

## Program Review: Communication Studies and Forensics

### Program Description and Scope:

- *Program Review Title:* Communication Studies/Forensics
- *Academic year:* 2016/2017
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Communication Studies/Forensics (15003,15005)
- *Authority Code:* 47-Dean, Language and Communication
- *External Regulations:* No
- *Provide a brief narrative that describes the instructional program/discipline:*  
The Communication Studies Department academic program offers general education courses and lower-division transfer level coursework in communication studies courses. Several of our courses are rooted in classic rhetorical theory such as in our Public Speaking, Persuasion/Critical Thinking, Argumentation/Critical Thinking, and Forensics courses. We have three AA degrees and seven certificates in the Communication Studies including the new TMC - Communication Studies AA degree based on Law SB1440. Finally, we have three interdisciplinary certificates in International Business, Mass Communication and Gender & Women's Studies.

### College Mission:

- *Mission Statement:*  
Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
  - University Transfer
- *State Your Program Mission/Purpose:*  
Mission/Purpose: The Communication Studies Department at Ohlone College is committed to the study of human communication in various culturally and socially diverse contexts from multiple perspectives. It is our belief that communication is the very fabric that connects us to each other and to the world in which we live, and through critical examination of our communication practices we can begin to understand our role in the construction of our social reality. Through Communication Studies, we reflect upon our identities, cultures, politics, experiences, and relationships, and we interpret the patterns of events that connect us with one another. There are four cornerstones that guide the philosophy of our department, in instruction, theory, and practice: diversity, praxis, critical thinking, and social justice & equality
- *Briefly Describe Program Accomplishments:*

#### Accomplishments:

- Communication Labs have become nationally certified by the NACC (National Association of Communication Centers) through NCA (National Communication Association)
- Our department successfully converted from SPCH to COMM, the Speech and Communication Dept to Communication Studies Dept.
- Forensics qualified for Nationals the last two years, and competitors won individual awards, including top speaker award for oral interpretation and 2nd place community college division
- Hiring two more full time faculty
- 4th edition of Lab activities manual
- two faculty members received their Ed.D
- Over 30 social justice speakers for our Communication Colloquium Series
- faculty appointment to the ODIAC (Ohlone Diversity & Inclusion Advisory Committee)

#### Achievement and Resource Data Analysis:

##### 12. *Research Questions:*

1. There is one group of students whose success rates indicate a disproportionate impact. What can be done as a part of the PIO process to discover and address the learning needs of this group?

#### Resource Assessment Summary:

1. *Academic Year:* 2013-14
2. *Activity Center Fund 10 Budget Allocation:* \$640583.13
3. *FTEs:* Fall: 133 Spring: 154 Summer: 0
4. *WSCH/FTEF:* Fall: 437 Spring: 427 Summer: 0
5. *Course Sections Offered:* Fall: 45 Spring: 54 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 15 Spring: 17 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 31 Spring: 37 Summer: 0

#### Human Resources:

1. *# of FT Faculty:* 4
2. *# of PT Faculty:* 21
3. *# of Classified Staff:*
4. *# of Administrators:*
5. *% Faculty release/reassigned time:*
6. *Technology:*
  - Specialized Software
  - Technology Enhanced Instructional Equipment
  - Laptops
  - Tablet
  - Desktops

7. *Physical Resources:*

- General Classrooms
- Specialized Labs
- Tutoring/Learning Center

• Program Analysis PSLOs - Student Learning:

(Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

1. *PSLO Matrix:*

Course	PSLO-1	PSLO-2	PSLO-3	PSLO-4
COMM 100	P	M	P	I
COMM 111	M	I	P	P
COMM 112	P	I	P	P
COMM 113	P	M	I	I
COMM 114	P	P	M	P
COMM 115	M	M	P	M
COMM 116	P	P	M	M
COMM 117	M	P	P	M
COMM 118	M	M	P	M
COMM 122	M	M	P	M
COMM 124	M	M	P	M
COMM 125	M	M	P	M
COMM 126	M	P	P	M
COMM 130	M	M	P	M
COMM 134	M	M	P	M
COMM 190A	P	I	P	P
COMM 190B	P	I	M	P
COMM 190C	M	P	P	M
COMM 191A1	P	I	P	P
COMM 191A2	P	I	P	P
COMM 191A3	M	P	P	M
COMM 192A1	P	I	P	P
COMM 192A2	P	I	P	P
COMM 192A3	M	P	P	M
COMM 193	M	P	P	M
COMM 202	M	M	M	M
COMM 203	M	M	M	M

2. *Please Indicate the PSLO(s) which you are reporting on:*

- Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.

3. *Analyze and summarize your assessment findings â?? What in the data jumped out?*

This assessment project was about critical pedagogy as well as in response to program review data. The program review data indicated that a certain population of students, although a 6% increase in their success as a whole in communication courses, still remains to be under performing. Tenets of critical pedagogy could be an area that could facilitate more avenues and potential for this population to succeed. Tenets include: decentering power in classroom & empowering students, dialogic approach to pedagogy, lesson plans, and assignments, praxis of reflection & practice. The program SLO, GE SLO, and course SLO all address tenets of critical pedagogy. Therefore, the faculty conversation regarding assignment & assessment was about methods that improve teaching and learning about self-reflexivity, cultural sensitivity, and empathy. Results found that the student led projects were more effective in student comprehension and application of theories because theoretical application were more accessible and relevant to students' lives. The events required for this assignment were powerful and made significant impact upon students.

4. *Give examples of assessments used for your PSLO analysis:*

The project included a student led lesson on a cultural theory, participation in an outside experiential project, and a reflection paper. The outside experiential project was not only a response to a need seen in the larger community, but also an avenue to address the program review data. The project centered around a campus-wide social justice conference to address issues related to race, ethnicity, prejudice, discrimination, and social and cultural infrastructures that perpetuate and/or deconstruct these realities. Students were asked to explore a course related theory and in light of their experience at the conference, synthesize the two with their personal perspective in a paper and presentation. For example, one student taught the concept of intersectionality by applying theory to her experience as a black woman who was incarcerated while a participant in the campus event; she then wrote a paper on her reflections and synthesis of theory to her experience, personally and as a participant at the on-campus event, then presented her findings at a SLO meeting.

Another example was a presenter at the diversity panel who talked about being gay, male, and Asian - students were able to relate and discuss their own privileges and disadvantages, as expressed by the panelist, in their reflection papers using course concepts and theories to further understand and articulate their experience.

5. *Describe input from Program Advisory Committee (if applicable):*

6. *Comments:*

From an instructional perspective, this is the most rewarding assessment we have done because it was qualitative, focused on teaching and learning, and assessed a concept that cannot be tested by traditional means. Additionally, reflective papers and student-led presentations based on their experience and participation in the social justice conference were not only heartwarming and inspirational but

reflected the reality that when students can personally relate to the material, they can have a better understanding and comprehension of course concepts and theories. Continuing these types of projects will hopefully reflect an increase in student retention and success, specifically in the student population identified in the program review (African American students).

## Program Improvement Objectives

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*  
In order to continuously maintain the quality and relevance of our major GE courses (Public speaking, intro to Comm theory, Interpersonal, Intercultural, and critical thinking courses) we would like to institute full-time faculty leads.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Awareness of, and sensitivity to, diverse cultures and perspectives.
- Institutional Effectiveness
- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Success Rates
- Increase Program Enrollments
- Increase Degrees/Certifications
- Equity/Disproportionate Representation
- Service Impacts
- Access to high quality courses - community needs
- Use human, fiscal, technological, and physical resources responsibly,

*How will you assess the effectiveness of your PIO:*

With the growth of the department and its offerings, the department needs to provide better coordination of courses, especially those taught overwhelmingly by part-time faculty. This includes greater involvement of part-time faculty in course SLO assessment and coordination of the classes being taught to ensure consistency and adherence to the course outline of record. We will assess this PIO by the number of part-time faculty involved in course SLO assessment and program development.

### **PIO Action Plan:**

*How will you accomplish this?*

Assign full time faculty members to fulfill responsibilities listed above w/ a \$1000 stipend per semester.

*What is your timeline?*

immediately

*Who is going to do this?*

The full time faculty in the department

*PIO Status:*

- New

*Closing the loop - Describe the results of your PIO implementation or completion:*

This will improve overall instructional effectiveness, and quality of course material, consistency across curriculum, and evidenced by increased enrollment and success and persistence rates. In the future, we hope to see an increase in degrees and certificates.

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: Other Budget Related Resources Needed  
Description: Stipends for three course coordinators  
Est. Cost: \$3,000.00

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*  
To continue our departments commitment and dedication to meeting the needs of our students, especially those who are under performing (see PSLO identified for our department), we are seeking funding for seminar and training regarding international education and critical pedagogy in the communication studies discipline, specifically regarding African American students.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Institutional Effectiveness
- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence
- Awareness of, and sensitivity to, diverse cultures and perspectives.
- Success Rates
- Increase Program Enrollments
- Increase Degrees/Certifications
- Equity/Disproportionate Representation

- Access to high quality courses - community needs
- Use human, fiscal, technological, and physical resources responsibly,

*How will you assess the effectiveness of your PIO:*

Effectiveness will be assessed by implementing pedagogical approaches learned to instructional practices as well as to curriculum and program development.

**PIO Action Plan:**

*How will you accomplish this?*

Registration and attendance/participation in trainings and seminars at appropriate conferences. Shelly Spratt, Brenda Ahnholz, Larissa Favela & Teresa Massimo - asking for \$2000 each in order to attend/participate local and national trainings, conferences, workshops. Following attendance/participation, intention and attention to implementing strategies and approaches learned into our own instructional curriculum and practices.

*What is your timeline?*

January 2017 and/or 2017 school year

*Who is going to do this?*

Brenda Ahnholz Larissa Favela Teresa Massimo Shelly Spratt

*PIO Status:*

- New

*Closing the loop - Describe the results of your PIO implementation or completion:*

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: No Resources Identified

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*  
Increase in Forensics budget from \$13,000 to \$18,000.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Institutional Effectiveness
- Student Learning & Achievement
- Course Retention
- Course Completion
- Persistence

- Success Rates
- Increase Program Enrollments
- Increase Degrees/Certifications
- Equity/Disproportionate Representation
- Access to high quality courses - community needs
- Use human, fiscal, technological, and physical resources responsibly,

*How will you assess the effectiveness of your PIO:*

Increased enrollment in Forensic courses and lab peer mentorship courses, increased involvement in tournaments, increased awards and recognition, certificates and degrees, and increased departmental visibility and scholarship.

**PIO Action Plan:**

*How will you accomplish this?*

Funding will provide access to more competitive opportunities, and tournaments/events.

*What is your timeline?*

immediate

*Who is going to do this?*

Larissa Favela

*PIO Status:*

- New

*Closing the loop - Describe the results of your PIO implementation or completion:*

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

Attached Files: [115AssessPres.pptx](#)