

INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Instruction
DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy 2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Communication Studies Department

Name of Division

Art & Humanities Division

Name of Person Preparing this Report

Leticia Hector

Extension

8618

Names of Department Members Consulted

Diane Alblinger
Jay Danley
Suzi Mattson

Name of Reviewers

Sandra Moore
Sheri Lillard
Rochelle Fender

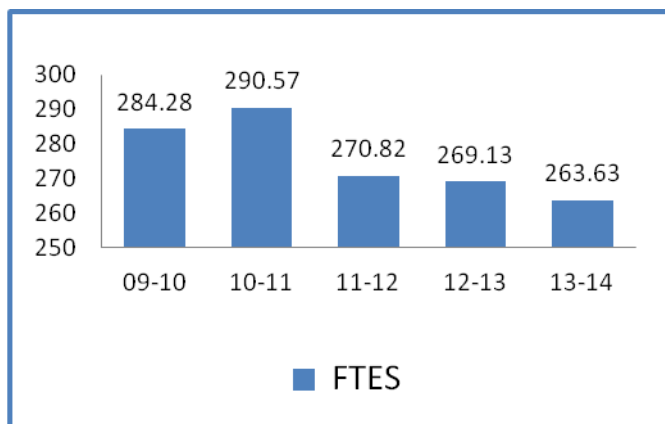
Work Flow	Due Date	Date Submitted
Date of initial meeting with department	3/30/15	3/30/15
Final draft sent to the dean & committee	4/13/15	4/13/15
Report submitted to Program Review Team	4/13/15	4/13/15
Meeting with Review Team	4/10/15	4/10/15
Report submitted to Program Review co-chair	4/13/15	4/13/15

Staffing

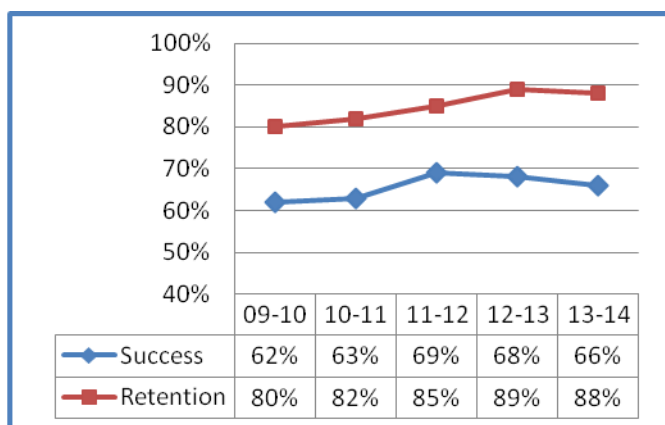
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers			
Faculty	4		9
Classified Staff			
Total	4	0	9

COMMUNICATION STUDIES 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	2,889	2,932	2,725	2,613	2,636
FTEF	17.80	17.80	17.00	17.00	17.40
WSCH per FTEF	479	490	478	475	455



Description:

The Communication Studies has a FTE load equivalent to 9 FTEF. However, our Communication Studies department functions with 4 FTF, and 9 adjunct faculty. The department offers a variety of 100 level Communication courses that meet General Education requirements. Our courses are taught in various learning environments, which include traditional face to face classes, various late start schedules, online hybrid, morning, mid-day, and evening classes.

Assessment:

- Between the academic years of F09 and S11, the department experienced approx. 3% growth.
- FTEF started to drop 2011-2012 due to budget cuts and class reductions across campus.
- Department maintains FTEF load of 9, but functions with 4 FTF and 9 adjunct faculty.
- Department WSCH per FTEF continued to increase each year, prior to budget cuts in 2011-2012.
- Department Retention for the past 5 years has experienced a steady increase, with the exception of a 1% drop in 13-14, which did not seem to be significant enough to be concerned.
- Department Success rates have increased 4% in the past 5 years.
- The AA-T in Communication Studies was recently State Approved in 2013, which has already resulted in 4 degrees awarded!**

Department Goals:

- The Communication Studies Department will continue to promote the recently State Approved AA-T in Communication Studies. The department will continue to monitor the number of degrees awarded.
- We look forward to continuing our partnership with Hunt Elementary, working with elementary students on acquiring public speaking skills.
- Continue to host our annual speech and debate tournament.

	09-10	10-11	11-12	12-13	13-14
Sections	92	91	85	85	87
% of online enrollment	13%	13%	12%	9%	12%
Degrees awarded*	N/A	N/A	N/A	N/A	4
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Challenges & Opportunities:

- ACCESS and STUDENT SUCCESS will be jeopardized if the Communication Studies Department continues to function with 4 FTF, and 9 adjunct faculty, but with an FTEF load equivalent to 9 FTEF.
- We are not capable of fully accommodating our students at peak offering times.
- Our department is committed to advertising the AA-T in Communication Studies, helping students succeed in their educational and career goals.

Action Plan:

The Communication Studies Department plans to continue to assess student needs regarding course offerings in order to continue serving our students to the best of our ability. We are moving toward a time of growth, and look forward to expanding our offerings. We will continue to distribute our Department Brochures to help inform students of our department offerings and our AA-T.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	<p>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</p>
Pattern of Service	The program's pattern of service is not related to the needs of students.	<p>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</p> <p>If warranted, plans or activities are in place to meet a broader range of needs.</p>

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	Program: Comm. St.	Campus-wide
Asian	5.3%	5.2%
African-American	19.7%	14.2%
Hispanic	56.2%	59.2%
Native American	0.8%	0.3%
Pacific Islander	0.9%	0.4%
White	15.5%	16.8%
Unknown	1.6%	3.9%
Female	62.4%	54.8%
Male	37.6%	45.1%
Disability	6.5%	5.7%
Age Min:	18	14
Age Max:	81	84
Age Mean:	28	29

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

According to the Demographics Table provided above, the Communication Studies Department population continues to demonstrate a clear reflection of the college's population, and the department does not foresee any serious areas of concern. The demographic measures utilized to compare the Communication Studies department with our campus population, appears to be on target. While San Bernardino Valley College serves various student ethnicities, the Communication Studies department has also demonstrated serving the same various ethnic groups represented on our campus. Our department seems to serve Hispanic (56.2%), African-American (19.7%), and White (15.5%) students most, which reflects the top three ethnic groups represented at San Bernardino Valley College (Hispanic 59.2%, White 16.8%, and African-American 14.2%). The Communication Studies department continues to serve females (62.4%) more than males (37.6%). However, this is a reflection of our student population at SBVC. Campus demographics indicate more females attending our college (54.8%) than males (45.1%). The average age of students enrolled in the Communication Studies department is also right on target with the campus age mean (COMMST 28) (SBVC 29).

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Communication Studies Department is mindful of providing access for all students without jeopardizing the integrity of our curriculum. The department is aware that all of our students are not able to attend traditional time blocks on campus, and as a department have made an effort to broaden our scheduling patterns. Thus, our curriculum is taught in various learning environments and offered at various times, which 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. Providing our students with an array of options creates more access to students who otherwise may not be able to enroll in our classes.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.

Student Learning Outcomes (SLOs)	<p>Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.</p>	<p>Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.</p>
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Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Our program 2013-2014 EMP provides various information regarding our departments Success and Retention rates, as well as Degrees awarded. Between the academic years of F09 and S11, the department experienced approx. 3% growth, which does not seem terrible considering we are recovering from past budget cuts, and beginning to work toward the department recovering some of the sections cut in the past few years. FTES started to drop 2011-2012 due to budget cuts and class reductions across campus. The Communication Studies department maintains FTEF load of 9, but functions with 4 FTF and 9 adjunct faculty. Our department WSCH per FTEF continued to increase each year, prior to budget cuts in 2011-2012. Department Retention for the past 5 years has experienced a steady increase, with the exception of a 1% drop in 13-14, which did not seem to be significant enough to be concerned. Retention rates have increased 8% in the past 5 years, and our department Success rates have increased 4% in the past 5 years. The AA-T in Communication Studies was recently State Approved in 2013, which has already resulted in 4 degrees awarded!

