



2018-19

Instructional Program Review
Communications: Writing, Speech, and Technical
Communication

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1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

This is the first review for the Communications disciplines: writing, speech, and technical communication. Below, in section 1.B, are the goals for Strategic Plan 1.0. New goals from Strategic Plan 2.0 are listed in the new goals section at the end of this program review.

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

Yes

No

Following are the eight goals we set for Strategic Plan 1.0, with outcomes included. We achieved seven out of eight goals but have faced challenges meeting goal 4, as shown below.

RESULTS FOR STRATEGIC PLAN 1.0 GOALS

GOAL 1 (EXCELLENCE): IMPROVE QUALITY OF COMMUNICATION INSTRUCTION AND INFORMATION LITERACY BY EXPANDING STUDENT USE OF COMPUTERS IN WRITING AND SPEECH COURSES.

All communication faculty now utilize the computer labs for instruction as needed. With the addition of computer labs in both the Works Skills Technology Center (WTSC) and the Learning Resources Center (LRC), students taking communication classes now have regular access to state-of-the-art computers for hands-on research, writing, peer review, and editing of their essays, reports, and presentations.

GOAL 2 (ACCESS): IDENTIFY UNSERVED OR UNDERSERVED POPULATIONS FOR WRITING AND SPEECH COURSES.

Communication courses are offered onsite each term in Lakeview, taught by one of our most seasoned part-time faculty who lives in the area. Additionally, major required courses, such as SPE 111, WRI 121, WRI 122, and WRI 227 are offered online each term.

GOAL 3 (EXCELLENCE): INCREASE CUTTING-EDGE TECHNOLOGY TRAINING FOR TRANSFER.

In the original strategic plan, general education courses were grouped together. This goal was not applicable to communications in the same way it applied to the sciences and some other disciplines, but the outcome for goal 1 applies. With the new labs in building 8, speech and communications classes have had regular access to them. All full-time instructors now utilize the computer labs for instruction as needed.

GOAL 4 (EXCELLENCE): COLLABORATE ON CONTEXTUALIZED WRITING AND SPEECH COURSES FOR CAREER TECHNICAL EDUCATION (CTE) STUDENTS.

Two courses—WRI 117: Introduction to Technical Communication and SPE 214: Interpersonal Communication—were developed to provide CTE students alternatives to the traditional WRI 121 and SPE 111 courses required for most programs.

Challenges faced: Insufficient enrollment has resulted in course cancellations, so CTE students still, most frequently, meet their speech and writing requirements with WRI 121 and SPE 111 course. We are still exploring ways to offer WRI 117 and SPE 214 with more creative scheduling, but these courses need to be required for more programs in order to be sustainable. Additionally, if any CTE students decide to transfer to a four-year school, WRI 117 does not transfer well. SPE 214 transfers to all universities in Oregon, but if our degrees do not require it, then we still can't offer it regularly.

GOAL 5 (EXCELLENCE): ANNUAL PLANNED CYCLE OF INTERNAL ACADEMIC QUALITY REVIEW.

The following outcomes have been achieved toward this goal:

- ✓ Course Content and Outcome Guides (CCOGs). Within the last three years, all CCOGs have been updated to the new format.
- ✓ Syllabi. Within the last three years, all syllabi have been updated to the new format.
- ✓ Internal assessment. Occurs as part of the evaluation process each year.
- ✓ Grading rubrics. Developed universal rubrics for speech and writing, which are being validated with other departments this term.
- ✓ Catalog descriptions. Updated as part of the CCOG revision process.
- ✓ Course prerequisites. Updated as part of the CCOG revision process.
- ✓ Course descriptions. Updated as part of the CCOG revision process.
- ✓ Budget. Reviewed annually as part of the college budgeting cycle.
- ✓ Articulation agreements. Communication leads are part of the Oregon Writing and English Advisory Council (OWEAC) and are working to ensure writing and speech courses are accepted across the state. For example, WRI 121 is already part of the statewide core transfer map.
- ✓ Dual credit. Our dual-credit lead holds annual Professional Learning Community (PLC) workshops with high school dual-credit speech and writing instructors and conducts teaching observations with all sponsored dual-credit instructors.

GOAL 6 (PLANNING): OFFER ONE-CREDIT INFORMATION LITERACY (IL) COURSE TO INCREASE STUDENT RETENTION AND COMPLETION.

WRI 114 is offered as an independent study, as needed, primarily for students who took 3-credit writing courses in the past and need a credit or two to complete the eight credits of writing required for most programs. WRI 114 helps students save time and money by not requiring them to take an additional four-credit writing course to make up for missing credits.

GOAL 7 (ACCESS) PROMOTE CREATIVE WRITING CURRICULUM TO INCREASE STUDENT ENROLLMENT.

At least one section of poetry writing or fiction writing is offered each year.

GOAL 8 (ACCESS/PLANNING): EXPLORE AND IMPLEMENT POSSIBLE PROGRAMS, CERTIFICATES, AND PATHWAYS FOR WRITING AND SPEECH.

We are currently exploring the need for and feasibility of offering a two-year technical communication degree and possible certificates. This goal has been rolled into Strategic Plan 2.0.

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

Communication courses (speech, writing, and technical communication) do not constitute a program, but they share the following mission with other general education courses:

GENERAL EDUCATION MISSION

Collectively, general education courses promote student success in program courses by developing foundational skills in thinking, communication, computation, computer literacy, information literacy, and the scientific method. General education courses offer access to specialized instruction in subject areas not encompassed in other programs.

By preparing students for success in college degree programs, general education departments promote community and career success with training in civic awareness, leadership, communication skills, and professionalism. Furthermore, by combining skills development and interdisciplinary instruction for transfer to university degrees, the general education departments support students' future success.

Following is a list of the college-level communications courses most commonly offered at KCC. Descriptions for all communication courses are included in Appendices 7A and 7B.

- SPE 111 – Fundamentals of Public Speaking (3 credits)
- SPE 214 – Interpersonal Communication (3 credits)
- SPE 215 – Small Group Communication: Process and Theory (3 credits)
- WRI 114 - Intro to Electronic Research (1 credit)
- WRI 117 - Intro to Technical Communication (4 credits)
- WRI 121 - English Composition I (4 credits)
- WRI 122 - English Composition II (4 credits)
- WRI 227 - Technical Communication (4 credits)

2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.

Not applicable to program review for general education disciplines.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

Not applicable to program review for general education disciplines.

2C.i. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

Yes

No

Not applicable to program review for general education disciplines.

2C.ii. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

Not applicable to program review for general education disciplines.

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

All course content and outcome guides (CCOGs) for regularly taught communication courses were updated to include more clearly assessable outcomes and to match the current CCOG template. Additionally, all syllabi were updated to conform to the 2016 syllabus template and to match the revised CCOGs.

WRI 90 – February 21, 2018
WRI 95 – September 28, 2017
WRI 114 – February 21, 2018
WRI 117 – April 12, 2018
WRI 121 – June 16, 2017

WRI 122 – June 16, 2017
WRI 227 – September 19, 2017
SPE 111 – September 11, 2017
SPE 215 – November 2, 2017

Additionally, communication faculty created uniform expectations for instruction in terms of numbers and types of papers and presentations, and allowable textbooks. This ensures students have equivalent experiences, regardless of the instructor. Full-time faculty monitored the Canvas courses of part-time faculty in the fall 2018, winter 2019, and spring 2019 to ensure compliance. In fall 2018, we also rolled out a universal writing rubric and required all communication instructors to use it. We revised the rubric based on instructor feedback, and the finalized version will be used across the disciplines in fall 2019. The goal is to have a universal rubric that will ensure uniform grading and allow students to understand how writing skills are similar across disciplines.

