

# Long Beach City College - Program Review

## Program Review 2015-16 - Communication Studies AA & AA-T

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#### **PR 2A - Enrollment Data:**

Enrollment trends continue to suggest that the Communication Studies department is in high student demand. The unduplicated student enrollment in Communication Studies has increased by 27.2% over the past three years. Student enrollment increased from 4,120 students in 2012-13 to 4,619 students in 2013-14 to 5,240 in 2014-15. The department has been able to increase the number of courses offered by 41.5% over the past three years. The number of sections offered has increased from 147 sections in 2012-13 to 175 in 2013-14 to 208 in 2014-15.

With regards to specific demographic data, in 2014-15, 54% of Communication Studies were female and 46% were male. Additionally, in 2014-15, 55.9% of students were Hispanic, 13.8% African American, 14.8% White, and 11.0% Asian. In 2013-14, 54% of Communication Studies were female and 46% were male. Additionally, in 2013-14, 54.3% of students were Hispanic, 14.8% African American, 15.1% White, and 10.8% Asian. In 2012-13, 55% of Communication Studies were female and 45% were male. Additionally, in 2012-13, 49.2% of students were Hispanic, 15.1% African American, 17.8% White, and 12.1% Asian.

The number of degrees issued from the Communication Studies department continues to grow. In 2012-13, the Communication Studies department issued 41 degrees. In 2013-14, 74 degrees were issued from the department. In 2014-15, 113 of the 142 degrees awarded within the Language Arts division were from the Communication Studies department. In other words, 79.6% of all degrees issued within the Language Arts division are derived from the Communication Studies department alone. Additionally, in 2014-15, 107 of the 463 AD-T degrees awarded college wide were from the Communication Studies department. The department accounts for 23.1% of the total AD-T degrees awarded college wide. Of the 1,110 AA, AS, and AD-T degrees awarded college wide, 113 or 10.2% were from Communication Studies.

Due to the significant increase in the number of sections offered as well as student enrollment in the Communication Studies department, it has become necessary to hire a substantial number of part-time faculty in order to fulfill student demand for classes. Therefore, the burden of ever increasing work responsibilities is placed upon the small number of full-time faculty--both in managing departmental responsibilities and servicing student needs. The Communication Studies department will be facing another retirement in the very near future, thus placing additional responsibility on the existing full-time faculty.

#### **PR 2B - Achievement Data:**

##### Communication Studies Success & Retention Data:

The Communication Studies student success rates have been fairly consistent within the past three year period (79% [2012-13], 79% [2013-14], and 78% [2014-2015]). Moreover, student retention rates have remained both steady and strong during the same three year window (89% [2012-13], 90% [2013 – 14], and 89% [2014 – 15]). When conducting a breakdown of student success and retention rates by term, it is evident that student success rates in the Communication Studies department are strongest during intersession periods. For example, student success rates during the summer were reported to be 89% (2012), 83% (2013), and 86% (2014). Correspondingly, student success rates during winter sessions were 88% (2014) and 87% (2015). Similarly, student retention rates in the Communication Studies department were strongest during intersession periods. Student retention rates in the summer were reported to be 92% (2012), 92% (2013), and 91% (2014). During the winter, student retention rates were 91% (2014) and 92% (2015). Overall, the data reveals that the Communication Studies department has fairly consistent and strong student success and retention rates, which appear to be strongest during the summer and winter intersession periods.

##### Comparing Communication Studies Success & Retention Rates to LBCC During Fall & Spring:

When comparing the student success and retention rates of the Communication Studies department to college-wide success and retention rates for courses offered during the Fall and Spring, it is evident that the success and retention rates of the Communication Studies department have been consistently higher than those of the overall college. College-wide, student success rates were reported to be 65% (2012-13), 64% (2013-14), and 64% (2014-15). Consequently, the success rates in the Communication Studies department have exceeded those of the overall college by 14% (2012-13), 15% (2013-14), and 14% (2014-15) during the Fall and Spring semesters. College-wide student retention rates have been reported to be 84% (2012-13), 85% (2013-14), and 84% (2014-15). Hence, the retention rates in the Communication Studies department have exceeded those

of the overall college by approximately 5% (2012-13), 5% (2013-14), and 5% (2014-15) during the Fall and Spring semester. This data indicates that the student success rates of the Communication Studies department are significantly stronger than that of the college as a whole and that retention rates are slightly higher than that of the overall college for courses that are offered during the Fall and Spring. We attribute the strength in the department's success and retention rates to many factors, including: our instructors' efforts to create an inviting and safe classroom climate and to the department's strong emphasis on an experiential learning teaching pedagogy, which allows students to learn, process, and apply course concepts and theories through independent or shared experiences with other students in the course.