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

It is critical that our students leave our Institution acquiring effective communication skills, a key component in today's workforce. According to Job Outlook 2014, National Association of Colleges and Employers: The ability to verbally communicate with people inside and outside the organization was one of the most important candidate skills/qualities employers look for. Microsoft News Center also posted 10/15/13 an article "New Study Reveals Most Important Skills for Students", which reported skills students will need for the top 60 high growth, high-wage occupations that will account for 11.5 million new hires and 28% of job growth by 2020. It was no surprise to find that oral and written communication skills ranked #1. The Speech department emphasizes the development of the skills and techniques essential for effective oral communication skills, a prerequisite for both occupational and personal success. Our students have the opportunity to acquire these skills through the various courses offered within our department. The Communication Studies Department also meets one of the "Golden Four" CSU requirements. One of the "Golden Four" requirements is the A1 requirement- Oral Communication, and can only be met through the Communication Studies department.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. (INSERT SLO COURSE GRID)

See [Strategic Goal 2.11](#)

Course	General Ed	Not Assessed	Assessed	Ongoing	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	F12	S13	F13	S14	F14	S15	F15	Note
COMMST 100	CSU		X	X				X									X	X	X			
COMMST 100H	CSU		X	X				X									X	X	X			*Note sure why one box is orange?
COMMST 111	CSU		X	X					X								X	X	X			
COMMST 125	CSU		X	X					X								X	X	X			
COMMST 135	CSU /UC		X	X				X									X	X	X			
COMMST 140	CSU		X	X								X					X	X	X			
COMMST 174	CSU /UC		X	X				X									X	X	X			
COMMST 176	CSU /UC		X	X				X									X	X	X			
Totals:	8		8	8				5		2			1				7	8	8			

SLO Dialogue focused on: COMMST 111: Interpersonal Communication

The Communication Studies Department realized that it was difficult to assess one of the SLOs originally developed for COMMST 111. As a result, the department held a meeting to review the COMMST 111 SLOs, and decided to change one. The department meeting MINUTES have been included below, capturing some of the dialogue that took place.

Communication Studies Department meeting MINUTES			
11-20-2013		2:00-3:00	North Hall 344
Meeting called by	Leticia Hector		
Type of meeting	Department meeting: Reevaluating SLOs, focusing on COMMST 111: Interpersonal Communication		
Facilitator	Leticia Hector		
Note taker	Susan Mattson		
Timekeeper	Susan Mattson		
Attendees	Leticia Hector, Susan Mattson, Diane Alblinger, Renee Orton, Carl Christman, and Doris Selva		
COMMST 111: SLO #1			
Discussion	The department discussed the current SLO's on record and how to assess. Instructors discussed various assignments that could satisfy the SLO. Students who receive a 70% or higher on the designated assignment will be considered as hitting the requirement for the SLO.		
Conclusions	SLO #1 will remain the same. All faculty members in the department will assess using their own paper assignments.		
Action Items		Person Responsible	Deadline
		All COMMST faculty	Each semester
COMMST 111: SLO #2			
Discussion	Faculty discussed SLO #2. The group concluded that the SLO was vague and needed revision. The department decided the SLO needed to include E-H from the course outline of record. The group rewrote the SLO to include more specific concepts that we will be assessing.		
Conclusions	The new SLO includes more specific components from the course outline of record.		
	The new SLO #2 is: Students will demonstrate their understanding of the influence of personal variables such as self-concept, perception, emotions, conflict, climates, culture, and gender that impacts their communication behavior by developing and delivering an effective presentation.		

The department is looking forward to continuing the ongoing collection of data each semester, and conducting a full assessment of SLOs every three years.

