

Communication Program Review 2012-2013

1. Program/Department Description

1A. Description

Communication and speech is one of the most fundamental skills any student can acquire. Oral communication competence is the most highly prized and sought after skill in the professional world, and is an indispensable requirement for succeeding in all academic disciplines.

Communication Studies is a new department since 2011, and since we have obtained a Transfer Model Curriculum Degree, interest in our program has grown exponentially. We offer a variety of classes including Introduction to Communication, Interpersonal, Small Group, Argumentation and Debate, Mass Media and Oral Interpretation of Literature. A degree in this field allows for the recipient to have access to almost any professional field ranging from the teaching, law, journalism, public relations, business, marketing, sales, etc.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

Associate of Arts Degree

AA-T Communication Studies for Transfer

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

Open admission with no pre-requisites.

1D. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

Communication Program Review

2012-2013

1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

Employers taking part in [NACE's Job Outlook 2010](#) survey, ranked communication skills at the top of the skills they seek in potential employees. As a response to this ever increasing need for strong communication skills, the Communication Studies program at Ventura College has been going through many exciting changes in the last few years and is looking forward to continued growth.

Originally, we were considered the "Speech" program housed within the English department. Since that title is outdated and only represents one of our courses, we updated our program title in 2009 to keep up with the trends in the discipline and have been renamed Communication Studies. As of Fall 2011, we are now our own stand alone department, and have been moved to Dean Tim Harrison's Division.

Communication Program Review

2012-2013

In the spring of 2011, in compliance with SB 1440, we authored and have received state approval to offer an AA degree in Communication Studies for transfer. This new major has allowed us to increase our course offerings to include classes that have been listed in the catalog, but haven't been offered at the institution for many years or at all in some cases. These new course offerings include Interpersonal Communication, Small Group Communication, and Oral Interpretation. With the deletion of the Journalism department, Communication Studies adopted the Mass Communication course under our discipline and included it in the degree. While it was once only offered online due to the instructor residing in Arizona, we now are able to offer it on campus with a local instructor. In addition, to further enhance our department, we now offer more sections of the very popular Argumentation and Debate class. Increasing our course offerings have amplified the interest among students in the major. All classes are routinely filled to capacity with full wait lists at the beginning of every semester. In Spring 2012, we had our first graduates with the TMC degree, and we are looking forward to many more this coming year.

The Communication Studies department is an integral part of general education at the community college level. In 2009, the CSU system added Interpersonal Communication and Small Group Communication as alternative choices to the Public Speaking course in order to fulfill the Communication IGETC requirement. This means that students with high levels of communication apprehension can still fulfill the IGETC requirement without having to enroll in Introduction to Communication, which requires Public Speaking. The response to these course offerings are very strong with all classes filled to capacity.

The Communication Studies department has seen many changes recently in our faculty profile. In spring 2012, Simon Waltzer, a long tenured full time faculty member retired. His replacement, Jim Maritato came to VC in fall 2012 from USC, where his specialty was Debate. His addition to the team has brought in new fresh ideas and perspectives in this rapidly evolving discipline. At this time, the department has its largest load of classes offered, with the most faculty employed in the department's recent history. Unfortunately, due to budget cuts, we are facing a regression with our spring 2013 scheduled offerings to be lowered by 3 classes.

With two full time faculty and 8 part time faculty, the Communication faculty members are constantly promoting better communication in all classes. The Department Chair, Stacy Sloan Graham is greatly immersed in the college community, actively serving on and chairing many crucial committees on campus including the Library Committee, the Professional Development Committee, the Sabbatical Committee, various hiring committees, tenure committees, and student mentoring, etc. As Jim goes through the tenure process, he will also become an active part of the Ventura College campus and its committees.

The discipline supports and participates in guest lectures, cultural and community events, and collaborates with other disciplines such as the Anthropology, English and Theatre Arts departments. We focus our lessons on cooperative learning, and we actively incorporate the library and its resources in the majority of classes offered within the curriculum.

With regards to cooperative efforts, we have established relationships with outside colleges such SBCC, CSUCI, and our sister colleges Moorpark and Oxnard to share and learn about each other's programs. This information is crucial to ensure we are offering coursework that is competitive and relevant in the academic field and are helping our students to meet the requirements of those transferring to four year

Communication Program Review

2012-2013

colleges. We have outreached to the Foothill High School debate program and offer our students as judges in their formal debate tournaments. We stay up to date on current texts and academic journals and attend Professional conferences in our field.

Multicultural communication is a cornerstone of our instruction. Tolerance for gender, ethnic, religious and sexual orientation is incorporated in class discussions. We actively encourage our students to participate in community politics and challenge them to engage in service learning activities. In the spring of 2011, many of our students participated in a State sponsored competition where students filmed interviews they wrote and conducted with victims of the Holocaust. These participants worked closely with our local Assemblyman's office, and gained great insight from the experience.

The Communication Studies program continues to be a very efficient, productive department at Ventura College.

Communication Program Review

2012-2013

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Tim Harrison

Department Chair: Stacy Sloan Graham

Instructors and Staff

Name	Stacy Sloan Graham
Classification	Professor
Year Hired	2004
Years of Work-Related Experience	13
Degrees/Credentials	B. A., M.A.

Name	James (Jim) Maritato
Classification	Assistant Professor
Year Hired	2012
Years of Work-Related Experience	9
Degrees/Credentials	B.A., M.A.

Communication Program Review 2012-2013

2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - *Program* Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

1. Students will effectively communicate their ideas verbally.
2. Students will effectively communicate in interpersonal, group, and intercultural settings.
3. Students will effectively identify communication theory utilized within various communication contexts.

2A3. **2012-2013** - *Course* Level Student Learning Outcomes

Attached to program review (See appendices).

2B. **2012-2013** Student SUCCESS Outcomes

1. The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than a W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than a W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.

Communication Program Review 2012-2013

4. The program will increase the student success rates from the program's prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
5. Students will continue to complete the program earning Communication studies TMC degrees.

2C. 2012-2013 Program OPERATING Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. The department will continue to maintain at least two full time faculty members.

2D. Mapping of Student Learning Outcomes - *Refer to TracDat*

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE.

Communication Program Review 2012-2013

	Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

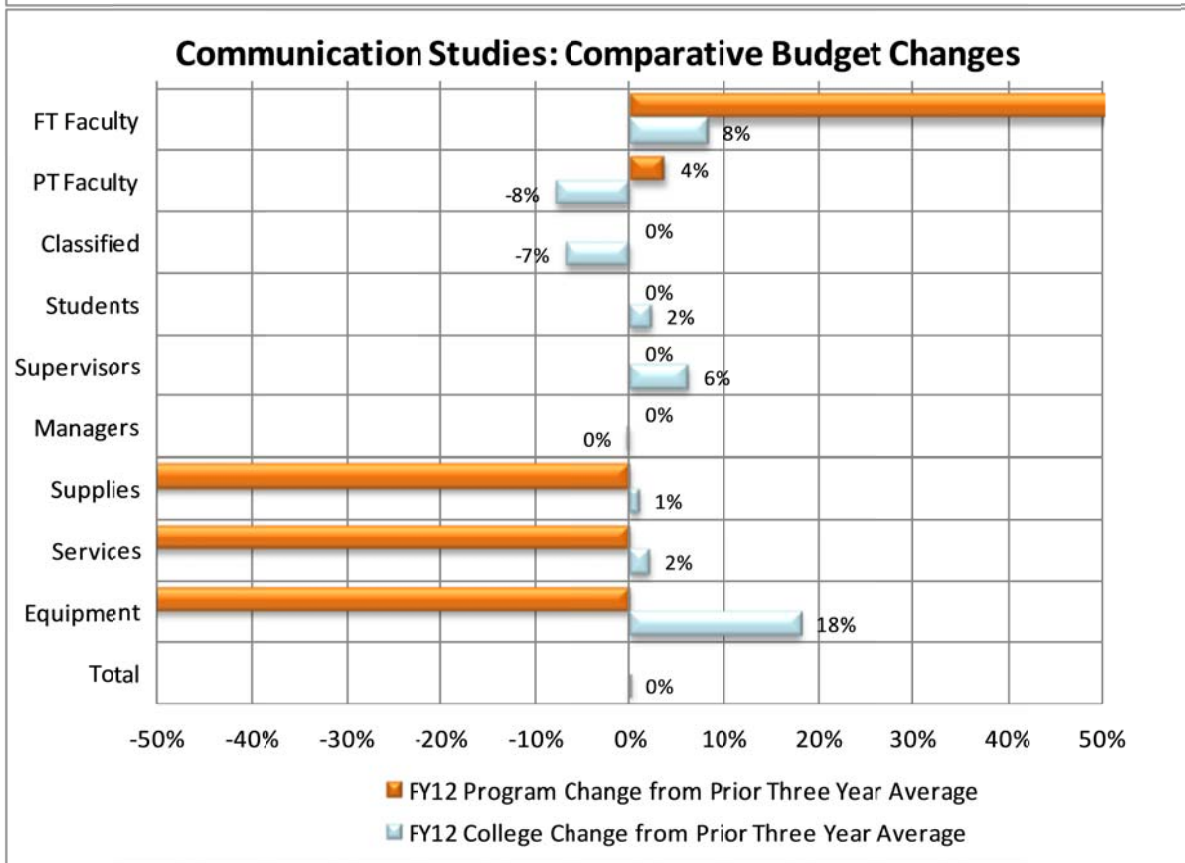
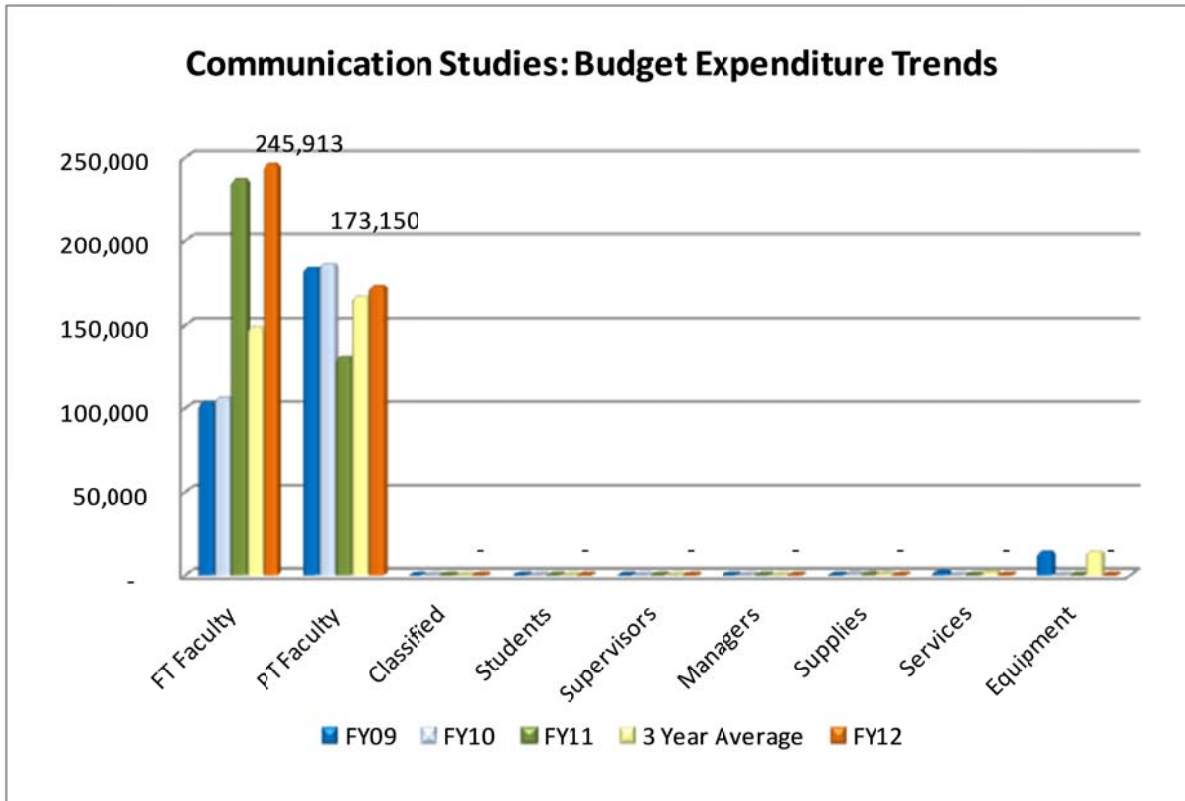
3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

3C: 2012 - 2013 Please provide program interpretation for the following:

Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
FT Faculty	103,158	106,095	236,488	148,580	245,913	66%	8%
PT Faculty	183,975	186,383	130,453	166,937	173,150	4%	-8%
Classified	-	-	-	-	-	0%	-7%
Students	-	-	-	-	-	0%	2%
Supervisors	-	-	-	-	-	0%	6%
Managers	-	-	-	-	-	0%	0%
Supplies	-	500	419	460	-	-100%	1%
Services	1,712	-	-	1,712	-	-100%	2%
Equipment	13,952	-	-	13,952	-	-100%	18%
Total	302,797	292,978	367,360	321,045	419,063		0%

Communication Program Review 2012-2013



Communication Program Review

2012-2013

3C1: Interpretation of the Program Budget Information

The information presented on the Budget Expenditure Trends and the Comparative Budget Changes is inaccurate in regards to the Full Time Faculty. Many factors can explain this incorrect representation. First of all, Simon Waltzer served in both the Communication program as well as the English Department. He not only taught in both areas which were housed in the same division at that time, but he was also Department Chair for the English Department. Therefore, the salary amount included in the previous years' data is incorrect.

