COMMUNICATION STUDIES

PROGRAM REVIEW
2015 – 2016

INSTRUCTIONAL SELF-STUDY
Program Review Self-Study

The Self-Study section of this program review must be submitted by Friday, November 4, 2016.

You will find General Instructions for completing this program review as well as answers to some Frequently Asked Questions under the General Information and Contacts drop down of the Program Review tab at SLAPEC’s home page.

General

1. What is the name of your program?

   Communication Studies

2. Who is the primary contact person for this Program Review?

   John Hannigan

3. Please list the names of others who will be collaborating on this program review:

   Meg Farrell
   Michelle Zajac
   Oli Mohammadi

4. How does the program contribute to the fulfillment of the College’s mission? (Click here for the College’s mission statement)

   The Communication Studies Department furthers the mission of West Valley College by facilitating the successful transfer of students to four-year colleges, the learning of students in the various subject areas of Communication Studies and providing students with a wide variety of educational experiences designed to fulfill their academic and career needs. The Communication Studies Department accomplishes the goals of West Valley College by developing a sense of community within each of our classes and within the communities we serve, encouraging shared responsibility in the learning experience for both students and instructors alike.

5. Describe any external influences that impact the program (Federal or State regulation, advisory boards, etc.).

   Technology changes, College/District/State mandates such as curriculum etc.
6. **What were the program’s goals and objectives from its 2013-2014 and 2014-2015 program reviews?** Please discuss how your program was successful in meeting its goals and objectives and any challenges faced by the program in meeting its goals and objectives.

1. We noted while observing some of our faculty that their students were glued to the podium during their speeches, instead of moving around, gesturing, and having a natural and engaging delivery style.

   *We are now measuring the SLO for Public Speaking. In preparation for this we have had a department dialogue, which resulted in a clear definition of the outcomes and rubric for all measured components of the SLO including the aspect of delivery.*

2. We wish to create a Communication Club for majors and non-majors.

   *In Fall of 2015, we had the launch of the Communication Studies Club. It was exciting as it was a long-term goal. Additionally, it came not from faculty, but rather from student initiation. The first year culminated in a Comm. Night for the community. Michelle Zajac is the primary Faculty Advisor to the club.*

3. We are also looking into a Debate Club or Debate Team.

   *We will need to remove this as a goal.*

4. Last, we are considering how to build in Communication Studies tutoring in the Tutorial Center.

   *We are going to remove this as a goal. It is not sustainable as it the Tutorial Center is student based.*

7. **Was the program allocated any additional resources to help it meet its goals and objectives and influence student success?** If the program was allocated additional resources, how did they help the program meet its goals and objectives? Alternatively, if the program requested resources that were not allocated, what was the impact on the program?
8. **What are the program’s proposed goals and objectives for the next 3 years? How do they align with the College’s 2020 goals and objectives?** (See the [Educational and Facilities Master Plan](#) p. 12) What resources will help the program achieve these goals? What do you think you need today to help you meet your goals and objectives for the next three years? (Please include the details in the department’s Budget Resource Survey narrative portion of Program Review.)

To address college affordability, Z-Degree concept creates curriculum which will support zero textbook cost for students. We will initially participate in the Governor’s Z-Degree initiative by considering and modifying some course curriculum to be compliant with the Z-Degree initiative. This goal aligns with the College’s 2020 Goal of Course Offerings.

We will work to increase enrollment by promoting our major to the Comm. 001 Public Speaking students, engaging the Communication Club and by visiting community schools.

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**CTE Labor Market**

9. **Is your program a CTE?** If you are unsure, then please visit the [Associate Degree, Certificate & Selected Transfer Programs](#) page for a list of CTE programs. If the program is on this list and if “Certificate” is indicated for it, then please answer “Yes” to this question and proceed to the next question. If “Certificate” is not indicated for this program, then please answer “No” for this question and skip to Question 14.

*Not Applicable*

10. **Describe how your program meets documented labor market demand.** List the job titles for which you train students, the skills needed for those jobs and describe how your program addresses those skills.

*Not Applicable*

11. **What is the program’s current Net Annual Labor Market Demand (total job openings in area minus total completers at other programs in area)?** Please refer to your program’s EMSI data by visiting the Office of Institutional Research and Planning’s [home page](#) under the CTE Related tab. If you have any questions, or want to know how to determine your program’s Net Annual Labor Market Demand, please contact the Dean of Career Education & Workforce Development, Brad Weisberg.

*Not Applicable*
12. Please discuss the program’s plan to strengthen its ability to meet labor market demand.

