

**PROGRAM NAME:** COMMUNICATIONS FIELD OF STUDY (FOS)

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## GUIDELINES

### Time Frames:

1. **Scope:**

The time frame of program review is five years, including the year of the review.

Data being reviewed for any item should go back the previous four years, unless not available.

2. **Deadline Dates:**

January 15<sup>th</sup> – Program Review Document due to Department Dean for review

February 1<sup>st</sup> – Program Review Document due to Institutional Research on behalf of the Program Review Steering Committee

3. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data

Years 2 & 4 – Analyze data and findings, Update Action Plan

Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

**LENGTH OF RESPONSES:** Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

**EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.

- a. **Sources:** This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged.

b. **Examples of Evidence Statements:**

1. Poor example: Core values are integrated into coursework. (Not verifiable)
2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**FOR MORE INFORMATION:** Documentation can be found at [http://inside.collin.edu/institutionaleffect/Program\\_Review\\_Process.html](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html). Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.985.3714).

## Section I. *Are We Doing the Right Things?*

### 1. WHAT DOES YOUR ACADEMIC PROGRAM DO?

#### A. What is the academic program and its context?

This section is used to provide an overview description of the academic program, its relationship to the college and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

*Requested points to address, but not limited to:*

- *Program purpose and objective(s)*

The Communications Field of Study (FOS), is designed to help students enhance their communication skills and increase their knowledge of fundamental communication concepts and theory.

- *Brief explanation of who the program serves*

The Communications FOS has four tracks: Advertising/PR, Mass Communication/Journalism, Radio and Television Broadcasting/Broadcast Journalism, and General Communication. The program serves a wide variety of students from different backgrounds in a wide variety of modalities, allowing students to take courses online, in person, in blended formats, in traditional schedules, express classes, nights, and weekends.

- *What regulatory standards must the program meet (THECB, Workforce, external accreditation):*

The Communications FOS meets the FOS rules established by the Texas Higher Education Coordinating Board (THECB). Faculty who teach courses in the program meet SACS requirements.

- *Program outcomes*

The Communications FOS focuses on helping students gain concrete, specialized skills within the four tracks. In addition, students learn communication skills and concepts. The program also builds student ability in other areas, such as personal responsibility, work ethic, and character. Upon completion of the Communications FOS, students have a solid grounding in communications, with skills and abilities that transfer both to further studies at the university level, and to the world of work.

**B. Executive summary: Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern.**

Through conducting this comprehensive program assessment, the program review committee identified a number of areas of strength, as well as areas in need of improvement.

**Strengths** include successfully addressing marketable skills in students' coursework, solid enrollment, significant flexibility within the program in terms of scheduling and teaching modalities, excellent program literature, and well-qualified, engaged faculty.

**Areas in need of improvement** include ineffective program outreach efforts, student success rates below 90%, lack of formal partnerships with community stakeholders, uneven professional development and engagement among faculty, difficulty incorporating new forms of communication technology into classes, and limited facilities for broadcasting students.

**2. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.**

- 1. Provide program-specific evidence of actions that document how the program supports the College's [mission statement](#):**  
*"Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."*

The Communications FOS puts students at the forefront, tailoring course offerings to fit both student demand and the demand of the workforce that students will one day enter. The rigor of the Communications FOS program requires students to examine preconceived ideas, not only in terms of the field of communication, but in other areas of life as well. This stimulates students' intellect and also builds character. Finally, courses in the Communications FOS encourage students to consider the viewpoints of others, who may be from different backgrounds or have different viewpoints. This builds empathy and helps students learn to connect with others, which will help them be more successful as they go through life.

- 2. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the College's [core values](#):** *"We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity."*

Students build character through coursework requiring them to maintain **integrity** while meeting the academic rigor of the program. The **learning** experience incorporates the analysis and application of communication theory. This promotes critical thinking and creativity.

**Service** in the community is a program component with students being encouraged/required to participate in service learning such as ESL

conversation partners, oral history projects, and The Dignity Initiative. Collaborative learning, group projects, and experiential learning exercises foster **creativity and innovation**. The inherent rigor of the course work and the standard set to measure mastery of the content promotes **academic excellence**. The Communications FOS curriculum addresses the factors surrounding diversity of culture, ethnicity, gender, socio-economic status, etc. to highlight the importance of extending **dignity and respect** to others. Requiring academic research and source citations requires students to exhibit an understanding of plagiarism. This requirement, coupled with the study of copyright infringement, is another illustration of how the program addresses **integrity**.

**3. Provide program-specific evidence that documents how the program supports the College’s strategic plan:**

[http://www.collin.edu/aboutus/strategic\\_goals.html](http://www.collin.edu/aboutus/strategic_goals.html)

**Strategic Goal 1: Finalize and execute a comprehensive plan that facilitates the safety of faculty, staff, and students at Collin College:**

Speech Communication Discipline Lead Diana Sage served on the Campus Safety Committee in 2016, helping to implement changes such as safety latches on classroom doors on all campuses.

**Strategic Goal 2: Increase outreach and create streamlined pathways from high school:** Speech Communication Professor Robert Aronoff is spearheading an Academic Decathlon tournament at the Preston Ridge Campus in Spring 2018. The event will bring hundreds of students from area high schools onto the Frisco Campus.

**Strategic Goal 3: Emphasize student achievement and streamline pathways to four -year colleges and universities:** Speech Communication Professor Jenny Warren created and continues to administer the annual Undergraduate Interdisciplinary Student Research Conference (UISRC), which brings Collin College students together with students and professors from other colleges and universities. In emphasizing research achievements, the UISRC helps students get on track for transfer to university, and helps them network with individuals from other institutions in pursuit of that goal. In addition to this outreach, the Communications FOS allows students to seamlessly transfer a large block of classes to state universities, making the transfer experience more manageable.

**Strategic Goal 4: Expand career and technical programs and training offerings in alignment with current and future regional labor market demand and become the customized training provider of choice for additional employers.** The communication skills taught in the Communications FOS are in particularly high demand among employers across the board. See discussion in later sections of this document. (See table in Appendix 1)

**Strategic Goal 5: Promote innovation and diversify revenue streams.** The Communications FOS is innovative in its course offerings, adopting new technologies early and being willing to test out new ideas and methodologies. For example, Discipline Lead Diana Sage is past chair of the college’s Online Advisory Board (OAB), and continues to serve on it. Faculty consistently incorporate new technologies into their teaching.

**Strategic Goal 6: Create an increasingly welcoming environment for students, community members, faculty and staff.** Faculty within the Communications FOS work to create a welcoming environment, volunteering for student orientations, participating in student engagement activities, and otherwise contributing to the collegial atmosphere at Collin. Professors Jillian Deshazo and Whitney Pisani, for example, have created and continue to administer Speech Clinics for students, faculty, and staff. Professor Sherry Rhodes was instrumental in the creation of the Dignity Initiative, and continues to administer it with help from other faculty, including professors Judi Wohead and Kim Nyman.

**Strategic Goal 7: Expand the physical footprint of Collin College to meet emerging programmatic needs; improve facilities as necessary ; and implement the Maintenance Plan to elevate services to our students.** The Communications FOS strives to give students experience with the most up-to-date technology as possible. The department has requested updates and expansion of existing broadcasting facilities in order to better meet this goal.

### **3. WHY WE DO THE THINGS WE DO: THE PROGRAM HAS A CLEAR TRANSFER PATHWAY TO A BACCALAUREATE IN A RELATED FIELD.**

#### **A. Make a case with evidence to show the program offers a clear transfer pathway to a baccalaureate in a related field.**

*Requested points to address, but not limited to:*

- *Attach scanned copies of any signed and current articulation agreements with Collin's university partners and top transfer schools.*

Collin College, as a whole, has a number of transfer agreements with university partners. Information about these transfer pathways is located here: <http://www.collin.edu/transferu/> and here: <http://www.collin.edu/chec/>. At this time, the Communications FOS has no specific articulation agreements with Collin's university partners or top transfer schools beyond the overall Collin College agreements. However, all courses in the Communications FOS follow the Texas Common Course Numbering System (TCCNS), which allows seamless transfer to all Texas public colleges and universities. Information regarding the TCCNS is located here: <https://tccns.org/search/course/>.

Furthermore, per Title 19, Part 1, Chapter 4, Subchapter B of the Texas Administrative Code, "If a student successfully completes a field of study curriculum developed by the Board, that block of courses must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the degree program for the field of study into which the student transfers, and the student must receive full academic credit toward the degree program for the block of courses transferred." This requirement, codified in state law, helps students who complete the Communications FOS at Collin to more efficiently complete their degrees at the university level. More information on Texas law regarding Fields of Study is available at: [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=1&ch=4](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=1&ch=4).

- *Address the percentage of students who are completing your academic certificate or degree prior to transfer out.*  
Collin College's department of Institutional Research tracks the number of students enrolled in the Communications FOS each semester, and the number of students who complete the certificate or degree (see tables below). In order to determine the approximate percentage of students who complete the Communications FOS each year, the program review committee took the following steps:

1. Identified the number of students enrolled in the Communications FOS in the Spring and Fall of each school year and calculated the average number of students enrolled in the FOS that school year based on those totals. We used data provided by the Collin College Institutional Research department: “Measure 1b- Unduplicated Enrollment,” accessible via Collin College intranet: [http://inside.collin.edu/iro/measures1\\_4\\_6.html](http://inside.collin.edu/iro/measures1_4_6.html).
2. Identified the number of students completing the Communications FOS each school year. We used data provided by the Collin College Institutional Research department: “Measure 2a- Award Completion by Program,” accessible via Collin College intranet: [http://inside.collin.edu/iro/programreview/201718/Measure2a\\_2013-2017\\_AllAwards\\_20171116.pdf](http://inside.collin.edu/iro/programreview/201718/Measure2a_2013-2017_AllAwards_20171116.pdf).
3. Calculated the percentage of students completing the Communications FOS, based on the average number of students enrolled that year and the number of students who completed the FOS that year:

<b>Year</b>	<b># of Students in Program</b>	<b># Students Completing</b>	<b>% Students Completing</b>
2013	225	41	<b>18%</b>
2014	386	31	<b>8%</b>
2015	369	46	<b>12%</b>
2017	406	58	<b>14%</b>
2018	570	80	<b>14%</b>

**Enrollment in the Communication FOS is steadily increasing. The completion rate appears to have stabilized at about 14%.**

- *At what point(s) are a substantive percentage of students transferring out of the program?*

The Communications FOS does not require students to take courses in a particular order. Because the Communications FOS does not require students to progress through the program in a sequential set of steps, there is no indication that students consistently reach an identifiable point along the path to completion and transfer out at that point.

- *For Core only: How do Collin students perform at the university level?*

Per the Collin College Institutional Research Department, FOS program reviews do not address this item.

- *Analyze the evidence you provide. What does it show about the program?*

The steadily increasing enrollment in the Communications FOS indicates the department is effectively publicizing the program and recruiting students. However, in casting such a wide net, it may be that the department is being a bit overzealous, resulting in some students signing up for the FOS without being fully prepared to complete it. It would be a good idea for the department to do more to make sure students understand what the FOS entails before committing to it, and to provide stronger support for those students who do want to complete the program.

4. Why we do the things we do: Program relationship to student demand

**Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program.**

- *The number of students who completed the award in each of the last 4 years.*

Year	Degree Completion	Certificate Completion	TOTAL
2013	8	33	41
2014	9	22	31
2015	14	32	46
2016	15	43	58
2017	27	53	80

Note: Chart created from data from Collin College Institutional Research data: “Measure 2a- Award Completion by Program,” accessible via Collin College intranet: [http://inside.collin.edu/iro/programreview/201718/Measure2a\\_2013-2017\\_AllAwards\\_20171116.pdf](http://inside.collin.edu/iro/programreview/201718/Measure2a_2013-2017_AllAwards_20171116.pdf).

- *Analyze the enrollment pattern. Is it declining, flat, growing, or not exhibiting a stable pattern?*

Count of unique enrolled students:

Year	FY2013 (FA12-SU13)	FY2014 (FA13-SU14)	FY2015 (FA14-SU15)	FY2016 (FA15-SU16)	FY2017 (FA16-SU17)
<b>Fall</b>	219	394	374	428	581
<b>Winter</b>	-	-	-	25	39
<b>Spring</b>	230	378	364	383	559
<b>Summer</b>	281	337	243	315	348
<b>TOTAL</b>	730	1109	981	1151	1527
<b>Growth/Decline</b>		+51.91%	-11.54%	+17.32%	+32.66%

Note: Chart created from data on “Measure 1b- Unduplicated Student Enrollment Per Term,” accessible via Collin College intranet: [http://inside.collin.edu/iro/measures1\\_4\\_6.html](http://inside.collin.edu/iro/measures1_4_6.html).

**Enrollment is exhibiting a relatively stable growth pattern.**

- *What are implications for the next 5 years if the enrollment pattern for the past 4 years continues?*

If this pattern continues we can expect continued growth in the FOS and course enrollment. We may need to add more sections of courses, expand courses with web components, and consider the hiring of additional faculty.

