

Communication Studies

Program Performance Review
Self-Study

Spring 2015

Department of Human Communication Studies
California State University, Fullerton

The Department of Human Communication Studies (HCOM) is one of three departments in the College of Communications, along with Communications and Radio-TV-Film. The Communication Studies program includes nationally and internationally recognized scholars and a nationally ranked debate team.

The Department of Human Communication Studies houses two distinct degree programs. Each has its own coordinator and offers a B.A. and M.A. degree. This report focuses on the Communication Studies degree program. In instances where the Communication Studies processes are not independent of departmental processes, the departmental processes are described, and in all other instances this document refers only to the Communication Studies area.

Any understanding of the Communication Studies area must give serious consideration to its dire resource needs. All programs in the CSU system face legitimate resource constraints, but Communication Studies is clearly among the least well supported on the CSUF campus. Goal 1 of the University’s Strategic Plan is to “provide innovative, high-quality programs and services that offer students broad educational experiences, facilitate lifelong habits of intellectual inquiry and prepare them for successful careers.”¹ The ability of Communication Studies to meet this goal is hampered by resource deficiencies. These deficiencies impede our ability to deliver the highest quality educational experience to our undergraduate majors, non-majors enrolled in Communication Studies courses, and graduates students in the M.A. program.

Although it has the highest enrollment of any of the 23 CSU campuses, CSU Fullerton receives the least funding per student (\$5,180 per student in as of the fall 2014).² Moreover, the College of Communications has the second highest SFR (see Table 1 below) in the University. For 2014-2015, Communication Studies’ SFR was 21.47, which is slightly below the College of Communications SFR of 23.00 for the same period³.

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|---|--------------|
| College of Engineering/Computer Science | 17.30 |
| College of Education | 17.90 |
| College of the Arts | 18.00 |
| College of Health and Human Development | 20.50 |
| College Natural Science and Mathematics | 20.70 |
| College of Business and Economics | 22.70 |
| College of Communications | 23.00 |
| College of Humanities and Social Sciences | 25.10 |

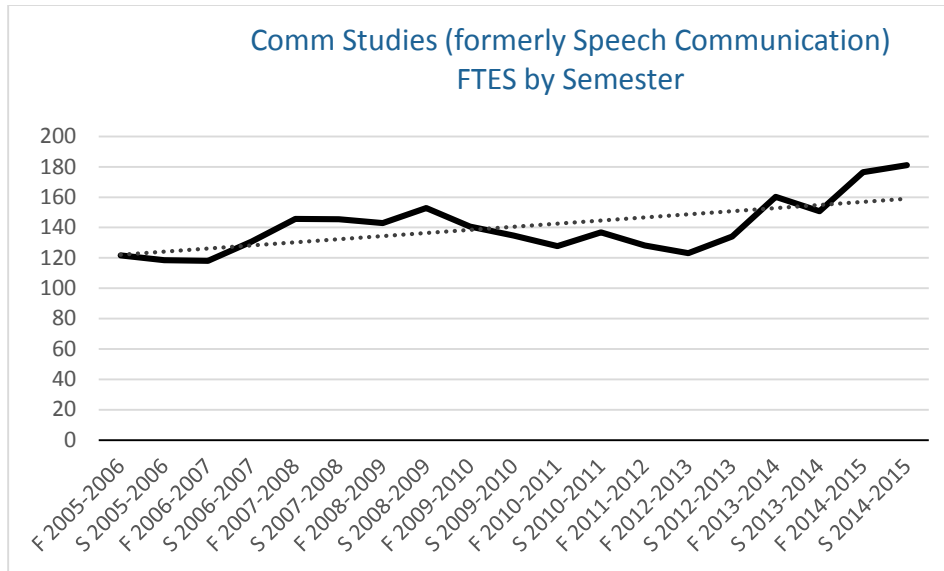
In addition, Communication Studies experienced a 5.75 FTEF loss between the figure of 27.75 in 2004-05⁴ and its status of 21.5 in 2012-13⁵ (the most recent year for which budget reports are available). This has happened despite the fact that HCOM FTES have increased over 67% from 2005-2006⁶.

¹ <http://planning.fullerton.edu/goal1.asp>

² <http://www.dailytitan.com/2013/11/csuf-receives-less-funding-than-other-csus/>; see also : <http://vpadmin.fullerton.edu/documents/vp/reports/FiscalStateFall2014.pdf>, p. 20.

³ Based on information provided by the Office of the Dean of the College of Communications, April 9, 2015

⁴ http://finance.fullerton.edu/documents/Budget/BudgetReports/FY_05-06/2005-06BudgetReport.pdf. 67% is based on average fall/spring FTES for 2005-2006 versus fall/spring FTES for 2014-2015.



The department has also experienced difficulty in gaining access to classrooms to meet student demand. Thus, our target enrollment has increased while our access to classrooms has decreased. **As a result, Communication Studies is now serving more students than ever before without a corresponding increase in resources.** Although various budget and IRAS reports can be found that contain slightly different numbers, and comparisons across different time scales produce slightly different perspectives, the overall pattern is quite clear and consistently demonstrates FTES growth that is significantly exceeding growth in tenure-track faculty.

We note that these concerns are not new and were raised in the 2007 PPR by both the self-study and the internal reviewer. Many of the warnings in the 2007 PPR have come to pass; the Southern California Urban Debate League (SCUDL), was praised by the internal reviewer as “a paradigm of successful community service.” The SWOT analysis, however, warned that SCUDL was “at significant risk and ... badly in need of a very significant increase in external support.” That warning was prescient, because SCUDL has become inactive. Although many challenges were in play, the overall paucity of area resources played a role in the inability of the program to become sustainable.³ The Forensics Program continues to engage in some voluntary outreach to local high schools, but there is no official support from internal or external sources. Teaching load and equity concerns raised in the 2007 PPR have been similarly unaddressed. The official teaching load for tenure-track/tenured faculty is 4 classes per semester. Salary compression since the last PPR has resulted in some newer faculty making higher salaries than some older faculty.

Despite this paucity of resources, Communication Studies faculty members enjoy the highest rate of scholarly activity in the College. For example, in 2013-2014 faculty members published 5 refereed journal articles, 5 book chapters, 3 texts, 1 translated text, 4 competitive conference papers, and 6

⁵ http://finance.fullerton.edu/documents/budget/budgetreports/fy_12-13/2012-13BudgetReport.pdf

⁶ <http://www.fullerton.edu/analyticalstudies/student/enrollments/headcountandftes/headcountsftesbycollege.asp>

³ Other successful Urban Debate Leagues, such as those in Los Angeles and the Bay Area, developed independent fund-raising boards. A main factor in the inability of the SCUDL to pursue a similar model has been the uncertainty over a dedicated Director of Development.

papers in collaboration with students. Indeed, based on the Dean of Communications' Report for 2013-2014, faculty in Communication Studies published more refereed journal articles than the other two departments in the College combined, published more book chapters than the other two departments combined, and presented more competitive conference papers than the other two departments combined. Communication Studies faculty also engaged in more scholarly activity than the Communicative Disorders program, which was the second most active in the College.

Furthermore, independent rating organizations have identified the area as a national leader in research. According to the Communication Institute for Online Scholarship, which tracks article publications by faculty members at more than 700 programs in the US and Canada, including doctoral Programs, the CSUF Communication Studies program ranked as #2 in intercultural communication including doctoral programs,⁷ the #3 MA program in debate and #6 overall including doctoral programs⁸, the #5 MA program in Asia research and #11 program including doctoral programs, the #3 MA program in conflict and #12 including doctoral programs⁹, the #5 MA program in deception research and #14 including doctoral programs¹⁰, the #2 MA program in Europe research and #12 including doctoral programs.¹¹

Despite being underfunded, the Department of Human Communication Studies (HCOM) has the highest graduation rate of the three departments in the College (65%). the College of Communications, in turn, has the highest six-year graduation rate of any of the CSUF Colleges. Communication Studies graduation rate (61%) is below that of Communicative Disorders, but already exceeds the Chancellor's goals for 2025.

We seek additional resources to continue our excellent work and serve additional students.

I. MISSION, GOALS, AND ENVIRONMENT

A. MISSION AND GOALS

As will be documented below, the department serves the crucial role of providing general education curriculum to students across the university, particularly in the areas of oral communication and critical thinking. The importance of this mission is noted on the University website, "General Education provides the foundation for the university education. It is designed to give students a breadth of knowledge and understanding across the major disciplines of science, social science, arts and humanities. It is also designed to help students develop lifelong skills such as critical thinking and writing."¹² Additionally, we have a vibrant and productive connection between our outstanding record of scholarly work and our curriculum; by remaining idea leaders at the forefront of new discoveries in key areas, we are able to maintain our position as experts inside and outside of the classroom.

The Mission and Goal statement appears on the department's website; it reads as follows with material specific to the Communication Disorders area excluded as indicated with ellipses. University Mission and Goals are drawn from <http://www.fullerton.edu/aboutcsuf/mission.asp> and the university goal each department goal aligns with is indicated within brackets.

⁷ <http://www.cios.org/GETTERM?Topic=Intercultural%2350>

⁸ <http://www.cios.org/GETTERM?Topic=Debate%2326>

⁹ <http://www.cios.org/GETTERM?Topic=Conflict%2320>

¹² http://www.fullerton.edu/aac/GE_Degree_Requirements/index.asp

“The mission of the Department is to provide students with an understanding of communication processes in a culturally diverse society [II-D]. An in-depth understanding of communication processes brings a number of benefits, including the ability to analyze communication barriers and the competency to facilitate effective communication between individuals, within organizations, between organizations and their customers or constituencies, and across cultures [I-B]...”

The Department provides a strong foundation of theory in its degree programs, and each program gives its students the experience they need in applying theory in a variety of contexts [I & III]. Knowledge and skills are developed in the classroom through the use of case study methodology and other learning strategies and through internship experiences, which allow students to apply their knowledge and skills in their eventual work settings [I & IV]. Some students are encouraged to pursue careers in college and university teaching and research by continuing their education at the doctoral level in the field of communication studies [III]... Finally, the department provides guidance for students interested in pursuing graduate and professional studies in fields related to communication. [I & III]”

B. DISCIPLINARY TRENDS

Three overall trends drive our curricular directions. First, the importance of language use and symbol manipulation for persuasive purposes is increasing important to the broader body politic. As such, we seek to re-invigorate our focus on the study of rhetoric, and especially rhetoric as discourse and the political implications of how rhetorical constructions embody social identities. Second, the larger cultural trend toward the increased use of computer-mediated communication demands an increased emphasis on topics such as new media studies, social media, mobile media, and video games. Finally, there is increased recognition that communication plays an important role in both public health and individual health care, and thus we seek to strengthen our expertise in the area of health communication.

