College of San Mateo

Program Review Submission

2014-2015 Learning Support Centers Program Review

Program Name: **Communication Studies Resource Center**
Program Contact: **Li, Yaping**
Academic Year: **2014-2015**
Status: **Submitted for review**
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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, 2013/14-2015/16**, **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. Based on student survey data, students who use the center reported high rate of improvement and growth relating to course SLOs, indicating a positive relationship between center use and success 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.

With the integration of TBA requirements, the Communication Studies Department is able to maintain high rates in student success (72.4%), and retention (87%), and a low withdraw rate of 13%. These high rates strongly support college institutional priority #1: "improve the academic success of all students (includes course-completion, retention, and persistence) [*CSM Institutional Priorities 2008-2013*].

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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 Spring 2014 based on 12 sections:**

    1. Rehearse and deliver effective dyadic, small group, or one-to-many oral presentations: 3.5 (1=D, 2=C, 3=B, and 4=A)
    2. View and evaluate recordings of dyadic, small group, or one-to-many oral presentations: 2.9 (1=D, 2=C, 3=B, and 4=A)
    3. Demonstrate mastery of course concepts through completion of lab modules: 2.5 (1=D, 2=C, 3=B, and 4=A)

    Overall, each SLO result met set criterion. Compared to last year's results, SLO #1 improved from 3.25 to 3.5 while SLO #2 and #3 dropped from B to C. The Communication Studies faculty examined the numbers and understand that the drop was caused by more students skipping lab assignments near the end of the semester. With this knowledge, faculty will adapt by assigning theory based lab modules slightly earlier in the semester. For students who did the assignments, their lab SLO remained high, with a B or better.

    In addition to satisfactory center SLO results, the department also engages in ongoing course SLO   assessment with a comprehensive assessment every third year and follow-up assessments in between, along with   regular assessment in degree and certificate SLOs. The positive results are reported in our department Program Review.

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 fall of 2013, the Communication Studies Center recorded a total of 720 users with a total of 6237 visits (PRIE). In spring 2014, the total users were 635 with 6234 visits. Compared with the previous year, a significant increase in usage occurred in spring 2014 (6234 vs. 5147 visits in spring 2013 recorded by SARS). The following data compared 2013 with 2012 to show a trend of increased usage in the last 3 years.

In fall 2013, SARS recorded 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).

IPC, after reviewing last year's COMM Center Program Review, asked the department to explain the increase in lab usage. There are two main factors explaining the increase. First, the department enforced the TBA requirements more strictly after moving the Speech Lab into the Learning Center, having longer open hours and more space. The original Speech Lab in Building 18 had limited space and staffing and was not able to serve all students with TBA requirements. Second, more adjunct faculty got video equipment(computer and camera) with funds obtained through program review and were able to record student classroom performances for students to view and critique in the COMM Center.

In spring 2014, a Communication Studies Center User Survey was conducted to assess the services provided by the center. It generated a small size of 15 responses. In order to increase participation, currently, the COMM Center lead faculty is working with PRIE and the Learning Center coordinator exploring better methods to notify faculty and students about the survey through Accudemia's email function. Our center also plans to use paper questionnaires to generate more responses.

Even though the sample size was small, the results of the survey were very positive. Question one asked students to rate how integral the Communication Center was to their success in communication classes. Of the students surveyed, 78.6% marked "necessary", 14.3%

marked "somewhat necessary", and 7.1% marked "unnecessary". On the availability of the center, 93.3% of the students answered "always" or "most of the time". On the availability of resources, 85.8% gave a response of "always" or "most of the time". On the availability of equipment (e.g. recording booth, etc.) 100% gave a response of "always" or "most of the time".

In addition to high satisfaction with the services, students also reported significant benefits and improvement relating to course objectives and SLOs from doing TBA requirements. An overwhelming majority reported major progress in the following areas:

	major/moderate progress	minor/no progress
a. express ideas and support them when I speak	93%	7.1%
b. adapt my speaking to be truthful while respecting others	100%	0%
c. comprehend, interpret, and analyze ideas I hear	100%	0%
d. listen to ideas and feelings of others - the whole person- even if I disagree with him or her	100%	0%
e. communicate effectively in a group or team situation	100%	0%
f. work effectively with others of diverse backgrounds	100%	0%
g. acknowledge the value of diverse opinions and perspectives	78.5%	21.5%
h. use communication principles to make reasoned decisions	100%	0%

The survey results supported our belief that the integration of TBA requirements not only helps student success in their courses but also in personal growth.

Demographic variables: according to Communication Studies Resource Center Student Profile (PRIE spring 2015), a total of 629 students used COMM Center fall 2014. Asian students were 13%; African American students were 4.5%; Filipino students were 6.4%; Hispanic students were 20.8%; No Native American students used the center; Pacific Islander students were 3.2%; White students were 28.8%; Multi races 20.8%; and Unrecorded 2.5%. Women were 50.2%, and men were 47.1%, with 2.2% unrecorded in gender. The users included many age groups with 45% 19 years and younger, 41.7% between 20 and 24, 7% between 25 and 29, 2.4% between 30 and 34, 1.3% between 35-39, 1.6% between 40 and 49, 0.6% 50 years and older, and 0.5% unrecorded in age.

Among the users, 40% took full loads of courses with 12.5 units and above, and 45.6% took between 6.5 to 12 units. Only 13% took 6 and fewer units. Their accumulative GPA ranged from 4.0 to below 2.0. Out of the total 629 students, 623 are transfer students.

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

The hybrid COMM110 had an enrollment of 15 students fall 2013. Success rates were low (26% for fall 2012 and 60% in fall 2013).

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.

The Communication Studies Department and the Language Arts Division Dean made a decision spring 2015 to change the fall 2015 hybrid COMM110 class into a face-to-face course due to low enrollment. In order to support online education, our department will offer the hybrid course once a year.

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 (or fund based on such formula after district became basic aid) 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. However, we lost our full -time Instructional AideII in 2008(see 4Bc). In order to further close the gap, we continue to request 3 additional faculty FLCs and the restoration of one full-time Instructional Aide, 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, recording and enforcing LC policies. 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 and the Modern Language 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 COMM Studies students per semester.

It is important to note that while Communication Studies students enjoys adequate center hours and help from LC staff, an estimated 70% 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 service to non-Communication Studies students. One example, in the previous year, COMM staff helped many DGME students when DGME software was uploaded onto COMM Center Macs. This year, when the Modern Language Center is trying to establish its TBA practices, COMM staff have helped Spanish students audio record their Spanish lab work. COMM staff serve all students from many departments who come to our open area by helping them find the right resources they need.

Years of high efficiency create hardships for lead faculty and staff. Lead faculty are constantly burdened with extra work and stress. Our aide spends most of her 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.

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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 three years. The results are consistently satisfactory, ranging from 2.5-3.5 (C 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. The department submitted a request to restore its own full-time IA position. The request was not fulfilled
> 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, 2013/14-2015/16**, 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 new faculty 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 continuing the effort in developing online modules to meet students' unique needs. The department did not develop online modules last year due to online instructor's leave/relocation to Arizona.

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.

In order to generate meaningful data, more effort is needed to increase student participation in surveys through more effective communication between LSC3 and PRIE.

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. In our last year's center PR we submitted a request to restore our full-time IA position. We are submitting the request again.

2. Historically the Speech Lab/Communication Studies Center has been understaffed compared with the 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 the 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. The inequity in staffing for these three centers remains the same today.

The following from our 2013 PR 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 (the half-time position remains after Measure G funding ended). 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.

A recent update on classified positions was provided by IPC in its Jan. 2015 meeting notes. This update reflected on the history of classified position hiring from 2008 to 2014 relating to CSM's operating budget. The meeting notes also included a suggestion that "IPC be

provided with the positions that were approved based on the new classified hiring process that was established. It is important that we close the loop and report back to IPC about any new positions that are approved for hiring via our process. This will help transparency of the process". We believe that following the process will benefit Communication Studies Center in restoring its full-time IA II.

Student Assistant

Currently one international student was funded 10 hours /week by the CSM International Student Office and another student works 14 hours per week funded through Financial Aid Office.

The fund from International Student Office will end by the end of spring 2015.

We would like to request funding for a student assistant at 20 hours/week for spring, summer, and fall each year to maintain minimum function of the center.

Facilities

Frosted window films for video recording booths to provide privacy for students using the booths.

Cost: $500 ($65x6 pieces plus installation).

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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

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

   Description: Request to restore one full-time IA II.

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

   Completion date: Spring 2015.

   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	$35,000

Student Assistant

Description	Cost
20 hours per week for fall spring and summer.	$3,200 per semester plus $1,600 for summer = $8,000

Facilities

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

Description	Cost

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 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Yaping Li	March 2015. Completed.