INSTRUCTIONAL PROGRAM REVIEW - COMMUNICATION FIELD OF STUDY

Questions regarding forms, calendars & due dates should be addressed to the I.E. Department.

PROGRAM STATUS

1. Describe how the program supports:

    a. The college mission and core values. **The courses offered within the Communication Program (CP) develop students' communication skills and knowledge. The program is rigorous and challenges students' preconceived notions about the field, while enhancing students' understanding of communication theory. Students must work hard and maintain integrity in order to succeed in the program; this strengthens their character as well. Learning—in the CP, students learn theory and critical thinking skills related to the field. Service and Involvement—CP students are encouraged to be involved in the community beyond the college, for example, ESL helpers; in addition, several full time faculty members are directly involved with service learning and currently teach courses with service learning projects. Creativity and Innovation—the nature of the field of CP engenders creativity and innovation, as students learn through group projects, narrative, and experiential activities. Academic Excellence—the CP is rigorous. Students must master the material in order to pass the courses. Dignity and Respect—coursework within the CP addresses diversity and the importance of considering a myriad of perspectives. Integrity—due to the nature of the CP, copyright issues receive special attention. Plagiarizing and other forms of cheating are not tolerated. Students learn that integrity is necessary, not only from a moral or ethical standpoint, but from a practical standpoint as well. Increased use in social media technology lends itself to the discussion of integrity in all messages.**

    b. The college strategic plan. **Strategic Goals 2012-2016:**

    > **1. Improve academic success by implementing strategies for completion: The CP has increased course offerings in particular in Business and Professional communication. Speech communication courses are being offered in many modalities, allowing flexibility in scheduling for students and assisting them in reaching the goal of successfully completing a program at Collin.**

    > **2. Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workforce opportunities: The CP keeps pace with societal and workplace changes related to speech communication delivery and technology. Classes are being offered in many formats: hybrid and online in addition to dual credit and face to face. Students now learn technology in recording and uploading speeches that was not being used a few short years ago. In response to changing student needs and improved technology, the Communications Program is offering more classes online. In 2009, the program offered 16 online courses. By 2012, the program was offering 29 online courses.**

3. Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values:

- Learning: Communications Program faculty work to address students' different learning styles and needs. The faculty members accomplish this through the creation of engaging experiential exercises, exchange of ideas, and adoption of novel ways of teaching such as online and blended course formats.

- Service and Involvement: Faculty in the Speech Communication Department (Communications Program) incorporate service learning projects into their classes, volunteer in the community, and serve as advisors to student organizations.

- Creativity and Innovation: The Speech Communication Department holds departmental workshops designed to facilitate creativity and innovation. Faculty members share teaching ideas, brainstorm ways to improve teaching, and discuss effective strategies for using new technologies.

- Academic Excellence: Students who take SPCH or COMM courses are expected to meet high academic standards. The department conducts self-evaluation studies every year to evaluate student learning and make sure students are learning what they should be learning in Speech Communication courses.

- Dignity and Respect: Members of the Speech Communication Department treat students and colleagues with respect, and expect their students to behave with dignity and respect for others. The subject matter covered in SPCH classes (relationship communication, intercultural communication, etc.) especially lends itself to this value.

- Integrity: SPCH and COMM professors impress upon their students the importance of integrity. Integrity is the subject of multiple class discussions, not just in terms of class behavior, but in terms of behavior in the world outside of the classroom.

4. Enhance the College's presence in the community by increasing awareness, cultivating relationships, building partnerships, and developing resources to respond to current and future needs. **Many of the full time speech communication faculty are engaged in service learning and, therefore, have community partners. Through the volunteering and service of these students and faculty, awareness of the college is raised within the community. Speech Communication faculty also work to increase awareness of the college by regularly judging Speech Tournaments and working with local high school speech and debate programs.**

2. How does the program conform to THECB requirements?

- *Attach all course syllabi with SCANS included* **Not Applicable**
- *Average 5 completers per year* **Yes**— According to IR Data FY2008 through FY2012: 2008 had 8 completers (students awarded Field of Study, Certificate and/or Degrees in Comm); 2009 had 10; 2010 had 8; 2011 had 72; and 2012 had 29. See attached PDF document: "FY 2013 Program Review-Banner Completions by Major-FY-Level."
- *Evidence of demand for program graduates* **Not Applicable**

- *% of graduates securing employment in the field* **Not Applicable**
- *Average# of months to employment* **Not Applicable**
- *Licensure pass rate if applicable. For any pass rate below state standard, attach plan for raising pass rate* **Not Applicable**

For each item that applies to the program under review, provide the data. If the item does not meet required thresholds/benchmarks, provide an explanation and the plan for improvement

    a. List any program requirements from the THECB. **Historically, the Texas Higher Education Coordinating Board has required that we adhere to course titling and course descriptions under the THECB.**

    b. Describe how they are met. **With the exception of one course – SPCH 1321 Business and Professional Speaking (the state now titles it Business and Professional Communication, a change we sought years ago and a change we should make for Fall 2013) – our web and print collateral reflect the current state language.**

3. How does the program conform to federal requirements?

- *Gainful Employment data* **Not applicable**

For each item that applies to the program under review, provide the data. If the item does not meet required thresholds/benchmarks, provide an explanation and the plan for improvement

    a. List any federal requirements for the program. **Not applicable**

    b. Describe how they are met. **Not applicable**

4. List all program literature (course descriptions, degree plans, catalog entries, etc.) and provide last date updated. All program literature must be reviewed and updated no earlier than three months prior to the program review due date.

    Caveat: THECB has mandated SLOs for SPCH 1311, 1315, 1321, and 1318 that we recognize, will integrate, and that will go into effect in Fall 2013. We will keep additional Collin-specific SLOs that we believe add a depth and value to course expectations that we do not believe the state SLOs achieve. Additionally, THECB has mandated title changes for SPCH 1311, to now be titled "Introduction to Speech Communication," and for SPCH 1321, to now be titled "Business and Professional Communication." These will also go into effect Fall 2013. The information currently on our program literature does not yet reflect these changes so that we may are in compliance with state-mandated language.

Title	Type	Last Updated
"Communication Field of Study"	Webpage	January 15, 2013
"2012-2013 Collin College"	Web publication	January 15, 2013
"Communication Studies Website"	Website	January 15, 2013

5. Transferability analysis for instructional programs.

Program	Modifications	Exceptions	University(ies) Accepting as Transfer
SPCH 1311 SPCH 1315 SPCH 1318 SPCH 1321			All public colleges and universities in the state of TX will accept these courses. The courses are covered by the Texas Common Course Numbering System (TCCNS).

