time instructors (Dave Guiterrez and Rhonda Moran) - Balance photographic coverage of faculty members - Make webpage easier to find from WWCC main page (See website appendix)
Brochure	<ul style="list-style-type: none"> - Pleasing color combination - User-friendly copy - Includes necessary information 	<ul style="list-style-type: none"> - Dated information - Date illustrations - Unbalanced gender representation 	<ul style="list-style-type: none"> - Update course offering information - Update visuals-drawings/cartoons - Punctuation editing - Change gender representation
Recruiting Letter	Useful information listing transfer colleges	Punctuation errors	Punctuation editing
Communication Courses in the Schedule	10 communication courses listed in the fall schedule- to include CV, Internet, block, and evening courses	Limited number of online courses offered	Develop additional Internet courses while maintaining current variety of learning opportunities

Section VII: Recommendations from Previous Program Review

1. "Hire additional fulltime instructor or part-time instructor(s)"

Accomplished: Kayne Pyatt retired in 2005; Linda Linn hired full time in the fall of 2005. Chris Kennedy became Division Chair in 2007 with reduced teaching load; Ann Rudoff hired full time in the fall of 2007; adjunct instructor Rhonda Moran will teach CV section of COMM 1010, fall of 2008

2. "Continue experimenting with distance courses"

Accomplished: An Internet version of COMM 1030 has been added, taught by Utah instructor Karla Stirling. COMM 1010 is regularly offered as a CV course.

Still a Work in Progress: Fall of 2008, Linda Linn will offer Reporting and News-writing (COMM 2100) on the Internet. In the fall of 2008, Ann Rudoff will offer Nonverbal Communication (COMM 2110) as a partial Internet course. Spring of 2009, Linda Linn will offer an Internet version of the Public Relations course.

3. "Decide whether or not to require COMM 1010 as an A.A. requirement."

Revised: A computer course was chosen as a new requirement for an A.A. degree rather than COMM 1010.

4. "Continue experimenting with 'topics' courses, as done with Radio Drama and Listening."

Accomplished: Kayne Pyatt offered a special topics course in Intercultural Communication twice. Linda Linn offered one entitled Introduction to Journalistic Writing twice. The department will continue to offer special courses as the need and interest arises.

5. "Delete courses from the catalog" as needed.

Accomplished: After not being offered consistently, and failing to draw substantial enrollments, Organizational Communication and Small Group Communication were deleted.

Still a Work in Progress: Deciding whether or not to delete Introduction to Persuasion, and deciding whether or not to add Graphic Design II will be the next decisions to be made.

6. "Draw new audiences."

Accomplished: With COMM 1010 on CV and COMM 1030 on the internet, we have reached audiences beyond the local area.

Still a Work in Progress: Beginning in the fall of 2008, a section of COMM 1010 will be offered to reach an audience of Green River High School concurrent enrollment students. An additional internet course (Mass Media) will be offered spring 2009, and a new Sex and Gender in Communication course is being developed.

Section VIII: Strengths, Limitations, and Opportunities

Strengths of Communication Program

1. Variety of courses. Public Speaking, Interpersonal communication, Introduction to Mass Media, Introduction to Human Communication, Public Relations, Reporting and News Writing, Nonverbal Communication, Conflict Management and Mediation, Sign Language, Graphic Design, Publication Production, and special topics are offered.

2. Courses offered in variety of formats. Courses are offered in traditional sixteen week blocks, eight week blocks, five week blocks, four week blocks, and summer blocks, throughout the day, evening offerings, on WWCC Rock Springs Campus, at the WWCC Green River Center, at Outreach Centers, online, and polycom/CV offerings.

3. Course offerings to a diverse cross-section of WWCC students. Public Speaking and Interpersonal Communications classes fulfill student graduation requirements for Applied Arts or Humanities credit hours. Every program at WWCC advises students to take communication courses.

4. Transferability of communication courses. WWCC Communication courses transfer regularly to Utah State, Weber State University, the University of Utah, Southern Utah State University, Chadron State University, the University of Northern Colorado, the University of Wyoming, Black Hills State University, and Idaho State University. The courses have also transferred to the University of Colorado, Montana State University, the University of Montana, the University of Idaho, the College of William and Mary, the University of Kentucky, San Diego State University, Eastern Washington University, the University of Nevada at Las Vegas, and many other institutions throughout the years.

5. Departmental costs. Costs/expenditures are low, while the departmental enrollments are substantial.

6. Department continues to evolve. Examples include: (a) hiring another full time instructor, Ann Rudoff, in fall of 2007; (b) replacing retired instructor 2005 with Linda Linn with specialty in journalism and media; (c) finding new qualified adjunct instructors; (d) resurrecting the Nonverbal Communication course; (e) deleting Organizational and Small Group Communication courses from the catalogue; (f) placing the student publication The Mustang Express online; and (h) making plans to offer more courses online beginning fall of 2008.