Since only recently becoming our own department, the information represented in the Comparative Budget Changes chart is skewed incorrectly noting that we have grown in full time faculty members by 50%. We have had only two full time faculty members since 2004, but technically, they weren't BOTH full time in the communication department per the reasons noted above. Since Simon Waltzer's retirement, we have replaced him, so the only increase in full time faculty would be the increment that was previously credited to the English Department. Also, in Fall 2012, Professor Waltzer fell ill and we needed to bring in a substitute for his classes, so salary was paid to both instructors during that time. In Spring 2012, Professor Waltzer was absent due to "load banking". Part time faculty were brought in to cover his load, so the data shown in the documentation could be skewed for that reason as well. As a new department, the information is presumed to be accurate only from FY11 on....

The number of part time faculty have steadily grown over the previous three years due to the increase of courses offered per the requirements of the TMC degree. As the demand for more courses offered increased, so did the demand for instructors compatible with the proposed schedule. In Fall 2012, we had two new faculty members join our department. At current count, we have 8 part time faculty members teaching in our discipline. 6 of those 8 are fully loaded to the district's cap of section assignments of .60.

In regards to supplies and services, we have no knowledge of receiving anything more than our allotted 2-3 markers and an eraser per semester for each faculty member. All other required needs have been paid for by our faculty out of our own pockets.

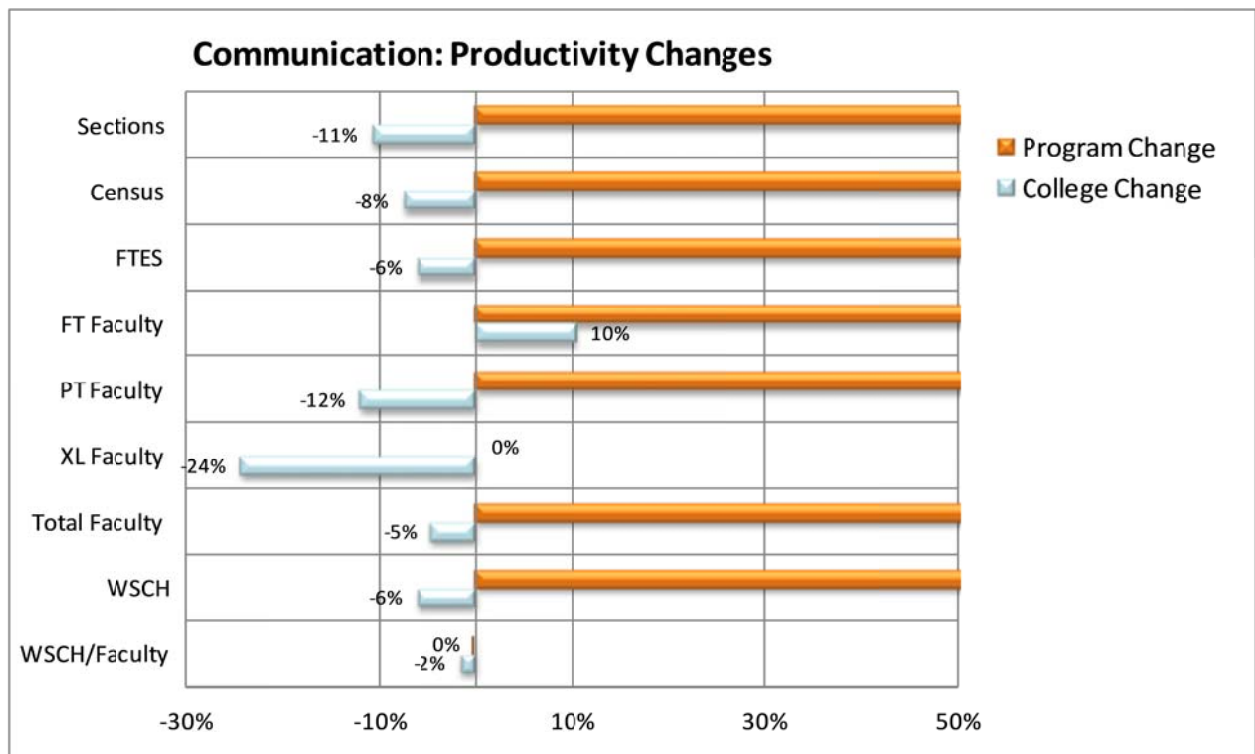
3C2: Interpretation of the Program Inventory Information

The Communication Studies department does not have any equipment specialized to its discipline at this time. Therefore, there is no inventory to document.

Communication Program Review 2012-2013

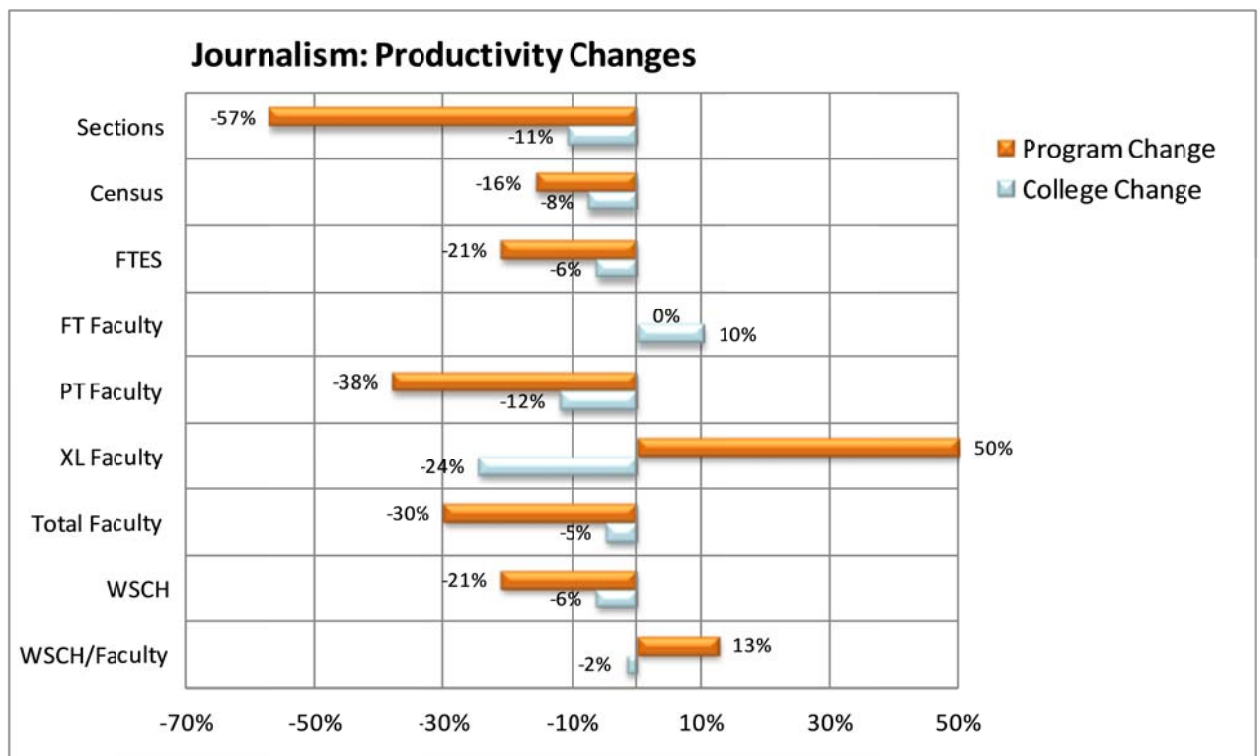
3C3: Interpretation of the Program Productivity Information

Communication: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	-	-	40	13	53	298%	-11%
Census	-	-	1,244	415	1,673	303%	-8%
FTES	-	-	124	41	164	297%	-6%
FT Faculty	-	-	1.90	1	1.50	137%	10%
PT Faculty	-	-	2.10	1	3.80	443%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	-	-	4.00	1	5.30	298%	-5%
WSCH	-	-	1,860	620	2,460	297%	-6%
WSCH/Faculty	#DIV/0!	#DIV/0!	465	465	464	0%	-2%



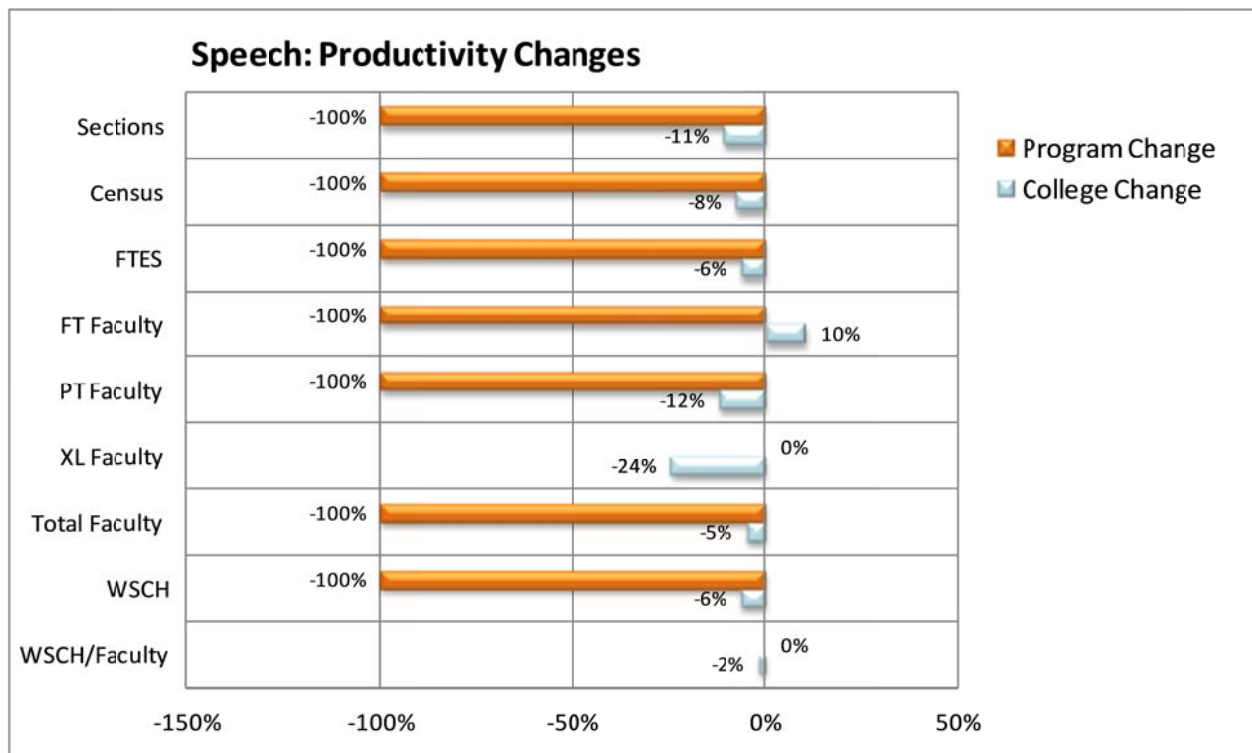
Communication Program Review 2012-2013

Journalism: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	10	2	2	5	2	-57%	-11%
Census	155	132	80	122	103	-16%	-8%
FTES	17	13	8	13	10	-21%	-6%
FT Faculty	-	-	-	-	-	0%	10%
PT Faculty	0.57	0.20	0.20	0	0.20	-38%	-12%
XL Faculty	-	0.10	-	0	0.05	50%	-24%
Total Faculty	0.57	0.30	0.20	0	0.25	-30%	-5%
WSCH	255	195	120	190	150	-21%	-6%
WSCH/Faculty	447	650	600	533	600	13%	-2%



Communication Program Review 2012-2013

Speech: Productivity Changes							
Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	42	46	12	33	-	-100%	-11%
Census	1,274	1,451	370	1,032	-	-100%	-8%
FTES	124	142	34	100	-	-100%	-6%
FT Faculty	1.30	1.40	-	1	-	-100%	10%
PT Faculty	2.90	3.20	1.20	2	-	-100%	-12%
XL Faculty	-	-	-	-	-	0%	-24%
Total Faculty	4.20	4.60	1.20	3	-	-100%	-5%
WSCH	1,860	2,130	510	1,500	-	-100%	-6%
WSCH/Faculty	443	463	425	450	#DIV/0!	#DIV/0!	-2%



The information presented on the given charts is very confusing and ultimately inaccurate. There are charts given for "Speech" which is the Communication Studies OLD title. There are charts for Journalism, which is no longer in existence. With the budget cuts, this discipline was cut and Communication Studies took on its only course still in existence which was Mass Communication which can directly be applied to our discipline. Lastly, there are charts to Communication Studies which since it became its own department in Fall 2011, all information is considered new and of course would show a great increase in cost, success, growth etc. when you begin with no history. To break down each discipline, the data shows as follows:

Communication Program Review 2012-2013

Communication Studies has been very productive in its short existence. With the creation of the TMC degree, the course offerings have increased, and as such the section offerings have increased. While sadly, the college overall have experienced a decrease in course offerings by 11%, Communication Studies has increased its offerings by almost 30%. The courses are capped at 30, with the exception being the Mass Communication course which is capped at 50. However, if you consider the data with our cap on the courses, and we are given a goal of 425 is noted later in this report, one can see we are very productive as a unit consistently increasing our WSCH score.

