

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name:

Division Name:

Please list all 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

Number of Full Time Faculty: **Number of Part Time Faculty:**

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

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The Communication Studies Department continues to thrive within the unique, innovative, and supportive culture of the Fine Arts and Communication Division. Over the past twelve months the Communication Studies Department has:

- Increased productivity by 15.7% (30% since 2012-2013).
- Increased on-line productivity by 18.7% (24% since 2012-2013).
- Increased enrollment by 4.9% (17% since 2012-2013).
- Increased on-line course enrollment by 7.9% (243% since 2012-2013).
- Increased students served by 8.5% (16% since 2012-2013).
- Increased on-line students served by 24.5% (254% since 2012-2013).
- Increased WSCH by 9.4% (16% since 2012-2013).
- Increased on-line WSCH by 18.7% (142% since 2012-2013).
- Increased associate degree completion by 14% (102% since 2012-2013).
- Increased certificate of proficiency completion by 318% (1500% since 2012-2013).
- Increased certificate of specialization completion by 50% (1200% since 2012-2013).
- Began implementation of State approved Communication Studies ADT degree.
- Introduced new workforce education course (Comm 60 Communication Theory and Practice with Aging Populations).
- Maintained a student success rate 31% above institutional standard.
- Increased overall student course success rate from 83-86% (up from 79% in 2012-2013).

- Increased overall on-line student course success rate from 76-79% (up from 64% in 2012-2013).
- Increased workforce education student course success rate from 74-76% (up from 71% in 2012-2013).

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 sabbatical, new opportunities for collaboration with Fine Arts colleagues, and the possibility that these inter-departmental projects will result 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.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Dean's Feedback and Department Response from Last Program Review:

Feedback #1 - Improve Productivity to over 500.

Department Response #1 - We have made progress in this area. Communication Studies' productivity rose to 540 during 2014-2015, representing an increase of 15.7% from 2013-2014, and 30% since 2012-2013. On-line productivity rose to 524 during 2014-2015, representing an increase of 18.7% from 2013-2014, and 24% since 2012-2013.

Feedback #2 - More online classes.

Department Response #2 - We have made progress in this area. Communication Studies' on-line program continues to expand. On-line course enrollment increased by 7.9% during 2013-2014 (and 243% since 2012-2013). On-line students served increased by 24.5% during 2013-2014 (and 254% since 2012-2013). On-line WSCH increased by 18.7% during 2013-2014 (and 142% since 2012-2013). The new Comm 60 Communication Theory and Practice with Aging Populations course will be taught online.

Feedback #3 - Apply for transcribable certificate.

Department Response #3 – This is in progress. Upon the return of full-time faculty from sabbatical in 2016, we will actively discuss and explore this option.

Program Improvements for 2015-2016:

1. Continue to maintain strong enrollment and productivity.
2. Continue to expand the Communication Studies on-line program.

We plan to accomplish #1 and #2 with marketing and promotion of our degrees, certificates, and workforce education offerings.

3. Prepare the new Comm 60 Communication Theory and Practice with Adult Populations course for offering as an integral part of our degree, certificate, and workforce education programs.
4. As mentioned above, discuss and research the option of offering a Communication Studies transcribable certificate.
5. Actively explore innovative collaborative opportunities with Fine Arts colleagues, including Canvas technology training and implementation, workforce education and internship/externship programs for Fine Arts and Communication students, interdisciplinary certificate, shared utilization of the FHDA Education Center, and other joint projects.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The Communication Studies Department continues to make strides in the areas of student success and equity within the unique, innovative, and supportive culture of the Fine Arts and Communication Division. Over the past twelve months the Communication Studies Department has:

- Maintained a student success rate 31% above institutional standard.
- Increased overall student course success rate from 83-86% (up from 79% in 2012-2013).
- Increased overall on-line student course success rate from 76-79% (up from 64% in 2012-2013).
- Increased targeted ethnic groups' student course success rate from 78-84% (up from 72% in 2012-2013).
- Increased targeted ethnic groups' on-line student course success rate from 73-77% (up from 62% in 2012-2013).
- Increased non-targeted groups' on-line student course success rate from 79-81% (up from 66% in 2012-2013).
- Measurably narrowed the equity gap between targeted ethnic groups (84%) and non-targeted groups (87%).
- Measurably narrowed the on-line equity gap between targeted ethnic groups (77%) and non-targeted groups (81%).
- Improved African American student course success rate from 73-81% (up from 68% in 2012-2013).
- Improved African American student on-line course success rate from 67-75% (up from 60% in 2012-2013).
- Improved Latino/Latina student course success rate from 79-84% (up from 71% in 2012-2013).
- Improved Latino/Latina student on-line course success rate from 73-77% (up from 61% in 2012-2013).
- Increased workforce education student course success rate from 74-76% (up from 71% in 2012-2013).

The Communication Studies Department intends to continue our focus in the areas of student success and equity.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Progress has been made in the Communication Studies Department in the areas of student success and equity, and more work remains to be done. We will continue our efforts through strong marketing and outreach of our Certificate and Degree programs, some of which are of particular interest to traditionally underserved student target groups.

Specifically, there is significant correlation between our department's increasing student success and equity rates, and the active promotion of our Certificate of Proficiency and Certificate of Specialization programs. These Certificates provide many of our students, both non-targeted and especially targeted groups, with a sense of academic purpose and direction, which in turn increases motivation and performance.

For example, as the number Communicate Certificates issued increased annually (from 4 in 2012-2013 to 57 in 2014-2015), so did our student success rate (from 64% in 2012-2013 to 79% in 2014-2015). Significantly, student success rates of underserved target groups also rose substantially during this time (Afr. Am 60% in 2012-2013 to 75% in 2014-2015; Latino/a 61% in 2012-2013 to 77% in 2014-2015). A student is far less likely to drop a class knowing that she or he only has one or two more courses to complete to earn a Communication Certificate.

A number of our courses, including and not limited to Comm 10 Gender Communication, Comm 12 Intercultural Communication, and Comm 55 Career and Leadership Communication in the Global Workplace appear to have particularly strong appeal to traditionally underserved student populations, with their curricular emphasis on multicultural and multi-socioeconomic perspectives.

In addition, we believe that the introduction of the new Communication Studies Transfer Degree will provide further direction and motivation (again for both non-targeted and especially targeted student groups) toward academic success.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Fully Implement Comm. Transfer Degree	Begin 2015-2016	Degree Completions
Offer New Comm 60 Course	2016	Course Enrollment
Transcribable Communication Certificate	2016-2017 (In Discussion)	Certificate Offered
Marketing Campaign	On-Going	Increase Enrollment
Joint Projects w. Fine Arts Colleagues	On-Going	Collaborative Projects
Continue Success of Foothill Debate Team	On-Going	Debate Tournament
Offer More On-Line Courses	On-Going	On-Line Courses

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Foothill College Debate Team end of quarter tournament	2,000	Continue success of Foothill Debate Team	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Equipment and software for interactive on-line instruction	1,500	More On-Line Courses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing campaign	1,500	Increase enrollment, certificate, and degree students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: 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: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Communication Department is very strong, and the numbers support this. The instructors are outstanding and every section we offer fills to capacity, usually during the first week of enrollment. The program and department have been very conscientious about implementing changes suggested in the last round of program review, and the results are obvious. They constantly strive to improve their curriculum, and are division leaders in this regard.

I am happy to report that the facilities we teach Communication in are excellent, due to media upgrades over the past 5 years!

4B. Areas of concern, if any:

The most difficult area in Communication is staffing. Part time instructors frequently find full time employment elsewhere and replacing them is almost a daily challenge for the Dean. Additionally, our hiring process, while a very thorough and clear cut one, is also very time consuming (meaning it takes a while to hire a new adjunct instructor). For example, if a part time/adjunct faculty member resigns for full time employment in late December, there is no possibility of replacing them by the beginning of Winter Quarter, and in some cases we have had to cancel the classes they were assigned to, which effectively strands the students enrolled.

I do not have a solution for this dilemma. On the one hand, naturally instructors want to find a full time position. On the other, the college needs to do a thorough job in the hiring process. Although having a group of part time/adjunct instructors hired in case of a situation like the above, it's very likely they will have secured classes at another area college and will not be available to step in last minute.

4C. Recommendations for improvement:

As this department is a leader in curriculum and instruction, I have suggestions at this time – just stay the course.

4D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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
<p>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))</p> <p>Start Date: 09/23/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Socratic lecture/discussion, research project</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Competency</p>	<p>12/10/2015 - 95% of students who completed a research project were able to practice critical thinking skills and examine the lived human experience.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>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))</p> <p>Start Date: 09/23/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Group discussion, research project presentation</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Competency</p>	<p>12/10/2015 - 95% of students who participated in interactive class exercises and presentations improved their communication skills within and between gender groups.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 1 - Critical Thinking - A successful student will be able to practice critical thinking and examine the human intercultural experience. (Created By Department - Communication Studies (COMM))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/22/2014</p> <p>End Date:</p>	<p>Assessment Method: Socratic lecture/discussion, research project</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Competency in research</p>	<p>12/08/2015 - Through lecture, class discussion and research assignments 94% of students were successful in practicing critical thinking skills and examining the human intercultural experience.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Students demonstrated analytical reading and writing skills. Students showed solid judgment and decision making skills, intellectual curiosity through analysis,</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
06/30/2015 Course-Level SLO Status: Active		creativity, and research methodology, and were able to identify and work with a variety of learning styles and strategies.	
Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 2 - Skills - A successful student will improve communication skills within and among multicultural groups. (Created By Department - Communication Studies (COMM)) Assessment Cycles: End of Academic Year Start Date: 09/22/2014 End Date: 06/30/2015 Course-Level SLO Status: Active	Assessment Method: critical evaluation of assigned project Assessment Method Type: Research Paper Target for Success: competency in research skills	12/10/2015 - By participating in intercultural class discussions and completing interactive research assignments, 94% of students were able to improve their communication skills within and among multicultural groups. These students learned to identify and appreciate the beliefs, values, and norms of their own cultures, and recognize and articulate differences and commonalities in cultural patterns other than their own. Result: Target Met Year This Assessment Occurred: 2014-2015	
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.	12/08/2015 - No students enrolled in this Direct Study course 2014-15. Result: Target Not Met Year This Assessment Occurred: 2014-2015 GE/IL-SLO Reflection: N/A	
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	12/10/2015 - 92% of students were successful in researching, organizing, preparing and presenting five increasingly challenging oral presentations. Result: Target Met Year This Assessment Occurred: 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Communication Studies (COMM) - COMM 1A - PUBLIC SPEAKING - 2 - Presentations - A successful student will be able to evaluate oral presentations. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will submit a written critique of an oral presentation.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 75% successful completion of written assignment.</p>	<p>12/10/2015 - 88% of students observed and successfully completed at least one written evaluation of a fellow student's speech.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - Communication Studies (COMM) - COMM 1AH - HONORS PUBLIC SPEAKING - COMM 1AH SLO#1 - A successful student will demonstrate an increase in presentation confidence. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Two surveys (start-of-course and end-of-course) comparing self-reported presentation confidence.</p> <p>Assessment Method Type: Survey</p> <p>Target for Success: A measurable increase in self-reported presentation confidence.</p>	<p>12/05/2015 - Not taught 2014-15</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - Communication Studies (COMM) - COMM 1AH - HONORS PUBLIC SPEAKING - COMM 1AH SLO#2 - A successful student will organize and deliver an effective speech. (Created By Department - Communication Studies (COMM))</p> <p>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>12/05/2015 - Not taught 2014-15</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>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))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Quiz</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Passing grade on logical fallacies quiz</p>	<p>12/09/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>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))</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 presentation requiring research analysis and credible evidence.</p>	<p>12/10/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</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>12/05/2015 - Students scored an average grade of 97% on a written critical analysis of persuasive speech.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</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>End Date: 07/20/2012</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 presentation requiring evidence from credible sources in support of research analysis</p>	<p>12/05/2015 - 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: 2014-2015</p>	
<p>Department - Communication Studies (COMM) - COMM 2 - INTERPERSONAL</p>	<p>Assessment Method: Examination on patterns in interpersonal</p>	<p>03/24/2015 - For Winter quarter 2015, students in 2 sections of Comm 2 scored averages of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>COMMUNICATION - 1 - Patterns - A successful student will be able to identify patterns in interpersonal relationships. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>relationships.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of "C" or higher on the examination.</p>	<p>approximately 85%, and 91% over eleven examinations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: More instructional (books) and media material (DVDs) requested to enhance instruction and student learning.</p> <p>GE/IL-SLO Reflection: The exam averages meet target for success. Higher exam results desired for lower performing section.</p>	<p>03/24/2015 - The exam averages meet target for success. Higher exam results desired for lowest performing section.</p>
<p>Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 3 SLO#1</p> <p>- A successful student will be able to critically examine verbal and nonverbal communication. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/26/2011</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>12/08/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: N/A</p>	
<p>Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 3 SLO#2</p> <p>- A successful student will be able to analyze forms of communication in various contexts. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/26/2011</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>12/08/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: N/A</p>	
<p>Department - Communication Studies (COMM) - COMM 4 - GROUP DISCUSSION</p>	<p>Assessment Method: Students will successfully complete a written</p>	<p>12/05/2015 - 93% of students successfully completed a written observational analysis of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>- 1 - Components - A successful student will be able to identify components of effective small group interaction. (Created By Department - Communication Studies (COMM))</p>	<p>observational analysis of small group communication.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% successful completion</p>	<p>small group communication.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 4 - GROUP DISCUSSION</p> <p>- 2 - Interaction - A successful student will be able to demonstrate effective methods of interacting with groups. (Created By Department - Communication Studies (COMM))</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>12/05/2015 - 100% of students earned a passing grade on an in-class group project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 54 - INTERCOLLEGIATE SPEECH/DEBATE - COMM 54 SLO#1 - A successful student will be able to prepare an individual speech appropriate for the intercollegiate circuit. (Created By Department - Communication Studies (COMM))</p>	<p>Assessment Method: In-class presentation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Passing grade on individual speech appropriate for the intercollegiate circuit.</p>	<p>12/08/2015 - This course was not taught in 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: N/A</p>	
<p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 54 - INTERCOLLEGIATE SPEECH/DEBATE - COMM54 SLO#2 - A successful student will demonstrate the ability to evaluate and critique an individual speech or debate. (Created By Department - Communication Studies (COMM))</p>	<p>Assessment Method: Written evaluation/critique</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Passing grade on written evaluation/critique of individual speech or debate.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 54A - FORENSIC SPEECH - COMM 54A SLO#1 - Students</p>	<p>Assessment Method: Successful completion of individual speech performance assignment with "B" grade or</p>	<p>12/08/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>will be able to deliver a competition-worthy individual speech. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 01/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>better.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: At least 90% of enrolled students will qualify.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: NA</p>	
<p>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))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 01/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Successful completion of debate performance with "B" grade or better.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 90% of enrolled students will qualify.</p>	<p>12/08/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: N/A</p>	
<p>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))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 01/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Successful completion of an oral interpretation performance assignment with "B" grade or better.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 90% of enrolled students will qualify.</p>	<p>12/08/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: N/A</p>	
<p>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</p>	<p>Assessment Method: Examination on patterns in professional communication.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of "C" or</p>	<p>03/24/2015 - For Winter quarter 2015, students in 3 sections of Comm 55 have scored an average of approximately 89%, 88% and 87% over 6 examinations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>03/24/2015 - The exam averages meet target for success.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>higher on the examination.</p>	<p>2014-2015</p> <p>Resource Request: More instructional (books) and media material (DVDs) requested to enhance instruction and student learning</p> <p>GE/IL-SLO Reflection: The exam averages meet target for success. Higher exam results desired for lowest performing section.</p>	
<p>Department - Communication Studies (COMM) - COMM 60 - COMMUNICATION THEORY & PRACTICE WITH AGING POPULATIONS - 1 - Patterns - A successful student will be able to identify patterns in communication with aging populations.</p> <p>(Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Examination on patterns in communication and relationship with older adults.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of "C" or higher on the examination.</p>	<p>12/09/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>12/08/2015 - Course not taught 2014-15</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: N/A</p>	

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- Communication patterns - A successful student should be able to identify patterns of communication in a variety of contexts.</p> <p>Year PL-SLO implemented: End of Academic Year</p> <p>Start Date: 09/22/2014</p> <p>End Date: 12/31/2015</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>12/10/2015 - 97% of 52 students in COMM certificate and degree programs surveyed fall qtr. 2015 reported they were able to identify patterns of communication in a variety of contexts.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Program (FA-COMM) - Communication Studies AA - 2. Communication methods/critical thinking skills - A successful student should be able to utilize appropriate methods of communication in critical thinking and/or communication situations.</p> <p>Year PL-SLO implemented: End of Academic Year</p> <p>Start Date: 09/22/2014</p> <p>End Date: 12/31/2015</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>100% of survey respondents reporting increased ability to use methods of communication in critical thinking and/or communication situations.</p>	<p>12/08/2015 - In a Fall 2015 survey of 52 students in our COMM degree and certificate programs, 98% 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: 2014-2015</p>	