- *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*

Currently, the department has no official protocol in place to identify and support students enrolled in program-required courses early in the degree plan. The program review committee recommends the following:

1. **Identification**- survey students electronically at the beginning of semester to identify those pursuing the Communications Field of Study. This should be a department-wide initiative.
2. **General Support**- The department should create a “quick info guide” with resources students can use. Faculty are encouraged to discuss the Communications Field of Study in class, and provide the information guide to students.
3. **Individual Support**- once students pursuing the degree are identified, faculty will provide those students with mentorship and advising pertinent to the FOS.

- *Analyze the evidence you provide. What does it show about the program?*

**Both completion of the degree/certificate and enrollment are growing. This shows a healthy growth in the program that we anticipate continuing in the future.**

### 5. WHY WE DO THE THINGS WE DO: WHAT MARKETABLE SKILLS SHOULD STUDENTS HAVE AFTER COMPLETING YOUR PROGRAM?

**Make a case with evidence to show that the program teaches skills that are useful in the workplace.**

*Requested points to address, but not limited to:*

1. *What foundational skills and knowledge do employers say they want?*

**The Communications FOS is uniquely well-positioned to provide students with the foundational skills and knowledge employers want, because employers want communication skills.**



According to *The Washington Post*, “In 2013, Google decided to test its hiring hypothesis by crunching every bit and byte of hiring, firing, and promotion data accumulated since the company’s incorporation in 1998. Project Oxygen shocked everyone by concluding that, among the eight most important qualities of Google’s top employees, STEM expertise comes in dead last. **The seven top characteristics of success at Google are all soft skills: *being a good coach; communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one’s colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas.***” (emphasis added)

Source: [https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm\\_term=.b08414b3b22a](https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm_term=.b08414b3b22a)

The National Association of Colleges and Employers, a nonprofit organization, recently surveyed 260 employers to find out what skills they identified as most desirable. The survey results ranked communication skills in the top three most desired skills. The top 15 most sought-after skills identified in the survey were:

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1. Problem-solving                | 9. Detail-oriented            |
| 2. Ability to work in a team      | 10. Flexibility/adaptability  |
| 3. Communication Skills (written) | 11. Technical skills          |
| 4. Leadership                     | 12. Interpersonal skills      |
| 5. Strong Work Ethic              | 13. Computer skills           |
| 6. Analytical/Quantitative skills | 14. Organizational Ability    |
| 7. Communication Skills (verbal)  | 15. Strategic planning skills |
| 8. Initiative                     |                               |

Source: <https://www.nacweb.org/about-us/press/2017/the-key-attributes-employers-seek-on-students-resumes/>

*Forbes* also emphasizes the importance of “soft skills,” such as strong communication skills, persuasion, active listening, awareness of body language, and empathy, saying “the more you demonstrate these abilities, the faster your career will advance.”

Source: <https://www.forbes.com/sites/jacquelynsmith/2013/11/15/the-20-people-skills-you-need-to-succeed-at-work/#2b1decf73216>

**2. Provide evidence of the foundational skills and knowledge the program teaches.**

Communication courses, by definition, focus on the very skills employers seek. Per the National Communication Association’s publication “College Graduates with Communication Degrees have the Knowledge and Skills Employers Need,” Communication Studies students can “create oral and written messages appropriate to the audience, purpose, and context, critically analyze messages, identify

and overcome impediments, to successful communication, apply ethical communication principles and practices to their work, utilize communication embrace difference, and influence public discourse.”

Source: [https://www.natcom.org/sites/default/files/publications/LOC\\_4\\_College\\_Graduates\\_with\\_Communication\\_Degrees\\_Have.pdf](https://www.natcom.org/sites/default/files/publications/LOC_4_College_Graduates_with_Communication_Degrees_Have.pdf)

Every class in the Communications FOS is required to focus on specific student learning objectives related to the communication, critical thinking, and listening skills that employers seek. The program review committee conducted a thorough review of the syllabi for every course in the Communications FOS and found that each course contains assignments built around the required learning objectives, specifically designed to teach these skills. (See Appendix 1, Table: “Skills Taught in Communications FOS.”

Source: <http://www.collin.edu/hb2504/>)

3. *Provide evidence from national, state, and/or local employer surveys, studies, editorials and other sources that identify current employer expectations for baccalaureate graduates in program-related fields.*

Baccalaureate graduates in Communications are expected to have good written and oral communication skills, critical thinking ability, and expertise with communication technology.

*US News & World Report* says: “Communications is a vast field. The skills and knowledge gained in a communications degree program allow graduates to pursue a variety of careers, which may include roles in public relations, journalism, advertising and marketing. Developing expertise in areas such as critical thinking, new media and technical writing is also relevant in other employment settings, such as nonprofit organizations, education, government and social assistance.”

Source: <https://www.usnews.com/education/online-education/communication-bachelors-degree>

*The Princeton Review* has identified three skills all communications majors should have:

- 1) Expertise in media and marketing: “You’ve learned to think critically about different forms of media and are keenly aware of underlying messages. You also know how to reach different audiences with your information or product.”
- 2) Strong public speaking and persuasion skills: “Whether you have to pitch a concept to your boss, lead a conference call or simply interact with a customer, strong public speaking and presentation skills will be integral to your success after college.”
- 3) Strong quantitative and qualitative research skills: “Your understanding of research methods will be a valuable asset for employers, whether you choose to pursue a career in academia, media, politics or marketing and public relations.”

Source: <https://www.princetonreview.com/college-advice/communications-majors-career-skills>

Job postings for Communications professionals often identify written and oral/verbal communication skills, organizational ability, and experience with communication technology. See Appendix 2, “Sample Communications Job Listing.”

**4. Identify and discuss the strengths and weaknesses of the program related to teaching marketable skills.**

As discussed above, the Communications FOS does a good job of addressing traditional communication skills (See table in Appendix 1).

An area that could be improved upon is developing students’ proficiency with communication technologies, in the areas of business communication technology, social media, and platforms that bridge business and social arenas, such as Customer Relationship Management (CRM) systems or other types of project management and collaboration software. Currently, faculty address communication technologies in class discussions, and use a variety of ways of making sure students gain experience with communication technologies, such as requiring technology in presentations, or encouraging students to collaborate on projects using platforms such as Google Docs or Office 365. However, at present there is no consistent, department-wide expectation that faculty will address cutting-edge communication technologies in classes. It would be a good idea for faculty to examine ways to give students more experience with communication technologies, and incorporate those skills into some of the classes in the Communications FOS, particularly in the PR and General Communication tracks.

## *Section II. Are We Doing Things Right?*

### **6. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?**

**A. Make a case with evidence that there are no curricular barriers to completion. Review data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Requested points to address, but not limited to:*

**1. Enrollment flows, retention, and progression to sequent courses in the program degree plan.**

The Communications FOS does not require courses to be completed in sequential order. Retention rates in all courses in the Communications FOS from 2013-2017 were above 78%.

**2. FOS only: Given that FOS courses are defined by the state, what actionable barriers are seen?**

The Texas Higher Education Coordinating Board (THECB) has identified a variety of courses that may be included in the FOS at the department’s discretion. There are no rules presently in place regarding the sequence in which students should take courses in the FOS. The Collin College SPCH/COMM Department has not identified any barriers to completion tied to the THECB’s guidelines for the Communications FOS. However, there are some practical barriers to program growth: Lack of appropriate production and lab-classroom space prevents us from offering more RTV courses.

**3. For Core only: Do all course options have sufficient enrollment to continue their inclusion in core?**

Yes. Core courses in the Communications FOS are SPCH 1311, SPCH 1315, and SPCH 1321. There is changing demand for the types of speech courses offered, with some courses experiencing decreases of between one and seven percent, while others, such as SPCH 1321, have experienced increases of up to nineteen percent.

Year	Course	Enrollment	Change:	% Change
2017	1311	3702	-38	-1%
2017	1315	1165	-27	-2%
2017	1321	962	153	19%
2016	1311	3740	-283	-7%
2016	1315	1192	-86	-7%
2016	1321	809	25	3%
2015	1311	4023	-162	-4%
2015	1315	1278	-57	-4%
2015	1321	784	-55	-7%
2014	1311	4185	20	.5%
2014	1315	1335	74	6%
2014	1321	839	17	2%
2013	1311	4165	-	-
2013	1315	1261	-	-
2013	1321	822	-	-

Source: Program-Based Course Performance Tool provided by Collin College Institutional Research Department  
<http://inside.collin.edu/iro/programreview.html>

4. *For Core and FOS certificates: What steps can be taken to improve course completion/success rates, course enrollment, and scheduling frequencies for specific courses?*

The completion rate for the Communications FOS is approximately 90%. The success rate is approximately 78%. The 90% completion rate is good. While the college would like to see a higher success rate, the faculty want to make sure that any interventions encourage and allow for maintaining rigor. The program review committee recommends that the department consider the following options:

1. Doing more to make students aware of helpful resources such as speech clinics, tutoring, and counseling, to try to improve the completion and success rates even more.
2. Doing more to make students aware of the correlation between attendance and success. Faculty have identified a strong correlation between attendance and success that students may not fully realize.

Regarding enrollment, the departmental program review committee recommends:

1. At the college level, making a Speech Communication course required for completing the Collin College Core
2. At the department level, engaging in outreach and publicizing of the benefits of taking Speech Communication courses

When it comes to scheduling frequencies, every course in all four tracks of the Communications FOS is currently offered every regular semester, with the exception of two electives: Argumentation and Debate (SPCH 2335), and Introduction to Cinema (COMM 2366). These two specialized courses experience varying levels of student demand; enough to keep them on the schedule, but not enough to justify offering them more often.

5. *Program course retention and success rates: Attach the relevant information from the Program Review Data Set on the Institutional Research Office's intranet page.*

The completion rate for the Communications FOS is approximately 90%. The success rate is approximately 78%.

Sources: <http://inside.collin.edu/iro/programreview/201718/Measure6-CommunicationFOS.pdf> and Program-Based Course Performance Tool provided by Collin College Institutional Research Department <http://inside.collin.edu/iro/programreview.html>

6. *Identify and discuss all courses that have a retention rate below 78% (Carl Perkins' standard) or a success rate below 90%.*

No courses in the Communications FOS had a retention rate below 78%.

The majority of courses in the Communications FOS had a success rate below 90%. This is due to a variety of factors, including students' lack of preparation for college-level work, faculty commitment to rigor in grading and evaluation, and students' lack of awareness of available resources and support. See detailed discussion and recommendations below.

7. *Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students. Identify any additional barriers to student success.*

The student learning outcomes that are the greatest challenges for students are those requiring writing, research, and critical thinking. Barriers to success include students' lack of preparation for college-level work, students not taking advantage of available resources and support, and life factors competing for students' attention, such as family and job responsibilities.

8. *What instructional or other interventions hold promise for improving enrollment and retention/success rates for each identified course?*

The Deloitte Center for Higher Education Excellence has identified a number of ways institutions can address student success without sacrificing rigor. While most of the recommendations require implementation at the institutional level, some can be incorporated at departmental or even classroom levels. Source: <https://www2.deloitte.com/insights/us/en/industry/public-sector/improving-student-success-in-higher-education.html>

The departmental program review committee recommends adopting three of the methods identified by Deloitte at the departmental level:

1. Incorporate more blended learning, both in the form of hybrid/blended courses that offer both in-person and online teaching and learning, and in the form of increased use of technology-based delivery methods in traditional, face-to-face classes. According to The Center for Digital Education, blended learning increases comprehension for 84% of students.

Source: [https://jupitered.com/downloads/CDE\\_2014Q4\\_Digital\\_Content.pdf](https://jupitered.com/downloads/CDE_2014Q4_Digital_Content.pdf)

2. Provide student-centered coaching, specifically in the areas of goal-setting, time management, motivation, effective use of resources, applying classroom learning to the real world, and contingency planning. This type of coaching differs from tutoring in that it focuses on general student success techniques rather than course content. Research indicates that students who receive this kind of coaching are better able to build skills for success in college.

Source: [https://www.insidetrack.com/wp-content/uploads/2017/03/InsideTrack\\_InstitutionCaseStudy\\_IndianaStateUniversity.pdf](https://www.insidetrack.com/wp-content/uploads/2017/03/InsideTrack_InstitutionCaseStudy_IndianaStateUniversity.pdf)

3. Enhance student awareness of and access to helpful resources. This item includes encouraging faculty to implement early-warning systems in their classes to identify students in need of additional assistance, and engaging in outreach and publicizing of available services such as speech clinics, tutoring, and financial aid. Institutions of higher learning that have implemented early warning systems coupled with appropriate interventions report significant progress in closing the achievement gap between "at-risk" students and those who are not at risk.

Source: <http://www.sciencemag.org/news/2017/02/computerized-early-warning-system-students-academic-trouble>

**9. Is there sufficient course enrollment to support a stable cycle of required course offerings at least once every two years?**

Yes. **There are four Field of Study tracks for degree- or certificate-seeking students:** Advertising/PR, Mass Communication/Journalism, Radio and Television Broadcasting/Broadcast Journalism, and General Communication. Core courses are housed in the General Communication track. Courses relevant to all four tracks are offered across Fall, Spring, and Summer semesters in a variety of modalities, including traditional courses in regular and Express formats, day and evening sections, blended courses, and online-only courses. Courses consistently experience more than adequate levels of enrollment.

