

General Information:**Department/Program Name:** SSHAPE/Communications**Last Review:** 2010**Current Year:** 2016-2017**Preparers' Name:** John Carrion, Ambica Gill, Karen Rowe**Area Dean:** Mark Gonzales**Evergreen Valley College's Mission:**

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Evergreen Valley College Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
 - Access: Develop a balanced schedule of course offerings to better meet the needs of students
 - Curriculum and programs: Establish quality curriculum and programs to support student achievement of educational goals.
 - Services: Tailor services for a diverse student population to prepare and enable them to succeed academically and become global citizens.
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
 - Student Access: Completion of educational goals
 - Employee development
 - Transparent Infrastructure

Overview of the Department /Program

1. Provide a summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.

- a. The Communication Studies Department of Evergreen Valley College has existed since the inception of the school (1976). Our department offers a range of opportunities for students to acquire communication competence and confidence. Through our course offerings, students learn how to construct and deliver speeches to diverse audiences, advocate and critically debate ideas in social and political settings, appreciate diverse communication styles, work productively in task-oriented groups, and engage in rewarding interpersonal relationships. In our classrooms, we strive to create a learning environment that is supportive and accessible to all students regardless of race, ethnicity, culture, gender, language, disability, sexual orientation, or religion, and to ensure every student has the opportunity to succeed in developing her/his own personal, academic, and career potential. Currently, we offer courses in: Interpersonal Communication (CS 10); Introduction to Communication (CS18); Oral Communication (CS 20); Intercultural Communication (CS35) Introduction to Argumentation (CS 40); and Small Group Communication (CS 45); In addition, we offer Associates in Arts in Communication Studies for Transfer Degree. Degree completion allows students to satisfy admission requirements to either CSU or UC as well as California Independent universities.

The Communication Department is one of the most successful disciplines at EVC. The following areas of strengths validate this assessment. Our exemplary faculty received certificates, awards, and recognition from the Service Learning Program, the Asian Pacific American Association, the Maestro Del Ano - Enlace Program, and the ASPIRE Program. Our communication department continues to reach out to full time workers in the community by offering weekend courses and communication classes in EVC's Accelerated Program.

All of this is reflected in our student success rates. From the fall 2010 to spring 2012, the overall success rates for communication studies courses ranged between 70% to 77%. These success rates are higher than the overall success rates for the same semesters at EVC, which range from 65%-70%.

Especially with the dire economic situation at EVC, we fully understand that our campus community faces a plethora of increased demands with fewer resources. And thus far, our communication department has dealt with many challenges without substantial losses to our program. Areas our department will continue to work on are redeploying current teaching resources and creating new ones, to add to the overall strength of our program. Further, we must do more than maintain our deep and helpful relationships across campus. We must forge new partnerships in our own campus community and increase the level of coordination

with San Jose City College, San Jose State University, local high schools, new district campus in Milpitas, and our community.

2. Please state at least three recent accomplishments for your program which show how it contributes to the College's success. Three recent accomplishments the Communication Studies Department have created are as follows:
 - a. New Associate's in Arts in Communication Studies Transfer Degree (AAT) 2016-2017
 - b. Offering two new courses: Introduction to Communication (CS 18) and Intercultural Communication (CS 35). Part of Degree
 - c. Developed a new Communication Studies website.

3. Where would you like your program to be three years from now?
 - a. Offerings of more courses that support the ADT and online/hybrid courses will greatly support students in transferring degree and scheduling courses. The Communication Studies department is also committed to continued offering even more outside the prime-time schedule (evenings and online) with a goal of having all core requirements of the ADT degree along with one to two elective Communication Studies courses all offered online. The addition of a Communication Studies Lab would benefit all Communication Studies student's additional time and practice for major speech assignments in courses offered. Incorporating an element of social justice.
 - b. Based on reviewing student success data by ethnicity, the faculty would like to connect courses with Affirm and Enlace to facilitate student success in key ethnic groups.

PART A: Program Effectiveness and Student Success

1. State the goals and focus of this department/program and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.
 - a. The goals and focus of this department/program is to provide communication awareness, training, and skills are essential for successful and fulfilling personal, professional, and academic relationships and activities. Communication skills, theory, and practice are useful in any career including: education, business management, communication management, journalism, law enforcement, mass media and media arts, political science, public policy and administration, social work, public relations, advertising, broadcasting, technology, and finance.
 - b. The program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District as follows:

i. **Student-Centered:**

1. The emphasis in Communication Studies degree, along with its courses, attracts a diverse group of students from diverse ethnic backgrounds. The AA/AT degree can lead to better employment opportunities as well as completion of the first two years of a four-year degree.
2. The Communications Studies Program can provide service to the college in promotion of positive, highly visible images through campus and community involvement by students as they work in service learning areas.

ii. **Community Engagement:** We create a trusting environment where everyone is valued and empowered. Areas of focus are: 1) Student Access-Completion of Educational Goals;2) Employee Development; 3) Transparent Infrastructure

1. Content in Communication Studies courses allow for students to develop skills which lead to greater academic self-confidence. As our students successfully complete student learning outcomes, they discover abilities which will lead to beyond the classroom. Good planning, determination and successful completion of courses, enhance the probability of achieving academic and professional success. Building upon these successes allow for students to gain trust in their ability to achieve and also place greater value in EVC which has assisted with their important personal development and growth.
2. Faculty are encouraged to seek out opportunities to attend conferences, with funding available through the EVC staff development program.
3. Ongoing Division meetings are held regularly with opportunities for faculty to openly share concerns or request support.

Organizational Transformation: Communication Studies will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are: a) Access; b) Curriculum and Programs; c) Services. We provide access to quality and efficient programs and services to ensure student success. Areas of focus are: 1) Increased Visibility; 2) Develop Strategic Partnerships; 3) Building Campus Community. Whether it's functioning as a contributing member in a student club or asserting oneself to achieve individual personal and academic goals. This provides students with the tools needed to better engage in a highly complex society. The Communication Studies Program has developed close partnerships with Community Based organizations which has provided the opportunity to offer a variety of volunteer experiences, networking, and valuable support in the community

through work with the valuable Service Learning program. These successful partnerships foster a greater sense of community between EVC and the community at-large.

