

## Learning Support Centers Program Review Spring 2013 Submission Cycle

Program Name: Communication Studies Center  
Center Contact: Yaping Li

Academic Year: 2012-2013  
Program Review Submission Date: March 2013

## I. Description of Center

**Provide a brief description of the program and how it supports the college's *College Mission and Diversity Statements*, *Institutional Priorities 2008-2013*, *5 in 5 College Strategies*, *Spring 2011* and *other institutional planning documents as appropriate*.**

The purpose of the Communication Studies Center is to provide guidance and support to the students enrolled in Communication Studies courses by helping them complete required learning modules to fulfill their TBA hours. Students use the center to rehearse individual, interpersonal, or group presentations. They also view and evaluate their recorded in-class presentations. Students can seek one-on-one help from professors with subject matter expertise. To support the college's mission, the Communication Studies Resource Center provides a dynamic learning that encourages "multiple perspectives and the free exchange of ideas" (*Diversity Statement*).

The Communication Studies Center tries to foster an environment of equal opportunity by recognizing our students' different needs, learning styles, cultural practices, and academic backgrounds. Since these factors contribute to students' approaches to learning and the value they place on education, Communication Studies Center faculty and staff understand and adapt to these specific and complex needs. As a result, students who use the center are more prepared and successful in their course work.

In keeping with the college's *5 in 5 College Strategies*, Communication Studies Center services have been implemented with student centeredness in mind. The center promotes academic excellence by providing students with the opportunity to integrate the skill in other courses and everyday life through services such as working one-to-one with faculty and staff, utilizing state of the art digital recording equipment, viewing and critiquing academic materials, and on-camera preparation for classroom presentations and interactions.

## II. Summary of Student and Center Data

### A. *Student Learning Outcomes Assessment*

**Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.**

Students who have utilized the services offered at the Communication Studies Resource Center will have successfully learned how to:

1. Rehearse and deliver presentations of an individual, interpersonal, or group nature
2. View and evaluate presentations of an individual, interpersonal, or group nature
3. Demonstrate mastery of course concepts through completion of assignments completed at the Center

The following lab modules are the main activities students do in the center as course requirements:

1. Rehearse speeches (informative, persuasive, debate for Comm 110))

2. Practice for job interview (Comm 130 and 855)
3. Evaluate classroom performances recorded by instructor (Comm 110/130)
4. Gender Module/Men are from Mars (Comm 130)
5. Rehearse “Culture and Identity” for Comm 150
6. Intercultural role-play and analysis (Comm 150)
7. One-on-one lab session with instructor (Comm 855)
8. Intercultural Module created by class for future students (Comm 855)
9. Theory based modules (Dr. King’s speech... Comm 110)
10. Theory based modules (Nonverbal Communication...for Comm 130)

**Assessment results from sample of *eight* COMM sections:**

1. Rehearse and deliver effective dyadic, small group, or one-to-many oral presentations: 3.25 (1=D, 2=C, 3=B, and 4=A)
2. View and evaluate recordings of dyadic, small group, or one-to-many oral presentations: 3.32 (1=D, 2=C, 3=B, and 4=A)
3. Demonstrate mastery of course concepts through completion of lab modules: 3.5 (1=D, 2=C, 3=B, and 4=A).

Overall, as seen above, students who utilized the Communication Studies Resource Center achieved a learning outcome of a “B” or better.

*B. Center Usage Indicators*

- 1. Review center usage and discuss any differences across demographic variables. Refer to Planning Research and Institutional Effectiveness Reports (PRIE), SARS records and other data sources as appropriate.**

The Communication Studies Center was moved from an independent location to share the Learning Center space at the beginning of spring 2012. The move was motivated by the promise of newer, larger space and new computers and recording equipment. In the spring of 2012, the Communication Studies Resource Center recorded a total of 2,482 visits by students and an unduplicated count of 456 students (Source: SARS USAGE REPORT, SPRING 2012). Near the end of the fall semester, 2012, the Communication Studies Center recorded a total of 4,294 visits by students and an unduplicated count of 665 students. (Source: SARS USAGE REPORT, FALL 2012), reflecting a significant increase of usage.

