2019-20 Communication Studies Annual Program Plan

I.A. **Program Profile: Purpose**
Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative
As a department, our goal is to empower our students to increase their communication competence in various contexts and complete the program in a timely manner. To accomplish this, we continually evolve our program with new curricular offerings, partnerships with programs, academies and projects on campus, involvement in learning communities and innovative classroom techniques and pedagogies that respond to emergent needs.

Upon completion of the Communication Studies program, students will not only be competent communicators, but will demonstrate effective critical thinking skills, citizenship and information literacy, which are all institutional level outcomes. Furthermore, Communication Studies courses prepare students to be culturally sensitive, ethical and participatory members of our increasingly global society. The valuable skills learned in our courses transfer to our students' success in other courses across the institution in support of their educational goals, as well as in their personal and professional lives. All of which we feel are goals of Skyline College and the San Mateo County Community College District.

Associated Objectives
1165-Classroom Furniture (4-274)

1167-Forensics Team

I.B.   Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Lindsey Ayotte - Assistant Professor Communication Studies

Vincent Chandler - Assistant Professor Communication Studies

Jessica Hurless - Associate Professor Communication Studies

Danielle Powell - Professor Communication Studies

II.A.   Analysis: Progress on Prior Program Objectives (Goals) and Activities
Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative
The Communication Studies Department has continued to make progress on the action plans set forth in its 2015-2016 Comprehensive Program Review, as well as adding an additional program objective.

1. Refine the process for the collection, reporting, analysis and sharing of assessment data
2. Classroom equipment to enhance assessment process
3. Discussion of pedagogy and classroom activities/teaching
4. Textbook cost and consistency
5. Branding & Marketing of the Department
6. Establish and maintain a collegiate speech and debate team

Action Item #1 Progress Report:
Pertaining to our progress on the process, reporting, analyzing and sharing of departmental assessment data, the Communication Studies faculty continue to be in the maintenance stage on this action item. We have submitted a new 3-year course review cycle, and decided to use the same rubrics and assessment measures this next cycle in order to determine if changes needed to be made to the assessment process/instruments.

Action Item #2 Progress Report:
With the help of the Media Services department, both Communication Studies classrooms (4-272 and 4-274) have been wired and equipped with video recording equipment and software (video camera, ceiling microphones, and monitors). Jessica Hurless has met with Roger Marcelo to experiment with the technology and help build the Dropbox folder structure. However, the department still needs to determine some of the work flow aspects and receive training before starting to use the technology in the Fall 2020 semester.

Additionally, this Spring 2020 semester, we were able to procure tables for one of our classrooms (4-272). This has changed the student to student dynamics and engagement in the classes. As such, we would like to continue experimenting with classroom set-ups and furniture, as we feel it is pedagogically valuable to our courses.

Action Item #3 Progress Report:
The department has used some of its monthly meeting time to discuss best classroom practices, distance education modalities, and the adoption of OER textbooks, which we feel are critical to increasing the student success and

retention rates throughout the department. However, it has been challenging to get adjunct faculty to the department meetings during the school year. As such, we would like to consistently schedule a departmental retreat, at the beginning of each semester (possibly during welcome back days to get a larger number of faculty in attendance), that would allow us a longer period of time to engage in necessary discussions and training. This retreat would also serve as an opportunity to analyze and review the assessment findings from the previous semester, determine next steps, and prepare for the upcoming semester's course level assessment.

Action Item #4 Progress Report:
We have not been able to engage in additional conversations about textbooks or consistency in the adoption of textbooks.

Action Item #5 Progress Report:
The Communication Studies Department has not yet had the time or resources to create or develop branding and marketing materials for the department. However, the department has engaged in efforts to increase visibility of our major and course offerings by participating in campus wide events and offering our Communication Studies courses in campus and district programs. We have participated in activities such as Meta-Major Preview Day, Meta-Major Week, and the Career and Major Fairs. Additionally, our courses were offered in partnership with a Skyline College Equity Fellowship and as part of the San Mateo County Community College District's Study Abroad Program.

In the Fall of 2019, Skyline College founded the first ever competitive Forensics team in the San Mateo Community College District. Forensics, or commonly referred to as, Speech and Debate, is an intercollegiate, academic competitive team experience. Similar to baseball or other competitive sports programs, students enroll in a class, that is lab based, to work with a coach and teammates on the development and practice of various speaking, performance and debate events. The participants then perform these events in competition at tournaments against other four-year and community college competitors. Instead of touting physical prowess, Forensicators compete using critical thinking, intellect, and oral communication skills. Though the Forensics course falls under the Communication Studies Department, students from all majors can participate in the course and on the team, promoting cross-disciplinary engagement.

Under the direction of Communication Studies Professor, Lindsey Ayotte, ten students, with all different majors, enrolled in an experimental course (COMM 680 SB) during the fall of 2019, and in doing so began their competitive season, and for the majority their first competitive Forensics experience ever. In one short semester, these students were able to bring recognition to Skyline College with the following awards:

Awards Received at the Intramural Spring Fling Tournament held at SFSU
3rd place novice parliamentary debate: Amaryllis Gao and Benjamin Gao
3rd place top speaker award: Amaryllis Gao

Awards Received at the Golden Gate Season Opener held at SFSU
Bronze in IPDA: Joedel Penaranda
1st Place in novice Parliamentary Debate: Benjamin Gao and Zane Chang
3rd place top novice speaker: Benjamin Gao

Awards Received at the Valley to Valley Swing held at Diablo Valley College
Bronze in IPDA: Joedel Penaranda
Silver in IPDA: Dianne Argueta
Silver in IPDA: Isabella Perez
6th place in Poetry: Ariana Padilla

Students enrolled in the permanent course COMM 172 in the Spring of 2020, were impacted and end of the year tournament travel was cancelled due to COVID-19. We did however have two students compete in an online intramural scrimmage tournament against USF, CCSF, and SFSU students. They won both of their rounds in this new modality which is quite an accomplishment.

Action Item #6 Progress Report
As a department we have short term and long term goals for the forensics program and would like to see it institutionalized through the President's Innovation Fund (PIF). The Director of Forensics, Lindsey Ayotte with the help of the Dean of Language Arts, Chris Gibson, applied to the PIF with hopes to secure funding for the program. If the program does not receive funding from the PIF allocation our plan is to apply again the following year.

Future plans for the program consists of hosting a showcase that highlights the team's competitive events for the larger campus community. This Showcase will also serve as a fundraising event for the team. Students have gone through the paperwork and process of establishing as the "Forensics Club" at Skyline College during the Spring 2020 semester. Establishing ourselves as an official club on campus will allow for other fundraising opportunities and collaborations with other clubs on campus. Each tournament has its own fee schedule, and in an effort to offset tournament fees we plan to fundraise additional money as needed for travel. Ultimately as the program develops and more students become enrolled (11 students are currently enrolled in the Spring 2020 semester) my long-term goal for the program is to travel to an average of four tournaments a semester (8 per academic year) as well as providing students a state-wide and national competitive travel experience as an academic team. In three years, I would also like to host a tournament at Skyline College, "Forensics in the Fog," inviting colleges and universities across the state of California to participate. All of these goals can be achieved with the continued support of Administration and sufficient

finances. This competitive team can be institutionalized at Skyline College the same way teams across the nation have been historically.

Associated Objectives

1165-Classroom Furniture (4-274)

1166-Communication Studies Assessment Retreat

836-Forensics Team

1167-Forensics Team

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

Internal Changes:

In Spring of 2020, the Communication Studies Department welcomed one new part-time faculty member. Additionally, the department started offering the COMM 172: Forensics course in the Fall of 2019.

Due to a drop in institutional enrollment, the number of Communication Studies sections was reduced to 24 sections. The course enrollment in these sections has remained solid (approximately 31.1 students/section) as a result of our courses being an integral part of the general education and graduation requirements. The department has continued to develop more fully online course offerings, with COMM 110, COMM 130, and COMM 150 being offered fully online in the Summer 2020.

Lastly, the Communication Studies Department in collaboration with the Respiratory Care Baccalaureate degree program, decided this Spring 2020 semester to bank the COMM B10: Health Communication course. This means that we will be offering one less Communication Studies course section in the Fall 2020 semester.

External Changes:

No external changes are expected to impact the program.

Associated Objectives

1165-Classroom Furniture (4-274)

1166-Communication Studies Assessment Retreat

1167-Forensics Team

II.C. **Analysis: Student Learning Outcomes (SLOs and PSLOs)**
1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

Due to the novel COVID-19 pandemic, departmental assessment has not been completed.

Associated Objectives

1165-Classroom Furniture (4-274)

1166-Communication Studies Assessment Retreat

1167-Forensics Team

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

The Communication Studies Department continues to stay an involved department on campus; including committees, Forensics team, Guided Pathways, learning communities, initiatives, leadership roles, professional development workshops and other programs. This departmental involvement has resulted in a growth to the program, curricular offerings, distance education offerings and interdisciplinary collaborations.

The Communication Studies Department has intentionally focused on pedagogy, scaffolding and student-ready strategies this last year and is excited to report that our varied efforts increased student success and retention rates with our disproportionately impacted populations. The following results are based on data compiled by the PRIE office for the 2018-2019 academic year.

Student enrollment:

Our student enrollment numbers increased by 16 students in the Fall semester (total of 868 students), decreased 71 students in the Spring semester (total of 750 students), and decreased 125 students in the Summer semester (total of 183 students).

Success/Retention/Withdrawal Rates:

- The course success rate of the department has increased from 84% (17-18) to 84.2% (18-19)
- The retention rate of the department has decreased from 92% (17-18) to 91.3% (18-19)
- The withdrawal rate of the department has increased from 8% (17-18) to 8.7% (18-19)

When looking at the **five year average** data, the Communication Studies Department has:

- An overall course success rate of 82.3%
- An overall retention rate of 91%
- An overall course withdrawal rate of 9%

We feel it is important to note that the department's numbers are significantly higher than the college-wide numbers: 73.3% success rate, 86.6% retention rate and 13.4% withdrawal rate.

Disproportionately Impacted Populations:

When reviewing the success and retention data for Black/Non-Hispanic students in the 2018-2019 academic year, the Communication Studies noticed:

- A 2% decrease in course success rates from 84% in (17-18) to 82% in (18-19).
- A 7% decrease in retention rates from 95% (17-18) to 88% (18-19).
- An increase in course withdrawal rates from 5% (17-18) to 12% (18-19).

When looking at the **five year average** data for Black/Non-Hispanic students, the Communication Studies Department has:

- An overall course success rate of 75%
- An overall retention rate of 88%
- An overall course withdrawal rate of 12%

When reviewing the success and retention data for Hispanic/Latinx students in the 2018-2019 academic year, the Communication Studies noticed:

- A 1% decrease in course success rates from 80% (17-18) to 79% (18-19)
- An 4% decrease in retention rates from 92% (17-18) to 88% (18-19)
- An increase in course withdrawal rates from 8% (17-18) to 12% (18-19)

When looking at the **five year average** data for Hispanic/Latinx students, the Communication Studies Department has:

- An overall course success rate of 78%
- An overall retention rate of 90%
- An overall course withdrawal rate of 10%

This means that we continue to make strides in closing the success and retention rate gaps for disproportionately impacted students, but we still have work to do to maintain this level of success and retention. Of note was the Pacific Islander ethnicity (42% success rate with a 71% retention rate). The department will need to engage in discussion and professional development to ensure that this ethnicity is represented in the course content and design of classroom instruction.

