

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Communication Studies
Faculty Contact: Yaping Li

Academic Year: 2011-2012
Program Review Submission Date: March 2013

I. Description of Program

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.

Communication Studies provides opportunities to speak well, listen with understanding, and engage in positive action. Communication Studies is valuable for a career in business, public relations, law, the social science, drama, as well as for life long learning. In keeping with the college's mission, the department focuses on student success by offering a variety of courses that meet students' needs, and by providing strong academic support through its state-of-the-art Communication Studies Center. The department has a strong commitment to academic excellence through innovation, creativity, and its deep understanding of our students' complex needs, caused by factors such as age, gender, cultural values, and academic backgrounds.

With this commitment, the department has developed and offered courses to meet students' needs for a degree, transfer, and life long learning. The UC and CSU transferrable courses are: Public Speaking, Interpersonal Communication, Small Group Communication, Intercultural Communication, and Literature Interpretation. A variety of short courses have been offered for vocational purposes, such as Communication for the Workplace. Another significant step in supporting student success and academic excellence is the innovative usage of the Communication Studies Center that complements the courses by providing many types of support for all students, such as video recording of speeches and group presentations, viewing and critiquing own performances, viewing and critiquing academic materials, and working one-on-one with Communication Studies faculty. As a result, the department has a high student retention and success rate compared with the division average (Student Success and Core Program Indicators 2009-2012 PRIE).

Currently, Communications Studies Department offers Associate in Arts Degree (AA), Associate in Arts degree for Transfer (AA-T), and Certificate of Specialization(CS).

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

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

In the last five years, Communications Studies has finished two rounds of course SLO assessment that included all courses and all SLOs. All course SLOs have met set criteria and there is no action needed at this moment. However, due to the fact that a large number of students were poorly prepared in English through bypassing required English classes and self-placing themselves in transferrable Communication Studies classes, weaknesses in outline writing became evident, especially in the areas of thesis/ idea development, critical thinking and citation of scholarly research. To remedy this, in between the two assessment cycles, the department decided to single out COMM 110 Outlining SLO to assess across all sections to strengthen students' mastery of outline writing. Please see TracDat for details.

B. Student Success Indicators

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other

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relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

According to *Student Success and Core Program Indicators*, in the last three years 09-10, 10-11, and 11-12, Communications Studies has achieved overall high success and retention rates. The success rate is 73.5%-74.5%; the retention rate is 88.4%-90%.

Successful completion rates from 2009-2012, reported by PRIE, indicated high success rates for Asian, Filipino, and White students, improvement for Hispanic students, and lower success rates for Native American and Pacific Islander students. The average success rate for Asians in the last three years is 81%, 72-82% for Filipinos, and 76% for Whites. The success rate for African American students remained a steady 70%. The group that showed a steady improvement is Hispanic students, with a success rate of 66% in 09-10, 68% in 10-11, and 75% in 11-12. Every year there are about 40-50 students who are Pacific Islanders in COMM classes. Their success rates were lower than average, and declined over the last three years, from 65% in 09-10 to 57% in 11-12. We also have about 5-8 Native American students per year. They tend to have a high withdraw and low success rates.

The female student population is slightly larger than male. Data from the last three years showed that the enrollment gap is getting smaller, from 11% in 09-10 to 6% in 11-12. Success rate for female students is higher at about 78% vs. 70% for men.

Age does not seem to be a strong indicator in student success. The 40-49 group stands out with the highest success rate of over 83%. However, there are only 50 or so (3%) per year in this category.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

Communication Studies started offering a hybrid Public Speaking class in fall 2012, which is not part of this program review cycle.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the [Student Success and Core Program Indicators](#) (LOAD, Full-time and Part-Time FTEF, etc.).

Communication Studies has been efficient, with strong enrollment and relatively high load within the division (above division average). It also has a healthy full-time/adjunct FTEF ratio. Our enrollment is about 1350-1450 per year; load ranges from 515 to 457, with a 9% decline from 515 in 09-10 to 457 in 11-12; percentage of FTEF taught by full time faculty is about 75%. We anticipate a drop in full-time FTEF for next year's program review cycle due to the retirement of one full time faculty and the subsequent hiring of 3 adjunct faculty members.

Please click on above link for further comparative information.

D. 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. Career and Technical Education courses must be updated every two years.

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Courses to be updated	Faculty contact	Submission month
None		
		Tab to add rows

E. Website Review

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

Faculty contact(s)	Date of next review/update
Kate Motoyama	August 2013
Michel Manneh Instructional Aide	Tab to add rows

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

NA

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

NA

III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

No modifications. Communication Studies Department will follow the assessment schedule in future SLO assessment. We may single out one or two important course SLOs to assess across all sections in between assessment schedules to improve student learning in these important areas, as we have done in the past.

Please see TracDat results/reports.

B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

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NA

C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

Communication Studies Department participated in an SLO alignment workshop with David Locke in September 2012. Our course SLOs and degree SLOs are aligned with Institutional/GE SLOs. Newer degree SLOs were developed and are going through COI at this moment. Please see TracDat for details.

IV. Additional Factors

Discuss additional factors as applicable that impact the program, 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 student population in Communication Studies will always be affected by factors such as increased tuition and the influx of international students (Fall 2012, *Snapshot of CSM International Students*). The inevitable increase of tuition will potentially *decrease* the students' ability to attend college. In addition, the college has seen a steady *increase* in international students (146 total from a post-911 low) who may find it difficult to transition into, and succeed, in transferable COMM classes.

V. Institutional Planning

A. Results of Plans and Actions

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

In the last program review, Communication Studies set two goals and laid out steps to accomplish them:

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

Goal II: Initiate a set of best practices for the new Communication Studies Center based on evidence.

To meet Goal I, full-time faculty discussed contingency plans for handling class cancellations, and made every effort to be flexible in teaching schedules and coordinate with part-time colleagues' schedules. The department has met this goal.

To meet Goal II, the department followed the steps outlined in our last PR: we developed an open-ended questionnaire to improve the value of the Communication Studies Center; we developed an open-ended questionnaire to improve services to students; we also used data from the surveys to improve the value of Communication Studies Center to students. The department has met this goal.

The most recent Institutional Effective Reports (PRIE) provided data to show that the Communication Studies Center received a high satisfaction rate of 97%. This rate showed significant improvement compared with the previous survey done in 2009, when a satisfaction rate of 80% was recorded.

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Another measurable outcome is our Center SLO assessment data. Students who used the Center to complete their required modules achieved learning outcomes of a “B” or better (3.25, 3.32, and 3.5 on three Center SLOs).

B. Program 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 planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

We have no new plans for improving student learning and success over the next six years. Communication Studies Department will continue to provide opportunities for students to speak well, listen with understanding, and engage in positive action. These opportunities lead to career advancement in business, law, public relations, social science, drama, as well as for life-long learning. We will continue to support CSM’s mission by offering a variety of courses to meet our students’ varied needs, caused by factors such as age, gender, cultural values, and academic backgrounds. We will continue to promote academic excellence through innovative uses of lab activities/modules in the Communication Studies Center. We will continue to maintain high retention and success rates.

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.

Because there are limited funds for conferences, the department will use collaboration with other departments as a professional enrichment activity. Moreover, the professional development activities will result in improvement to student learning and success. For example, the Communication Studies Department is working with the ESL Department through loosely defined learning communities to bridge the gap between international students and native students. We are also working with the Department of Kinesiology to develop short courses for their Yoga and Pilates Certification programs. Professional enrichment activities/time are needed for us to explore inter-discipline endeavors.

Our adjunct faculty members are not provided with a Macbook Pro and digital video camera compatible with our center technology and are not adequately trained in using our current technology in Communication Studies Center. Class sections of students taught by these faculty members are not able to use the center fully as do the students taught by full-time faculty. The department has requested the above equipment for adjunct faculty; see Section VB3, below. Workshops will be offered to train adjunct faculty to use center technology in order to serve students equally and fully.

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.

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Communication classes are unique in that all students perform through speeches and other types of presentations in class. Lately, we have noticed that more students require accommodation through DSPS as a support service. It is especially stressful for students with disabilities to face the challenges of public oral communication. Interaction between DSPS and faculty is needed, so our faculty becomes knowledgeable of students' disabilities in order to effectively assist these students.

3. To guide the [Institutional Planning Committee](#) (IPC) 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 are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: Communication Studies Department does not anticipate retirements within 6 years.

Equipment and Technology: Communication Studies Department requests 3 MacBook Pro laptops plus 3 digital video cameras for the three adjunct faculty members who have not yet been assigned video equipment. Replacement of equipment in Communication Studies Center will be funded through the Learning Center, according to the Language Arts Division Dean.

Instructional Materials: None

Classified Staff: Once more faculty members have digital video equipment, students from all sections will be able to use the Communication Studies Center fully, through viewing and critiquing their classroom performances. This will lead to increased demand on center faculty and staff, who spend a significant amount of time helping non-Communication Studies students using the Learning Center. Communication Studies and the LC have decided to request a joint, full-time, full service Instructional Aide II. This new position would maintain the center website, hold orientations for all Communication Studies sections, work with technology personnel, assist faculty and students, as well as carry out designated duties for the Learning Center.

The new IAll position would be in addition to the Communication Studies Center's current .48 IAll position. This current IAll position is funded on Measure G money, which will expire in 2014; this half-time position needs to be maintained. It, as well as the split position with the LC, would give the Communication Studies Center a more equitable share of staffing, relative to the division's other labs and centers.

Facilities: None

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.

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Plan 1

Title:

- I. Video equipment for adjunct faculty: 3 MacBook Pro plus 3 compatible digital video cameras
- II. Center technology/lab module workshop for adjunct faculty

Description

Currently, about 25% of the students are taught by adjunct faculty members who are currently not equipped with computers/cameras compatible with our center technology. As a result, these students are not able to use the center fully. In keeping with the college's *Mission and Institutional Priorities, 2008-2013*, we need to provide equipment to faculty to improve equal opportunity, academic excellence, and student success.

Action(s)	Completion Date	Measurable Outcome(s)
Submit equipment request, spring 2013		Number of students able to use center viewing and critiquing own classroom performance.
Flex day workshop for adjunct faculty, fall 2013		Number of faculty trained
4T		4T

Plan 2

Title:

Helping international students transition into COMM classes

Description

With increased international student population, international students as well as faculty from different disciplines experience frustration in the areas of student expectations, placement into the right level of GE classes, and transition from ESL to mainstream COMM classes. To support the college mission, the department will continue to collaborate with the ESL department through loosely defined learning communities to bridge the gap between international students and native students. The department will continue to have a representative on the CSM International Education Committee.

Action(s)	Completion Date	Measurable Outcome(s)
Formed "learning communities" between COMM classes and ESL classes, since 2006		Number of students participated and benefited from such activities
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

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[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

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

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
None	Tab to add rows

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
Our department requests 3 FLCs for Lab Faculty/semester to address inequitable distribution of resources based on amount of TBA funds generated by enrollment in Communication Studies Courses. Communication Studies uses less of our share of TBA money, proportional to enrollment, compared with other departments in Language Arts Division. The added 3 FLCs will help close the gap. See Center PR for details.		\$8,500/year

Equipment and Technology

Description (for ongoing program operation)	Cost
3 MacBook Pros + 3 compatible digital video cameras	\$6,000
Equipment in Comm Center is covered by LC	

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

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None	

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
Full time Instructional Aide II is needed for the Communication Studies Center, to replace the current half-time position.	\$25,000/year
Continuation of .48 Instructional Aide II position after year 2014 (Measure G expires)	\$20,000/year

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost
None		

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		

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	For additional plans, add rows and number accordingly.	
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