College of San Mateo

Program Review Submission

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Learning Support Centers Program Review

Program Name: **Communication Studies Resource Center**
Program Contact: **Li, Yaping**
Academic Year: **2013-2014**
Status: **Submitted**

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1. 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 Program Planning** 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 Center provides 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, the 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*, the 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.

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2. Student Learning and Center Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

> Reflect on recent SLO assessment results for the program and any courses offered by the program.
>
> Students who have utilized the services offered at the Communication Studies Center 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 interviews (COMM 130 and 855)
> 3. Gender Module/Men are from Mars (COMM 130)
> 4. Rehearse "Culture and Identity" for COMM 150

5. Intercultural role-play and analysis (COMM 150)
6. One-on-one lab session with instructor (COMM 855)
7. Intercultural Module created by class for future students (COMM 855)
8. Theory based modules (Dr. King's speech… COMM 110)
9. Theory based modules (Nonverbal Communication…for COMM 130)
10. **Assessment results from fall 2013 based on 15 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: 3.63 (1=D, 2=C, 3=B, and 4=A)
    3. Demonstrate mastery of course concepts through completion of lab modules: 3.38 (1=D, 2=C, 3=B, and 4=A)

Overall, as seen above, students who used the Communication Studies Center achieved learning outcomes of "B"s or better. Compared with last year's assessment (3.25, 3.32, and 3.5), the results were similar.

B. Center Usage Indicators

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

In the spring of 2013, the Communication Studies Center recorded a total of 627 users (PRIE, 2013), with 5147 visits (SARS spring 2013). In fall 2013, SARS recoded a total of 725 users, with 6266 visits. These numbers reflect a significant increase in center usage compared with the data from the previous year (spring 2012 had 456 users/2482 visits; fall 2012 had 665 users/4294 visits).

In Spring 2013, a Communication Studies Center Survey was conducted to assess the services provided by the center. However, due to lack of coordination, Communication Studies faculty received no notice that a survey was available; consequently, the survey had eleven respondents, an inadequate sample size. Other centers did not receive notice either. In order to increase survey participation that yields reliable data, The Communication Studies Department suggested that LSC3 and PRIE formalize a campus wide survey protocol (LSC3 Meeting, March 2014).

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

The new hybrid Public Speaking Class was offered in fall 2012 with an enrollment of 19 students. The success rate for the class was 26.3% (66.9% for traditional), and the retention rate was 47.4% (86.7% for traditional). SARS recorded total visits of 60, most of which were under 50 minutes. Students enrolled in a hybrid communication class were not inclined to use the center for the same reason they had chosen a course with a component of online delivery. To help students succeed in the hybrid course, we would like to explore eliminating or replacing lab requirements of traditional Communication Studies classes for the hybrid course.

C. Center Efficiency. Is the center efficient in meeting student needs?

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

We have achieved high productivity and efficiency through students' consistent high usage with lower overhead of staffing in our center. 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, and the least amount of staffing by instructional aides. 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 the restoration of one full-time Instructional Aide 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 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 with any lab assignments required. With a combined 17 FLCs, the faculty, with the assistance of a half-time IA and Learning Center personnel, was able to grade and record 1440 modules per semester, while helping an overall total of 630-725 students per semester.

It is important to note that while Communication Studies students enjoys adequate center hours and help from LC staff, an estimated 80% of students who used 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. Further more, members of Communication Studies Center had no knowledge that the DGME software would be installed on the Macs. 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. Also, quite a few ESL students with limited English are referred to the Learning Center for help by various offices, such as Admission and Records. Our aide, with Spanish fluency, has spent 10-15 minutes per student trying to find the right help for them in the Learning Center. Recently, the same half-time aide spent an extra of 17 hours working on the TBA auditing through checking SARS records for each class for spring, fall, and summer sessions.

Years of high efficiency create hardships for lead faculty and staff. Lead faculty are constantly burdened with extra work and stress. Our aide has to be flexible with his hours and stay late on many days to finish tasks with deadlines. He spends most of his time with lower level mundane tasks such as helping students print, and has little time left for higher level tasks to maintain the center or for professional development.

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. Finally, in 2014, all Macs will be out of warranty and will need to be replaced with new equipment. At a recent LSC3 meeting, center leads were notified that the District would routinely replace such equipment and that no request for replacement would be needed. However, we would like to note in Program Review that replacement of equipment will be needed as the 2013-2014 year comes to an end.

3. Additional Factors

Discuss additional factors as applicable that impact the center, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

The population of the students who make use of the /Communication Studies Center, and their particular needs is affected by district initiatives, such as the influx of international students. The center has seen a steady increase in the population of international students and ESL students who came in the center directed by other offices, and who may need extra assistance from center staff

4. Planning

Note: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

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1. Center SLOs have been assessed annually in the last two years. The results are consistently satisfactory, ranging from 3.2-3.6 (B or better) on the three SLOs.
2. Two MacBook Pro with 2 digital cameras were funded for adjunct faculty. Students from more sections are benefitting from

     using this equipment for recording classroom presentations.

3. A joint full time IA position with LC was not fulfilled. The department has withdrawn this request and will submit a request to restore its own full-time IA position.
4. The request of 3 more FLC for more faculty staffing was not fulfilled.

B. Center Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section 2.
[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

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 learning and success.

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. With low success rate /low center usage in the hybrid/online public speaking class, the department will address the issue by seeking to eliminate the requirements to physically make use of the Communication Studies Center or by developing online modules to meet students' unique needs.

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 success.

Currently, one of 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 are discussed.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Equipment and Technology

Instructional Materials

Classified Staff

The Communication Studies Center(SPEECH LAB) had a full-time Instructional Aide in 2008. The position was cut in an executive action

(2008-2009). The position has not been restored, even after the budget improved and hiring of faculty and administrators commenced.

1. Historically Speech Lab/Communication Studies Center has been understaffed compared with other centers in Language Arts Division. For example, in 2009, the ESL/Reading Center had 1.5 IAs, English had 4 half -time IAs, and Speech Lab had zero. We had requested that the former Language Arts Dean provide an updated list of resource allocation to our labs and centers; however no update has been provided so that we might make a stronger case for our needs in the Communication studies Center. For example, In 2013 Spring ESL/Reading Center served 442 (PRIE) students with 1.5 IAs, while Communication Studies Center served 625 students with 0.5 IA.
2. In our last year's center PR we submitted a request jointly with the Learning Center for a full-time Instructional Aide II. The request was approved but the position was not filled; Communication Studies Center now withdraws its request for a shared position. Instead we will submit a new request to restore our full-time IA position.

The following from our last center review provides further background information for our request:

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 IAII 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

Currently a15-19 hours /week of student assistance is funded by CSM International Student Office.

Facilities

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

1. Title: Lab modules for online/hybrid course

    Description: Development of lab modules for students enrolled in online/hybrid Public Speaking Class.

    Actions: Faculty will hold flex day activities to develop lab assignments suitable for students enrolled in the online/hybrid Public

    Speaking Class.

    Completion Date: August, 2014.

    Measurable outcomes: Hybrid course has replacement of lab assignments to meet students' needs.

2. Title : Restoration of one full-time IA II.

    Description: Request to restore one full-time IA II by withdrawing last year's joint request with LC.

    Actions: Submission of request to restore one full-time IA II.

    Completion date: Spring 2014.

    Measurable outcome: One full-time IA II hired.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description	Cost
LC computers will go out of warranty June 2014 per IT Steve Degracia.	
LSC3 gave notice that the District will replace existing old equipment.	

Instructional Materials

Description	Cost

Classified Staff

Description	Cost
The restoration of one full-time IA II	$30,000

Student Assistant

Description	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

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6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.

Courses to be updated	Faculty contact	Submission month

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Kate Motoyama	August 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Yaping Li	March 2014. Completed.