#### Comparing Communication Studies Success & Retention to LBCC During Intersession Periods:

When comparing the student success and retention rates of the Communication Studies department to college-wide success and retention rates for intersession courses, it is evident that the success and retention rates of the Communication Studies department are consistently higher than that of the college as a whole. College-wide, summer sessions were reported to have 74% (2012), 76% (2013), and 73% (2014) success rates. Therefore, the Communication Studies student success rates were higher than those of the college by 15% (2012), 7% (2013), and 13% (2014) during the summer. College-wide, winter session success data reported that the college had 70% (2014) and 75% (2015) success rates. Hence, the student success rates of the Communication Studies department during the winter sessions were reported to be 18% higher in 2014 and 12% higher in 2015 than the college-wide success rates. Similarly, summer retention rates of the Communication Studies department were consistently higher than college-wide retention rates by 6% (2012), 4% (2013), and 5% (2014). During the winter sessions, the Communication Studies retention rates were 8% (2014) and 4% (2015) higher than college-wide retention rates during winter intersessions. These findings suggest that the student success rates of the Communication Studies department are significantly stronger than that of the college both during the summer and winter. Additionally, the retention rates of the Communication Studies department were reported to be slightly higher than that of the overall college during the intersession periods. We attribute the departments' strength in student success and retention rates also to our focus of creating a nurturing and safe classroom climate coupled with the department's experiential teaching pedagogy.

#### Communication Studies Success & Retention at LAC & PCC Campus:

A comparison between the success and retention rates of the Communication Studies courses offered at the LAC campus to those offered at PCC campus reveal that both success and retention rates are very slightly higher at the LAC campus than the PCC campus. Specifically, the success rates of courses offered at the LAC campus were 2% (2012-13), 5% (2013-14), and 1% (2014-15) higher than those offered at the PCC campus. Similarly, LAC retention rates were reported to be 2% (2012-13) and 3% (2013-14) higher than courses offered at the PCC campus during the same period. There were no differences, however, in the retention rates between the two campuses during the summer of 2014-15. The small differences in success and retention rates between Communication Studies courses offered at the LAC campus to those offered at the PCC campus suggests that both campuses are highly valued by the department and are being held to the same academic standards. For example, more than half of the Communication Studies full-time faculty teach at both LAC and PCC. Additionally, two of the nine full-time faculty members have assigned offices at the PCC campus, making our department more accessible to students.

#### Communication Studies Success & Retention by Time Course is Offered:

A comparison between success and retention rates of Communication Studies courses offered during the day to courses offered during the evening reveals that day courses have slightly higher success and retention rates than courses offered during the evening. Specifically, student success rates were reported to be 5% (2012-13), 4% (2013-14), and 1% (2014-15) higher for day courses than evening courses. Additionally, student retention rates were reported to be 4% (2012-13), 4% (2013-14), and 4% (2014-15) higher for daytime courses. This data suggests that only slight differences exist between daytime and evening student success and retention rates. Consequently, both daytime and evening courses should continue to be made available to LBCC students.

#### Communication Studies Success & Retention by Length of Session:

A comparison between student success and retention rates by the length of the course reveals that the success and retention rates of 8-wk and 12-wk Communication Studies courses were significantly lower than success and retention rates of 16-wk Communication Studies courses offered during the Fall and Spring semesters. Success rates in 8-wk courses were 76% (2012-13), 61% (2013-14), and 73% (2014-15). Five sections of 12-wk courses were offered in 2014-15 with a success rate of 59% during that year. That said, success rates in 8-wk courses were 2% (2012-13), 18% (2013-14), and 5% (2014-15) lower than success rates in 16-wk Communication Studies courses. Furthermore, the success rates for 12-wk courses were 19% lower than 16-wk courses offered during the 2014-15 calendar year. Since college-wide data also suggests that student success rates for

12-wk courses (47% [2013-14] & 52% [2014-15]) are also significantly lower than traditional 16-wk courses, the Communication Studies department should re-evaluate whether or not to continue offering 12-wk courses and/or how to improve success and retention rates in these courses. Furthermore, although the success rates of 8-wk courses offered through the Communication Studies department were similar to college-wide success rates for 8-wk sessions, since success rates of 8-wk sessions are continuously lower than the success rates of 16-wk sessions both within the department and college-wide, and because during the 2013-14 period the Communication Studies success rates were 7% lower than that of 8-wk course offered college-wide, the Communication Studies department needs to re-evaluate whether to decrease the number of 8-wk sections offered and/or need brainstorm methods to improve success in all 8-wk session courses.

#### Communication Studies Success & Retention by Ethnicity:

A comparison between student success and retention rates by ethnicity between the Communication Studies department to that of the college as a whole reveals that students from all ethnicities have higher success and retention rates in Communication Studies courses than college-wide courses. Most impressively are the differences in success rates of Hispanic/Latino students as well as Black/African American students who enroll in Communication Studies courses to the success rates of students of these two ethnicities college-wide. Specifically, Hispanic/Latino students' success rates were 17% (2012-13), 19% (2013-14), and 20% (2014-15) higher in the Communication Studies courses than courses offered college-wide. Additionally, Black/African-American student success rates were 14% (2012-13), 16% (2013-14), and 14% (2014-15) higher in Communication Studies courses than courses offered college-wide. This data may suggest that students of color may prefer a teaching pedagogy which supports the use of experiential learning strategies within the classroom. As such, the Communication Studies department will continue to employ and support the use of experiential teaching methodologies.

#### **PR 2C - HR (Staffing) Data:**

During the past five years, the Communication Studies department was fortunate to secure six new full-time Communication Studies positions. Due to the wave of retirements the Communication Studies department has recently experienced, securing these positions has been crucial to the continued success and permanence of the Communication Studies department. That said, as it stands, the Communication Studies department has nine full-time and thirty-three adjunct faculty members. Additionally, the Communication Studies department has one administrative assistant who has been allocated nine hours a week specifically to assist the Communication Studies department.

The Communication Studies department is in a state of considerable growth. Over the past three years, the Communication Studies department has increased the number of course sections offered by 41.5%. Additionally, since the introduction of the AD-T, the Communication Studies department has increased the total number of degrees issued by 289.7% since the 2011-12 school year. Finally, student enrollment in the Communication Studies department has grown by 1,264 students since the 2012-13 academic year. As the Communication Studies grows, additional demands are placed on the faculty and staff who serve this department. As such, in order to keep up with the influx of growth demands, the Communication Studies department has requested two additional full-time positions as well as doubling the number of administrative assistance hours from nine hours a week to eighteen hours a week to better assist the department.

#### **PR 3A - SLO - summary of collected program data:**

To date we are proud to report that we are a compliant department in terms of our SLO responsibilities to the department and the college at large. In every course and with every SLO assessment in each course we have "closed the loop" in Communication Studies as well as Sign Language. Furthermore, we have completed our Program SLO's as well. We have made a concerted effort to stay on task with this responsibility since its implementation, and we have been one of the departments across campus that has done our due diligence in regards to this obligation.

Speaking to our program data specifically, our assessments in our programs consisted of standardized quizzes we administered at the end of the semester in our COMM 10 Public Speaking course and COMM 60 Argumentation and Debate course. We then independently tabulated the results and examined where students were excelling or struggling. The program SLO outcomes centered on effective public presentations and the ability to utilize effective critical thinking and persuasive strategies. Our results indicated that students were passing the assessment with 85% meeting the critical thinking/persuasive SLO, and 73% of students we meeting the ability to effectively formulate and execute effective presentations. We were pleased to find that students were exhibiting mastery in these areas, but it also prompted our discussion in terms of refining our process to ensure more validity and accuracy to our process.

#### **PR 3B - SLO - uses in program improvement :**

Course level SLO's, like the program SLO's, were also administered through standardized quizzes we assessed at the end of each semester with our various course offerings. To that end, we also tabulated results and looked for areas of strengths as well as areas where students struggled. Essentially, both course and program SLO's were assessed in a very similar, systematic, and standardized method to ensure we were receiving the most accurate and meaningful data possible. After assessing the

courses we had a mixed result of both positive demonstrations of SLO's, but at the same time students struggled with some SLO's. The major insight that we drew from this data was re-vamping and tailoring our SLO's as some were difficult to assess, were too wordy, or were repeated in a similar SLO. The biggest change came in tailoring the language of our SLO's and minimizing the number of SLO's across all our courses so that our future assessments could be more accurate. It made logical sense to revisit our original intentions and question if there was a more explicit and concise way to communicate our intention via more sharply written SLO's which would then, in turn, allow us to enhance our SLO process. Making critical changes to our SLO's add more validity to our results. Working on modifications to our SLO's has been the biggest insight in this on-going endeavor to ensure our work is purposeful and meaningful.

### **PR 3C - SLO - action/ change based on results:**

The action and changes we have made come in four critical areas now that we have completed all course SLO assessments as well as Program SLO assessments. The first critical change as mentioned prior was modifying and in some cases deleting an SLO. Our revised SLO's now provide more clarity, more ease in assessing, and will avoid repetition. The second area of improvement is expanding our assessment to a larger pool of students. Initially, we started our assessment solely amongst full-time faculty members to get a handle on the process. We then added some random selection amongst both full-time and adjunct instructors as we continued to assess. Our conclusion was that we needed to assess all classes at any given time to truly get more accuracy and validity to our testing. Thirdly, we are in the process of switching our assessment to an on-line method through Moodle. We feel this will allow us to better tabulate results, monitor efficiency amongst all classes in a more expedited and accessible way for both instructors and the students. An additional benefit to moving on-line is with the addition of our AD-T, we can aggregate our majors/ transfer students on line as well. When our Communication Studies majors take SLO assessments on line, they will be asked to "click" on a box to identify as Communication Studies majors which will allow us to distinguish data from our general student population from students who are majoring in our field of study. We can then look at our student majors and examine if there is any data difference between the student populations.

In sum, we feel we have been proactive given the on-going changes and expectations the SLO process has undergone since its inception. All the while, we have done our best to assess, refine, and meet our obligations. We feel the aforementioned changes we are making will have a significant bearing as we move forward. Furthermore, we firmly believe these changes will help strengthen our program while at the same time allow us to critically examine where we can continue to make changes to enhance our teaching methodologies and ensure our students are learning and retaining student learning outcomes. We will continue to revisit our SLO's to ensure currency, efficiency in assessment, and maintain credibility to the SLO process.

### **PR 4A - Projects/ Strategies-development & change:**

Enrollment data suggests that student enrollment continues to increase in the Communication Studies department. Furthermore, success & retention data indicate that student success and retention rates in the Communication Studies department are generally higher than success and retention rates of the college as a whole. In the past five academic years, the Communication Studies department was fortunate to hire six full-time faculty members. While appreciative to have new full-time faculty join the department, the necessity to restore the number of full-time faculty members has created a shift in the Communication Studies' projects and strategies mainly to evaluating probationary faculty in the Fall and serving on hiring committees in the Spring. Additionally, the Communication Studies faculty has labored diligently in order to: (1) conduct adjunct evaluations; (2) assess and write SLO reports; (3) draft course review outlines; (4) devise departmental plans, and (5) construct a thorough program review. With so much time dedicated to evaluating faculty, completing departmental responsibilities, and serving on hiring committees, several program projects and strategies have had to be placed on the back burner.

In light of the expansion in the number of students and faculty members who currently comprise the Communication Studies department, it is critical for the Communication Studies department to bring the new full-time faculty members up to speed on the department's teaching pedagogy and departmental duties. Moreover, in order to build cohesiveness between the full-time faculty members, it is imperative that the Communication Studies faculty is provided with an opportunity to bond and connect. That said, one of the primary projects of the Communication Studies department is to plan a retreat in which full-time faculty are given an opportunity to come together on various levels. Additional priorities include making Communication Studies a mandatory course in Plan A, hiring additional full-time faculty members, and acquiring new computers and printers for faculty.

### **PR 4B - Projects/ Strategies - results:**

In regards to addressing our projects/strategies, we have various projects in progress as well as some new projects we have added to our most recent department plan. To begin, in examining our completed projects that we listed over the past three years the most pertinent is hiring full-time faculty members. We have had the good fortune of hiring five faculty members since our last program review. Due to faculty retirements coupled with the burgeoning record number of Communication Studies majors in the past few years our numbers bear the necessity to hire more faculty members. In terms of data, 10.2 % of all Associates degrees issued from our institution are from the Communication Studies department, and 23.1 % of all AD-T degrees are from our department as well. Between the 2013-14 academic year, the number of Associates degrees in the Communication Studies department grew by 52.2 % while the number of Associates degrees issued by the college grew 7.6 %. Through another recently completed project, the department has received two Auxiliary Grants which will allow us to buy new

iClickers and video cameras to enhance student learning in our courses.

In terms of “in progress” projects there are a number of projects that are still pending. To begin, we are in need of faculty replacement equipment. Two of our faculty members are working with computers that are outdated and malfunctioning. In addition to computers, we have also requested new printers. In our line of work it is imperative to have well-functioning computers and printers to complete our work as well as other tasks. This issue has been documented in our department plan since 2013. Some faculty members have had updates during this time, but this project has yet to be fully completed. Another “in progress” goal is to have a department retreat workshop. We have five new full-time faculty members and as department we have not had the opportunity to foster a collective environment and discuss our vision for our department’s future. The demands of internal obligations have been taxing leaving us with no time to formally bond. We have listed this project on our department plan as well since 2015. Another “in progress” goal we have listed is both internal and well as external outreach. While we have been proactive in terms of creating some advertisement cards, posters, and other hand-outs that promote our department we need further financial support to fully realize this goal. These two outreach projects have been on the department plan since 2012 and are still “in progress” as we have not had the financial support to complete these projects. One last project that is still “in progress” is investigating the placement of a Communication Studies course as a mandatory requirement for LBCC’s Plan A. Effective communication is at the foreground of the institutional goals, yet ironically, a communication course is not required. We have had conversations to investigate the feasibility of this goal, but have met administrative roadblocks. This has been very frustrating as our discipline has some of the highest student demands campus-wide and is one of the “core four” disciplines students are expected to master. We will continue to pursue the necessary avenues to secure this goal.

In terms of new goals recently added to our department plan. We are requesting two full-time faculty positions. As stated earlier, our numbers continue to show a progressive growth trend in our department. As of the Fall 2015, 44% of our courses are taught by full-time faculty while our adjunct faculty teach 56% of our courses. We would like to make those numbers more equitable and increase the number of sections offered by full-time faculty. Another pressing “new goal” is to move our Sign Language course offerings to a more appropriately aligned department. We are not content experts in this discipline yet we have been tasked with creating SLO’s, course reviews, and hiring faculty all without having any formal training or knowledge in this area. We feel Sign Language has the potential to flourish and be of better service to our students in a more appropriately aligned discipline. We have begun initial talks with the appropriate individuals, but we will need administrative support to see this to its full fruition. Another pressing “new goal” is clerical assistance for our department head. Historically we have never had clerical support. It was only recently in this past academic year we have had 9 hours of weekly support. We have asked in our department plan to double the time request. As mentioned previously, our department is flourishing and our department head is taxed with a number of obligations that necessitate support to thrive and function at its fullest capacity. We hope administration will recognize that support is long overdue as it would be a great validation to a department that provides ample success numbers in terms of demand and retention to the student population. Another “new goal” is a departmental membership to WSCA (Western Speech Communication Association), which is our regional professional association. A membership would ensure our faculty has access to journals in our discipline as well as incentive discounts to attend the annual regional conference. We have this listed on our more recent department plan.

We feel the projects that we have requested are reasonable, fair, and enhance our ability to build our program, support the college’s mission, and allows us to not only serve the campus community, but the larger community as well. We are grateful to those projects that have been supported and we would welcome any further support to complete our “in progress” and “new” goals that are currently listed in our department plan.

#### **PR 4C - Projects/ Strategies - future plans:**

In terms of looking at future assessments for our SLO’s, we have implemented four changes as aforementioned that will provide an improvement to our SLO process. We just completed assessment in all of our classes and we are now ready to begin assessing in the spring. We feel all the changes we recognized in our first go around with SLO’s will better inform us as we begin this process all over again. As mentioned previously the changes we have made are as follows: 1) we have edited and streamlined our SLO’ across all courses 2) we will assess all sections of any given course for great accuracy 3) we are moving to an on-line assessment based method for greater ease, and lastly we will be able to distinguish our AA student population from our AD-T students. We are eager to revisit this process and see how the changes we have noted inform us to further changes that may be needed. We hope these changes provide us with meaningful results to further enhance the work we do as educators.

