Instructional Program Review Report %
Sierra College, 2017-18 %

Department/Program Name: Communication Studies Department

Date Submitted: 4/2/18

Submitted By: Jen Vernon, PhD, Communication Studies Chair

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1) **Relevancy: This section assesses the program's significance to its students, the college, and the community.**

   1a) To provide context for the information that follows, describe the basic functions of your program.

Communication Studies
The Communication Studies department at Sierra College (Sierra) offers students a firm theoretical understanding of, as well as applied practice in, the discipline of Communication. Our skills work is aimed at transfer for a higher education degree, career development and/or certificate programs. Students may choose to major in one of two Associates of Arts for Transfer degree-tracks: Communication Studies or Journalism.

Our communication courses maintain a critical and social justice focus on the ways in which diverse human beings use messages and symbols to generate meaning in a variety of contexts such as: public speaking and performance, small group and organizational communication, intercultural communication, interpersonal and family communication, rhetoric, journalism and media production, digitally mediated and strategic communication, and health communication. The Communication Studies degree also prepares students with a capstone or culminating project as introductory training for careers in research, consulting, journalism, media, conflict mediation, counseling, higher education, nonprofit work, intercultural development, business, PR & marketing, law, and political campaigns.

General Education

In addition to serving Communication Studies majors, the suite of courses we offer play a vital role in supporting other degree paths and certificates at Sierra. These courses map onto Sierra's Associate Degree requirements, and the Intersegmental General Education Transfer Curriculum agreement that streamlines transfers from Sierra to the University of California system, and the California State University's (CSU) General Education Breadth Requirements that prepare students to transfer smoothly to the CSU system. The latter requires students fulfill an "oral communication" competency in which students do speeches. Our department supports this by offering more than one hundred courses in Public Speaking and Group Communication a year.[1] These courses strengthen learners ability to speak their minds, critique the arguments of others, and come together as community through communication— practices of value on campus and in and the broader community.

Students, Campuses & Faculty

The Sierra College Communication Studies department is located across three campuses and online.[2] Our department averages 1,347 enrolled Communication Studies students at the Rocklin campus, 40 at the Tahoe Truckee campus, 136 at the Nevada County campus, and 60 in distance learning. Across our campuses we total 27 faculty (22 part-time and five full-time) with training and expertise in Communication Studies and a commitment to student-centered teaching.

1b) How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

> *"*Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.*"*

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[1] Across all of our campuses, we teach roughly 35 Public Speaking courses in fall and spring semesters, and 10 in summer. Further, we teach 10 Group communication courses in fall, 8 in spring, and 3 in summer.

[2] We will begin teaching at the Roseville Center in fall, 2018 (discussed in a later section) and this will extend our presence to the four, existing brick and mortar campuses.

<u>Alignment of Outcomes</u>
The Communication Studies department supports the district mission and its commitment to equity and diversity, student-centered learning, and achievement. This is evidenced through our four, program student-level outcomes (PSLOs), our disciplinary alignment with professional associations in our field, and our commitment to a holistic learning model that advances the intellectual, creative, personal, and career aspirations of our students.

Our four PSLOs are listed here in bold with their competency statements after each one:

- **Develop Intercultural competency**: Recognize and engage culture, power, and the diversity of human experience in communication.
- **Design Critical Communication through Production and Action:** Produce works of media and performance toward social justice.
- **Critique Symbolic and Relational Interaction:** Critique symbolic and relational communicative processes through face-to-face and digital interaction.
- **Performance of Self and Communities:** Perform in relation to individuals and audiences in a variety of communication contexts.

In relation to diversity, our PSLO to "develop intercultural competency" supports the district's mission to contribute to the global community and the institutional outcomes to foster *citizenship* and *respect for diversity*. Our Communication Studies (Comm) 7 "Intercultural Communication" course points to this in its title, but our Comm 1 "Public Speaking" course and others do so as well. For instance, in Public Speaking, students typically create cultural speeches and learn to craft messages respectfully in relation to diverse audiences.

Further, a course we designed that connects to California's higher education course identification numbering system as "Oral Interpretation," became Comm 6 "Performance of Diverse Literatures." In Comm 6, students perform creative works that raise diverse points of view and intersect with issues of social justice relevant to the local and global community. Our attention to power in the competency statement indicates our critical approach to Communication Studies and our incorporation of issues of equity in teaching in this area.

We support student-centered learning through a balance of hands-on and theoretical pedagogy articulated through our PSLO to "design critical communication through production and action." This outcome reflects our praxis approach and furthers the institutional outcomes in *technology and information competency* and *critical and creative thinking*. For instance, our students create digital media to support their speech performances and research in our Communication Studies (Comm) courses such as: Comm 1 "Public Speaking," Comm 5 "Communication Foundations," Comm 7 "Intercultural Communication," Comm 8 "Interpersonal Communication," and Comm 70 "Mass Communication: Media and Society."

Our students learn to enlarge their voices and campus culture through their use of technology and production of the online KSCM student radio program taught through Comm 78 & 79 Media Practicum I and II. And they organize their work in e-portfolios in Comm 10 "Communication

Theory, Methods, and Practice," and produce journalistic stories through a multimedia approach in Comm 72 "Multimedia Reporting." Our competency statement indicates that production and performance are related in our field. Before an audience, the human voice is a kind of technology that we can learn to use.

Our PSLO to "critique symbolic and relational interaction" also corresponds with the institutional outcome in *critical and creative thinking*. The outcome's competency statement indicates our commitment to teaching students to question and analyze how and why communication works in various contexts across face-to-face and digital interaction.

While our field has a root in Speech Communication, in the past decade, many Communication Studies departments in the United States and abroad have retooled themselves to best reflect living in a digital world.[3] Clearly, face-to-face communication is still important to us, but we live and communicate across digital interfaces through our smartphones and online interactions, too. As communication technologies emerge and the context changes, our field responds.

Lastly, our outcome on "performance of self and community" ties to Sierra's outcome in *communication* as *reading, writing*, and *discussion* and enlarges it. For us communication is all of this, plus, performance as acts of informative, persuasive, and creative forms of speech making before live and digital audiences that require the whole person in social interaction with others, to make meaning.

Our PSLOs and their sublevel, course student-level outcomes (CSLOs) were developed collaboratively amongst faculty members and in conversation with the National Communication Association (NCA) guidelines in 2014. Faculty in our department are active participants in the NCA's development and discussion of PSLOs and CSLOs by Communication departments at community colleges in the United States, today.

1c) Program offerings align with which of the following mission categories (check all that apply):

X Transfer ☐ Career Technical Education
☐ Basic Skills **X** Personal Development/Enrichment ☐ Lifelong Learning

1d) Please analyze your department's success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. If any of the following apply to your program, please address them in your analysis.

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[3] I retooled a Communication program tied to Speech at University of Alaska, Southeast (2009-2012) and did research on this at my institution and state-wide with other Communication departments in the UA system. My colleague Nic Zoffel did similar work at another university before he took his position at Sierra.

- Degrees, certificates, and/or licenses your department has generated:
- The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Degrees

The Communication department at Sierra contributes to the college's transfer mission through our Communication Studies Associate of Arts for Transfer (AAT) degree primarily, and secondarily, through our Journalism AAT. Our most recent numbers in the dashboard under the new *People, Culture and Society* pathway list 51 Communication Studies AAT degrees granted in 2017. The California Community College Chancellor's Office' Data Mart (Data Mart) notes 53 were earned by Communication students at Sierra in 2016-2017.[4] From academic year 2012-13 to 2016-17 the award count grew from 29 to 58. Most of the awards were in the Communication Studies AAT. In 2012-13, 23 were earned; in year 2013-14, 48 were earned; in 2014-15, 50 were earned; in 2015-16, 45 were earned; and then in 2016-17, 53 were earned. Other degrees that contributed to the overall numbers include five Associates of Arts (AA) degrees granted in 2016-17, one Associates of Science (AS) in 2015-16, four AS and one AA in 2013-14, and four AS and two AA in 2012-13. The lower rate of Communication Studies AS and AA degrees make sense because we no longer offer these degrees and students are completing them who began them in the past.

Enrollment

On the whole, we are growing. We have an upswing of enrollment growth indicated from 2014 to 2017. In fall 2014 there were 1,538 students and by spring 2017 there were 1,722 students according to our DSR. Yet, we have very low numbers of Journalism AAT degrees issued. Data Mart lists one Journalism AA degree granted from 1998-1999. The next count is for 2014-15 and it includes three Journalism AATs. For 2015-16 there were two AATs given and in 2016-17 there was one earned. On the Sierra dashboard, one more Journalism AAT was earned in the most recent numbers presented there. Still, our journalism classes always fill. Our Communication Studies AAT degree makes it possible for students to take our journalism classes and have them count in this degree so this may be how some students are applying them.

Career Integration

In relation to careers and the labor market, the US Department of Labor projects that occupations in the field of media and communication will grow "6 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 43,200 new jobs." (accessed 3/27/18). While this finding tracks the growth and stable trajectory of particular jobs in the field, the National Communication Association (NCA) cites other relevant research. They claim that employers regard communication knowledge and skills as highly valuable in employees and consider these in hiring. So even if a student does not take on an occupation with a title that

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[4] Data Mart houses Communication Studies degree information under "Speech Communication," as a drop-down item under "Humanities." Journalism is a drop-down item under "Media and Communication." Information accessed 3/30/18.

conjures media or communication, the communication courses they take provide them with a toolset with value on the job market. The NCA explains, "The ability to communicate is one of the most highly sought skills by employers. In fact, the 2014 National Association of Colleges and Employers (NACE) survey of 260 employers found that the knowledge and skills taught in Communication courses are essential to being hired, regardless of one's major." (accessed 3/26/18).

Communication faculty in our department have endeavored to integrate internships and career-oriented activities into and alongside our curriculum. For instance, Nic Zoffel has worked with media organizations in the community to create internships and to open doors for career opportunities for students tied to media making and public relations. The online KSCM radio station tied to outcomes in Communication 78 and 79 provides a space for students to hone communication and production skills in interviewing, recording, and broadcasting that add to their toolbox.

Another faculty member, Tara Franks has worked with a Communication Studies student to start and advise a student club called, "Professional Communication." The club advises students on resume and vitae writing, developing an online presence, and connecting communication skill-sets to career paths that might not be visible to them. This club includes a board of industry experts who operationalize communication knowledge and skills in their fields. Some part-time faculty have been active participants in the club too, sharing their expertise from career experience in various fields and serving as guest speakers and reviewers for presentations such as Christopher Mayes, Debra Nereson, Allie Boyd, and others. Importantly, the club highlights both online and face-to-face practices that will help our students succeed with trainings in developing an online presence and perfecting elevator speeches for particular audiences. The club began in 2017 and is likely to continue to grow in exciting ways.

Also, tied to coursework, we recently revised our Communication 10: "Theory, Methods & Practice" course to include a "capstone." The capstone is a project in which students learn to do research, critically reflect on their learning, discern their interests in Communication, and articulate their skills in relation to the field or an ideal career to which they aspire. In this course, students also learn to present their work to public audiences through applied assignments such as giving poster sessions of their research or creating e-portfolios. In the latter, they organize their research and creative work and communication skills in an online platform and story their experience for a Communication Studies and/or career-oriented audience. We began offering this course through this lens in academic year 2017-2018. It will allow us to further integrate careers as we go forward. Further, faculty member Jen Vernon is a participant in Sierra's Career Integration Workgroup and will share what she learns there with her department.

1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Equity through Courses

Communication Studies has contributed to equity and diversity at Sierra by faculty developing Comm 1 Public Speaking courses for New Legacy, Rise, and beginning in fall 2018, Puente. In recent years, we have offered roughly one section a term of Comm 1 for New Legacy students. Last year we offered sections of Comm 1 for Rise students as well. In the fall we will begin offering one section of Comm 1 for Puente students each term. As a Hispanic Serving Institution with 27% Latino/a students, we want to integrate and welcome Latino culture and students more. Our creation and adoption of a public speaking course for a Puente organization will be the first class of its type in this national program and we have the enthusiastic support of Dr. Reyes Ortega. This idea has been percolating for some time and is described in our Program Review from academic year 2014-15 in which our department met with Dr. Ortega and Paul Neal to discuss the possibility of diversifying our curriculum to be more relevant and engaging for our students of color.

On the whole, these courses further the cohort experience for students in the aforementioned groups and draw on culturally specific materials and themes of social justice and empowerment to teach public speaking and further retention and success. Two of our four program level outcomes include language on social justice and diversity and this highlights our values in them. And because all of our courses bear the trace of our program outcomes, they all intersect with these criteria in some way. The Comm 6 "Performance of Diverse Literature" course includes a final showcase for the public in which students share interpretations and original works of spoken word poetry on themes such as social justice and diverse community. This event helps extend the conversation around these topics on campus.

Equity on Campus

In addition to these classes, Communication faculty Margaret Williams and Jen Vernon serve on the Equal Employment Opportunity Advisory Committee— of which Williams has been a part for many years and Vernon just for a few. This Committee helps bring into focus diversity and inclusion issues facing faculty and staff and safeguard against bias in hiring. In relation to students, Vernon advises an equity student club called Salaam Sierra for Muslim students and allies. This club is working to create a "Meditation and Reflection" room available to all on campus. They also put on an annual conference that brings together outside speakers and student leaders around challenging Islamophobia and cultivating a peace-loving, kind, and inclusive sense of community at Sierra.

Part-time Communication Studies faculty member, Donna Knifong has contributed much to the New Legacy Committee and been active within it for years as a part-time faculty member. She creates and updates an annual hand-book of sorts of student resources available to them if they face issues of racism or discrimination or need financial help and more. Longtime part-time faculty member Dan DeVere has also been a member of New Legacy and concerned with diversity and equity in his work.

Vernon has taken equity trainings offered at Sierra on how to be an ally for undocumented students "UndocuAlly Program for Educators" (10/7/16) and shared information on this under a page on the Communication Studies canvas space. She and Williams have taken trainings on

challenging bias in hiring offered at Sierra through the Equal Employment Opportunity office to inform their roles on the EEO Advisory board.

Finally, in summer 2017, Vernon became aware of the University of California's system-wide first-generation campaign to make visible first-generation faculty, staff, and students on campus and improve inclusive pedagogical practices around this demographic. She interviewed the faculty organizers of the campaign at UC Irvine and UC Santa Cruz and held meetings with the UC Chancellors office Communications division on how they designed the campaign. She was invited to a workshop for first-generation faculty and researchers developing first-generation campaigns on their campuses, held at UC Irvine in fall 2017 and attended. In spring 2018 she met with the Dean of Equity and the coordinator of TRIO, a first-generation support program, to discuss developing a similar campaign at Sierra. This project is in the works. To begin, TRIO will create a set of "First-Gen" tee-shirts with the TRIO logo on them as well, for first-generation faculty to wear at the Promise kick-off event and Summer Jam. These two events are part of the **R4S** effort to hook high-school students early who might not see themselves as college-going before they fall off track.

A first-generation campaign helps make visible this experience that young people might not yet have the language for and turns it around from a condition of lack and being framed mainly as "under-prepared," to one of strength, creative resourcefulness in getting in and persisting, and gifts in bringing fresh perspectives of value to college. At Sierra, our numbers indicate that we have about 30 percent first-generation college students. But these numbers raise questions because much of the UC system is at over 40 percent first-generation undergraduate students. This project will be developed further over the next few years on campus. Vernon will work with her department to do a share-out of information and discussion in which she invites participation from her colleagues, most of whom began at community college and are first-generation or allies of first-generation students.

2) **Currency**: **This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.**

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs. Please describe and analyze any effects of R4S and other developments in curriculum and program planning.

Currency of Curricula
In academic year 2017-18, some of our courses were revamped to fine tune course descriptions, titles, and outcomes in the interest of clarity, rigor, career integration, access, and meeting student need. For instance, we changed the title, of Comm 5 from "Communication Experience," to "Communication Foundations," and amended the course outline to introduce foundational skills and concepts in our field. Similarly, we revised the description, course outline, and title for Comm 10 to "Communication Theory, Methods, and Practice," to include the capstone, hands-on research experience, and career integration. We also revised Comm 1 Public Speaking and

Comm 3 Group Communication to include an option as fully online courses and got them through the curriculum review process. During this activity, two of our course outcomes were unclear to some so we collaborated and rewrote them to improve their clarity. We chose to develop fully online offerings of Comm 1 and 3 because these are our highest demand courses and we want to increase their availability. Also, we want to develop online offerings for most of our courses so that students can complete our degrees, and others at Sierra that require our courses, as online students.

Assessment

Our process of evaluating and revising curriculum happens through our regular departmental meetings in which we discuss our courses and their outcomes and any problems that we see in putting them into practice in our classes. Most recently, when we held our departmental post-Conference on Collaborative Inquiry meeting, we discussed a hand-out of all of our courses and their outcomes and made note of any issues such as a lack of connection between the course goal and its outcome, or a lack of clarity on how to assess it. We will discuss this at the end of the academic year. We have a rhythm of addressing issues such as CSLO changes and curriculum at the end of each term. We collect assessments for our courses on a schedule in which faculty evaluate one outcome per course. We house information on our outcomes, a schedule for evaluation, and some of our assessments as examples on our Communication Studies Canvas site.[5]

Redesign for Success (R4S)

In regard to R4S, and the aim to improve equity outcomes, time to degree, and degree attainment, we have responded in a few ways. To sustain and bolster our higher than average numbers of success with African American students we will continue to offer our New Legacy Comm 1. We also plan to collaborate further with the Rise program by continuing to offer Rise focused Comm 1 courses as we have in the past, and/or by theming other courses we offer. Comm faculty have also been involved with the Promise program through serving on the advisory committee. We plan to volunteer with the 2018 Summer Jam for new Promise Students to represent our program and welcome these students.

In relation to time to degree, we our online offerings contribute to helping our students get the courses they need in a timely manner. We also plan to offer two intensive courses in 2019 that can be completed in half a semesters time as safety nets. Our integration of career options and discussions of relevant work through our curriculum, and our inclusion of professionalization in forums such as e-portfolios and the "Professional Communication" club will help our students keep their eyes on the prize and stay encouraged to finish strong.

High Impact Practices & Pedagogy

Across our faculty, we have a deep and persistent interest in critical pedagogy and developing exciting and innovative curriculum for our students. This is evidenced by the ways in which our courses tie out with the American Association of Colleges and Universities (AACU) research-based findings on high-impact pedagogical practices (HIPs). The AACU's findings indicate that HIPs improve student retention and success (accessed 3/19/18). One of the eleven HIPs they outline are capstone courses. And while they have encouraged the adoption of capstones at the

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[5] Assessment schedule included in appendix.

general education level, few community colleges have incorporated them.[6] We are proud of the capstone course we have created by revising Communication 10, "Communication Theory, Methods, and Practice."

In addition to the capstone, Comm 10 also employs other HIPs from the AACU's list, "ePortfolios" and "undergraduate research". EPortfolios are online portfolios that include self-assessment components on learning over time and multimedia content of exemplar work, directed toward a particular academic and/or career-oriented audience. Canvas, the web course management system that Sierra uses includes an ePortfolio space for student use in which they can develop and house content and set restrictions so that it is public or private. Students develop these in the Comm 10 class and use them to house the research they do in the class, too. In relation to research, at the end of the term students do public presentations through poster sessions or showcases. Participants involved in the research process through service-learning or as members of communities under focus, are invited to attend and give feedback to presenters.

