

Spring 2016

# Communications 2016 Los Alamos Self-Study & Documents

University of New Mexico - Los Alamos Campus

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## Academic Department and Program Review

The Academic Program Review process at UNM-Los Alamos has been developed to complement the on-going institutional effectiveness process and to become a vital part of institutional planning. The program review is a comprehensive, systematic method of evaluation and review of achievement conducted every 3-5 years within academic programs for the following purposes:

1. To improve teaching and learning
2. To evaluate and analyze current practices
3. To promote faculty discussion about curriculum within a program
4. To ensure that program planning is related to goals at the institutional, programmatic, and course levels
5. To evaluate program support in the areas of technology, equipment, supplies, facilities and staffing

The program review process at UNM-LA is comprehensive and cyclical and consists of the following components:

1. The development of a written report by program faculty and Department Chair
2. Submission to Dean of Instruction for review
3. Submission to Institutional Effectiveness Committee
4. Recommendation report from the IE committee to the department
5. Response from the department about planned changes as a result of the process

### 1. Academic Department and Program Information

#### Complete information regarding the Department

Full Official Name of Academic Department:

Language and Communications

Submission Date of Department/Program Review:

June 10, 2016

Names of Chairperson or Coordinator and any participating faculty:

Mickey Marsee (Department Chair)

Purpose or Mission Statement for the Department

The overall mission of the Communications Department is to prepare students for transfer or degree completion in other programs by promoting literacy not through a specific degree but through a series of writing, speaking and literature courses--specifically the ability to read, speak, write, and think critically. The Department fosters these goals through instruction in various areas of literatures written in English, in the production and reception of a variety of texts, including academic, professional, and creative writing, seminar study in college preparedness, as well as the study of foreign languages.

List the goals/objectives (measurable) for the Academic Department:

- 1. Broad Program Learning Goals for this Department (no degree program)**
  - A. Students will develop their ability to read, think, and write critically about the world around them and for the workplace.
  - B. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.
  
- 2. List of Student Learning Outcomes (SLOs) for this Department (no degree program)**
  - A1. Students will be able to effectively analyze, evaluate, and create written and/or verbal communications in terms of situation, audience, purpose, aesthetics, and diverse points of view and/or in the appropriate language.
  
  - A2. Students will be able to effectively express, in writing or verbally, a primary purpose in a compelling statement and order supporting points logically and convincingly.
  
  - A3. Students will be able to create communications using correct diction, syntax, grammar, and mechanics.
  
  - B1. Students will be able to use effective rhetorical strategies to persuade, inform, and engage.
  
  - B2. Students will be able to integrate research correctly and ethically from credible sources to support the primary purposes of the communication.

Explain How the Mission and Goals for the Academic Department Support UNM-LA’s Mission and Goals:

The department’s mission supports UNM-LA Strategic Goal 3: “Staff the department with sufficiently to sustain high instructional standards, enable realistic workloads to providing support services, and create an environment that encourages excellence.”

**Complete for each Academic Degree program and certificate: This department does not award any degrees.**

## 2. Assessment

**Has a Program Assessment Plan been created and submitted for each program in the department?**

YES    NO    NA

If “YES”, please give date of submission for each and explain any changes you expect to make to each plan. **(Please attach all plans to the end of this report.)**

We do not have a degree program, but we have course-level assessment in place for each course in the General Education curriculum as well as for the FYE course, UNIV 101: On Course Seminar

If “NO”, when do you expect to have each plan completed?

**Has a Program Assessment Report been submitted for each program in the department? (Please attach the most current Assessment Report to the end of this review.)**

YES  NO  NA

**We do not have a program so we do not have a program assessment plan; however, we do panel assess our composition courses (GE courses) and review the results in a group setting each year.**

If "YES", give the date of submission for each and describe any changes being planned as a result of the assessment?

If "NO", when do you expect to have each report completed?

**Does the use of assessment processes result in continuous improvement in the program/unit?**

YES  NO

If yes, describe some of the recent improvements that have come about in response to needs identified through these evaluation processes:

We use the assessment process of course-level general education classes to continuously improve the general education courses in the department.

### 3. Personnel (Faculty)

Please answer these questions about your department.

**Number of Core Faculty:**

3

**Number of Part Time Faculty:**

15

**Do the programs in the department have a "champion?" This could be a department/program chair or a volunteer. YES  NO**

If Yes, please enter name(s) for each program.

Mickey Marsee, Department Chair

**Please list all existing Support positions: (Example: Lab Tech)**

Zandree Stidham, Composition Course Coordinator

**Is the number of personnel adequate to support your department and program areas?**

YES  NO

If "NO", explain below.

We lack core faculty to support the number of courses we teach as well as professional tutors to support remedial level students.

**Does the evidence exist to show that faculty members teaching in this department have involved themselves with our in-service training (Faculty orientation and/or Faculty Assembly events) and other professional development?**

YES  NO

If "NO," please explain:

--

**Please complete the faculty information in the table on the next page, including faculty credentials and courses each faculty has taught.**

**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Department: **Communication and Language**

Academic Term(s) Included: **Fall 2015-**

Date Form Completed:

Complete the following table with faculty names (both core and TPT) and highest degree for each. Are Academic credentialing forms and transcripts and/or copies of relevant certifications on file?

Faculty Name	C, TPT D, UN, UT List all that apply	Courses Taught for the last 3 academic years (Include term & course number) List all that apply	Academic degrees & graduate coursework (if needed to qualify to teach); Include certifications, work experience if needed to qualify to teach a course	Completed Academic Credentialing form	Transcripts on file	Copies of certifications on file IF APPLICABLE
Marsee, Mickey	C	ENGL 111/112, 110, 120, 220, 219; COMP 224; CLST 107	BA-English Lit; MA-Rhetoric & Writing/Lit; PhD- Rhetoric/Professional Writing & the Novel	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Giesler, Maryjane	C	ENGL 111/112, 120; CJ 130	BA-American Lit, Secondary Ed; MA- British Literature	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Stidham, Zandree	C	ENGL 110, 113, 219, 120; UNIV 101	BA-English & Biology; MA-English (Rhetoric & Comp); PhD-Education (Language, Lit, and Comp)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Stupka, Ericka	TPT	CJ 130; CJ 225; CJ 221	BA-Communication (Minor- Spanish); MA-Communication	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Mitchell, Renae	TPT	CLST 107; COMP 224; FREN 101, 102; ENGL 110	MA-Comparative Lit; PhD- Comparative Lit with Doctoral minor in Latin American Studies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Thompson, Tracy	TPT	ENGL 110, 113; CLST 107; UHON 122	BA-English, Honors (French/Western Civ.); MA- Literature, Critical Theory	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Smith, Lauren	TPT	ENGL 110, 120	BA-French; MA-English & Linguistics	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Hardy, Catherine	TPT	ENGL 111, 112, 120; UNIV 101	PhD-English; MFA-Creative Writing; BA-English	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Logghe, Joan	TPT	ENGL 224	BA-English Lit	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Hanson, Hans	TPT	CLST 201; PHIL 201; GREK 101, 102	BA-Classics; MA-Classics; Phd- Classics	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Shiina, Akiko	TPT	JAPN 101, 102	BA-English, MA Education	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Civale, Mariana	TPT	SPAN 101, 102	BA-Journalism, Anthropology &	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

			Spanish; MA Hispanic Literature			
Moore, Patricia	TPT			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Nadler, Kristy	TPT	UNIV 101, PSY 220, PSY 105, PSY 271	BA-Psychology MA-Psych/History	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

C, TPT: Core, Temporary Part-time (adjunct); D, UN, UT: Developmental, Undergraduate Nontransferable, Undergraduate Transferabl

#### 4. Student Success and Achievement

Please answer these questions about each program within your department.  
(Enrollment, Retention, Graduates and Licensing Exams)

Degree Program Name: **NONE**

Academic Year (At least Past Three Years)	Fall number of Majors	Spring number of majors	Number of Annual Graduates	Name of State or National Licensing/Certification Examinations, # of Students Taking Examinations, and % of Students Passing Examinations for each academic year <b>IF APPLICABLE</b>		
				Name of Examination	Number of students taking exam	Number of students passing exam

## Course Completion Rates

Please enter all courses taught by the department.

