

Section 1. Description of Program

Communication Studies (COMM) provides opportunities to speak well, listen with understanding, and engage in positive action through using communication skills to build community in the classroom and beyond. Its courses “prepare students to be informed and engaged citizens in an increasingly global community” [*College Mission, rev. 2015*], in keeping with CSM’s institutional commitment of meeting students’ goals for degree (AA, AA-T, CS), transfer, and lifelong learning [*CSM Revised Vision Statement; Student Success and Core Program Indicators, AY 2015/16 to 2017/18*].

Communication Resource Center (COMMLAB) services--digital recording of presentations, viewing and critiquing class performances, accessing and evaluating academic materials, and working one-on-one with Communication Studies faculty—enable students to benefit from supplementary instruction, even as the college is benefited from TBA apportionment. Integration of class work and praxis resulted in **exceptional** student success [**81.3%**], high retention [**90.5%**], and low withdrawal rates [**9.5%**]. COMM’s numbers compare favorably with:

Division Totals: student success [72.3%], retention [87%], and withdrawal rates [13%], and

College Totals: student success [73.3%], retention [86.7%], and withdrawal rates [13.3%].

[*Student Success and Core Program Indicators, AY2017-18*]

COMM’s numbers meet institutional priority #1: “Improve student success (includes course-completion, retention, and persistence)” [*CSM Strategic Goals 2013/14 to 2015/16*].

The department has a record of advocacy that has reduced opportunity gaps for students and others, in keeping with selected *Draft CSM EMP Priorities 2018-2023* and prior EMP iterations:

1. **Supporting Our Student’s (sic) Aspirations**, “provide learning opportunities and resources to foster self-advocacy and self-reliance,”
2. **Committing to Progressive and Innovative Teaching and Learning**, “improve hiring processes to attract a diverse faculty and staff,”
3. **Creating Equitable Opportunities for all of our Students**, “support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology,” “enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college,” “create synergy and shared responsibility between instruction and student services to promote student success.”

• **COMM faculty proposed, equipped, and expanded COMMLAB as a complementary student support service** (ENGL, READ, and ESL had existing resource centers). This included the long process of negotiating FLCs for COMMLAB and lead faculty and for staff support, which had been allocated only to existing centers. COMMLAB has received regional and national recognition as a model program [*Western States Communication Association, National Communication Association*]. Partnering with the Learning Center, we served **7942 unique** users in **90,055** visits. *Duplicated headcount* for the entire college for AY2017-18 is **45,906** [*Student Success and Core Program Indicators*].

• **COMM faculty developed the STEM Mentoring Project (honored with the Exemplary Program Award, Academic Senate for California Community Colleges)**, which paired underserved students with faculty mentors. STEM, a volunteer effort with no formal institutional support, was active for six years.

- **COMM faculty authored the Museum of Tolerance Project on behalf of the three district colleges (Spring 2000)** because of a *history of equity gaps in hiring full-time, tenured faculty at CSM* (Trustees Program Improvement Grant). Twenty-six teams have attended MOT training to date, but the proposal's original intent--eliminating adverse impact in hiring faculty of color--has been lost.
- **COMM faculty submitted a successful proposal to host a Fulbright Scholar-in-Residence** from Tokyo, Japan. Dr. Yukio Tsuda taught one COMM course and made himself available to those college and community members interested in cultivating our identity as global citizens.
- **COMM faculty were first to align course numbering with C-ID designators and propose an AA-T degree** to the State Chancellor's Office (SB 440, 2012). Faculty completed the work to *enhance student progression to transfer* and offer a template for our sister colleges. Beyond summer, proposals were shepherded through Curriculum Committee approval processes and modified course numbering and SLOs were updated in TracDat.
- **COMM faculty obtained State Chancellor's Office funding [FSS] and developed the AFAM Project**—linked courses and counseling—to *increase retention and success of African American and other students interested in a culturally relevant curriculum*; the college contributed no Fund I monies after AFAM's inaugural year.
- **COMM faculty authored the MANA learning community proposal** after consultation with Pacific Islander staff, to "support student success" [See *COMM/COMMLAB Program Reviews, 2016-17, 2014-15; CSM Strategic Goals 2013/14 to 2015/16*] after we observed inequities in performance and persistence of COMM students traditionally underrepresented in higher education (Pacific Islander, African American, Latinx). MANA, with COMM 110 as a core course, is in its fourth cohort, with a fifth cohort to be hosted Fall 2019.
- **COMM faculty opened COMM 110 as an informal pipeline for Puente students.** In consultation with Puente faculty and the Language Arts dean, the department *scheduled and staffed concurrent sections of COMM 110 to accompany Puente's ENGL 105 and CRER 129*. The commitment was continued for two cohorts, even during Puente's hiatus.
- **COMM faculty staged performances and teach-ins at the college theater**, partnering with Imam Tahir Anwar, South Bay Islamic Association and Council on American-Islamic Relations, the Japanese American Citizens League, Latin American Students Organization, LYRIC Center for LGBTQ Youth, and Veterans for Peace. Works produced at the college theater include *The House on Mango Street, Dead Man Walking, Johnny Got His Gun, The Laramie Project*, two bilingual productions of poems from Angel Island Detention Center and haiku from American concentration camps, and two mainstage productions of kānaka 'ōiwi orature.
- **COMM faculty have served as advisors to the Asian Student Union, Chinese Student Association, Muslim Student Union, Debate Club.**
- **COMM faculty endowed two scholarships**, the Bulldog Scholar Athlete Award (nearly 12 football players awarded) and a Communication Studies Scholarship for transferring majors (7 students awarded since AY2012-13). A second Communication Studies Scholarship is funded yearly in memory of our late COMM colleague (2 students awarded since AY2015-16).

