

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Arts, Humanities, and Social Sciences; **Program:** Communication Studies

Current Academic Year: 2018/2019; **Last Academic Year CPPR Completed:** 2014

Current Date: February 28, 2019

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

- Program mission (optional)

The mission of Communication Studies is to prepare students to meet complex communication challenges across cultural, organizational, rhetorical, and relational contexts by developing skills essential for meaningful participation in the diverse local and global communities of our dynamic 21st century world. As a discipline, we seek to explore and learn from all human communicative interaction. We incorporate such learning opportunities into both the curriculum and classroom discussions. We teach students to express and advocate ideas effectively, work productively in small groups, nurture inclusive civil discourse, engage in rewarding interpersonal relationships, and appreciate the diversity of human communication practices.

- Brief history of the program

- Since 1998, we have always run at a deficit of full time faculty. This has always added an increased workload burden on the two full time faculty. In 2010, we hired a third full time faculty member.
- Changed the name of the department from Speech Communication to Communication Studies to align ourselves with CSU nomenclature.
- We have also established successful distance education courses for Public Speaking and Intercultural Communication.
- We have created a Communication Studies Associate Degree in Transfer.
- We have updated the course outline of record for 3 of the 4 courses we offer
- We have also incorporated collaborative cloud platforms, such as Google Drive, to allow for easier document sharing and editing.
- For the last 10 years we have offered online courses - as of Spring 2019 - we offer four different courses online:
 - **Comm 201 - Public Address**
 - **Comm 212 - Intercultural Communication**
 - **Comm 230 - Interpersonal Communication**
 - **Comm 280 - Fundamentals of Communication**

- Include significant changes/improvements since the last Program Review

The majority of changes/improvements made since the last CPPR have been in terms of curriculum and course development. Since our last CPPR, we have added online courses, both in terms of new classes (230/280) and in terms of additional sections of 201. As of Spring 2019, we are running two hybrid 201 courses that have state

approved synchronous speeches to meet growing student demand. We plan on obtaining curriculum approval for complete online 201 courses. We are also in the process of submitting a 230 course to OEI for exchange consideration.

In addition, all three full-time faculty are now DE certified and teach various sections online. We are also encouraging part-time faculty to become DE certified. To date, two PT faculty are in the process of certification.

- **List current faculty, including part-time faculty**

Matt Vasques

Beth-Ann Dumas

Zachary Hall

Part time faculty:

Sheree Davis

Ashley Greco

Josh Lyman

Alexis Olds

Carla Swift

Lisa Kawamura

John Patrick

- Describe how the Program Review was conducted and who was involved

The full time faculty of the Communication Studies Department conducted the CPPR. Each faculty member was responsible for specific sections of the CPPR. The data and narratives were reviewed by all full time faculty. The faculty include: Matt Vasques, Beth-Ann Dumas, and Zachary Hall.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

Our contribution to the college mission statement follows each section:

- Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.
 - Our faculty stresses diverse perspectives in the classroom across ethnic, gender, SES, and political lines. We take extra care to use a wide array of examples and to bring forward traditionally silenced voices.
- We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.
 - Communication Studies has one of the most popular degree programs at the college, we work closely with Cal Poly to ensure our courses align with theirs to increase our students ability to transfer.
- Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.
 - Our faculty routinely work with and counsel students on internship opportunities in a wide array of fields including: Environmental activism, Politics, Animal Rights, Homelessness, Public Media, Global poverty, and Agricultural Sustainability.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Goal #1: San Luis Obispo Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.

The Communication Studies department is dedicated to assisting students in successfully transferring to a four-year institution. We offer COMM 201 and 210, the only two courses that fulfill the Area-A1 transfer requirement to a CSU or UC. Additionally, as noted in section II, our course completion rate for Fact to Face courses has stayed consistent with an average of 75.38, but our DE success rate has dramatically improved over that last 5 years increasing each year, with an overall increase of 2% (69.84% - 2013/14 to 76.88% - 2017/18).

Goal #2: San Luis Obispo Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

Communication Studies meets the needs of the community by providing courses that teach students skills critical for success in the workforce, particularly communication and team-building skills. Employees responding to NACE's Job Outlook 2016 survey rated the they are looking for leaders who can work as part of a team.¹ More than 80 percent of responding employers said they look for evidence of leadership skills on the candidate's resume, and nearly as many seek out indications that the candidate is able to work in a team. Employers also cited written communication skills, problem-solving skills, verbal communication skills, and a strong work ethic as important candidate attributes. Students who meet the course outcomes for our Comm. 210 Small Group Communication course will have developed these skills. Students achieving the outcomes in our Comm. 201 Public Address course will also be able to communicate effectively.

Goal #5: San Luis Obispo Community College District will strengthen its partnership with local educational institutions, civic organizations, businesses, and industries.

Many Cuesta students aspire to transfer to Cal Poly, so as a department, we continue to maintain our strong relationship with the university while continuing to reach out and build connections with all of the CSUs as well.

Community involvement is a common occurrence in the Communication Studies department. In many COMM 210 courses, service-learning projects are assigned whereby students learn and develop team project management, problem solving, and communication skills through active participation in community service and through thoughtfully organized volunteerism. The projects involve assisting many local organizations and schools, which helps to foster civic responsibility and strengthens Cuesta's connections with our local organizations, as well as enhancing academic curriculum.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

Students completing courses offered within this department will meet and/or exceed the district's institutional Learning Outcomes #1, 2, 4, and 6.

#1: Personal, Academic, and Professional Development-- two bullets: Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development;

¹<https://www.nacweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/>

demonstrate the professional skills necessary for successful employment.

In survey after survey, employers identify communication, listening, critical thinking, and problem solving skills as the most sought after candidate qualities. *Must-Have Job Skills in 2013* from The Wall Street Journal is representative of what the data tells us. The number one “must-have job skill” is clear communications. Holly Paul, the U.S recruiting leader at PricewaterhouseCoopers, the accounting and consulting firm based in New York, explains “This is really the ability to clearly articulate your point of view and the ability to create a connection through communication.” As we’ve demonstrated in Section II, Institutional goal #2, mastery of these soft skills are most likely to lead to successful employment and to reaching professional goals in the workplace.

Our program outcome, communicate and listen effectively in a variety of situational contexts, directly supports this ILO. All of our courses support this program outcome.

#2: Critical Thinking and Communication--all bullets: Analyze and evaluate their own thinking processes and those of others; communicate and interpret complex information in a clear, ethically, and logical manner.

Communication Studies’ students who meet our course outcomes are critical thinkers with the ability to analyze and interpret complex information as well as appreciate the importance of listening. They are able to understand not only their own communication styles, non-verbal and verbal behavior, but recognize the importance of being a strong communicator within society as well.

#4: Social, Historical, and Global Knowledge and Engagement--all bullets: Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world; demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures.

Our students are students of the world. When students apply communication theory to evaluate communication approaches, communicate and listen effectively in a variety of situational contexts, and articulate communication’s role in society, they are able to analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world. Each course--Public Address, Argumentation and Debate, Group Communication, and Intercultural Communication includes instruction and application of principles and skills that help them to participate in our local and global world. Not only do our program outcomes help students to achieve this ILO, but more specifically, the course outcomes from Comm. 212, Intercultural Communication, directly support this learning outcome (Students will be able to identify basic verbal and non-verbal communicative traits of other cultures; students will illustrate sensitivity to and understanding of other cultural contexts; students will demonstrate self-reflexivity in cultural communication context; students will be able to identify institutional and social power).

#6: Technical and Informational Fluency--all bullets: Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically; produce and share electronic documents, images, and projects using modern software and technology.

Students who complete our Public Address and Argumentation and Debate courses learn how to research and use many kinds of sources to support their work. Students completing our Small Group Communication course must collaborate on shared work and learn how to do that through the use of technology. Furthermore, the new distance education hybrid modality of the Group course will place a much greater emphasis on collaboration using technology.

In addition, the implementation of technology in instruction is prevalent in Communication Studies. Instructors work to stay current on available technology and how to adapt information i.e. current media, references, images, etc. to the student experience. This approach allows for students to have better understanding of how and when technology is needed.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

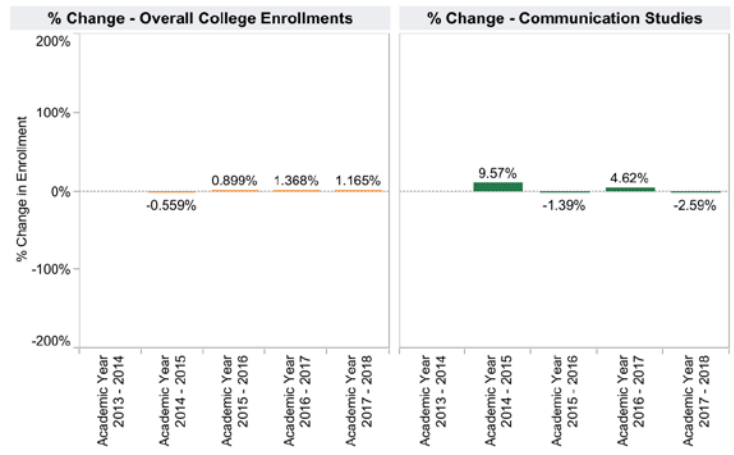
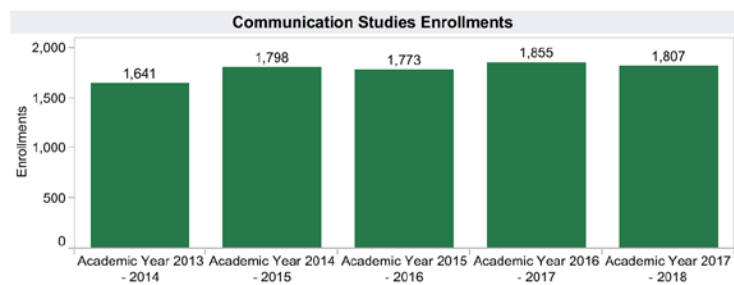
The data components are hyperlinked below.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department: Communication Studies Course: All Dual Enrollment: All Prison: Not CMC:Prison