C. FUTURE PRIORITIES

Our first priority is to maintain our excellence in our traditional areas of strength. These include the intercollegiate Forensics Program, our curricula in interpersonal communication, intercultural communication, organizational communication, and persuasion, argumentation, and rhetoric. In particular, the Forensics Program is the practical embodiment of the core of our field – public address and critical thinking – and is central to our curricular offerings. It is open to students of any major and gives the campus national prominence. We encourage “walk-on” debaters but also field nationally competitive debate teams. We wish to support the Forensics Program with 2 tenure-track lines and 2 full-time lecturers, and add additional curricular offerings to support this staffing. In particular, we wish to convert HCOM 426 to an enriched offering and have submitted all the paperwork to do so. We also wish to create a new HCOM 238 course to fill the gap between HCOM 138 and HCOM 338, which are the current curricular vehicles for debate and individual events competition.

Our second priority is to expand our curricula into new areas, specifically new media, instructional communication, and health communication. In the area of intercultural communication, we wish to leverage our unique geographical strengths (University Mission & Goal II-F) by adding an emphasis in Latino/a culture. We further seek to expand the intercultural curricula with increased emphasis on the interrelationships between and among ethnic, racial, and sexual minorities, as well as intergroup communication, peace and conflict resolution, and community building. We will develop additional

coursework in instructional communication and have hired a new tenure-track faculty member in this area (Dr. Zac Johnson) who will begin in fall 2015.

D. SPECIAL SESSION

No programs are offered in the special sessions. The advent of an earlier academic calendar has, in fact, sharply reduced our ability to offer any summer or intersession courses.

II. PROGRAM DESCRIPTION AND ANALYSIS

A. SUBSTANTIAL CURRICULAR CHANGES

There have been no programs added or removed since the last review. A number of new courses have been developed, including HCOM 315 (Social Media and Communication, formerly HCOM 232), HCOM 310 (Sex Communication), HCOM 321 (Latino/a Communication), HCOM 425 (Health Communication), HCOM 492T (Intergroup Communication), and HCOM 492T (Instructional Communication). Since the last review, three courses were removed from the curriculum; HCOM 301 (Liberal Studies in Communication Processes), HCOM 322 (Study Abroad Seminar), and HCOM 479 (Mediation: Principles and Practice). None of the three have been offered recently.

B. STRUCTURE OF THE PROGRAM

At the undergraduate level, all students complete 18 Core Requirement units: HCOM 102, 200, 235/236, 300, 308, and 420. All students complete 12 Breadth Experience units by taking 1 course in each of 4 areas: Persuasion and Argumentation (330, 332, 335, or 495), Interpersonal Communication (313, 318, 360, 413, or 495), Intercultural Communication (320, 422, 456, or 495), and Organizational Communication (324, 326, 433, or 495). Students may substitute an internship (495) for any breadth area. Finally, students complete 12 Emphasis units selected with an advisor. There are 4 emphasis areas including Persuasion and Argumentation, Interpersonal Communication, Intercultural Communication, and Organizational Communication. Students may also customize an area of emphasis under the Communication Studies label subject to an advisor's approval.

The core and breadth requirements advance the goal of providing "a strong foundation of theory in its degree programs, and each program gives its students the experience they need in applying theory in a variety of contexts." This emphasis advances our core application goal: "Knowledge and skills are developed in the classroom through the use of case study methodology and other learning strategies and through internship experiences, which allow students to apply their knowledge and skills in their eventual work settings."

We maintain a vibrant, 30-unit Master's program. Students take two required courses – HCOM 500 and HCOM 536 – and then complete a specialized program of study with their advisor and committee. Terminal degree options include a comprehensive examination, a project, or a thesis. The Master's program advances the Communication Studies area goal of affording students the opportunity of "pursuing graduate and professional studies."

In addition, we support a vigorous, nationally-competitive Forensics Program. Over 643 published articles validate the value of teaching critical thinking via argumentation and especially via

intercollegiate debate,¹³ including a meta-analysis documenting that students who receive traditional argumentation and debate curricula demonstrate a 44% increase in critical thinking scores¹⁴. A recently completed 8-year longitudinal study demonstrates that students exposed to intercollegiate debate were more likely to graduate on time, be accepted to graduate school, maintain at least a 3.5 GPA in graduate work, and earn higher scores on the LSAT and GRE examinations¹⁵. The same study found that college debaters were more likely to receive job offers in their major upon graduation, more likely to be promoted, more likely to receive pay raises, and more likely to garner positive job evaluations than their counterparts who did not compete. This finding held even if non-forensics respondents participated in corollary activities, such as student government or mock trial.

We find the area of forensics to be a sort of “super-assessed” program. Intercollegiate debate competition meets all of the criteria for High Impact Practices (HIPs) on our campus. So much peer-reviewed empirical research data exists that further data collection is not required to conclude that intercollegiate speech and debate competition constitutes a High Impact Practice (HIP). We remain deeply committed to the Forensics Program. Students from any major may participate in the program by enrolling in either HCOM 138 or HCOM 338. Upper division students and graduate students may enroll in HCOM 426.

C. ENROLLMENT TRENDS

Communication Studies is largely a “discovered” major. Most students become acquainted with the major while taking general education courses either at CSUF or at a community college. As such, most of the enrollment comes from students selecting the major after their sophomore year. Currently, we have 193 undergraduate majors, 84 minors, and 42 graduate students. This represents a slow, sustained increase in majors since the previous review.

A significant obstacle in recruiting new majors has been the confusion over naming within the College. Potential majors have trouble finding our program or distinguishing it from other programs within the College. One department, Communications (which includes journalism, PR, advertising, and entertainment studies), bears the same name as the College, Communications, which is, in and of itself, confusing. Despite numerous appeals, the Communications department refuses to change its name and, in fact, passed a motion to prevent further consideration of a name change. In addition, potential majors are confused by the term “Human” in the department’s name, Human Communication Studies. It takes some diligence for prospective majors to figure out that Communication Studies is one degree program within the department of Human Communication Studies. Moreover, it was only recently that the degree name was corrected to match the major’s name, so for some time studies who majored in Communication Studies still received diplomas that said Speech Communication.

¹³ Rogers, J. E. (2002). Longitudinal outcome assessment for forensics: Does participation in intercollegiate, competitive forensics contribute to measureable differences in positive student outcomes? Contemporary Argumentation and Debate, 23, 1-27.

¹⁴ Allen, M., Berkowitz, S., Hunt, S. & Loudon, A. (1999). A meta-analysis of the impact of forensics on communication education and critical thinking. Communication Education, 48, 18-40.

¹⁵ Rogers, J. E. (2005). Graduate school, professional, and life choices; An outcome assessment confirmation study measuring positive student outcomes beyond student experiences for participants in competitive intercollegiate forensics. Contemporary Argumentation and Debate, 26, 13-40.

As is revealed in Appendix I, first-time freshman applications have more than tripled since 2007, although the number of admissions remains quite low. Transfer applications have similarly tripled, and transfer enrollments have roughly doubled since 2007, both outpacing university growth (undergraduate transfers increased just 8.6% university-wide for the fall semesters between 2005 and 2014¹⁶). Graduation rates for first-time freshman are not meaningful given the low number of admissions, although we find it gratifying that the 6-year graduation rate has averaged 77.5% for all admitted class since 2005 which far exceeds university averages that are roughly 50%. For upper-division transfers, the average 2-year within-major graduation rate for all classes since 2005 is 35.2%, the 4-year rate is 60.2% and the 6-year graduation rate is 65.4%. These figures compare to university figures, that, for 2008 (the last full year for which 6-year graduation rates were published), were 23.5%, 67.7%, and 75.4%, respectively¹⁷. The superior figure in the short-term is impressive; the slightly lower figure in the longer-term are due to students changing degree plans and graduating in different majors. For example, in the fall of 2005 60% of HCOM upper-division transfers graduated within the major, but an additional 10% graduated outside the major (see Table 7, source: Information and Analytical Studies). University totals, of course, aggregate these numbers.

The Chancellor has recently set the 2025 graduation targets; the 2-year transfer rate is set at 35% and the 4-year transfer rate is 76%¹⁸. In large measure, we are already meeting these targets.

D. SHORT-TERM CURRICULAR PLANS

Six additional courses have been added to the curriculum; they are HCOM 315 (Social Media and Communication, formerly HCOM 232), HCOM 310 (Sex Communication), HCOM 321 (Latino/a Intercultural Communication), HCOM 425 (Health Communication), HCOM 492T (Instructional Communication), and HCOM 492T (Intergroup Communication). All six courses have been successfully offered as specials and all are in the process of being added to the regular curriculum. In addition, over the next few years we will seek to expand offerings to sustain emphases in new media, instructional communication, and health communication. In the spring of 2015 we took an area vote to remove HCOM 301 (Liberal Studies in Communication Processes), HCOM 322 (Study Abroad Seminar), and HCOM 479 (Mediation: Principles and Practice) from the curriculum. None have been offered recently. We have voted to retain HCOM 236 and 430 pending the future direction of the forensics and rhetoric programs. HCOM 492T already includes an Intergroup Communication offering and we seek to develop the curriculum into a course proposal.

E. SPECIAL SESSIONS AND SELF-SUPPORT PROGRAMS

We support no such programs.

III. ASSESSMENT

The Communication Studies area believes that assessment should be as rigorous as other peer-reviewed and published research (although we realize such research serves different purposes). As such, we seek to measure our learning goals with reliable, validated measurement instruments that are current in the

¹⁶ <http://www.fullerton.edu/analyticalstudies/student/enrollments/ftfugt.asp>

¹⁷ <http://www.fullerton.edu/analyticalstudies/student/graduationrates/transfer.asp>

¹⁸ <http://www.latimes.com/local/education/la-me-cal-state-trustees-20150128-story.html>

field, in common use, and well-established. In short, our curriculum derives from the broader field of theory and research about Communication Studies, and we turn to that literature to inform our decisions about what to measure and how to measure it. At instructor discretion, less well established measures may be incorporated into examinations, course grades, or course materials, so long as the measures are consistent with established learning goals. Learning goals, measurement instruments, and research citations are laid out in Table III.1.

In addition, we have identified two “super-assessed” areas where so much peer-reviewed empirical research data exists that it is unnecessary to divert time and energy from other assessment priorities. The first of these is participation in intercollegiate forensics (the research is documented above). The second super-assessed area is class size; overwhelming empirical evidence clearly points to the conclusion that small classes produce better outcomes. For example, Kokkelenberg, Dillon & Christy (2008) used a sample of over 760,000 observations and found negative effects for class sizes “for a variety of specifications and subsets of the data, as well as for the whole data set from this school. The specifications tested hold constant for academic department, peer effects (relative ability in class), student ability, level of student, level of course, gender, minority status, and other factors.”¹⁹ Similar results were obtained by Dillon & Kokkelenberg (2002) in a separate study with 360,000 observations²⁰, and a 10-year longitudinal study involving over 5,000 modules and 250,000 student grades.²¹ Contrary findings are sparse and generally explained by a failure to control for instructor- or student-specific variability or due to an aggregation of incomparable class sizes.

We thus take as already established the value of Forensics Program and smaller classes, and in particular the relationships between those two practices and valued student learning outcomes.

While the Strategic Plan commits to “develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs” (Goal #1), the only stated objectives are assessment of outcomes and advisement. There is no guidance on the classroom structures and particular curricular practices that might led to those outcomes. We view these areas of “super-assessed” practices as a necessary addition toward the fulfillment of Strategic Goal #1.

At present, we are in the first year of program-wide assessment and are currently exploring goal #6 identified in the table. It is our goal to assess one outcome per year as resources allow. Dr. Robert Gass was tasked with the data coding and analysis. The results were reported to the Office of Assessment and Educational Effectiveness in June 2015. The finding was that part-time, full-time, and tenure-track faculty exhibited high inter-rater reliability when evaluating students’ speeches in the basic course using NCA’s competent speaker speech evaluation form. For AY 2015-2016, assessment will focus on the extent to which students who complete the basic course experience a reduction in their communication apprehension. Dr. Jason Teven is taking the lead on this project.

¹⁹ Kokkelenberg, C., Dillon, M. and Christy, S. (2008). ‘The Effects of Class Size on Student Grades at a Public University’, *Economics of Education Review*, Vol. 27, pp. 221–233

²⁰ Dillon, M, & Kokkelenberg, E. C. (2002). The effect of class size on student achievement in higher education: Applying an earning function. Paper presented at the 42nd annual conference of the AIR in Toronto, ON.

²¹ Gibbs, G., Lucas, L., Simonite, V. (1996). Class size and student performance: 1984-94.

It is our understanding that the language of UPS 300.022 is not an unfunded mandate since section II-A identifies that “assessment shall be...institutionally supported.” However, although the HCOM budget includes \$15,000 in the current year that is earmarked for assessment, this is not an increased allocation of funds, but simply a restriction on how we are required to spend a portion of the funds in the part-time faculty funding pool. This has reduced our ability to offer courses in the first place, requires larger course sizes when the overwhelming bulk of research demonstrates that lower class sizes benefit students, and competes with important faculty assigned-time priorities such as the positions of area and basic course coordinator. Further, we do not believe that something as important as assessment should be approached with the use of cost-free, low-quality assessment tools or simply be tacked on to what the recent Climate Survey²² and the 2007 PPR have identified are already imposing faculty workloads. As such, we will pursue assessment when it is possible to do so in a professional manner and when it receives adequate institutional support. We are thus committed to continue assessment work, but a fairly immediate goal is to discuss resource support issues with the Dean and other relevant campus officials. Given the unique resource difficulties of our department, assessment as an unfunded mandate is not a workable solution. We also note, with gratitude, that the Provost has provided additional support for the completion of this PPR. Again, this one-time support is appreciated, but is not a source of ongoing support for assessment.

Section I of UPS 300.022 defines assessment as “the systematic collection, review, and use of qualitative and quantitative data to improve student learning and development.” We find that such an interpretation clearly includes grades, and certainly provides room for assessments embedded with exams. It is unclear to us why the Plan for Documentation of Academic Achievement excludes grades, and we believe the document is at odds with the UPS. As such, we believe our long-established use of grade-embedded assessment worthy of continuation. Indeed, we find this the best way to link learning outcomes to classroom practice.

TABLE III.1. COMMUNICATION STUDIES PROGRAM LEARNING OUTCOMES

The overriding learning goal for the Communication Studies major is for students to gain communication competence, which involves two sub-competencies; communicating effectively, both verbally and nonverbally, and communicating appropriately, e.g., in ethical, socially appropriate ways.

Other Core Competencies

1. Self-Awareness of Communication Competence: Communication Studies graduates should display self-awareness of their own communication competence across a variety of communication settings (interpersonal, small group, organization, intercultural)

This is measured using the Self-Perceived Communication Competence Scale developed by McCroskey & McCroskey, 2013.

2. Communication Apprehension: Communication Studies graduates should exhibit lower communication apprehension than non-majors in a variety of communication contexts.

²² http://campusclimatesurvey.fullerton.edu/study-results/CSUF_Final-Report_9-1-14.pdf, see especially pp. 100 and 133.

This is measured using the Personal Report of Communication Anxiety (PRCA) (McCroskey, Beatty, Kearney, & Plax, 1985)

3. Argumentation and Critical Thinking skills: Communication Studies graduates should be able to present a coherent argument by identifying the basic elements of an argument, applying basic tests of evidence, and avoiding common fallacies in reasoning.

This is measured by the Foundation for Critical Thinking scale, a student self-assessment of how well the course improved student critical thinking. The choice of this instrument was based on academic research demonstrating the general validity of student self-reporting of learning (Richmond, Gorham, & McCroskey, 1987).

Another critical thinking assessment measure is currently being developed by Dr. John Reinard for future use.

Note there are well-established instruments for measuring critical thinking skills. However, they are copyrighted and thus costly to use for large numbers of students. Communication Studies has no assessment funds to purchase these measures.

4. Communication Theories and Models: Communication Studies majors should be able to explain and apply major theories, models, concepts, principles, and processes of human communication.

This is measured using embedded essay questions in HCOM 420, the capstone course for the major.

5. Research Methods: Communication Studies graduates should understand fundamental principles of research methods and experimental design and be able to read and comprehend social scientific studies published in scholarly journals.

This outcome is measured by having all students in HCOM 308 read a peer-reviewed journal article and answer basic questions about key concepts related to research methods.

6. Presentation Skills: Communication Studies graduates should be able to generate and present clear, coherent messages, using appropriate proof and supporting materials, in a variety of communication contexts.

This is measured by periodically evaluating random samples of public speeches in HCOM 100 and HCOM 102. We are currently assessing students' speeches using an established rubric from the National Communication Association. This rubric, known as the Competent Speaker Speech Evaluation Form, involves rating speeches using a 3 point scale (unsatisfactory, satisfactory, excellent) across 8 criteria or dimensions. It should be noted that other well-established rubrics for evaluating speeches are available (Morreale, Moore, Surges-Tatum, & Webster, 2007; Schreiber & Shibley, 2012; Thompson & Rucker, 2002).

7. Appropriate, Responsible Communication: Communication Studies graduates should communicate in ethically appropriate, culturally sensitive ways.

This outcome is measured by having all students complete the Verbal Aggressiveness Scale (Infante & Rancer, 1986) and the Ethnocentrism scale (Neuliep & McCroskey, 1997).

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As identified above, some instructors have collected assessment in individual courses. Some data have already been collected by individual faculty members. Table III.2 summarizes critical thinking outcomes for HCOM 236. The data clearly show the course is attaining the relevant goal and no changes are necessary.

TABLE III.2. ASSESSMENT OF CRITICAL THINKING OUTCOMES

Critical thinking was assessed in HCOM 236 in the spring, 2010 semester via the “Course Evaluation Form” posted on the Foundation for Critical Thinking Website (<http://www.criticalthinking.org/resources/assessment/index.cfm>). The form was developed by the Foundation and used with permission. It is a student self-assessment of how well the course improved student critical thinking. The choice of this instrument was based on academic research demonstrating the general validity of student self-reporting of learning (Richmond, Gorham & McCroskey, 1987; Communication Yearbook Volume 10, p. 574).

We note that the overall SOQ process also relies on student self-report of learning; to the extent that such reports are valid the results obtained here are redundant. The obtained result was an average of 4.32 on a 5.0, a resounding success by any means of evaluation. This result was consistent with an SOQ average of 3.7 on a 4.0 scale for the evaluation of the overall learning experience.

Learning goal #5 (see Table III.1) concerns the ability of students to understand social science research and is assessed via questions embedded in course examinations. HCOM 308 is the research methods course for undergraduates and HCOM 500 is the research methods and writing course for graduate students. Two key skills for both courses are the ability to read and comprehend original, peer-reviewed scholarly articles and statistical printouts. Sections of the final exams in each course include objective, multiple-choice measures, although the particular research articles and statistical printouts varied. Table III.3 reports the results for those sections of the exams, which is an embedded means of assessing the skill. Because some questions are intended to be discriminators, it is expected that scores would not generally be above 90% and should not generally drop below 70%, and that scores for graduate students would be higher than for undergraduates. As the Table indicates, all expectations are met, although it appears that students are better at interpreting research articles than understanding raw statistical printouts. Instructors of these sections are encouraged to give greater attention to the statistical printouts, however, the results are entirely acceptable and no programmatic action is warranted on the basis of these data.

