

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.

Department Name: Communication Studies

Division Name: Fine Arts and Communication

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

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

Number of Full Time Faculty:

3

Number of Part Time Faculty:

9

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

N/A

List all programs covered by this review and indicate the program type:

Communication Studies Degree	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Communication Studies Degree	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Certificate of Specialization	<input checked="" type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Certificate of Proficiency	<input checked="" type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) 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 Program	2013-2014	2014-2015	2015-2016
Communication Studies ADT		4	51
Communication Studies AA/AS		41	30

1B. Non-Transcriptable Program Data: 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	2013-2014	2014-2015	2015-2016
Certificate of Proficiency		45	60
Certificate of Specialization		12	36

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

The Communication Studies Department has found significant correlation between the active promotion of our non-transcriptable Certificate programs and the department's increasing student success and equity rates. The Certificate of Proficiency and Certificate of Specialization provide an attainable goal for many of our students. Many enter the department with the intention of completing a single required course, then change their academic plan upon learning about the Certificate options. These students, many of whom are members of traditionally underserved groups, have stated that the Certificates gave them a sense of academic purpose and direction, which has increased both their motivation and academic performance. Students have expressed that they are more likely to complete a course if it is a step toward the completion of one of our non-transcriptable Certificates.

In addition, our certificate programs increase the variety of courses taken by the typical student. Instead of simply completing Comm 1A: Public Speaking, or Comm 4: Group Discussion, students in our certificate program often expand their course selection to include Comm 10: Gender, Communication, and Culture, Comm 12: Intercultural Communication, and Comm 55: Career and Leadership Communication in the Global Workplace. These courses are meaningful and relevant to all students, and both model and teach the concepts of equity and inclusion within the field of communication.

Finally, as the number of Communication Certificates issued increased annually, so did our student success rate (from 64% in 2012-2013 to 79% in 2014-2015 and 88% in 2015-2016). Overall student success rates of groups traditionally underserved, and historically disproportionately impacted by an achievement gap, has also risen substantially (African-American from 68% in 2012-2013 to 81% in 2015-16; Latino/a from 71% in 2012-2013 to 86% in 2015-2016).

1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	3,010	3,156	3,436
Productivity	467	540	549
Course Success	83%	86%	88%
Full-Time Load (FTEF)	2.7	2.4	2.7
Part-Time Load (FTEF)	5.1	5.2	5.4

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:	<input checked="" type="checkbox"/> Above Level	<input type="checkbox"/> At Level	<input type="checkbox"/> Below Level
Female:	<input checked="" type="checkbox"/> Above Level	<input type="checkbox"/> At Level	<input type="checkbox"/> Below Level
<25 Years Old:	<input checked="" type="checkbox"/> Above Level	<input type="checkbox"/> At Level	<input type="checkbox"/> Below Level
>25 Years Old:	<input checked="" type="checkbox"/> Above Level	<input type="checkbox"/> At Level	<input type="checkbox"/> Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The Communication Studies Department has become a model in the areas of student success and equity. The department is thriving within the unique, innovative, and supportive culture of the Fine Arts and Communication Division. The Foothill College Student Equity Plan of December 7, 2015, provides the most recent data about success rates of disproportionately impacted student groups.

In the past 12 months, the Communication Studies Department has:

- Maintained a student success rate above institutional standard.
- Increased overall student course success rate from 86-88% (compared to 77% college-wide).
- Increased overall on-line student course success rate from 79-83% (up from 73% in 2013-2014).
- Increased disproportionately-impacted groups' student course success rate from 84-86% (up from 78% in 2013-2014).
- Increased these groups' on-line student course success rate from 77-80% (up from 73% in 2013-2014).
- Increased non-targeted groups' on-line student course success rate from 87-89% (up from 79% in 2013-2014).
- Maintained a 3% equity gap between disproportionately-impacted groups (86%) and others (89%), while increasing both groups' overall success rates.
- Maintained a small on-line course equity gap between disproportionately-impacted groups (85%) and non-targeted groups (85%).
- Maintained African American student course success rate at 81% (up from 73% in 2013-14 and 68% in 2012-2013). This compares to 62% college-wide.
- Maintained Pacific Islander student course success rate at 78% (up from 62% in 2012-13)
- Improved Latino/Latina student course success rate from 84-86% (up from 79% in 2013-2014 and 71% in 2012-2013). This compares to 70% college-wide.
- Increased workforce education student course success rate from 76% (up from 74% in 2013-2014 and 71% in 2012-2013).