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

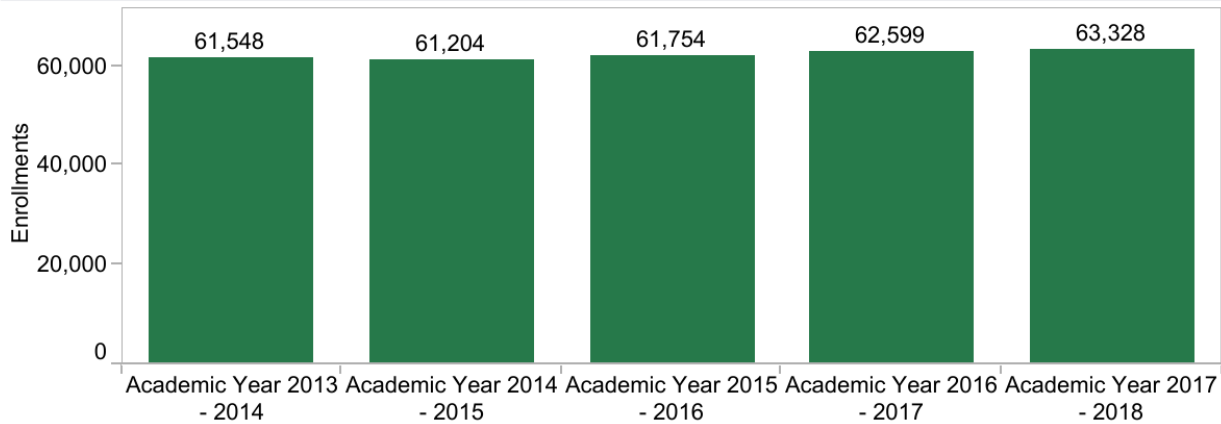
Department:
All

Course:
All

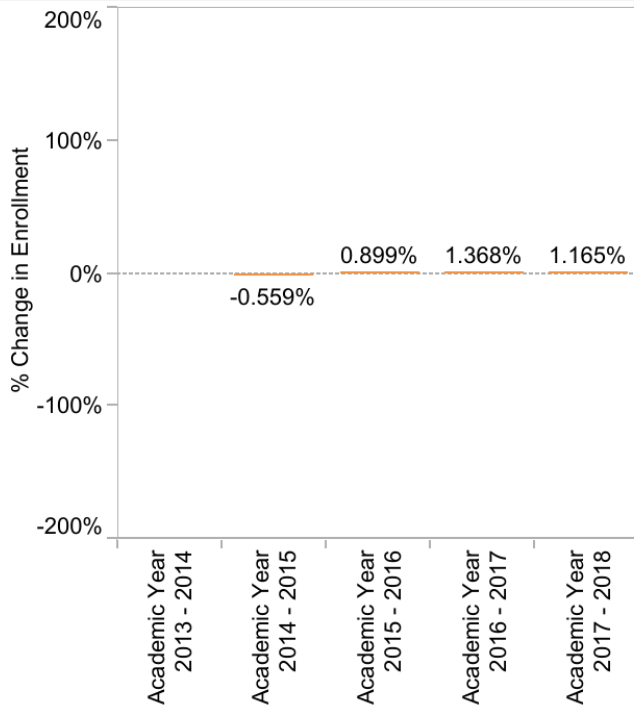
Dual Enrollment:
All

Prison:
Not CMC:Prison

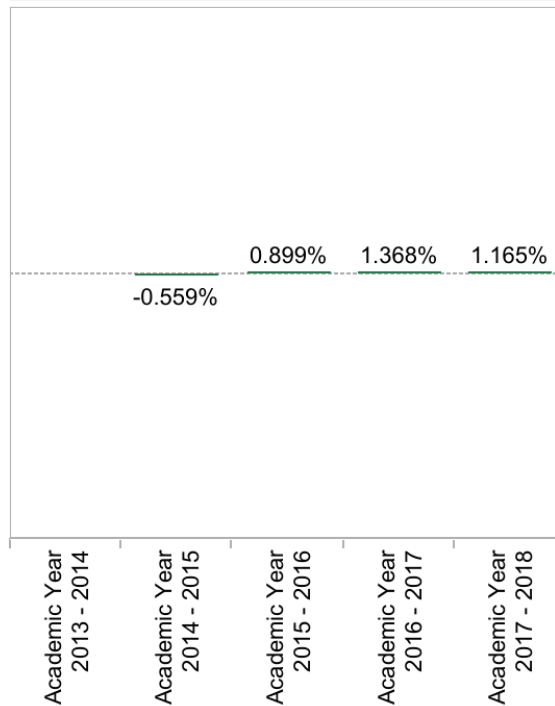
All Enrollments



% Change - Overall College Enrollments



% Change - All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Enrollment (all % are rounded): Our enrollment has increased in the last 3 years, up 5% in 2016/17 and up 1% in 2017/18. The college has also experienced slight increases in these years, although not as large as 5% from

2015/2016 to 2016/2017. It's unclear what accounts for the difference. Prior to 2015/2016, we experienced our greatest jump in enrollment at 10 % (rounded) in 2014/15 from the previous year while the college experienced a ½ % decrease. Comm. Studies courses, particularly Comm. 210 and 201, are popular courses because they meet the A1 Oral Communications requirement for transfer to state colleges and are therefore a requirement for all ADTs. ADT completion is high at Cuesta and is increasing--the increase in our enrollment could perhaps be related.

We'll address enrollment in our most popular Comm. Courses:

Comm. 201 Public Address: It's difficult to analyze the data prior to 16-17 because of the name change from 201A to 201, but in 2016/17 enrollment was up 15%, and down 7% in 2017/18. Enrollment has traditionally fluctuated in this course.

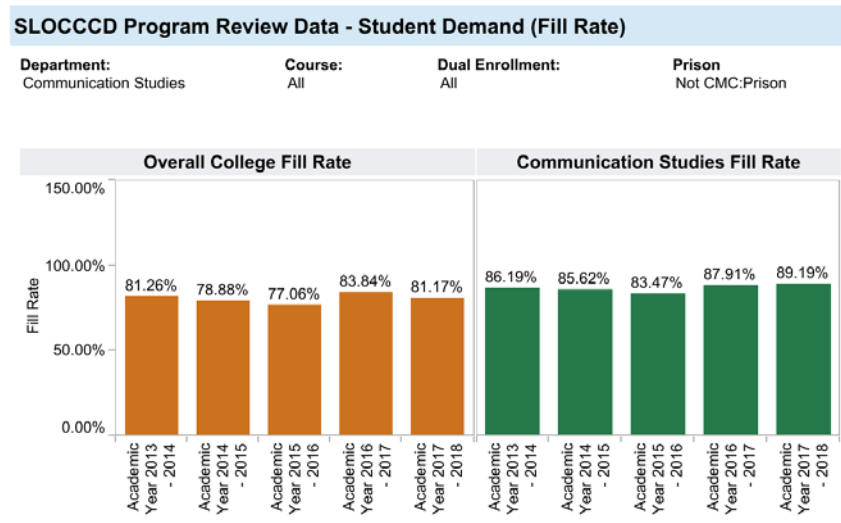
Comm. 210 Small Group Communication: Enrollment was down 7% in 2015/15 and down 15% in 2015/16, but in the last 2 years we've seen an increase in enrollment at 11% in 2016/17 and a large jump of 29% in 17/18. It's unclear what explains this. We haven't made significant changes to the course, scheduling, or staffing.

Future trends: As we transition from hybrid Public Address courses to fully online, we expect enrollment in those courses to increase. We will discuss whether some of us will submit their Public Address course for an OEI (Open Education Initiative) quality badge, which is likely to further increase enrollment. While OEI has the potential to increase our Comm. 201 enrollment, the exchange (once it becomes more popular) could result in an enrollment decrease. At other colleges, Interpersonal Communication also meets the A1 Oral Communication requirement and since many students fear public speaking, this would be a popular alternative on the exchange. We decided not to qualify our Interpersonal Communication course for the A1 requirement by including a speaking requirement in the CoR because we fear it could dramatically affect enrollment in Comm. 201 and 210.

We have also discussed adding back into the schedule a Comm. 210 hybrid or an online Comm. 210 course.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

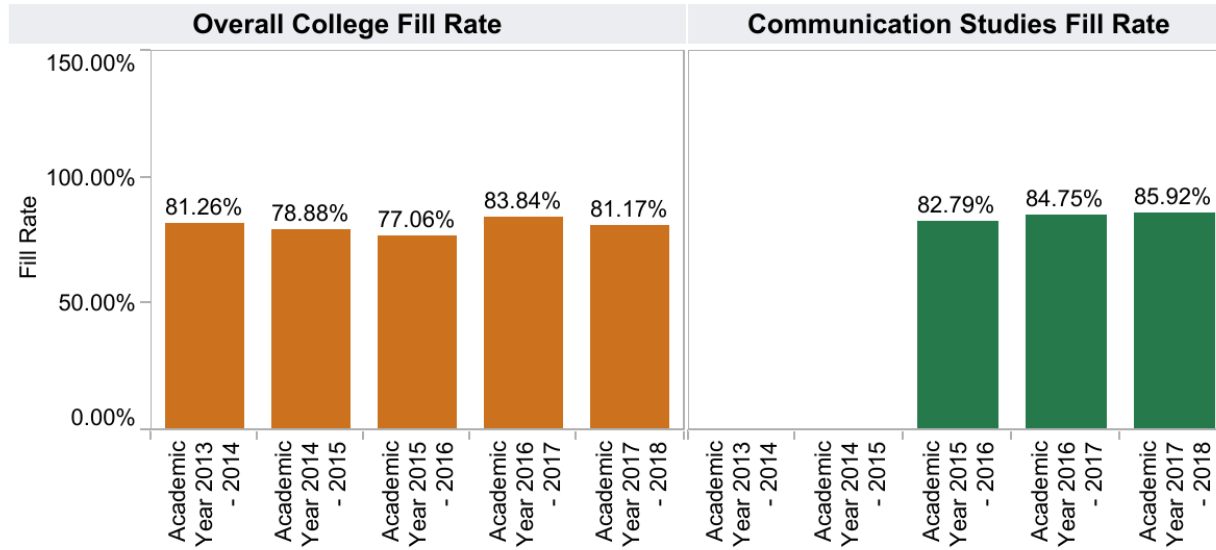
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Communication Studies

Course:
COMM 201

Dual Enrollment:
All

Prison:
Not CMC:Prison



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

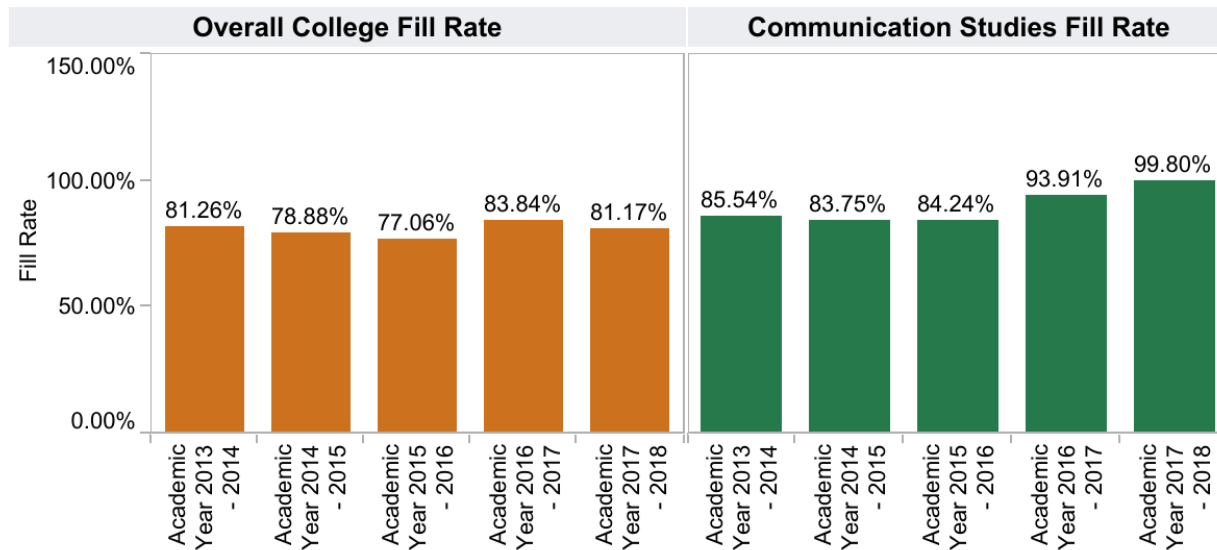
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Communication Studies

Course:
COMM 210

Dual Enrollment:
All

Prison
Not CMC:Prison



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Fill Rate (percentages rounded and CMC data left out): The college experienced a drop in fill rates of about 2% each year from 2013/14 to 2015/16. Fill rates increased by 6% in 2016/17, but dropped by 3% in 2017/18. In contrast, fill rates were approximately the same for Comm. Studies in 2013/14 and 2014/15, with the only drop over the past 5 years of 3% in 2015/16. The last 2 years we have experienced an increase--5% in 2016/17 and 1% in 2017/18. We consistently adjust the schedule, by eliminating a section that has weak enrollment in the next semester and we believe we offer the optimal number of sections to maximize fill rates.

Fill rates for Public Address and Small Group Communication (We offer only 2 or fewer sections of our other courses, so we focus here on our two most popular courses; percentages are rounded, CMC data not included):

Public Address (Comm. 201) fill rates have remained mostly stable over the last 5 years at around 85% with a slight drop of 1% in 2014/15 and 2015/16 and a rise of 1% in 2017/18. With public speaking courses, an initial drop rate is usual in comparison with other courses due to the widespread fear and anxiety over public speaking (<https://nationalsocialanxietycenter.com/2017/02/20/public-speaking-and-fear-of-brain-freezes/>). Our fill rates in this course are above the college's in each of the past 5 years; we'll continue to monitor the schedule and adjust to section enrollments.

Small Group Communication (Comm. 210) fill rates have fluctuated more than Public Address. In the years 2013/14, 2014/15, and 2015/16, the fill rate was between 84 and 86%; in 2016/17 we experienced a 10% increase to 94% from 84% and an increase of 20% in 2017/2018 from 94 to 114%. It's unclear why this is except that we have also

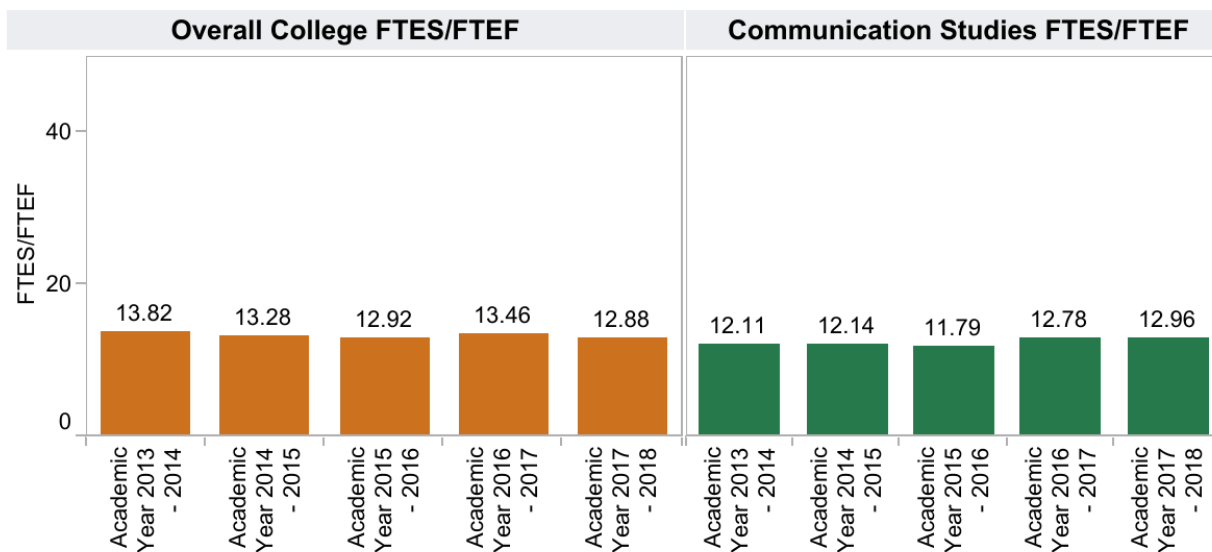
been adjusting the offerings of our Comm. 210 courses and eliminating sections that have weak enrollment in the next semester. Because of the fill rate/demand in Fall of 2018, this semester, Spring 2019, we added an additional section. Our fill rates in this course, as well are above the college's in each of the past 5 years; we'll continue to monitor the schedule and adjust to section enrollments; we'll continue to monitor the schedule and adjust to section enrollments.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Communication Studies **Course:** All **Dual Enrollment:** All **Prison:** Not CMC:Prison



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Efficiency (excludes CMC and Comm. 201A because of name change; includes Comm. 201 and all other Comm. Courses): The data does not allow for region comparison so we are unable to determine if we are more efficient at one of the campuses. Our efficiency numbers do not differ much from the college's over the past 5 years. CS 2013/14 = 12.6 vs. college 13.8, CS 2014/15 12.5 vs. college 13.2, 2015/16 CS = 12.1 vs. college 12.9, 2016/17 CS = 12.7 vs. college 13.4, 2017/18 CS = 12.9 vs. college 12.8). In 2017/18, our efficiency was the same as the college's.

We have worked to increase our efficiency and have seen a slight increase in the past 2 years from 12.1 to 12.7 in 2016/17 and from 12.7 to 12.9 in 2017/18. For Public Address, the last two years have been more efficient than the three previous years (12s vs. 11s) and we have made significant gains in Small Group Communication in the past two years at 13.6 in 2016/17 and 14.4 in 2017/18 vs. 11s and 12s in previous three years.

Communication courses will always be less efficient than other lecture based courses because most of the courses are skill based and demand significant course time for students to deliver speeches, debates, or presentations.

We will continue to strive towards gains in efficiency through scheduling.

[Student Success—Course Modality \(Insert Data Chart\)](#)

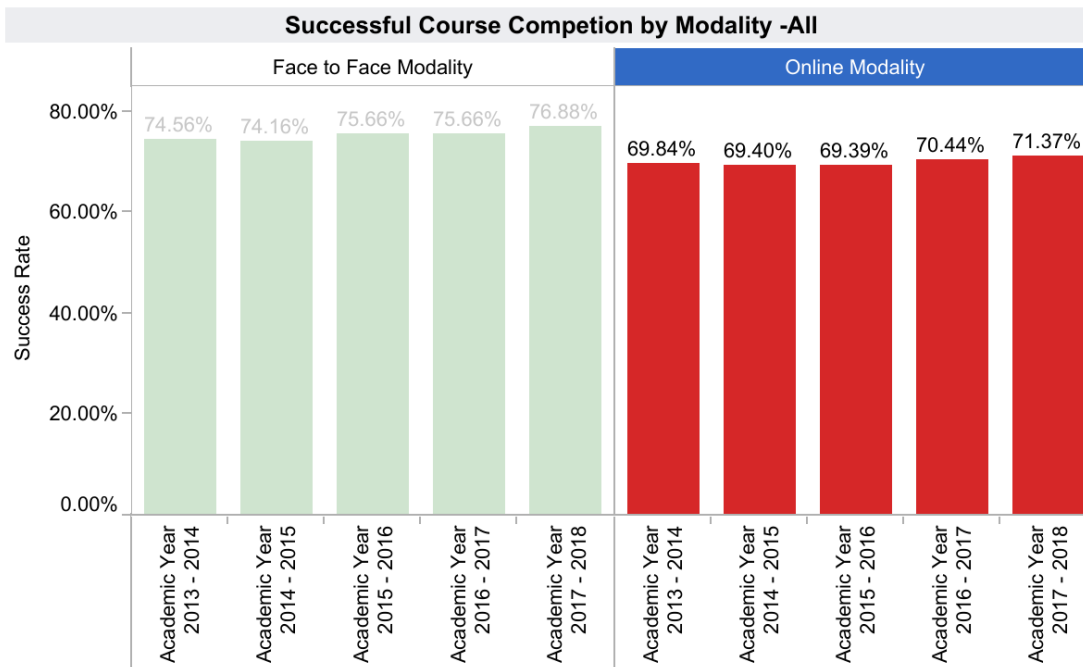
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All