Section 2.
Results of Previous Program Review
2a. Results of Action Plan

There is one standing action item from "Planning," *2016-17 COMM Program Review*:

"Goal 1: Ensure that long-time part-time faculty remain with the department."

Narrative: This department has historically scheduled courses around needs of four adjunct faculty with greatest longevity, and submitted numerous instructional equipment requests to provide instructional equipment for all faculty [See *COMM Program Reviews, 2016-17, 2014-15, 2011-12, 2010-11, 2009-10*]. Full-time faculty has written proposals for adjunct faculty reassigned time so that they-- already paid inequitably for equal classroom labor--are compensated for curriculum development. Our department's ethos "*enhance[s] the professional identity of adjunct faculty and provide[s] resources that allow them to effectively support students and participate in the life of the college*" [Draft CSM EMP Priorities 2018-2023].

Result: One adjunct faculty left to begin a Master's degree in Nursing, so the department retains three long-time adjunct faculty and three more recently-hired adjunct faculty. Recently, we received complaints from some adjunct faculty about teaching assignments. Full-time faculty consult with the dean, who assigns classes and lab units so that adjuncts with greatest longevity receive their preferred schedules, but the pool of classes is insufficient to meet all needs. Some full-time faculty have altered their own preferences to support colleagues' requests, but we need to interrogate processes for awarding courses and claiming overload. It should be added that COMM has requested, but not been awarded, additional classes--despite productivity relative to other departments.

Additional Action Item:

From "Program Efficiency Indicators," "2016-17 COMM Program Review:"

"Considering the productivity of the department, particularly in areas of student retention and success, an additional full-time faculty member is merited when awarding new resources in future years; in anticipation of the next likely retirement, a generalist faculty member with strengths in Performance of Literature and Argumentation/Debate would be needed."

Narrative: After submission of the above program review, two colleges in the district elected to reassign faculty members. CSM's COMM and Skyline's DGME each received a tenured professor, despite COMM having no vacancy in, nor opening of, full-time faculty positions. (The last full-time COMM faculty hire was 23 years ago, in 1995.) This executive action brought full-time COMM faculty to four (the number until an *unreplaced* retirement in 2012) and upset adjunct faculty who had waited for a fair opportunity to apply for a full-time, tenured position in the department. That same semester, we lost one COMM full-time faculty to an untimely accident, reducing the core to three. The remaining three COMM full-time faculty have done their best to contribute beyond the classroom in multiple ways. That number will be further reduced to two by the end of this semester.

Result: The department will submit a resource request to restore COMM to its original size of four full-time faculty; relatedly, COMM will request restoration of a full-time Instructional Aide position (shared with the Learning Center) that was eliminated during the 2008 state budget crisis and which remains unfilled today despite increased COMMLAB usage.

2b. Program Coherence and Effectiveness

The only curricular change that has been made since the last program review has been the development of COMM 115, *Survey of Human Communication*, a course on the foundations of communication. Intended to offer a broad, theory-based introduction to communication and its sub disciplines, COMM 115 differs significantly from other COMM courses because oral presentations would not be a significant course component. COMM faculty also reasoned that majors and students seeking to fulfill GE requirements would benefit from additional course options in COMM. COMM 115 would also greatly assist those students who, suffering from diagnosed social anxiety and communication apprehension, are challenged by public presentations.

COMM 115 was approved by Curriculum Committee in Spring 2018 with the intention of adding it to the *2018-19 Catalogue*; the course will be offered after C-ID and course articulation is in place.

