

## 2014-2015 Instructional Program Review

Program Name: **Communication Studies**

Program Contact: **Motoyama, Kate**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **03/18/2015 01:55 PM**

### 1. Description of Program

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.

Communication Studies 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. As such, department coursework "prepare[s] students to be informed and engaged citizens in an increasingly global community" [*College Mission*] and "focuses on student engagement to enhance student success" [*5 in 5 Strategies Spring 2011*]. The department fosters student efficacy in communication by complementing course instruction with academic support provided by its Communication Studies Center [COMMLAB].

Department courses meet students' varied goals for degree, transfer, and life long learning, in keeping with CSM's institutional commitment to "robust programs in transfer, occupational education, basic skills and lifelong learning" [*CSM Revised Vision Statement*]. Public Speaking, Interpersonal Communication, Small Group Communication, Intercultural Communication, and Oral Interpretation of Literature, all transferable to CSU and UC, support the college's transfer function [*5 in 5 College Strategies Spring 2011*]. COMM 860, Communication for the Workplace, a short course designed to address job skills requirements to primarily serve Career and Technical Education needs, has been banked along with COMM 855, Speech for Non-Native Speakers; both courses no longer serve program needs of Dental Assisting and English as a Second Language, respectively. With these changes, COMM STUDIES' courses will be 100% transferable; for this cycle, 98% of courses are transferable and 2% are degree applicable [*Student Success and Core Program Indicators, Academic Years 2011/12 to 2013/14*]. The department offers the Associate in Arts Degree (AA), Associate in Arts Degree for Transfer (AA-T), and Certificate of Specialization (CS).

COMMLAB services--video recording of speeches and group presentations, viewing and critiquing class performances, viewing and critiquing academic materials, and working one-on-one with Communication Studies faculty—provide a complementary learning environment that enables students to benefit from TBA requirements. Integration of class work and praxis resulted in high student success [72.4%], along with high retention [87%] and low withdrawal rates [13%], in 2013-14. Overall, these numbers accord with college institutional priority #1: "Improve the academic success of all students (includes course-completion, retention, and persistence)" [*CSM Institutional Priorities 2008-2013*]. The COMMLAB program review will be submitted under separate cover, *Program Review of Labs and Centers*.

### 2. Student Learning and Program Data

#### A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses offered by the program. Identify trends and discuss areas in need of improvement.

Communication Studies engages in ongoing Student Learning Outcome (SLO) assessment to improve course delivery and increase student achievement of learning objectives. The department began by defining and developing SLOs for each course [prior to 2005], and continues to refine course SLOs over time. Results of assessment enable the department to monitor and manage progress on SLOs.

Communications Studies comprehensively assessed *all* Student Learning Outcomes (SLOs) for *all* courses in 2009 and 2012; our next comprehensive review will be completed at the end of Spring 2015 (three-year cycle). Performance metrics for comprehensive reviews indicated student achievement of objectives for *every* course SLO; COMM STUDIES uses a *4-point grid tied with whole grade values* to assess student achievement of SLOs, so a low pass or C for a given SLO would be 2.0.

Between comprehensive review cycles, the department, for two intervening years, assesses a single SLO across sections of COMM 110 and COMM 130 to *improve student mastery of outline writing* and *increase familiarity with the communication model*, respectively; these SLOs registered the lowest rate of student success, 2.8 and 2.6 [12/21/12 and 6/19/14 Results, TracDat]. To close the loop for COMM 110, instructors teaching COMM 110 now include additional outlining practice in small groups during the semester. Data collected after the end of spring 2014 determined this has proved efficacious. For COMM 110 SLO 1, Outlining, [Write a speech outline that demonstrates ability to use organization with a clear purpose] a 2.8 achievement result was improved to 3.2. Similarly, instructors teaching COMM 130 were asked to use additional exercises to improve results for the SLO with the lowest student success (COMM 130, Communication Model SLO) [12/21/12 and 6/19/14 Results, TracDat]; the result for SLO 1, *explain basic elements of the communication process in interpersonal settings*, was improved from 2.6 to 3.19.

Data collected indicate that academic interventions were effective, so our pattern of assessment and action will be continued. However, we have reservations in attributing a strict *causal relationship* between intervention and result.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

When asked to fill out Program/Course SLO Alignment for fulfillment of the AA, COMM STUDIES *identified a single SLO that characterized the focus of each of its key courses*: COMM 110 (Public Speaking), COMM 130 (Interpersonal Communication), and COMM 150 (Intercultural Communication):

COMM 110 Write a speech outline that demonstrates proper organizational components

COMM 130 Apply learned skills and communication theories in teamwork

COMM 150 Apply critical thinking skills to analyze conflict and controversial situations

The Program/Course SLO Alignment for fulfillment of the AA-T, COMM STUDIES, named *identical* essential SLOs for the above courses.

The Program/Course SLO Alignment for the Certificate of Specialization identified *writing the speech outline* and *applying learned skills and communication theories in teamwork* as central skills for its achievement.

Discussion in *Section 2A3*, below, addresses how success rates in Program SLOs align with specific Course SLOs. *Assessment of Program Student Learning Objectives* for the AA, AA-T, and CS include only two of the above-named three Program SLOs (*outlining and teamwork*).

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

**AA Degree Earners** (13 in number) responded to Program SLO Statements for the AA degree [SLO Survey of Degree Applicants, Summer 2012-Spring 2014]:

SLO 1. Apply communication skills and communication theories when working in a team

Strongly Agree (76.9%) Agree (23.1%)

SLO 2. Express ideas and provide supporting evidence effectively in writing and in speaking

Strongly Agree (92.3%) Agree (7.7%)

**Finding: 100% of AA Degree Earners agreed that they had learned, and achieved mastery of, two key SLOs associated with COMM STUDIES.**

**AA-T Degree Earners** (18 in number) responded to Program SLO Statements for the AA-T degree [SLO Survey of Degree Applicants, Summer 2012-Spring 2014]:

SLO 1. Apply communication skills and communication theories when working in a team

Strongly Agree (88.9%) Agree (5.6%) Disagree Strongly (5.6%)

SLO 2. Express ideas and provide supporting evidence effectively in writing and in speaking

Strongly Agree (72.2%) Agree (22.2%) Disagree Strongly (5.6%)

**Finding: 94.5% and 94.4% of AA-T Earners agreed that they had learned, and achieved mastery of, two key SLOs associated with COMM STUDIES.**

**Certificate of Specialization Earners (2 in number) responded to Program SLO Statements for the CS [SLO Survey of Certificate Earners, Spring 2013-Spring 2014].**

SLO 1. Apply communication skills and communication theories when working in a team

Strongly Agree (100%)

SLO 2. Express ideas and provide supporting evidence effectively in writing and in speaking

Strongly Agree (100%)

**Finding: 100% of AA-T Earners agreed that they had learned, and achieved mastery of, two key SLOs associated with COMM STUDIES.**

Survey data indicate the AA, AA-T, and CS help students achieve designated Program SLOs. COMM STUDIES will continue utilizing current Program SLOs. Conclusions drawn about the CS are tenuous at best, however, due to the small data set. It should also be observed that there are new, COI-approved [Fall 2014] SLOs for COMM 110, COMM 130, COMM 140, and COMM 150.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

N/A. There are no other methods to assess program SLOs.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

All COMM STUDIES' transferable courses satisfy the GE SLO for **Effective Communication**. COMM 110 (Public Speaking), COMM 150 (Intercultural Communication), and COMM 170/171 (Performance of Literature I and II) also emphasize **Critical Thinking**, while COMM 130, COMM 150, and COMM 170/171 further satisfy the **Social Awareness/Diversity** SLO. Finally, COMM 130 and COMM 170/171 reinforce the SLO, **Ethical Responsibility**. Below are assessment results for Course SLOs:

**Course SLO Student Achievement**

**Effective Communication**

COMM 110	2.9
COMM 130	2.9
COMM 140	3.3
COMM 150	2.7
COMM 170	2.9
COMM 171	3.6

**Critical Thinking**

COMM 110	3.2
COMM 130	N/A

COMM 140	N/A
COMM 150	3.3
COMM 170	2.8
COMM 171	3.49

#### Social Awareness/Diversity

COMM 110	N/A
COMM 130	2.9
COMM 140	N/A
COMM 150	2.9
COMM 170	N/A
COMM 171	3.5

#### Ethical Responsibility

COMM 110	3.0
COMM 130	3.0
COMM 140	N/A
COMM 150	N/A
COMM 170	2.9
COMM 171	3.4

COMM STUDIES uses a 4-point grid tied with whole grade values (discussed in Section 2A1) to assess student achievement of SLOs. By this measure, COMM STUDIES students have shown mastery of Course SLOs, ranging from a low of 2.6 to a high of 3.5; highest achievement reflects performance of returning COMM 171 (Oral Interpretation II) students. This implies that student mastery of Course SLOs may tend to rise in "upper division" COMM STUDIES courses. Course SLOs, revised and approved by COI in Fall 2014, will include *more* and *different* GE SLOs to meet C-ID requirements.

## 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 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*, 2011-12, 2012-13, and 2013-14 academic years document COMM STUDIES students' high success and retention. Success rate for the above years is 74.5%, 72.4%, and 76.8%; retention rate is 88.8%, 87%, and 88.4%.

Successful completion rates for 2011-12 to 2013-14 indicate *comparable* success rates for Asian (86.1%, 74.6%, and 76.4%), Black (70.2%, 59.4%, 66.7%), Filipino (71.8%, 76.5%, and 76.4%), Hispanic (74.6%, 63.7%, 69.6%), White (75.3%, 79.1%, 72.5%), and Other (73.7%, 72.1%, 78.9%).

Native American student numbers are extremely low, so valid conclusions cannot be drawn from their rates of success (20%, 25%, 100%); however, Pacific Islander students are a significant population with a demonstrated history of performing least well of all ethnic groups (59.2%, 56.5%, 50%, 62%). Higher rates of withdrawal for Pacific Islander students (15.2%, 27.5%, 12%) further reduce overall rate of success. As an experiment in Spring 2014, COMM 170/171 used content based on, and was taught using, culturally-specific values and role relationships of Pacific Islanders. The course enrolled an unprecedented number, including four Pacific Islander students (38 total, retaining 37). COMM 170/171 will have the same focus in Spring 2015 and subsequent spring semesters. The department's long-term strategy for Pacific Islander students will be discussed in *Section 4B*.

Females and males are equally represented in classes; females' percentage of success had been higher, but males' success rates became roughly equal in 2013-14 (79.5%, 75.6%, 77.7) v. (68.5%, 69.9%, 76.1).

Age does not appear to be a significant variable, as students succeed across age-related categories. Those showing the lowest rates of success had been those "19 or less" (71.3%, 70.4%, 75%); however, 2013-14 showed percentage of success for "19 or less" to be equal to that of "20-24" (77.3%) and "25-29" (75%) categories. Highest rates of success are shown by those "50+" (92.6%, 76.2%, 84.2%). Of these groups, the "19 or less" category represents a significant population (506, 490, 528) whereas "50+" is fairly small (27, 21, 19). We are, for the second consecutive year, expressing our belief that the traditional cohort of entering freshmen would benefit from a mandatory .5 unit orientation to college; such a course could have students apply for financial aid; connect with college resources, including counselors, EOPS, DSPS; stress the importance of a Student Educational Plan, placement exams, class attendance, planning, note-taking, test-taking, persistence, and so on. This is particularly important in a population of first-generation college students or the plurality of students who require basic skills.

An interesting variable continues to be TERM. Compare success and retention rates of students in the fall and spring semester v. summer semester in the following table. Results are revealed to be *consistent* over time:

Term	Success	Retention
Academic Year (Fall, Spring— <u>excludes</u> summer)	74.5%, 72.4%, 76.8%	88.8%, 87%, 88.4%
<b>Summer Term</b>	<b>85.1%, 86.9%, 82.4%</b>	<b>90%, 91.7%, 90.5%</b>

The department had discussed with PRIE whether records of enrolled students could be accessed to determine *which* students were concurrently enrolled at university and *whether* greater numbers of such concurrently enrolled students were enrolled in summer classes; this information cannot be tracked and will not be further investigated. The assumption is that such students would be more likely to have met the recommended preparation of ENGL 100 or internalized how to succeed in academic culture. This is the second year COMM STUDIES has asked whether increased student preparation (including a .5 unit orientation to college course, students who meet recommended preparation, students accustomed to university-level work) or shorter, more focused terms might contribute to higher success and lower retention rates.

## 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 first offered a hybrid Public Speaking class in fall 2012.

The department had concerns about quality and efficacy of technology-mediated instruction for our courses, as all require public performance and the concomitant notion of "audience." Additionally, because of our commitment to the success of *all* populations, the department resisted pressure to develop the hybrid course until best practices were investigated and the instructor of record had been STOT trained. Despite intervention of the local, the expected stipend for course development--as specified by contract--was not received by the instructor. Management and our bargaining agent must come to terms to resolve this.

Results continue to support reservations about online delivery. 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.

## 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; see below). This is the second program review cycle in which the full-time/adjunct FTEF ratio is low, at 56.9%. Since the retirement of one full time faculty member, the department stands at Full-Time FTEF, 6.9, and Part-Time FTEF, 5.2.

Enrollment is 1380 for the 2014-14 academic year; LOAD is 450.3. The Language Arts Division LOAD is 427.3 and, that of the college, 504.3.

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; please see projected retirement, *Section 4B3*. In anticipation of the next likely retirement, a generalist faculty member with strengths in Performance of Literature and Argumentation/Debate would be needed.

Comparative rates of success and retention are displayed below:

Unit	Success%	Retention%
<b>COMM STUDIES</b>	<b>76.8%</b>	<b>88.4%</b>
LANGUAGE ARTS DIVISION	68.4%	81.9%
COLLEGE	70.2%	84.1%

COMM STUDIES courses incorporate speeches, performances, panels, or presentations and--unlike other programs and many other COMM STUDIES departments--digitally record and store classroom videos for student analysis. Rounds of *recorded in-class speeches* are an important but time-consuming commitment in all 100-level courses; we believe this is in the interest of our students' best learning. For example, a speech-intensive class such as COMM 110 (Public Speaking) *equally* divides the 17.5 week semester into rounds of speeches *and* non-speech days for instruction or group work; classroom management is critical when recording classroom speeches for teacher and student evaluation. Clearly, **adding numbers of students to end the semester with 35 (equivalent to a 525 LOAD) works against student success and quality instruction**; see *Section 2B1* for a profile of our students.

### 3. 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.

No discussion.

### 4. Planning

#### A. Results of Program Plans and Actions

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

Communication Studies has had one continuing goal over the years.

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

We schedule courses around the requests of our four part-time faculty with greatest longevity. Through *numerous* instructional equipment requests, each has been provided a laptop and camera for recording classroom speeches; the department commitment to in-class recording is discussed in *Section 2C*. The concrete outcome of this goal is that we have retained this core of part-time faculty and have provided equal access to equipment used daily in COMM STUDIES. Student success indicators in *Sections 2A3* and *2B1* are measurable

outcomes that show this goal has been achieved.

A second goal added two years ago, *Initiate a set of best practices for the new Communication Studies Center based on evidence*, has been met; it was discussed in last year's Program Review and will not be further discussed. COMM STUDIES worked with PRIE to modify a standard user satisfaction survey that will be administered to COMMLAB students in Spring 2015 (outside the current Program Review cycle).

## B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

**[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.

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 D1 and D2 of the Career Technical Education section.]