Faculty members Tara Franks and Nic Zoffel gave adjudicated presentations on developing Communication Studies capstone courses at community colleges at the National Communication Association annual meeting in 2017. Franks brings experience teaching a senior level capstone course in Communication at Arizona State University and incorporating service learning as research for a capstone. Vernon also has experience developing capstone courses that include service learning options while at the University of Alaska, Southeast and prior to this as a service-learning coordinator at the University of Washington, Tacoma. "Service learning, community-based learning" is another HIP and one that our faculty have training, experience, and enthusiasm around and plan to integrate further into Comm 10 and across our classes, broadly.

Other courses we have designed and offer in our department correspond with other HIPs. Our Comm 3, Group Communication course applies the "collaborative assignments and projects" HIP in which students learn to collaborate to produce and perform work. Part-time faculty Jessica Mougeotte will bring in new digital learning in a future online Comm 3 course, that pending approval, will be taught in fall 2018. She plans to use Google Hang-Outs to create an online space to practice and critique group processes, roles, and collaboration. Also, our Intercultural Communication course and our Performance of Diverse Literature courses both apply and illuminate the "diversity/global learning" HIP. Lastly, our media making and research courses: Comm 78, 79, 71, 72, 70, and 7, integrate community-based learning and "collaborative assignments" (another HIP) as students leave the classroom to document happenings with recording equipment, interview people, critically reflect on their learning and organize their work into various productions. We plan to continue to develop our courses in ways that reflect high-impact educational practices.

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[6] The author learned this at a conference led by the AACU on HIPs in Anchorage in 2012 while program chair of the Communication department at the University of Alaska, Southeast. On return, she collaborated with colleagues to build capstone courses for two-year and four-year students in an interdisciplinary degree. A one-page summary of the AACU's HIPs is included in the appendix.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided. In the space below, please describe or attach the cycle you have developed for outcomes assessment.

Course Student Learning Outcomes (CSLOs)
The cycle for CSLO assessment is on a rotating schedule and will be attached in the appendix of this report. As a department, we went through a rigorous and thorough assessment of our CSLOs in 2014. We returned again to our courses and fine-tuned titles, descriptions, and course outlines in 2017-18 as described in an earlier section. Currently, our process happens toward the end of the year in a discussion of the assessments of the particular courses and outcomes under review.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Professional Development
Our faculty are involved in a number of activities that enhance teaching, learning, and scholarship in Communication Studies and our program student level outcomes. This spring, 2018, faculty attended the Western States Communication Association conference and Tara Franks and Nic Zoffel presented a preconference workshop for other teacher-scholar-colleagues on the value and use of humor in the classroom. Part-time faculty members Liz Harder and Dan DeVere participated in this session. Zoffel also presented on a pedagogy panel at this conference and Franks presented on one on open educational resources (OER). Franks gleaned materials she plans to share with our department in a meeting set for the end of the term. Part-time faculty member Jessica Mougeotte completed Sierra's training on incorporating OER materials last year. The discussion we have about these and the sharing of tips and resources will encourage faculty who are interested to more readily adopt them.

For fall 2017 flex at Sierra, Franks presented a session on designing rubrics that some Communication faculty attended and benefitted from as well. Zoffel and Franks both presented at the National Communication Association conference in 2017 and gave and/or participated in talks on pedagogy, developing capstone courses at community colleges, and *GIFTs* (Great Ideas for Teaching) sessions. Vernon received an equity grant from Sierra to attend the Western States Communication Association conference (Western) in 2016 and while there, focused on panels that integrated issues of equity and inclusion into Communication courses. On return, she shared her learning in a departmental meeting and created the Communication Studies Canvas site and its pages on incorporating equity and success in our teaching. To foster and improve communication across part-time and full-time faculty, she also created an email list on Outlook 365. On Franks suggestion, faculty contributed GIFTs tied to best assignments given in Public Speaking at a department meeting and we have organized these as files accessible to all instructors in our Outlook and as a page in our Canvas space.

Lastly, two important, influential full-time faculty members bear mention even though both are on leave at the time of this writing: Julie Bruno and Margaret Williams. In recent years, Bruno has been an elected leader at the state-wide level in a role that illustrates her communicative knowledge and skill. She is the Academic Senate Representatives President of the California Community College system. And Margaret Williams has also been in leadership roles that illustrate her communicative knowledge and skill. She served as our program chair from 2013 to 2017. And has been in leadership roles across the campus in areas such as the Senate and the Sierra College Faculty Association. Further, Williams has contributed to the dialog on diversity in the region on community college administrative hiring, student equity and cultural enrichment as a panelist, presenter, and panel coordinator in the past three years in the following forums: the California Community College (CCC) Administrative Diversity, Capital Area North Doctorate in Educational Leadership Program at UC Davis (2017), the UC Davis Student Equity Summit in (2016), and the CCC Administrative Diversity, Association of California Community College Administrators 40th Anniversary Conference, San Francisco (2015).

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

3) , **Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.**

3a) Retention and Success: Identify and explain the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.

Success
As a department we average an 83% success rate, 10 points above the district's average. Another stand-out in three-year trends indicated by the DSR is that our Communication Studies AAT degree is the most popular one we offer. Our other degree, the Journalism AAT has very few graduates of the program as I discuss in an earlier section. We plan to keep up our momentum in our Communication Studies for Transfer degree which has steadily grown in enrollment over the past few years. We plan also to bolster our Journalism track by developing partnerships with university and community players and by increasing public showcases of student work in forums such as an online news magazine or journal. Relevant to success numbers, our departmental overall success has risen from 79% in fall '14 to 84% in spring '17. Likewise, there's an upward swing in our online success in that it has risen from 63% in fall '14 to 75% in spring '17.

Equity

On equity, places for improvement are our three-year average of success for African American students at 75% and for Pacific Islanders at 69%. For the first group, the success rate is 64% in fall '14 and then rises in subsequent years and then falls again in spring '16 to 66% to arrive at the average. Pacific Islanders are about eight times smaller of a group than the African American students we have and in two terms, we only have two students counted in this group. Another low number is former foster youth who average a 66% success rate across our classes. Like Pacific Islanders, they too are a small group. We plan to improve our success rates with these groups and with other populations with disparate success rates in our program. In addition to offering our New Legacy Comm 1 class that pivots on historically disenfranchised students, we plan to collaborate with Sierra's Rise program further to develop more curriculum that overlaps with their equity aims. We are in the initial stages of collaboration but anticipate further integrating more of our courses with them to achieve greater equity.

Distance Courses

In regard to our online courses, the biggest standout is that we have a three times larger number of former foster youth in our distance courses than in our on-ground courses at the Rocklin campus. Across Puente, Trio, and our Indigenous and Latino populations, our largest enrollments are on the Rocklin campus and the second largest is through distance learning. Our online courses are an important site of growth for us as we endeavor to deepen our inclusive pedagogical practices and make our courses more accessible to all. To this end, in developing our online Comm 1 and 3, we worked through issues of transition from face-to-face to digital communication and created tutorials to guide students in how to video record speeches, upload them to YouTube or Vimeo, caption and transcribe them, and then share them with their peers.

Access

The challenge to make a course genuinely assessable to students with (dis)abilities who might have difficulty seeing, hearing, interpreting images and/or colors, standing or moving had to be slowed down on and considered carefully in the above online offerings. Three of us developed online courses in this capacity and did training provided through a one-day workshop at Sierra or independent research to create accessible courses. And some faculty have faced other challenges in on-ground classes due to a lack of space for (dis)abled students and available support. All of this to say, our understanding of how to practice inclusive pedagogy in regard to our students with (dis)abilities is growing alongside the college as it develops capacity for support. Our Student with Disabilities Success rate has a three-year average of 80%. We expect this to improve with our incorporation of accessibility guidelines and practices in our teaching.

3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

<u>Enrollment</u>
Enrollment trends in our DSR include a rise in our department's overall success rate from 79% in 2014 to 84% in 2017, with a 3-year average of 83%. Online success rates have risen from 63% to 75% over the same period with a 3-year average of 71%. Our DSR lists zero enrollment at the Roseville Gateway campus. We plan to offer a Comm 1 course especially geared toward the Fire Technology program for the first time at this campus in fall 2018. This will increase our enrollment numbers there. At the Nevada County Campus, our numbers are roughly the same as they were in the last program review, averaging 136 students according to the DSR. There are more part-time faculty teaching at NCC than in the past and we are happy with the sustainable and consistent pattern of the program there— in an area with a much smaller population than the Rocklin campus. In Distance Learning our numbers have risen from 50 in the previous report to an average of 60 students. Our total enrollment 3-year average is 1,583. Most of our students are on the Rocklin campus with an average of 1,347 over the last 3 years.

> **3c)** Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

In 2016, our fill-rate for our courses in fall and spring is about 95% according to the Sierra dashboard. We also have typical waitlists in classes during this period at about 74%. In relation to our pathway, "People, Culture, and Society," on the Rocklin campus our fill-rate is 15% higher than the average. And in relation to the waitlists, ours are about 5% higher than the average. Our total enrollment is 1,565. We average about 60 sections a term and about 25 people per class. The cap set on our classes that require performance or production are a little lower than lecture courses to allow for students to show and do work. The lack of classroom space available to Communication Studies on the Rocklin campus impacts our ability to offer more classes. More good classrooms for performance classes like public speaking— what we teach the most, would help us be even more productive.

> **3d)** Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. Please describe and analyze the impact of any R4S initiatives on your program and incorporate any relevant information in the data dashboard related to student success, equity, and other measures of success including any relevant information addressed in sections 2 and 3.

We plan to update equipment used in our Comm 78 and 79 media courses in which student outcomes are tied to production. We plan also to incorporate an online journal for students in our Comm 70 courses to practice online journalism, showcase exemplar work across students in the department, and bolster our journalism track. We plan to inquire into creating a Communication certificate of some kind that would be useful and interesting for our students. We plan to increase our online offerings to include fully online Comm 1 and 3 in fall 2018, and Comm 5 by 2019.

