

See program review website for detailed timeline and relevant request forms:  
<https://research.gwc.cccd.edu/oir/progreview/2013/index.html>

# **Golden West College**

## **INSTRUCTIONAL**

### **PROGRAM REVIEW**

#### **Spring 2013**

**Program Name: Communication Studies**

**Division Name: Arts and Letters**

**Overview of Program:** The Department of Communication Studies provides Golden West College students with academically rigorous as well as socially relevant courses designed to meet their varied personal and professional needs. We offer transfer courses that fulfill both lower division General Education requirements and/or lower division Major requirements at both State and private four-year institutions. We offer, for example, a 200-level *Essentials of Argumentation* course that serves to enhance students' critical listening, thinking, and speaking skills while meeting the California State University General Education requirement for critical thinking. Many students must also successfully complete at least one of four specific Communication Studies courses in order to qualify for admission into specialty programs such as nursing, pharmacy, dentistry, and medicine: the classes are *Interpersonal Communication, Introduction to Communication, Public Speaking, and Small Group Dynamics*. Our program offers theoretical understanding and pragmatic experience in communication to any student aspiring to complete an AA degree, earn a vocational certificate, or seek to learn particular communication skills for career advancement (e.g., Interpersonal Communication, Public Speaking, Introduction to Communication, Small Group Dynamics, Organizational Communication, etc.).

In addition to the GWC Associate in Arts degree with a major in Communication Studies, we also offer an Associate in Arts for Transfer degree in Communication Studies. The Associate Degree for Transfer (AA-T) is a special, new degree offered at California Community Colleges. The GWC AA-T in Communication Studies provides a student who meets CSU minimum eligibility requirements with guaranteed admission to a CSU campus. Once at a CSU campus, students with this transfer degree have the opportunity to complete a bachelor's degree with as little as 60 semester units.

Our Department encourages and fosters a student-centered approach to teaching. In addition, both full-time and part-time faculty members are exceptional instructors who display the highest standards of personal integrity, content knowledge, and exceptional instructional prowess. Our commitment to the successful facilitation of student learning is unquestionably the core component influencing each pedagogical and administrative decision we make. We do not overload classes in an effort to ensure instructional integrity and manage student-to-teacher ratios that provide an optimal amount of personal interaction. We are also sensitive, however, to the current dire economic climate across the state and carefully choose to admit larger numbers of students into certain classes when physically possible and pedagogically appropriate: the key is to maintain instructional quality for the students and reasonable working conditions for our professors.

**Program Contact Information:**

Program Contact Name	Phone #	E-mail prefix
Jaima L. Bennett	x51144	jbennett@gwc.cccd.edu

Program Manager	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
Dr. David Hudson	Dean, Arts and Letters		x58104	Fine Arts 106	dHUDSON@gwc.cccd.edu

Classified Staff	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
None					

Full-Time Faculty	Phone #	Office Location	E-mail
Jaima L. Bennett	x51144	Hum. 134	jbennett@gwc.cccd.edu
Dr. John Lervold	x52049	Forum II 204	jlervold@gwc.cccd.edu
Stella Madrigal	x51057	Tech. 207	smadrigal@gwc.cccd.edu
Sandy Sudweeks	x51155	Tech. 208	ssudweeks@gwc.cccd.edu

### Current State of the Program

#### **1. What noteworthy trends do you notice in your data tables?**

- a) Faculty searchable schedule shows a consistently high fill rate and the number of students on our wait lists remains high (270 in Spring 2013)
- b) The number of awarded Communication Studies AA degrees fluctuates from year to year
- c) Our success rates are higher than the Division rates and College
- d) While higher success rates occur in our area than the Arts and Letters Division and the College as a whole, there continues to be a disproportionate impact with regard to Student Success with African American Students

#### **2. What are your analyses of the causes or reasons for those trends?**

- a) Our classes are popular because of quality teaching, relevant curriculum and GE requirements
- b) Many of our students have successfully transferred to a 4 year university without earning an AA degree. These numbers will change as the benefits of the AA-Transfer degree are more apparent to students. Additionally the faculty in the Communication Studies discipline need to encourage students to file education plans leading to completion of a degree.
- c) As a department, we have managed to successfully maintain manageable class sizes for our courses and to retain skills demonstration as a significant component of grading. Our insistence on "traditional" classes provides students with more opportunities for practical student success. Compared with other areas where large classes and/or online modalities are common, we can see a higher rate of student success.
- d) Success rates for African American students are consistently low across the Division and the College. Sustained efforts to improve this issue must be a priority.

#### **3. What does your program do well?**

- Offer curriculum designed for transfer and vocational students
- Maintain a student-centered faculty focused on student success
- Provide students with exceptionally qualified part-time faculty
- Employ effective and flexible/alternative teaching approaches

- Offer intellectually challenging and stimulating curriculum/coursework
- Offer a wide variety of scheduling options in terms of times and days
- Proffer students practical life skills
- Prepare and train potential Communication Studies majors

#### **4. What are the challenges to your program.**

Within your program's control:

- Instructors need to embrace the basic tenets of SLO assessment and analysis in order to improve courses and programs
- Department must take responsibility for students who are identifying themselves as Communication Studies majors and assist these students to plan, enroll and successfully complete the requirements for graduation with a AA-T in Communication Studies
- As a major part of GE Breadth, the Department must remain active in campus wide development of pathways for students to complete GE requirements

Beyond your program's control:

- Unpredictability of scheduling and number of sections
- Maintenance of highly qualified adjunct faculty members when scheduling patterns are unpredictable
- 

#### **5. What are the opportunities for your program**

- Improve success rate for African American Students
- Increase the number of students graduating with AA-T in Communication Studies and subsequently transferring to CSU
- Development of useful and practical SLOs for program development
- Continue to recruit and hire quality part-time instructors
- Participation in "Pathway" programs giving students clear opportunities to complete GE requirements

#### **6. Identified areas in need of improvement**

- Every instructor, regardless of philosophical/pedagogical arguments to the contrary, must strive to actively engage in SLO program
- Both tenured faculty and Adjunct instructors must participate in the generation, testing, and discussion of SLOs
- Despite the current economic crises, we should continue to prepare new course offerings and secure CCI's approval (e.g., Gender Communication, Family Communication, Language and Behavior, etc.) to maintain recency and relevance as a discipline and to keep our degrees meaningful and attractive to students

Golden West College

## Summary of Program SLO Assessment (pSLO) Results

Program Name: Communication Studies Semester:  Fall  Spring Year: \_\_\_\_\_  
 Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area (Area A, Group 1)  Winter

Which Institutional SLO does this address? **1. Specialized Subject Knowledge (Majors)** - Demonstrate a depth of knowledge, skills, and abilities in a particular major.

Step 1	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	Become familiar with both field-specific nomenclature as well as effective oral, listening, and critical thinking skills needed to manage effectively communication encounters in diverse social environments.
Step 2	<b>What method did you use to assess the SLO?</b>	Questions on a multiple choice test. Three questions measured correct usage of discipline specific terms: <u>Delivery methods</u> , <u>Refutation Pattern</u> , and <u>Claim of Policy</u> . These were the same terms examined in the fall of 2011.
Step 3	<b>Describe the results of your assessment.</b>	128 students were assessed and 76% answered correctly. 117 students were assessed in the spring and 87% answered correctly.
Step 4	<b>Describe your analysis of the data.</b>	<ul style="list-style-type: none"> <li>An increase of 11% validates the extra emphasis and work with students. These efforts led to better student understanding and usage of discipline specific terms.</li> <li>Examination of vocabulary leads to a better awareness of the need to emphasize field-specific nomenclature.</li> </ul>
Step 5	<b>What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?</b>	<p>Clearly, students improved with regard to these three terms and more emphasis on usage of the terms increases student understanding. While new SLO's should be examined, it remains important to measure understanding and usage of other discipline specific terms.</p> <p>All instructors need to work to emphasize and subsequently examine student usage of field-specific nomenclature. A common vocabulary assessment should be developed and perfected to evaluate students in the use of vocabulary from the discipline.</p>

Golden West College  
Results

Summary of Course-Level SLO Assessment

Department Communication Studies

Semester  Fall

Year

Course G110 Course Public Speaking

Winter

:

This course	<input checked="" type="checkbox"/> Institutional SLO, which one(s):	<input checked="" type="checkbox"/> Gen Ed Area(s), which area(s):
	<input checked="" type="checkbox"/> Transfer Major	<input type="checkbox"/> Basic Skills Sequence
	<input type="checkbox"/> Certificate of Achievement, which one(s):	
	<input type="checkbox"/> Area of Emphasis, which one?	

Step 1	Define the Expected Student Learning Outcome (SLO).	1. describe communication situations using discipline specific terms.
Step 2	What method did you use to assess the SLO?	Questions on a multiple choice test. Three questions measured correct usage of discipline specific terms: <u>Delivery methods</u> , <u>Refutation Pattern</u> , and <u>Claim of Policy</u> .
Step 3	Describe the results of your assessment.	128 students were assessed and 76% answered correctly.
Step 4	Describe your analysis of the data.	<ul style="list-style-type: none"> <li>While 76% correct responses seemed adequate, it is apparent that students could benefit from more emphasis and classroom work using this discipline specific language.</li> </ul>
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	These terms should be emphasized in future semesters and students should be required to use the terms in classroom discussions, activities, and in critiques of speeches.

**Program-Level Student Learning Outcomes for 2012-14**

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.  
Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name: Communication Studies Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2013-14  
 Program Type:  Transfer Major  
 Certificate of Achievement  
 Basic Skills Sequence  
 Area of Emphasis  
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	<b><u>SLO 1:</u> The successful student will be able to construct, use, and interpret messages across multiple channels to inform, persuade, and manage, relate, and generally influence each other within and across varying cultural venues.</b>
Step 2	What method did you plan to use to assess the SLO?	Class demonstration of skills
Step 3	When is the assessment going to be done and who is going to conduct it?	Fall and Spring semesters 2013-14 and 2014-15 All Instructors

Program Name: Communication Studies Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2013-14  
 Program Type:  Transfer Major  
 Certificate of Achievement  
 Basic Skills Sequence  
 Area of Emphasis  
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	<b><u>SLO 2:</u> The successful student will be able to identify and value disparate systems of social norms and values that influence the human communication process.</b>
Step 2	What method did you plan to use to assess the SLO?	Classroom activities and assignments
Step 3	When is the assessment going to be done and who is going to conduct it?	Fall and Spring semesters 2013-14 and 2014-15 All Instructors

**Program Name:** Communication Studies **Semester to be Assessed:**  Fall  Spring **Year:** 2013-14  
**Program Type:**  Transfer Major  Certificate of Achievement  Winter  Summer  
 Basic Skills Sequence  
 Area of Emphasis  
 Gen Ed Area

<b>Step 1</b>	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	<b><u>SLO 3:</u> The successful student will be able to identify pragmatic skills that allow them to navigate daily social interaction.</b>
<b>Step 2</b>	<b>What method did you plan to use to assess the SLO?</b>	Classroom demonstrations, activities, exams
<b>Step 3</b>	<b>When is the assessment going to be done and who is going to conduct it?</b>	Fall and Spring semesters 2013-14 and 2014-15  All Instructors

## Resource Planning

**Staffing** What staff changes or additional employees does your program need to function adequately?

**Faculty: Due to budgetary restraints, we are not asking for new full time faculty at this time.**

**Management:N/A**

**Classified:N/A**

**Hourly:N/A**

Considering your current employees, what staff development/training does your program need?

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

**Technology** What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

**Equipment or Software** (e.g., computers, AV, lab equipment): Faculty are eager to receive new desktop/laptop computers in the Computer Refresh in the Fall of 2013

**Technical Infrastructure** (e.g., AV or computer infrastructure, cabling):

**Facilities** What improvements or changes to the facilities would you need to function adequately?

**Physical Concerns** (e.g. electrical, gas, water, foundation, space, ventilation). None at this time.

**Health, Safety and Security.** For security reasons, the issue of doors that can only be locked from the outside needs to be addressed in our classrooms. With numerous evening classes, we continue to work with facilities and Public Safety to maintain a safe environment for students and faculty.

**Other** What changes or other additions need to be made to your program to function adequately?

**IUA and Dean Review**

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- (0) (0) a. Significant declines in enrollment and/or FTES over multiple years
- (0) (0) b. Significant change in facility and/or availability and cost of required or necessary equipment
- (0) (0) c. Scarcity of qualified faculty
- (0) (0) d. Incongruence of program with college mission and goals, state mandates, etc
- (0) (0) e. Significant decline in labor market
- (0) (0) f. Continued inability to make load for full-time faculty in the program
- (0) (0) g. An over-saturation of similar programs in the district and/or region
- ( ) ( ) h. Other \_\_\_\_\_

**Program Review Check-list**

- (X) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- ( ) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel Note: Is current version of org charts available?
- (X) Both the Dean and IUA has completed the Dean and IUA Review section.

**Signatures, Individual Comments**

Department Chair: Jaima Bennett Date: April 22, 2013  
 Comments:

Division Dean: Dr. David D. Hudson Date: April 22, 2013  
 Comments:

**(X) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

(X) Sandy Sudweeks  
 (X) Stella Madrigal  
 (X) Jaima Bennett  
 ( )

I have read the preceding report and wish to add signed comments to the appendices.  
 Signatures are on file in the division office.

( )  
 ( )  
 ( )  
 ( )  
 ( )

Note #1: Dr. John Lervold declined the offer to sign this program review document.

Note #2: Email comment from Stella Madrigal, April 25, 2013

My Comments relate to the areas in the program review that was noted as an area we should focus on. I'd like to offer a suggestion for reaching out to our African American students. We might be able to do a survey asking what they feel are impediments to college completion or what areas GWC could focus on to assist them to earn their AA. Many times my former African American students talk about the pressures of having a child of their own or the lack of monetary support or lack of transportation that impact their attendance. I'm not sure how we can assist with these but creating a connection with support services might definitely help.

Stella

**Appendices**

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory