

**Institutional Program Review—2018-2019**  
**Program Efficacy Phase: Instruction**  
**DUE: Monday, March 18, 2019 by NOON**

**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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops:**  
**Friday, February 22 from 9:30 to 11:00 a.m. in NH-222**  
**Friday, March 1 from 9:30 to 11:00 a.m. in B-204**

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at [pferri@sbccd.cc.ca.us](mailto:pferri@sbccd.cc.ca.us) and Wallace Johnson at [wjohnson@sbccd.cc.ca.us](mailto:wjohnson@sbccd.cc.ca.us)) by **NOON on Monday, March 18, 2019.**

**SUBMISSION FORMAT:**

- 1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) Do NOT change the file name**

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

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at [cgabriel@sbccd.cc.ca.us](mailto:cgabriel@sbccd.cc.ca.us) by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php>

## Program Efficacy

2018 – 2019

**Program Being Evaluated**

**Communication Studies** (Speech)

**Name of Division**

**Arts & Humanities**

**Name of Person Preparing this Report**

**Leticia Hector**

**Extension**

**8618**

**Names of Department Members Consulted**

**Diane Ablinger, Jay Danley, Suzie Mattson**

**Names of Reviewers**

**Keynasia Buffong, Michael Mayne, Kenny Melancon**

<b>Work Flow</b>	<b>Date Submitted</b>
Initial meeting with department	3/4/19
Meeting with Program Review Team	n/a Consulted with Co-Chair of Accreditation Committee - Dr. Celia Huston regarding SLO data.
Report submitted to Program Review co-chair(s) & Dean	by <b>NOON on March 18</b>

**Staffing**

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

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-time, Contract</b>	<b>Number adjunct, short-term, hourly</b>
Managers	<b>0</b>	<b>0</b>	<b>0</b>
Faculty	<b>4</b>	<b>10</b>	<b>0</b>
Classified Staff	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>4</b>	<b>10</b>	<b>0</b>

**PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2018**

**Part I: Questions Related to Strategic Initiative: Increase Access**

**Goal: SBVC will improve the application, registration, and enrollment procedures for all students.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Demographics</b>	The program <b><u>does not provide</u></b> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <b><u>provides an analysis</u></b> of the demographic data and provides an interpretation in response to any identified variance.  The program <b><u>discusses the plans or activities</u></b> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <b><u>demonstrates a need</u></b> for increased resources.
<b>Pattern of Service</b>	The program's pattern of service is <b><u>not related to the needs of students.</u></b>	The <b><u>program provides</u></b> evidence that the pattern of service or instruction meets student needs.  The program <b><u>discusses the plans or activities</u></b> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <b><u>demonstrates that the pattern of service needs to be extended.</u></b>

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

Demographics – 2015-16 to 2017-18 Academic Years		
<b>Demographic Measure</b>	<b>Program: Communication Studies</b>	<b>Campus-wide</b>
Asian	5.4%	4.8%
African-American	17.0%	12.4%
Hispanic	65.1%	65.3%
Native American	0.5%	0.2%
Pacific Islander	0.4%	0.2%
White	10.9%	13.2%
Unknown	0.7%	3.9%
Female	61.1%	57.5%

Male	38.9%	42.5%
Disability	1.6%	5.4%
Age 19 or Less	5.3%	22.5%
Age 20 to 24	48.6%	34.7%
Age 25 to 29	23.6%	17.7%
Age 30 to 34	8.9%	9.3%
Age 35 to 39	5.1%	5.5%
Age 40 to 49	4.8%	6.2%
Age 50+	3.6%	4.1%

**Demographics:**

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

**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 (65.1%), African-American (17%), and White (10.9%) students most, which reflects the top three ethnic groups represented at San Bernardino Valley College (Hispanic 65.3%, White 13.2%, and African-American 12.4%).**

**The Communication Studies department continues to serve females (61.1%) more than males (38.9%). However, this is a reflection of our student population at SBVC. Campus demographics indicate more females attending our college (57.5%) than males (42.5%). However, we would like to highlight the gap of males being served through the Communication Studies department compared to our campus population has been reduced since our last efficacy report.**

<b>Demographics – Academic Years 2015-16 to 2017-18</b>			
<b>Demographic Measure</b>	<b>Program: Communication Studies</b>	<b>Campus-wide</b>	<b>COMMST Difference</b>
Male	38.90%	42.50%	-3.60%
<b>Demographics - Academic Years - 2011-12 to 2013-14</b>			
<b>Demographic Measure</b>	<b>Program: Communication Studies</b>	<b>Campus-wide</b>	
Male	37.60%	45.10%	-7.50%

**Our last department efficacy report only reported the average age served by our department and our college. However, this time we have been provided with a specific age break down. The**

largest age population of students enrolled in Communication Studies courses is between 20-24, which is the largest age population our institution serves. We did observe that the next largest age population our institution serves is age 19 or less. While our department seems to serve 5.3% of that population, we feel it is likely due to a couple of factors. First, all of the courses offered within the Communication Studies department are all 100 level course. Second, we feel an even stronger factor may be the fact that just over 50% of our sections offered every semester are strictly Public Speaking classes (COMMST 100). The fact that public speaking is a very common phobia among Americans and believed to affect approximately 75% of our population, may influence our younger population currently in high school or just graduated from high school to put our classes off longer than our older population of students. The younger population reach us eventually, just perhaps not the first year. Otherwise, our department seems to be on target with reaching the general demographics of our institution.

**Pattern of Service:**

Describe how 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 continue to offer an array of 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 a variety 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: Promote Student Success**

**Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.**

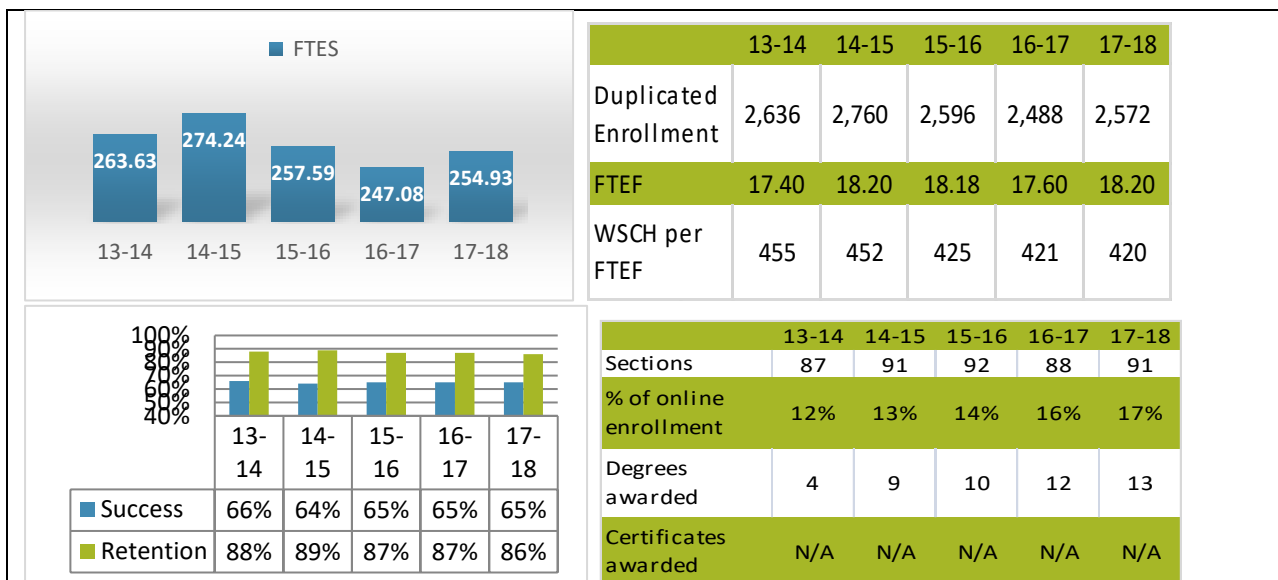
SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
<b>Data/Analysis demonstrating achievement of instructional or service success</b>	Program <b><u>does not provide an adequate analysis</u></b> of the data provided with respect to relevant program data.	Program <b><u>provides an analysis</u></b> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <b><u>uses the achievement data</u></b> in concrete planning and <b><u>demonstrates</u></b> that it is prepared for growth.
<b>Service Area Outcomes and/or Student Learning</b>	Program <b><u>has not demonstrated</u></b> that it is continuously assessing Service Area Outcomes	Program <b><u>has demonstrated</u></b> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u>	In addition to the meets criteria, the program <b><u>demonstrates that it has fully incorporated Service</u></b>

<b>Outcomes and/or Program Level Outcomes</b>	(SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b>missing or incomplete</b> .	Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	<b><u>Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u></b>
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**Student Success:**

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 that address Success & Retention and Degrees and Certificates Awarded”)