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

3A.i. WHAT PERCENTAGE OF FACULTY ARE FULL TIME? PART TIME?

Communication faculty include five full-time and five part-time faculty, although the part-time number shifts from term to term. We are working to stabilize our adjunct pool. During the 2018-2019 school year, adjuncts taught 63% of our classes and full-time faculty taught 37%. Note: This number is slightly skewed because our full-time faculty also teach most of the literature courses, which will be covered in the program review for Arts and Letters.

3A.ii. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENTAGE OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

All full- and part-time faculty meet the minimum qualifications—a Master of Arts in one of the following subject areas. Two full-time faculty and one part-time faculty have PhDs, so 30% of faculty exceed minimum degree qualifications.

- Rhetoric and Composition
- Technical Communication
- Speech Communication
- English Literature
- Creative Writing

3A.iii. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

All full-time faculty are members of the National Council for Teachers of English (NCTE). The lead for speech and technical communication is also a member of the Association for Teachers of Technical Writing (ATTW), the Society for Technical Communication (STC), and the National Communication Association (NCA). Faculty also regularly review a number of academic publications, including *Teaching English in the Two-Year College*, *College Composition and Communication*, *Technical Communication*, and *The Journal of Basic Writing*.

Klamath Community College Instructional Program Review:

Following is a list of faculty and their professional development activities:

FULL-TIME FACULTY

JO COCHRAN

- Spring 2014 – Oregon Indian Education Association annual conference.
- Spring 2015 – Oregon Indian Education Association annual conference.
- Attendance at OEIA provided diverse perspectives on native education, learning and students which have been applied to writing, literature and creative writing courses.

JEAN KNIGHT

- March 2017 – College Composition and Communication Conference. Information on how to motivate and mentor newcomers to the field was used to facilitate better training at dual credit workshops.

JEANNE LAHAIE

- December 2018 – National Conference for Teachers of English. Attended many panels on accelerated learning, and utilized the information to develop WRI 199 to allow students to bypass one level of developmental education.
- March 2017 – College Composition and Communication Conference. Used information on informational literacy to develop a new paper assignment that asks students to consider the effects of their own biases which led to excellent critical thinking about the ways in which our biases affect our reasoning.

RONDA WERY

- November 2018 – Women in E-Learning and Leadership Conference. Learned about the potential value of using badges in online education. Will implement next fall, starting with WRI 227: Technical Communication
- March 2017 – Association of Teacher of Technical Writing (ATTW) Conference. Kept up to date with current trends and practices in technical communication pedagogy.
- March 2017 – College Composition and Communication Conference (CCCC). Kept up to date with current trends and practices in writing pedagogy.
- December 2014 – Graduated with PhD in Technical Communication and Rhetoric from Texas Tech University. Dissertation title: Teaching, Social, and Cognitive Presence in Written Conversation: An Exploration of Online Graduate Communities of Inquiry
- Fall 2014 – Council for Programs in Technical and Scientific Communication (CPTSC) Conference. Presented dissertation research in a panel on technical communication programs and pedagogy in online environments.
- May 2014 – Computers and Writing (C&W) Conference. Presented dissertation research in a panel on technical communication pedagogy.

MAGGIE WOOD

- March 2017 – College Composition and Communication Conference. Used information from a presentation about getting students to think more deeply and broadly about topics to completely revise her approach to topic selection exercises and to completely revise the research proposal assignment. This has improved student engagement.
- Winter 2019 – Took online classes through EdX in Baroque Opera and Critical Thinking. Both provided new perspectives and methods for presenting and explaining inductive and deductive reasoning. This course led to a completely revised presentation on inductive and deductive reasoning for WRI 122.

PART-TIME FACULTY

Three part-time faculty have reported their participation in professional development activities.

REBEKAH DODSON

- February 2019 – Organization for Educational Technology and Curriculum (OETC) IntegratED conference
- October 2018 – Southern Oregon EdTech Summit
- July 2018 – Oregon Education Association Summer Leadership Conference
- February 2018 – OETC IntegratED conference
- March 2017 – College Composition and Communication Conference
- April 2016 – Southern Oregon EdTech Summit (PRESENTED)
- February – April 2016 - Southern Oregon Writing Project / Teaching Argument Writing (PRESENTED)
- April 2015 – Southern Oregon EdTech Summit

KARIN COLLISON

- March 2019 – Virtual professional development by McGraw Hill, including The Equity Equation and Helping Underserved Students Succeed
- December 2018 – Instructor Presence training
- December 2018 – Early Alert training
- July through December 2018 – Zoom meetings on Prezi, Sway, and PowerPoint
- Fall 2014 – Quality Matters online course program for DE design and delivery

EMMA CORNELL

- CTL training on course rubrics, which have improved grading efficiency and communicated more clearly to students the outcomes for each course
- December 2018 – Early Alert training, which has helped identify "ghost" students who do not participate in the first week of class
- Instructional design training for online Canvas classes, which emphasized standard components for all KCC online classes so that students could easily access different aspects of the course no matter which instructor set it up

3A.iv. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

- Yes
No
Somewhat

Faculty composition, qualifications, and professional development are nearly sufficient, but one of our full-time faculty has been promoted to Dean of Instruction, so we are one person down. The following plans will help to address potential problem areas we may face in the future.

ATTRACTING NEW FACULTY TO REPLACE WRITING LEAD AND OTHER FACULTY WHO MAY RETIRE FROM FULL-TIME TEACHING WITHIN 1-3 YEARS

A job description has been submitted and will soon be posted to replace the faculty lead for writing who was recently promoted to Dean of Instruction. The communication leads are actively recruiting talented individuals through professional networks. Additionally, two other full-time communication faculty are contemplating "retirement" to part-time status in the next nine months to three years, so recruitment will be ongoing for the next several years.

ATTRACTING AND MENTORING HIGH-QUALITY PART-TIME FACULTY

Keeping a pool of high-quality part-time faculty is a perennial issue for most academic departments. Communication is no exception. However, challenges regarding the departure of full-time faculty (mentioned above) may be alleviated as current full-time faculty retire and want to move to part-time status.

Klamath Community College Instructional Program Review:

The leads for communication also have taken a more active approach to mentoring part-time faculty by monitoring their courses in Canvas and helping them enhance course design and pedagogy to better meet KCC standards and address the needs of students.

Finally, we recently adopted a new procedure for course scheduling—making changes to draft schedules before they are sent to adjuncts—to minimize confusion and ensure full-time faculty can meet their course load requirements. Once the schedule is finalized, we send out invitations to teach and request a commitment from part-time faculty. Previously, draft schedules were given to adjunct faculty before changes were made, and that often caused confusion. With the new procedures, adjuncts are assured that the classes they are offered reflect our best efforts to balance the workload.

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

Communications classes are typically taught in building 2 and utilize the standard classroom setup. When demand exceeds those three classrooms, class space has been available in other buildings. Communication courses have been able to use the computer labs in buildings 6, 8, and in the LRC. All instructional space and equipment is sufficient for our classes. We do not require specialized materials.

3B.i. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

- Yes
 No
 Somewhat

The needs of communications faculty and their students are simple. As long as we have access to computer labs and the typical classroom technologies at KCC, we can meet the needs of our students.