TABLE III.3 HCOM 308 AND HCOM 500 MEASURES OF THE ABILITY TO CORRECTLY READ AND UNDERSTAND RESEARCH ARTICLES AND STATISTICAL PRINTOUTS

| HCOM 308 | | |
|-------------------|--------------|--------------|
| Term | Article | Printouts |
| Spring 2006 | 82.7 | 80.9 |
| Spring 2007 | 72.6 | 56.5 |
| Fall 2009 | 97 | 76.2 |
| Intersession 2009 | 86 | 71.3 |
| Fall 2014 | 72.2 | 72.6 |
| Fall 2014 | 79.8 | 69.1 |
| Spring 2014 | 83.4 | 91.7 |
| Fall 2013 | 81.4 | 77.8 |
| Average: | 81.8% | 74.5% |

| HCOM 500 | | |
|-------------|---------|-----------|
| Term | Article | Printouts |
| Spring 2006 | 88.3 | 79.2 |
| Fall 2009 | 92 | 87 |
| Fall 2013 | 89 | 72.1 |
| Fall 2014 | 86.5 | 85.1 |
| Average: | 89.0% | 80.9% |

IV. FACULTY

A. FTEF CHANGES

Appendix IX does not disaggregate faculty assignments by area; Table IV.1 identifies current faculty assignments as well as those in 2007 based on department records; excluded are FERP faculty and non-full time lecturers. It is worth noting that in 2007 neither Dr. Gudykunst nor Dr. Wiseman had been replaced although searches were ongoing; Bernd Kupka was serving as a lecturer in the intercultural area. The 2014 figure only includes the fall semester, consistent with Appendix IX, although 1 search successfully ended in the fall, 1 search is ongoing, and additional searches are anticipated in the fall of 2015.

TABLE IV.A.1 COMMUNICATION STUDIES AREA TENURE-TRACK FACULTY

| 2007 | | 2014 | |
|-------------|----------|-------------|----------|
| Bruschke | TT | Anguiano | TT |
| Congalton | TT | Bruschke | TT |
| Gass | TT | Congalton | TT |
| Hayes | TT | Dorjee | TT |
| Malone | TT | Gass | TT |
| Matz | TT | Hayes | TT |
| Mechling | TT | Malone | TT |
| Reinard | TT | Martin | TT |
| Ruud | TT | Ruud | TT |
| Teven | TT | Sutko | TT |
| Ting-Toomey | TT | Teven | TT |
| | | Thomas | TT |
| | | Ting-Toomey | TT |
| Nielson | Lecturer | | |
| Frye | Lecturer | Frye | Lecturer |
| Kupka | Lecturer | Peters | Lecturer |
| | | Andrade | Lecturer |

Overall, the FTEF pattern demonstrates very little or no growth, and both FTEF and FTES figures have risen roughly 10% since 2007. The total number of tenure-track instructors has remained stagnant; in 2007 we had 11 tenure-track faculty and 3 lecturers, and as of the fall 2014 we have 12 tenure-track

faculty and 2 lecturers. Essentially, the lecturer assigned to intercultural teaching duties in 2007 (Kupka) has been replaced by a tenure-track hire (Anguiano), and no other significant changes have taken place.

It is worth noting that in 1996-1997 the Communication Studies area had 12 tenure-track faculty (Congalton, Crary, Emry, Flocken, Gass, Gudykunst, Mechling, Page, Reinard, Ruud, Ting-Toomey, Wiseman), the same number that now serve in 2014-15.

B. PRIORITIES FOR FACULTY HIRES

The department will conduct a search for a tenure-track co-Director of Forensics in the fall of 2015. This decision supports the long-standing commitment the department has to the Forensics Program, which until recently has been supported with two tenure-track positions. The Forensics Program is the “crown jewel” of the Communication Studies area; it has been nationally successful, produced a series of very successful graduates (including Vision and Visionary recipient Terry Giles), hosts a series of very successful tournaments that serve local and national communities and improve campus visibility. The Forensics Program is a High-Impact Practice (HIP).

We seek to make additional hires in the areas of quantitative research methods, health communication, and social media. The latter two areas are growing due to national demand for expertise in the subjects, position CSUF to be a leader in the fields, and provide students with extremely marketable degrees. The increased interest in social media, and the astounding growth of the health sector overall, make these strategic areas for growth.

With the loss of several many prominent, nationally-recognized scholars (e.g., Drs. Reinard, Wiseman, Bill Gudykunst, John Reinard, Norman Page) since our last review, it is imperative that we add full-professor lines to include established faculty to our search process.

Finally, we seek additional tenure-track hires to improve the overall quality of the introductory courses (see section IV-C).

C. ROLE OF TEMPORARY FACULTY

Of the 139 sections offered in the fall of 2014, 102 were taught by part-time or full-time temporary faculty (counting Dr. Reinard as tenure-track with FERP status and counting Dr. Teven’s mass section as 2 courses). Given the large percentage of courses that are introductory-level, GE courses, this is to some extent expected. However, only 8 of the 104 GE sections were taught by tenure-track faculty; this largely denies introductory students exposure to the most experienced faculty. While we make great efforts to ensure the quality of the experience in the GE courses, there is little doubt that the overall quality of these courses would be higher if a greater number of sections were taught by tenure-track faculty.

Since virtually all tenure-track faculty serve their full teaching loads in upper-division courses, there is little opportunity to rotate them into the introductory sections. In fact, not only are all tenure-track teaching assignments completely saturated with upper-division teaching duties, an additional 18% of upper-division courses are taught by temporary faculty. Further growth in the major will further exacerbate these trends, and thus an increase in the overall FTEF is necessary if introductory students are to be served by tenure-track faculty.

D. SPECIAL SESSIONS AND SELF SUPPORT

The Communication Studies area has no self-support programs.

V. STUDENT SUPPORT AND ADVISING

A. BRIEF DESCRIPTION

Undergraduate students receive career advisement from faculty members. Faculty are initially assigned to students through an alphabetical scheme but are free to choose any faculty member they wish. Graduation advisement is then handled by the College of Communications advisement center.

Graduate students select a 3-member committee within their first two semesters, including a chair. The students complete a study plan with the chair and consent of the committee. With roughly 40 graduate students at any one time, there are thus approximately 120 committee assignments to be divided between the roughly 12 tenure-track/tenured faculty members. Although the department seeks to grant assigned time on the basis of graduate committees successfully chaired, this too is funded out of the part-time faculty budget line. The advising requirements create a substantial faculty workload as was identified in the 2007 PPR.

B. HONORS, RESEARCH, INTERNSHIPS, AND SERVICE LEARNING

Undergraduate students may enroll in independent study courses to work with faculty on research projects. It is not atypical for one to three students in a given year to participate in research that is presented at an academic conference.

Any undergraduate may substitute an internship (HCOM 495) for one of the four breath requirement options (see section II-A above). Internships are coordinated by the College of Communications internship coordinator, Pam Caldwell.

Graduate students may select a thesis as an exit option. They may enroll in independent study courses or work informally with a faculty member on a research project. It is typical that two to five graduate students present research at professional conferences in a given year.

VI. RESOURCES AND FACILITIES

A. ITEMIZED RESOURCES

The department receives no state support other than its budget. Table VI.1 demonstrates that, for 2014-15, the combined part-time and full-time faculty budget for the HCOM department is less than for the other two departments in the College per FTE. Table VI.2 demonstrates that OE&E funding per FTE is also lower. Table VI.3 demonstrates that advisement funding is less than that received by the other departments in the College.

To take a concrete example from a specific budget line, Table IV.1 demonstrates that whereas the Communications department budget allows for \$1,536 per FTE for full- and part-time faculty, the HCOM budget is only \$1,378 per FTE.

Whether this disparity is necessary or desirable is, of course, arguable. That a disparity exists is not. While the other two departments offer resource intensive programs (Daily Titan, TV studios, etc.), so does Communication Studies (Forensics Program, robust M.A. degree program). Granted, Communication Studies benefits by having teaching fellows, which are paid approximately 79% of what

temporary faculty are paid. This benefits the entire College though, since the basic G.E. course taught by Communication Studies are the bread and butter of the College's student enrollment. In one area, scholarly activity, Communication Studies faculty are far more productive than their counterparts in the other two departments. Yet Communication Studies faculty receive no more travel money for conferences, symposia, or speaking engagements than faculty in the other departments.

The full budget for the past 5 years is included in Table 10. Note that state support figures are taken from the 2013-14 campus budget report; all years prior to 2013-14 represent the final, actual expenses, where they have been roughly \$600,000 higher than the fall baseline. For 2013-14 only the fall baseline was available at this time. The figures do seem to rise and fall periodically, but the overall trend is for lower per-FTE funding as time progresses.

TABLE VI.1 TOTAL FULL AND PART-TIME FACULTY FUNDING PER FTE

| Dept | Full-time | Part-Time | Total | fall actual | Spring target | total target | \$/FTE |
|--------------|----------------|--------------|----------------|-------------|---------------|--------------|------------|
| RTVF | \$984,929.80 | \$264,563.00 | \$1,249,492.80 | 409.40 | 404.12 | 813.52 | \$1,535.89 |
| HCOM | \$1,758,700.32 | \$666,086.00 | \$2,424,786.32 | 969.27 | 789.62 | 1759.07 | \$1,378.45 |
| COMMS | \$2,406,428.00 | \$502,292.00 | \$2,908,720.00 | 905.60 | 987.80 | 1893.40 | \$1,536.24 |

TABLE VI.2 OE&E FUNDING PER FTE

| Dept | fall act | spring target | total target | OE&E | OEE/FTE |
|--------------|----------|---------------|--------------|--------------|----------|
| RTVF | 409.40 | 404.13 | 813.53 | \$80,818.31 | \$99.34 |
| HCOM | 969.27 | 789.8 | 1759.07 | \$156,154.27 | \$88.77 |
| COMMS | 905.60 | 987.8 | 1893.4 | \$197,570.35 | \$104.35 |

TABLE VI.3 ADVISEMENT FUNDING PER FTE

| Dept | total target | Advise | Advise/FTE |
|--------------|--------------|---------|------------|
| RTVF | 827.52 | \$10000 | \$12.29 |
| HCOM | 1944.89 | \$30000 | \$17.05 |
| COMMS | 1834.76 | \$50000 | \$26.41 |

Work on grants has exclusively been with foundations that disallow overhead, although they have supported the individual projects they were intended to fund. There are no self-support programs. The college has lacked a development officer since July of 2014 and no fund raising effort of any sort has occurred since that time; the two prior development officers raised no funds for the department or the area.

The department is able to support several small, \$500-1000 scholarships, divided between the Communicative Disorders and Communication Studies areas. These funds largely derive from familial or faculty donations.

The debate team maintains several CSFPF accounts, including an endowment account, but all funds are devoted to student scholarships or forensics team support, with the vast majority including travel. The majority of the travel budget for the Forensics Program comes from the Associated Students.

B. FACILITIES AND SPACE

The department maintains the Andersen Research Center in CP 420-12. The space is shared with the CD area. It houses a Scantron machine, 5 research computers, a variety of Master's Theses and volumes of historical interest, and some archived data. It is the only facility the department controls that can be used to support research. All other space and equipment is controlled by the department and not the area. In total, it includes 2 storage closets, a few antiquated laptops, and some video recording equipment used primarily to record public speeches.

