

2021-22 Program Review

Program Name: Communication Studies Center

Program Contact: Yaping Li

Academic Year: 2021-22

Status: finished

Updated on: 09/25/2021

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)

a. Describe the results of previous Program Review's action plan:

*COMM Center requested compatible software and hardware in 4 recording rooms. This request was fulfilled.

*COMM department requested a full-time Instructional Aide (shared with the Learning Center). This request was denied.

Student success and equity: In the previous review, Communication Studies has 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}.

Overall success and retention rates {PRIE Academic years 2018/19-2020/21}:

	18-19	19-20	20-21
Success Rate:	83.3%	78.6%	82.3%
Retention Rate:	93.0%	93.5%	97.6%
Withdraw Rate:	7.0%	6.5%	2.4%

Success rates for African American and Pacific Islander population:

	18-19	19-20	20-21
African American	71.1%	68.6%	58.1%
Pacific Islanders	81.3%	61.7%	65.6%

To address equity gaps, COMM faculty authored the MANA learning community proposal and remains active in teaching the MANA learning community and works with the ASLT department on MANA enrollment, scheduling, and long-term planning. In addition, COMM faculty participated in Umoja, Puente and Project Change.

b. Explain any curriculum or programmatic changes since last program review

- a. A new course COMM 115 Survey of Human Communication was developed. COMM faculty teach one COMM 130 section for Project Change and one section for a high school.
- b. During the pandemic, the department has been offering synchronous, asynchronous and hybrid courses.

3. Current Program Review (200-400 words)

Please refer to the Program Review website for individual program data.

COMM Stats 2020-21	Ethnicity	First Gen	Age	Gender	Total
Enrollments (duplicated)	Latinx 36% White 24.2% Asian 14.1% Filipino 7.6% Multi Races 9.5% African American 2.5% Pacific Islander 2.5% Unknown 3.4% Native American 0.2%	48.9% of enrollments were by students who are the first in their family to go to college.	85.4% Under 24 yrs. 10.5% Ages 25-34 4.1% over 35 yrs.	51.7% Female 46.7% Male 1.6% Unknown	1258 (not counting summer 233) enrollments

(a) Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.

The department has 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 in the previous program review cycle. The success rates for the following groups were also steady and above the college average {PRIE Fall 2021 Submission Cycle, Student Success Indicators: Spring 2021}:

Latinx:	78.0% for 18-19, 72.5% for 19-20, and 76.2% for 20-21
First generation:	80.3% for 18-19, 73.1% for 19-20, and 78.5% for 20-21
Low income:	79.8% for 18-19, and 75.1% for 19-20, and 80.6% for 20-21
Has disability:	81.1% for 18-19, and 75.9% for 19-20, and 79.2% for 20-21

However, during the pandemic success rates for African American students dropped from 71.1% for 18-19 to 58.1% for 20-21, and success rates for Pacific Islander students also dropped, from 81.3% for 18-19 to 65.6% for 20-21. The lack of a physical center and other resources, and the online teaching mode may have been strong factors, in addition to the mental and psychological suffering during the pandemic, that contributed to these gaps. To address opportunity gaps, COMM faculty will continue teaching in the MANA, Umojia, and Puente learning communities.

(b) Modes of Delivery equity

According to Student Success Indicators Spring 2021 by PRIE, fully synchronous classes achieved the highest success rate of 89.5%, partially synchronous classes had a success rate of 83.1% whereas online classes had a success rate of 71.2%. There are larger success gaps in modes of delivery for the following groups {PRIE Fall 2021 Submission Cycle Student Success Indicators: spring 2021}:

	Online	Fully Synchronous
African Americans:	42.9%	75.0%
Latinx:	65.2%	82.2%
Pacific Islanders:	71.4%	83.0%
Age 24 or less:	65.6%	89.9%
Disabled:	60.0%	92.0%
First generation:	63.3%	86.9%

This valuable information will guide our department’s decision making in course offerings in the future.

(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps.**

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 174 students spring 2021.

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	3.67	Met set criterion of 2.00

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2. Students will be able to view and evaluate effective dyadic, small group, or one-to-many oral presentations	3.62	Met set criterion
3. Students will be able to demonstrate mastery of course concepts through completion of lab modules	3.74	Met set criterion

Center usage and student survey results:

The Center became virtual during the pandemic offering one-on-one support and support to teams that needed to finish their assignments in the lab. Calendly recorded 342 individual appointments, over 20 teams of 4-5 students, in addition about 80 drop-ins, a total of over 500 students with 20 minute- appointments last year. Currently the center offers virtual and in-person services.

According to PRIE Communication Studies Center User Survey conducted Spring 2021, 125 students participated in the survey and gave very positive feedback. Some thanked our faculty for the "amazing" one-on-one help. They offered 6 pages of feedback, praising the various lab modules that help them grow. However, about a dozen students said they did not know about the center, or they did not need help from the center, while others gave suggestions on activities and services. Compared to the past surveys, the sample size was impressively larger, and important data was generated on students' attitude toward the center's virtual service. 93% believed that recording and reviewing rehearsal speeches help improve their communication; 88% viewed the one-on-one tutoring helpful; 72% believed that the center is integral to their success in COMM Class. However, 27.2% felt it unnecessary to use the virtual center for course success, a slight drop from past surveys when Communication Studies Center was conducted in-person. When asked to report their improvement after using the center, 84.3% reported major and moderate progress in "expressing and supporting ideas"; 84.3% reported major and moderate progress in "adapting my speaking to be truthful while respecting others"; 87.6% reported major and moderate progress in "listening to ideas and feelings of others-the whole person-even if I disagree with them"; 79.3% made major and moderate progress in "communicating effectively in a group or team situation". We are happy to report that 86.7% made major and moderate progress in "working effectively with others of diverse backgrounds" while 83.6% made major and moderate progress in "acknowledging the value of diverse opinions and perspectives". Lastly, 86.2% of the students reported major and moderate

progress in “using communication principles to make reasoned decisions”.

The department is hopeful that our students will benefit from the center even more when we come back to campus fully.

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

(d) Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

4. Planning

a) Program goals

a. Brief description of goals and plans:

- i. 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. Since our course SLO assessment is evidence based with sound methods, the results guide us in lab module development. These modules will help students with research, documentation of evidence, and reasoning for their COMM 110 assignments. Lead faculty Yaping Li will be responsible for developing modules by the end of 21-22. The department will assess “information literacy” in COMM 110 courses by fall 2022.
- ii. 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”.
- iii. 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.

b. Specific actions: If the full-time Instructional Aide request is granted, the 3-year plan has the following components.

- i. **Develop and implement a peer tutoring program for COMM students.** The full-time Instructional Aide would take the lead to research, develop, and administer a peer tutoring program for COMM students. We would work in partnership with the National Association of Communication Centers and the Learning Center’s Peer Academic Tutor program.
- ii. **Develop and implement pathways for underserved COMM students.** The full-time Instructional Aide would collaborate with the Communication Studies Department and the Learning Center to develop pathways to success for African American and Pacific Islander students enrolled in our classes.
- iii. **Work with Communication Studies faculty to assist in carrying out best practices in the classroom.** The full-time Instructional Aide would assist faculty in maintaining the dedicated server, recording equipment, and video files.

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- iv. **COMM department will continue MANA, UMOJA learning communities and support Puente.**

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Improve “information literacy” in COMM 110 classes	Develop lab modules in the area of “information literacy”	Assess COMM 110 classes in the area of “information literacy”	By fall 2022	Yaping Li	none
2. Requesting a full-time Instructional aide II, shared with the learning Center	Write a request to hire a full-time Instructional Aide II		By fall 2022	Yaping Li and Fermin Irigoyen	none
3. Narrow the success gap for African American and Pacific Islander students	Half-time Instructional aide Jaqui Swan will do groundwork on the development of a pathway using the COMM Studies Center to narrow the success rate for African American and Pacific Islander students.	It will be work in progress since COMM Center has the least staffing, with only half an Instructional Aide II. Once a full-time Instructional Aide or another half-time aide is hired, we will be able to establish specific programs such as peer tutoring in COMM Center.	When position is filled	Yaping Li and Fermin Irigoyen	Will work with MANA and Umoja, Puente Learning Communities.

5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:

