



Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?

Increasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

Originally, only Public Speaking courses were offered in order to meet the transfer and degree requirements. In 2011, the Communication Studies department was established, and since then, we have created and implemented the transfer degree for Communication Studies. In order to comply with the requirements of the degree, the department widened its course offerings and we now offer a complete and up to date curriculum including Interpersonal, Group, Argumentation, Intercultural, Mass Communication, & Oral Interpretation. In response, the enrollment has continued to show growth every year.

3. Are the demographics of students in your program similar to those of the College, as a whole?

Yes

4. If no, please describe why they differ (600 characters max).

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?

No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, please describe why your program is unable to do this. (600 characters max).

The student demographics of the Communication Studies program are very similar to those of the College. The most prominent demographic groups represented in our program are Hispanics and Whites, while women continue to outnumber men by approximately 12%. The same is true of the college demographics. All other groups show a representation of 5% or lower. Since this demographic break down is so similar to the college's, the department doesn't really see how we could improve on changing that representation, since that is who makes up our general population attending Ventura College.

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
Yes
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

The Communication course success rate is significantly higher than the college's course success rate. The creation of the degree and the growth in curriculum offerings resulted in more rigorous course work than the basic communication course. Thus, the success rate initially lowered. However, it is showing growth every year. The data shows only a slight gap in course success rate by ethnicity in which Blacks tend to have a lower success rate than other demographics, which is consistent with the college's data. The reason for that is unknown.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



7. If no, why not? (600 characters max)

Faculty aren't able to increase the course success rate because it is believed to be an issue that will resolve itself now that the full curriculum is being offered along with the degree. As stated earlier, the initial drop was due to new curriculum being introduced, however, now that students are getting used to the major courses, the success rate is slowly raising. The department goal is to increase success rates across ALL demographic groups, and not focus on only one that is only trailing by a small margin. As stated above, our success rates are doing very well compared to the standard

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
Increasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
Decreasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

The Communication Studies department must maintain smaller class sizes due to the nature of the curriculum. Currently, our Public Speaking classes are capped at 30 and the Theory/Major courses are capped at 35. Due to the smaller size, it is impossible to meet the college standard of 525. The fill rate has only decreased by less than 4% over the last 5 years. The reason for the decrease in fill rate is because we adjusted our class sizes for the theory/major courses from 30-35. Having said that, the fill rate is still above 100%, which is commendable.

5. Are you able to increase your productivity and/or course fill rate?
No

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



6. If no, why not? (600 characters max)

We are unable to increase our productivity numbers due to the fact that the curriculum requires smaller class sizes. In many of the courses, they are performance based, which requires presentations. This requires faculty to balance lecture and time for student presentations to accommodate all of the students, while making sure instructors are able to cover the required material to enable students to be well versed on the curriculum. This limits our class size. The department experiences above 100% fill rates, so there is little room for improvement.

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?

Yes

If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

The Communication Department first started awarding transfer degrees in 2011. We are very pleased with the growth shown between 2011-2014, whereas we starting off awarding 2 degrees in 2011 and had 27 in 2014, which substantial growth. We expect this trend to continue in coming years.

Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?

No



4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?

Yes

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

The data shows that Hispanics are outnumbering all other demographic groups in relation to degrees being awarded. This is consistent with the college population, as Ventura College is a Hispanic Serving Institution.

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



8. If no, why not? (600 characters max)

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?

Yes

2. If yes, why haven't they been assessed? (600 characters max)

Comm V12: Intercultural Communication has only been offered one semester and is scheduled to be offered every other spring semester. Although it was missed in our assessment plan its first semester, the SLOs are have been input to tracdat and Curricunet and the course is on the assessment plan to be assessed in the spring of 2017.

3. What percentage of your program's courses have assessed at least half of their SLO's?

72%

4. Have you made any changes to courses based on the results of SLO assessment?

Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

Faculty are starting to communicate with each other to discuss how we as a collective group can improve upon the success of our students. Faculty are utilizing the campus resources more and are recommending students get outside academic help from sources such as the Reading and Writing Center and the Tutoring Center. Assignment rubrics are being constructed to be specific enough so that students can really get a clear idea of the expectations of the faculty on their academic assignments. The student success rate maintains itself at a high level, and we continue to work to improve upon it.



6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?

5 Courses

7. How closely have you adhered to your SLO rotational plan?

Mostly

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

The only incident in which we weren't able to adhere to our rotational plan was when we inserted a new course curriculum (V12 Intercultural) and inadvertently didn't place it in the assessment plan the first semester it was offered. Other than that, the department has been successful in following the rotational plan and assessing courses when appropriate.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

The department fully supports student achievement of the college's ISLOs. With our curriculum, we focus mostly on areas of Communication, Information literacy, and Personal/Community Awareness and Academic/Career Responsibilities. Communication is of course our main priority, whether it be in the form of speaking or writing. We regularly have assignments that require speaking/writing about current events, theoretical concepts, and personal relationships. Each course is attempting to make the student reach his or her maximum potential in being a responsible and productive part of society.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?

4

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?

Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.



12. If no, why not? (600 characters max)

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
No
2. How have these changes impacted student learning? (600 characters max)

No real changes have occurred in our budget in recent history.



Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Communication Studies	Equipment	COMM 1501	Podiums for Comm classrooms	Equipment needed to support public speaking activities	2,000		2,000	H	H	H	H	Yes	Pending	
Communication Studies	General Fund	COMM 1502	Speaker Series	Host relevant speakers to encourage, motivate, and inform Comm majors of future professional opportunities	1,000		1,000	H	H	H	H	Yes	Pending	
												- Select -	- Select -	
												- Select -	- Select -	



Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Communication Studies	Comm 1601	Growth Position Full Time Faculty Request	In order for faculty to improve our SLOs, increase the degrees awarded and our department in general, we need additional faculty to help with the workload and the presence on campus.	\$80,000	College Funds	Faculty	<input checked="" type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input checked="" type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input checked="" type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input checked="" type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input checked="" type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low
					- Select -	- Select -	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4 <input type="checkbox"/> Goal 5	<input type="checkbox"/> Enrollment <input type="checkbox"/> # Under-represented students <input type="checkbox"/> Course Success Rate <input type="checkbox"/> Productivity/Fill Rate <input type="checkbox"/> Degrees/Certificates <input type="checkbox"/> Close equity gaps	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Req <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low



2015-2016 Program Review
Communication Studies

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2015-2016 Program Review
Communication Studies

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Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.



Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) 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.

Section I – Submission Verification

Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:

I verify that this program document was completed in accordance with the program review process.

Dean Verification:

I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*



APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.