

MODESTO JUNIOR COLLEGE

Program Review

Communication Studies Spring 2016

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1. Program Overview

Review Title: Communication Studies Spring 2016

Review Type: Instructional

External Regulations: Not External

Departments (Disciplines): Communication Studies

Mission of the Program:

The Communication Studies Department's mission is to develop a student's communication and critical thinking skills. The objective of the department is to prepare or improve a student's career path, lifelong learning, and/or transfer readiness. The department's Forensics Program aims to enhance students' learning experience within a unique speech competitive format.

Overview of the Program:

The purposes of the program are to prepare and/or improve a student's career path, lifelong learning, and transfer readiness. The program is designed to improve communication and critical thinking skills in a variety of contexts. The Communication Studies curriculum provides a breadth of courses that meets community needs and student transfer needs. Communication Studies courses serve numerous programs across campus, such as Nursing, Business, Theatre, Agriculture, and Child Development. The Communication Studies Forensics Program is a competitive program designed to enhance students' public speaking, performance, and critical thinking skills, with a long history of producing state and national champions. The Forensics team totally rocked at the 2016 NCFCA Spring Championships by taking 1st place!

Program Activities and Accomplishments:

The Communication Studies program has facilitated transfer readiness for a diverse population. In June 2011, the CCCC approved the proposal for the A.A. degree in Communication Studies for Transfer. In Datamart, the annual 2011-2012 award count (the first year the award was available to students) indicated four students received the transfer degree. The 2011-2012 award count for the A.A. degrees totaled 16. 27 students earned the Skills Recognition Award. The total awards increased by 30% from the 2010-2011 award count of 36.

The successes of the Forensics students have created positive press for our Communication Studies Department and Modesto Junior College throughout the state and nation. The Forensics program has aided several students in receiving full-ride scholarships to universities due to their participation in Forensics. Additionally, every semester the Forensics team members showcase their talents during Speech Night, an educational event integrated into the Communication Studies curriculum presented to over 1,400 MJC students per academic year. This event provides students enrolled in Communication Studies courses with demonstrations that enhance their understanding of course material. The Forensics team totally rocked at the 2016 NCFCA Spring Championships by taking 1st place!

During the spring 2012 semester, the Communication Studies faculty established a Communication Studies Lab. The primary goal of the lab is to support student success in Communication Studies courses. The department uses the lab to help students develop presentation outlines, conduct academic research, practice presentations, and reduce communication apprehension. The Communication Studies Lab attendance increased from Spring 2012 to Spring 2013 at a rate of 117% (57 to 124 students). Room utilization of the practice rooms increased from Spring 2012 to Spring 2013 at a rate of 97.5% (125 to 247 students).

Our faculty members have been active in AHC Division faculty hiring committees and numerous other division committees. Additionally, within the last five years, department members have served on college-level committees and other on-campus organizations, including the Academic Senate, ADA Committee, Assessment Workgroup, @ONE cohort, Campus Technology Committee, Civic Engagement Project, College Council, Curriculum Committee, Distance Education Committee, Institute Day Committee, Professional Development Committee, Professional Development Coordinating Committee, etc.

2. Response to Prior Year

Previous Program Review Commendations:

From Manager: The Speech Department award count increased by 30% since 2010-11. The department has developed a popular fund raising activity which helps support the cost of travel for the forensics team. A pilot project was developed to create a Communications Studies Lab. 247 Students used the lab from Spring 2012 to Spring 2013. The curriculum and program review work is completed on time and reflects the fact that all faculty members are engaged in the improvement of the programs. Both the retention and success rates for the dept are significantly higher than the college wide average.

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Previous Program review Recommendations:

From Manager: Consider creating a blog to highlight the accomplishments of the forensics team.

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Describe how your program has responded to these commendations and recommendations.

RESPONSE TO COMMENDATIONS 1. Award count increases: Our yearly award count continues to increase. Since our last program review, our award count has increased by 67% to a count of 30 awards per year in 2014-2015. We have also issued 79 Communication Studies Certificates over the last three years. 2. Speech Night: Speech Night continues to serve as a means to supplement the Forensics Team budget. In 1988, the budget for the forensics team was set at \$7,500 and has not been adjusted for inflation or increased since. In comparison, the forensics budget at San Joaquin Delta College is currently \$35,000. Running the team on this limited budget, even with the help of Speech Night funds, continues to be a challenge which limits the amount of students who can participate in tournaments and the amount of tournaments at which the team can compete. More importantly, due to this limited budget, we cannot afford the community norm of providing students food at tournaments. This lack of a meal allowance disproportionately impacts students from historically disadvantaged groups and creates equity gaps for forensics team membership, travel, and competition. 3. Tutoring: Since our previous program review, the Communication Studies Lab merged with the Library and Learning Center's Tutoring Program. Since this merger in spring 2014, our two Communication Studies Tutors have assisted 532 students through 959 total one-on-one appointments. To respond to the consistent demand for tutoring, the Communication Studies Department would like to increase our number of tutors, courses available for tutoring, and tutoring hours. However, this expansion of the program is not currently feasible without a stipend or release time for the Communication Studies Tutoring Center Liaison. 4. Faculty involvement in program review: Communication Studies faculty continue to collaboratively participate in the program review process. We strive to complete quality work and submit it in a timely fashion. In order to accomplish this, we have conducted multiple program review meetings over winter break and summer vacation. 5. Retention and success rates: The retention and success rates of Communication Studies classes continue to exceed the college average. Since 2013, our beginning and census fill rates also exceed the college average.

