

Annual Instructional Program Review Template for 2011-2012  
**Introduction to The Program Review Process for Instructional Programs**

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address fivecore areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

**Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate incomprehensivereview, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website:<http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

Annual Instructional Program Review Template for 2011-2012

<b>Basic Program Information</b>
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Department Name: Communication Studies

Program Mission(s): The Communications Studies Department offers a broad spectrum of course options and special programs designed to meet the academic, interpersonal and career goals of Foothill College students. Our program enables students to improve their oral, interpersonal, intercultural and professional communication skills crucial for personal growth, critical thinking, confidence building, leadership skills and marketability in the workplace. Our program prepares students for the pursuit of advanced degrees in Communication Studies and for careers that require expertise in communication, such as medicine, public relations, advertising, teaching, law and radio and television broadcasting.

Program review team:

Name	Department	Position
Carol Josselyn	Communication Studies	Full-time Instructor
Preston Ni	Communication Studies	Full-time Instructor
Shawn Townes	Communication Studies	Full-time Instructor
Lauren Velasco	Communication Studies	Full-time Instructor

Programs\*covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Communication Studies	A.A.	27

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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**Section 1. Data and Trend Analysis (draft work in progress)**

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Associate Degree in Communication	13	19	25	+92%
Note: Many Comm Majors are double majors, and their double major status is not included in Foothill's database upon graduation.				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Certificate of Proficiency	27 (est.)	30 (est.)	35 (est.)	+30% 2008-11 (est.)

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	1,529	1,890	2,234	+46% 2008-11
Productivity (Goal: 546)	403	503	433	+7.5% 2008-11
Success	88%	83%	83%	- 6% 2008-11
Full-time FTEF	2.9	3.3	4.2	+45% 2008-11
Part-time FTEF	4.0	3.8	4.9	+23% 2008-11
Full-time Staff	4	4	4	No change
Part-time Staff	4	4	5	+25% 2008-11

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
See Attached Program Review Data on Course Enrollment Trends	See Attached Program Review Data on Course Enrollment Trends	See Attached Program Review Data on Course Enrollment Trends		See Attached Program Review Data on Course Enrollment Trends	See Attached Program Review Data on Course Enrollment Trends		See Attached Program Review Data on Course Enrollment Trends	See Attached Program Review Data on Course Enrollment Trends	

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1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

*Enrollment and class sizes have steadily increased from 1,225 students in 2006-07 to 1,539 in 2008-09 to 2,234 students in 2010-11. The challenge is to serve the increasing number of students who wish to enroll in our classes while keeping the class size manageable for the delivery of student presentations and providing sufficient dedicated classroom space to accommodate them. This positive trend in enrollment will most likely continue, as the Communication Studies Dept. enrolls an ever-increasing number of students for **transfer** and **workforce education** training in the coming years.*

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

- a. AA, AS, transcriptable certificates

*The estimated completion rate of Associate Degree has increased between 2008 and 2011. The actual number of completions is likely higher, since many Communication Studies majors are double majors, and their double major status is not record in Foothill's database upon graduation.*

- b. Local, non-State approved certificates

*The department offers two local non-transcriptable certificates. For the certificate of Specialization, students complete three Communication Studies courses with a minimum of 12 units. For the Certificate of Proficiency, students complete four courses with a minimum of 17 units.*

- c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

*Estimated completion rate of Certificate of Proficiency has increased as well. This certificate, which supports **workplace and occupational education**, is highly beneficial for students needing to obtain jobs and desiring higher salaries. According to a 2011 study by analysts at the Harvard Graduate School of Education, Communication is co-ranked as the #4 degree most suitable for "the world of work". According to a survey by consulting firm Challenger, Gray & Christmas, Communication is co-ranked as the #5 degree that can most attract employers.*

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

*UC and CSU have class size restrictions for many transferable Communication Studies courses in order to provide students with opportunities to deliver organized class presentations and receive critical feedback. To fulfill the **transfer mission** of the Communication Studies courses, enrollment needs to be kept below 30 (or below 25 for Public Speaking) to successfully articulate at UC and CSU. Complying with this requirement has the necessary effect of limiting productivity, but serves to support Foothill College's **transfer mission**.*

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4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