All computer lab space is controlled by the college and is insufficient for our needs. For example, in the fall of 2014 we requested computer lab space for all sections of our quantitative courses so the students could have access to the SPSS software and complete data-analysis activities. Our requests were made a year in advance and prior to those of our sister departments; we were told to wait until the Communications department made their requests, and those requests were then prioritized over at least two sections that Communication Studies had requested. Our students were thus unable to access computer lab space during class time. This circumstance has repeated in the spring of 2015. Simply put, our department needs greater access to computer lab space.

Classroom space of any sort is not sufficient to support our course offerings. The classrooms available through the Scheduling office have increasingly shifted to less and less desirable times in relation to student demand. For example, we may be given 3-4 classrooms for the basic course on Mon/Wed/Fri at 7 AM or 8 AM, but they won't all fill. We cannot, however, get 3-4 classrooms on Tues/Thur from 10AM-2PM when they would fill. This spring semester (2015) 34 classroom requests were denied us. We were given alternative times when student demand is low (, Friday afternoon classes, nighttime classes). This has a direct effect on our ability to meet or target enrollment. On the one hand, the administration continues to increase our target and, on the other hand, they continue to restrict our access to classrooms.

Our future needs include (a) a modernization of the computers in the Andersen Research Center (b) a well-maintained laptop cart since we do not have regular access to computer lab space sufficient for our needs (c) the acquisition of additional space to house archived research materials, Master's Theses, and other research material.

Our deepest needs are classroom and computer lab space, although since neither are controlled by the department is not clear to us what action can be taken to address these needs.

C. LIBRARY RESOURCES

We have no special needs other than access to journals in our field. It is not yet clear whether the loss of the Wiley Online Database will significantly impact access to these journals. We intend to monitor the

situation in the next several years. We maintain an excellent relationship with the library and are grateful for their highly professional service.

VII. LONG-TERM PLAN

A. PLAN SUMMARY AND DEFINITION

A starting point for our long-term planning is the recognition that our area is largely organized around serving campus GE needs and thus is highly dependent on overall university trends and support. Although all departments interface with overall university administrative structures to some extent, the students we serve are predominantly gaining university-wide credit and thus we are far more dependent on university trends than differently constituted departments.

For example, no Communication Studies area faculty member controls any laboratory space of any sort and we are therefore dependent on College and University support for computer labs. Neither can we address room housing shortages by moving smaller sections to laboratory space. As another instance, the department controls only a small number of classrooms and those are shared with the CD area; these comprise only a tiny number of the rooms needed to house the 104 sections of GE course offerings. Our ability to house the number of sections necessary to make our FTES target therefore depends almost entirely on university-wide room scheduling. As a final example, we depend heavily on community college transfers as majors and to a much lesser extent on incoming freshman. Enrollment management decisions about halting or expanding community college transfers have, by far, the largest impact on our number of majors, yet we have little or no direct control over those decisions. Nor has our input been sought when those decisions have been made.

Thus, changes to university-wide administration impacts our department far more than departments less oriented toward GE service. The question of how we will plan (for example) classroom space is not relevant to our strategic processes since we do not have decision-making authority on such questions. However, the question of our relationship to those entities that make decisions about room scheduling is central. The key to our area's long-term success is its ability to develop tighter connections with university- and college-wide support entities. This is a crucial step but, by itself, will not guarantee success if those entities are unable or unwilling to provide minimally necessary resources and information.

The ability of our department to engage in long-range planning is significantly impacted by several factors.

First, with the majority of our FTES driven by GE offerings, we suffer substantially from unpredictable changes in the advisement process. For example, when the advisement office began encouraging students to take HCOM 100 and the required English course in different semesters and consecutively, we experienced an entirely unexpected glut of demand in one semester and sharp drop-off in the next. This change was made with no prior warning. Decisions to freeze spring admissions and transfers similarly impact our area more than others less dependent on the overall admission and enrollment trends at the university.

Second, we have uneven enrollment in fall and spring semester. We typically have larger enrollment in fall and lower enrollment in spring. For example, in fall 2014 our actual enrollment was 969 FTES. In

spring, however, our actual enrollment was 789 FTES. We were able to exceed our target enrollment in fall, but fell short in spring. Since our spring enrollment is significantly lower, our annualized target (average target) should be adjusted accordingly. We have not exceeded 800 FTES the past two spring semesters. It is unlikely we will do so in spring 2016. Increasing our FTES while simultaneously denying us access to classrooms is simply setting us up for failure.

Third, our ability to meet targets and grow as a department is significantly impacted by university-level room scheduling. To reiterate, we have 25 un-housed sections scheduled for the fall of 2015, even though we requested exactly the same number of sections and at the exact same times that the courses were offered in the fall of 2014. Although we can deal with this to some extent by offering courses at less convenient times, this maneuver risks a failure to make our FTES target and puts our most at-risk students in danger of dropping out due to scheduling issues. A course offered at an inconvenient, low-demand time is of little difference to an on-campus, affluent student, but of considerably greater hardship to students with jobs and family obligations who are significantly impacted by having to come to the campus for an additional day. While we are happy to work with a campus-wide effort to equalize course offerings across the weekly calendar, we do not see how we can make any plans acting in isolation.

Fourth, we cannot predict what our funding scheme will be in the coming years. Although we have heard that as much as 20% of our budget might be linked to assessment outcomes, we have seen no formula and do not know whether we stand to gain or lose FTEF as a result. Any adaptation to a new formula will fall outside the timeline of this PPR; this report must be completed before the funding formula is put into effect and thus before there is any opportunity to adjust our plans accordingly.

In particular, although we have long been encouraged to increase the number of majors, it is unclear to us whether the university is entering a zero-growth cycle. Of course, in a zero-growth environment growth of Communication Studies area majors can only come at the expense of other majors, and thus we seek clarification concerning whether major growth is still an important goal.

Fifth, the structure of the College of Communications is confusing; the fact that one department shares the name of the college creates ongoing curricular disorder. Since any curricula offered within the College must fall under the rubric of "Communications" to pertain to the mission of the college, it necessarily also falls under the rubric of the department of "Communications," and it is thus never clear what curricula is the province of the Communication Studies area and not the department of Communications. This has repeatedly frustrated our attempts to develop current and dynamic curricula for our students.

In addition, students and prospective students generally fail to understand that the generalist area within the College is actually the Communication Studies area, and with good reason. Although many community college transfer students receive a degree in "Communication Studies," for example, they often end up other than ours even though we offer the only Communication Studies degree on this campus.

Students come to the HCOM office on a daily basis asking about what major or minor they should be adding or dropping. They cannot differentiate between the department, "Communications," and the major "Communication Studies." They typically say they want to add "Human Communication" as their major when, in fact, they are seeking "Communication Studies" as their major.

The recent Dean's search brought this issue into sharp focus; one factor retarding the number of applications for the position was the confusion created by the overall structure of the College. If even seasoned, high-level professionals are unable to understand our College structure it is almost certain that no undergraduate transfer can easily navigate the system.

Since our sister department has been historically unwilling to address this situation and since UPS documents indicate that any change must emanate from them, our best recourse is to work with advising entities to clear up the confusion. This additional workload created by the confusing nomenclature of the college diverts time, energy, and resources that could be better spent on more productive activities. As we have indicated in past PPR reports, SWOT analyses, and strategic plans, the Communication Studies area views this as a significant issue and is eager to negotiate a new college nomenclature.

Within these limits, we adopt the following as our long-term strategy.

- 1) We will encourage more students to complete an internship (HCOM 495). Internships allow majors to apply their knowledge and skills to real-life settings and may better connect the major to specific career paths.
- 2) We will work closely with scheduling, General Education, and budget offices and committees to better communicate our needs and challenges and obtain more timely information about campus-wide decisions that impact GE-driven departments. We will work with advising entities to ensure that community college graduates with a "Communication Studies" AA degree are directed to our area and not the department of Communications. We seek to attain resource and funding equity within the system, university, and college.
- 3) We seek to maintain an FTES figure proportional to overall campus enrollment.
- 4) We seek to maximize graduation rates, retention rates, and cross-ethnic success equity within the limits of our curriculum, the demand for rigor, and once the funding formulas associated with those outcomes are specified.
- 5) We seek to maintain our position as the most research-oriented department in the College, and in our own department, as evidenced by peer-reviewed articles, competitive papers, and book chapters. We also aspire to improve upon our scholarly output, even though we are already regarded highly based on CIOS rankings.
- 6) We seek to have area tenure-track faculty serve on a total of 2 university-level committees per year. Participation on standing committees, such as GE, Faculty Personnel Committee, Professional Leaves, and others is essential to keep abreast of changes in policies have to leverage our influence within the university.
- 7) We will continue to pursue a re-naming of the college departments that reduces institutional and student confusion. The primary source of confusion is between the name of the College (e.g., Communications) and one of its three departments (also Communications). According to university policy, a name change must be initiated by the department seeking to change its name. Thus, we can only advocate renaming, not direct it.
- 8) We will implement our assessment plan as resources allow. The assessment plan operationally defines student academic achievement and the marks of a successful graduate.

B. LONG-TERM PLAN AND ITS RELATION TO UNIVERSITY STRATEGIES

The University Mission, Goals, and Strategies are listed on the university website (<http://www.fullerton.edu/aboutcsuf/mission.asp>). Each plank of the Long-Term Plan in section IV-A aligns with one or more university goals; this section re-states each plank for clarity and identifies the University Mission and Goal element with which it aligns.

- 1) We will encourage more majors to complete an internship. Internships provide majors with valuable experience in an area of their choosing. Internships will give practical application to student's background and training in Communication Studies. Internships may better connect the major to specific career paths.

Long-term plank #1 is consistent with the University's mission to "prepare students for challenging professions" and with goal 1 of the Strategic Plan which includes "prepar[ing] students for successful careers."

- 2) We will work closely with scheduling, General Education, and budget offices and committees to better communicate our needs and challenges and obtain more timely information about campus-wide decisions that impact GE-driven departments. We will work with advising entities to ensure that community college graduates with a "Communication Studies" AA degree are directed to our area and not the department of Communications. We seek to attain resource and funding equity within the system, university, and college.

Long-term Plank #2 is aligned with University Goal IV, "To make collaboration integral to our activities."