In addition to the ongoing departmental focus on student success and equity, Communication Studies Instructor Lauren Velasco has been working toward, and is now serving in, the launch of Foothill College's Umoja program. This outstanding new program is dedicated to enhancing the cultural and educational experiences of African American and other students, actively promoting student success. Professor Velasco's Comm 4: Group Discussion course is foundational to Umoja, and represents the Fine

Arts and Communication Division in this unique, critically-important, cross-divisional, supportive cohort program.

Communication Studies Instructor Preston Ni has developed a strong course in Workforce Education in Comm 55: Career and Leadership Communication in the Global Workplace. He is currently working toward launching a significant new student internship/externship opportunity. This initiative supports the College mission of student success and equity.

Through her work on the Academic Senate, as one of two representatives from the Fine Arts and Communication Division, Communication Studies Instructor Carol Josselyn has the opportunity to learn what other departments are doing to increase student success and equity as well as keeping the division apprised of state and college mandates on the subject.

The department has significantly increased online access to courses such as Comm 12: Intercultural Communication and Comm 10: Gender Communication, which are now available in face-to-face, hybrid, and online formats. The variety of online options supports working students' ability to succeed in the Certificate program, the department, and the College.

The Communication Studies Department is actively helping to establish the Sunnyvale Center by offering three classes there each quarter.

In all of these ways, and through the new ADT and certificate offerings, the Communication Studies Department is proud to continue its work toward student success and equity at Foothill College.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

N/A. Communication Studies courses at Foothill College fill quickly and usually have wait lists. There are no courses that are regularly under-enrolled, cancelled, or not scheduled due to enrollment challenges.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☒ Increase ☐ Steady/No Change ☐ Decrease

Program Productivity (Compared to College): ☒ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

Communication Studies coursework is required for both degree and transfer success. Once students enter our program to complete their one course, they frequently return to complete their certificate and often obtain a degree as well. Student commitment to the program is strong. The department's work in marketing its Certificates, as well as its involvement in the Honors Institute, the Umoja community, and workforce development, have created high demand for Communication Studies coursework.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

N/A. The productivity of the Communication Studies Department exceeds the College's standard.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion:	<input checked="" type="checkbox"/> Above Standard	<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard
Targeted Student Course Completion:	<input checked="" type="checkbox"/> Above Standard	<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard
Online Student Course Completion:	<input checked="" type="checkbox"/> Above Standard	<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard
In-Person/Hybrid Course Completion:	<input checked="" type="checkbox"/> Above Standard	<input type="checkbox"/> At Standard	<input type="checkbox"/> Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion:	<input checked="" type="checkbox"/> Above Goal	<input type="checkbox"/> At Goal	<input type="checkbox"/> Below Goal
Targeted Student Course Completion:	<input checked="" type="checkbox"/> Above Goal	<input type="checkbox"/> At Goal	<input type="checkbox"/> Below Goal
Online Student Course Completion:	<input checked="" type="checkbox"/> Above Goal	<input type="checkbox"/> At Goal	<input type="checkbox"/> Below Goal
In-Person/Hybrid Course Completion:	<input checked="" type="checkbox"/> Above Goal	<input type="checkbox"/> At Goal	<input type="checkbox"/> Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Under the unique, innovative, and supportive culture of the Fine Arts and Communication Division, the Communication Studies Department continues to make strides in the areas of student success and equity. 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 86-88% (up from 79% in 2012-2013).
- Increased overall on-line student course success rate from 79-83% (up from 64% in 2012-2013).
- Increased targeted ethnic groups' student course success rate from 84-86% (up from 72% in 2012-2013).
- Increased non-targeted groups' student course success rate from 87%-89% (up from 82% in 2012-2013).
- Increased targeted ethnic groups' on-line student course success rate from 77-80% (up from 62% in 2012-2013).
- Increased non-targeted groups' on-line student course success rate from 81-85% (up from 66% in 2012-2013).

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

Although progress has been made, we believe more work needs 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 increase motivation and performance.

For example, as the number of 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 88% in 2015-2016). Significantly, student success rates of underserved target groups also rose substantially during this time (Afr. Am 68% in 2012-2013 to 81% in 2015-2016; Latino/a 71% in 2012-2013 to 86% in 2015-2016). 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. Our strong course offerings at the new Foothill Sunnyvale Center are increasingly popular with local industries, and contribute toward student success.

In addition, we believe that 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.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

N/A

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☒ Department Meetings ☒ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

N/A

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

The continued assessment, reflection, and monitoring of course-level SLOs provide relevant data (such as completion of exams, reports, etc.) in order to maintain high student success rates.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

N/A

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

The continued assessment, reflection, and monitoring of program-level SLOs help identify new and

innovative initiatives (such as the expansion of Communication Studies on-line course offerings) to further improve student success.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

The Communication Studies Department continues to be highly proactive in the promotion of our certificate and degree offerings, to motivate students in their accomplishment of meaningful academic goals at Foothill College.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program? N/A

What is being done at the program-level to assist students with job placement and workforce preparedness?

N/A

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

N/A

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Begin implementation of the new Communication Studies Associate Degree for Transfer (ADT).	Year: 2014-15	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Create marketing campaigns & attract workforce education students to enroll in Communication and other Fine Arts workforce courses at the FHDA Education Center.	Year: 2014-15	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
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.	Year: 2014-15	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Develop online courses that can accommodate larger numbers of students.	Year: 2013-14	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Last year, 2015-16, was the first time our ADT was implemented which we are very excited about. However, due to staffing shortages, we did not have enough faculty winter qtr. 2016 to teach three courses on the ADT list. The first, Comm 3: Introduction to Communication Studies, hadn't been taught in several years. The second and third, Comm 54A: Forensic Speech and Comm 54B: Forensic Debate had to be revamped due to the state's policy change regarding repeatability classes. This situation created some stress for Comm Studies ADT students planning to transfer after June graduation, as well as their counselors. Fortunately in Spring 2016, Lauren Velasco taught two extra sections of Comm 3 to meet ADT student demand. In Summer 2016, we hired four new adjunct faculty members to teach these classes in 2016-17, as well as three Comm Studies classes at the new Sunnyvale campus. Last winter 2016, we received PARC approval to hire a new full time faculty member for 2017-18. Both these moves should substantially improve scheduling challenges and class cancellations due to faculty shortages.

Please provide rationale behind any objectives that are no longer a priority for the program.

N/A. All remain a priority.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

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>
Additional class sections of existing courses on campus to meet demand	Fall 2017	Increased course enrollment
Hire new full time faculty member	Fall 2017	Greater ft-pt faculty ratio. More courses offered
Reinstate speech/debate program and/or create new program in Mass Comm	Fall 2017	Additional courses added to the curriculum
Reinstate teaching of revamped COMM 54 (A & B); new courses in Mass COMM	Fall 2017	Expanded program
Offer additional courses at Sunnyvale Ctr.	Spring 2017	Expanded program

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. 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. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Funding for annual Speech/Debate tournaments, travel, etc. once team is reinstated	10,000 +	Enhance enrollment and dept. profile in the state. Increase course offerings and skill-building in speech/debate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Multi-media equipment for COMM workforce ed. courses	10,000 +	Expansion of enrollment in workforce education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Equipment and software for interactive online instruction	\$2,500 +	Enabling online F2F interaction bet. faculty & students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marketing campaign	\$2,000	Increase enrollment, certificate, and degree students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

N/A

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

Two of our resource requests, made in 2013-14 and 2014-15, were granted in 2015-16, specifically a new full-time faculty position and a new dept. head, in the form of a division coordinator for COMM and other departments in our division. The results of both these allocations should be very promising for student success. A fourth full-time faculty member will ensure greater continuity of faculty, affording the likelihood of more teacher-student mentoring. The possibility of reinstituting the speech and debate program and creating new courses in Mass Communication (depending on who is hired), will offer more program options for our students. Having some assistance for certain administrative duties, such as scheduling and filling budget requests, enables faculty to focus more time and energy on teaching and student success.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Apply for a transcriptable certificate	We have not acted upon this recommendation, but have continued with our extremely popular non-transcriptable certificate program.
Create more online courses to improve productivity	COMM60 is in the pipeline, which can be offered online, and we have expanded the number of sections offered in existing courses and exceeded our productivity target.
Try to get productivity over 500	This has been achieved.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

In addition to the Department's popular Certificates and strong new ADT program, Communication Studies faculty teach courses for the Honors Institute, the Umoja community, and workforce development. We are working toward a successful internship/externship program. We have worked with the ASFC in a variety of ways in recent years, and have supported on-campus student events outside of our department. Intra-divisional collaboration is strong, with efforts being made to reinstate an annual Fine Arts Showcase featuring live performance and film presentations. Communication Studies faculty have served on nearly every major college-wide committee, including the Academic Senate, the Curriculum Committee, various Heritage and History Month Committees, the Honors Faculty Roundtable, the Commencement Speaker Selection Committee, the Faculty Association, and more as well as Hiring and Tenure Review Committees. Our marketing and outreach continues to be strong. Communication Studies courses continue to be in high demand, with excellent productivity and student success rates. We continue to think innovatively about additional ways we can support our diverse and hard-working student body and Fine Arts and Communication Division colleagues.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 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.

5B. Attach 2015-2016 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 6: FEEDBACK AND FOLLOW-UP

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

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Communication (COMM) department is, by any standards, one of the most successful departments at Foothill College. They have managed to increase success rates for all student populations in their classes and must be commended for their efforts to achieve equity in all aspects of their curriculum. Success rates for underrepresented student populations have improved by an average of 15 percentage points over the last four years and the achievement gap in both their F2F and online courses is now between three and seven percentage points (improved from a gap of 13-16 points in 2012). There is still work to do and the COMM faculty are committed to achieving truly equitable outcomes in all their classes.

In addition to the impressive Student Success statistics, the COMM department has grown their productivity to 549 (up from 540) and enrollment (3436, up from 3156 in 2014/15). They also awarded 96 certificates in 2015/16 (up from 57 in 2014/15), 51 ADT degrees and 30 AA degrees.. The increase in enrollment should continue in 2016/17 as the COMM department is now offering an average of four classes per quarter at the new Sunnyvale Center. The COMM department is also an integral part of the new Umoja program and has been asked to schedule a special STEMcore section of COMM 2 in the spring of 2017. We are very excited about being involved in these campus-wide cohorts.

The COMM department is currently hiring a new full-time faculty member to replace the faculty member lost to resignation two years ago. It is hoped that the position will be filled this year and that the new faculty will be in place to start the 2017/18 academic year in September.

6B. Areas of concern, if any:

As noted above, the COMM department is doing a good job addressing the achievement gap and has made great progress toward equitable outcomes in their classes. There is still more work to be done and the rapid expansion of the department (five new adjuncts this year already) will require more supervision and attention from the full-time faculty and dean to maintain the quality and integrity of the program.

6C. Recommendations for improvement:

The COMM department should revive the Speech and Debate team and offer the forensic/debate classes on a regular basis again. This would also support the new pathways (Law, in particular) currently being developed at the college and give Foothill students a chance to sharpen their skills in a competitive environment. We currently use three classrooms (1219, 1220, and 1405) for COMM classes on the main campus; given the planned expansion of the program, these rooms need to be updated (new AV equipment, etc.) to enable the COMM faculty to integrate more interactive technologies (the facility to record student speeches, etc.).

Given the number of adjunct faculty and their important contributions to the COMM department, more effort should be made to involve them in department meetings whenever possible. This is doubly

important so that all faculty can share their strategies for engaging their students and increasing student success rates across the board.

