Cañada College

Comprehensive Program Review and Analysis

(6 year review)

Social Sciences

Communication Studies

Spring 2013

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Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

> *The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement,...*

> *The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved,...*

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title Communication Studies   **Date Submitted** February 28, 2013

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)
    List of names and positions: Jessica Kaven (FT) in consultation with the Social Scientists

2. Contact Person (include e-mail and telephone): Jessica Kaven, x3347, kavenj@smccd.edu

3. Program Information

A. Program Personnel
Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty Jessica Kaven **PT Faculty FTE** Scott Koppel, Karie Tappmeyer, Lene Whitley-Putz, Jennifer Frances, Delane Haro, Dave Hamilton, and Zaki Hasan **FT Classified** none

PT Classified (hrs/wk) none **Volunteers** none **Student Workers** none

B. Program mission and vision
Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

Communication is fundamental to all human endeavors. The communication major studies the ways humans use communication to shape identity and ideas. Graduates will transfer with both an understanding of important communication theory as well as demonstrated proficiency in communication skills. Communication studies majors will explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities.

C. Program Student Learning Outcomes
List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.
    Tool: https://sanmateo.tracdat.com/tracdat/

Reflections:
- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.

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- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

Social Science Program Level SLOs:
1. Analyze social science concepts and theories.
2. Produce evidence based arguments.
3. Evaluate diverse viewpoints related to the human experience.

The program level SLOs are embedded in the assessment tools used to measure course level SLOs. Example assessment tools include:

- Pre- and post-test survey (PRCA-24)
- Research papers
- Presentations/speeches with speaking plans/outlines (rubrics used)
- Self-evaluations and peer evaluations

The PRCA-24 survey is a valid instrument (tested for validity and reliability) recognized nationally in Communication Studies that assesses students' speaking apprehension. Spring 2011 is the first semester the survey was administered in COMM 110 (Public Speaking) courses. In the Fall 2012, all communication courses administered the pre- and post-survey with the goal of conducting a multiple-regression to test the results over time. In addition, research papers and presentations/speeches both assess students' abilities to produce evidence based arguments, as well as diverse viewpoints related to the human experience. Related documents, such as successful rubrics and effective assignment sheets, are posted on TracDat to serve as evidence as to how requirements and grading transparency is communicated to students.

Upon reviewing five years of past Annual Program Reviews, I would like to address several points concerning SLOs and the assessment cycle.
1. Before the Fall 2011 semester, no SLOs were entered into TracDat.
2. Before the Fall 2011, no data or assessments were reported into TracDat.
3. In TracDat and campus-wide SLO discussions, Communication Studies was inaccurately linked to Language Arts instead of Social Sciences as late as Spring 2012

With the absence of course-level SLOs, assessment plans, data, and results for four of the past five years of Annual Program Reviews, there is little to report with regard to the program level SLOC process. Additional data is needed in order to accurately assess the PLOS within the Communication Studies department. Because course-level assessment, which is tied directly to the PSLOS, has been conducted and reported only as late as the Fall 2011 semester, future program reviews and comprehensive reviews will deem more fruitful because there will be data to compare across reviews. With this in mind, the Social Scientists are currently collaborating to build program level assessment tools that can be used throughout all of its disciplines.

Other points highlighting the performance and progress of the Communication Studies department include:

1. Hired a full-time faculty member in the Fall 2011.
2. The AA-T in Communication Studies was approved in Fall 2011.

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3. The name of the department was successfully changed from Speech to Communication Studies in Fall 2011.
4. The Communication Studies department will offer six courses starting Fall 2013, compared to only two courses offered when the last comprehensive review in 2007 was completed.
5. Created a new course debuting in the Fall 2013, COMM 127 Argumentation and Debate; this course is CSU and UC approved
6. All six Communication Studies CORs were modified in the Fall 2012 to align with the C-ID descriptors.
7. Updated AA-T in Communication Studies program requirements to reflect the new COMM 127 course.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle
Tools:TracDAT https://sanmateo.tracdat.com/tracdat/ CurricUNET http://www.curricunet.com/smcccd

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:
- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

Course	SLOs	Assessment Tools
COMM 110	1. Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines 2. Analyze the role of the audience, both from a speaker's perspective and from the audience perspective, engaging in critical and analytical listening. 3. Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.	1. Informative speech rubric; Informative speech presentation 2. Self-evaluation/self-assessment 3. Personal Report of Communication Apprehension (PRCA-24) – pre- and post –survey
COMM 127	1. Create and compose argumentative texts and/or oral presentations. 2. Distinguish between factual statements and inferential reasoning in texts and oral rhetoric 3. Evaluate the validity and soundness of arguments. 4. Classify and analyze common fallacies of language	1. Oral presentation rubric 2. Debate outline/speaking plan 3. Debate outline/speaking plan; research paper; exams 4. Debate critiques/analysis

	and thought in argumentative prose and/or oral presentations.	
COMM 130	1. Describe the field of communication and explain the theories, models, and concepts particular to the study of interpersonal communication 2. Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in the interpersonal relations. 3. Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication as well as for their fellow students.	1. Chapter presentations; other forms of presentation (all presentations include a speech plan/outline); exams; essays 2. Self-concept presentation and speech plan/outline with reflection 3. Conflict resolution paper (identify problem, describe stage of the relationship, define level of self-disclosure, and action plan to improve conflict); PRCA-24 survey
COMM 140	1. Identify and explain theories of group communication within the larger spectrum of communication studies. 2. Demonstrate understanding of group roles and processes 3. Compare different approaches to group tasks and evaluate the effectiveness of different approaches for different tasks and goals. 4. Collaborate effectively with peers to organize and prepare a group project	1. Group presentation; Portfolio 2. Group presentation; portfolio; exam; essay 3. Reflection paper; group presentation; portfolio 4. Group presentation; Portfolio; PRCA-24 survey
COMM 150	1. Identify and apply terminology, concepts and theoretical constructs of intercultural communication to a variety of intercultural contexts 2. Identify major US and non-US cultural patterns that influence human communication and analyze prominent intercultural value theory. 3. Explain how context influences communication and distinguish the difference between high-context and low-context orientations toward communication.	1. Bibliographic research paper; exam; reflection paper; Communication journal review paper; PRCA -24 survey 2. Essay (e.g., Film analysis; Cultural Research Paper); Film. PRCA-24 survey 3. Research paper; exam
COMM 180	1. Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts.	1. Presentations with speech plans/outlines ; research paper; portfolio (see rubrics); PRCA-24 survey

	2. Define fundamental characteristics of communication through the transactional model of communication	2. Presentations with speech plans/outlines; class participation
	3. Describe the perception process and common influences that alter interpretation of a message. Describe the characteristics of verbal and nonverbal messages.	3. Essay papers; portfolio

See attached TracDat report for results and action plans for four of the six courses above. Please note that there are no assessment results for COMM 127 (it is not scheduled to be offered until Fall 2013) and COMM 180 (it is currently being taught for the first time in Spring 2013).

B. Identify Patterns of Curriculum Offerings

Reflections:
- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

Year 1	Year 2
Fall Semester: • COMM 110 (one section of Honors) • COMM 130 • COMM 140	Fall Semester: • COMM 110 (one section of Honors) • COMM 130 • COMM 127 • COMM 150
Spring Semester: • COMM 110 (one section of Honors) • COMM 130 • COMM 150 • COMM 180	Spring Semester: • COMM 110 (one section of Honors) • COMM 130 • COMM 150 • COMM 180
Summer: • COMM 110 • COMM 130	Summer: • COMM 110 (one section of Honors) • COMM 130

COMM 110 (Public Speaking) and COMM 130 (Interpersonal Communication) are regularly offered in the Fall and Spring semesters. During the Summer session, COMM 130 and COMM 110 are also typically offered (this was true for the 2011, 2012, and 2013 summer sessions); this trend will most likely occur should funding permit. Should enrollment allow, COMM 150 (Intercultural Communication) will also be offered every semester. In addition, COMM 140 (Small Group Communication) or COMM 127

(Argumentation and Debate) will be offered every Fall semester, while COMM 180 (Introduction to Communication Studies) will be offered every Spring semester. All six Communication Studies courses are offered within the two-year course cycle. Within a one-year course cycle, students are able to take the necessary core and selective courses to obtain an AA or AA-T in Communication Studies. In addition, the department currently offers Honors credit for COMM 110 as a dual CRN every Fall, Spring, and Summer semesters.