2c. Success and Equity, COMM Courses

COMM % Enrollment/% Success/%Withdraw, by Ethnicity AY 2017-18 Student Success and Core Program Indicators

AY2013-14	AY2014-15	AY2015-16	AY2016-17	AY2017-18
12.9% Asian 76.4% Success 13.5% Withdraw	12.3% Asian 87.4% Success 10.7% Withdraw	12.2% Asian 87.4% Success 6.0% Withdraw	14.8% Asian 83.6% Success 8.5% Withdraw	22.2% Asian 89.5% Success 6.9% Withdraw
4.3% Black 66.7% Success 11.7% Withdraw	4.5% Black 75.4% Success 9.8% Withdraw	3.4% Black 76.1% Success 15.2% Withdraw	3.2% Black 79.5% Success 9.1% Withdraw	3.6% Black 76.0% Success 8.0% Withdraw
19.6% Latinx 69.6% Success 15.2% Withdraw	20.1% Latinx 70.2% Success 12.7% Withdraw	19.9% Latinx 71.1% Success 13.9% Withdraw	21.3% Latinx 74.4% Success 11.8% Withdraw	30.6% Latinx 72.9% Success 14.0% Withdraw
3.6% Pasifika 62% Success 12% Withdraw	3.1% Pasifika 64.3% Success 11.9% Withdraw	5.5% Pasifika 66.7% Success 9.3% Withdraw	4.5% Pasifika 85.2% Success 0.0% Withdraw	4.4% Pasifika 73.8% Success 13.1% Withdraw

In AY2013-14, COMM faculty observed opportunity gaps in Pasifika students in our classes [lowest course completion rates (62% success) and high withdrawal rates (12%)], comparable with Black and Latinx students, who already had access to Umoja and Puente transfer support communities. In that same year, Pasifika represented 1% of CSM's employees, with zero representation in *Executive/Administrator/Academic Supervisory, Full-Time Instructional Faculty, and Full-Time Non-Instructional Faculty* employee classifications. Only 27.1% of all CSM employees were persons of color at that time--excluding those identifying as "Other" (4.6%). To remedy the opportunity gap and lack of culturally respectful support structures in our classroom and college, MANA was developed as a learning community and certificate program based on indigenous Pasifika values and epistemologies.

Since MANA's inaugural year, AY2015-16, Pasifika students have shown steady improvement in academic success and greater persistence. However, to quote from the *COMMLAB Program Review*:

The Asian student population has consistently shown greatest success in COMM coursework and at CSM in general (if the population were disaggregated, we would likely observe differential performance). Even so, success for this demographic variable increased **dramatically** [AY2013-14 – AY2015-16], and it is doubly advantaged with the lowest withdrawal rate of *any* student group.

Our program review also went on to ask whether Black students' marked decrease in AY2015-16 revealed disproportionate impact and, if so, this "must be remedied" were the trend to continue. But the trend has continued through AY2016-17 and 2017-18, with Black student numbers stabilizing at lower percentages of 3.2% and 3.6%, respectively. The representation and success of African American students is an issue for the college to address, in concert with the Umoja learning community and Educational Equity Committee. COMM had expressed that a requested full-time Instructional Aide would consolidate gains for Pasifika students and improve engagement of other groups--specifically identifying African American students--based on the evidentiary standard of student success data and COMMLAB/Learning Center usage [2016-17 *Communication Studies Center (COMMLAB) program review*]. It had proposed that the Instructional Aide would "develop and implement a peer tutoring program for communication students" and "develop and implement pathways for underserved communication students." In that program review document, we stated: "We commit to strengthening access and support in our center so that African American students may also succeed, persist, and enjoy educational equity in COMM classes." And, as part of the COMMLAB/Learning Center position request, we stated: "The highest success rate, 87.4%, and the lowest withdrawal rate, 6.0% [both numbers for Asian students], should be the 'floor' for all students; that it what it means to achieve equity."

**COMM % Enrollment/% Success/%Withdraw, by First Generation and Low Income Status
AY 2015-16 to 2017-18 Student Success and Core Program Indicators**

AY2015-16	AY2016-17	AY2017-18
50.5% First Generation 74.6% Success 12.8% Withdraw	51.3% First Generation 76.6% Success 10.6% Withdraw	46.4% First Generation 78.3% Success 10.1% Withdraw
33.6% Low Income 73.5% Success 13.5% Withdraw	32.2% Low Income 74.6% Success 12.8% Withdraw	29.2% Low Income 79.0% Success 10.5% Withdraw

AY2015-16 was the first year instructional programs received information on students' "First Generation" and "Low Income" status, in addition to Ethnicity, Gender, Age, and Disability status. While we have not devised measures addressing these specific aspects of our students' realities, COMM has in the past delivered innovative department and student support programming [see *Section 1, Description of Program*], and will continue to do so based on students' intersectional identities.