6. List all university/business and industry partnerships and describe them.

University/Business & Industry	Partnership Type	Special Requirements
Local television and radio stations, print media, and advertising/pr agencies	Co-operative Work Experience "internships"	Students must have previous experience in areas specified by job description and/or completed coursework in the given area prior to a work experience contract.
Audiobook	Students audition for and receive critique from audiobook director/producers. Most recently: Raymond Scully with Blackstone Audio and Bee audio.	Students must be currently in or have completed COMM 2331, Radio and TV Announcing
Television, Radio, Advertising,Publishing	Students submit sample work and receive critique from ad agency creative directors, television producers, development executives/showrunners, or literary critics, agents, and	Students must be in COMM 2300, Media Literacy, or COMM 2339, Writing for Radio/TV/Film

	editors. Most recently: Devon Thomas Treadwell, Polliwog Agency; Melissa Schultz, literary agent; Hallie Ephron, critic for the *Boston Globe,* and acquisitions/development personnel from CBS and TNT.	

7. Complete and attach Facilities and Resources template (page 5).
8. Summarize recommendations from and for program advisory committees, list meetings and attach minutes. **Not Applicable**

Advisory Committee Meeting Date	Attach Minutes
Not Applicable	Not Applicable

INSTITUTIONAL RESEARCH DATA
Unduplicated, actual, annual enrollment data;
Definitions of data elements can be found on CougarWeb under Teaching & Learning/Program Review/Institutional Research Files for Program Review

- Program Enrollment (Pending programming by Administrative Programming Services)
  Data from records available on Banner:
  - Number of students enrolled in 2009: 4763
  - Number of students enrolled in 2010: 5700
  - Number of students enrolled in 2011: 6402
  - Number of students enrolled in 2012: 6550
  - Number of students enrolled in Spring 2013: 2804

- Program Completions **According to Collin IR Data FY2008 through FY2012: 2008 had 8 completers (students awarded Field of Study, Certificate and/or Degrees in Comm); 2009 had 10; 2010 had 8; 2011 had 72; and 2012 had 29. See attached PDF document: "FY 2013 Program Reviews—Banner Completions by Major—FY—Level."**
- Employment of Program Students **According to Collin IR Data FY2009: 6 Communication Studies/Speech Communication and Rhetoric Associates were gainfully employed; According to Collin IR Data FY2011: 6 Communication Studies/Speech Communication and Rhetoric Associates were gainfully employed.**

See attached EXCEL document: "THECB Gainful Employment Placement Rates 2009-2011 Credit."

- Student/Faculty Ratios (Pending programming by Administrative Programming Services) *Data from records available on Banner:*
  - Student/Faculty Ratio overall, department-wide in 2009: 119:1
  - Student/Faculty Ratio overall, department-wide in 2010: 133:1
  - Student/Faculty Ratio overall, department-wide in 2011: 149:1
  - Student/Faculty Ratio overall, department-wide in 20 12: 168:1
  - Student/Faculty Ratio overall, department-wide in Spring 2013: 88:1
- Average Class Size (Pending programming by Administrative Programming Services)
- Grade Distributions (Pending programming by Administrative Programming Services)
- Contact Hours Taught by Full-Time and Part-Time Faculty
  - Contact Hours Taught by FT Faculty 2009: 405
  - Contact Hours Taught by PT Faculty 2009: 339
  - Contact Hours Taught by FT Faculty 2010: 471
  - Contact Hours Taught by PT Faculty 2010: 354
  - Contact Hours Taught by FT Faculty 2011: 525
  - Contact Hours Taught by PT Faculty 2011: 315
  - Contact Hours Taught by FT Faculty 2012: 540
  - Contact Hours Taught by PT Faculty 2012: 276
  - Contact Hours Taught by FT Faculty Spring 2013: 231
  - Contact Hours Taught by PT Faculty Spring 2013: 120
- Student Satisfaction According to the Noel-Levitz Student Satisfaction Inventory 2008-2012, our students are fairly satisfied with the quality of instruction (our focus) at Collin College. After comparing results from 2008, 2010, and 2012 (the years for which surveys are available), we found that students' satisfaction with the quality of instruction has increased; whereas our numbers were often lower than the aggregate results for national community colleges in 2008 and 2010, they are mostly higher in 2012. For example, according to the most recent, 2012 survey, Collin students feel faculty care about them as individuals, are understanding of students' unique life circumstances, are fair and unbiased in the treatment of individual students, take into consideration student differences as they teach a course, provide timely feedback about the students' progress in a course, show interest in the students' academic problems, and are knowledgeable in their field. Also on the positive side, as compared to students at other community colleges, Collin students believe that there is a good variety of courses provided, that our classes are scheduled at times convenient to them, and that nearly all the classes deal with practical experiences and applications. However, one area we saw still requires improvement on the part of faculty regards notifying students early in the term if they are doing poorly in the class—on this area we scored below the national community college average albeit not nearly as low as in 2010 and, especially, 2008. See attached PDF document: "Noel Levitz Student Satisfaction Inventory 2012 Executive Report" for a summary of these findings.

- Employer Satisfaction **According to Collin IR Data summarizing employer satisfaction with all Collin College graduates, "Employers appeared to be largely satisfied with the performance of Collin College graduates in all areas. Students were perceived as performing best in understanding written instructions and cooperating with others. Areas of greatest weakness were problem solving and technical competence." See attached PDF document: "Fall 2009 Employer Feedback Summary Survey."**
- Licensure/Certification Pass Rates **Not Applicable**
- Cost Per Completer (not yet defined)

PROGRAM DEVELOPMENT SINCE LAST PROGRAM REVIEW

1. Summarize assessment activities and actions taken in response since last program review.

The Communication Studies Department has participated in the core course assessment that began in 2006, college-wide. We have yearly assessed SPCH 1311 and SPCH 1315 using a matrix-driven assessment rubric. SLOs are tied to specific assignments and measurements, and student success is evaluated using a standard model: >70% pass. After each assessment period, the department as a group reviewed student achievement and determined which student learning objectives had weaker performance outcomes. We then focused on developing and promoting improvement strategies for those objectives across all sections of those courses.

In the six years of that study protocol, we learned that:
a) Any SLO is subject to lower performance success if a written exam is the chosen measurement instrument. Our students seem to routinely struggle with concepts on tests, even when they may demonstrate and apply those concepts successfully in presentations or other assignments. *We have recommended enhanced exam review, sample questions that preview testing style, and seminars on study and test strategy, and we have seen increased success when those strategies were used.*
b) Cross-cultural communication is often a subject area of both courses that needs to be reinforced and taught in a variety of ways in order to improve student understanding and applied judgment in interviews, conflict scenarios, and speeches. We looked carefully at these SLOs, the way we were teaching and measuring this information, and the nature of student responses to determine if students simply did not see the value in cross-cultural communication training or if it were too minimally addressed for students to be successful or interested in being successful with that information. *A tentative conclusion is that cross-cultural communication may be too often a content afterthought, and that the demonstrated weakness we repeatedly saw reflected test questions over something not deeply address in the classroom. Through GIFTS (Great Ideas for Teaching Speech) seminars in 2008-2011, the department has shared teaching activities with full- and part-time faculty alike, many targeting cross-cultural and co-cultural communicaton.*

Additionally, SPCH 1311 was included as part of the Core Objective Assessment Team's pilot program evaluating the state-mandated oral communication competency. Results of that assessment are copied below:

Oral Communication Table 4: Oral Communication Summary Oral Communication Criteria	Met Expectations	Exceeded Expectations	Total
Verbal and Physical delivery	82%	14%	96%
Content	67%	33%	100%
Sources and Evidence	66%	27%	93%
Organization	68%	29%	97%
Audience	-		-

Goal: 70% of students assessed will rate a 3 (on a scale of 1-4) or higher for each criterion

Result: Goal per criterion met

2. Describe any continuous improvement activity if different from assessment (see attached Word document—"Continuous Improvement Plan Documentation Form")
- Inter-Rater Reliability Issues
  - o Early in the pilot process, many concerns were voiced regarding the assessment of SPCH1311. Violating FERPA constituted the majority of concerns. After investigating the speech assessment process at other colleges, COAT decided to have speech professors use the COAT rubric to turn into COAT as the artifact. Two problems arose during the pilot of this process: 1) speech professors were not trained on the rubric to insure inter-rater reliability and 2) the pilot didn't include a large enough number of sections to ensure reliability. The final criterion on the rubric, "audience" had to be eliminated because 50 of the 111 artifacts left this criterion blank.
- Rubric Clean-up
  - o According to the speech faculty members of COAT, the rubric had several issues. COAT has completed a major revision of the Oral Communication Rubric.
- Committee actions and suggestions
  - o COAT through the discipline leads, the Faculty Council Teaching and Learning Committee, Chairs and the Deans, will convey that although we met our goal for the criterion "Sources and Evidence," this area will be targeted for improvement. Improvements will occur as follows:
    - COAT made the recommendation to improve the instrument used to assess Oral Communication. Also, for future assessment cycles, all speech professors that are part of the assessment will be required to participate in the inter-rater reliability process.

In Spring 2012, Communication Studies also began the ongoing assessment protocol that evaluates courses program-wide in rotation, examining each course's contribution to the program-wide competencies created in Spring 2011.

The program-wide competencies, resident in each course Communication Studies offers, are:

1. *Evaluate* communication artifacts against a field-appropriate set of standards and *construct* a competent critique.
2. *Demonstrate* effective collaboration skills in small group interaction.
3. *Apply* the communication model to relevant communication situations and *analyze* vulnerabilities in those contexts.
4. *Create* a presentation appropriate to the communication context and *deliver* it within field-appropriate standards.

COMM 2301 and COMM 2300 were assessed in Spring 2013, using an institution-provided rubric, and a majority of students in both courses successfully met the achievement criteria on assignments/measures relevant to the program-wide objectives. SPCH 1318 and COMM 2339 are in assessment Spring 2013, and in academic year 2013-2014, SPCH 1321 and COMM 2332 will take focus.

We have learned from the initial study in the first academic year that achieving congruent types of learning between online and traditional courses is a challenge for us, particularly with regard to group interaction and presentation. While technology and software have advanced enough to make some activities possible in ways they would not have been six years ago, faculty teaching online courses must meet congruency challenges so that online students do not get watered-down versions of courses. *Department faculty teaching online are aware of this and have met independently to discuss concerns and strategies involving speeches and group presentations in online courses.*

The pilot evaluation of two courses does not give us enough information, at this time, to articulate a five-year plan. The contributions from the Spring 2013 assessment of COMM 2339 and SPCH 1318 will give us a fuller picture of where strengths and weaknesses in program competencies truly exist.

3. List program employees (full- time and part-time), their role, credentials, and professional development activity since last program review.

Please see attached Microsoft Excel Document—"Program Development 3 Faculty Version for Report"

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
See attached document			

PROGRAM PLANNING

1. Summarize expectations and plans for the next five years.

   Communication Studies has *broadened its array of offerings to include instruction in all modalities*—face-to-face, Express, blended online, and online—and has increased the number of sections offered in these modalities since the last program review. Where once one section of COMM 1307 and one section of SPCH 1311 were offered online in 2000, and a telecourse SPCH 1315 was offered some semesters in the same era, the department now offers multiple sections of SPCH 1311, 1315, COMM 1307, COMM 2301 and, coming in 2013, COMM 1335 in online formats during regular and summer semesters.

   We have also *added to our course inventory* and have *achieved successful enrollment for courses attempted in the 90s that struggled or failed to make*, SPCH 1318 (Interpersonal Communication) and COMM 2301 (Introduction to Technology and Human Communication). We have seen *successful increase of viable sections for SPCH 1321*, Business and Professional Speaking.

   While COMM 1335 (Survey of Radio and Television) has met with limited success when offered, sometimes making enrollment numbers, sometimes not, the course is currently in development as an online offering, and we believe it will be a success there. COMM 2301, Introduction to Technology and Human Communication, also initially struggled to make as a new course, but has strong enrollment as an intuitive online offering.

   We have *developed industry relationships that allow students to audition, submit sample media product, pitch, and receive feedback from professionals in network television, audio recording, journalism, film, and book publishing*. We have placed interns with television stations, radio stations and advertising agencies, and one on a network television show (*Gossip Girl*).

2. Provide the next Continuous Improvement Plan.

   We expect the program to grow. Where in 1993 we were a department offering only three different speech courses and one section of one mass media course, we have aggressively expanded course offerings in both the speech and mass communication areas. We believe significant improvement in available facilities would increase our viability and the number of students yearly completing either FOS or degree programs.

   The department plans to continue developing professional relationships to increase our competitive position in this discipline. Students in Communication Studies receive a level of professional exposure and critique unmatched at many Texas universities. We hope to broaden the array of academic/professional experiences available to our students in the media and general communication areas of our department.

PROGRAM REVIEW REPORT PATHWAY

Completed Program Review Reports will be evaluated by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program

Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development.

FACILITIES AND RESOURCES

FACILITIES

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.
B232 SCC		office		N	N	"Newsroom" has become a closet; need legitimate closet space to return newsroom to original and needed function
B233 SCC		classroom		N	N	Room size is acceptable for audio recording but does not have level of sound-proofing needed. Room size is too small for most television production. We need a larger, dedicated space isolated from main thoroughfares and appropriately sound-proofed, if possible

EQUIPMENT, SUPPLIES, MAINTENANCE/REPAIRS

List all equipment valued at $5,000 or more each

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
None over $5000 See below for inventory			See below for needed equipment

We do not have any equipment currently valued at $5000 or more, each.

