Basic Program Information

Department Name:

Communication Studies

Division Name:

Fine Arts and Communication

Program Mission(s):

The Communication 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. Under the innovative and supportive environment of the Fine Arts and Communication Division, the Communication Studies Department enables students to improve their oral, interpersonal, intercultural, gender, and professional communication skills crucial for personal growth, critical thinking, confidence building, leadership skills, and marketability in the work place. Our program prepares students for the pursuit of advanced degrees in Communication Studies and for careers that require expertise in communication, such as advertising, business management, community outreach, corporate communications, event management, face to face and on-line customer service, healthcare and medicine, human resources, journalism, law, marketing, mediation, organizational training, media research, political campaigns, program coordination, public relations, sales, social media, radio and broadcasting, teaching, television, and web 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.

Please list all Program Review team members who participated in this Program Review:

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

Total number of Full Time Faculty:	4	
Total number of Part Time Faculty:	9	

Please list all existing Classified positions: 0	
Example: Administrative Assistant I	

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Communication Studies		Yes	
Communication Studies ADT		Yes	
Communication Studies Career Certificate			
Communication Studies Certificate of Specialization			
Communication Studies Certificate of Proficiency			
Certificate of Proficiency in Communications & IT Support			
Certificate of Proficiency in Workforce Training			

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. **Program Data:**

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Associate Degree in Communication	31	35	20	-35%
Note: Many Comm Studies majors are double majors, and only a single major is included in Foothill's database upon graduation. Therefore, this data may be incomplete.				

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Certificate of Proficiency	3	5	3	0%
Certificate of Specialization	1	1	1	0%
Career Certificate	1	0	0	

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

> Employers consistently rate communication skills as desirable attributes for new hires. COMM certificates of proficiency, specialization, and career demonstrate to prospective employers specific skills students have in the areas of pubic speaking, interpersonal communication, intercultural and gender communication, debate and argumentation, and group communication, which can increase their chances to attain employment.
>
> A 2011 study at the Harvard Graduate School of Education co-ranked Communication as the #4 degree most suitable for "the world of work." According to a survey by consulting firm Challenger, Grey & Christmas, Communication is co-ranked as the #5 degree that most attracts employers.

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

> We plan to discuss applying for state approval of our certificates and tracking down how students are meeting our SLO's in preparation for the next PR.

b. **Department Level Data:**

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	2,357	2,246	2,652	18.1 %
Productivity (College Goal 2013-14: 535)	458	439	423	- 3.6%
Success	83%	85%		
Full-time FTEF	5.9	5.2	10.4	24%
Part-time FTEF	2.7	3.1	5.2	67.74%

c. **Associate Degree Transfer (ADT)**
There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
Yes	**Submitted to Office of Instruction**

	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> The Communication Studies Department submitted a completed application for an ADT to Articulation, Fall 2013, including cover sheet, narrative, and catalog description. It has been forwarded to the Office of Instruction. The expected approval date is January, 2014.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **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.

> Our enrollment has trended upward from 2,246 in 2011-12 to 2,652 in 2012-13 representing an 18.1% increase in the past 12 months. Enrollment has nearly doubled since the 2006-07 academic year (1,225 students) compared with 2,652 students in 2012-13. The multi-year trend in enrollment continues to be positive.

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

> During the past year, the Communication Studies Department has seen an 18.1% increase in overall enrollment (2,246 to 2,652), compared with a 5.8% drop in enrollment college-wide. The success rate percentages for targeted groups in the department (72%) are higher than those of the college (68%). The success rate percentages of non-targeted groups are slightly higher in the COMM dept. (82%) than the college (80%). The Communication Studies Department's distribution by ethnicity is almost identical to those of the college, i.e. African American students, (department: 6%, college: 5%), Latino/a students (22%-20%) Asian students (25%-26%) Pacific Islander students (2%-1%) These underrepresented groups make up 68% of students in our department with 32% white. For the college it's 67% ethnic with 32% white. The success rate of targeted groups for the dept. was 79 % in 2011-12 and 72% in 2012-13. The success rate of targeted groups for the college was 68% both this year and last. The dept. success rate of not-targeted groups was 88% in 2011-2012, compared to a success rate of 82% in 2012-13. For the college it was 81% and 82% respectively for those years.

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

While the Communication Studies Department met the college productivity goal in 2011-12 (550), it is down 7.4% in 2012-13 (510). There are two possible factors at work: Two of our four full-time faulty were on medical leave last year, one for two quarters, the other for the entire year. The respective course loads were filled by new part-time faculty with whom students lacked familiarity. In addition, UC and CSU require five in-person presentations in order for our basic courses, COMM1A, 1B, 2, 3, and 4 to be transferable. To meet this prerequisite on the quarter system and still provide students with opportunities to deliver organized class presentations and receive critical feedback, enrollment must be kept below 30 to successfully articulate at UC's and CSU's. Complying with this requirement, in order to fulfill the transfer mission of Communication Studies courses, has the necessary effect of limiting productivity, but is pedagogically sound and serves to support Foothill College's **transfer mission**.