Our program 2017-2018 EMP provides us with information regarding our departments Success and Retention rates, as well as Degrees awarded. Department maintains FTEF load of 9, but functions with 4 FTF and 10 adjunct faculty. Department FTES increased between 13-14 and 14-15, which is why the department maintained approximately the same number of course offerings 15-16. However, the department noticed a drop in productivity and after re-evaluating the following year (16-17), decided to reduce number of sections offered to meet the current needs of our students, which explains the decrease in FTES in 16-17. However, the department recognized the need to begin expanding our offerings 17-18. As a result, increasing sections, serving more students, demonstrating growth and increasing our FTES in 17-18. WSCH per FTEF remained consistent with the previous year. Department SUCCESS and RETENTION rates continue to remain consistent with our college average (SBVC success 66% and retention 89%). It must be noted that our

department productivity rate will never reach the general campus goal because of our class caps. Our class caps have been set according to pedagogical factors that influence the success of our students in the course. Approximately 85% of our course offerings have a cap of 30 rather than 35, largely due to the multiple presentations required in those courses.

As a result of our steady increase in % of online enrollment, we have continued to increase our online offerings to continue to meet the needs of our students. The department is pleased with the steady number of AA-T degrees awarded, tripling in the past five years.

**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.**

**A survey reported in Education Week (8/28/18) indicated that oral communication skills were ranked the #1 job skill that executives and hiring managers identified as very important in new hires.**

**Microsoft News Center also 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 Communication Studies 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.**

**Our college mission statement includes preparing our students for transfer to four-year universities. The Communication Studies AA-T provides students who plan to complete a bachelor's degree in a similar major at a CSU campus guaranteed admission to the CSU system. All of the courses offered within the department have been articulated to transfer to CSU and UC, as well as Associate Degree Applicable.**

**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.**

**Aside from the Communication Studies department contributing to the success of our students obtaining their goals to earn a job, Associate Degree, or transfer to a four-year institute, the department also contributes to the well-being of our community. Our campus mission statement also mentions improving the quality of life in the Inland Empire and beyond. Research continues to support that personal communication is**

essential for our well-being. Communication is so important that its presence or absence affects our physical health. All of the communication courses we offer explore the importance of communication and how to adapt our communication to various contexts. Thus, improving our communication skills can improve all aspects of our lives, impacting the greater good of our community.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at [chuston@valley.edu](mailto:chuston@valley.edu) if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

**Student Learning Outcomes:**

**Course SLOs/SAOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

**To demonstrate our program is continuously assessing Course Student Learning Outcomes, we have included a chart summarizing the ongoing assessment taking place, and being submitted by faculty at the end of every semester or summer term session.**

**The Communication Studies department has identified specific assessment methods and criteria to assess each SLO for each Communication Studies course.**

**The department wanted to identify if at least 70% of our students were passing the assessment specific to each SLO identified, and if more than 70% of our students were meeting each SLO.**

	SLO COURSE SUMMARY REPORT		Last 3 years (2014-2015 to 2017-2018)
<b>COMMST 100</b>			
SLO#	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	2653	2234	84.21%
2	2593	2087	80.49%
<b>COMMST 100H</b>			
SLO#	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	110	95	86.36%
2	106	88	83.02%
3	105	80	76.19%
<b>COMMST 111</b>			



SLO#	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	1513	1292	85.39%
2	1481	1349	91.09%
<b>COMMST 125</b>			
SLO#	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	477	427	89.52%
2	477	414	86.79%
<b>COMMST 135</b>			
SLO#	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	224	173	77.23%
2	211	160	75.83%
3	208	161	77.40%
<b>COMMST 140</b>			
SLO#	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	167	158	94.61%
2	164	156	95.12%
<b>COMMST 174</b>			
SLO#	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	228	195	85.53%
2	224	197	87.95%
<b>COMMST 176</b>			
SLO#	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	254	246	96.85%
2	234	232	99.15%

<b>COURSE TYPE SLO SUMMARY REPORT</b>	
<b>Last 3 years (2014-2015 to 2017-2018)</b>	
<b>% of Students who Met SLOs</b>	
<b>Honors Courses</b>	<b>85%</b>
<b>Online Courses</b>	<b>82%</b>
<b>All Courses</b>	<b>86%</b>