The same criterion, 87.4% success and 6.0% withdraw rate, should be accessible to those who are first in their family to enroll in college and/or are low income and underserved. This is particularly important because of the large size of these student populations, with around 50% identifying as first-generation college students and nearly 30%, low income. First in the Family (FIF) students who are English language learners (English may be a second, third, even fourth language) will require supplemental instruction and other services to perform to their potential. Readers of this program review should note the *BOG Fee Waiver Program's* 2017-18 income standards (\$17,820 for a family size of one; \$24,030 for a family of two; \$30,240 for a family of three; \$36,350 for a family of four), some students' lack of valid social security numbers (disqualifying for BOGFW), and high cost of living in San Mateo (\$3112 average rent/month). Living outside the county in more affordable areas incurs greater transportation costs. Clearly, improving these numbers requires coordinated effort among college programs that is beyond the efforts of one department.

As for online delivery modes, COMM had offered three sections of a hybrid COMM 110 (Public Speaking) over three semesters, with a STOT-trained instructor. The *AY2014-15 COMM Program Review* also reported that this adjunct faculty member had been denied the expected stipend for online course development. Here is what the department decided, based on the results of COMM 110H as compared with traditionally-delivered courses of COMM 110:

Rates of success are 26% and 60% [comparable rate for traditional classes are 72.4% and 76.8%], with retention rates of 47.4% and 73.3% [rate for traditional classes in the same academic year is 87% and 88.4%]. Beginning enrollment in hybrid courses is lower than the traditionally observed course limit of 29, at 19 and 15, respectively, enrollments that would routinely trigger course cancellation. COMM 110H remains a service course to the college to assist students in completing GE requirements by online means--yet it is one that affects our student success indicators. The *Self Evaluation Report of Educational Quality and Institutional Effectiveness* (2013) compared achievement data for online coursework with courses traditionally delivered and concluded, "The historical 'achievement gap' between online and traditional coursework success rates has been virtually eliminated at CSM between fall 2005 and fall 2011 . . . The corresponding withdrawal and retention rates reveal the same pattern of convergence [p. 39]." COMM STUDIES has not observed these trends and has discussed whether to continue to offer COMM 110H; COMM 110H will not be offered in fall 2015 and a face-to-face class will be offered instead.

Success and Equity, COMMLAB

It is notable that COMMLAB is a unique asset, compared to our sister colleges in the district and other colleges in California community college system. Communication resource centers at universities rely on subscription services paid for by students enrolling in the COMM course for the semester--as opposed to CSM's no-cost services, designed as a work-around by Media Services colleagues.

There is no consecutive record of students, disaggregated by ethnicity, for COMMLAB, nor is there an account of their success or withdrawals as there exists for courses. In the table below, note that FA2015 data is unavailable and AY2017-18 reflects percentages for Fall *and* Spring semesters.

FA2014	FA2016	AY2017-18
13.0% Asian	23.7% Asian	28.4/25.4% Asian
4.5% Black	2.6% Black	3.4/4.2% Black
20.8% Latinx	20.0% Latinx	20.1/19.3% Latinx
3.2% Pasifika	3.1% Pasifika	4.9/4.6% Pasifika

Below is COMMLAB usage, compared with selected support centers, that had been used to support restoration of the eliminated Instructional Aide position [2016-17 *Communication Studies Center (COMMLAB) program review*]:

	Accudemia (unique user)	Accudemia (repeat user)	PRIE
COMMLAB	590	7,702	1,128
Learning Center	2,587	31,516	2,711
Writing/ENGL800 Centers	2,175	14,939	2,159
Integrated Science Center	771	7,340	771
Reading/ESL Center	261	3,057	261

The resource request, put forward multiple times through the program review process, had been unpersuasive when staffing allocations were determined.

Current data for the 2017-18 program review reveals similar usage patterns, and again we are putting forward a staffing request:

	Accudemia (unique user)	Accudemia (repeat user)	PRIE
COMMLAB	FA: 662/SP: 582	FA: 6040/SP: 4810	FA: 528/SP: 1158
Learning Center	FA: 3497/SP: 3201	FA: 39473/SP: 39732	FA: 1149/SP: 2783
Writing/ENGL800 Centers	FA: 2070/SP: 1978	FA: 15199/SP: 15209	FA: 2051/SP: 1968
Integrated Science Center	FA: 577/SP: 624	FA: 4275/SP: 4847	FA: 152/SP: 622
Reading/ESL Center	FA: 196/SP: 181	FA: 2919/SP: 2822	FA: 57/SP: 177

A2017-18 COMMLAB total unique users is **1244**, with **10,850** visits; Learning Center total unique users for is **6698**, with **79,205** visits. Total usage of COMMLAB and Learning Center is **7942** unique users and **90,055** visits. The counts of COMMLAB visitors must be considered in light of the fewer number of course sections the department is permitted to offer each semester [see *Section 4b*].

