

Program: Communication Studies

Division: Arts and Humanities

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Writer(s): Jim Dobson, Tim Heisler, Natalie Kellner

SLO/SAO Point-Person: Natalie Kellner

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you **may** want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
 - Did they relate to guided pathways?
 - Were they in support of the colleges [equity definition](#)?
 - Did they connect to any of the college [planning priorities](#)?
 - Did you receive any positive/negative feedback from students?
 - Are there any innovations or new processes you'd like to integrate?
 - Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?
1. Sections offered in 2024/2025 have increased by 10% since last academic year. These numbers include Summer offerings
 2. In person classes (face to face sections) have started to rebound. Personally speaking, I was able to teach my full load in person for the first time since the pandemic.
 3. We offered and held an Umoja class.
 4. We offered a cohort (with the English Department) of CMST 1 for the Veterans Program.
 5. We are asked to consider adding sections every semester for the last 6 semesters AFTER the schedule has been released and registration begun. This is due to how fast the classes are filled and the lengths of the waitlists for our classes.
 6. We offered 3 modalities: Face to face, Asynchronous, and Hyflex.
 7. We had the most successful forensics team in the history of our program. We took a large team of diverse students and finished with a Gold Medal as a team in the Open/Large school division. Students were also awarded 9 Gold medals in their individual speech events. We had won a total of 33 in our entire history that dates back to the start of this college.
 8. We held 2 Speech Performance nights. One in the Fall and one in the Spring.
 9. We hosted a homeschool Speech and Debate tournament for middle through High School age students. The event used almost every building on campus and was held over 4 days. This event brought hundreds of young students and their parents to our campus.
 10. We hosted a collegiate Speech and Debate tournament. We used almost every building on campus for this event and it lasted 3 days. We brought in schools from Florida and Southern California.
 11. We were able to raise over \$13,000 dollars to help support travel for the Forensics Team.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside

requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

1. We continue to work with and develop a smoother process with the business office for use and distribution of the Forensics budget.
2. Working with the foundation: Using the funds in our account for the team and knowing what funds are in the account. There is currently no balance statements provided or notification when donations are made.
3. Tracking and communicating with Communication Studies majors. Students can go through the program without having met with a full-time CMST instructor.
4. More than 50% of our courses are now being taught by adjunct faculty.
5. The Forensics budget has not increased in over 15 years. Our main source of funding has been the bookstore which no longer exists. This is a primary concern for our program as we are a nationally and internationally recognized program.
6. With the new CSU/UC patterns, we are expecting a sizable jump in our enrollment for the CMST 1 course. The concern is that this will come as a surprise when it shouldn't. Additionally, when new sections are needed, they will likely be last minute and asynchronous. This would be problematic and cause for an unbalanced schedule. I don't believe a process exists for this anticipated MAJOR overnight growth.

C. Planning: What are your program's most important plans, either new or continuing?

1. With the new CSU/UC patterns, we are expecting a sizable jump in our enrollment for the CMST 1 course. As such, we will need a new full time faculty hire and additional sections.
2. We will need to update our curriculum. The statewide revision of CMST 1 is in process. We will need to try to get CMST 46 (Argumentation and Debate) approved as an Oral Communication course for the state.
3. Updates to most courses need to take place as well as a deactivation of the Readers Theater course.
4. We have launched a major fundraising effort due to the continued growth and size of the traveling Forensics team. Nationals will be in Virginia this year and we do not have the budget to send a full team despite their efforts and success. We are hopeful these funds can be collected. That said, we are NOT fundraisers and every minute spent on fundraising is time NOT spent on our classes and coaching.
5. We will continue to host the speech and debate tournaments to raise funds but more importantly, provide community service.
6. We will need to review the program map to ensure it complies with the new statewide GE patterns.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers: A: Currently the forensics budget is VERY narrowly defined in terms of what the funds can be spent on. There are scenarios where students do not have the ability to pay for or acquire proper attire (The "uniform" for forensics") or even something as simple as meal money. While we do have the ability to offer meal money, it is certainly not enough.

B: Lack of a bookstore. There are services and supplies that students need that are readily available in the campus bookstore. If a student does not have access or planning is problematic for a student, there are new additional barriers that will get in the way of student success.

Suggestions: A: Two things need to happen here. 1. The budget is freed up to be able to pay for things that ARE forensics related expenses for students that have an equitable barrier in their ability to provide it themselves. 2. The budget needs to be increased to provide students basic needs like food and shelter. With the larger budget, we will be able to provide more students the opportunity to compete and build their confidence.

B: Perhaps a smaller scale stand could be provided to replace the bookstore?

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?

Yes No

2. Comments (Optional): The new COMM 100 to comply with state guidelines is in process. We are also attempting to get the Argumentation and Debate class CMST 46 approved as an Oral Communication requirement. Additionally, most of the classes are in need of the 5 year update cycle.

3. Please review your program [maps](#). Do you need to make any modifications?

Yes No

Not at this time but there are about to be new changes to the GE that may impact the course map. We will investigate further.

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.

- a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.

- b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

Having reviewed the data (IR Packet, Pathway Data, and Transfer Data) it was revealed that the bulk of our enrollment is incoming freshman. The results of the data seem relatively consistent with the exception of COVID. It will be good to see a 5 year average post COVID in order to really see the trends more accurately. We do anticipate a large increase in enrollment for the Public Speaking class and potentially the Argumentation and Debate class.

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to [the IR team.](#))

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | [Program-set standard data can be found on this page.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes No

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.

- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes No

If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#) and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

CMST 1 and CMST 46. These were chosen because these classes are the most performance based courses.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - 59 %
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.

Based on the data, we recognize that we need to improve on 59% entry. But given this is still a majority, the discipline and its faculty have achieved exemplary marks for student learning and success.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

While there is nothing glaring to explain any gaps in learning, we will make a concerted effort to ensure that all faculty teach to the course outline of record.

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

When trying to run reports, I was confused and had a difficult time pulling disaggregated data. I found the instruction sheet helpful, but I would like to see more screenshots or even examples on how to assess the data in actual reports.

C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?

The lack of boxes to indicate where we should be providing answers makes this more confusing than it needs to be, particularly in the data analysis section. Suggestion, put the response boxes back in.