Program: Communication Studies
Division: Arts & Humanities
Date: 10/16/2019
Writer(s): Natalie Kellner
Jim Heisler, Tim Dobson,
SLO/SAO Point-Person:

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Meet with your dean to review this document before October 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: https://bit.ly/2Y0j7fW

Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM

Frequently Asked Questions: https://bit.ly/2DHLnfj

Section One: Program Snapshot

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

The Communication Studies program is designed to provide students with fundamental understanding of the principles of speech communication as well as experience in the application of these principles. Participation in these classes develops critical thinking, personal growth, research, presentation skills, and an understanding of diversity. Classes prepare students for transfer to four-year institutions and entry into careers in which effective communication skills are important, such as teaching, public relations, and law. In addition, the department houses the forensics speech and debate team. The team travels to statewide, national and international tournaments. Currently, the CMST department has three full time faculty members in the discipline, which covers roughly 55% of the total classes that are taught.

B. **IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

After reviewing the IR data we found that our Fall results for overall course success had a small dip of 2% in terms of success rates.

After reviewing the data we attributed this dip due to two particular classes. CMST 48 with an enrollment of 5 students and one section of CMST 46, which was a one-semester anomaly. The following semester corrected itself.

Discuss your action plan for the future:
After lengthy conversation, no future action plans deemed necessary. We will revisit this next year to ensure the dip is not consistent**.**

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
X	External Factors		Learning Support		Professional Development	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- o **Data generated by your program**
- o **CEMC Data**
- o **Labor Market Data**

CMST 1 classes with large enrollments (28 + students) are less successful than classes with lower enrollments.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
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	External Factors		Learning Support		Professional Development	Technology Use

D. Accomplishments: What plans from the 2018 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

1. CMST faculty instructed a collaborative workshop courses with the ESL program to help the advanced ESL students with their public speaking development. That workshop has now been turned into a Non Credit course that will belong to ESL. CMST and ESL faculty will still be instructing the class.

2. We involved the community in our local speech tournament as judges, sponsors, contributors, etc.

3. We assisted the LRC in choosing databases that specifically help our student population (Extemporaneous Speaking and the CMST 46 class).

4. We assisted with LRC staff with the *Topic Selection* web page.

5. We hosted a high school speech tournament.

6. The Forensics team traveled and competed nationally.

7. The Forensics team traveled and competed internationally.

8. We revised student-learning outcomes for multiple CMST courses.

9. We offered CMST courses online.

10. We hired Forensics co-coordinator replacement Natalie Kellner.

11. The Forensics program did its annual food drive with much success.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

1. Growth and expansion of the forensics operating budget. We would like to see a reinstatement of our $6400 yearly budget that comes from district funding. This amount was entirely cut several years ago, a portion of it was given back two years ago, and then that amount was reduces again last year. We are not even asking for growth. We just want to get back to WHAT WE USED TO HAVE. We would like to see a reinstatement of our $19,400 yearly budget that comes from co-curricular accounts. This amount was reduced to $15,400 at the height of the budget crisis. We are not even asking for growth. We just want to have back WHAT WE USED TO HAVE.

- District and co-curricular did not agree to more funds.

2. We wanted to hire an instructional teaching assistant for the Communication Studies program.
   - Denial of replacement position by the budget committee.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
Course Offerings	X	Financial/Budgetary	LPC Collaborations		SLO/SAO Process
Curriculum Committee Items		Human Resources	Pedagogy		Student Equity
External Factors		Learning Support	Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

1. Our Forensics program still experiences the same needs identified in all of our previous program reviews. We continue to experience shortages in staffing and finances. After participating in eleven tournaments, winning numerous awards, and competing with students from colleges and universities across the nation we still have not received a budget increase for the 2019/2020 season. It seems to make no difference that we continue to identify this need in our Program Reviews when monetary support remains stagnant or, as was the case last year, is reduced.

2. We need to promote our Oral Interpretation and Readers Theater classes. Even though the CMST 2A class is a requirement for our AA and AA-T degrees it has been cancelled by administration due to low enrollment. We need to either promote these classes better to ensure that they fill or reevaluate offering them on their current semesterly cycle.

3. Visual Aids. Travelling with printed visual aids on 30" x 24" poster board is an outdated mode of public presentation. For the betterment of our competitive program, and to improve our instructional quality in the classroom, We need to identify and incorporate newer, better, more "portable" technologies within our instructional and competitive repertoire.

4. We are still in need of a Forensics Assistant. We used to have this position. It was taken away from us during the massive budget cuts that took place 10 years ago. We have been asking to get it back every year since then. We are always denied the request.

5. We need to recruit more CMST majors. We are doing so by offering more of the degree specific courses that have high enrollments.

6. Distance Education. We need additional course sections for the 2019/2020 academic year to develop and offer distance education courses due to the overwhelming need from our students.

7. We want CMST faculty to be compensated as the primary instructor for co-instructing with the ESL/CMST collaboration.

8. We still do not have an instructional assistant for the Speech Program. This position became vacant

back in 2007. We have been asking to have this position replaced every year since then. IT IS STILL A POSITION ON THE ARTS & HUMMANITIES ORGANIZATIONAL CHART. We are told every year to identify our needs and obstacles in our Program Review and Program Review Updates. We do so diligently. Each year our request for filling this position, this REPLACEMENT position, is rejected. This is not a growth position, we simply want to HAVE WHAT WE USED TO HAVE. We are now entering our 11th year without this position and it creates a tremendous hardship (both instructionally and fiscally) on the Forensics Program's ability to maintain their success (let alone enable the program to grow). You can imagine our frustration.