2. What is your program set standard (baseline standard that you don't fall below) for successful course completion to measure effectiveness? (Please use program 5-year average success rate and review 5-year state average to set the program set standard). How did your program do against this program set standard?

Speech Communication-STATE

Fall 2010	Fall 2010	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014	5 Year Average
Enrollment Count	Success Rate									
105,021	75.48%	102,941	76.81%	101,962	78.09%	108,439	77.50%	115,118	77.08%	76.99%

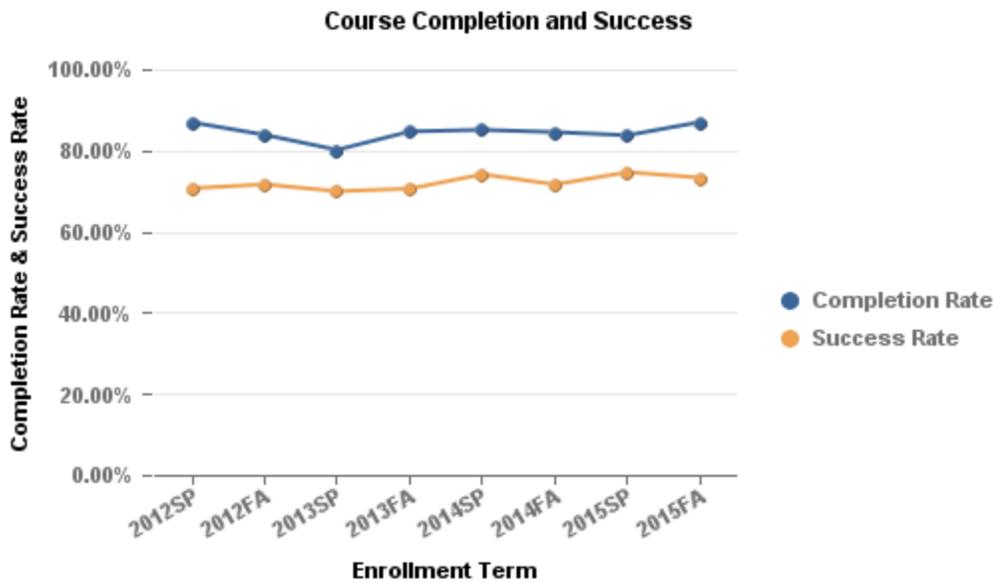
Speech Communication-EVC

Fall 2010	Fall 2010	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014	5 Year Average
Enrollment Count	Success Rate									
772	69.95%	868	68.09%	779	71.37%	796	70.60%	704	71.73%	70.35%

Analysis: Based on the 5-year average, the Communication Studies department was comparable to the State Average. In order to ensure any small variation from year to year, the Comm. Studies faculty set the program standard at 64%.

This is based on multiplying the program 5-year average success rate in Communication courses (70.3) by 92% (92% was used based on the formula used by EVC's IEC). Should student success fall below 64% the Communication Studies Department will meet to determine how to best address the issue and serve our student population.

3. Identify student **success rate and patterns** within the department/program and compare your results to the overall college institutional set standard of 64% successful course completion with "c" or better and your program set standard (questions 2)?



The communication studies program five-year average success rate is 70%, which meets the program set standard and EVCs institutional set standard of 64%. In reviewing the data in aggregate for communication studies, no specific interventions are needed to improve overall success rates. However, in analyzing success rates by ethnicity, communication studies faculty identified areas for improvement. See table and analysis below.



In analyzing student success by ethnicity, faculty authors reviewed success rates by the following groups, which represent our largest student populations: Asian, Black/African America, Hispanic and White. Consistent with EVC, the largest of these categories in communication studies include students identifying as Asian and Hispanic. For the Asian students, the average success rate from spring 2012-fall 2015 was 76%, well about the program set standard of 64%; therefore, no additional recommendations for improvement are needed.

For Hispanic students, the average success rate for the same time period was 69%. Although the success rate is higher than the program set standard of 64%, the faculty recommend connecting with the Enlace program to facilitate increased success for Hispanic students.

Similarly, the Black/African American students had an average success rate of 69%. For these students, faculty will work with the Affirm program to facilitate improvement in their success.

Lastly, the white students' average success rate was 76%, which is well above the 64% benchmark. Therefore, no additional interventions are needed to improve success rates.

In the data sets provided, the success rates were not broken down by gender or age. Similarly, the success rates were not broken down by evening verses day classes. However, analysis of enrollment trends for these groups and day/evening classes is discussed in question number 4.

Analysis of success by modality, face to face verses hybrid, please see data table below

Enrollment Term	Subject	Course Name	Online, Face to Face, or Hybrid Course	Success Rate	Total Enrolled	Withdrawal Rate
2014SP	COMS	COMS-20	FACE TO FACE	70.28%	286	15.73%
2014SP	COMS	COMS-20	FACE TO FACE	78.79%	33	15.15%
2014SP	COMS	COMS-20	HYBRID	68.75%	32	31.25%
2014 SU	COMS	COMS-20	FACE TO FACE	86.67%	75	6.67%
2014 SU	COMS	COMS-20	HYBRID	84.85%	33	15.15%
2014FA	COMS	COMS-20	FACE TO FACE	69.26%	257	15.95%
2014FA	COMS	COMS-20	FACE TO FACE	88.57	35	8.57%

2014FA	COMS	COMS-20	HYBRID	67.86	28	25.00%
2015SP	COMS	COMS-20	FACE TO FACE	79.41%	34	20.59%
2015SP	COMS	COMS-20	HYBRID	80.00%	25	20.00%
2015SP	COMS	COMS-40	FACE TO FACE	80.00%	30	20.00%
2015SP	COMS	COMS-40	HYBRID	67.86%	28	32.14%
2015SU	COMS	COMS-20	FACE TO FACE	78.42%	51	7.84%
2015SU	COMS	COMS-20	HYBRID	72.22%	36	27.78%
2015SU	COMS	COMS-40	FACE TO FACE	93.22	59	6.78%
2015SU	COMS	COMS-40	HYBRID	78.79%	33	21.21%
2015FA	COMS	COMS-40	FACE TO FACE	96.88	32	3.13%
2015FA	COMS	COMS-40	HYBRID	66.67%	27	18.52%
2015FA	COMS	COMS-20	FACE TO FACE	67.74%	31	12.90%
2015FA	COMS	COMS-20	HYBRID	66.67	30	30.00%

