

DEPARTMENT OF COMMUNICATION
ACADEMIC PROGRAM REVIEW

Spring 2017

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SECTION 1 – OVERVIEW.

DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 1.1: To help the committee understand the history of the department, what your department does, what population you serve, and your overall place in the college. Include any information that helps the reader understand your department, such as programs added, new degrees, certifications, where your students come from, where they go, and a description of your faculty (the role of FT and PT). Student population specifics (transfer, basic skills, CTE, etc.) are useful as well.

- 1.1** Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

Speech classes have been offered at Grossmont College since the college first opened its doors in 1961, and the Speech department was created when the college began officially forming departments three years later. The name of the department evolved over the years from the Speech department to Speech Communication and finally to its current name, the Communication department, a change that was adopted in 2001.

Throughout the years the department has been on the leading edge of curriculum development. We were the first department in the area to offer courses in interpersonal communication, intercultural communication, interracial communication, and on-line global communication. One of the most widely used textbooks for interpersonal communication courses was developed by faculty members and authors Ron Adler and Neil Towne, using the course outline that our department had developed. This textbook, Looking Out/Looking In, is now in its 15th edition and has been used by well over a million readers. We are continuing our history of innovation in the discipline with the creation of a new course, Comm 126 Health Communication, which is currently being prepared for submission to Curriculum.

The department now offers two courses in a fully online format. Intercultural Communication has been offered online since Fall 2009, and our inaugural online course, Global Communication, is still going strong after 13 years. Interpersonal Communication was also offered in an online format from Fall 2008 through Fall of 2012; after Fall 2012 the department discontinued offering the course in a fully online format in order to maintain CSU transferability to meet the Oral Communication GE requirement, but we have recently begun offering it in a hybrid online/face-to-face format.

We have historically contributed to the general education of all Grossmont College graduates, as well as students transferring to a variety of universities, including the CSU, by offering two courses that meet the Oral Communication GE requirement: Comm 120 Interpersonal Communication and Comm 122 Public Speaking. The inclusion of these courses in GE is a recognition of how crucial it is for individuals to be able to communicate effectively in face-to-face interaction and in public discourse in order to succeed in life.

During the period since our last program review, we were put on notice by CSU that they would stop accepting Comm 120 Interpersonal Communication to meet the Oral Communication GE requirement, because it was felt that there wasn't a strong enough student presentation component in this course. We successfully revised the course outline to retain CSU transferability to meet the Oral Communication GE requirement by including rhetorical theory and by specifying that the course included student presentations (something that had been true in practice for most instructors teaching the course, even though it wasn't specified in the course outline). We are especially proud of our success in this endeavor, because we believe that having two distinct courses to meet the Oral Communication requirement gives students more choice in developing their course of study.

A significant development regarding the Communication degree occurred during the period under review. A statewide initiative created a new pathway for students seeking transfer from the California Community College system to the CSU system. Initially referred to as A.A.T. and A.S.T. degrees, and now referred to as the Associate Degree for Transfer, this pathway allows students to complete their community college degrees in a more focused and streamlined manner; moreover, it guarantees their admission to the CSU system. The Communication department was one of the first at Grossmont College to develop an A.D.T. degree, with the first students to receive the degree graduating in the 2013-2014 academic year.

The department has a history of contributing to the college at large and to the community as a whole, largely through its Speech and Debate (Forensics) program. The Speech and Debate Team was instrumental in gaining favorable publicity for the college when the college was founded. The team has had continued success over the years, garnering numerous awards for Grossmont College, including a First Place team award at the 1996 Nationals Tournament. Roxanne Tuscany, director of the program, was awarded the prestigious Jack Howe award in 2000 by the Pacific Southwest Collegiate Forensics Association in acknowledgement of her leadership and service to the Forensics community in our region, and she was recognized by Grossmont for her contributions to the college and her dedication to her students by being designated as Distinguished Faculty member in 2009. In 2007, the team began to compete internationally by going to China where the team finished in 5th place in a world debate competition. The team has continued to travel internationally: in 2008, at the International Forensic Tournament in London, England; and, to China in 2010 and 2013. The team has also hosted visiting debaters from China, most recently in 2017, holding debates between members of the Chinese debate team and members of our own team for the entire campus community to observe. This is just one example of the team's involvement in events that are intended to stimulate campus-wide engagement; other examples include readers theatre presentations as part of the English department's Banned Books Celebration in 2015 and 2016, and as part of Constitution Week in 2016.

Reflecting trends in enrollment in the college as a whole, the size of our faculty contingent has shifted over the years – from its initial two members to a high of ten full-time instructors to the current seven full-time positions. It is our desire to return to at least eight full-time faculty members

by adding an additional full-time coach for the Speech and Debate Team. We also currently employ eighteen adjunct instructors. Of the current full-time faculty members, two have been hired since 2003.

In 2015 the department engaged in the development of a Vision and Mission statement to focus our own efforts as a collegial community and to communicate out to the public about who we are and what we do. The Vision and Mission statement is the landing page for the link to our department on the college's website.

Our Vision: Understanding each other through the tradition of human communication and dialogue.

Our Mission: The Communication Department at Grossmont College is a place where teaching excellence, student learning, and personal growth are priorities. We value and model the open exchange of ideas, respect for all persons, and the free expression of multiple points of view. We aim toward the greatest success in communication interactions within all personal, professional, and civic relationships, including those across and between cultures.

PURPOSE OF SECTION 1.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

1.2 Your last program review contains the most recent Academic Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

1. Work with the Facilities and Room Utilization committees and your dean to find classroom space that can be equipped and arranged to meet communication class needs including staging, lighting and recording equipment.

We have participated in the planning meetings of the 200 Remodel Task Force to ensure that we will have five dedicated Communication classrooms configured for our needs when the renovation and remodel of the main 200 complex takes place. In the interim, we have worked through our dean with Instructional Operations to ensure classrooms are available to meet our needs. While the classrooms we have been using outside of the 200 complex are not always ideal to meet our needs, Instructional Operations has been flexible and accommodating when we have requested room changes in order to meet our instructional needs better. For example, when we have been given classrooms that lack flexible seating and have asked for a room swap to give us flexible seating, such requests have been honored.

2. Upgrade furniture, video recording technology and lighting in the existing classrooms utilized by Communication.

We currently have three dedicated classrooms that were designed with features to meet the needs of our classes: 24-263, 24-268, and 24-269. We worked with administration and staff to implement several improvements.

Existing desks were replaced with tablet desks on castors, which allow for greater flexibility in classroom arrangement. This change was crucial for the teaching style used by most instructors in the department, which can include moving from a traditional lecture configuration to clusters of students in small groups to a full-class discussion in a circle, all within a single class period.

New microphones were installed in the rooms to pick up audio from the speaking platform at the front of each room, eliminating the cumbersome requirement of having students wear wireless microphones when their presentations are being recorded. This change also made it possible to pick up audio during group presentations, debates, and readers theatre presentations, which hadn't really been feasible under the old system for capturing audio.

A new system for making video recordings of presentations was installed that makes it possible for students to simply hand the instructor a flash drive, which the instructor then plugs into a simple-to-use device for capturing the file of the students' speech as it is being recorded. This replaced a cumbersome system of recording to writeable DVDs. The old system had more complex steps and lacked convenience for giving students access to the recordings of their speeches. The existing in-class cameras were retained in this upgrade. They are good cameras, and keeping them helped to keep the costs of the project low.

Lighting switches were reconfigured to provide more options for dimming the front of the room, which has helped to facilitate better display of media. This has been helpful for instructors' use of media, as well as for media being used by students during their presentations.

3. Look for funding sources for mobile technology for the Forensics teams use in competitions and upgrades to the computers in the Forensics squad room. Consider ASGC, Foundation and Instructional Resources Committee.

We utilized the college process of submitting activity proposals and succeeding in acquiring the laptops and new computers needed for use by the students on the Speech and Debate Team.

4. Pursue increase in professional development funds and Forensics Team travel budget as funding becomes available.

The department has worked within its own budget to economize on supplies and meals and meeting refreshments in order to dedicate more department funding to support instructors, both full-time and adjunct, in attending and participating in academic conferences in the discipline. Members of the department were also instrumental in campus-wide discussions that led to the establishment of college-wide funds to support travel to conferences. As yet, we have been unsuccessful in obtaining additional college-wide funds to increase the size of the Speech and Debate Team travel budget.

5. Continue efforts to control smoke, fumes and noise through ventilation system and monitoring of smokers. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more

than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

The problems with smoke coming through the ventilation system in building 24 persist. Smokers tend to surreptitiously use the northwest corner of the building, facing the parking lot, as a place to get away with smoking. The air intake for the building is directly around the corner of the building from where the smokers congregate, and the smoke gets sucked into the air intake and permeates the building. Individual instructors take the initiative when smoke is noticed to go talk to the smokers. We have worked with the staff in Campus Facilities and Operations to try to keep the cigarette butts cleaned up, but we haven't had great success in keeping the problems at bay.

Noise comes through the ventilation system of the building from the Dance studio that was moved into the building directly adjacent to our classrooms; this move occurred prior to our last program review. Campus Facilities attempted a number of structural solutions to mitigate sound, but none were successful. We continue to simply live with the problem. Members of the Dance department have agreed to lower the volume of their music any time one of the instructors from our department asks. Instructors who are especially disturbed by the music from Dance have been moved to classrooms that are not directly adjacent to the Dance studio. The plans for the remodel of the 200 complex will separate Communication from Dance, so we do have a long-term solution in the works.

While we have generally kept up on updating course outlines according to the guidance listed in this recommendation, it appears we overlooked two courses: Comm 128 Global Communication and Comm 144 Communication Studies: Race and Ethnicity, both of which were last updated in 2008 (see Appendix D). Moreover, several course outlines were last approved by the board in 2013, so it is time for those to be reviewed once again.

6. Use student-learning outcome data for continued course and program improvement.

All SLO assessments have been kept up to date (see Appendix D and additional responses in section 3 below).

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

Refer to your catalog descriptions from the most recent college catalog (see “Courses of Instruction” section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see “Associate Degree” section. This is the yellow section).

PURPOSE OF SECTION 2.1: To describe how curriculum is maintained and/or developed.

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

We have reconfigured the courses that constitute the Speech and Debate Team. Previously we had a single course, Comm 240ABCD Intercollegiate Forensics, a three-unit course, which students could take a total of four times. When we learned we were going to have to respond to changes being made at the state level that affected the repeatability of courses, we took advantage of the opportunity to redesign this course offering to meet the needs of students better. Commencing with the 2013-2014 catalog, we began offering the following options for students interested in participating in Speech and Debate: Comm 238 Speech and Debate Competition I (1 unit); Comm 239 Speech and Debate Competition II (2 units); Comm 240 Speech and Debate Competition III (3 units); and, Comm 241 Speech and Debate Competition IV (3 units). This configuration allows students who are interested in trying out the activity with a lower time commitment the opportunity to do so through Comm 238 and Comm 239. It also more clearly differentiates the work being done by students with some experience (Comm 240 students) from those competing at the most advanced level (Comm 241 students).

We added Comm 130 Fundamentals of Human Communication to the catalog, commencing with the 2015-2016 edition, although we have yet to actually offer this course. This course is a survey overview of principles of interpersonal communication, public speaking, and group communication. It was developed when we were working on revisions to the outline for Comm 120 Interpersonal Communication, noted above in section 1.1, that were ultimately successful in retaining CSU Oral Communication GE transferability for Comm 120. Comm 130 was essentially our back-up plan, envisioned as a way to continue to offer our students a choice in how to meet their Oral Communication requirement in the event that our efforts regarding Comm 120 ended up being unsuccessful. Since the Comm 120 initiative was successful, we have been in no rush to offer Comm 130. The department recently began discussions of whether to begin offering this course and, if so, in what configuration (face-to-face, hybrid, or online).

We have long offered a regular Associate’s degree in Communication. Commencing with the 2013-2014 academic year we began offering the Associate Degree for Transfer in Communication, in addition to the regular Associate’s degree. This additional degree was developed in response to a state-wide initiative, and it is serving our students well by ensuring their ability to transfer into the CSU system and complete their work there in a timely manner.

PURPOSE OF SECTION 2.2: To understand your practice for reviewing outlines. For example: when you submit a new course, a modified course, or a course update for submission to the curriculum committee.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

During the period since our last program review, we reviewed and updated almost all course outlines in the department. For those courses taught by more than one instructor, a task force of subject-matter experts worked together to review, discuss, and revise, and their findings and recommendations were shared with the full department prior to a final vote on the modification. For those courses typically taught by only one instructor, that solo subject-matter expert reviewed and revised the outline before sharing and explaining changes with the full department prior to the final vote on the modification. Whether done in groups or by one individual, the process always includes a reflection on current trends in the field, both in terms of course content and in terms of pedagogy. Members of the department regularly attend professional conferences within the discipline, and when we work on course outline updates we reflect on and include new developments and current trends that we have been exposed to through conference attendance. Across all courses in our department, there is an emphasis on applied communication skills, which organically leads us to focus on relevance to student needs.

PURPOSE OF SECTION 2.3: To describe how curriculum is maintained and/or developed.

2.3 How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

Instructors emphasize the development of a strong learning community within the classroom, providing opportunities early on during the semester for students to interact with each other, engage in cooperative learning, and develop an effective communication climate through empathy, civil/ethical discourse, and critical thinking. Many instructors take pride in learning all students' names quickly, calling on students by name, and engaging individually with students within the larger classroom context and in one-on-one discussions outside of class. Because most instructors in the department took coursework in intercultural communication as part of our own degree programs, awareness of and adaptation to students' cultural diversity comes naturally to us. There also is significant awareness of and adaptation to varieties of learning styles, and one instructor in particular noted the value of engagement strategies she learned through participating in FELI training.

Students are asked to engage with course material through a variety of strategies. Here are some of those strategies (this list is by no means exhaustive, but it gives a fair representation of what we do): writing chapter summaries; keeping journals in which they reflect on how course concepts connect with their own lives; utilizing interactive online tools; creating conceptual illustrations of how course concepts connect to their own lives; and, providing peer critiques to each other, which require them to utilize course concepts in analyzing the work of others.

Due to the nature of the subjects we teach, current issues are naturally embedded into our

courses. Examples include: case studies pulled from real life and current events; socio-political issues that are relevant to interpersonal communication (including such issues as domestic violence, stalking, post-traumatic stress, and emotional competency); analysis and discussion of speeches given during recent elections; requirements that selected assignments focus on current socio-political topics; assignments that require students to become actively involved in addressing community-based issues/problems of their choice; inclusion of a focus on such issues as stereotype threat, race profiling, and racial bias in the news; and, discussion of water rights issues in California as an example of conflict management strategies, just to name a few.

PURPOSE OF SECTION 2.4: To describe what the department does to maintain high academic standards amongst its faculty (how courses are delivered).

2.4 What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

During the period under review, no new full-time faculty have been hired. New part-time faculty are given an orientation by the department chair that includes a tour of campus facilities (including classrooms and classroom technology), a review of official course outlines (including SLOs listed on the outlines), and an introduction to key staff on campus. New part-time faculty are also put in touch with experienced faculty who teach the course(s) that the new-hire will be teaching, and the experienced faculty members share resources and offer to provide guidance and a sounding board to the new faculty member.

One of our methods for maintaining dialogue within the department is the use of an off-campus all-faculty retreat during Spring flex week, where we often focus on sharing regarding the courses that we teach. For example, instructors may be asked to bring to the retreat an assignment they use in one of their classes to share with the group. Sometimes this is done with all faculty participating together, and sometimes we break down into smaller groups by course. We also sometimes use the retreat to share “a challenge or a joy.” Instructors can bring up a challenge they are experiencing in the classroom in order to benefit from shared experience by others who may have experienced a similar challenge, or they can share an experience they had in the classroom that was particularly uplifting or motivating. We have used the retreat to discuss grading standards in our public speaking classes, as well.

Monthly department meetings also provide an opportunity for dialogue that has ranged from the vision and mission of the department to planning for SLO assessments to consideration of classroom management issues, just to name a few topics.

Some faculty members report a significant amount of informal dialogue with colleagues. This is especially true of adjunct faculty, who all share a large office dedicated for the adjunct members of our department. The topics of these informal dialogues range from grading issues to structuring assignments to meet SLOs to classroom management techniques, just to name a few topics.

Some full-time faculty members report a desire for more ongoing dialogue (formal, informal, or both) regarding department practices, academic standards, and curricular expectations. The

department began work in Fall 2016 on trying to use the college's annual planning process as a greater catalyst for such dialogue. We have experienced some challenges with getting this initiative off the ground, and we are in the midst of regrouping to find ways to make this initiative as satisfying and robust as it can be.

PURPOSE OF SECTION 2.5: To gauge the overall academic rigor and consistency of your program. Here the committee is looking for explanation on unusually generous or rigorous grading patterns. The intent is to learn about best practices of individual instructors that are resulting in improved student success.

2.5 Refer to the Grade Distribution Summary (see Appendix 1). You may also wish to do this analysis for major courses and non-majors or first year versus second year or basic skill versus transfer. Compare department to division; compare department to state (optional); compare department to GE package; compare distributions within department (individual courses with multiple sections). Discuss your results and indicate how the department handles any unusual grading patterns. The Program Review Data Liaison can help you with this matter and will be providing you with additional data as well.

The grade distribution summaries show reasonable consistency from year to year within the department. They also show reasonable consistency with division-wide, college-wide, and statewide trends. While our withdrawal rates are somewhat higher than the statewide figures, for most of the years in the set we have somewhat lower withdrawal rates than the division and the college as a whole. We also have somewhat fewer "A" grades and somewhat more "B" grades than the division, the college, and the state. Perhaps we are doing more as a department to differentiate between work that is excellent ("A"-level work) and work that is well done ("B"-level work).

There is a higher degree of grade variation in the charts that show course comparisons. This is attributable to a variety of factors, depending on the specific course. Comm 120 Interpersonal Communication and Comm 122 Public Speaking are closest to the overall trends in the department because these are our two GE courses that all students must take in order to matriculate; sections of these two courses combined typically make up about 75% of the department's total offerings. Some courses are outside of the department norm in having a much higher number of "A" grades: Comm 123 Advanced Public Speaking, Comm 135 Oral Interpretation, Comm 136 Readers Theatre, and Comm 145 Argumentation, and Comm 240 Speech and Debate. All of these courses primarily attract Communication majors, students who would be expected to have a stronger foundation for coursework in the discipline and to apply themselves more to our courses because of their interest in the field. Comm 128 Global Communication has higher withdrawal rates and lower success rates primarily because it is an online course; such courses typically do follow these trends. Comm 240 Speech and Debate has high withdrawal rates because of the nature of the activity – students are engaged in preparing for competitions, and those students who don't apply themselves enough to be prepared to attend a competition end up withdrawing.

PURPOSE OF SECTION 2.6: To describe what the department does to maintain consistently high academic standards amongst its faculty (how courses are delivered).

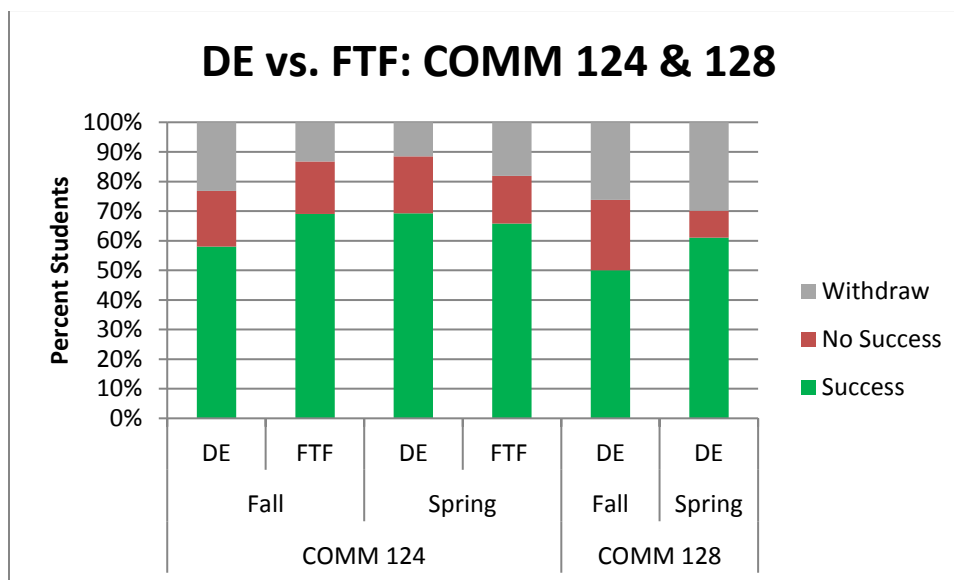
2.6 What strategies do you have in place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Please describe the strategies you have in place to ensure consistency.

The department has determined core areas that must be taught. These are clearly delineated in course outlines. Faculty also engage in dialogue about the various ways in which they cover these core areas and means of evaluation. Further, discussions surrounding the implementation and measurement of course SLOs has resulted in consistency in grading of areas related to the SLOs.

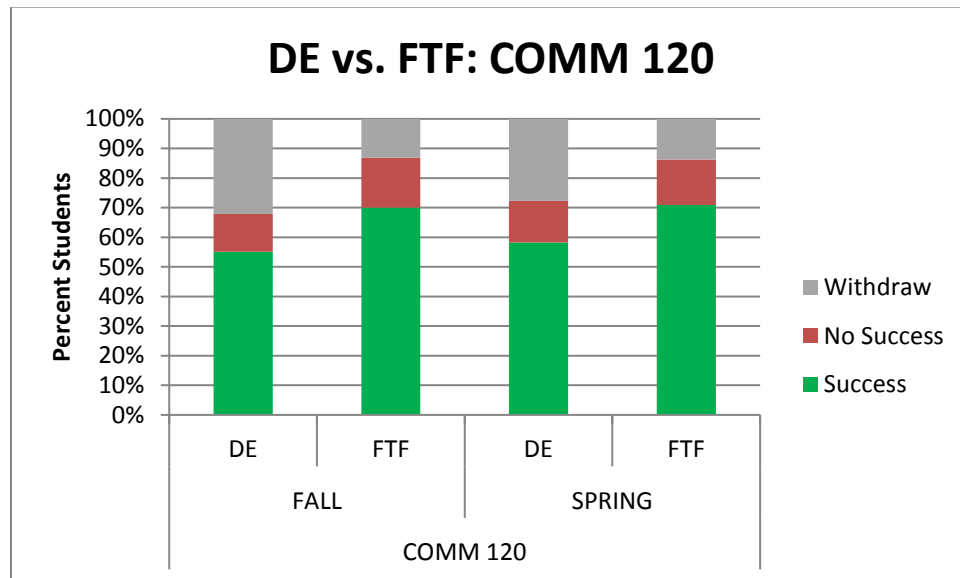
PURPOSE OF SECTION 2.7: To evaluate the department’s success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

2.7 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert the data graph here [graph provided by Program Review Data Liaison]).

			Success	No Success	Withdraw
COMM 124	Fall	DE	40	13	16
		FTF	167	43	32
	Spring	DE	18	5	3
		FTF	167	41	46
COMM 128	Fall	DE	40	19	21
	Spring	DE	47	7	23



			Success	No Success	Withdraw
COMM 120	FALL	DE	357	83	208
		FTF	3127	752	586
	SPRING	DE	362	87	172
		FTF	3030	654	590



For Comm 124 Intercultural Communication, Fall DE withdrawal rates are somewhat higher than Fall FTF withdrawal rates, but not inordinately so. In Spring, the trend is reversed and is even less noteworthy.

Comm 128 Global Communication is not taught in F2F format so the comparisons being asked for in this question cannot be made.

Comm 120 Interpersonal Communication is no longer being taught in an online format, and we do not anticipate offering it online again. As noted above, this class will not meet CSU Oral Communication GE requirements if taught online. The data do show that withdrawal rates are higher and success rates are lower in DE sections than in F2F sections of this course.

The main area of concern that comes out of this analysis is the general trend of higher withdrawal rates for DE courses than for F2F courses. We believe this is a system-wide trend. We would support college-wide initiatives that would better inform students about the nature of DE courses to help students make wise choices about whether or not DE courses are right for them. Strategies currently being used by instructors in the department who teach online include: sending an email to all DE students about one week before the start of the semester with the syllabus and due dates for all assignments; including information about the required level of technology prowess that students need and the type of technology that they need to have reliable access to; and, the use of a quiz on the subject, "Is online learning right for me?"

- 2.8** If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

Not applicable.

PURPOSE OF SECTION 2.9: The committee wants to gauge if students are able to transfer successfully to a four-year university via your articulation agreements.

- 2.9** Identify any areas of concern or additional needs that your department has about articulation with four-year institutions. Please describe how the program ensures that articulations are current.

Other than the concern about maintaining transferability of our courses to meet GE requirements and degree requirements, we have no additional concerns. In order to ensure currency and articulation the department maintains close ties with Grossmont's Articulation Officer as well as with the Communication departments of local universities. Further, the Undergraduate Advisor for SDSU's Communication Department is an adjunct faculty member in our department, and we readily utilize him as a source of information.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

PURPOSE OF SECTION 3: To show how SLO assessments were used to improve teaching strategies, develop curriculum, modify and/or update curriculum, and guide program planning.

3.1 How does your department manage and follow the 6-year SLO Assessment Plan?

A department member receives a portion of the department chair's allocated reassigned time to serve as the department's SLO coordinator. Each semester this faculty member informs the department at the beginning of the semester which course(s) are scheduled for assessment in the 6-year plan and works with the instructor or instructors who teach those courses to agree upon a method of assessment and a plan for implementation. The department's SLO coordinator also follows up by gathering results and completing required reports in the college's TracDat system.

3.2 How does your department use SLO assessments to discuss teaching and learning in your program and your courses?

While some of the formal and informal dialogue that colleagues engage in (noted above in section 2.4) focuses on SLOs, we do not currently make much use of SLOs to discuss teaching and learning in our program and our courses. The department's current SLO coordinator feels that there is a need to encourage more dialogue about each course that is up for review. We have begun to discuss the need for a much more rich dialogue about our course SLO's.

While we appear to be lacking in department-wide discussion of SLOs as they relate to teaching and learning, some individual faculty members do report that they find value in the work that we are currently doing with SLOs. At least one instructor uses SLO assessments to make improvements to assignments, and at least one reports that the work we do on SLOs always reminds her to be learning-focused, rather than merely focusing on delivery of content.

3.3 How is the information from those discussions communicated to faculty in the department?

As we engage in a more complete discussion of course SLOs, we will endeavor to find ways to effectively communicate our discussions to those who are unable to be part of the discussion.

3.4 Has your department used assessment results to guide funding requests through activity proposals? If so, provide an example.

No.

3.5 What assistance is needed from the College to remove barriers to SLOs being an effective and important component of your department planning (from writing SLOs to assessments to communicating action plans)?

The department's SLO coordinator would like to see deadlines related to SLOs and SLO reporting communicated more clearly by the college. She also finds TracDat cumbersome and

not always easy to access. These are technical issues, however, and the larger issue is how to generate more enthusiasm for and commitment to SLOs as part of the campus culture.

The college could help by giving more mentoring and modeling on how to bridge the design of SLOs as they involve 'dialogue,' course outlines, actual teaching needs, and assessment. Also, more help is needed with connecting complex goals to simplistic, often quantitative, measurement tools that fit into a simple box, like TracDat.

We would like more professional development about how to meaningfully link complex dialogue to simplistic measures. The college could provide more help in linking SLOs to course outlines and flexible instructor needs as to evaluation.

Another barrier that can be removed is more financial support and actual mentoring and training for the SLO coordinators within departments. There also could be more assistance in how to bridge SLOs with adjuncts, who are not fully compensated for their participation in SLO assessment.

SECTION 4 - FACILITIES AND SCHEDULING

PURPOSE OF SECTION 4.1 – 4.4: To determine how departments utilize various campus services and the impact on student access (consider facilities, scheduling, campus resources and technology).

- 4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

We use classrooms with movable seating, media technology, recording technology, and, in some case, raised platforms at the front of the room. While it may seem at first glance that regular classrooms generally meet our needs, we have found that this is not always the case. In particular, because of the importance of small-group activities and in-the-round discussions to the work that we do with our students, we have generally found classrooms that are long and narrow to be less accommodating to our teaching style than classrooms that are closer to being a perfect square.

Our Speech and Debate students require a squad room that is used as a combination practice room, team meeting room, and research lab.

We do teach online, so having adequate Learning Management Systems and support for those systems is vital to our students' success.

Later in Spring 2017 we will begin teaching a class at Las Colinas Detention and Reentry Facility.

- 4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

Yes ___ No X

- o If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- o If you checked 'no', please explain how your department/program is not meeting its facility space needs, in order to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met by.

Our three dedicated classrooms referred to above in Section 1.2 meet our instructional needs reasonably well, but they don't fully meet our scheduling needs. We offer four or five sections per hour from 8:00am to 5:00pm, so we are always in need of an additional one or two classrooms, and those that are available aren't generally configured in such a way as to meet our needs. None have the recording equipment that we need (it should be noted that some of our courses emphasize a presentation component more than others do, and we do try to prioritize scheduling in our dedicated classrooms for those courses in which the ability to record students' presentations is most beneficial, but we are not always successful in doing so). Some don't have movable seating. Most are of the long-and-narrow sort, rather than the closer-to-square configuration, and most don't have raised platforms (it should be noted that the raised platform is

helpful to some of our courses, but not to all of our courses; those that benefit most from the presence of a raised platform are those that include a significant amount of student presentations).

The current squad room for the Speech and Debate Team is in a portable (22A) that is well past its useful lifespan and is scheduled for demolition shortly.

We don't yet know whether the new Canvas system will be more effective than Blackboard with respect to off-hour technical support, which has been a problem with Blackboard.

We haven't yet experienced the Las Colinas facility, so we don't know yet if the facility will meet our teaching needs.

- 4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

As noted above in Section 1.2, we have participated in a Task Force that has developed plans for a renovation and remodel of the 200 complex. The plans include five dedicated classrooms for our department, as well as a dedicated squad room for the Speech and Debate Team.

- 4.4 Identify and explain additional technological and equipment resources that could further enhance student learning in these spaces.

A survey of faculty in preparation for program review yielded a number of specific ideas. All are listed here. The department still needs to engage in a dialogue to determine which of these ideas represent a widely felt need in the department worthy of expending resources on. The ideas included the following: remotes for all classrooms for advancing PowerPoint slides; funding for Camtasia and Voice Thread; some kind of editing program to make it possible to create electronic grade rubrics for presentations, along with the capacity to print them in the classroom and hand them to students as they leave class on the day they give a presentation; the ability to see the image from the document camera on the computer screen as well as on the classroom's display screen; having push-button controls for classroom media rather than using remotes; replacing desktop computers in the classroom with laptops; exploring clicker technology that allows instant polling of students during class.

PURPOSE OF SECTION 4.5: To have departments determine, based on their review of waitlist data and student feedback, if their program be able to serve more students if it had more facility resources available

- 4.5 Are students trying to access your program impacted by the facility spaces listed in 4.1?

Yes_X_ No___

- o If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific

examples.

- o If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

Because some of our sections must currently be taught in classrooms that don't have recording equipment, not all students are able to benefit by having presentations recorded. Providing students with opportunities to see their own presentations enables a more complete understanding of instructor feedback on students' areas of strengths and weaknesses. Because use of group work is sometimes limited by classroom configuration, students don't always get the benefit of cooperative learning. When online students are working off-hours and run into problems, tech support has not always been available, leading to frustration (we acknowledge that the college has worked to solve this problem recently, but we still think it worth noting that there has been a lack of support during most of the years that this program review study is focused on).

- 4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above.

We feel the answers above tell the whole picture.

SECTION 5 – STUDENT EQUITY AND SUCCESS

PURPOSE OF SECTION 5:

- To determine if students are enrolling in your program in equal representation to the general Grossmont student population.
- To have the department examine student outcomes disaggregated by ethnicity, age, gender, and other special populations.
- To have departments explain what they have done to improve success for all students while maintaining academic rigor.

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1 What specific strategies were utilized to maximize success issues of special populations (e.g. ethnicity, age, and gender). Please consult the appendix for data that will be provided to you by the Program Review Data Research Liaison. (Note as above: Asian, African-American and Hispanic are our three largest ethnic groups outside of White-Non Hispanic and should be included in this discussion. Feel free to include others as well.)

Instructors introduce and specifically address issues related to micro-aggressions, stereotype threat, and verbal aggression that may impact success for Asian, African-American, and Hispanic students (as well as others). Instructors focus on making sure that tests and assignments are process-oriented and based on skills, as well as setting high expectations and showing students how to reach them. There is also an emphasis on honest feedback, since false feedback and false hopes lead to a breakdown in student-teacher trust. Many of us include a statement on our syllabi about respect and trust. Many of our Comm 120 Interpersonal Communication instructors include an assignment on identity, and students often use this assignment as an opportunity to assert pride in their identity and to challenge stereotypes that others may have of them. Learning communities are emphasized, as research demonstrates that learning communities enhance success for students from marginalized populations. At least one faculty member attended a winter retreat for adjunct faculty designed to focus on strategies to aid in student success with a focus on African American students, sponsored by the UMOJA project.

The primary strategy that instructors report using to support success for students outside of the traditional college-age range is to make sure these students understand that their experiences and contributions are considered to be valuable by the instructor and by the class as a whole. One instructor reports engaging the class in discussion of age-related differences in technology usage as an example of using explicit discussion of special populations to help break down barriers.

In addition to the populations specifically referred to in this question, instructors report a focus on supporting success for students with disabilities and students on the Autism spectrum. Strategies include working with DSPS, tailoring instructions to the low-context needs of those on the Autism spectrum, and working to make all course materials accessible.

At least one instructor reports utilizing resources from the California Community Colleges

Veteran's Summit conferences to maximize success for this population, including using low-context and direct language, eliminating distractions, and helping these students navigate ambiguous situations. Several instructors note how beneficial Comm 120 Interpersonal Communication is for students who are military veterans, with these students self-reporting that skills learned in the course have been helpful in coping with PTSD.

To support the success of LGBTQ students, at least one instructor reports trying to counter some of the heteronormative bias of interpersonal communication research by seeking out complementary research on same-sex couples. Engaging LGBTQ students who choose to be out in the classroom is another strategy used to create a safe environment for students. At least one instructor who is gay makes a practice of being out in his classroom in order to foster a safe environment for all. Several faculty members have taken the Safe Zones training available on campus. Instructors also reported individual efforts to support and assist students undergoing gender transition, mostly by lending a supportive ear outside of class.

Across all categories of special populations, a consistent theme emerged from instructor responses to a questionnaire completed to assist in the preparation of this document. We do our best to keep educated about and aware of the needs of individuals from special population, and the greatest thing we can do for students from these populations is to meet them as individuals – know them, show interest in them, and support them as individuals.

- 5.2** Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

Our annual Griffin Speech and Debate tournament utilizes student volunteers from throughout the department as assistants in managing and running the tournament. Students who serve as volunteers for this tournament must work in teams, must be task oriented, must exercise time management, and must engage in cooperative problem-solving under stressful conditions.

Many Comm 120 Interpersonal Communication instructors report that course assignments, including journal writing, succeed in encouraging students to take course concepts (such as conflict management strategies, use of “I” statements, or perception-checking techniques) and put them to active use in their personal and work relationships. Another example is the use of Story Corp and Six Word Memoirs, two online programs that engage students in reflection on the nature of relationships; the latter program includes dialogue with a significant other.

At least one instructor who teaches Comm 122 Public Speaking and Comm 137 Critical Thinking in Group Communication requires that student presentations focus on solving a community-based problem or meeting a community-based need.

At least one instructor who teaches Comm 124 Intercultural Communication uses an assignment in which students relate a cultural story; the assignment helps energize students as they see the applicability of material, their ability to understand it, and their ability to talk about it coherently with their peers.

Instructors have attended the Faculty Summer Institute, the Faculty Teaching and Learning Institute, and the FELI program and have incorporated teaching strategies from these programs into the classroom.

- 5.3** Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, and fairs) to enhance student learning inside and outside of the formal classroom.

We recently began offering a section of Comm 122 Public Speaking geared toward students majoring in the health professions; the students' mutual interest creates and reinforces a strong sense of community. We also have been offering a section of Comm 122 Public Speaking linked with a section of ESL 119 English as a Second Language V; the creation of a learning community is operative and enhances student success.

Several instructors participated in the One-Book, One-Campus initiatives of the past few years, reporting positive feedback from students on selection of topics for class assignments, as well as enjoyment of special events around campus related to the theme.

Under the guidance of our Director of Speech and Debate, and working in collaboration with other department on campus, members of the Speech and Debate Team have participated in Readers Theatre presentations during the Banned Books Celebration and during Constitution Week. Team members also collaborated with the Umoja program to participate in a Poetry Slam competition during Black History month.

- 5.4** Discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Please consult the appendix for data that will be provided to you by the Program Review Data Research Liaison. Provide examples of any changes you made to address these trends.

Our enrollment patterns for all ethnicities reflect overall college patterns fairly closely, as would be expected for a large department with substantial course offerings that all students are required to take. In the last semester of the data, male enrollments increased slightly and achieved the college's target, though we have no data that would explain how this occurred. We do trend a little younger than the college as a whole, but that is to be expected given that the younger students are more likely to be degree-seeking students and therefore more motivated to complete GE requirements; moreover, older students who are reentry students are likely to have completed their Oral Communication GE requirement during an earlier period of college enrollment and are therefore less likely to need our Oral Communication GE courses.

A conversation with the Program Review data liaison informed our analysis of success and retention in the department. Overall success and retention rates in our courses are close to the college-wide targets. Breaking out success and retention rates by gender, age, and ethnicity, our trends match general trends on campus fairly closely. While it is part of college-wide trends, we note that having success rates lower than 70% for Hispanic, African-American, Native American, and Pacific Islander students is a subject of concern for the department. We are committed to seeking solutions that can improve success and retention rates for these groups through

accessing additional student support and forging increased connections with programs on campus designed to improve success for students in these populations.

5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.

Not applicable.

5.6 Insert the “Degrees and Certificates” data table for this section. This data table will be provided to you by the Program Review Data Research Liaison. If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

Degrees and Certificates—Department Table

	09-10		10-11		11-12		12-13		13-14		14-15		15-16		Total	
	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT	DEG	CERT
Comm. Studies for Transfer									23		39		42		104	
Communication	20		11		12		10		12		5		10		80	
Total	20		11		12		10		35		44		52		184	

The data show the very positive impact that the development of the A.D.T. degree has had on the number of majors successfully completing the Communication degree. We know anecdotally that, prior to the 2013-2014 year, we had a number of Communication majors who transferred without actually obtaining a degree from us. We believe that the focused, streamlined nature of the transfer degree has allowed students to complete who might otherwise have moved on from Grossmont to study at a university without an official completion at Grossmont. The development of the transfer degree has also likely attracted more Grossmont students to the Communication major by offering them a guaranteed path for transfer.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

PURPOSE OF SECTION 6: To determine how departments utilize various campus services (facilities, campus resources, student survey and technology).

6.1 Are college student support services adequate to meet your program's needs? Please elaborate on your answer.

Student support services that can be enhanced include wireless access, DSPS testing accommodations scheduling, mental health services, and counseling accuracy. (1) Students have reported that wireless access to the internet still remains patchy on many parts of campus, which inhibits their ability to access research materials on personal computers and phones; (2) students have reported that they must make their appointments to take tests in DSPS so far in advance – especially during finals week -- that they sometimes miss the appointment and are required to take a test without accommodations; (3) more mental health services are needed that are easily accessible, clearly marketed so that students know services are available, and open at all times campus is open during daytime hours and until 7:00 pm (there has been a very significant uptick in psychological struggles among students in the past 4 or 5 years, from sexual- and gender- identity struggles, to domestic violence, to suicidal and homicidal ideations); (4) counseling representations of our course offerings can be more accurate and consistent, as we find that sometimes students hear things that are incorrect and sometimes inhibit enrollment or accurate representations of transfer needs.

6.2 What services do students in your department/program use specifically? Can you provide any examples that have improved student retention and success?

The primary service not referred to elsewhere in section 6 is tutoring services, including both the English Writing Center and the Communication tutor in the Tutoring Center (a position that we have had intermittent success in keeping filled). Instructors have numerous examples of students who have used either or both of these services to go from struggling to successful. One example in particular that stuck out was a student with a brain injury who worked several times on presentations with the Communication tutor; the instructor is certain that the student would not have successfully completed the course without this extra assistance.

6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty.

The department gives extremely high marks to Printing and Business Services. In each of these offices, staff are friendly and helpful, and instructors receive timely assistance.

The ALC administrative assistant to the Dean, Janet Carter, deserves special recognition. She is always willing to go the extra mile to help us get our needs met, and she has been invaluable for Division continuity during a period of administrative transition.

Instructional Media Services staff are very helpful, but it sometimes can be hard to get someone on the phone. It appears that this department may be understaffed.

Students primarily use mobile devices nowadays, so not having wireless printing in the tech mall/library is inconvenient for students. Messages on the Web Advisor class schedule should be clickable, as students using mobile devices cannot easily click the link and therefore miss messages.

Some instructors find the variety of departments that exist to help students and faculty with various different technology-related challenges to be confounding. It would be helpful to have a "Who-you-gonna call?" resource specific to all things tech-related (office computers, classroom computers, tech mall needs, Blackboard, Webadvisor, etc.).

The Bookstore's online book selection system is rather labor intensive. It would be helpful if it was more streamlined, although faculty appreciate the option to simply send an email with book order information. The bookstore's price mark-up seems excessive to some instructors, and there are instructors who tell their students not to use our bookstore and to shop elsewhere, knowing that students can find better prices for the same text elsewhere.

Instructional Operations receives high marks for assistance with the scheduling process and with room reservations. The curriculum approval process is challenging, however, and perceived by some in the department as overly bureaucratic. We would like to see a process that is more flexible and responsive to needs. The tech review process could also be made simpler and easier to understand.

CAPS is not well integrated into the overall campus community and culture. It may be helpful to do some kind of customer-service training to help members of this department meet the needs of the campus community better.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

PURPOSE OF SECTION 7:

The purpose of this section is for your department to show meaningful outreach, engagement and retention, both on and off campus. Consider the impact on students, faculty, department/program, community/professional groups, or the college in general.

Examples are shown below, for both off-campus and on-campus activities.

OFF CAMPUS	ON CAMPUS
Marketing Flyers, brochures, booths, radio	Marketing Flyers, brochures, booths, Summit newspaper
Discipline Specific activities Conferences, Clubs/Organizations, Department Events, Licensing Meetings, Technical Reviews/peer reviewing manuscripts/textbooks and other discipline-specific volunteer activities, regional and state task forces	Campus Volunteerism Involvement in college and other department's activities (campus open houses, science fair, water project, helping out as a theater usher or at a sports team event)
Community Involvement Advisory committees, serving in regional groups, K-12 outreach, Job Fairs, other college-related but not discipline-specific activities	Interdisciplinary Collaboration Collaborating on shared events, cross-listed courses, working with campus student services, linked Courses (sharing of expertise/resources between departments to benefit student success, such as guest lectures, shared lab activities, simulation or other special events)
Professional Development Attendance, creation/presentation, grants, sabbaticals	Professional Development Workshop Attendance, creation/presentation of professional development activities, grant-writing and sabbatical projects

The table below shows how you can organize your activity data. Complete this table with your commentary

Faculty	Activity/Committee	On Campus	Off Campus	Year(s)	Results
Joel Castellaw	Performances in various theatrical productions in San Diego regional theaters.		x	2011-present	Represents Grossmont College faculty within the community; enhances depth of experience and understanding of principles taught in our courses, especially Comm 136.
Joel Castellaw	Performances in plays and readings in coordination with the	x		2011-present	Provides opportunities for students to be engaged in cultural activities on campus;

	Theatre Arts and Music departments.				enhances depth of experience and understanding of principles taught in our courses, especially Comm 136.
Joel Castellaw	Spoken word performance on the topic of gay marriage with local group So Say We All.		x	2015	Demonstrated commitment of Grossmont College faculty to inclusion; enhanced depth of experience and understanding of principles taught in our courses, especially Comm 136.
Joel Castellaw	Completed Safe Zones training.		X	2016	Enhanced engagement and support for LGBTQ students.
Joel Castellaw	Lecture on political and social messages in the works of Dr. Seuss.		x	2017	Engaged students and faculty at Chaffey College in a dialogue about social issues.
Victoria Curran	Attended the White Privilege Conference.		x	2016	Enhanced course content for Comm 144 to improve student success.
Victoria Curran	Board member for the Greater Golden Hill Community Development Corporation.		x	2012-2013	Represented Grossmont College faculty within the community; enhanced depth of experience and understanding of principles taught in our courses, especially Comm 137.
Victoria Curran	Co-wrote a grant for, and helped coordinate, the Greater Golden Hill Street Fair.		x	2013	Represented Grossmont College faculty within the community; enhanced depth of experience and understanding of principles taught in our courses, especially Comm 137.
Victoria Curran	Board member for the Greater Golden Hill Community Garden.		x	2014-2016	Represented Grossmont College faculty within the community; enhanced depth of experience and understanding of principles taught in our courses, especially Comm 137.
Victoria Curran	Board member for the Greater Golden Hill Planning Committee and for the Balboa Park Committee.		x	2016-present	Represents Grossmont College faculty within the community; enhances depth of experience and understanding of principles taught in our courses, especially Comm 137.
Victoria Curran	Leads selection committee for the college's student commencement speaker and prepares the student chosen to give the commencement address.	x		2004-present	Enhances student engagement by including a student speaker in the commencement program.

Victoria Curran	Certified "Safe Zone" workshop presenter.	x		2013-present	Enhances student success by creating a safe environment on campus for LGBTQ students.
Victoria Curran	Teaches Comm 144 Communication Studies: Race and Ethnicity (cross-listed as CCS 144)	x		2016-present	Increases interdisciplinary connections between departments; enhances student success by promoting an inclusive atmosphere on campus.
Victoria Curran	Member, Faculty Professional Development Committee	x		2010-2015	Promoted engagement and retention by supporting a robust professional development program for faculty.
Alisha Lenning-Solan	Co-authored a book <i>Powerful Learning Communities: A Guide to Developing Student, Faculty, and Professional Learning Communities to Improve Student Success and Organizational Effectiveness</i>		x	2013	Review of useful pedagogical tools; National publication and recognition.
Alisha Lenning-Solan	Authored a chapter published in <i>Ritual and Healing</i> collected and edited by Don Eulert, PhD, a professor of Integrative Psychology at California School of Professional Psychology		x	2013	Recognition at Twentieth Annual San Diego Book and Writing Awards
Alisha Lenning-Solan	Presented on "Into the Lion's Den" chapter from <i>Ritual and Healing</i> at a Center for Integrative Psychology event at Alliant International University		x	2013	Cross disciplinary dialogue with academic professionals at other local institutions
Alisha Lenning-Solan	Attended Mindfulness Retreat as part of a special educators group, "Finding Your True Home."		x	2013	Mindfulness content incorporated into COMM 120 class; content used to create Flex week session on Mindfulness in Spring 2014; gained strategies to reduce burn out
Alisha Lenning-Solan	Attended SDSU Writer's Conference		x	2016	Connected with SDSU and San Diego writers in the community
Alisha Lenning-Solan	Performed in interdisciplinary community arts		x	2015-2016	Cross disciplinary dialogue with academic professionals at other local institutions; learning

	productions.				new delivery and pedagogical methods related to performance/delivery and community building
Alisha Lenning-Solan	Led or co-led the following professional development activities: The Graduates Film and Discussion How Stereotypes Affect Us: Stereotype Threat & Achievement Mindfulness 101: Cooling the Flames of Burnout		x	2014-2016	Enhanced professional development for colleagues across the campus community
Alisha Lenning-Solan	Presented at Words and Music an interdisciplinary/Inter-collegial event with Grossmont and Cuyamaca Faculty		x	2016	Cross disciplinary dialogue with academic professionals at sister institution
Alisha Lenning-Solan	Completed Safe Zones training		x	2014	Greater visibility as a support person to LGBTQ students leading to beneficial dialogue with several LGBTQ students
Tina Perez	Obtained a certificate in Online Teaching Proficiency from UCSD		x	2014	Enhanced student engagement and retention in online courses.
Tina Perez	Obtained a certificate in Health Communication at SDSU		x	2016	Enhanced curriculum to increase student engagement.
Tina Perez	Engaged in a sabbatical to develop the course outline for a new course in Health Communication to be offered at Grossmont College		x	2016	Enhanced curriculum to increase student engagement.
Furaha Saba	Organized presentation of Native American storytelling for the campus community		x	2016	Enriched faculty and students through dialogue and inclusion.
Denise Schulmeyer	San Diego Police Department Crisis Interventionist (volunteer position)		x	2011-2013	Represented Grossmont College faculty within the community; enhanced depth of experience and understanding of principles taught in our courses, especially COMM 120

					and 124
Denise Schulmeyer	San Diego County Sheriff's Dept. Search and Rescue team member (volunteer position)		x	2013-present	Represented Grossmont College faculty within the community; enhanced depth of experience and understanding of principles taught in our courses, especially COMM 120, 124, and 137
Denise Schulmeyer	Pursuit of second master's degree in Instructional Design & Technology (will be completed in May)		x	2015-2017	Enhanced ability to merge education and technology to as to increase student engagement and learning (and thereby retention and success)
Denise Schulmeyer	Served as the first campus Professional Development Coordinator	x		2012-2013	Established PD office, providing greater opportunities for faculty and staff to attend workshops, all of which were either directly or indirectly related to student retention and/or success
Denise Schulmeyer	Member, Undocumented Students Task Force	x		2015-present	Enhances student retention and success by developing ways in which to create a safe and welcoming environment for our undocumented students
Denise Schulmeyer	AB 540 Ally training	x		2017-present	Brought AB 540 Ally training to the campus, to train administrators, faculty, & staff to become AB 540 Allies for our undocumented students.
Denise Schulmeyer	OER working group	x		2017-present	Enhances student retention and success by investigating ways faculty can find and incorporate OER into their classes
Denise Schulmeyer	ISLO Coordinator	x		2016-present	Develops and assesses ISLOs as an outreach tool to students and the broader community
Denise Schulmeyer	COMM 122/ESL 119 link	x		2015-present	This linked course provides an opportunity for our non-native English-speaking students (a group that is typically reticent to take public speaking due to embarrassment over their language skills) a safe environment in which to give

					presentations in English.
Jade Solan	Attended Mindfulness Retreat as part of a special educators group, "Finding Your True Home."		x	2013	Developed new materials used for COMM 120 class and Flex week session on Mindfulness in Spring 2014.
Jade Solan	Attended the White Privilege Conference		x	2014	Developed new materials used for COMM/CCS 144
Jade Solan	Performed in interdisciplinary community arts productions.		x	2015-2016	Learned new pedagogical strategies for non-verbal presentations to live audiences; experienced new models of community building and interdisciplinary arts collaboration. Supported fundraising efforts for San Diego Dance Company, Malashock Dance. Engaged community at Barrio Logan through interactive art at Chicano Park. Supported free community arts projects at Chicano Park. Supported charitable fundraising and partnerships with local businesses in funding local arts.
Jade Solan	Led or co-led the following professional development activities: The Graduates Film and Discussion How Stereotypes Affect Us: Stereotype Threat & Achievement Mindfulness 101: Cooling the Flames of Burnout Up/Down, In/Out: The Space of Inclusion.	x		2012-2016	Enhanced professional development for colleagues across the campus community
Jade Solan	Presented original works and the work Sei Shonogan's <i>The Pillow Book</i> in interdisciplinary/inter-collegial event with	x		2016	Enhanced professional development for colleagues across the campus community

	Grossmont and Cuyamaca Faculty: <i>Words and Music at Cuyamaca Collage</i>				
Jade Solan	Presented at Political Economy Week. <i>Two Faced Racism: Whites on the Frontstage and Backstage.</i>	x		2014	Enhanced the learning environment for students through a challenging presentation on issues related to inclusion.
Jade Solan	Teaches Comm 144 Communication Studies: Race and Ethnicity (cross-listed as CCS 144)	x		ongoing	Increases interdisciplinary connections between departments; enhances student success by promoting an inclusive atmosphere on campus.
Jade Solan	Sabbatical to strengthen and promote classroom and college-wide efforts to address communication issues and concerns involving race and ethnicity.		x	2014	Measurable outcomes include: 1) relevant research compiled in an annotated bibliography; 2) library materials on race, ethnicity, and diversity acquired; 3) training resources produced in an Instructor Workbook; and 4) Professional Development workshops designed with proposal and action plans. The project benefits the college through curriculum design and professional development that support the College's values of learning and student success, creativity and innovation, pursuit of excellence and continuous improvement, and the power of diversity and inclusion.
Sheri Strothers	Serves on the board of an organization that reaches out to impoverished people and brings them solar electricity, computers and books.		x	ongoing	Provides community support and demonstrates faculty engagement in the community.
Sheri Strothers	Served a local organization to help facilitate small study groups for students of all ages. Taught leadership, coordinated administrative		x	2011-2015	Provided community support and demonstrated faculty engagement in the community.

	tasks and created everything from everyday tasks to long term vision for the 500+ people organization				
Sheri Strothers	Attended Critical Thinking Conference		x	2011	Learned additional teaching methods to promote critical engagement and thinking
Sheri Strothers	Served on the local Girl Scouts of America Council, assisting young girls with leadership, education and community service projects.		x	2016-2016	Provided community support and demonstrated faculty engagement in the community.
Sheri Strothers	Attended Online Teaching & Learning Conference		x	2012	Learned strategies to create student engagement and clarity in online courses.
Sheri Strothers	Participated in the East County Chamber of Commerce "Master's Leadership Program."		x	2015-2016	As a representative of Grossmont College, met regional leaders from every area in the community and developed strategies and projects to grow civic, student and community involvement.
Sheri Strothers	Participates in elementary schools' "career day" and "fitness day," sharing about Grossmont College, the life of students and the life of professors.		x	ongoing	Community outreach and engagement.
Sheri Strothers	Attended summer learning institutes	x		2013-2014	Learned how to foster more engagement and promote retention underrepresented students
Sheri Strothers	Taught courses as part of the college's Freshmen Academy	X		2012-2015	Creation of a robust "first year" college experience for a cohort of students who sometimes struggle to persist and succeed
Roxanne Tuscany	Coordinates the annual Griffin Speech and Debate Tournament.	x		ongoing	Provides opportunities for student engagement through participation in the hosting of this tournament.
Roxanne Tuscany	Participates annually in the WOW (Week of Welcome) quad activity at the beginning of each semester.	x		ongoing	Encourages student retention by creating a welcoming environment on campus at the beginning of the semester.
Roxanne Tuscany	Coordinates the hosting of a high school Speech and Debate tournament on our	x		2015-2016	Provides outreach opportunities by bringing high school students from throughout the

	campus.				county onto our campus.
Roxanne Tuscany	Attended the National Communication Association conference.		x	2015	Enhanced curriculum in courses taught.
Roxanne Tuscany	Presented a Professional Development program titled: Students Voices of Diversity		x	2015	Enriched faculty and students through dialogue and inclusion.
Roxanne Tuscany	Collaborated with English Department on their One-Book Theme for 2 years		x	2011-2012	Increased student engagement through a focus on special topics.
Roxanne Tuscany	Coordinated readers theatre presentations for Banned Books and for Constitution Week		x	2015-2016	Engagement of the entire campus community in examination of stimulating and controversial themes
Kimberlee Wirig	Chaired a panel at the National Communication Association Convention on "Challenges and Advances in Group Communication"	x		2015	Enhanced depth of experience and understanding of principles taught in our courses, especially Comm 137

7.1 Please provide an overall reflection on your department's activity displayed in your table.

The activities listed in the table above demonstrate strong faculty commitment to and involvement in the campus community, student enrichment and engagement, professional development, community service and involvement, and exploration of challenging subjects. The table above includes only a sampling of the many activities that faculty are involved in. We are proud of the work that our faculty are doing, and we are committed to support for robust professional development opportunities for all faculty.

7.2 Are your overall faculty professional development needs being met? Yes_____ No _____

If no, please describe what needs are not being met.

We don't see this as a simple "yes" or "no" question. We have many satisfying professional development opportunities, and we also are hungry for more. We are proud of the department's commitment to supplement college-wide support for discipline-related conference attendance, but we would still like to see additional funds available college-wide to support such activities. Members of the department do report that in some years they hold back on requesting department funds for conference attendance to give others the opportunity to access such funds. There is also a belief that faculty would benefit from increased participation in such activities as FELI and the Summer Learning Institute, but we would like to see these activities held in July, August, December, and/or January so that faculty could count them toward professional development credit. Stipends for adjunct faculty to attend additional professional development activities beyond their contracted hours would also be helpful.

7.3 Reviewing your results data in the above table, what activities provided the most value?

Sabbaticals probably provide the most value because faculty in our department have used sabbaticals to enhance curriculum in an existing course and to develop a new course. This has the most long-term impact on student engagement and success.

Next would be conference attendance and participation, once again because of the direct positive impact on teaching and learning.

Our faculty-led professional development activities provide value to our colleagues across the campus, especially because of the strong emphasis on inclusion in the activities our faculty have led

Also noteworthy are those activities that engage the entire campus community, resulting in dialogue on challenging subjects, which supports engagement.

7.4 If you included Advisory Committee activity in tables 1 and 2, please include the results in the 'results' column for table 2.

Results have been included for all activities throughout the table.

SECTION 8 – FISCAL & HUMAN RESOURCES

PURPOSE OF SECTION 8:

Please assess if the college is meeting the resource needs of your department and if your department is using those resources efficiently.

NOTE: All data tables will be completed by the Program Review Data Liaison.

Fiscal Resources

	FA09*	FA10*	FA11	FA12	FA13	FA14	FA15
Earned Enroll	2152	2126	2209	2082	2257	2234	2161
Max Enroll	2295	2203	2235	2097	2284	2332	2364
% Fill	93.77	96.50	98.84	99.28	98.82	95.80	91.41
Earned WSCH	7842.00	6620.00	7762.17	7112.37	6672.27	6705.14	6515.94
Total FTEF	15.76	15.16	15.36	14.56	15.77	15.97	16.17
Earned WSCH/FTEF	497.75	436.82	505.51	488.65	423.21	419.96	403.05
	SP10*	SP11	SP12	SP13	SP14	SP15	SP16
Earned Enroll	2166	2080	2045	2184	2164	2206	2230
Max Enroll	2214	2188	2097	2244	2222	2417	2509
% Fill	97.83	95.06	97.52	97.33	97.39	91.27	88.88
Earned WSCH	6630.00	6168.89	6218.51	6529.77	6452.06	6547.11	6596.29
Total FTEF	15.16	14.96	14.36	15.36	15.37	16.57	17.17
Earned WSCH/FTEF	437.48	412.50	433.20	425.25	419.89	395.21	384.25
	SU09*	SU10	SU11	SU12	SU13	SU14	SU15
Earned Enroll	579	379	199	--	243	289	264
Max Enroll	720	390	210		270	330	300
% Fill	80.42	97.18	94.76		90.00	87.58	88.00
Earned WSCH	1,737.00	1137.00	552.47	--	612.17	745.56	742.62
Total FTEF	4.80	2.60	1.40		1.80	2.20	2.00
Earned WSCH/FTEF	361.88	437.31	394.62		340.10	338.89	371.31

*From WSCH Analysis--All other years from EMA

8.1: Please refer to the %Fill and WSCH per FTEF in the above table

8.1.1 Describe any patterns in enrollment and section trends for the courses in the program since the

last program review. Include fulltime equivalent students (FTES), enrollments at census and % Fill.

- 8.1.2 Include in your commentary the number of sections offered of different courses and section capacity.
- 8.1.3 Describe how the department has changed course offerings in response to changes in enrollments, if applicable, and the results of these changes.
- 8.1.4 Where section sizes are limited by fixed resources and/or external constraints, please explain.

Our enrollment is strong and stable, reflecting the fact that all students must complete either Comm 120 Interpersonal Communication or Comm 122 Public Speaking in order to complete an Associate's degree and in order to transfer to CSU, which is a goal of many Grossmont students. Our percent fill rate is excellent, a fact of which we are very proud as a department. It did drop some toward the end of the years covered in the data set. It's our understanding that this was part of a college-wide trend. The earlier years in the data set represent a time of high demand concurrent with limited resources; as demand softened while we simultaneously added more sections in response to administrative mandates, fill rates declined somewhat, but the department's fill rate would still be considered strong in comparison to the college as a whole.

In a given semester, we typically offer about thirty sections each of Comm 120 Interpersonal Communication and Comm 122 Public Speaking in order to meet the college's need for sections of these core GE required courses. We offer one or two sections of most other courses in the department each semester to meet the needs of students majoring in Communication, as well as the needs of students interested in taking courses in the department to fulfill the various other GE requirements that our courses fulfill (most of which fall in areas C or D). We typically offer three sections of Comm 145 Argumentation and five or more sections of Comm 137 Critical Thinking in Group Communication; these courses are popular options to meet the Critical Thinking requirement for transfer to CSU. Fill rates and waitlists for our courses, as well as the rarity of cancelling sections for low enrollment in our department, suggest we are in the Goldilocks range for number of sections offered – not too many; not too few; just right.

All of our courses are capped at a class max of thirty by language in the collective bargaining agreement. This must be maintained for pedagogical soundness. Our courses include a student presentation component, and class maxes must be kept lower than the regular college-wide max to allow adequate time for engagement with course content while still providing enough class meetings for student presentations to take place. Our colleagues in the CSU system would actually prefer to see an even lower class max; twenty-four is what is recommended by the department chair at San Diego State University.

8.2: Please refer to the Earned WSCH/FTEF sections of Table 1 & 2 in the appendix to answer the questions in this section.

- 8.2.1 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review

8.2.2 For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency

Our WSCH/FTEF is lower than the college-wide average because of the lower class max noted above in section 8.1. It declined somewhat toward the end of the data provided for the same reasons noted in section 8.1 regarding the slight decline in our percent fill numbers.

Courses with a lower WSCH/FTEF than the department average include Comm 123 Advanced Public Speaking, Comm 135 Oral Interpretation of Literature, Comm 136 Readers Theatre, and Comm 238/239/240/241 Speech and Debate Competition.

Comm 123 is a course that meets a major prep requirement for students transferring to SDSU as Communication majors. We offer one section of this course each semester. We have worked to maximize efficiency in this class in the following manner: in Fall, we offer it as a second 8-week class, pairing it with a first 8-week section of Comm 122 Public Speaking; in Spring, we offer it as a night course so that students who are only able to take classes at night are able to complete the degree and successfully transfer to SDSU. We offer one section of Comm 135 each Fall and one section of Comm 136 each Spring. This pattern of offerings, along with the positive impact that the development of the A.D.T. in Communication has had on the number of Communication majors at the college, has resulted in increased enrollments for these three courses during the years under review by this study.

Comm 238/239/240/241 Speech and Debate Competition has a lower WSCH/FTEF than the department average because the total cap across the four courses is twenty-four. The cap has to be lower for these courses because we have only one full-time instructor serving as the coach for our team. Each student in the activity must spend arranged hours each week working with the coach one-on-one. It is not humanly possible for a single coach to serve more students than the current class max allows. Indeed, it is better to have a ratio of one coach for every twelve to fifteen students in this activity, and the average coach/student ratio in Speech and Debate programs is closer to one coach for every ten students. Roxanne Tuscany's ability to serve as many students as she does is due largely to her willingness to put in a substantial number of what amounts to uncompensated hours working individually with students.

8.3. For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for in order to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning.

The regular department budget goes primarily to supplies, travel, and meals and meeting refreshments. Supplies include such items as printer cartridges for faculty office printers and basic office supplies not available through Printing Services. We provide additional support for employee conference travel beyond what is available through college-wide funds, regarding discipline-specific professional development as a high department value. We have used meal and meeting refreshment dollars when we have hosted a Communication Summit on campus – an event intended to bring Communication colleagues throughout the county together for

presentations and discussions on current topics in the discipline. Our regular department budget seems adequate to meet our needs.

The department's Forensics (Speech and Debate) budget goes to purchase supplies needed by the team and to support travel by students and faculty to the tournaments where they compete, as well as registration fees for those tournaments. The current budget, as well as the above-noted fact that we have only one coach for the Speech and Debate Team, limits the number of students we are able to prepare and take to State and National competitions. An increase in the Speech and Debate budget, along with the addition of another full-time coach to the staff, would enable more students to reach their aspirations of participating in top-level competition. This experience would increase students' engagement with the activity and with the team. Students with top-level competitive experience also are recruited by four-year universities, some of which offer scholarships to students who participate in this activity.

PURPOSE OF SECTION 8.4:

The committee is looking to recognize program/department efforts for outside funding.

8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

The Director of our Speech and Debate Team coordinates two events on campus each year that raise funds for the team: the Griffin Speech and Debate Tournament (registration fees paid by the twenty-or-so colleges and university that attend not only cover the expenses associated with running the tournament but also provide a surplus that goes into a trust fund for our team); and, a Showcase of our team's accomplishments (attendees are invited to make a donation to our trust fund that supports the team). These funds help to supplement the budget referred to above in section 8.3.

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the questions in sections 8.5 and 8.6.

PURPOSE OF SECTION 8.5

The committee is interested in knowing about the people in your department and what they do.

Human Resources

	FA09*	FA10*	FA11	FA12	FA13	FA14	FA15
FT Faculty Count	7	7	7	7	7	7	7
PT Faculty Count	18	17	19	17	18	16	15
Full-Time FTEF	6.60	6.60	6.40	4.02	5.17	6.77	5.17
X-Pay FTEF	1.36	1.56	1.36	1.33	1.40	0.60	1.00
Part-Time FTEF	7.80	7.00	7.60	9.20	9.20	8.60	10.00
Total FTEF	15.76	15.16	15.36	14.56	15.77	15.97	16.17
FT Percent	50.49%	53.81%	50.50%	36.79%	41.65%	46.14%	38.14%
Permanent RT	0.79	0.79	0.79	0.79	0.79	0.79	0.94
Temporary RT		0.20		1.10	0.10	0.20	
Other							

- 8.5.1 If any trends or changes are apparent in the past six years, please explain the reasons for them. Describe the roles and responsibilities of full-time versus part-time faculty in your department.
- 8.5.2 How do these positions contribute to basic department function and/or the success of students in the program?

Again, the data present a picture of relative stability in the department. Where fluctuations in the percent of sections taught by full-time faculty occur, they are the result of instructors taking release time for assignments around campus or instructors being on banked leave or sabbatical leave.

Communication is a generalist field, and all full-time and part-time instructors are well qualified to teach Comm 120 Interpersonal Communication, Comm 122 Public Speaking, or both. Faculty teaching these courses contribute to basic department function and student success by ensuring that we have an adequate number of sections of these two courses to meet the college's needs. We have a combination of full-time and part-time instructors qualified to teach the various other courses in the department that require some degree of specialization, thereby ensuring that we have a full complement of courses available to maintain Communication degree offerings and to provide students in the Communication major the ability to complete their program of study.

The most specialized of all of the instructor positions is the coach for the Speech and Debate Team. The individual in this position must have knowledge of all of the various events that take place in Speech and Debate competition, have the ability to successfully coach students in all of these events, have the ability to motivate and manage a team of students, and have the willingness and time to travel extensively on weekends. Because of these requirements, it is not sound practice to use part-time faculty to serve in this role. This role must be fulfilled by full-time faculty members.

PURPOSE OF SECTION 8.6

The committee is interested in understanding your department/program staffing needs.

8. 6.1 Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).
- 8.6.2 If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

It has been the longstanding position of the department that we are in need of an eighth full-time faculty member, and we apply annually for a new full-time faculty position. Our most recent request ranked 13th out of 27 requests campus-wide. As noted in our history section, we have had as many as ten full-time faculty. The last time that we were at eight was over ten years ago; we were reduced to seven full-time members when Annjennette McFarlin retired and we were unexpectedly denied a replacement position.

As noted above, our full-time/part-time ratio tends to fluctuate due to two main factors: full-time faculty taking reassigned time, and members being on sabbatical or banked leave. Denise Schultmeier is currently on 40% release as ISLO coordinator for the department. With seven full-time faculty, we frequently have a member out on sabbatical or banked leave. When our full-time/part-time ratio is in the 50% range, students are being served as well in our department as they are in the rest of the campus. But when we fall into the 40% range, and even down into the 30% range, as has been the case recently, students are not as well-served. We continue to add sections, at the request of administration, and this will only drive down our full-time/part-time ratio even further unless we are allowed to hire an eighth full-time faculty member. This emphasis on the full-time/part-time ratio is not to disparage part-time instructors, but they simply do not have the same degree of campus involvement as full-time faculty do, and they are not as available to students as full-time faculty are.

The specific position that we have been applying for is a second coach for our Speech and Debate team. The Forensics Team (Speech/Debate) has had only one full-time coach for the past 27 years. Speech and Debate programs of comparable size typically have two or three full-time coaches. While the success of the program has been strong, and the number of students served has been considerable, the program can be even more successful in serving students effectively with a larger coaching staff. The success of each student depends on considerable

one-on-one coaching with qualified coaches, and one coach can only support a limited number of students if those students are to advance into the highest levels of the activity. Moreover, when there are two or more coaches, students benefit from having additional perspectives on how to improve their skills and abilities. We wish to provide more students the opportunity to participate fully in this academically competitive activity. This emphasis on moving more students into the highest levels of the activity is not just about competitive success; it is more about giving more students the opportunity to become well-rounded through mastery of a variety of events, and also to grow into leadership positions within the activity. Participation has been found to enhance students' critical thinking skills and to increase civic engagement. We know from our experience that students who participate in this activity have gone on to successful careers in law, ministry, news reporting, consulting, government service, and management, just to name a few.

- 8.7 In the table below, list the positions (by title rather than by individual name) of classified staff, work study and student workers who are directly responsible to the program and indicate the FTE/hours, where funding comes from for these positions. You can add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Data Research Liaison.

Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program.

The department has no classified staff, work study, or student workers.

- 8.8 Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources in these areas based on how these positions contribute to basic department function and/or student learning and the success of students in the program.

N/A.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

PURPOSE OF SECTION 9:

The purpose of this section is to demonstrate how your department/programs ties in to the college's 2017 – 2022 Strategic Plan targeted goals of Outreach, Engagement and Retention.

9.1 Summarize program strengths in terms of:

- Outreach
- Engagement
- Retention

Outreach strengths include our contributions to cultural events, community involvement of faculty members, and engagement with the larger community through our Speech and Debate Team. Engagement strengths include our contributions to meaningful connections that have a positive impact on the campus climate – especially student sensitivity and greater cultural and diversity competency, as well as professional development offerings on competency and culture. Retention strengths include clear communication of expectations and standards within classes, and cultural and diversity sensitivity.

We offer rigorous classes that bring students into the community both through community service learning projects and through research in and engagement with contemporary social issues.

9.2 Summarize program weaknesses in terms of:

- Outreach
- Engagement
- Retention

We could improve in our relations with counseling, getting accurate information about department offerings out to larger audiences, and marketing classes and degree packages. We could offer more socialization to foster retention for incoming students in Fall, for men, and for other at-risk populations. We could do more to reach out to students who are fearful of public speaking or have communication apprehension issues in general.

9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, funding issues etc.

Roxanne Tuscany will likely to retire before the next review cycle. If this happens before we succeed in acquiring a second full-time faculty position as a coach for Speech and Debate, we will encounter a department crisis in terms of how to keep the Speech and Debate program in place for our students.

Adding more courses and sections, as the college is asking us to do, will lead to lower and lower full-time/part-time teaching ratios unless we are approved for an eighth faculty member.

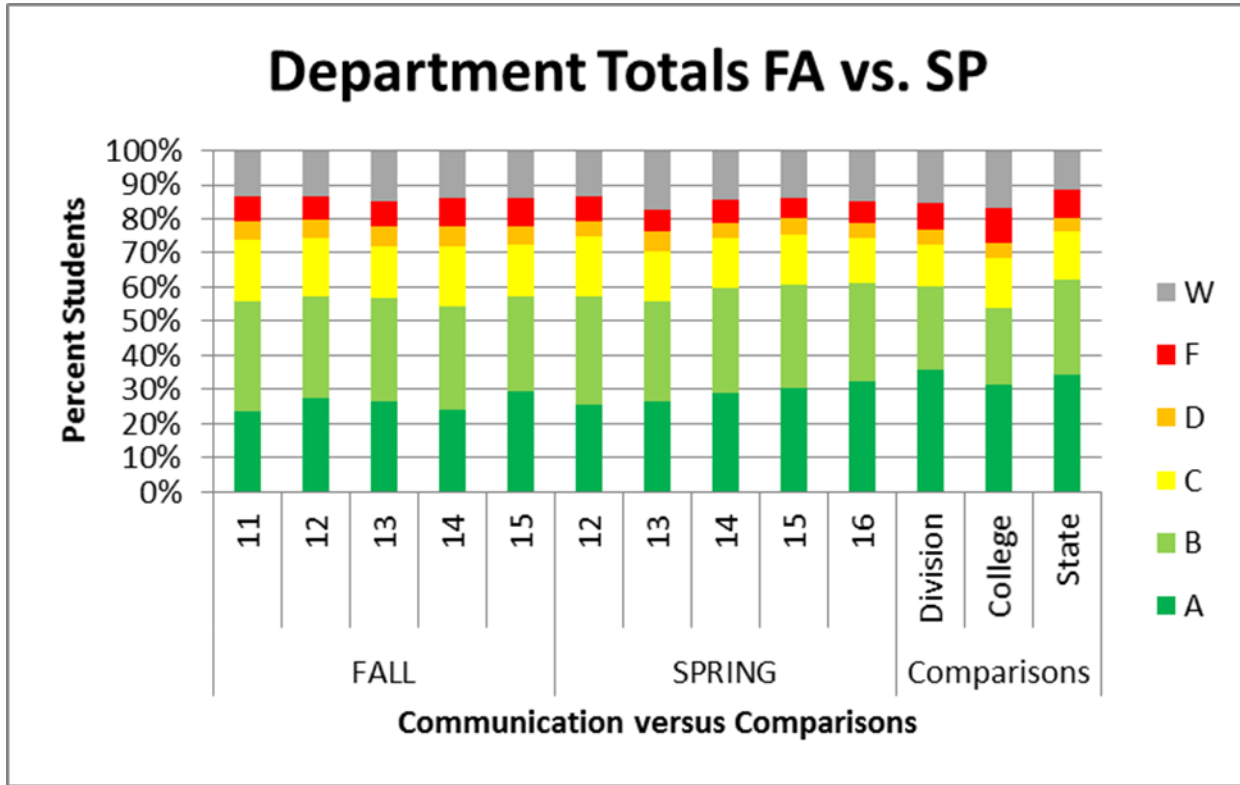
The renovation of the 200 complex is scheduled to take place before the next review cycle, and this process will inevitably disrupt the program. We will strive to work with the division and the

larger campus community to minimize disruption and to ensure that our students will be well-served as we transition to our new facility. We are concerned about making sure that we have adequate FF&E funding for our new Communication building, as well as the possibility that “value engineering” could have a detrimental effect on our established building plans.

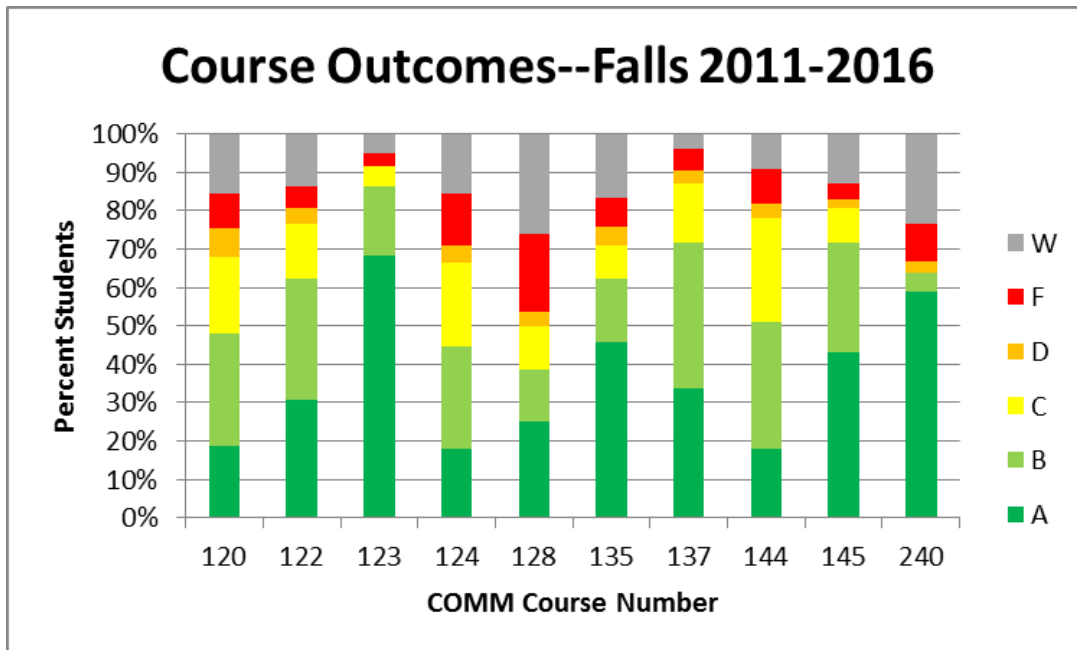
- 9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College’s new Strategic Plan which includes outreach, engagement, and retention.
1. Work with the 200 Complex Task Force to ensure the department’s facility needs are met during and after the construction of the new Communication Building.
 2. Secure a new full-time faculty position to serve as a second coach for our Speech and Debate Team.
 3. Increase funding for the Speech and Debate Team to support more student travel to tournaments.
 4. Participate in more training geared toward supporting student retention and success such as FELI, including support for adjunct faculty to participate in this training. Engage more with campus resource groups that provide support for students from populations that have lower retention and success rates than the college as a whole.
 5. Develop internal and external materials to communicate more effectively about our department and its offerings.
 6. Explore and expand off-campus course offerings (such as our nascent effort to teach sections at Las Colinas, as well as the potential opportunity to be part of the dual-enrollment effort with local high schools)
 7. Update all course outlines to maintain currency in the field.
 8. Continue to assess and update SLOs; map course SLOs to Program SLOs.

Appendix 1. Grade Distribution Summaries

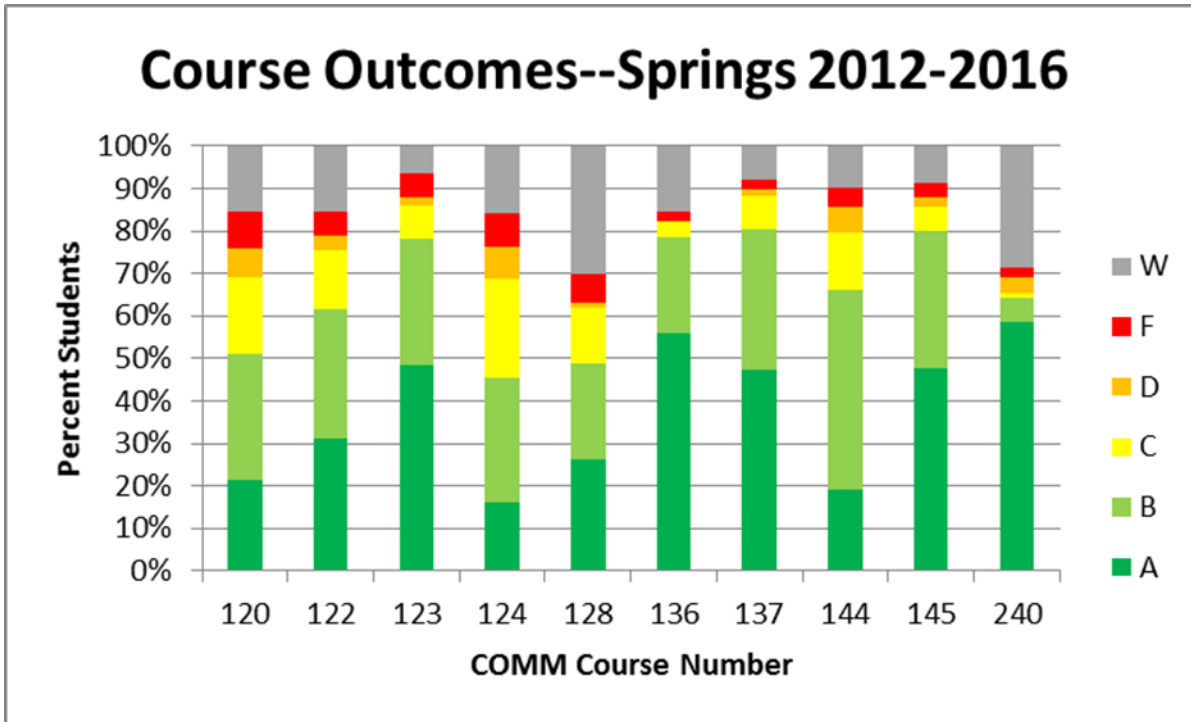
Grade summaries for department by semester, compared to division, college and state.



Course comparisons—Fall

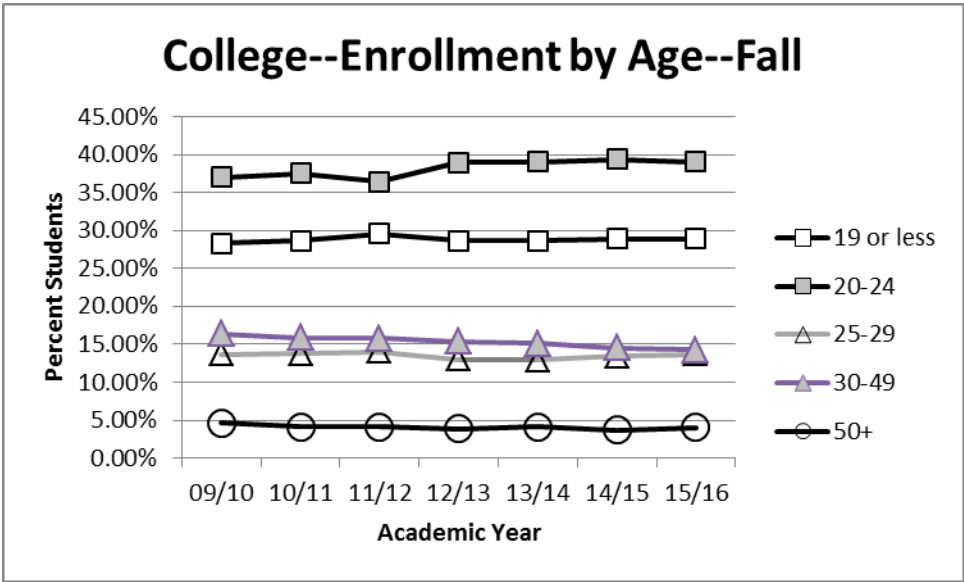
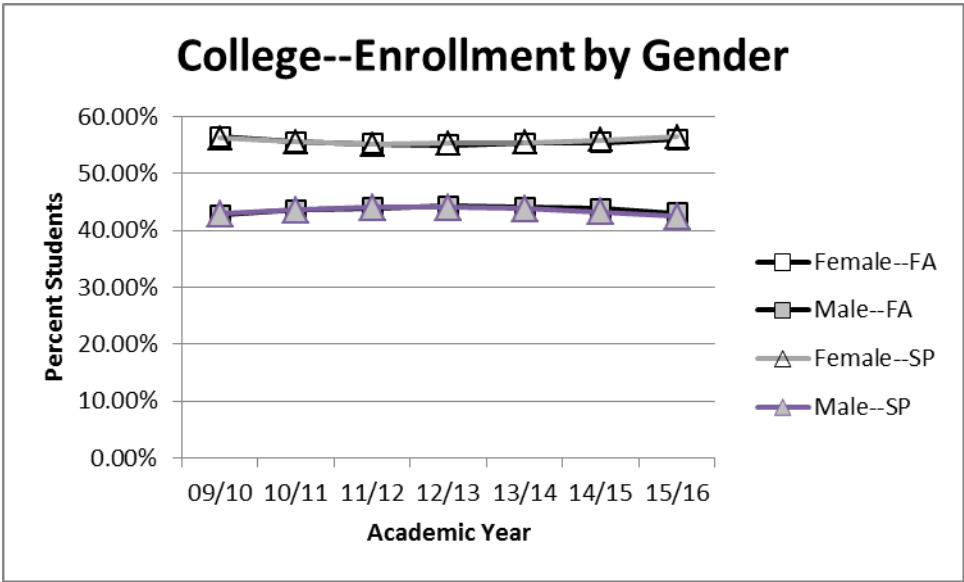


Course Comparisons—Spring

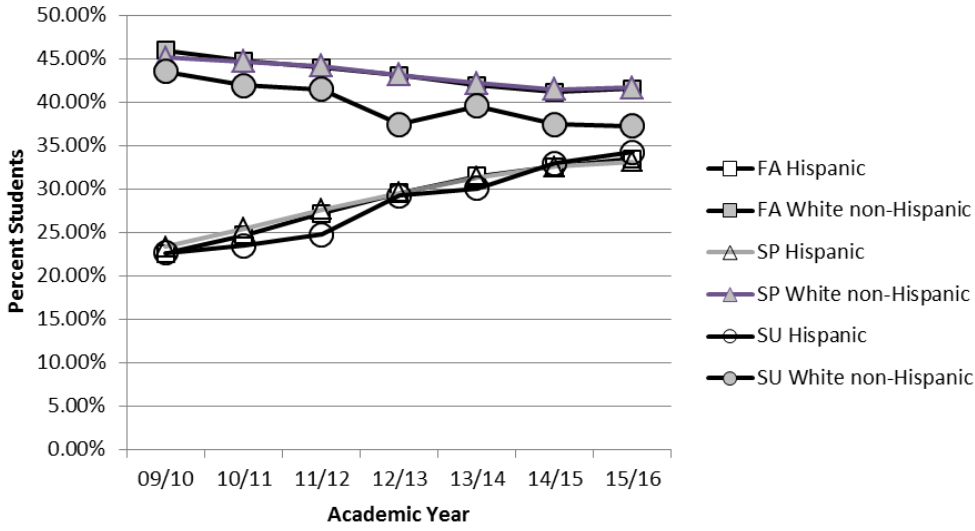


Appendix 2. Enrollment Data

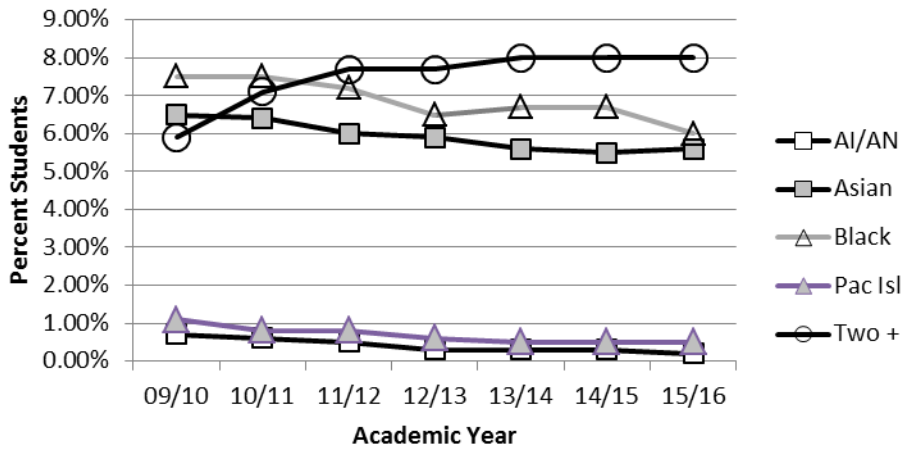
College Data for your Comparison:



College--Ethnicity: Hispanic & White

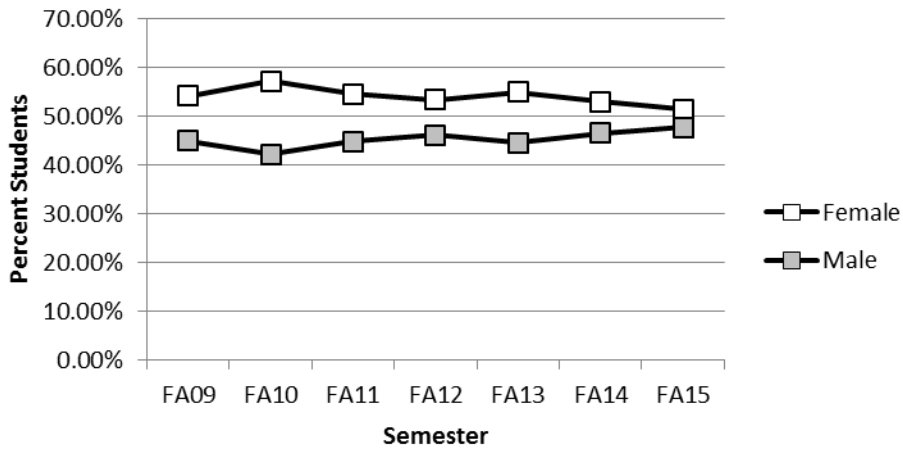


College--Ethnicity, Other--Fall

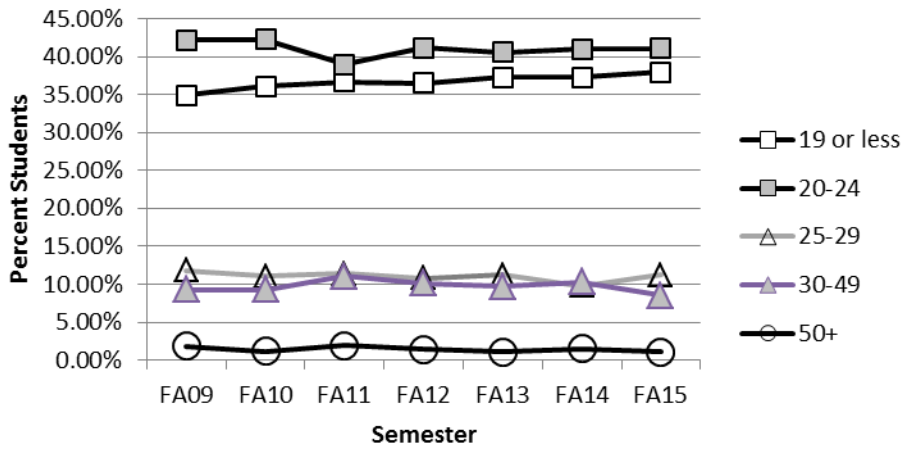


Department—Fall semesters only, since college-wide patterns are consistent from fall to spring in general.

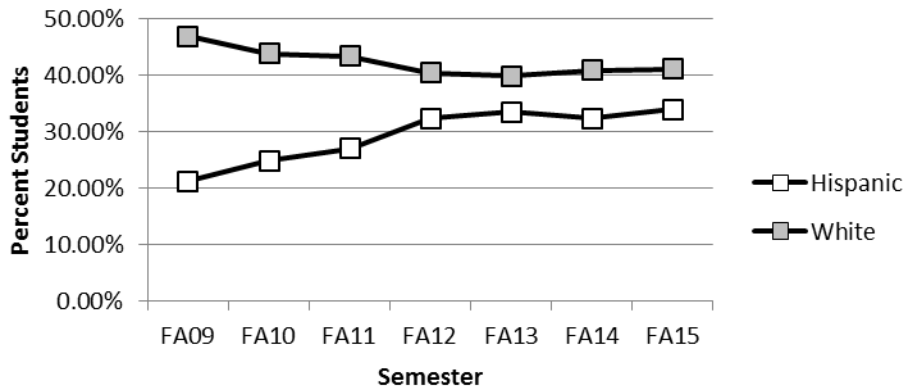
COMM--Enrollment by Gender--Fall



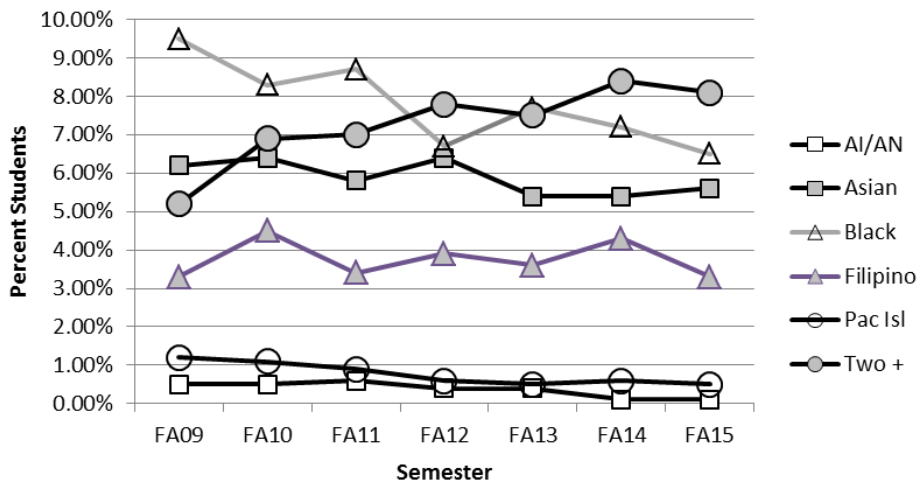
COMM--Enrollment by Age--Fall



COMM--Enrollment by Ethnicity: Hispanic & White



COMM--Enrollment by Ethnicity, Other

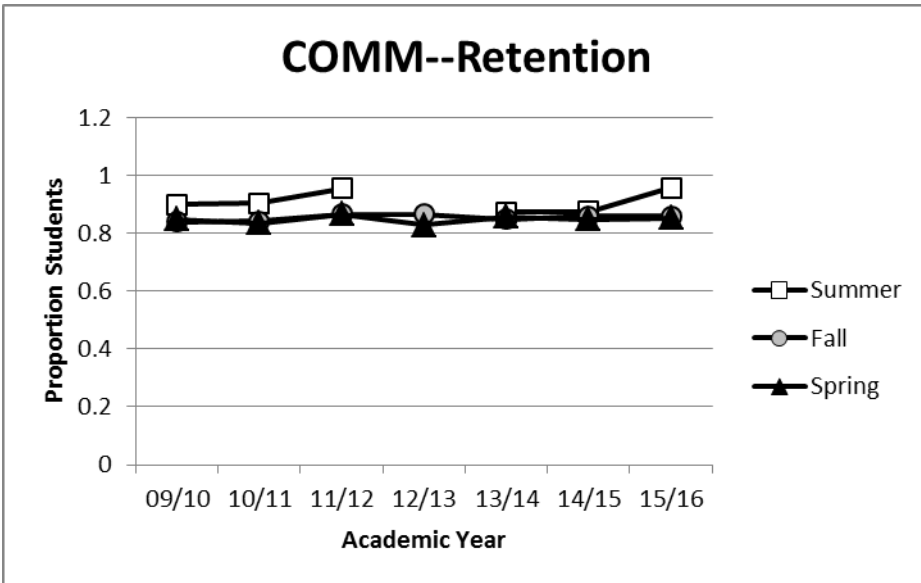
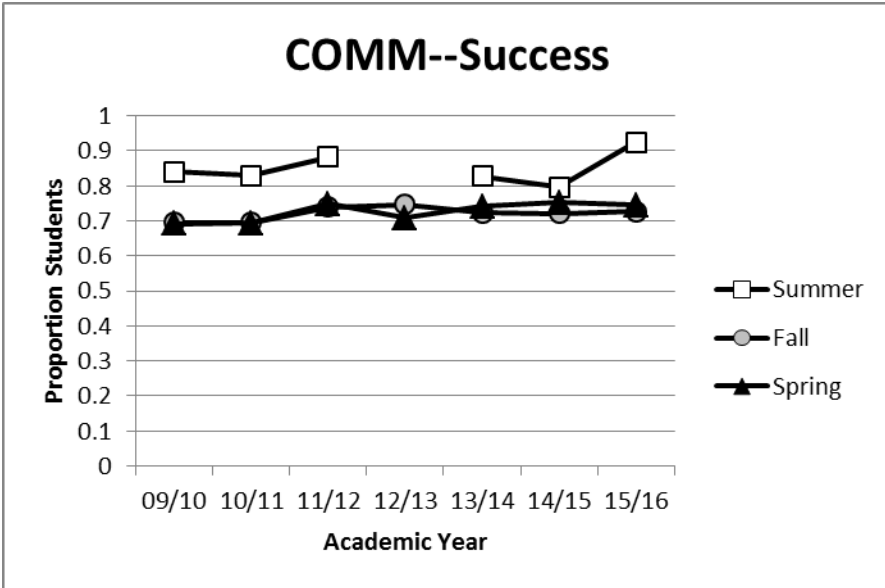


Appendix 3. Student Retention and Success Data

College 5-YR Averages: Success 69% and Retention 84%

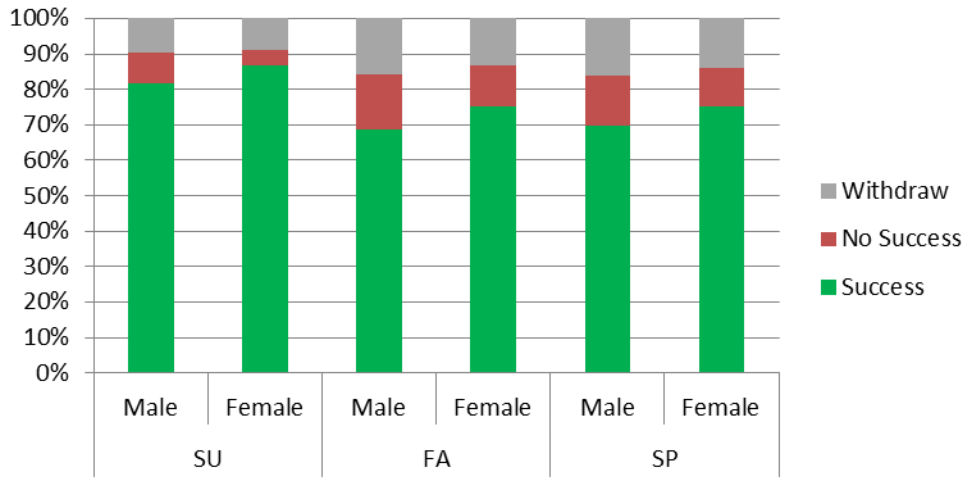
College Targets: Success 75% and Retention 85%

All Students



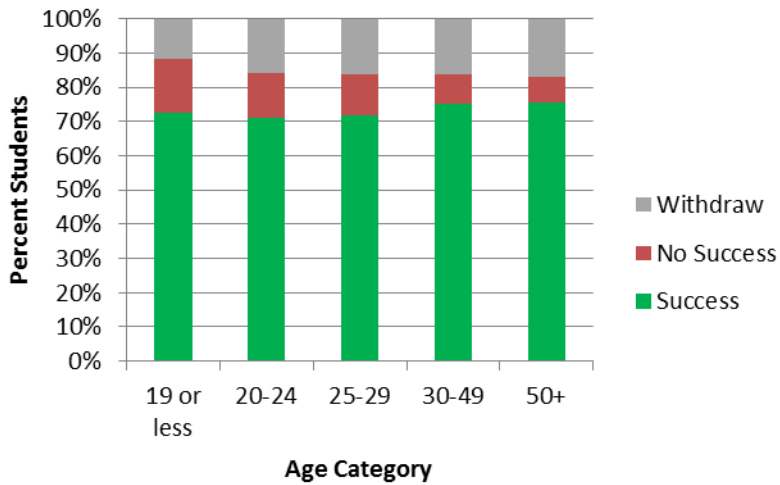
Disaggregated by Gender: Semester Comparison

COMM--All Students 2009-2016 by Gender

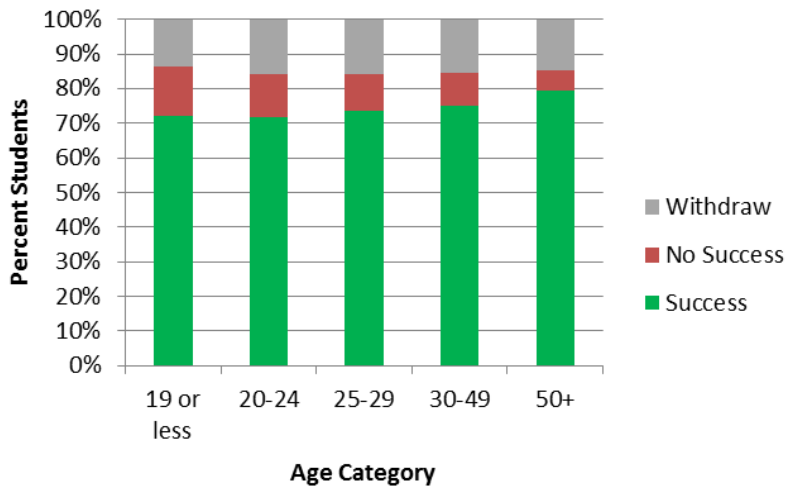


Disaggregated by Age: Semester Comparisons

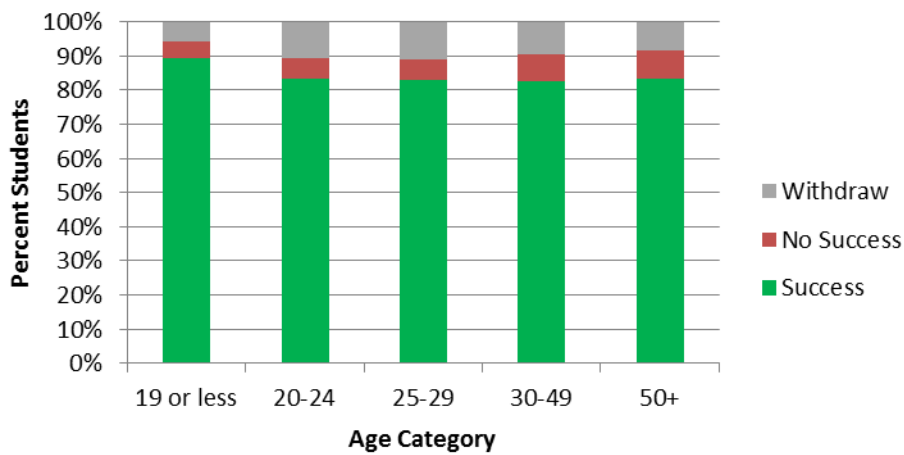
COMM--Total Fall



COMM--Total Spring

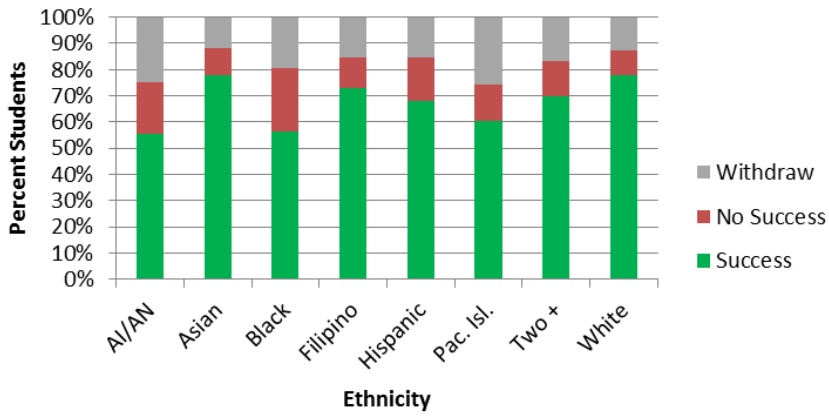


COMM--Total Summer

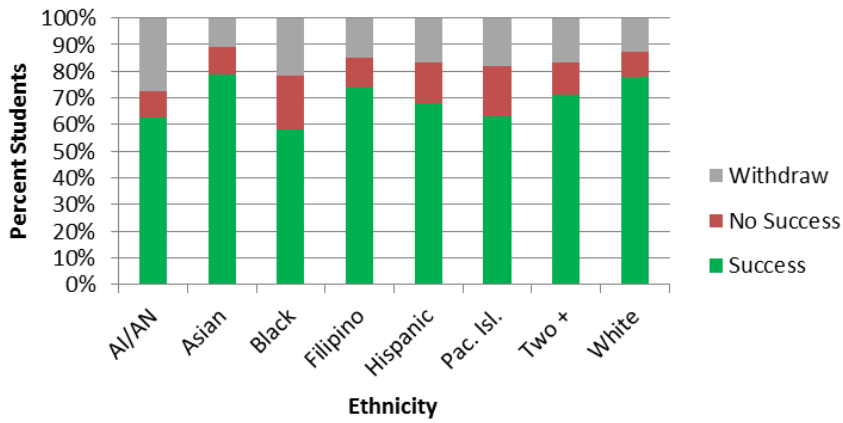


Disaggregated by Ethnicity: Semester Comparisons

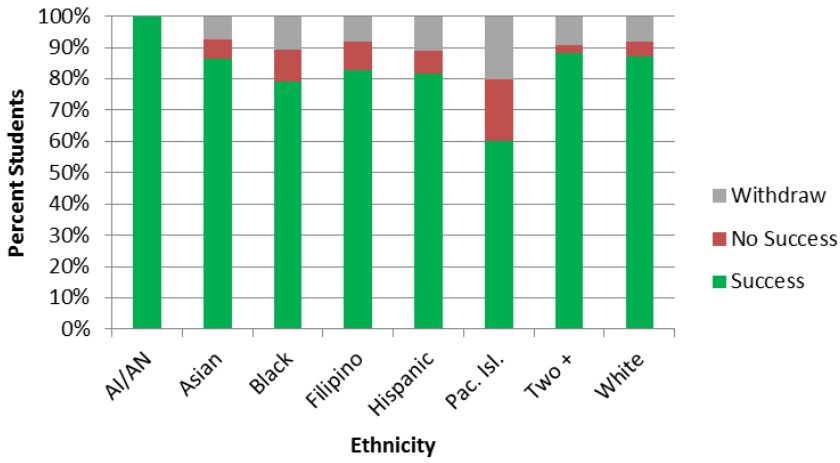
COMM--Total Fall



COMM--Total Spring



COMM--Total Summer



Appendix 4 – Checklist Documentation

In an email dated 2/27/2017, cc'd to Nate Scharff, chair of the Program Review Committee, Marsha Raybourn wrote:

Here is a list of the departments' outlines with the date they were last approved by the Board.

Marsha

COMM 120	December 2014
COMM 122	May 2013
COMM 123	May 2013
COMM 124	May 2013
COMM 128	May 2008
COMM 130	December 2014
COMM 135	December 2014
COMM 136	May 2013
COMM 137	December 2014
COMM 144	May 2008
COMM 145	May 2013
COMM 238	May 2013
COMM 239	May 2013
COMM 240	May 2013
COMM 241	May 2013

In an email dated 2/28/2017 and cc'd to Nate Scharff, Joan Ahrens wrote:

Hi Joel,

As part of the program review process, I took a look at your SLO materials on Trac Dat. The SLO for Comm 123 was scheduled to be assessed in Fall 2016, but there are no results posted. Perhaps this is an oversight. If you have decided to reschedule the assessment, please let me know. Or, if you just need to post the results, please do so as soon as possible.

Secondly, it is important to map the course SLOs to the Program SLOs (PSLOs). This helps departments/programs determine whether their course SLOs are aligned with their PSLOs. Curriculum maps are also helpful when the same outcome needs to be addressed at more than one course level. For example, a course SLO may be introduced and practiced in an English 110 course, and then it may be practiced and mastered in an English 120 course. Most importantly, curriculum maps may help indicate why students may not be mastering an outcome, and therefore, help in the process of refining SLOs. I have attached a slide presentation from Northern Virginia Community College that goes over how to map your course SLOs to your PSLOs. The first half of the presentation goes over the usual SLO information, and then beginning on slide #25, the presentation focuses on the mapping process. Please take a look at this user friendly guide. Then, I recommend collaborating with your department on constructing a curricular map of your course SLOs. Once you do that, you can upload the map onto Trac Dat. Of course, I am happy to assist in any way.

Thanks, Joan

In an email dated 3/2/2017, Ticey Hosley wrote:

Hello Joel,

I reviewed our communication articulation agreements. We are fully articulated with SDSU, our closest feeder institution (as well as several other CSU's including SFSU and CSU Long Beach). We also have the Communication Associate Degree for Transfer (ADT), which allows students to prepare to transfer to multiple CSU's. Based on my review it appears most of the gaps in articulation exist only where we don't offer a similar course.

With respect to new articulation opportunities I have listed a few that we may be able to go after. Do we have any courses that could be considered for equivalency with the courses below? If so, if you can write in the courses next to the no equivalent statement. I will obtain the COR's and pursue articulation.

CSUSM

====Communication====

All courses counted toward the major, including Preparation for the Major courses, must be completed with a grade of C (2.0) or better.

COMM 100 Introduction to (3)|No Equivalent
Communication |

Cal Poly Pomona

REQUIRED CORE COURSES:

COM 106 Writing for Communication (4)|Not Articulated
Practitioners |

COM 201 Communication Theory (4)|Not Articulated

CSU Fullerton

HCOM 102 Public Speaking (3)|COMM 122 Public Speaking (3)

HCOM 200 Human Communication (3)|NO ARTICULATION

Best regards,

Dr. Ticey Hosley
Grossmont College
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“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

— Maya Angelou

In an email dated 3/2/2017, Jessica Owens wrote:

Good Afternoon Joel,

Please find the attached document with the information you requested. If you need any other information or clarification please feel free to let me know. Also if you or any other faculty members have any book purchase suggestions I would love to hear them.

Best,
Jessica

Jessica Owens
Librarian
(619) 644-7751
Grossmont Community College
8800 Grossmont College Drive.
El Cajon, CA 92020

Here is the contents of the attached document:

Grossmont College Library Collections in Communications

The majority of the Grossmont College Library periodicals are available through subscription databases such as EBSCOhost and ProQuest, which provide access to primary databases that cover many academic topics. Among subject specific databases in the field of Communications are, Communication and Mass Media Complete and National Newspaper Expended. Some of the periodicals in these databases are available full text, while others may only have abstracts and bibliographic information. In addition to our online databases, the library subscribes to print periodicals. The following are the number of titles which we subscribe to or have access to via online databases by topic related to your subject:

Subject	Number of periodicals
Communications	1,218 periodicals
Speech	275 periodicals
Debate	238 periodicals

The following are the number of books by subject in the library's collection:

Subject	Call Number Range	Number of Books
Communication s	P 87 – P 96	281 books
Oratory & Debate	PN 4001 – PN 4355	241 books

Unfortunately, our collection is dated with about one-third of the books being purchased prior to 2000. Spending in this area is based on FTE formula. The following depicts book spending totals for the last three years:

Communication \$1,165.51

The library also has a substantial streaming video collection through databases such as Films on Demand and Swank which have videos related to your subject. Additionally the library has a physical DVD and video collection with about 21 titles related to Communications.

Communication Round 2 Question Response

1. Section 1.1. Comm 126. Have you discussed this course with Allied Health/Nursing, or was the collaboration specific to SDSU?

It was just with SDSU.

2. Section 2.3. FELI Training. Does your department have any plans to adopt any of the FELI engagement strategies department-wide?

No current plans for formal adoption, but we also haven't ruled it out.

3. Section 2.5. Comm 128. Are you going to eliminate this course entirely, or keep it in the course catalog? Is there a possibility this course will return?

Not deleting it yet, but no plans to bring it back anytime soon.

4. Section 5.6. You mention 'working on the development of an interdepartmental certificate with Business'. Is this the BUSINESS department or the BUSINESS OFFICE TECHNOLOGY department?

The Business department.

##

Here's an additional response regarding Comm 126 Health Communication from Tina Perez, the faculty member who is developing that course:

I did not collaborate with AHN because this is a GE course that looks at the way we communicate about health in various aspects of our daily lives (social support, workplace wellness, etc). It is not a course that solely focuses on patient-provider interaction. I think most people misinterpret what health communication is, often assuming that it revolves around interaction in a medical environment. It does not.

**COMMUNICATION
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

The Program Review Committee commends the department for:

1. A commitment to student engagement activities on and off campus, including:
 - o Activities that benefit students and promote the college at the local, state, and national levels. Examples include:
 - Active representation of Grossmont faculty in the community (San Diego Police Department Interventionist - Denise Schulmeyer; Board Member of multiple community support organizations - Sheri Strothers).
 - Student engagement and support activities (Safe Zone Training and workshops - Joel Castellaw and Victoria Curran; Coauthor of “Powerful Learning Communities” - Alisha Lenning Solan).
 - o Communication-based projects outside of the classroom to foster community service learning opportunities. Examples include:
 - Numerous health and wellness campaigns.
 - Myriad political endeavors.
 - Extensive advocacy efforts for wildlife and sustainability.
 - o Developing specific strategies for DSPS students with autism(section 5.1).
2. Having both a department Mission and Vision Statement that focuses on students (section 1.0).
3. Tripling the number of degrees awarded by offering ADT (section 5.6).
4. An incredibly successful Speech and Debate Team and for securing outside funding for the Griffin Speech and Debate Tournament and the Team Showcase Event (section 8.4).

The Committee recommends the following:

1. Improve your focus on SLOs. Suggestions include:
 - o Develop a strategy for ensuring consistent and ongoing dialogue in the department about SLOs (section 3.2).
 - o Work with the campus SLO coordinator and seek professional development on developing more meaningful assessments, such as those that combine indirect and direct measures. Direct measures would be your typical quantifiable test results whereas indirect measures would be student reflections on their learning, for example.
 2. Work with the campus DE coordinator and/or seek other professional development opportunities to explore retention strategies for courses offered online (COM 124) - (section 2.5).
 3. Develop & implement strategies to enhance retention & success of disproportionately impacted groups See goals and targets in equity plan (section 5.4).
 4. Work with your Dean to discuss strategies for requesting an additional FT hire [second coach for Speech and Debate Team, etc.] - (section 8.6.2).
-

Communication

Academic Year	Fall		Spring		Committee Recommendation
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF	
2015-16	91.4	403.0	88.9	384.3	MAINTAIN
2014-15	95.8	420.0	91.3	395.2	
2013-14	98.8	423.2	97.4	419.9	
2012-13	99.3	488.7	97.3	425.3	
2011-12	98.8	505.5	97.5	433.2	

College President

Department Chair

Academic Program Review Chair