**All Core courses are offered in traditional, express, and online formats.** Where demand exists, some elective courses are offered in a variety of formats, as well (COMM 2330 Intro to PR, COMM 1307 Intro to Mass Comm, SPCH 2335 Argumentation and Debate). Honors sections are currently successful only in Core course offerings. However, an online Honors section of COMM 2300 Media Literacy, a course common to all three mass media tracks, is in development as a potentially stronger option for Honors students in the discipline and related disciplines, who may find an online section more accessible.

**There is a stable enrollment population and enough student demand to justify offering every course we teach in Fall and Spring and our Core Courses and cross-track courses in summer sessions, as well.** Core courses (SPCH 1311, SPCH 1315, and SPCH 1321) are offered in every available format and across multiple sections, multiple campuses. All Core courses have sufficient enrollment to remain in the Core.

Mass media/COMM courses began on the SCC campus, and courses that satisfy multiple COMM tracks have increased in the number of sections offered, campuses offered, and/or modalities in the past five years. Every course we teach across all four tracks is currently offered every regular semester, with the exception of Argumentation and Debate (SPCH 2335), and Introduction to Cinema (COMM 2366). These two specialized courses experience varying levels of student demand; enough to keep them on the schedule, but not enough to justify offering them more often.

Source: <http://inside.collin.edu/jro/programreview/201718/Measure1b-CommunicationFOS.pdf>

**10. Analyze the evidence you provide. What does it show about the program?**

Enrollment and retention rates in the Communications FOS show continuing strong demand for the courses in the program. Student success rates, while in line with expectations, are subject to improvement efforts.

Beyond enrollment and completion, there is a need to address student demand. While all of our Field of Study tracks may be met easily (certificates could be earned in a single semester), some areas of the program are currently unable to meet student demand. We continue to have an expressed student interest in television and news gathering courses that we are unable to offer due to lack of

appropriate production and lab-classroom space. We currently offer everything possible as framed by our facilities. Expansion of the program—and perhaps attracting additional students particularly to the Radio/Television Broadcast track—requires dedicated space, new equipment, and an ongoing budget for support, maintenance, and upgrade, a condition the department has reported across the past decade and more.

**B. For any required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.**

Two courses merit examination here: Argumentation and Debate (SPCH 2335), and Introduction to Cinema (COMM 2366). These two specialized courses experience varying levels of student demand; enough to keep them on the schedule, but not enough to justify offering them every semester. They are offered periodically in response to student interest. When offered, these courses have adequate enrollment due to the strategy of offering them only when demand merits the offering of the course.

**C. Make the case with evidence that the required courses in the program are offered in an appropriate sequence and at appropriate intervals to enable students to complete “on time” for students enrolled full-time and following the degree plan.**

Every course we teach across all four tracks is currently offered every regular semester, with the exception of Argumentation and Debate (SPCH 2335), and Introduction to Cinema (COMM 2366), as demand for these courses is lower. The fact that these two courses are not offered every semester does not interfere with students’ ability to complete the Communications FOS, as courses in the Communications FOS are not required to be taken in sequential order.

Source: <https://www.collin.edu/academics/programs/pdf/communicationfos.pdf>

**7. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?**

**A. Provide website URLs (for both the program website and the catalog information posted by the Curriculum Office): If no program website is available, describe plans for creation of a program website.**

Department website: <http://www.collin.edu/speech/>

The Speech Communication department website was designed and is maintained by Professor Ceilidh Charleson-Jennings. After a period of time where we were locked out of the site due to a password change/proposed internal procedure changes by the college (which did not take place), we gained access to the site again in Fall 2017. The website was completely updated by January 2018. The site details faculty information, course offerings, course rotation and timeframe for completion of Field of Study certificates, related study resources, FAQs pages for general communication and mass communication courses, and a promotion page for events associated with our department. Now



that we have access again, updates are easily done. Our regular update calendar has resumed: January, May, August, with small changes made as necessary at any point. Faculty and Deans will be contacted for needed changes or additions two weeks prior to the updates, which precede Spring, Summer, and Fall semesters.

Additionally, the Department of Communication Studies is reflected on the Collin site:

<https://www.collin.edu/academics/programs/pdf/communicationfos.pdf>

**B. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Requested points to address, but not limited to:*

- *Demonstrate how the program solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*

While the Speech Communication Department has not formally solicited student feedback on the department website, anecdotal evidence from student interaction *does* suggest in general that department websites are not high-priority or high-visibility site visits for students. The path to department sites within the Collin site is not intuitive, we have been told. Our department website may be found easily, however, via the Collin homepage search box. Most students suggest they more easily find and use Collin’s PDF/catalog description for the Communication Studies program, above, which can be achieved in three clicks from the home page (Academics>Academic Programs>Communication Field of Study).

- *Designate who is responsible for monitoring and maintaining the program’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

The Speech Communication department website is maintained by Professor Ceilidh Charleson-Jennings. A regular review and update calendar is in place; scheduled updates occur in January, May, and August, with small changes made as necessary at any point. Faculty and Deans will be contacted for needed changes or additions two weeks prior to the updates, which precede Spring, Summer, and Fall semesters.

**C. Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with College literature and sites.**

Professor Ceilidh Charleson-Jennings oversees all program literature, with input from the rest of the department. At the beginning of every Fall and Spring semester, Professor Charleson-Jennings consults administrators and department faculty regarding program literature. She then updates materials accordingly.

A department brochure is in design now (January 2018). The tri-fold brochure, also available as a PDF, looks at the Field of Study tracks we offer and how they can lead to exciting career opportunities—what may be done professionally with certificates or degrees grounded in those tracks. A campus-specific insert can be used to promote department offerings on specific campuses across a given academic year.

- D. In the Program Literature Review Table, below, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public.**

**Program Literature Review Table**

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update		Responsible Party
Academic Calendars	N/A—these are provided on the college-wide website.			
Grading Policies	N/A—there are no department-wide grading policies that students need to be aware of; individual faculty members’ grading policies are provided in syllabi.			
Course Syllabi	College Website, HB 2504 Link	January 2018	<ul style="list-style-type: none"> <li>✓ Current</li> <li>✓ Accurate</li> <li>✓ Relevant</li> <li>✓ Available</li> </ul>	Diana Sage
Program Handouts	Brochure	January 2018	<ul style="list-style-type: none"> <li>✓ Current</li> <li>✓ Accurate</li> <li>✓ Relevant</li> <li>• Available (<i>still in production</i>)</li> </ul>	Ceilidh Charleson-Jennings

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update		Responsible Party
Program Tuition Costs & Fees	N/A—these are provided on the college-wide website.			
Articulation Agreements	<p>N/A—the Speech Communication Dept. does not have articulation agreements with other colleges or universities.</p> <p>The articulation agreements that Collin College has with other colleges and universities are posted on the college-wide website.</p>			
Availability of Courses and Awards	Speech Communication Dept. Website, Comm. FOS link on college-wide website	January 2018	<ul style="list-style-type: none"> <li>✓ Current</li> <li>✓ Accurate</li> <li>✓ Relevant</li> <li>✓ Available</li> </ul>	Ceilidh Charleson-Jennings
Local job demand in related fields	Speech Communication Dept. Website, FAQs	January 2018	<ul style="list-style-type: none"> <li>✓ Current</li> <li>✓ Accurate</li> <li>✓ Relevant</li> <li>✓ Available</li> </ul>	Ceilidh Charleson-Jennings

**8. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?**

**A. Make a case with evidence that the program enlists partnerships (with government, college, university, community, or other) to advance program outcomes.**

*Requested points to address, but not limited to:*

- *Partnership types include: Co-op or internship sites, visiting class presenters, tours of facilities, facility use, equipment donors, dedicated program scholarship donors, mentors, Service Learning sites, other.*

While the Communication Studies department has no ongoing, contractual relationship with particular corporations, various industry professionals and corporate/nonprofit representatives work with our students in courses each semester. Nonprofit relationships with the organizations like the Plano Symphony and McKinney’s Historic Chestnut Square allow students first-hand experience in building PR campaigns and creating promotional content. In Mass Communication courses like COMM 2331 (Radio and Television Announcing), COMM 2300 (Media Literacy), COMM 2339 (Writing for Radio, TV, and Film) and COMM 2332 (Radio and Television News), students get feedback on current industry issues and the cultural trends that drive them; in the past five years, Communication Studies students have experienced critique and audition sessions with executive producers, showrunners, writers and directors, actors, agents, and editors from CBS, Sony Entertainment, Blackstone Audio/DownPour, Jim Donovan Literary, the Boston Globe, and Universal Studios.

**B. Complete the Partnership Resources Table, below.**

**Partnership Resources Table**

Partner	Description (See Points to Consider)	Briefly Describe Partnership Value to Program
No official partnerships at this time	N/A	N/A

**9. ARE WE HIRING QUALIFIED FACULTY AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT, AND HOW DO WE KNOW?**

**Make a case with evidence that faculty are qualified, keep current, and advance the program and the College.** List program employees (full-time and part-time), their roles, credentials, and known professional development activity in the last four years.

*Requested points to address, but not limited to:*

- Document that all faculty meet SACSCOC standards in the table (or add an appendix)

Employee Name	Role in Program		Credentials
	Full Time (FT)	Part Time (PT)	
Armstead, Erica		PT	MA, University of Phoenix- Business & Technology Management MA, Eastern Michigan University- Communication BS, Eastern Michigan University- Communication
Aronoff, Robert		FT	MS, Florida State University- Communication BA, University of Central Florida- Speech Communication AA, St. Petersburg Junior College- Liberal Studies
Ballow, Pamela		PT	MS, University of North Texas- Communication Studies BS, Louisiana State University- Communication Studies
Braly, Jana		PT	MA, University of North Texas- Communication and Public Address BA, Texas A&M University- Speech Communication
Charleson-Jennings, Ceilidh		FT	MS, University of North Texas- Communication and Public Address BA, Baylor University- Education

Chastain, William	PT	MFA, Texas Christian University- Speech BFA, Texas Christian University- Radio/TV/Film
Cline, John	PT	MS, University of North Texas- Communication Studies BA, University of Central Arkansas- Writing
DeShazo, Jillian	FT	MA, University of Illinois- Communication BA, Rowan University- Communication Studies
Dunnahoe, Rachel	PT	MA, University of Arkansas- Communication BA, University of Arkansas- Communication; Psychology
Hanson, Jocelyn	PT	MA, University of Denver- Professional & Organizational Communication BS, Bemidji State University- Psychology
Holloman, Brittany	PT	MA, University of Texas at Arlington BA, University of Texas at Arlington
James, Kai'lah	PT	PhD, Baylor University- Educational Psychology MA, Baylor University- Communication Studies BA, Baylor University- Speech Communication
Jessen, Paul	PT	PhD, California Graduate School of Theology- Communication MA, Pennsylvania State University- Speech Communication MDiv, Pacific Lutheran Theological Seminary- Theology BA, Portland State University- English
Juarez, Veronica	PT	MA, Texas Tech University- Communication Studies BA, University of Texas of the Permian Basin

Kincaid, Richard	PT	MA, Abilene Christian University- Communication BA, Abilene Christian University- Applied Studies
Krishnaswamy, Nandini	PT	MA, Cleveland State University- Applied Communication Theory & Methodology BCom, Cleveland State University- Commerce Certificate, Cornell University- Human Resource Studies
Loinette, Kerry Byrnes	FT	PhD, West Virginia University- Interpersonal Communication & Instructional Communication MA, Ball State University- Communication Liberal Arts & Sciences BA, Ball State University- Organizational Communication
Long, Ralph	FT	MS, University of North Texas- Speech BFA, University of North Texas- Art AA, Mountain View College- Speech
Monnette, David	PT	MA, Governors State University- Communication BA, Governors State University AAS, Kankakee Community College
Nyman, Kim Parker	FT	MA, Florida State University- Communication Studies BA, Florida Atlantic University- Communication Studies AA, Broward Community College- Communication Studies
Packer, April	PT	MS, University of Southern Mississippi- Communication BA, University of Southern Mississippi

Phillips, Seth	PT	JD, Southern Methodist University MA, Texas Tech University- Communication Studies BA, Texas Tech University- Communication Studies AA, Tyler Junior College
Pisani, Whitney	FT	MA, University of North Texas- Communication Studies BA, University of North Texas- Journalism
Polley, Varaidzo	PT	MA, Dallas Baptist University BA, Zimbabwe Open University
Prince, Ericka	PT	JD, Texas Southern University MA, University of Texas at Arlington- Communication Studies BS, Illinois State University- Criminal Justice & Philosophy
Rhodes, Sherry	FT	MA, University of North Texas- Speech Communication BA, University of North Texas- English
Rosbury, Andrew	PT	PhD, Regent University- Communication MA, Southwestern Baptist Theological Seminary- Communication BBSc, Hardin-Simmons University- Communication
Sage, Diana	FT	MS, University of North Texas- Communication Studies BS, Southeastern Oklahoma State University- Communication Studies
Samuels, Phillip	PT	MA, University of Kansas- Communication Studies BA, Emporia State University- Communication Studies/Social Sciences
Sherman, Jenay	PT	MA, University of Dayton- Communication BS, Ohio University- Communication



Simons, Desiree	PT	MA, Eastern New Mexico University- Arts/Communication BS, North Texas State University- Education
Stewart, Derek	PT	MA, Webster University- Communication BS, University of Texas at Austin- Communication
Vazzi, Lisa	PT	MS, Southern Illinois University at Edwardsville BA, Eastern Illinois University
Wald, Donna	PT	MA, Oklahoma State University- Speech Communication BS, Oklahoma State University- Speech Communication
Walton, Michaela	PT	MA, Texas A&M University- Organizational Communication BA, Texas A&M University
Warren, Jenny	FT	MS, University of North Texas- Communication Studies BA, Arizona State University- Communication Studies
Wohead, Judi	FT	MA, Northern Illinois University- Communication Theory BS, Indiana University- Sports Marketing AA, Nassau Community College- Liberal Studies

**Employee Resources Table**

\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

- Professional development related to discipline and/or teaching

Employee Name	Professional Development since Last Program Review
Armstead, Erica (PT)	N/A (Not reported)
Aronoff, Robert (FT)	N/A (Not reported)
Ballow, Pamela (PT)	N/A (Not reported)
Braly, Jana (PT)	N/A (Not reported)
Charleson-Jennings, Ceilidh (FT)	<ul style="list-style-type: none"> <li>• Masterclass: Aaron Sorkin Teaches Screenwriting, 30 hour course, 2017</li> <li>• UNT/Mayborn Graduate School of Journalism Annual Conference July 2013, 2014, 2015, 2016, 2017: attendee, critic, workshop leader</li> <li>• Alex Blumberg/NPR: "Power Your Podcast with Storytelling" -- via Creative Live (online seminar, 17 hours) 2016</li> <li>• Anna Sussman, Julia DeWitt/NPR "Essential Storytelling Techniques with Producers from 'Snap Judgment' -- via Creative Live (online seminar, 2.5 hours) 2016</li> <li>• National Association of Broadcasters': "Radio's Opportunities in Podcasting" (online seminar, 60 min) 2015</li> <li>• National Association of Broadcasters / Webcasts for Public Broadcasters v FCC Underwriting Requirements: The Rules of the Road v Connecting Community Engagement to Development</li> <li>• National Association of Broadcasters – Online Leadership Academy, June 2015</li> <li>• National Association of Broadcasters – Licensed to Serve; online peer review and discussion group focusing on dissemination of critical information by commercial and public broadcasters, including severe weather events and public safety crises 2015</li> <li>• Whisper Room booth consultation, Blackstone Audio, June 2014</li> <li>• UNT Mayborn Graduate School of Journalism Annual Conference, July 2014 – first round judge, critic/evaluator, professional workshop leader</li> <li>• National Association of Broadcasters Education Foundation, online webinars: “Building a Resume for a Career in the Media” 2014</li> <li>• “How to Use Social Media as a Recruitment Tool” (for Communication Studies program) 2014</li> </ul>

	<ul style="list-style-type: none"> <li>• Audio booth / cast production consultation (for COMM 2331, COMM 2339), Blackstone Audio, Ashland, Oregon April, 2013</li> <li>• UNT Mayborn Graduate School of Journalism Annual Conference, July 2013 – critic/evaluator, professional workshop leader</li> <li>• Television series development consultant, Carol Mendelsohn Productions (CBS Television), August 2013</li> <li>• Discussion/Presentation: Feature Radio Journalism, Ira Glass (NPR), June 1, 2013, AT&amp;T Performing Arts Center.</li> <li>• NAB/NWS online education collaborative:</li> <li>• NWS Weather Ready Nation: Extreme Weather: Best Practices in Preparation and Emergency Communication (webinar), 2014</li> <li>• National Oceanic and Atmospheric Administration: Weather Ready Strategic Plan for Broadcasters (webinar), 2013</li> <li>• NOAA: Reducing Extreme Weather Impacts (webinar), 2013</li> <li>• National Association of Broadcasters Webcast: How the FCC’s Disaster Information Reporting System (DIRS) Can Help Broadcasters During an Emergency (webcast), 2013</li> <li>• National Association of Broadcasters Webcast: Broadcaster Liability—Managing Legal Risks Associated With New Media, 2014</li> <li>• National Public Radio Digital Services (webinar): Why [Stations] Should Be on Reddit *Like WAMU and KBIA, 2014</li> </ul>
Chastain, William (PT)	N/A (Not reported)
Cline, John (PT)	N/A (Not reported)
DeShazo, Jillian (FT)	<ul style="list-style-type: none"> <li>• Attended National Communication Association National Convention 2017</li> <li>• Attended the Southern States Communication Association Conference 2016</li> <li>• Attended Faculty Development Conference Fall 2014, Spring 2015, Fall 2015, Spring 2016, Spring 2017, Fall 2017</li> <li>• Completed QEP Workshops <ul style="list-style-type: none"> <li>-Effective Communication Workshop 2015</li> <li>-The Ins and Outs of Learning Styles: A Tool for the Faculty Coach 2015</li> <li>-What, When, Why, and How: SOBI Referrals 2015</li> <li>-Appreciative Advising: The 6 Phases that Lead to Student Success 2016</li> <li>-The Connection Practice: Feeling &amp; Needs 2016</li> </ul> </li> <li>• Completed NISOD webinars: <ul style="list-style-type: none"> <li>-Community Colleges and Educational Technology: What Lies Ahead 2015</li> <li>-Critical Thinking in Action: Using Content to Construct Argumentation Essays in Any Class a Step-by-Step Approach</li> </ul> </li> </ul>

	<p>2015</p> <ul style="list-style-type: none"> <li>-Teaching Techniques: Beyond Lectures 2017</li> <li>• Completed Starlink courses: <ul style="list-style-type: none"> <li>-Strategies for Teaching to Different Learning Preferences 2015</li> <li>-Teaching Online and Hybrid 2017</li> <li>-Creating an Infographic 2017</li> </ul> </li> <li>• Member of NCA</li> <li>• Member of SSCA</li> </ul>
Dunnahoe, Rachel (PT)	N/A (Not reported)
Hanson, Jocelyn (PT)	N/A (Not reported)
Holloman, Brittany (PT)	N/A (Not reported)
James, Kai'lah (PT)	N/A (Not reported)
Jessen, Paul (PT)	<ul style="list-style-type: none"> <li>• Training for assisting with SAT prep</li> </ul>
Juarez, Veronica (PT)	N/A (Not reported)
Kincaid, Richard (PT)	N/A (Not reported)
Krishnaswamy, Nandini (PT)	<ul style="list-style-type: none"> <li>• Associate Faculty Conference</li> </ul>
Loinette, Kerry Byrnes (FT)	<ul style="list-style-type: none"> <li>• Attended the Eastern Communication Association conference 2012-2017.</li> <li>• Attended the National Communication Association conference 2012-2017.</li> </ul>
Long, Ralph (FT)	<ul style="list-style-type: none"> <li>• Texas Speech Communication Association Conference 2013-2017</li> </ul>
Monnette, David (PT)	N/A (Not reported)
Nyman, Kim Parker (FT)	<ul style="list-style-type: none"> <li>• Attended National Communication Associate Annual Convention (2017)</li> <li>• Texas Community College Teachers Association Annual Conference (Speech sessions and others) 2013, 2014</li> </ul>

	<ul style="list-style-type: none"> <li>• UTD workshop "Cuss and Discuss" dealing with changes in the basic speech course in Texas (2013)</li> </ul>
Packer, April (PT)	<ul style="list-style-type: none"> <li>• Classroom Management Training and Certification</li> </ul>
Phillips, Seth (PT)	<ul style="list-style-type: none"> <li>• UIL Capital Conference 2017</li> </ul>
Pisani, Whitney (FT)	<ul style="list-style-type: none"> <li>• Attended National Communication Association National Convention 2017</li> <li>• LILY Teaching and Learning Conference 2014, 2015, 2016</li> <li>• Member of NCA</li> <li>• Attended, Global Citizenship Conference, Fall 2015</li> <li>• Attended Communicating with students brown bag colloquium 2015</li> <li>• Attended Best practices in online education 2015</li> <li>• Active member of Texas Teachers Community College Association 2016</li> <li>• Attended faculty development conferences-both semesters. Including but not limited to the following sessions:               <ul style="list-style-type: none"> <li>-Teams in the classroom session conference</li> <li>-Bringing Mindfulness to the Classroom</li> <li>-Concur in the Classroom</li> </ul> </li> </ul>
Polley, Varaidzo (PT)	<ul style="list-style-type: none"> <li>• National Communication Association National Conference</li> </ul>
Prince, Ericka (PT)	N/A (Not reported)
Rhodes, Sherry (FT)	<ul style="list-style-type: none"> <li>• Attended Faculty Development Conferences – Fall, 2013, Spring, 2014, Fall, 2014, Spring, 2015, Fall, 2015, Spring, 2016, Fall, 2017</li> <li>• Attended Southern States Communications Association Conference – Spring, 2016</li> <li>• Attended Texas Community College Teachers Association Conference– Spring, 2016</li> <li>• Attended Facing Family Violence Conference – Fall, 2015, Fall, 2016, Fall, 2017</li> <li>• Attended Community College Humanities Association Conference – Fall, 2014, Fall, 2015</li> </ul>
Rosbury, Andrew (PT)	Collin College Associate Faculty Conference (2016) - attendee
Sage, Diana (FT)	<ul style="list-style-type: none"> <li>• Attended NCA, 2016</li> <li>• Currently taking graduate-level counseling courses at UNT. (Courses include Counseling Theories and Human Development, which relate to basic communication concepts such as perception and empathy.)</li> </ul>

Samuels, Phillip (PT)	N/A (Not reported)
Sherman, Jenay (PT)	N/A (Not reported)
Simons, Desiree (PT)	N/A (Not reported)
Stewart, Derek (PT)	N/A (Not reported)
Vazzi, Lisa (PT)	N/A (Not reported)
Wald, Donna (PT)	N/A (Not reported)
Walton, Michaella (PT)	<ul style="list-style-type: none"> <li>• Attendance of academic seminars including (but not limited to): "How to deal with difficult student scenarios" and "How creativity can be harnessed in the Classroom" etc.</li> </ul>
Warren, Jenny (FT)	<ul style="list-style-type: none"> <li>• ECA every year- Special Programs Coordinator, Community College Interest Group Conference Planner, GIFTS Conference Planner, Presenter, Chairperson, Respondent, Executive Council, Reviewer.</li> <li>• NCA, 2017</li> <li>• WSCA, 2015 – Presenter</li> <li>• NCHC, 2014 &amp; 2015 - Presenter</li> </ul>
Wohead, Judi (FT)	<ul style="list-style-type: none"> <li>• National Communication Association - Nov 2017</li> <li>• TCCTA - March 2017</li> <li>• Southern States Communication Association - April 2015</li> <li>• Attended Faculty Development Conference at Collin all 4 years</li> <li>• StrengthsQuest, SBED 100, certified in "Strengths Based Education", Fall 2016</li> </ul>

- *Related scholarly efforts by program faculty*

Employee Name	Related Scholarly Efforts
Armstead, Erica (PT)	N/A (Not reported)
Aronoff, Robert (FT)	N/A (Not reported)
Ballow, Pamela (PT)	N/A (Not reported)
Braly, Jana (PT)	N/A (Not reported)
Charleson-Jennings, Ceilidh (FT)	<ul style="list-style-type: none"> <li>• Marine Creek Writers Conference – keynote, Tarrant County Community College, Oct 2014</li> <li>• New Mexico Council of Search and Rescue – keynote, additional presentation on crisis communication with family, caregivers, and the special needs missing person at point of find, plus attended workshop on the increasing demands of the Public Information Officer in the age of social media / bystander journalism, April 2015</li> <li>• UNT Mayborn Graduate School of Journalism Annual Conference, July 2013, 2014, 2015, 2016, 2017 – first round judge, critic/evaluator, professional workshop leader</li> <li>• Highland Park Literary Festival 2017: speaker/coach developing narrative for media</li> <li>• Keynote: All College Day, Collin College, 2014</li> <li>• Presentation: Compassion Fatigue and Communication Failure in the Crisis Environment, Hope Animal-Assisted Crisis Response Annual Conference, June 2013</li> <li>• Presentation: Scent Theory, Critical Incident Stress and Compassion Fatigue in Animal-Assisted Crisis Response, Association of Professional Dog Trainers Annual Conference, October 2013</li> <li>• Presentation: Panelist/Speaker: Texas Higher Education Coordinating Board Annual Symposium, July 11, 2014</li> <li>• Publication: The Possibility Dogs, Houghton Mifflin Harcourt, published June 2013 (book)</li> <li>• Publication: Wall Street Journal Online, “Speakeasy,” June 13, 2013 (article)</li> <li>• Performance: Audiobook recording/narration: The Possibility Dogs, Blackstone Audio, April 25-27</li> <li>• National television/radio (subject: communication with individuals or groups in psychological crisis using canine adjunct): -Television: ABC Digital/Good Morning America, with Bob Woodruff. NYC. June 4 &amp; 10, 2013</li> </ul>