COMM STUDIES has led in developing, revising, and implementing SLOs to improve what are already strong rates of student success and retention. We plan to *continue* our work in advancing student learning, advocating for COMMLAB as a student resource, and serving the college community. A new vision to address student learning and success is to develop and participate in a Pacific Islander Recruitment and Retention program [MANA], previously mentioned in *Section 2B1*.

COMM STUDIES faculty completed a proposal for Innovation Funds to be submitted February 2015, outside of the current Program Review cycle, and will collaborate with fellow team members in the proposal's revision and possible implementation. Below is a précis of the proposal.

STATEMENT OF NEED: Pacific Islander students, comprising 2.4% of total students, demonstrate the *lowest* rate of student success of all ethnic groups (60.6%) [*Successful Course Completion Rates, 2011-12 to 2013-14; Student Success and Core Program Indicators, Academic Years 2011/12 to 2013/14, College Totals*]. African American and Hispanic students with comparable rates of success have existing transfer support services (UMOJA and PUENTE). In 2007, students of color comprised 48.9% (excluding 13.4% Other/Unknown) while 68.6% of all CSM employees were White; at the same time, Pacific Islanders (1% of CSM employees) have zero representation in *Executive/Administrator/Academic Supervisory, Full-Time Instructional Faculty, and Full-Time Non-Instructional Faculty* employee classifications at CSM [*College of San Mateo Educational Master Plan, 2008*].

PROPOSED: MANA will be developed as a learning community and certificate program that privileges Pacific Islander values and ways of knowing. MANA will seek to advance Pacific Islanders enrolled at CSM and those working in higher education at CSM. It will decentralize higher education by intentionally including Pacific Islander families, agencies, and those community members who embrace Pacific Islander values. Each aspect of the program has been aligned with *2008-13 College of San Mateo Strategic Plan* goals and action steps.

COMM STUDIES courses to be included in this learning community are COMM 110 (Public Speaking) and COMM 170/171 (Oral Interpretation of Literature). Historically, Pacific Islander cultures have valued the role of oratory, and COMM 170/171 has been offered for two consecutive spring semesters with a Pacific Islander compass and related content. The proposal will be submitted outside of the Program Review process, so it is not discussed extensively in *Section 4C*.

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

No suggestions.

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.

No suggestions.

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.

See the Resource Requests section below to enter itemized resource requests for next year.  
Leave sections blank if no major changes are anticipated.

#### Faculty

*Retirements:* One faculty retirement in Fall 2012 (2012-13 academic year). Additional faculty retirement in Spring 2018 (3-1/2 years) would reduce full-time faculty to two in number.

COMM STUDIES would like to document faculty numbers, sections taught, and students served in its Division, Language Arts for the 2013-14 academic year:

**COMM STUDIES: FT FTEF of 6.9, PT FTEF of 5.2, 50 sections, enrollment of 1,380, 27.6 per class**

ESL: FT FTEF of 6.4, PT FTEF of 10.3, 65 sections, enrollment of 1,566, 24 per class

ENGLISH/LIT: FT FTEF of 24.4, PT FTEF of 18, 182 sections, enrollment of 4,449, 24.4 per class

FILM: FT FTEF of 0.6, PT FTEF of 2, 11 sections, enrollment of 390, 35.4 per class

MOD LANG: FT FTEF of 3.7, PT FTEF of .8, 42 sections, enrollment of 554, 13.1 per class

READING: FT FTEF of 1.9, PT FTEF of 1.7, 29 sections, enrollment of 442, 15.2 per class

#### Equipment and Technology

No requests.

#### Instructional Materials

COMM STUDIES has used ANIMOTO PRO for designing promotional videos of its students' work which represent the department on its website. Annual cost is \$299.

#### Classified Staff

The previous program review reported, "*Communication Studies and the LC have decided to request a joint, full-time, full service Instructional Aide II.*" This discussion belongs in the *Program Review of Labs and Centers*, rather than the *Program Review for Communication Studies*.

#### Facilities

Discussion of COMMLAB facilities will be handled in the *Program Review of Labs and Centers*.