The following equipment is operable and currently viable for use in the COMM course/production area. Projected five-year viability. All housed in B232, B233, SCC and used in COMM 2331, COMM 2332, COMM 2339

Audio:

- Blue Microphones Yeti USB Microphone by Blue Microphones
- Nady MPF-6 6-Inch Clamp On Microphone Pop Filter by Nady
- On Stage Stands 7701B Tripod Boom Microphone Stand by OnStage
- Musician's Gear Heavy-Duty Folding Music Stand, by Musician's Gear
- Mighty Bright XtraFlex Music Stand Light
- Portable sound booth for field assignments: The Porta-Booth Pro, Harlan Hogan Signature Series
- Zoom H4n 4-Channel Handy Recorder Bundle with Carrying Case, 16GB SD Card, Headphones, Mini Tripod, 3.5mm Cable, 1/8-Inch-to-RCA Cable, and 8 AA Batteries
- 6 x 7'4" x 7 "Silencer" Sound booth
- Dell Studio 1555 Pentium Laptop (note: laptop no longer supported by Dell; batteries no longer manufactured. This laptop can only be run w/connection to power outlet. No battery capability.)

For video recording:

- Canon VIXIA HF G10 Full HD Camcorder with HD CMOS Pro and 32GB Internal Flash
- Canon 2591B002 DM-100 Directional Stereo Microphone for HF/HG Series Camcorders (2)
- Canon SC2000 Soft Carrying Case for select Canon Camcorders (2)
- NEEWER® 160 LED CN-160 Dimmable Ultra High Power Panel Digital Camera / Camcorder Video Light, LED Light for Canon, Nikon, Pentax, Panasonic,SONY, Samsung and Olympus Digital SLR Cameras (2)
- Wasabi Power Battery and Charger Kit for Canon BP-110, CG-110, VIXIA HF R20, HF R21, HF R200 by WasabiPower, (2)
- Wall-mountable green screen (no mount)
- Two portable field lighting kits
- Two Cool-Lux studio fill lights
- Three Cool-Lux field lighting kits
- 1 field equipment transporter/dolly
- 2 VHS camcorders
- 1 VHS playback unit
- 1 Sony Television/DVD combo

The department does have additional outdated video/audio recording equipment ca. 2000 that is no longer viable due to lack of replacement parts, broken or defective support equipment without replacement parts, or lack of software support. We hope to review these grant-provided items and make recommendations to the college for their use elsewhere or sale as salvage.

FINANCIAL RESOURCES

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
Not applicable				

Banner Program Completion Awards by Program, Major Code, and CIP Code by Award Level and Fiscal Year for All Programs Undergoing Review in 2012-2013
Collin College
FY2008 through FY2012

Program	Major Code	Program Name	CIP Code	Marketable Skills Award 2008	2009	2010	2011	2012	Total	Field of Study Award 2008	2009	2010	2011	2012	Total	Certificate 2008	2009	2010	2011	2012	Total	Degree 2008	2009	2010	2011	2012	Total	All Award Levels Total Degree 2008	2009	2010	2011	2012	Total
Comm FoS	ADPR	Communications FoS-Advertising	090101									4	3	3	10				3	3	6			1		2	3	0	0	5	6	8	19
	CMMT	Communications FoS	090101							4	4		15	6	29				14	7	21		3		6	4	13	4	7	0	35	17	63
	MCOM	Commications FoS-Journalism	090101										5		5				5		5		2		1	2	5	0	2	0	11	2	15
	RDTV	Comm. FoS-Broadcast Jour.	090101							2		1	9	1	13				9	1	10	2	1	2	2		7	4	1	3	20	2	30
	Total									6	4	5	32	10	57	0	0	0	31	11	42	2	6	3	9	8	28	8	10	8	72	29	127
Animation	AGAA	3-D Animation/Game Art	100304													1		1	2	1	5		2	2	4	2	10	1	2	3	6	3	15
	AGAT	3-D Animation/Game Art	100304																2	2	4				4	1	5	0	0	0	6	3	9
	ANMN	Animation	500411		1		31	13	45																			0	1	0	31	13	45
	Total			0	1	0	31	13	45							1	0	1	4	3	9	0	2	2	8	3	15	1	3	3	43	19	69
Cisco Systems Networking	CCNA	Cisco Systems Networking	110901	40	44	4	64	77	229																			40	44	4	64	77	229
	CSCO	Cisco Systems Networking	110901													1					1	4	1	4	4	5	18	5	1	4	4	5	19
	CCNP	Adv. Cisco Sys. Networking	110901													1	1	1	2	2	7							1	1	1	2	2	7
	Total			40	44	4	64	77	229							2	1	1	2	2	8	4	1	4	4	5	18	46	46	9	70	84	255
Computer Networking	CNAS	Comp. Netwg. Tech. Adv. Software	110901													2	2	4	2	4	14							2	2	4	2	4	14
	ITNW	Computer Networking	110901																			3	4	8	3	7	25	3	4	8	3	7	25
	Total															2	2	4	2	4	14	3	4	8	3	7	25	5	6	12	5	11	39
LE Acad	CJLE	CE Law Enforcement Academy	430107													52	34	74	60	70	290							52	34	74	60	70	290
Fire Acad	FIRS	Basic Firefighter	430203													51	63	64	68	39	285	3	1	2	2	7	15	54	64	66	70	46	300
Surg Tech	SRGT	Surgical Technology	510909																			6	8	8	9	31		0	6	8	8	9	31
Business Mgt	BMCJ	Bus. Mgt.-Criminal Justice	520201														1			1	2	2					2	2	1	0	0	1	4
	CJAS	Criminal Justice Adm. Spec.	520201															1			1				1		1	0	0	0	1	1	2
	HDFS	Harley Davidson Financial	520201													4					4							4	0	0	0	0	4
	MDHR	Human Resources Management	520201													3	1	1	1	3	9							3	1	1	1	3	9
	MEDS	Mediation Specialization	520201													1	1				2							1	0	1	0	0	2
	BMGT	Business Management	520401													1	2	1	10	4	18	1	4	5	8	9	27	2	6	6	18	13	45
	Total															9	4	3	12	8	36	3	4	5	8	10	30	12	8	8	20	18	66
Real Estate	REBK	Real Estate Broker	521501													1	1	2	13	1	18							1	1	2	13	1	18
	RELE	Real Estate	521501													17	9	7	61	14	108	3	3	2	3		11	20	12	9	64	14	119
	Total															18	10	9	74	15	126	3	3	2	3	0	11	21	13	11	77	15	137
Marketing	MKBM	Marketing/Bus. Mgt. Specialization	521801																			5		2	3	3	13	5	0	2	3	3	13
	MRKT	Marketing	521801													3					3	1	2				3	4	2	0	0	0	6
	Total															3	0	0	0	0	3	6	2	2	3	3	16	9	2	2	3	3	19
Total				40	45	4	95	90	274	6	4	5	32	10	57	138	114	156	253	152	813	24	29	36	48	52	189	208	192	201	428	304	1,333

Source: Banner student system based on Argos data blocks [(Deg-Cert Completers (SHADEGR), FoS Completers (SZRPGFS), and MSA Completers (SZRPGSA)].