9. We are finding an inequity regarding faculty responsibility. We would like reassigning time for program coordinators.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

1. Growth and expansion of the forensics operating budget. We would like to see a reinstatement of our $6400 yearly budget that comes from district funding. This amount was entirely cut several years ago, a portion of it was given back two years ago, and then that amount was reduces again last year. We are not even asking for growth. We just want to get back WHAT WE USED TO HAVE. We would like to see a reinstatement of our $19,400 yearly budget that comes from co-curricular accounts. This amount was reduced to $15,400 at the height of the budget crisis. We are not even asking for growth. We just want to have back WHAT WE USED TO HAVE.

2. We want to find ways to involve the community in our local speech tournament as judges, sponsors, contributors, etc.

3. We want to hire an instructional teaching assistant for the Communication Studies program.

4. We want to continue to host a high school speech tournament.

5. We want the Forensics team to travel and compete nationally.

6. We want the Forensics team to travel and compete internationally.

7. We plan to organize a noncredit abroad Intercultural Communication course.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW				
x	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students	
	Course Offerings	**x**	Financial/Budgetary	**x**	LPC Collaborations		SLO/SAO Process	
	Curriculum Committee Items		Human Resources		Pedagogy	**x**	Student Equity	
	External Factors		Learning Support		Professional Development		Technology Use	

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

1.. We want to see growth and expansion of the Forensics operating budget.

2.. We want to implement new travelling visual aids for competitive and instructional use.

3. We want a 4th full time instructor for CMST.

4. We want to gain funding for a Communication Studies Laboratory.

5. We want to offer a travel abroad CMST 11 course for credit.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach	**x**	Facilities, Supplies and Equipment, Software	**x**	LPC Planning Priorities		Services to Students	
x	Course Offerings	**x**	Financial/Budgetary		LPC Collaborations		SLO/SAO Process	
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity	
	External Factors		Learning Support		Professional Development		Technology Use	

Section Two: Current Topics (Required for All Programs)

A. **Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.**

   Program-set standard data can be found on this page:
   http://www.laspositascollege.edu/research/outcomes.php

   (Data for AY 18-19 will be available by the beginning of Fall 2019).

   Did your program meet its program-set standard for successful course completion?
   _____yes _____no

   If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

B. **SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).**

Course (SLOs only): CMST 1
SLO or SAO:
1. Students will deliver a speech with effective content, organization and delivery.
Describe the quantitative or qualitative results:
Through our discussions as a department we have come to the realization that we are teaching students how to give a speech rather than teaching them how to become better speakers.
Discuss any actions taken so far (and results, if known):
We are now in the process to ensure they are developing their speaking skills. Our goal is to have them up in front of the class to present more often and receive more feedback about their skills. Our goal is to think about the balance with the curriculum mandates.

C. **Program SLOs (Degree/Certificate granting programs only**): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: AA-T Communication Studies
Program SLO: Upon completion of the AA-T Communication Studies students will be able to describe the CMST discipline and its central questions.
Describe the quantitative or qualitative results: We offer CMST 4 is the CMST survey course that covers public speaking, interpersonal and group communication.
Discuss any actions taken so far (and results, if known): We now offer CMST 4 on a yearly basis.
Discuss your action plan for the future: Continue offering CMST 4 in the future for degree completion.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: https://bit.ly/2LggoKv. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

CMST 4: Intro to Comm. They are complete and submitted to the SLO Committee. All up to date with the correct language.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

Ensuring eligible students receive financial aid, if desired

1. What was the action: Invited financial aid representatives to present a 15-minute presentation about financial aid opportunities and access to scholarships in all courses.
2. What was the result: Students reviewed the presentation as highly informative (this qualitative data was uncovered when we had a discussion after the presentation) and felt more comfortable approaching financial aid representatives (because they met the financial aid representative and know who she is, she distributed business cards and information handouts).
3. Success: We do not have quantitative data to confirm this action was successful but I do believe that students found the session informative and helpful due to the lively Q&A session that occurred during and after the presentations.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

We plan to discuss the implementation financial aid presentations within our department meetings to ensure that all CMST faculty invite financial aid representatives to present in class within the first three weeks of the semester. To measure the success of the presentation we should coordinate with the financial aid department to track students to

see if they apply for financial aid.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

We are now offering distance education courses for nontraditional students to have access to CMST courses. As of now we offer a breadth of course CMST 1, 46 and 10.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

The largest potential challenge that we see in our courses is the challenge of measuring success of marginalized students in our classes. We don't have data to prove that specified demographics are more successful than others because the college doesn't track early drop data. We need class web to keep their names on the opening day rosters. That way we have a record. Listing them as an NGR would be beneficial. Therefore we can't adequately address these potential equity questions among our diverse student population when it comes to student success and retention. When it comes to marginalized students that complete the class, we are not seeing any significant factors to success.

In the future, we plan to have a CMST degree night in the Spring and Fall semester. That way we can provide new opportunities for our marginalized students. They may not know that CMST is a possible degree path. We would hope that his would encourage students of diverse communities to join in on the event.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: Curriculum Review

(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

None

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

None.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

CMST 11 and multiple sections of CMST 1.

Section Four: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

> *(empty text box)*

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

> *(empty text box)*

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

> *(empty text box)*

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

> *(empty text box)*

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?