In Spring 2012, a Communication Studies Center User Survey was conducted to assess the services provided by the center. The survey provided feedback from students regarding the availability and quality of services provided by the center. Students were asked to rate these factors on two different scales. The first scale measured frequency of use and consisted of the following rate of frequency: Always; Most of the time; Sometimes; Rarely; and Never. The second scale measured the rate of student satisfaction, based on the services the students received at the center and consisted of the following degrees of satisfaction: Very Helpful; Somewhat Helpful; and Not Helpful. The center is designed, in part, to assist students in mastering course concepts and preparation for on-camera and in-class presentations. Three questions, designed to measure the quality and availability of the center, were extracted from the survey in this review.

**(Note that only 30 students took the survey. The low level of participation may be addressed in the future by adding paper-pencil options.)**

Question 5. “Were the learning resources (e.g. recorded classroom speeches, rehearsal speeches, modules) you needed to complete your Center’s activities and/or classroom assignments readily available?”

Of the students surveyed, 60% (or 18 students) gave a response of “Always” and 36.7% (or 11 students) gave a response of “Most of the time.”

Question 6. “Was the equipment (e.g. Macs, videotaping booths, etc.) you needed to complete your Center’s activities and/or classroom assignments readily available and working properly?”

Of the students surveyed, 63.3% (or 19 students) gave a response of “Always,” and 33.3% (or 10 students) gave a response of “Most of the time.”

Question 7 “How much did your work in the Center help you with your classroom course(s)? (For example, you use the Math Resource Center and are also enrolled in a Math Course?)”

Of the students surveyed, 80% (or 24 students) gave a response of “Very helpful” and 16.7% (or 5 students) gave a response of “Somewhat helpful.”

The rate of satisfaction is, on average, 97% [reflecting responses of “Always” and “Most of the time”). In summary, the majority of the students who responded to the above questions felt that they benefitted from services offered by the center and were satisfied most of the time, if not always, in the service provided and the availability of these services. It is a fair assessment that the Communication Studies Center has yielded overwhelming positive response. Compared with the 2009 survey, students’ satisfaction level increased from around 80% to 97%, a significant improvement.

**2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to Delivery Mode Course Comparison**

NA, as the new hybrid course was offered in fall 2012 and will be addressed in the next Program Review cycle. However, we would like to address the course-specific lab requirements of Communication Studies classes.

Currently, five courses are taught within the Communication Studies Department. They are COMM 110 (Public Speaking); COMM 130 (Interpersonal Communication); COMM 140 (Small Group Communication); COMM 150 (Intercultural Communication); and COMM 170/171 (Oral Interpretation). Since each course has different Student Learning Outcomes, and is taught by different instructors, students enrolled in these various courses will have different purposes for coming into the Communication Studies Center. As a result, center faculty and staff need to be knowledgeable with all types of modules in helping students.

For example, some sections of COMM 130 (Interpersonal Communication) include more video learning modules as part of course curriculum. A student in a particular section may come in with the sole purpose of watching the module and then request assistance in completing a critique sheet that corresponds with module. Another example would be if a student came in seeking assistance writing an outline or critiquing a speech for COMM 110 (Public Speaking).

*C. Center Efficiency*

**Discuss center efficiency, including staffing, hours of operation, tutorial and other services space utilization, equipment or technology, as appropriate.**

The Communication Studies Center is housed within the Learning Center. As such, the hours of availability are determined by the Learning Center's schedule, which benefited students due to longer hours. As a department, we have achieved high productivity and efficiency through consistent high usage with lower overhead of staffing. For a long time, the department had used the least amount of TBA money collected through enrollment by using/receiving fewer Lab faculty FLCs as compared with other departments in the Language Arts Division. A breakthrough came about in 2009 when the department received more FLCs (5 FLCs for Lab Faculty staffing were added to the original 12 FLCs for a total of 17 FLCs) and a half-time instructional aide. In order to further close the gap, 3 additional faculty FLCs and more instructional aide staffing are needed, especially with the current work condition described below.

The Communication Studies Center is currently staffed by one half-time Instructional Aide with 18 hours per week, and three faculty with a total of 17 FLCs (22 hours of faculty lab hours per week). The Instructional Aide provides assistance to students enrolled in Communication Studies courses by helping with printing, technical support, and recording. While the Communication Studies Resource Center gives priority assistance and services to students enrolled in communication courses, it helps *all* students who request assistance because our center is shared space with the Learning Center. Faculty assist Communication Studies students with speech preparation/outlines and practice, and any lab assignments required by different instructors, as well as help with printing and recording. They also grade and record the finished modules to provide professional feedback to students. With a combined 17 FLCs, the faculty was able to grade and record 1440 modules per semester, while helping an overall total of 665 students, with the assistance of a half-time Instructional Aide and Learning Center personnel.

It is very important to note that while Communication Studies students enjoy longer center hours, and help from LC staff, an estimated 80% of students who use the computers and space in the Communication Studies Center area are not Communication Studies students. Our Instructional Aide, student assistant, and sometimes our faculty, provide a majority of their service to non-Communication Studies students. One example, from January to February 2013: the Communication Studies Instructional Aide helped over 30 students from Digital Media, who were doing lab work using software installed on Communication Studies' MacIntosh computers. It is time consuming to help these students because the software is not the same as the one in Digital Media lab, neither our aide nor faculty are trained to be helpful in Digital Media.

Communication Studies Center equipment consists of 32 computers, 22 of which are Macs and the rest are PCs, and four state-of-the-art digital recording booths. All equipment has been in use since spring 2012, when it was brand new. To date, computer equipment is fully functional. However, we anticipate rapid wear and tear and replacement, due to heavy usage from non-Communication Studies students.

*D. Course Outline Updates (if applicable)*

N/A

*E. Website Review*

| Contact(s)                            | Date of Next Review/Update |
|---------------------------------------|----------------------------|
| Michael N. Manneh, Instructional Aide | Spring 2013                |
|                                       |                            |

The Communication Studies Center's website is currently maintained by the Instructional Aide named above. The website is routinely updated, on average, about three to four times per semester to reflect data pertinent to the current semester. The website provides an overview of the Communication Studies discipline, an overview of the Student Learning Outcomes for the discipline, as well as information regarding specific courses of the Communication Studies curriculum. In addition, students who are registered in current courses of the discipline can access information corresponding to the course.

### III. Student Learning Outcomes Scheduling and Alignment

*A. Course SLO Assessment (if applicable)*

Communication Studies Department has finished two rounds of course SLO assessment in the last 5 years, including all courses and all SLOs. In September 2012, Communication Studies Department participated in an SLO workshop led by David Locke to align course/degree/center SLOs with institutional/GE SLOs. Our course and degree SLOs align with institutional/GE SLOs.

*B. Center SLO Assessment*

**Explain any recent or projected modifications to the Center SLO assessment process (Program Assessment Narrative)**

The current center SLO assessment is based on eight sections of students, taught by three full time faculty [see section IIA]. Three out of six adjunct faculty lack video-taping equipment compatible with the Learning Center technology; as a result, their students do not get to use the center fully.

Our department will request equipment for these faculty members in the department Program Review so that all sections will have equal opportunity in using the center [*Instruction Program Review: Spring 2013 Cycle*]. Future SLO assessment will include data from *all* sections.

*C. SLO Alignment*

**Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs**

In addition to course SLOs, we have also developed Degree SLOs that were submitted, and approved, by Committee on Instruction. Our Course and Center SLOs were aligned with Institutional/GE SLOs in September 2012, and they support our Institutional/GE SLOs (see TracDat report).

**IV. Additional Factors**

**Discuss additional factors as applicable that impact the center, including changes in student population, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employee opportunities, community needs. (Additional Factors Narrative)**

The population of the students who make use of the /Communication Studies Center, and their particular needs will always be affected by factors such as increased tuition and the influx of international students. Increase of tuition will potentially decrease students' ability to attend college. If the number of students who attend college drops, it will decrease the number of students who make use of the services of the Communication Studies Center. By the same token, the college has seen a steady increase in the population of international students who may need extra assistance from center staff, as addressed in the department's current Program Review.

**V. Institutional Planning**

*A. Results of Plans and Actions*

This is the first time we are assessing center SLOs. As such, there is no previous assessment data that could be applied. Previous survey data, however, show a satisfaction rate of approximately 80% (Source: PROGRAM REVIEW OF LABS AND CENTERS- PILOT REVIEW, PHASE 1. 2009). Current survey data—reflecting the Communication Studies Center's new location--show considerable improvement, placing the satisfaction rate at approximately 97%.

*B. Center Vision*

What is the program's vision for sustaining learning and success during *the next six years?*  
(Program Vision Narrative)

The Communication Studies Center will *continue* to provide guidance and support to students enrolled in Communication Studies courses by helping them complete all required learning modules, become adept in the practice of video recordings, and improve their ability to give presentations in the classroom. The Communication Studies Center will also continue to promote academic excellence by providing students the opportunity to integrate the skills they learn and apply them in other courses and in everyday life. In addition, the center, in keeping with the College's *Mission Statement*, will continue to "promote relevant, high-quality services" such as working one-to-one with faculty and staff, utilizing state of the art digital and recording equipment, preparation for classroom presentations and interaction.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success. (Professional Enrichment Narrative)

Communications Studies Department has a strong core faculty who developed a variety of lab modules that promote learning, critical thinking, and overall success in students' course work. However, much needs to be done to mentor our adjunct faculty in lab usage. We will hold workshops/training sessions for them in using the equipment, developing modules, or introducing existing modules that new faculty could use. However, in order to accomplish these goals, we will need to provide all faculty members with video equipment compatible with Learning Center technology. This will be one important step in improving student success.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student learning and success. (Narrative describing Collaboration)

Currently, Communications Studies lead faculty belongs to the college-wide Learning Support Center Committee where collaboration/interactions take place regarding student services, assessment, review, allocation of resources, and improvement.

3. To guide the institutional planning committee in long-range planning, discuss any major changes in resource needs anticipated in *the next six years*. Examples: Faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes anticipated.

**Equipment and Technology:** Three video recording sets are needed for 3 adjunct faculty members who do not have such equipment (MacBook Pro plus digital video-recording camera). Due to this, about 25% of the students enrolled in Communications Studies classes are not able to use the center fully. Providing equipment is needed to create equal opportunities for all students in lab usage/student success, so the department has submitted an Instructional Equipment request through the Program Review process.

Communication Studies Department shares its 22 Mac computers with the Learning Center. Usage is mostly from students not enrolled in Communication Studies courses; the Language Arts Dean stated that the equipment replacement in the center will be addressed through the LC budget.

**Instructional Materials:** none

**Classified Staff:** Learning Center and Communication Studies will jointly request a full time Instructional Aide II. SARS data showed heavy use of the Learning Center and Communication Studies Center. With only 1.5 Instructional Aides between the two centers, Communication Studies faculty and staff often need to go beyond their duties to help students from other disciplines that use the LC. Moreover, once more Communication Studies faculty

members have video equipment, students from more sections will be able to use the center fully, which will lead to increased demand on center faculty and staff. A full time, full service Instructional Aide II will be needed to carry out the duties such as: maintaining the center website, holding orientations to all sections, working with technology personnel, and assisting lab faculty, Communication Studies students and non-Communication Studies students.

The current .48 IAI position, funded through Measure G, needs to be maintained beyond 2014.

Finally, while this is addressed in the department's current Program Review, 3 FLC for faculty lab staffing are required to maintain parity with faculty staffing found in other division labs and centers.

**Student Assistant:** Due to a limited Student Assistant budget, we currently use 8-12 hours per week from one student assistant. The Communication Studies Center will need more student assistant hours per week due to projected usage in the future.

**Facilities:** NA

**Cost for Prioritized Plans**

Plan 1.

Submit joint request for full-time IAI with Learning Center. \$25,000/year

Plan 2.

Request 3 Lab Faculty FLCs. \$8,500/year