To reiterate, the high percentages of growth shown on the Productivity Changes for Communication are due to the creation of the Department, and the lack of previous data available.

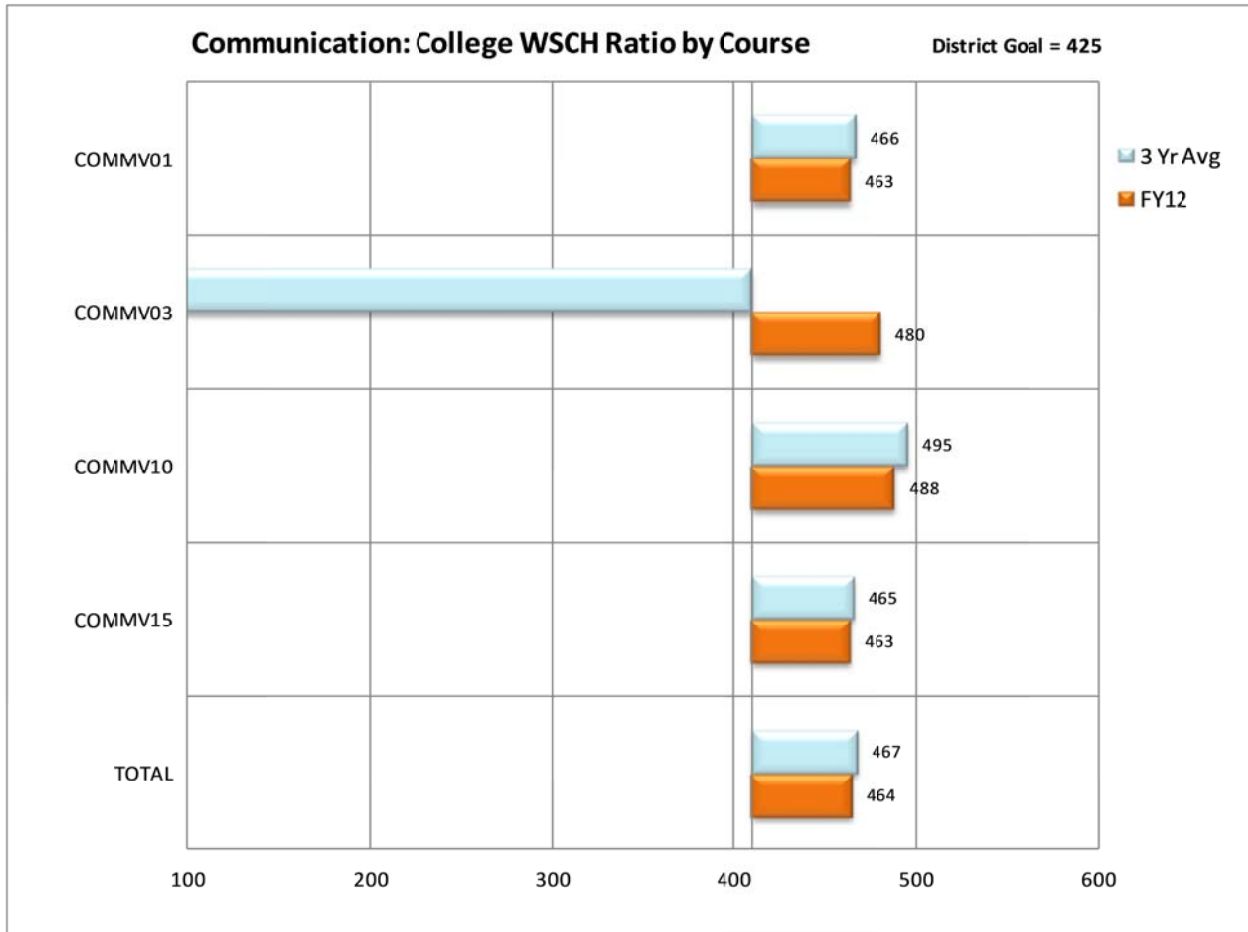
Journalism: Due to the discontinuance of the Journalism program at Ventura College, the data shows inaccurate information. The first chart for Journalism shows classes in FY12 which is incorrect, being that there was only one class/section taught in that discipline that year, and it was offered from the Communication Studies program, not Journalism. The second graph show a vast decrease in productivity, which is of course due to the lack of its existence. Since the course was offered online, it was able to carry a larger amount of students, hence the XL faculty measurement shown. Any data from Journalism should end in Spring 2011, as Communication Studies adopted it beginning with the Fall 2011 semester.

Speech: Including this information is merely to show the program's productivity prior to 2011. However, its accuracy is questioned, being that the Speech faculty/courses were included in the English Department. Beginning with Fall of 2011, the program formerly known as "Speech" became the "Communication Studies Department" which is the reason for the dramatic productivity decrease shown in the charts.

3C4: Interpretation of the Program Course Productivity Information

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
COMMV01	Intro to Speech Communication	-	-	466	466	463	(3)	425	109%
COMMV03	Group Communication	-	-	-	-	480	480	425	113%
COMMV10	Critical Thinking:Argue&Debate	-	-	495	495	488	(7)	425	115%
COMMV15	Interpersonal Communication	-	-	465	465	463	(2)	425	109%
TOTAL	Annual College WSCH Ratio	-	-	467	467	464	(3)	425	109%

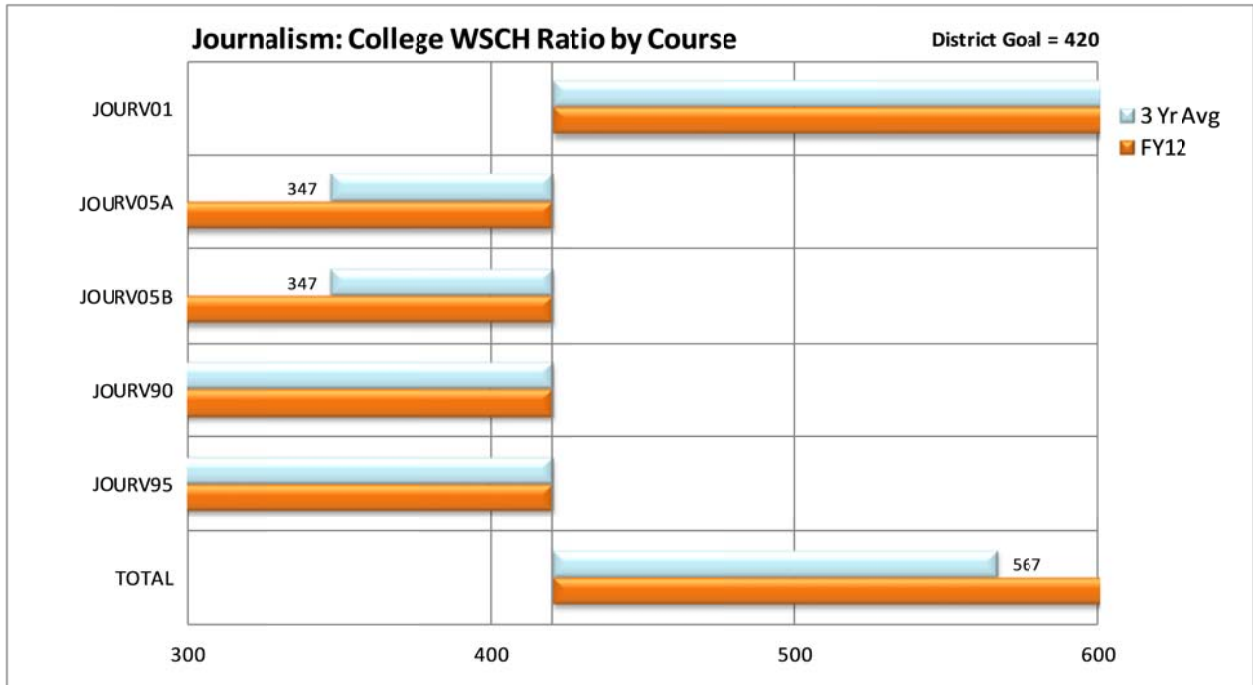
Communication Program Review 2012-2013



Communication: The college's WSCH ratio (525) has been adjusted to account for the cap on all Communication courses to an appropriate 425. All Communication classes are not only meeting, but are exceeding that goal. Comm V03 was only recently added to the course curriculum as of Fall 2011, so that is the explanation for the missing data on the first chart, and the skewed bar on the three year average on the second chart. A possible explanation for the small decrease in each course from FY2011-2012 is the addition of the Comm V03 and the Mass Communication courses to the schedule, so students had more to choose from each semester in fulfilling their degree requirements.

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
JOURV01	Mass Communication	515	990	600	702	773	71	420	184%
JOURV05A	Writing for the Media I	347	-	-	347	-	(347)	420	0%
JOURV05B	Writing for the Media II	347	-	-	347	-	(347)	420	0%
JOURV90	Directed Studies in Journalism	-	-	-	-	-	-	420	0%
JOURV95	Journalism Internship I	-	-	-	-	-	-	420	0%
TOTAL	Annual College WSCH Ratio	440	660	600	567	618	51	420	147%

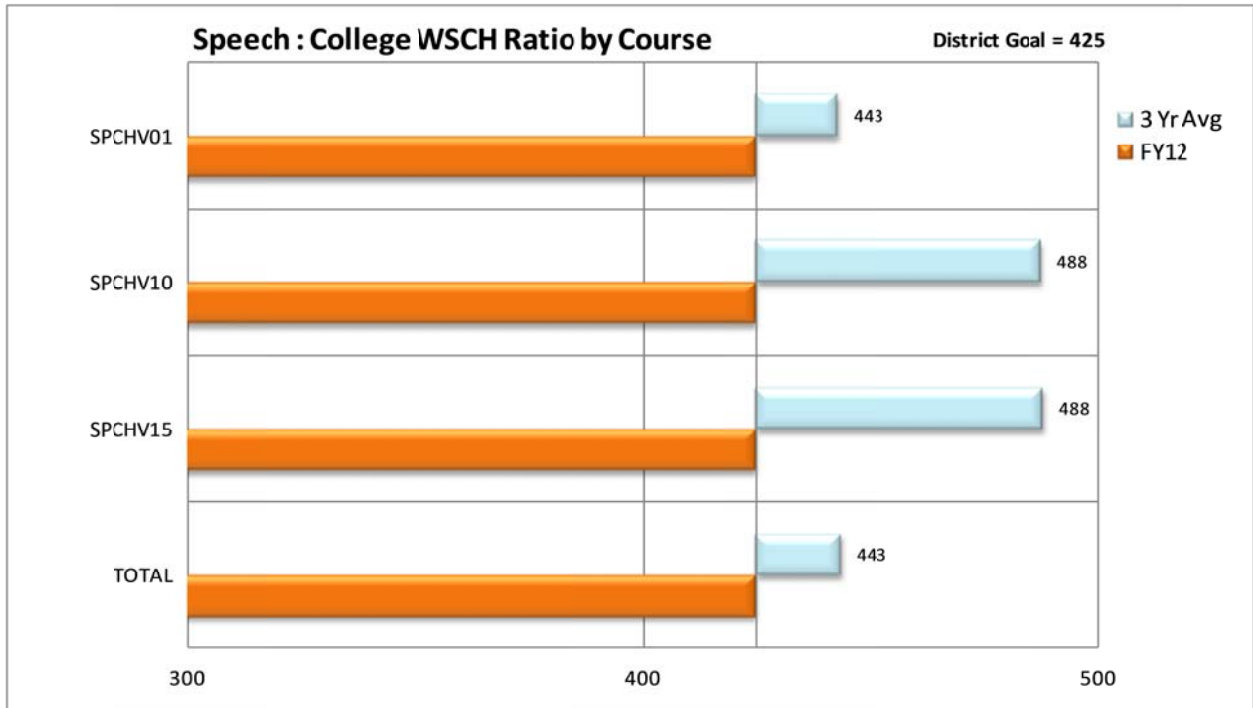
Communication Program Review 2012-2013



Journalism: With the discontinuance of this program, the information given only reflects one course which has since been included in the Communication Studies Department. Future data will hopefully reflect that change. The course has been renamed from Journal V01 to Comm V16. The course was once offered only online, but is now offered on the VC campus.

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal
SPCHV01	Speech Communication	443	462	423	443	-	(443)	425	0%
SPCHV10	Critical Thinking: Argue&Debat	465	510	-	488	-	(488)	425	0%
SPCHV15	Interpersonal Communication	-	488	-	488	-	(488)	425	0%
TOTAL	Annual College WSCH Ratio	443	464	423	443	-	(443)	425	0%

Communication Program Review 2012-2013

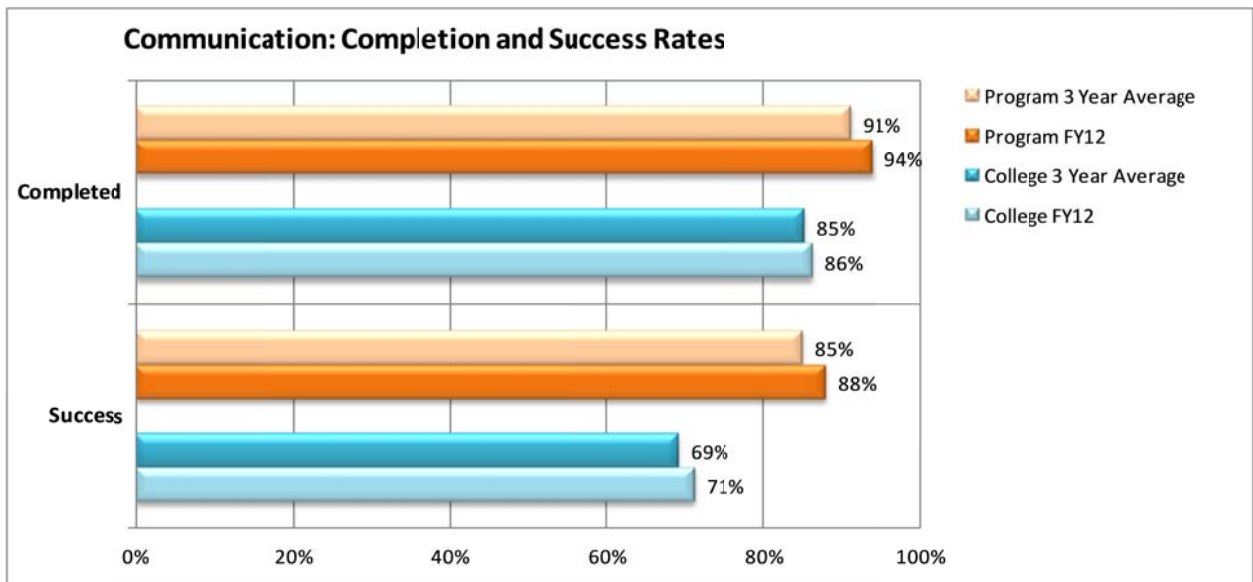
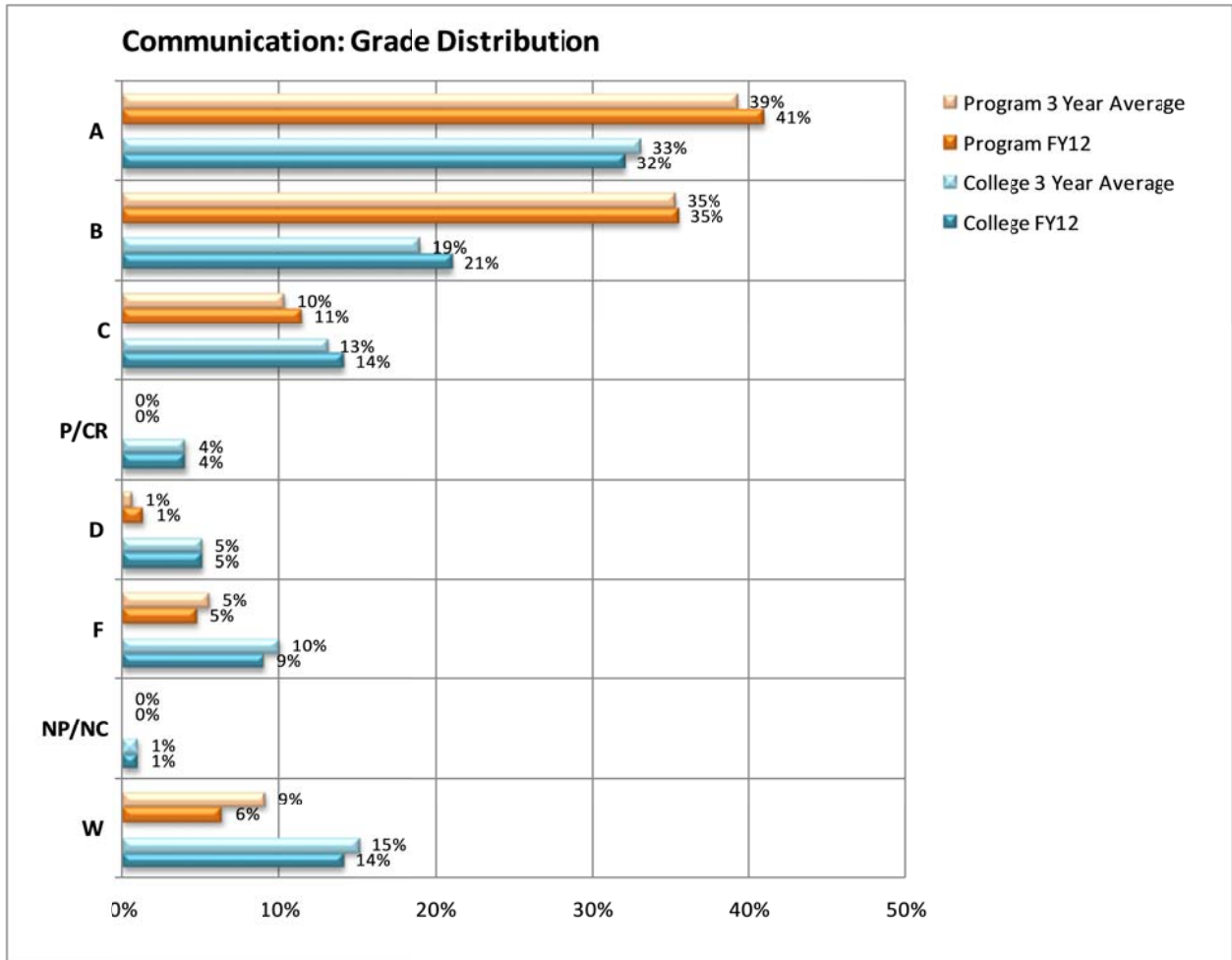


Speech: With the college reorganization, the Speech program which was once included in the English department, was renamed the Communication Studies Department. The discontinuance of information shown on the above charts reflects that change.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
COMM	FY09	-	-	-	-	-	-	-	-	-	-	-
COMM	FY10	-	-	-	-	-	-	-	-	-	-	-
COMM	FY11	487	437	128	-	8	68	-	113	1,241	1,128	1,052
COMM	3 Year Avg	162	146	43	-	3	23	-	38	414	376	351
COMM	FY12	682	590	190	-	22	78	-	105	1,667	1,562	1,462
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
COMM	FY09	-	-	-	-	-	-	-	-	-	-	-
COMM	FY10	-	-	-	-	-	-	-	-	-	-	-
COMM	FY11	39%	35%	10%	0%	1%	5%	0%	9%	100%	91%	85%
COMM	3 Year Avg	39%	35%	10%	0%	1%	5%	0%	9%	100%	91%	85%
COMM	FY12	41%	35%	11%	0%	1%	5%	0%	6%	100%	94%	88%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

Communication Program Review 2012-2013



Communication Program Review 2012-2013

Communication:

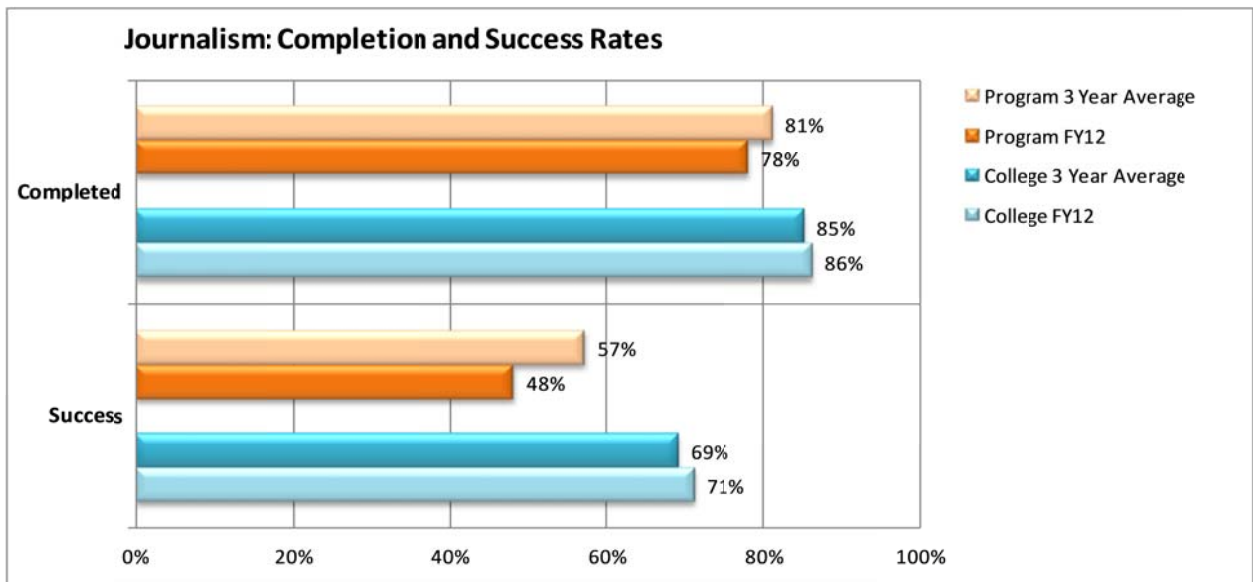
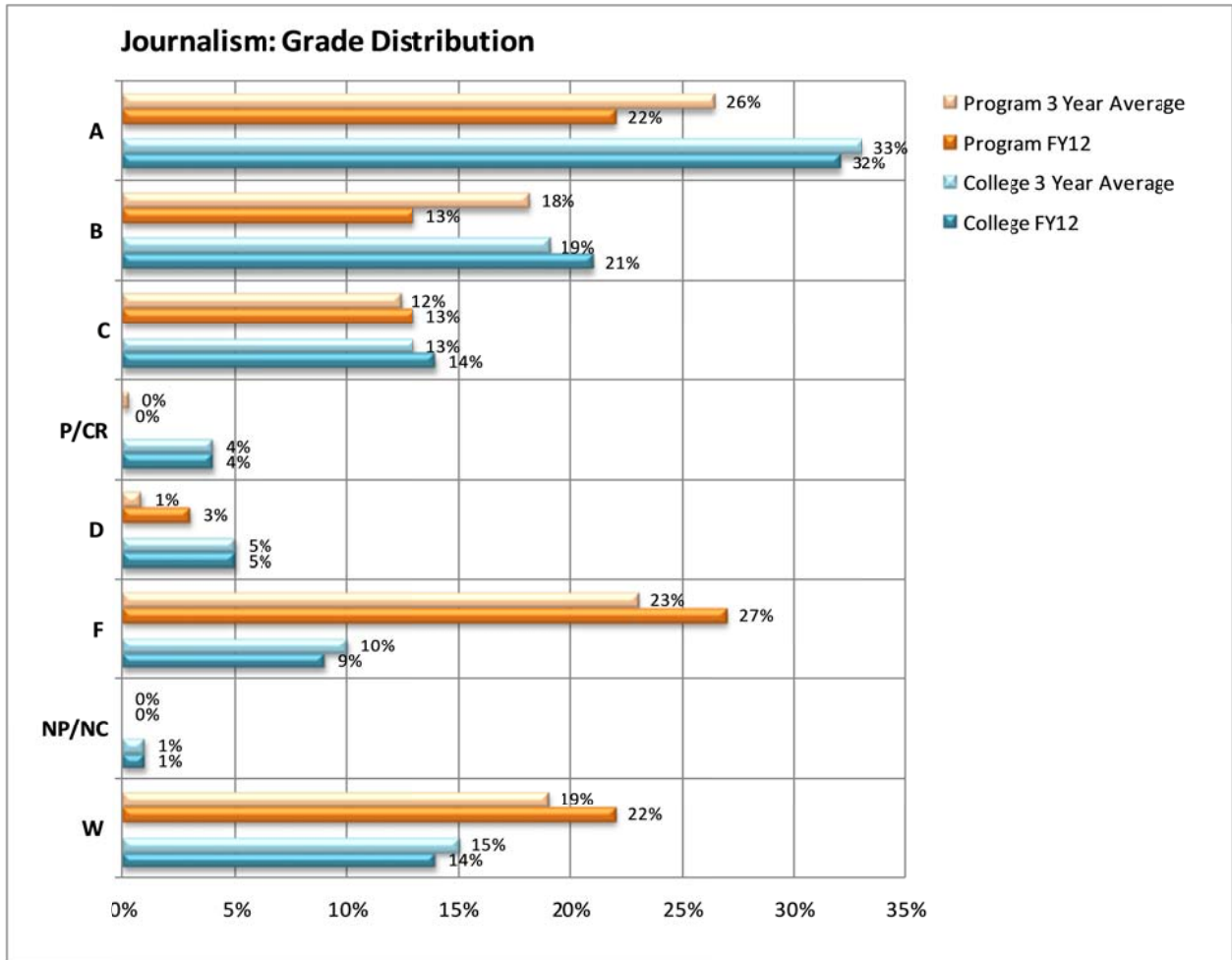
The Communication Studies department has continuously kept retention rates high. We have had a 3 year average of retention at 91%, well above the college's 3 year average of 85%. The department's withdrawal numbers are also quite notable. Our student success rate on a three year average is at 85%, which is also well above the college's 3 year average of 69%.