- 3) We seek to maintain an FTES figure proportional to overall campus enrollment.

Long-term Plank #3 is aligned with University Goal V-B, "Ensure that students of varying age, ethnicity, culture, academic experience and economic circumstances are well served" as well as II-C, "Develop a coherent and integrated general education program." We believe we will be serving the student body well to the extent we are acquiring majors proportional to the overall university student population, and the extent to which we are instructing our portion of the general education curricula.

- 4) We seek to maximize graduation rates, retention rates, and cross-ethnic success disparities within the limits of our curriculum, the demand for rigor, and once the funding formulas associated with those outcomes are specified.

Long-term Plank #4 is aligned with University Goal V-B, "Ensure that students of varying age, ethnicity, culture, academic experience and economic circumstances are well served" as well as Goal V-C, "Facilitate a timely graduation through class availability and effective retention, advisement, career counseling and mentoring."

- 5) We seek to maintain our scholarly output as measured by our CIOS rankings.

As knowledge is presented in academic journals and conferences, plank 5 of the long-term plan is consistent with Goal #1 ("Establish an environment where learning and the creation of knowledge are central to everything we do").

- 6) We seek to have area tenure-track faculty, collectively, serve on a total of 2 university-level committees per year.

Long-Term plank #6 is consistent with University Goal VIII-C, “Strengthen shared collegial governance in order to build community and acknowledge our collective responsibility to achieve the university’s goals.”

- 7) We will continue to pursue a re-naming of the college departments that reduces institutional and student confusion.

Long-Term plank #7 is consistent with University Goal VIII-C, “Strengthen shared collegial governance in order to build community and acknowledge our collective responsibility to achieve the university’s goals.” Effective governance and coherent structures are integral to attaining University Goal VIII-C, and a coherent re-naming of the college would be a significant advance in this area.

- 8) We will implement our assessment plan as resources allow. The assessment plan operationally defines student academic achievement and the marks of a successful graduate.

Long-term plank #8 is consistent with University Goal I-C, “Assess student learning collegially and continually use the evidence to improve programs.” It is our belief that existing data overwhelmingly points to the conclusion that the bulk of critical thinking instruction should be delivered HCOM curriculum, and further that overwhelming evidence demonstrates that class sizes should be reduced. We eagerly await the resources to pursue these well-documented areas of needed improvement.

C. EVIDENCE TO MEASURE THE SUCCESS OF THE LONG-TERM PLAN

- 1) We seek to increase majors’ participation in the internship program by 20% over the next 7 years. Evidence of participation in internships is tracked by Pam Caldwell, the College’s internship coordinator and can be easily measured on a semester by semester basis.
- 2) We will work closely with scheduling, General Education, and budget offices and committees to better communicate our needs and challenges and obtain more timely information about campus-wide decisions that impact GE-driven departments. We will work with advising entities to ensure that community college graduates with a “Communication Studies” AA degree are directed to our area and not the department of Communications. EVIDENCE: We will seek to obtain memos and memoranda of understanding to codify our consultations.
- 3) We seek to maintain an FTES figure proportional to overall campus enrollment. EVIDENCE: We will obtain FTES data, readily available from IRAS.
- 4) We seek to maximize graduation rates, retention rates, and cross-ethnic success disparities within the limits of our curriculum, the demand for rigor, and once the funding formulas associated with those outcomes are specified. EVIDENCE: We will obtain graduation and retention data disaggregated by ethnicity, readily available from IRAS.
- 5) We seek to maintain our scholarly output as measured by our CIOS rankings. EVIDENCE: The CIOS rankings; we seek to remain in the top-20 MA programs in at least 3 areas.
- 6) We seek to have area tenure-track faculty serve, collectively, on a total of 2 university-level committees per year. EVIDENCE: Faculty service records are readily available in the departmental Annual Report
- 7) We will continue to pursue a re-naming of the college departments that reduces institutional and student confusion. EVIDENCE: Departmental names are readily available.

- 8) We will implement our assessment plan as resources allow. The assessment plan operationally defines student academic achievement and the marks of a successful graduate. EVIDENCE: The assessment plan has been described above and assessment data will appear in the Annual Report.

D. BUDGET PLAN

Our top needs are classroom space, a more coherent college structure, and more a systematic connection of Communication Studies transfer students to the Communication Studies area. None of these priorities are substantially connected to the management or use of the departmental budget.

External funding is not a viable option for our area. We lack a development officer at present; in any event, the majority of grant opportunities in the Communication Studies area are from private and foundation sources rather than federal agencies, and as such no overhead charges are generally available. Further, external funders are extremely reluctant to provide funding for what are viewed as core and essential activities. Given overhead funding formulas, we would need to receive two awards of over \$100,000 each to be able to offer a single additional course section. The largest award any member in our area has ever received is \$150,000, and that was from a foundation that disallowed overhead charges. We can and will seek external support for specific projects, but these efforts will not meaningfully address our core resource deficiencies.

Given that we are the worst-funded area on the campus, our needs cannot be meaningfully addressed with internal re-allocations. However, if it is within our power to re-allocate the \$15,000 we have been mandated to spend on assessment, that would allow 3 additional faculty assigned-time slots per year, and those resources could be usefully directed to curricular development and improvement, greater investment in high-impact practices, and better supervisions of the large number of introductory sections taught almost entirely by non-tenure-track faculty. We will work with the Dean to better understand whether such resources can be re-allocated or whether control for that portion of our budget has been removed from our hands.

We seek cross-campus SFR equity. Simply put, the largest single portion of our FTES is devoted to teaching face-to-face communication, and that curricula cannot be effectively delivered in a large-lecture or online format.

We seek inter-college funding equity for full and part-time faculty budget, OE&E support, and advisement and assessment funding.

All additional resources will greatly assist in the attainment of Long-Term Goals #3 and #4. That is, with better overall resource support we could better study and more meaningfully address student success, graduation, and equity, and we would be better able to support faculty research.

APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1-A. First-time freshman: Program Applications, Admissions, and Enrollments

| Academic Year | # Applied | # Admitted | % Admitted | # Enrolled | % Enrolled |
|---------------|-----------|------------|------------|------------|------------|
| 2007-2008 | 26 | 12 | 46% | 3 | 25% |
| 2008-2009 | 26 | 19 | 73% | 7 | 37% |
| 2009-2010 | 22 | 10 | 45% | 2 | 20% |
| 2010-2011 | 23 | 11 | 48% | 6 | 55% |
| 2011-2012 | 30 | 13 | 43% | 3 | 23% |
| 2012-2013 | 29 | 17 | 59% | 5 | 29% |
| 2013-2014 | 61 | 34 | 56% | 11 | 32% |
| 2014-2015 | 70 | 36 | 51% | 6 | 17% |

Table 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

| Academic Year | # Applied | # Admitted | % Admitted | # Enrolled | % Enrolled |
|---------------|-----------|------------|------------|------------|------------|
| 2007-2008 | 87 | 52 | 60% | 32 | 62% |
| 2008-2009 | 53 | 34 | 64% | 24 | 71% |
| 2009-2010 | 44 | 31 | 70% | 23 | 74% |
| 2010-2011 | 77 | 37 | 48% | 26 | 70% |
| 2011-2012 | 85 | 47 | 55% | 31 | 66% |
| 2012-2013 | 240 | 94 | 39% | 50 | 53% |
| 2013-2014 | 216 | 105 | 49% | 51 | 49% |
| 2014-2015 | 283 | 127 | 45% | 57 | 45% |

Table 2-A. Undergraduate Program Enrollments in FTES

| Academic Year | LD AY FTES | UD AY FTES | UG AY FTES | GRAD AY FTES | Total AY FTES |
|---------------|------------|------------|------------|--------------|---------------|
| 2006-07 | 409.9 | 278.1 | 688.0 | 48.9 | 736.9 |
| 2007-08 | 420.9 | 309.9 | 730.9 | 46.8 | 777.6 |
| 2008-09 | 489.4 | 317.6 | 807.0 | 54.8 | 861.7 |
| 2009-10 | 452.8 | 311.8 | 764.6 | 48.8 | 813.4 |
| 2010-11 | 450.6 | 338.7 | 789.3 | 42.5 | 831.8 |
| 2011-12 | 486.4 | 340.7 | 827.1 | 49.6 | 876.7 |
| 2012-13 | 501.0 | 377.7 | 878.7 | 44.6 | 923.3 |
| 2013-14 | 483.4 | 358.6 | 842.0 | 40.6 | 882.6 |

Table 2-B: Undergraduate Program Enrollment (Headcount)

| | Lower Division | | Upper Division | | Post Bacc (2nd Bacc, PBU, Cred intent) | | Undergraduate Total | |
|------------------|----------------------|---------|----------------------|---------|--|---------|----------------------|---------|
| | Annualized Headcount | AY FTES | Annualized Headcount | AY FTES | Annualized Headcount | AY FTES | Annualized Headcount | AY FTES |
| 2006-2007 | 12.0 | 11.3 | 117.0 | 92.6 | 0.0 | 0.0 | 129.0 | 103.9 |
| 2007-2008 | 17.5 | 16.5 | 145.0 | 112.5 | 0.0 | 0.0 | 162.5 | 129.1 |
| 2008-2009 | 22.5 | 20.0 | 139.0 | 106.8 | 0.0 | 0.0 | 161.5 | 126.7 |
| 2009-2010 | 19.5 | 15.8 | 128.0 | 94.5 | 0.0 | 0.0 | 147.5 | 110.3 |
| 2010-2011 | 15.5 | 14.2 | 122.0 | 93.5 | 0.0 | 0.0 | 137.5 | 107.7 |
| 2011-2012 | 15.5 | 14.1 | 110.5 | 86.1 | 0.0 | 0.0 | 126.0 | 100.2 |
| 2012-2013 | 17.5 | 16.1 | 113.0 | 87.8 | 0.0 | 0.0 | 130.5 | 103.9 |
| 2013-2014 | 24.0 | 21.9 | 146.0 | 116.0 | 0.0 | 0.0 | 170.0 | 138.0 |