### Face-to-Face courses

Course/Cr Hr	Number and % of Students with A, B, C						Number and % of Students with D, F						Number and % of Students with W or I					
	2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
CJ 101L (3)	11-100%		7-100%		5-100%		0		0		0		0		0		0	
CJ 130 (3)	27-93%	10-100%	9-75%	12-75%	11-65%	11-84%	0	0	2-17%	3-19%	5-29%	1-8%	2-7%	0	1-8%	1-6%	1-6%	1-8%
CJ 221 (3)		6-100%						0						0				
CJ 225 (3)	4-100%			3-75%			0			0			0			1-25%		
CLST 107 (3)	13-65%		11-61%		16-80%		7-35%		6-33%		2-10%		0		1-6%		2-10%	
COMP 222 (3)		9-100%						0						0				
ENGL 099 (4)	8-67%		13-81%		7-70%		3-25%		1-6%		2-20%		1-8%		2-13%		1-10%	
ENGL 100 (4)	22-73%	7-50%					5-17%	4-29%					3-10%	3-21%				
ENGL 101 (3)	36-69%	10-50%					13-25%	3-15%					3-6%	7-35%				
ENGL 102 (3)	17-63%	31-78%					6-22%	8-20%					4-15%	1-2%				
ENGL 110 (3)			25-56%	6-30%	25-62%	9-47%			11-24%	9-45%	13-33%	7-37%			9-20%	5-25%	2-5%	3-16%
ENGL 111 (3)			10-72%	8-47%	14-67%	4-44%			2-14%	5-29%	0	1-12%			2-14%	4-24%	7-33%	4-44%
ENGL 112 (3)			10-77%	8-50%		11-65%			2-15%	4-25%		2-11%			1-8%	4-25%		4-24%
ENGL 113 (4)			7-54%		9-70%	3-33%			5-38%		2-15%	5-55%			1-8%		2-15%	1-12%
ENGL 120 (3)			16-89%	33-75%	18-67%	26-79%			0	6-14%	0	3-9%			2-11%	5-11%	9-33%	4-12%
ENGL 219 (3)		19-75%		7-78%		11-65%		4-17%		2-22%		4-24%		1-5%		0		2-11%
ENGL 220 (3)	6-100%		5-83%				0		0				0		1-17%			
ENGL 224 (3)	7-88%		7-88%		9-100%		0		0		0		1-12%		1-12%		0	
ENGL 240 (3)				3-75%						0						1-25%		
FREN 101 (3)	5-72%		1-20%				1-14%		4-80%				1-14%		0			
FREN 102 (3)		4-80%		3-				1-20%		0				0		0		



				100%															
GREK 101 (3)	6-100%				4-50%			0				1-12%		0					3-38%
GREK 102 (3)		1-100%							0						0				
ISE 021 (1)	5-83%							0						1-17%					
JAPN 101 (3)					15-83%							3-17%						0	
JAPN 102 (3)						11-79%							2-14%						1-7%
LATN 101 (3)	5-100%							0						0					
LATN 102 (3)		4-80%							0						1-20%				
SPAN 101 (3)	10-71%	11-50%	10-67%	12-48%	9-52%	7-47%		3-21%	7-32%	4-27%	4-16%	4-24%	3-20%	1-8%	4-18%	1-6%	9-36%	4-24%	5-33%
SPAN 103 (1)	10-100%	8-80%		4-57%	5-56%	3-60%		0	0		0	0	0	0	2-20%		3-43%	4-44%	2-40%
UHON 122 (3)				2-33%							0						4-67%		
UNIV 101 (3)	28-72%	2-25%	41-73%		38-72%			8-21%	4-50%	13-23%		11-21%		3-7%	2-25%	2-4%		4-7%	

**Online Instruction, if applicable**

Course	Number and % of Students with A, B, C						Number and % of Students with D, F						Number and % of Students with W or I					
	2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
CJ 115 (3)	9-50%		4-57%		7-58%		9-50%		1-14%		3-25%		0-0%		2-29%		2-16.6%	
CJ 221 (3)					19-56%						8-15%						7-29%	
CJ 225 (3)		12-63%				21-64%		5-26%			7-21%			2-11%				5-15%
CLST 107 (3)	16-70%		47-75%		39-63%	40-69%	6-26%		12-19%		12-19%	12-21%	1-4%		4-6%		11-18%	6-10%
COMP 222 (3)				21-75%		16-55%			4-14%		6-21%				3-11%			7-24%
COMP 224 (3)	11-45%	18-69%	9-56%	22-88%	11-61%		3-13%	2-8%	1-6%	0	2-11%		10-42%	6-23%	6-38%	3-12%	5-28%	
ENGL 101 (3)	7-37%	6-38%					11-58%	6-38%					1-5%	4-24%				
ENGL 102 (3)	12-50%	3-15%					9-38%	10-50%					3-12%	7-35%				
ENGL 110 (3)			5-42%						4-33%						3-23%			
ENGL 120 (3)			11-50%	10-59%	11-50%	15-72%			2-5%	5-29%	5-23%	3-14%			9-45%	2-12%	6-27%	3-14%
ENGL 150 (3)	7-70%						1-10%						2-20%					

ENGL 219 (3)	23-52%	16-64%	30-77%	16-70%	26-58%	16-47%		13-30%	6-24%	4-10%	3-13%	6-13%	5-15%		8-18%	3-12%	5-13%	4-17%	13-29%	13-38%
ENGL 220 (3)		16-76%		3-75%					1-5%		1-25%					4-19%		0		
ENGL 281 (3)				3-60%							1-20%							1-20%		
SPAN 101 (3)	16-70%	25-86%	20-69%	28-85%	25-74%	36-77%		1-4%	0	1-3%	0	1-2%	2-4%		6-26%	4-14%	8-28%	5-15%	8-24%	9-19%
SPAN 102 (3)	4-44%	12-71%	4-57%	9-64%	5-63%	12-75%		0	1-5%	0	0	0	0		5-56%	4-24%	3-43%	5-36%	3-37%	4-25%
SPAN 103 (1)	5-100%	4-80%	1-50%					0	0	0					0	1-20%	1-50%			
SPAN 104 (1)	4-100%	3-100%	2-100%					0	0	0					0	0	0			
WMST 109 (3)						3-14%							12-57%							6-29%

Please describe any observed trends in the enrollment and retention of students in the program.

I notice that as online enrollment increases, the W/I's increase. The other trend is that the success rate of the 2014-2015 cohort is less than previous cohorts.

## 5. Curriculum, Facilities, Equipment, and Financials

### Curriculum

In the first box, list all catalog courses which are service courses in the department. This would include course taught by the department which are general education courses or other courses for general use, and not necessarily for a specific degree in the department. For areas such as Math and Communications, this would include most of the courses. In the remaining boxes, list courses which are specific to departmental degrees. Do not include courses taught by a different department. Indicate how many sections were successfully offered during each of the last six semesters (3 years); include courses that have not been taught at all.

#### Department Service Courses:

Course Number	Fall Semester			Spring Semester		
	2015	2014	2013	2016	2015	2014
CLST 107	3	2	2	2	0	0
C&J 130	1	1	2	1	1	0
C&J 221	1	0	0	0	0	1
C&J 225	0	0	0	1	1	1
COMP 222	0	0	0	1	1	0
COMP 224	1	1	2	0	1	1
ENGL 110 <i>*Pre-fall 2014 was offered as ENGL 101</i>	2	3	7	1	1	4
ENGL 111	1	1	NA_course created in F14	1	1	NA
ENGL 112	0	1	NA-- course created in F14	2	1	NA
ENGL 113	1	1	NA-- course created in F14	1	1	NA
ENGL 120 <i>*Pre-fall 2014 was offered as ENGL 102</i>	3	3	4	5	4	4
ENGL 150	0	1	1	1	0	0
ENGL 219	2	2	2	3	2	2
ENGL 220	0	1	1	0	1	1
ENGL 292	0	0	0	0	0	0
ENGL 293	0	0	0	0	0	0
UHON 122	0	0	0	0	1	1
SPAN 101	2	2	2	2	2	3
SPAN 102	1	1	1	1	1	1
FREN 101	0	1	1	0	0	1
FREN 102	0	0	0	0	1	1
GERM 101	0	0	1	0	0	0
GERM 102	0	0	1	0	0	0
GREK 101	1	0	1	1	0	0
GREK 102	0	0	0	0	0	1
LATN 101	0	0	1	0	0	0
LATN 102	0	0	1	0	0	1
LATN 201	0	0	1	0	0	0
LATN 202	0	0	1	0	0	0
JAPN 101	1	0	1	0	0	0
JAPN 102	0	0	1	1	0	0
UNIV 101	4	3	4	1	1	1

Program Name: **NONE**

## Facilities and Equipment

Briefly describe the facilities occupied by your Department/Academic program. (i.e. classrooms, offices, labs, etc.)

We occupy 2 offices (1 shared between Marsee and Stidham, and 1 for Geisler)

Is the space adequate to support the mission of your program for day and evening classes, if applicable?

YES  NO

If no, please explain

Briefly describe current types equipment (does not need to be extremely detailed) used by your Department/Academic program and indicate.

We use the computer classrooms so that we can use the computers for teaching.

Is the equipment adequate to support the mission of your program for day and evening classes, if applicable?

YES  NO

If no, please explain

## Financial Information

Is the budget information available to department and program chairs?

YES  NO

What is the total budget for the department including adjunct faculty (TPT) for the last academic year (2015-2016)?

\$84, 117

Indicate departmental (program courses and/or departmental support courses) enrollment for the past 5 years for fall and spring.

Numbers	2013-2014		2014-2015		2015-2016	
	Fall	Spring	Fall	Spring	Fall	Spring
Course Enrollments (number of students)	488	355	445	320	495	410
Total Course Enrollments for Academic year	843		765		905	
	2013-2014		2014-2015		2015-2016	
	Fall	Spring	Fall	Spring	Fall	Spring
Student Credit Hours for Department/Program	1393	759	1352	946	1508	1229
Total Student Credit hours for Academic year	2152		2298		2737	

Please give an approximate cost of the department per credit hour. (Budget ÷ number of credit hours generated) for each academic year.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Amount expended	\$148,249.70	\$159,027.29	\$168,549.59	\$157,761.71	\$168,171.07
Cost per credit hour			\$78.32	\$68.65	\$61.44

Has the department pursued any external sources of funding such as grants?

YES  NO

Please explain.

**Does the department have any plans to pursue external sources of funding?**

YES  NO

Please explain.

English is not usually funded in grants.

**Indicate the approximate amount of fee dollars generated for the last 3 years.**

Course Fees Collected (live)	2013-2014	2014-2015	2015-2016
CJ	\$0	\$0	\$0
CLST	\$0	\$0	\$0
COMP	?	\$0	\$0
ENGL	\$4,380	\$2,380	\$2,020
FREN	\$0	\$0	\$0
GREK	\$0	\$0	\$0
ISE	\$0	\$0	\$0
JAPN	\$0	\$0	\$0
LATN	\$0	\$0	\$0
SPAN	\$0	\$0	\$0
UHON	\$0	\$0	\$0
UNIV	\$0	\$0	\$0

**Is adequate financial support available to meet the needs of this program?**

YES  NO

If "NO", please explain.

We need financial support to pay for adjunct to receive training in online teaching, one of our biggest components, as well as for live classroom materials for active learning.

## 6. SUMMARY

After completing the above review of your program, synthesize the data you have provided, focusing on both the program's strengths and weaknesses. Answer the following questions:

- a. Is the program contributing to the mission/strategic plan?
- b. Is the program contributing to the general education of students?
- c. Describe the overall strengths of the program.
- d. Describe the overall weaknesses (opportunities for improvement) of the program.
- e. Within existing resources, how can the program be improved, more students recruited, obtain certification (if applicable)?
- f. Describe actions to be taken as a result of this review, including instructional resource and practices, and curricular changes to be made.

a. This program is contributing to the mission by focusing excellence in teaching both live and online, promoting student excellence through advising, innovative teaching practices and schedules, and staffing highly qualified instructors.

b. This program is contributing to general education because we create, teach, and assess several essential learning skills in key general education classes that are stepping stones into all of the transfer and terminal degrees.

c. The overall strengths of the program is the success rate of students, retention, and development of online course offerings.

d. Our opportunity for improvement can be found in better educating and assessing online courses.

e. One way we can approach this area of improvement is to create a department guide for online courses and routinely assess adjunct online courses each academic year.

f. The department will begin this fall with assessing adjunct online courses.

## 7. Subsequent reviews

After completing the above template, compare it to your most recent past review and answer the following questions

1. Describe and evaluate any major changes in the program (a. changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional reason for offering the degree; (e) other elements appropriate to the discipline in questions; and (f) other)

2. Describe actions taken since the last review, including instructional resources and practices, and any curricular changes.