#### **PR 5 - Dept - how does it fit into big picture?:**

The mission of LBCC is to “promote equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.”

Our Program Mission and Program SLOs align closely with the college’s mission. The department promotes student learning and achievement, academic excellence, and workforce development by providing high quality instruction in communication

and critical thinking. All courses taught in the department require students to participate in experiential activities which help them to use appropriate social skills and develop a stronger ability to listen, speak clearly, cooperate, and work effectively with individuals and groups. Students learn to find, use, manage, evaluate, and convey information efficiently and effectively.

A internal department survey of 133 students majoring in Communication Studies showed that 74.4% felt that their experience in the department substantially increased their ability to speak clearly and effectively, 62.4% felt that their experience in the department substantially increased their skill in working with a team, and 70.7% felt that their experience in the department substantially increased their capability in communicating effectively and collaboratively with others. Of those surveyed, 93.2% planned on transferring. The survey revealed that students are satisfied with the Communication Studies faculty as 98.5% of students rated their experience with faculty members as either “good” (27.1%) or “excellent” (71.4%).

The program SLOs, department projects, and department strategies align well with the Educational Master Plan and the Institutional Priorities:

#### Educational Master Plan 2011 – 2016

Measurable Objective 2 for student goal attainment is to increase the number of certificates and AA/AS degrees awarded over the next 5 years. The department has a solid track record of furthering this goal. With the introduction of the AD-T in Communication Studies, the number of total degrees awarded has increased by 289.7% since the 2011-12 school year. (2011-12 AD-T = 7, AA = 22, Total = 29; 2012-13 AD-T = 33, AA = 8, Total = 41; 2013-14 AD-T = 65, AA = 9, Total = 74; 2014-15 AD-T = 107, AA = 6, Total = 113). The department will continue to inform students about career options for Communication Studies majors. The department has created informational brochures and classroom posters to encourage students to choose Communication Studies for their major. It is our hope that after students have selected a major they will work more diligently to earn their degree so they can enter their chosen profession.

Measurable Objective 1 for equity is to increase the rate at which under-represented student groups complete certificates and AA/AS degrees within 6 years of entry to LBCC. The department has increased the percentage of Hispanic/Latino students enrolled in Communication Studies courses by 42.5% over the past three years (2012-13 = 2,048, 2013-14 = 2,541, 2014-15 = 2,918). By increasing the number of Hispanic/Latino students enrolled in Communication Studies courses, our department anticipates that the number of Hispanic/Latino students earning degrees will also increase.

Measurable Objective 3 for equitable student access is to increase support services and courses required for degree and certificate completions and transfer preparedness at the Pacific Coast Campus. Since the past Program Review, the department increased the number of sections offered at the PCC campus by 283.3% (2012-13 = 12 sections, 2013-14 = 33 sections, 2014-15 = 46 sections). Two full-time faculty members are based at the PCC campus. The last five newly hired full-time faculty members have teaching loads split between the LAC and PCC campuses. The department will continue to work diligently to help LBCC achieve this objective by continuing to increase the number of sections offered at PCC.

#### Institutional Priorities for 2015 – 2016

One of the college’s institutional priorities is to dedicate resources that build effective organizational structures college-wide which include filling vacancies and hiring personnel. The department has been very active with hiring both full-time and adjunct faculty members. Since the last Program Review, the department has hired five full-time members and more than twenty adjunct faculty members. With the increased staffing, the department has been able to increase the number of courses offered by 41.5% over the past three years. (2012-13 = 147 sections, 2013-14 = 175 sections, and 2014-15 = 208 sections) The department has also been able to engage more with college-wide service committees such as Curriculum, Academic Senate, etc.

Another of the college’s institutional priorities is to support professional development in alignment with the Educational Master Plan. The Communication Studies Department has been very active in professional development activities. During the 2014-15 academic year, numerous full-time and part-time faculty members attended the National Communication Association’s Annual Convention in November 2015. Department faculty members also plan to attend the Western States Communication Association Convention in February 2016.

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### **Project/ Strategy and Resource Needed**

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