

2019-2020 Program Review



CAN Program Review (Instructional) - Communication Studies (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)

Lead Contact Person: Jessica Kaven

Writing Team: N/A

Executive Summary

0. Executive Summary: Communication is fundamental to all human endeavors. The study of communication examines the ways humans use communication to shape identity and ideas. Graduates of this major transfer with both an understanding of key communication theories as well as demonstrated proficiency in communication skills. Communication Studies majors explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities.

The Communication Studies Department is one of nine departments in the Social Sciences (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). The Communication Studies (COMM) department offers two degrees: AA or AA-T. Both degrees have the same core and selective requirements:

CORE REQUIREMENTS: 9 UNITS

Public Speaking (3 Credits in COMM 110)

Intercultural Communication (3 Credits in COMM 150)

Introduction to Communication Studies (3 Credits in COMM 180)

SELECTIVE REQUIREMENTS: 9 UNITS

Selective Units: Group A: 6 Units

6 Credits in COMM 127 or 130 or 140

Selective Units: Group B: 3 Units

3 Credits in ANTH 110 or ENGL 110 or PSYC 100 or SOCI 100

The COMM department offers all six courses within one academic year, with three of those courses being offered in the summer (two core, one selective): COMM 110, COMM 130 and COMM 150. The three other courses, COMM 127, COMM 140 and COMM 180 are offered once a year, with COMM 127 typically offered in the Fall and the two others every Spring. An honors dual-CRN option of COMM 110 is offered both Fall and Spring. The consistent course offerings allow students to complete the Communication Studies degree requirements within one academic year. Currently, COMM 150 has been offered face-to-face and fully online throughout the academic year, including summer session, and is the only online non-oral communication course offered in the district at the time.

In the Spring of 2014, Cañada was 1 of 3 campuses approved to participate in a state-wide pilot program with the CSU Chancellor's Office in determining which courses at California Community Colleges may be applied to Area 1 (Oral Communication) of the GE Breadth transfer curriculum fully online. Starting Fall 2014, Cañada offered the first and only Public Speaking (COMM 110) course in the state fully online (the two other campuses approved offer COMM 130 & 140). As of Fall 2018, with the help from our program, the CSU permits all oral communication courses to be offered fully online. Currently, in addition to the face-to-face options, COMM 110 is offered as a fully online course during the Fall and Spring semesters.

One of the strengths of the Communication Studies department is its strong enrollment numbers. The program's census

headcount has steadily increased from Fall 2014 to Spring 2019 despite decreased enrollment college-wide. In the 2012/13 academic year the headcount was 700, and in 2018/19 enrollment was 984, a 39 percent increase over several academic years. From 2014/15 to 2018/19, enrollment increased from 964 to 984, a 2 percent increase. Although the increase in enrollment is small, it is significant to note considering the college experienced a decrease in enrollment.

The total number of full time equivalent students enrolled at first census (or FTES) has also increased from 70.89 in 2012/13 to 98.8 in 2018-19, a 28 percent increase. As for load, all COMM courses have an enrollment cap of 35 students. Therefore, the maximum load for the COMM department is 525. Since 2014, the department load was high, exceeding 500. In 2016/17 and 2017-18, the department had its highest loads at 531 and 522, respectively. In addition, the department's productivity is high. In fact, since 2015/16, the COMM department's fill rates have been over 90%. Despite the department only having one full-time faculty member since 2011, the FTEF has been over 5 since 2014/15, and in 2014/15 and 2018-19 it was 5.8 during both academic years.

Action plans for the department include: (1) The inclusion of the general analytic rubric for measuring student learning for oral communication assignments in all COMM courses is encouraged. This general analytic rubric has been tested for validity and reliability by 2-year and 4-year COMM faculty and could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning specific to oral communication over a period of time, (2) the department would like to offer all 6 courses in both fall and spring semesters to allow students, specifically majors, more flexibility in completing COMM courses in one semester, and (3) further examination of distance education courses specific to success and completion.

Program Context

1. Mission: COMMUNICATION STUDIES DEPARTMENT

Program Category: Transfer

Communication is fundamental to all human endeavors. The study of communication examines the ways humans use communication to shape identity and ideas. Graduates of this major will transfer with both an understanding of key communication theories as well as demonstrated proficiency in communication skills. Communication studies majors will explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities.

CAÑADA COLLEGE'S SOCIAL SCIENCES

The Communication Studies Department is one of 9 departments in the Social Sciences. Below you will find the mission, vision and values of the program.

Mission:

The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:

Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective. Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our

society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

- Nurturing new generations of social scientists;
- Fostering innovative research;
- Mobilizing necessary knowledge on important public issues.

2. Articulation: No known changes.

3. Community & Labor Needs: No known changes.

Looking Back

4. Curricular Changes: The Communication Studies Department is one of nine departments in the Social Sciences (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). The Communication Studies (COMM) Department offers two degrees: AA or AA-T. Both degrees have the same core and selective requirements:

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In the Spring of 2014, Cañada was 1 of 3 campuses approved to participate in a state-wide pilot program with the CSU Chancellor's Office in determining which courses at California Community Colleges may be applied to Area 1 (Oral Communication) of the GE Breadth transfer curriculum fully online. Starting Fall 2014, Cañada offered the first and only Public Speaking (COMM 110) course in the state fully online (the two other campuses approved offer COMM 130 & 140). As of Fall 2018, with the help from our program, the CSU permits all oral communication courses to be offered fully online. Currently, in addition to the face-to-face options, COMM 110 is offered as a fully online course during the Fall and Spring semesters.

A long-term goal of the department is to offer all degree related courses within one semester. Given that the department was only offering two/three course options in Fall 2011 and now we have six, the department is clearly growing at an exciting pace.

Please see the general yearly course cycle.

Fall Semester:

- COMM 110 w/honors (f2f & online)
- COMM 127
- COMM 130
- COMM 150 (f2f & online)

Spring Semester:

- COMM 110 w/honors (f2f & online)
- COMM 130

- COMM 140
- COMM 150 (f2f & online)
- COMM 180

Summer:

- COMM 110 (f2f &/or online)
- COMM 130
- COMM 150 (f2f &/or online)

5A. Progress Report - IPC Feedback: Per IPC's feedback, the following recommendations were selected and/or discussed within the "recommendations" box:

- Executive summary: Summary of opportunities/challenges

This was provided. This was an error by the reviewers.

- Question 1: Program Context/Mission: How does the mission align with the college's mission?

This was not part of the question and therefore was not provided.

- Question 6A: Impact of Resource Applications: Could a grant help you purchase iPads for the program? Include resource requests under objectives in TracDat.

No, there are currently no grants available for social sciences that reflect the needs of the COMM department, which is different from CTE, STEM, etc.

Resource requests will be completed via the objectives in TracDat. Due to the software switch from SPOL to TracDat, the objectives didn't properly transfer, which is why the objectives were missing from the objective section. They were, however, included in a different section.

- Question 8B: Completion: Success Online: What changes can be made to bring up the 60% success rate in online classes?

No recommended changes at the classroom level. As a college, the following changes could be made: improved online tutoring access for all subjects, more training opportunities for students, workshops on how to succeed in online courses.

- Question 11: Program Planning: Missing objectives in TracDat.

This review was pasted in TracDat from SPOL, our old software. Therefore, this is why the objective section is missing. They will be included in this year's review.

5B. Progress Report - Prior Action Plans: All text below the bulleted information is the summary of progress made on the strategic action plans identified in the last program review.

- The inclusion of the PRCA-24 pre- and post-test, the valid nationally used Communication Studies instrument, in all COMM courses is encouraged. This survey could provide meaningful information regarding the efficacy of the program not only semester-to-semester, or from year-to-year, but over time. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning over a period of time.

Because the department has several years of results from the PRCA-24 pre-and post-tests that were never analyzed, the department decided to stop administering the test. Instead, for oral presentations, the department uses a general analytic rubric. The rubric follows The National Communication Association's oral communication standards and was tested for validity and reliability. The rubric was also developed in collaboration with community college and 4-year university faculty. The rubric is now used as a primary general assessment tool for the COMM department.

- One course will be taught online in Spring 2014 and two courses were approved as hybrid options, Public Speaking and Interpersonal Communication. Further examination of distance education courses in Communication Studies is needed.

The last review highlighted a low online/hybrid success rate of 60%. During 2017-18 and 2018-19, the success rates were 70.2%, a 10.2% increase. However, a 70.2% success rate is still lower than the college's success average of 73% for online/hybrid courses. Additional information is needed on whether improved college-wide resources were implemented as no significant changes were made within the COMM department.

- The COMM department offers two courses fully online: Public Speaking (COMM 110) and Intercultural Communication (COMM 150). For many years, Cañada College was the only community college in the state offering COMM 110 fully online (participated in a state-wide pilot). As of Fall 2018 all oral communication courses, such as COMM 110, were approved by the

CSU's to be offered fully online without restriction. Because the COMM department offers 4 oral communication courses, a future goal is get DE approval for all COMM courses.

During the Fall 2019 semester, all 6 COMM courses were submitted for course modifications as part of the 5-year cycle. All courses were submitted along with DE addenda. Therefore, upon approval by the Curriculum Committee, all COMM courses could be offered full online starting as early as Spring 2020.

- Continue to link course-level SLOs and assessments to the PLOs.

The Social Science Program encourages each of the nine departments to align the course-level SLOs with the three SS PLOs. The COMM has done this and will continue to do so.

6A. Impact of Resource Applications: Communication Studies is one of nine disciplines within the Social Science program at the college. Most of the disciplines only have one full-time faculty, which includes the COMM department. There are many challenges to only having one full-time faculty surrounding maintaining the efficacy of the department through program review, developing/maintaining department curriculum, adjunct faculty evaluations, etc. All of the aforementioned responsibilities are not shared and contributes heavily to overall workload challenges.

We have a continued need for a Social Science Coordinator. As of Fall 2019, the Social Science coordinator received an increase in release time. It is essential that this position continue to receive a minimum of FTE .2 in order to complete the job and core duties set forth.

6B. Impact of Staffing Changes: N/A

Current State of the Program

7. Enrollment Trends: One of the strengths of the Communication Studies department is its strong enrollment numbers. The program's census headcount has steadily increased from Fall 2014 to Spring 2019 despite decreased enrollment college-wide. In the 2012/13 academic year the headcount was 700, and in 2018/19 enrollment was 984, a 39 percent increase over several academic years. From 2014/15 to 2018/19, enrollment increased from 964 to 984, a 2 percent increase. Although the increase in enrollment is small, it is significant to note considering the college experienced a decrease in enrollment.

The total number of full time equivalent students enrolled at first census (or FTES) has also increased from 70.89 in 2012/13 to 98.8 in 2018-19, a 28 percent increase. As for load, all COMM courses have an enrollment cap of 35 students. Therefore, the maximum load for the COMM department is 525. Since 2014, the department load was high, exceeding 500. In 2016/17 and 2017-18, the department had its highest loads at 531 and 522, respectively. In addition, the department's productivity is high. In fact, since 2015/16, the COMM department's fill rates have been over 90%. Despite the department only having one full-time faculty member since 2011, the FTEF has been over 5 since 2014/15, and in 2014/15 and 2018-19 it was 5.8 during both academic years.

Specific to the program's productivity data specific enrollments and pattern of course offerings, no changes are recommended as the program is thriving.

8-A. Access & Completion: Per the College's Equity Supplement data, the COMM department has two program access equity gaps:

- (1) -3.9% for "Not Disabled" students. Currently, it will take 31 non-disabled students to close the gap.
- (2) -8.2% student identifying as not being "low income". Currently, it will take 46 students who do not qualify as low-income to close the gap.

In summary, the performance gaps needing to be closed are to serve more non-disabled and students who do not qualify for low-income. From my understanding, neither of the aforementioned gaps are related to improving outcomes for the COMM program as they are outside of the department's purview. The department has no recommendations as to how the college can help address these gaps or if it is necessary to close them. At this time, no recommended changes can be made.

8-B. Completion - Success Online: Per the "Course Success and Retention by DE vs Non DE" data table, there were gaps in success between online/hybrid and non-online courses. As the number of hybrid/online course offerings increased, the success in those courses have been low but have steadily increased. In the last program review, the COMM department's online/hybrid success rate was 60%. During 2017-18 and 2018-19, the success rate was 70.2%, a 10.2% increase. However, a 70.2% success rate is still lower than the college's success average of 73% for online/hybrid courses. Additional information is needed on whether improved college-wide resources were implemented as no significant changes were made within the COMM department other than it experiences increased enrollment.

For example, in Fall 2014, the headcount in COMM online courses was 69 as compared to 109 in Spring 2019, a 58% increase. Over the course of the same semesters, the success rates were 49.3% and 68.8%, respectively, an increase of 40%. When

compared to the College's average during the same two semesters, the COMM department now exceeds expectations as it relates to online success rates.

When compared to face-to-face classes, in Fall 2014 the enrollment was 316 as compared to 302 in Spring 2019, a 4% decrease. Over the course of the same semester, the success rates were 80% and 83.4%, respectively. When compared to the college averages for both semesters of 70.6 and 75.8%, respectively, the COMM department's face-to-face classes are not only higher than the courses offered online, but they exceed the college's averages.

Although the department's online headcount is still much lower than the face-to-face course offerings, the success rate of the online classes is still considerably lower. When compared to the college-wide success rates of online students, the COMM department unfortunately closely reflects the college's low average. Therefore, the low success rates of online students is not only a departmental challenge, but one that exists college-wide.

9A. SLO Assessment - Compliance: All active courses are being systematically assessed over a 3-year period. Currently, the COMM department is up-to-date with its identified 3-year assessment. Over the past two academic years, COMM 110, 127, 130, and 140 were assessed. For the 2019/20 academic year, the department chose to focus on COMM 150 and COMM 180. All course CORs were updated during Fall 2019, which includes the SLOs. Due to changes to the SLOs, the departments next 3-year cycle (the term ends this academic year), may results in a change to the sequence of when the courses are assessed. Additionally, the same or altering SLOs could be assessed moving forward. Further department discussions need to occur. As for dialogue, the department participated in many discussions related to student learning (e.g., interdepartmental discussions via division and program meetings).

9B. SLO Assessment - Impact: Over the years, many conversations have occurred in the COMM department regarding the assessment of student learning in the classroom. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning. With the increase in online offerings in the department, further analysis on learning via distance education will be an assessment priority as well.

10. PLO Assessment: The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2018-2019 assessment period the Social Science faculty examined the PLO "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 2018-2019 assessment period 76 papers and exams were assessed. 92% (70/76) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Produce evidence-based arguments" was 1.43 which is similar to the previous program review assessment period. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated continued improvement in random sampling. During the previous assessment period faculty discussed difficulty in identifying social science theories that the writing assignments were targeting. This concern was not addressed during the 2018-2019 assessment period as that PLO was not examined. Faculty will address this specific concern during the next assessment period. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other,

which was viewed as refreshing given the diversity of the social sciences program.

Looking Ahead

11. Program Planning: Currently, the COMM department has strong enrollment with a breadth of course offerings, which includes several online courses, one being an oral communication course made available due to the participation of the CSU online pilot program. Therefore, there were no proposed areas of improvement identified in the program review. However, there is one request that could further improve the program: access to student emails who are designated COMM majors, provided yearly.

Because Argumentation and Debate (COMM 127), Group Communication (COMM 140) and Introduction to Communication Studies (COMM 180) are only offered once a year, it is recommended to monitor enrollment patterns for each of the courses. COMM 110 and COMM 130 are currently the most commonly scheduled courses, however, examining enrollment data over time could help us determine if COMM 127, 140 and 180 can be offered more often. In the future, the department would like to offer all 6 courses in both fall and spring semesters to allow students, specifically majors, more flexibility in completing COMM courses.

Action plans for the department include: (1) The inclusion of the general analytic rubric for measuring student learning for oral communication assignments in all COMM courses is encouraged. This general analytic rubric has been tested for validity and reliability by 2-year and 4-year COMM faculty and could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning specific to oral communication over a period of time, (2) the department would like to offer all 6 courses in both fall and spring semesters to allow students, specifically majors, more flexibility in completing COMM courses in one semester, and (3) further examination of distance education courses specific to success and completion.

The Social Scientists are committed to continuing to making the links between course SLOs and assessments to PLOs. The Social Scientists believe it is important to emphasize direct methods of measuring PLOs within each course. The continued commitment to funding a Social Sciences Coordinator will help with this.

Program Review Narrative Status: Complete

Objective: Student emails for COMM majors

Access to student emails who are designated COMM majors, provided yearly.

Objective Status: 2 - Continuing (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025

Estimated Start Date: 01/13/2020

Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

| |
|--|
| 2019-2020 - Student emails for COMM majors (Active) |
| Who's Responsible for Completing this Action Plan?: PRIE Office |

| |
|---|
| 2019-2020 - Improve communication with majors (Active) |
| Who's Responsible for Completing this Action Plan?: Department faculty |

Objective: Access to COMM Journals

Currently the college does not have access to Communication Studies journals, which limits research opportunities for our students.

Objective Status: 1 - New (PR)

CAN Program Review (Instructional) - Communication Studies (Odd Year)

Objective Year: 2019-2020

Estimated Start Date: 08/17/2020

Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - Access to COMM journals (Active)

Who's Responsible for Completing this Action Plan?: College librarians

Resource Requests

Subscription to Journal of Communication, Human Communication Research, Communication Theory & Communication Culture & Critique: online only access. - Currently the college does not have access to journals in the field of communication. Per the assistance with the college librarians, the following quote was provided: 1. 2020 Institutional subscription of \$1918 per year (print and online: \$2300/year). <https://academic.oup.com/joc/subscribe>

Status: New Request - Active

Type of Resource: Subscriptions or Memberships

Cost: 1918

One-Time or Recurring Cost?: Recurring Cost

Division/Department Priority: High Priority

Objective: Distance education online proctoring service

College and/or district-wide commitment to providing distance education online proctoring service, such as Proctorio.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 08/17/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2019-2020 - Provide distance education online proctoring services to our students and faculty. (Active)

Who's Responsible for Completing this Action Plan?: College/district decision

Resource Requests

Distance education online proctoring service - memberships are expensive, but necessary. College and/or district membership needed.

Status: New Request - Active

Type of Resource: Subscriptions or Memberships

Cost: 50000

CAN Program Review (Instructional) - Communication Studies (Odd Year)

One-Time or Recurring Cost?: Recurring Cost
Division/Department Priority: High Priority

Objective: Department Improvement

Three areas for strength and growth.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - (1) The inclusion of the general analytic rubric for measuring student learning for oral communication assignments in all COMM courses is encouraged. This general analytic rubric has been tested for validity and reliability by 2-year and 4-year COMM faculty and could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning specific to oral communication over a period of time (Active)

Who's Responsible for Completing this Action Plan?: Department faculty

2019-2020 - (2) the department would like to offer all 6 courses in both fall and spring semesters to allow students, specifically majors, more flexibility in completing COMM courses in one semester (Active)

Who's Responsible for Completing this Action Plan?: Department faculty and division dean

2019-2020 - (3) further examination of distance education courses specific to success and completion. (Active)

Who's Responsible for Completing this Action Plan?: PRIE, department faculty