RESPONSE TO RECOMMENDATION We have created a forensics team website (<http://speech.sites.mjc.edu/index.html>). This website includes photos and information about the following aspects of the MJC Speech and Debate Program: 1. Forensics events 2. MJC Speech Night (including video archives of previous events) 3. Link to a Facebook group for alumni 4. Tournament schedule 5. Tournament results 6. Information for prospective students 7. Forensics-related resources for current students 8. Link to the MJC Speech and Debate YouTube channel (https://www.youtube.com/channel/UCadVaHCn7fQyXHa_FVx6SWg/feed?view_as=public) 9. News archive 10. Photo gallery

In a previous year, the college funded the Resource Requests listed below. You provided a proposed measure of effectiveness at that time. Please "close the loop" by analyzing the actual effectiveness of each item.

Item Funded	Proposed Measure of Effectiveness	Analysis of Actual Effectiveness
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3. Program Personnel

Program Personnel:

Fulltime Tenure Track Faculty		
Name	Hired	Disciplines
Allan McKissick	1981	Communication Studies
Todd Guy	1992	Communication Studies
Kim Gyuran	1994	Communication Studies
Jim Sahlman	1999	Communication Studies
Barbara Adams	2005	Communication Studies
Leslie Collins	2009	Communication Studies
Ryan Guy	2014	Communication Studies
Tareanna Shimp	2015	Communication Studies

Fulltime faculty retirements or other departures last review:

0

Adjunct Faculty Spring:

10

Adjunct Faculty Fall:

10

Anticipated Staffing Changes:

The most pressing need is to work to restore the 40% assigned workload to coaching the Forensics Team for the Assistant Director of Forensics. Previously, two full-time instructors each had 40% assigned workload to assist the students on the Forensics Team. The 40% assigned workload is necessary to help restore the equity of the position. The Assistant Director of Forensics performs the same duties as the Director with the exception of monitoring the Forensics budget for which the Director is given an additional stipend. Given that the two full-time coaches perform the same tasks in the classroom and during tournament weekends, fair employment practices dictate that the Assistant Director should be increased from the present 20% to 40% assigned time.

The Communication Studies Department believes there is also a need for a new full-time faculty position whose assignment would be on the west campus. This position could help to ease the bottleneck in COMM 100 and 102. Furthermore, additional courses on west campus would better serve students whose coursework is primarily located there. Finally, this position would help ease the persistent issue of finding adjunct faculty in our region due to the lack of

terminal programs in our discipline.

The Communication Studies Department has found tutors to help address the issue of performance anxiety in our area in the spring 2012 semester. Public speaking is the number one fear among US Americans (National Institute of Mental Health, 2012). Our tutors have served hundreds of students through peer coaching, peer tutoring, and speech and debate rehearsal. There is significant time that goes into coordinating these tutors during a semester. The popularity of the tutors is growing without the necessary human resources to support it, thus faculty members feel there is the need for a lab coordinator.

The position should provide a full time faculty member with 20% release time. Not only is release time more cost effective than creating a lab coordinator position, but a full time member of the department has the knowledge and relationship with other faculty members to address the needs of the staff and students. The faculty member will coordinate recruitment, management, and training of tutors, plus create and disseminate promotional material, serve as a liaison to full and part time faculty, develop and maintain web resources, and help to ensure quality. With increased staffing and funding, the lab can serve as a valuable resource for MJC students, faculty, staff, and community members to help them improve a variety of communication skills including (but not limited to) public speaking, storytelling, debate, argumentation, negotiating, interpersonal, group communication, and interviewing competencies. The tutors serve as a resource that will not only offer assistance outside of class time to students seeking help, but will also make it easier to track success in courses by pre-testing and post-testing those who use the tutors and comparing their success, retention, and persistence rates with their counterparts who do not use tutoring. (goals 1, 6, 7, 8, & 9)

4. Student Learning Outcomes

Institutional Learning Outcomes (ILO) Assessment Executive Summary:

Our last program review took place prior to the creation of ILOs. We have tentatively mapped all our course CLOs to the new ILOs. Based on our GLO/PLO data we project that our ILO and CLOs will link well. Our tentative analysis of the connection between our assessed CLOs and current ILOs indicates that the majority of our students completed their CLOs (and, by extension, the aligned ILOs) with satisfactory scores. However, two assessments resulted in success rates of 38% and 50%. Both of these were measured with newly implemented common assessment tools. The department determined the measurement tool resulting in 38% was invalid and is adopting a new assessment tool. The measurement tool resulting in 50% originally required students to submit a detailed assignment in four parts over the course of the semester. This meant if a student missed even one component, they did not meet the CLO. This assessment has been revised for spring 2016. These were the only two outliers; all other data reflected a 70% to 100% success rate in fall 2015.

Program Learning Outcomes (PLO) Assessment Executive Summary:

We assessed four PLOs in fall 2015.

1. Construct speeches and other compositions demonstrating clarity of ideas, research skills, proper source citation, logical argument, awareness of audience, and proper outlining techniques.
2. Identify and apply principles of interpersonal communication theory to build functional relationships.
3. Demonstrate critical thinking in the analysis and production of communication.
4. Adequately debate others, present platform speeches, or perform works of literature in a classroom or outside venue.