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). **(INSERT MAPPING GRID & RECENT PROGRAM EVAL. INFORMATION)**

See [Strategic Goal 2.11](#)

Communication Studies AA-T	Students will demonstrate their understanding of various forms of human communication evaluated by written or oral assessments.	Students will demonstrate their ability to assess situations and identify the appropriate communication skills to utilize according to the context they are in, which will be evaluated by written or objective assessments.
COMMST 100/100H	X	X
List A (6 units)		
COMMST 111	X	X
COMMST 125	X	X
COMMST 140	X	X
List B (6 units)		
COMMST 135	X	X
COMMST 174	X	X
ENG 102/102H	X	X
List C (3 units)		
COMMST 176	X	X
ENG 122	X	X
ENG 151	X	
PSYCH 100/100H		X
SOC 100/100H		X

Communication Studies AA-T Degree				
#	Program SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate their understanding of various forms of human communication evaluated by written or oral assessments.	572	506	88.46%
2	Students will demonstrate their ability to assess situations and identify the appropriate communication skills to utilize according to the context they are in, which will be evaluated by written or objective assessments.	1410	1075	76.24%
The Communication Studies AA-T Degree was established in 2013.				

Program SLO Summary Evaluation Form

Division: Arts and Humanities

Program: **Communication Studies AA-T**

Semester Evaluated: **Spring 2015**

Next Evaluation: **Spring 2016**

Program Learning Outcome	<p>1. Students will demonstrate their understanding of various forms of human communication evaluated by written or oral assessments.</p> <p>2. Students will demonstrate their ability to assess situations and identify the appropriate communication skills to utilize according to the context they are in, which will be evaluated by written or objective assessments.</p>
Program SLO Assessment Methodology	Program Curriculum Mapping
Criteria – What is “good enough”? Rubric	Align courses to program level outcomes. Assess and evaluate alignment to determine if curriculum, SLOs or PLOs need rewritten. Determine future assessment methodology for PLOs.
What % of students met the criteria? Is this % satisfactory?	n/a
Were trends evident in the outcomes? Are there learning gaps?	Courses are well aligned with PLOs and create a good foundation for future assessment. Students will gain experience that applies to both PLOs regardless of course selection for the Communication Studies AA-T degree.
What content, structure, strategies might improve outcomes?	Nothing is indicated at this time. Degree has been available for two years and Department is gathering longitudinal data. Department will reevaluate if new content, structure, or strategies might improve SLOs after program is evaluated using longitudinal data.
Will you change evaluation and/or assessment method and or criteria?	Future evaluations methodologies will include in-depth analysis of SLO/PLO data.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p><input checked="" type="checkbox"/> Campus meetings with Adjunct Faculty: Department Chair meets with Adjunct Faculty during Adjunct Orientations, and reviews SLOs and PLOs. (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p>

Will you rewrite the Program SLO?	Not at this time. Department will reevaluate PLOs after data based assessment.
Response to program outcome evaluation and assessment?	None at this time <input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services Requests for model building materials and equipment

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below (**INSERT CORE COMPETENCY GRID**). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See [Strategic Goal 2.11](#)

	San Bernardino Valley College Department: Speech COMMUNICATION STUDIES For each course, use an x to identify the core competencies that are given a major emphasis and are measured.	SPEECH 100	SPEECH 100H	SPEECH 110	SPEECH 111	SPEECH 120	SPEECH 125	SPEECH 130	SPEECH 135	SPEECH 140	SPEECH 174	SPEECH 176	SPEECH 222	SPEECH 222	SPEECH 222
Commun.	1.1 Read and retain information				X	X		X	X		X	X			
	1.2 Write clearly														
	1.3 Speak clearly	X	X	X	X	X		X		X					X
	1.4 Employ vocabulary of the subject studied			X	X	X		X	X		X	X	X		
	1.5 Demonstrate active listening skills	X	X		X					X			X	X	X
Info Comp	2.1 Find and interpret information	X	X				X	X	X	X		X	X	X	X
	2.2 Evaluate authority and bias of information						X								
	2.3 Utilize technology to organize and present information														
	2.4 Demonstrate working knowledge of basic computer function														
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic														
	3.2 Locate, evaluate and select evidence to support or discredit an argument						X								
	3.3 Construct a persuasive argument						X								

	3.4 Apply learned knowledge to new situations								X						
	3.5 Apply principles of scientific reasoning to solve problems														
	3.6 Defend a logical hypothesis to explain observed phenomenon														
Ethics	4.1 Accept responsibility for own actions														
	4.2 Demonstrate respect for a diversity of ideas and the rights of others														
	4.3 Exhibit personal, professional and academic honesty														
	4.4 Display behavior consistent with ethical standards w/in a discipline														
	4.5 Apply lessons from the past to ethical issues faced in the present														
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas														
	4.7 Assume civic, political or social responsibilities														
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses	X	X												
	5.2 Recognize own biases and values											X			
	5.3 Recognize own learning style														
	5.4 Give and receive constructive feedback	X	X	X											X
	5.5 Develop time management skills														
	5.6 Set goals for educational, personal and professional development														
	5.7 Set goals to create balance in personal and professional life														
	5.8 Evaluate diverse artistic works														
	5.9 Demonstrate creative thought through original expression			X		X								X	
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions														
	6.2 Work effectively in group settings									X					
	6.3 Utilize conflict resolution skills									X					
	6.4 Demonstrate knowledge of and respect for other cultures										X				
	6.5 Demonstrate knowledge of and respect for one's own culture														

This grid was completed many years ago. Our department name has since changed to Communication Studies, and the following courses have been deleted and removed from our campus catalog (SPEECH 110, 120, 130, 222, and 910). The changes mentioned will need to be updated with the Instruction Office.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The mission of the Communication Studies Department is to continue offering courses that are designed to foster practical communication skills. The department emphasizes the development of the skills and techniques essential for effective oral communication skills, a prerequisite for both occupational and personal success. The department offers a variety of 100 level courses in Communication Studies that meet General Education requirements. The Communication Studies Department also meets one of the "Golden Four" CSU requirements. One of the "Golden Four" requirements is the A1 requirement-Oral Communication, and can only be met through the Communication Studies department.

How does this purpose relate to the college mission?

The mission of our college is to "provide quality education and services that supports a diverse community of learners". The Communication Studies Department supports our campus mission, through preparing our students for occupational and personal success through developing their communication skills. The department offers a curriculum that meets the CSU and UC transfer requirements.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTE and WSCH per FTE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Nothing additional to add. All of the analysis and explanation of the productivity data and narrative in the EMP Summary was provided in part II.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from CurricUNET.

The Content Review Summary from CurricUNET indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

The curriculum within the Communication Studies department is current, and reflected in the content review summary below.

Arts & Humanities				
Communication Studies				
	Course	Status	Last Content Review	Next Review Date
	COMMST100 Elements of Public Speaking	Active	05/02/2011	05/02/2017
	COMMST100H Elements of Public Speaking - Honors	Active	05/02/2011	05/02/2017
	COMMST111 Interpersonal Communication	Active	05/02/2011	05/02/2017
	COMMST125 Critical Thinking Through Argumentation and Debate	Active	05/02/2011	05/02/2017
	COMMST135 Mass Media and Society	Active	05/02/2011	05/02/2017
	COMMST140 Small Group Communication	Active	03/14/2011	03/14/2017
	COMMST174 Intercultural Communication	Active	05/02/2011	05/02/2017
	COMMST176 Gender Differences in Communication	Active	05/02/2011	05/02/2017

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
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NONE		
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Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All of the courses offered by the Communication Studies department are articulated with CSU/UC.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information in the college catalog is accurate. All of the courses listed are currently offered in the Communication Studies Department.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	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.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Our campus seems to be experiencing various enrollment patterns. Our Department has recognized that once we think we have figured out the enrollment trends for our department, they change. For example, the State was recently experiencing serious Budget issue, which impacted the number of sections we as a department had to offer our students. Thus, our