With the help of Dr. Celia Huston, we were able to disaggregate the SLO data, and were pleased with our findings. As you can see, over 80% of our students are meeting the Student Learning outcomes identified for each course. The percentage of students meeting our SLOs seem consistent among the various course offerings (Honors, online, and all combined). The department believes the current SLOs reflect the objectives identified in our Course Outline of Records, and seem to be met by most of our students (well over 70%). While the Communication Studies department recognizes COMMST 135 exceeds our department expectations (above 70% considered “good enough”), we recognized the percentage of students meeting SLOs in that particular course were a bit lower than the rest of our courses. The department has discussed what might be different about that course, and reviewed the reflections offered by faculty teaching the class. We noticed most of the feedback provided had to do with the ability to write. It seems that course may have a stronger emphasis on writing, which students seem to be struggling with. The department discussed if we should be considering an English class as a pre-requisite or offer more writing resources during the course of the class. The department concluded that a pre-requisite would not be appropriate. As noted, over 75% of our students are still meeting our SLOs in that course. The department decided it would be more appropriate to share more resources available on campus that could assist in the ability to write papers. This particular course is only offered online, so we discussed posting more information in CANVAS regarding our online writing center services, and possibly making it mandatory that the service be used as part of the writing assignments. We also discussed that this may all be improved with the latest AB705 initiative. We may find more of our students completing ENGL 101 prior to entering our courses, impacting success rates. Our department plans to continue to evaluate and assess our course student learning outcomes.

**Program Level Outcomes:**

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

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

We have mapped how each course listed as an option in our Communication Studies AA-T Degree meet the Program Learning Outcomes. We continue to make sure the courses required in our degree are offered on a regular basis, allowing student to complete the degree in two years, as intended.

Communication Studies AA-T Degree Program SLO Statement (Last 3 years: 2014-2015 to 2017-2018)	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
Students will demonstrate their understanding of various forms of human communication evaluated by written or oral assessments.	18261	15485	84.80%
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.	30194	24984	82.74%

*(The Communication Studies AA-T Degree was established in 2013)*

You will note in our last Program SLO summary Evaluation form below that we were pleased to see that The program SLO data shared in the above chart indicate both program learning outcomes were met by over 80% of our students. The department is also pleased to note in our current EMP report that the number of degrees awarded has more than tripled in the past five years.

## Program SLO Summary Evaluation Form

Division: Arts and Humanities

Program: **Communication Studies AA-T**

Semester Evaluated: **Fall 2018**

Next Evaluation: **Fall 2022**

Program Learning Outcome	<p><b>1. Students will demonstrate their understanding of various forms of human communication evaluated by written or oral assessments.</b></p> <p><b>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.</b></p>
Program SLO Assessment Methodology	<b>Program Curriculum Mapping</b>
Criteria – What is “good enough”?  Rubric	<b>Align courses to program level outcomes. The Department wants to assess the percentage of students who are meeting the program learning outcomes, and would be satisfied with 70% or higher.</b>
What % of students met the criteria? Is this % satisfactory?	<b>The program SLO data shared in the above chart indicate both program learning outcomes were met by over 80% of our students.</b>
Were trends evident in the outcomes?  Are there learning gaps?	<b>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.</b>
What content, structure, strategies might improve outcomes?	<b>The % of PLOs met are well over what the Communication Studies department would consider “good enough”, and are pleased with the success demonstrated in the past 5 years, since the AA-T was introduced. The Communication Studies department will continue to evaluate the PLOs to ensure they continue to be met.</b>
Will you change evaluation and/or assessment method and or criteria?	<b>Not at this time.</b>
Evidence of Dialogue  (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p>E-mail Discussion with FT Faculty Adjunct Faculty Date(s):  XDepartment Meeting Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p>

	<p><b>1/12/18 and 8/10/18. The department met following the division meeting on opening day.</b></p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p><b>X</b> Campus meetings with Adjunct Faculty: <b>Department Chair meets with Adjunct Faculty during Adjunct Orientations, and includes SLOs and PLOs on the agenda. 1/11/17 and 8/9/18 adjunct orientation agendas attached.</b>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs)</p>
Will you rewrite the Program SLO?	<b>Not at this time.</b>
Response to program outcome evaluation and assessment?	<p><b>None at this time</b></p> <p><input type="checkbox"/> Professional Development   <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action   <input type="checkbox"/> Requests for resources and/or services</p> <p>Requests for model building materials and equipment</p>

The Communication Studies department recently participated in mapping our course SLOs to our campus Institutional Learning Outcomes (ILOs). First, we reviewed the SLO Rubric approved by our local Academic Senate, providing us guidelines for writing effective SLOs. We confirmed that our course SLOs were current and relevant. We then reviewed the full definitions of each ILO to assist us in aligning each of our SLOs with one or all of the ILOs. Through this process, we found it interesting to see the many connections our SLOs have with our institutions ILOs. We agreed that all of our SLOs met every ILO, with the exception of “Quantitative Skills”. The department concluded that based on the definition provided for that particular ILO, only two of our courses aligned with it.

**Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate**

**Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Communication</b>	The program <b>does not identify</b> data that demonstrates communication with college and community.	The program <b>identifies</b> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <b>demonstrates</b> the ability to communicate more widely and effectively, <b>describes</b> plans for extending communication, and provides data or research that <b>demonstrates</b> the need for additional resources.

<b>Culture &amp; Climate</b>	The program <b>does not identify</b> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <b>identifies and describes</b> its impact on culture and climate. Program <b>addresses</b> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <b>demonstrates</b> the need for additional resources.
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Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

**The Communication Studies Department communicates its services, goals, and achievements to the campus and to the Community in many ways. We continue to maintain our Department Brochure, which provides contact information to faculty members in the department, briefly describes the importance of acquiring effective communication skills, providing a list of all the courses offered-including a brief description, and of course providing information about our Communication Studies AA-T Degree. We have these available in our personal offices, division office, and distribute them during WELCOME day.**

**Faculty have delivered a presentation to local High School Counselors during a Conference hosted by our SBVC Counseling Department. Introducing local High School Counselors to the Communication Studies AA-T Degree, and distributing our program brochure, and contact information.**

**The Department participated in Careers Galore (May 2018): Co-sponsored by SBVC and Arrowhead United Way-Woman United. The Communication Studies Department was a part of a panel, speaking to young women about the importance of education, and careers related to Communication Studies.**

**The Communication Studies Department hosts an Annual Speech Tournament & Debate Tournament – These two events provide students currently enrolled in COMMST 100 (Public Speaking) and COMMST 125 (Argumentation and Debate) another venue to practice the skills they are learning in their class. The department emails the campus, advertising the events, and encouraging faculty to attend and share with students to attend. These two events expose other students, not enrolled in our classes to some of the skills they would learn about acquiring when taking our courses. The Speech Tournament is hosted every Fall and the Debate Tournament is hosted every Spring.**

**The Department hosts the Debate Tournament during Humanities Day. Although, Humanities Day has recently become a month long celebration. So, we schedule the Debate Tournament during that celebration.**

**Recently (Fall, 2018), the Department acquired a list of students who declared Communication Studies as a major. The students identified on the list were emailed, introducing the Department Chair, Leticia Hector, and encouraging them to reach out with any questions. Through that process a number of students responded inquiring more about the major, and allowing us the opportunity to make sure they were aware of our Communication Studies AA-T, and/or find out they have changed the direction of their major.**

Most recently, we have updated our department webpage. Suzie Mattson has taken the lead as a FT faculty member in the department, creating our program webpage, and ensuring that the information provided (FT and PT faculty list, curriculum offered, AA-T Degree information, and Annual Tournament information) remains current. As changes/updates are needed, the department works with her to make revisions. Students also have a link provided to request information about the program. The emails are sent directly to the department chair.

Describe how your program seeks to enhance the culture and climate of the college.

**Part II: Questions Related to Strategic Initiative: Promote Student Success-under Supplemental Data, we shared that aside from the Communication Studies department contributing to the success of our students obtaining their goals to earn a job, Associate Degree, or transfer to a four-year institute, the department also contributes to the well-being of our community. Our campus mission statement mentions improving the quality of life in the Inland Empire and beyond. Research continues to support that personal communication is essential for our well-being. Communication is so important that its presence or absence affects our physical health. All of the communication courses we offer explore the importance of communication and how to adapt our communication to various contexts.**

The Tournaments we offer annually allows our students enrolled in COMMST 100 (Public Speaking) or COMMST 125 (Argumentation and Debate) an opportunity to build confidence speaking in public (beyond the classroom environment), and voice their opinions, validating them with evidence. Because most Americans fear speaking in public, it is through these venues, and the opportunity to further develop communication skills that we begin to develop leaders on our campus and community.

The more our students understand how to communicate more effectively, the more they are capable of asserting themselves, minimize misunderstandings, reduce unnecessary conflict, reduce stress, etc. Thus, improving the communication skills of our students will not only improve all aspects of their lives, but enhance our culture and climate of the college.

Describe one or more external/internal partnerships.

**The Communication Studies Department has partnered with various initiatives on and off campus.**

**For example:**

- **Zero Textbook Cost (ZTC) is one of the Open Educational Resources (OER) Initiatives to improve teaching, learning and accessibility for all learners at California Higher Education Institutions. When this initiative was introduced on our campus, departments were recruited to commit a certain number of sections to utilize OER. Our department supported the concept of removing textbook cost to our students, but committed only a couple of sections to explore with how to implement this initiative within our classes. ZTC eliminates conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources. After exploring and understanding the initiative further, currently (Spring 2019), 47% of our sections are designated ZTC.**