6D. Recommended Next Steps:

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

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

6E. Strengths and successes of the program as evidenced by the data and analysis:

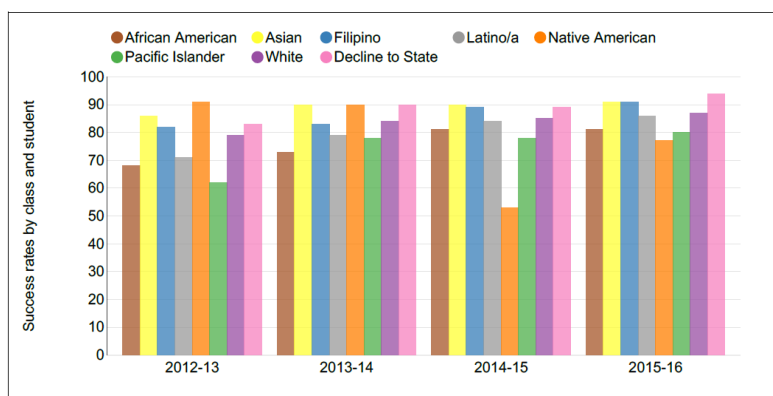
I agree with the Dean's comments - the department is doing a great job in serving students.

I commend the use of a Program Outcomes survey to check to see how students are doing (see below) as it is a good practice to learn about student needs. In the future you might ask for institutional researchers help in disaggregating this data by demographic, online status, or previous coursework.

"12/08/2016 - Of the 63 students surveyed in our COMM certificate, AA and ADT programs, 98% indicated they had acquired an increased ability to utilize appropriate methods of communication in critical thinking and/or communication situations."

Explore Success Rate by Unit

Communication Studies-FD



The department should be commended for data that shows high and increasing success rates for all student groups.

6F. Areas of concern, if any:

None.

6G. Recommendations for improvement:

I support the Dean's recommendations, especially in terms of reaching out to part-time faculty colleagues.

6H. Recommended Next Steps:

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

Upon completion of Section 6, 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
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		
	Assessment Method: Students will do a research project on a topic in Gender Communication. Target for Success: 80% of students will receive a grade of B or better on a research paper.	12/09/2016 - 86% of students received a grade of B or better on a research paper. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Writing a research paper increased student skills in the core competency areas of Communication, through which they demonstrated analytical reading and writing skills including evaluation and synthesis, as well as Creativity, Critical and Analytical Thinking by demonstrating skills in judgement and decision making, intellectual curiosity, research methods and creativity.	
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)) Assessment Cycles: End of Quarter Start Date: 09/23/2015 End Date:	Assessment Method: Group discussion, research project presentation Assessment Method Type: Discussion/Participation Target for Success: Competency		
	Assessment Method: Students will complete a minimum of 40 discussion posts for the qtr. Assessment Method Type: Discussion/Participation	12/09/2016 - Students on average completed 38 discussion posts for the qtr. Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
06/30/2016 Course-Level SLO Status: Active	Target for Success: Students complete a min. of 35 disc. posts for the qtr.	2015-2016 GE/IL-SLO Reflection: Through class discussions, students were able to increase their competency in community and global consciousness and responsibility, including social perceptions, respect, empathy, cultural awareness and sensitivity and interpersonal skills, enhancing their self confidence in the process.	
Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 1 - Critical Thinking - A successful student will be able to practice critical thinking skills examining the human intercultural experience. (Created By Department - Communication Studies (COMM)) Assessment Cycles: End of Academic Year Start Date: 09/18/2015 End Date: 06/30/2016 Course-Level SLO Status: Active	Assessment Method: Socratic lecture/discussion, research project Assessment Method Type: Research Paper Target for Success: Competency in research	12/07/2016 - 88% of students received a B or above on research paper Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Through the process of writing a research paper, students developed judgement and decision-making skills, intellectual curiosity, creativity, problem solving skills by way of analysis, synthesis and evaluation, and learned research methodology.	
Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 2 - Skills - A successful student will improve individual communication skills within and among multicultural groups. (Created By Department - Communication Studies (COMM))	Assessment Method: critical evaluation of assigned project Assessment Method Type: Research Paper Target for Success: competency in research skills		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year Start Date: 09/18/2015 End Date: 06/30/2016 Course-Level SLO Status: Active	Assessment Method: Students will submit posts throughout the quarter based on specific topics and in discussions with other students. 400 points possible. Assessment Method Type: Discussion/Participation Target for Success: 80% of students will receive a grade of 320 points or better.	12/07/2016 - 83% of students received a grade of 320 points or better. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Through online class discussions, students developed social perceptiveness, including respect, empathy, cultural awareness and sensitivity, ethics, interpersonal skills and personal integrity.	
Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 3- Nonverbal Skills - A successful student will develop skills in identifying and interpreting a variety of nonverbal communication patterns across different cultures. (Created By Department - Communication Studies (COMM)) Assessment Cycles: End of Academic Year Start Date: 09/18/2015 End Date: 06/30/2016 Course-Level SLO Status: Active	Assessment Method: Six 50 point quizzes. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 75% of students will score 40 or above on a 50 point quiz.	12/07/2016 - 82% of students scored 40 or above on 50 point quizzes. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Demonstrated analytical reading and writing skills by replying to discussion questions in preparation for quizzes based on textbook and module material.	
Department - Communication Studies (COMM) - COMM 1A - PUBLIC SPEAKING - 1 - Strategies - A successful student will be able to organize strategies for successful oral presentations. (Created By Department - Communication Studies (COMM)) Start Date: 09/18/2015 End Date: 06/30/2016 Course-Level SLO Status:	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	12/07/2016 - 78% of students received a grade of B or higher on each presentation. Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	70% of students will receive a grade of B or higher on each presentation.	Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Deliver focused and coherent presentations.	
Department - Communication Studies (COMM) - COMM 1A - PUBLIC SPEAKING - 2 - Presentations - A successful student will be able to clearly evaluate oral presentations. (Created By Department - Communication Studies (COMM)) Start Date: 09/18/2015 End Date: 06/30/2016 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.		
	Assessment Method: critique of three presentations. Target for Success: 80% of students will receive a grade of B or higher.	12/07/2016 - 84% of students received a grade of B or higher. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Demonstrate active, discerning listening and speaking skills.	
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.	12/08/2016 - Course was not taught in 2015-16 Result: Target Met Year This Assessment Occurred: 2015-2016	
Department - Communication Studies (COMM) - COMM 1AH - HONORS PUBLIC SPEAKING - COMM 1AH SLO#2 - A	Assessment Method: In-class presentation Assessment Method Type:	12/08/2016 - Course was not taught in 2015-16 Result: Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	Presentation/Performance Target for Success: Passing grade on in-class speech presentation	Year This Assessment Occurred: 2015-2016	
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	12/09/2016 - Course not taught 2014-15 2015-2016- Students completed a Fallacy teaching project. The students were assigned a set of fallacies. There had to then create a presentation to teach the class what those fallacies entailed, how to identify them and how to tackle them in a debate. 80% of the students were to get a rubric score of 3 or higher. The students in this class also applied this skill in their parliamentary debate rounds (each quarter we complete about 10 rounds of debates). During debate rounds they also had to identify and call out logical fallacies. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: This task relates to both the Communication and Critical thinking. Not only did students have to present and communicate their understanding of fallacies, they had to be able to identify them. They were able to evaluate credibility of sources and the arguments presented. Student were able to present a coherent and logical presentation.	
Department - Communication Studies (COMM) - COMM 1B - ARGUMENTATION & PERSUASION - COMM 1B SLO#2 - A successful student will be able to identify	Assessment Method: In-class presentation Assessment Method Type: Presentation/Performance	12/08/2016 - 90% of the students were able to identify and use evidence from credible sources in support of arguments in their Persuasive speeches. Students were tasked to prepare a	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>evidence from credible sources in support of research analysis. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: Passing grade on in-class presentation requiring research analysis and credible evidence.</p>	<p>persuasive speech with at least 2 distinct piece of evidence from different sources. Required elements for the Persuasive Speech: ? 4-5 minutes long ? a clear claim statement ? 3 supporting arguments ? at least 2 pieces of evidence from at least 2 different sources ? oral citation of evidence (author, title, and date) ? no visual aids Speeches were delivered Extemporaneously. 90% of the students scored a rubric score of 3 or higher on this assignment. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: This project is clearly and inextricably linked to the Communication part of the core Competencies. Students were able to successfully research, evaluate, and synthesize information from credible sources to compose a coherent and convincing persuasive speech. They were able to craft logical arguments and organize their ideas in a meaningful manner. GE/IL-SLO Reflection: This assessment also related to the Critical thinking component. Students demonstrated proficiency in evaluating validity and credibility of sources used for support and as evidence. Students showed that they could make coherent arguments, exhibit insight, and organize their ideas in a logical fashion.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>taught in 2014-15 (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: 06/30/2015</p> <p>Course-Level SLO Status: Active</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>12/08/2016 - Students scored an average grade of 91% on a written critical analysis of persuasive speech.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</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>12/08/2016 - 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: 2015-2016</p>	
<p>Department - Communication Studies (COMM) - COMM 2 - INTERPERSONAL COMMUNICATION - 1 - Patterns - A successful student will be able to identify</p>	<p>Assessment Method: Examination on patterns in interpersonal relationships.</p> <p>Assessment Method Type:</p>	<p>06/23/2016 - For Spring quarter 2016, students in 2 sections of Comm 2 scored averages of approximately 85%, and 91% over eleven examinations.</p>	<p>06/23/2016 - The exam averages meet target for success. Higher exam results desired for lowest</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>patterns in interpersonal relationships. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz Target for Success: 80% of students will receive a grade of "C" or higher on the examination.</p>	<p>Result: Target Met Year This Assessment Occurred: 2015-2016 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.</p>	<p>performing section.</p>
<p>Department - Communication Studies (COMM) - COMM 2 - INTERPERSONAL COMMUNICATION - 2 - Utilization - A successful student will be able to utilize appropriate communication patterns in interpersonal communication situations. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Presentation on communication patterns in interpersonal communication situations. Assessment Method Type: Presentation/Performance Target for Success: 80 percent of students will receive a grade of "C" or higher on the presentation.</p>		
<p>Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 3 SLO#1 - A successful student will be able to critically examine verbal and nonverbal communication. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: critical evaluation of assigned project Assessment Method Type: Presentation/Performance Target for Success: competency in organizational and expressive skills</p>	<p>12/08/2016 - 98% of students successfully completed an interactive in-class presentation, which included critical examination of other students' verbal and non-verbal communication. Result: Target Met Year This Assessment Occurred: 2015-2016</p>	
<p>Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 3 SLO#2 - A successful student will be able to analyze</p>	<p>Assessment Method: critical evaluation of assigned project Assessment Method Type: Case Study/Analysis</p>	<p>12/08/2016 - 94% of students successfully completed a written critical analysis on the topic of effective group communication. Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
forms of communication in various contexts. (Created By Department - Communication Studies (COMM)) Start Date: 09/26/2011 Course-Level SLO Status: Active	Target for Success: competency in critical thinking and expression	Target Met Year This Assessment Occurred: 2015-2016	
Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 03 - Course was not taught in 2014-15 (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			
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	12/07/2016 - 94% of students successfully completed a written observational analysis of small group communication. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Observational analysis of small group communication continues to be an important skill, especially an the era of smartphone/media distractions. COMM 4 students again met this assessment target. GE/IL-SLO Reflection: Observational analysis of small group communication continues to be an important skill, especially an the era of smartphone/media distractions. COMM 4 students again met this assessment target.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Observational analysis of small group communication continues to be an important skill, especially an the era of smartphone/media distractions. COMM 4 students again met this assessment target. GE/IL-SLO Reflection: Observational analysis of small group communication continues to be an important skill, especially an the era of smartphone/media distractions. COMM 4 students again met this assessment target.	
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))	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.	12/08/2016 - 100% of students earned a passing grade on an in-class group project. Result: Target Met Year This Assessment Occurred: 2015-2016	
Course-Level SLO Status: Active			
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	Assessment Method: Following intercollegiate formatting, students will successfully provide an oral speech critique including both constructive criticism and suggestions for improvement.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Communication Studies (COMM)) Start Date: 09/24/2012 End Date: 01/25/2013 Course-Level SLO Status: Active	Assessment Method Type: Observation/Critique Target for Success: 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54A - FORENSIC SPEECH - COMM54A - Course was not taught in 2014-15 (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			
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)) Start Date: 09/24/2012 End Date: 01/25/2013 Course-Level SLO Status: Active	Assessment Method: Successful completion of debate performance with "B" grade or better. Assessment Method Type: Presentation/Performance Target for Success: 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:	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:		

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	90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54B - FORENSIC DEBATE - COMM 54B - Course was not taught in 2014-15 (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			
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.	12/09/2016 - Course no longer offered Result: Target Not Met Year This Assessment Occurred: 2015-2016	
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: 09/24/2012	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 Target for Success:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 01/25/2013 Course-Level SLO Status: Active	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.	06/23/2016 - For Spring quarter 2016, students in 2 sections of Comm 55 have scored an average of approximately 88% and 87% over 6 examinations. Result: Target Met Year This Assessment Occurred: 2015-2016 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 lowest performing section.	06/23/2016 - 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.		
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. (Created By Department - Communication Studies (COMM))	Assessment Method: Examination on patterns in communication and relationship with older adults. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will receive a grade of "C" or	12/09/2016 - Course was not taught in 2015-16 Result: Target Not Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: N/A	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	higher on the examination.	12/09/2016 - Course was not taught in 2015-16 Result: Target Not Met Year This Assessment Occurred: 2015-2016	
Department - Communication Studies (COMM) - COMM 60 - COMMUNICATION THEORY & PRACTICE WITH AGING POPULATIONS - 2 - Utilization - A successful student will be able to utilize appropriate communication patterns in older adult communication situations. (Created By Department - Communication Studies (COMM))	Assessment Method: Examination on utilization of communication patterns in older adult communication situations. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80 percent of students will receive a grade of "C" or higher on the exam.		
Course-Level SLO Status: Active			
Department - Communication Studies (COMM) - COMM 60 - COMMUNICATION THEORY & PRACTICE WITH AGING POPULATIONS - COMM 60 - Course was not taught in 2015-16 (Created By Department - Communication Studies (COMM)) Assessment Cycles: End of Academic Year Start Date: 09/22/2015 End Date: 06/30/2016 Course-Level SLO Status: Active			
Department - Communication Studies (COMM) - COMM 70R - INDEPENDENT STUDY IN COMMUNICATION STUDIES - COMM 70R - Course was not taught in 2015-16 (Created By Department - Communication Studies (COMM))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year Start Date: 09/22/2014 End Date: 06/30/2015 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 - 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: 100% of survey respondents reporting increased ability to use methods of communication in critical thinking and/or communication situations.</p>	<p>12/08/2016 - Of the 63 students surveyed in our COMM certificate, AA and ADT programs, 98% indicated they had acquired 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: 2015-2016</p> <p>GE/IL-SLO Reflection: COMM students have clearly demonstrated improvement in analytical reading and writing skills, the ability to deliver well prepared and coherent presentations, and discerning listening and speaking skills in lectures and class discussions.</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>	
		<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</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 skills, personal integrity, community service and self esteem.</p> <p>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.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<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>12/08/2016 - Of the 63 students students surveyed in our COMM certificate, AA and ADT programs, 100% indicated they are able to identify patterns of communication in a variety of contexts.</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Through their ability to identify communication patterns in differing contexts, COMM students have demonstrated community and global consciousness and responsibility, including social perceptiveness, respect, empathy, cultural awareness and sensitivity, interpersonal skills, and personal integrity.</p> <p>12/10/2015 - 97% of 52 students in COMM certificate and degree programs surveyed fall qtr.</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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>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>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>10/01/2012 - 100% of survey respondents reporting increased ability to identify patterns of communication. (winter or spring, confirm later)</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up