Table 3-A: First-Time Freshman Graduation Rates for Majors

Headcount

| | Initial Cohort | Graduated 3 yrs or less in major | Graduated 3 yrs or less in other major | Graduated 4 yrs or less in major | Graduated 4 yrs or less in other major | Graduated 5 yrs or less in major | Graduated 5 yrs or less in other major | Graduated 6 yrs or less in major | Graduated 6 yrs or less in other major | Total graduated in 6 yrs or less | % Graduated 6 yrs or less | Graduated in 6 yrs or less or enrolled fall yr 7 in major | Graduated in 6 yrs or less or enrolled fall yr 7 in other major |
|-----------|----------------|----------------------------------|--|----------------------------------|--|----------------------------------|--|----------------------------------|--|----------------------------------|---------------------------|---|---|
| Fall 2002 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 33.3% | 1 | 0 |
| Fall 2003 | 8 | 0 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 6 | 75.0% | 3 | 3 |
| Fall 2004 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 33.3% | 0 | 1 |
| Fall 2005 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 100.0% | 1 | 0 |
| Fall 2006 | 5 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 3 | 3 | 60.0% | 0 | 4 |
| Fall 2007 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 3 | 3 | 100.0% | 0 | 3 |
| Fall 2008 | 6 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 2 | 3 | 50.0% | 1 | 2 |
| Fall 2009 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | | | | | | |
| Fall 2010 | 6 | 0 | 0 | 1 | 1 | | | | | | | | |

| | Initial Cohort | % Graduated 3 yrs or less in major | % Graduated in 3 yrs or less in other major | % Graduated in 4 yrs or less in major | % Graduated in 4 yrs or less in other major | % Graduated in 5 yrs or less in major | % Graduated in 5 yrs or less in other major | % Graduated in 6 yrs or less in major | % Graduated in 6 yrs or less in other major | Total graduated in 6 yrs or less | % Graduated in 6 yrs or less | % Graduated in 6 yrs or less or enrolled fall yr 7 in major | % Graduated in 6 yrs or less or enrolled fall yr7 in other major |
|-----------|----------------|------------------------------------|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|---|----------------------------------|------------------------------|---|--|
| Fall 2002 | 3 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 33.3% | 0.0% | 1 | 33.3% | 33.3% | 0.0% |
| Fall 2003 | 8 | 0.0% | 12.5% | 12.5% | 12.5% | 25.0% | 25.0% | 37.5% | 37.5% | 6 | 75.0% | 37.5% | 37.5% |
| Fall 2004 | 3 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 33.3% | 0.0% | 33.3% | 1 | 33.3% | 0.0% | 33.3% |
| Fall 2005 | 1 | 0.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% | 1 | 100.0% | 100.0% | 0.0% |
| Fall 2006 | 5 | 0.0% | 0.0% | 0.0% | 40.0% | 0.0% | 40.0% | 0.0% | 60.0% | 3 | 60.0% | 0.0% | 80.0% |
| Fall 2007 | 3 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 66.7% | 0.0% | 100.0% | 3 | 100.0% | 0.0% | 100.0% |
| Fall 2008 | 6 | 0.0% | 0.0% | 0.0% | 16.7% | 0.0% | 33.3% | 16.7% | 33.3% | 3 | 50.0% | 16.7% | 33.3% |
| Fall 2009 | 2 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | | | | | | |
| Fall 2010 | 6 | 0.0% | 0.0% | 16.7% | 16.7% | | | | | | | | |

Table 3-B. Transfer Student Graduation Rates for Majors

**New Upper
Division Transfers**

Headcount

| | Initial Cohort | Graduated 1 yr or less in other major | Graduated 1 yr or less in other major | Graduated 2 yrs or less in other major | Graduated 3 yrs or less in other major | Graduated 3 yrs or less in other major | Graduated 4 yrs or less in other major | Graduated 4 yrs or less in other major | Graduated 5 yrs or less in other major | Graduated in 5 yrs or less in other major | Graduated in 6 yrs or less in other major | Total graduate d in 6 yrs or less | % Graduated 6 yrs or less | enrolled fall yr 7 in other major | Graduated in 6 yrs or less or enrolled fall yr 7 in other major | | |
|-----------|----------------|---------------------------------------|---------------------------------------|--|--|--|--|--|--|---|---|-----------------------------------|---------------------------|-----------------------------------|---|----|---|
| Fall 2002 | 20 | 1 | 0 | 8 | 0 | 13 | 1 | 14 | 2 | 14 | 2 | 14 | 2 | 16 | 80.0% | 14 | 2 |
| Fall 2003 | 12 | 1 | 0 | 7 | 1 | 9 | 1 | 9 | 1 | 9 | 2 | 9 | 2 | 11 | 91.7% | 9 | 2 |
| Fall 2004 | 10 | 0 | 0 | 4 | 1 | 5 | 3 | 6 | 3 | 6 | 3 | 6 | 3 | 9 | 90.0% | 6 | 3 |
| Fall 2005 | 20 | 0 | 0 | 7 | 2 | 11 | 2 | 11 | 2 | 12 | 2 | 12 | 2 | 14 | 70.0% | 12 | 2 |
| Fall 2006 | 25 | 0 | 0 | 11 | 1 | 15 | 1 | 16 | 1 | 16 | 1 | 16 | 1 | 17 | 68.0% | 16 | 1 |
| Fall 2007 | 24 | 0 | 0 | 12 | 1 | 19 | 1 | 19 | 1 | 21 | 1 | 21 | 1 | 22 | 91.7% | 21 | 1 |
| Fall 2008 | 12 | 0 | 0 | 2 | 0 | 6 | 0 | 6 | 0 | 6 | 1 | 6 | 1 | 7 | 58.3% | 6 | 1 |
| Fall 2009 | 23 | 0 | 0 | 5 | 0 | 12 | 1 | 13 | 4 | 13 | 4 | | | | | | |

| | | | | | | | | | |
|-----------|----|---|---|----|---|----|---|---|---|
| Fall 2010 | 16 | 0 | 0 | 7 | 0 | 9 | 1 | 9 | 1 |
| Fall 2011 | 20 | 0 | 0 | 7 | 0 | 15 | 0 | | |
| Fall 2012 | 28 | 0 | 0 | 12 | 1 | | | | |

Perc
ent

| | Initial Cohort | % Graduated in 1 yrs or less in other major | % Graduated in 2 yrs or less in other major | % Graduated in 3 yrs or less in other major | % Graduated in 4 yrs or less in other major | % Graduated in 5 yrs or less in other major | % Graduated in 6 yrs or less in other major | % Graduated in 7 yrs or less in other major | % Graduated in 6 yrs or less or enrolled fall yr7 in other major |
|-----------|----------------|---|---|---|---|---|---|---|--|
| Fall 2002 | 20 | 5.0% | 0.0% | 40.0% | 0.0% | 65.0% | 5.0% | 70.0% | 10.0% |
| Fall 2003 | 12 | 8.3% | 0.0% | 58.3% | 8.3% | 75.0% | 8.3% | 75.0% | 16.7% |
| Fall 2004 | 10 | 0.0% | 0.0% | 40.0% | 10.0% | 50.0% | 30.0% | 60.0% | 30.0% |
| Fall 2005 | 20 | 0.0% | 0.0% | 35.0% | 10.0% | 55.0% | 10.0% | 60.0% | 10.0% |
| Fall 2006 | 25 | 0.0% | 0.0% | 44.0% | 60.0% | 64.0% | 64.0% | 64.0% | 68.0% |
| Fall | 24 | 0.0% | 0.0% | 50.0% | 4.2% | 79.2% | 4.2% | 79.2% | 4.2% |

| | | | | | | | | | | | | | | | | | |
|------|----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---|------|
| 2007 | | | | % | | % | | % | | % | | % | | % | % | | |
| Fall | | | | 16.7 | | 50.0 | | 50.0 | | 50.0 | | 50.0 | | 58.3 | 50.0 | | |
| 2008 | 12 | 0.0% | 0.0% | % | 0.0% | % | 0.0% | % | 0.0% | % | 8.3% | % | 8.3% | 7 | % | % | 8.3% |
| Fall | | | | 21.7 | | 52.2 | | 56.5 | 17.4 | 56.5 | 17.4 | | | | | | |
| 2009 | 23 | 0.0% | 0.0% | % | 0.0% | % | 4.3% | % | % | % | % | | | | | | |
| Fall | | | | 43.8 | | 56.3 | | 56.3 | | | | | | | | | |
| 2010 | 16 | 0.0% | 0.0% | % | 0.0% | % | 6.3% | % | 6.3% | | | | | | | | |
| Fall | | | | 35.0 | | 75.0 | | | | | | | | | | | |
| 2011 | 20 | 0.0% | 0.0% | % | 0.0% | % | 0.0% | | | | | | | | | | |
| Fall | | | | 42.9 | | | | | | | | | | | | | |
| 2012 | 28 | 0.0% | 0.0% | % | 3.6% | | | | | | | | | | | | |

Table 4. Degrees Awarded

| | Bachelor's | Master's |
|------------------|-------------------|-----------------|
| 2004-2005 | 47 | 17 |
| 2005-2006 | 44 | 10 |
| 2006-2007 | 36 | 18 |
| 2007-2008 | 49 | 9 |
| 2008-2009 | 69 | 24 |
| 2009-2010 | 52 | 11 |
| 2010-2011 | 48 | 16 |
| 2011-2012 | 54 | 16 |
| 2012-2013 | 63 | 15 |
| 2013-2014 | 47 | 12 |

APPENDIX II. GRADUATE DEGREE PROGRAMS

Table 5. Graduate Program Applications, Admissions, and Enrollments

| Academic Year | Applied | Admitted | % Admitted | Enrolled | % Enrolled |
|----------------------|----------------|-----------------|-----------------------|-----------------|-----------------------|
| 2007-2008 | 42 | 26 | 62% | 17 | 65% |
| 2008-2009 | 46 | 26 | 57% | 21 | 81% |
| 2009-2010 | 36 | 25 | 69% | 18 | 72% |
| 2010-2011 | 49 | 24 | 49% | 19 | 79% |
| 2011-2012 | 58 | 35 | 60% | 25 | 71% |
| 2012-2013 | 36 | 20 | 56% | 13 | 65% |
| 2013-2014 | 44 | 17 | 39% | 13 | 76% |
| 2014-2015 | 32 | 18 | 56% | 12 | 67% |

Table 6-A. Graduate Program Enrollment in FTES

| GRAD AY FTES | |
|---------------------|------|
| 2006-07 | 48.9 |
| 2007-08 | 46.8 |
| 2008-09 | 54.8 |
| 2009-10 | 48.8 |
| 2010-11 | 42.5 |
| 2011-12 | 49.6 |
| 2012-13 | 44.6 |
| 2013-14 | 40.6 |