3B.ii. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

- Yes
 No
 Somewhat

As stated above, access to computer labs and the typical classroom technologies are sufficient to meet instructional needs for communications courses now and in the future.

3B.iii. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

- Yes
 No
 Somewhat

Instructional materials, including open educational resources (OERs), are widely available and relatively inexpensive for communication courses.

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

Communications faculty and their students utilize the LRC's computer labs, holdings, placement testing, and tutoring services.

3C.i. REVIEW LEARNING RESOURCE CENTER (LRC) HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

ADEQUACY AND AVAILABILITY OF LIBRARY AND INFORMATION RESOURCES.

KCC's Learning Resource Center (LRC) has the resources necessary to support communication faculty and their students.

As a member of the Sage Library Consortium, the LRC provides students and faculty access to the holding of 77 member libraries in 15 counties of eastern and central Oregon. The KCC Library is also a member of Orbis Cascade Alliance, which provides students access to the holdings of 38 academic libraries in Oregon and Washington. Additionally, the LRC currently has 9,513 physical holdings and seven database suites, which provide communication faculty and students access to millions of articles and journals for homework and research. Speech and writing textbooks and handbooks are also available for student use.

3C.ii. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

The KCC Tutoring Center provides supplemental instruction for individual students and study groups on a drop-in basis for all subjects taught at Klamath Community College. The LRC also offers student access to TutorMe.com, a twenty-four hour, seven day per week tutoring service for those students needing supplemental instruction while off campus or after Tutoring Center operating hours.

Students in communication courses are second only to mathematics in their use of tutoring and E-tutoring services.

LRC TUTORING IN 2018

The following represents LRC tutoring usage in 2018:

LRC Tutoring Sessions in 2018 for Communications Students, Broken Down by Course

Class	# of Visits
SPE 111: Fundamentals of Public Speaking	49
WRI 90: Writing Fundamentals	55
WRI 95: Intro to Expository Writing	56
WRI 121: English Composition I	123
WRI 122: English Composition II	61
WRI 227: Technical Communication	36
Total	325

E-TUTORING IN 2018

Students used e-tutoring 40 times during the 2018 calendar year. (These numbers cannot yet be broken down by course.)

3C.iii. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

The KCC Testing Center provides the support necessary to administer all instructor exams for the communication program as well as all placement exams. Testing Center personnel are nationally certified. Communication courses rarely use the testing center other than for placement because most assignments in these courses are papers, speeches, and projects, and when courses include quizzes or exams, those assignments are posted in Canvas.

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In terms of placement testing, the communication department recently requested that we switch to the latest version of the Accuplacer test and that students be placed based on reading, rather than writing, scores. Though this approach may seem counterintuitive, Oregon Writing and English Advisory Committee (OWEAC) research indicates that reading placement is a better indicator of student success. Currently, the testing center pays \$1.85 per unit, so our new testing requirements are half as expensive and this extends the amount of time between purchasing new units.

3C.iv. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

Not applicable to program review for general education disciplines.

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

All communication courses (onsite, online, synchronous, and hybrid) utilize the college's LMS, Canvas.

4. EFFECTIVENESS

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

4A.i. COURSE LEARNING OUTCOMES (CLO)

See Appendix 7.C for the CLOs in communication courses.

4A.i.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Our course learning outcome (CLO) reports provide extensive data regarding student proficiency in CLOs. Achievement gaps are generally attributed to students not submitting final assignments (e.g., essays, reports, or speeches). Course evaluation data indicates that students' assessment of their own learning closely matches the CLO analysis.

During the 2017-18 and 2018-19 academic years, the most frequently offered communication courses were assessed for student achievement of CLOs, as shown in Table 4.1 below. Of those classes assessed, 77% reported that 75% or more students achieved proficiency in the outcomes selected for assessment. See Appendix 7.D for examples of changes made to address assessment results that indicated a need for improvement.

Table 4.1: CLO Assessment Schedule and Results, Fall 2017 – Spring 2019

Term/Year	Course(s)	Results	Outcome Assessed
Fall 2017	WRI 121	86%	Identify thesis, intended audience, purpose, rhetorical strategies, and bias when reading, especially in academic contexts.
Winter 2018	SPE 111 DE	85%	Organize oral messages for delivery before a group or live audience
	WRI 095	66%	Employ effective writing strategies for different audiences and purposes
	WRI 122	93%	Develop argument with clarity, coherence, logic, and evidence that is substantial, relevant, and detailed.
	WRI 227 DE	71%	Use syntax and mechanics according to the accepted standards of formal written English.
Spring 2018	SPE 215	Not done. The adjunct who taught this course no longer teaches for KCC.	
	WRI 095 01	67%%	Produce a total of at least 2000 words of revised, final draft copy over the term, including at least one essay that incorporates source materials and practices APA citing convention per OWEAC outcomes.
	WRI 095 02	77%%	
	WRI 121	75%	Identify thesis, intended audience, purpose, rhetorical strategies, and bias when reading, especially in academic contexts.
Term/Year	Course(s)	Results	Outcome Assessed
Fall 2018	SPE 111	90%	Use public speaking skills to present an effective and efficient message.
	WRI 090	75%	Employ grammar, punctuation, and spelling that is relatively error free.
	WRI 121 DE	57%	Locate and evaluate sources for author credibility, currency, sound reasoning, and validity of evidence when conducting research, especially in academic contexts.
Winter 2019	WRI 095 DE	Plan submitted, but no results or analysis entered	
	WRI 121	100%	Identify thesis, intended audience, purpose, rhetorical strategies, and bias when reading, especially in academic contexts.
	WRI 121 DE	80%	Locate and evaluate sources for author credibility, currency, sound reasoning, and validity of evidence when conducting research, especially in academic contexts.
	WRI 121M DE	78%	Develop ideas with clarity, coherence, and evidence that is substantial, relevant, and detailed.

4A.i.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

All CCOGs are scheduled for review on a three-year cycle. During the term in which a CCOG is scheduled for review, faculty discipline lead for that area determine if revisions to outcomes and content are necessary. The faculty lead for the subject area (writing, speech, or technical writing) reviews and revises the CCOG based on input from instructors who teach the course. Next, full-time communication faculty each review the CCOG independently. At the next weekly department meeting, faculty members discuss and revise the CCOG if needed. The faculty lead then submits the revised document to the Assessment and Curriculum Coordinator for approval and eventual publication.

4A.i.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

The most frequently offered communication courses were recently updated in order to comply with the current CCOG template at the beginning of the three-year cycle:

WRI 90 – February 21, 2018
 WRI 95 – September 28, 2017
 WRI 114 – February 21, 2018
 WRI 117 – April 12, 2018
 WRI 121 – June 16, 2017

WRI 122 – June 16, 2017
 WRI 227 – September 19, 2017
 SPE 111 – September 11, 2017
 SPE 215 – November 2, 2017

4A.i.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Please refer to Appendix 7.D for examples of changes made to instruction as a result of CLO Assessments.

4A.ii PROGRAM LEARNING OUTCOMES (PLO)

Not applicable to program review for general education disciplines.

4A.ii.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Not applicable to program review for general education disciplines.

4A.ii.1 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Not applicable to program review for general education disciplines.

