

TO: Dr. Gerald Patton,  
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FR: John Reinard, Chair  
 Department of Human Communication Studies

RE: Update on HCOM progress toward key recommendations of 2007 Program Performance Review

Though a number of issues were raised and priorities set for the Department of HCOM in the 2007 Program Performance review, five issues were identified as particularly salient. I would like to report to you my Department's progress in each of these major areas:

**Enrollment.** Though strong in General Education instruction (a fact that makes is graduate assistant program very healthy), the Department had a desire to increase the number of undergraduate majors. This desire has been reflected in increased recruiting efforts, especially in the basic course. Overall, the increase in majors has been noteworthy with an overall increase of 36% in undergraduate majors since the Program Performance Review was completed. The following chart reveals the three year growth (containing the most recent data provided to us).

Year (Spring)	Undergraduate Speech Communication Majors	Undergraduate Communicative Disorders majors	Numbers of undergraduate majors overall
2007	137	181	318
2008	164	210	374
2009	178	255	433
Growth since 2007	30%	42%	36%

**Degree Name Issues.** The desire to change the name of the degrees from Speech Communication to Communication Studies was acted upon. The change was approved by the Academic Senate on March 2009 and the Department has been informed that the President sent the change to the Chancellor's office. We have heard nothing

with Promotional Materials. Promotional materials unique to the Department were developed and serve as useful "calling cards" with community groups. The difficulty with the advisement provided by community colleges remains a difficulty since the recognized degree name for the field has not yet been implemented for the CSU Fullerton programs. As soon as the Board of Trustees implements the degree name change, we will be able to send messages to community college advisement centers to make them aware of the degree options that actually are available in Communication Studies.

**Faculty Morale.** At the time of the 2007 Program Performance Review, faculty morale problems were related to the difficulty in securing assigned time and the 4-4 teaching load which was a hindrance to attracting the best of new faculty. After the economic crisis and budget cutbacks, the 4-4 load is no longer the chief impediment to high morale. The furlough system and the pressures to increase teaching loads have played havoc on securing willingness of faculty to take on additional opportunities for development of the Department and have reduced the willingness of faculty to volunteer for special committees and task forces.

**Outcomes Assessment.** The Department followed-up on its concern for outcomes assessment by developing and posting (on its website) learning goals and outcomes for each degree program. The implementation of assessment has been extensive including: 1. comprehensive assessment of graduate learning in Communicative Disorders through the KASA (Knowledge and Skills Acquisition) assessment system involving comprehensive evaluation in ten competency areas. This program of assessment is the "gold standard" for assessment in the field/ For the graduate program in Speech Communication and undergraduate program in Communicative Disorders, steps have been taken to include embedded assessment in key required courses (HCOM 500 and HCOM 308 in particular). For the undergraduate program in Speech Communication, embedded assessment has been implemented in the course that count for general education. Though writing rubrics have been developed, a strategy for assessing writing remains to be implemented.