When disaggregating the success and retention data by gender in the 2018-2019 academic year, the Communication Studies noticed:

- An increase in course success rate for females from 87.1% (17-18) to 87.7% (18-19)
- A consistent course success rate for males from 80.9% (17-18) to 80.9% (18-19)

- An increase in retention rates for females from 92.7% (17-18) to 92.8% (18-19)
- A decrease in retention rates for males from 91.5% (17-18) to 89.8% (18-19)

This means that we still have a success gap between our female and male students with males now having a 6.8% lower chance of success than their female counterparts with a 3% retention rate difference. However, given the results of this data, coupled with the overall male student population in Communication Studies courses decreasing, we need to further disaggregate the data to try and understand what might be causing these results as well as examining our course syllabi, assignments, practices and policies.

Hybrid Courses:
When reviewing the success and retention data for hybrid courses in the 2017-2018 academic year, the Communication Studies noticed:

- A decrease in enrollment in the Fall semester of 5 students
- A decrease in enrollment in the Spring semester of 3 students
- A decrease in enrollment in the Summer semester of 32 students
- A decrease in success rate of hybrid students from 83.6% (17-18) to 78.5% (18-19)
- A decrease in retention rates of hybrid students from 94.5% (17-18) to 83.1% (18-19)

With the above success, retention and withdrawal rates of students taking Communication Studies courses, we feel the program needs to continue to examine the hybrid course structure and its effectiveness. We will continue to engage in intentional conversations and professional development around the "student-ready" mindset and classroom practices in hopes to increase the success and retention rates of the Pacific Islander, Male and Hybrid student populations.

Associated Objectives
1165-Classroom Furniture (4-274)

1166-Communication Studies Assessment Retreat

1167-Forensics Team

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:
(1) What are the findings and/or conclusions drawn?
(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

The Communication Studies department, and its courses, have been actively involved in the assessment of the Effective Communication ISLO.

In Fall 2018, two Communication Studies faculty members participated in the Effective Communication ISLO assessment. The courses that were assessed were: COMM 127: Argumentation and Debate and B10: Health Communication. B10 Health Communication is a course that is only offered to students who are enrolled in the Respiratory Care Bachelor of Science program. Between the two courses, 62 students were assessed, and the department found that the strongest results were in three of the four criteria: "message delivery," "listening and responding," and "information analysis and comprehension." In "message delivery," 92% of students were deemed to have proficiency or high proficiency. In both "listening and responding" and "information analysis and comprehension," 90% of our Communication Studies students were deemed to have proficiency or high proficiency. The final criterion of "social interaction" had 76% of students with proficiency or high proficiency. In the end, we can conclude that Communication Studies is helping the college meet its goal of, "Students being able to communicate and comprehend effectively."

As a department, we will continue to have conversations about and interrogate our pedagogy and assignments; and, implement best practices so that our students will continue to have proficiency or high proficiency in institutional student learning outcomes.

Associated Objectives

1165-Classroom Furniture (4-274)

1166-Communication Studies Assessment Retreat

1167-Forensics Team

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

The Communication Studies Department plans to continue its work on the steps laid out in the action plan portion of the 2015-2016 Comprehensive Program Review Document with the addition of the sixth goal, "To establish and maintain a collegiate speech and debate team."

Associated Objectives

1165-Classroom Furniture (4-274)

1166-Communication Studies Assessment Retreat

836-Forensics Team

1167-Forensics Team

IV.B. **Strategy for Program Enhancement: Action Plan and Resource Requests**
Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Associated Objectives
1165-Classroom Furniture (4-274)

1166-Communication Studies Assessment Retreat

961-Communication Studies Retreat

835-Departmental Retreat

959-Forensics Team

836-Forensics Team

1167-Forensics Team

Enhanced Budget with Objectives and Task Detail
Communication Studies Enhanced Budget with Objectives and Task Detail