In CSM's 2013 *Self Evaluation Report* [July 2, 2013], the accrediting team was told, "A campus-wide leadership meeting affirmed the need for a comprehensive Learning Center in November 2010." Although there was broad college support for a Learning Center (COMMLAB is a coterminous facility), we require additional staffing for effective, student-centered operation of our academic support services, given the numbers of unique users and repeat visitors. An Instructional Aide with an MA in COMM would align COMMLAB with TBA guidance from the State Chancellor's Office [*Legal Advisory 08-02, citing Title 5, Section 58056, "authorized" employee, immediate supervision and control*].

2d. Update on long-term plans in progress.

No report.

Section 3. Current Assessments

3a. Course and program assessment 3b. General Education/Institutional assessment

COMM 110 is *required* for the MANA certificate and MANA students in its learning community. With regard to interdisciplinary activity, COMM faculty attends all MANA's LCTR 241 classes (Fall 2018 semester, no reassigned time), to develop stronger student relationships, refine COMM 110 assignments, and establish connections between COMM and LCTR curricula. COMM faculty does not have access to comprehensive data on MANA students (success, retention, persistence in courses other than COMM) because learning communities have not been required to participate in a program review process similar that of instructional programs.

An informal collaboration existed with COMM 110 and Puente students for two spring semesters. Planning for COMM 110 in SPRING 2019 was not initiated by current Puente faculty—despite the likelihood that Latinx student numbers will increase, given CSM's designation as an HSI. Umoja faculty has expressed interest in a similar collaboration, although no commitments have been made at this point.

The department has served international students. Our *Learning Support Centers Program Review, AY2016-17* explained, "The populations of students who make use of the Communication Studies Center can be affected by district initiatives and college priorities, such as the Trustees' decision to expand services to international students." Some COMM classes enroll greater numbers of international students. As 69% of international students were East Asian [*International Students Center Program Review, 2014-15*], some COMM classes have seen a plurality of international students from Asian countries.

COMMLAB has accommodated the entire CSM football team, including WEZ students, for mandatory study hall.

Course Assessment based on TracDat data, AY 2017-18

At the course level, COMM has found heuristic value in using SLOs in an evidence-based process to identify areas for teaching improvement; COMM students' performance and persistence appear to validate the approach, at least for the short term. COMM faculty use templates that measure multiple areas of student achievement in a given course activity. The templates were derived from COMM C-ID descriptors. For example, for COMM 110 (Public Speaking):

SLO 1, Write coherent speech outline that demonstrates use of proper organizational format with clear specific purpose.

First, this and all course SLOs are *linked to GE SLOs*; COMM 110, for example, is linked to the *GE SLO, Effective Communication*. The linkage ensures that each COMM course is mapped to GE core competencies that fulfill areas for transfer (IGETC) or meet requirements for the AA, AA-T, or Certificate of Specialization. *Within* SLO 1 for COMM 110 are discrete competencies that, cumulatively, demonstrate mastery of best outlining practices:

- Superordinate thesis that is properly expressed as a declarative sentence;
- Correct use of outlining symbols (Main Heads, Points, Subpoints, Subsubpoints); these should display logical relationships of coordination, superordination/subordination
- Logical coherence of overall outline
- Inclusion of Introduction, Major Transitions, and Conclusion

Every competency is rated for each student; then, all scores are added to produce columnar totals; totals are divided by overall number of students assessed, resulting in COMM 110 students' average achievement in the area of outlining skills (SLO 1).

Course	Lowest SLO Assessment	Reported Result
COMM 110 Public Speaking	Write coherent outline using organizational formats with clear specific purpose	SLO 1: 2.9 out of 4.0 Ratio of success: 136/162 students
COMM 130 Interpersonal Communication	No lowest SLO	All SLO: 3.6 out of 4.0 Ratio of success: 59/62 students
COMM 140 Small Group Communication	Exhibit effective problem-solving communication skills	SLO 1: 3.1 out of 4.0 Ratio of success: 48/48 students
COMM 150 Intercultural Communication	No lowest SLO	All SLO: 3.6 out of 4.0 Ratio of success: 59/62 students
COMM 170 Performance of Literature	Identify and analyze literary devices particular to literary genres (poetry, short story, drama)	SLO 1: 2.9 out of 4.0 Ratio of success: 24/24 students

Rationale and Method: As standard practice each spring semester, COMM collected SLO data for courses with multiple sections (COMM 110, COMM 130); then, *all* courses' SLO data were submitted every third year to provide a landscape view of student performance across the COMM curriculum. TracDat results afforded an evidence-based means of continuous course improvement, but there were limitations: not all faculty submitted SLO data, and data, when collected for entry, were sometimes partial or erroneous. The raw forms required tabulation of multi-column inventories, averaging of results, and entry into TracDat; this was done by designated COMM faculty, who completed work over the summer as a service to the department. After archiving results in TracDat, the lowest SLO assessment would serve as the basis of revised assignments to improve student achievement of that SLO. The new "target" assignments would be communicated to faculty teaching that particular course. TracDat records show such curricular interventions invariably *strengthened* student performance the following year, when the cycle of data collection began again.