	<p>-Television: Fox &amp; Friends, with Gretchen Carlson, NYC. June 5, 2013</p> <p>-Radio: Lifestyle Talk Radio (National Syndicated), NYC. June 18th, 2013</p> <p>-Television: October – November 2013, CNN and HLN, interviewee (taped October 21, 2013 Dallas studio): Stories of Courage series</p> <ul style="list-style-type: none"> <li>• Regional television/radio in studio:</li> </ul> <p>-Television: CBS-NYC, Live from the Couch, with John Elliot, June 6, 2013</p> <p>-Radio: KERA-FM (NPR/PRI), North Texas, Think, with Kryz Boyd, June 19, 2013</p> <p>-Radio: CBS Radio SF (San Francisco), July 10, 2013</p> <p>-Television: KATU Good Morning Northwest, Portland, OR. July 11, 2013</p> <p>-Television: KTXD, The Texas Daily with Jeff Brady, June 19, 2013</p> <p>-Television: KXAN’s Noon News (Austin), July 23, 2013</p> <ul style="list-style-type: none"> <li>• Radio junket interviews (phone or Skype), 2013:</li> </ul> <p>-6/13, 6:40am - 6:50amam CENTRAL, WOCM-FM Ocean City MD</p> <p>-6/13, 6:50am - 7:00 am CENTRAL, WBEX-AM Chillicothe-Columbus OH</p> <p>-6/13, 7:30am - 7:40am CENTRAL, KCMN-AM/Colorado Springs CO</p> <p>-6/13, 8:20am - 8:30am CENTRAL, KTOE-AM Minneapolis MN 6/13, 8:30am - 8:45am CENTRAL, WSYR-AM Syracuse NY</p> <p>-6/13, 8:50am - 9:00am CENTRAL, WLW-AM Cincinnati Ohio 6/13, 9:05am - 9:30am CENTRAL, WOCA-AM Ocala FL</p> <p>-6/13, 10:30am - 10:40am CENTRAL, KWKM-FM Flagstaff AZ 6/14, 6:30am - 6:50am CENTRAL, WPTF-AM Raleigh-Durham NC</p>
Chastain, William (PT)	N/A (Not reported)
Cline, John (PT)	N/A (Not reported)
DeShazo, Jillian (FT)	<ul style="list-style-type: none"> <li>• Presented “Dos and Don’ts of PowerPoint for Presentations” Writing Center Workshop 2017</li> <li>• Presented "Collin College Speech Clinics: What are They and How can They Benefit Faculty and Students?" at Faculty Development Day 2017</li> <li>• Presented “The Dignity Initiative: From Violence to Dignity Evolving Through Action.” at SSCA 2016</li> <li>• Presented “Speech Anxiety?: Tips and Exercises to Help Your Students.” at Faculty Development Day 2015</li> </ul>
Dunnahoe, Rachel (PT)	N/A (Not reported)



Hanson, Jocelyn (PT)	N/A (Not reported)
Holloman, Brittany (PT)	N/A (Not reported)
James, Kai'lah (PT)	N/A (Not reported)
Jessen, Paul (PT)	N/A (Not reported)
Juarez, Veronica (PT)	N/A (Not reported)
Kincaid, Richard (PT)	N/A (Not reported)
Krishnaswamy, Nandini (PT)	<ul style="list-style-type: none"> <li>• Committee Member, Open Doors Open Minds</li> </ul>
Loinette, Kerry Byrnes (FT)	<ul style="list-style-type: none"> <li>• Publications: <ul style="list-style-type: none"> <li>-Brann, M., Frisby, B. N., &amp; Byrnes-Loinette, K (2017). Using experiential education, service learning, and instructional communication to enhance student learning and inform the development of an ATV safety curriculum. <i>Texas Speech Communication Journal</i>, 41.</li> <li>-Tucker, M., Byrnes-Loinette, Bodary, D. (2017). Articulating and utilizing communication student learning outcomes in community colleges. <i>Community College Journal of Research and Practice</i>.</li> <li>-Brown, T., Castor, T., Byrnes-Loinette, K., Bowman, J., &amp; McBride, C. (2016). The LOCs and the shift to student-centered learning. <i>Communication Education</i>, 65, 493-495.</li> <li>-Byrnes, K., Frisby, B. N., &amp; Brann, M. (2012). Using social marketing processes to develop and pilot-test an intervention for pre-teen all-terrain vehicle (ATV) riders. <i>Cases in Public Health Communication &amp; Marketing</i>, 6, 45-64.</li> </ul> </li> <li>• Presentations: <ul style="list-style-type: none"> <li>-Byrnes-Loinette, K. (2017, November). Legal Guns on Campus: Implications for Practice. Panel presented at the National Communication Association convention, Dallas, TX.</li> <li>-Byrnes-Loinette, K. (2017, November). There are High School Students in my Class? Maintaining Our Legacy While Teaching Dual Enrolled Students the Relevance of Communication. Panel presented at the National Communication Association convention, Dallas, TX.</li> <li>-Byrnes-Loinette, K. (2017, November). Learning Outcomes in Communication: Articulating Relevance and Creating Legacy. Preconference presented at the National Communication Association convention, Dallas, TX.</li> <li>-Byrnes-Loinette, K. (2017, April). Freedom to Create Assignments: Assignment creation and Alignment to Learning Outcomes in Communication. Panel presented at the Eastern Communication Association convention, Boston, MA.</li> </ul> </li> </ul>

-Byrnes-Loinette, K. (2016, November). Incorporating and Assessing Communication: Using the NCA Learning Outcomes in Community Colleges. Panel presented at the National Communication Association convention, Philadelphia, PA.

-Byrnes-Loinette, K. (2016, November). Comparing Community Colleges: Students' Perceptions of Campus Climate as a Predictor of Student Retention. Paper presented at the National Communication Association convention, Philadelphia, PA.

-Byrnes-Loinette, K. (2016, November). My Student is Packing and I don't Mean Lunch. Panel presented at the National Communication Association convention, Philadelphia, PA.

-Byrnes-Loinette, K. (2016, October). Learning Outcomes in Communication: Assignment Workshop. Panel presented at Implementing Learning Outcomes in Communication Convening, Indianapolis, IN.

-Byrnes-Loinette, K. (2016, April). Learning Outcomes in Communication: Instituting Best Practices for Assessment. Panel discussion presented at the Southern Communication Association convention, Austin, TX.

-Byrnes-Loinette, K. (2016, March). Assessment Practices: Aligning, Mapping, and Assessing. Paper presented at the Eastern Communication Association convention, Baltimore, MD.

-Byrnes-Loinette, K. (2016, March). Redefining Our Past: Community College Students' Define Immediacy in The Modern Classroom. Paper presented at the Eastern Communication Association convention, Baltimore, MD.

-Byrnes-Loinette, K. (2015, November). Embracing the Health of Community College Students: Opportunities for Improving Student Success. Panel discussion presented at the National Communication Association convention, Las Vegas, NV.

-Byrnes, K. (2015, April). Deliberation in Action: Interactive Consideration of the Future of the Basic Course. Panel discussion presented at the Eastern Communication Association convention, Philadelphia, PA.

-Byrnes, K. (2015, April). Core Competencies in Communication: Let the Deliberation Begin. Panel discussion presented at the Eastern Communication Association convention, Philadelphia, PA.

-Byrnes, K. (2014, April). Contributions to Outstanding Teaching from the Community College. Panel discussion presented at the Eastern Communication Association convention, Providence, RI.

-Byrnes, K. (2014, April). Teaching Communication in the Contemporary Classroom. Teaching activity presented at the Eastern Communication Association convention, Providence, RI.

-Byrnes, K. (2014, April). The Relationship Between Communication Motives and Nonverbal Immediacy at the Community College Level. Paper presented at the Eastern Communication Association convention, Providence, RI.

-Byrnes, K., & Frisby, B. N. (2014, April), Community College Students' Motives for Communication and Perceptions of Instructor Humor and Self-Disclosure. Paper presented at the Eastern Communication Association convention, Providence, RI.

-Byrnes, K. & Frisby, B. N. (2013, November). Community College Students' Motives For Communication and the Relationship to Instructor Rapport. Paper presented at the National Communication Association convention, Washington D.C.

	<p>-Byrnes, K. (2013, April). Re-Imagining Instructional Communication in the 21st Century: Managing the Confluence of Pedagogical, Technological and Ethical Issues. Panel presentation at the Eastern Communication Association convention, Pittsburgh, PA.</p> <ul style="list-style-type: none"> <li>• Elected Service Positions:</li> <li>-National Communication Association, Community College Task Force, 2017-2019</li> <li>-Program Planner, Instructional Development Division, National Communication Association convention 2019.</li> <li>-Program Planner, Community College Interest Group, Eastern Communication Association convention 2018</li> <li>-Program Planner, GIFTS, Great Ideas for Teaching Speech, Eastern Communication Association convention 2017</li> <li>-Program Planner, Short Courses Division, National Communication Association, convention 2016 and 2017</li> <li>-Community College Outreach Task Force, Eastern Communication Association, Spring 2015-Fall 2016</li> <li>-Nominating Committee, Instructional Development Division, National Communication Association convention, 2015</li> <li>-Faculty member, National Communication Association Tuning Project, Assessing Student Learning Outcomes across the Communication Studies Discipline, Fall 2013-Summer 2015</li> <li>-Eastern Communication Association Community College Representative to the National Communication Association Legislative Assembly, November 2013-2015</li> <li>-Program Planner, Instructional Communication Interest Group, Eastern Communication Association convention 2015</li> </ul>
Long, Ralph (FT)	<ul style="list-style-type: none"> <li>• Presented at TSCA 2013, 2014, 2015, 2016</li> <li>• TSCA Service: Chair Local Arrangements 2015, Chair Time and Place Committee 2014-2015, Time and Place Committee 2013-2017, Co-Chair New Member Orientation 2014-2017</li> </ul>
Monnette, David (PT)	N/A (Not reported)
Nyman, Kim Parker (FT)	<ul style="list-style-type: none"> <li>• Presented on panel for NCA Convention (2017) "Strengthening Our Legacy and Relevance Through Interdisciplinary Learning Communities"</li> <li>• Numerous Faculty Development presentations at Collin College on service learning and metacognition</li> </ul>
Packer, April (PT)	<ul style="list-style-type: none"> <li>• Competent Communication Seminars</li> </ul>
Phillips, Seth (PT)	<ul style="list-style-type: none"> <li>• Presenter at UIL Capital Conference 2016 and Texas Speech Communication Association Conference 2016</li> </ul>
Pisani, Whitney (FT)	<ul style="list-style-type: none"> <li>• Presented, Scholarship Assessment Presentation, "Exploring Assignment Adaptations: Assessing Critical Thinking and Personal Responsibility," Spring 2015.</li> <li>• Presented, Social Networking Seminar, Collin College Undergraduate Interdisciplinary Research Conference, Spring 2015 and Spring 2016</li> </ul>

	<ul style="list-style-type: none"> <li>• Chaired, “Human Rights” Panel, Collin College Undergraduate Interdisciplinary Research Conference, Spring 2016</li> <li>• Presented "Listening' webinar June 2015</li> <li>• Presented, Passport Series Presentation, "The Riviera Maya," Fall 2014</li> <li>• Presented, Passport Series Presentation, 'The Kenai Peninsula' June 2017</li> <li>• Presented Sail Presentation, 'The Kenai Peninsula' October 2017 Presented 'Mindfulness' Presentation at LILY National Conference Feb 2017</li> </ul>
Polley, Varaidzo (PT)	N/A (Not reported)
Prince, Ericka (PT)	N/A (Not reported)
Rhodes, Sherry (FT)	<ul style="list-style-type: none"> <li>• Co-presented spotlight workshop on The Dignity Initiative at Southern States Communications Association – Spring, 2016</li> <li>• Co-presented workshop on The Dignity Initiative at Texas Community College Teachers Association Conference – Spring, 2016</li> <li>• Co-presented workshop on The Dignity Initiative at the Community College Humanities Conference – Fall, 2015</li> <li>• Co-presented “Maya Angelou: Speaking from the Heart” at the Plenary Session and co-presented a workshop: “Reader’s Theatre: Creativity in the Humanities” at the Community College Humanities Association Regional Conference. – Fall, 2014</li> <li>• Co-presented “Reader’s Theatre: Poetry, Prose, and Performance as Pedagogical Practice” at Faculty Development Conference – Fall, 2013</li> <li>• Co-presented Reader’s Theater: “Navigating Perceptions, Personae, and Periods Through Literature “at the Community College Humanities Association – Fall, 2013</li> </ul>
Rosbury, Andrew (PT)	<ul style="list-style-type: none"> <li>• Popular Culture/American Culture Conference (2013) - Presentations: The Indirect Challenge to Certainty in Terrence Malick’s The Thin Red Line, Zen, Death and the Infinite Echo in Terrence Malick’s The Tree of Life</li> </ul>
Sage, Diana (FT)	N/A (Not reported)
Samuels, Phillip (PT)	N/A (Not reported)
Sherman, Jenay (PT)	N/A (Not reported)
Simons, Desiree (PT)	N/A (Not reported)

Stewart, Derek (PT)	N/A (Not reported)
Vazzi, Lisa (PT)	N/A (Not reported)
Wald, Donna (PT)	N/A (Not reported)
Walton, Michaela (PT)	<ul style="list-style-type: none"> <li>Published MA Thesis: "The PR in CSR: Assessing Perceptions of Partnerships versus Donations in Corporate Social Responsibility Initiatives"</li> </ul>
Warren, Jenny (FT)	<ul style="list-style-type: none"> <li>Book on generations in the Workplace published</li> <li>ECA Executive Council (2015)</li> <li>Present at faculty development conference</li> <li>15+ conference presentations/Chair/Respond over the past 4 years.</li> </ul>
Wohead, Judi (FT)	<ul style="list-style-type: none"> <li>Presented at Faculty Development Conference, Spring 2014</li> <li>Self-published a book with Blurb publishing titled "Two Truths."</li> </ul>