Limitations of Communication Program

1. The department attracts few majors.
2. The department has two fulltime faculty members, while one additional longtime faculty member is Division Chair which reduces his teaching load; thus, the faculty's

energies are invested in keeping its program's courses in regular rotation. Requests for short courses, weekend courses, and business trainings are difficult to fulfill, beyond brief presentations and workshops.

3. The department offers few outlets for students interested in Communication. Students can write for the student newspaper, but otherwise opportunities are limited.

Opportunities for Growth/Change of the Communication Program

1. Writing for the WWCC student newspaper- The Mustang Express.
2. Get a wide base of communication courses to transfer to a four year program.
3. Small classes for Public Speaking which is less threatening than taking as a large class offering at a four year school.
4. Online and partial internet course offerings growing each semester.
5. Developing an ongoing assessment plan that ties Communication courses to current program offerings.

Section IX: Planning

- The action plan for the Communication program is primarily and foremost to maintain and provide students with the necessary courses required for both the AA and AS degrees offered here at WWCC.
- Maintain the course offerings listed in the catalogue, and offer them on a patterned rotating basis
- Continue to offer concurrent enrollment courses for local high schools
- Offer more online/distance education courses, or blended hybrid courses
- Continue involvement in community in areas of the county wide Spelling Bee, speech competition judging, and community business course needs
- Maintain/increase enrollments with experimentation of different courses, different time slots, and offering courses at different site locations

All of the above action plans will be the responsibility of all members of the communication department- working as a unified team to provide the best learning opportunities for all WWCC students.

First Year: 2007-08			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Offer more concurrent enrollment courses for local high school students.	To meet the needs of the local communities of Rock Springs/Green River	Implementation, end of course student evaluations, and feedback from local high school administrations/ board of trustees.	Chris Kennedy in conjunction with the Communication Department
Offer Mass Media as an Internet course, and continue to offer a variety of online/hybrid course offerings.	To accommodate students with more distance learning courses towards their degree.	Completion upon offering the course.	Linda Linn Ann Rudoff Chris Kennedy
Compose a One-Stop Promotional Informational Sheet to replace the Communication Brochure.	The old brochure needs updating and simplification.	Completion upon submittal for publication.	Chris Kennedy
Maintain/increase enrollments in all communication courses outside of the required core course offerings.	To increase department class enrollments /help with college retention rates.	FTE data used for justification.	Communication Department
Tasks Dependent on Funding	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
None projected at this time.	NA		Chris Kennedy

Second Year: 2008-09			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Maintain current course offerings, while offering them on a patterned rotating basis.	To ensure consistency of a wide variety of course offerings.	Continued student enrollment in the variety of courses.	Communication Department Members
Continued involvement in community activities and local school activities.	Provides connection with local community.	Completion of involvement in local events/boards.	Communication Department members
Create/design a new 2490 Sex and Gender Communication Course	To add another communication course offering to students.	Completion upon offering the course.	Ann Rudoff
Maintain/increase enrollments in all communication courses outside of the required core course offerings.	To increase department class enrollments /help with college retention rates.	FTE data used for justification.	Communication Department
Tasks Dependent on Funding	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
None projected at this time	NA		Communication Department

Third Year: 2009-10			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Revise earlier action plans and adjust plans as needed.	Provides opportunity to reevaluate earlier goals and address current needs of the department.		Current Division Chair and department members
Continue to strengthen diverse delivery of instruction using multiple means of instruction and using adjuncts to teach courses.	Ensure quality, variety, and consistency of various courses through multiple delivery means.	Completion upon submittal of course documents to Distance Ed Director, Dean of AA, and all Communication adjunct instructors.	Current Division Chair and department members
Maintain/increase enrollments in all communication courses outside of the required core course offerings.	To increase department class enrollments/help with college retention rates.	FTE data used for justification.	Communication Department
Tasks Dependent on Funding	Data to Justify Need, and Consequence of Not Funding		Who is responsible?
None projected at this time	NA		Communication Department

Section X: Summary

The purpose and desire of the Communications department is to continue to offer WWCC students the opportunity to learn how to become more competent communicators, regardless of their chosen major or degree. Maintaining and continuing the varied course offerings, maintaining and/or increasing enrollments, reaching new audiences, using various means to assess as well as deliver material for student learning, and continuing to build faculty/student rapport continues to be a personal commitment of each and every communications faculty member.

Appendix A: Recruitment Letters

Appendix B: Assessment Forms

Appendix C: FTE Trends