While we are thrilled our students are thriving and being successful, after reviewing the number of A's being given out, it is noted that the department needs to "tighten" up our grading. One element that could use more focus is on the quality of the outlines turned in for our Public Speaking course. We will begin to implement recommending our students visit the tutoring center more frequently, and grade accordingly.

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
JOUR	FY09	45	30	23	-	1	19	-	29	147	118	98
JOUR	FY10	25	22	17	1	-	34	-	27	126	99	65
JOUR	FY11	22	11	3	-	2	27	-	10	75	65	36
JOUR	3 Year Avg	31	21	14	0	1	27	-	22	116	94	66
JOUR	FY12	22	13	13	-	3	27	-	22	100	78	48
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
JOUR	FY09	45	30	23	-	1	19	-	29	147	118	98
JOUR	FY10	25	22	17	1	-	34	-	27	126	99	65
JOUR	FY11	29%	15%	4%	0%	3%	36%	0%	13%	100%	87%	48%
JOUR	3 Year Avg	26%	18%	12%	0%	1%	23%	0%	19%	100%	81%	57%
JOUR	FY12	22%	13%	13%	0%	3%	27%	0%	22%	100%	78%	48%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

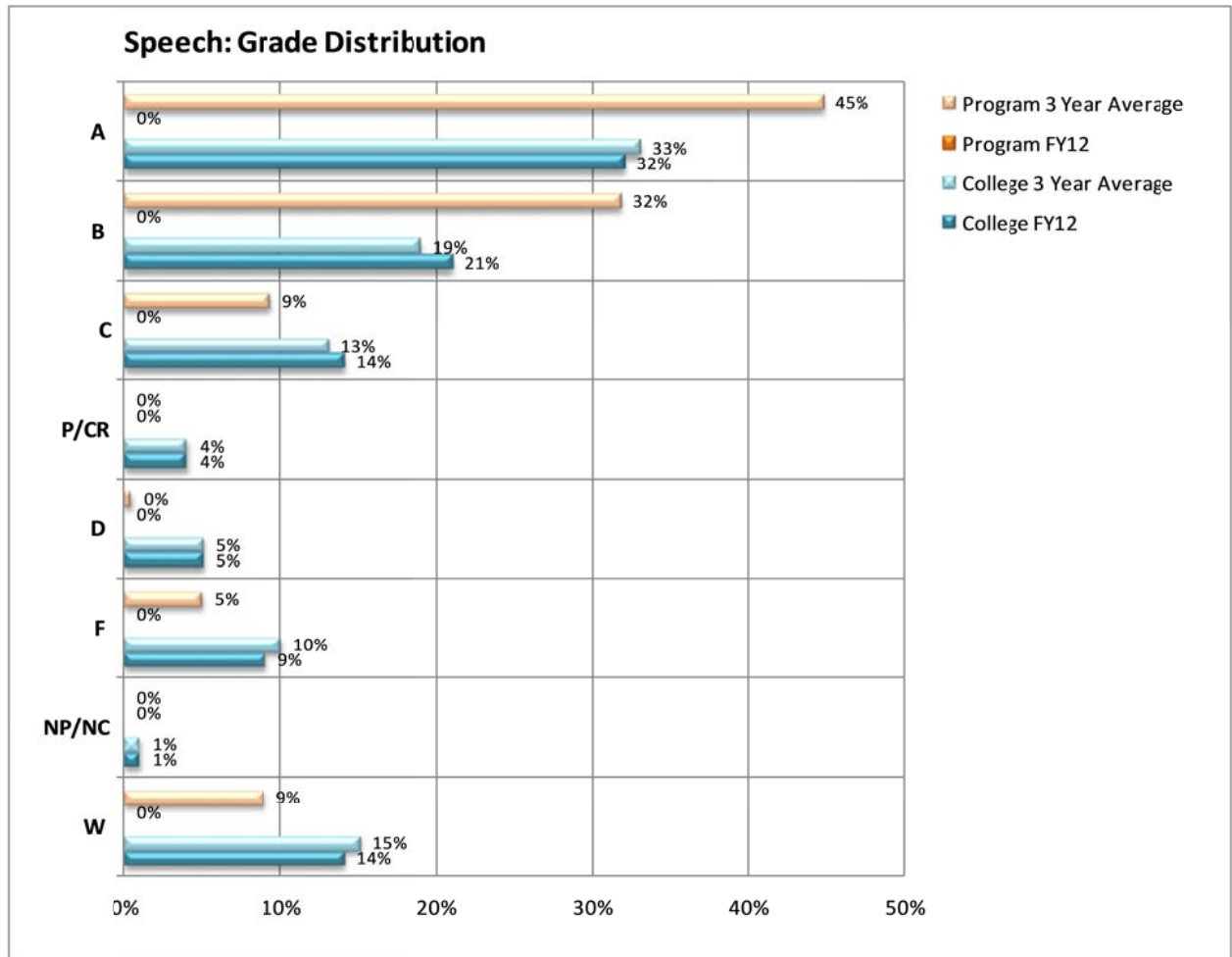
Journalism: It's difficult to analyze the data presented given the fact that the Communication Studies Department just recently adopted the Journalism course, Mass Communication. Possible reasons for the decrease in students is that it was once an online class, and now it is a face to face class. Another possibility is that once the class was taken back onto campus, it was a smaller class, as most Comm classes are capped at 30. The changes in the curriculum might be a cause to the students being able to locate the class under a different discipline. The department will revisit this data next year. The low success rate should be taken into consideration as the class has transitioned from an online class to an in-person class.

Communication Program Review 2012-2013

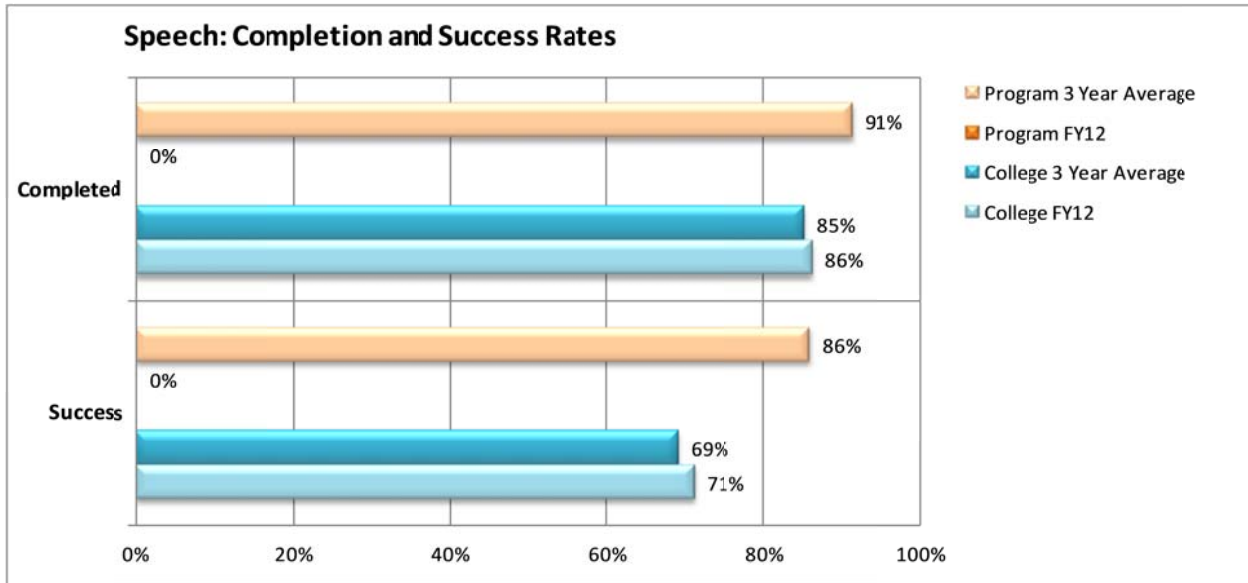


Communication Program Review 2012-2013

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
SPCH	FY09	611	370	87	-	8	49	-	116	1,241	1,125	1,068
SPCH	FY10	593	457	153	-	3	83	-	136	1,425	1,289	1,203
SPCH	FY11	148	134	41	-	3	17	-	17	360	343	323
SPCH	3 Year Avg	451	320	94	-	5	50	-	90	1,009	919	865
SPCH	FY12	-	-	-	-	-	-	-	-	-	-	-
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
SPCH	FY09	611	370	87	-	8	49	-	116	1,241	1,125	1,068
SPCH	FY10	593	457	153	-	3	83	-	136	1,425	1,289	1,203
SPCH	FY11	41%	37%	11%	0%	1%	5%	0%	5%	100%	95%	90%
SPCH	3 Year Avg	45%	32%	9%	0%	0%	5%	0%	9%	100%	91%	86%
SPCH	FY12	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%



Communication Program Review 2012-2013



Speech:

The speech program had a very successful rate of 91% completion versus the college’s average of 85%. During the time this data was collected, the majority of classes were mainly Public Speaking. The success rates of students over a three year time period were 86% compared to the college average of 69%. With the reorganization of the speech program into the Communication Studies department, much of this information is old and is not comprehensive the latest curriculum offered.