One concern that was addressed in last year's program review was that the department only offered five courses. The recommendation of building a new Argumentation and Debate course was satisfied and it will be offered for the first time in the Fall 2013. The addition of the Argumentation and Debate course will give students one additional course option when completing their degrees and/or certificates, and another course option should their schedule conflict with the curriculum course offering sequence. In particular, this change will benefit students pursuing an AA or AA-T in Communication Studies because it gives students six course options to complete five courses, adding flexibility for students. Depending on the success of the Argumentation and Debate course, adding a college wide Speech and Debate team could be an option for the department in the future. Should this be the case, a second full-time hire would be necessary. In addition, with the increase in course offerings additional sections should be offered.

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data
Tool:
http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

> Reflections:
> * Review 5-year data to describe trends in student success, retention, demographics.
> * Analyze trends and discuss plans to address significant findings.

Table 1 indicates a steady rise in the student headcount, total course enrollment, and number of section offerings. The student head count and total course enrollment numbers have increased by 142 each. Although the average enrollment per section is 10% under the college average across the five academic years, the data is misleading. The enrollment average per section is around 30 students, which is considerable for sections capped at 35 students. When the data is broken down by semester, the enrollment average for COMM is actually 10% of the college average (see second Table 1 below).

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
SPCH	Student Headcount	443	472	459	550	585
	Total Course Enrollments	463	479	467	565	605
	# of Course Offerings	7	6	6	6	5
	# of Section Offerings	15	16	15	17	20
	Ave Enrollment per Section*	30.9	29.9	31.1	33.2	30.3

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
SPCH	Student Headcount	161	170	175	182	223
	Total Course Enrollments	161	171	176	182	225
	# of Course Offerings	2	2	2	2	2
	# of Section Offerings	6	6	6	6	7
	Ave Enrollment per Section*	26.8	28.5	29.3	30.3	32.1

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

The Communication Studies program was 10% above the college average in student success rates for three of the five academic years (see Table 3). Over the past three academic years: 2009/2010, 2010/2011, and 2011/2012 success rates ranged from 82%, 80%, and 75%, respectively, two of which are above the college average. All other areas in Table 3 were also within the mean rates of the college (e.g., retention rates). Within the district, according to the California Community College Chancellor's Office, the retention rate in the COMM program (86.4% in 2010-2011) is not only within the range at Cañada College but significantly higher than at San Mateo College (71% reported for the Fall 2011) [see Data Mart].

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Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
SPCH	Success Rate*	70.0%	85.0%	82.0%	80.0%	75.0%
	Retention Rate*	80.0%	93.0%	88.0%	86.0%	87.0%
	Ave Units Attempted this Academic Year	9.9	9.6	9.8	10.4	10
	Ave Units Earned this Academic Year	7.09	7.49	7.58	7.74	7.46
	Ave Academic Year GPA	2.61	2.76	2.73	2.72	2.6
	Ave Cumulative GPA	2.74	2.85	2.85	2.82	2.75