Noel Levitz Student Satisfaction Inventory 2012
Executive Report[1]

Prepared by: Monica E. Brussolo, PhD
Assistant Director of Institutional Research

As part of the commitment that the Collin College administration has with its students and their satisfaction, the Noel Levitz Student Satisfaction Inventory 2012 was administered during the spring semester, surveying a representative random sample of 12,000 enrolled students (47% of the student population). An electronic survey was sent using the students' CougarMail addresses obtaining 712 responses which represents 6% of the sample.[2]

The majority of the responding students were females (68%), and 19 to 24 years olds (28%).[3] In terms of their educational goal, the majority of the respondents were interested in obtaining an Associate Degree (45%) and in transferring to another institution of higher education (41%). Eighty-one percent of the respondents considered Collin College their first choice institution when they enrolled.

Among the most important results in terms of satisfaction, there is a positive and statistically significant difference in the following scales when compared to the national mean, these scales are listed in order of importance by the students: *Instructional Effectiveness, Registration Effectiveness, Academic Services, Safety and Security, Admissions and Financial Aid, Concern for the Individual, Campus Climate, Service Excellence, Student Centeredness, and Campus Support Services.* This means that perceptions of Collin students about their satisfaction

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[1] *Collin College IRO meb; 06/21/12. J:\IRO\Brussolo\Noel Levitz\Noel Levitz 2012_Executive Report.pdf*
[2] This is the first year that the online administration of the Noel Levitz is available and administered by Collin College. A lower response rate than previous years was expected due to this fact, but there are some concerns about the effectiveness of the online instrument to reach students, and how motivated they are to respond. Further analysis will be done to determine the course of action for future administrations.
[3] There is a statistically significant difference between the proportion of students in this age group and gender when we compare the population and the sample. This fact needs to be considered when analyzing the results, as a possible source of bias.

with these aspects of the College are better than the national group means, and the differences are statistically significant. On the negative side, only the category of *Academic Advising/Counseling* reports a negative and statistically significant difference when compared nationwide.

Collin's strengths are the items which were rated with high importance and high satisfaction by the respondents.[4] They are grouped by scales and importance:

Instructional Effectiveness

- Nearly all the faculty are knowledgeable in their fields
- There is a good variety of courses provided on this campus
- I am able to experience intellectual growth here
- Faculty are usually available after class and during office hours

Registration Effectiveness

- Online registration is easy
- Online payment of tuition and fees is easy
- There are convenient ways of paying my school bill
- Billing policies are reasonable

Campus Climate

- The campus is safe and secure for all students
- Compared to other colleges, Collin College is a high quality institution
- On the whole, the campus is well-maintained
- This institution has a good reputation within the community

Academic Services

- The library resources (and services) are adequate for my needs
- Access to technology in classrooms and labs meets my needs
- Computer labs are adequate and accessible
- The equipment in the lab facilities is kept up to date

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[4] Strengths are identified as items above the mid-point in importance and in the upper quartile (25%) of the satisfaction scores.

Student Centeredness

- Collin College provides adequate resources to support student success

Some of the challenges Collin College may need to address - items with high importance and low satisfaction or with a large performance gap[5] - are the following, presented by scales and importance:

Registration Effectiveness

- I am able to register for classes I need with few conflicts
- Classes are scheduled at times that are convenient for me
- The personnel involved in registration are helpful

Academic Advising/Counseling

- My academic advisor is knowledgeable about my program requirements
- My academic advisor is knowledgeable about the transfer requirements of other schools
- This school does whatever it can to help me reach my educational goals
- My academic advisor is approachable

Admissions and Financial Aid

- Admissions staff are knowledgeable
- Financial aid counselors are helpful

Safety and Security

- The amount of student parking space on campus is adequate

Instructional Effectiveness

- Students are notified early in the term is they are doing poorly in a class

All scales showed an improvement when compared to the 2010 results and the differences were statistically significant. Only in the case of *Academic Advising/Counseling* was the difference between 2012 and 2010 not significant.

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[5] Challenges are identified as items above the mid-point in importance and in the lower quartile (25%) of satisfaction scores or items above the mid-point in importance and in the top quartile (25%) of the performance gap scores (this is the difference between the importance score and the satisfaction score). The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation (Noel Levitz Campus Report, 2012).

Employer Satisfaction Survey
Summary Report
Fall 2009

Prepared by Edward A. Hummingbird
Assistant Director
Institutional Research Office
Collin College
June 15, 2010

Introduction

An electronic survey was administered on August 4, 2009 to 1,058 employers who had registered with Collin College's Career Services Offices during three prior years for purposes of job recruitment (posting job opportunities on campus, participation in career fairs, or other active recruitment activities). Military recruiters were omitted from the list. An additional 95 paper surveys were mailed out to businesses (directed to registered contacts), for companies that did not provide email addresses. Numerous individuals replied via telephone or email, providing reasons why they were not participating. The most common reason cited was that no Collin College graduates had actually been employed at the respective businesses. Some requested a list of Collin College graduates indicating that their business has hired numerous Collin College graduates in the past, but they were unable to identify them individually without assistance. Multiple follow-up reminders were sent to companies that received the initial survey. A total of 113 companies replied, giving a response rate of about 10%. While this response rate was lower than expected and opens the results to concerns about sampling error, there appear to be no obvious sampling response biases.

Results

A list of companies that voluntarily identified themselves is provided in Table 2. The most commonly cited industries represented were business management (20), child development (8), medical transcription (8), office systems support (7), computer information systems (6), photography (6) and database programming (5).

Participants were asked to respond to eight prompts for assessing specific aspects of Collin College graduates on-the-job performance plus one overall assessment prompt. The prompts and the results are provided in Table 1, below. The mean represents the arithmetic average of all scores on a given item, and the standard deviation reflects an average measure of variation from the mean. All items were measured on a 1 to 4 scale, where 1 indicates that the respondent strongly agreed with the prompt and 4 indicates that the respondent strongly disagreed. Thus, lower scores indicate a greater degree of satisfaction. This scale has no neutral midpoint, thus forcing respondents to indicate some degree or agreement or disagreement with each prompt.

There were an insufficient number of responses to allow the data to be meaningfully broken out across the College's 40 or so programs. Thus, the results are presented in an overall institutional summary only.

Table 1. Response Metrics

Prompt	Mean	Standard Deviation
1. Collin students are technically competent for entry into the positions for which they are hired.	1.79	.76
2. Collin students have oral communications skills appropriate for entry into the positions for which they are hired.	1.69	.69
3. Collin students demonstrate writing skills appropriate for entry into the positions for which they are hired.	1.74	.71
4. Collin students demonstrate ability to understand written information associated with the positions for which they are hired.	1.67	.73
5. Collin students demonstrate the ability to effectively participate in team activities.	1.76	.74
6. Collin students effectively participate in work-related problem solving.	1.82	.68
7. Collin students effectively cooperate with others.	1.67	.69
8. Collin students demonstrate appreciation for diversity in the workplace.	1.73	.73
9. Overall, Collin College is successfully preparing students for the workplace.	1.78	.74

Employers appeared to be largely satisfied with the performance of Collin College graduates in all areas. Students were perceived as performing best in understanding written instructions, and cooperating with others. Areas of greatest weakness were problem solving and technical competence. While still positive, respondents' overall assessments of how successfully the College is preparing students for the workplace was among the scores suggesting that, in relative terms, the College has room for improvement, and this may also suggest that problem solving and technical competence may carry heavy weights in the minds of employers.