3C6: Interpretation of the Program Completion Information

Communication: Student Certificates and Degrees

Program	FY	Certificates	Degrees	Female	Male
Communication	FY09	-	-	-	-
Communication	FY10	-	-	-	-
Communication	FY11	-	-	-	-
Communication	FY12	-	-	-	-
Total Awards in 4 Years		-	-	-	-

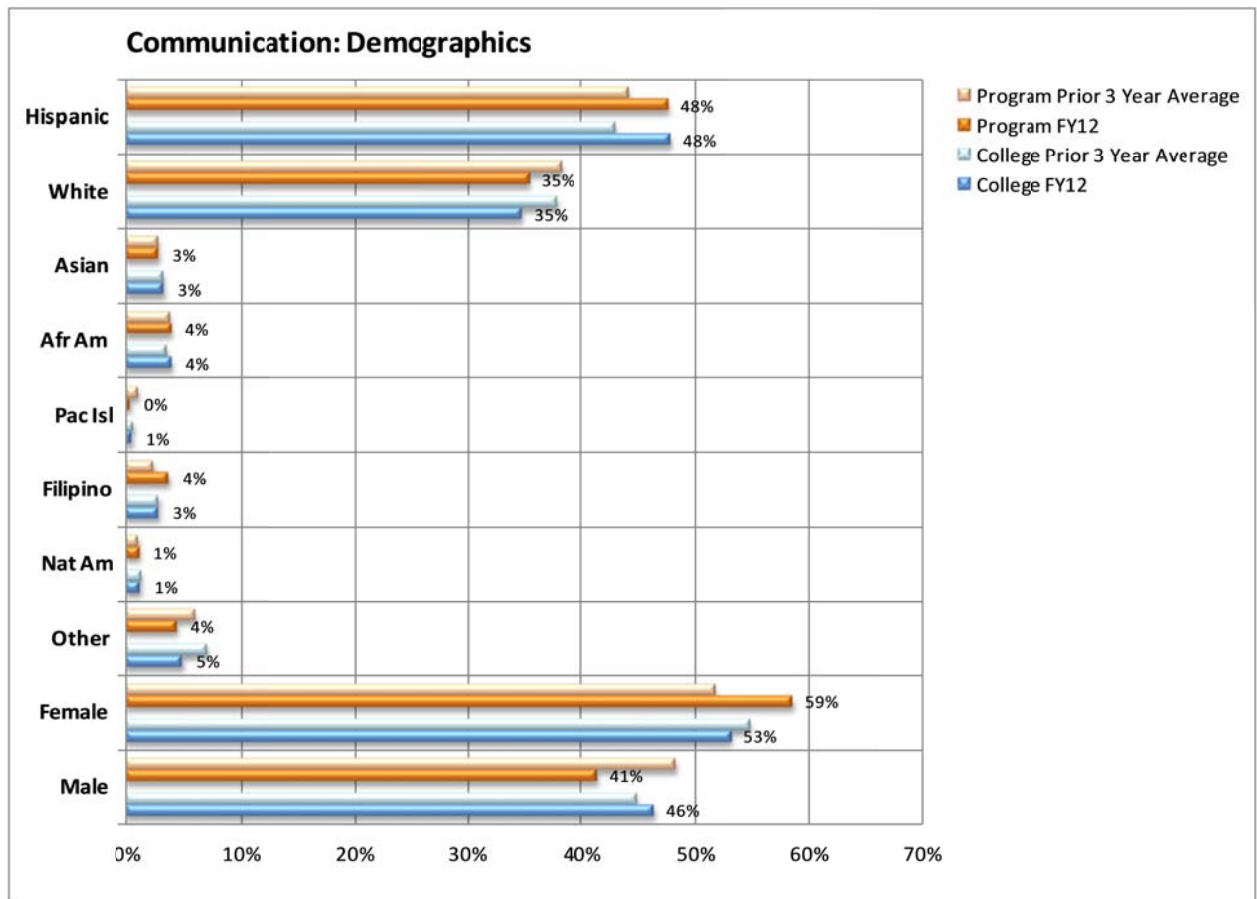
The interpretation of this table is difficult to complete being that it is empty. However, the department is unclear whether or not this table includes Transfer Model Curriculum degrees. If this table is inclusive of the AA-T degree in Communication Studies, it is incorrect. This degree became available in the fall 2011 semester. In spring 2012, we had our first graduate complete her requirements for the AA-T degree in Communication Studies. Her name was Ashliegh Dawley, and I was very privileged to have her as a student. Since the inception of the degree, 7 applicants have filed applications in the AA-T degree in Communication Studies. We look forward to increasing our numbers as the years go on and the degree gains more notoriety.

Communication Program Review 2012-2013

3C7: Interpretation of the Program Demographic Information

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
COMM	FY09	-	-	-	-	-	-	-	-	-	-	-	-
COMM	FY10	-	-	-	-	-	-	-	-	-	-	-	-
COMM	FY11	548	474	36	48	14	31	15	75	641	599	1	24
COMM	3 Year Avg	183	158	12	16	5	10	5	25	214	200	0	8
COMM	FY12	794	590	49	67	8	64	21	75	977	691	-	24
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
COMM	FY09	-	-	-	-	-	-	-	-	-	-	-	-
COMM	FY10	-	-	-	-	-	-	-	-	-	-	-	-
COMM	FY11	44%	38%	3%	4%	1%	2%	1%	6%	52%	48%	0%	24
COMM	3 Year Avg	44%	38%	3%	4%	1%	2%	1%	6%	52%	48%	0%	24
COMM	FY12	48%	35%	3%	4%	0%	4%	1%	4%	59%	41%	0%	24
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24



Communication Program Review 2012-2013

Communication Studies: Since Ventura College is a Hispanic serving institution, we are pleased that the Communication Studies department is educating such a large amount of the Hispanic population. Other than students who participate in the EOPS getting registration priority, we have no concrete explanation for the large majority of our students being Hispanic. However, being that our courses are very multi-culturally centered, we hope that we are making these students feel comfortable and at ease in a strong academic environment.

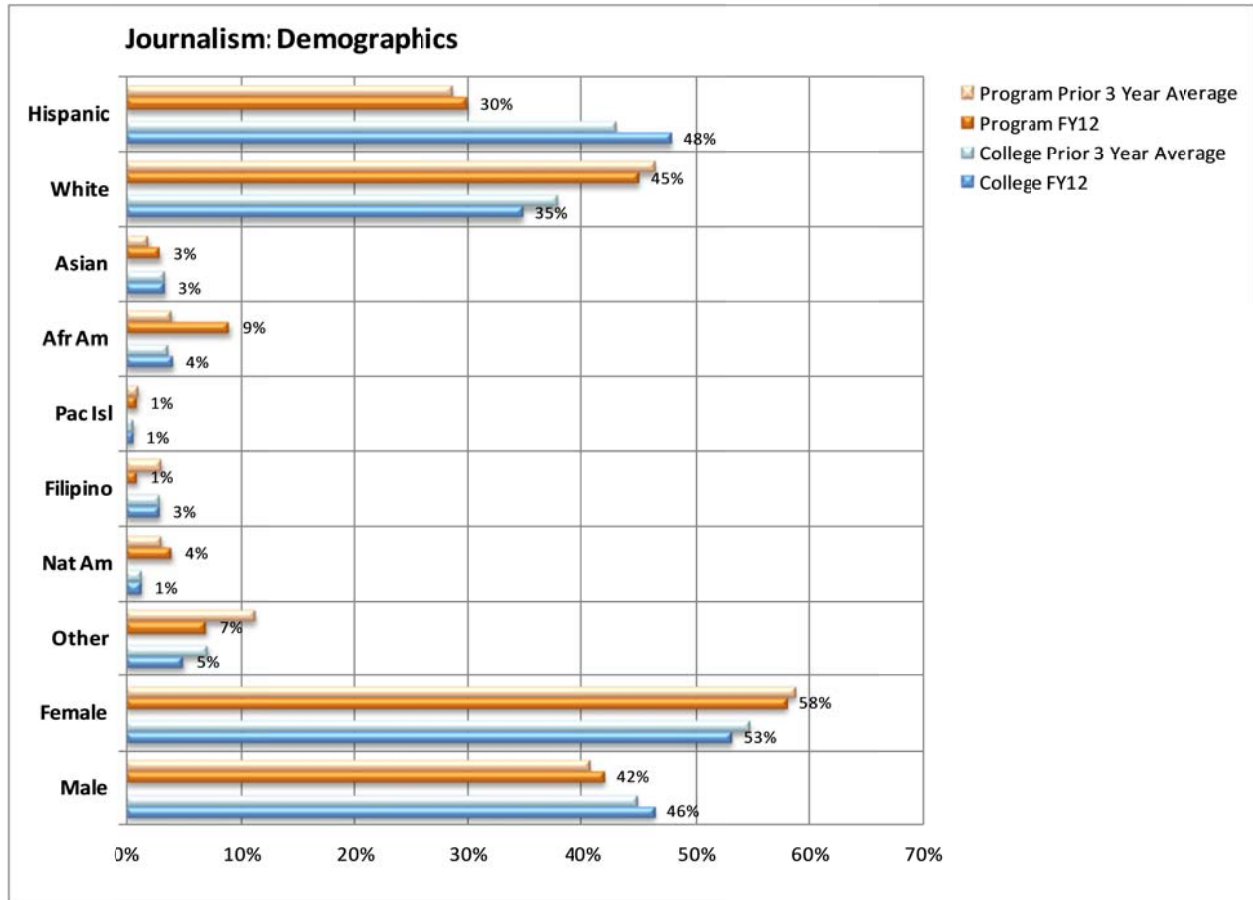
Our data also reflects that over a 3 year period, women continue to outnumber men in registration, with 59% of our students being women, compared to 41% of men. This trend seems to be similar when looking at the college wide data.

The average age of our students in FY12 is 24, which is younger than the college average age of 25. The average age noted over a three year period for Communication Studies is incorrect as it notes the age of 8. We can assume the data is incorrect as the department has only been in existence since FY201. However, with the continued state of our economy in California, we are seeing a lot of returning students and mothers coming back to school to educate themselves so that they may join the working force and help contribute with the family income. We are also seeing a surge in veteran enrollment which could ultimately change our data in the coming years.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
JOUR	FY09	45	64	3	2	-	5	5	23	88	58	1	25
JOUR	FY10	26	60	3	10	4	5	4	14	75	51	1	27
JOUR	FY11	29	38	1	2	-	1	2	2	42	33	-	26
JOUR	3 Year Avg	33	54	2	5	1	4	4	13	68	47	1	26
JOUR	FY12	30	45	3	9	1	1	4	7	58	42	-	24
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
JOUR	FY09	45	64	3	2	-	5	5	23	88	58	1	25
JOUR	FY10	26	60	3	10	4	5	4	14	75	51	1	27
JOUR	FY11	39%	51%	1%	3%	0%	1%	3%	3%	56%	44%	0%	26
JOUR	3 Year Avg	29%	46%	2%	4%	1%	3%	3%	11%	59%	41%	1%	24
JOUR	FY12	30%	45%	3%	9%	1%	1%	4%	7%	58%	42%	0%	24
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

Communication Program Review 2012-2013

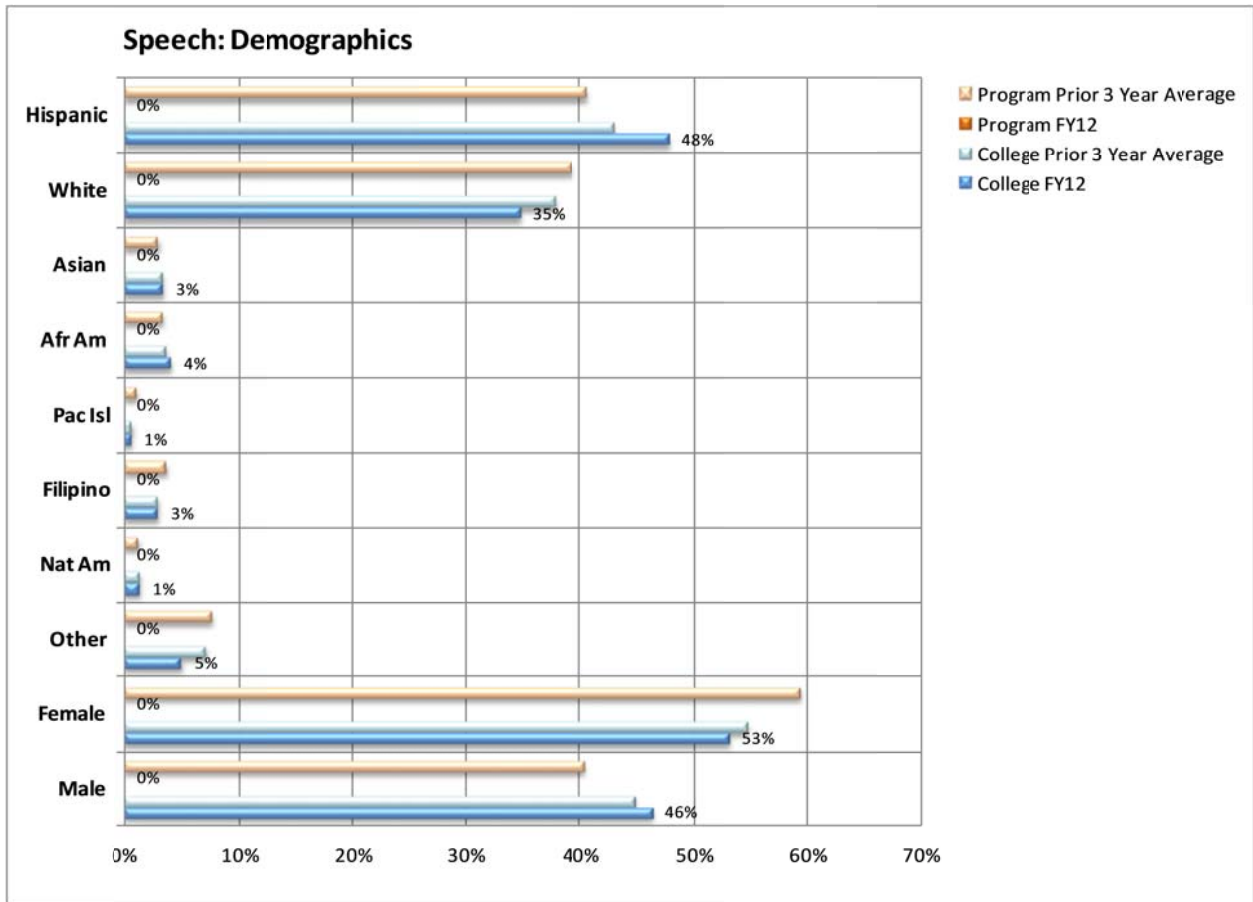


Journalism: The ethnic and gender distribution in Journalism roughly mirrors that of the college as a whole. The data showing FY 2012 might be inaccurate being that the Journalism department became part of the Communication Studies department in FY 2011.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SPCH	FY09	465	508	38	42	11	49	21	108	741	496	5	26
SPCH	FY10	573	587	37	47	21	47	15	98	830	593	2	25
SPCH	FY11	192	93	17	13	2	16	4	24	227	134	-	26
SPCH	3 Year Avg	410	396	31	34	11	37	13	77	599	408	2	26
SPCH	FY12	-	-	-	-	-	-	-	-	-	-	-	-
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SPCH	FY09	465	508	38	42	11	49	21	108	741	496	5	26
SPCH	FY10	573	587	37	47	21	47	15	98	830	593	2	25
SPCH	FY11	53%	26%	5%	4%	1%	4%	1%	7%	63%	37%	0%	26
SPCH	3 Year Avg	41%	39%	3%	3%	1%	4%	1%	8%	59%	40%	0%	-
SPCH	FY12	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	-
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

