Appendix 7
Seven-Year Implementation Plan Template

College: CAHSS   **Program: Communication Studies**   **Next APR Year: 2025**

Mission Statement: Communication studies challenges students to be attentive to communicative behaviors in multiple contexts. Classes are designed to improve message delivery and interpretation in ways that demonstrate critical and analytical thinking. Whether you are interested in finding out how to improve relationships, evaluate information to make informed decisions, or gain media industry experience, our department is dedicated to teaching students how to be effective professionals.

Program Learning Outcomes:

- *PLO 1:* **Oral Communication:** Present oral messages using appropriate modalities and technologies for the audience, purpose, and context to accomplish communication goals
- *PLO 2:* **Writing:** Construct written messages using appropriate modalities for the audience, purpose, and context to accomplish communication goals
- *PLO 3:* **Critical Thinking:** Demonstrate to ability to think critically through the analysis of mediated and non-mediated messages
- *PLO 4:* **Research:** Demonstrate the ability to read, comprehend, apply, synthesize and evaluate research in communication
- *PLO 5:* **Values:** Demonstrate the ability to apply ethical frameworks in a variety of contexts in a multicultural and globalized society

Where are these outcomes published? University Catalog

Program Maintenance Outcomes:
PMO 1: *Advising*
PMO 2: *Student Laboratory Space*
PMO 3: *Program Revision of Major*
PMO 4: *Departmental Elaborations*
PMO 5: *TT-Line Faculty Hires*
PMO 6: *Alumni Relations*

Please attach the most current program curriculum map.

SEVEN YEAR IMPLEMENTATION PLAN TEMPLATE				
INITIATIVE/TASK	**APR CYCLE YEAR**	**ASSESSMENT METHODS/ACTIVITIES**	**ASSESSMENT PROCESS: COLLECTION/ANALYSIS/ DISCUSSION**	**RESOURCES NEEDED (IF APPLICABLE)**
Program Learning Outcome (PLO)				
PLO 1: Oral Communication		• Begin with assignment inventory of every Area A class that engages in oral competency. • Once assessment of Area A is complete, the department will determine best practices to evaluate upper division courses. • In collaboration with Speech Capture & Analysis, video	• Utilize the inductively derived Oral Competency Rubric (from the FLC to assess competency, when applicable) • Might be able to use the same rubric in COMM 4900, to assess competency, at or near graduation • Standardize the weight of assignments across Area A to reflect the importance of both preparation, and presentation of,	• Introductory Course Coordinator & Lecturer Liaison (3 WTUs per semester) to coordinate assessment collection, analysis, and discussion within Area A.

		recordings of presentations will be analyzed (available for faculty, student, and peer consultant, if applicable) • Provide greater opportunities for presentations outside of the classroom (e.g., podcasting, interviewing) • Introductory Course Coordinator and Lecturer Liaison will assist in advising those that teach within Area A.	speeches.	• Increased IRA funding to support the employment of Peer Communication Consultants, Speech Capture & Analysis Technicians.
PLO 2: Writing		• Gather writing samples from COMM 3200 (WP course) • Gather writing samples from COMM 4900 (Senior Capstone)	• Utilize the inductively derived Written Competency Rubric (from the FLC to assess competency, at or near graduation)	
PLO 3: Critical Thinking		• Gather writing samples from COMM 2300 (A3 course) • Gather writing samples from COMM 3200 (WP course), 4900 (Senior Capstone), 2-3 electives as decided upon by faculty	• Utilize the inductively derived Critical Thinking Competency Rubric (from the FLC to assess competency, at or near graduation)	
PLO 4: Research		• Gather writing samples from research-based courses (3900, 3910, 4200, 4140)	• To be determined after strategies are identified. May include developing a departmental rubric. • Our external reviewer advised that we explore the option of creating a "Signature Assignment" for our research-based courses; the department is still in discussion about the utility of this approach.	• Request funding for 1-2 Mac Pros (for faculty and student use) to facilitate quantitative and qualitative data processing • Request recording equipment (sound, video) to allow faculty and students to engage in interviewing and focus group data collection • Request qualitative data analysis software (i.e., Atlas TI)

			• Once COMM Lab space is reconfigured, students will be able to utilize those spaces for data collection/analysis
PLO 5: Values		• Gather writing samples from multicultural-based courses (4160, 4165) • Review this PLO and potentially revise • Department will discuss whether a 6th PLO is necessary	• To be determined after strategies are identified. May include developing a departmental rubric.	
Program Maintenance Outcome (PLO)				
PMO 1: Advising		• Track deficiencies reports to prevent students from not graduating on time. • Maintain current/past enrollment trends. • Examine majors vs. outside students' enrollment numbers. • Advise Chair on course schedules based on rotation and student need.	• Maintain Stockton/Turlock course rotations, based on need. • Maintain (and communicate) a consistent, clear process for all students, increase communication with current students about university policies (e.g., how CR/NC affects graduation) help other faculty with advising inquiries, facilitate advising best practices training once a semester.	• The creation of an Advising coordinator
PMO 2: Student Lab Space		• Expansion of facilities to support student learning activities in mediated communication and data analysis. • Reconfiguration of space to support additional active learning opportunities for digital production, video conferencing, social media engagement, and other modalities utilized by Communication Studies students. • As the university completes office moves associated with current building renovations, seek consideration for available spaces that could accommodate student workspaces.	• Formal tracking of student use of department lab spaces. • Self-study of student satisfaction surrounding use of lab space and overall utility relative to curricular needs. • Comparison of similar programs and facilities at other CSU campuses.	• Funding to improve/add soundproofing • Acquisition of 1-2 Computer Workstations (Mac Pro or similar) • Additional IRA student assistant positions to maintain lab space and facilitate equipment use. • As needs arise, additional faculty and/or staff assignments to

		• Evaluation of existing department workspaces and offices for growth opportunities for student lab space.		develop learning activities, manage budgets, supervise students, liaison with the university community and other administrative functions associated with student lab space.
PMO 3: Program Revision of Major		• Revise major to ensure compliance with EO 1071, mandating accurate reporting of degree-related data related to concentrations • Integration of Computer Mediated Communication (CMC) learning activities into curriculum. • Development of new courses that reflect emerging CMC modalities. • Develop other courses that will complement existing curriculum	• Develop a matrix of CLOs relative to Department PLOs. • Establish CLOs for all COMM courses, including standard CLOs for multi-section courses. • Address graduation deficiencies within Department Curriculum Committee	• Training and Professional Development opportunities for faculty to integrate CMC activities and assignments into existing coursework. • Additional TT line for a faculty member with expertise in CMC. • Additional TT line for a faculty member with expertise in an area to be determined
PMO 4: Departmental Elaborations		• Personnel Committee (or an ad hoc committee) will review similar university's departmental RPT elaboration criteria		
PMO 5: TT-Line Faculty Hires		• Track tenure-density	• Review tenure-density report over time	• Request additional TT lines per departmental need
PMO 6: Alumni Relations		• Develop a stronger and more consistent relationship with Alumni to ascertain data about their experiences within the department. • Create an Alumni advisory board that would come back once a year or semester to share experiences with current students.	• Develop surveys and open-ended questions that will help the department plan for more responsive scheduling and creation of more opportunities. • Overhaul out current website and social media accounts to be more responsive to the needs of both potential and current students.	• Base line funding for a student employee that would handle social media related and website aspects for the department. • Research assistant for the department

			working closely with a faculty member to analyze the qualitative and quantitative data collected from Alumni.