

2023-24 Program Review

Program Name: Communication Studies Center

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Academic Year: 2023-2024

Status:

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INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

The Communication Studies Center supports students enrolled in Communication Studies courses. Students use the center to video record individual or team presentations, view and evaluate recorded in-class presentations, meet with student partners and teams, and receive one-on-one help from professors with subject matter expertise. The Communication Studies Center has "commitment to academic excellence," "increases the number of students who utilize support services that enable them to stay in school and succeed," and contributes to CSM as a "vibrant hub of intellectual rigor and relevance" {College Mission and Values, April 3, 2018 and Strategic Plan Strategic Goal #1}.

Commitment to academic excellence. The center enables meaningful and rigorous application of principles of good speaking and listening across different contexts. Students succeed better in course work with this experience and gain the liberal education that gives life its bearing. Academic excellence informs and precedes student success.

Increasing the number of students who utilize support centers that enable them to stay in school and succeed. Students credited video recording capabilities at the center and in the classroom as integral to their academic achievement in Communication Studies courses; video recording and viewing of student presentations is a best practice in communication studies, according to the National Communication Association (NCA).

A vibrant hub of intellectual rigor and relevance and an effort to narrow the success gap. The center aligns with best practices in the discipline with superior resources. We are represented in the National Association of Communication Centers (NACCC) along with University of Colorado, Indiana University, Michigan University, University of Washington, and so on. For equity, center staff recognize students' different needs, learning styles, cultural practices, and academic preparation; we develop meaningful and relevant lab modules to enhance learning; we listen to students' suggestions and expand access beyond the physical access through encouraging students' perspective-taking, individual expression, and critical thinking {Equity Statement, Solidarity Statement 2021}.

Efficient use of resources. Communication Studies Center resources were intended for COMM students, but they are, in fact, used by any student who logs in for services at the Learning Center. The center also serves as study hall for CSM football team during certain hours. COMM staff and Learning Center staff attend to requests and questions of all students and have achieved efficient use of resources.

During the pandemic, the Communication Studies Center used the virtual format to provide services. The center re-opened August 18, 2021.

2. Results of Previous Program Review (200-500 words)

Previous Goals :

- a. Develop lab modules in the area of “information literacy”: For the last program review cycle, the “research/evidence/reasoning” SLO in COMM 110 scored slightly lower than the rest. The department will assess “information literacy” in COMM 110 courses by fall 2022.
- b. The department will request a full-time Instructional aide II, shared with the Learning Center, or another half-time Instructional aide II. Communication Studies is the 2nd largest department in Language Arts Division and its center has been in need of a full-time or another half-time instructional aide to carry out the tasks listed in section “b”.
- c. Our half-time Instructional Aide will research on the development of a pathway to help narrow the success gap for African American and Pacific Islander students.

Results achieved:

- a. Information literacy was enhanced with a variety of exercises/ modules in some classes and was emphasized in teaching COMM 110, 130 and 170, and in faculty reviews. It was assessed through outlines and essays. However, the department decided to still systematically assess existing Lab SLOs for this round of program review.
- b. The department did not request for a full-time instructional aide mostly due to a large student body still taking online courses without using the physical center. The usage of COMM Center remained steady but not as heavy as the pre-pandemic usage. In addition, the past such requests were always denied.
- c. Since we have never been granted a full-time instructional aide, our half-time aide focused on the regular lab duties only for this round of program review. Research on the development of a pathway to help narrow the success gap for African American and Pacific Islander students has always been a priority for the department as a whole. Faculty will continue to work on enhancing information literacy in COMM classes.

Curriculum or programmatic changes since last program review:

- a. All courses have been updated spring 2023.
- b. COMM has been teaching dual enrollment and promise scholar cohorts. The dual enrollment high school classes do not use COMM Center at CSM.

SLO assessment:

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The department continued to assess center SLOs the same way we did in the last program review cycle. We focused on students' abilities to rehearse, deliver and evaluate effective dyadic, small group, or one-to-many oral presentations, as well as students' ability to demonstrate mastery of course concepts through completion of lab modules. We prioritized this assessment because the results correlate to students' course success as shown in the past reviews. The assessment results were satisfactory above set criterion of 2.00, and no intervention is needed at this moment. The assessment results support the notion that the Communication Studies Center is an important resource for student success in COMM courses. The following data was based on a sample of 182 students from fall 2022 and 191 students spring 2023.

SLOs/SAOs	Assessment Results	Program Improvements Implemented
1. Students will be able to rehearse and deliver effective dyadic, small group, or one- to-many oral presentations	3.77 spring 2023 3.78 fall 2022	Met set criterion of 2.00
2. Students will be able to view and evaluate effective dyadic, small group, or one-to-many oral presentations	3.62 spring 2023 3.69 fall 2022	Met set criterion
3. Students will be able to demonstrate mastery of course concepts through completion of lab modules	3.73 spring 2023 3.71 fall 2022	Met set criterion

Center usage and user survey results:

The Communication Studies Center logged 983 student lab usage hours through Accudemia fall 2022 and 1481 hours Spring 2023. It shows a trend of more usage after the Pandemic when more in-person classes were offered. Students also reported 442 lab hours through Google Forms fall 2022 and 646 hours Spring 2023, when students accomplish lab assignments without coming to the physical lab, such as on Zoom or through varied other methods for asynchronous classes. The Center offers both in-person and Zoomed hours.

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According to Communication Studies Center User Survey conducted Spring [PRIE2023], 104 students participated in the survey and gave very positive feedback. They offered pages of feedback, praising the various lab modules that help them grow. Compared to the past surveys, the sample size remained large, and important data was generated on students' attitude toward the center's services. 94% believed that recording and reviewing rehearsal speeches helped improve their communication; 94% viewed the one-on-one tutoring helpful; 94.3% believed that the center is integral to their success in COMM Class compared to 72% of last review. When asked to report their improvement after using the center, 85.4% reported major and moderate progress in "expressing and supporting ideas"; 82.1% reported major and moderate progress in "adapting my speaking to be truthful while respecting others"; 84.4% reported major and moderate progress in "listening to ideas and feelings of others-the whole person-even if I disagree with them"; 82.4% made major and moderate progress in "communicating effectively in a group or team situation". We are happy to report that 87.3% made major and moderate progress in "working effectively with others of diverse backgrounds" while 82.1% made major and moderate progress in "acknowledging the value of diverse opinions and perspectives". Lastly, 88.3% of the students reported major and moderate progress in "using communication principles to make reasoned decisions". The department will continue to provide excellent services in the Center.

The Center also offered online services for asynchronous classes. Even though the Center User Survey did not include data from asynchronous classes, the Google Forms captured active lab usage.

To address equity gaps, COMM faculty will continue teaching the MANA learning Community and participate in Umoja, Puente, and Project Change.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

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

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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
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Enrollment	Enthnicity %	First Gen	Age	Gender	Total
COMM stats	Latinx 38.4 White 24.4 Asian 12.2 Filipino 7.2 Multiracial 9 Pacific Is 3.6 Black 2.7 Unkown 2.1 Native American .06	50%	86% 24 yrs. And under 9.4% ages 25-34 4.5% over 35 yrs.	50% Fmale 48% Male 2% Non-disclosed or non-binary	3136

Student population equity:

In the review two cycles ago, Communication Studies had narrowed the achievement gap for African American students and the Pacific Islander population, in addition to maintaining an overall high success and retention rates. However, during the pandemic, success rate for African American students dropped from 71.1% (18-19) to 68.8% (19-20) and 58.1% (20-21). Pacific Islander success rate dropped from 81.3% (18-19) to 65.6% for 20-21 {PRIE Academic years 2018/19-2020/21}. The data for Spring 2021-Spring 2023 showed a further drop for African American students from 58.1% to 57.6% and Pacific Islanders from 65.6% to 53%. We must point out that in face-to face classes, African American students have succeeded at 88.5% from Spring 2021-Spring 2023 at the same rate with Asian students, Asian international students, and even slightly higher than the white students.

Overall success and retention rates {PRIE Academic years Spring 2021-Spring 2023}:

	19-20	20-21	Spring 21-23
Success Rate:	78.6%	82.3%	75.3%
Retention Rate:	93.5%	97.6%	91.1%

Success rates for African American and Pacific Islander population:

	19-20	20-21	2021-2023
African American	68.6%	58.1%	57.6%
Pacific Islanders	61.7%	65.6%	53%

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To address equity gaps, COMM faculty have continued to advocate for more in-person classes, work with dual enrollment, and teach Promise Scholar co-horts. COMM is also teaching MANA students and helping out during Power Hour in the Learning Center.

Even though the department had maintained high success and retention rates as a whole, and had made significant improvement closing the success rate gaps for African American students and Pacific Islanders two program review cycles ago, we have seen a steady drop in success rates in the last several years. Success rates for African American students dropped from 71.1% for 18-19 to 57.6% for 21-23, and success rates for Pacific Islander students also dropped, from 81.3% for 18-19 to 53% for 21-23. PRIE 21-23 data also showed a drop in success rates in Latinx, first generation, low income and students with disability.

African American:	68.8% for 19-20, 58.1% for 20-21, and 57.6% for 21-23
Pacific Islander:	61.7% for 19-20, 65.6% for 20-21, and 53% for 21-23
Latinx:	72.5% for 19-20, 76.2% for 20-21, and 65.9% for 21-23
First generation:	73.1% for 19-20, 78.5% for 20-21, and 67.5% for 21-23
Low income:	75.1% for 19-20, 80.6% for 20-21, and 68.2% for 21-23
Has disability:	75.9% for 19-20, 79.2% for 20-21, and 74.3% for 21-23

The online teaching mode and the lack of resources may have been strong factors, in addition to the mental and physiological suffering coming out of the pandemic, that contributed to these gaps. To address opportunity gaps, COMM faculty will continue teaching in learning communities and advocate for more in-person classes.

Modes of Delivery equity:

According to Student Success Indicators Spring 21-23 by PRIE, face-to-face classes achieved higher success rate of 81.5% as compared to 68.1% of distance modes combined. There are larger success gaps in modes of delivery for the following groups {PRIE Fall 21-23}:

	Distance Modes combined	Face-to-Face
African Americans:	55.9%	88.5%
Latinx:	62.6%	77.3%
Pacific Islanders:	49.5%	57.6%
Age 24 or less:	66.8%	81.9%
Disabled:	65.6%	74%
First generation:	64.3%	77.3%

This valuable information will guide our department's decision making in-person course offerings in the future. We will continue to advocate for more in-person classes during planning sessions with our Division Dean.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1. Success rate drop for African American students,	Low success rates in distance modes	More in-person classes	Advocate for more in-person classes

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Pacific Islanders, Latinx and first gen			Ongoing challenges: large number of online classes
2. Distance mode offerings remained high	Causing lower success rates	More in-person classes	For management to increase in-person classes
3.			

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. Further success rate drop for African American students, Pacific Islanders, Latinx and first gen	Drop occurred in distance mode classes	Working with management to increase in-person offerings
2.		
3.		

Challenges and Opportunities: Communication Studies Department has remained the 2nd largest in the division with healthy enrollment, transfer and degree/certificates earners. The department is active in teaching the learning communities and in other campus activities. The

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resource request of 1-2 full-time faculty will be discussed in the department program review not in the center review.

4. Planning

Discipline-level and SLO (Student Learning Outcomes) assessment:

We will continue to assess the existing Center SLOs to make sure students benefits from lab modules and lab services. It has been proven that these lab modules and services contribute to course success.

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1. COMM Center SLOs	Fall 2024 and spring 2025	COMM Center User Survey
2.		
3.		

Program goals: Communication Studies Department has submitted a request to add 1-2 full-time faculty to solve the problem of being the 2nd largest department in the Language Arts Division with the lowest full-time to part-time faculty ratio. The new hires will not only replace a 2025-2026 retirement but also strengthen the department by sharing the burden and stress with the existing full-time faculty who have been actively involved in teaching the learning communities, Project Change and dual enrollment.

The department will continue to provide the best srvcies in the Communication Studies Center, collect the Center User Survey data and assess Center SLOs.

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Hire 1-2 full-time faculty	Submit request	Hiring done spring 2024	Spring 2024	Briana Avila, Fermin Irigoyen, Yaping Li	
2. Continue to provide the best	Organize and staff the center, work	Reports from Center User Survey	2023-2025	Yaping Li	

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services in the Center	with IT and supervise instructional aide				
3.					