Department has recognized the need to always be mindful of the needs of our students at “that moment” and maintain flexibility in the blocks we offer our courses semester to semester, as well as which course to offer in a time of section cuts. With the budget issue improving, we are looking forward to slowly expanding our offerings, and providing our students with even more options to select from. Another trend within our department has been the growth among our online offerings. We continue to offer on average of six sections every semester, and have expanded our online offering in the summer, to include 3 sections. As we continue to have a demand for online courses, it will be essential that our department stay current with the technology and attending professional development workshops in regards to this topic. With technology constantly evolving, maintaining currency will play a major role in our department offering an optimal level of service among our online sections.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

A recent accomplishment, the Communication Studies Department is proud of, is the recently developed and State Approved Communication Studies AA-T. The department committed to launching the Communication Studies AA-T, going through the curriculum process, as soon as it learned about the benefits students gain from earning an AA-T or AS-T.

The Associate in Arts for Transfer (AA-T) in Communication Studies provides opportunities for students through the Student Transfer Achievement Reform Act (SB 1440). ***The law states that students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the specified program requirements.*** This degree encourages student to examine and evaluate human communication across and within various contexts for the purpose of increasing communication competence.

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) ***guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California community college.*** The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. ***Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.***

We will continue to promote our AA-T in Communication Studies, and continue to monitor the number of degrees awarded.

The Communication Studies Department is also proud of the partnership recently created with Hunt Elementary. It has been a positive experience, reaching out to one of our local elementary schools, exposing 4th and 5th grade students to public speaking.

It has been a pleasure educating our youth about the importance of acquiring effective communication skills.

The department also looks forward to continue hosting our annual Speech and Debate Tournament every Fall and Spring semester.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

ACCESS and STUDENT SUCCESS will be jeopardized if the Communication Studies Department continues to function with 4 FTF, and 9 adjunct faculty, but with an FTEF load equivalent to 9 FTEF. We are not capable of fully accommodating our students at peak offering times. Our department is committed to continue advertising the AA-T in Communication Studies, helping students succeed in their educational and career goals.

V: Questions Related to Strategic Initiative:

Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Communication Studies department recognizes the need to offer courses online, providing more access to students who otherwise may not be able to enroll in our classes. Our percentage of online enrollment has averaged at 12%, even with class reductions. We have continued to expand our online offerings in Summer and offer an additional hybrid course.

	09-10	10-11	11-12	12-13	13-14
Sections	92	91	85	85	87
% of online enrollment	13%	13%	12%	9%	12%

The Communication Studies Department currently consists of four full time faculty. All four full-time faculty members currently teach at least one course online providing a supportive climate among colleagues. In regards to partnerships, we collaborate with the Speech Department at Crafton Hills on two major projects. One project is hosted in the Fall, and the other in the Spring. In the Fall, the San Bernardino Valley College Communication Studies Department hosts an Annual Speech Tournament between currently enrolled public speaking students at Valley College and Crafton Hills. Students are given the opportunity to deliver their Informative Speech in a more competitive environment. Fall 2014, we had just over 30 students participate between Valley College and Crafton Hills. We have hosted this event for over 12 years. In the Spring, our Communication Studies Department offers students currently enrolled in Argumentation and Debate (COMMST 125) the opportunity to participate in a Debate Tournament, hosted by our department. We will be hosting our 3rd annual debate tournament in May. One of our full time faculty members (Jay Danley) has also organized and worked closely with our graduation student speaker for over the past 15 years. As a result, the student speeches at graduation have been a success. Our department has also recently partnered with Hunt Elementary in San Bernardino. For the past 3 years, we have had the opportunity to work with 4th and 5th grade students, developing their oral communication skills. We look forward to continuing our partnership with Hunt Elementary, working with elementary school students on acquiring public speaking skills.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Previous efficacy report did not indicate any areas of Does Not Meet.