



Communication Studies Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Initiative 1: Create a Lab for Public Speaking Courses

Initiative ID: COMM1301

The Comm Studies department asked for a lab where students could 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. These sources could also be used for students to possibly view and evaluate speeches as well as serve as examples of current and future speech assignments.

Status of Initiative: Space for lab/work area has not been secured by the department at this time.

Funds in the amount of \$2,000.00 were granted for the purchase of video equipment. The department was made aware of these available funds in August of 2013. The department is currently researching products for purchase.

Initiative 2: Hire an additional full time faculty member.

Initiative ID: COMM1302

The Comm Studies department requested to add an additional faculty member to meet the demands of the student population. We have had to hire part time faculty 4 times in the last four semesters, and it is very difficult to find quality faculty members able to work on a part time basis.

Status of Initiative: Denied due to low prioritization from the division.

Initiative 3: Increase section offerings

Initiative ID: COMM1303

The Comm Studies department requested more sections to be offered to meet the demand of the student needs. Each and every class is consistently filled to capacity with full wait lists every semester. We realize 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 that students get their Communication/IGETC requirements completed for graduation, in addition to allowing the students in the major complete their degree requirements.

Status of Initiative: Denied due to lack of funding



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- B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Student Success Goals from 2012-2013

1. The program set a goal to 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.

*VC Comm Studies department did not reach this goal, and retention rates have in fact decreased to 89%, from the prior 3 year retention rate of 93%.

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.

* VC Comm Studies department remains higher than that college prior 3 year retention average of 86%, where it records a retention rate of 89%.

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.

*VC Comm Studies department remains higher at 79%, where the college prior Success average is at 70%.

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.

*VC Comm Studies department did not reach this goal, and success rates have in fact decreased to 79%, from the prior 3 year retention rate of 86%.

5. Students will continue to complete the program earning Communication studies TMC degrees.

* Communication Studies became its own department in FY11. In FY12 we offered a Communication Studies Degree for Transfer. Interest in the discipline has grown exponentially and many students are declaring Communication Studies as their major.

FY12 6 Transfer degrees were awarded.

FY13 8 Transfer degrees were awarded.

*We expect FY14 to continue to show growth in the number of transfer degrees awarded.

2012-2013 Program OPERATING Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.

*With current figures, the VC Comm Studies department remains well above the 525 goals given that it is adjusted to 425 due to classroom caps set at 30.

2. The department will continue to maintain at least two full time faculty members.

*Stacy Sloan Graham & Jim Maritato remain the two full time faculty members.



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Section II - Description

A. Description of Program/Department

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 became a new department the year 2011. Since then, we have obtained a Transfer Model Curriculum Degree, and interest in our program has grown exponentially. We offer a variety of classes including Introduction to Communication, Interpersonal Communication, Small Group Communication, Argumentation and Debate, Intercultural Communication, 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

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

Associate of Arts Degree

AA-T Communication Studies for Transfer

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

- Per the above noted information, the number of declared majors has grown quickly.
 - FY12 6 Transfer degrees were awarded.
 - FY13 8 Transfer degrees were awarded.
- We expect FY14 to continue to show growth in the number of transfer degrees awarded. As of fall **2013**, there are **eleven (11) Communications** majors and **131 Communication Study, CSU Transfer** majors at Ventura College.

The issues impacting the program now are the abilities we have as a department to meet the demands of the growing number of students that need to register for our courses. We are consistently impacted and have a great need to offer more sections. In order to protect the integrity of the curriculum, class must remain being capped at 30 students, but we need to offer more sections.

C. Criteria Used for Admission

Open admission with no pre-requisites.

D. College Vision

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



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E. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

F. 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

G. Organizational Structure

President: Greg Gillespie

Executive Vice President:

Dean: Tim Harrison

Department Chair: Stacy Sloan Graham

Faculty/Staff: James Maritato

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.



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Section IIIa – Data and Analysis

A. SLO Data

- Through our discussions and analysis, our department has found that our students are lacking basic reading, writing, and research skills. Many times students aren't successful in their work due to the lack of understanding of the assignments.
- As a results of our findings, our department has made an attempt to review the basic concepts of our assignments more in-depth, and to provide more examples of our expectations as well as build time into the lesson for more "hands on" application of knowledge.
- We hope the alterations to the teaching style will result in a more clear understanding of what is expected and what is required in our college classroom.
- We need to maintain smaller class sizes to (cap at 30) to ensure the curriculum comprehension and we need more class sections to enable us to reach more students and fulfill their transfer degree requirements.
- Obtaining office space for our speech lab would be a tool that would enhance the students experience in the classroom, as well as enable students to view example speeches. Another alternative to improve student comprehension and application of knowledge is to allow for more time to host "workshops" in class so that students could work in groups more and make progress on their assignments.
- Our SLO rotational plan is complete as is all of the mapping and other TracDat work.

B. Performance Data

1. Retention – Program and Course

Instructions:

Retention refers to the number/percentage of students completing the class.

- Communication studies maintains a retention rate is 89% compared to the 86% retention rate seen by the college. The department thinks the comparison is appropriate being that the majority of our students are taking Comm V01 which is a required course not just for graduation purposes, but it is also required for CSU transfer/admittance. Therefore, our faculty see a majority of the VC students in their classes.
- In looking at our program's retention rate over the past three years, there doesn't seem to be a trend? In FY11, we had a 91%, FY12, a 94%, and then we expressed a drop in retention to 89% in FY13. While it seemed to be going up those two years, for reasons unknown, we have experienced a drop in the retention



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- In looking at the disaggregated data by gender, ethnicity, and age, it is difficult to see if there are gaps in retention for certain groups of students. The majority of our students are Hispanics (1,009) and whites (634), with retention rates respectively at 88% and 91%. The highest retention among ethnicity is 94% (Asian), while the lowest retention rate is 81% (Amer Indian). Retention rates are slightly down for all groups. The average age for Comm students remains on average around 24. Women still outnumber men in all of our courses currently and in previous years.
- Communication students remains at a relatively high rate of retention. Although we experienced a drop in retention in the last year, still maintain a higher retention rate than that of the college as a whole.
- The data continues to reflect a majority of Hispanic students in our classes and in the college and it would seem prudent to continue to research on how to best reach that population.

2. Success – Program and Course

Instructions:

Success refers to the number/percentage of students who pass the class with a grade of C or better or a “pass.”

- The data shows that Communication Studies department maintains a higher success rate compared to the college overall. Comm Studies shows 79% of their students are successful compared the college’s 71%. The department thinks the comparison is appropriate being that the majority of our students are taking Comm V01 which is a required course not just for graduation purposes, but it is also required for CSU transfer/admittance. Therefore, our faculty see a majority of the VC students in their classes.
- In looking at our program’s success rate over the past three years, the trend is similar to that of the retention rate. We saw growth in the success rate from 85% in FY11 to 88% in FY12, however we saw a drop in success rates in FY13. This could be due to many reasons, the economy, the extra responsibilities community college students maintain such as family, jobs, kids, etc. compared to a 4 yr. university.
- In looking at the disaggregated data by gender, ethnicity, and age, there gaps in success for certain groups of students. While Hispanics tend to be our largest population, with a strong retention rate of 88%, their success rate is at a low 77%. Only American Indians show a lower rate of success with 73%. Asians and Whites continue to maintain high success rate, with 94% and 91% respectively. Having stated that, the data shows that the minority groups of African Americans, Filipinos, and American Indians are show a similar rate of success as Hispanics, which is equal to 77% or just below. The combination of this data shows that attention should be paid to these groups in order to improve their success rates.



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- The success rates at the program level continue to be stronger than the college level. While we are proud of the ability of our students to meet our expectations, we of course always like to see improvement.
- An initiative(s) we could develop based on what we have learned would be to be more active in attempting to reach the minority population that continues to lack in success rates.

3. Program Completion – for “Programs” with Degrees/Certificates Only

Instructions:

Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?

- Since we are new to awarding degrees at the college, our numbers are still relatively small. However, looking over the data, it shows that we have a representative in every ethnic area that was awarded a degree in FY13. The majority of these students are women, with 6 degree awards, where the number of men completing degrees was 2.
- We are thrilled with the completion rates. We have a lot of interest in our transfer degree and with the short amount of time it has been available, we have seen a lot of success.
- Research will need to be done to be knowledgeable about what our expectations should be in comparison with other community colleges offering the same degree. However, we do expect the number to continue to show growth in the next year.
- An initiative to research completion numbers at other school might be needed to see what our expectations should be.
- As stated earlier in this document, the transfer degree for Communication Studies is only 2 years old. Our first year, FY12, we awarded 2 degrees, and in FY13, we awarded 6 degrees. This shows progress in the department, and we expect it to only grow from this point on...

C. Operating Data

1. Demographics - Program and Course

- The data indicates the students enrolled in the program are mostly Hispanic (548) and white (474). However, the department does show participation from all areas of ethnicity. The average age of our students continues to be 24, with more women than men participating in the program.
- Student demographics represented in the Communication Studies program are very similar in comparison to the college demographics. There is no significant difference



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when looking at the 3 year comparison. We would expect the same trend to continue in the next 23 years.

- There is no need to diversify the program in terms of age, gender or ethnicity, as it currently follows the trend of the college and the community.
- No initiative(s) need to be developed based on what you have we have learned from the data other than what we have stated *previously*.

2. Budget

- x Program members have reviewed the budget data.
- x No comments or requests to make about the budget

We intend to ask for an additional full time faculty member in the space provided.

3. Productivity – Program and Course

Due to class size being capped at 30, the 525 goal doesn't accurately describe the department's productivity rate.

The communication studies has a productivity factor of 450 (30students/class x 5 classes x 3 hours per week=450)

All of the Communication Studies courses fill to capacity every semester. All of our wait lists are filled to capacity as well. All of the courses in Communication Studies have a cap of 30 due to the nature of the coursework and the curriculum required. That number is very common at all institutions that offer the discipline of Communication. Many institutions actually cap the classes at smaller sizes. It is crucial to the success of our department and the requirements of the curriculum that our class size remain at 30.

- The enrollment/productivity ratios when adjusted for our class size meet our expectations for the program as a whole. The enrollment/productivity ratios meet our expectations for individual courses as all of our classes are filled to capacity in the first few weeks of registration for the campus. In the last 10 years, there has never once been a problem with Communication Studies classes not filling, or not being productive.
- The only way the program needs to improve overall is to have the ability to offer more sections.
- An initiative we would likely develop based on what we have learned would be to offer more sections.



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D. Resources

1. Faculty

- The Communication Studies department's Full Time Equivalent Faculty (FTEF) is 29%, which is much lower compared to the college's 42.4%.
- The Communication Studies department has generally maintained 2 full time faculty members. However, we as the department has seen growth through the transfer degree, we need more full time faculty members to comply with the growth. At this time, our part times are teaching 40% of the classes offered.
- We have a lot of difficulty finding hourly instructors. We have had to interview multiple times in the last couple of years to find part time faculty to cover classes.
- The communication Studies department will be requesting an additional full time faculty member.

2. Classified Staff

- There have been NO changes in the number of classified staff in the program/department over the last three years as we don't require any.

3. Inventory

- We currently have no equipment that is directly related to the Communication Studies Department. We made requests last year for video equipment and are currently working on purchasing it to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment.

4. Facilities or other Resource Requests

No other facilities or Resources requests are to be made at this point in time.

5. Combined Initiatives

Nothing to address in this area at this point in time.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

The Communication Studies department is interested in starting an online news/blog for the campus where they can interact, socialize, and have critical analysis of current events and interesting topics.



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Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

- Instructional Program Vitality Score: 24 out of 26
- This score means that our program is very active and up to date on its responsibilities. The high score also indicates that the need for the classes exists due to the clear lack of class availability every semester. The faculty work very hard in our department ensure student retention, completion, and success.

Section V - Initiatives

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

Initiative: Provide a brief title

Initiative ID: (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

Link to data (Required): From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

Expected Benefits: What benefits to student learning or completion, etc. do you anticipate?

Goal: What do you believe needs to occur? (i.e. raise student success in ____ course)

Performance Indicator: What do you see as a realistic goal? (i.e. a 5% increase in student success)

Timeline: When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)

Funding Source Category: (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds



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A. Initiative: Online Student Publication

Initiative ID: Comm1401

Link to Data: With the unexpected drop in retention in the last year, from 94% to 89%, the faculty members thought students in a major field of student need more ways to connect and invest themselves into the discipline and other students with similar interests.

Expected Benefits: An extracurricular activity that is targeted toward communication majors and that would teach valuable skills in new-media production would allow invested students to develop these skills in an experimental environment, and would also provide many opportunities for interdisciplinary engagement from students across a variety of majors. This project would foster skills in public argument, media literacy, and electronic eloquence necessary to be competitive and skilled communication professionals in increasingly new-media driven communication industries. If students are actively engaged in the environment of their campus, they will be more likely to dedicate themselves to finishing their courses.

Goal: The proposed project would be a weekly or bi-weekly online student publication that focuses on arts, entertainment and culture. Initially, the goal would be to develop a student produced media network based on an industry-standard web-publishing platform where students reflect upon and critique music, films, television shows, and other elements of popular culture. This project would involve fostering engagement with local entertainment and culture through regular reviews and articles discussing local musical acts, theatrical performances, art exhibitions, and other forms of local culture. While the initial launch of this project would be to develop regularly published print blog, the digital nature of this publication also offers the opportunity for students to engage in a plethora of media production exercises, including video blogging (Internet TV), podcasting (Internet radio shows) or audio recording, etc.

Resources Requested: This is a fairly affordable project as the real demands in terms of resources are affordable equipment and web hosting. We are fortunate to have faculty on staff who can devote portions of their service obligations toward design and development of this product, and thus a considerable cost-savings can be achieved in our implementation of this project. We are thus asking for funds for the following resources:

- Domain Registration: \$50 (yearly) Web Hosting: \$300 (yearly)
- Behringer USB PODCASTUDIO “Podcast-In-A-Box” kits (2 @ \$150.00) \$300 (one-time purchase)

Performance Indicator: An increase in retention rates of 5% to return to the high numbers achieved in FY12.

Timeline: 2015-2016

Funding Resource Category: Services(including maintenance contracts)

Item Description: Online Student Publication for student engagement.



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Cost: \$300 up front and \$350 annually

Ranking: H

B: Initiative: Lab for Public Speaking

Initiative ID: COMM1301

Link to data: The success rates have unexpectedly dropped from 86% in FY12 to 79% in FY13. In order to improve success rates, a lab may be of assistance.

Expected 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.

Goal: 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. This lab could be used for all Communication Studies courses, however, it will especially help the Public Speaking students' success rates.

Performance Indicators: The hope is that with the lab usage and the extra assistance and effort put in, the department hopes to see a 5% increase and begin to return to its high success rate of 88% we recorded in FY12.

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.

Timeline: 2015-2016

Funding Resource Category: No new resources needed

Item Description: Create a Lab for Public Speaking Courses

Cost:

Ranking: M



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- C. **Initiative:** Hire an additional full time faculty member.

Initiative ID: 1302

Link to Data: The FTEF data shows that 40% of our classes are taught by part time employees.

Expected 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.

Goal: 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.

Performance Indicator: 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. This would contribute both to retention and success rates.

Timeline: Fall 2014

Funding Resource Category: Staffing Funds

Item Description: Hire an additional full time faculty member.

Cost: \$80,000

Ranking: L



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D. Initiative: Increase section offerings

Initiative ID: COMM1303

Link to data: The Fall 2013 schedule was filled to capacity, with full wait lists in all. 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.

Expected 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.

Goal: 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.

Performance Indicator: The increased course sections would allow for continued growth in the success rates, and would ultimately show growth in the number of degrees awarded in Communication Studies.

Timeline: Spring 2014

Funding source category: Additional General Funds.

Item Description: Increase section offerings to meet the demand of the students.

Cost: 5 sections – roughly \$20,000

Ranking: M



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Section VI – Process Assessment

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

The data was easier to grasp and the template wasn't so daunting in terms of graphs and charts. The Instructional Template was helpful.

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

The program review process if done too often. Not enough changes within a period of one year. When we do these program reviews annually, a lot of the information is simply repetitive. With all of the other responsibilities, it is difficult to find the time to implement anything that is rewarded, or get any data of substance because there isn't enough time break between the reports.

C. 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.

VII – Submission Verification

Program/Department: Communication Studies

Preparer: Stacy Sloan Graham

Dates met (include email discussions):

10/01/13

10/04/13

10/10/13



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List of Faculty who participated in the program Review Process:

Stacy Sloan Graham & James Maritato

X **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

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



Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Program vitality-(Academic Senate rubric)

V. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



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WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



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Appendix-C

Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	6
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	2
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "2" would indicate that a program is at 80% or greater of its productivity rate.	
A "1" would indicate that a program is at 70% or greater of its productivity rate.	
A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	Course completion rate ³	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate ⁴	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Note rationale on next page.

³ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

⁴ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



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In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

The Communication Studies department had a combined score of 24 on the survey. We are proud to report this indicates the program is current and vibrant. We are running a successful, effective program at Ventura College.

Score interpretation, academic programs:

- | | |
|-----------------|---|
| 22-26 | Program is current and vibrant with no further action recommended |
| 18-21 | Recommendation to attempt to strengthen program |
| Below 18 | Recommendation to consider discontinuation of the program |



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APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

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 on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.