g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

There was a dramatic increase in enrollment in 2012-13 in the following courses: COMM 1A, Public Speaking (17%), COMM 3, Fundamentals or Oral Communication (76%), COMM 10, Gender, Communication & Culture (17%) and COMM 12 Intercultural Communication (185%), COMM 55 Career and Leadership Communication in the Global Workplace (145%) most likely attributable to more sections being added. For example COMM 12 went from two sections (fall '12 and wtr.'13) to 5-7 sections (spring '13), all of which filled. Conversely, drops in enrollments in COMM 4 (-16%), COMM 2 (-7%), and the Honors courses (3-5%) were due to fewer sections of these courses being offered in 2012-13. It's important to note these courses had completion rates higher than the institutional standard of 55 (see section 2a). A number of courses had to be canceled last year, even though full, due to last minute medical leaves. Communication Studies courses are rarely canceled due to low enrollment. In fact most of our classes fill early in the registration process with long wait lists.

h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All our CORs are carefully reviewed for Title 5 compliance every three – five years. All prerequisites and co-requisites are likewise reviewed for content at that time.

i. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

> Our faculty stays up-to-date with current research in Communication Studies by reviewing the most recent journal articles, CORs from other Communication Studies Departments, attending conferences, and networking with faculty both at Foothill and other institutions, both in COMM Studies as well as related disciplines.

j. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

> With an improving budgetary situation and new state repeatability requirements in place, Lauren Popell Velasco looks forward to reestablishing the award-winning Intercollegiate Forensics Team. Preston Ni is involved with the Stanford Human Rights Education Initiative, collaborating with Stanford faculty, Foothill colleagues, and other community college faculty. Preston Ni and Communication Studies Department faculty are working to expand course offerings in order to serve the workforce student population through the FHDA Education Center.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)
a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

> While our overall success rate dropped from 79% in 2011-12 to 72% in 2012-13, most likely due to two FT instructors on leave last year, it still exceeds the institutional standard of 55% for course completion rate. Likewise all our individual courses exceed the standard with the exception of COMM 10 at 52%, which can be explained by the instructor for that course being on medical leave 2012-13. All other courses rank from 71% for COMM 12W & 55W (totally online courses tend to have high drop out rates) to a high of 98% for the Honors courses (COMM1AH and 1BH). The basic courses likewise have a strong showing with 77% for COMM 1A, 85% COMM 2, 90% COMM 3, and 88% COMM 4. Female students have a higher success rate than males. Whites and Asians have a higher success rate than other ethnic groups. Being aware of these differences will focus attention of instructors on those groups that need individual help to improve and succeed.

b. Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

Our course retention rates remain high with the exception of the African American and Latino student demographics that have a disproportionate drop out rate compared with other student groups. We need to increase our efforts to retain these student populations with one-on-one instruction and referrals to campus resources such as tutoring, DSL, and academic as well as personal counseling.

c. Institutional Standard for Degree Completion Number: 450
Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Twenty students earned an AA degree in Communication Studies 2012-13 compared with 35 in 2011-12. This drop is likely due to fewer full-time faculty available to promote our department's degree and certificate programs. It should be noted that, until last year, the number of students receiving degrees in our program held steady after an initial upswing due to the introduction of our certificate program. Once students complete the three Communication Studies courses required for the Certificate of Specialization, for example, they are more motivated to continue Communication Studies coursework and complete the degree requirements. The more we advertise our certificate program, the more majors we are likely to acquire. With approval of our ADT degree, most likely in January 2014, the number of students seeking Communication Studies degrees should increase substantially.

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

N/A

e. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> Many Foothill College students take one or more of our basic courses (COMM1A, 1B, 2, 3, & 4) to fulfill their GE requirements in preparation for transfer.   13 COMM majors transferred to CSU's in 2012-13. (No data available for transfers to the UC"s and private colleges. We have been advised by Articulation that once our ADT is approved by the state, our enrollment and subsequent transfer rates should increase substantially.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php

a. **Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

> Not applicable.

b. **Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

> Not applicable.

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

c. **Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

> 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. Comm 2 is also accepted as a prerequisite for vocational healthcare programs. The addition and implementation of the new Communication Studies Associate Degree for Transfer (ADT) is expected to further increase transfer rates.

d. **Please analyze and discuss Articulation data regarding this program.**

> All active Communication Studies courses, including Comm 1A, 1AH, 1B, 1BH, 2, 3, 4, 10, 12, and 55 have successfully completed the articulation process within the past two academic years. All courses are reviewed on a regular basis for resubmission in order to meet current articulation requirements.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e. **Discuss how this program continues to meet a documented labor market demand?**

Under the innovative and supportive environment of the Fine Arts and Communication Division, the Communication Studies Department expects to continue significant enrollment and productivity increase in the area of **workforce education**. In particular, the Communication Studies Department is currently working with the Fine Arts and Communication Division Dean, the division curriculum committee, and fellow division faculty on potential new course offerings and intra-division collaboration opportunities at the upcoming Foothill-DeAnza Education Center. By working closely with the Fine Arts and Communication Division colleagues, Communication Studies' workforce education enrollment, which has quadrupled over the past four years, is expected to increase exponentially in the next four.

Significantly, the majority of Communication Studies courses fulfill the college's **workforce education mission**, serving to help drive California's labor force and economic engine. Comm 2 Interpersonal Communication is a prerequisite for many vocational programs. Comm 55 Career and Leadership Communication in the Global Workplace is specifically designed to help students to obtain employment. Courses such as Comm 1A/1AH: Public Speaking, Comm 1B/1BH: Argumentation and Persuasion, Comm 4: Group Discussion, 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 jobs or to advance professionally at their current place of employment. Comm 1A and 1AH Public Speaking enhance professional presentation skills. Comm 4 Group Discussion enhances team-building skills.

The Communication Studies program enables students to improve their oral, interpersonal, intercultural, and professional communication skills. These skills are crucial for career preparation, personal marketability, leadership ability, and professional success, all of which are vital to the prosperity of our local, state, national, and global communities.

f. **Analyze your program in relation to other programs in our region**, defined as San Mateo and Santa Clara counties.

Within the innovative and supportive environment of the Fine Arts and Communication Division, the Foothill College Communication Studies Department stands out in San Mateo and Santa Clara counties with its unique combination of course offerings for **Workplace Education**, including Comm 55 Career and Leadership in the Global Workplace, Comm 2 Interpersonal Communication, Comm 1B/1BH Argumentation & Persuasion, Comm 10 Gender, Communication & Culture, and Comm 12 Intercultural Communication.

In addition, the Department of Communication Studies offers five distinctive, Workforce Education oriented Certificate programs:

Communication Studies Career Certificate
Communication Studies Certificate of Specialization
Communication Studies Certificate of Proficiency
Certificate of Proficiency in Communications & IT Support
Certificate of Proficiency in Workforce Training

The combination of innovative Workforce Education courses and Certificates establish the Department of Communication Studies as one of the strongest college Workforce Education programs in the Silicon Valley and beyond.

g. **Discuss any job placement and/or salary data available for your students after graduation.**

As stated earlier, based on a 2011 study 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, Grey & Christmas, Communication is co-ranked as the #5 degree that most attracts employers.

According to studentreview.com, the average starting salary of students with Communication degrees (A.A. or B.A) is $45,045, the average salary of students with Communication degrees after ten years of employment is $74,609. Many Communication Studies majors combine their communication training with an additional discipline (such as business or healthcare), and thereby earn even higher salaries. Additionally, enhancing any degree with a Certificate in Communication Studies makes job candidates more attractive and offers increased potential for advancement within professional organizations.

h. **Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

As stated in section g above, the average salary of Communication majors range from $45,045 at entry level to $74,609 with ten years of professional experience. These figures compare favorably with the 2012 average per capita salary of $40,698 Santa Clara County, and $45,346 in San Mateo County.

Source: 2012 United States Census Bureau.

i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

Not applicable.

j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

The **workforce education** oriented courses, certificates, and degrees offered by the Communication Studies Department will continue to play a vital role in helping to drive California's economic engine, serving in particular the Silicon Valley professional community. Collaboration opportunities with other workforce programs in the Fine Arts and Communication Division, as well as Communication Studies' upcoming strong participation at the new FHDA Education Center will further strengthen service to this new and important non-traditional student demographic.

k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

Not applicable.

l. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

Not applicable.

Section 4: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
See attached
b. **Attach 2012-2013 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.
See attached

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:
a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Results from the CL-SLO assessments have been extremely positive. We have made no substantive curricular, pedagogical, or other changes to date.

Plans for additional follow-up include increasing opportunities for intercultural learning beyond the classroom for Comm 12: Intercultural Communication, and working to improve exam results for lowest performing section of Comm 2: Interpersonal Communication.

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

We will continue to evaluate the assessment data and methodology.

b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

The Communication Studies Department at Foothill College plays a significant role in Foothill College's **basic skills**, **transfer**, and **workforce education** goals.

Our program offers a wide variety of courses, degrees, and special programs to meet students' needs. The department provides courses for students aspiring to become communication specialists, to work in communication-related fields, to enhance personal and professional marketability, to increase intercultural communication effectiveness, or to simply improve interpersonal skills. The program prepares students for opportunities in corporate training, consulting, marketing, sales, public relations, human resources, television, radio, telecommunications, and political campaigning, among other fields.

Our courses are fundamental to both student and institutional success. Comm 1A/1AH: Public Speaking, Comm 1B/1BH: Argumentation & Persuasion, Comm 2: Intercultural Communication, Comm 4: Group Discussion, and Comm 12: Intercultural Communication, are popular transfer courses. Comm 1A: Public Speaking and Comm 55: Career & Leadership Communication in the Global Workplace are fundamental to the College's workforce education mission.

Our two course-level assessments are broadly comprehensive. We look forward to receiving additional information through future assessments, as part-time faculty will be participating more actively in the SLO process. Continued review of assessment of SLOs ensures the identification of program-level student learning, by pinpointing areas that have proven successful and targeting areas that require improvement.

The assessment of course-level student learning outcomes has given the department important opportunities for self-study and review. We have confirmed 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.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

Students completing our program have a variety of individual goals: career enhancement; terminal degree; transfer within the major; transfer to another major after earning our degree. There are significant challenges inherent in qualifying the success of a non-sequential, qualitative program that serves a variety of needs of a diverse group of students. Our PL-SLO's reflect the knowledge, skills and abilities that students need in order to succeed in our program. We have not made changes based on the findings, but we have modified both our certificate and degree programs in recent years in response to state certificate requirements and curricular models.

d. **If your program has other outcomes assessments at the program level, comment on the findings.**

> Students progressing through our program continue to report improvements in the communication skills most critical to success. This self-assessment of subject competence provides us with insight into the student learning process, and supports the ongoing work of our existing program.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in**

> Our program is non-sequential and multi-purposed, so the program-level assessment present some challenges. On the positive, 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.
>
> Continued review of the program-level student learning outcomes ensures that changes to the certificate/degree are made if needed.

both shaping and evaluating/assessing your program's student learning outcomes?

f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

> We have continually met our targets in both course-level and program-level assessments. We are mindful that it is challenging to assess our program in a quantifiable way. Nonetheless, a major emerging trend that we have found is an increased level of awareness and an increased number of departmental discussions related to the student learning process and the ultimate learning outcomes.

100

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

> Both surveys conducted as part of the Program Level Assessments have demonstrated high student satisfaction with the Communication Studies program in terms of self-assessed subject competence. We continue to focus significant professional energy on the ongoing review of all of our departmental SLO's, and see direct connections between the SLO target success and the larger success of our program.

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.

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 Work to improve the exam results of the lowest performing segment of the COMM 2 student population.	07/01/2013 SLO assessment in which the overall results (averages for three sections of 91%, 85%, 89% over 11 examinations) met our target for success, We now appropriately focus on students in the lowest performing segments.	Transfer	Although the average exam results are high, some students fall below our target scores. By focusing specifically on their success, we raise the standard for all students.
2 Increase opportunities for intercultural learning outside of the classroom environment for COMM 12 students	09/24/2013 SLO in which the target was met. Although we have had SLO assessments since this date, we have not formally followed up on this action plan.	Transfer	While we have informally notified students of intercultural learning opportunities outside of the classroom environment, formal inclusion of such activities would help to increase subject competency and retention.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1 Propose new Communication Studies Associate Degree for Transfer (ADT)	Yes.	Completed submission.	Awaiting State approval.

2 Increase public relation efforts	Yes. On-going.	On-going.	Increase public relation efforts via Communication Dept. website, communication instructor websites, department brochures
3 Continue to introduce new courses	Yes. On-going.	Comm 55 Career and Leadership Communication in the Global Workplace has been introduced as an on-line course. Potential new courses: Public Speaking for Professionals, Communication & the Culture of Hip/Hop, and Mass Communication & the Arts.	Continue to introduce new courses

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Create marketing campaigns & attract workforce education students to enroll in Communication and other Fine Arts workforce courses at the FHDA Education Center.	2014-2016	Increase enrollment and productivity. Solidify Fine Arts and Communication Division's presence in the important workforce education student demographic. Further California Community Colleges' core mission of workforce education.	Highly enrolled courses at the FHDA Education Center.
2. Explore program collaboration opportunities with colleagues in the Fine Arts and Communication Division at the	2014-2016	Students will benefit from a greater range of Fine Arts and Communication Division workforce course offerings and course delivery	Optimization of shared high tech facilities and equipment at the FHDA Education Center. Joint marketing campaign of Fine Arts and Communication

FHDA Education Center, and on-site at Silicon Valley companies.		methods.	workforce courses to Silicon Valley companies.
3. Begin implementation of the new Communication Studies Associate Degree for Transfer (ADT).	2013-2014	Students will benefit from increased rate of transfer to CSU.	Successful student completions of ADT for CSU transfer.

Section 7: Program Resources and Support

Using the tables below, summarize your program's __unfunded__ resource requests. Refer to the Operations Planning Committee website: **http://foothill.edu/president/operations.php** for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full-time faculty	$70,000 +	To meet goal of program and enrollment expansion.	
Department Coordinator	$50-70,000	To meet goal of program and enrollment expansion.	

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Not applicable.				

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

None.			

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Permanent full restoration of Intercollegiate Speech and Debate Team funding.	$8,000+/year	This funding was removed due to the current fiscal crisis. We look forward to full restoration of funds when feasible.	

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Multi-media equipment for Communication workforce education courses.	$6,000	To meet goal of workforce education enrollment expansion.	

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

> Recent years have seen a cut back in departmental budge as part of overall college budget reduction. As the national and state economies begin to improve, the Communication Studies Department will fully utilize additional funding and resources to increase productivity, expand enrollment, and further strengthen its ability to serve Foothill's core missions of **basic skills**, **transfer**, and **workforce education**.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Hire more part-time faculty to make up for full-time faculty on extended medical leave.	Accomplished. Due to a disproportionate # of pt to ft faculty, even before the medical leaves, we are requesting an additional full-time position.

2. Demonstrate with evidence (other than anecdotal) that non-transcriptable certificates are important from an occupational standpoint	1. We would like additional guidance as to how to quantify and prove this fact for which we have ample anecdotal evidence. 2. If there is any question as to the importance of our non-transcriptable certificates, we also would like to highlight that most of Foothill Communication Studies majors entered the college without the intent to focus in this area, instead intending to fulfill the communication requirement by taking a course, which led to a certificate, which led to a degree. 3. We are discussing the possibility of applying for transcriptable certificates.
3. Develop online courses that can accommodate larger numbers of students.	1. This is in progress. We are in the process of developing an online mass communication course which will meet this criteria. 2. COMM 10 & COMM 12 do not require in person presentations and can have larger student enrollments. 3. Max enrollment or COMM 1A has risen to 30 and COMM 12 to 35 in the summer.
4. Classroom size not restricted by UC and CSU's.	It's not class size, but meeting the UC/CSU requirement of five in-person presentations within the confines of the 11 week qtr. system (vs. a 15 week semester system) that has the necessary consequence of keeping class size to 30 or below. Faculty typically add additional students from wait lists. However, our designated classrooms, 1405, 1220 and 1219 cannot accommodate more than 30 students.

a. **After reviewing the data, what would you like to highlight about your program?**

The Communication Studies Department continues to thrive under the unique, innovative culture of the Fine Arts and Communication Division. Over the past twelve months the Communication Studies Department increased enrollment by 18%, increased workforce students by 145%, completed the new Communication Studies ADT degree, collaborated with multiple Fine Arts colleagues on a Stanford University education initiative, and maintained a student success rate 24% above institutional standard.

As a Department, we look forward to new and exciting areas of growth and innovation as an integral member of the Fine Arts and Communication Division. With the return of full-time faculty from leave, the new opportunities for collaboration with Fine Arts colleagues at the FHDA Education Center, and the possibility that these intra-divisional projects will results in enrollment growth for all, the Communication Studies Department will continue to make a strong contribution to help fulfill Foothill College's purpose of "**Educational opportunity for all with innovation and distinction**," and serve the California Community Colleges' mission of **basic skills**, **transfer**, and **workforce education**.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. **Strengths and successes of the program as evidenced by the data and analysis:**
    Communication Studies is one of the most active areas of the Division, as evidenced by the 18.1% increase in enrollment since 2010. It should be noted that 2 full time faculty were on medical leave for a large portion of the reporting period, and the remaining 2 full time faculty worked very hard to fill that void. The department has added several outstanding adjunct faculty during the reporting period, who have also contributed mightily to departmental gains. I am not concerned about productivity in COMM, as classroom size restrictions and the nature of the subject requires restricting enrollments to no more than 30.

    The diversity of the Department is noteworthy, and a success rate of over 70% is excellent! The department's curriculum is excellent, and the faculty has made an outstanding effort to remain in compliance with transfer requirements for CSU and UC.

    In terms of innovation, the Communication Department has several newer courses, such as Career & Leadership Communication In The Global Workplace that have helped

departmental numbers, but also promise to be excellent offerings in our new Education Center. I am happy to note that there is ample funding for the Speech & Debate Team to return to our campus as soon as possible.

b. **Areas of concern, if any:**

Under Program Name (page 2) your Certificates are listed as Certificate of Achievement Program. Does this mean you are going to apply for CA's? If not, these should probably be removed from the CA area before posting.

The 35% drop in Associate Degrees is a matter of some concern, but I agree that this data may be incomplete due to the double major. In any case, enrollment in COMM is, to say the least, robust.

Department Level Data: I'm curious about the part time FTEF number in 2012-2013. An increase from 2.7 to 50 is a 1752% increase, so I am wondering if this was input in error?

c. **Recommendations for improvement:**
The Communication Studies Department has done a fantastic job in increasing enrollment despite the partial loss of 2 full time faculty due to medical leave during 2012-2013. The two remaining full time faculty, as noted above, did great work in stepping up to fill the void, and as one of the full time faculty is back, I anticipate further growth. Based on our discussions, there are some very innovative and exciting new courses planned, and bringing back the Speech and Debate Team promises to grow the department further as well.

This section is for the Vice President/President to provide feedback.

d. **Strengths and successes of the program as evidenced by the data and analysis:**

The Communication Studies Department provides high quality instruction, and serves a large number of students. The enrollment and degree attainment are noteworthy. The faculty are innovative and interested in exploring new curriculum and partnerships. The student success data is strong.

e. **Areas of concern, if any:**
The faculty should review their SLO reflections and analyze the actual data in the next program review. Although it is true that students have different goals, and that the program is not

sequential, there does not appear to be much information regarding how the faculty have determined that students are achieving the stated outcomes.

f. Recommendations for improvement:

The department faculty have indicated that they are reviewing their certificates for viability and for potential state approval. This is a positive and meaningful activity.

g. Recommended Next steps:
__X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College
Department - Communication Studies (COMM)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION & 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)) **Start Date:** 09/23/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Socratic lecture/discussion, research project **Assessment Method Type:** Research Paper **Target for Success:** Competency	09/23/2012 - Given the interactive relationship with the subject matter, students are able to go beyond merely receiving information and are also able to engage, reflect, observe, discuss, debate, as well write about ideas, therefore, increasing their understanding and ability to retain information. Student survey responses, submitted at the end of the quarter, indicated this method assisted their transition from passive learners to active participants in the learning process. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** 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 **GE/IL-SLO Reflection:** This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires student to develop verbal, nonverbal, written, and analytical skills in comparing/contrasting Gender across cultures.	09/24/2012 - 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 support materials. Additionally, it is imperative that instructors assigned to teach this course have both specialization and teaching experience in the field of Gender Communication.
Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION & CULTURE - 2 - Skills - A successful student will improve communication skills within and between	**Assessment Method:** Group discussion, research project presentation **Assessment Method Type:** Discussion/Participation	09/24/2012 - The interactive nature of the course requires communication between genders, which provides students ample opportunity to hone their gender communication skills in a practical real world setting.	09/24/2012 - Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
gender groups. (Created By Department - Communication Studies (COMM)) **Start Date:** 09/23/2011 **Course-Level SLO Status:** Active	**Target for Success:** Competency	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. **GE/IL-SLO Reflection:** This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires students to develop verbal, nonverbal, written, and analytical skills in comparison/contrasting Gender across cultures.	technological tools. ───────────────
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)) **Start Date:** 09/23/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Socratic lecture/discussion, research project **Assessment Method Type:** Research Paper **Target for Success:** Competency in research	04/10/2013 - Students scored an average of 87% on a required discussion-based research project. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/24/2012 - Given the interactive relationship with the subject matter, students are able to go beyond merely receiving information and are also able to engage, reflect, observe, discuss, debate, as well write about ideas, therefore, increasing their understanding and ability to retain information. Students survey responses, submitted at the end of the quarter, indicated this method assisted their transition from passive learners to active participants in the learning process. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for augmenting video/documentary	09/24/2012 - 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. ───────────────

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 **GE/IL-SLO Reflection:** This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires students to develop verbal, nonverbal, written, and analytical skills comparing/contrasting race and ethnicity in the U.S. with cultures abroad.	
Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 2 - Skills - A successful student will improve communication skills within and between multicultural groups. (Created By Department - Communication Studies (COMM)) **Start Date:** 09/23/2011 **Course-Level SLO Status:** Active	**Assessment Method:** critical evaluation of assigned project **Assessment Method Type:** Research Paper **Target for Success:** competency in research skills	04/10/2013 - In a second major assigned written project, student scores averaged 89%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		09/24/2012 - The interactive nature of the course requires communication between cultures, which provides students ample opportunity to hone their intercultural communication skills in a practical real world setting. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. **GE/IL-SLO Reflection:** This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires students to develop verbal, nonverbal, written, and analytical skills	09/24/2012 - Increase the number of intercultural learning opportunities beyond the classroom and require written analyzes linking course concepts to topic/activity examined. This will provide students a greater opportunity to identify and understand how course concepts are tied to their lives, thereby increasing understanding and retention.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		comparing/contrasting race and ethnicity in the U.S. with cultures abroad.	
Department - Communication Studies (COMM) - COMM 190 - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic of study. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active	**Assessment Method:** Direct study paper on a communication topic of study. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of "C" or higher on the direct study paper.		
Department - Communication Studies (COMM) - COMM 190 - DIRECTED STUDY - 2 - Application - A successful student will Increase their ability to apply a communication topic of study in academic, professional, or personal situations. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active	**Assessment Method:** Direct study presentation with instructor. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will receive a grade of "C" or higher on the direct study presentation.		
Department - Communication Studies (COMM) - COMM 190X - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic of study. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active	**Assessment Method:** Direct study paper on a communication topic of study. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of "C" or higher on the direct study paper.		
Department - Communication Studies (COMM) - COMM 190X - DIRECTED STUDY - 2 - Application - A successful student will Increase their ability to apply a communication topic of study in academic, professional, or personal situations. (Created By Department - Communication Studies	**Assessment Method:** Direct study presentation with instructor. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will receive a grade of "C" or higher on the direct study presentation.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(COMM)) **Course-Level SLO Status:** Active			
Department - Communication Studies (COMM) - COMM 190Y - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic of study. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active	**Assessment Method:** Direct study paper on a communication topic of study. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of "C" or higher on the direct study paper.		
Department - Communication Studies (COMM) - COMM 190Y - DIRECTED STUDY - 2 - Application - A successful student will Increase their ability to apply a communication topic of study in academic, professional, or personal situations. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active	**Assessment Method:** Direct study presentation with instructor. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will receive a grade of "C" or higher on the direct study presentation.		
Department - Communication Studies (COMM) - COMM 190Z - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic of study. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active	**Assessment Method:** Direct study paper on a communication topic of study. **Assessment Method Type:** Essay/Journal **Target for Success:** 80% of students will receive a grade of "C" or higher on the direct study paper.		
Department - Communication Studies (COMM) - COMM 190Z - DIRECTED STUDY - 2 - Application - A successful student will Increase their ability to apply a communication topic of study in academic, professional, or personal situations. (Created By Department - Communication Studies	**Assessment Method:** Direct study presentation with instructor. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will receive a grade of "C" or higher on the direct study presentation.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(COMM)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** A minimum of five public presentations **Assessment Method Type:** Presentation/Performance **Target for Success:** Acquire competence in the discovery, critical evaluation, an reporting of information	07/13/2013 - Students succeessfully completed a sequence of five increasingly difficulty speeches. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will submit a written critique of an oral presentation. **Assessment Method Type:** Observation/Critique **Target for Success:** 75% successful completion of written assignment.	07/13/2013 - 83% of students earned a passing grade on the written critique of an oral presentation. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/26/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Two surveys (start-of-course and end-of-course) comparing self-reported presentation confidence. **Assessment Method Type:** Survey **Target for Success:** A measurable increase in self-reported presentation confidence.	04/10/2013 - 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, 32% 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 36%/10%, Fun 43%/68%, Intimidating 58%/25%. This steady improvement is consistent with instructor's in-class observations. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 09/26/2011 **Course-Level SLO Status:** Active	**Assessment Method:** In-class presentation **Assessment Method Type:** Presentation/Performance **Target for Success:** Passing grade on in-class speech presentation	04/10/2013 - Throughout the quarter, the students deliver a variety of in-class speech presentations. Selecting the informative speech as a sample, the average individual student grade was 90% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Communication Studies (COMM) - COMM 1B - ARGUMENTATION & 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Quiz **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Passing grade on logical fallacies quiz		
Department - Communication Studies (COMM) - COMM 1B - ARGUMENTATION & 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)) **Course-Level SLO Status:** Active	**Assessment Method:** In-class presentation **Assessment Method Type:** Presentation/Performance **Target for Success:** Passing grade on in-class presentation requiring research analysis and credible evidence.		
Department - Communication Studies (COMM) - COMM 1BH - HONORS ARGUMENTATION & 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))	**Assessment Method:** critical evaluation of assigned written work **Assessment Method Type:** Research Paper **Target for Success:** completion of required project	07/13/2013 - 95% of students earned a passing grade on the written critical evaluation of published work. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 04/09/2012 **End Date:** 07/20/2012 **Course-Level SLO Status:** Active			
Department - Communication Studies (COMM) - COMM 1BH - HONORS ARGUMENTATION & PERSUASION - COMM 1BH SLO#2 - A successful student will be able to deliver an effective persuasive speech (Created By Department - Communication Studies (COMM))	**Assessment Method:** In-class presentation **Assessment Method Type:** Presentation/Performance **Target for Success:** Passing grade on in-class presentation requiring evidence from credible sources in support of research analysis	07/13/2013 - 98% of students earned a passing grade on the in-class evidence-based presentation involving research analysis from credible sources. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Start Date: 04/09/2012 **End Date:** 07/20/2012 **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Examination on patterns in interpersonal relationships. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of "C" or higher on the examination.	07/01/2013 - For Spring quarter 2013, students in 3 sections of Comm 2 scored averages of approximately 91%, 85%, and 89% over eleven examinations. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More instructional (books) and media material (DVDs) requested to enhance instruction and student learning. **GE/IL-SLO Reflection:** The exam averages meet target for success. Higher exam results desired for lower performing section.	07/01/2013 - The exam averages meet target for success. Higher exam results desired for lowest performing section.
Department - Communication Studies (COMM) - COMM 2 - INTERPERSONAL COMMUNICATION - 2 - Utilization - A successful student will be able to utilize	**Assessment Method:** Presentation on communication patterns in interpersonal communication situations.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
appropriate communication patterns in interpersonal communication situations. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Presentation/Performance **Target for Success:** 80 percent of students will receive a grade of "C" or higher on the presentation.		
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)) **Start Date:** 09/26/2011 **Course-Level SLO Status:** Active	**Assessment Method:** critical evaluation of assigned project **Assessment Method Type:** Research Paper **Target for Success:** competency in research skills	04/10/2013 - Students averaged 96/100 points on a written assignment requiring critical examination of verbal and non-verbal communication. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Start Date:** 09/26/2011 **Course-Level SLO Status:** Active	**Assessment Method:** critical evaluation of assigned project **Assessment Method Type:** Research Paper **Target for Success:** competency in research skills	04/10/2013 - 96% of students successfully completed a written assignment requiring analysis of non-verbal communication in various contexts. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Communication Studies (COMM) - COMM 36 - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 1 - A successful student will be able to form critical thinking focus, assess complexities and patterns of issue in a project with instructor and other students if appropriate. (Created By Department - Communication Studies (COMM)) **Start Date:** 06/30/2012 **End Date:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
07/30/2013 **Course-Level SLO Status:** Active			
Department - Communication Studies (COMM) - COMM 36 - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 2 - A successful student will be able to improve research and/or information gathering ability. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active			
Department - Communication Studies (COMM) - COMM 36X - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 1 - A successful student will be able to form critical thinking focus, assess complexities and patterns of issue in a project with instructor and other students if appropriate. (Created By Department - Communication Studies (COMM)) **Start Date:** 06/30/2012 **End Date:** 07/30/2013 **Course-Level SLO Status:** Active			
Department - Communication Studies (COMM) - COMM 36X - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 2 - A successful student will be able to improve research and/or information gathering ability. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Communication Studies (COMM) - COMM 36Y - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 1 - A successful student will be able to form critical thinking focus, assess complexities and patterns of issue in a project with instructor and other students if appropriate. (Created By Department - Communication Studies (COMM)) **Start Date:** 06/30/2012 **End Date:** 07/30/2013 **Course-Level SLO Status:** Active			
Department - Communication Studies (COMM) - COMM 36Y - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 2 - A successful student will be able to improve research and/or information gathering ability. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active			
Department - Communication Studies (COMM) - COMM 36Z - SPECIAL PROJECTS IN SPEECH - SLO 1 - A successful student will be able to form critical thinking focus, assess complexities and patterns of issue in a project with instructor and other students if appropriate. (Created By Department - Communication Studies (COMM)) **Start Date:** 06/30/2012 **End Date:** 07/30/2013 **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Communication Studies (COMM) - COMM 36Z - SPECIAL PROJECTS IN SPEECH - SLO 2 - A successful student will be able to improve research and/or information gathering ability. (Created By Department - Communication Studies (COMM)) **Course-Level SLO Status:** Active			
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will successfully complete a written observational analysis of small group communication. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% successful completion	04/10/2013 - 93% of students successfully completed this written observational analysis. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Successful participation in an in-class group project. **Assessment Method Type:** Class/Lab Project **Target for Success:** 90% of students will earn a passing grade on in-class group project.	04/10/2013 - 95% of students earned a passing grade on an in-class group project. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** In-class presentation **Assessment Method Type:** Presentation/Performance **Target for Success:** Passing grade on individual speech appropriate for the intercollegiate circuit.	07/13/2013 - This course was not taught in 2012-13 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Written evaluation/critique **Assessment Method Type:** Essay/Journal **Target for Success:** Passing grade on written evaluation/critique of individual speech or debate.	07/13/2013 - This course was not taught in 2012-13 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Communication Studies (COMM) - COMM 54A - FORENSIC SPEECH - COMM 54A SLO#1 - Students will be able to deliver a competition-worthy individual speech. (Created By Department - Communication Studies (COMM)) **Start Date:** 09/24/2012 **End Date:** 01/25/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of individual speech performance assignment with "B" grade or better. **Assessment Method Type:** Presentation/Performance **Target for Success:** At least 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54A - FORENSIC SPEECH - COMM 54A SLO#2 - Student will be able to give a proper oral critique of individual speeches. (Created By Department - Communication Studies (COMM)) **Start Date:** 09/24/2012 **End Date:** 01/25/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Following intercollegiate formatting, students will successfully provide an oral speech critique including both constructive criticism and suggestions for improvement. **Assessment Method Type:** Observation/Critique **Target for Success:** 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54B - FORENSIC DEBATE - COMM 54B SLO#1 - Students will be able to deliver a competition-worthy debate speech. (Created By Department - Communication Studies (COMM))	**Assessment Method:** Successful completion of debate performance with "B" grade or better. **Assessment Method Type:** Presentation/Performance **Target for Success:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/24/2012 **End Date:** 01/25/2013 **Course-Level SLO Status:** Active	90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54B - FORENSIC DEBATE - COMM 54B SLO#2 - Student will be able to give a proper oral critique of a parliamentary debate. (Created By Department - Communication Studies (COMM)) **Start Date:** 09/24/2012 **End Date:** 01/25/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Following intercollegiate formatting, students will successfully provide an oral critique of a parliamentary debate involving multiple participants. **Assessment Method Type:** Observation/Critique **Target for Success:** 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54C - FORENSIC ORAL INTERPRETATION - COMM 54C SLO#1 - Students will be able to deliver a competition-worthy oral interpretation performance. (Created By Department - Communication Studies (COMM)) **Start Date:** 09/24/2012 **End Date:** 01/25/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Successful completion of an oral interpretation performance assignment with "B" grade or better. **Assessment Method Type:** Presentation/Performance **Target for Success:** 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54C - FORENSIC ORAL INTERPRETATION - COMM 54C SLO#2 - Student will be able to give a proper oral critique of an oral interpretation speech. (Created By Department - Communication Studies (COMM)) **Start Date:**	**Assessment Method:** Following intercollegiate formatting, students will successfully provide an oral critique of an oral interpretation speech, including both constructive criticism and suggestions for improvement. **Assessment Method Type:** Observation/Critique		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/24/2012 **End Date:** 01/25/2013 **Course-Level SLO Status:** Active	**Target for Success:** 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 55 - CAREER & 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Examination on patterns in professional communication. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80% of students will receive a grade of "C" or higher on the examination.	07/01/2013 - For Spring quarter 2013, students in 2 sections of Comm 55 have scored an average of 91% and 90% over 6 examinations. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** More instructional (books) and media material (DVDs) requested to enhance instruction and student learning **GE/IL-SLO Reflection:** The exam averages meet target for success.	07/01/2013 - The exam averages meet target for success.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Presentation on patterns in professional communication. **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students will receive a grade of "C" or higher on the presentation.		

Unit Assessment Report - Four Column

Foothill College
Program (FA-COMM) - Communication Studies AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (FA-COMM) - Communication Studies AA - 1 - Identify patterns of communication in a variety of contexts. **SLO Status:** Active	**Assessment Method:** Selected degree and certificate students will respond to survey evaluating successful completion of program level student learning outcomes. **Assessment Method Type:** Survey **Target:**	12/12/2013 - In a December, 2013, survey of 37 students participating in our certificate and degree programs, 100% reported that they correctly identify patterns of communication in a variety of contexts. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		10/01/2012 - 100% of survey respondents reporting increased ability to identify patterns of communication. (winter or spring, confirm later) **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Program (FA-COMM) - Communication Studies AA - 2 - Utilize appropriate methods of communication in critical thinking and/or communication situations. **SLO Status:** Active	**Assessment Method:** Selected degree and certificate students will respond to survey evaluating successful completion of program level student learning outcomes. **Assessment Method Type:** Survey **Target:** 100% of survey respondents reporting increased ability to use methods of communication in critical thinking and/or communication situations.	12/12/2013 - In a December, 2013, survey of 37 students participating in our certificate and degree program, 100% of respondents reported an increased ability to use appropriate methods of communication in critical thinking and/or communication situations. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	