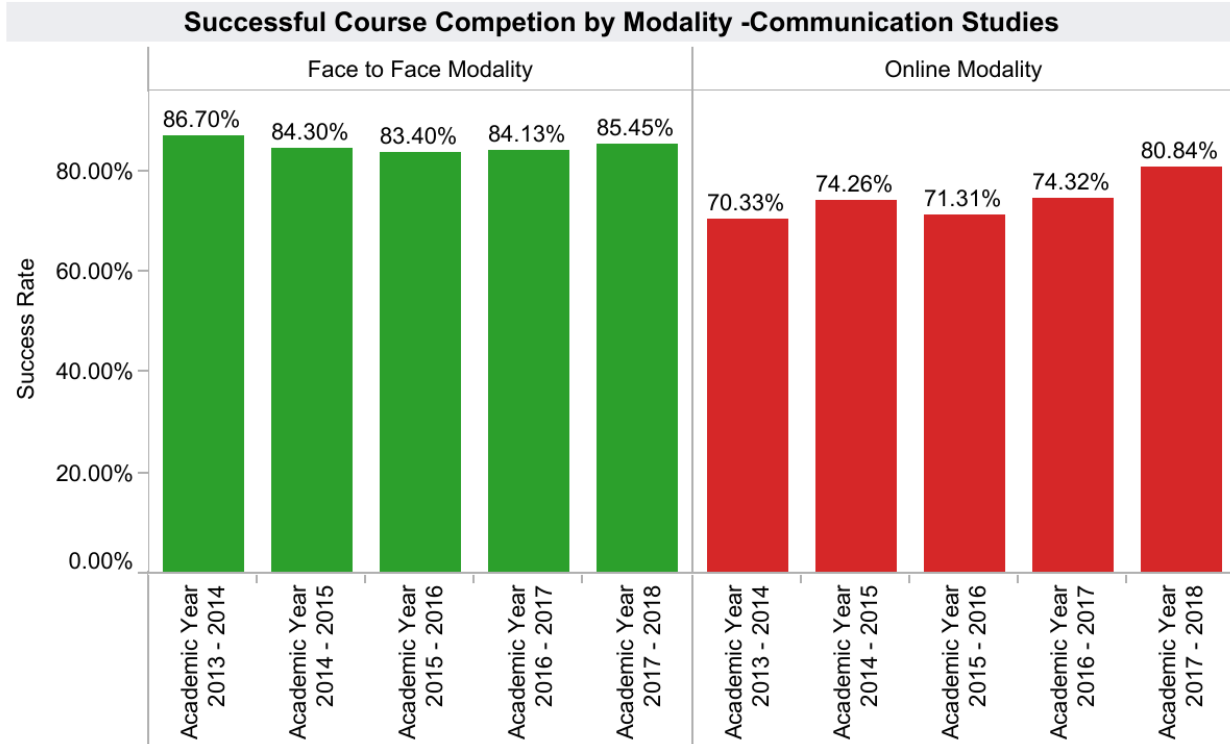
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	74.56%	74.16%	75.66%	75.66%	76.88%
	Total Department Enrollments	51,005	48,714	48,233	47,128	44,806
Online Modality	Department Success Rate	69.84%	69.40%	69.39%	70.44%	71.37%
	Total Department Enrollments	7,101	8,112	9,950	10,442	12,312

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Communication Studies

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Communication Studies

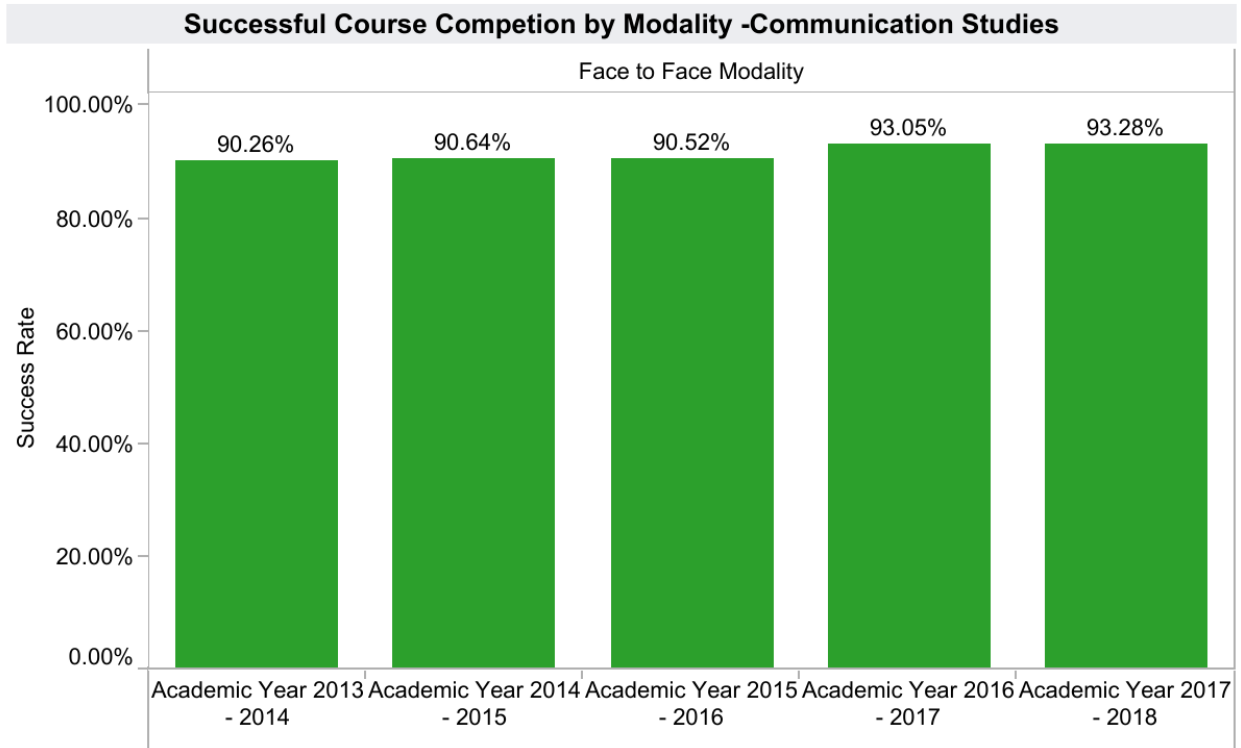
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	86.70%	84.30%	83.40%	84.13%	85.45%
	Total Department Enrollments	1,459	1,529	1,307	1,374	1,409
Online Modality	Department Success Rate	70.33%	74.26%	71.31%	74.32%	80.84%
	Total Department Enrollments	182	272	467	479	475

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Communication Studies

Course:
COMM210

Legend:
■ Face to Face Modality



Successful Course Completion by Modality Table - Communication Studies

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	86.70%	84.30%	83.40%	84.13%	85.45%
	Total Department Enrollments	1,459	1,529	1,307	1,374	1,409
Online Modality	Department Success Rate	70.33%	74.26%	71.31%	74.32%	80.84%
	Total Department Enrollments	182	272	467	479	475

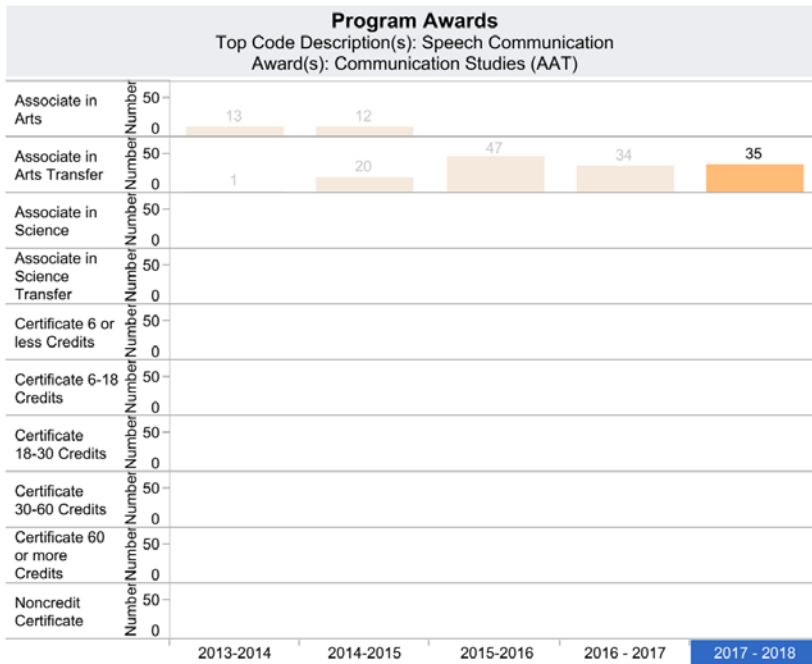
Student Success by Modality (excluding CMC was NOT an option): Comm. Studies success rates for both the face to face (f2f) and online modality are higher than the college in each of the past 5 years except for 2013/2014 when the online success rate was the same (f2f for CS was 12% higher). Our success rates are, on average, 10 % higher over the past 5 years in f2f courses and range from 2 to 10% higher in online courses (10% better in the most recent year, 2017/2018).

This is most likely because our course sizes allow for greater student success.