Results: In *Reported Result*, COMM 130 and COMM 150 students achieved comprehensive proficiency (*All SLO*) equivalent to an A- in two course sections, respectively; COMM 140, with 3.1 (singled out as the lowest SLO), would amount to a B; COMM 110 and COMM 170 both show students achieved 2.9, or B- for SLO 1. The data seem to indicate opportunity gaps for COMM 110 students in areas of logical thinking (coordination, superordination/subordination of ideas) and sentence structure, and, for COMM 170 students, the ability to critically analyze and discuss the effect of literary devices in the literary text. New lab modules will be designed and made available for COMM 110 and COMM 170 by the start of Spring 2019, and AY2018-19 data will be collected, tracked, and analyzed to determine whether the intervention benefited student performance. This will be captured and submitted in the *Spring Check-In*.

Another way of understanding these results would be accepting 2.9 or 3.6 as accurate (passing) competencies demonstrated by students. The differential in proficiencies may reflect the academic rigor of a course or instructor rather than identifying systemic barriers to student preparation, motivation, and performance. To continually set targets for raising SLO attainment (beyond passing) could exert pressure on faculty, leading to grade inflation. From the SLO data, we propose several research questions:

Research Questions derived from results: Both COMM 110 and COMM 170 require independent research and documentation, logical analysis, and advanced organizational techniques in composition of outlines or essays.

- The first research question concerns recommended preparation for COMM 110 and COMM 170, *eligibility* for ENGL 100 or 105. The recommended preparation has no enforcement value, and ENGL 828 or ESL 826 students (among others) self-place in COMM classes. Once any student is registered, he or she receives assistance as

needed--despite possessing lowest levels of preparation in ENGL or ESL. Sometimes, underprepared students fail to progress; in other cases, they succeed in completing the course.

The recommended preparation means that, with respect to AB 705 and judged by COMM's overall success rates [81.3%], students placing below or well-below pre-transfer ENGL or ESL courses nevertheless tend to complete transfer-level COMM courses. Here is an example of how COMM accommodated students who self-placed in transferable COMM courses, from its department program review one decade ago:

“Retention” and “Success” data from 2005-2006, 2006-2007, and 2007-2008 show the Speech Communication Department’s commitment to, and efficacy in, addressing student needs. At the same time, we acknowledge the tension that can exist between retention and success (students are enrolled in, and complete, the course) and integrity of instruction (students must demonstrate mastery of college- and university-level concepts and skills in the course). According to EMP 2008, **70% of CSM students place into pre-transfer English** [p. 31]; however, the “recommended preparation” for all Speech Communication classes is “eligibility for ENGL 100.” The numbers of students who require basic skills and who self-place into our classes is a factor we cannot control. Perhaps related to the numbers of students requiring remediation who enroll in classes without enforceable prerequisites, overall course completion rate for the college is 72% [p. 31, emphasis added in bold]

[Spring 2009 submission cycle, *COMM Comprehensive Program Review*]

New placement policies with AB 705 implementation will increase numbers of pre-transfer students, requiring more support outside the classroom (see *COMMLAB/Learning Center request for a Full-Time Instructional Aide*).

Q1: Would a *required* preparation of “successful completion of ENGL 100 or 105” better serve COMM students?

Timeline to implementation: The implementation of enforced prerequisites for a non-sequential course would be extremely time-consuming; it would require content review, research of COMM offerings at other California community colleges, and statistical validation studies.

An ancillary research question can be raised:

Q1a: Do students lacking eligibility for ENGL 100 or 105 successfully complete COMM courses?

Timeline to implementation: This requires less preparatory research than Q1. If students lacking eligibility in ENGL 100 and 105 succeed in COMM courses, that would render Q1 moot, since prerequisites or recommendations are advisories to students to ensure successful course completion.

Spring 2019: PRIE could be directed to investigate pass rates in COMM sections of those students lacking eligibility in ENGL 100 and 105.

Spring 2019: To improve student outcomes, the department should discuss PRIE findings; this should be accomplished in the *Spring Check-In*.

- The second research question arises from the observation that, for COMM 110 and COMM 170, students completing ENGL 100 and 105 (or more) require guided practice to produce a simple declarative sentence. Their difficulties are compounded when that sentence must encompass subordinated ideas, and be succinct and parallel in expression (thesis and main heads).

Q2: Would ENGL faculty be open to discussing practices that better serve COMM students?

Timeline to implementation: COMM has a longitudinal dataset [TracDat] that led us to discover a trend in student performance (SLO 1, COMM 110 and COMM 170). In the past, COMM designed interventions that improved student achievement of SLOS, but these may be stopgap measures. Collegial discussion with ENGL would be a long-term goal for COMM and, perhaps, for other departments with graded writing assignments.

Of these possible research questions, COMM will investigate Q1a.

Program Assessment based on State Chancellor’s Office MIS Data, AY 2011-12 – 2017-18

PRIE discontinued electronic surveys of COMM degree-holders (triggered by applying for the degree or certificate); the survey queried perceived student achievement of select SLOS, using self-report to measure whether they had learned to *prepare oral presentations, work productively in teams, and capitalize on diversity in the classroom*. One administrator explained that this data had little value, but the department felt differently and regrets the omission. This year, we were also provided no COMM AA, AA-T, or CS numbers. In the past, COMM had asked Admissions and Records (A&R) for degree holder numbers to plan a student commemoration event (the first celebration was in 2013, and it is observed each May). For this year’s program review, our State Chancellor’s Office Data Mart query began with the variable “2012,” SB 1440’s implementation year (Padilla, 2010; the CIO had asked COMM to submit one of CSM’s first AA-T proposals.). While it *appears* no students applied for the AA-T for a number of years (below), that is inaccurate; also, DataMart uses the AS-T designation, which is incorrect (should be AA-T).

State Chancellor’s Office Program Awards Summary Report, College of San Mateo, COMM

AY	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
AA	7	6	10	14	22	16 [11]	19
AS-T						10 [19]	13
CS	6	8	13	29	15	45 [38]	22

CSM’s A&R provided the bracketed numbers for AY 2016-17. The discrepancy from MIS data has been noted, and puts the accuracy of totals into question. Because we are accountable for our outcomes and data as a publically funded institution, CSM should verify the numbers of COMM degrees and certificates in the State Chancellor’s Office report.

Under *Program Assessment*, finally, the AA-T guarantees transfer to CSU, but draws students away from COMM courses by offering ANTH, DGME, ENGL, PSYC, and SOCI as course options. None of these departments, if do they offer an AA-T at all, have *reciprocity* with COMM courses. This means that degree-holders may be disinclined to take the full slate of COMM courses, as opposed to those students fulfilling requirements for the COMM AA, who take *all* COMM courses offered. Thus, from this later perspective in time, we realize that AA-Ts and AS-Ts in general, and COMM’s AA-T in particular, provide a service to students at the department’s expense. Further, COMM AAs and AA-Ts are student achievements that are double-counted; COMM majors can apply for both degrees, boosting the college’s overall number of awarded degrees.

4. Planning

4a. Brief descriptions of actions.

It is hard to improve on COMM’s achievements, given its staffing: three full-time faculty who teach and engage in professional activity and service to the department and college; no full-time personnel to oversee a support center with significant usage. Section 1 describes the department’s established history of reform. Past department and learning support center program reviews also documented initiatives implemented to achieve equity. We had recommended the college do more to support students [*Communication Studies Resource Center Program Review, 2016-17*]:

1. *The college should “connect students with EOPS and the Multicultural Center. Each semester, they have spaces that could have been filled by a student from the first day of class.”*
2. *The college should “commit to a solution so that eligible students may purchase books on or before the first day of class . . . “*
3. *The college should “develop alliances with community leaders and services that could work in partnership . . . to address educational equity for our African American and Pacific Islander students.”*
4. *The college should “consider working with agencies to establish direct bus service to the campus.”* The department followed up its 2016-17 Program Review with Director Jeff Gee, Southern Judicial Cities, and Director Karyl Matsumoto, Northern Judicial Cities, who indicated openness to discuss the issue, despite the proposal’s cost to SAMTRANS.

At different fora (Language Arts Division meetings, Educational Equity Committee, LSC3, DIAG), COMM faculty urged that Institutional Planning Committee align resource allocation with college and district themes of “student success, equity, and social justice.” [District Strategic Plan; “Affirmation of Commitment to Social Justice,” adopted December 2016] COMM has presented accurate, evidence-driven initiatives and resource requests that support district and college strategic goals, particularly benefiting underrepresented students with fewest resources. When health, safety, and compliance are foremost considerations, educational equity, a lesser criterion, becomes a fourth-tier priority.

Institutional support and collaboration on the above recommendations would most effectively ensure the program (COMM) achieves its goals and plans.

4b. What will your program do to increase student success and promote student equity?

Comparative Student Success and Core Program Indicators Over Time, AY2011-18

DEPT	AY2011-12	AY2012-13	AY2013-14	AY2014-15	AY2015-16	AY2016-17	AY2017-18
COMM	1347	1408	1380	1370	1371	1358	1372
LOAD	456.9	457	450.3	461.7	480.1	466.9	471.8
# SECTIONS	50	51	50	48	46	47	48
TOTAL FTEF	11.9	12.1	12.1	11.7	11.5	11.7	11.7
ESL	1623	1598	1566	1497	1381	1388	1330
LOAD	422.8	411.6	425.3	408.7	389.4	390.5	381.4
# SECTIONS	65	64	65	65	62	62	61
TOTAL FTEF	16.6	16.9	17	16.8	16.6	17.3	17.2
ENG+LIT	4510	4394	4449	4249	4101	3961	3547
LOAD	411.4	407.3	407.4	409.2	406.7	414.2	398.5
# SECTIONS	191	184	182	176	174	159	148
TOTAL FTEF	47.8	45.7	46.3	47.3	46.5	58.2	58.4

It has been some years since COMM was comprised of four full-time faculty and four long-term adjunct faculty. 2012 marked the last full-time faculty retirement (15 FLCs or 1 FTEF). The last full-time hires were in 1994 and 1995. The loss of one full-time faculty member and transfer of another full-time faculty member were explained; please refer to *Section 2a*. Fall 2018 will mark the departure of another full-time faculty member (15 FLCs or 1 FTEF); this individual, who has taught in the department for 27 years, will retire without hiring a single full-time colleague in the discipline. Both 2012 and 2018 retirements are faculty with 15 FLCs in COMM (1 FTEF per faculty member) as opposed to full-time faculty who may have partial assignments in the discipline, e.g. 3 FLCs (.20 FTEF) or 6 FLCs (.40 FTEF), with the remaining teaching load in a different discipline (totaling 1 FTEF). When the latest retirement leaves COMM with two full-time faculty, the diversity of the department will be further reduced.

Rich longitudinal data attest to COMM faculty's commitment to student success. It is salient to examine student headcount against *numbers of sections offered by the department*. For example, AY2017-18 data shows:

COMM: 1372 students (471.8 LOAD), 48 sections, with total FTEF of 11.7.

ESL: 1330 students (381.4 LOAD), 61 sections, with total FTEF of 17.2.

ENGL: 3547 students (398.5 LOAD), 148 sections, with total FTEF of 58.4.

Some ENGL courses have a negotiated agreement so fewer students are enrolled; these are balanced out by other courses or departments with larger class sizes. Aside from caps set by collective bargaining, fill-rates may indicate whether numbers of scheduled sections match actual student demand. Administrators, not faculty writing program reviews, have access to all considerations, including fill rates, that enable good practices in course scheduling.

In AY2018-19, COMM has 3 full-time faculty, ESL has 6 full-time faculty, and ENGL has 15 full-time faculty. These FTEF allocations should be considered in the context of a department's contribution to college productivity and efficiency (LOAD), in addition to contribution to college mission--which now explicitly privileges educational equity and social justice. Numbers of sections offered and numbers of students in those sections have probative value: fewer class sections equal fewer opportunities for a department to earn measurable hours of contact, or FTES. COMM's *fewer* sections have *more* students, beginning the semester with high fill-rates (full or oversubscribed classes); the exception is MANA COMM 110, which has, from inception, experienced issues registering students before the start of the semester (Fall 2018 headcount is 27); the department and dean remain committed to supporting MANA, despite it being the only learning community with no reassigned time for faculty. While COMM's high fill-rates increase college WSCH, it comes at an expense to its core of full-time faculty, who are overextended.

COMM has proven results in improving student success and equity despite losses of unreplaced full-time, tenured faculty and a full-time instructional aide. We have submitted empirically-supported requests for FTEF and classified staffing allocations to continue gains for all students, including those historically underrepresented in higher education. COMM's high productivity, gauged by the college's own measures for instructional and learning support programs, is attributed to the professionalism and commitment of our faculty. At times, to us, the college's funding decisions seem to belie its valorization of a "culture of evidence."

4c. Describe other professional development activities and institutional support and collaborations that ensure the program achieves its goals.

This has been discussed in 4a and 4b.

To advance in equity, the department and college must nurture the whole student. That was the innovation of Adrian Orozco's College Readiness Program (CRP), a direct response to the CSM student uprising of the late 1960's. CRP--which grew into EOPS, a state-funded model offering academic support, personal and academic counseling, bus fare, and food to financially and academically disadvantaged, First in Family (FIF) students.