

Program Efficacy Report Spring 2015

Name of Department: Communication Studies

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Overall Recommendation (include rationale): Continuation

The Communications Studies department serves an important role by preparing students for occupational and personal success through developing their communication skills. Notably, this program is the only area where the A1 requirement for CSU transfer can be met, and their recent AA-T degree (2013) has already resulted in four degrees offered. The program cites concerns about being able to maintain student success with only 4 FT faculty while having load for 9.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</i> <i>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</i>
Efficacy Team Analysis and Feedback: Meets. <p>There was acknowledgement that the program demonstrated diversity similar to that of the campus, noting that the top three ethnic groups represented on campus (Hispanic, White, and African-American) match those of the program. They did recognize that they served more female students than male (62.4% female, and commented that this statistic reflects the higher percentage of females on the campus (54.8%). but linked back to the fact that SBVC as a whole has more female students. However, a more detailed analysis of the male/female variance, and potential plans to address this discrepancy should be addressed in the future.</p>		

Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</i> <i>If warranted, plans or activities are in place to meet a broader range of needs.</i>
Efficacy Team Analysis and Feedback: Meets. The Communication Studies offers courses in various learning environments and at various times, in order to create more access for students. Course offerings include traditional face-to-face classes (morning, mid-day, and evening offerings), various late start schedules (5, 7, 8, 9, 13, and 14 week offerings), online, and hybrid online courses.		
Part II: Student Success		
Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.</i> <i>If applicable, supplemental data is analyzed.</i>
Efficacy Team Analysis and Feedback: Meets. Analysis of the data reveals that the program has improved retention rates by 8% and success rates by 4%, over the past five years. WSCH/FTEF has decreased some in the past few years, following the budget cuts in 2011-2012. Notably, the AA-T (transfer degree) in Communication Studies was approved in 2013, and has already resulted in 4 degrees being awarded. This department also is the only place where the A1 requirement of the CSU "Golden Four" can be met. In addition, analysis of supplemental data shows that oral and written communication skills are ranked #1 for those needed in the top 60 high-growth, high-wage occupations. The program is concerned that if they continue to function with 4 FT faculty, while maintaining load for 9 FTEF, then student success will be jeopardized.		
Student Learning Outcomes and/or Student Achievement Outcomes	<i>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>	<i>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>
Efficacy Team Analysis and Feedback: Meets. Communication Studies provides ample evidence that they have been assessing their course-level and program-level SLOs and core competencies. This program has been assessing (collecting data) for their SLOs, with data collected for every SLO since Spring 2014 (and all but one SLO collected during Fall 2013). Their department dialogue has focused on COMMST 111, Interpersonal Communication, with minutes of the faculty discussion included. As a result, the department decided to change of the SLOs, due to their discovery that it was difficult to assess. They also show their mapping grid, for how the Program SLOs (AA-T degree) map to each course (i.e., in which courses are the students expected to demonstrate the Program SLOs), and indicate that they are analyzing their Program SLOs (572 and 1410 students, respectively, for Program SLOs #1 and #2).		

Part III: Institutional Effectiveness		
Mission and Purpose	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
Efficacy Team Analysis and Feedback: Meets. The program's mission is to offer courses that are designed to foster practical communication skills. They note that this mission supports that of the campus by preparing students for occupational and personal success through developing their communication skills.		
Productivity	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>
Efficacy Team Analysis and Feedback: Does Not Meet. The productivity data was analyzed in a previous section, where they indicate that their WSCH/FTEF had been increasing over the years until 2010-2011 when the budget cuts hit. This year showed a value of 490, which has since steadily declined to 455 in 2013-2014. However, there should be a more detailed explanation as to what the specific cause of the decrease is, and if there are any inherent limitations to raising this number. Also missing were if there are any plans in place to try to improve productivity.		
Relevance, Currency, Articulation	<i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i> <i>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i>	<i>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</i>
Efficacy Team Analysis and Feedback: Meets. All curriculum is up to date, all courses offered articulate with CSU/UC, and the college catalog is accurate (all courses listed are currently offered).		
Part IV: Planning		
Trends	<i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i>	<i>The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.</i>

Efficacy Team Analysis and Feedback: Meets.

The program identifies trends and incorporates them into their planning. Trends affecting this program include inconsistent enrollment patterns and growth in online course offerings. The planning influenced by both of these trends is satisfactorily addressed.

The department continues to be flexible in how they offer courses, in order to meet changing student need. As enrollment patterns change, their planning for course offerings is geared to reflect what the students need at that moment. They are also working to expand their offerings to provide additional options for the students.

For online courses, they have been offering an average of 6 sections per semester, but in response to the demand, they are now expanding these courses to include 3 online offerings in the summer.

Accomplishments

The program does not incorporate accomplishments and strengths into planning.

The program incorporates substantial accomplishments and strengths into planning.

Efficacy Team Analysis and Feedback: Does Not Meet.

Accomplishments/Strengths listed by Communication Studies include: the recent AA-T degree, a partnership with Hunt Elementary School, and their annual tournaments in Speech and Debate.

There is not discussion for how the partnership with Hunt Elementary or the tournaments are incorporated into their planning.

There is detailed discussion about the importance of the recent approval of the AA-T degree (and how students who complete this degree are guaranteed admission to CSU). However, the only connection to planning that is mentioned is that they will continue to promote the degree, and monitor the number awarded. It would be useful to see more details about how this degree impacts (or is expected to impact) the planning of course offerings.

Weaknesses/challenges

The program does not incorporate weaknesses and challenges into planning.

The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Does Not Meet

The program indicates that their major challenge is that they only have 4 FT faculty (and 9 PT faculty), with load for 9 FTEF.

The implication for their planning is that they cannot fully accommodate the students' needs during peak offering times without additional faculty. However, additional narrative about how they are working around this should be provided.

Part V: Technology, Partnerships & Campus Climate		
	<p><i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> <p><i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p>	<p><i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> <p><i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets.</p> <p><u>Technology.</u> The program has seen growth in their online offerings, maintaining an average of about 12% even in spite of course reductions. They continue to work to expand these offerings, by now including 3 sections in the Summer and offering an additional hybrid course.</p> <p><u>Partnerships.</u> This department collaborates with CHC for their annual Speech Tournament, and have hosted this event for 12 years. In Fall 2014 more than 30 students participated. In the Spring, they will host the 3rd annual Debate Tournament. Recently, the department has partnered with Hunt Elementary School in San Bernardino, and over the past 3 years have worked with 4th and 5th grade students to help them develop their oral communication skills.</p>		

Part VI: Previous Does Not Meets Categories		
	<p><i>Program does not show that previous deficiencies have been adequately remedied.</i></p>	<p><i>Program describes how previous deficiencies have been adequately remedied.</i></p>
<p>Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review):</p> <p>N/A</p>		