*Not Applicable*

13. Does your program provide skill building for students to obtain employment outside the job titles officially linked to the program? Please describe/explain.

*Not Applicable*

**Curriculum**

14. Are all of the program's course outlines of record up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

*All courses have been updated in the last five years:*

- **COMM 001 Public Speaking (Active)** - Revised Date 12/10/2013
- **COMM 004 Small Group Discussion (Active)** - Revised Date 12/10/2013
- **COMM 008 Interpersonal Communication (Active)** - Revised Date 12/10/2013
- **COMM 010 Persuasive Speaking (Active)** - Revised Date 11/18/2014
- **COMM 010H Honors Persuasive Speaking (Active)** - Revised Date 11/19/2014
- **COMM 012 Intercultural Communication (Active)** - Revised Date 12/10/2013
- **COMM 020 Argumentation and Debate (Active)** - Revised Date 12/10/2013

*Three are currently in process of being updated:*

- **COMM 010 Persuasive Speaking (Draft)** - Revised Date 09/30/2016
- **COMM 010H Honors Persuasive Speaking (Draft)** - Revised Date 09/30/2016
- **COMM 012 Intercultural Communication (Draft)** - Revised Date 09/30/2016
15. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by September 2017 (list by course):

All course outlines are up-to-date so therefore no action plan is needed.

16. When was the last time that the program’s degrees/certificates were updated? If the program’s degrees/certificates have not been updated recently, what is your program’s plan for updating them? (As per ACCJC guidelines, CTE programs need to be updated every two years, non-CTE course outlines need to be updated every five years).

The program’s degrees/certificates are updated or are currently in the approval process.

Communication Studies Certificate (Deactivated) – Revised Date 01/20/2015

Communication Studies AA-T (Active) - Revised Date 02/26/2012

Associate in Arts for Transfer (Draft) - Revised Date 04/21/2015 (in the approval process)

Communication Studies AA (Draft) - Revised Date 01/19/2016 (in the approval process)

17. How many annual completers does the program have for each of its degrees/certificates? The data for the number of annual completers in your program is available in Canvas – Program Review – Data module in the spreadsheet: Five_year_awards_data.

The Communication Studies department was one of the first AA-T degree programs in the college and state. Over the years, the AA out paced the AA-T. However, the AA-T is projected to outpace the AA next year. Since the launch of the AA-T, the Program has averaged 80 degrees a year. In the most recent year, we had 60 completed degrees. We attribute this drop to the drop in overall enrollment across the last four semesters. As the AA becomes eclipsed by the AA-T, the curriculum demands to maintain the AA will outweigh its benefit. The next review of the AA might possibly see its removal.

**Enrollment and Efficiency**

Please refer to your program’s Annual Plan to inform your answers for the following questions. You may also view the data for this program's enrollment and efficiency in Canvas – Program Review – Data module in the spreadsheet: Course_offerings_and_enrollment_patterns.

18. In comparing your program's enrollment trend to the College’s please comment on any differences between the trends:
There is no significant difference between the enrollment trend in the Communication Studies Program and that of the College.

19. What was your program's efficiency goal for 2015-2016?

We estimated a continued drop in efficiency and planned a goal of 433.

20. In comparing your program's planned efficiency to its actual efficiency, please analyze and explain any differences.

The actual efficiency is 447. For the Fall 2016 semester, we saw a surge in late summer enrollments. We have worked to limit the over scheduling of similar sections in each time slot to optimize enrollment. We expanded off prime time offerings with two Friday sections. PGC began this year to include Summer and Winter Session sections to be included in overall efficiency. These sections have strong enrollments for our program.

21. If your program is not meeting its planned efficiency goal, what program level practices will be created or modified to meet the goal during the next program review cycle?

Not applicable

Learning Outcomes

Please check the SLO/PLO Assessment Schedule for the program by visiting SLAPEC’s home page under "Master Schedule". The Master schedule includes submissions as of 7/15/16. Spring 2016 submissions are due October 30, 2016.

22. Are there any Learning Outcome assessment results (Program Learning Outcomes (PLOs) and/or Student Learning Outcomes (SLOS)) submissions that have been scheduled that were not submitted? If so, please tell us how you will address these submissions.

All PLOs and SLOs have been submitted on time or early. The Communication Studies Department is on schedule to successfully assess and submit SLOs this Fall for the Comm. 001 and Comm. 010H courses and Comm.008 in the Spring 2017. Our Spring 2016 assessments were submitted in June 2016.