Hybrid Analysis:

In analyzing student success data from SP 2014-FA2015 of face to face Communication Studies courses compared to newly introduced hybrid courses (Face to Face/Online combo) the following observations were made from the chart above:

In the first/trial semesters of hybrid courses there was lower success rate than the traditional face to face course. For example, Coms. 20 face to face in 2014SP had a success rate of 78.79% percentage, as opposed to the hybrid choice only had 68.75%. This is a roughly a 10% difference in success. Although the 68.75% is above our average success rate of 67%, it is important to maintain high success rates by identifying how the students are effected by the hybrid experience in Communication.

Similarly, the introduction of Comm. 40 hybrid compared to the 40 Face to face in 2015SP had a success rate of 80%, as opposed to the hybrid version that same semester had a 67.86%. This can be due to the unknown nature of the course from students and also instructor transitioning from a traditional teaching standpoint in Communication and adapting the content to a more applicable approach online

Nonetheless, a positive trend continued as the hybrid option became available and changing and adapting course content the hybrid course continues to evolve over the semester terms. For example, The COMS 20 hybrid course, during the highest success rate went upward to 72% and

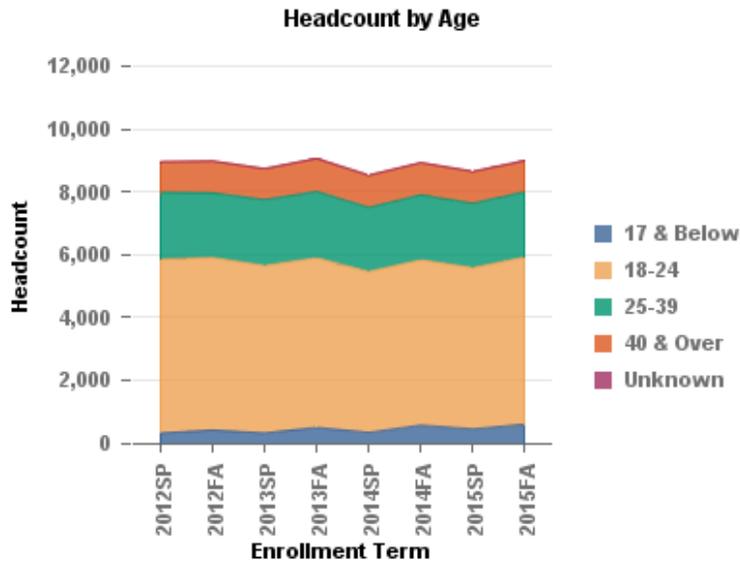
Coms 40 hybrid an astonishing percentage to 78% success rate. Another interesting conclusion showed that the highest hybrid success rate took place during the summer session. Thus, the hybrid courses are producing more success over time, however, the duration of time of course can have an impact on student success.

The department is aware that there is a constant need to revamp and restructure course content in order for the student to master the course content for success, especially in an online setting. It is essential that the department continue to gather resources from other departments that teach online/hybrid courses for understanding of best practices in addition to the instructor learning course structure online in order successfully execute content and understanding.

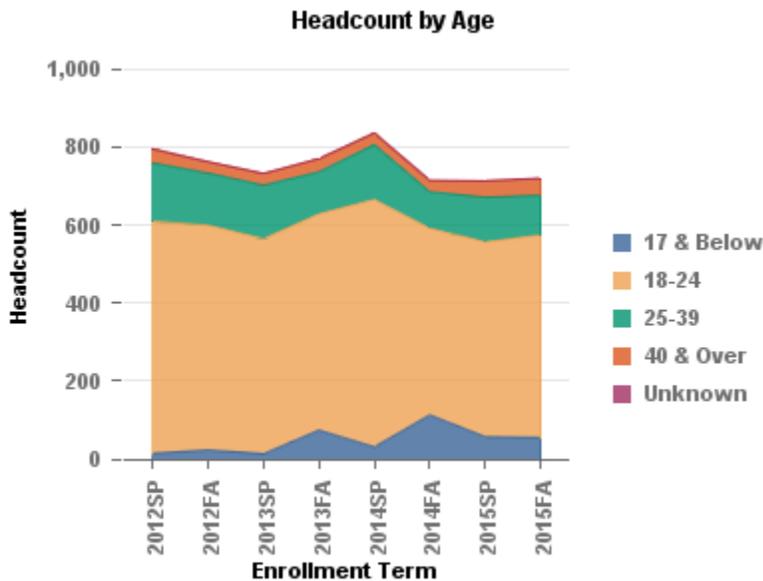
All in all, like other new pedagogies of teaching, understanding of how students make sense of materials and flow of work from a non-traditional class to hybrid will take time through trial and error. It is imperative that the department continue to collect surveys from students in hybrid courses to see what is working and what needs to change.

- Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.

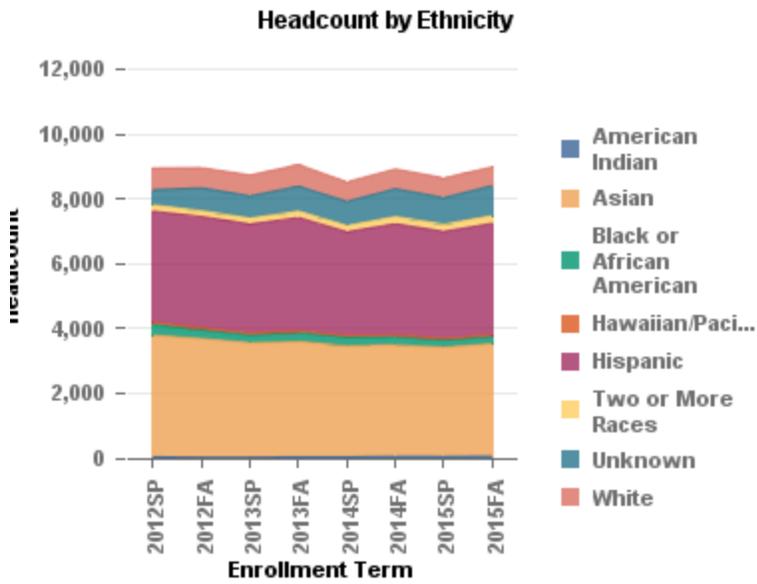
Communication Studies: Gender, Age, & Ethnicity Comparison



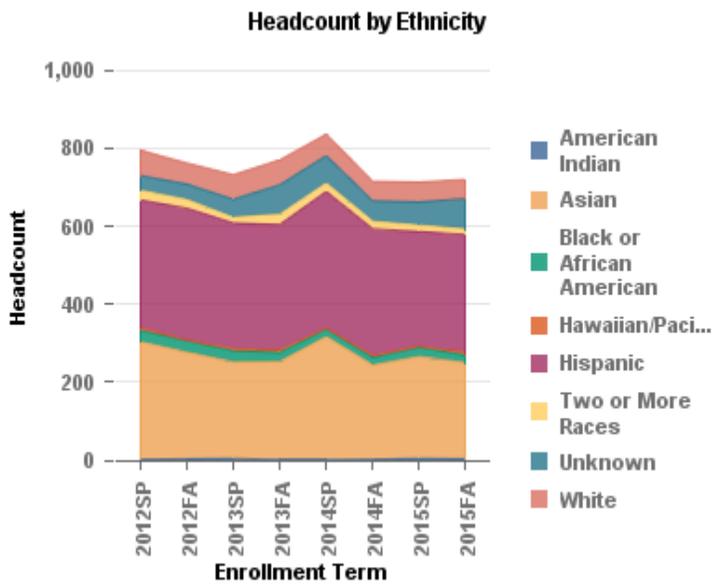
Evergreen Valley College



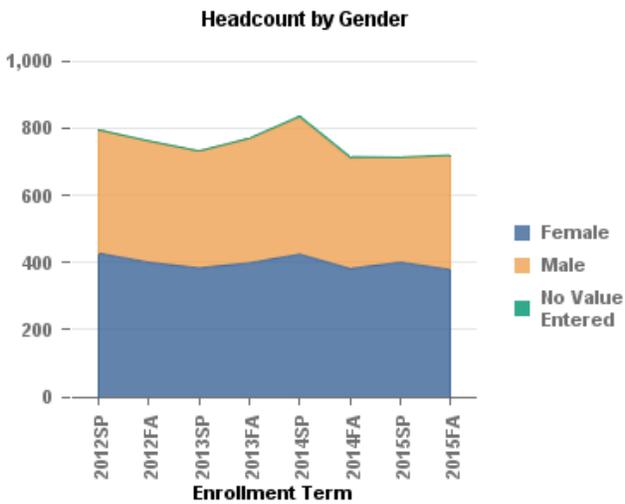
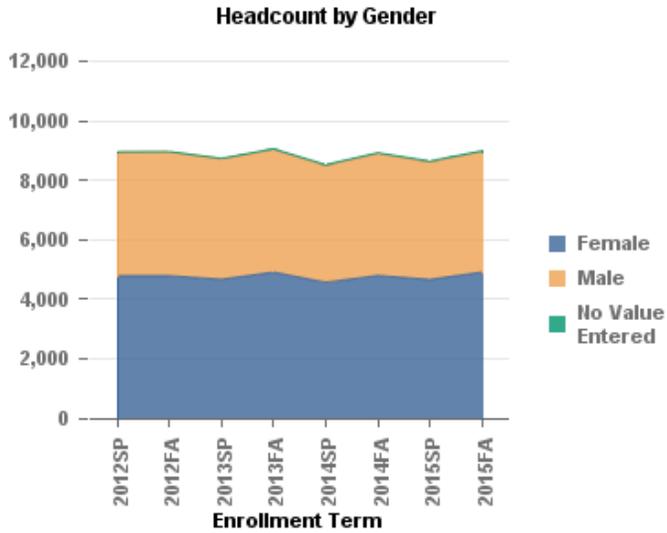
Communication Studies



Evergreen Valley College



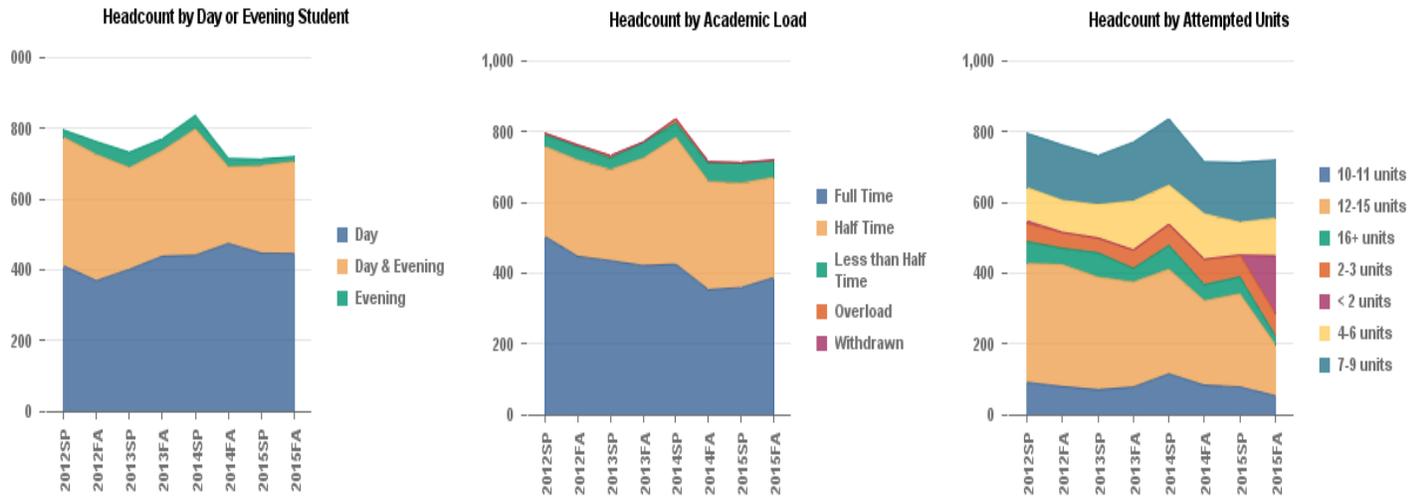
Communication Studies



Analysis: Data is consistent with college population and no changes in demographics over time. One particular highlight is the head count by age between the brackets of 18-24 is significantly higher, at an average of 75% of the students in communication studies verses 61% of the college. The authors attribute this to the fact that all communication study courses are GE and in general this age bracket is interested in transfer.