Communication Program Review 2012-2013



Speech: The data for the speech department shows that the Hispanic population continues to grow in our discipline. Hispanics and Whites continue to be the largest population attending speech courses.

In this chart, it shows females continue to follow the trend of the college in being larger in number than the males.

The data given is only accurate up to FY 2010, as the speech program became the Communication Studies department in the fall of 2011.

Comprehensively, the speech department data is similar to the college data as a whole.

Communication Program Review 2012-2013

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	75% of students will reach a satisfactory or higher level according to the institutional communication rubric for communication.
Operating Information	
This ISLO will be assessed completely in the 2012-2013 academic year in the following courses: Comm V01, V03, V10, and V15.	
Analysis – Assessment	
The ISLO has not yet been assessed.	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by Communication Studies.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed by the Communication Studies department in Fall 2013 and Spring 2014 per the ISLO institutional calendar.
Operating Information	
Analysis – Assessment	

Communication Program Review 2012-2013

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will be assessed by the Communication Studies department in Fall of 2013 and Spring of 2014 per the institutional ISLO calendar.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed by the Communication Studies department in Fall of 2014 and Spring of 2015 per the institutional ISLO calendar.
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

Program-Level Student Learning Outcome 1	Performance Indicators
Students will effectively communicate their ideas verbally.	75% of students will achieve a grade of C or higher per the elements of the rubric associated with this PSLO (see tracdat).
Operating Information	
This PSLO will be assessed during the fall semester in Comm V01, V10, and V15.	
Analysis – Assessment	
The PSLO has not yet been assessed.	

Communication Program Review 2012-2013

Program-Level Student Learning Outcome 2	Performance Indicators
Students will effectively communicate in interpersonal, group and intercultural settings.	75% of students will achieve a grade of C or higher per the elements of the rubric associated with this PSLO (see tracdat).
Operating Information	
This PSLO will be assessed during the Spring of 2013 in Comm V03, V10, and V15.	
Analysis – Assessment	
This PSLO has not yet been assessed.	

Program-Level Student Learning Outcome 3	Performance Indicators
Students will effectively identify communication theory utilized within various communication contexts.	75% of students will achieve a grade of C or higher per the elements of the rubric associated with this PSLO (see tracdat).
Operating Information	
Analysis – Assessment	
This PSLO has not yet been assessed.	

4A3: 2012-2013 Course Level Student Learning Outcomes - *Refer to TracDat*

Communication Program Review 2012-2013

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate that is 3% or more above the average of the program's retention rate for the prior three years.
Operating Information	
Communication Studies enjoyed a high retention rate of 94% in FY12 compared to 91% in the program's three year average.	
Analysis – Assessment	
Outcome has been met.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the college retention rate for the prior three years.
Operating Information	
Communication Studies has an 86% completion rate in FY12 compared to the college's 85% over a three year average.	
Analysis – Assessment	
Outcome has not met.	

Communication Program Review 2012-2013

Student Success Outcome 3	Performance Indicators
The program will increase student success rates from the average of the program's prior three-year success rate. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rates by 2% or more above the program's average student success rate for the prior three years.
Operating Information	
Analysis – Assessment	
Student success rates remain high.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the college's student success rate for the prior three years.
Operating Information	
Communication Studies has a 71% average rate of success for FY12 compared to the college's three year average of 69%.	
Analysis – Assessment	
Outcome has not been met fully.	

Communication Program Review 2012-2013

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate to a minimum of 20% of the number of students enrolled in second-year courses.
Operating Information	
<p>Communication Studies offers a new AA-T degree and hopes to increase its number of applicants. The faculty has hired a new instructor who is well versed in the area of Argumentation and Debate theory and has experience in Intercollegiate Speech and Debate competitions. The department is hoping to eventually start a Debate team here at Ventura College. Not only will this attract students to the degree and the discipline, but it will also bring notoriety to the campus. It allows for those interested in Argumentation to get practical experience and increases student involvement while promoting critical thinking. The department could start off with a rudimentary offering of extracurricular debate activities as a means to assess and build student interest. Once interest has been established, funding needs can be aptly assessed.</p> <p>Benefits:</p> <ol style="list-style-type: none"> 1. Provides students in Argumentation and Public Speaking classes with additional opportunities to apply communication theory in current event applications. 2. Opens up an avenue to obtain scholarships and other financial assistance when applying to CSU or UC schools where debate programs already exist. 3. Promotes critical thinking and reasoned deliberation. 4. Promotes self actualization and student motivated learning opportunities. <p>In addition, in order to make the process of obtaining an AA degree for transfer more efficient, more course sections need to be offered. In fall 2012, Communication studies had a record number of section offerings, however, in the Spring 2013 tentative calendar, we have already regressed in our numbers and have had to cut sections.</p> <p>Having an additional faculty member will make our department even more comprehensive. Full time faculty members are able to mentor students and be more actively involved than part time faculty members. The presence of more full time faculty members can increase retention rates and help promote the department which in turn increases our graduation rates with the completed transfer degree.</p>	
Analysis – Assessment	
<ol style="list-style-type: none"> 5. Growth in documented students with major in the discipline. 6. Growth in graduation rates with the AA-T in Communication Studies. 	

Communication Program Review 2012-2013

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal (which is 425 because of our size cap) set by the district.	The program will exceed the efficiency goal of 425 set by the district by 2%.
Operating Information	
Communication Studies department continues to exceed the 425 goal set by the district.	
Analysis – Assessment	
Outcome was included in 2011's Program Review Document. Outcome was assessed and met. The Communication Studies Department has chosen to continue this Outcome goal into the FY2013.	

Program Operating Outcome 2	Performance Indicators
The department will continue to maintain at least two full time faculty members, although would like to add an additional full time faculty member to our staff.	Currently employ 2 full time faculty members and 8 part time faculty members.
Operating Information	
The Communication Studies department is happy to announce the hiring of James Maritato to become the newest member of our team. With the increase of sections and offerings on the VC campus in Communication Studies, the data warrants an additional full time faculty member.	
Analysis – Assessment	
The initial part of this outcome was placed in 2011's Program Review documents. We did receive a replacement for our retiree. That outcome met. Looking at the current ratio in regards to full time faculty to part time faculty members, we would like to increase our full time faculty number by one.	

Communication Program Review 2012-2013

Program Operating Outcome 3	Performance Indicators
Classrooms need to be designated "Communication Studies Classrooms"	3 to 4 classrooms to be designated for our department to increase student success and faculty efficiency.
Operating Information	
<p>Currently faculty members are moving from classroom to classroom when they are teaching back to back classes. This not only makes things inconvenient for the instructor, but takes away from time answering questions and communication with students before and after class time. Some faculty members change rooms and floors up to 4 times a day. For years, the department was in the trailers on the far side of campus, and were thrilled to be moving into the new buildings. Having said that, the Communication Studies has yet to be assigned a "home". We have no designated classrooms to speak of, and those that are considered our classrooms, are filled with classes being taught by other disciplines not even in the same division. The English Department used to inhabit MCE 122 until they convinced someone that room was unfit for learning. Somehow, the Communication department inherited that room and that problem. If there is any classroom that is unfit for Public Speaking and Communication, it is MCE 122. It echoes, it's noisy, and hearing the classes on the other side of the door/wall are distractions to our students.</p>	
Analysis – Assessment	
<ol style="list-style-type: none"> 1. Assigning designated rooms to our department would cut down on time spent on scheduling faculty. 2. Retro-fitting MCE 122 may not be sufficient for Communication courses. Re-assigning that room would increase learning environment for all classes taught in that room, especially Communication classes. 3. Faculty could spend more time interacting with students instead of changing classrooms. 4. With the focus of Public Speaking classes being speeches, students need to be able to set up visual aids, make sure technology is ready for use during their speeches, and in general get ready to present. If instructors are in the same classroom, students have more access to the facilities and more time to prepare for the next class to begin their presentations. 5. According to the Fall 2012 schedule: <ul style="list-style-type: none"> <li style="padding-left: 40px;">MW daytime classes with 3 instructors -9 rooms changes <li style="padding-left: 40px;">TR daytime classes with 3 instructors-7 room changes 	

Communication Program Review 2012-2013

Program Operating Outcome 4	Performance Indicators
Create a Lab for Public Speaking Courses.	Currently, the schedule includes 22 sections of Public Speaking courses. There is no current space for our students to practice and or record themselves to improve their success in their presentations.
Operating Information	
Many other institutions have and require lab time for students to record themselves giving speeches/presentations. Currently, the Communication Studies department has no designated area for this type of practice other than the tutoring center.	
Analysis – Assessment	
Students develop an awareness of their delivery and other skills in message creation based on self assessment and criticism. Additionally, it can help to create a library of speech content for students to use as examples and references. Relying upon students who have excelled in the Public Speaking courses to serve as tutors, would allow those who have entered the courses as novices to continue to enhance their communication competency within the field. If given a lab space and equipment, we could compare success rates from prior year.	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6/6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	5/6
Up to 4	Agreed-upon productivity rate	4/4
Up to 4	Retention rate	3.5/4
Up to 3	Success rate (passing with C or higher)	2/3
Up to 3	Ongoing and active participation in SLO assessment process	3/3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL 23.5

Communication Program Review

2012-2013

5. Findings

2012-2013 - FINDINGS

Finding 1: The Communication Studies department has operated on little, to no equipment for years and needs to increase its use of technology to compete with other programs as well as ensure a quality education in its discipline. One way to increase the use of technology, would be to create a speech lab.(Linked to Program Operating Outcome #4 and Initiative #1)

Finding 2: The department will to continue to strive to offer a comprehensive Communication Studies educational experience with its courses and extracurricular activities. (Linked to Student Success Outcome #5)

Finding 3: While the department has experienced growth, it is still only staffing 2 full time faculty members, and has 8 current part time faculty members. The department would benefit from an additional full time faculty member. (Linked to Student Success Outcome #5, Program Operating Outcome #2, and Initiative #2)

Finding 4: The Communication Studies department has proven itself to be a valuable asset to Ventura College. It maintains high retention and success rates, and serves a large portion of the Hispanic population. Since the creation of the AA-T TMC degree in Communication Studies, the interest in the program has grown exponentially and students are actively engaging in the process to reach their goals in transferring to four year institutions. As the degree grows, so will the need for more classes. (Linked to Student Success Outcome #5 and Initiative #3)

Finding 5: Appropriate classrooms are needed to house Communication courses.(Linked to Program Operating Outcome #3.)

Communication Program Review 2012-2013

6. Initiatives

6A: 2011-2012 - Initiatives

Initiative: Improve scheduling of Communication Studies program offerings to better serve students.

Initiative ID: Comm1201

Links to Finding 1:

Program efficiency is directly linked to scheduling efficiency and students' convenience. The department intends to rotate and/or increase the classes times offered so that students with difficult work schedules can complete the degree in the estimated 2 year time period.

Benefits:

Students can move through the curriculum efficiently and achieve their AA degree for transfer, or transfer without wasted semesters waiting for program courses to be offered.

Request for Resources:

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Communication Program Review

2012-2013

Initiative

Adjusting degree requirements

Initiative ID : Comm1202

Links to Finding 2

In order to continue the high retention rates and to promote growth in the major, we need to make some adjustments to the already approved AA degree. In the spring semester of 2011, in accordance with SB1440, we submitted a degree to the state for approval. Upon going through the curriculum committee, some changes were made to the degree that our faculty didn't completely agree with. We felt it needed to go forward in order to be approved by the deadline, but after further discussion, we have decided to write new curriculum and change some of the course requirements to meet the trends in the discipline. We plan on making Argumentation and Debate a required course and having Small Group Communication be listed under a selected/not required course. Per Initiative #3, we also plan on adding an additional course to the curriculum to increase comprehensiveness and expand interest in the degree. Most Universities have the degree divided up among 2 areas: Argumentation and Applied communication skills. By neglecting to make Argumentation a required element of the degree, we are neglecting the demands of the discipline.

Benefits

More interest in the degree will be a direct result of the adjustments. Argumentation and debate and Forensics are a very popular subject within the discipline, and could help maintain our high retention rates.

Request for Resources

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Communication Program Review

2012-2013

Initiative

Develop a new course in Intercultural Communication

Initiative ID : Comm1203

Links to Finding 3

We plan to develop new curriculum to meet the needs of the modern student. The faculty wants the new degree to be as appealing and as relevant to as many students as possible. The new course is slated to be written and submitted to the curriculum committee during the fall semester of 2011. This course could also have great success as an interdisciplinary course where faculty members could participate in team teaching environments with such areas as Anthropology, Sociology and many more.

Benefits:

With the addition of this course being implemented into the degree requirements, we can provide a more comprehensive program in Communication Studies, not only for those students who major in the discipline, but also for those looking to improve their communication skills in the professional realm. Oxnard College just implemented this course and is seeing a lot of interest in the topic by their students.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Communication Program Review

2012-2013

Initiative

Find a replacement faculty member who can implement a Forensics Team at Ventura College

Initiative ID: Comm1204

Links to Finding 4

The faculty will be hiring a replacement for Simon Waltzer in the spring of 2012, with a start date of Fall 2012. We are hoping this replacement will take on the task of starting up a Forensics (debate) team here at Ventura College. We could start off small with a Forensics Club and hopefully with funding start an intercollegiate team that would travel to and host other colleges to showcase our students' talents. This is a necessary element to every strong Communication program, without it, we are lacking compared to other schools.

Benefits

Not only will this attract students to the degree and the discipline, but it will also bring notoriety to the campus. It allows for those interested in Argumentation to get practical experience and increases student involvement

Request for Resources

Replacement Personnel

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Communication Program Review 2012-2013

2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R, H, M, L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Comm Studies	None	0				Comm1201	Improved Scheduling	Rotation and/or increase times of class offerings to assist students finishing in 2 years.			-	
2	Comm Studies	None	0				Comm1202	Adjusting degree reqs	Make some minor changes in the already approved AA degree.			-	
3	Comm Studies	None	0				Comm1203	New Course addition	Develop Intercultural Communication curriculum to be implemented into the degree.			-	
4	Comm Studies	None	1				Comm1204	Replace faculty	Replace a retiring faculty member to maintain high standards of the program.			-	

Communication Program Review 2012-2013

6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:

2011-2012 identified initiatives - ART1201, ART1202, etc.

2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1: Create a Lab for Public Speaking Courses

Initiative ID: COMM1301

Links to Finding : Many other institutions have labs where students can go and record themselves and/or evaluate recordings for the purposes of self improvement in their oral communication strategies. This environment would provide students with both tutoring and self directed opportunities for improvement. These sources could also be used for other students to possibly view and evaluate as well as serve as examples of current and future speech assignments. The data given in the program review documents shows the Communication Studies Department has no current equipment to claim.

Benefits –Students develop an awareness of their delivery and other skills in message creation based on self assessment and criticism. Additionally, it can help to create a library of speech content for students to use as examples and references. Relying upon students who have excelled in the Public Speaking courses to serve as tutors, would allow those who have entered the courses as novices to continue to enhance their communication competency within the field. If a speech lab and equipment is installed, data could be collected to show any possible increases in productivity, success and completion rates.

Request for Resources:

1. Lab space in the LRC such as one of the pull out classrooms or an unused office.
2. Technical equipment such as video cameras and monitors to view speeches. (\$2,000)
3. Tutors which might be able to be covered under the tutoring center budget.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Communication Program Review 2012-2013

Initiative 2: Hire an additional full time faculty member.

Initiative ID: COMM1302

Links to Finding 3: With the TMC degree now in place, the department must offer a full load of course offerings. The fall 2012 semester was our largest course offerings in over 15 years with 30 sections. Even with the course additions, we only have 2 full time faculty members. 6 of our 8 part timers are scheduled to capacity. We have a need to add an additional faculty member to meet the demands of the student population. We have had to hire 3 times in the last three semesters, and it is very difficult to find quality faculty members able to work on a part time basis.

Benefits: More full time faculty members increase our presence on our campus. While our part time faculty members are offering excellent educations, it is difficult to continue to update our curriculum and keep everyone informed appropriately, when the majority of instructors are unable to make meetings because they have obligations on other campuses. More full time faculty members would mean we would have another instructor available to meet with students during office hours and meet their needs outside of the classroom.

Request for Resources: Hire an additional full time faculty member for the Communication Studies Department.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Communication Program Review 2012-2013

Initiative 3: Increase section offerings .

Initiative ID: COMM1303

Link to Finding 4: The fall 2012 schedule has 30 sections, the most in at least 15 years. Each and every class was full to capacity with full wait lists. In the spring 2013, we have been cut by 2 classes. The department realizes every discipline must make cuts in these difficult economic times. However, the need for the sections still exist, and the registration numbers show there is a need for more section offerings to ensure the students get their Communication/IGETC requirements completed for graduation, in addition to allowing the students in the major complete their degree requirements.

Benefits: Offering more sections of Communication courses allows more students to get through their education faster so they can move on to four year institutions. This applies to all students who need to meet their IGETC requirements, not just for those majoring in the discipline.

Request for Resources: Re-instate course/section offerings.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Communication Program Review 2012-2013

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
Comm	1		M				Comm1301	Speech Lab	Space and Equipment	\$2,000
Comm	2		L					Debate Club		
Comm	3		L				Comm1302	Hire Additional Faculty	Funds for full time salary	
Comm	4		H				Comm1303	Increase Sections	Funds for more sections	
Comm	5		H					Classroom Designation		

Communication Program Review

2012-2013

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

Communication Program Review

2012-2013

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes, I (Stacy Sloan Graham) completed the program review process last year. Initiatives were identified and taken into consideration.

2a. Were the identified initiatives implemented?

Some initiatives were implemented and some were not. The results from the initiatives are as follows:

Comm1201: Improve scheduling of Communication Studies program offerings to better serve students.

Results: The Communication Studies department was able to not only increase their course offerings, but increase their section offerings as well. The class schedule is set up to be as efficient as possible to our students by making an attempt to offer required classes for degree completion at night as well as during the day. If not possible to offer the course multiple times, an effort has been made to alternate offerings between semesters.

Comm1202: Adjusting degree requirements

Results: This initiative was an attempt to change the degree requirements for the AA-T Communication Studies degree to include an Intercultural Communication course. The curriculum and course outline for the intercultural communication course was written and filed with matriculation, but was told the degree needed to be changed at the same time the course was approved. The department isn't prepared to continue on in this process at this time. The department would prefer to table this initiative until a later time when it is better prepared to do research on what CSUs are accepting and what they are not accepting in terms of coursework for this degree. At this time, many

Communication Program Review **2012-2013**

universities are at odds in terms of what TMC degree requirements from community colleges they will honor. Because of this uncertainty, the department would like to wait until a better consensus among the transferring colleges have been achieved.

Comm1203: Develop a new course in Intercultural Communication

Results: Per the information given in the above initiative from 2011, this initiative was completed. The course outline has been developed and written, but is waiting on a CSU consensus in terms of what TMC Communication Studies course degree requirements they will accept.

Comm 1204: Find a replacements faculty member who can implements a Forensics Team at Ventura College.

Results: The first part of this initiative was met. Jim Maritato, our new faculty member has replaced Simon Waltzer after his retirement. He is well versed in Forensics, as he served as Director of Forensics at the University of Southern California (USC) prior to his employment at Ventura College. At this time, there are no funds or ready student population to fill a forensics team. However, the second part of this initiative is being explored through our current student success outcome #5. A club or competition in Debate is currently being explored and the department is hoping to begin such extra-curricular activities to the campus in the coming year.

2b. Did the initiatives make a difference?

Some initiatives made a strong difference. Replacing a retiring faculty member is crucial to the success of our students and our department. Re-working our class schedule to better accommodate our students certainly made a difference to their success in completing degree requirements. Writing the curriculum for Intercultural Communication might make a difference if we were able to continue in the degree changing process.

4. If you appealed or presented a minority opinion for the program review process last year, what was the result?

No appeals were made. Not applicable.

5. How have the changes in the program review process worked for your area?

Program review remains a huge requirement of faculty time. While some of the information is faculty driven, the sections on budget and productivity seem to be beyond our scope of

Communication Program Review 2012-2013

expertise. It is said by many to make sure and include all complaints, goals and suggestions on your program review document, however the placement of this information remains a challenge. Initially, we completed program review annually, then the college went to a bi-annual process, and now we are back on to annual reviews. One year is not a lot of time to allow for big changes to occur. In short, there haven't been many changes in the process that have affected the department. The department chair used to be active on the program review committee, and the changes have alleviated a lot of responsibilities in terms of long meetings to review other departments, etc. The divisions seem to remain unhappy in having to prioritize other departments' requests.

6. How would you improve the program review process based on this experience?
 1. Better directions on example templates would help. In completing this year's process, I had to rely on last year's program review, the 2011 example, and the 2012 example in order to get a better idea of what information is requested or expected.
 2. Better organization of the form. The department had findings that had no data support, so they weren't considered initiatives. Advice was given to put them under Program Operating Outcomes and Student Success Outcomes, but those didn't seem appropriate classifications either.
 3. Populate data on forms given to faculty to analyze. Many faculty members don't have computer software or expertise to complete this task. If the appropriate information is already given on the document, faculty can spend their time analyzing the data instead of spending the time simply obtaining the data.
 4. Make this process a bi-annual or a tri-annual event. Every year doesn't give enough time to departments to implement changes or find needs.

Communication Program Review

2012-2013

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Communication Program Review
2012-2013

Appendix

Communication Studies Student Learning Outcomes

COMMV01 Intro to Speech Communication

CSLO-1 Students will be able to discern and define fallacious argument from empirical truths.

CSLO-2 Demonstrate the use of credible resources that will support research analysis from online sources, periodical guides and credible and reliable interviews.

CSLO-3 Organize and deliver a cohesive and authoritative speech.

COMMV03 Group Communication

CSLO-1 Analyze observed group communication and prepare a term paper proposing applicable communication theories.

CSLO-2 Formulate oral presentations in conjunction with other group members in order to demonstrate comprehension of theories and specific concepts from the textbook and other required readings.

CSLO-3 Identify effective problem solving techniques while in a group setting.

COMMV10 Critical Thinking: Argumentation & Debate

CSLO-1 Students will be able to discern and define fallacious argument from empirical truths.

CSLO-2 Demonstrate research skills and apply credible resources in the construction and evaluation of oral arguments.

CSLO-3 Students will be able to engage in critical evaluation and deliberation of fact, value, and/or policy propositions.

COMMV15 Interpersonal Communication

CSLO-1 Identify elements and patterns in given interpersonal relationships and apply appropriate theory to those situations.

CSLO-2 Analyze, identify and interpret communication behaviors and patterns in interpersonal relationships.

CSLO-3 Identify multicultural interpersonal communication patterns.

Communication Program Review

2012-2013

COMMV16 Mass Communication

- CSLO-1 Discuss the history and nature of contemporary mass communication
- CSLO-2 Compare and contrast mass media characteristics, functions, structure and support, and use.
- CSLO-3 Examine current problems and criticisms of mass media, and efforts to address them.
- CSLO-4 Describe the history and evolution of mass media and its role in society.
- CSLO-5 Discuss the influences of mass media on society and the relationship between trends in mass communication and an informational-conscious society.
- CSLO-6 Debate the value of free and responsible mass media to a democratic society.
- CSLO-7 Assess your own media consumption and its effect on your life.