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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Communication Studies. In alphabetical order: Carol Josselyn, Preston Ni, Shawn Townes, Lauren Velasco</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>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.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>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, career preparation, lifelong learning and transfer which are vital to the prosperity of our local, state, national and global communities.</p>

II. Department and Program Description & Data


1. What are your hours of operation?	Our offices open at: M-Th, 8:00am (in-person classes) Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at: M-Th, 9:40pm			
2. What types of classes do you offer, at what locations, and at what times? Classes covering a broad range of subject areas in the field of Communication Studies	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input checked="" type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).				
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title: Instructor	4	6	Teach classes in Communication Studies	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Position Title	0	0		
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
Position Title	0.00	0		
Position Title	0.00	0		
Position Title	0.00	0		
4. Given the data, describe the trends in enrollment , FTES , and Average Class size . What are the implications for your department?	Enrollment and class sizes have steadily increased from 1,225 students in 2006-07 to 1,539 in 2008-09. 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.
5. Student Achievement: Given the data, describe the trends in overall success rates , retention rates , and degrees and certificates awarded . What are the implications for your department?	Student retention rates remain steady and consistently high ranging from 95% in 2006-07 to 94% in 2008-09, as do the success rates that average around 88% during the same time frame. The # of certificates and degrees awarded could be increased through public relations efforts such as updating websites, curriculum sheets, brochures and flyers.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students . How will your program address the needs/challenges indicated by the data?	When comparing student success rates with Asians (94%), Hispanics (93%) and Whites (87%), Black and Filipino students tend to have lower success rates (75%). The needs of underrepresented students can be met through increased awareness on the part of faculty and staff of resources available on campus such as the writing/tutorial centers, EOPS, Pass the Torch, Puente Programs, Adaptive Learning and Disabled Student Services, and sharing this information with students.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	Communication Studies instructional staff is 40% full-time faculty and 60% part-time faculty. The goal is to change the ratio to 70% FT and 30% PT. A new full-time faculty member is needed to staff additional sections of our basic courses, create new curriculum and to assist with the award-winning Speech and Debate team.
8. Given the data for distance learning , describe the trends related to success , retention , and student satisfaction . Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	Communication Studies currently offers Comm1B, 10 & Comm12 online. Comm003 was taught online 1999-2007 & will be again winter 2010. These classes have consistently met & maintained minimum enrollment guidelines, have enabled students to work full time and go to school and have received positive student feedback. Based on this success, and to meet the needs of working students, Comm2, 3, 4, 55 & 56 will be offered online W10. Comm1A will be available online beginning F10.
9. Optional: Provide any additional data relevant to your	N/A

program. (Indicate the source of the data).		
10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	N/A	

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations.				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
1. Expand delivery options of current curriculum.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Create new courses & reintroduce existing ones.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Increase public relations efforts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Stay current in Comm. research, expand and update course material.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Increase success rate of Black and Filipino students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
1. Expand delivery options of current curriculum.	1. Put more courses online and in hybrid format.			
2. Create new courses & reintroduce existing ones.	2. Potential new courses: Comm. & Culture of Hip/Hop, Health Comm. & 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 & Control/Social Movements) and a Research Methods and Design course that could fulfill the Written Communication transfer requirement. Reintroduce: Business & Professional Communication and possibly Political			