### C. Program 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.)

**Plan 1**

Title: MANA Learning Community and Certificate Program
A values-based strategy to the success of the Pacific Islander community

Description
<p><b>Priority 1. Improve Student Success.</b></p> <p>Objective 1:</p> <p>Improve academic success of all students</p> <p>Improve degree and certificate completion rates</p> <p>Increase student engagement</p> <p>Increase student participation in academic support services and improve such services</p> <p><b>Priority 2. Academic Excellence</b></p> <p>Objective 2:</p> <p>Improve transfer rates</p> <p><b>Priority 3. Develop Responsive, High-Quality Programs and Services</b></p> <p>Objective 3:</p> <p>Explore, assess, and modify instruction and student support delivery modes to align with student need</p> <p>Infuse cultural competency into curricular offerings and student support services to help prepare students as contributing members in a global society</p> <p><b>Priority 4: Support Professional Development</b></p> <p>Objective 4:</p> <p>Provide opportunities for employees throughout their careers to engage in the development of innovative curriculum, programs, and student services; interdisciplinary collaboration; assessment and evaluation; leadership training; and scholarly activities which promote teaching and learning</p> <p><b>Priority 6: Enhance Institutional Dialog</b></p> <p>Objective 5:</p> <p>Increase and diversify faculty, administrator, and staff participation in institutional planning and governance committees</p> <p>Development and implementation of MANA would validate five of the college's six priorities [CSM <i>Institutional Priorities: 2013/14 to 2015/16</i>].</p>

Submit		

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

**5. Resource Requests**

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

**NOTE:** To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions	
None	Tab to add rows	

Equipment and Technology

Description (for ongoing program operation)	Cost

Instructional Material

Description (for ongoing program operation)	Cost
ANIMOTO PRO subscription renewal	\$299

Classified Staff

Description (for prioritized plans)	Cost
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Facilities

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

Description (for prioritized plans)	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. **Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
COMM 150	George Kramm	October 2015
COMM 170	Kate Motoyama	October 2015

B. Website Review

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

**Faculty contact(s)**

Kate Motoyama

**Date of next review/update**

Summer 2015

Review of the department website was completed by faculty member Kate Motoyama, Summer 2015. The content of the website is updated each semester, but the review allowed us to revise and improve the representation of department and its students' accomplishments. Inconsistencies and omissions were corrected with the assistance of our newly-hired IAll (.48), Jacqui Swan. In particular, course SLOs were checked and corrected to be consistent with those appearing in official course outlines and TracDat. At the time of review, it was noted the COI-approved changes (Fall 2014) to Course SLOs were *not* reflected in Program/Course SLO documents being used for the current Program Review.

The review provided impetus to implement inclusion of video thumbnails, which better reflect our discipline—a feature we had been working toward with Community Relations & Marketing. Please visit <http://collegeofsanmateo.edu/speech>; the reader will be able to view ANIMOTO videos of student projects, a resource requested in *Section 5*.

## C. SLO Assessment Contacts

**Faculty contact(s)**

Yaping Li

**Date of next review/update**

Spring 2015 comprehensive review; data to be entered Summer 2015

**A. Course SLO Assessment**

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

No planned modifications from current practice. Communication Studies Department will follow its established assessment schedule for future SLO assessment, performing comprehensive assessment of *all* SLOs for *every* course in a three-year cycle. Between comprehensive assessment cycles, the department annually tracks SLOs with the lowest student success and suggests interventions to improve student learning. Email communication is then sent to all affected faculty, with the dean cc'd, as to which SLO requires special

attention. Please see *Section 2A1*.

New, revised C-ID compatible SLOs were included in official course outlines for COMM 110, 130, and 140 to meet C-ID requirements; they were COI approved in Fall 2014. New SLOs were entered into TracDat and will be monitored up to the comprehensive review date, spring 2015.

*B. Program SLO Assessment*

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

Included with this Program Review program is SLO assessment of degrees and certificates; Program SLOs were approved by COI in Fall 2013, and the data appear in this Program Review, *Section 2A3*. There will be no modifications to the annual process of collecting program data.

*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.

This section seems redundant with *Section 2A5*.