

2023-24 Program Review

Program Name: Communication Studies

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Academic Year: 2023-2024

Status:

Updated on: Fall 2023

Section 1: Description of Program

The Communication Studies program (COMM) serves as a critical program for the students at College of San Mateo and the San Mateo County Community College District. All of our courses in COMM provide opportunities for all of our students to work towards an Associate's degree in Communication Studies, Certificates in Communication Studies, an AA/T, transfer requirements to the UC/CSU and private universities, and meet general education electives requirements. (College Mission & Values Statements 2022; CSM EMP Priorities, 2018-2023; District Strategic Goals)

Equity is an important value within the COMM by supporting all of our students and faculty members with a classroom culture that is antiracist and equity advancing. (Solidarity Statement, 2021; CSM EMP Priorities, 2018-2023) COMM equity efforts are supported by the Communication Studies Lab (COMMLAB) housed in the Student Center in the Learning Center. The COMMLAB hosts facilities for digital recording, viewing and critiquing class performances, accessing and evaluating academic materials, one-on-one tutoring the COMM faculty to facilitate stronger success rates in our classes. (District Strategic Goals, 2021; CSM EMP Priorities, 2018-2023; College Mission & Values Statements 2022) COMMLAB further supports our student's skill-set to succeed in their courses by developing their information literacy skills, interpersonal skills, intercultural communication skills, small group communication skills, and their public speaking skills. In our efforts in developing these skills, students are more prepared when advancing in their educational experience at CSM.

COMM's reach goes beyond campus in support of our community. We teach our courses at the Hillcrest Juvenile Hall facility in Belmont, CA through the Project Change Program at CSM, serving an underrepresented student population in our efforts in providing higher education to those who do not have access to receiving an education through traditional means. We also reach out to our local high schools in the San Mateo Unified School District offering our courses for students who are looking to bridge their high school experience into higher education. (Solidarity Statement 2021; College Mission & Values Statements 2022; District Strategic Goals; CSM EMP Priorities, 2018-2023)

Section 2. Results of Previous Program Review

A major theme that was presented with our last program review was the impact of the COVID-19 pandemic. Since our last program review our faculty have modified and adapted to teaching our courses in an online modality. As our Department moves past the change in our regular modality we have incorporated an enhanced use of Canvas that provides us the adaptability in case of fires, storms, power outages, or pandemics our students will not miss a beat in their education. The District has provided additional online training (QOTL 2) for our faculty teaching with the online modality.

2023-24 Program Review

There were three key goals to better serve our students that were presented with our last program review.

1. “The college should ‘connect students with EOPS and the Multicultural Center.’ Each semester, they have spaces that could have been filled by a student from the first day of class.”
2. “The college should ‘commit to a solution that eligible students may purchase books on or before the first day of class to better assist student success.’”
3. “The college should develop alliances with community leaders and services that work in partnership, to address educational equity for African American and Pacific Islander students.”

Goal number 3 continues to be an issue in our Communication Studies program. Our Departments total success rates are 70.6% while the success rates for the Pacific Islander and African-American student population were 47.5% and 64.1% respectively. The retention rates for these two student populations also need improvement. Our Departments total retention rates are 90.1% while the success rates for the Pacific Islander and African-American student population were 77.1% and 86.4% respectively.

The Communication Studies Department continues to offer student support through the faculties support of the use of the Communication Studies Lab that assists our students in their academic work. Our plans for our previous goals are still a work in progress in assisting our student’s successful academic achievement.

Since our last program review, we reviewed and revised our Department’s course offerings course outlines. We removed the TBA from our courses and updated the SLO’s for each of our classes. The Department worked collectively to collaborate with each other in our revised course outlines.

Below is our updated SLO’s for our offering beginning in the Fall 2023 semester and our assessments for the 2022-2023 academic year.

Comm 110 STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Write coherent speech outlines that demonstrate ability to use organizational formats with a clear specific purpose.
2. Incorporate research, sound reasoning and evidence that support claims made in speeches and outlines.
3. Demonstrate critical thinking as a speaker and listener.
4. Adapt presentations to the audience based on situational, demographic, and psychological analysis.
5. Explain the speaker's relationship and ethical responsibilities to others in the communication transaction.

2023-24 Program Review

6. Explain the basic principles of communication and apply selected theories of rhetoric and/or communication.

Comm 115 STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Write complete sentence speech outline that demonstrate their ability to appropriately organize, research, and support an audience centered message with a clear specific purpose.
2. Effectively deliver an extemporaneous audience centered message using a variety of delivery techniques.
3. Recognize the self-concept development process, its multidimensional identity and its role in communication.
4. Explain the influence of culture(s) on communication using various models of communication.
5. Demonstrate an understanding of task, maintenance, and self-centered roles in group settings.

Comm 130 STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Explain the basic elements of the communication process in interpersonal settings.
2. Recognize the self-concept development process, its multidimensional identity, and its role in communication.
3. Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
4. Apply learned skills and communication theories in various communication contexts.
5. Demonstrate an understanding of ethical interpersonal communication founded on communication theory.
6. Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods.

Comm 140 STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Exhibit effective problem-solving communication skills.
2. Engage in sound reasoning to reach a well-reasoned decision.
3. Demonstrate ability to effectively organize and deliver presentations within small group settings.
4. Explain the psychological, social, and cultural basis and significance of oral communication as it occurs in dyads, small and large groups, and public settings.
5. Demonstrate effective listening skills in various settings.
6. Adapt communication strategies to fit the audience and situation.

Comm 150 STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will be able to:

1. Explain the influence of culture(s) on communication using various models of communication.
2. Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations.
3. Showing an increased awareness of factors that contribute to societal problems, discuss overt and covert behaviors that manifest in prejudice, discrimination, and ethnocentrism.
4. Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity, and discriminatory worldviews.
5. Demonstrate proficiency in effective intercultural communication skills.

Comm 170 STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will be able to:

1. Identify and analyze literary devices particular to the genres of poetry, short stories and other types of literary works.
2. Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the analysis.
3. Develop a workable script for performance that includes an effective introduction and transitions.
4. Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an audience.
5. Apply understanding of the text, critical thinking skills, and sensitivity to the audience in critiquing his or her own, and classmates' performances.

Comm 171 STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Identify and analyze literary devices particular to the genres of poetry, short story, and other literary texts.
2. Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the analysis.
3. Develop a workable script for performance that includes an effective introduction and transitions.
4. Deliver a performance that successfully utilizes voice, face, body, and movement to communicate an interpretation of the text to an audience.
5. Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing their own and classmates' performances.
6. Coach and rehearse other classmates in solo and small ensemble performance.

2023-24 Program Review

We examined our Fall of 2022 and Spring of 2023 semesters, and the courses we assessed were Comm 110, Comm 115, Comm 130, Comm 140, and Comm 170. Data for Comm 150 was not collected. A key distinction between the two semesters was that the Fall semester had higher enrollment by 21%. In addition, our Public Speaking and Interpersonal Communication course carry most of the weight in our Program's enrollment.

The Department was hoping that our push with the Counseling department and Guided Pathways in having our public speaking students take the course either concurrently or after they take English 100 would help our success and retention rates. Fall of 2022 Public Speaking had a success rate of 73.6% which dipped from 81.3% from the Fall of 2021 semester. Fall of 2022 had the retention rate of 90.4% which also dipped from 95.3% from the Fall 2021 semester. Despite these statistics and the downward trend our statistics are higher than the College's success (70.6%) and retention rates (88%).

Below is a chart of our SLO assessments using a scale from 1-4 with 4 being the highest and 1 being the lowest. Our goal is to have an average of 3 or higher in our scores, so the table allows us to visualize areas we can improve on, and areas we can celebrate. The bold fonts represent the higher score for the school year and the red fonts represents areas of improvement or reevaluation of the SLO itself.

Course	Semester	Enrollment	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Comm 110	Fall 22	158	3.22	3.6	3.533	3.283	3.417	2.033
	Spring 23	109	3.22	3.54	3.54	3.5	3.392	2.18
Comm 115	Fall 22	13	3.6	3.2	3.4	3.1	3	
Comm 130	Fall 22	170	3.35	3.174	2.962	3.19	2.89	3.13
	Spring 23	156	3.5	3.36	3.06	3.304	2.9	3.42
Comm 140	Fall 22	19	3.4	3.4	3.4	3.4	3.4	3.4
	Spring 23	19	3.4	3.4	3.4	3.4	3.4	3.4
Comm 170	Spring 23	13	3.3	4	3.1	3.5	3.6	

Section 3. Current Program Review

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

2023-24 Program Review

Comm Studies Department Comparison to College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total Duplicated Headcount
Enrollments (duplicated)	Latinx 40% (Increase from 35%) White 24.4 % (Decrease by 1.6%) Asian 10.2% (Decrease from 16%) Filipino 7.4% (Increased from 6%) Multiracial 8.6% Increase from 8%) Black 2.9% (Decrease from 3%) Pacific Islander 4.4% (Increase from 3%) Unknown 2.1% (Decrease from 3%) Native American 0% (No change)	49.6% (Increase from 47%) of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	Female 50% (Increase of 48%) Male 47.9% (Decrease from 50%) Non-disclosed or non-binary 2.1% (Increase from 2%)	1,352

Comm Studies Department Comparison to Previous Program Review 2022-23	Ethnicity	First Gen	Age	Gender	Total Duplicated Headcount
Enrollments (duplicated)	Latinx 40% (Increase from 32%) White 24.4 % (Decrease by .6%) Asian 10.2% (Decrease from 19%) Filipino 7.4% (Increase from 7.0%) Multiracial 8.6% Increase from 8%) Black 2.9% (Decrease from 3%) Pacific Islander 4.4% (Increase from 3%) Unknown 2.1% (Decrease from 3%) Native American 0% (No change)	49.6% (Increase from 48.9%) of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under (Decreased from 85.4%) 13% Ages 25-34 (Increase from 10.5%) 11% over 35 yrs. (Increase from 4.1%)	Female 50% (Decrease from 51.7%) Male 47.9% (Increase from 46.7%) Non-disclosed or non-binary 2.1% (Increase from 1.6%)	1,352 ('22-'23) 1,258 ('21-'22)

2023-24 Program Review

a) Student population equity:

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>1. The success rates of our Pacific Islander student base has decreased from the previous program review 81.3% ('18-'19) 61.7% ('19-'20) 65.6% ('20-'21) 47.5% ('22-'23) despite an increase in success rate with the students in the MANA program. MANA student success rates were ('18-'19) 48.1%, 36 students; ('19-'20) 64.3%, 52 students; ('20-'21) 70.1%, 54 students.</p>		<p>MANA/Counseling/ COMMLAB</p>	<p>COMM will continue providing the best opportunities for all of our students to succeed in our courses.</p> <p>COMM has taken great pride in the transparent opportunities we provide our students so they can be successful in all of our courses.</p> <p>Our COMMLAB located in the Learning Center share the same hours as the Learning Center and it allows students to have one-on-one tutoring and support with professors with their COMM classes.</p> <p>The College will need to address this matter with different strategies used historically to better our underrepresented student groups.</p>
<p>2. The success rates of our Black student base has dropped from 71.1% ('18-'19) 68.6% ('19-'20) 58.1% ('20-'21) despite an increase in success rate with the students in the UMOJA program. UMOJA student success rates were ('18-'19) 63.4%, 35 students; ('19-'20) 67.6%, 52 students; ('20-'21) 71.9%, ('21-'22) 70%, ('22-'23) 64.1%.</p>		<p>UMOJA/Counseling</p>	<p>COMM will continue providing the best opportunities for all of our students to succeed in our courses.</p> <p>COMM has taken great pride in the transparent opportunities we provide our students so they can be successful in all of our courses.</p> <p>Our COMMLAB located in the Learning Center share the same hours as the Learning Center and it allows students to have one-on-one tutoring and support with professors with their COMM classes.</p> <p>The College will need to address this matter with different strategies used historically to better our underrepresented student groups.</p>

2023-24 Program Review

<p>3. Retention rates experienced a consistent dip since the '20-'21 academic year (97.7%) '22-'23 (88%).</p> <p>The withdraw rates were more prominent since last program review. The largest increase came from our Filipino student population (5.8% to 16%), followed by Pacific Islanders (15.9% to 22%), and Whites (5.8% to 10%).</p>		<p>Early Intervention Programs: Identify students at risk of dropping out early in their academic careers through data analytics and predictive modeling.</p> <p>Implement targeted intervention programs to provide academic and emotional support to these students.</p> <p>Continuous Improvement: Regularly assess and adjust retention strategies based on the changing needs and demographics of the student population.</p> <p>Culturally Relevant Support Services: Provide culturally sensitive counseling and academic advising services that meet the specific needs and challenges faced by each group.</p>
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b) Modes of Delivery equity:

Between the Spring 2021-2023 Comparison data, our face-to-face sections have outperformed our distance education modes. Our success rates for our face-to-face (41) sections 81.5% versus the 72.4% (93) sections. However, the synchronous distance education mode success rates are stronger (83.7%) than the 81.5% success rates for our face to face mode of delivery. Something to consider is the idea that our students need regular class meetings to stay engaged in their studies rather than more independent student learning.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1. Success and retention rates with our online delivery modes.</p>	<p>Fall '21 Submission (Spring '21 data) Success: 89.5% Retention: 97.7%</p> <p>Fall '23 (Sp '21-Sp'23 data) Success: 83.7% Retention: 95%</p>	<p>We will continue our upward trend in our success rates and maintain our retention rates.</p> <p>A confusing aspect of the data is the Spring of 2021 has been counted twice from last program review to this program review.</p>

2023-24 Program Review

2. Synchronous distance education mode success and retention rates.	<p>Fall '21 Submission (Spring '21 data)</p> <p>Success: 71.2% Retention: 96.3%</p> <p>Fall '23 (Sp '21-Sp'23 data)</p> <p>Success: 72.4% Retention: 90.1%</p>	<p>We will continue our upward trend in our success rates and maintain our retention rates. Our department will be working on norming online teaching strategies for more consistency among our adjunct faculty to teach in the online modality.</p> <p>A confusing aspect of the data is the Spring of 2021 has been counted twice from last program review to this program review.</p>
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(c) Challenges and Opportunities:

Based on the data presented, the Communication Studies Department has an opportunity to expand more courses in the synchronous distance education mode and fewer hybrid and asynchronous offerings for stronger student success.

Currently, we have seen a 12% increase in our enrollments (duplicated headcount), a 13% increase in our WSCH, and an 11% increase in our LOAD. Our course offerings serve as a requirement for all of our students to graduate and/or transfer from College of San Mateo. The Communication Studies Department and its course offerings are high in demand, well enrolled, and instrumental in CSM's mission.

Our Department is facing an immediate staffing challenge and we need to hire two additional full-time tenured track positions. At the start of our next program review, our small department will be down to two tenured-positions with another retirement soon on the horizon. Despite our strong efficiency in our LOAD, our tenured faculty also serves as a coordinator and lead in our Communication Studies Laboratory, serve on College-wide committees, Division, and Department responsibilities. Our Department responsibilities include: mentoring adjunct faculty, assessing SLO's, writing program reviews for both the department and the Lab, evaluating adjunct and tenured faculty, dual enrollment offerings, and Project Change to name a few (College Mission & Values Statements 2022; District Strategic Goals; CSM EMP Priorities, 2018-2023). We need help.

Section 4. Planning

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. Our area of focus for our Department is assessing our course SLO's and the SLO's themselves.	The department will evaluate our course SLO's annually.	Department staff will utilize existing resources for our assessment process.

2023-24 Program Review

2. Comm 110 SLO assessing success rates since the Guided Pathways	Tracking Success and Retention rates in our Public Speaking from the recommended Guided Pathways program annually.	Consultation with the Counseling department and the Guided Pathways leadership.
3. SLO DataMart and a system in place for COMM to collect, analyze and house findings for planning purposes.	Department is experimenting with using Canvas Outcome rubrics to enter, gather, and produce SLO data that is linked to assignments.	Institutional support to have a central location to input data and produce results for a streamlined assessment process.

b) **Program goals**

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Hire two (2) new full-time tenure track positions.	Submit full-time requests, and LAD approval of the positions.	Comm Studies Department awarded the 2 new faculty hires.	Due to pending retirements of current tenured faculty and a robust student enrollment we are having difficult time meeting the instruction and administrative/committee demands. The need to fill those gaps is immediate. Completion by next program review.		Approval needed by LAD and the Budget Allocation Committee.
2. Norming syllabus language that reflects CSM and our Department SLO's/Course Objectives for our adjunct faculty.	Department meetings and self-study of current syllabus requirements develop a syllabus template for	Syllabus template	Completion by next program review.	Comm Studies Tenured Faculty	

2023-24 Program Review

	our adjunct instructors.				
3. Norming online teaching practices for consistency of instruction in our department.	Department meetings and self-study of current online evaluation criteria, then develop a fact sheet guideline for our online instructors.	Fact sheet, and consistency among online instructors following those guidelines.	Completion by next program review.	Comm Studies Tenured Faculty	