	Communication.	
3. Increase public relations efforts.	3. Update Comm. Dept. brochures, flyers & web pages.	
4. Stay current in Comm. Studies research, expand and update course material.	4. Attend conferences and workshops; review contemporary Comm. journals	
5. Increase success rates of Black and Filipino students	5. Become more familiar with campus resources provided by EOPS, Pass the Torch, Puente Program and other tutorial and learning skills centers.	
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.
New FT faculty member.	To adequately serve the increasing number of students interested in taking Comm. classes and being involved in Comm. programs; to serve as Assistant Coach of our award-winning Speech and Debate team.	Hiring a new faculty member would help build "a community of scholars." An additional full-time instructor would expand the diversity of disciplinary offerings by our faculty, provide a wider variety of educational objectives for our students and include a broader range of teaching styles and pedagogies for a diverse student body.
Additional multi-media equipped classroom space.	To accommodate expanding curriculum and increasing enrollments.	Providing additional multi-media equipped dedicated classroom space will allow us to serve more students "putting access into action," underscoring the Foothill College theme of open opportunity and access for all students regardless of financial need, academic skills or personal circumstances. Smart classrooms support student learning by providing a variety of tools for the presentation of course material as well as an opportunity for student experience using multi-media resources such as the creation of power point presentations.

<p>Travel funds/fees for conferences & workshops.</p> <p>Library funding for Communication journals, materials and books.</p>	<p>To enable faculty to stay current in the field.</p>	<p>Providing funds for faculty to take classes, attend conferences and workshops and to expand library resources helps build “a community of scholars.” These resources provide opportunities for training in diverse teaching styles and assist in the creation of a comprehensive curriculum that is innovative, exciting and diverse in order to serve a wide range of student needs and backgrounds.</p>	
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III. Curriculum	
<i>Curriculum Overview</i>	
1. How does your curriculum address the needs of diverse learners ?	Comm. Studies offers courses in intercultural & gender communication. Units on diverse cultures are included in basic classes. Honors courses are available for students in the Honors Program. Students have a choice of five different courses to satisfy the oral com. transfer requirement. For example, students who are apprehensive about solo public speaking can take the Group or Interpersonal Communication class.
2. How does your curriculum respond to changing community, student, and employer needs?	Students are encouraged to choose speech topics that are relevant to them and their community. Employers consistently rank communication skills at the top of the list of requirements for entry-level employees. Comm. Studies faculty members regularly review, update and augment dept. curriculum to address changing community, student and employer needs.
3. How does your curriculum support the needs of other certificates or majors?	Certificates in Comm. Studies require courses in such diverse areas as English, Philosophy, Psychology, Music and Sociology. Comm002 meets the transfer requirement for most nursing programs.
4. Do your courses for the major align with transfer institutions?	Comm. 1A, 1B, 2, 3 & 4 satisfy transfer requirements to the CSU's and the UC's. Comm.10 & 12 satisfy the Ethnic Studies requirement.
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	Students must be eligible for English 1A or ESL 26 to take CS classes.
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V , course deactivation , updated prerequisites , cross-listed courses , measuring student learning outcomes , curriculum sheets , certificates and degrees).	Comm. 30 is cross-listed with THTR 30. Curriculum sheet updated Fall 2008. Currently updating webpage. SLO's for all Comm. Courses will be completed by June 2010.
7. Does your program offer distance education courses?	All CS courses have been DL approved. As of F10, 1A, 1B, 2, 3, 4, 10, 12, & 55 will be offered online.

8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Faculty feedback provided on live speeches, speech outlines, other written assignments and exams. Chat room discussions, announcements, and private messages between faculty and students.	
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	Interaction and class discussion in chat rooms and student lounge forums. Students serve as audience members/critics of each other's presentations.	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What college skills should a student have before entering your program?	Proficiency in reading, writing and speaking English. Critical thinking skills.	
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	N/A	
12. In what ways are you addressing the needs of the college skills students in your program?	Comm. classes include basic college skills such as reading, writing and oral communication skills.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	Regular interaction with faculty from other depts., staff and administrators in the context of the Academic Senate, Division meetings, Division Council, Division Curriculum, Student Grievance and Tenure Review committees. Interaction with staff in the Library, Media Center, KCI, Idea Lab, EOPS, financial aid, Puente, Pass the Torch, writing and tutorial centers.	
<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	N/A	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	N/A	

16. If applicable, describe any capstone course , signature assignment (project, service learning , portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	N/A		
<i>Course Scheduling & Consistency</i>			
17. Given available data, describe the trends in the scheduling of morning , afternoon , and evening classes, as well as Friday, Weekend , and distance education classes. Comment on the feasibility of offering classes at non-standard times.	Comm. Studies offers classes M-R from 8:00am to 9:40 pm and occasionally on Fridays and Saturdays. Comm. 1A, 1B, 2, 3, 4, 10 and 12 are offered every fall, winter & spring. Comm. 1A & 4 are offered every summer. All Comm. classes will be available online Fall 2010.		
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	N/A		
19. How does the department determine that classes are taught consistently with the course outline of record ?	COR's are up-dated every three years. COR's were updated F08 to meet TBA requirements and F09 for DL approval. FT and PT faculty are encouraged to review the COR for each class they are assigned to teach.		
Summary of Planning Goals and Action Plans			
20. What are your goals with respect to curriculum and how will those goals be measured?	In addition to continuing to teach our basic courses, we will be offering Comm. 55 Wtr.'10 and are considering the creation of three new courses: the Culture of Hip/Hop, Health Comm.& Mass Comm., and possibly re-introducing Political Comm.		
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.	

<p>Two additional media-equipped designated classrooms</p>	<p>To accommodate our growing curriculum and class size</p>	<p>Providing additional multi-media equipped designated classrooms will allow us to serve more students “putting access into action,” underscoring the Foothill College theme of open opportunity and access for all students, regardless of financial need, academic skills or personal circumstances. Smart classrooms support student learning by providing a variety of tools for the presentation of course material as well as an opportunity for student experience using multi-media resources such as the creation of power point presentations.</p>	
<p>New full-time faculty member</p>	<p>To move full-time/part-time faculty ratio from 40/60 to 70/30, to have an assistant debate coach and to teach our expanding curriculum.</p>	<p>Hiring a new FT faculty member would help build “a community of scholars.” An additional full-time instructor would expand the diversity of disciplinary offerings by our faculty, provide a wider variety of educational objectives for our students and include a broader range of teaching styles and pedagogies for a diverse student body.</p>	

IV. Student Learning Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.</p> <p>Student Learning Outcomes have been established but the cycle has not been completed. Therefore no additional resources are needed at this time, but may be needed in the near future as we go through the process.</p>		
<p>2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report? No.</p> <p>If yes, identify the resource, as well as the purpose and rationale for each resource. N/A</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.

V. Departmental Engagement

<p>1. What standing committees, if any, does your department maintain? What are the committee charges and membership?</p>	<p>Fine Arts and Communication Division Curriculum Council. The charge of the council is to review and update division curriculum prior to submission to the College Curriculum Committee and is comprised of one representative from each department</p>
<p>2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?</p>	<ul style="list-style-type: none"> * Extensive involvement with Honors Institute through various courses (Honors Seminar, Honors Public Speaking, Honors Argumentation and Persuasion) * Student Commencement Speaker Selection Committee (chair) * Various student campus speakers (assistance) * International Programs—Campus Abroad Program * Associated Students of Foothill College—Heritage Month Activities & Student Clubs * Art Department—Black History Month Art Exhibit * Cooperative Work Experience—Recruitment and Service Learning Opportunities * Tenure review committee (Bruce McLeod and Andy Ruble) * Tenure review committee chair (Simon Pennington) * Asian Pacific Islander Month Planning Committee * Black Heritage Month Planning Committee * Gay, Lesbian, Transgender, Queer Heritage Committee * Student Grievance Committee. * Department Chair/Division Council rep. (each full time faculty member has served in this capacity in the last 4 yrs.) * African Diaspora Student Club (advisor)
<p>3. What has your department done since its last program review to</p>	<p>* Foothill Ambassadors (assistance/recruitment)</p>

<p>establish connections with schools, institutions, organizations, businesses, and corporations in the community?</p>	<ul style="list-style-type: none"> * 2009 Faculty Commencement Speaker * Foothill/De Anza Speech and Debate Showcase (open to the public) *Participation in the intercollegiate speech and debate circuit (Northern California Forensic Association.) *Center for International Educational Exchange—International faculty development seminars, campus abroad and faculty exchange programs in Ghana, Senegal, and South Africa *Campus visits and discussions with faculty and administrators at the University of Ghana—Legon, Suffolk University—Dakar, University of Gaston Berger—St. Louis, University of Cape Town, and the University of Pretoria *Met with the director of the Aya Centre in Accra, Ghana to discuss collaborative efforts in the area of intercultural awareness and development *Gained support from local business and corporations building a campus abroad program to Africa. 	
<p>4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?</p>	<p>N/A</p>	
<p>5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements?</p>	<p>Our campus Articulation Officer has assisted our department with the transferability of online Communication classes over the last four years</p>	
<p>Summary of Planning Goals and Action Plans</p>		
<p>6. What are your goals with respect to departmental engagement and how will those goals be measured?</p>	<p>N/A</p>	
<p>7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource. N/A</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>

VI. Professional Development

1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.

- *Division Curriculum Committee
- *Elementary school guest speaker (film presentation)
- *Completed Etudes certification training
- *Edited two textbooks in Communication Studies
- *Division Curriculum Committee (representation every quarter)
- *Student Commencement Speaker Selection Committee Chair
- *Foothill Faculty Commencement Speaker
- *Completed doctoral research methodology course
- *Completed doctoral statistics course
- *Completed doctoral cognitive psychology course
- *Completed doctoral psychological foundations of education course
- *Completed college credit courses in Human Development and General Psychology
- *Completed College credit courses in Cultural Anthropology, Women's Studies, and Music History.
- *Completed the Harvard Management Development Program.
- *Participated in the Film project: "Autumn Gem".
- *Published articles as columnist of the Asian Week Leadership Success Series.
- *Completed workshop on the Psychology of Attachment.
- *Served on the Foothill Academic Senate.
- *Completed Certification training in Mediation and Conflict Resolution.
- *Participation in International Faculty Development Seminars
- *Attendance at professional conferences (National Communication Association, International Communication Association, National Women's Studies Conference)

VI. Professional Development

2. What opportunities does your department take to share professional development experiences with colleagues?	Secure conference materials, develop and augment curriculum, campus presentations and lectures, inter-department dialogue.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	<ul style="list-style-type: none"> *Prepared textbooks designed specifically for community college students in Comm1A and Comm4 * Created online version of COMM003 *Developed new course for Campus Abroad Africa Program (African Diaspora: Communication, Identity, and Cultural Transformation). *Tailored curriculum focus of current classes (1A, 4, 10, 12) to meet the needs of the Campus Abroad-Africa Program course offerings. *Developed new materials and programs, enhanced distance learning opportunities, and implemented new teaching techniques.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	<ul style="list-style-type: none"> *Assisted in the preparation of textbooks designed specifically for community college students in Comm1A and Comm4 *Assisted in the creation of online version of COMM003 *Assisted in the development of new course for Campus Abroad Africa Program (African Diaspora: Communication, Identity, and Cultural Transformation). * Assisted in the tailoring curriculum focus of current classes (1A, 4, 10, 12) to meet the needs of the Campus Abroad-Africa Program course offerings. * Assisted in the development of new materials and programs, enhanced distance learning opportunities, and implemented new teaching techniques
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and	Funding to conduct intensive quarterly training for adjunct faculty in department operations and practices, Curriculum Management System (C3MS), curriculum development,

VI. Professional Development

any necessary resources.		Student Learning Outcome process, and MIS Systems (Banner).
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to professional development and how will those goals be measured?		To instruct adjunct faculty in department policies and practices in order to streamline department functions.
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Funding for quarterly training for adjunct faculty	Training	Promoting collaborative decision-making environment/Operations Planning
Funding for training materials	Training materials	Promoting collaborative decision-making environment/Operations Planning.
Compensation for adjunct faculty to participate in training	Compensation	Promoting collaborative decision-making environment/Operations Planning.
Compensation/Reassignment time for Full-time to prepare and deliver training	Compensation/Reassignment time	Promoting collaborative decision-making environment/Operations Planning.

VII. Support Services		
<i>Support Services</i>		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	No	Need communication lab assistant.
2. Are there sufficient college and departmental computer labs available to support this program?	No	Need new computers, printer, scanner, computer camera, dubbing and transfer equipment, and software for communication lab.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Yes	
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	No	More services needed from the college for students with disabilities taking on-line courses.
7. Are general tutorial services adequate?	Yes	Yes
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	Yes
9. Do students have access to and can they effectively use appropriate information resources ?	No	Students need computer lab and communication tutoring center.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	No	Greater awareness of services available for students with learning, physical and psychological disabilities. Recommend Etudes quick reference guides for faculty and students.
<i>Marketing & Outreach</i>		

<p>11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?</p>	<p>Regular, consistent, and extensive marketing of Communication Studies courses and programs by the college will generate greater interest from 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. In addition, more high school students with debate experience will be interested in continue their leadership development through the Foothill College Debate program.</p>
<p>12. What impact does the college or departmental website have on marketing your program?</p>	<p>Similar to #11 stated above. College needs to generate more hits to the Communication Studies Department website through on-line, print, and radio advertising, and the use of banners on the Foothill website to help promote various Communication Studies courses and programs.</p>
<p>13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.</p>	<p>Featured articles in The Heights. Marketing, promotion, and outreach through the Work Force Development office. Marketing to local high schools and four-year universities by Foothill College representatives.</p>
<p>14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?</p>	<p>Promote communication programs and courses at local high schools. Promote professional education with local companies and Work Force Education students. Promote life-long learning with local communities.</p>
<p><i>Programs, clubs, organizations, and special activities for students</i></p>	
<p>15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.</p>	<p>N/A</p>

<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	<p>Students on the Speech/Debate Team have won over 100 individual and team awards on the intercollegiate circuit, including championship awards, in persuasive speech, informative speech, oral interpretation, speech to entertain, impromptu speech, and parliamentary debate.</p> <p>In addition, a Communication Studies major was selected as last year's Student Commencement Speaker. Numerous students have won Fine Arts and Communication Division Awards. One of our graduates is currently teaching a public speaking course at Bechtel International Center at Stanford University.</p>
<p>Summary of Planning Goals and Action Plans</p>	
<p>17. What are your goals with respect to support services and how will those goals be measured?</p>	<p>Students shall have access to full support services on-line and on-campus through the establishment, equipping and staffing of a Communication Lab and a Communication Tutoring Center.</p>
<p>18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>	
<p>Identified Resource</p>	<p>Purpose</p> <p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>
<p>Two additional dedicated "smart" class rooms</p>	<p>Instruction</p> <p>Serve increasing student population in obtaining degree, certificate, transfer, re-training and personal enrichment.</p>
<p>Communication Lab space with staff, computer and audio-visual equipment.</p>	<p>Instruction and lab work.</p> <p>Serve increasing student population in obtaining degree, certificate, transfer, re-training and personal enrichment.</p>
<p>Communication Tutoring Center space with staff.</p>	<p>Student tutorial service.</p> <p>Serve increasing student population for obtainment of degree, certificate, transfer, re-training and personal enrichment.</p>
<p>Full time Assistant Debate Coach</p>	<p>Instruction and administration</p>

VIII. Career and Technical Education Programs

Response to Labor Market Demand

<p>1. How does your program meet labor market demand? Cite specific examples and sources.</p>	<p>Communication courses provide professional training and development for working professionals and college students entering the work force. The Communicate 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.</p>
<p>2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?</p>	<p>According to the Mercury News, the employment rate in the Silicon Valley stands at 11.8 percent as of September, 2009, down 3.5 percent from August, 2009. According to KCBS news, many Silicon Valley employers express business optimism going forward. The Communication Studies Department at Foothill Colleges offer courses and programs which serve both students entering the work forces, as well as professionals in the midst job and career transition. According to the National Association of Employers, communication competency is a highly sought after quality employers look for from college graduates seeking entry-level positions.</p>
<p>3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?</p>	<p>See #2 stated above. In addition, the continued growth of industries in green technology, health care, high technology, and international business in the San Francisco Bay Area provide many opportunities for job seekers.</p>
<p>4. What is the average starting salary a student can expect to make after completing a certificate or degree?</p>	<p>Local Jobs are an estimated 15% above national entry-level salary range based on cost of living standards in the San Francisco Bay Area.</p>

5. What is the projected average percentage of salary increase in 2 years? 4 years?	2 Years: flat due to current economic conditions. 4 Years: estimated 3-5% salary increase per year based on cost of living increase, adjustment for inflation, and industry average.
<i>Response to Program Credibility/Viability</i>	
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	COMM 1A, 1B, 2, 3, 4, 10, 12 are transferable to the University of California; all of our courses are transferable to four-year institutions. Communication courses are also selected as part of minors to four year degrees, as well as interdisciplinary degrees.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	COMM 1A, 1B, 2, 3, 4, 10, 12 are transferable to the University of California; all of our courses are transferable to four-year institutions.
8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?	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.
9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?	Yes. Possessing strong communication skills is an integral part of most careers. According to the National Organization of Employers, possession of strong communication skills is the number one quality employees seek from college graduates entering the work force.
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	High school students may take Foothill communication courses through the Middlefield program.
11. How does this program prepare students for competitive employment?	COMM 55 instructs a variety of career communication skills including and not limited to how to interview, manage meetings, and write a resume. COMM 2 is a requirement for many nursing programs. COMM 1A and 1B develop leadership skills. COMM 10 and 12 facilitates gender and cultural sensitivity. Most transferable COMM courses help develop public presentation skills.
<i>Advisory Board</i>	

12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	N/A
13. List the dates and number of members attending of your most recent advisory board meetings.	N/A
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	N/A
<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	N/A
16. What is the program's accreditation status?	N/A
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	N/A
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	N/A
19. What indicators does your program use to determine success of our students after completion?	N/A
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	N/A
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	N/A
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	N/A

Summary of Planning Goals and Action Plans

<p>23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?</p>	<p>The Comm. Studies Dept. plans to offer new and updated professionally oriented courses including Career and Leadership Communication in the Global Workplace, and Health Communication. The Dept. will continue to work with Work Force Education and establish relationships with industry to provide course and programs for professional training and development. The Dept. will continue to expand on-line instruction to provide courses and programs to the global work force.</p>	
<p>24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
<p>Identified Resource</p>	<p>Purpose</p>	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>
<p>Adjunct instructor in Health Communication</p>	<p>Instruct course in Health Communication</p>	<p>Serve increasing student population interested in pursuing a career in healthcare.</p>
<p>Funding for marketing and promotion to Work Force Development students</p>	<p>Access to students in need of updating their professional communication skills.</p>	<p>Serve increasing student population interested in job retraining and professional development.</p>
<p>Funding for marketing and promotion to promote program with industry</p>	<p>Provide courses and programs to working professionals through company sponsorship.</p>	<p>Serve increasing student population interested in professional development.</p>
<p>Funding for on-line education training and equipment</p>	<p>Provide distance learning courses and webinars to the global work force.</p>	<p>Service a growing student population interested in distance learning.</p>
<p></p>	<p></p>	<p></p>

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty

1. How does your PT/FT ratio impact the program?	The COMM Studies Department currently has four full-time and six adjunct faculty members. The adjunct faculty pool varies from quarter to quarter. Program and student enrollment are projected to continue to grow. An additional FT faculty member is needed to balance the ratio of PT to FT faculty and serve the needs of an expanding department.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover , growth or reduction of the program)	Two of the four full-time faculty members will be on sabbatical in the spring quarter of 2010.

Classified Staff

3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	Need full-time assistant debate coach, part-time communication lab assistant, part-time communication tutoring center assistant, and paid student assistants for faculty.
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Technology and Equipment

4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	Computer and audio-visual equipment for Comm. Lab.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	More ADA support equipment for Comm. Lab and on-line instruction.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	The technology satisfies basic distance learning instruction needs. However, additional support services from the college, as well advanced features such as voice and video interactivity on-line, the ability to offer live webinars on line are needed.

Technology & Equipment Definitions

- **Non-instructional Equipment and Supplies:** includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.

<ul style="list-style-type: none"> • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	Yes.
8. List needs for upgrades for existing spaces	Computer and audio-visual equipment in lab for students.
9. List any new spaces that are needed	Need two additional dedicated COMM “smart” classroom spaces, as well as spaces for COMM lab and COMM tutorial center.
10. Identify any long-term maintenance needs.	Maintaining and upgrading of computer and audio-visual hardware and software in classrooms, lab and tutoring facilities.
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	The Communication Studies Department has a shortage of dedicated brick and mortar classrooms, as well as lab and tutorial spaces.
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	No. The Speech and Debate Team needs full funding to compete in local, state, and national tournaments. Additional funding needed to keep current media resources, publications and journals, etc.
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No. Communication Studies is a department with expanding enrollment and decreasing budget allocation.
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Specific areas where funding is inadequate include the Speech and Debate team, classroom equipment, staffing, and professional development support.
15. Are there ways to use existing funds differently within your department to meet changing needs?	The department is currently operating on a shoestring budget. However, with an expanding program and increasing enrollment, the current funding allocation cannot long continue without adversely impacting the program's goal and mission.
Summary of Planning Goals and Action Plans	
16. What are your goals with respect to resource planning and how will those goals be measured?	To acquire staff, facility, and resources necessary for an expanding program with growing enrollment.
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
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<p>Need new computers, printer, scanner, computer camera, dubbing and transfer equipment, and software for smart classrooms and communication lab. Smart classrooms include an instructor station equipped with computer and audiovisual equipment, allowing the instructor to teach using a wide variety of media. These include DVD and VHS playback, PowerPoint presentations, overhead projection, and more all displayed through a data projector. A semi-permanent/portable Smart Console unit used when instructors are scheduled in classrooms without Smart Classroom technology. Smart Consoles have similar equipment housed inside them. Additionally, we need video cameras, white boards, podiums, easels, pointers, and storage containers for materials. A brick and mortar speech lab with videotape and computer stations that enable students to tape and view</p>	<p>Instruction and student support.</p>	<p>Enhances the college's mission of transfer, innovation, and greater access to higher education.</p>
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<p>(cont.) voice and articulation exercises, practice group and individual presentations, and obtain feedback from faculty.</p>			
<p>Compensation for adjunct faculty for Etudes and other trainings.</p>	<p>Adjunct instructional and professional development support.</p>	<p>Enhances the college's mission of transfer, innovation, and greater access to higher education.</p>	

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

The Communication Studies Department embraces these goals and action plans:

Acquisition of staff, facilities, and resources necessary for an expanding program with growing enrollment.

Ongoing collaboration with Work Force Education and an enhanced relationship with industry to provide courses and programs for professional training and development, including expansion of on-line instruction to provide courses and programs to the global work force. Students will have access to full support services on-line and on-campus through the establishment, equipping and staffing of a Communication Lab and a Communication Tutoring Center.

Investigation of opportunities to provide courses and programs to working professionals through company sponsorship.

Continued growth and support of our award-winning Speech and Debate Team.

Expansion of delivery options for current curriculum, including more courses online and in hybrid format.

Creation of new courses & reintroduction of existing ones, such as Business and Professional Communication (to be offered Winter 2010) and consideration of three new courses: the Culture of Hip/Hop, Health Communication, & Introduction to Mass Communication, and possible reintroduction of Rhetoric of Political Communication. Other potential new courses could include courses that fulfill the critical thinking transfer requirement (e.g. Symbolic Interaction, Argumentation and Advocacy, or Agitation & Control/Social Movements) and a Research Methods and Design course that could fulfill the written communication transfer requirement, as well as professionally oriented courses such as Career and Leadership Communication in the Global Workplace.

Attendance at conferences and workshops; review of contemporary Communication journals.

Increase in success rates of Black and Filipino students. Increase in familiarity with campus resources provided by EOPS, Pass the Torch, Puente Program and other tutorial and learning skills centers.

Increased public relations efforts, including updated departmental brochure, flyers and web pages.

Expansion and continued updates of course material.			
2. Final Resource Request Summary: When the program planning and review form is online – the section below will automatically fill in with your responses from each section.			Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.
Resource	Purpose	Rationale	Estimated Cost
Two additional multi-media equipped, dedicated classrooms.	To accommodate expanding curriculum and increasing enrollments.	Providing additional multi-media equipped classroom space will allow us to serve more students “putting access into action,” underscoring the Foothill College theme of open opportunity and access for all students, regardless of financial need, academic skills or personal circumstances. Smart classrooms support student learning by providing a variety of tools for the presentation of course material as well as an opportunity for student experience using multi-media resources such as the creation of power point	Unknown
Funding for marketing and promotion to Work Force Development students	Access to students in need of updating their professional communication skills.	Serve increasing student population interested in job retraining and professional development.	Unknown
Funding for on-line education training and	Provide distance learning courses and	Service a growing student population interested in distance learning.	Unknown

equipment	webinars to the global work force.		
Communication Lab / Tutoring Center with staff.	Instruction and lab work. Student tutorial service.	Serve increasing student population for obtainment of degree, certificate, transfer, retraining and personal enrichment.	Unknown
Continued funding for Intercollegiate Speech and Debate Team	Fund travel, supplies, tournament entry fees for award-winning forensics team	Enhances the college's mission of transfer and innovation. Serve student population interested in competitive speech and debate. Provides positive publicity for Foothill College.	\$8000/yr.
Adjunct instructor in Health Communication	Instruct course in Health Communication	Serve increasing student population interested in pursuing a career in healthcare.	Unknown
Films for in-class and laboratory use	Instruction and lab work.	These resources aid in the creation of a comprehensive curriculum that is innovative, exciting and diverse in order to serve a wide range of student needs and backgrounds.	\$4500
Communication journals, written materials and books.	To enable faculty to stay current in the field.	These resources aid in the creation of a comprehensive curriculum that is innovative, exciting and diverse in order to serve a wide range of student needs and backgrounds.	\$1500/yr.
Currently approved (but not delivered) technological resources. To be funded through Measure C. Need new computers, printer, scanner, computer camera,	Instruction and student support.	Enhances the college's mission of transfer, innovation, and greater access to higher education.	

<p>dubbing and transfer equipment, and software for smart classrooms and communication lab. Smart classrooms include an instructor station equipped with computer and audiovisual equipment, allowing the instructor to teach using a wide variety of media. These include DVD and VHS playback, PowerPoint presentations, overhead projection, and more all displayed through a data projector. A semi-permanent/portable Smart Console unit used when instructors are scheduled in classrooms without Smart Classroom technology. Smart Consoles have similar equipment housed inside them. Additionally, we need video cameras, white boards, podiums, easels, pointers, and storage containers for materials. A brick and mortar</p>			
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<p>speech lab with videotape and computer stations that enable students to tape and view speeches, work on voice and articulation exercises, practice group and individual presentations, and obtain feedback from faculty.</p>			
<p><i>Supervising Administrator Signature</i> Mark Anderson</p>		<p><i>Completion Date</i> 12/20/2009</p>	