23. Beyond letter grades, how does your program define student success at the course and program level?

Student success, as defined by the Student Success team, is: “cultivating best practices, encouraging innovations in teaching and learning, and establishing clear and effective
“Our department is dedicated to constantly improving our teaching methods and classroom pedagogy to best enable students to successfully pass our courses, practice and hone life skills, and prepare for transfer.

Promoting student success is a continual process within our department. Dialogues related to student success take place during our SLO assessment discussions at the beginning and the end of each semester when we are assessing our various Communication Studies courses.

24. How have the program’s assessments and discussions produced a positive impact for student success? Please share your success stories.

Our discussions have been incredibly meaningful, providing thoughtful reflection on our individual and collaborative pedagogical perspectives and how they affect our students. Through discussion, individuals in the department have been exposed to various perspectives and models of instruction, which encouraged the implementation of new methodologies in our classrooms. Two members of the Communication Studies department attended On Course workshops. After meeting with the department, the concepts and methods from the workshops were implemented within some courses. These classroom strategies highlight the importance of community and student-centered learning, which we believe increases student commitment, retention, and overall success in our courses.

Our assessment discussions also provided opportunity to discuss what struggles our students face, and if there is a continuity of student limitations across our classrooms. For example, as a department we find it invaluable for students to cite their research in a way that is ethical, credible, and academic. This skill is also critical to transfer students, as the expectation at most universities is that students know how to cite their work appropriately. However, the majority of our students struggle with Full Sentence Outlining and using a citation style consistently in their work. Seeing this need, members within the department shared worksheets to provide students with more practice, and worked directly with the Writing Center on campus to create a workshop tailored to the needs of our Communication Studies students. Students who participate in these resources do much better in citing their work in our classes.

Due to our efforts, our department has very high success and retention. Additionally, we issue about 60 ADT’s and 100 Communication Achievement Awards annually, which require students to complete more than the minimum Communication Studies classes as needed by the GE standards for transfer.

This year one of our faculty members received a letter from a student who took Public Speaking ten years ago. The student needed to deliver a eulogy for her mother who had recently passed away. After struggling for hours, she reported that she went back to her “old Public Speaking note cards” and made an outline just as her instructor had
prepared her. With a structure to guide her thoughts, she composed and delivered a wonderful eulogy to her family. Afterwards she was commended by her clergy for delivering one of the best he had ever seen. She was thankful that she could give such a gift to her family and wanted the faculty’s current students to realize that what they are learning will have life time application.

25. Based on the assessment results and your department’s discussions, please explain why the program thinks students are, or are not, achieving the outcomes. What changes has the program made or is it planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

The vast majority of our students are achieving the outcomes in our classes. There are several reasons why we believe this is the case:

1) Our assessments and faculty evaluations take place toward the end of the semester, 12-15 weeks after we began working with our students on a personal and individualistic level. By that point in the semester, students are generally aware of our expectations and are meeting the SLOs. Faculty are assessed in their understanding and implementation of SLOs.

2) We value student-centered learning. Students are able to practice and apply concepts and skills prior to assessment.

3) We model a transparent grading process. Being clear about expectations, sharing our rubrics, and even addressing the course learning outcomes of the class give students insight to how we are assessing their work. This provides them the opportunity to prepare effectively.

4) We take our SLO process and assessments very seriously. After assessment discussions we make modifications as a team to better serve our students and increase assessment impact in the future.

5) We have clear course outcomes and assessments. This semester, we are furthering the clarity of our outcomes by providing detailed definitions for each component. If outcomes and assessments are clear to our instructors, instructors will be better equipped to communicate those goals to their students. We believe this will increase student success.

We also strive to offer our students more internal resources to increase their student success. For example, the Communication Studies Club is encouraging Communication Studies students to use their time and space so that they can gain feedback on their work (both written documents and presentations).
26. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

The following are two institutional changes our department considered after assessing two of our classes (Small Group Communication and Argumentation and Debate):

1) It would be beneficial to have a library liaison for our department or division to assist our students with their research questions and needs. We believe that offering our students the name and contact of a specific library expert would encourage students to utilize our library resource, resulting in more proactive students and a higher quality of research.

2) Many students struggle with gathering quality research for their assignments. It would be beneficial for students to have additional support so they can hone their research skills. Specifically, we would love to see online research tutoring where students can chat online with a live librarian. Other schools have incorporated “Ask The Librarian” on their library website. In a technologically advanced society and with technology-centered students, we believe our students would greatly benefit from increased accessibility. This functionality would also be extremely helpful for online students, and students who may have difficulty accessing campus facilities.

Student Equity and Institutional Benchmarking (Instructional/Curriculum)

This year we are continuing the process of setting institutional benchmarks to narrow the achievement gap, and, as a College community, we will continue the conversation of how to improve student equity College-wide. The goal of the student equity questions is to identify any significant differences in student achievement so we can explore ways to address them. In order to assist you, the Student Success Team has identified research based effective strategies as options from which to choose. You may also select other strategies. The menu of strategies identified by the Student Success Work Team can be found by navigating to: Student Success Strategies.

27. The course completion and course success rates for your program over the last five years are available broken down by different demographic categories in Canvas – Program Review – Data module in the spreadsheet: Five_year_course_data. What do you notice in this data?

1) Our first observation is that the Comm. Studies Program continues to have significantly higher Completion and Success scores as compared to the college. We believe this is because of two factors. First, we have prerequisites which insure that only
students who prepared and equipped for success, take our courses. Second, we get students invested in the course material and involved with one another by utilizing differentiated learning techniques and community building. Literature suggests that when underrepresented student groups feel committed to each other and the instructor, when relationships are developed and cultivated inside and outside of the classroom, these students are more likely to achieve success. That is what we achieve in our classes because we focus on learning and not teaching.

28. How successful was your program in increasing the achievement rates in course completion and course success for Latino and African American students between the 2014/15 and 2015/16 academic years? If successful, please explain to what you owe your success. What do you plan to do to improve or continue to improve the achievement rates?

1) We also observe from the data that in the last four years, our African American students experience significantly lower Spring semester completion and success rates as compared to Fall. Additionally, in the last year (14-15) we had the lowest completion and success rate in five years.

2) We see relatively high and stable Completion and Success between semester for Hispanic students. However, we do see Hispanic Completion and Success rates drop significantly in the last two years, with the 15-16 academic year being at its lowest rating in five years.

29. The data provided in Canvas – Program Review – Data module in the spreadsheet: Five_year_course_data includes the overall totals/percentages for the 2015/16 year. Between the 2015/16 and 2016/17 academic years the college goal is to increase by one percentage point in course completion and course success rates. Use the provided data to identify your new goal for next year. What actions is your program planning to take to help achieve this benchmark? How can your program partner with student support services such as the Office of Student Equity, the Student Success Team, Tutorial Services, etc. to achieve this goal?

We are already implementing many of the strategies, we are going to investigate the delta explained above. Our plan will be to ask for further breakdown of the data. We need to see the data by course and by instructor to help determine a strategy to turn the results around.
Conclusions

30. Please describe any notable accomplishments since the last program review.

We hired Dr. Oli Mohammadi

31. Is there anything else you would like to report that was not included in the answers to the previous questions?

The International Partners Program is an on-campus student conservation program founded in 1993 to give WVC students opportunities to learn about the world directly from our international student population. It is designed to promote better understanding between people of different ages, backgrounds, and cultures. The Communication Studies Department has approximately 100 students per semester who participate in the International Partner's Program.

Members of the Communication Studies department attended and/or presented at the following workshops/conferences:

1) On Course I and II Workshops at West Valley College (attendee)
2) 2015 Strengthening Student Success Conference (attendee)
3) 2016 On Course National Conference (attendee)
4) Purpose and Vision Navigation Training (attendee)
5) Conflict Management Workshop (presenter)
6) Preparing for a Full-Time Faculty Position (presenter)
7) Academic Senate of Community Colleges (attendee)
8) California Federation of Educators Leadership Conference (attendee)
9) National Communication Association Conference (attendee and accepted submission)
10) “Shedding the Veil,”(presenter)

Members of the Communication Studies department pursued the following professional development opportunities and completed the following certifications:

1) FERPA for Higher Education, Laureate Education
2) APA Citation in the Classroom, Laureate Education
3) Outreach And Retention, Laureate Education
4) Preventing Sexual Harassment, Laureate Education
5) Social Media in the Classroom, Education Management Corporation
6) Staying Driven, Education Management Corporation
2015 – 2016 Program Review

Instructional Self-Study

7) Using Resources to Improve Retention, Education Management Corporation
8) Stereotypes and Myths in the Classroom, Education Management Corporation

The department has been involved in the following grant activities:

1) CFT Union Leadership Grant, California Federation of Teachers, $2200
2) University Leadership, RDS Grant, Laureate Education, $850

32. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

West Valley's Communication Studies program is a model for other programs. Our SLO method works. All faculty are aware of and are evaluated in part by the implementation of the course SLO. We are effective in Success, Retention and Completion. We impact our institution for the better. We are concerned in are lowering Success and Completion rate with our African American students, but we look forward to investigating and turning these ratings around.

33. Please enter the date on which you submitted this program review Self-Study (Please be sure to press submit after completing this survey):

11/4/2016

Now that you have reflected back on the previous academic year and set goals for the next year, please proceed to fill out the Budget and Resources Allocation Survey narrative. This narrative looks ahead to 2017/18 and future years. It can also alert the Budget and Resource Allocation Committee to needs that can be met during the current academic year if resources are available.
PROGRAM REVIEW

BUDGET AND RESOURCES ALLOCATION SURVEY
LOOKING AHEAD TO 2017-2018
Budget and Resource Allocation Request

The Budget and Resource Allocation narrative section of the program review must be submitted together with the Program Review Self-Study by Friday, November 4, 2016.

Your program will be asked next semester to provide to the Budget and Resource Advisory Council (BRAC) a complete organizational budget for the next fiscal year; information supplied in this Program Review narrative is used to support substantive changes to budgets, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing. You may find some answers to your questions and other useful information at BRAC’s website. For information pertaining to this Self-Study, you may download the Development Handbook”, as well from the Documents folder of questions regarding this Budget and contact the Budget and Resource Advisory Council (BRAC).

General

1. What is the name of your program?
   Communication Studies

2. Who is the primary contact person for this program review?
   John Hannigan

3. Please list the names of others who will be collaborating on this program review:
   Meg Farrell
   Michelle Zajac
   Oli Mohammadi

4. Examining your current fiscal year budget, has the funding been adequate to meet the needs of your program? If not, please explain.
Our budget is adequate.

5. **If you are requesting additional budget and/or resources for the 2017-18 year, explain how those resources will be used, especially to improve learning outcomes and program goals. Please provide specific examples and rationale.**

   *Not at this time.*

**Note:** Please describe and explain below only those resources that represent a substantive change to your organization’s budget, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing.

**Personnel**

If your program requires personnel beyond staffing currently budgeted, enter your additional full-time and part-time personnel resource needs here. Any needs that require you to request faculty hiring prioritization must be included in this program review.

However, it is not the scope of the program review and annual budget allocation process to fund resources for additional full-time personnel. Requests for new permanent employee positions must be made to the President’s Cabinet and District’s Executive Management Team through coordination with your Division/Program Chair. Only resource requests for hourly employees will be considered and funded based on the information you provide in this program review.

6. **Personnel – Full-time Instructional**
   Please describe the specific position(s) and the number of positions only. (For example: We need two additional Mathematics instructors.)

7. **Personnel – Permanent Non-Instructional**
   Please describe the specific position(s) and the number of positions only. (For example: We need two additional laboratory aides or classified staff.)
8. Personnel – Part-time Hourly
   Please describe the specific position(s), the total number of hours for each position, and
   the hourly rate, if known. (For example: We need two additional part-time laboratory
   instructional aides to work for 40 hours per week per semester estimated at $15 per hour
   for an estimated total of $19200 per academic year)

Materials and Supplies
   Please indicate only the resources being requested that are above the program’s base-level,
currently budgeted recurring needs. Note that “Instructional” indicates the expenditure is for
items used to support direct student instruction, i.e. – used by students in the classroom or
lab. “Non-Instructional” are items not used by students.

9. Materials and Supplies – Instructional

10. Materials and Supplies – Non-Instructional

Other Operating Expenses and Services
   Please indicate only the resources being requested that are above the program’s base-level,
currently budgeted recurring needs.

11. Other Operating Expenses and Services – Contracted Services

12. Other Operating Expenses and Services – Dues

13. Other Operating Expenses and Services – Memberships

14. Other Operating Expenses and Services – Consulting Services

15. Other Operating Expenses and Services – Repair / Maintenance
16. **Other Operating Expenses and Services – Travel and Conferences.** Note that Faculty Travel and Conference funding is covered by ACE contract, which provides $200 per faculty member annually.

**Equipment**

Please indicate only the resources being requested that are **above** the program’s base-level recurring needs.

17. **Equipment – Computer and Technology** (Computers of any type, tablets, printers, accessories).
   Indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.

18. **Computer Software**

   List both recurring software license fees and any new software purchase requests. Also indicate whether the software is used for direct student instruction or for other office or administrative, non-instructional purposes.

19. **Equipment – Other**

   Please indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.

**Other**

Please indicate only the resources being requested that are **above** the program’s base-level recurring needs.

20. **Other – Other**
21. Please enter the date on which you submitted the Budget and Resource survey (be sure to click submit when you are done):

11/4/2016