Success rates in our f2f courses range from 83 to 87% and average 85% over the past 5 years. There is not more than a 2 % difference in any year; these have remained consistent. Success rates in our online courses range from 70 to 81% with the biggest jump in 2017/18 of 7% over the previous year. The average online success rate over the past 5 years is 74%, about 10% lower than in f2f classes. This is similar to the college’s success rates of f2f vs. online courses.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Speech Communication Award Type: All



Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	Communication Studies (AAT)	13	12			
	Total	13	12			
Associate in Arts Tr..	Communication Studies (AAT)	1	20	47	34	35
	Total	1	20	47	34	35
Grand Total		14	32	47	34	35

Program Awards: The number of degrees and certificates awarded by program type

There are many reasons for lower success rates in online courses that range from a technology barrier for some students and challenges with the self-discipline & self guided nature of the modality, to a larger student population of more non-traditional students who have families and work 40 hours or more a week making it difficult to devote the time and energy necessary to complete a course. However, for Public Address, our online success rate was higher in 2017/2018 than the f2f courses (85% vs. 79%). Our online success rate jumped from 74 to 81 percent in 2017/18--the largest increase over the last 5 years. It’s not clear if this will be a pattern or a one year phenomenon.

We are proud of our success rates in both the f2f classes and online classes (in particular, our Comm. 210 success rates--offered only f2f---range from 90 to 93% over the past 5 years).

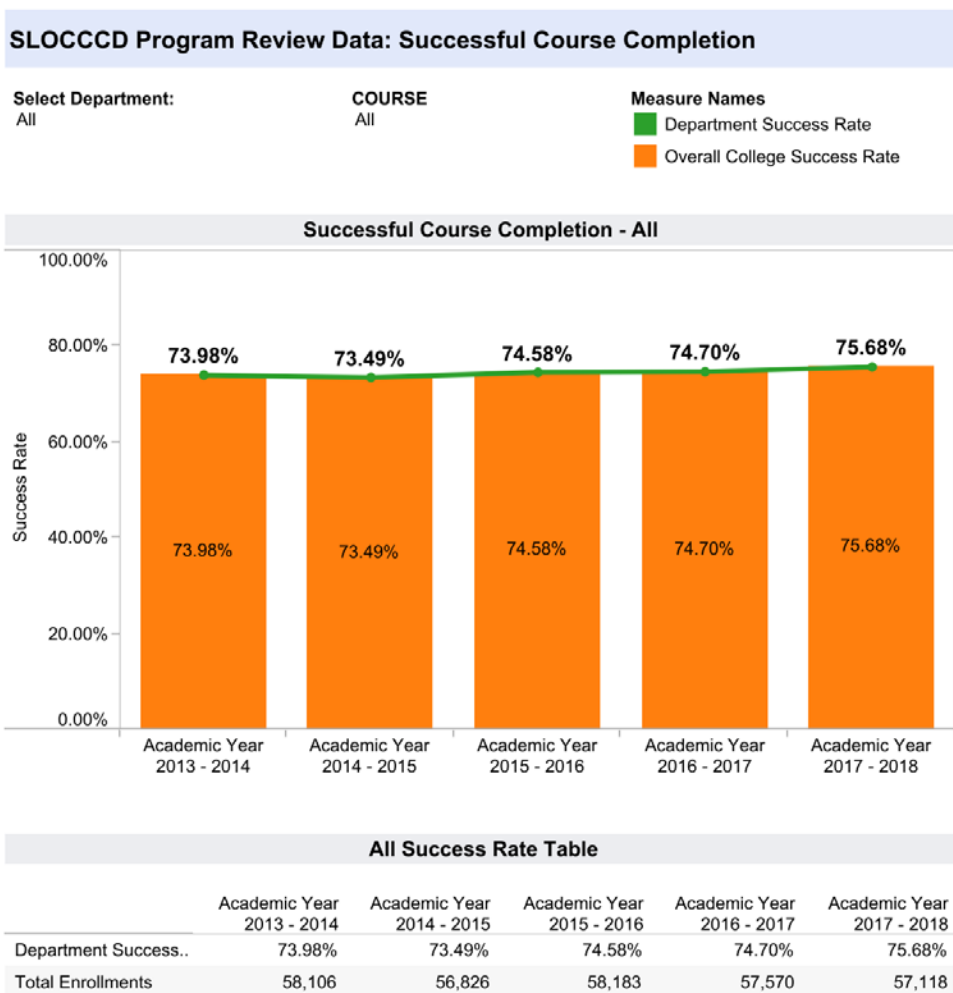
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

AAT Comm. Studies Degrees Awarded: Although the table and chart are somewhat confusing for 2013/14 and 2014/15, our highest number of degrees awarded was in 2015/16 with 47. The past two years, we have awarded 34 and 35 degrees. Comm. Studies saw a smaller decrease by % in degrees earned than the college average. The college saw a 3.8% decrease in degrees earned from 2016/17 to 2017/18, while Comm. Studies only decreased by 2.8%, a 1% improvement from the college as a whole. We have consistently awarded more than 30 AATs in the past three years. We believe our strong faculty and focus on keeping our caps low explains the positive difference between our program and the rest of the college.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the institutional set standards (as shown on the chart).



Success: The Percentage of student enrollments resulting in a final grade of “C” or better

SLOCCCD Program Review Data: Successful Course Completion

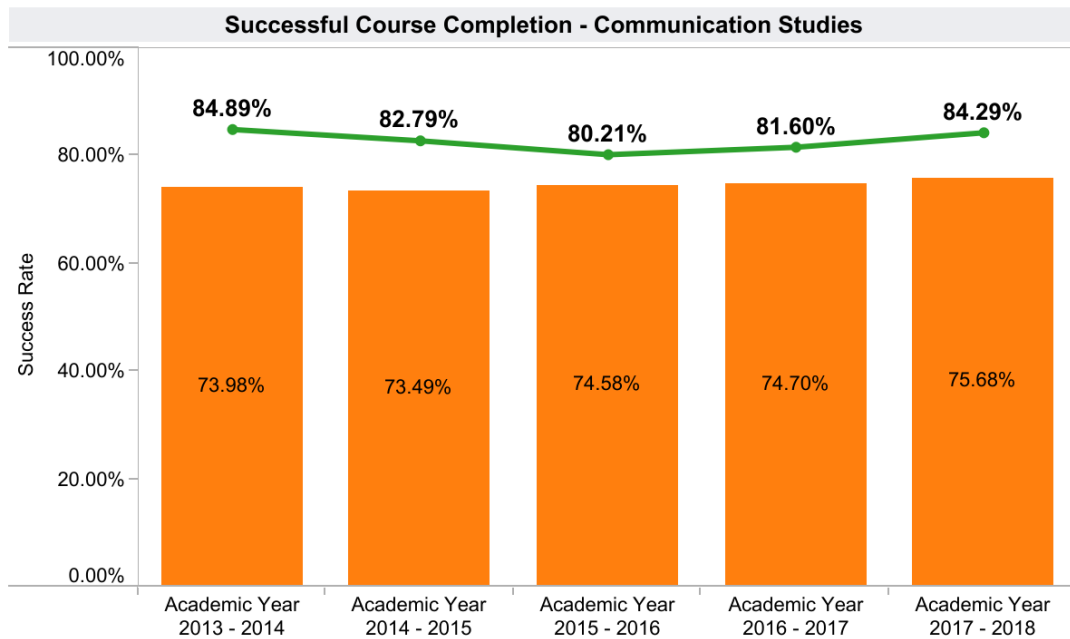
Select Department:
Communication Studies

COURSE
All

Measure Names

Department Success Rate

Overall College Success Rate



Communication Studies Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	84.89%	82.79%	80.21%	81.60%	84.29%
Total Enrollments	1,641	1,801	1,774	1,853	1,884

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

This prompt references institutional set standards as shown on the chart. We see no institutional set standards--we compare to the college's general success rates.

General Student Success (percentage rounded): Our overall success rate has varied from a low of 80% to a high of 85%, with an average of 83% over the past 5 years. Our success rate has been higher than the college in each of the past 5 years, varying from 5 to 11% better with an average overall better success rate of 8% over the last 5 years. This is most likely due to our course size, which results in better student success.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Low Income
College:



Successful Course Completion by Student Subpopulation

Academic Year:
All

Department:
All

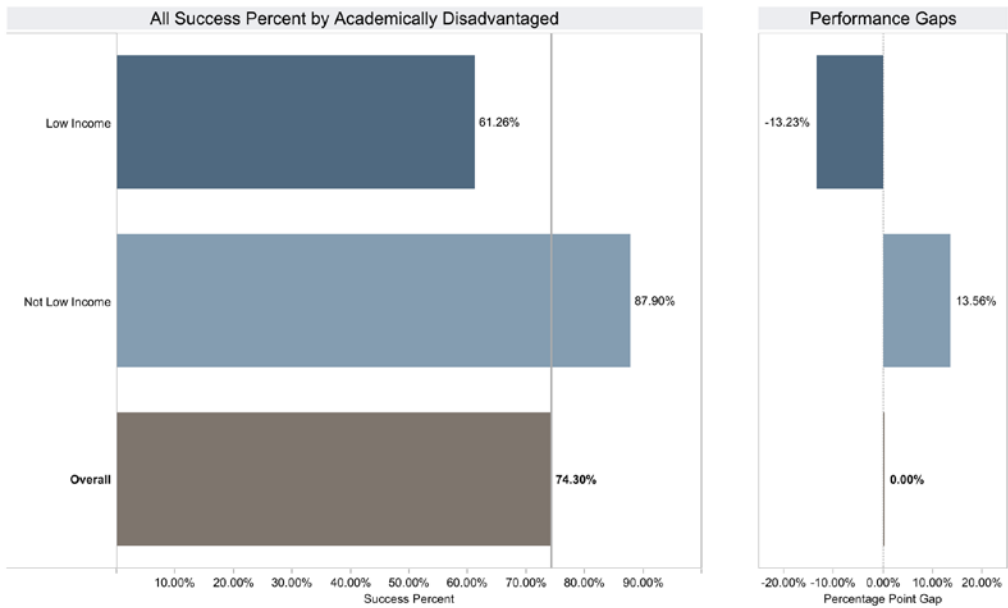
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
Not Prison

Disaggregate By:
Academically Disadvantag..