4B. STUDENT SUCCESS

4B.i. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

ENROLLMENT

As shown in table 4.2 below, enrollment has remained relatively stable; however, as more students complete dual-credit courses, the enrollment in general education classes has gone down slightly. This is a positive trend for our students, even if it means fewer students in our classrooms.

Table 4.2. Enrollment Trends in Communication Courses (2015-19)

	Enrollment					
	2019	2018	2017	2016	2015	
CGS114	6	17	10	0	0	33
SPE111	350	369	380	421	345	1865
SPE214	0	7	6	0	0	13
SPE215	13	7	24	29	47	120
WRI114	16	0	0	0	0	16
WRI117	9	26	24	0	0	59
WRI121	414	453	530	564	513	2474
WRI122	332	308	301	278	330	1549
WRI199	22	19	0	0	0	41
WRI227	213	197	209	223	193	1035
WRI241	0	17	0	0	32	49
WRI242	12	0	15	15	0	42
WRI244	0	0	0	0	16	16
	3406	3438	3516	3546	3491	

SUCCESS RATES

Table 4.3 below shows that during the same period, our pass rate has increased. We attribute this trend to students' taking more classes from full-time and experienced faculty.

Table 4.3. Success Rates in Communication Courses (2015-19)

	5 year Pass rate					
		2019	2018	2017	2016	2015
CGS114	76%	83%	71%	80%		
SPE111	81%	82%	82%	73%	82%	85%
SPE214	85%		71%	100%		
SPE215	91%	92%	86%	92%	97%	87%
WRI114	81%	81%				
WRI117	76%	100%	81%	63%		
WRI121	73%	79%	77%	70%	69%	74%
WRI122	75%	79%	71%	74%	72%	77%
WRI199	88%	86%	89%			
WRI227	80%	85%	82%	81%	75%	77%
WRI241	82%		94%			75%
WRI242	95%	100%		93%	93%	
WRI244	75%					75%

4B.ii. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

Not applicable to program review for general education disciplines.

4B.iii. REVIEW TRANSFERABILITY OF COURSES

Communications courses are highly transferrable. Below is a chart representing the course transfers to our most common Oregon university partners. WRI 121, WRI 122, and SPE 111 are the most universally transferrable courses, with WRI 227 close behind. It should also be noted that WRI 121 is part of the statewide core transfer map (see Appendix 7.E), which means that it must be accepted at all state colleges.

KCC Course #	OIT	SOU	U of O	OSU
SPE 111	X	X	X	X
SPE 214	X	X	X	X
SPE 215	X			
WRI 95	X			
WRI 121	X	X	X	X
WRI 122	X	X	X	X
WRI 227	X	X		X

4B.iii.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

Both SPE 111 and WRI 121 are offered for dual credit in the high schools, and both courses transfer throughout Oregon colleges and universities.

4B.iii.2 HAS TRANSFERABILITY CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

No significant changes in transferability have occurred.

4C. STUDENT ENGAGEMENT AND SATISFACTION

3C.i. COURSE EVALUATIONS DATA AND ANALYSIS

Overall, students are highly satisfied with their speech and writing courses, and numbers have remained consistent over the past five years. See Appendix 7.F for details.

3C.i.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Instructors make changes individually based on responses within their own courses. An example is provided in section 3.C.i.2 below.

3C.i.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Instructors address changes individually based on responses within their own courses, as indicated in the following example.

EXAMPLE: WRI 095 DE

In one example, some students in Dr. Lahaie's online sections of WRI 95 indicated they were not engaged with the materials. In response, the course was overhauled to include a greater variety of information sources, including Ted Talks, short articles, and videos pertaining to positive psychology. The response has been encouraging, and students are more engaged in the materials and are writing better papers.

3C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE).

Not applicable to program review for general education disciplines.

5. BUDGET

5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

The Communications department has the most positive CMA in the college because our courses are required for all students, so we have large numbers. Our CMA has gone down in recent years in response to the hiring of highly qualified full-time faculty, which is a positive factor in student success. Refer to Appendices 7.H.1 and 7.H.2 for details.

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

Not applicable to this program review.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

We have no budgetary challenges at this time. Communications (including developmental writing) requested \$450 less for this budget cycle than the previous one, for a total of \$4500. Our budget includes money for supplies, travel to state advisory meetings, dues and memberships for professional associations, subscriptions to academic journals, and contracted services. Personnel expenses are budgeted separately and are not part of this program review.

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

In the communication disciplines, we have experienced, well-qualified faculty who love their work and are incredibly dedicated to student success. We provide solid instruction and operate from a continuous improvement mindset.

6B. DESCRIBE PROGRAM WEAKNESSES.

We are not currently tracking individual course changes made as a result of professional development and course evaluations. Although improvements are continually being made, and ideas are being shared, we have no system in place to ensure this work is being done.

The low enrollment issues for WRI117 and SPE 214 need to be addressed.

6C. DESCRIBE SUPPORT NEEDED.

Support may be needed to help us devise a tracking system for changes to courses based on professional development and course evaluations.

Revisiting the reasoning/perceived need for offering SPE 214 and WRI 117 and employing a more creative scheduling process to meet CTE students' needs may help us increase enrollment enough to offer the courses consistently.

6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

The following goals are based on the latest Strategic Plan (2.0). We are in the early stages of accomplishing them.

GOAL 1 (EXCELLENCE): INCREASE STUDENTS' ABILITY TO TRANSFER SPEAKING AND WRITING SKILLS TO OTHER CONTEXTS.

Universal rubrics have been developed for speech and for writing. The writing rubric has been created, tested, and revised by full-time communication faculty and is ready to be rolled out to select instructors across the disciplines. The speech rubric has been tested by full-time faculty and will be revised, refined, and piloted by select instructors by the end of fall term 2019.

GOAL 2 (ACCESS): DECREASE THE AMOUNT OF DEVELOPMENTAL EDUCATION STUDENTS NEED TO BE SUCCESSFUL.

The WRI 121/WRI 199L accelerated learning model, first implemented in 2017, allows students who place into WRI 95 go directly to WRI 121 by attending a one-credit lab (WRI 199) in addition to four credits of WRI 121. Thus far, 53 students have enrolled in the accelerated class, and 44 have successfully completed, for an 83% success rate. In spring 2019, we will pilot a similar program with students who place into WRI 90 by enrolling them in WRI 95 with a one-credit lab.

GOAL 3 (EXCELLENCE): DEVELOP A COMMUNICATIONS ACROSS THE CURRICULUM (CAC) PLAN (EXCELLENCE).

This plan also starts with established universal rubrics. We plan to have all faculty using the rubric by fall in order to promote writing as a means of learning and displaying understanding in all disciplines. This goal is still in its early stages.

GOAL 4 (PROSPERITY): DEVELOP A TECHNICAL COMMUNICATIONS DEGREE AND/OR CERTIFICATE (PROSPERITY).

OIT is currently developing this degree, and we are waiting for them to finalize plans before proceeding. This will ensure a seamless transfer from KCC to OIT. Once their plans are firm, we will begin the process of creating a degree path that aligns with theirs.

7. APPENDICES

APPENDIX 7.A. COURSE DESCRIPTIONS FOR SPEECH CLASSES CURRENTLY OFFERED

SPE 111 – FUNDAMENTALS OF PUBLIC SPEAKING (3 CREDITS)

Prepare and present original speeches with emphasis on organization and outlining. Present informative, persuasive, and other types of speeches. Prerequisite: WRI 121.

SPE 214 – INTERPERSONAL COMMUNICATION (3 CREDITS)

Develop awareness, knowledge, and skills for intra- and interpersonal communication as they pertain to personal and workplace relationships. Emphasizes topics such as function of communication, self-concept, perception, conversational skills, relationship development and maintenance, self-disclosure, assertiveness, and conflict management strategies. Prerequisite: WRI 095 or placement into WRI 121.

SPE 215 – SMALL GROUP COMMUNICATION: PROCESS AND THEORY (3 CREDITS)

Problem solving aspects of small group activities. Includes process and task, leadership, verbal and non-verbal messages, norms and roles, conflict reduction, and decision making in the small group. Focuses on theory and practice. Prerequisite: SPE 111 or instructor approval.

APPENDIX 7.B. COURSE DESCRIPTIONS FOR WRITING AND TECHNICAL COMMUNICATION

WRI 090 - WRITING FUNDAMENTALS (3 CREDITS)

Develops proficiency in introductory writing skills at sentence, paragraph, and short composition level. Reinforces grammar and sentence-level editing skills in the context of paragraphs and short essays. Covers critical reading, information literacy, and research skills, including APA documentation style. Corequisite: WRI 090L.

WRI 090L - WRITING FUNDAMENTALS LAB (1 CREDIT)

Laboratory activities relating to WRI 090. Corequisite: WRI 090.

WRI 095: INTRO TO EXPOSITORY WRITING (4 CREDITS)

Introduces college-level skills in writing paragraphs, essays, and reading critically. Students learn to revise for clarity, structural integrity, and correct grammar. Prerequisites: Writing and reading placement test scores or WRI 090 with a grade "C" or better.

WRI 114 - INTRO TO ELECTRONIC RESEARCH (1 CREDIT)

Introduction to college-level electronic research, developing search strategies, selecting and evaluating appropriate sources, documentation and citation, and a thorough understanding of the economic, legal, ethical, and social issues surrounding electronic information retrieval. Recommended: WRI 095. NOTE: Previously CGS 114

WRI 117 - INTRO TO TECHNICAL COMMUNICATION (4 CREDITS)

Focuses on the specific writing needs of career and technical programs: instructions procedures, proposals, letters, memoranda, e-mail, work reports, and other work-related documents. Prerequisite: WRI 095 or placement into WRI 121.

WRI 121 - ENGLISH COMPOSITION I

Develops skills in expository writing with appropriate documentation, analytical reading, and critical thinking. Students compose several essays using a variety of strategies to present evidence in support of a thesis. Prerequisite: Writing and Reading placement test scores, or WRI 095 with a grade "C" or better.

WRI 122 - ENGLISH COMPOSITION II

Focuses on argument as a means of inquiry, clear and appropriate writing style, and critical reading. Explores ideas and issues through discussion and writing. Students compose analytical and argumentative essays with appropriate documentation. Prerequisite: WRI 121 with a grade "C" or better.

WRI 227 - TECHNICAL COMMUNICATION

Introduces technical and professional communications. Emphasizes precise use of language and graphics to communicate complex technical and procedural information safely, legally, and ethically. Prerequisite: WRI 122 with a grade "C" or better.

APPENDIX 7.C. COURSE LEARNING OUTCOMES FOR SPEECH AND WRITING

Course	Outcomes
SPE 111	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Organize oral messages for delivery before a group or live audience. 2. Conduct research and evaluate ideas and information in order to formulate a clear and effective message. 3. Use strategies and skills to manage communication anxiety. 4. Create effective presentations with digital tools. 5. Use public speaking skills to present an effective and efficient message.
SPE 215	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Change communicative behavior to improve the quality of small group interactions within various settings 2. Use communication strategies to manage conflict, projects, presentations, and small groups. 3. Analyze others' communicative behaviors within the small group.
WRI 90	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate command of basic English sentence structure. 2. Plan an essay using pre-writing strategies. 3. Write paragraphs and short compositions that are coherent, clear, and grammatically correct. 4. Employ grammar, punctuation, and spelling that is relatively error free. 5. Use critical thinking when writing responses and summaries of texts. 6. Locate reliable sources of information on the web. 7. Employ rudimentary APA citations.
WRI 95	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Practice active reading skills, including annotation, cultivation/development of vocabulary, identification of thesis and main ideas of source material, and evaluation of credibility. 2. Demonstrate focus, coherence, and logical development in written work. 3. Employ effective writing strategies for different audiences and purposes. 4. Develop paragraphs and short essays through a flexible writing process. 5. Apply metacognition to assess their own writing skills. 6. Produce a total of at least 2000 words of revised, final draft copy over the term, including at least one essay that incorporates source materials and practices APA citing convention per OWEAC outcomes.
WRI 117	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Create writing specifically tailored to a number of different audiences that have diverse educational, cultural, and linguistic backgrounds, and various levels of expertise. 2. Create technical writing that includes visuals and that is accurate, ethical, easy to access and understand, and from which information can be extracted quickly and easily. 3. Use collaborative techniques to work and problem solve. 4. Create the most commonly used technical communication specific to their career fields. 5. Locate and evaluate sources for credibility, currency, sound reasoning, and accuracy in workplace contexts. 6. Identify the needs of audiences with diverse educational, cultural, and linguistic backgrounds, and various levels of expertise, as they pertain to communication specific to their career fields.

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<p>WRI 121</p>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify thesis, intended audience, purpose, rhetorical strategies, and bias when reading, especially in academic contexts. 2. Locate and evaluate sources for author credibility, currency, sound reasoning, and validity of evidence when conducting research, especially in academic contexts. <p>In a formal research-based essay of no fewer than 1,000 words (per OWEAC guidelines):</p> <ol style="list-style-type: none"> 1. Develop ideas with clarity, coherence, and evidence that is substantial, relevant, and detailed. 2. Incorporate and responsibly credit sources according to the conventions of APA. 3. Use syntax and mechanics according to the accepted standards of formal academic composition. 4. Compose a total of 3,000 to 3,500 words of revised text (OWEAC guidelines) which meet the above criteria.
<p>WRI 122</p>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify thesis, intended audience, purpose, rhetorical strategies, argument and bias when reading, especially in academic contexts. 2. Locate and evaluate sources for author credibility, currency, sound reasoning, argument, and validity of evidence when conducting research, especially in academic contexts. <p>In a formal argumentative research-based essay of no fewer than 1,500 words (per OWEAC guidelines):</p> <ol style="list-style-type: none"> 1. Develop argument with clarity, coherence, logic, and evidence that is substantial, relevant, and detailed. 2. Incorporate and responsibly credit sources according to the conventions APA. 1. Use syntax and mechanics according to the accepted standards of formal academic composition. 2. Compose a total of 3,500 to 4,500 words of revised text (OWEAC guidelines) which meet the above criteria.
<p>WRI 227</p>	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Create technical documents to solve problems. 2. Analyze the rhetorical situation (audience, purpose, and context) of technical communication. 3. Create technical documents that are convincing, effective, ethical, and usable. 4. Create technical communication projects in collaboration with classmates. 5. Incorporate and responsibly credit sources according to the conventions APA. 6. Use syntax and mechanics according to the accepted standards of formal written English.

APPENDIX 7.D. COURSE LEARNING OUTCOME (CLO) ASSESSMENT SAMPLES

Term/Year	% met	Changes	Notes
FALL 2018			
<i>SPE 111</i>	90%	None needed	
<i>WRI 90</i>	75%	None needed	Students who attended class and completed the essay were successful in the class. The nine students who not successful quit attending class and/did not write the essay
<i>WRI 121</i>	57%	About half way through the course, I canceled an expository essay to focus on the research/argument paper. I did this because it became clear that the composition of this particular class was going to need more time and support than the last WRI 121 course I taught. In the future, I would completely redesign this course and take out the rant essay. I'd start it off with three weeks of WRI 114: Intro to Electronic Research. I'd also have students begin research earlier, and I'd have weekly assignments that involve evaluating sources. I'd also have students write or outline a practice research essay first so they have more opportunities to demonstrate their learning. I might consider contacting students at the beginning of the course to make sure they plan on staying in the course. Or I might have students, particularly high school students, sign a pledge to complete the course regardless of their grade. Finally, I would have regular required check-ins/office hours for all students	Four students did not submit a paper and did not withdraw from the class. When those four are removed, proficiency jumps to 71%, which is still short of the 75% target.
WINTER 2018			
<i>WRI 121 DE</i>	80%	I will create a reflection assignment that allows students to explore their process in evaluating research and applying that skill to their final essays. This should enhance both student ownership of and responsibility for learning as well as transferability of skill.	Student success can be mainly attributed to completion of the assigned practice assignment before applying the skill in the final essay assignment. Students who were unsuccessful either did not submit a final essay or who did not participate in the initial practice forum.

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WRI 121	100%		None needed	
WRI 121M	78%		None needed	Three of the 4 students who did not meet the target did not submit the assignment and quit attending in the first month of class although they did not withdraw. The percentage of students meeting that target that attempted the assignment was 93%



CORE TRANSFER MAPS

The Core Transfer Maps are broad descriptions of course requirements for students at any Oregon community college or public university. Students who have not yet declared a major and plan to transfer may take classes that fit these categories at any Oregon community college and expect all classes to transfer and meet at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university.

Note that many majors have specific course requirements for categories within the Core Transfer Maps. The Core Transfer Maps are intended as starting points for students who plan to transfer to a university, but are unsure of their intended major or transfer destination. Students who are certain of their major, but not their transfer destination, should determine if there is a developed Major Transfer Map for their chosen discipline, and follow that as a guide. Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement, Major Transfer Map, or degree map that will prescribe their course requirements.

COURSE DISTRIBUTION REQUIREMENTS

See an advisor for recommended courses

Subject	General Core Transfer Map	STEM Core Transfer Map
Writing	WR121 (3-4 credits)	WR121 (3-4 credits)
Arts & Letters	2 courses (6-8 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	2 courses (6-8 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>
Social Sciences	2 courses (6-8 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	2 courses (6-8 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>
Natural Sciences	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>
Math	1 course (4-5 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	1 course (4-5 credits) See list of AA/OT outcome courses <i>* See an advisor for recommended courses.</i>

ADDITIONAL REQUIREMENTS

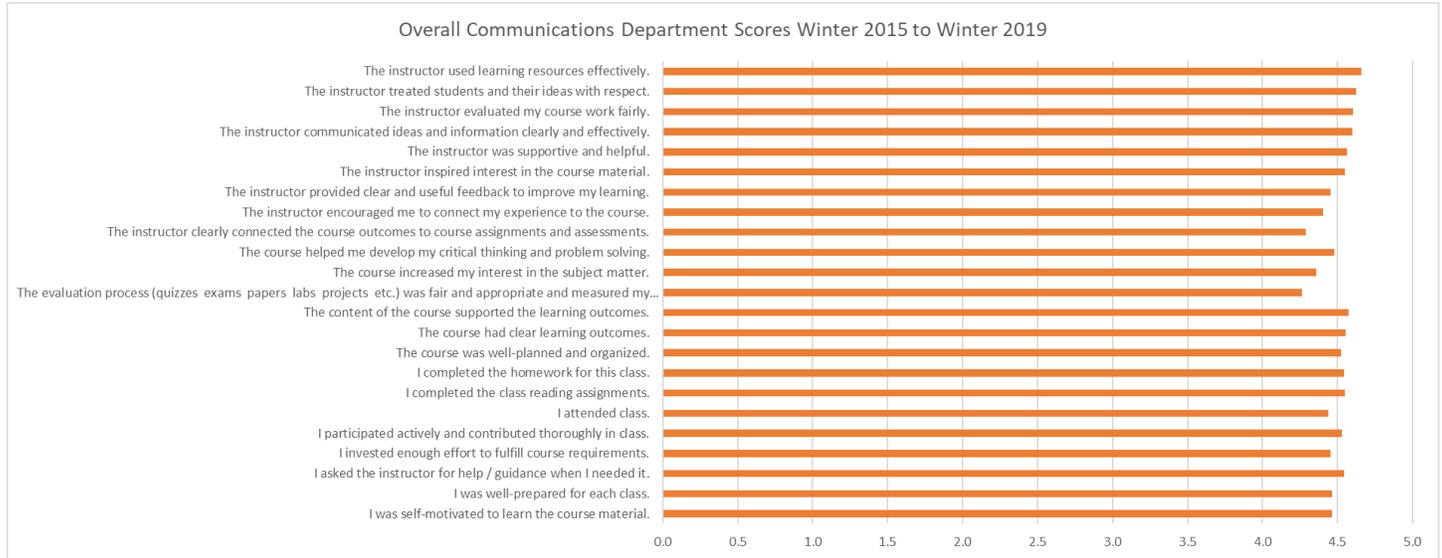
Subject	General Core Transfer Map	STEM Core Transfer Map
Cultural Literacy	At least 1 required course must also meet the Cultural Literacy outcomes.	At least 1 required course must also meet the Cultural Literacy outcomes.
At Least 30 Total Credits	If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>
Completion standards	All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time of award.	All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time of award.