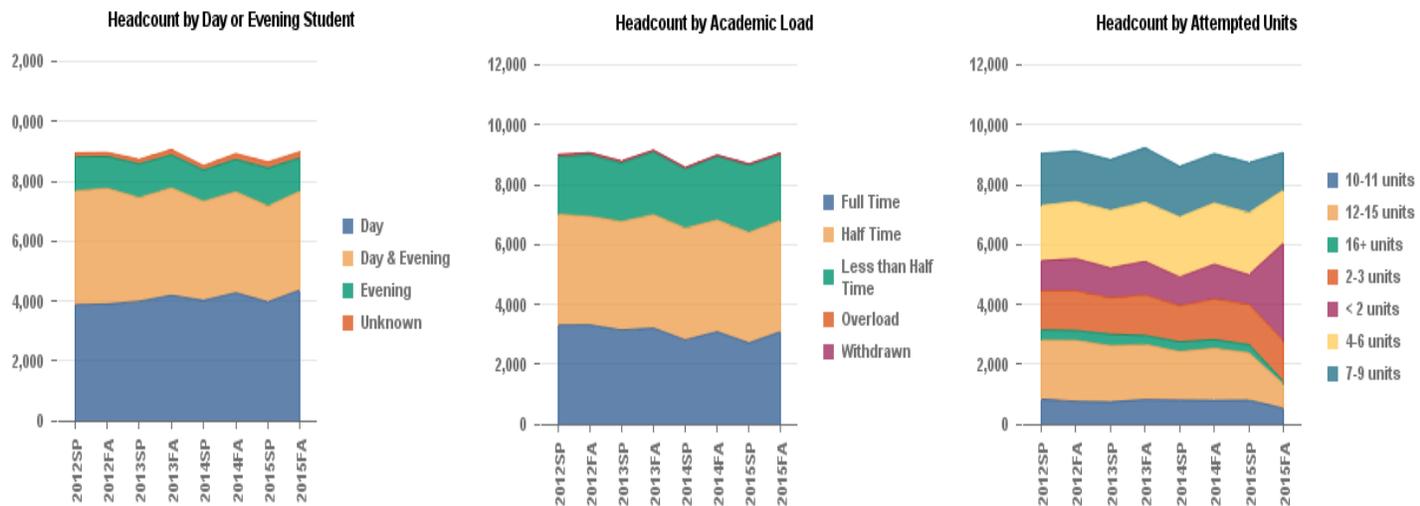
- Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

Communication Studies: Enrollment Patterns



----- Trends for Selected Subjects -----

Evergreen Valley College: Enrollment Patterns



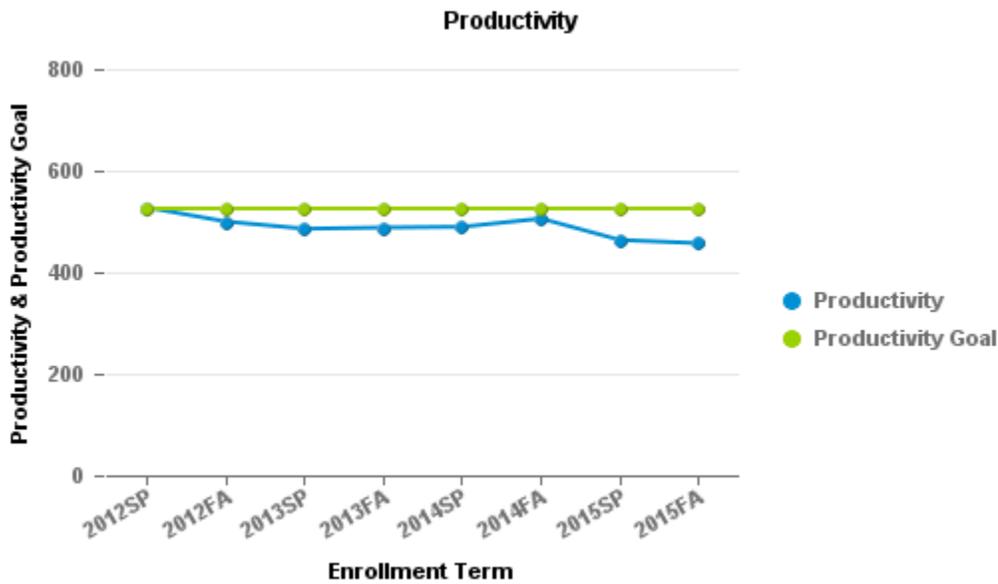
Analysis: The cross comparison of enrollment patterns show that Communication Studies is closely comparable to the college in the areas reviewed. In reviewing the data, however, the college has a larger population of evening students. The communication studies faculty will explore the possibilities of

adding online courses with the review of additional data not provided at the time of this report. Additional data needed includes success rates of evening course verses face to face, waitlist numbers and course fill rates. The faculty feel that by adding more evening sections will provide non-traditional students with more options for sections and diversity of courses to take courses in the evening.

The majority of the students in communication studies are full-time, which the faculty suspect is related to GE completion for transfer.

6. Identify department/program productivity (WSCH/FTEF).

Communication Studies: Productivity



Analysis: As shown above the EVC Communication Studies department falls below the productivity goal of 525. This is due to small class sizes of 35, which are needed to support the performance based nature of the courses. These classes require that students deliver speeches, perform debates and overall group presentations. Although productivity is below 525, communication studies supports the college by providing dynamic coursework to students taking general education courses.

7. If the program utilizes advisory boards and/or professional organizations, describe their roles.
N/A

PART B: Curriculum

1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).
 - a. Courses offered:
 - i. COMS 010 Interpersonal Communication *
 - ii. COMS 018 Introduction to Communication *
 - iii. COMS 020 Oral Communication **
 - iv. COMS 035 Intercultural Communication *
 - v. COMS 040 Introduction to Argumentation **
 - vi. COMS 045 Small Group Communication **

*Transfer status: CSU/UC; Degree Applicable: AA/AS

**Transfer status: CSU; Degree Applicable: AA/AS

2. All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.
 - a. All courses in the communication program are updated based on current research information.
 - b. All course outlines are current. Fall 2013-2014
3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?
 - a. The Communication Program utilizes feedback from SLO assessment to determine which educational delivery systems are most effective as well as which assignments may or may not be meeting the needs of our students. The program also offers an AA as well as an AT degree in communications.
 - b. Online/hybrid courses for future options and service learning for further engagement in community.
 - c. Students observe outside speakers on campus. Evaluating debates that take place that involve speaking (i.e., Honor's debates, poetry festivals, speakers across campus).
 - d. Student review films/videos on past speakers and critique content and delivery.
 - e. Participate in community service related activities and report back in speech

**ASSOCIATE IN ARTS IN COMMUNICATION STUDIES FOR TRANSFER DEGREE
2016-2017**

Communication Studies is the study of human communication. It includes public speaking, argumentation and persuasion, and interpersonal, intercultural, and small group communication. The importance of communication awareness, training, and skills are essential for successful and fulfilling personal, professional, and academic relationships and activities. Communication skills, theory, and practice are useful in any career including: education, business management, communication management, journalism, law enforcement, mass media and media arts, political science, public policy and administration, social work, public relations, advertising, broadcasting, technology, and finance.

Program Learning Outcomes:

- Express and convey message clearly for effective oral communication
- Demonstrate effective listening skills to comprehend spoken messages, analyze information critically, and consider multiple perspectives
- Participate in the civic life of their communities through public address and civic engagement, and advocate for positive change
- Articulate the importance of diversity, differing belief and value systems, as well as individual opinions
- Apply interpersonal skills to create and maintain successful and beneficial social and civic relationships
- Describe communication technology and its impact on human communication practices

Required Core:

COMS 020 Oral Communication 3.0

LIST A: Select two courses 6.0

COMS 040 Introduction to Argumentation

COMS 010 Interpersonal Communication

COMS 045 Small Group Communication

LIST B: Select two courses 6.0

*Any course from **LIST A** not already used or 6 units from:*

COMS 035 Intercultural Communication

COMS 018 Introduction to Communication

JOURN 010

Mass Media Communication

LIST C: Select one course 3.0

*Any course from **LIST A or B** not already used or 3 units from:*

ANTH 063 Introduction to Cultural Anthropology

ENGL 001B English Composition

ENGL 001C Critical Thinking

JOURN 014 Newswriting

PSYCH 001 General Psychology

SOC 010 Introduction to Sociology

Major Requirements 18.0

Completion of CSU GE-B or IGETC 37.0-39.0

General Electives (to reach 60 units) 6.0-18.0

Total units required for the degree 60.0

Students who complete the AA-T in Communication Studies must have the following:

- Completion of 60 CSU transferrable units
- A minimum of at least 2.0 GPA in CSU transferrable courses (*note that a higher GPA may be required in some institutions*)
- Completion of at least 18 units in the major with a grade of “C” or better
- Certified completion of the CSU General Education-Breadth (CSU GE-Breadth) requirements, or completion of the Intersegmental General Education Transfer Curriculum (IGETC) requirements

Please Note: No more than 60 units are required for t
this degree and no additional requirements will be imposed by Evergreen Valley College.

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.
 - a. The Communications Studies program is considering the development of fully online courses (Introduction to Communication Studies and Intercultural Communication) so that students could complete the core Communication Studies requirements for an AT degree transfer with online option. The psychology program is also considering alterations to current communication hybrid courses so that they meet the new Statewide initiative. This will allow a student located anywhere in California to register and complete an online communication course originating from EVC.
 - b. The faculty are considering developing a “Conflict Resolution” Certificate program that might allow students to complete certification in area for job growth and employment. The will do further study to substantiate connection to employment opportunities.
 - c. Evaluate and implement a plan for English Language Learners, including creation of a specific course for these students that address issues for ESL students.
 - d. Develop a plan for newer courses in the degree that have not been offered due to low enrollment, COMS 018, 035
 - e. Market out Coms AA-T
 - f. Create a promotional Communication Studies video to promote the department.

- g. Partner with the Counseling Department to promote the AA-T in Communication Studies and the Communication Certificate (State-Approved.)
 - h. Communication Alumni Association 8. Communication Newsletter
5. Describe how your program is articulated with the High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...
- a. The Communications Studies Program courses are college level and do not articulate with high school or CCOC courses.
 - b. The program has articulation with CSU and UC.
 - i. ADT
 - ii. Courses CID Approved
6. If external accreditation or certification is required, please state the certifying agency and status of the program.
- a. N/A

PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to a degree or certificate, list the Program Learning Outcomes (PLO), and how they relate to the GE/ILOs (link to ILOs). If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please disregard this question.
- a. Program Learning Outcomes: •
 - i. Express and convey message clearly for effective oral communication
 - 1. (ILO: Communication)
 - ii. Demonstrate effective listening skills to comprehend spoken messages, analyze information critically, and consider multiple perspectives
 - 1. (ILO: Inquiry and Reasoning)
 - iii. Participate in the civic life of their communities through public address and civic engagement, and advocate for positive change
 - 1. (ILO: Social Responsibility)
 - iv. Articulate the importance of diversity, differing belief and value systems, as well as individual opinions
 - 1. (ILO: Personal development)
 - v. Apply interpersonal skills to create and maintain successful and beneficial social and civic relationships
 - 1. (ILO: Personal Development)
 - vi. Describe communication technology and its impact on human communication practices
 - 1. (ILO: Information Competency)

2. Since your last program review, summarize SLO assessment results at the course and program level (if this is your first program review, please summarize your SLO assessment results over the past 6 years). Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue department).

Student proficiency in subject matter: Assessment tools utilized to determine Mastering subject matter include: class examinations, written reflection assignments, oral presentations, research projects, in depth research papers. A grading rubric for all assignments are provided for students. Assessment of Student Learning Outcomes and critical thinking skills occur throughout each semester. The benchmark used to determine whether an SLO has been met is a minimum of 70% of students who complete a Communication Studies course demonstrate proficiency. The communication studies faculty meet as needed to discuss teaching learning activities. In the future, the faculty will include more targeted dialogue linked to SLOs and the results identified through assessment.

Below are samples of SLO assessment work for the communication studies courses. There are currently six communication study courses, of which four are assessed on an ongoing basis and included below. The other two are newly developed for the degree and have not been consistently offer due to lower enrollment. The faculty will work with the division office to develop a plan to address these courses.

Course Level SLO and Assessment Matrix

se: Comm. 10 Interpersonal Communication

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will..."	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO #1 Apply acquired interpersonal communication skills to build, nurture, and sustain healthy, intimate interpersonal relationships. ILO- Inquiry and Reasoning ILO- Communication ILO- Personal Responsibility	Oral presentation on a specific skill practiced during a semester and impact of use of skill in relationship	Fall 2012	Fall 2012: Only a handful of students 15 out of 69 students received A/B. The majority of students earned D. Why? Because 1) students did not focus on one specific skill and 2) they really had not made observations about how the skill impacted their relationships. Spring 2014: 20 out of 75 students passed with A/B.	I revised the assignment to focus more narrowly on a verbal skill and gave them a list of skills they could chose from. Spring 2014: Based on another round of poor results, I'm going to change this assignment. I will create more in-class verbal practice opportunities. Will reassess at the end of Spring 2017.

Course Level SLO and Assessment Matrix

ie: COMM 020

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will..."	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO #1 Deliver speeches using an extemporaneous delivery style ILO – Communication	Grading rubric	Fall 2012	30 out of 35 students completed the task of presenting a speech. 7 out of 30 mastered PS extemporaneous style. 17 of 30 were above average. 5 out of 30 average. 5 out of 30 were below or F average.	Introduce "mini" impromptu activities to assist students in breaking the ice and becoming more comfortable to improve for unexpected events in a extemporaneous mode of delivery. Demonstrate a comparison of different types of delivery in class rather than lecture on it.

Course Level SLO and Assessment Matrix

e: Argumentation- COMS 40

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will..."	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO #1 Analyze, synthesize, and evaluate spoken and published arguments; in debate form. ILO -Inquiry and Reasoning	Preparation of debate briefs (research published argument, collect evidence, construct outline of points); Debate Ballots (parliament evaluates spoken debates and constructs feedback for debaters).	Fall 2012	32 out of 35 students turned in briefs, but only 30 presented debated. A higher number of students turned in briefs, as opposed to presenting arguments.	Perhaps, focusing on more speech anxiety relieving activities earlier in the semester will help students become more comfortable while presenting Fall 2013

Course Level SLO and Assessment Matrix

e: Comm. 45- Small Group

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will..."	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO #1 Demonstrate the ability to apply the principles of small group communication theory and improve group communication. ILO #1 Communication	Embedded question in midterm and final	Fall 2012	Fall of 2012 25 out 30 students were able to demonstrate a clear understanding of group theory and principles of group communication. Area of conflict resolution was unclear. Fall of 2015 out of 85% were successful.	Implement more effective strategies in conveying conflict resolution and review elements of theory prior to testing. Reassess Fall 2017.
Demonstrate the ability to critically	Rubric used in group informative speech	Spring 2013	Spring of 2013 22 out of 33 students	Implement a rough run through of presentati



Program Level SLO and Assessment Matrix

Program: AA-T Communication Studies

Effective Date: 11/6/15

Program SLOs	Assessment Plan for each Program SLO	Program Courses										Data/Analysis/Action Plan and Timeline	
		Course/Activity											
Express and convey message clearly for effective oral communication. ILO# 1 Communication SLO #1	The students will be able to effectively present a speech in extemporaneous form. This will be completed in debate and/or speech format.	COMS 021	JOURN 021					Comm. 20- 30 out of 35 students completed the task of presenting a speech. 7 out of 30 mastered PS extemporaneous style. 17 of 30 were above average. 5 out of 30 average. 5 out of 30 were below or F average. Introduce "mini" impromptu activities to assist students in breaking the ice and becoming more comfortable to improve for unexpected events in a extemporaneous mode of delivery. Demonstrate a comparison of different types of delivery in class rather than lecture on it. Comm. 40- 30 out of 35 students submitted completed assignments value assignments. 3 students did not perform debates. The assessments results reflect the 30 students that presented in debate form. 7 out of 30 received 90% or higher. 8 out of 30 received 80% or higher. 10 out of 30 received 70% or higher. 4 out of 30 received a 60 or higher. 4 out 30 received a failing grade. Remainder did not show. Assignment to be given earlier in semester, in order for students to gain familiarity with debate form and become comfortable speaking in public forum. This will raise the number of students passing with a "C" or better. Comm. 45- 60% of students were able to apply technological use of media in persuasive speech (28 students)					
		I, D, M	I	I, D	I, D								

3. **What plans for improvement have been implemented to your courses or program as a result of SLO assessment?**

Changes have been initiated as the SLOs were assessed. Interventions include modification at the lecture level. For example, some lecture material has been expanded. In the Communication 45 “Small Group Communication” course an additional lecture was devoted to the to dealing with communication apprehension Due to the fact the all of the students are required to do at least one presentation in any communication course, the time now being used to actually provide additional strategies (confidence building, apprehension recognition, relaxation techniques). Additional lecture has also been added to demonstrate more of a connection between communication skills and how they impact relationships. These changes were a direct result of assessment where students needed additional help. All are documented and shown in the previous matrices.\

- a. A. Exams
 - i. Essay and multiple choice exams are utilized.
- b. B. Papers
 - i. Detailed grading rubrics (for all possible grade levels) are provided for all writing assignments.
 - ii. For online courses in addition to grading rubrics a detailed learning outcome rubric is included; this is done for the online courses because a

discussion in the classroom connecting specific learning outcomes for each aspect of an assignment is not possible.

- c. Oral presentations
 - i. Detailed grading rubrics (for all possible grade levels) are provided for all oral presentation assignments.
- d. Group projects
 - i. Detailed grading rubrics (for all possible grade levels) are provided for all group assignments
 - ii. For online courses in addition to grading rubrics a detailed learning outcome rubric is included; this is done for the online courses because a discussion in the classroom connecting specific learning outcomes for each aspect of an assignment is not possible.

For full SLO and PLO matrices:

[http://www.evc.edu/discover-evc/student-learning-outcomes-\(slos\)/student-learning-outcomes-\(slo\)-assessment/course](http://www.evc.edu/discover-evc/student-learning-outcomes-(slos)/student-learning-outcomes-(slo)-assessment/course)

- 4. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)
 - a. Most of the SLO assessments have shown that a high percentage of students are generally meeting the learning outcomes. Learning and assessments in the communication program are based on tests, presentations, and assignments during the course of the semester. However, additional resources such as the accessibility and training with CANVAS will help strengthen our communication hybrid courses and SLO success. In addition, the purchasing of digital video cameras in the classroom, to record student presentations, would be something we should invest in

PART D: Faculty and Staff

- 1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.
 - a. There are 3 full time Instructors; Karen Rowe (Expertise: Interpersonal and Intercultural); John Carrion (Expertise: Small Group); Ambica Gill (Expertise: Argumentation and debate). All full timers teach various courses across the spectrum to create a balance for success.
 - b. The communication discipline utilizes a wide variety of part time instructors. These individuals can differ from semester to semester as well as year to year. One-part time communication instructor, Doug Threet, has seniority preference hiring and also teaches philosophy courses at Evergreen Valley College.
 - c. Adjunct faculty: Lee, Peter; Tan, Ching Ching; Threet, Douglas; Ward, Kendall.

Communication Studies Faculty:



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John Carrion

Professor

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Ambica Gill

Professor

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2. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.
 - a. Increased afternoon enrollment in Communication Studies courses.
 - b. Added late afternoon Oral Communication and Introduction to Argumentation class.
 - c. Scheduled evening classes for all courses covered in the certificate.
 - d. Served as faculty advisors for student clubs.
 - e. Participated in EVC Kicks It Outside event.
 - f. Participate in Service Learning Program.
 - g. Participated in Honors Program.

- h. Participated in FasTrack program.
 - i. Participated in Aspire program.
 - j. Hired third full-time tenure-track faculty member in Fall 2007.
 - k. Updated course outlines for all courses.
 - l. Developed Student Learning Objectives for all courses.
3. Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).
- a. New faculty hires are provided an administrative orientation by HR and the Dean overseeing SSHAPE . Student and peer evaluations are included as part of the faculty evaluation process in accordance with the Collective Bargaining Agreement.

PART E: Budget Planning and Resource Allocation

1. Current Budget
- A. Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program's needs.
 - B. The budget for the communication discipline in SSHAPE is about \$200 annually. With additional funding the possible benefits to the program would be outside speakers, student communication events, individual publication subscriptions, and conferences.
 - C. Based on a current trend of decreased enrollment there appears no need for additional full time positions in the communication discipline over the next six years, as long as the program maintains at least three full time positions.
 - D. Identify any external (fund 17) funding the department/program receives, and describe its primary use.
 - i. N/A
 - E. Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.
 - i. N/A
2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?
- i. None department knows of.

PART F: Future Needs:

1. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's outcomes? Please provide rationale on how the requests tie into the strategic initiatives, college mission, SLO Assessment or Student Success

- a. N/A
- 2. What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.
 - a. None- at this time
- 3. Does your program require any additional facilities, equipment, technology and/or supplies over the next six years (above and beyond the program's current budget)?
 - a. New technology for students to access teaching/learning online resources
 - b. Presentation software programs- Amazon- \$ 79.00 to \$ 150 per unit x3
 - c. Presentation Aids (Boards, remotes, etc.) Amazon \$ 50-150x3
 - d. FACILITIES Department requests very specific needs for classroom design due to the high level of student interaction, group work, and grading of student speeches (need desk in back of the room) for privacy grading. We believe our high enrollment numbers warrant an additional classroom dedicated to Coms Studies.
 - e. Tables for presentations – Amazon: \$88- \$ 160 x 3
 - f. Need for webmaster and web support to effectively market our program on the college website (\$50-100)

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

NONE

PART H: Annual Assessment: Program Faculty and PR Committee

Please attach copies of any Annual Reviews that you have completed in the last six years (if applicable)

NONE

PART I: Resource Allocation Table

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC's Budget and Planning Process.

Item Title	Response
Productivity (WSCH/FTEF)	489
Student Success Rate (Retention Rate)	70%
Number of class sections offered by your program	23-28
Changes in enrollment	Most recent academic year vs. three years ago (e.g. +3%, -1%) unchanged
Your Program's Current Budget (from Fund 10)	Most recent Fiscal Year- from your dean
Current External Funding (from Fund 17)	Most recent Fiscal Year None
Future Needs: Faculty (Estimated Additional Cost)	Annual cost* None requested
Future Needs: Staff (Estimated Additional Cost)	Annual cost* None requested
Future Needs: Facilities (Estimated Additional Cost)	Total cost over useful life of facilities* \$950.00-1,000
Future Needs: Supplies (Estimated Additional Cost)	Total cost* \$950-1,000

**** Do your program's future needs assume that your program's enrollment will remain stable or do they depend upon enrollment growth? If they depend on growth, please explain the growth projections on which you are basing your assumptions. You may attach any supporting documentation to explain or support assumptions.***