- *Outreach and engagement efforts*

Employee Name	Outreach & Engagement Efforts
Armstead, Erica (PT)	N/A (Not reported)
Aronoff, Robert (FT)	N/A (Not reported)
Ballow, Pamela (PT)	N/A (Not reported)
Braly, Jana (PT)	N/A (Not reported)
Charleston-Jennings, Ceilidh (FT)	<ul style="list-style-type: none"> <li>Hosted Communication Studies table at student orientations 2014, 2015, 2016</li> <li>Rotary Four-Way Speech Contest Judge (first and second rounds) 2014</li> <li>Highland Park Literary Festival 2017</li> <li>Promotional department brochure design, development, and production 2017-2018</li> </ul>

Chastain, William (PT)	N/A (Not reported)
Cline, John (PT)	N/A (Not reported)
DeShazo, Jillian (FT)	<ul style="list-style-type: none"> <li>• Volunteered on Welcome Squad every semester</li> <li>• Coordinated events as part of The Dignity Initiative, Fall 2014-present</li> <li>• Coordinated and held student speech clinics, Fall 2014-present</li> <li>• Served on faculty round tables at orientation every semester</li> <li>• Served as an Academic Planning Coach Fall 2014-present</li> <li>• Volunteered during McKinney Make A Difference Day with The Turning Point 2014, 2015, 2016</li> </ul>
Dunnahoe, Rachel (PT)	N/A (Not reported)
Hanson, Jocelyn (PT)	N/A (Not reported)
Holloman, Brittany (PT)	N/A (Not reported)
James, Kai'lah (PT)	N/A (Not reported)
Jessen, Paul (PT)	<ul style="list-style-type: none"> <li>• Judging speech competitions for both Rotary speech competitions and homeschool competitions</li> </ul>
Juarez, Veronica (PT)	<ul style="list-style-type: none"> <li>• Communication Speaker on the following topics: <ul style="list-style-type: none"> <li>- "Christian Communication" - UT Dallas Newman Club;</li> <li>- "The Vocation of Marriage" - UT Dallas Comet Awakening;</li> <li>- "Improving Communication in the Workplace" - Southern Methodist University Dedman Center;</li> <li>- "Building Relationships in Business" - Camp Gladiator DFW Trainers;</li> <li>- "From Communihater to Communicator" - Young Men's Service League, Plano Chapter</li> </ul> </li> </ul>
Kincaid, Richard (PT)	N/A (Not reported)
Krishnaswamy, Nandini (PT)	<ul style="list-style-type: none"> <li>• Conducted mock job interviews to help prepare students enrolled in Speech classes at Allen High School get job ready.</li> </ul>

Loinette, Kerry Byrnes (FT)	<ul style="list-style-type: none"> <li>• Speaker, Baylor Hospital, Irving, Texas</li> <li>-Stress and Communication, December 2015</li> <li>-Communicating about Feelings, January 2015</li> <li>-Cancer as a Change Agent, January 2016</li> <li>• Speaker, Communication is Key, Youth Leadership Summit, Collin College, Spring 2015</li> </ul>
Long, Ralph (FT)	<ul style="list-style-type: none"> <li>• Dignity Initiative volunteer</li> <li>• New Student Round Table</li> <li>• Welcome Week volunteer</li> <li>• Weekend College Committee</li> </ul>
Monnette, David (PT)	N/A (Not reported)
Nyman, Kim Parker (FT)	<ul style="list-style-type: none"> <li>• Served as a community judge for multiple sessions of the National Christian Forensics Communication Association Qualifier rounds (2014, 2015)</li> <li>• Guest lecturer on effective public speaking to 10th graders at Imagine International Baccalaureate School</li> <li>• Guest speaker "Not From Different Planets: Gender Differences in Communication" at Frisco Lakes Community Center (2013)</li> </ul>
Packer, April (PT)	N/A (Not reported)
Phillips, Seth (PT)	<ul style="list-style-type: none"> <li>• Judging speech &amp; debate and mock trial competitions</li> <li>• Texas State Co-Chair of High School Mock Trial Program</li> <li>• Assist coaching of SMU Law School Arbitration Team</li> </ul>
Pisani, Whitney (FT)	<ul style="list-style-type: none"> <li>• Serve, Study Abroad Committee, Fall-Present</li> <li>• Serve, Undergraduate Student Interdisciplinary Research Conference Committee, 2014-Present</li> <li>• Serve, Scholarship Review Committee, Fall 2016-Present</li> <li>• Served, Honors Institute Committee, Fall 2016</li> <li>• Serve, Mentor, Collin College Mentor Program, 2014-Present</li> <li>• Serve, Communications Coach for University of Texas Night and Weekend MBA program, 2014-Present</li> <li>• Served, Communication Coach, City of Plano, Tedx Talks. Spring 2016</li> <li>• Serve, Communications Coach for University of Texas Night and Weekend MBA program, 2014-Present</li> </ul>

Polley, Varaidzo (PT)	<ul style="list-style-type: none"> <li>• Judged a speech competition at Plano Senior High</li> </ul>
Prince, Ericka (PT)	N/A (Not reported)
Rhodes, Sherry (FT)	<ul style="list-style-type: none"> <li>• Developed and continues to coordinate The Dignity Initiative, a district-wide initiative, to create awareness about domestic violence - Spring, 2013 - Fall, 2017</li> <li>• Coordinated speaker presentations for Collin with Collin County Council on Family Violence - Fall, 2013 - Fall, 2017</li> <li>• Worked with Community Organizations to host resource tables at Collin to address issues of domestic violence - Fall, 2013 - Fall, 2017</li> <li>• Presented speech on The Dignity Initiative at the Collin County Council on Family Violence meeting - Summer, 2013</li> </ul>
Rosbury, Andrew (PT)	<ul style="list-style-type: none"> <li>• Orientation Table Host (2016-current)</li> <li>• Volunteer Welcome Committee table host (2016-current)</li> </ul>
Sage, Diana (FT)	<ul style="list-style-type: none"> <li>• Delivered a presentation, "How to Make It as a Public Speaker," Nov. 21, 2013, to a local Girl Scout Troop (Troop # 8477).</li> <li>• Delivered a one-hour presentation on business communication to the Account Services Management Dept. at TXU Energy in Irving, TX, Feb. 21, 2014.</li> <li>• Did a presentation, with three other Leadership Frisco members, to the Frisco Mayor's Youth Council. Discussed Leadership Frisco and Collin College. April 8, 2014.</li> <li>• Completed the Leadership Frisco Program, Class 17, 2013-2014.</li> </ul>
Samuels, Phillip (PT)	N/A (Not reported)
Sherman, Jenay (PT)	N/A (Not reported)
Simons, Desiree (PT)	N/A (Not reported)
Stewart, Derek (PT)	N/A (Not reported)
Vazzi, Lisa (PT)	N/A (Not reported)
Wald, Donna (PT)	N/A (Not reported)
Walton, Michaella (PT)	N/A (Not reported)



Warren, Jenny (FT)	<ul style="list-style-type: none"> <li>• Host Orientation tables</li> <li>• Present multiple Writing Center / Quest / UISRC workshops annually</li> <li>• Work with BravoCC presenting research on generational communication</li> </ul>
Wohead, Judi (FT)	<ul style="list-style-type: none"> <li>• Service Learning, various organizations around McKinney, Fall 2013-Fall 2017</li> <li>• StrengthsQuest, Fall 2016, Spring 2017, Fall 2017 , I presented the workshop to Collin College once or twice during each of these semesters</li> <li>• Spring 2017- I attended Super Saturday, a Collin admission and recruitment event as a representative of the Speech Communication department</li> </ul>

- *Analyze the evidence you provide. What does it show about the program?*

The evidence shows that the program is supported by diverse and highly qualified faculty. Not only do the faculty have the needed qualifications to meet the SACSCOC standard, but they continue to strive for excellence through the pursuit of various professional development activities related to communication, speech, and instruction. Further, the scholarly pursuits within the department consist of a number of journal and book publications, as well as professional presentations at regional and national conferences. There is also a strong showing of outreach and engagement efforts within the department that connects the faculty to Collin students and the broader community. Some of these efforts include hosting orientation tables, judging speech competitions, and facilitating service learning.

The Communication Studies department is actively engaged in community outreach, connecting with the public through various forms of service. Faculty represented the department and the college at the 2014 Toyota community information expos and have served as judges for local and regional speech and academic tournaments, such as the Plano Rotary Four Way Test tournament. Additionally, Professor Ceilidh Charleson-Jennings has served as judge and coach at the Highland Park High School Literary Festival and the Mayborn Journalism and Literary Nonfiction Conference at the University of North Texas Mayborn Graduate School of Journalism. Professor Jenny Warren created and administers the Undergraduate Interdisciplinary Student Research Conference, which draws students from numerous colleges and universities every year.

Other outreach efforts support the communities we serve. Communication Studies students and faculty have written public relations campaigns and PSAs and created instructional videos for area nonprofits, large and small, providing much-needed content and expertise free of charge.

**10. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?**

**Make a case with evidence that current deficiencies or potential deficiencies related to program facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to program or student success. As part of your response, complete the resources tables, below, to support your narrative.**

*Requested points to address, but not limited to:*

- *The useful life of structure, technologies and equipment,*
- *Special structural requirements, and*
- *Anticipated technology changes impacting equipment sooner than usual.*
  - *If you plan to include new or renovated facilities or replacement of equipment in your continuous improvement plan in Sections 11 & 12, be sure to provide qualitative and/or quantitative data evidence of the need in this section.*
  - *Analyze the evidence you provide. What does it show about the program?*

**Classroom Utilization Table**

Classroom/Lab Location	Description (i.e. Special Characteristics)	Meets Needs (Y or N)		Analysis of Classroom Utilization
		Current	For Next 5 Years	
Spring Creek Campus Broadcast classroom B233	Retro-fitted computer lab (acquired 2000) with production booths and space for on-camera production is too small to appropriately accommodate 18 students.	N	N	We desperately need a larger space to meet instructional and production demands, as well as safety standards.

**Equipment/Technology Table**

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N):		Analysis of Equipment Utilization
		Current	For Next 5 Years	
Computer monitors on the back wall of classrooms	Computer monitors mounted on the back wall of classrooms should be large enough for presenters to see the display from the front of the room.	N	N	Students delivering speeches need to be able to see the display of their presentation on the back wall in order manage their visual aids and still have good eye contact with the audience.

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N):		Analysis of Equipment Utilization
		Current	For Next 5 Years	
More computer labs that can accommodate 27 students	Not just for SPCH/COMM; this is a general need across disciplines.	N	N	In order to help students learn research and writing skills, faculty periodically reserve computer labs. However, there are not enough labs on the various campuses that can accommodate a class of 27 students.
Document cameras that will double as video cameras	Epson DC-07, for example.	N	N	These cameras would serve two uses, allowing faculty to display information to students, and allowing more efficient recording of presentations.

**Office Space Table**

Office Location	Description	Meets Needs (Y or N):		Analysis of Office Utilization
		Current	For Next 5 Years	
Office space is currently adequate. However, as the college grows, we anticipate the addition of new faculty, who will need office space.		Y	N	

**Financial Resources Table**

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (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
	Current	For Next 5 Years		
College/department budget	N	N	We need updated equipment and facilities for broadcasting students. See above, re: B233 at the Spring Creek Campus.	One-time allocation of department funds. Although this request does not fit the criteria for an official "Innovation Grant," it may fit the criteria for a one-time recapturing of some of the departmental funds that currently go into the Innovation Grant funding pot.

## *Section III. Continuous Improvement Plan (CIP)*

### **11. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP THE PROGRAM ADVANCE?**

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success.**

**Strengths:** The Communications FOS exhibits the following strengths:

1. Superb alignment with employment market; the skills that are in highest demand among employers are exactly the skills taught in the Communications FOS.
2. Solid enrollment; students are taking courses in the Communications FOS in large enough numbers to justify the program, and enrollment continues to grow.
3. Flexibility and commitment to meeting students' needs; courses in the Communications FOS are offered in a wide variety of modalities and time frames, including traditional face-to-face, online-only, blended/hybrid, night, weekend, and express classes.
4. Accurate, up-to-date website and program literature.
5. Well-qualified, engaged faculty.

**Weaknesses:** The Communications FOS exhibits the following areas in need of improvement:

1. Outreach: The number of students officially signing up for the actual FOS is not as high as one would expect, especially given the high enrollment in individual courses within the program. The department should work on getting the word out about the benefits of completing the FOS.
2. Success rates: With student success rates hovering at approximately 78%, there is room for improvement. To the extent that it is possible to improve student success rates while maintaining rigor, this is something the department should address.
3. Partnerships: The Communications FOS has unofficial ties with community partners such as the Plano Symphony Orchestra and McKinney's Historic Chestnut Square, but there is a need for more official partnerships. The department should emphasize the goal of developing such partnerships.

4. Uneven professional development and engagement among faculty: While some faculty members are heavily engaged in professional development and outreach, others, especially associate faculty, are less so. The department should explore ways to encourage and reward professional development and engagement, especially among associate faculty.
5. Communication technologies: Being familiar with communication technologies is a skill that employers expect Communications graduates to have, so the department should do more to encourage faculty to help students gain exposure to these technologies.
6. Limited facilities for broadcasting students: The only dedicated broadcast classroom is at the Spring Creek Campus. The equipment is outdated, and the space is too small to accommodate the number of students who wish to take broadcasting courses. The limited facilities are preventing program growth.

### **Specific Actions—The Program Review Committee Recommends the Following:**

1. Marketable Skills: The department should check job listings in the Communications field at the beginning of each Fall semester, to continue to align the skills taught in the Communications FOS to workplace demand.
2. Outreach: The department should identify ways to get the word out regarding the benefits of taking Communication classes in general, and the FOS in particular.
3. Modalities: The department should continue to broaden the ways in which courses are offered.
4. Student Success: The department should identify ways to, first, incorporate more blended learning and communication technologies; second, provide student-centered coaching; and, third, enhance student awareness of and access to helpful resources.
5. Faculty Development: The department should explore ways to encourage, track, and reward professional development and engagement, especially among associate faculty.
6. Facilities: The department should continue to advocate for improved facilities, both for broadcasting students and for students in other communication classes.

## **12. HOW WILL WE EVALUATE OUR SUCCESS?**

Program review at Collin College takes place within five-year cycles. During the last (fifth) year of each cycle, the program completes this instrument and submits its completed review to the Program Review Steering Committee. There are two two-year CIP cycles within each five-year program review cycle. As part of the fifth-year program review, the program should use the observations and data generated by this process along with data generated by COAT's process and any data from other relevant assessment activities to develop the program's CIP and an action plan for the first two-year CIP cycle. At the conclusion of the first two-year CIP cycle, data collected from the first cycle, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of the first two-

year CIP cycle by developing another two-year action plan for the second CIP cycle to help the program accomplish the expected outcomes established in its CIP.

**Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, including at least one student learning outcome, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

**CIP Outcomes, Measures & Targets Table**

<b>A. Expected Outcome(s)</b> Results expected in this program/department	<b>B. Measure(s)</b> Instrument(s)/process(es) used to measure results	<b>C. Target(s)</b> Level of success expected
Improve outreach.	Compare enrollment in the Communications FOS from Spring 2019 to Spring 2018.	10% Increase in enrollment in the Communications FOS, beyond expected enrollment increase based on college-wide enrollment numbers.
Develop or formalize partnerships with community stakeholders.	Survey faculty, identify documented partnerships with community stakeholders by the end of the Fall 2018 semester.	Establish at least five documented partnerships.
Faculty Development	Survey of faculty	Identify at least one item of faculty development from at least half of the 20 faculty members who have not yet reported any.
Student Success	Compare success rates for Fall 2018 to success rates from Fall 2017.	5% increase in success rates, from average of 78% to average of 83%.
Help students improve critical thinking skills ( <b>SLO</b> ).	Survey of faculty. 1. Document grades on assignments designated as COAT assessments for the Critical Thinking SLO in Spring 2018. 2. Faculty identify a specific intervention designed to improve outcomes on the assignment. 3. Document grades on the assignments in Spring 2019. (Note: it is important to compare Spring semester grades to Spring semester grades, as students perform differently in Fall vs. Spring.)	5% improvement on grades on designated assignments. (Example: if the average grade on the assignment was 70% in Spring 2018, we hope to see an average grade of 75% on the assignment in Spring 2019.)

Implementation of the action plan laid out in the CIP Cycle 1 Table will begin during the next academic year.

**CIP Cycle 1 Table**

<b>Outcomes (From Outcomes, Measures &amp; Targets Table)</b> Results expected in this program/department	<b>Action Plan (Review Cycle Year 5)</b> Based on analysis, identify action(s) to be taken to accomplish outcome.	<b>Implement Action Plan (Review Cycle Year 1)</b> Implement action plan and collect data.	<b>Results Summary (Review Cycle Year 2)</b> Summarize collected data.	<b>Findings (Review Cycle Year 2)</b> What does data say about outcome(s)?
Improve outreach.	Spring 2018: Encourage faculty to visit local high schools, along with other classes at Collin, to advocate for the Communications FOS.	Track outreach based on faculty reports.	Compare enrollment in the Communications FOS from Spring 2019 to Spring 2018.	
Develop or formalize partnerships with community stakeholders.	Spring 2018: Encourage faculty to establish partnerships with community stakeholders, and to formalize, document, and report those partnerships.	Survey faculty, track partnerships based on faculty reports.	identify documented partnerships with community stakeholders by the end of Fall 2018.	
Faculty Development	Spring 2018: Encourage faculty to participate in professional development, and to document and report that activity.	Track faculty development based on faculty reports.	Identify new faculty development activity from January 2018 through December 2018.	
Student Success	Spring 2018: Create workshop explaining student-centered coaching for faculty. Encourage faculty to incorporate student-centered coaching into their classes in Fall 2018.	Track incorporation of student-centered coaching, based on faculty reports.	Compare student success rates for Fall 2018 to student success rates from Fall 2017.	



<p><b>Outcomes (From Outcomes, Measures &amp; Targets Table)</b> Results expected in this program/department</p>	<p><b>Action Plan (Review Cycle Year 5)</b> Based on analysis, identify action(s) to be taken to accomplish outcome.</p>	<p><b>Implement Action Plan (Review Cycle Year 1)</b> Implement action plan and collect data.</p>	<p><b>Results Summary (Review Cycle Year 2)</b> Summarize collected data.</p>	<p><b>Findings (Review Cycle Year 2)</b> What does data say about outcome(s)?</p>
<p>Help students improve critical thinking skills (SLO).</p>	<p>Survey faculty. 1. Document grades on assignments designated as COAT assessments for the Critical Thinking SLO in Spring 2018. 2. Faculty identify a specific intervention designed to improve outcomes on the assignment.</p>	<p>Document grades on the designated assignments in Spring 2019.</p>	<p>Compare grades on designated assignments from Spring 2019 vs. Spring 2018.  <i>(Note: it is important to compare Spring semester grades to Spring semester grades, as students perform differently in Fall vs. Spring.)</i></p>	

Development of a CIP Cycle 2 action plan in the following table will occur at the end of the CIP 1 Cycle and implantation will begin during the third year of the program review cycle.

**CIP Cycle 2 Table**

<p><b>Outcomes</b> (May come from CIP Cycle 1 Table or from the Outcomes, Measures &amp; Targets Table if it includes any expected outcomes that were not addressed during CIP Cycle 1) Results expected in this program/department</p>	<p><b>Adapt Action Plan</b> (Review Cycle Year 2) Based on analysis, identify new action(s) or adapt prior actions to accomplish outcome.</p>	<p><b>Implement Action Plan</b> (Review Cycle Year 3) Implement new or adapted action plan and collect data</p>	<p><b>Results Summary</b> (Review cycle Year 4) Summarize collected data.</p>	<p><b>Findings</b> (Review Cycle Year 4) What does data say about outcome?</p>

**13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?**

**A. What additional funding beyond the program’s base budget is needed to implement your Continuous Improvement Plan?**

The faculty member who creates the Student-Centered Coaching workshop should receive a stipend. We will request funding from the department’s Dean.

**B. With these additional funds, please explain how funds will be used to improve student learning or other program outcomes.**

The Student-Centered Coaching approach has been shown to significantly increase student success. Therefore, creating a Student-Centered Coaching workshop in order to implement a department-wide Student-Centered Coaching Initiative will:

- Increase completers
- Increase transfers to related baccalaureate institutions
- Improve student performance levels

**What happens next? The Program Review Report Pathway**

**A. Following approval by the Steering Committee,**

- Program Review Reports will be evaluated by the Leadership Team;
- Reports will be posted on the intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the department.

**B. Program responses to the Program Review Steering Committee recommendations received by August 1<sup>st</sup> will be posted with the Program Review Report.**

**C. Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Appendix 1**  
**Table: Skills Taught in Communications FOS**

	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence:</b> <b>Learning Outcomes</b>	<b>Evidence: Assignments</b>
	<b>Sub-Area:</b> <b>Advertising/PR</b>		Per syllabi posted on Collin website	Per syllabi posted on Collin website
1	COMM 1307 Introduction to Mass Communication	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the components of a critical presentation (Skills 1, 2, 3)</li> <li>• Detail the history of a variety of media, discussing the evolution of the same in the past 400 years</li> <li>• Contrast effectiveness and effect between media (Skills 1, 2, 3, 4)</li> <li>• Compare similarities between media (Skills 1, 2, 3,4)</li> <li>• Critique in a systematic, supported fashion (Skills 1, 2, 3,4)</li> <li>• Describe the difference between excellent and mediocre standards in the media assessed (Skill 3)</li> <li>• Execute sample work drawn from the various media industries discussed (Skills 1, 2, 3, 5)</li> <li>• Present an oral analysis, supported by visual aid, in a competent, professional manner (Skills 1, 2, 3, 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Media Research Paper (Skills 2, 3, 5, 7)</li> <li>• Media Debate (team-based) (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Critical Evaluations of Debates (Skills 2, 3, 4, 7)</li> <li>• Exams (Skills 3, 4, 7)</li> </ul>
2	COMM 2300 Media Literacy	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<ul style="list-style-type: none"> <li>• Describe the mass communication model (Skills 1, 2, 4)</li> <li>• Identify commercial concerns that drive mass media industries (Skills 1, 2, 3, 4)</li> <li>• Discuss the history and debate over questions of ethics, entertainment versus journalistic integrity, standards and practices versus market share (Skills 1, 2, 3, 4)</li> <li>• Describe the perceptual framework through which individuals view the media, interact with it, and create understanding from it (Skills 1, 2, 3, 4)</li> <li>• Analyze and defend their own standards of acceptance or rejection of information and influence as knowledgeable consumers of media content (Skills 1, 2, 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Group Presentations (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Journals (Skills 2, 3, 4, 5, 7)</li> <li>• Graded online discussions (Skills 2, 3, 4, 5, 7)</li> <li>• Exams (Skills 3, 4, 7)</li> </ul>

	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence: Learning Outcomes</b>	<b>Evidence: Assignments</b>
3	COMM 2330 Introduction to Public Relations	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<ul style="list-style-type: none"> <li>• Describe the history and development of the public relations profession (Skills 1, 2, 4)</li> <li>• Demonstrate an understanding of current trends in the public relations profession (Skills 1, 2, 3, 4)</li> <li>• Interpret different theories of public relations and compare them in terms of ethics (Skills 1, 2, 3, 4)</li> <li>• Demonstrate an understanding of the public relations process (Skills 1, 2, 3, 4)</li> <li>• Plan an effective sample public relations program (Skills 1, 2, 3, 4, 5, 7)</li> <li>• Formulate a plan for effectively evaluating a public relations program (Skills 1, 2, 3, 4, 5, 7)</li> <li>• Prepare a sample public relations program through an oral presentation and a written report (Skills 1, 2, 3, 4, 5, 7)</li> <li>• Explain how the public relations process is applied in the different specializations of public relations, such as government, donor and media relations (Skills 1, 2, 3, 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Team-based “Pitch Presentations” (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Graded online discussions (Skills 2, 3, 4, 5, 7)</li> <li>• Exams (Skills 3, 4, 7)</li> </ul>

	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence: Learning Outcomes</b>	<b>Evidence: Assignments</b>
4	COMM 2332 Radio / Television News	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Work Ethic</li> </ol>	<ul style="list-style-type: none"> <li>• Write a news story following broadcast style rules (Skills 2, 3, 5)</li> <li>• Read news stories following basic broadcast speech guidelines for rate, inflection and pausing (Skill 1)</li> <li>• Define "news" conceptually and list the criteria for selecting events for news coverage (Skills 1, 2, 3, 4, 5)</li> <li>• Conduct an interview and record a video stand-up report (Skills 1, 2, 3, 4, 5)</li> <li>• Slot stories for a newscast (Skills 3, 4, 5)</li> <li>• Identify trends in newscasts relevant to emerging media and real-time deliverability (Skills 3, 4, 5)</li> <li>• Analyze a newscast according to content, style, and objectivity.</li> </ul>	<ul style="list-style-type: none"> <li>• Written news stories (Skills 2, 3, 5, 6)</li> <li>• Newscasts (Skills 1, 2, 3, 5, 6)</li> <li>• Conducting Interviews (Skills 1, 2, 3, 4, 5, 6)</li> <li>• Self critiques (Skills 1, 2, 3, 4, 5, 6)</li> <li>• Exams (Skills 3, 4, 6)</li> </ul>
5	COMM 2339 Writing for Radio, Television, and Film	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate a basic understanding of script formats (Skills 1, 2, 3, 4)</li> <li>• Differentiate between standard writing style and those styles applicable to broadcast and mass media (Skills 2, 3)</li> <li>• Write individual scripts as well as co-produce collaborative script projects (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Describe the essential elements of critique in the mass media (Skills 1, 2, 3, 4)</li> <li>• Differentiate between major and minor plot-lines and construct each, concurrently (Skills 1, 2, 3, 4, 5)</li> <li>• Detail the basic components of narrative structure (Skills 1, 2, 3, 5)</li> <li>• Identify, construct, and edit scripts relevant to the demands of time and production values/strictures (Skills 1, 2, 3, 4, 5, 7)</li> <li>• Differentiate news vs. commercial values and describe those values as they relate to the PSA (Skills 1, 2, 3, 4)</li> <li>• Prepare a sample storyboard (Skills 2, 3, 5, 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Radio Spots (Skills 1, 2, 3, 5, 7)</li> <li>• Radio Features (Skills 1, 2, 3, 5, 7)</li> <li>• TV commercial w/ storyboard (group project) (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• TV sitcom written proposal (group project) (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• TV series pitch (group presentation) (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Film treatment (Skills 2, 3, 5, 7)</li> <li>• 12-page screenplay (Skills 2, 3, 5, 7)</li> <li>• Exams (Skills 3, 4, 7)</li> </ul>