COMPLETED CORE TRANSFER MAPS

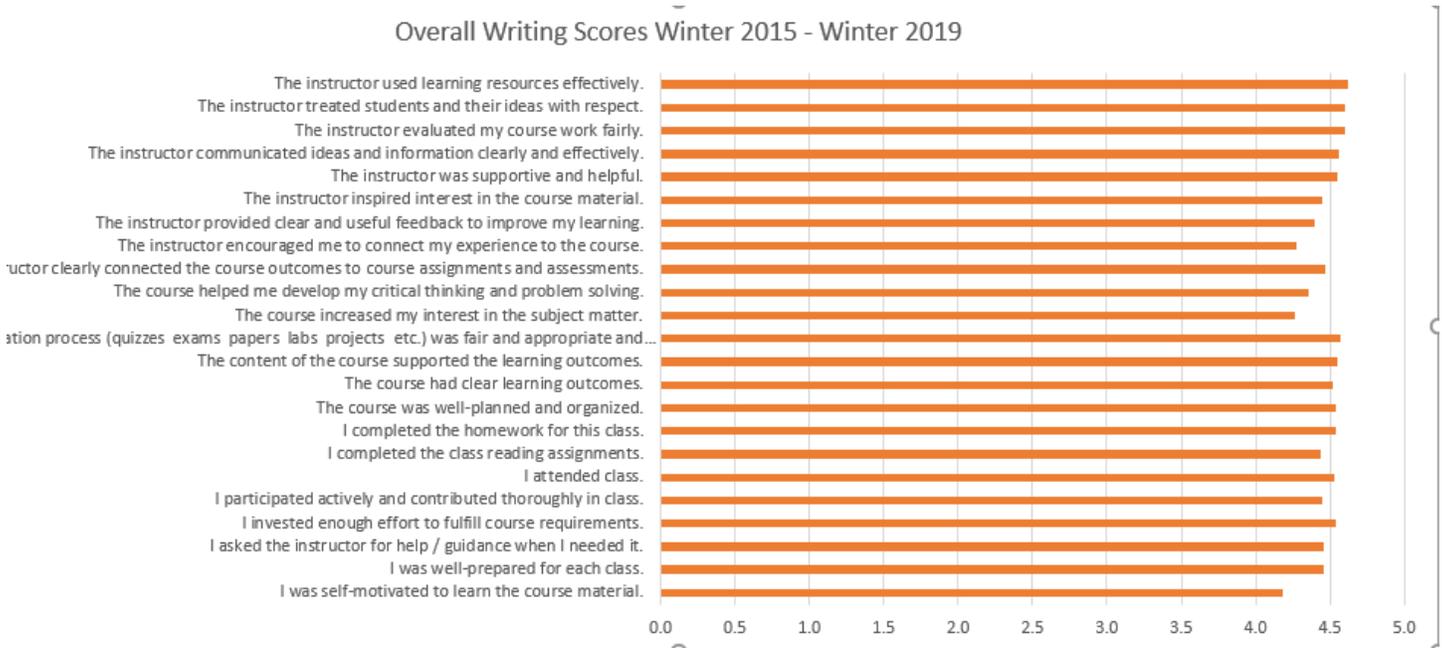
Subject	General Core Transfer Map	STEM Core Transfer Map
Total	At least 8 courses (at least 30 credits)	At least 8 courses (at least 30 credits)

APPENDIX 7.F: COURSE EVALUATION FEEDBACK FROM STUDENTS IN COMMUNICATION COURSES

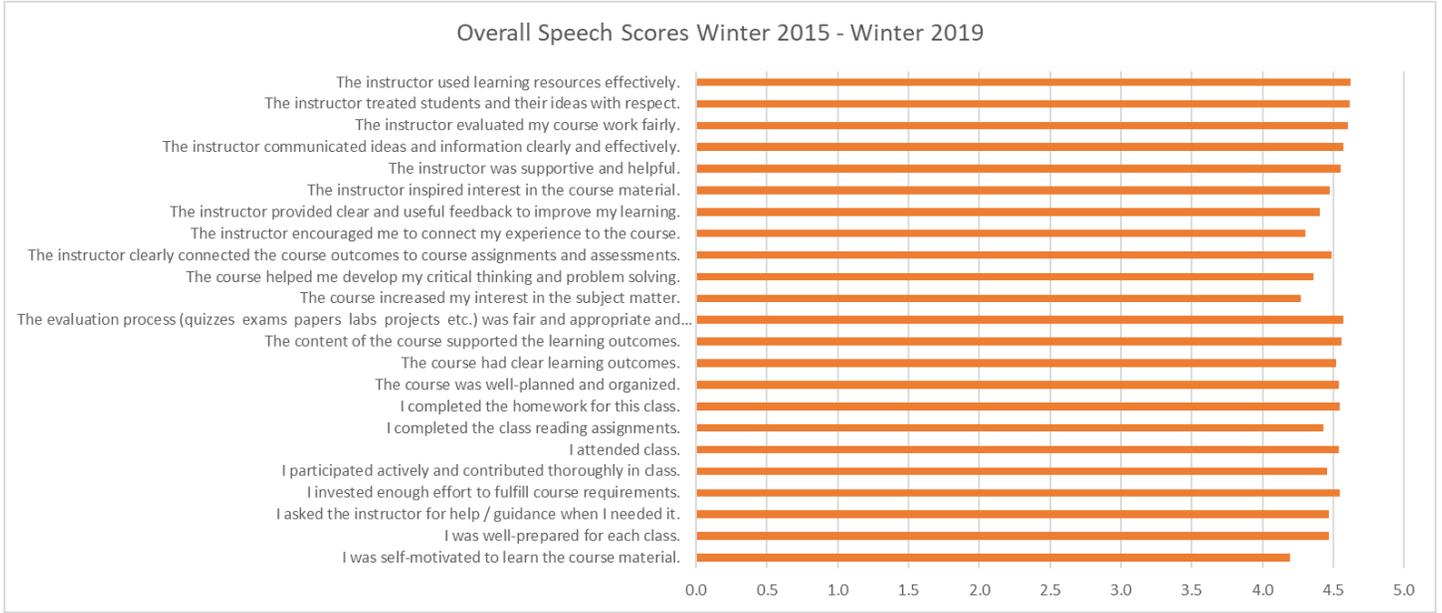
COMMUNICATION COURSES OVERALL



WRITING COURSES



SPEECH COURSES



APPENDIX 7.G.i: COST MARGIN DATA AND ANALYSIS FOR COLLEGIATE-LEVEL COMMUNICATIONS COURSES SU2015-SP2017

	SU2015	FA2015	WI2016	SP2016	AY Total	SU2016	FA2016	WI2017	SP2017	AY Total	
CREDIT_INST_LOAD	64.5	135	134.75	154.75	489	53.75	124.5	152.5	119.75	450.5	
CE_INST_LOAD	0	0	0	0	0	0	0	0	0	0	
OVERSIZE	0	0	0	0	0	0	0	0	0	0	
Lecture Credits	17	69	30	46	162	17	35	23	41	116	
Lab Credits	0	0	0	0	0	0	0	0	0	0	
Combined For. Cr.	0	0	0	0	0	0	0	0	0	0	
Facility Fee	\$ 4,368.00	\$ 8,088.00	\$ 7,824.00	\$ 7,572.00	\$ 27,852.00	\$ 4,086.00	\$ 7,896.00	\$ 8,622.00	\$ 7,296.00	\$ 27,900.00	
Tuition	\$ 69,758.00	\$ 159,226.00	\$ 142,924.50	\$ 143,249.00	\$ 515,157.50	\$ 67,815.50	\$ 142,296.00	\$ 151,913.50	\$ 127,563.50	\$ 489,588.50	
TechnologyFee	\$ 2,912.00	\$ 5,872.00	\$ 5,468.00	\$ 5,284.00	\$ 19,536.00	\$ 2,756.00	\$ 5,440.00	\$ 5,860.00	\$ 5,004.00	\$ 19,060.00	
CourseFee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
DistanceFee	\$ 5,742.00	\$ 7,788.00	\$ 7,326.00	\$ 6,303.00	\$ 27,159.00	\$ 6,765.00	\$ 9,586.50	\$ 7,903.50	\$ 6,748.50	\$ 31,003.50	
StudentGovtFee	\$ 1,820.00	\$ 3,670.00	\$ 3,417.50	\$ 3,302.50	\$ 12,210.00	\$ 1,722.50	\$ 3,400.00	\$ 3,662.50	\$ 3,127.50	\$ 11,912.50	
TotalTuitionFees	\$ 84,660.00	\$ 185,880.00	\$ 168,016.00	\$ 166,656.50	\$ 605,212.50	\$ 83,299.00	\$ 169,538.25	\$ 179,075.25	\$ 150,289.50	\$ 582,202.00	
Reimbursable_FTE	16.737128	38.305618	38.391904	43.13693	136.57158	15.486166	35.393865	43.827134	38.693806	133.400971	
Headcount	219	503	494	561	1777	200	477	577	519	1773	
ADJPay	\$ 45,380.46	\$ 56,357.20	\$ 57,949.16	\$ 65,357.39	\$ 225,044.20	\$ 35,860.50	\$ 55,453.22	\$ 55,749.79	\$ 40,349.13	\$ 187,412.64	
FTPay	\$ -	\$ 59,938.97	\$ 59,129.85	\$ 61,450.28	\$ 180,519.10	\$ -	\$ 88,763.62	\$ 73,585.82	\$ 55,968.13	\$ 218,317.57	
CEPay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TotalPay	\$ 45,380.46	\$ 116,296.16	\$ 117,079.01	\$ 126,807.67	\$ 405,563.31	\$ 35,860.50	\$ 144,216.84	\$ 129,335.61	\$ 96,317.26	\$ 405,730.21	
PayPerCreditLoad	703.5729811	861.453063	868.8609443	819.4356934	829.3728151	667.17212	1158.368191	848.1023598	804.3194703	900.6219925	
Margin	\$ 24,377.54	\$ 42,929.84	\$ 25,845.49	\$ 16,441.33	\$ 109,594.19	\$ 31,955.00	\$ (1,920.84)	\$ 22,577.89	\$ 31,246.24	\$ 83,858.29	
				Margin/Tuition 21%						Margin/Tuition 17%	

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APPENDIX 7.G.ii: COST MARGIN DATA AND ANALYSIS FOR COLLEGIATE-LEVEL COMMUNICATIONS COURSES SU2016-SP2018

	SU2016	FA2016	WI2017	SP2017	AY Total	SU2017	FA2017	WI2018	SP2018	AY Total	
CREDIT_INST_LOAD	53.75	124.5	152.5	119.75	450.5	64	87.5	121	124.5	397	
CE_INST_LOAD	0	0	0	0	0	0	0	0	0	0	
OVERSIZE	0	0	0	0	0	0	0	0	0	0	
Lecture Credits	17	35	23	41	116	14	23	29	46	112	
Lab Credits	0	0	0	0	0	0	0	0	0	0	
Combined For. Cr.	0	0	0	0	0	0	0	0	0	0	
FacilityFee	\$ 4,086.00	\$ 7,896.00	\$ 8,622.00	\$ 7,296.00	\$ 27,900.00	\$ 4,729.20	\$ 9,996.00	\$ 12,112.80	\$ 10,592.40	\$ 37,430.40	
Tuition	\$ 67,815.50	\$ 142,296.00	\$ 151,913.50	\$ 127,563.50	\$ 489,588.50	\$ 65,287.50	\$ 136,036.50	\$ 159,417.00	\$ 143,994.50	\$ 504,735.50	
TechnologyFee	\$ 2,756.00	\$ 5,440.00	\$ 5,860.00	\$ 5,004.00	\$ 19,060.00	\$ 4,504.00	\$ 9,816.00	\$ 11,816.00	\$ 10,312.00	\$ 36,448.00	
CourseFee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
DistanceFee	\$ 6,765.00	\$ 9,586.50	\$ 7,903.50	\$ 6,748.50	\$ 31,003.50	\$ 5,065.50	\$ 7,953.00	\$ 8,481.00	\$ 9,174.00	\$ 30,673.50	
StudentGovtFee	\$ 1,722.50	\$ 3,400.00	\$ 3,662.50	\$ 3,127.50	\$ 11,912.50	\$ 1,407.50	\$ 3,067.50	\$ 3,692.50	\$ 3,222.50	\$ 11,390.00	
TotalTuitionFees	\$ 83,299.00	\$ 169,538.25	\$ 179,075.25	\$ 150,289.50	\$ 582,202.00	\$ 80,993.70	\$ 167,544.70	\$ 196,187.60	\$ 177,884.40	\$ 622,610.40	
Reimbursable_FTE	15.486166	35.393865	43.827134	38.693806	133.400971	13.048933	31.080185	39.793835	36.213463	120.136416	
Headcount	200	477	577	519	1773	175	398	511	462	1546	
ADJPay	\$ 35,860.50	\$ 55,453.22	\$ 55,749.79	\$ 40,349.13	\$ 187,412.64	\$ 39,294.16	\$ 26,360.51	\$ 37,241.70	\$ 35,157.53	\$ 138,053.89	
FTPay	\$ -	\$ 88,763.62	\$ 73,585.82	\$ 55,968.13	\$ 218,317.57	\$ -	\$ 97,387.46	\$ 114,986.02	\$ 99,900.54	\$ 312,274.02	
CEPay	\$ -	\$ -	\$ -	\$ 400.00	\$ 400.00	\$ -	\$ -	\$ -	\$ -	\$ -	
TotalPay	\$ 35,860.50	\$ 144,216.84	\$ 129,335.61	\$ 96,717.26	\$ 406,130.21	\$ 39,294.16	\$ 123,747.97	\$ 152,227.72	\$ 135,058.06	\$ 450,327.91	
PayPerCreditLoad	667.17212	1158.368191	848.1023598	807.6597626	901.5098949	613.9712111	1414.262533	1258.080351	1084.803702	1134.327235	
Margin	\$ 31,955.00	\$ (1,920.84)	\$ 22,577.89	\$ 30,846.24	\$ 83,458.29	\$ 25,993.34	\$ 12,288.53	\$ 7,189.28	\$ 8,936.44	\$ 54,407.59	
				Margin/Tuition 17%						Margin/Tuition 11%	

INSTRUCTIONAL PROGRAM REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
1—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals...
2—Labor Market Projection	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
3—Resources				
Professional Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
Faculty Meeting Instructional Needs	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
Facilities and Equipment	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.
4—Effectiveness				

Klamath Community College Instructional Program Review:

<p>Student Learning Outcomes Assessment</p>	<p>Exhibits ongoing and systematic SLO assessment to adjust instruction.</p>	<p>Exhibits student learning outcomes assessment and uses results to change instruction.</p>	<p>Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.</p>	<p>Minimal evidence of SLO assessment.</p>
<p>Student Success</p>	<p>Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.</p>	<p>Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.</p>	<p>Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.</p>	<p>Minimal description of trends and/or fails to formulate plan to address them.</p>
<p>5—Budget</p>	<p>Financial resources meet current needs and are projected to meet future needs.</p>	<p>Financial resources meet current needs.</p>	<p>Evidence of a plan to acquire financial resources to meet current needs.</p>	<p>Minimal evidence that financial resources meet current needs.</p>
<p>6—Strengths and Weaknesses</p>	<p>Strengths and weaknesses are described accurately and thoroughly.</p>	<p>Most strengths and weaknesses are described accurately and thoroughly.</p>	<p>Some strengths and weaknesses are described accurately and thoroughly.</p>	<p>Minimal evidence that strengths and weaknesses are described accurately and thoroughly.</p>
<p>7—New Goals and Plan</p>	<p>Multiyear planning process with evidence of use of assessment data in planning.</p>	<p>Multiyear planning process with some assessment data.</p>	<p>Short-term planning process recently implemented.</p>	<p>Minimal evidence of planning process.</p>
<p>8—Overall Evaluation</p>	<p>Evidence of ongoing systematic use of planning in selection of programs and services.</p>	<p>Exhibits evidence that planning guides program and services selection that supports the college.</p>	<p>There is evidence that planning intermittently informs some selection of services to support the college.</p>	<p>Minimal evidence that plans inform selection the of services to support the college.</p>

Klamath Community College Instructional Program Review:

