#2

COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Communication

Q2

I.2. Lead Author:

Communication

Q3

I.3. Collaborator(s) - list of any person that participated in the preparation of this report:

Christie Pearson, Kelly Togerson, Brian O'Donnell, Robert Chambers. Michael Kidwell, Torey Romero

Q4

I.4. Dean/Manager(s):

Lauren Halsted

Q5

Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **11/04/2021** with your dean to discuss your program review using this format: MM/DD/YYYY

Q6

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

The past year has been one of the most challenging years for the Communication Department since the college was founded in 1978. Of course, this was a challenging year for every department on campus. In March of 2020, due to the COVID-19 pandemic, we had to transition from in person instruction to online instruction in about two weeks. Instructors with online experience helped those who had no online teaching experience. Over the summer of 2020, instructors enrolled in courses in online teaching offered by the college. Every instructor in the department is now certified for online teaching or remote teaching, thanks to those classes.

The department offered instruction remotely from March 13, 2020 through the Spring semester of 2021. One course COMM 110, was already being offered only in online format. Some of our courses, such as Comm 120 (Interpersonal Communication), transitioned to online delivery fairly smoothly, though instructors spent many hours revising assignments, lectures, and class activities for remote delivery. Others, such as Comm 122 (Public Speaking) were more difficult to deliver online. A couple of classes, which rely heavily on classroom interaction between students, were too difficult to offer in remote format and we did not offer them in the Spring 2021 semester. For example, Comm 145, Argumentation and Debate was offered in the Fall 2020 semester, but because conducting a debate remotely didn't work well, the class was not offered in the spring 2021 semester. Comm 123, Advanced Public Speaking, was also suspended during remote instruction.

Our challenge in the Fall 2021 semester was to transition back to in person instruction. We offered about half of our sections in in-person format. Instructors in the department were, for the most part delighted to be able to be back on campus and in face-to-face settings with students, after 18 months of remote instruction. The transition back to in-person delivery offered its own challenges. Staff and students were required to either be vaccinated for COVID-19, or, if they filed for an exemption to the vaccine mandate, to be tested weekly. If students failed to report a negative test result each week, they were dropped from their in-person classes. Dropped students were not allowed to attend classes. They were also unable to access assignments, lectures and activities in Canvas. This delayed instruction and caused students who were dropped to fall behind in their classes. Though the system worked well to prevent students from attending classes, it did have some glitches. Students who were vaccinated were mistakenly dropped from classes and had to go through the effort to get themselves cleared and reenrolled. Instructors found themselves extending deadlines and reopening assignments to accommodate those students. Although it wasn't perfectly smooth, we worked with Admissions and Records and the affected students to make the system work as well as possible. The instructors in the Communication Department exercised their patience and flexibility to accommodate students and to offer students the tools they needed to be successful. Through the transition to remote learning and back to in-person, instructors gained valuable insights that will continue to make us better instructors in the years to come.

Page 2: II. Assessment and Student Achievement

Q7

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

PLO and SLO Revisions

In the 2021 Academic year, the Communication Department revised its Program level outcomes for both of our AA Degrees in conjunction with the other departments in our ACP. The new PLOs were approved through the Curriculum Committee in September of 2021. The updated PLOs are identical to the ACP outcomes, with the exception of the first PLO, which is specific to the Communication discipline. We also revised the SLOs for 5 of our 7 regularly offered courses. The assessments for all classes were revised, as well.

Communication SLOs and PLOs

COMM 110
SLO#1 Apply social and political theories of mass communication to print and electronic media contexts based on materials presented in class.
SLO#2 Investigate, analyze and discuss current practices, problems, issues and trends in mass media and their influence on society.
SLO#3 Describe the role of new technologies on media globalization, and discuss the resulting effects on contemporary social and political discourse.
COMM 120
SLO#1 Identify, explain and analyze cultural factors which affect the interpersonal communication of humans.

SLO#2 Identify and practice good listening skills.

SLO#3 Assess conflict in interpersonal relationships and apply appropriate conflict management skills.

COMM 122

SLO#1 Analyze a communication situation, including audience, occasion, purpose and selection of subject matter.

SLO#2 Research, write and deliver an effective public speech.

SLO#3 Demonstrate effective critical thinking skills by listening to and critiquing speeches, both in and outside the classroom.

COMM 123

SLO#1 Compose, organize and present speeches to meet a variety of speaking goals such as to educate, entertain, or inspire.

SLO#2 Create speaking plans illustrating advanced patterns of organization according to models of plans discussed in class and/or the textbook.

SLO#3 Analyze and adapt speaking style and content in order to be more effective with various types of audiences.

SLO#4 Analyze and evaluate orally or in writing live or recorded speeches according to standards of effective speeches presented in class.

COMM 124

SLO#1 Compare and contrast one's own culture and communication style with those from other cultures

SLO#2 Identify one's own privilege and biases and describe methods for overcoming them.

SLO#3 Interact respectfully with others who hold divergent perspectives

SLO#4 Analyze how culture influences communication.

COMM 137

SLO#1 Organize a group discussion

SLO#2 Demonstrate successful conflict management strategies

SLO#3 Identify and Apply the principles of small group discussion (e.g. group roles, decision-making, leadership).

COMM 145

SLO#1 Identify and Classify Claims

SLO#2 Apply the basic elements of critical thinking to evaluating an argument in both written and oral communication

SLO#3 Formulate an original argument and support the argument with evidence

Program Learning Outcomes
• Research, write and deliver an effective public speech
• Critically analyze, critique and synthesize arguments and information.
• Communicate clearly and effectively in a variety of media and/or contexts.
• Apply discipline-specific theories about language and communication to students' own practice or work.
• Navigate norms related to communicating in diverse environments, including professional, intercultural, and/or specialized settings.

SLO and PLO Assessment Schedule for Communication

Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
COMM 137	COMM 120	COMM 122	COMM 123	COMM 137	COMM 120
COMM 145	COMM 124	COMM 110	COMM PLOs	COMM 145	COMM 124

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
COMM 122	COMM 123	COMM 137	COMM 120	COMM 122	COMM 123
COMM 110	COMM PLOs	COMM 145	COMM 124	COMM 110	COMM PLOs

SLO Assessment Results

SLO Assessment Results Fall 2020

In Fall 2020, we assessed two courses: COMM 137,Critical Thinking in Group Communication and COMM 145, Argumentation. We offered only one section of each course.

COMM 137

SLO#1 Organize a group discussion
Goal: 75%
20/28 students passed the assessment 71%

SLO#2 Demonstrate successful conflict management strategies
Goal: 75% success
26/28 students passed the assessment 92%

SLO#3 Identify and Apply the principles of small group discussion (e.g. group roles, decision-making, leadership).
Goal: 70% success
25/28 students passed the assessment 89%

COMM 145

SLO#1 Identify and Classify Claims
Goal: 70% success
19/21 students passed the assessment 90%

SLO#2 Apply the basic elements of critical thinking to evaluating an argument in both written and oral communication
Goal: 70% success
13/17 students passed the assessment 76%

SLO#3 Formulate an Argument using research and evidence
Goal: 70% success
13/17 students passed the assessment 76%

Analysis

We are pleased to report that with one exception, all of our SLO assessment results met or exceeded our goals. For COMM 137 SLO#1, only 71% of students passed the assessment. The assessment uses two measures, making it more difficult for students to successfully pass it. During the Spring 2021 Communication Department meeting, instructors discussed ideas for teaching the course content assessed in SLO #1 more effectively. Instructors shared ideas from their own experience and a plan is in place to improve instruction in that content area.

SLO Assessment Results COMM Spring 2021

We Assessed two courses: COMM 120 and COMM 124

COMM 120

SLO#1 Identify, explain and analyze cultural factors which affect the interpersonal communication of humans.
Goal: 75%
73.2% of students passed the assessment

SLO#2 Identify and practice good listening skills.
Goal: 75%
83.6% of students passed the assessment

SLO#3 Assess conflict in interpersonal relationships and apply appropriate conflict management skills.
Goal: 75%
81.4% of students passed the assessment

COMM 124

SLO#1 Compare and contrast one's own culture and communication style with those from other cultures.

Assessment: Students who successfully complete the immigrant interview paper with a B or better pass the assessment.
Goal: 75%
94% of students passed the assessment

SLO#2 Identify one's own privilege and biases and describe methods for overcoming them.
Goal: 75%
89% of students passed the assessment

SLO#3 Interact respectfully with others who hold divergent perspectives
Goal: 75%
100% of students passed the assessment.

SLO#4 Analyze how culture influences communication.
Goal: 75%
100% of students passed the assessment

Analysis
We are pleased to report that with one exception, all of our SLO assessment results met or exceeded our goals. For COMM 120 SLO#1, only 73.2% of students passed the assessment. It seems clear that instructors in the Communication Department are not teaching the content area for SLO #1 as effectively as the content area for other SLOs. Instructors in the department will discuss our approach to this content area at our Spring 2022 Communication Department meeting and make a plan to improve instruction in that content area.

Q8

OPTIONAL: You may upload a copy of your SLO assessment plan here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Respondent skipped this question

Page 3: II. Assessment and Student Achievement

Q9

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

In the Communication Department, we have consistently high success and retention rates. In the Fall 2020 semester, our overall retention rate was 92%, which compares favorably to the college wide retention rate of 88%. Our overall success rate was 79%, which is higher than the college wide average of 74% for the Fall 2020semester. In terms of equity, the Communication Department worked hard to improve success rates for all groups and we have worked to reduce our equity gaps. Although those gaps are present for Communication, they are smaller than the college wide equity gaps. For the Fall 2020 Semester, though we had equity gaps, our success rates were higher than the college wide average for the following groups: African Americans, Asian, Hispanic/Latino and Middle Eastern. Our success rates are lower than the college wide average for the following groups: American Indian and Native Alaskan (though this might be due to a very small number of students in this group) and White.

Q10

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

Addressing equity gaps is an ongoing issue in the Communication department. Discussions regarding gaps have come up in most of our department meetings. Our faculty are closely focused on diversity related issues. One of our courses, COMM 124 (Intercultural Communication) meets the Cultural Diversity graduation requirement. Both full time faculty are currently enrolled in EMTLI (Equity Minded Teaching and Learning Institute). We are planning to have all faculty in the department complete EMTLI before our next Comprehensive Program Review report in 2024. One thing we are certain of is that these gaps are not caused by ethnic or biological differences between students. In other words, it is not because the students are Latino or because they are Asian or African American that these gaps exist. It is most likely that the institution itself—the instructors' implicit biases, the curriculum, the institution's policies etc., must be a contributor to the equity gaps. This is, of course, in addition to systemic racism and other biases these students have encountered prior to entering our institution. Equity gaps are a complex and multilayered problem. Several years ago, when we noted the equity gap for our African American male students in particular, we put our heads together and decided to make a concerted effort to use more examples, photos, and news events that included African Americans. We added assignments that prompt students to talk about various forms of privilege in their own lives, including white privilege, male privilege, heterosexual privilege, economic privilege, etc. We open dialogues about experiences with privilege on discussion boards, and in-person class discussions. The discussions shed light on how privilege impacts those with privilege and those without. We believe facilitating these discussions is helpful for all of our students and instructors. We have also made an effort to make sure our students are comfortable contacting us. We encourage students to email us if they have questions or concerns. Since students rarely came to our office hours, we hold informal discussions with students before and after class, trying to increase students' level of comfort, in the hope that they will be more likely to email us or come to office hours for help if they feel more comfortable doing so. When we implemented these changes in our classes in the past, we saw the success rates, particularly for African American males, rise significantly. We were happy to see the success we had, but the gaps have returned. We need to revisit this strategy, as well as others, to make our students feel included and to address their particular needs. We certainly have the desire and are developing the tools to continue to address these difficult and complicated issues. We are hoping to have department, division and campus-wide discussions about how to address these equity gaps. And we will continue to learn as much as we can.

Q11

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

The Communication Department made a transition from face-to-face learning to remote delivery in about two weeks. The first lesson we learned is that we are far more adaptable and resilient than we knew. Prior to the transition, some of our instructors were quite skilled and experienced with online teaching, and others had very little or no experience with out of classroom instruction. Instructors helped each other fill in the gaps and we have all learned a great deal about online teaching in the past 20 months. The college stepped up and put all of our instructors who were not educated in online teaching and learning through courses in online education. All of us are now certified in either online teaching or remote teaching. Instructors in the Communication department have learned new skills and techniques that have helped improve our teaching in hybrid and in-person courses, as well. For example, some of us have incorporated weekly online quizzes into our in-person courses. We discovered how much simpler it is to have students submit assignments using the online interface. We learned that using particular fonts, avoiding all caps, and using bullet points instead of numbered lists are better for our students with disabilities. As a result, we are incorporating these techniques into our hybrid and in-person classes. The transition created the need (opportunity?) to revisit lectures, exams, assignments and activities. Revisiting gave us a chance to update, delete and/or replace these items. All of our courses have been improved, as a result. We are now in the process of transitioning back to in-person delivery and expect to learn from that transition, as well. Hopefully we will have a lot to talk about in our next comprehensive program review report.

Q12

II.B.4. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

No

Page 4: II. Assessment and Student Achievement continued

Q13

II.B.5. Please share your observations about the employment rate for your program over the past several years.

Respondent skipped this question

Q14

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

Respondent skipped this question

Q15

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

Respondent skipped this question

Page 5: II. Assessment and Student Achievement continued

Q16

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

Yes

Page 6: II. Assessment and Student Achievement

Q17

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

In the past year, due to the COVID-19 all of our courses were offered on 100% online format. As such, it is impossible to compare online, in-person and hybrid success and retention rates. We do have some equity gaps to address, however, as success and retention rates in our online classes differed for various groups of students. Overall retention rates for our Fall 2020 classes were 90% and success rates were 80%. Latino students had a slightly lower retention rate of 77% and a significantly lower success rate of 65% in our online classes. African American students also had a lower success rate of 77% for the Fall 2020 semester. It is difficult to know whether these gaps are a result of the online delivery mode or not. The Spring 2021 semester data also show equity gaps. The overall retention rate for COMM was 91%. Three groups had a slightly lower retention rate: African American students 88%, Asian students 90% and Latino students 86%. The overall success rate for COMM in the Spring 2021 semester was 83%. Three groups had lower success rates that semester: African American students 82%, Asian students 70% and Latino students 86%. These gaps are significant. It is impossible to tell, again, if these gaps are present in the overall data or are specific to the online delivery format. We will, of course, continue to monitor these gaps and make every effort to close them, whether they are gaps in our online classes only, or gaps in our overall success and retention rates.

Page 7: III. Previous Goals: Update

Q18

1. Previous Goal 1:

Explore Offering More Blended Classes.

Q19	**Student Validation and Engagement**
2. Which College Strategic Goal does this department goal most directly support? (Check only one)	

Q20	**In Progress - will carry this goal forward into next year**
3. Goal Status	

Page 8: III. Previous Goals: Update continued

Q21	**Respondent skipped this question**
Please describe the results or explain the reason for deletion/completion of the goal:	

Q22	**Respondent skipped this question**
Do you have another goal to update?	

Page 9: III. Previous Goals: Update continued

Q23

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

The purpose of this goal is twofold. One is to update and expand the methods by which we offer curriculum and the second is to better serve students' needs. In the past our department has offered a sparse number of blended classes. Our data reveals these courses were successful and functioned well for the students enrolled. Blended classes would offer the student who prefers online learning to do so while also having access to the face to face interaction that is a valuable component to all communication courses. For the past 3 years, the Communication Department has offered one section each of two courses in blended format: COMM 120 (Interpersonal Communication) and COMM 122 (Public Speaking). Over the past year, we added 1 section of each of two additional courses in blended format: COMM 137 (Group Communication) and COMM 145 (Argumentation). COMM 137 was cancelled due to low enrollment. But the Argumentation class is currently in session. We will have data in our next report that will help us determine if the course was effective in blended format.

Q24

Do you have another goal to update?

Yes

Page 10: III. Previous Goals: Update continued

Q25

1. Previous Goal 2:

Communicator Tutor Program Assessment and Expansion

Q26

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Student Validation and Engagement

Q27

3. Goal Status

Not Started

Page 11: III. Previous Goals: Update continued

Q28

Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q29

Do you have another goal to update?

Respondent skipped this question

Page 12: III. Previous Goals: Update (If Applicable) continued

Q30

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

We were not able to begin progress on this goal due to the pandemic. Our action steps for next year are as follows: Create a feedback questionnaires to administer to the tutorial staff and to students who have used tutoring services each semester. Sample questions for students would include items to measure the type and extent of help students sought, whether the tutor times were convenient and sufficient, the degree to which working with a tutor may have reduced their apprehension, and the degree to which they felt services affected their earned grade. Questions for the tutor would be designed to assess problems they may have working with students and how we as a department might help to mitigate those problems and how we can support them in her effort to tutor students. Create a questionnaire to gather feedback from the tutor regarding any issues she recognizes when undergoing her tasks that the department can her to mitigate or resolve. Compile data obtained via the questionnaires. Discuss gathered data at department meetings to utilize feedback from Communication Department instructors on how to support the tutor and the students using tutor services to ensure our tutor services are meeting student needs. Use feedback and data to work with the Academic Resource Center to advocate for the need to train and hire an additional tutor to cover tutorial needs and provide a safety net should our current tutor is unable to continue her employment in the tutor program.

Q31   **No**

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q32   **Respondent skipped this question**

1. Previous Goal 3:

Q33   **Respondent skipped this question**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Q34   **Respondent skipped this question**

3. Goal Status

Page 14: III. Previous Goals: Update continued

Q35   **Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

Q36   **Respondent skipped this question**

Do you have another goal to update?

Page 15: III. Previous Goals: Update continued

Q37

Action Steps for the Next Year: If you are requesting
resources in order to achieve this goal, please list them
below as action steps and specify the type of request (e.g.,
submit technology request for new laptop computers).

Respondent skipped this question

Q38

Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q39

1. Previous Goal 4:

Respondent skipped this question

Q40

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Respondent skipped this question

Q41

3. Goal Status

Respondent skipped this question

Page 17: III. Previous Goals: Update continued

Q42

Please describe the results or explain the reason for
deletion/completion of the goal:

Respondent skipped this question

Page 18: III. Previous Goals: Update continued

Q43

Action Steps for the Next Year: If you are requesting
resources in order to achieve this goal, please list them
below as action steps and specify the type of request (e.g.,
submit technology request for new laptop computers).

Respondent skipped this question

Page 19: IV. New Goals

Q44

Would you like to propose any new goal(s)?

No

Page 20: IV. New Goals continued

Q45   **Respondent skipped this question**

1. New Goal 1:

Q46   **Respondent skipped this question**

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q47   **Respondent skipped this question**

3. Please describe how this goal advances the college
strategic goal(s) identified above.

Q48   **Respondent skipped this question**

4. Please indicate how this goal was informed by SLO
(student learning outcomes) assessment results, PLO
(program learning outcomes) assessment results, student
achievement data, or other qualitative or quantitative data
(from any source):

Q49   **Respondent skipped this question**

5. Action Steps for this Year: If you are requesting
resources in order to achieve this goal, please list them
below as action steps and specify the type of request (e.g.,
submit technology request for new computer hardware).

Q50   **Respondent skipped this question**

6. How will this goal be evaluated?

Q51   **Respondent skipped this question**

Do you have another New Goal?

Page 21: IV. New Goals continued

Q52   **Respondent skipped this question**

1. New Goal 2:

Q53   **Respondent skipped this question**

2. Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q54

3. Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q55

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q56

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Respondent skipped this question

Q57

6. How will this goal be evaluated?

Respondent skipped this question

Q58

Do you have another New Goal?

Respondent skipped this question

Page 22: IV. New Goals continued

Q59

1. New Goal 3:

Respondent skipped this question

Q60

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q61

3. Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q62

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q63

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Respondent skipped this question

Q64

6. How will this goal be evaluated?

Respondent skipped this question

Q65

Do you have another New Goal?

Respondent skipped this question

Page 23: IV. New Goals continued

Q66

1. New Goal 4:

Respondent skipped this question

Q67

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q68

3. Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q69

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q70

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

Respondent skipped this question

Q71

6. How will this goal be evaluated?

Respondent skipped this question

Page 24: Resources Needed to Achieve Program Goal(s)

Q72

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

My program is not requesting any resources at this time

Page 26: Final Check

Q73

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review