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

A relevant statistic worth reporting is the student population that COMM courses attract. During the 2011/2012 academic year 70% of the students taking a COMM course were continuing students versus 68% in 2007/2008 (see table below). Over the past five academic years the majority of the COMM students served were continuing students. This may be a reflection of the inherent fear of taking a public speaking class, for example, perhaps waiting until later in their academic careers to take a COMM course.
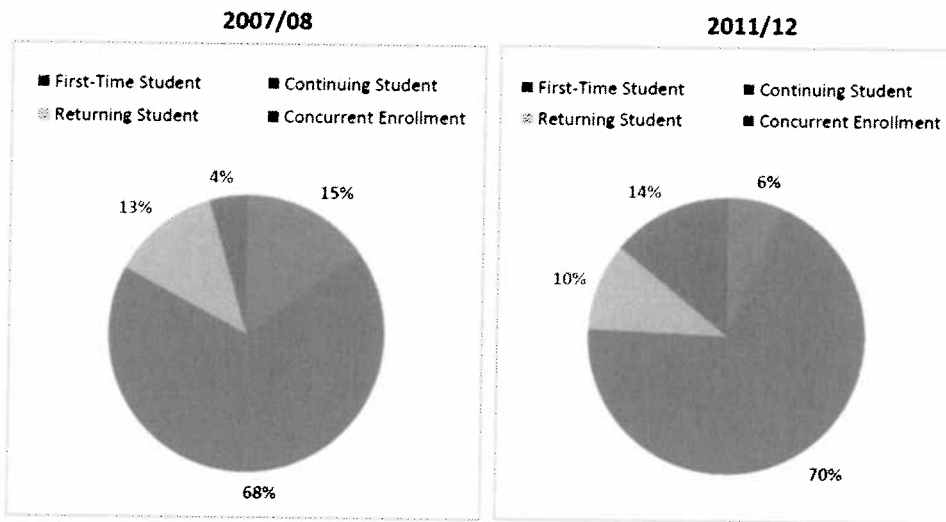

Table 5 indicates that the majority of the COMM students reported that their primary goal is to transfer (60%). The total number of students reported transfer as their goal in 2011-2012 at 350 students. There was a decrease in four-year college students attending Cañada College in 2011-2012 (41 reported) over the course of five academic years, while the overall percentage of students reporting transfer as their goal was at roughly 60% over the past five years.

Table 5. Student Goal Orientation

| Department | Metric | Academic Year | | | | |
		2007/08	2008/09	2009/10	2010/11	2011/12
SPCH	Transfer (w/ or w/o Degree)	257	265	272	348	350
	Career Dev (Degree, Certificate, License)	44	55	68	64	61
	Educational Development	23	30	41	34	90
	4 Yr College Student attending Cañada	87	78	55	59	41
	Undecided on Goal	27	38	20	37	42
	% Transfer (w/ or w/o Degree)	58%	56%	59%	63%	60%
	% Career Dev (Degree, Certificate, License)	10%	12%	15%	12%	10%
	% Educational Development	5%	6%	9%	6%	15%
	% 4 Yr College Student attending Cañada	20%	17%	12%	11%	7%
	% Undecided on Goal	6%	8%	4%	7%	7%

The ethnicity of students in COMM courses generally reflects the diversity of the college community (see Table 6). In 2011/2012, the majority of students in COMM courses identify as Hispanic (38%) followed by White non-Hispanic students (31%). There has been a slight increase over the last five academic years in the percentage of Hispanics, while slight decreases in percentages in Asian, Filipino, multi-races, Pacific Islander, and White non-Hispanic students were reported.

Table 6. Student Demographics - Ethnicity

| Department | Metric | Academic Year | | | | |
		2007/08	2008/09	2009/10	2010/11	2011/12
SPCH	American Indian/Alaskan Native		3	2	0	0
	Asian		14	12	23	19
	Black - Non-Hispanic		18	12	22	25
	Filipino		22	10	14	5
	Hispanic		162	162	203	221
	Multi-Races		1	13	38	10
	Pacific Islander		17	12	18	1
	Unknown		69	37	46	33
	White Non-Hispanic		166	199	186	183
	% American Indian/Alaskan Native		1%	0%	0%	0%
	% Asian		3%	3%	4%	3%
	% Black - Non-Hispanic		4%	3%	4%	4%
	% Filipino		5%	2%	3%	1%
	% Hispanic		34%	35%	37%	38%
	% Multi-Races		0%	3%	7%	2%
	% Pacific Islander		4%	3%	3%	0%
	% Unknown		15%	8%	8%	6%
	% White Non-Hispanic		35%	43%	34%	31%

Data Definitions: Ethnicity category percentages may not sum to 100% due to nondisclosures.

ASGC approved 8/23/12

Tables 7 and 8 highlight student demographics and student educational attainment level. COMM courses attract more female students (58%), which generally reflect the student demographics at Cañada College. In 2011/2012 there was an increase of male and female students, 4 and 44 respectively. The COMM program continues to serve a majority of students ranging from 20-24 years of age (38%). The COMM program also continues to serve more students with a high school degree or equivalent (72%). The COMM department did see an increase in concurrent students, with an increase of 58 students from 2010/2011 and 2011/2012. This is most likely a reflection of our successful and supportive Middle College.

Table 7. Student Demographics - Gender & Age

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
SPCH	Female	242	277	260	293	337
	Male	194	187	186	245	241
	18 & 19 Yrs Old	128	133	113	134	139
	20 - 24 Yrs old	175	185	175	236	220
	25 - 29 Yrs old	56	45	53	72	65
	30 - 39 Yrs Old	31	47	35	51	57
	40+ Yrs old	28	40	46	30	36
	% Female	55%	59%	57%	53%	58%
	% Male	44%	40%	41%	45%	41%
	% 18 & 19 Yrs Old	29%	28%	25%	24%	24%
	% 20 - 24 Yrs old	40%	39%	38%	43%	38%
	% 25 - 29 Yrs old	13%	10%	12%	13%	11%
	% 30 - 39 Yrs Old	7%	10%	8%	9%	10%
	% 40+ Yrs old	6%	8%	10%	5%	6%

Table 8. Student Education Attainment Level

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
SPCH	Concurrent	20	24	37	24	82
	No High School Degree	35	43	68	50	102
	High School Degree or Equiv	353	367	343	440	422
	Foreign Secondary Degree	10	12	8	19	23
	Post Secondary Degree	45	50	40	41	34
	% Concurrent Enrollment	5%	5%	8%	4%	14%
	% No High School Degree	8%	9%	15%	9%	17%
	% High School Degree or Equiv	80%	78%	75%	80%	72%
	% Foreign Secondary Degree	2%	3%	2%	3%	4%
	% Post Secondary Degree	10%	11%	9%	7%	6%

B. Future Program Expectations
Tools: San Mateo County's Largest Employers
http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081

Staffing Patterns in Local Industries & Occupations
http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

> Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

3 of the 25 largest employers in San Mateo County are hospitals. Because Communication Studies is a vial skill in the healthcare industry, students whose education goal is to enter healthcare may impact the department considerably. Disaggregating college-wide data to students' majors would be helpful when looking at the students that the COMM department serves. Changes to the curriculum may be necessary, such as building COMM courses specifically for students pursuing degrees/certificates in healthcare.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

> Actions:
> - Identify next steps to be taken and timelines.
> - Identify questions that will serve as a focus of inquiry for the next year.
>   - Determine the assessments; set the timeline for tabulating the data and analyzing results.
>   - Describe what you expect to learn from the assessment efforts.

Upon reflection of the action plans identified in TracDat for four courses (COMM 110, COMM 130, COMM 140, and COMM 150), all courses met their criterion goal for each of the semesters that were assessed starting in Fall 2011. The assessment cycle for each course reflects the two-year course sequence: COMM 110, COMM 130, and COMM 150 will be assessed every semester (COMM 150 will be offered ever semester starting Spring 2013), COMM 127 or COMM 140 will be assessed every Fall semester, while COMM 180 will be assessed every Spring semester. Further improvement of the assignments and grading rubrics for each course is encouraged in order to improve transparency and measurement of student learning.

The inclusion of the PRCA-24 pre- and post-test, the valid nationally used Communication Studies instrument, in all COMM courses is encouraged. This survey could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning, specific to speaking apprehension, over a period of time.

With the addition of Argumentation and Debate (COMM 127) starting Fall 2013, it is recommended to monitor enrollment patterns for each of the courses. COMM 110 and COMM 130 are currently the most commonly scheduled courses, however, examining enrollment data over time now that the COMM department is offering four more courses than it has in over seven years, may provide meaningful insight into students' interest in the less commonly offered courses.

ASGC approved 8/23/12

Within the past two years, two courses were approved as a hybrid option, Public Speaking and Interpersonal Communication. Further examination of distance education courses in Communication Studies is needed.

Communication Studies and Political Science will finish creating a combined Honors course by the end of Fall 2013 in accordance with the UCLA TAP Agreement. Additionally, the 2 full-time faculty from the aforementioned departments have applied to present at an honors conference November 2013 (supported by PLOs)

The Social Scientists are committed to continuing to making the links between course SLOs and assessments to program SLOs. The Social Scientists believe it is important to emphasize direct methods of measuring PSLOs within each course. The commitment to funding a Social Sciences Coordinator would help with this.

7. Resource Identification

A. Faculty and Staff hiring requests

> Actions:
> - Explain how hiring requests will serve the Program/Division/College needs
> - Use supporting data.

The Communication Studies department will continue to build a strong pool of adjunct faculty. Specifically, as we build new courses (e.g., Argumentation and Debate) our faculty pool should include those with experience in current and potential courses. Additional support in hiring qualified adjunct faculty is needed in ensuring that students receive the highest quality of instruction.

The Communication Studies department currently offers between 8 and 9 sections per semester, just shy of two full-time faculty workloads. Should the COMM department continue to grow, future Program Evaluations should reexamine the need for an additional full-time hire. A potential full-time hire with forensics and debate experience could raise the level for students interested in pre-law, political science, economics, rhetoric, and other social sciences disciplines. Currently, the district does not have a forensic team; therefore, there is a need among the three colleges to consider this option.

B. Professional Development needs

> Actions:
> - List the professional development activities the faculty and staff participated in this year.
> - Explain how professional development activities in the past six years have improved student learning outcomes.
> - Describe professional development plans for next year.

The professional development activities that the full-time faculty participated in during the 2011/2012 academic year are listed below. Please note that all of the professional development involvement was financially supported by the faculty member and independently pursued. Although long-term professional development was desired through the college, the faculty member was ineligible because she was not in her third year of the tenure review process.

1. Completed the following doctoral courses:
   - **EDEL 9070: Foundations of the Modern Community College (3 units)** Historical developments and philosophical and theoretical foundations shaping modern community colleges; economic, social, cultural, and political role of community colleges; current practices and future trends.
   - **EDEL 9075: Teaching, Curriculum, and Program Development in the Community College (3 units)** Origins, components, and purposes of academic curriculum in community colleges; development and structure of general education/university transfer, workforce development, vocational education, developmental education, community enrichment, and economic development programs. Includes fieldwork assignments or projects.
   - **EDEL 9073 - *Roles and Responsibilities of Community College Administrators (3 Units)*** The course will examine community college administrative practices and responsibilities within instructional and student services divisions and operational services units, including a study of models and best leadership practices; management of interrelated human, fiscal and material resources within units and college.
   - **EDEL 9074 – *Adult Development and Learning in the Community College (3 Semester Units)*** This course will review current theory and advanced research on adult development and learning and critically examine claims for distinctive forms of adult cognition. Students will analyze cultural and social influences on adult learning and the place of adult learning in the lifespan. The course will examine several adult learning concepts including transformational learning, ethical and cognitive stage development, 'arrested' and 'emerging' adult development, generational characteristics, and the development of critical thinking. Students will examine recent trends of the adult learner in the community college, including developmental education, vocational education, and continuing professional education.

2. Graduate Assistantship Position – Grant Funded (September 2011 – December 2011)

3. Webaccess Course (Summer, 2012)

4. Worked with the student 2012 commencement speaker

C. Instructional Equipment requests

> Actions:
> - List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
> - Explain how it will serve the Program/Division/College needs.

Laptops must be available for adjunct faculty – technology is central to our public discourse and oral presentation heavy courses (e.g., COMM 110 and COMM 130). Currently, we rely on faculty to bring their own laptops. Should a faculty member not own a laptop or should they have an issues with their personal laptops, a longer laptop should be available through the Communication Studies department. It is recommended that a new laptop be purchased in order to use the current full-time faculty's laptop as a loner for adjunct within the COMM department. Because the potential loner laptop is a PC, it is recommended that a MAC be purchased. According to Apple's website, an acceptable Macbook laptop ranges from $1500-$2600.

Lecterns/podiums are also valuable for all COMM courses due to the oral communication requirement. The department recently purchased a new lectern for under $170. Because there is only one lectern within the department, administration has accommodated the department's request to hold all COMM courses in the same classroom. Close interaction with Joan and Gloria should occur when assigning rooms for all COMM courses in order to ensure that they are held in classrooms with lecterns/podiums. Should there be a lack of lecterns/podiums on campus, purchasing new ones will be required. A basic Amazon search indicated that lecterns/podiums range from $150-$600.

D. Facilities requests

> Actions:
> - List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
> - Explain how the requests will serve the Program/Division/College needs.

In collaboration with the other Social Scientists, current discussions have occurred surrounding the need for a resource center specific our departmental needs. Given the phenomenal success of MESA and the emphasis on supporting STEM students, we would like to create a space where students enrolled, majoring, or interested in the social sciences, and GE students who need assistance with their GE or AA-T requirements, can gather to get support specific to the social sciences. The center would also serve as a lab/resource space for all Social Sciences departments, a place for their respective clubs to meet, a place to work in study groups, to get tutoring, and a general academic milieu for our students.

E. Office of Planning, Research & Student Success requests

> Actions:
> - List data requests for the Office of Planning, Research & Student Success.
> - Explain how the requests will serve the Program/Division/College needs.

1. The Social Scientists would like to request data packets reflecting the program as a whole. Currently the data is limited to disciplines only.
2. The COMM department would like to request assistance in analyzing pre- and post-tests (e.g., a multiple-regression analysis). SPSS access is desired.

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

EXECUTIVE SUMMARY
TO BE SUMBITTED TO THE SMCCCD BOARD OF TRUSTEES
(2 page maximum)

Program Title: Communication Studies

Program Vision and Mission (refer to #3B)

Communication is fundamental to all human endeavors. The communication major studies the ways humans use communication to shape identity and ideas. Graduates will transfer with both an understanding of important communication theory as well as demonstrated proficiency in communication skills. Communication studies majors will explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities.

Program Strengths
1. Addressed and improved the SLOAC process based on feedback from past Program Reviews.
2. A credible assessment tool used nationally in Communication Studies (PRCA-24) was incorporated into the SLOAC process in the Fall 2011 for COMM 110 courses. The instrument will be incorporated into all COMM courses in the Fall 2012.
3. Hired a full-time faculty member in Fall 2011
4. Changed department name from Speech to Communication Studies
5. Successfully moved Communication Studies to the Social Sciences in replace of Language Arts
6. Created new course: COMM 127 Argumentation and Debate (CSU & UC approved)
7. The Communication Studies department will offer six courses starting the in Fall 2013, compared to only two courses offerings since the last comprehensive review in 2007.
8. AA-T in Communication Studies was approved in Fall 2011
9. Updated AA-T and AA program degree requirements to reflect new course
10. All CORs have been updated to align with the CSU C-ID descriptors

Program Challenges
1. No Social Sciences college-wide data is available. This is problematic when assessing the program as a whole.
2. No SLOs or assessment data was available prior to Fall 2011. The inclusion of SLOAC data should assist in offering robust feedback that could be included in future program reviews.

Action Plan Summary (refer to #6)

Upon reflection of the action plans identified in TracDat for four courses (COMM 110, COMM 130, COMM 140, and COMM 150), all courses met their criterion goal for each of the semesters that were assessed starting in Fall 2011. The assessment cycle for each course reflects the two-year course sequence:

COMM 110, COMM 130, and COMM 150 will be assessed every semester (COMM 150 will be offered ever semester starting Spring 2013), COMM 127 or COMM 140 will be assessed every Fall semester, while COMM 180 will be assessed every Spring semester. Further improvement of the assignments and grading rubrics for each course is encouraged in order to improve transparency and measurement of student learning.

The inclusion of the PRCA-24 pre- and post-test, the valid nationally used Communication Studies instrument, in all COMM courses is encouraged. This survey could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning, specific to speaking apprehension, over a period of time.

With the addition of Argumentation and Debate (COMM 127) starting Fall 2013, it is recommended to monitor enrollment patterns for each of the courses. COMM 110 and COMM 130 are currently the most commonly scheduled courses, however, examining enrollment data over time now that the COMM department is offering four more courses than it has in over seven years, may provide meaningful insight into students' interest in the less commonly offered courses.

Within the past two years, two courses were approved as a hybrid option, Public Speaking and Interpersonal Communication. Further examination of distance education courses in Communication Studies is needed.

Communication Studies and Political Science will finish creating a combined honors course by the end of Fall 2013 in accordance with the UCLA TAP Agreement. Additionally, the 2 full-time faculty from the aforementioned departments have applied to present at an honors conference November 2013.

The Social Scientists are committed to continuing to making the links between course SLOs and assessments to program SLOs. The Social Scientists believe it is important to emphasize direct methods of measuring PSLOs within each course. The commitment to funding a Social Sciences Coordinator would help with this.

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST

☐ All Annual Program Plans since the last Comprehensive Program Review process

☐ Completed Executive Summary page

☐ Completed Evaluation of the Process page

☐ Additional data

Program Title: [Click here and type] **Date Submitted:** [Click here and type]
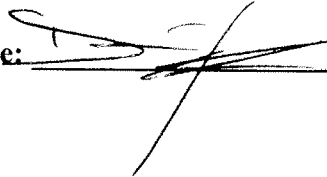
Review Committee Chair [Click here and type]

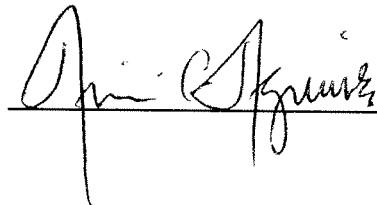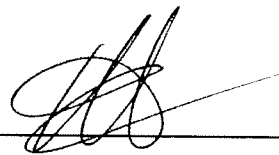**Review Committee Members** [Click here and type]

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET

Program Title: [Click here and type]   *Communication Studies*

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: _____ **Date:** 4-10-13

   Comments:

2. Curriculum Committee Chair: _____ **Date:** 4/26/13

   Comments:

3. College Vice President: _____ **Date:** 4/26/13

   Comments:

Comprehensive Program Review Feedback Form – Curriculum Committee

Program Communication Studies   Division Humanities/Social Sciences

Curriculum Committee
Member(s) Reviewers Lorraine Barrales-Ramirez

Date
Reviewed 5/14/13

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	Click here to enter text.	yes	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Click here to enter text.	Yes. Refers to TracDat	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	Click here to enter text.	yes	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	Could not determine if it was available.	Click here to enter text.	Click here to enter text.	Click here to enter text.

2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Identified strengths of the curriculum.	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
5. Identified issues and possible solutions.	Click here to enter text.	yes	Click here to enter text.	Click here to enter text.
6. Identified plans for future curricular development and/or program modification.	Indicated none needed	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

IV. Action Plan	Incomplete	Complete	Complete	Complete

	information	information, some analysis	information, analysis	information, analysis, plan
1. Identified reflections on Department/Program needs and goals.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	Click here to enter text.	Listed only the one year	Click here to enter text.	Click here to enter text.
2. Identified how professional development improved student learning outcomes (SLOs).	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Justification is consistent with Department/Program needs.	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to	Click here to	Click here to	yes
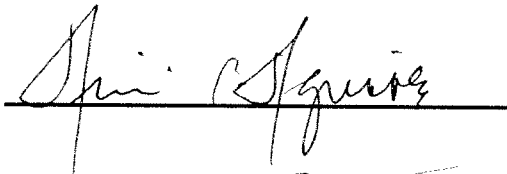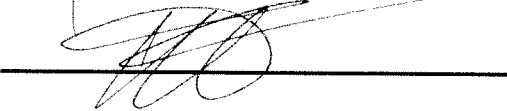
	enter text.	enter text.	enter text.	
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Other/General Comments:
Click here to enter text.

Curriculum Committee Chair Signature _____ Date _5/17/13_

VPI Signature _____ Date _1/20/13_