Our assessment indicates that the majority of our students satisfactorily met the PLOs. However, two assessments resulted in success rates of 38% and 50%. Both of these were measured with newly implemented common assessment tools. The department determined the measurement tool resulting in 38% was invalid and is adopting a new assessment tool. The measurement tool resulting in 50% originally required students to submit a detailed assignment in four parts over the course of the semester. This meant if a student missed even one component, they did not meet the CLO/PLO. This assessment has been revised for spring 2016. These were the only two outliers; all other PLO data reflected a 70% to 100% success rate in fall 2015.

We are pleased with these results with the exception of the PLOs with 38% and 50% success rates. These courses are being assessed in spring 2016 using revised tools that the faculty believe will more accurately reflect the learning outcomes. We continue to seek ways to help our students succeed at even higher levels. This process has brought to light some changes that need to be made to our PLO and CLO assessment process which include: (1) revising our PLOs to more clearly indicate required learning outcomes for our majors; (2) analyzing the relationship between these revised PLOs, our CLOs, and the associated assessment tools; and (3) following a peer-led assessment process to assess all CLOs over the next two years.

Our department has begun making progress on this list of tasks. We have already discussed modifying the wording of our PLOs to more clearly reflect the skills we perceive as vital for a student who transfers in the Communication discipline.

General Education Learning Outcomes (GELO) Assessment Executive Summary:

Our CLOs and the GELOs strongly align. Our analysis of the connection between our assessed CLOs and current GELOs indicates that the majority of our students completed their CLOs (and, by extension, the aligned GELOs) with satisfactory scores. However, two assessments resulted in success rates of 38% and 50%. Both of these were measured with newly implemented common assessment tools. The department determined the measurement tool resulting in 38% was invalid and is adopting a new assessment tool. The measurement tool resulting in 50% originally required students to submit a

detailed assignment in four parts over the course of the semester. This meant if a student missed even one component, they did not meet the CLO. This assessment has been revised for spring 2016. These were the only two outliers; all other data reflected a 70% to 100% success rate in fall 2015.

Has this program made adequate progress on assessing outcomes since the last program review?
If not, provide a plan to meet the outcomes assessment expectations of the college:

Yes, the Communication Studies Department continues to be on-track with the current course assessment cycle.

5. Curriculum

There are currently no courses in this program out of compliance with the five-year cycle of review

Courses not taught within last 2 years

Courses not taught within last 2 years		
COMM 132 - No Date on Record	COMM 180 - No Date on Record	COMM 400 - No Date on Record

Provide your plan to either inactivate or teach each course:

COMM 145 is currently cross-listed with AGGE 145. The department has discussed removing the cross-listing with AGGE 145 since the course is taken mostly by Agriculture students. We will consult with the Agriculture faculty to determine the feasibility of removing the cross-listing. The faculty has decided to inactivate COMM 180AB. This course was originally created with the intent COMM tutors would enroll in it and utilize a COMM lab, but the tutoring process on campus is now under the direction of the Library and Learning Center with specific criteria. COMM 132 is a newly approved course that was created to align with the C-ID descriptor included in the Communication Studies AA-T degree. The Curriculum Committee approved this course on 9/22/15.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards overseen by this program?:

Yes

Are there plans for new courses or educational awards in this program?:

No

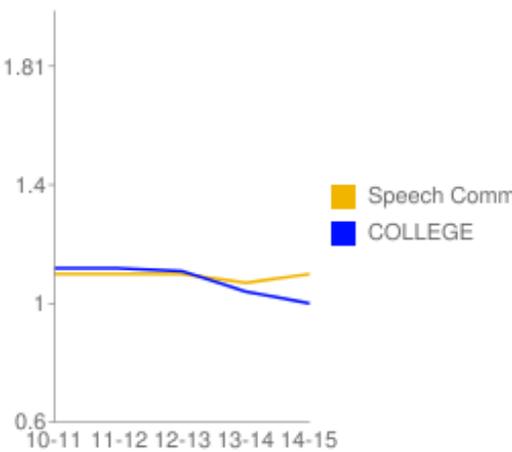
6. Trend Analysis

Enrollment, Retention, and Success Trends

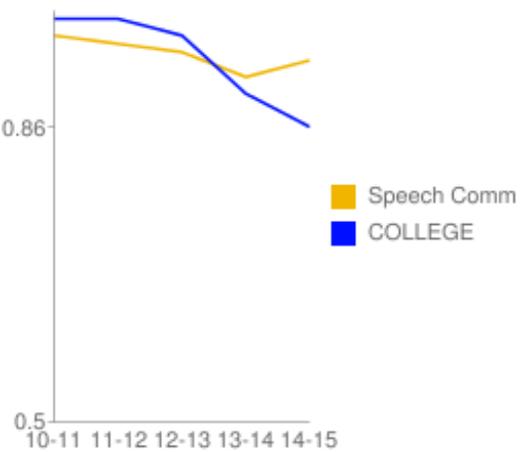
Enrollment, Retention, and Success Trends					
Speech Comm	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Beginning Fill Rate	110%	110%	110%	107%	110%
Census Fill Rate	97%	96%	95%	92%	94%
Retention Rate	82%	85%	86%	86%	84%
Success Rate	70%	75%	76%	74%	74%
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015

Beginning Fill Rate	112%	112%	111%	104%	100%
Census Fill Rate	99%	99%	97%	90%	86%
Retention Rate	80%	80%	82%	82%	78%
Success Rate	61%	62%	65%	65%	62%