*Program Review Data on Course Enrollment Trends shows significant increase in many course offerings, including +25% for Comm 1A Public Speaking, +23% for Comm 1AH Public Speaking Honors, +43% for Comm 1BH Argumentation and Debate Honors, +73% for Comm 2 Interpersonal Communication, and +94% for Comm 3 Fundamentals of Oral Communication. Enrollment in Comm 4 Group Discussion is stable. Slight declines of about 10% are recorded in Comm 10 Gender Communication and Comm 12 Intercultural Communication. Comm 55 Career Communication was introduced in 2010-2011 and no data exists as of yet for comparison. Overall, the course offerings of the Communication Studies Dept. remain robust, with the great majority of courses supporting the college missions of **transfer** and **workforce education**.*

5. Curriculum and SLOs

a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

*Our curriculum is current and reviewed for Title 5 Compliance. All aspects and elements of the program have received appropriate and timely reviews. All transferable courses in the Communication Studies Dept. have updated curriculum and most CORs were reviewed this past year. Some are currently going through the review process.*

b. Comment on program mapping and how it ties to the college Mission(s).

*The majority of Communication Studies courses are designed to meet the college missions of **transfer** and/or **workforce education**.*

c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

*The Communication Studies program stands alone in its critically important focus on oral, interpersonal, intercultural, and professional communication skills.*

d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

*We are actively working toward offering the Transfer Degree, a new program model in the state of California. Most of our Communication Studies courses are designed to meet the college missions of **transfer** and/or **workforce education**.*

e. Do all of the courses in your program have SLOs identified?

*Yes. All full-time faculty completed TracDat SLO training Fall 2011.*

a. Do all programs have program-level student learning outcomes?

*Yes. Two full-time Comm Studies faculty members completed PL-SLO training in Fall 2011.*

b. If not, what is your plan for completing these?

*N/A*

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3. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

*The Communication Studies Department supports, teaches and aspires to achieve the core vision, mission and values of the college include achievement of learning and success through basic. Our courses include written work and oral communication competence, and help students to work toward both basic and advanced educational goals.*

4. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

*The great majority of Communication Studies courses fulfill the college's **transfer mission**, with acceptance at UC, CSU, private colleges, and vocational (i.e. nursing) schools. These include Comm 1A, 1AH, 1B, 1BH, 2, 3, 4, 10, and 12, all of which are G.E.-applicable in Area V.*

5. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

*A number of popular Communication Studies courses fulfill the colleges' **labor/industry alignment core mission**, serving to help drive California's labor force and economic engine. Comm 2 Interpersonal Communication is a prerequisite to many nursing programs such as Samuel Merritt. Comm 55 Career and Leadership Communication in the Global Workplace is specifically designed to help students obtain jobs. Courses such as Comm 1A Public Speaking, Comm 1B Argumentation and Debate, Comm 10 Gender, Culture and Communication, and Comm 12 Intercultural Communication are frequently taken by aspiring and working professionals in order to enhance their ability to obtain a job or promotion, and seek higher salary. Overall, our program enables students to improve their oral, interpersonal, intercultural and professional communication skills crucial for personal growth, critical thinking, confidence building, leadership skills and marketability in the workplace, career preparation, lifelong learning and transfer which are vital to the prosperity of our local, state, national and global communities. According to a 2011 study by analysts at the Harvard Graduate School of Education, Communication is co-ranked as the #4 degree most suitable for "the world of work". According to a survey by consulting firm Challenger, Gray & Christmas, Communication is co-ranked as the #5 degree that can most attract employers.*

### Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

sent previously

**Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

*Students completing our program have a variety of individual goals: career enhancement to transfer within the major; transfer to another major after earning our degree. Our two course-level assessments are broadly comprehensive.*

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

*None.*

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

*In spite of the challenges inherent in quantifying the success of a non-sequential, qualitative program that serves a variety of needs of a diverse group of students, the CL-SLO's do reflect the knowledge, skills, and abilities that students need in order to succeed in our program.*

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

*It has given the department numerous opportunities for self-study and review. We have been able to confirm distinct goals and outcomes for the wide array of courses in our curriculum, as well as the high levels of success our students are obtaining in the courses.*

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

*Our program is non-sequential and multi-purposed, so the program-level assessments present some challenges. On the positive side, this provides us with an excellent opportunity for continual self-review. At present, our program is succeeding in providing critical learning outcomes for students with a variety of individual needs and goals.*

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

*Continued review of the program-level student learning outcomes ensures that changes to certificate/degree programs are made if needed.*

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

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Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1			
2			
3			

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The Communications Studies Department offers a broad spectrum of course options and special programs designed to meet the academic, interpersonal and career goals of Foothill College students. Our program enables students to improve their oral, interpersonal, intercultural and professional communication skills crucial for personal growth, critical thinking, confidence building, leadership skills and marketability in the workplace. Our program prepares students for the pursuit of advanced degrees in Communication Studies and for careers that require expertise in communication, such as medicine, public relations, advertising, teaching, law, web media, and television broadcasting.

The Communication Studies Department supports, teaches and aspires to achieve the core vision, mission and values of the college which are to provide students with excellent educational opportunities, achievement of learning and success through basic skills, transfer, and workforce education which are vital to the economy and prosperity of our local, state, national and global communities.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1. Expand delivery options of current curriculum.</b>	2009-2010	The department now offers courses in live, on-line, and on-line hybrid formats.	The on-line hybrid format of instructional delivery is going through continued modifications in accordance with state, college, and division policies.
<b>2. Create new courses &amp; reintroduce existing ones.</b>	2009-2010	Comm 55 Career and Leadership Communication in the	



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		<i>Global Workplace is re-introduced.</i>	
<b>3. Increase public relations efforts.</b>	<i>2009-2010</i>	<i>Communication Dept. website, communication instructor websites, department brochures and flyers updated on an on-going basis. Instructors also promote Communication programs and courses with current and former student populations.</i>	

3.3 New Goals: Goals can be multi-year

<b>1. Continue to introduce new courses.</b>	<i>2011-2012 and beyond.</i>	<i>Potential new courses: Comm. &amp; Culture of Hip/Hop, Health Comm. &amp; Mass Comm. Other potential new courses could include courses that fulfill the Critical Thinking transfer requirement (e.g. Rhetoric/Persuasion, Symbolic Interactionism, Argumentation and Advocacy, or Agitation &amp; Control/Social Movements) and a Research Methods and Design course that could fulfill the Written Communication transfer requirement. Possible introduction of Political Communication.</i>	<i>This goal supports the Foothill College Educational and Strategic Master Plan's core mission of student <b>transfer and workforce education.</b></i>
		<i>Design course that could fulfill the Written Communication transfer requirement. Possible introduction of Political Communication.</i>	

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**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program’s resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
Due to the current budget crisis, we have no new requests.			

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
None.			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
No changes are requested at this difficult budgetary time; continued B-budget and Forensics Team support. Continued conference/workshop funds. Continued library funding for communication journals, materials, and books.			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
Due to extensive budget crisis, no additional facilities/equipment requests beyond promised Measure C funds.			

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One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources(Lottery, Measure C, Basic Skills, Perkins, etc.)
No additional requests at this difficult budgetary time.			

**Section5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	<i>Five different Communication Studies courses satisfy the oral communication transfer requirement. The department offers courses in intercultural and gender communication. Units on diverse cultures are included in basic classes. Honors courses are available for advanced students. All courses have been distance learning approved.</i>	<i>The Comm Studies Program has an excellent reputation at a wide variety of top-caliber universities, regularly transferring degree-holding, certificate-bearing, and course-completing students to such schools as Stanford, USC, UC Berkeley, UCLA, San Jose State, San Francisco State, and others.</i>
<b>Weaknesses</b>	<i>Program is non-sequential and student success can be difficult to track by quantitative means. In an increasingly outcome-oriented environment, we are challenged to demonstrate the outstanding results we hear about and see everyday in the classroom.</i>	<i>Students are often intimidated by public speaking and other forms of oral communication, and postpone taking their one required communication studies course until the last quarter before graduation or transfer. This makes it difficult or impossible to attract the students to the program itself. We often hear from such students that they wish they had taken Comm Studies courses earlier in their Foothill program of study.</i>
<b>Opportunities</b>	<i>Our upcoming Comm Studies transfer degree will present new opportunities for the department and interested students.</i>	<i>Greater general understanding of the personal, academic, and professional importance of oral communication skills.</i>
<b>Threats</b>	<i>None.</i>	<i>None identified.</i>

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5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

*We anticipate greater enrollment challenges at the college in general, as students struggle to gain entrance into popular courses needed for their degrees. Regular, consistent, and extensive marketing of Communication Studies courses and programs by the college continue to attract graduating high school students and four year university students looking to take transfer courses, working professionals seeking professional development, and members of the community interested in life-long learning, but we struggle with finding a departmental solution to the larger college enrollment issues.*

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

*None.*

5.4 Address the concerns or recommendations that were made in prior program review cycles.

*N/A*

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

*Communication courses provide professional training and development for working professionals and college students entering the work force. The Communication Certificates offer focus on specific areas of professional development. COMM 1A Public speaking and 1B Argumentation and Persuasion facilitate leadership skills. COMM 2 Interpersonal Communication is a requirement for many nursing programs. COMM 10 Gender and Communication and COMM 12 Inter-Cultural Communication enhance sensitivity at the work place. COMM 55 Professional and Career Communication provide work place effectiveness skills. Communication courses prepare students for work place success, the development of leadership skills, cultural and gender sensitivity. The program teaches both theory and application, keeps current of the field, adapts to new learning technologies, and provides important, transferable work success skills. Strong communication skills are integral all human interaction, from interpersonal to intercultural to professional. This vibrant department continues to play a vital role in the lives of our students and the future of our community.*

### Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

**The Communication Department is excellent, and has superior instructors, both full and part time. This department awards more A.A. degrees and non-transcriptable certificates than any other in the Fine Arts & Communication Division. The 92% rise in A.A. degrees awarded from 2008-2011 is certainly notable. This program also features Foothill's award-winning Intercollegiate Speech & Debate Team, one of the most outstanding features of the Fine Arts & Communication Division. This program has made significant contributions to our workforce offerings with unique courses such as Career & Leadership Communication in the Global Marketplace.**

6.2 Areas of concern, if any:

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- **This department is, by design, unable to meet college productivity goals. Although there was an improvement in productivity of 7.4% over the period of this review, 433 is far below the goal of 547.**
- **One of the classrooms used by this program (1405) is inadequately equipped to meet the needs of a college class in 2012. The media system is on loan from ETS, and frequently is non-functional when instructors try to use it.**

### 6.3 Recommendations for improvement:

- **Develop more online course offerings to offset less productive on campus classes. This is an area where the department could make some innovative changes that can balance productivity.**
- **Offer fewer traditional classes in quarters that are historically lower enrolled until new online courses are available (Spring quarter is usually our smallest quarter).**
- **Room 1405 has been scheduled for a media upgrade in Summer 2012.**
- **Consider developing a Certificate of Achievement in addition to the current non-transcriptable certificates.**

### 6.4 Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

# Unit Assessment Report - Four Column

## Foothill College

### Program (FA-COMM) - Communication Studies AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (FA-COMM) - Communication Studies AA - 1 - Identify patterns of communication in a variety of contexts.</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Selected degree and certificate students will respond to survey evaluating successful completion of program level student learning outcomes.</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> 100% of survey respondents reporting increased ability to identify patterns of communication.</p>		
<p>Program (FA-COMM) - Communication Studies AA - 2 - Utilize appropriate methods of communication in critical thinking and/or communication situations.</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Selected degree and certificate students will respond to survey evaluating successful completion of program level student learning outcomes.</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> 100% of survey respondents reporting increased ability to use methods of communication in critical thinking and/or communication situations.</p>		

Unit Course Assessment Report - Four Column  
 Foothill College  
 Program (FA-COMM) - Communication Studies AA

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION &amp; CULTURE - 1 - Critical Thinking - A successful student will be able to practice critical thinking and examine the lived human experience. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/23/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Socratic lecture/discussion, research project</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> Competency</p>	<p>06/30/2011 - Assessment method effectively address the lived experience of gender groups in the United States. Students are able to verbally express their knowledge about gender groups as well as to write critically about those lived experiences.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and su</p>	<p>06/30/2011 - Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.</p> <hr/>
<p>Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION &amp; CULTURE - 2 - Skills - A successful student will improve communication skills within and between gender groups. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/23/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Group discussion, research project presentation</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> Competency</p>	<p>06/30/2011 - The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross gender communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other genders as well as indicates areas of needed improvement.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Institutional understanding and support for the incorporation of personal testimony as means to make sense of and theorize about the gendered world in which we live and the</p>	<p>06/30/2011 - To incorporate the requirement of personal testimony rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the gender experience of others, which improves one's ability to communicate across gendered lines.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		phenomenon of communication. Funding for professional growth in gender and cu	
<p>Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 1 - Critical Thinking - A successful student will be able to practice critical thinking and examine the lived human experience. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/23/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Socratic lecture/discussion, research project</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> Competency</p>	<p>06/30/2011 - Assessment method effectively address the lived experience of cultural groups in the United States. Students are able to verbally express their knowledge about cultural groups as well as to write critically about those lived experiences.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in cultural studies/activities, conference participation, guest speaker stipends, and domestic and</p>	<p>06/30/2011 - Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.</p>
<p>Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 2 - Skills - A successful student will improve communication skills within and between gender groups. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/23/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Socratic lecture/discussion, research project presentation</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> Competency</p>	<p>06/30/2011 - The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross cultural communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other cultures as well as indicates areas of needed improvement.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p> <p><b>Resource Request:</b> Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in cultural studies/activities, conference participation,</p>	<p>06/30/2011 - Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.</p>



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p>guest speaker stipends, and domestic and</p>	
<p>Department - Communication Studies (COMM) - COMM 1A - PUBLIC SPEAKING - 1 - Strategies - A successful student will be able to organize strategies for oral communication. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Communication Studies (COMM) - COMM 1A - PUBLIC SPEAKING - 2 - Presentations - A successful student will be able to evaluate oral presentations. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Communication Studies (COMM) - COMM 1AH - HONORS PUBLIC SPEAKING - COMM 1AH SLO#1 - A successful student will demonstrate an increase in presentation confidence. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Two surveys (start-of-course and end-of- course) comparing self-reported presentation confidence.</p> <p><b>Assessment Method Type:</b> Survey</p> <p><b>Target:</b> A measurable increase in self-reported presentation confidence.</p>	<p>12/20/2011 - Students were asked, "If you experience physiological reactions prior to, or during, your public speech, are you able to actually channel that energy in a positive way?" Prior to taking the course, 35% of students agreed or strongly agreed. After taking the course, 74% of students agreed or strongly agreed. Students were asked, "Of the following choices, some words that comes to mind when you think of public speaking are (choices listed here include before/after percentages): Terrifying 35%/20%, Fun 45%/70%, Challenging 88%/95%, Great 25%/50%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p><b>IL-SLO Reflection:</b>            These survey results were fascinating, especially the descriptive word survey. Notably, the number of students terrified by public speaking was nearly cut in half, and, by the end of the course, twice as many students described public speaking as great. Interestingly, more students considered public speaking to be challenging AFTER the course as before the course, which confirms that true learning was taking place, and demonstrated heightened student appreciation for the importance of the field.</p>	
<p>Department - Communication Studies (COMM) - COMM 1AH - HONORS PUBLIC SPEAKING - COMM 1AH SLO#2 - A successful student will organize and deliver an effective speech. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In-class presentation</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> Passing grade on in-class speech presentation</p>	<p>12/20/2011 - Throughout the quarter, the students deliver a variety of in-class speech presentations. Selecting the narrative speech as a sample, the average individual student grade was 93%</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Students demonstrated competency in the area of effective speech organization and delivery.</p>	
<p>Department - Communication Studies (COMM) - COMM 1B - ARGUMENTATION &amp; PERSUASION - COMM 1B SLO#1 - A successful student will be able to distinguish a fallacious argument from empirical truth. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quiz</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Passing grade on logical fallacies quiz</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Communication Studies (COMM) - COMM 1B - ARGUMENTATION &amp; PERSUASION - COMM 1B SLO#2 - A successful student will be able to identify evidence from credible sources in support of research analysis. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> In-class presentation</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> Passing grade on in-class presentation requiring research analysis and credible evidence.</p>		
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Communication Studies (COMM) - COMM 1BH - HONORS ARGUMENTATION &amp; PERSUASION - COMM 1BH SLO#1 - A successful student will be able to distinguish a fallacious argument from empirical truth. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Logical fallacies quiz</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Passing grade on logical fallacies quiz</p>	<p>12/15/2011 - The average score on the logical fallacies quiz was 97% (grade of A.) This was far better than expected, and demonstrates a high level of competence and understanding.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	<p>12/15/2011 - This student learning outcome has been achieved.</p> <hr/> <p>12/15/2011 - This assessment showed that this particular student learning outcome has been achieved.</p> <hr/>
<p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Communication Studies (COMM) - COMM 1BH - HONORS ARGUMENTATION &amp; PERSUASION - COMM 1BH SLO#2 - A successful student will be able to identify evidence from credible sources in support of research analysis. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In-class presentation</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> Passing grade on in-class presentation requiring evidence from credible sources in support of research analysis</p>	<p>12/15/2011 - The average student score on the in-class debate presentation was 91% (grade of A minus.) This result far exceeded the target goal.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Students are identifying evidence from credible sources, and using this evidence in support of their research analysis, as demonstrated by the in-class presentation assignment success.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Communication Studies (COMM) - COMM 2 - INTERPERSONAL COMMUNICATION - 1 - Patterns - A successful student will be able to identify patterns in interpersonal relationships. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Examination on patterns in interpersonal relationships.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of students will receive a grade of "C" or higher on the examination.</p>	<p>11/18/2011 - As of Nov. 18 of Fall quarter 2011, students in four sections of Comm 2 have scored averages of 87%, 83%, 81%, and 78% over seven examinations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> More instructional (books) and media material (DVDs) requested to enhance instruction and student learning.</p> <p><b>IL-SLO Reflection:</b> The exam averages meet target for success. Higher exam results desired for lowest performing section.</p>	<p>11/18/2011 - The exam averages meet target for success. Higher exam results desired for lowest performing section.</p>
<p>Department - Communication Studies (COMM) - COMM 2 - INTERPERSONAL COMMUNICATION - 2 - Utilization - A successful student will be able to utilize appropriate communication patterns in interpersonal communication situations. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Presentation on communication patterns in interpersonal communication situations.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 80 percent of students will receive a grade of "C" or higher on the presentation.</p>		
<p>Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 3 SLO#1 - A successful student will be able to critically examine verbal and nonverbal communication. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p>	<p><b>Assessment Method:</b> Written critique</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> Passing grade on written assignment requiring critical evaluation of verbal and nonverbal communication</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 3 SLO#2 - A successful student will be able to analyze forms of communication in various contexts. (Created By Department - Communication Studies (COMM))</p>	<p><b>Assessment Method:</b> In-class discussion</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target:</b> Passing grade on in-class communication analysis discussion</p>		
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Communication Studies (COMM) - COMM 4 - GROUP DISCUSSION - 1 - Components - A successful student will be able to identify components of effective small group interaction. (Created By Department - Communication Studies (COMM))</p>			
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Communication Studies (COMM) - COMM 4 - GROUP DISCUSSION - 2 - Interaction - A successful student will be able to demonstrate effective methods of interacting with groups. (Created By Department - Communication Studies (COMM))</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Department - Communication Studies (COMM) - COMM 54 - INTERCOLLEGIATE SPEECH/DEBATE - COMM 54 SLO#1 - A successful student will be able to prepare an individual speech appropriate for the intercollegiate circuit. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In-class presentation</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> Passing grade on individual speech appropriate for the intercollegiate circuit.</p>	<p>12/20/2011 - 85% of students who started the course earned a passing grade on the individual speech.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>IL-SLO Reflection:</b> Creating an individual speech appropriate for the intercollegiate circuit is a challenging assignment. Students explored a variety of topics and speech styles. The target was met for this assessment.</p>	
<p>Department - Communication Studies (COMM) - COMM 54 - INTERCOLLEGIATE SPEECH/DEBATE - COMM54 SLO#2 - A successful student will demonstrate the ability to evaluate and critique an individual speech or debate. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written evaluation/critique</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> Passing grade on written evaluation/critique of individual speech or debate.</p>		
<p>Department - Communication Studies (COMM) - COMM 55 - CAREER &amp; LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE - 1 - Patterns - A successful student will be able to identify patterns in professional communication. (Created By Department - Communication Studies (COMM))</p> <p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Examination on patterns in professional communication.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of students will receive a grade of "C" or higher on the examination.</p>	<p>11/18/2011 - As of Nov. 18 of Fall quarter 2011, students in Comm 55 have scored an average of 92% over three examinations.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> More instructional (books) and media material (DVDs) requested to enhance instruction and student learning</p> <p><b>IL-SLO Reflection:</b> The exam average meet target for success.</p>	<p>11/18/2011 - The exam averages meet target for success.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Communication Studies (COMM) - COMM 55 - CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE - 2 - Utilize - A successful student will utilize appropriate communication patterns in professional communication situations. (Created By Department - Communication Studies (COMM))	<b>Assessment Method:</b> Presentation on patterns in professional communication. <b>Assessment Method Type:</b> Presentation/Performance <b>Target:</b> 80% of students will receive a grade of "C" or higher on the presentation.		
<b>Assessment Cycles:</b> 2011-2012			
<b>Course-Level SLO Status:</b> Active			