

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

Please include the following information about your program:

Total number of Full Time Faculty:	4
Total number of Part Time Faculty:	9
Total number of Classified Professionals:	0

Please list all existing Classified positions:

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	

*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

Please complete the appropriate data elements.

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.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Associate Degree in Communication	35	20	36	+80%

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	2011-2012	2012-2013	2013-2014	% Change
Certificate of Proficiency	5	3	14	+470%
Certificate of Specialization	1	1	8	+800%

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	2,246	2,652	3012	+13.6%
Productivity (College Goal 2014-15: 535)	439	423	467	+10.5%

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
X	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

A) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served				

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List) Program Review Data

B) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

The Communication Studies Department enrollment increased a healthy 13.6% between 2012-13 and 2013-14. The number of students served increased by 9.4%.

During the same period, the number of Associate Degrees in Communication issued increased 80% to 36, representing 42% of degrees issued in the Fine Arts and Communication Division.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

To support the college's Student Equity Plan, our faculty has established a four-point course of action addressing this problem:

1. Mid-quarter assessment: When a targeted student's grade is slipping and/or there are assignments missing, meet (either in-person or online) with the struggling student to be sure they are aware of their grade status.

2. Review feedback, which often is not read by students, e.g. comments on their bi-quarterly progress reports (if they are in EOPS), written work, and test results.

3. Zero in on the problem(s) and direct to support services available, e.g. class TA, the writing center, tutorial services.

4. Follow up 2-3 weeks later to check for improvement. If no improvement is seen, meet again and follow steps 2 & 3.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

In the Communication Studies Department, the overall success rates for targeted ethnic groups improved by 7% from 2012-13 (72%) to 2013-14 (79%).

The nonsuccess rates dropped 3% from 2012-13 (15%) to 2013-14 (12%).

The withdrawal rate dropped 4% from 2012-13 (13 %) to 2013-14 (9%).

When broken down for those same year comparisons by the three racial groups mentioned above the percentages reflect similar improvements in each category, e.g.:

the African American student success rates increased by 6%, non success rates dropped by 4%, and the withdrawal rate dropped by 4%,

Latino/a student success rates increased by 6%, non success rates dropped by 7%, and the withdrawal rate dropped by 7%.

For Pacific Islanders, the success rates increased by 6%, nonsuccess rates dropped by 7%, and the withdrawal rate dropped by 7%,

These improved percentages are all positive signs and demonstrate the steps taken to improve ethnic student retention, outlined above, are working, as is the ethnic diversity presented in our curriculum. We have a large percentage of ethnic students taking our classes and choosing Communication Studies as their major for many reasons, not the last of which is seeing their own ethnic group being studied, especially in interpersonal communication, gender communication, and intercultural communication. We have increased the number of sections offered in each of these classes over the last two years.

Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- B) Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

- A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

Results from the CL-SLO assessments have been extremely positive and reflect the knowledge, skills and abilities that students need in order to succeed in our program, in other college courses, in their future careers, and in life.

Future plans include increasing opportunities for intercultural learning beyond the classroom for Comm 12: Intercultural Communication, working to improve exam results for lowest performing section of Comm 2: Interpersonal Communication, and receiving approval for Comm 60: Communication Theory and Practice with Older Adults as a **workforce education** course. We will continue to evaluate assessment data and methodology.

B) For instructional programs only, 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 find our certificates extremely valuable, for majors and non-majors alike, to show potential employers the extra work they have put in the study of communication. Many of the skills and qualities employers routinely look for in new employees are communication related, e.g. leadership, cultural sensitivity, public speaking, professional, gender and small group communication.

The number of certificates granted has increased steadily over the years, contributing to higher enrollments and more degree recipients in our program. This is due in large part to word of mouth among students and on social media. We have information about our certificate and degree programs on the Foothill College website, on our curriculum sheets available in the Fine Arts office as well as in announcements made in all our classes, both online and in person.

To further enhance our program we plan to add a state accepted transcriptable certificate, which would be even more valuable to students. We plan to make application for this certificate this year. Having a transcriptable certificate in place, we anticipate the number of certificates, majors, and our enrollments will continue to rise.

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. How students use their degree after graduation is difficult to access. We are considering keeping in touch with our alumni through mailings of surveys for them to complete to obtain this information.

For all programs: Instructional, Students Services, Administrative

C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

The objectives and outcomes set forth in our program review, PLO's and our own mission statement mirror those of the college. Due to the nature of our subject matter, students from a diversity of racial, ethnic, socio-economic and religious backgrounds take our classes looking to improve their communication skills. It is in the best interests of our students, the department, and the college that we serve them well teaching basic as well as intermediate and advanced communication skills, and guiding them on the path to their transfer and career goals

To that end, 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 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.

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.

The assessment of program-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.

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

All active department members review the SLO's at least once a year, during program review, as well as in department meetings and ongoing discussions, sharing and requesting input for the SLO's in each of our classes. These actions provide 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.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Propose new Communication Studies Associate Degree for Transfer (ADT)	No	Completed.	Approved
2. Increase public relation efforts	No	On-going.	Significant increase in enrollment, productivity, students serviced, certificates issued, and associate degrees earned.
3. Continue to introduce new courses	No	On-going.	Comm 60 Communication Theory and Practice with Older Adults has been proposed as a workforce education course. Potential new courses: Public Speaking for Professionals, Mass Communication & the Arts.

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Begin implementation of the new Communication Studies Associate Degree for Transfer (ADT).	Students will benefit from increased rate of transfer to CSU.	Successful student completions of ADT for CSU transfer.
2. Create marketing campaigns & attract workforce education students	Increase enrollment and productivity. Solidify Fine Arts and Communication Division's presence in the important	Courses at the FHDA Education Center.

to enroll in Communication and other Fine Arts workforce courses at the FHDA Education Center.	workforce education student demographic. Further California Community Colleges' core mission of workforce education .	
3. Explore program collaboration opportunities with colleagues in the Fine Arts and Communication Division at the FHDA Education Center, and on-site at Silicon Valley companies.	Students will benefit from a greater range of Fine Arts and Communication Division workforce course offerings and course delivery methods	Optimization of shared high tech facilities and equipment at the FHDA Education Center. Joint marketing campaign of Fine Arts and Communication workforce courses to Silicon Valley companies.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full-time faculty	To meet goal of program and enrollment expansion.	No.
Department Coordinator	To meet goal of program and enrollment expansion.	No.

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

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time
Not applicable.			

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
None.		

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
Permanent full restoration of Intercollegiate Speech and Debate Team funding when related	\$8,000+/year	Due to the fiscal crisis, funding for the Speech and Debate Team was

courses are approved. (See "Related Goal.")		removed. Subsequently, course requirements were modified at the state level. The related Foothill courses have been revised and are awaiting approval. We look forward to full restoration of funds for the Speech and Debate Team at such time as the courses are approved.
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Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
Multi-media equipment for Communication workforce education courses.	\$6,000	To meet goal of workforce education enrollment expansion.

Section 7: 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	<p>1. We would like additional guidance as to how to quantify and prove this fact for which we have ample anecdotal evidence.</p> <p>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.</p>

	3. We plan to apply for a transcriptable certificates.
3. Develop online courses that can accommodate larger numbers of students.	<p>1. This is in progress. We are in the process of developing an online mass communication course which will meet this criteria.</p> <p>2. COMM 10 & COMM 12 do not require in person presentations and can have larger student enrollments.</p> <p>3. Max enrollment of COMM 1A has risen to 30 and COMM 12 to 35 in the summer.</p>
4. Classroom size not restricted by UC and CSU's.	It's not class size, per se, 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.
5. Analyze and reflect SLO data.	<p>CL-SLO's: With average scores ranging from 85%-95.6% on exams, papers, and presentations pertaining to designated SLO's, the majority of our students have successfully met these goals in each course analyzed.</p> <p>PL-SLO's: According to a survey of 43 of our degree and certificate students addressing our stated PL-SLO's 100% of these students have successfully met these goals.</p>

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, and supportive culture of the Fine Arts and Communication Division. Over the past twelve months the Communication Studies Department has:

- Increased enrollment by 13.6%
- Increased workforce education students by 26%
- Increased productivity by 10.5%
- Increased students served by 9.4%
- Increased associate degree completion by 80%
- Increased certificate of proficiency completion by 470%
- Increased certificate of specialization completion by 800%
- Obtained State approval of the new Communication Studies ADT degree
- Introduced new workforce education course
- Continued collaboration with multiple Fine Arts colleagues on a Stanford University education initiative.
- Maintained a student success rate 28% 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, 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 8: Deans 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:

The Communication Department at Foothill has had an outstanding, breakout year. An enrollment increase of 13.6% is outstanding, as is a rise in productivity of 10.5%. Additionally, the data indicates a superior completion rate. The faculty are outstanding, and demonstrate innovation in their classroom technique, both in person and online.

B) Areas of concern, if any:

I really don't have any, other than my usual mantra of "let's try to get the productivity over 500".

C) Recommendations for improvement:

My recommendations echo those stated in this review, apply for a transcriptable certificate, develop more online classes that can improve productivity. The department has done a spectacular job this year and the numbers prove that. *Bravo a tutti!*

D) Recommended next steps:

- ☒ Proceed as planned on program review schedule
- ☐ Comprehensive Program Review (Out of cycle) Recommended
- ☐ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and 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		
Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION & CULTURE - 2 - Skills - A successful student will improve communication skills within and between gender groups. (Created By Department - Communication Studies (COMM)) Start Date: 09/23/2011 Course-Level SLO Status: Active	Assessment Method: Group discussion, research project presentation Assessment Method Type: Discussion/Participation Target for Success: Competency		
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	12/11/2014 - Fall Qtr. 2014, on a required research paper involving interviews, students received an average score of 95.6%. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: This assessment indicates success in the core competencies of Communication, in particular writing skills including evaluation, synthesis and research and discerning listening and speaking skills, Creative,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Critical, and Analytical Thinking, in particular judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation and creativity, and Community/Global Consciousness and Responsibility, in particular social perceptiveness, including respect, empathy, cultural awareness and sensitivity,...interpersonal skills and	
<p>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))</p> <p>Start Date: 09/23/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: critical evaluation of assigned project</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: competency in research skills</p>	<p>12/12/2014 - Fall qtr 2014, on a research project requiring community involvement, students received an average score of 93.5%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This success demonstrates core competencies in the areas of Communication, e.g. analytical reading and writing skills, including evaluation, synthesis, and research, discerning listening and speaking skills, and Creative, Critical, and Analytical Thinking, e.g. judgment and decision making, intellectual curiosity, problem solving, creativity, research method, identifying and responding to a variety of learning styles and strategies, and Community/Global Consciousness and Responsibility, e.g. social perceptiveness, respect, empathy, cultural awareness,, sensitivity, citizenship, interpersonal skills, personal integrity and community service.</p>	
<p>Department - Communication Studies (COMM) - COMM 190 - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic</p>	<p>Assessment Method: Direct study paper on a communication topic of study.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
of study. (Created By Department - Communication Studies (COMM)) Course-Level SLO Status: Active	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 - 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 - 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 - 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 1A - PUBLIC SPEAKING - 1 - Strategies - A successful student will be able to organize strategies for oral communication. (Created By Department - Communication Studies (COMM))	Assessment Method: A minimum of five public presentations Assessment Method Type: Presentation/Performance Target for Success: Acquire competence in the discovery, critical		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	evaluation, an reporting of information		
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.		
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.	12/09/2014 - 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, 56% of students agreed or strongly agreed. After taking the course, 83% of students agreed or strongly agreed. At the beginning and end of the quarter, students were asked, "Do you consider yourself to be an excellent public speaker?" At the start of the quarter, 22% of students considered themselves to be an excellent speaker, 46% were unsure, and 36% did not. By the end of the quarter, 37% of students considered themselves to be an excellent speaker, 45% were unsure, and 19% did not. These self-assessed examples of improvement are consistent with instructor's in-class observations. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Students measurably assessed themselves as having increased presentation confidence. Target met.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Communication Studies (COMM) - COMM 1AH - HONORS PUBLIC SPEAKING - COMM 1AH SLO#2 - A successful student will organize and deliver an effective speech. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class presentation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Passing grade on in-class speech presentation</p>	<p>12/09/2014 - Throughout the quarter, the students deliver a variety of in-class speech presentations. 100% of enrolled students organized and delivered an effective speech, as demonstrated by earning a passing grade. Selecting the narrative speech as a sample, the average individual student grade was 89%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Outstanding participation and performance by students. Target met.</p>	
<p>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))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 07/20/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: critical evaluation of assigned written work</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: completion of required project</p>	<p>12/09/2014 - Students scored an average of 83% on their written persuasive essay critique.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This target was successfully met. Increasing the average score to at least 85% would be a good aim for next year.</p>	
<p>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))</p> <p>Start Date: 04/09/2012</p>	<p>Assessment Method: In-class presentation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Passing grade on in-class presentation requiring evidence from credible sources in support of research analysis</p>	<p>12/09/2014 - 100% of students earned a passing grade on the in-class evidence-based presentation involving research analysis from credible sources.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Excellent results. Target met.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.		
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		
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		
Department - Communication Studies (COMM) - COMM 4 - GROUP DISCUSSION - 1 - Components - A successful student will be able to identify components of effective	Assessment Method: Students will successfully complete a written observational analysis of small group	12/09/2014 - 92% of students successfully completed a written observational analysis of small group communication.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>small group interaction. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>communication.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% successful completion</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: The target has been met and exceeded.</p>	
<p>Department - Communication Studies (COMM) - COMM 4 - GROUP DISCUSSION - 2 - Interaction - A successful student will be able to demonstrate effective methods of interacting with groups. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Successful participation in an in-class group project.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of students will earn a passing grade on in-class group project.</p>	<p>12/09/2014 - 97% of students earned a passing grade on in-class group project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: The in-class group project requires individual participation, teamwork, dispute resolution, problem solving, and effective group communication. Earning a passing grade on the in-class group project demonstrates student success in demonstrating effective methods of group interaction. The target has been met for this course-level CLO.</p> <p>GE/IL-SLO Reflection: The in-class group project requires individual participation, teamwork, dispute resolution, problem solving, and effective group communication. Earning a passing grade on the in-class group project demonstrates student success in demonstrating effective methods of group interaction. The target has been met for this course-level CLO.</p> <p>GE/IL-SLO Reflection: The in-class group project requires individual participation, teamwork, dispute resolution, problem solving, and effective group communication. Earning a passing grade on the in-class group project demonstrates student success in</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		demonstrating effective methods of group interaction. The target has been met for this course-level CLO.	
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))	Assessment Method: In-class presentation Assessment Method Type: Presentation/Performance Target for Success: Passing grade on individual speech appropriate for the intercollegiate circuit.		
Course-Level SLO Status: Active			
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))	Assessment Method: Written evaluation/critique Assessment Method Type: Essay/Journal Target for Success: Passing grade on written evaluation/critique of individual speech or debate.		
Course-Level SLO Status: Active			
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))	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.		
Course-Level SLO Status: Active			

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
<p>Program (FA-COMM) - Communication Studies AA - 1 - Identify patterns of communication in a variety of contexts.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Selected degree and certificate students will respond to survey evaluating successful completion of program level student learning outcomes.</p> <p>Assessment Method Type: Survey</p> <p>Target:</p>	<p>12/11/2014 - Of the 43 students in our degree and certificate programs who were surveyed fall, 2014, 100% indicated they are able to identify patterns of communication in a variety of contexts.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Students who are able to identify patterns of communication in a variety of contexts, fulfill the core competency of Communication, in particular having the ability to deliver focused and coherent presentations, demonstrate active, discerning listening and speaking skills in lecture and discussions.</p>	
<p>Program (FA-COMM) - Communication Studies AA - 2 - Utilize appropriate methods of communication in critical thinking and/or communication situations.</p> <p>SLO Status: Active</p>	<p>Assessment Method: Selected degree and certificate students will respond to survey evaluating successful completion of program level student learning outcomes.</p> <p>Assessment Method Type: Survey</p> <p>Target: 100% of survey respondents reporting increased ability to use methods of communication in critical thinking and/or communication situations.</p>	<p>12/12/2014 - Of the 43 students in our degree and certificate programs who were surveyed Fall 2014, 100% indicated an increased ability to utilize appropriate methods of communication in critical thinking and/or communication situations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Students who are able to assess the appropriate ways to communicate in a variety of communication situations meet the core competency of Community/Global Consciousness and Responsibility which involves a direct link to social perceptiveness, respect, empathy, cultural awareness and sensitivity, interpersonal</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		skills, personal integrity, community service and self esteem.	