- As indicated earlier, a presentation was delivered to local High School Counselors during a Conference hosted by our SBVC Counseling Department. Introducing High School Counselors to the Communication Studies AA-T Degree, and distributing our program brochure, and contact information.
- Partnered with the Arrowhead United Way during their outreach project: Careers Galore: Co-sponsored by SBVC and Arrowhead United Way-Woman United. The Communication Studies Department was a part of a panel, speaking to young women about the importance of education, and careers related to Communication Studies.
- Faculty in our department have partnered with the First Year Experience (FYE) Program. This program is designed to successfully transition first year students into college. Our Department has delivered a listening workshop for new student mentors.
- The Communication Studies Department has incorporated Supplemental Instruction (SI) Tutor-for COMMST 100 (Public Speaking). Faculty were invited Fall 2018 to participate in the modified Supplemental Instruction Across the Disciplines program. This program allows a department to choose one or two tutors who have successfully completed our classes to tutor our students and/or the students of our colleagues in our department. I (Leticia Hector) have taken the lead on this partnership, to explore how it works. I am responsible for working with our tutor to schedule times so that our tutor will be able to serve as many students as possible.

What plans does your program have to further implement any of these initiatives?

- The Communication Studies department plans to expand the number of course sections designated as ZTC.
- We plan to assess how this semester (Spring 2019) worked out with an SI assigned to 4 sections of COMMST 100: Public Speaking classes. After evaluating the feedback from students and evaluating if it seemed to improve the success rate of students in the classroom, discuss the appropriateness of expanding this opportunity to more courses or sections within the department.
- The Communication Studies Department will continue to look for opportunities to partner with organizations or initiatives internally or externally.

#### IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)



	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Professional Development</b>	The program <b><u>does not identify</u></b> currency in professional development activities.	Program <b><u>identifies current avenues</u></b> for professional development.	In addition to the meets criteria, the program shows that professional development has <b><u>impacted/expanded</u></b> the program and <b><u>demonstrates</u></b> that the program is positioning itself for growth.

**Professional Development:**

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

**Members of the Communication Studies Department maintain currency within our discipline by subscribing to the following journals: Human Communication, Communication Research, Communication Quarterly, and Argumentation and Advocacy. This allows us to share current research with our students in class, and remain current ourselves regarding the latest research in our field.**

**We have also had members of the department attend various workshops/presentations, which impact the classroom, such as:**

- **AB 705 Presentation by ASCCC Curriculum Chair, hosted at SBVC.**
- **Attended a workshop at SBVC regarding “Making Documents Accessible” for online classes.**
- **CANVAS workshops**
- **Attend Great Teachers Retreat**

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

**We have a member of the department that has served as a member of the following State Academic Senate Committees:**

**ASCCC Curriculum Committee Member (2017-2018)-focused on curriculum updates, and preparing for the Curriculum Institute.**

**ASCCC Online Committee Member (2018-2019)-For example we were charged with creating/conducting surveys regarding Speech and Science Labs being offered online. We were trying to identify how discipline experts felt about offering such courses completely online, and identify best practices among those that do offer such courses completely online. For years, these are the two areas that have struggled to offer the courses online, creating a roadblock for some areas to offer a complete online degree option.**

**ASCCC OEI Steering Committee: Faculty representative on this group (2018-2019) - The purpose of the committee is to advise and make recommendations to the OEI project staff on the implementation of the OEI Grant for the California Community Colleges.**

**Having a member of the department serve in this capacity, not only meets professional development, but allows us to have a heads up on curriculum updates (traditional or online) insuring we are one step ahead of new regulations, policies, or initiatives which may impact our program and most importantly our students.**

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

- **Faculty in the Communication Studies Department have delivered various communication workshops for faculty during Flex Days.**
- **Submitted (March, 2018) a co-authored State Academic Senate Rostrum Article: The Importance of Major Preparation. This article was in response to Resolution Number: 09.04: Ensuring Availability of Major Preparation.**
- **Faculty have also attended the Curriculum Institute for the past five years (Summer 2013, 2014, 2015, 2016, 2018), with the exception of 2017. Faculty have also presented on the following topics during the following Curriculum Institutes:**
  - Training Curriculum Committees: Efficiency and Standards (Summer 2015)**
  - Curriculum Q&A (Summer 2015)**
  - Instructional Design and Innovation (Summer 2016)**
  - Pre-Session: New/Newer Curriculum Chair (Summer 2018)**
  - Curriculum Specialists Roles and Responsibilities: Common Themes, Resources, Successes (Summer 2018)**
  - Local Curriculum Approval Processes (Summer 2018)**
  - Conflict Resolution in Curriculum (Summer 2018)**
  - Nothing Lasts Forever, Effective Succession Planning (Summer 2018)**

**Having faculty within our department engage in professional growth opportunities such as the ones mentioned above, allow us to have more access to information earlier on. It also allows us the opportunity to network while attending these conferences, and workshops.**

**For example, while participating in developing the online survey for faculty teaching communication courses online, that require oral presentations, we were able to ask or recommend questions our own department had. We currently only offer our COMMST 100 (Public Speaking) class completely face to face, or in an online Hybrid format, where the speeches are delivered in person. Being a part of this process has opened our eyes to how many departments have found a way to offer the course completely online, giving our department more to consider pedagogically.**

## V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

**Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Mission/ Statement of Purpose</b>	The program <b>does not have</b> a mission/ statement of purpose, or it <b>does not clearly link</b> with the institutional mission.	The program <b>has</b> a mission/statement of purpose, and it <b>links</b> clearly with the institutional mission.	
<b>Productivity</b>	The data <b>does not show</b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <b>shows</b> the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
<b>Relevance, Currency, Articulation</b>	The program <b>does not provide</b> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.  <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program <b>provides</b> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses <b>have been articulated</b> or transfer with UC/CSU, or <b>plans are in place</b> to articulate appropriate courses.	In addition to the meets criteria, the program <b>discusses plans</b> to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
<b>Challenges</b>	The program <b>does not incorporate</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning that demonstrate the need for expansion.

### Mission and Purpose:

*San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.*

What is the mission statement or purpose 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 mission or purpose relate to the college mission?

**The Communication Studies Department supports our campus mission, through preparing our students for occupational and personal success through developing their communication skills.**

**As indicated in Part II: Questions Related to Strategic Initiative: Promote Student Success: SUPPLEMENTAL DATA section, we shared how our program aligns with our campus mission. The Communication Studies department emphasizes the development of the skills and techniques essential for effective oral communication skills. Our students have the opportunity to acquire these skills through the various courses offered within our department.**

**Our college mission statement includes preparing our students for transfer to four-year universities. The Communication Studies AA-T provides students who plan to complete a bachelor’s degree in a similar major at a CSU campus guaranteed admission to the CSU system. All of the courses offered within the department have been articulated to transfer to CSU and UC, as well as Associate Degree Applicable.**

**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.**

**Aside from the Communication Studies department contributing to the success of our students obtaining their goals to earn a job, Associate Degree, or transfer to a four-year institute, the department also contributes to the well-being of our community.**

**Our campus mission statement also mentions improving the quality of life in the Inland Empire and beyond. Research continues to support that personal communication is essential for our well-being. Communication is so important that its presence or absence affects our physical health. All of the communication courses we offer explore the importance of communication and how to adapt our communication to various contexts. Thus, improving our communication skills can improve all aspects of our lives, impacting the greater good of our community.**

### Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTEs; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

**As already noted in Part II: Questions Related to Strategic Initiative: Promote Student Success: Our department productivity rate will never reach the general campus goal because of our class caps. Our class caps have been set according to pedagogical factors that influence the success of our students in the course. Approximately 85% of our course offerings have a cap of 30 rather than 35, largely due to the multiple presentations required in those courses. The length of presentations required would not allow us to listen to more than 30 students.**

### Relevance and Currency, Articulation of Curriculum:

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, ([mcopel@valleycollege.edu](mailto:mcopel@valleycollege.edu)) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)) for updated information.

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

<b>Arts &amp; Humanities</b>				
<b>Communication Studies</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	COMMST 100 Elements of Public Speaking	Active	11/21/2016	11/21/2022
	COMMST 100H Elements of Public Speaking - Honors	Active	11/21/2016	11/21/2022
	COMMST 111 Interpersonal Communication	Active	03/07/2016	03/07/2022
	COMMST 125 Critical Thinking Through Argumentation and Debate	Active	09/26/2016	09/26/2022
	COMMST 135 Mass Media and Society	Active	03/07/2016	03/07/2022
	COMMST 140 Small Group Communication	Active	03/07/2016	03/07/2022
	COMMST 174 Intercultural Communication	Active	05/09/2016	05/09/2022
	COMMST 176 Gender Differences in Communication	Active	11/21/2016	11/21/2022

### Articulation and Transfer

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

**N/A**

**All of our Communication Studies Courses transfer to CSU and UC, and are Associate Degree Applicable.**

**Currency**

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

**All mentions of our area in the catalog are accurate.**

If any courses are no longer offered, list them here. (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?

Follow the link below and review the last college catalog data.  
<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)).

**All Communication Studies courses listed in our campus catalog or CurricUNET are currently being offered.**

**Challenges:**

Referencing the narratives in the EMP summary, 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?

**The number one challenge we continue to face, is the need for more FTF. We continue to look forward to expanding our program. However, this goal will remain difficult to achieve as long as we continue to function with 4 FTF. We indicated in our EMP summary, that ACCESS and STUDENT SUCCESS may be jeopardized if the Communication Studies Department continues to function with 4 FTF, and 10 adjunct faculty, but with a FTEF load of 9.**

**The Communication Studies Department is concerned about being able to maintain student success with only 4 FTF while having load for 9. We continue to experience a challenge staffing all of the sections offered. We continue losing adjunct faculty to FT jobs, and it is making it difficult for us to staff our classes. This shortage is not unique**

to SBVC. Many surrounding Communication Studies Departments have contacted us, looking for adjunct faculty, including our sister school CHC.

The only way to address our shortage of FTF, is to continue to advocate for another FTF position for our department. The Communication Studies Department will continue to submit a FACULTY NEEDS ASSESSMENT APPLICATION every year, until the position gets prioritized higher, and funded by the college.

Due to the shortage of FTF and room availability, we also struggle to fully accommodate our students at peak offering times. One way we are addressing this issue is through expanding our online offerings, as indicated in our EMP summary report.

	13-14	14-15	15-16	16-17	17-18
Sections	87	91	92	88	91
% of online enrollment	12%	13%	14%	16%	17%
Degrees awarded	4	9	10	12	13
Certificates awarded	N/A	N/A	N/A	N/A	N/A

We have also evaluated classroom efficiency. Our department has been assigned three classrooms, so our department has evaluated the term of classes offered, to ensure we don't have a class sitting empty half the semester. So we have made sure to coordinate the length of our short term courses in a way to maximize our classroom use, and meet the needs of our students.

**VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities**

**Goal:** SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Facilities</b>	The program <b><u>does not provide an evaluation</u></b> that addresses the sustainability of the physical environment for its programs.	Program <b><u>provides an evaluation</u></b> of the physical environment for its programs and <b><u>presents evidence</u></b> to support the evaluation.	In addition to the meets criteria, the program has <b><u>developed a plan</u></b> for obtaining or utilizing additional facilities for program growth.

**Facilities:**

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

**Our department is low maintenance. The classrooms we have been allocated are safe, we have access to the technology we need to instruct our class, meeting the needs of our class and students. The only issue we face, as mentioned above, is lack of classroom space during peak times.**

## **VII: Previous Does Not Meets Categories**

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

### **Spring 2015 Full Efficacy Review**

**Productivity:** 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.

**Response:**

**This has been addressed in Part II: Questions Related to Strategic Initiative: Promote Student Success:**

**Department FTES increased between 13-14 and 14-15, which is why the department maintained approximately the same number of course offerings 15-16. However, the department noticed a drop in productivity and after re-evaluating the following year (16-17), decided to reduce number of sections offered to meet the current needs of our students, which explains the decrease in FTES in 16-17. However, the department recognized the need to begin expanding our offerings 17-18. As a result, increasing sections, serving more students, demonstrating growth and increasing our FTES in 17-18. WSCH per FTEF remained consistent with the previous year.**

**Again, it must be noted that our department productivity rate will never reach the general campus goal because of our class caps. Our class caps have been set according to pedagogical factors that influence the success of our students in the course. Approximately 85% of our course offering have a cap of 30 rather than 35, largely due to the multiple presentations required in those courses.**

**Accomplishments:** 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.

**Response:**

**We are no longer partnering with Hunt Elementary School. Unfortunately, we are unable to continue to commit to the after school hours at this time. However, you can refer to Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate, where it indicates the various internal and external partnerships we have made.**

**The Speech and Debate Tournaments are incorporated in our planning, by intentionally hosting the events during opposite semesters (Speech Tournament Fall semester and Debate Tournament Spring semester), to ensure the two events don't compete with each other since they both take place at the end of the semester. The department identifies the date of the event prior to the start of each semester, so it can be shared with all FT and PT faculty in the department, allowing them time to incorporate the event in their class syllabus/calendar. The sooner our students are made aware of the event/date/time, the more likely they will be available to attend. Both Tournaments also take place toward the end of each semester, to ensure certain assignments have been completed, allowing students currently enrolled in the class to participate.**

**The Communication Studies AA-T Degree also impacts our planning of course offerings. You can refer to Part II: Questions Related to Strategic Initiative: Promote Student Success-PLO section. We have mapped how each course listed as an option in our Communication Studies AA-T Degree meet the Program Learning Outcomes. We continue to make sure, as schedules are created that the courses required in our degree are offered on a regular basis, allowing students to complete the degree in two years, as intended.**

**Weaknesses/Challenges:** 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.

**Response:**

**Please refer to section V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability-Challenges.**