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Comm. Studies:



Successful Course Completion by Student Subpopulation

Academic Year:
All

Department:
Communication Studies

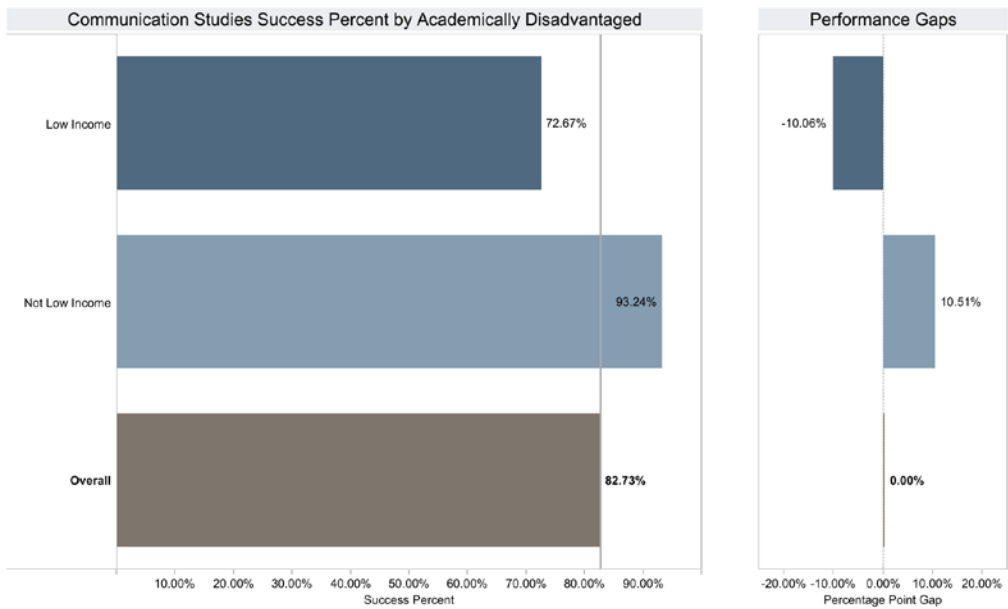
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Academically Disadvantag..

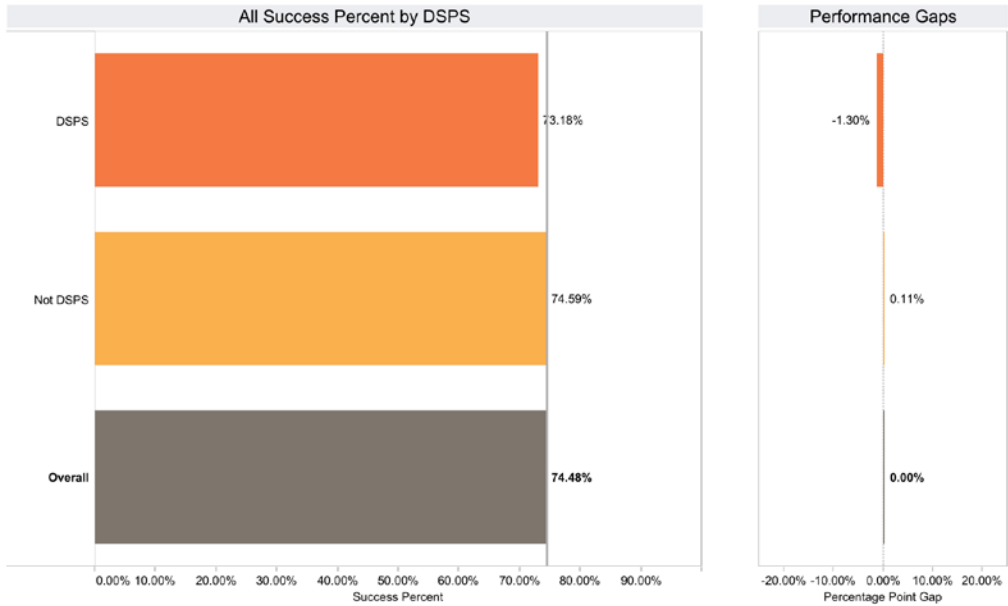


Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

DSPS:
College:



Successful Course Completion by Student Subpopulation



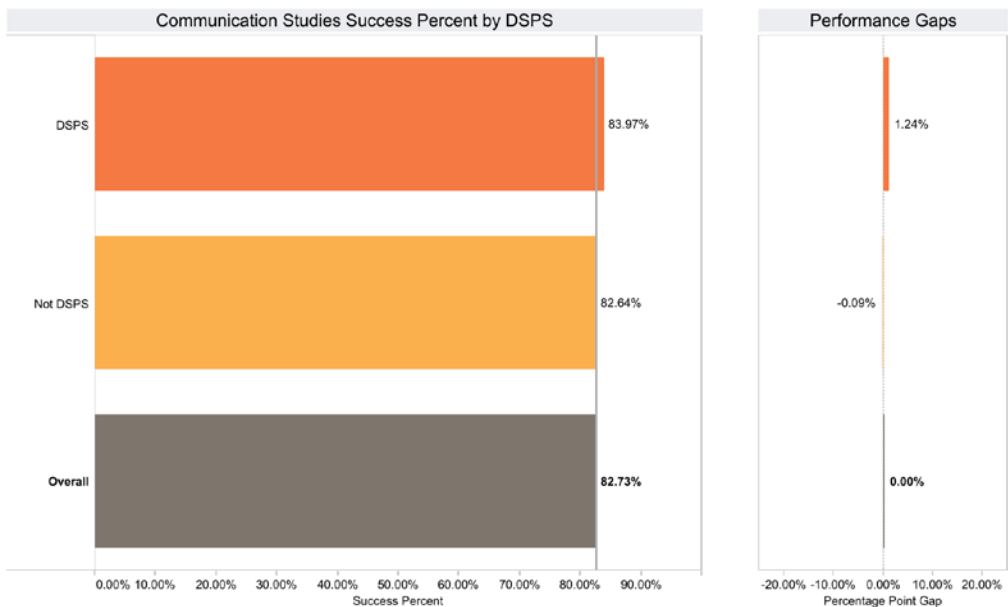
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: All
 Department: All
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: DSPS

Comm. Studies (DSPS):



Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

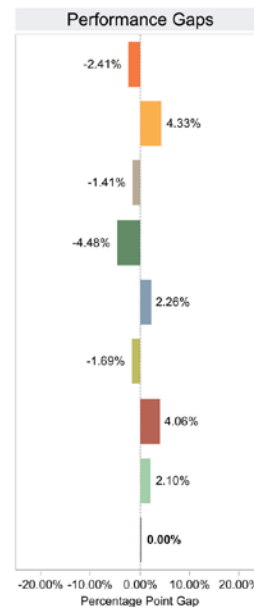
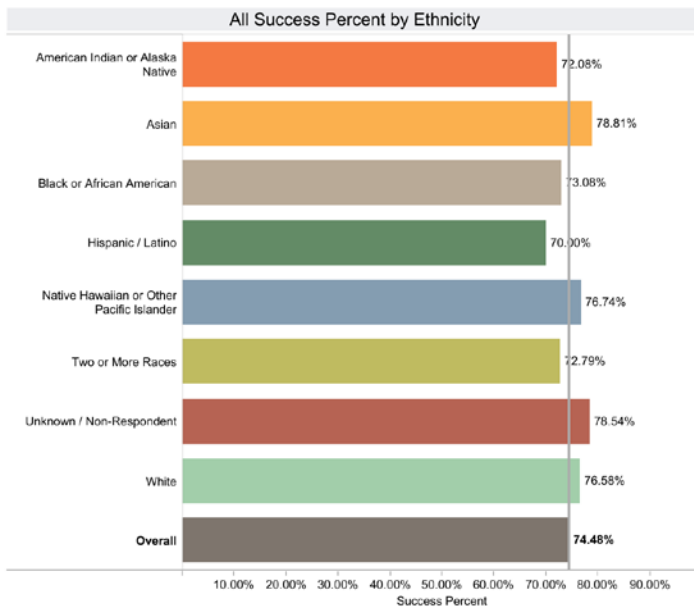
Academic Year: All
 Department: Communication Studies
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: DSPS

Hispanic/Latino:

College:



Successful Course Completion by Student Subpopulation



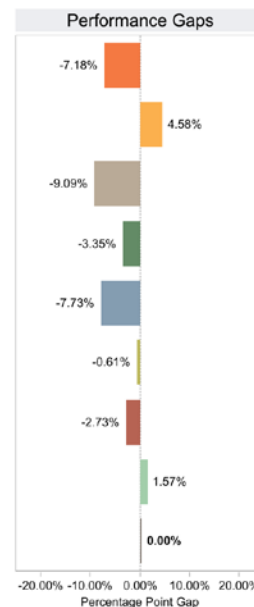
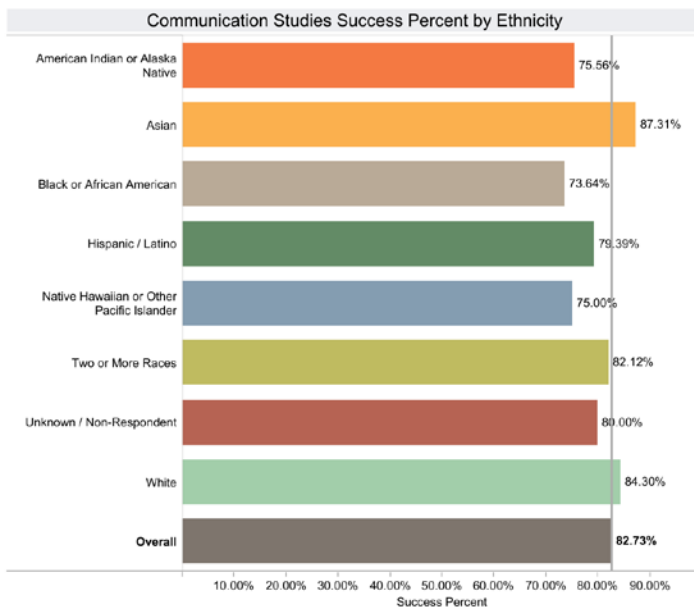
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: All
 Department: All
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Ethnicity

Comm. Studies (Latino/Hispanic & More Than 2 Races):



Successful Course Completion by Student Subpopulation



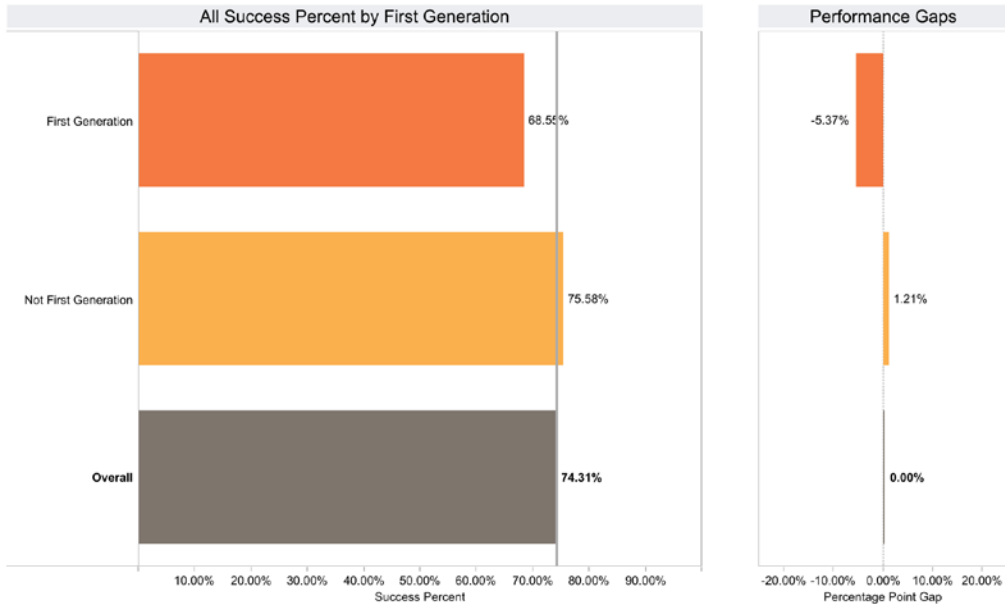
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: All
 Department: Communication Studies
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Ethnicity

First Generation College:
College:



Successful Course Completion by Student Subpopulation



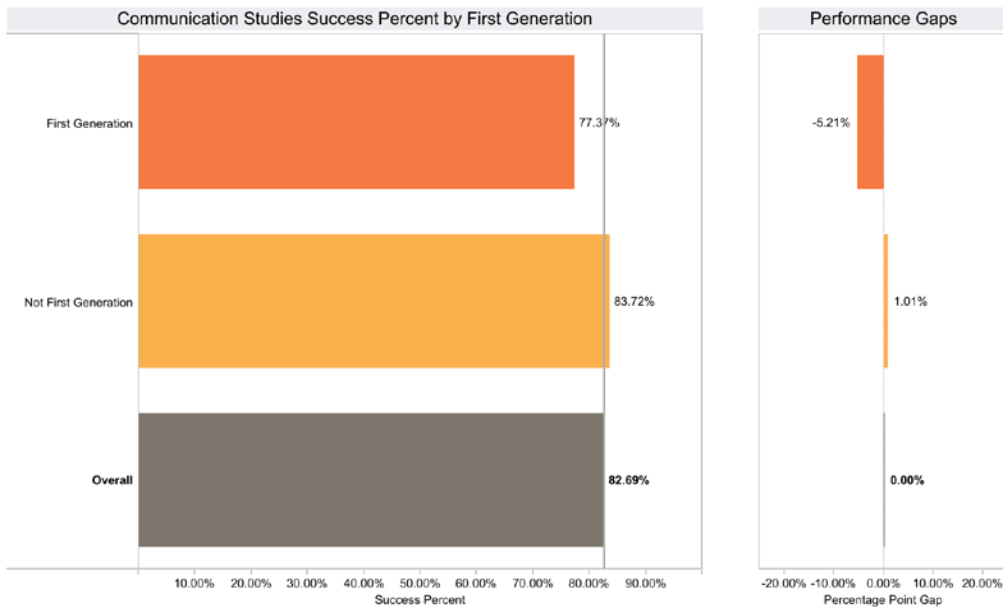
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: All
 Department: All
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: Not Prison
 Disaggregate By: First Generation

Comm. Studies (First Generation College)



Successful Course Completion by Student Subpopulation



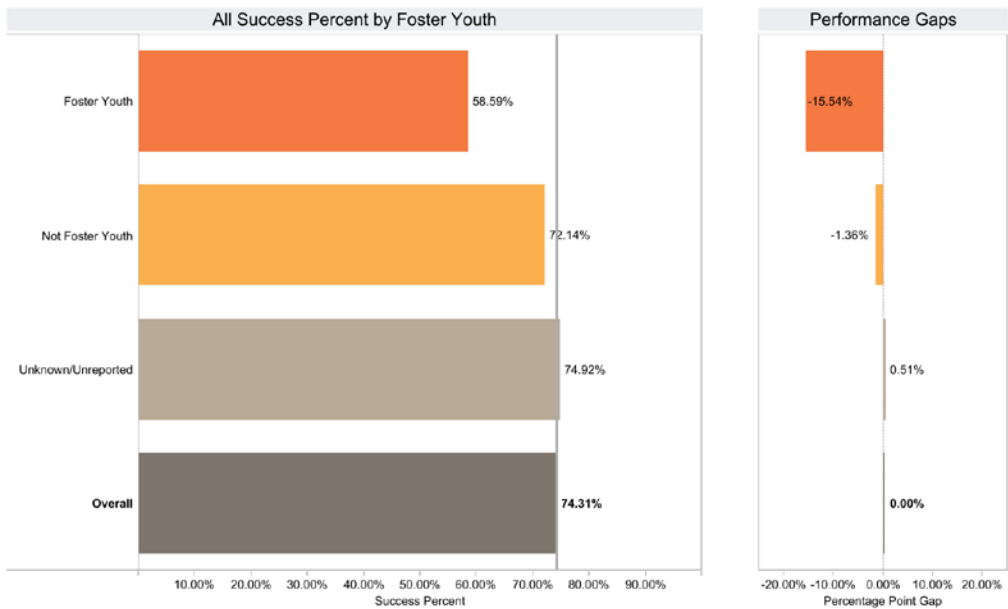
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: All
 Department: Communication Studies
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: Not Prison
 Disaggregate By: First Generation

Foster Youth:
College:



Successful Course Completion by Student Subpopulation



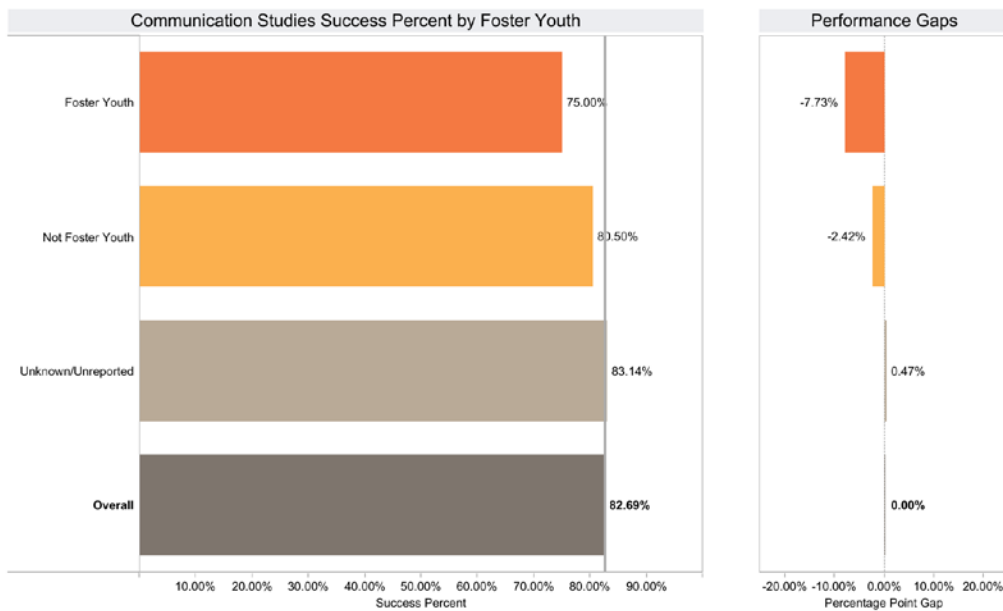
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: All
Department: All
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: Not Prison
Disaggregate By: Foster Youth

Comm. Studies (Foster Youth):



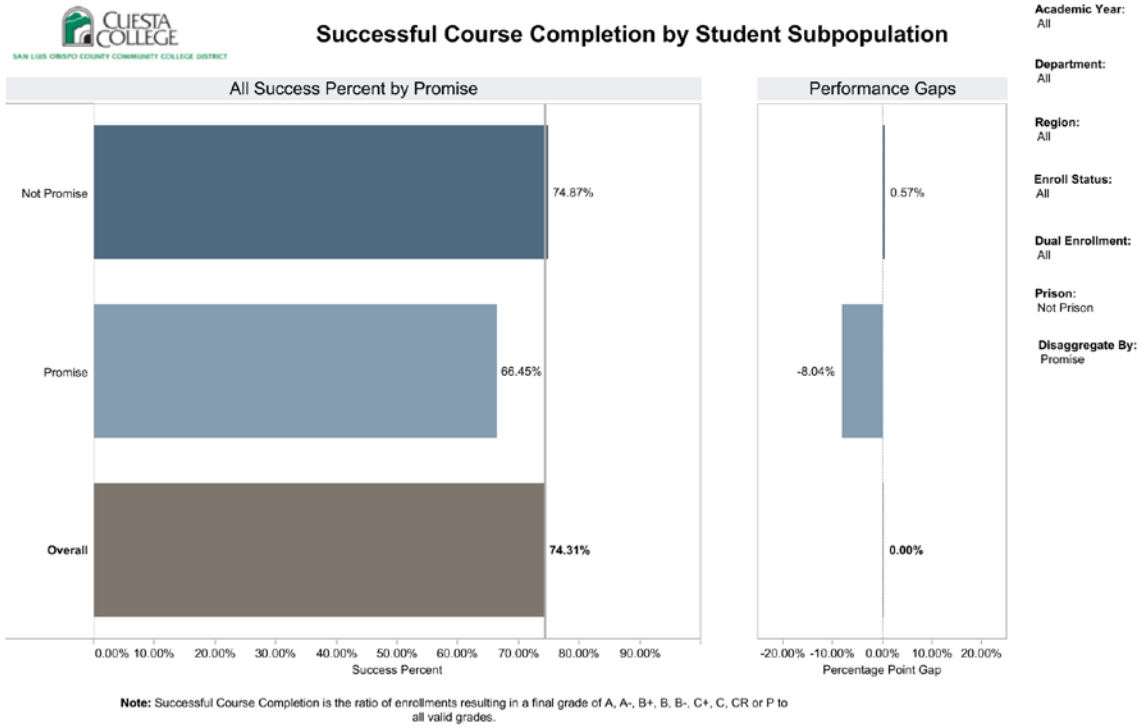
Successful Course Completion by Student Subpopulation



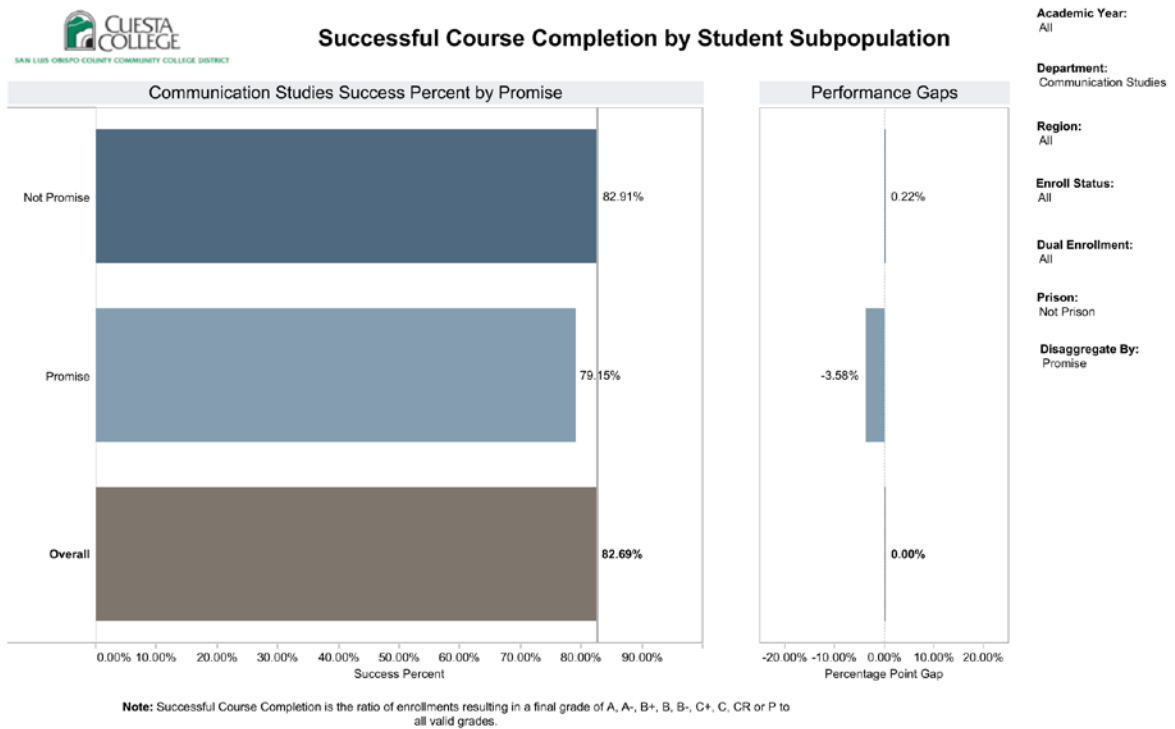
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Academic Year: All
Department: Communication Studies
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: Not Prison
Disaggregate By: Foster Youth

Promise Students:
College:



Comm. Studies (Promise Students)



Disaggregated Students Success:

Our success rates are higher than the college in all disaggregated student success categories we examined (percentages are rounded and do not include CMC data)

Low income: CS= 73% vs. college = 61%; CS 12% better.
DSPS = CS = 84% vs. college = 73%; CS 11% better
Hispanic/Latino: CS = 79% vs. college = 70%; CS 9% better
2 or more races: CS = 82% vs. college = 73%; CS 9 % better
1st generation college: CS = 77% vs. college = 69%; CS 8% better
Foster youth: CS = 75% vs. college = 59; CS 16% better
Promise students: CS = 79% vs. college = 66%; CS 13% better

For any disadvantaged groups, including low income, DSPS, Hispanic/Latino, 1st generation and foster youth, lower class sizes help these students to succeed. Instructors can spend more time giving individual feedback and connecting with these students. The course caps in many of our classes correlate to better student success.

- Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Not applicable.

IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

See attached

- B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity,

Health, Liberal Arts)

- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

CYCLE STAGE	Sp 2019 215	Fall 2019 212	Sp 2020 201	Fall 2020 230	Sp 2021 280	Fall 2021 210	Spring 2022 Break	Fall 2022
SLO Program Assessment	3	4	1	2	3	4		3
Analyze Results & Plan Improvements	Fall 2019	Sp 2020	Fall 2020	Sp 2021	Fall 2021	Spring 2022		Spring 2023
Plan Implementation	Fall 2019	Sp 2020	Fall 2020	Sp 2021	Fall 2021	Spring 2022		Spring 2023
Post-Implementation SLO Assessment	Fall 2019	Sp2020	Fall 2020	Sp 2021	Fall 2021	Spring 2022		Spring 2023

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes

C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Course	Course name						
Program SLO		1	2	3	4	Status	
Comm. 201A	Public Address	2	1, 4	4	-	A B C	
Comm. 210	Small Group Discussion	7	1,2,3,4, 6, 8	7	-	A B C	
Comm. 215	Argumentation and Debate	-	1, 2, 3, 4	6	5	A B C	
Comm. 212	Intercultural Communication	1	2, 4, 3	1	2	A B C	
Comm 230	Interpersonal Communication	2	3	3	2	A B C	
Comm 280	Intro. to Comm. Studies	-	2	-	2, 3	A B C	

Key: A (SLOs exist for course) B (SLOs is assessed in course) C (course assessment report completed)

D. Highlight changes made at the course or program level that have resulted from SLO assessment.

We have been extremely pleased with our students progress as evidenced by their success on our SLOs. Based on this success we have not made any significant changes.

E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

- Goal #1: San Luis Obispo Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.
 - The Communication Studies department is dedicated to assisting students in successfully transferring to a four-year institution. We offer COMM 201 and 210, the only two courses that fulfill the Area-A1 transfer requirement to a CSU or UC. Additionally, as noted in section II, our course completion rate for Fact to Face courses has stayed consistent with an average of 75.38, but our DE success rate has dramatically improved over that last 5 years increasing each year, with an overall increase of 2% (69.84% - 2013/14 to 76.88% - 2017/18).
- Goal #2: San Luis Obispo Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.
 - Communication Studies meets the needs of the community by providing courses that teach students skills critical for success in the workforce, particularly communication and team-building skills. Employees responding to NACE's Job Outlook 2016 survey rated the they are looking for leaders who can work as part of a team.² More than 80 percent of responding employers said they look for evidence of leadership skills on the candidate's resume, and nearly as many seek out indications that the candidate is able to work in a team. Employers also cited written communication skills, problem-solving skills, verbal communication skills, and a strong work ethic as important candidate attributes. Students who meet the course outcomes for our Comm. 210 Small Group Communication course will have developed these skills. Students achieving the outcomes in our Comm. 201 Public Address course will also be able to communicate effectively.
- Goal #5: San Luis Obispo Community College District will strengthen its partnership with local educational institutions, civic organizations, businesses, and industries.
 - Many Cuesta students aspire to transfer to Cal Poly, so as a department, we continue to maintain our strong relationship with the university while continuing to reach out and build connections with all of the CSUs as well.
 - Community involvement is a common occurrence in the Communication Studies department. In many COMM 210 courses, service-learning projects are assigned whereby students learn and develop team project management, problem solving, and communication skills through active participation in community service and through thoughtfully organized volunteerism. The projects involve assisting many local organizations and schools, which helps to foster civic responsibility and strengthens Cuesta's connections with our local organizations, as well as enhancing academic curriculum.

B. Institutional Learning Outcomes

C. Program outcomes

²<https://www.nacweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/>

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
 - Currently, we are not planning on developing any more courses. However, to meet the growing student demand for online courses, we are planning on offering more sections of extant DE courses.
 - Although we have a demand for more online courses, determined by fill rates and waitlists, we are going to move slowly in course offerings. To date, we have plans to increase 3 more online courses offerings in 2019-2020: two sections of 201, and one of 210.
- B. Support services to promote success, persistence and retention
 - Most of the support needed comes in the form of technology rooms so students have a place to work synchronously, use technology not available to them on their home computers, and a space to work in between their face-to-face classes.
 - The Library is assisting in the development of technology rooms.
- C. Facilities needs
 - Library technology rooms.
- D. Staffing needs/projections
 - We constantly request an additional full-time faculty position to meet the growing workload and class demand. With the growing online demand and minimal interest by part-timers to get certified, we need another full-time position to assist in online offerings.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

		2/27/2019
Division Chair/Director Name	Signature	Date
Zachary Hall	<i>Zachary Hall</i>	2/27/2019
Name	Signature	Date
Bethann Dumas	<i>Bethann Dumas</i>	2/27/2019
Name	Signature	Date
Matt Vasques	<i>Matt Vasques</i>	2/27/2019
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.