6	SPCH 1318 Interpersonal Communication	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Work Ethic</li> </ol>	<p><b>State Mandated Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Exhibit understanding of interpersonal theories and principles. (Skills 1, 2, 3, 4)</li> <li>• Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts. (Skills 1, 2, 3, 4)</li> <li>• Identify perceptual processes as they relate to self and others. (Skills 1, 2, 3, 4)</li> <li>• Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments. (Skills 1, 2, 3, 4)</li> <li>• Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender, and age influences on human communication. (Skills 1, 2, 3, 4)</li> <li>• Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups. (Skills 1, 2, 3, 4)</li> <li>• Identify types of and barriers to effective listening. (Skills 1, 2, 3, 4)</li> </ul> <p><b>Additional Collin Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between effective and ineffective strategies in given communication scenarios. (Skills 1, 2, 3, 4)</li> <li>• Identify major theorists in interpersonal studies and contrast their work. (Skills 1, 2, 3, 4)</li> <li>• Demonstrate ability to synthesize relevant material/ideas into a written or oral presentation. (Skills 1, 2, 3, 4, 5)</li> <li>• Exhibit understanding of power, control, &amp; warning signs of abuse in relationships, and demonstrate understanding of the importance of interpersonal skills within those contexts. (Skills 3, 4)</li> <li>• Exhibit understanding of the importance of using intuition with interpersonal communication in all aspects of human interactions and outcomes, including prediction of others' behaviors, improving relationships, and personal safety. (Skills 3, 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Research Projects (Skills 1, 2, 3, 4, 5, 6)</li> <li>• Exams (Skills 3, 4, 6)</li> </ul>
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	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence: Learning Outcomes</b>	<b>Evidence: Assignments</b>
	<b>Sub-Area: General Communication</b>		Per syllabi posted on Collin website	Per syllabi posted on Collin website
7	SPCH 1311 Introduction to Speech Communication	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<p><b>State Mandated Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis. (Skills 1, 2, 3)</li> <li>• Demonstrate how to establish and maintain relationships through the use of interpersonal communication. (Skills 1, 2, 3)</li> <li>• Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness. (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Develop, research, organize, and deliver formal public speeches. (Skills 1, 2, 3, 5, 7)</li> <li>• Recognize how to communicate within diverse environments. (Skills 1, 2, 3)</li> </ul> <p><b>Additional Collin Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender, and age influences on human communication. (Skills 1, 2, 3)</li> <li>• Effectively apply communication theories in the analysis and evaluation of communication interactions. (Skills 1, 2, 3)</li> <li>• Effectively participates in dyadic and/or group interactions. (Skills 1, 4, 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Speeches (Skills 1, 2, 3, 5, 7)</li> <li>• Group Presentations (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Critiques of Speeches (Skills 2, 3, 4, 5)</li> <li>• Research Projects (May be combined with presentations) (Skills 2, 3, 4, 5, 7)</li> <li>• Exams (Skills 3, 4, 6)</li> </ul>
8	SPCH 1318 Interpersonal Communication	<i>Duplicate info: See Line 6, above</i>		



	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence: Learning Outcomes</b>	<b>Evidence: Assignments</b>
9	SPCH 1315 Public Speaking	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<p><b>State Mandated Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the foundational models of communication.</li> <li>• Apply elements of audience analysis.</li> <li>• Demonstrate ethical speaking and listening skills by analyzing presentations for evidence and logic.</li> <li>• Research, develop and deliver extemporaneous speeches with effective verbal and nonverbal techniques.</li> <li>• Demonstrate effective usage of technology when researching and/or presenting speeches.</li> <li>• Identify how culture, ethnicity, and gender influence communication.</li> <li>• Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative, or persuasive).</li> </ul> <p><b>Additional Collin Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Exhibit understanding of theories and principles pertaining to Public Speaking.</li> <li>• Demonstrate ability to properly structure written and visual components of presentations, such as the outline/manuscript, visual aids, and source citations.</li> <li>• Demonstrate awareness of cultural diversity by writing and presenting speeches that use appropriate language and are free of offensive overtones.</li> <li>• Demonstrate effective listening skills by analyzing and evaluating presentations.</li> <li>• Demonstrate critical thinking ability, through group analysis and evaluation, of evidence, sources, and persuasive strategies used in speeches.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Speeches (Skills 1, 2, 3, 5, 7)</li> <li>• Group Presentations (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Critiques of Speeches (Skills 2, 3, 4, 5)</li> <li>• Research Projects (May be combined with presentations) (Skills 2, 3, 4, 5, 7)</li> <li>• Exams (Skills 3, 4, 6)</li> </ul>

	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence: Learning Outcomes</b>	<b>Evidence: Assignments</b>
10	SPCH 1321 Business and Professional Communication	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<p><b>State Mandated Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate communication competence and critical thinking through an understanding of the foundational communication models.</li> <li>• Demonstrate essential public speaking skills in professional presentations.</li> <li>• Demonstrate written and oral competencies as it relates to employment (including job searches, interviews, interpersonal interaction, conflict management, leadership, and performance appraisals).</li> <li>• Apply essential dyadic and small group processes as they relate to the workplace.</li> <li>• Utilize various technologies as they relate to competent communication.</li> <li>• Demonstrate effective cross-cultural communication. (Critical Thinking; Communication Skills; Personal Responsibility)</li> </ul> <p><b>Additional Collin Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal responsibility by effectively participating in dyadic and/or group interactions, in the work force, class activity, or interview setting.</li> <li>• Participate effectively in Interpersonal Communication encounters</li> <li>• Exhibit understanding of theories pertaining to group work.</li> <li>• Participate successfully as a member of a team/group.</li> <li>• Demonstrate presentational speaking skills, primarily in the form of sales pitches and interviewing.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Speeches (Skills 1, 2, 3, 5, 7)</li> <li>• Group Presentations (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Critiques of Speeches (Skills 2, 3, 4, 5)</li> <li>• Graded Experiential Activities (Skills 1, 2, 3, 4, 5, 6, 7)</li> <li>• Exams (Skills 3, 4, 6)</li> </ul>
11	SPCH 2335 Argumentation and Debate	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<p>Students should be able to demonstrate, through debate activities, the ability to engage in debate in both competitive parliamentary and public debate forums. The students should also be able to demonstrate, through testing assessments, the competence in handling the roles and functions of debate techniques and tactics in organized, informal, interpersonal and public realms. These include the deconstruction and critical analysis of complex arguments, the application of the appropriate tests of evidence and the composition of constructive and rebuttal speeches.</p>	<p>No current syllabus available for review.</p>

	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence: Learning Outcomes</b>	<b>Evidence: Assignments</b>
	<b>Sub-Area:</b> <b>Journalism /Mass Comm.</b>		Per syllabi posted on Collin website	Per syllabi posted on Collin website
12	COMM 1307 Introduction to Mass Communication	<i>Duplicate info: See Line 1, above</i>		
13	COMM 1335 Introduction to Electronic Media	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Work Ethic</li> </ol>	<p><b>State Mandated Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Identify electronic media terms and concepts.</li> <li>• Demonstrate familiarity with historical development of electronic media industries and technologies.</li> <li>• Understand management structure and decision-making processes in electronic media outlets.</li> <li>• Identify governmental policy in electronic media industries.</li> <li>• Analyze how media outlets obtain and use ratings data.</li> <li>• Explain significance and effects of electronic media.</li> </ul> <p><b>Additional Collin Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Describe the development of radio and television technologies and purpose</li> <li>• Compare and contrast ethical issues related to both industries – their histories and subsequent legal and internal policy governing ethical “transgressions” in historic contexts</li> <li>• Trace the progression of both media in the competitive broadcast marketplace and describe significant content and format shifts caused by emerging technologies</li> <li>• Apply appropriate criteria for criticism of aesthetics, production values, and marketability of types of programming in both media</li> <li>• Detail the impact of alternative delivery methods (ex. Cable television, satellite radio, and Internet streaming) on the traditional broadcast marketplace</li> </ul>	<ul style="list-style-type: none"> <li>• Graded online discussions (Skills 2, 3, 4, 5, 6)</li> <li>• Critical Thinking Assessments (Skills 2, 3, 6)</li> <li>• Exams (Skills 3, 4, 6)</li> </ul>
14	COMM 2300 Media Literacy	<i>Duplicate info: See Line 2, above</i>		

	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence: Learning Outcomes</b>	<b>Evidence: Assignments</b>
15	COMM 2330 Introduction to Public Relations	<i>Duplicate info: See Line 3, above</i>		
16	COMM 2332 Radio / Television News	<i>Duplicate info: See Line 4, above</i>		
17	COMM 2339 Writing for Radio, Television, and Film	<i>Duplicate info: See Line 5, above</i>		
	<b>Sub-Area: Radio and Television Broadcasting / Broadcast Journalism</b>		Per syllabi posted on Collin website	Per syllabi posted on Collin website
18	COMM 1307 Introduction to Mass Communication	<i>Duplicate info: See Line 1, above</i>		
19	COMM 1335 Introduction to Electronic Media	<i>Duplicate info: See Line 13, above</i>		
20	COMM 2300 Media Literacy	<i>Duplicate info: See Line 2, above</i>		
21	COMM 2366 Introduction to Cinema	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Teamwork</li> <li>7. Work Ethic</li> </ol>	<ul style="list-style-type: none"> <li>• Analyze film through written response.</li> <li>• Demonstrate a basic knowledge of film history, form, and genre.</li> <li>• Describe the collaborative nature of cinema and the many jobs required to develop a motion picture.</li> <li>• Discuss/Describe the relationship of cinema to society as it relates to his/her perspective.</li> </ul>	No active syllabus available for review

	<b>Courses</b> <i>(Electives not listed)</i>	<b>Skills</b>	<b>Evidence: Learning Outcomes</b>	<b>Evidence: Assignments</b>
22	COMM 2331 Radio / Television Announcing	<ol style="list-style-type: none"> <li>1. Communication (Oral/Verbal)</li> <li>2. Communication (Written)</li> <li>3. Critical Thinking</li> <li>4. Listening</li> <li>5. Organization</li> <li>6. Work Ethic</li> </ol>	<ul style="list-style-type: none"> <li>• Appropriately mark copy for performance</li> <li>• Differentiate between performance styles for pitchman, dialogue, and man-on-the street commercial deliveries</li> <li>• Identify necessary vocal components for delivering the news</li> <li>• Control vocalized pause during on-air or taped presentation</li> <li>• Respond spontaneously and on-topic to interviewer questions</li> <li>• Interact in focused dialogue on a given topic using extemporaneous speech and time management techniques within industry standards</li> <li>• Appropriately identify respond to industry on-camera or on-mic hand cues</li> <li>• Control or retrain problematic regional speech patterns.</li> <li>• Describe career entry and advancement in the field</li> </ul>	<ul style="list-style-type: none"> <li>• Prepped, cold, and ad-lib performances, including solo radio spots, dialogue spots, narration reels, TV stand-ups (Skills 1, 2, 3, 5, 6)</li> <li>• Exams (Skills 3, 4, 6)</li> </ul>
23	COMM 2332 Radio / Television News	<i>Duplicate info: See Line 4, above</i>		
24	COMM 2339 Writing for Radio, Television, and Film	<i>Duplicate info: See Line 5, above</i>		

**Appendix 2: Sample Communications Job Listing**

**Communications Coordinator, Marketing Zen Group—Dallas, TX**

**Salary Estimate: \$33K-\$49K**

The Communications Coordinator is a vital internal office support that services the needs of the team, particularly during times of increased work volume. An ideal candidate will be a jack of all trades, as tasks will vary based on assignment, and can range from general office support to project assistance.

A positive attitude and strong communication abilities (verbal and written) are absolutely key.

**Requirements:** Bachelor's degree, and preferably an internship, or two years' experience in a similar field

1. Excellent verbal and written communication skills
2. Strong interpersonal skills, enthusiastic client service attitude and excellent phone manner
3. Strong organizational skills
4. Highest standards of professionalism and discretion
5. Diligent with detail and follow-through
6. Ability to work well under pressure, handle many tasks simultaneously and manage multiple deadlines
7. A proactive self-starter with great team mentality
8. Experience in communications, marketing campaigns and social media preferable
9. Excellent communication skills, good organization, and strong attention to detail
10. Familiarity with CRM systems and marketing automation tools, such as HubSpot
11. Ability to manage and effectively execute multiple projects simultaneously
12. Coordinate workload, priorities and project planning with creative & technical team
13. Assist in executing strategies for events and external communications
14. Help maintain internal/external communications portals and industry media relationships
15. Proficiency with Microsoft Office (Excel, Word, PowerPoint) required

Source:

<https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=Communications&sc.keyword=Communications&locT=C&locId=1140045&jobType=>