

INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION:

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. 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.

The Communication Studies department offers 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 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. With appropriate coursework in General Education, this degree also serves as transfer preparation to the University of California and private institutions.

College's mission (check all that apply)

- Basic Skills
- Career Technical Education
- Transfer
- Offer Degrees/Certificates

College goals (check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations

☐ Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The Communication Studies department maintains a high profile as a major contributor to student transfer and completion of degrees/certificates. As a general education requirement, oral communication is an integral course for all students.

Members of the department have a long history of campus involvement and leadership.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

We are compliant with the legislative requirement to have a degree for transfer (ADT) in the area of Communication Studies.

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

NA

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

NA

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

NA

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

NA

SWOT ANALYSIS

Strengths:

- 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
- Coordinate the scheduling of high demand classes at times to better serve CSU2 students
- Proffer students practical life skills
- Prepare and train potential Communication Studies majors

Weaknesses:

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing?

- 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
- Curriculum options could be expanded to include additional courses such as Family communication, Listening, or Gender communication. Additionally, the department should respond to numerous requests from CTE faculty for a course in "soft skills" or basic interpersonal skills necessary for business interactions
- No new hire of FT faculty in 15 years has led to an over-reliance on PT faculty. While we are fortunate to attract and keep highly qualified and enthusiastic PT instructors, it is difficult to maintain a strong presence in the college community.

Opportunities

- What opportunities exist for your program?
 - What trends are happening in the field or subject area that may allow your program to expand?
 - What external funding opportunities are available for your program?
 - What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?
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- The addition of 2 new FT faculty in the fall of 2016 offers a unique opportunity for improvement in all areas of the department.
 - New ideas and perspectives can help the department evolve and progress.
 - The increase in the number of graduates in the major should be interpreted as an opportunity for the department to nurture students interested in the major of Communication Studies. Additional courses should be considered and shepherded through the curriculum approval process.
 - Most importantly, department faculty should work together to assess and improve student learning.

Threats/Challenges

- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

The department has worked to maintain a workable class size for classes that require direct student teacher interaction. Faculty must be diligent to argue for and maintain manageable class sizes. The nature of the Communication Studies curriculum dictates small class sizes to insure maximum time for interaction and performance by students.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
COMM G100	November 2016	New faculty
COMM G110	November 2016	New faculty
COMM G110H	Recommend suspension Fall 2016	New faculty
COMM G112	November 2016	New faculty
COMM G220	April 2017	New faculty
COMM G225	April 2017	New faculty
COMM G255	April 2017	New faculty
COMM G260	April 2017	New faculty

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

Click here to enter text.

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
COMM 225/PEACE 225)	May 2015	Maintain dual-listing

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
	No action is recommended.

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- **Looking at all assessments of your programs and courses, describe proposed plans for improvement.**

It is clear that improvement must be made in SLO creation, assessment and refinement. Some courses, e.g COMM G225, have too many SLOs while other courses, e.g.COMM G255, have SLOs that need editing and refinement.

In 2015-16, two PT instructors, Jamie Harmon and Anthony Cuomo, took on lead faculty roles in the SLO assessments for COMM G100 and COMM G110. Their efforts are laudable and much progress has been made in assessment of these two courses. By the end of spring 2016, all the SLOs in COMM G110 will be assessed and progress will be made in all other classes. As new faculty are included in the department, efforts must be made to increase the amount of discussion and implementation of strategies to improve student learning.

Student Demographics (Headcount by Discipline)

- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:

- **How does your student population compare to GWC's general student population?**

With regard to ethnicity, the Communication Studies student population is higher in enrollment and success rates than the college population.

- **Based on the trend that you're seeing, what type of adjustments would you make to your program?**

While better than the college, success rates for African American students must be examined and improved.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTES/FTEF

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

The department has benefitted from the initiatives to create student pathways for completion. The emphasis on the 11:00 AM hour for classes meeting the oral communication requirement means that we can better plan our offerings.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

Declining enrollment across the entire campus indicate that we should maintain the current number of sections offered. Emphasis must be placed on improving the ratio of FT to PT to achieve better consistency across sections and provide more support for students.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

The FTES/FTEF rates have been steadily declining and are consistently lower than the college rates.

Course Retention and Success

Overall

By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

Retention and Success rates are consistently higher than the college in all areas.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

While the rates for retention and success for all groups is a concern, there are no special plans necessary. Faculty in the Communication Studies department must remain diligent about tracking the level of student success in all department offerings.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

With the adoption and approval of the Associate Degree for Transfer in Communication Studies the number of degrees awarded has increased dramatically. As a popular major across the state and nation, Communication Studies should continue to grow and improve the number of degrees awarded. It will be continue to be important to identify and nurture students who declare themselves as Communication Studies majors. More training of FT and PT faculty should be developed in order to give teachers the necessary information they need to advise students in the major.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

NA

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

We have been lucky enough to recruit and keep highly qualified and talented PT instructors for Communication Studies at GWC. Consistently, however, we have had to rely more heavily on PT instructors. Hiring two new FT faculty for the fall of 2016 should alleviate and resolve this issue.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

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PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

Communication Studies faculty want to stabilize FT faculty staffing and continue to grow the number of students graduating with an AAT. We take our role as a contributor to general education very seriously and want to continue to provide all students with the opportunity to fulfill the oral communication requirements. Additionally, the connection with the Peace Studies program is important and must be maintained.

- What areas does your program plan to improve?

The faculty in Communication Studies look forward to a stabilization of faculty assignments and continuing contributions to the campus as a whole. Progress in assessment of SLO and subsequent plans for improvement is a priority. A review of departmental curriculum must be done to update CORs and to explore possibilities for additional classes.

- What specific actions will you take to improve upon those areas?

Once new faculty are hired, the department should meet on a regular basis to plan and implement improvements.

- **How will you assess whether your program has accomplished those goals?**

Regular scheduled meetings of departmental faculty and summaries of meetings.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development