Multiple regression analysis was conducted to determine the relative weights of each skill with respect to the overall assessments. The regression model revealed the variables with the greatest impact on overall assessment were technical competence and writing skills. The ability to cooperate with others had a large impact, and the ability to understand written information had a meaningful (albeit lesser) impact.

Participants were given the opportunity to make comments regarding their experiences with Collin College graduates. Table 3 lists their verbatim responses. It should be noted that some employers who chose not to complete the survey still made comments indicating concerns about the work ethic of former Collin College students. For instance, one media marketing company sent the following response via email.

"The survey did not ask 'were you satisfied with the applicant?'

I hired two Collin students.

One that I hired never showed up on the agreed date. Did not call or notify me that she had decided not to take the job after she had accepted the job.

The second one I hired, out of 2 months, worked 11 days. Her planned schedule was Monday, Wednesday and Thursday (6 hrs. per day). She either was sick, family plans, studying for test or over slept.

The lawyer in the office across the hall hired a Collin student as well. Worked until noon on the 1st day; went to lunch and never came back.

Needless to say, your students really don't want to work."

In future employer satisfaction surveys, the College may wish to include at least one item regarding the punctuality and/or work ethic of Collin College graduates, though these punctuality and work ethic may not be nearly as subject to the influence of College instruction as are some other attributes such as technical competence, reading ability, writing ability, etc. Future employer surveys should also focus on improved identification of supervisors of former Collin College students.

Summary

The survey showed that employers were largely satisfied with the performance of Collin College graduates in the workplace. Employers from a broad range of industries and lines of trade showed consistent levels of satisfaction for performance. Discussion with some survey recipients (over the telephone or email) indicated a need to refine the survey methodology to better ensure meaningful responses, and suggested the possible need to refine the survey instrument to better reflect dimensions of employee performance.

Table 2. Businesses that Responded to the Survey

AOS Engineering	My Redeemer Healthcare Services
Apple Creek Preschool	Nancy A. Didriksen, Ph.D.
Applied Magnets	OfficeMax
Best Western McKinney Inn & Suites	OM Realty Finance Co.
Camp Coyote	Paciugo Frisco South
Caring Companions	Papa Murphy's Pizza
CFBISD	Parker College of Chiropractic
Charlin Home Health	Parker Insurance Agency
ChildCare Careers	PERI Software Solutions Inc.,
Clix Portrait Studios	Platinum-Promotions
Coca-Cola Enterprises	Play For Sport
Contractor Connection of DFW	Pool Environments, Inc.
Conway Freight	Premier Designs Jewelry
CoWorx Staffing	Preston Meadow Lutheran Church
D&M Leasing	Private residence
Empower Academy	Razzoo's Cajun Cafe
Fingerprints	RB and Associates Consulting Services
First Bank	Red Robin
First National Bank of Trenton	Rosewood Crescent Hotel
First Presbyterian Church	Round Rock Honey
Fry's Electronics	Rover Resort
Garden Ridge	Science Adventures
Genghis Grill	STATE FARM
HBR Technologies	Stonebriar Academy
Heard Museum	T.Y.G. Products
Heartland Security Insurance Group	Tan Lines
Honda Cars of McKinney	Target
Intermountain AmeriCorps	Texas Highway Patrol
Int'l Internship & Volunteer Network	TGA of Collin County
Jack in the Box	The Warren Center
James L Falgout	Top Gun Promotions, Inc.
Kid Shuttle A.S.A.P.	Highland Park Dept. of Public Safety
Krystal Smith State Farm	U Can-DANCE
L7 Marketing Solutions	University of Gym
Legacy Group Benefits	UNT Police Department
Lemon	Vision Source
Lenscrafters	West Plano Medical Center
Madison at Willow Bend	West Plano Pediatrics
Mangar USA	Wireless Toyz
Metroplex Gymnastics and Swim	YJ USA Corporation
Modern Woodmen of America	Ziman Arts
Music Conservatory of Texas	

Table 3. Respondents Verbatim Written Comments

I don't think the school had anything bearing on the two people I employed that also attend school. They have not been good trained well at home to be responsible.
I have a new opening for Loss Prevention Officer, can you post the add [sic] again. Thank you for your support.
I highly recommend your students - I have 4 currently working for me. You have been a great source for talented people. Great Job!
Please teach the importance of reliability in terms of arriving to work on time and being available to work the agreed-upon schedule instead of asking for a lot of time off.
Referral letters
The 2 students that we hired, did not work out at all. One was a drunk/druggie, didn't want to show up for work. Once, he showed up after a night on the drug -x-. The other hung up on his boss and left the next day of work very rudely.
We always enjoy attending career events at Collin College. The job fairs are always well organized and we are able to recruit a lot of great candidates. Thank you for making our job easier!
We appreciate having the resources and availability of responsible college students with flexible schedules to offer employment in our community thanks to Collin College.

Continuous Improvement Plan (CIP) Documentation

Date: 02/01/2013 _____ **Name of Administrative or Educational Support Unit:** Communication Studies FOS, General Subarea _____

Contact name: Ceilidh Charleson-Jennings, Discipline Lead _____ **Contact email:** ccharleson@collin.edu **Contact phone:** 972.881.5182 _____
_____ **Office Location:** B232

Mission:

Communication Studies

PART I: Might not change from year to year

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
1. *Evaluate* communication artifacts against a field-appropriate set of standards and *construct* a competent critique.	COMM 2300 – Media Literacy: Exam Essay: students critique an ad campaign proposed for an atypical location Scored using Ad Campaign Essay Rubric <u>Online</u> COMM2301 – Intro to Technology and Human Communication - Fieldnotes #1 Reflection Paper – students participate in a goal-oriented, task-based online group collaboration and then compose a paper critiquing the effectiveness of their team's online collaboration and outcomes Scored using Fieldnotes #1 Grading Rubric	>70% pass

2. *Demonstrate* effective collaboration skills in small group interaction.	COMM 2300—Media Literacy
	  Students create a guerilla ad campaign for an existing product and pitch it to hypothetical clients.
	  Scored using Ad Campaign Pitch Rubric
	<u>Online</u>
	COMM2301 – Intro to Technology and Human Communication
	- Weekly Discussion Board Participation –
		>70% pass

A. Outcomes(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
	Students complete assigned readings, post two comments and/or questions about readings to class discussion board, then participate in online group discussion stemming from questions/comments Scored using Discussion Board Expectations Statement	
3. *Apply* the communication model to relevant communication situations and *analyze* vulnerabilities in those contexts.	COMM 2300—Media Literacy Students examine a Supreme Court copyright case and apply the Four Factors of Fair Use to rule for plaintiff or defendant, discussing real-time cultural issues (external noise) that influence the interpretation of those factors. Scored using Fair Use Rubric Online COMM2301 – Intro to Technology and Human Communication - Examination #1 – Students respond to variety of question types (standard five-answer multiple choice, matching banks, true/false) assessing their understanding of communication models as they apply to online contexts	>70% pass
4. *Create* a presentation appropriate to the communication context and *deliver* it within field-appropriate standards.	COMM 2300—Media Literacy Students create a guerilla ad campaign for an existing product and pitch it to hypothetical clients. Scored using Ad Campaign Pitch Rubric Online COMM2301 – Intro to Technology and Human Communication - Personal Profile Project – Students demonstrate understanding of professional online self-presentation and self-disclosure by creating a LinkedIn profile Scored Using Personal Profile Project Grading Rubric	>70% pass

Continuous Improvement Plan (CIP) Documentation

PART II: For academic year _____ (enter year i.e. 2011-12)   Communication FOS, General Subarea

From Part I

A. Outcomes(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
1. *Evaluate* communication artifacts against a field-appropriate set of standards and *construct* a competent critique.				
2. *Demonstrate* effective collaboration skills in small group interaction.				
3. *Apply* the communication model to relevant communication situations and *analyze* vulnerabilities in those contexts.				
4. *Create* a presentation appropriate to the communication context and *deliver* it within field-appropriate standards.				

Instructor Name	Part Time (PT) or Full Time (FT)	Academic Credentials and Certifications
Bajac-Carter, Maja	PT	M.A., University of North Texas - Communication Studies; B.A., University of North Texas - Painting and Drawing
Bickle, Jason Trent	PT	M.A., Baylor University - Communication Studies; B.S., Baylor University - Education
Bobb, Courtney Renee	PT	M.A., University of North Texas - Communication Studies; B.A., Texas Tech University - Communication Studies
Conner, Lyndie M	PT	M.A., Texas State University at San Marcos - Communication Studies; B.A., McMurry University - Communication Studies
Falvo, James M	PT	Ph.D., University of Nebraska; M.A., University of Nebraska at Omaha - Communications; B.S., Towson University

Kelly, Marylin Sue	PT	Ed.D., Baylor University - Curriculum and Instruction; M.A., Baylor University - Oral Communications; B.A., Baylor University - Math
Millspaugh, Jennifer	PT	M.A., University of North Texas - Interpersonal/Organizational Communication; B.A., University of North Texas - Communication Studies
Petty, Bethany N	PT	M.S., University of North Texas - Communication Studies; M.A., Dallas Theological Seminary - Higher Education; B.A., Ouachita University - English and Communication
Putman, Angela	FT	M.A., Western Michigan University - Communications; B.A., Western Michigan University - Communications
Simons, Desiree M	PT	M.A., Eastern New Mexico University - Arts/Communications; B.S., North Texas State University - Education

Name	Status	Education
Baker, Barbara L	PT	Ph.D., University of Southern California - Communication (emphasis in Rhetoric and Film); M.S., University of North Texas - Speech Communication and Drama; B.S., University of North Texas - Secondary Education
Ballow, Pamela Greiner	PT	M.S., University of North Texas - Communication Studies; B.S., Louisiana State University - Communication Studies
Baxter, Laura B	PT	M.A., University of North Texas - Speech Communications; B.A., University of North Texas - Communications
Beley, Jillian B	PT	M.A.; University of Illinios - Communication Studies; B.A., Rowan University - Communication Studies
Bready, George Galt	PT	M.S., Purdue University - Communications

Byrnes, Kerry A	FT	Ph.D., West Virginia University - Interpersonal Communication and Instructional Communication; M.A., Ball State University - Communication, Liberal Arts and Sciences; B.A., Ball State University - Organizational Communications (minor in Public Relations)
Carlson, Eric B	FT	M.A., Miami University - Communication; B.A., Lindenwood College - English and Communication
Domingue, Michael Anthony	PT	Ph.D., Louisiana State University - Speech Communication; M.S., University of Southwestern Louisiana - Rhetoric and Public Address; B.S., University of Southwestern Louisiana - Business Administration
Dunnahoe, Rachel E	PT	M.A., University of Arkansas - Communication; B.A., University of Arkansas - Communication and Psychology

Gravley, Dianne Yvonne	PT	M.S., University of North Texas - Communication Studies; B.S., Texas A & M University - Education, Curriculum and Instruction; Texas Educator's Certification in Secondary Speech Communication
Harris, Rebecca Kaye	FT	M.A., Texas Tech University - Communication Studies; B.A., Texas Tech University - English Literature and Language; A.A., Tyler Junior College - Speech and Theater
Hawkins, Justin B	PT	M.A., University of North Texas - Communication Studies
Hightower, Ericka S	PT	J.D., Texas Southern University; M.A., University of Texas at Arlington - Communication Studies; B.S., Illinois State University - Criminal Justice and Philosophy
Honea, Emily Charin	PT	M.A., Texas State University - Communication Studies; B.A. University of Science and Arts of Oklahoma - Communication

Hopkins, Robert Murray	PT	M.A., Kansas State University - Speech Communications; B.A. Kansas University - Spanish
Jenkins, Phillip	PT	Ph.D., Walden University - Education; M.A.C., Dallas Baptist University - Counseling; M.S., Texas Christian University - Speech Communication; B.A., University of Texas at Arlington - Speech Communication
Jessen, Paul	PT	M.A., Pennsylvannia State University - Speech Communication; M.Div., Pacific Lutheran Theological Seminary - Theology; B.A., Portland State University - English (Speech Minor)
Jones, Tiffany L	PT	M.A., University of North Texas - Communication Studies; B.A., University of North Texas - Communication Studies
Keller, Christine Ida	PT	M.S., University of North Texas - Communication Studies; B.A., Texas Lutheran University

Lane, Lindsay T	PT	M.S., Radford University - Corporate and Professional Communications
Nyman, Kim Parker	FT	M.A., Florida State University - Communication Studies; B.A., Florida Atlantic University - Communication Studies; A.A., Broward Community College - Communication Studies
Pisani, Whitney Jean	FT	M.A., University of North Texas - Communication Studies; B.A., University of North Texas - Journalism
Rhodes, Sherry L	FT	M.A., University of North Texas - Speech Communication; B.A., University of North Texas - English
Ricks, Damla Ann	PT	M.A., University of North Texas - Communication Studies; B.A., University of Texas in Arlington - Organizational Communication; A.A., Tarrant County Community College - Fine Arts

Sage, Diana Michelle	FT	M.A., University of North Texas - Communication Studies; B.S., Southeastern Oklahoma State University - Communication Studies
Sampat-Stephens, Mary Ann	PT	M.A., University of Central Missouri - Speech Communication; B.A., Missouri Southern State University - Communication; Certificate of Completion for 32 hours of EEO Counseling Training, 40-hour basic mediator course and 8-hour advanced mediator training
Smith, James Bryan	PT	M.A., University of North Texas - Communication Studies; B.A., University of North Texas - History
Trombley, Amy Lynn	FT	M.A., Western Michigan University - Communication Studies; B.A., Michigan State University - Communication and Human Resource Management

Wald, Donna Lee	PT	M.A., Oklahoma State University - Speech Communication; B.S., Oklahoma State University - Speech Communication
Wang, Meredith Lord	FT	Ph.D., University of Florida - Mass Communication; M.A., University of Florida - Public Relations; B.A., Furman University - English and Communication Studies
Warren, Jennifer D	FT	M.A., University of North Texas - Communication Studies; B.S., Arizona State University - Communication Studies
Weisel, Jessica	FT	M.A.
West, Ircka Mishel	PT	M.A., Texas A & M - Speech Communications
Wohead, Judith Bartik	FT	M.A., North Illinois University - Communication Theory; B.S., Indiana University - Sports Marketing; A.A., Nassau Community College - Liberal Studies

Charleson, Ceilidh	FT	
Blaschke, Stephen Ayres	PT	B.A., Baylor University - Education; M.S., University of North Texas - Communication and Public Address M.A., Baylor University - Communication Studies; B.S., Baylor University - International Studies/Foreign Service
Armstead, Erica Lynn	PT	M.A., University of Phoenix - Business and Technology Management; M.A., Eastern Michigan University - Communication; B.S., Eastern Michigan University - Communication

Aronoff, Robert A	FT	M.S., Florida State University - Communication; B.A., University of Central Florida - Speech Communication; A.A., St. Petersburg Junior College - Liberal Studies
Brewer, Angela L	PT	M.S, University of North Texas - Communication Studies; B.A.A.S., University of North Texas - Political Science
Chastain, William Davis	PT	M.F.A., Texas Christian University - Speech; B.F.A., Texas Christian University - Radio/TV/Film
Cramer, Jane Louise	PT	M.A., Central Michigan University - Speech Communication; B.A., Saginaw Valley State University - Secondary Education and English
Eldridge, Candace	PT	M.A., Texas A & M Commerce - Higher Education Administration and Communication; B.A., University of Texas at Dallas - Interdisciplinary Studies; A.S., Collin College

Germany, Bethany Clairene	PT	M.A., University of North Texas - Communication Studies; B.A./B.S., University of North Texas - Communication Studies; A.S., Tyler Junior College
Jackson, Rhonda J	PT	M.S., Texas Women's University - Health Sciences; B.S., Midwestern State University
Long, Ralph L	FT	M.S., University of North Texas - Speech; B.F.A., University of North Texas - Art (minor in Industrial Arts, Speech and English); A.A., Mountain View College - Speech; Texas Secondary Lifetime Certification in Art, Speech and English
Song, Yunqiu	PT	M.A., San Diego State University - Communication Studies; B.A., Shanghai International Studies University - Journalism

Professional Development (Since Spring 2007)

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Active member of National Communication Association including serving as chair/moderator and official; Presented over ten conference papers

Attended Texas Speech Communication Association Convention, serving as Vice-Chair of By-Laws Committee; Served as presenter for high school required communications course; Hosted a Texas Forensics Association tournament

None

Attended National Communication Association 2009 convention; Presented original research at National Communication Association 2010 and 2011 conventions

Not Available

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Attended Association for Education in Journalism and Mass
Communication conventions; Submitted two panel proposals for Eastern
Communication Association Convention; Served as Expert Reviewer and
Advisory Board Member for various publishers;

Presented at the PSR Leadership Conference

Attended National Communication Association Convention 2007

Presented original research at National Communication Association 2011 convention; Presented two pieces of original research at New Perspectives Student Research Conference

Attended Texas Speech Communication Association Convention twice and presented original research at 2011 convention

Not Available

Attended a number of conferences and presented at Symposium on Domestic Violence

None

Not Available

Active member of National Communication Association

Completed the 2008 Flippen Leadership Series - Level 1; 2011 - Completed training to teach "Mastering the SAT/PSAT"

Attended Southern States Communication Association 2010 Convention

Not Available

Not Available

Academy of College Excellence Fellow (2009-2010); Faculty development day presentations (2008 &2012); Attended Texas Community Colleges Teachers Association meetings (2011 & 2012); Attended regional seminar on retention planning

Attended National Communication Association Convention and University of North Texas Communication Conference for last several years; Chaired multiple panels for the Undergraduate Interdiscliplinary Student Research Conference

Attended two On Course workshops and national convention; Attended Southern States Communication Association Convention; Co-presenting workshop at Community College Humanities Association Conference

Active member of Southern States Communication Association

Active member of National Communication Association and Texas Speech Communication Association; presented at Texas Speech Communication Association 2012 convention

Attended 15th Annual EEOC Examining Conflicts in Employment Law Conference; Attended 27th Annual Federal Dispute Resolution Conference

Presented two pieces of original research at Southern States Communication Assoc. Convention and Rhetorics Convention

Active member of National Communication Association and presented two pieces of original research at National Communication Association conventions

Presented original research at 2010 Consortium of State Organizations for Texas Teacher Education Conference

Active member of Texas Speech Communication Association and Association for Education in Journalism and Mass Communication; served as session chair at former; Was published in two communication studies journals

Eastern Communication Association, 2010 presented one piece of original research (nonverbal pedagogy); Eastern Communication Association, 2012 presented three pieces of original research (org com, G.I.F.T.S., and nonverbal com); NISOD, 2012 presented 1 piece of original research (introducing research to the undergraduate classroom)

Secured publication in two communication studies journals

Not Available

Presented at 2012 Eastern Communication Association Conference; Attended 2012 Teaching Professor Conference

Broadcast Educators, Texas Association of Broadcast Educators, National Communication Association, National Association of Search and Rescue, International Critical Incident Stress Foundation, Association of Trauma Specialists; Scent of the Missing (book) accepted for representation by Hornfischer Literary Management, August 2007. Sold to Houghton-Mifflin (editor Susan Canavan) for 2009 publication; "At the Edge of Known Things", essay published in Mayborn Magazine, Summer 2008; July 2008 – faculty/presenter The Mayborn Graduate School of Journalism Nonfiction Conference of the Southwest, 2008; Presenter, National Communication Association Annual Conference Nov. 2007; Mayborn Graduate School of Journalism Nonfiction Conference of the Southwest, 2007; Presenter/reader: "At the Edge of Known Things" and "Into the Wind", joint reading with author William Poy Lee, the Writer's Garret, Dallas, April 4th, 2007; Instructor: Narrative, Memoir, and Ethic, co-taught with William Poy Lee. All-day seminar, April 5th, 2007;The Possibility Dogs, narrative nonfiction book developed and sold to publisher Houghton Mifflin Harcourt, for publication 2013

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available

Not Available