

Fall 2012 Program Review - Annual Update by Section

As of: 5/14/2013 03:50 PM EST

Discipline/Program/Area Name

Communication Studies/ Journalism (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

Communication Studies

Academic Year

Communication Studies/ Journalism (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

2012-2013

Name of person leading this review.

Communication Studies/ Journalism (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

Tina McDermott, Ken Lee, Tom Graves and Harish Rao

Names of all participants in this review.

Communication Studies/ Journalism (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

Tina McDermott, Ken Lee, Tom Graves and Harish Rao

Please review the five year headcount and FTES enrollment data provided on [Program Review website](#). Comment on trends and how they affect your program.

Communication Studies/ Journalism (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

Since the peak of AVC's enrollment in 2008-2009 there has been a 26.1% decrease in annual headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. Though headcount has diminished, the headcount of Communications has increased based on growth in course offerings and the expansion course enrollment capacity. In regards to Journalism, the data shows an increase compared to 2008-2009 which may be attributed to the consistency of the professor staffing the position.

Using the student achievement data provided on the [Program Review website](#), please comment on any similarities or differences in success, retention, and persistence between race, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.

Communication Studies/ Journalism (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

The success rate for gender at AVC shows females at 72% and males at 69% which have been the outcome of a small but steady increase over the past five years. In contrast, the LA division shows a similar rate of success in females and 4% lower for males. At the departmental level, the success rate of females is 5-6% higher and males nearly 3-4% higher than during the past two years in comparison with the campus.

Similar findings can be attributed to success by race with a higher rate of success across all race of students enrolled in division level. The following table represents the change in success over the past five years with Communications have a greater increases in comparison to AVC. *The data on journalism shows major increases and decreases which may be low enrollments across races.

	American Indian/ AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/ Unknown
AVC	4%	3%	3%	2%	2%	5%	1%
COMM	8%	9%	9%	9%	5%	9%	-1%
JOUR*	50%	100%	-28%	0%	-12%	3%	44%

The comparative data on location showed that student success at Lancaster has a 2% increase (69% to 71%) and 4% increase (64% to 68%) at Palmdale over the past five years. The Communication departmental data shows a 4% increase (72% to 76%) at Lancaster and 10% increase (62% to 72%) at Palmdale over the past five years. The Journalism courses were only taught at the Lancaster campus.

The retention rate for males and female at AVC is the same listed at 88% which is up from 1% from five years ago. In

contrast, males and females both have a higher rate of retention at the division level which recently reflects high 80's for males and females. Similarly, the data mirrors the divisional retention rate for gender with female at 90% and males at 88%. Similar findings can be attributed to retention by race with a higher rate of retention across all race of students enrolled in division level. The following table represents the change in retention over the past five years with Communications have increases in comparison to AVC with the exception of American Indian Alaskan Native students, which make up a small minority of enrollment. *The data on journalism shows major increases and decreases which may be low enrollments across races.

	American Indian/ AK Native	Asian	Black or African American	Pacific Islander	White	Mexican/Central or South American	Other/ Unknown
AVC	3%	1%	2%	0%	1%	2%	-1%
COMM	-3%	6%	3%	2%	2%	4%	2%
JOUR*	100%	0%	18%	0%	4%	-13%	11%

The comparative data on location showed that student retention at Lancaster has a 1% increase (from 87% to 88%) and 2% increase (86% to 88%) at Palmdale over the past five years. The Communication departmental data shows a 1% increase (from 87% to 88%) at Lancaster and 6% increase (84% to 90%) at Palmdale over the past five years. The Journalism courses were only taught at the Lancaster campus.

Analyze changes in student achievement and achievement gaps over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in improvements in student achievement.

Communication Studies/ Journalism (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

There has been an overall increase in Communication success, retention and outcome assessment findings, which can be related to the modifications to the course outline of records and norming sessions and rubric for grading.

Provide examples from your program where assessment findings of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions in the past year. This should include brief descriptions of assessment findings, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.

Communication Studies/ Journalism (PR)

[President's Office, Program Reviews, Academic Affairs (PR), Language Arts Division (PR)]

The Communications department conducts monthly meetings to discuss outcome assessment, findings, modification and action plans. The minutes are stored in WEAVEOnline

Analyze changes in SLO, PLO and/or OO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in the improvement of SLO, PLO and/or OO findings this past year.

Communication Studies/ Journalism (PR)

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The findings of the outcomes assessment shows an increase in results which can be attributed to norming session and rubric grading speech that was identified in SLO action plans in Fall 2011 .

Review the program goals and objectives related to improving outcome results and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.

Communication Studies/ Journalism (PR)

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Goal #1 Improve student graduation and transfer rates

On-going

Goal #2 To better align the COMM Studies Program with transfer institutions degree programs in the discipline.

Completed with development of AAT degree

Goal #3 Establish PLOs for the AA-T degree

Completed

Goal #4 To have at least 10 declared COMM Studies majors

Completed

Goal #5 To revive the Forensics Team

Planning

Goal #6 To expand the course offering in Communication Studies AA-T degree program and Journalism.

On-going

Goal #7 Expand the Journalism Program

Planning

New Goals

New Goal #1 Decrease the class capacity from 30 to 24 in all performance classes (i.e. Comm 101, 112, 114 and 115)

List significant new and continuing resource needs in rank order of importance. Identify the document (e.g. Educational Master Plan, action plan, state mandate, accreditation mandate) and/or data which corroborate each need.

Communication Studies/ Journalism (PR)

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Human Capital

Full-time Communications faculty (Replacement)

Full-time Communications faculty (New)

Full-time Journalism faculty (Replacement)

Facilities

Permanent location (courserooms) of Communication courses to be housed

New and regularly maintained HVAC system(s) for LS-1 & LS-2.

Reliable and up-to-date "smart" classrooms (audio visual equipment, speakers, closed captioning features, document cameras, etc.) with on-going preventative maintenance.

Appropriately configured overhead classroom lighting to facilitate student viewing of multimedia presentations; classroom sound proofing

A Vid-Oral system for evaluative assistance in public speaking courses

One small faculty/student meeting room for Lancaster campus

Funding to Support Student Learning

Vid-Oral system. Equipment: 2 DVD dual decks or two individual DVDs per classroom, 2 monitors, 2 toggle switches, 2 small camera, and 2 mics.

Classroom remodel: plaster board, window, curtain, locking door, and electrician to wire both the camera and ceiling mic, and install the electronic hardware

Stable funding for speech tutors in The Learning Center (grants, Title V, etc.)

Expand JOUR course offerings