Table 6-B. Graduate Program Enrollment in Headcount

| | Master's | | Doctorate | | Graduate Total | |
|-----------|----------------------|---------|----------------------|---------|----------------------|---------|
| | Annualized Headcount | AY FTES | Annualized Headcount | AY FTES | Annualized Headcount | AY FTES |
| 2006-2007 | 112.5 | 67.0 | --- | --- | 113.5 | 67.0 |
| 2007-2008 | 103.5 | 62.1 | --- | --- | 104.0 | 62.1 |
| 2008-2009 | 118.0 | 70.1 | --- | --- | 118.0 | 70.1 |
| 2009-2010 | 112.0 | 66.6 | --- | --- | 112.0 | 66.6 |
| 2010-2011 | 106.5 | 61.4 | --- | --- | 106.5 | 61.4 |
| 2011-2012 | 108.0 | 65.0 | --- | --- | 108.0 | 65.0 |
| 2012-2013 | 114.0 | 66.6 | --- | --- | 114.0 | 66.6 |
| 2013-2014 | 96.5 | 59.4 | --- | --- | 96.5 | 59.4 |

Table 7. Graduate Student Graduation Rates

| | Initial Cohort | % Graduated in 1 yr or less | % Graduated in 2 yrs or less | % Graduated in 3 yrs or less | % Graduated in 4 yrs or less | % Graduated in 5 yrs or less | % Graduated in 6 yrs or less | % Graduated in 7 yrs or less | % Graduated in 8 yrs or less | % Graduated in 9 yrs or less | % Graduated in 10 yrs or less | % Graduated in 11 yrs or less | Total grad uate d in 6 yrs or less | % Grad uated in 6 yrs or less | % Grad uated in 6 yrs or less | % Grad uated in 6 yrs or less |
|-----------|----------------|-----------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Fall 2002 | 18 | 0.0% | 0.0% | 33.3% | 0.0% | 66.7% | 0.0% | 72.2% | 0.0% | 88.9% | 0.0% | 88.9% | 16 | 88.9% | 88.9% | 0.0% |
| Fall 2003 | 10 | 0.0% | 0.0% | 20.0% | 0.0% | 40.0% | 0.0% | 50.0% | 0.0% | 50.0% | 0.0% | 50.0% | 5 | 50.0% | 60.0% | 0.0% |
| Fall 2004 | 8 | 0.0% | 0.0% | 25.0% | 0.0% | 50.0% | 0.0% | 62.5% | 0.0% | 62.5% | 0.0% | 75.0% | 6 | 75.0% | 75.0% | 0.0% |
| Fall 2005 | 14 | 0.0% | 0.0% | 21.4% | 0.0% | 35.7% | 0.0% | 42.9% | 0.0% | 42.9% | 0.0% | 42.9% | 6 | 42.9% | 42.9% | 0.0% |
| Fall 2006 | 12 | 0.0% | 0.0% | 16.7% | 0.0% | 41.7% | 0.0% | 41.7% | 0.0% | 50.0% | 0.0% | 58.3% | 7 | 58.3% | 58.3% | 0.0% |
| Fall 2007 | 10 | 0.0% | 0.0% | 40.0% | 0.0% | 60.0% | 0.0% | 60.0% | 0.0% | 60.0% | 0.0% | 60.0% | 6 | 60.0% | 60.0% | 0.0% |
| Fall 2008 | 17 | 0.0% | 0.0% | 23.5% | 0.0% | 41.2% | 0.0% | 52.9% | 0.0% | 52.9% | 0.0% | 52.9% | 9 | 52.9% | 52.9% | 0.0% |
| Fall 2009 | 18 | 0.0% | 0.0% | 50.0% | 0.0% | 77.8% | 0.0% | 77.8% | 0.0% | 77.8% | 0.0% | | | | | |
| Fall 2010 | 13 | 0.0% | 0.0% | 38.5% | 0.0% | 76.9% | 0.0% | 84.6% | 0.0% | | 0.0% | | | | | |
| Fall | 18 | 0.0% | 0.0% | 38.9% | 0.0% | 61.1% | 0.0% | | | | | | | | | |

| | | | | | |
|------|----|------|------|------|------|
| 2011 | | | | % | % |
| Fall | | | | 23.1 | |
| 2012 | 13 | 7.7% | 0.0% | % | 0.0% |

Table 8. Master's Degrees Awarded

| | Master's |
|------------------|-----------------|
| 2004-2005 | 52 |
| 2005-2006 | 33 |
| 2006-2007 | 41 |
| 2007-2008 | 37 |
| 2008-2009 | 47 |
| 2009-2010 | 40 |
| 2010-2011 | 48 |
| 2011-2012 | 32 |
| 2012-2013 | 42 |
| 2013-2014 | 37 |

APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT

Plan for Documentation of Academic Achievement (Assessment of Student Learning)

Department/Program: Communication Theory and Process

Date Spring, 2015

P = Planning E = Emerging D = Developed HD = Highly Developed

| | Achievement Plan Component | P | E | D | HD | Comments/Details |
|------------|---|----------|----------|----------|-----------|---|
| I | Mission Statement | | | | | |
| | a. Provide a concise and coherent statement of the goals and purposes of the department/program | | | | X | |
| | b. Provide a comprehensive framework for student learning outcomes | | | | X | |
| | c. Describe department/program assessment structure, e.g. committee, coordinator | | | | X | Assessment conducted as resources allow |
| | | | | | | |
| II | Student Learning Goals | | | | | |
| | a. Identify and describe knowledge, skills, or values expected of graduates | | | | X | |
| | b. Consistent with mission | | | | X | |
| | c. Provide the foundation for more detailed descriptions of learning outcomes | | | | X | |
| | | | | | | |
| III | Student Learning Outcomes | | | | | |
| | a. Aligned with learning goals | | | | X | |
| | b. Use action verbs that describe knowledge, skills, or values students should develop | | | | X | |
| | c. Specify performance, competencies, or behaviors that are observable and measurable | | | | X | |
| | | | | | | |
| IV | Assessment Strategies | | | | | |
| | a. Use specific multiple measures for assessment of learning outcomes other than grades | | | | X | This requirement is not in compliance with UPS 300.022 which defines assessment in a way that clearly includes grades and has no explicit exclusion |
| | b. Use direct measures of student learning outcomes | | | | X | |

| | | | | | |
|----------|---|--|---|---|---|
| | c. Indirect measures may also be used but along with direct measures | | X | | |
| | d. Measures are aligned with goals/ learning outcomes | | | X | |
| | e. Each goal/ outcome is measured | | | X | |
| | | | | | |
| V | Utilization for Improvement | | | | |
| | a. Identify who interprets the evidence and detail the established process | | | X | |
| | b. How are findings utilized? Provide examples | | X | | We have not yet had an opportunity to collect and analyze the data as a result of the formal assessment process |
| | c. Attach a timeline for the assessment of each department/program learning outcome | | | X | We will assess one learning outcome each year as resources allow |

APPENDIX IV. FACULTY RESOURCES

| YEAR | Tenured | Tenure Track | Sabbaticals | FERP at 0.5 | Lecturers | FTEF Allocation | FTES Target | Actual FTES | Budget SFR |
|-----------|---------|--------------|-------------|-------------|-----------|-----------------|-------------|-------------|------------|
| 2004-2005 | 14 | 3 | | 4 | 2 | 27.8 | 640 | 639.6 | 23.0 |
| 2005-2006 | 14 | 4 | | 3 | 2 | 31.5 | 721 | 716.9 | 22.9 |
| 2006-2007 | 14 | 5 | | 2 | 3 | 32 | 733 | 736.9 | 22.9 |
| 2007-2008 | 13 | 5 | | 2 | 4 | 33.8 | 778 | 777.6 | 23.0 |
| 2008-2009 | 16 | 2 | | 2 | 3 | 37.6 | 862 | 861.7 | 22.9 |
| 2009-2010 | 16 | 5 | | 0 | 2 | 34 | 796 | 813.4 | 23.4 |
| 2010-2011 | 17 | 5 | | 0 | 3 | 36.5 | 832 | 831.8 | 22.8 |
| 2011-2012 | 17 | 4 | | 0 | 2 | 38.8 | 877 | 876.7 | 22.6 |
| 2012-2013 | 17 | 5 | | 0 | 3 | 40.8 | 939 | 939.3 | 23.0 |
| 2013-2014 | 17 | 4 | | 1 | 4 | | | | |

APPENDIX V. RESOURCES

Table 10. All Departmental Resources

| Year | State support ⁴ | FTE from apx 2a | State support/FTE | Grants |
|---------|----------------------------|-----------------|-------------------|-----------|
| 2013-14 | 1,922,012 | 882.6 | n/a | \$25,000 |
| 2012-13 | 2,760,336 | 923.3 | 2989.642 | \$131,297 |
| 2011-12 | 2,775,735 | 876.7 | 3166.117 | \$85,400 |
| 2010-11 | 2,687,992 | 831.8 | 3231.536 | |
| 2009-10 | 2,500,960 | 813.4 | 3074.699 | |
| 2008-09 | 2,839,909 | 861.7 | 3295.705 | |

⁴ http://finance.fullerton.edu/documents/budget/budgetreports/fy_13-14/FY13-14GFBudgetBook.pdf

APPENDIX VI. LONG-TERM PLANNING

- 1) We will work closely with scheduling, General Education, and budget offices and committees to better communicate our needs and challenges and obtain more timely information about campus-wide decisions that impact GE-driven departments. We will work with advising entities to ensure that community college graduates with a “Communication Studies” AA degree are directed to our area and not the department of Communications.
- 2) We seek to maintain an FTES figure proportional to overall campus enrollment.
- 3) We seek to maximize graduation rates, retention rates, and cross-ethnic success equity within the limits of our curriculum, the demand for rigor, and once the funding formulas associated with those outcomes are specified.
- 4) We seek to have at least 2 scholarly publications and 3 additional conference presentations from tenure-track faculty per year.
- 5) We seek to have area tenure-track faculty serve on a total of 2 university-level committees per year.
- 6) We will continue to pursue a re-naming of the college departments that reduces institutional and student confusion.
- 7) We will implement our assessment plan as resources allow. The assessment plan operationally defines student academic achievement and the marks of a successful graduate.

APPENDIX VII. FACULTY CURRICULUM VITAE