The addition of these online offerings will increase access to courses for students and potentially shorten time to degree, an R4S identified issue.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

4) <u>**Resources:**</u> **This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency; include any analysis of R4S initiatives in the development of these goals and plans. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

As discussed in previous sections, we plan to continue growing our Communication Studies major and bolster our Journalism major. We plan to research viable certificates in our field and create one or more. We plan also to incorporate career integration across some of our classes further such as Comm 10 and Comm 1. In regard to Comm 1, it would be useful to introduce e-portfolios in this class that many Sierra students take in their first term. We plan to inquire into building an e-portfolio assignment in which students begin working in them, draft a goal statement toward a career or major, and upload an exemplar speech tied to this. If they continued as Comm Studies majors they could return to reflect on their learning in Comm 10 through another e-portfolio assignment. Some colleges have adopted institution-wide e-portfolio assignments and across our college, other departments may adopt them, too. Again, this is a high-impact pedagogical practice (HIP) that research demonstrates improves retention and success and thus supports R4S. Professional development opportunities for faculty on creating and teaching e-portfolio design would be helpful.

Further, on Comm 10 and other of our courses that include research (5, 7, 8, 70) we request support for a departmental membership in the National Communication Association and the Western States Communication Association. These two professional associations provide a wealth of information that would benefit our students in terms of illustrating the discipline and subfields, providing resources to enhance career opportunities, and access to journals to support student research projects done in our classes. Further, the Western States Communication Association (Western) holds an annual conference with an undergraduate division that includes community college students. We have built submissions to Western as an option for final projects into the Comm 10 course.

As a department, we are developing more online courses with Comm 1 and 3 slated for fall 2018 and Comm 5 in development for spring 2019. Our online courses that have formerly been taught as face-to-face performance classes demand a level of accessibility for students with (dis)abilities

that falls to instructors and this require a significant amount of labor. In a face-to-face class, if one has a Deaf student for instance, the office of DSPS can provide an interpreter that will accompany the student to class and translate for them so they can participate actively in discussions and give speeches. In the online classroom however, the instructor must build the class to be accessible across Deaf and hearing people. And this is just one (dis)ability—there are many. To encourage faculty to develop high-caliber online courses that are accessible for all, it would benefit faculty to have more support through options such as paid training in online teaching and accessibility, and/or time through a course-release, to do this important work.
In our department, faculty believe in inclusion and the challenge of using communicative practices to create it. We will continue to grow in ways that integrate equity and inclusion, our program level outcomes, and career integration, both on campus and in the broader, community.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

Our Communication Studies degree and our Journalism degree and the Comm 70 media and journalism related courses require some equipment and technological support. In the teaching of Comm 78 and 79 Media Practicums, some of the equipment needs to be updated and replaced due to regular wear and tear since it was purchased three years ago. The equipment provides students with the tools to achieve course outcomes. It is listed in the ePar. Through our Comm 71 and 72 courses we hope to achieve course outcomes through the production of an online journal. We hope to have support to work with a company to host and support an online journal in which our students would edit, produce, create, and showcase student work. This is described in the ePar.

4c) Staffing: Comment on the adequacy of your program's faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

According to the dashboard, we have five full-time faculty and 19 part-time faculty teaching at present in our department (even though we have 22, they are not always simultaneously teaching). More full-time faculty would allow us to build a more cohesive department, distribute the service load more equitably, and enable us to provide more advising and overall faculty presence to our students and on campus. That said, we have excellent teachers and we appreciate our part-time faculty, many of whom bring years of experience in careers and the discipline and set a welcoming tone. The issue is our ratio of full-time to part-time faculty at 32%. Our Instructional FTEF is about 12 over the last few years according to the dashboard and the ratio between part-time and full-time faculty has improved some with the spring 2017 full-time hire of Tara Franks. It was 2.95 F to 8.41 P in the first column of listed numbers to the last column at 4.10 F to 8.10 P. Because we continue to grow in enrollment and because we began with such an imbalance, we believe we still need two more full-time faculty members.

And while we have not had this in the past, it would be helpful for us to have three student employees: One who has successfully done Comm 1 to work with faculty to support student success in this class, and one who has successfully done Comm 70 or 71 to support student success across our journalism courses, and one who has successfully done an upper level Communication course to support student success in Comm 10. This would support career integration for our students and give them some instructional Communication experience.

4d) Facilities: Comment on the program's fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

On the Rocklin campus, our 95% fill rate and regular waitlists indicate that more classroom space would benefit students. It would be helpful and exciting for our students to have a classroom suited to performance and/or a remodel of a classroom we regularly use as a black box space (small, nuts and bolts performance space with moveable stage and performer/audience seating arrangements, with good lighting). Such a room would include a small stage with overhead lights to illuminate the speaker and a screen if used, and it would be possible to make the room dark. Such a classroom would benefit all of our courses in which students perform: Comm 1, 2, 3, 5, and 6.

Our Comm 78 and 79 courses need a designated classroom close to the production equipment and streaming and editing students do in these classes. Currently, a faculty member's office is overloaded with equipment that could otherwise be housed in a file cabinet or similar in a designated classroom. This is outlined in the ePar.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
	X		X				

5) <u>Summary/Closing</u>

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

The Communication Studies department at Sierra bases our work in a holistic learning model that advances the intellectual, creative, personal, and career aspirations of our students. We are well positioned at a community college to do this work and excited at the opportunity. We offer interesting classes that incorporate innovative pedagogies that are informed by advanced training in our discipline and our commitment to community college students. Most of our faculty,

including all of the full-time faculty in our program, started at community college and are passionate about the open-access mission of our work.

Our program level outcomes indicate thoughtful and deliberate design and support Sierra's outcomes in meaningful ways. Our courses reflect many of the AACU's high-impact educational practices and in turn, support R4S. Still, at the course outcome level, the process by which we review, update, and write our course level outcomes should be reviewed to improve understanding and encourage all faculty to do them in a meaningful way. Further, we need to develop a process in which we assess our assessments. This step would enable us to critically reflect on our assessments and make small changes to courses if necessary to improve clarity and coherence between course titles, descriptions, goals, and results. We also should make the course assessment process transparent. And we should return to past efforts to encourage faculty to do assessments in a meaningful way with pre-tests and post-tests and/or by tying assignments directly to outcomes and including them across rubrics.

While good by some measures, we hope to improve our success rates in general and in particular, in relation to equity. We also hope to build greater ties to the community through incorporating service learning and community-based research assignments for our students, and career integration. Lastly, we hope to create more platforms for our students to shine— through e-portfolios, online journals, media productions, poster sessions, performance, and service.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

The author received input from faculty that is reflected in the report by emailing all of the full-time and part-time faculty a set of questions relevant to the report. She received feedback from many, but not all. She incorporated some of the specifics of what she gleaned and this information helped her convey the values and aims of the department. She researched and incorporated data cited within the report and reviewed past Communication Studies program reviews and their assessments. Further, she endeavored to define key-terms currently in use around student "success" and tried to avoid acronyms. She emailed with Sierra's researcher, Erik Cooper to learn where relevant data could be found and to clarify terms. In a departmental meeting on March 12th, 2018, she discussed issues of equity and success and the program review and received feedback from colleagues that has informed the report. Lastly, the departmental description on the first page was written collaboratively by fulltime faculty Franks, Zoffel, Williams, and Vernon over email in fall 2017 and finalized by the author.

Communication Studies   **Liberal Arts**

COMM	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
FTES	161	158	165	171	162	181	166
FTEF Total	11.2	11.1	11.6	11.7	11.2	12.7	11.6
Efficiency (WSCH/FTEF)	444	440	439	452	446	441	443.6
Fill Rate	96.0%	96.0%	94.4%	98.4%	95.0%	95.0%	95.8%
AveSize	27.0	26.3	25.7	26.6	26.6	25.7	26.3
# of Sections	57	57	61	61	58	67	60
Department Retention	89%	90%	90%	90%	89%	92%	90%
Department Success	79%	83%	84%	82%	82%	84%	83%
Online Retention	83%	90%	81%	76%	80%	88%	83%
Online Success	63%	84%	67%	67%	72%	75%	71%

(28, 95,450 and 800 Courses   1   1

3 Year Productivity Trend

3 Year Retention and Success Percentage Trend
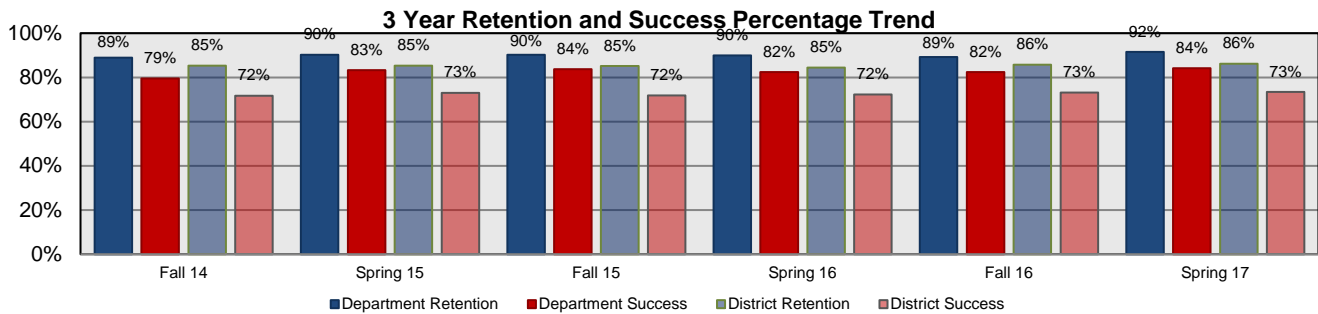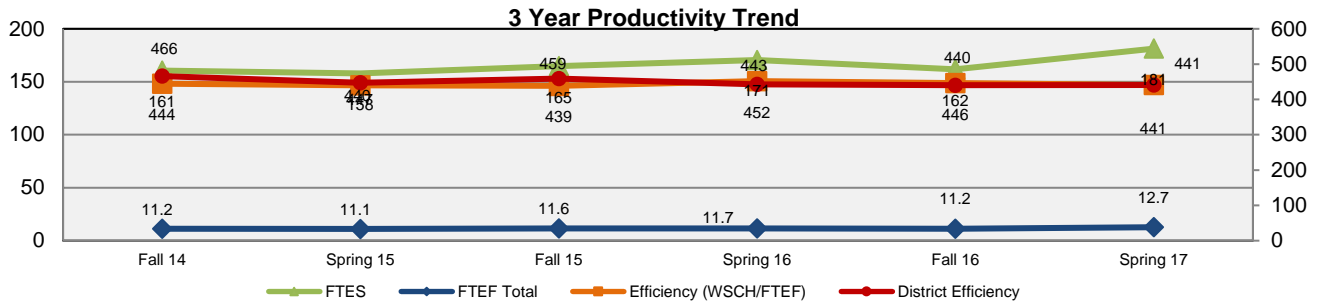
Enrollment by Location	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Department Total	1,538	1,497	1,573	1,625	1,541	1,722	1,583
Roseville Gateway							#DIV/0!
Rocklin Campus	1,324	1,267	1,321	1,387	1,299	1,485	1,347
Tahoe Truckee	46	57	38	28	40	32	40
Nevada County Campus	133	142	119	155	116	148	136
Distance Learning	35	31	95	55	86	57	60

3 Year Enrollment Trend by Location
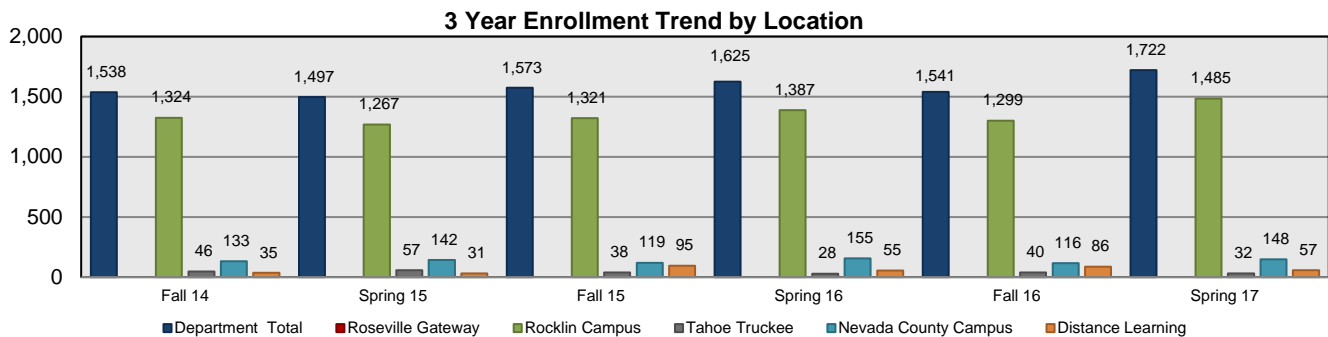
District Information	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
District Enrollment	54,932	53,058	54,133	52,752	52,884	50350	53,018
District Retention	85%	85%	85%	85%	86%	86%	85%
District Success	72%	73%	72%	72%	73%	73%	73%
District Efficiency	466	447	459	443	440	441	449
District Fill Rate	94.0%	91.0%	92.1%	89.4%	89.0%	88.0%	90.6%

Communication Studies   **Liberal Arts**

Instructional FTEF by Load Type	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
FT	2.90	3.03	2.95	3.30	3.17	4.10	3.24
PT	7.94	7.79	8.41	8.34	7.80	8.40	8.11
OV	0.33	0.28	0.24	0.22	0.23	0.20	0.25
Total FTEF	11.17	11.10	11.60	11.86	11.20	12.70	11.61

FT/PT Ratio (FT%)	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Dept	31%	33%	29%	32%	35%	38%	33%
Rocklin	37%	39%	34%	36%	32%	37%	36%
NCC	0%	8%	0%	8%	0%	0%	3%
RG	0%						0%
TT	0%	0%	0%	0%	0%	0%	0%
DL	0%	0%	33%	50%	33%	50%	28%

2015/16 FT% for FT/PT Ratio

Spring 2016 FTE by Load Type

Spring 2016 Staff Headcount
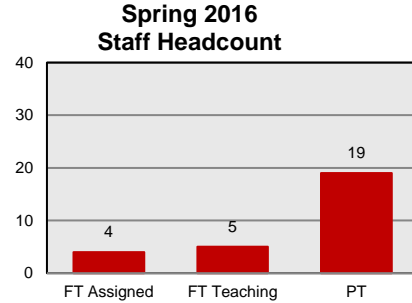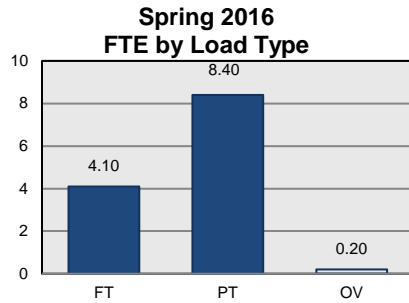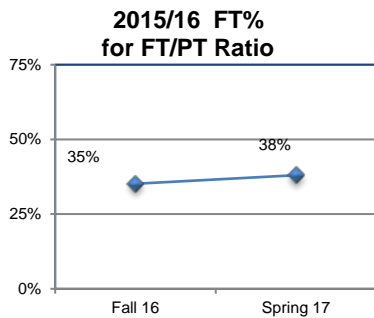
Staff Headcount	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
FT Assigned	4	4	3	3	3	4	3.50
FT Teaching	6	6	5	5	5	5	5.33
PT	19	21	19	18	19	19	19.17

| Majors	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	3 Yr Avg
Comm Studies	8	7	7	10	8	2	7.00
Comm Studies for Transfer	157	174	220	235	238	249	212.17
Comm Studies-General	184	166	152	128	119	86	139.17
Comm Studies-Graphi Des	21	18	18	14	3	3	12.83
Comm Studies-Graphic Des/Multi				8	12	16	12.00
Comm Studies-MassComm				1	11	24	20	14.00
Comm Studies-	11	16	21	14	4	1	11.17
Comm Studies-Multimedia	47	29	8	5	2	2	15.50
Comm Studies-Photography	4	2					3.00
Journalism for Transfer	24	30	34	30	46	43	34.50
							#DIV/0!

Awards	2014-15	2015-16	2016-17	3 Yr Avg
AA	3	1	1	1.67
AS	1	3	1	1.67
AA-T	51	43	37	43.67
AS-T				#DIV/0!
Certificate				#DIV/0!
Total	55	47	39	47.00

Course Outcomes	# of Active Courses	# Courses Assessed	# Active Learning Outcomes	Outcomes Assessed
	20	15	53	27
Program Outcomes	# of Program Outcomes	Outcomes Assessed		
Curriculum Currency SP 16				

Active Course = Taught during the previous 3 years   Outcomes Assessed = Outcomes assessed during the previous 3 yrs
Active Learning Outcomes = Active Course outcomes   Program Outcomes = Active Program Level Outcomes
Course Assessed = Course assessed and SAA submitted during the previous 3 years

Communication Studies **Liberal Arts**

Retention/Success by Ethnicity	Fall 14 Enr.	%	Spring 15 Enr.	%	Fall 15 Enr.	%	Spring 16 Enr.	%	Fall 16 Enr.	%	Spring 17 Enr.	%	3 Yr Avg
African American Ret.	47	85%	48	94%	57	100%	57	89%	89	90%	86	88%	91%
African American Succ.		64%		75%		86%		79%		80%		66%	75%
Amer Indian/Alaskan Nat Ret.	8	88%	15	87%	8	88%	14	100%	30	90%	34	88%	90%
Amer Indian/Alaskan Nat Succ.		75%		80%		75%		100%		90%		77%	83%
Asian Ret.	39	90%	76	95%	74	92%	74	89%	111	87%	115	90%	90%
Asian Succ.		85%		92%		86%		85%		79%		82%	84%
Filipino Ret.	32	97%	21	76%	25	88%	26	92%	43	91%	49	88%	89%
Filipino Succ.		81%		71%		80%		73%		81%		80%	79%
Hispanic/Latino Ret.	246	88%	232	88%	253	90%	285	87%	282	89%	292	91%	89%
Hispanic/Latino Succ.		75%		81%		82%		78%		83%		83%	80%
Pacific Islander Ret.	6	67%	1	0%	1	0%	2	100%	6	100%	13	85%	79%
Pacific Islander Succ.		67%		0%		0%		100%		83%		69%	69%
Other/Multi-Ethnic Ret.	11	82%	11	91%	13	92%	11	100%	4	100%	8	100%	93%
Other/Multi-Ethnic Succ.		64%		82%		85%		100%		100%		88%	84%
Uknown/Declined Ret.	14	93%	15	87%	11	91%	16	75%	10	100%	8	100%	89%
Uknown/Declined Succ.		79%		87%		91%		75%		100%		100%	86%
White Ret.	1135	89%	1078	91%	1131	90%	1140	91%	966	89%	1117	92%	90%
White Succ.		81%		84%		84%		83%		82%		87%	84%
Disparate Threshold (Succ.)		65%		67%		67%		67%		66%		69%	67%

Retention/Success by Equity Pop.	Fall 14 Enr.	%	Spring 15 Enr.	%	Fall 15 Enr.	%	Spring 16 Enr.	%	Fall 16 Enr.	%	Spring 17 Enr.	%	3 Yr Avg
Students with Disabilities Ret.	102	87%	123	87%	98	88%	126	90%	127	87%	131	92%	89%
Students with Disabilities Succ.		77%		80%		79%		82%		78%		82%	80%
Foster Youth Ret.	6	67%	11	73%	7	86%	13	100%	14	79%	8	88%	83%
Foster Youth Succ.		33%		73%		57%		77%		64%		75%	66%
Low Income Ret.*	880	88%	863	90%	880	90%	887	90%	600	88%	647	91%	89%
Low Income Succ.*		78%		83%		83%		81%		81%		84%	81%
Veteran Ret.	52	88%	53	92%	55	76%	51	92%	32	88%	52	90%	88%
Veteran Succ.		81%		83%		69%		82%		84%		81%	80%
Female Ret.	859	90%	801	91%	904	91%	922	91%	869	88%	917	92%	90%
Female Succ.		82%		84%		86%		85%		83%		87%	85%
Male Ret.	662	88%	683	90%	647	89%	679	88%	648	90%	781	91%	89%
Male Succ.		76%		82%		80%		79%		82%		81%	80%
Other/Non-Discolsed Gender Ret.	17	88%	13	92%	22	91%	24	79%	24	100%	24	96%	91%
Other/Non-Discolsed Gender Succ.		82%		92%		86%		71%		83%		83%	82%
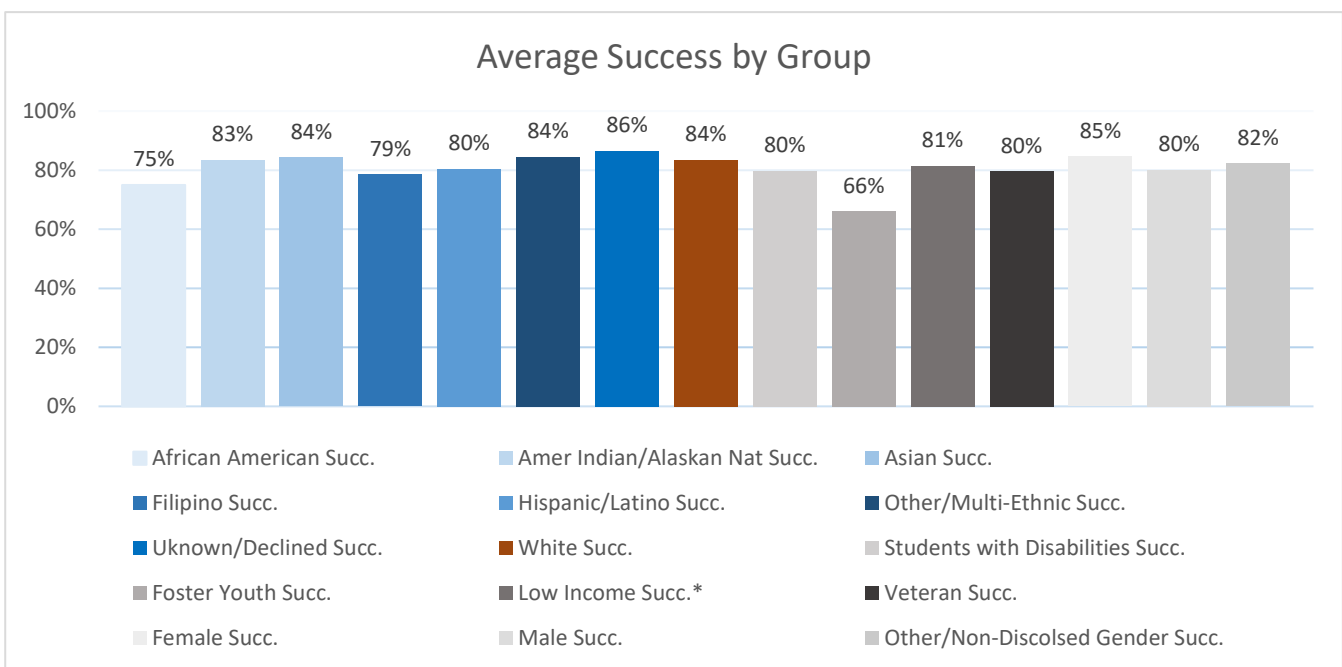
Average Success by Group

Bar values: 75%, 83%, 84%, 79%, 80%, 84%, 86%, 84%, 80%, 66%, 81%, 80%, 85%, 80%, 82%

Legend:
- African American Succ.
- Amer Indian/Alaskan Nat Succ.
- Asian Succ.
- Filipino Succ.
- Hispanic/Latino Succ.
- Other/Multi-Ethnic Succ.
- Uknown/Declined Succ.
- White Succ.
- Students with Disabilities Succ.
- Foster Youth Succ.
- Low Income Succ.*
- Veteran Succ.
- Female Succ.
- Male Succ.
- Other/Non-Discolsed Gender Succ.

Course	Semester of Assessment	PSLO.CSLO
COMM 1: Introduction to Public Speaking	Spring 17	A.2, B.4, C.1, D.1
COMM 2: Argumentation	Spring 18	A.3, B.1, D.2
COMM 3: Group Communication	Spring 17	A.2, B.4, C.2, D.1
COMM 5: Communication Experience	Spring 18	A.1, A.2, B.3, D.1
COMM 7: Intercultural Communication	Fall 18	B.3, B.4, D.2
COMM 6: Oral Interpretation of Diverse Literature	Spring 17	
COMM 8: Interpersonal Communication	Fall 17	A.4, B.1, C.2
COMM 10: Introduction to Communication Theory	Fall 17	A.4, C.1, C.3
COMM 12: Visual Communication	Fall 19	A.4, C.3, D.3
COMM 15/70: Media & Society	Fall 14	A.4, B.2, D.2
COMM 21/71: Writing for the Media	Spring 19	A.4, C.3, D.2
COMM 30/72: Ethnography for Media	Spring 19	A.4, C.3, D.2
COMM 78: Media Practicum: Writing	Spring 19	C3, D.1, D.3
COMM 79: Media Practicum: Publishing	Spring 19	C3, D.1, D.3
COMM 31a: Video Production	Fall 19	C1, D.1, D3,

PSLO.CSLO Frequency Use (1.16.2014)	
A1	1
A2	3
A3	1
A4	6
B1	2
B2	1
B3	2
B4	3
C1	3
C2	2
C3	6
D1	6
D2	6
D3	3

"Outcomes Chart, Rationales, Support, and Assessment Schedule"
Department of Communication Studies
Sierra College
2014

Competency Area	PSLO A: Performance of Self and Communities
PSLO Competency Statement	Perform in relation to individuals and audiences in a variety of communication contexts.
PSLO Rationale	In Development
Topics that Instructors might bring into courses (NCA Based, subtopics/units)	Self-concept; self-esteem; self-disclosure; communicator styles; decision-making styles; the interaction of personality traits/types; perception and attribution; communicator credibility; assertiveness; personal presentation styles; communication apprehension and confidence; rhetorical sensitivity; adapting messages and behaviors to the demographics, cultures, attitudes, values, and the expectations of others; engaging in feedback-induced adaptation; overcoming misperceptions and misinterpretation, particularly as reflected in ethnocentrism, stereotyping, prejudice, and discrimination; identifying and adapting to cultural dimensions such as individualistic/collectivistic and high/low context communication styles; developing rhetorical sensitivity to the potential and tangible effects of communicative acts; glocalization; active listening; media use; power dynamics; agency & voice.
CSLO: Selected Assessment Measures	1. *Introduce yourself to a group of listeners identifying your understanding of processes of globalization at the local level (glocalization), as a way of presenting yourself clearly and your diversity positively.* 2. *Assess an introduction of yourself to a group (e.g., how well did you manage your communication apprehension? What information did you choose to disclose? [was this opinion, superficial, social, or core interpersonal information]).* 3. *Modify and analyze the differences between a message provided to an individual and for a community stakeholder (the modified version should includes your personal experiences, opinions, and/or connection to the community.* 4. *Explain how media influences your identity, focusing on how self was developed and is continually evolving.*
WEBCMS: Selected References	• Bauman, Richard. *Verbal art as performance.* Massachusetts: Newbury, 1977. • Goffman, Erving. *The Presentation of Self in Everyday Life*. New York: Anchor/Doubleday, 1959. • Goleman, Daniel. *Emotional Intelligence*. New York: Bantam, 1995. • Gura, Timothy and Charlotte Lee. Oral Interpretation, 12th ed. Pearson, 2009. • Hamera, Judith. *Opening Acts: Performance in/as Communication and Cultural Studies*. (Thousand Oaks: Sage, 2006). • Norton, Robert W. *Communicator Style: Theory, Applications, and Measures*. Beverly Hills, CA: Sage. 1983. • Schutz, Will, C. *FIRO: A Three-Dimensional Theory of Interpersonal Behavior* (New York: Rinehart, 1958). • Turnley, William H., and Mark C. Bolino. "Achieving Desired Images While Avoiding Undesired Images: Exploring the Role of Self-Monitoring and Impression Management." *Journal of Applied Psychology*, 86 (2001): 351-360.

Competency Area	PSLO B: Develop Intercultural Competency
PSLO Competency Statement	Recognize and engage culture, power, and the diversity of human experience in communication.
PSLO Rationale	IN DEVELOPMENT
Topics that Instructors might bring into courses (NCA Based, subtopics/units)	Focus on the forms of communication as they unfold in multiple settings and contexts, including organizational, political, interpersonal, or mediated. Essential questions investigated will focus on the dynamics of culture and communication and the impact on identity, power, voice, agency, contact, adaptation, representation, inequality and empowerment, transition, competence, and other communication factors.
CSLO: Selected Assessment Measures	1. *Apply at least two cultural dimensions (e.g., power distance, individualism-collectivism, monochronic-polychronic time, high-context/low-context) to a recent interaction with an individual from another culture. Explain how these dimensions affected the quality and outcome of the interaction.* 2. *Explain a historical, political, professional, or family situation in which culturally-nuanced power affected the ability of members to make decisions.* 3. *Considering your own cultural representation and principles, explain the characteristics that often differentiate you from another cultural group (think critically, compare & contrast).* 4. *Present an artifact (an object or act of performance imbued with symbolic meaning) that discusses specific cultural differences or diversity after researching and/or interviewing a person from a culture (e.g., ethnic, international, religious, etc.).*
WEBCMS: Selected References	• Anzaldúa, Gloria. *Borderlands: La Frontera.* San Francisco: Aunt Lute, 1987. • Conquergood, Dwight. "Performance Studies: Interventions and Radical Research," *TDR* 46 (2002): 145-156. • Román, David. *Acts of Intervention: Performance, Gay Culture, and AIDS.* Bloomington: Indiana, 1998. • Sorrells, Kathryn. *Intercultural Communication: Globalization and Social Justice,* Los Angeles: Sage, 2013. • Ugwu, Catherine, ed. *Let's Get It On: The Politics of Black Performance.* London: Institute of Contemporary Arts, 1995.

Competency Area	PSLO C: Critique Symbolic & Relational Interaction
PSLO Competency Statement	Critique symbolic and relational communicative processes through face-to-face and digital interaction.
PSLO Rationale	Analyzing and interpreting the symbolic meaning of messages through relational interaction, refers to how we *convey* and *relate* to a message using verbal, nonverbal, and/or mediated forms and modes of communication. Whether face-to-face or in digital interaction, relational interaction characterizes the methods we use to share symbols and messages with others, regardless of the context. Because "communication is irreversible," a focal point is learning how to express messages skillfully and strategically using various communication modalities.
Topics that Instructors might bring into courses (NCA Based, subtopics/units)	Various communication development models and styles; conflict styles; decision making and problem solving methods; language styles; group norms and roles; groupthink; interpersonal and group dialectics; primacy and recency effects; narratives and storytelling models; informative and persuasive message guidelines; relationship and group development; organizational schemes in messages.
CSLO: Selected Assessment Measures	1. *Develop, create, and defend an artifact (an object or act of performance imbued with symbolic meaning) that critiques a communicative purpose.* 2. *Describe and defend two effective strategies you would use to manage an interpersonal conflict, conflict within a group, or some kind of communal engagement.* 3. *Apply key concepts to the analysis of communicative phenomenon.*
WEBCMS: Selected References	• Carpenter, Ronald H. *Choosing Powerful Words*. Boston: Allyn & Bacon, 1999. • Foss, Sonja K., *Rhetorical Criticism: Exploration and Practice,* 4th ed., Long Grove: Waveland, 2009. • Hayakawa, Samuel I., and Alan R. Hayakawa. *Language and Thought in Action*, 5th ed. San Diego, CA: Harcourt Brace, Jovanovich, 1990. • hooks, bell. *Outlaw culture: Resisting representations*. New York: Routledge, 1994. • Jhally, Sut, et al., *Social Communication in Advertising: Consumption in the Mediated Marketplace,* New York: Routledge, 2006. • Schechner, Richard. *Performance studies: An introduction*. London: Routledge, 2002.

Competency Area	PSLO D: Design Critical Communication through Production and Action
PSLO Competency Statement	Produce works of media and performance toward social justice.
PSLO Rationale	Topics that view communication and culture as mutually constitutive, and are dedicated to fostering critical and interdisciplinary approaches to a broad range of topics. To regard critical and cultural work as both organic and emergent. As such, embracing diverse methodologies and heterogeneous theoretical perspectives. To study languages of knowledge and power and questioning how these components shape cultural and social practices across historical contexts, in "everyday life," and in the classroom. To explore work that scrutinizes how discourses and practices impact individuals and communities, embodies insightful interpretation, and generates productive theorizing; while being committed to the premise that teaching and scholarship are powerful tools for fostering social justice and promoting social change, in the academy and beyond.
Topics that Instructors might bring into courses (NCA Based, subtopics/units)	Thinking critically; using appropriate self-disclosure and constructive feedback; selecting applicable decision making methods in a variety of individual and group contexts; employing appropriate conflict management strategies and styles; creating a supportive communication climate; reporting new information, clarifying difficult concepts, explaining complex processes, and/or correcting misunderstanding; adapting to receivers who agree with, disagree with, and/or are undecided about a message; evaluating the quality of evidence and arguments in persuasive messages; generating receiver interest; demonstrating the value of message content; making strategic decisions about interrelated message components such as purpose, content, language, organization, and mode(s) of expression; choosing appropriate methods for resolving relational and group dialectic tensions; applying appropriate conversation strategies; identifying and correcting fallacious reasoning.
CSLO: Selected Assessment Measures	1. *Develop, create, and defend an appropriate media artifact (an object or act of performance imbued with symbolic meaning) to advocate for a cause.* 2. *Produce and defend artifacts (an object or act of performance imbued with symbolic meaning) to explain underling social justice issues.* 3. *Demonstrate ethical and socially responsible use of media.*
WEBCMS: Selected References	• Dines, Gail and Jean M. Humez, eds., *Gender, Race, and Class in Media: A Critical Reader,* third ed., Boston: Sage, 2011. • Bordwell, David and Kristen Thompson, *Film Art*, 8th ed. • Nichols, Bill, *Introduction to Documentary*, Indiana Press, 2001.

Course	Semester of Assessment	PSLO.CSLO
COMM 1: Introduction to Public Speaking	Spring 14	A.2, B.4, C.1, D.1
COMM 2: Argumentation	Spring 15	A.3, B.1, D.2
COMM 3: Group Communication	Spring 14	A.2, B.4, C.2, D.1
COMM 5: Communication Experience	Spring 15	A.1, A.2, B.3, D.1
COMM 7: Intercultural Communication	Fall 15	B.3, B.4, D.2
COMM 8: Interpersonal Communication	Fall 14	A.4, B.1, C.2
COMM 10: Introduction to Communication Theory	Fall 15	A.4, C.1, C.3
COMM 12: Visual Communication	Fall 16	A.4, C.3, D.3
COMM 15/70: Media & Society	Fall 14	A.4, B.2, D.2
COMM 21/71: Writing for the Media	Spring 16	A.4, C.3, D.2
COMM 30/72: Ethnography for Media	Spring 16	A.4, C.3, D.2
COMM 78: Media Practicum: Writing	Spring 16	C3, D.1, D.3
COMM 79: Media Practicum: Publishing	Spring 16	C3, D.1, D.3
COMM 31a: Video Production	Fall 16	C1, D.1, D3,

PSLO.CSLO Frequency Use (1.16.2014)	
A1	1
A2	3
A3	1
A4	6
B1	2
B2	1
B3	2
B4	3
C1	3
C2	2
C3	6
D1	6
D2	6
D3	3

Course	Semester of Assessment	PSLO.CSLO
COMM 1: Introduction to Public Speaking	Spring 14	**A.2:** Assess an introduction of yourself to a group (e.g., how well did you manage your communication apprehension? What information did you choose to disclose? [was this opinion, superficial, social, or core interpersonal information]). **B.4:** Present an artifact that discusses specific cultural differences or diversity after researching and/or interviewing a person from a culture (e.g., ethnic, international, religious, etc.). **C.1:** Develop, create, and defend an artifact that critiques a critical communicative purpose. **D.1:** Develop, create, and defend an appropriate media artifact to advocate for a cause.
COMM 2: Argumentation	Spring 15	**A.3:** Modify and analyze the differences between a message provided to an individual and for a community stakeholder (the modified version should includes your personal experiences, opinions, and/or connection to the community. **B.1:** Apply at least two cultural dimensions (e.g., power distance, individualism-collectivism, monochronic-polychronic time, high-context/low-context) to a recent interaction with an individual from another culture. Explain how these dimensions affected the quality and outcome of the interaction. **D.2:** Produce and defend artifacts to explain underling social justice issues.
COMM 3: Group Communication	Spring 14	**A.2:** Assess an introduction of yourself to a group (e.g., how well did you manage your communication apprehension? What information did you choose to disclose? [was this opinion, superficial, social, or core interpersonal information]). **B.4:** Present an artifact that discusses specific cultural differences or diversity after researching and/or interviewing a person from a culture (e.g., ethnic, international, religious, etc.)

		C.2: Describe and defend two effective strategies you would use to manage an interpersonal conflict, conflict within a group, or some kind of communal engagement.
		D.1: Develop, create, and defend an appropriate media artifact to advocate for a cause.
COMM 5: Communication Experience	Spring 15	**A.2:** Assess an introduction of yourself to a group (e.g., how well did you manage your communication apprehension? What information did you choose to disclose? [was this opinion, superficial, social, or core interpersonal information]).
		B.3: Considering your own cultural representation and principles, explain the characteristics that often differentiate you from another cultural group (think critical compare & contrast).
		D.1: Develop, create, and defend an appropriate media artifact to advocate for a cause.
COMM 7: Intercultural Communication	Fall 15	**A.1:** Introduce yourself to a group of listeners identifying your understanding of processes of globalization at the local level (glocalization), as a way of presenting yourself clearly and your diversity positively.
		B.3: Considering your own cultural representation and principles, explain the characteristics that often differentiate you from another cultural group (think critical compare & contrast).
		D.2: Produce and defend artifacts to explain underling social justice issues.
COMM 8: Interpersonal Communication	Fall 14	**A.4:** Explain how media influences your identity, focusing on how self was developed and is continually evolving.
		B.1: Apply at least two cultural dimensions (e.g., power distance, individualism-collectivism, monochronic-polychronic time, high-context/low-context) to a recent interaction with an individual from another culture. Explain how these dimensions affected the quality and outcome of the interaction.
		C.2: Describe and defend two effective strategies you would use to manage an interpersonal conflict, conflict within a group, or some kind of communal engagement.

COMM 10: Introduction to Communication Theory	Fall 15	**A.4:** Explain how media influences your identity, focusing on how self was developed and is continually evolving. **C.1:** Develop, create, and defend an artifact that critiques a critical communicative purpose. **C.3:** Apply key concepts to the analysis to communicative phenomenon.
COMM 12: Visual Communication	Fall 16	**A.4:** Explain how media influences your identity, focusing on how self was developed and is continually evolving. **C.3:** Apply key concepts to the analysis to communicative phenomenon. **D.3:** Demonstrate ethical and socially responsible use of media.
COMM 15/70: Media & Society	Fall 14	**A.4:** Explain how media influences your identity, focusing on how self was developed and is continually evolving. **B.2:** Explain a historical, political, professional, or family situation in which cultural-nuanced power affected the ability of members to make decisions. **D2:** Produce and defend artifacts to explain underling social justice issues.
COMM 21/71: Writing for the Media	Spring 16	**A.4:** Explain how media influences your identity, focusing on how self was developed and is continually evolving. **C.3:** Apply key concepts to the analysis of communicative phenomenon. **D2:** Produce and defend artifacts to explain underling social justice issues.
COMM 30/72: Ethnography for Media	Spring 16	**A.4:** Explain how media influences your identity, focusing on how self was developed and is continually evolving. **C.3:** Apply key concepts to the analysis to communicative phenomenon. **D.2:** Produce and defend artifacts to explain underling social justice

		issues.
COMM 78: Media Practicum 1	Spring 16	**C.3:** Apply key concepts to the analysis to communicative phenomenon. **D.1:** Develop, create, and defend an appropriate media artifact to advocate for a cause. **D.3:** Demonstrate ethical and socially responsible use of media.
COMM 79: Media Practicum II	Spring 16	**C.3:** Apply key concepts to the analysis to communicative phenomenon. **D.1:** Develop, create, and defend an appropriate media artifact to advocate for a cause. D.3: Demonstrate ethical and socially responsible use of media.
COMM 31a: Video Production	Fall 16	C.3 Apply key concepts to the analysis to communicative phenomenon. D.1 Develop, create, and defend an appropriate media artifact to advocate for a cause. D.3 Demonstrate ethical and socially responsible use of media.

Unit	Goal	Strategies	Action
PAR Report - Communications Studies	Develop a Journalism/Mass Communication program within the Communication Department.	Develop mass communication curriculum with an emphasis in journalism and digital media.	At our department meeting, we decided to postpone major decisions about the Mass Communication curriculum until Fall 2011, when our new hire will be on board.
			Nicholas Zoffel is building relationships and learning more about journalism
			We are exploring partnering with AAD in developing Journalism lab courses.
	Develop, create modules to assess, and engage in discussions to continually evolve program outcomes.	Select and assess one outcome for each program.	At the Flex Comm. St. Dept. Mtg., the outcome assessment form was presented to the members of the department.
			At the Program Outcome Assessment Workshop, Julie Bruno, Robin Matthews, and Barbara Battenberg selected one program outcome that applies to the oral performance courses, as well as to our Comm. St. AA and transfer majors. We then developed an assessment form which will be used by all faculty members who teach one of our performance courses.
			Barbara Battenberg sent out the course outcome evaluation form in electronic form to all members of the department and included specific instructions on how to fill it out. The due date of Wednesday, November 25, 2009 was set. Faculty will not put their own names on the forms and will submit them to Julie Bruno, who will then collect them all and send them to Barbara Battenberg.
			For a second time, full-time and part-time faculty members submitted their forms containing the results of the Program Outcome Assessment of public presentations that they conducted with their Comm. 1, 2, 3, and 5 classes. The data was tallied and typed up, ready to bring to the next flex department meeting.
			In Nov. 2009, full-time and part-time faculty members submitted their forms containing the results of the Program Outcome Assessment of public presentations that they conducted with their Comm. 1, 2, 3, and 5 classes. The data was tallied and typed up, ready to bring to the next flex department meeting.
			The tallied results of the Program Outcome Assessment from Fall 2009 was brought to the January 2010 flex department meeting and discussed thoroughly. We decided that the data showed very favorable results when individual public speaking was being assessed, but that Comm.3, Group Communication, needed to be revised to put more emphasis on the assessment of individual performance within the group presentations.
			The tallied results of the Program Outcome Assessment from Fall 2010 were brought to the January 2011 flex department meeting, compared to

Unit	Goal	Strategies	Action
			the results of Fall 2009, and discussed thoroughly. We decided that the data again showed favorable results for individual public speaking. However, we decided that the instrument was flawed when trying to measure the improved individual responsibility that is now newly stressed in the revised objectives and course outline of Comm. 3. Therefore, we decided that the assessment instrument needs to be revised for group presentations.
	Revise courses (develop new where appropriate) to meet disciplinary standards, fulfill expectations of PSLO/CSLO's, and successfully maintain a completed Curriculum Review.	Divide up the Comm. St. courses among the full-time faculty members so that each person is responsible for revising specific courses for curriculum review and shepherding them through the process.	At our department meeting, it was decided that Margaret Williams will revise Comm. 1, 3, and 7; Julie Bruno will revise Comm. 2, 8, and 15; and Barbara Battenberg will revise Comm. 5 and 10, as well as the technology-related courses with the help of part-timer Aaron Bor and the AAD faculty: Comm. 20, 30, 31A, and 31B.
			At our department meeting, we decided to postpone action on Comm. 20, 31B, and 301 until Fall 2011, after our new hire is on board. At that time, we will decide whether to revise these courses or to delete them.
			At our department meeting, we determined that the following courses had all been submitted for Curriculum Review: Comm. 1, 2, 3, 5, 8, 10, 15, 28, 30, 31A, 95, and 300. Comm. 7 will be submitted very soon. Comm. 20 and 31B will have to wait until the fall when we know more about our available facilities. We are waiting on AAD to revise our cross-listed course Comm. 12/AAD 12.
			Barbara Battenberg submitted the revisions of Comm. 5 and Comm. 10 in December of 2009. Julie Bruno submitted the revisions of Comm. 8 and Comm. 15 in January 2010. Margaret Williams is in the process of making final revisions to submit Comm. 1 and Comm. 3 at the beginning of March 2010.
			Julie Bruno and Susan Lucyga (English Professor) submitted a revision of JRNL 20, cross-listing it as COMM 21, bringing Journalism into the Communication Studies Department.
			Margaret Williams submitted Comm. 7 for Curriculum Review, but it will not be acted upon by the Curriculum Committee until Fall 2010.
			Rebecca Gregg submitted Comm. 12/AAD 12 for Curriculum Review.
			The standard courses of Comm. 28, 95, and 300 were submitted for Curriculum Review.
			Work is continuing on revising Comm. 2, 7, 20, 30, and 31A. Julie Bruno is working on Comm. 2. Margaret Williams is working on Comm. 7. Julie Bruno and Barbara Battenberg are working on Comm. 20. Aaron Bor sent his online class materials for Comm. 30 to Barbara Battenberg to help her revise that course. Natalie Rische in AAD is taking the lead on revising Comm. 31A, with Barbara Battenberg, to make it a cross-listed course with AAD. We have decided not to revise Comm. 31B because we no longer have a television studio available in which to teach that course.
		Explore establishing pre-requisites.	Barbara Battenberg researched comparable course descriptions at CSUS,

Unit	Goal	Strategies	Action
		Explore establishing pre-requisites.	A.R., Cosumnes River, and two other community colleges whose courses were transferable to CSUS. She reported her findings to Julie Bruno and Margaret Williams. Since CSUS has no prerequisites and the other community colleges have only English course advisories, we decided at our department meeting not to establish pre-requisites for our courses and to keep our present English advisories but to revise the wording to parallel the new wording used by our English Department.
			In our revision of Comm. 1 for Curriculum Review, we have added the pre-requisite of "Eligibility for English 50," a reading course, because the research department found strong correlations between reading skills and success in Comm. 1.
			In our revision of Comm. 10 as part of Curriculum Review, we added the advisory of "Eligibility for English 1A," a writing course, because there are several writing assignments in Comm. 10 and lack of writing skills makes it hard to succeed in this course.
			In our revision of Comm. 2 for Curriculum Review, we have added the pre-requisite of "Eligibility for English 1A," a composition course, because the research department found strong correlations between writing skills and success in Comm. 2.
		Investigate the possibility of offering more courses online and/or as hybrid.	At our department meeting, we discussed which courses might possibly be offered online in the future. We agreed that we could probably offer Comm. 7 (Intercultural), Comm. 10 (Survey), and Comm. 15 (Mass Comm) online and agreed to fill out the distance learning addendum to those course descriptions. However, several of our courses require too much in-class activity and performance to be offered online.
			COMM 21/JRNL 210A was submitted as a distance learning course.
			Comm. 7 was submitted as a distance learning course, but will not be acted upon by the Curriculum Committee until Fall 2010.
			Julie Bruno submitted both Comm. 8 and Comm. 15 for Curriculum Review with the addendum for distance learning, and is working on proposing that Comm. 2 be a hybrid course. Barbara Battenberg submitted Comm. 10 for Curriculum Review with the same addendum, and is working on doing the same for Comm. 30. Margaret Williams continued Comm. 1 as a hybrid course, and is in the process of revising Comm. 7 and will add that addendum.
		Julie Bruno is making at least one course inactive	
		Revise Comm. St. 2 to meet the critical thinking G.E. requirement.	Julie Bruno brought Comm. 2 to the Curriculum Committee, which approved her request for the course to meet the critical thinking G.E. requirement. The course will not be eligible for the IGETC critical thinking requirement because the U.C.'s require completion of English 1A as a prerequisite to such a course. However, we are awaiting approval from the CSU system.

Unit	Goal	Strategies	Action
			Julie Bruno is working on revising Comm. 2 so that it will fulfill critical thinking.
	Distinct Count:3	Distinct Count:30	

High-Impact Educational Practices

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First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ $p<0.001$, ++ $p<0.001$ & Unstd B > 0.10, +++ $p<0.001$ & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student– Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ $p<0.001$, ++ $p<0.001$ & Unstd B > 0.10, +++ $p<0.001$ & Unstd B > 0.30