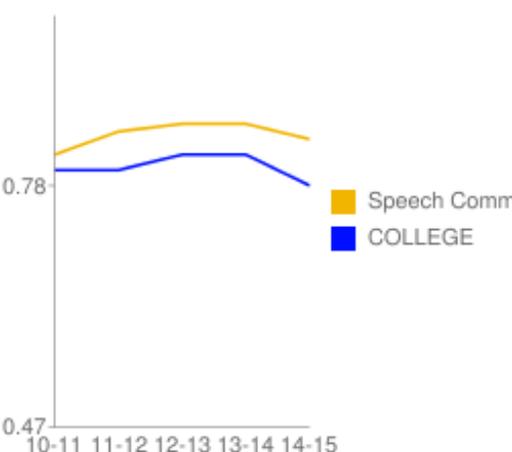
Beginning Fill Rate



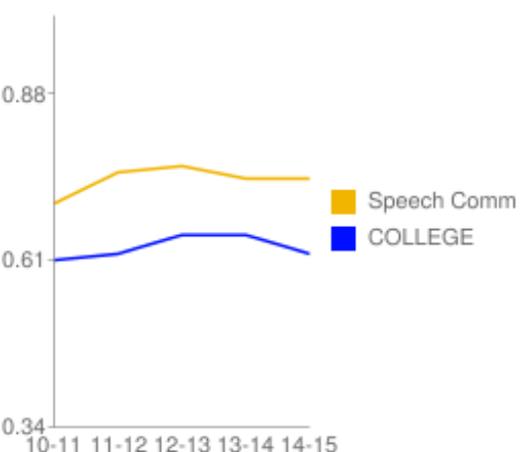
Census Fill Rate



Retention Rate



Success Rate



Enrollment Trend Analysis:

The enrollment trend analysis includes the academic years between 2007-2008 and 2014-2015.

Beginning fill-rates for the Communication Studies Department averaged 110%, which is higher than the College's average of 106%.

Regarding the census fill-rates, the Department averaged 96% to that of the College's average of 93%.

In terms of both retention and success rates, the Communication Studies Department clearly departs from the rest of the College and any positive results that the College can claim are partly due to the contributions of this Department. Retention rates for the Department average 84% to that of the College's 79%. Success rates were even better, as the Department averaged 73% to the College's significantly lower average of 62%.

Has there been any changes in these rates since the last program review?

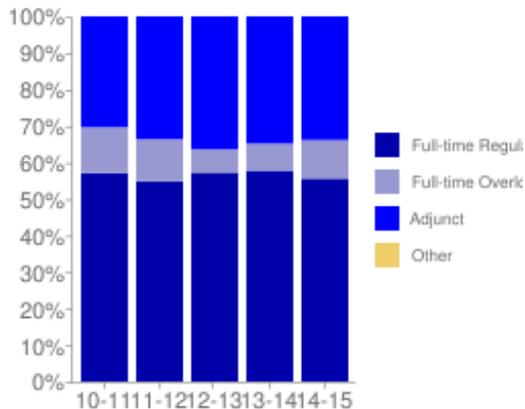
These data can be summarized in the following way: The Communication Studies Department brings in more students--on average--than the College as a whole AND successfully gets a larger majority of our students to the finish line compared to the rest of the College average. (In other words....we get them to the FINISH LINE!)

Given these results, the Department should be careful about making too many changes as it could negatively impact its current out-performance of the College in its various averages.

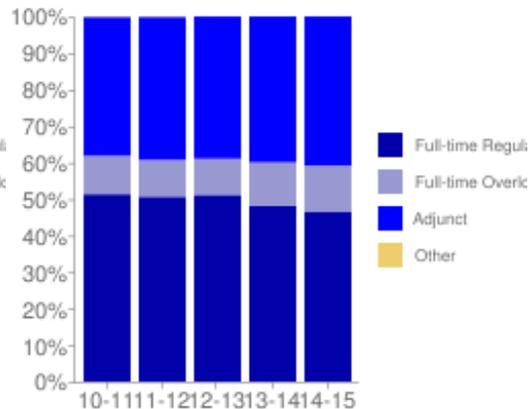
Faculty Trends

Faculty Trends					
Speech Comm	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-time Regular	6.40	6.20	6.30	7.30	6.90
Full-time Overload	1.40	1.30	0.70	0.93	1.30
Adjunct	3.40	3.80	4.00	4.40	4.20
Other	0.00	0.00	0.00	0.00	0.00
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-time Regular	191.66	177.87	169.01	174.96	174.08
Full-time Overload	39.27	35.23	32.58	43.58	46.68
Adjunct	142.17	137.53	128.66	145.50	152.49
Other	0.48	0.40	0.05	0.05	0.05

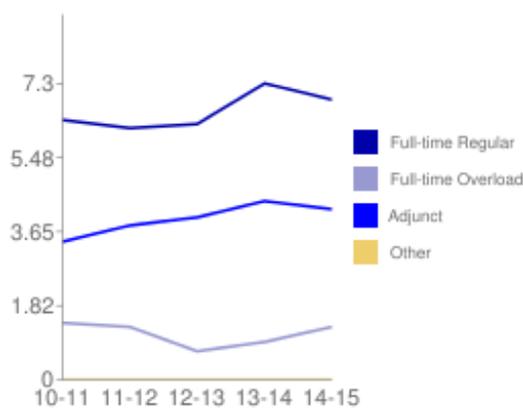
Speech Comm
Taught By



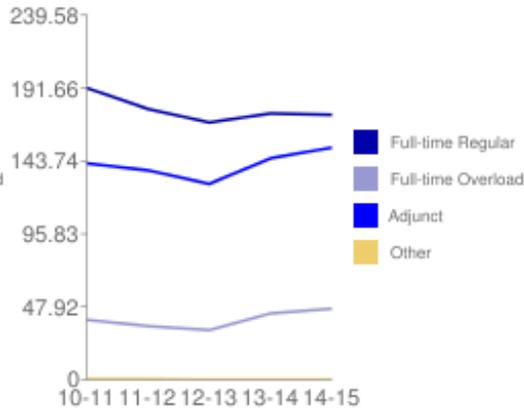
COLLEGE
Taught By



Speech Comm
Taught By



COLLEGE
Taught By



Faculty Trend Analysis:

The faculty trend analysis includes the academic years between 2007-2008 and 2014-2015.

The Communication Studies Department averaged 6.66 full-time regular faculty, 1.25 full-time overload faculty, 3.45 adjunct faculty, and 0.13 other faculty.

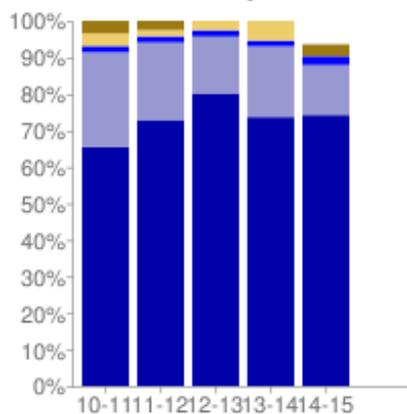
Although the full-time faculty have only slightly increased during the last couple of academic years in the Department, its reliance on adjunct faculty has steadily increased over the years.

Location Trends

Location Trends					
Speech Comm	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
East Campus	76	86	93	95	92
West Campus	30	25	18	25	17
Off Campus	2	2	2	2	3
Hybrid	4	2	0	4	8
Distance Ed	4	3	3	3	4
Other	0	0	0	0	0
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
East Campus	1827	1750	1741	1604	1730
West Campus	821	696	588	915	946
Off Campus	52	41	33	39	72
Hybrid	191	165	162	198	100
Distance Ed	359	314	282	386	420
Other	No College Value loaded				

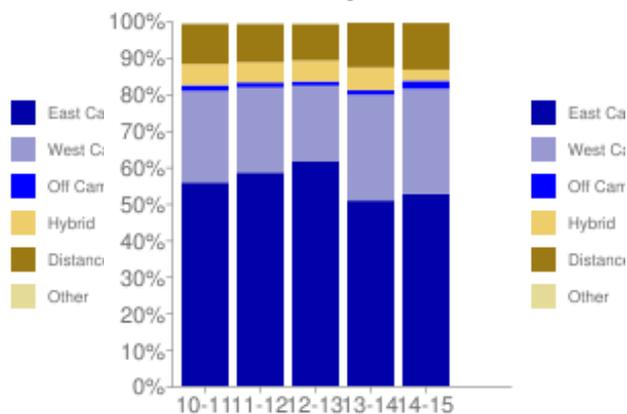
Speech Comm

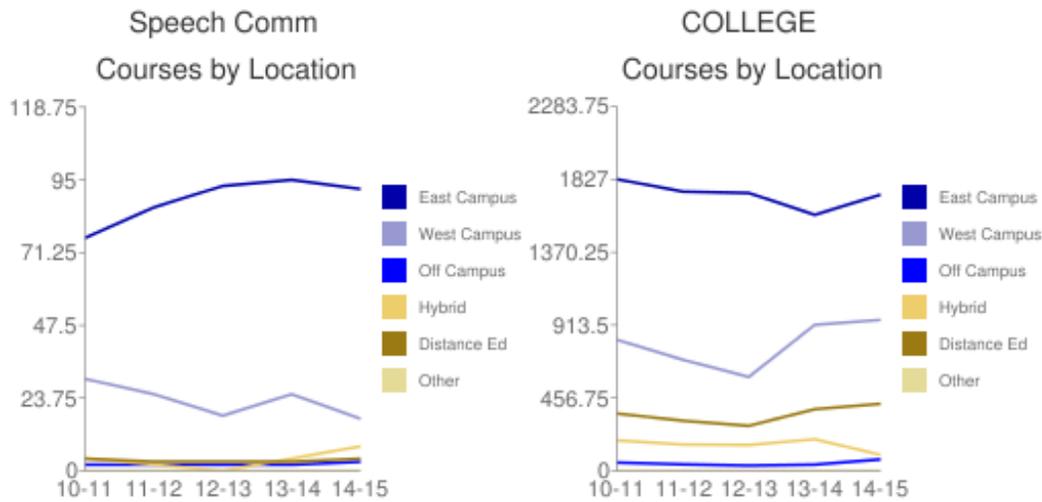
Courses by Location



COLLEGE

Courses by Location





Location Trend Analysis:

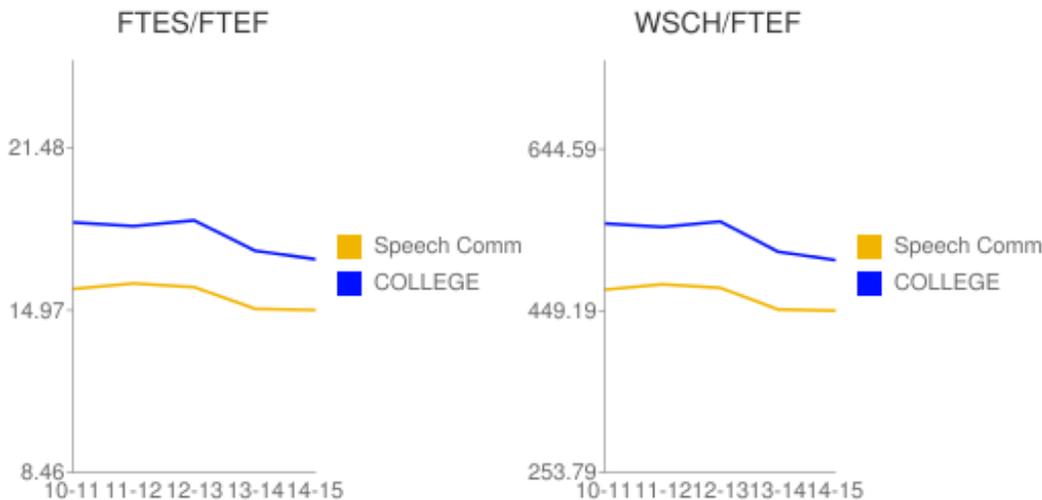
The location trend analysis includes the academic years between 2007-2008 and 2014-2015.

The Communication Studies Department averaged 88 class offerings on the East Campus, 22 class offerings on the West Campus, 3 class offerings off-campus, 3 class offerings in a hybrid format, and 2 class offerings that were exclusively Distance Education.

Although the Department's East Campus class offerings have been steadily increasing over the last few years, the Department's West Campus and other course offerings have primarily remained flat.

Productivity Trends

Productivity Trends					
Speech Comm	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FTES/FTEF	15.82	16.04	15.89	15.02	14.97
WSCH/FTEF	474.58	481.10	476.80	450.70	449.19
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
FTES/FTEF	18.49	18.34	18.57	17.35	17.01
WSCH/FTEF	554.60	550.34	557.00	520.43	510.29



Productivity Trend Analysis:

The productivity trend analysis includes the academic years between 2007-2008 and 2014-2015.

The Communication Studies Department had an average FTES/FTEF of 15.56 compared to the College's 17.84. Likewise, the Department's WSCH/FTEF average was lower (466.89) to that of the College's (535.69) average.

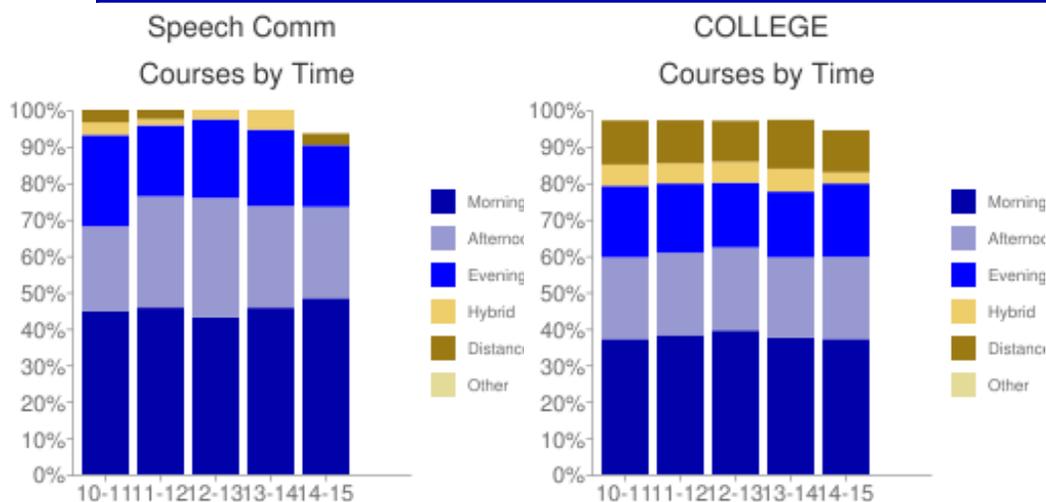
However, student success paints a different picture of this skewed data. When FTES/FTEF is multiplied by student success rate, then the Department's number decreases to 11.36. However, the same formula applied to the College reduces its number to 11.06. These results, appropriately, reflect the adjusted--and more accurate reflection--of FTES/FTEF.

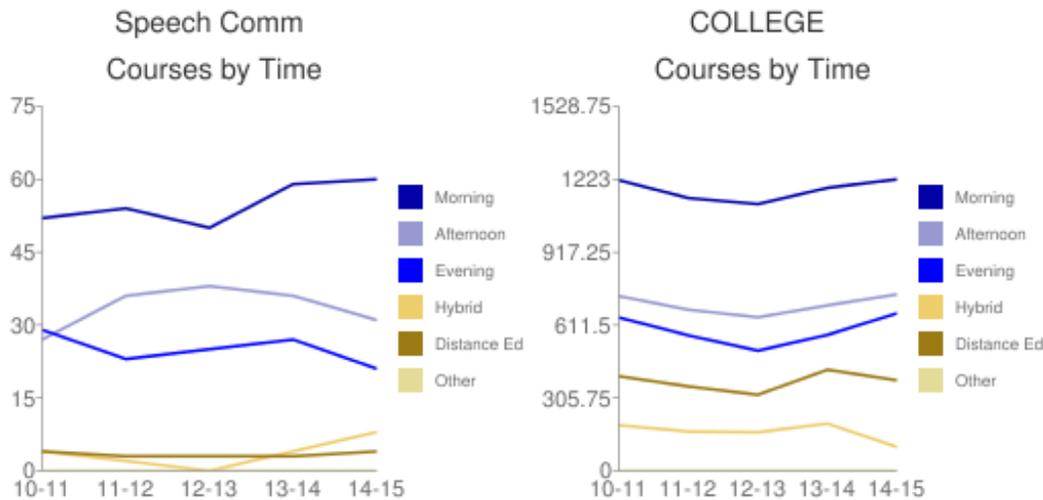
Likewise, student success changes the results of the WSCH/FTEF outcomes, too. The Department number decreases to 340.91, but the College's average decreases to 332.18.

Including student success into both FTES/FTEF and WSCH/FTEF calculations is important because it reflects ACTUAL productivity which factors-out repeating students. To allow repeating students to be factored-in to the original scores is, essentially, double-dipping. Thus, the Department's average is actually more productive than the College's average.

Time of Day Trends

Time of Day Trends					
Speech Comm	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Morning	52	54	50	59	60
Afternoon	27	36	38	36	31
Evening	29	23	25	27	21
Hybrid	4	2	0	4	8
Distance Ed	4	3	3	3	4
Other	0	0	0	0	0
COLLEGE	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Morning	1219	1144	1119	1187	1223
Afternoon	733	676	644	694	740
Evening	643	568	504	570	661
Hybrid	191	165	162	198	100
Distance Ed	397	354	319	424	380
Other	No College Value loaded				





Time Trend Analysis:

The time of day trend analysis includes the academic years between 2007-2008 and 2014-2015.

The Communication Studies Department averaged 56 morning class offerings, 32 afternoon course offerings, 25 evening course offerings, 3 hybrid course offerings, and 2 distance education course offerings.

Most of the Department's occur in the morning. Afternoon and evening courses have experienced slight drops in course offerings along with a slight increase in hybrid course offerings.

7. Long-range Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as opportunities or threats to your program or an analysis of important subgroups of the population you serve.

The student population that enrolls in communication studies courses is diverse because our department helps them fulfill the Oral Communication (CSU-GE Area A1) transfer requirement without requiring any prerequisites. In order to reach students with different learning styles and levels of preparation, communication studies faculty must utilize a variety of creative face-to-face and online pedagogical approaches. The use of technology is essential in this process due to the availability of online material to synthesize the concepts and practices in communication studies courses. For example, several communication instructors utilize Blackboard/Canvas for teaching online or hybrid courses, as well as course enhancement. Online resources provides the opportunity to engage students in online discussions, reviewing web-based materials and videos, and online assignments to name a few. The implementation of media in communication courses prepares students for the 21st century. During the fall 2015 semester, the Communication Studies Department taught COMM 133, Mediated Communication, for the first time. Its popularity with students continues to support our premise that mediated communication is an important field of study. The Communication Studies faculty propose to schedule COMM 132, Introduction to Mass Communication, for fall 2016.

Not only is technology crucial in teaching communication studies, but it is also essential in helping students reach their goals in these courses. When students have the ability to record and watch their performances, their confidence grows from assessing the areas in which they excelled, as well as noting areas for improvement for future presentations. Additionally, students learn skills to create and use computer-mediated visual aids, which is a current workforce demand.

Furthermore, debate students are taught limited-preparation research techniques while preparing for their in-class debates. This technique relies on access to computer technology for the student's pursuit of scholarly research. Although the department's success and retention rates, located in the trend analysis section, speak to the effectiveness of the department, the faculty are always seeking to grow as educators, improve courses, and help students meet their academic, personal, and professional goals.

In the 2013 report, the Forensics Director established a goal to create a blog/web page for the Forensics Team. This has been accomplished. The Forensics Team web page provides up-to-date announcements about the team's progress and success. The web page is a conduit to community members and alumni highlighting the continued success of the Forensics program.

The most pressing issue for the Communication Studies Department is to restore pay equity to the Assistant Director of

Forensics. Previously, the two full-time Forensics Directors had 40% assigned workload to assist the students on the Forensics Team. The Assistant Forensic Director performs the same duties as the Director with the exception of monitoring the Forensics budget for which the Director is given an additional stipend. Given that the two full-time coaches perform similar tasks in the classroom and during tournament weekends, fair employment practices dictate that the Assistant Director should be increased from the present 20% to 40% assigned time.

In 2012, the Communication Studies Department established a Communication Studies Lab. The primary goal of the lab is to support student success in Communication Studies courses. In 2014, the Communication Studies lab joined the Library and Learning Center tutoring services. The Communication Studies faculty still actively support tutors for the program. Tutoring helps students develop presentation outlines, conduct academic research, practice their presentations, and reduce communication apprehension.

A long-term goal of the department is to hire an assistant or provide a faculty members a 20% release time to oversee and manage our tutoring program. Faculty member's time in the department are stretched to their limit with members serving on a number of campus and state-wide committees. The tutoring program could be more robust if there was more time to hire, train, and develop materials.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.:

Productivity trends will remain consistent if Communication Studies faculty continues to be active on campus committees, some of which have reassigned time attached to the positions. One full-time faculty member currently serves as Curriculum Co-Chair and receives 60% reassigned time, which decreases the number of class sections she is able to teach. It is anticipated she will continue as Co-Chair for several years, which affects the total number of Communication Studies sections offered each semester. Additionally, one full-time faculty member is the President of the Faculty Union, which also entails reassigned time. (The Communication Studies faculty have traditionally been involved in Executive Board positions on the Academic Senate, and this has also impacted the number of Communication Studies sections offered.) An additional full-time faculty member would benefit students so they could complete courses more quickly for degree-applicable programs, such as the A.A. in Communication Studies and the A.A.-T in Communication Studies.

The Communication Studies Department expects enrollment trends to increase because of the need for employable skills and the economic downturn in California. The Communication Studies Department can provide students an invaluable resource in this regard. Enrollment should also increase because of the Communication Studies for Transfer degree and the variety of courses in the Communication Studies program which meet CSU-GE and IGETC Area requirements. It is projected that the number of annual completers for the Communication Studies for Transfer degree will increase to 10-15 in the next three years.

The program will continue to use Founders Hall as the central location of the program, with minimal use of Sierra Hall due to the facilities lack of updated technology and resources that can properly facilitate a communication studies course.

These trends lead the Communication Studies Department to request a new, full-time faculty position whose primary assignment would be on the west campus. This position would help decrease the large wait lists for both COMM 100 and 102. Furthermore, additional courses on west campus would serve students whose coursework is primarily located there. Finally, this full time position would help ease the persistent issue of finding adjunct faculty in our region due to the lack of terminal programs in our discipline.

8. Resource Requests

Resource Requests:

Name	Resource Type	Sub type	Budget Object Code	Level	Est. Cost
Priority 3: Professor of Comm Studies	Personnel	Full-Time Tenure Track	Instruc-Reg(classroom faculty)	Mission Critical	\$100,000 Annual
Priority 2: Forensics travel budget	Other	Travel Augmentation	Travel	Mission Critical	\$15,000.00 Annual
Priority 5: Replace Classroom Computers	Technology-Hardware		Equipment>=\$5K	Mission Critical	\$6000 One-time

Priority 6: Laptop Computers	Technology-Hardware		Equipment>=\$5K	Mission Critical	\$10,000.00 One-time
Priority 4: Replacement Desktop Workstations	Technology-Hardware		Equipment>=\$5K	Mission Critical	\$10,000 One-time
Priority 1: Assistant Director of Forensics Pay Equity	Personnel	Reassigned Time	Instruc-Reg(classroom faculty)	Mission Critical	\$20,000 Annual
Priority 7: Widescreen Computer Monitors	Technology-Hardware		Equipment	Essential	\$4,800.00 One-time
Priority 8: Digital Camcorders	Equipment (not computers)		Equipment	Essential	\$3,000 One-time
Priority 9: Webcams	Technology-Hardware		Equipment	Essential	\$1,000.00 One-time
Priority 14: Classroom Supplies	Other	Supply Augmentation	Instruc-Supplies	Desired	\$3000 Annual
Priority 10: Countdown Timers and Replacement Batteries	Equipment (not computers)		Instruc-Supplies	Desired	\$750 One-time
Priority 11: Wireless Keyboard and Mouse	Technology-Hardware		Equipment	Desired	\$1,000.00 One-time
Priority 15: Mobile Computer Overhead Projector	Technology-Hardware		Equipment	Desired	\$750 One-time
Priority 13: Folding Tables	Equipment (not computers)		Equipment	Desired	\$300.00 One-time
Priority 12: Presentation Remotes	Equipment (not computers)		Equipment	Desired	\$2000 One-time

9. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

The Communication Studies Department at Modesto Junior College continues to provide students with diverse and dynamic programs designed to enhance each student's success in transfer, job skills, and life-long learning. This program review has noted the following items in particular: (1) the curriculum has been reviewed and updated in alignment with the MJC Curriculum Review Matrix and course outlines are in compliance, in addition, courses that have corresponding C-ID descriptors have been submitted and approved; (2) the program offers a wide variety of courses which are transferable to universities; (3) the program also offers an A.A. in Communication Studies for Transfer, an A.A. in Communication Studies, and a Communication Studies Certificate, and all of these awards enhance a student's transfer readiness; (4) the Communication Studies Department also provides many extra-curricular events and activities to enhance a student's experience in the discipline; (5) the department's faculty remains highly involved in shared governance at both the division and college-wide levels; (6) given the continual growth and success of the Speech and Debate Team, the need for an additional full-time faculty member with 40% assigned workload for Forensics grows greater each year; (7) the

Communication Studies Department has made more than adequate progress in the assessment of SLOs; (8) the Communication Studies faculty has met assessment deadlines for classes offered on a regular basis; (9) the faculty members participated in the PLO Assessment Spring/Summer 2013 Pilot Program; and (10) overall, the Communication Studies Department trends are consistent with, if not better than, the college's overall enrollment, productivity, faculty, location, time of day, and course offering trends.

While the department is consistently a first-responder to division and college-wide expectations, the department's ability to achieve this success has occurred with some noticeable obstacles. Specifically, productivity, retention, and success rates demonstrate an excellent achievement by the department. But it should be noted that the statistics for such success rates deserve greater attention than programs who have equally large wait lists as the Communication Studies Department but--for whatever reason--have been unable to achieve the same success rates within their own programs. If student success and the statistics reported in program review are--indeed--meaningful to the mission of Modesto Junior College, then it is imperative that the college re-evaluate giving faculty and other resources to programs that can simply claim "impacted enrollment", while not rewarding those programs that have demonstrated success and the need for additional resources.

10. Managers Comments

Commendations: The program review narrative addresses success and retention rates which are above college average. Resource requests are supported by data analysis. The award winning forensics team is respected throughout the state and regularly outscores 4-year institutions at competitive events.

Recommendations: A request for an additional full-time faculty member should be reconsidered. West campus sections can be staffed by hiring additional adjuncts or by assigning current full-time faculty to those sections. Course assignments can be adjusted to focus on west campus offerings.

11. Instruction Council Comments

Commendations:
Recommendations:

12. Outcome Assessment Workgroup Comments

Commendations:
Recommendations: